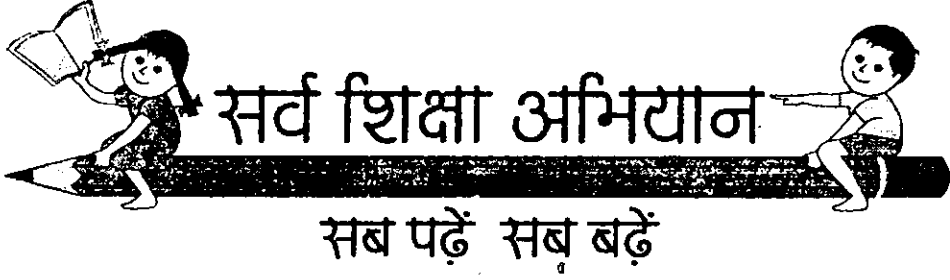


APPRAISAL REPORT OF
ANNUAL WORKPLAN AND BUDGET

2010-11

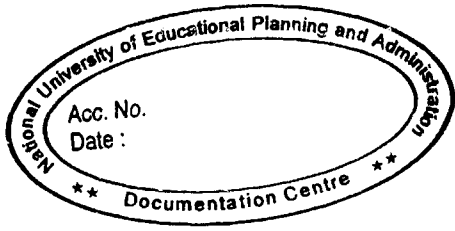
REVISED



SARVA SHIKSHA ABHIYAN
(SSA, NPEGEL & KGBV)

KARNATAKA

In respect of: Bagalkot, Bangalore Rural, Bangalore Urban, Belgaum, Bellary, Bidar, Bijaapur, Chamarajanagar, Chikamangalore, Chikkaballapura, Chitradurga, Dakshina Kannada, Davanagere, Dharwad, Gadag, Gulbarga, Hassan Haveri Kodagu, Kolar, Koppal, Mandya, Mysore, Raichur, Ramnagara, Shimoga Tumkur, Udupi, Uttarkannada, Yadagiri & State Component Plan



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Appendices:

Fact Sheet, Results Frame Work, Tables on physical progress, Data Tables and Costing.

APPRAISAL REPORT

KARNATAKA-2010-11

1. An Executive Summary of key items should be provided in the given format:-

(I) Progress Overview for 2009-10

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	New Schools						
1.1	Upgraded EGS /New Primary School	317		317		100	
1.2	Upper Primary Schools	130		130		100	
2	Teachers						
2.1	Primary School	634	164.840	0	0.000	0.00	0.000
2.2	Upper Primary School	580	117.000	0	0.000	0.00	0.000
2.3	Additional teachers	0	0.000	0	0.000	0.00	0.000
2.4	Recurring Teachers	23064	38361.780	20658	29154.953	89.57	76.000
	Total	24278	38643.620	20658	29154.953	85.09	75.446
3	Teacher Grant	228894	1144.470	223286	1117.729	97.55	97.663
4	Grants for BRC	196	1006.240	196	971.268	100.00	96.524
5	Grants for CRC	2684	3177.584	2668	2950.360	99.40	92.849
6	Teachers' Training						
6.1	Teachers trg. - in service at block level for 10 days	228885	2288.850	210306	1373.310	91.88	60.000
6.2	Teachers trg. - in service at block level at cluster level for 10 days	228885	1144.425	199472	686.655	87.15	60.000
6.3	Induction training for Newly Recruit Trained Teachers for 30 days	1084	32.520	52	0.000	4.80	0.000
6.4	BRC/CRC coordinators and resource persons for 10 days	5370	53.700	4786	45.986	89.12	85.635
	Total	235339	3519.495	204310	2105.951	86.82	59.837
7	Intervention for Out of School Children (No. of Children covered)	174553	4271.019	156042	3192.075	89.40	74.738
8	Remedial Teaching	311985	623.970	311985	623.970	100.00	100.000
9	Free Text Books	910389	964.737	910389	964.737	100.00	100.000
10	IED	121153	1453.836	121153	1453.836	100.00	100.000

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
		11	Civil Works				
11.1	New Primary School (Rural)	317	2853.000	317	2853.000	100.00	100.000
11.2	Additional class rooms(Rural)	3810	13463.400	3816	13463.400	100.16	100.000
11.3	Additional Class Room to Bangalore Metro City	125	692.500	0	0.000	0.00	0.000
11.4	Separare Girls Toilet	8377	2094.250	8377	2094.250	100.00	100.000
11.5	Special Toilets for CWSN	1548	774.000	1548	774.000	100.00	100.000
	Total Civil Works	14177	19877.150	14058	19184.650	99.16	96.516
12	TLE	317	63.400	317	63.400	100.00	100.000
13	Maintenance Grant	67240	4624.700	65520	4489.101	97.44	97.068
14	School Grant	72457	4113.070	71887	4101.200	99.21	99.711
15	REMS	72457	941.941	72457	941.941	100.00	100.000
16	Management & LEP						
16.1	Management	30	3182.438	29	2545.950	96.67	80.000
16.2	Community Mobilization	0	0.000	0	0.000	0.00	0.000
16.3	LEP	30	1837.200	30	1837.200	100.00	100.000
	Total	30	5019.638	30	4383.150	100.00	87.320
17	Innovations						
17.1	ECCE		435.000		435.000	0.00	100.000
17.2	Girls Education		0.000		0.000	0.00	0.000
17.3	Intervention for SC/ST		435.000		435.000	0.00	100.000
17.4	Comp. Edn.		1450.000		1450.000	0.00	100.000
17.5	Minority Community		297.250		297.250	0.00	100.000
17.6	Urban Deprived Children		282.750		282.750	0.00	100.000
17.7	others		0.000		0.000	0.00	0.000
	Total		2900.000		2900.000		100.000
18	Community Trainings	325978	195.587	317605	195.587	97.43	100.000
19	SIEMAT		0.000		0.000		
20	State Component		539.000		539.000	0.00	100.000
	SSA (TOTAL)		93079.456		79332.908	0.00	85.231
20	NPEGEL	965	587.828	965	587.828	100.00	100.000
21	KGBV	64	2331.997	64	2331.997	100.00	100.000
	GRAND TOTAL		95999.281		82252.733		85.681

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

Sl. No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount recd. from other sources	Total Funds Available	Expenditure	% of Expenditure against Approved Outlay	% of Expn. against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
				GOI	State							
1	2001-02	6022.000	0.000	700.000	128.762	2.627	831.389	132.427	2.199	15.928	123.529	5.233
2	2002-03	10465.580	698.962	8041.590	556.929	45.806	9343.287	5183.584	49.53	55.48	2680.530	-2118.368
3	2003-04	31467.820	4159.703	12399.240	1398.664	124.125	18081.732	16048.850	51.00	88.76	4133.080	-4852.784
4	2004-05	43661.250	2032.882	27126.170	10650.000	171.820	39980.872	31654.943	72.50	79.18	9042.057	-3244.841
5	2005-06	43222.665	8325.940	28303.780	13926.350	243.920	50799.990	35868.052	82.98	70.61	9434.593	1246.916
6	2006-07	75868.752	14934.757	55791.155	15676.031	462.370	86864.313	53495.484	70.51	61.59	18597.052	-1674.105
7	2007-08	69745.997	33422.265	40604.789	23705.864	677.379	98410.297	74339.936	106.59	75.54	21864.117	167.642
8	2008-09	96042.740	24070.362	51578.225	33508.880	550.250	109707.717	89806.775	93.51	81.86	27772.890	5903.631
9	2009-10	95999.281	26870.900	44220.000	20019.370	217.750	91328.020	82252.733	85.68	90.06	29480.000	-3556.999
	Total Upto 2009-10	472496.085	114515.771	268764.949	119570.850	2496.047	505347.617	388782.783			123127.849	-3556.999

(III) Teams to provide information on:

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

Sl. No.	Year	(Rs. in crores)				
		Outlay		Expenditure		TOTAL
		Plan	Non-Plan	Plan	Non-Plan	
1	1999-2000	288.91	1175.26	345.306	1196.747	1542.053
2	2000-01	379.38	1341.44	443.818	1315.359	1759.177
3	2001-02	442.79	1315.89	510.336	1274.401	1784.737
4	2002-03	385.71	1501.28	353.311	1442.468	1795.779
5	2003-04	402.29	1638.61	436.177	1588.107	2024.284
6	2004-05	761.672	1793.625	709.85	1738.57	2448.420
7	2005-06	737.048	1962.162	731.52	1935.56	2667.080
8	2006-07	765	2339.54	772.52	2290.67	3063.190
9	2007-08	770.009	2743.17	760.053	2945.737	3705.790
10	2008-09	958.887	3666.964	948.236	3626.564	4574.800
11	2009-10	887.155	3669.799			

(IV) Proposals & Recommendations for 2010-11:

(Rs. in lakh)

S. No.	Activities	Proposed Outlay 2010-11				Recommendation 2010-11						
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	Remarks
			Fin	Phy			Fin	Fin				
1.0	New Schools											
1.1	Upgradation of EGS to PS		0				0					
1.2	New Primary schools		135				135					
1.3	Upgraded New UPS		330				330					
1.4	Adding class VIII to UPS		135				0					State policy notification to merge class VIII with elementary Education is still awaited.
2	New Teachers Salary (PS)											
2.1	Primary Teachers (Regular)	0.00	270	80.46	80.46	0.00	270	80.46	80.46	0.00	80.46	2 months
2.2	Upper Primary Teachers (Regular)	0.00	660	196.68	196.68	0.00	660	196.68	196.68	0.00	196.68	2 months
2.3	Upper Primary Teachers- TGT	0.00	135	44.42	44.42	0.00	0	0.00	0.00	0.00	0.00	Class VIII not allowed
2.4	UP Teachers BA.BEd (Schools sanctioned in)	0.00	5545	1824.31	1824.31	0.00	0	0.00	0.00	0.00	0.00	State policy notification to merge class VIII with elementary Education is still awaited.
	Sub Total	0.00	6610	2145.86	2145.86	0.00	930	277.14	277.14	0.00	277.14	
	Teachers Salary (Recurring)											
2.5	Primary Teachers (Regular)-Exisiting	0.00	17254	31057.20	31057.20	0.00	17254	31057.20	31057.20	30897.00	160.20	
2.6	Primary Teachers- Vacant	0.00	1479	440.74	440.74	0.00	1479	440.74	440.74	467.26	-26.52	2 months
2.7	UP Teachers- TGT (Regular)- Exisiting	0.00	5235	11307.60	11307.60	0.00	5235	11307.60	11307.60	11242.80	64.80	
2.8	UP Teachers- TGT (Regular)- Vacant	0.00	310	92.38	92.38	0.00	310	92.38	92.38	101.32	-8.94	2 months
	Sub Total	0.00	24278	42897.92	42897.92	0.00	24278	42897.92	42897.92	42708.38	189.54	
	Sub Total (New teachers+Teachers Recurring)	0.00	30888	45043.78	45043.78	0.00	25208	43175.06	43175.06	42708.38	466.68	
3	Teachers Grant											
3.1	Teachers grant - Primary	0.00	48865	244.33	244.33	0.00	48865	244.33	244.33	242.10	2.23	
3.2	Teachers grant - UPS	0.00	177395	886.98	886.98	0.00	177395	886.98	886.98	894.77	-7.80	
	Sub Total	0.00	226260	1131.30	1131.30	0.00	226260	1131.30	1131.30	1136.87	-5.57	
4	Block Resource Centres											
4.1	Salary of Resource	0.00	522	1127.52	1127.52	0.00	522	1127.52	1127.52	1127.52	0.00	

S. No.	Activities	Proposed Outlay 2010-11				Recommendation 2010-11						Remarks
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	
			Fin	Phy			Fin	Fin				
	Persons											
4.2	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	
4.3	Contingency	0.00	196	98.00	98.00	0.00	196	98.00	98.00	98.00	0.00	
4.4	Meeting & TA allowance	0.00	196	58.80	58.80	0.00	196	58.80	58.80	58.80	0.00	
4.5	TLM grant	0.00	196	19.60	19.60	0.00	196	19.60	19.60	19.60	0.00	
4.6	BRC Building Maintenance	0.00	187	18.70	18.70	0.00	0	0.00	0.00	0.00	0.00	Maintenance of BRC buildings not allowed
	Sub Total	0.00	196	1322.62	1322.62	0.00	196	1303.92	1303.92	1303.92	0.00	
5	Cluster Resource Centres											
5.1	Salary of Resource Persons	0.00	1652	3568.32	3568.32	0.00	1652	3568.32	3568.32	3568.32	0.00	
5.2	Furniture & equipment	0.00	136	13.60	13.60	0.00	136	13.60	13.60	13.60	0.00	136 new CRC's are allowed
5.3	Contingency	0.00	2820	282.00	282.00	0.00	2820	282.00	282.00	282.00	0.00	
5.4	Meeting & TA allowance	0.00	2820	338.40	338.40	0.00	2820	338.40	338.40	338.40	0.00	
5.5	TLM grant	0.00	2820	84.60	84.60	0.00	2820	84.60	84.60	84.60	0.00	
5.6	CRC Building Maintenance	0.00	2304	115.20	115.20	0.00	0	0.00	0.00	0.00	0.00	Maintenance of CRC buildings not allowed
	Sub Total	0.00	2820	4402.12	4402.12	0.00	2820	4286.92	4286.92	4286.92	0.00	
6	Teachers Training											
6.1	Teachers trg. - in service at block level for 10 days	0.00	226260	2262.60	2262.60	0.00	226260	2262.60	2262.60	2273.73	-11.13	
6.2	Teachers trg. - in service at block level at cluster level for 10 days	0.00	226260	1131.30	1131.30	0.00	226260	1131.30	1131.30	1136.87	-5.56	
6.3	Induction training for Newly Recruited Trained Teachers for 30 days	0.00	10638	319.16	319.16	0.00	10638	319.16	319.16	185.05	134.11	
6.4	Training for- Untrained Teachers - 60 days	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	
6.5	BRC/CRC coordinators and resource persons for 10 days	0.00	5442	54.42	54.42	0.00	5442	54.42	54.42	54.36	0.06	
	Sub Total	0.00	242340	3767.48	3767.48	0.00	242340	3767.48	3767.48	3650.01	117.47	
7	Interventions for Out of School Children											
7.1	Residential Bridge Course - 12 months	0.00	19639	1963.90	1963.90	0.00	19639	1963.90	1963.90	0.00	1963.90	
7.2	Residential Bridge Course - 6 months	0.00	6054	302.70	302.70	0.00	6054	302.70	302.70	302.70	0.00	
7.3	Bridge course - Chinnara Angala Resi-3 months	0.00	26186	667.74	667.74	0.00	26186	654.65	654.65	421.94	232.71	Unit cost restricted to Rs. 2500/- for 3 months.
7.4	Bridge course -NRBC - 12 months	0.00	7602	228.06	228.06	0.00	7602	228.06	228.06	0.00	228.06	
7.5	Bridge course 3 months - Chinnara Angala -	0.00	31740	317.40	317.40	0.00	31740	238.05	238.05	154.68	83.37	Unit cost restricted to

S. No.	Activities	Proposed Outlay 2010-11				Recommendation 2010-11						Remarks
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	
			Fin	Phy			Fin	Fin				
	NRBC											Rs. 750/- for 3 months
7.6	Mobile schools	0.00	1070	32.10	32.10	0.00	1070	32.10	32.10	0.00	32.10	
7.7	Tent school	0.00	4975	74.63	74.63	0.00	4975	74.63	74.63	0.00	74.63	
7.8	Madrasa / Makthab	0.00	12675	380.25	380.25	0.00	12675	380.25	380.25	0.00	380.25	
7.9	NCLP Schools	0.00	2696	80.88	80.88	0.00	2696	80.88	80.88	0.00	80.88	
7.10	AIE Centers(Transportation, Hardest to reach children)	0.00	21481	537.03	537.03	0.00	21481	537.03	537.03	0.00	537.03	
7.11	Meena clubs non NPEGEL Clusters	0.00	6033	181.00	181.00	0.00	6033	181.00	181.00	0.00	181.00	
	Sub Total	0.00	153129	4765.68	4765.68	0.00	153129	4673.24	4673.24	879.32	3793.92	
8	Remedial Teaching/Special Training											
8.1	Motivation through field trips	0.00	30	450.00	450.00	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
	Sub Total	0.00	30	450.00	450.00	0.00	0	0.00	0.00	0.00	0.00	
9	Free Text Book											
9.1	Free text book for I-V std all children of aided schools	0.00	472274	401.43	401.43	0.00	472274	401.43	401.43	401.49	-0.06	
9.2	Free text book for VI-VIII std all children of aided schools	0.00	490420	662.07	662.07	0.00	490420	662.07	662.07	660.65	1.42	
9.3	Work books for Nali Kali	0.00	1865062	1305.54	1305.54	0.00	0	0.00	0.00	0.00	0.00	Workbook not allowed as the State Government is providing textbooks to children studying in Government schools.
	Sub Total	0.00	2827756	2369.04	2369.04	0.00	962694	1063.50	1063.50	1062.14	1.36	
10	Interventions for CWSN											
10.1	Provision of disabled children	0.00	125251	3757.53	3757.53	0.00	125251	3757.53	3757.53	4899.12	-1141.59	
	Sub Total	0.00	125251	3757.53	3757.53	0.00	125251	3757.53	3757.53	4899.12	-1141.59	
11	Civil Works											
11.1	New Primary School (Rural)	0.00	129	1760.85	1760.85	0.00	129	1161.00	1161.00	0.00	1161.00	Unit cost restricted to Rs. 9 lakh the absence of State notification on revised SOR.
11.2	ACR for new UPS sanctioned in 2010-11	0.00	660	3399.00	3399.00	0.00	660	2428.80	2428.80	0.00	2428.80	Unit cost restricted to last year's.
11.3	Library (Primary)	0.00	21236	637.08	637.08	0.00	21236	637.08	637.08	0.00	637.08	
11.4	Library (UP)	0.00	17847	1784.70	1784.70	0.00	17847	1784.70	1784.70	0.00	1784.70	
11.5	Additional class rooms as per SSA Norms	0.00	5136	25680.00	25680.00	0.00	4089	15047.52	15047.52	0.00	15047.52	As per gap and maximum ceiling permissible

S. No.	Activities	Proposed Outlay 2010-11				Recommendation 2010-11						
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	Remarks
			Fin	Phy			Fin	Fin				
11.6	As per Nali Kali Norms	0.00	4160	20800.00	20800.00	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
11.7	AS per TCR	0.00	15412	77060.00	77060.00	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
11.8	Additional Class Room to Bangalore Metro City	692.50	0	0.00	692.50	692.50	0	0.00	692.50	0.00	692.50	
11.9	Toilets / Urinals	0.00	4138	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	
11.10	Separate Girls Toilet	0.00	10503	10292.94	10292.94	0.00	10187	2546.75	2546.75	0.00	2546.75	As per maximum ceiling
11.11	Electrification	0.00	1811	90.55	90.55	0.00	1811	90.55	90.55	0.00	90.55	
11.12	Head Master's Room	0.00	5554	20549.80	20549.80	0.00	3614	13371.80	13371.80	0.00	13371.80	Restricted as per ceiling
11.13	Residential Hostel	0.00	17	340.00	340.00	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
11.14	Major Repairs (Primary)	0.00	1305	1206.19	1206.19	0.00	1305	1206.19	1206.19	0.00	1206.19	
11.15	Major Repairs (Upper Primary)	0.00	585	605.81	605.81	0.00	585	605.81	605.81	0.00	605.81	
11.16	Barrier Free Elements	0.00	4154	127.20	127.20	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
11.17	Setting up of Solar Photo Voltaic to existing CALC schools	0.00	1812	1087.20	1087.20	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
11.18	Setting up of Solar Photo Voltaic to new CALC schools	0.00	196	117.60	117.60	0.00	0	0.00	0.00	0.00	0.00	Not covered under the norms
	Sub Total of Civil works	692.50	99507	165538.92	166231.42	692.50	61463	38880.20	39572.70	0.00	39572.70	31.691
	Furniture for Govt. UPS											
11.19	No. of children	0.00	810996	4054.98	4054.98	0.00	197826	989.13	989.13	0.00	989.13	As per ceiling
	Sub Total (Furniture)	0.00	810996	4054.98	4054.98	0.00	197826	989.13	989.13	0.00	989.13	0.806
	Sub Total(Civil + Furniture)	692.50	910503	169593.90	170286.40	692.50	259289	39869.33	40561.83	0.00	40561.83	32.497
12	Teaching Learning Equipment											
12.1	TLE for new schools	0.00	135	27.00	27.00	0.00	135	27.00	27.00	0.00	27.00	
12.2	TLE for upgraded schools	0.00	330	165.00	165.00	0.00	330	165.00	165.00	0.00	165.00	
	Sub Total	0.00	465	192.00	192.00	0.00	465	192.00	192.00	0.00	192.00	
13	Maintenance Grant	0.00	67376	5053.20	5053.20	0.00	67376	5018.95	5018.95	5131.28	-112.33	As per norms.
	Sub Total	0.00	67376	5053.20	5053.20	0.00	67376	5018.95	5018.95	5131.28	-112.33	
14	School Grant											
14.1	Primary School	0.00	48317	2415.85	2415.85	0.00	48317	2415.85	2415.85	2412.45	3.40	
14.2	Upper Primary School	0.00	25061	1754.27	1754.27	0.00	25061	1754.27	1754.27	1757.77	-3.50	
	Sub Total	0.00	73378	4170.12	4170.12	0.00	73378	4170.12	4170.12	4170.22	-0.10	
15	Research & Evaluation											
15.1	Research, evaluation, supervision	0.00	73378	953.91	953.91	0.00	73378	953.91	953.91	953.68	0.23	
	Sub Total	0.00	73378	953.91	953.91	0.00	73378	953.91	953.91	953.68	0.23	
16	Management & Quality											

S. No.	Activities	Proposed Outlay 2010-11				Recommendation 2010-11						Remarks
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	
			Fin	Phy			Fin	Fin				
16.1	Management & MIS	0.00	30	3428.26	3428.26	0.00	30	2776.60	2776.60	2731.30	45.29	As per ceiling
16.2	Community Mobilisation	0.00	30	551.00	551.00	0.00	30	493.00	493.00	491.00	2.00	
16.3	Learning Enhancement Programme (LEP)	0.00	30	2452.00	2452.00	0.00	30	2374.00	2374.00	2288.00	86.00	
	Sub Total	0.00	30	6431.26	6431.26	0.00	30	5643.60	5643.60	5510.30	133.29	
17	Innovative Activity											
17.1	ECCE	0.00	30	450.00	450.00	0.00	30	450.00	450.00	0.00	450.00	
17.2	Girls Education	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	
17.3	Intervention for SC/ST	0.00	30	450.00	450.00	0.00	30	450.00	450.00	0.00	450.00	
17.4	Comp. Edn.	0.00	30	1500.00	1500.00	0.00	30	1500.00	1500.00	0.00	1500.00	
17.5	Minority Community	0.00	30	307.50	307.50	0.00	30	307.50	307.50	0.00	307.50	
17.6	Urban Deprived Children	0.00	30	292.50	292.50	0.00	30	292.50	292.50	0.00	292.50	
	Sub Total	0.00	30	3000.00	3000.00	0.00	30	3000.00	3000.00	0.00	3000.00	
18	Community Training								9			
18.1	VEC/SMC-3 days residential	0.00	82167	246.50	246.50	0.00	82167	246.50	246.50	820.58	-574.08	
18.2	VEC/SMC-3 days non-residential	0.00	273888	410.83	410.83	0.00	273888	410.83	410.83	410.29	0.54	
18.3	Local Authy-3 days residential	0.00	7293	21.88	21.88	0.00	7293	21.88	21.88	75.26	-53.39	
	Sub Total	0.00	363348	679.21	679.21	0.00	363348	679.21	679.21	1306.14	-626.93	
	Total of SSA (Districts)	692.50	5097179	257083.17	257775.67	692.50	2575193	122686.08	123378.58	76998.29	46380.28	
19	State Component											
19.1	Management	0.00	0	1771.67	1771.67	0.00	0	1036.12	1036.12	994.69	41.43	As per activities covered under project management
	Sub Total	0.00	0	1771.67	1771.67	0.00	0	1036.12	1036.12	994.69	41.43	
	STATE SSA TOTAL	692.50	5097179	258854.83	259547.33	692.50	2575193	12372219	124414.69	77992.98	46421.71	
20	NPEGEL											
	Recurring											
20.1	Maintenance of schools, part time instructor to MCS, provision of life skills, bicycles, vocational training, transportation charges etc.,	0.00	921	138.15	138.15	0.00	921	138.15	138.15	331.56	-193.41	
20.2	Award to best school/teacher	0.00	921	46.05	46.05	0.00	921	46.05	46.05	46.05	0.00	
20.3	Student evaluation, Remedial Teaching, Bridge courses & alternative Schools	0.00	921	184.20	184.20	0.00	921	184.20	184.20	0.00	184.20	
20.4	Learning through Open schools	0.00	921	184.20	184.20	0.00	921	184.20	184.20	174.99	9.21	
	Sub Total	0.00	921	552.60	552.60	0.00	921	552.60	552.60	552.60	0.00	
20.5	Community Mobilization	0.00	921	35.27	35.27	0.00	921	35.27	35.27	35.27	0.00	
	Sub Total	0.00	921	35.27	35.27	0.00	921	35.27	35.27	35.27	0.00	
	Grand Total -	0.00	921	587.87	587.87	0.00	921	587.87	587.87	587.87	0.00	

S. No.	Activities	Proposed Outlay 2010-11			Recommendation 2010-11							
		Spill Over	Fresh Proposal 2010-11		Total Proposed	Spill Over	Fresh Outlay		Total Recommended	Recurring Grant Allowed	Net outlay Recommended	Remarks
			Fin	Phy			Fin	Fin				
	NPEGEL (Non recurring + recurring)											
21	KGBV											
	Non Recurring											
21.1	Replacement of Bedding	0.00	64	48.00	48.00	0.00	61	45.75	45.75	43.50	2.25	
	Total Non-recurring	0.00	64	48.00	48.00	0.00	61	45.75	45.75	43.50	2.25	
	Recurring											
21.2	Maintenance per girl Per month @ Rs.900/-	0.00	64	691.20	691.20	0.00	64	691.20	691.20	691.20	0.00	
21.3	Stipend per girl per month @ Rs.50/-	0.00	64	38.40	38.40	0.00	64	38.40	38.40	38.40	0.00	
21.4	Supplementary TLM, stationary and other educational materials	0.00	64	38.40	38.40	0.00	64	38.40	38.40	38.40	0.00	
21.5	Examination Fee	0.00	64	1.28	1.28	0.00	64	1.28	1.28	1.28	0.00	
21.6	Salaries	0.00	64	768.00	768.00	0.00	64	768.00	768.00	768.00	0.00	
21.7	Vocational training / specific skill trg	0.00	64	32.00	32.00	0.00	64	32.00	32.00	32.00	0.00	
21.8	Electricity / water charges	0.00	64	38.40	38.40	0.00	64	38.40	38.40	38.40	0.00	
21.9	Medical care/contingencies @ Rs.750/- per girl.	0.00	64	48.00	48.00	0.00	64	48.00	48.00	48.00	0.00	
21.10	Misc. including maintenance	0.00	64	51.20	51.20	0.00	64	51.20	51.20	51.20	0.00	
21.11	Preparatory camps	0.00	64	9.60	9.60	0.00	64	9.60	9.60	9.60	0.00	
21.12	P.T.A / school functions	0.00	64	9.60	9.60	0.00	64	9.60	9.60	9.60	0.00	
21.13	Provision of Rent (8months)	0.00	15	22.50	22.50	0.00	15	22.50	22.50	28.50	-6.00	
21.14	Capacity Building	0.00	64	19.20	19.20	0.00	64	19.20	19.20	19.20	0.00	
	Total Recurring	0.00	64	1767.78	1767.78	0.00	64	1767.78	1767.78	1773.78	-6.00	
	Grand Total (Non recurring + recurring)	0.00	64	1815.78	1815.78	0.00	64	1813.53	1813.53	1817.28	-3.75	
	Grand Total (SSA+NPEGEL+KGBV)	692.50	5098163	261258.48	261950.98	692.50	2576178	126123.59	126816.09	80398.13	46417.96	

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

(VI) Provision for 2010-11:**(Rs. in lakh)**

Total Outlay	Shortfall of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision
126816.09	3557	57067.24	38400.00	18667.24 Actual shortfall will be based on the unspent balances available as on 31 st March 2010

(VII) Total Recommended Budget for 2010-11:**(Rs. in lakh)**

S. No.	Head	Total Proposed Outlay			Total Recommended Outlay				
		Spill Over	Fresh	Total	Spill Over	Fresh	Total	Recurring Grant Allowed	Net outlay Recommended
1	SSA	692.500	258854.833	259547.333	692.500	123722.191	124414.691	77992.977	46421.714
2	NPEGEL	0.000	587.871	587.871	0.000	587.871	587.871	587.871	0.000
3	KGBV	0.000	1815.780	1815.780	0.000	1813.530	1813.530	1817.28	-3.750
	Total	692.500	261258.484	261950.984	692.500	126123.592	126816.092	80398.128	46417.964

(VIII) Information on Quality Interventions:**(Rs in lakh)**

S. No.	Category	Financial Recommendation for 2010-11
1	Teacher's Salary	43175.06
2	Teacher Grant	1131.300
3	BRC	1303.920
4	CRC	4286.920
5	Teachers' Training	3767.483
6	Special training for mainstreamed children	0.000
7	Free Textbooks	1063.500
8	School Grant	4170.120
9	REMS	953.914
10	Innovative Activities	3000.000
11	TLE for new schools	192.000
12	Learning Enhancement Programme	2374.000
13	Community Training	679.212
	Total:	66097.43
	% of total outlay	53.42

(2) Issues

Planning Management and Data

- **Availability of data and its quality:** There is a marked improvement in availability of data on different indicators, there consistency and quality. The appraisal team appreciates the efforts made by the state in improving its data based and the quality of plans after the observations made in the PAB held on 15.2.2010.
- **Single teacher schools:** A numbers of single teacher schools still exist, despite the state making commitment on elimination of single teacher schools. Although progress is being made on this issue yet there is need for more tangible and effective solutions to address the issue of single teacher schools in the regions which are known for low enrolment and consequently are provided a lone teacher as a matter of state policy.
- **Equity:** equity is a major concern in Karnataka where there is a lot of spatial variation on key educational indicators. The seven Northwestern districts and some other districts continue to be lagging substantially on key educational indicators. It is heartening to note that the state has started focusing more on this crucial aspect.
- **SIEMAT:** Despite a lot of ground work being done, the State has not been able to operationalise SIEMAT. There is need to expedite action to establish and operationalise this very important educational institution in the State.
- The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level.

Education Indicators

- The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level.
- A decrease of 1,92,014 (04.77%) at Primary Level and 85,182 (03.68%) at U. Primary has been observed for Govt+Aided Management.
- Bidar, Gulbarga, Raichur, Bijapur, Yadgiri are the districts which have more than 40% of schools having No drinking water facility at primary Level..
- Gulbarga, Chikballapur, Bidar, Hassan, Koppal are the districts which have more than 60% of schools having No Girls Toilet facility at primary Level..

Quality

- The State should make sure to review and integrate together the various monitoring formats (eg. QMT, QPR, DISE, ADEPTs, etc), in order to reduce their number and repetition, so as to reduce the administrative burden of data collection on the RPs.

- At present the State does not have a provision for recruiting subject-wise teachers for all upper primary schools, except in those schools which have higher enrollment. The State will need to develop some strategy for ensuring subject-wise recruitment as per RTE requirement.
- The State needs to take steps for integrating the 8-year elementary cycle

IE

The State has identified 125251 CWSN (shown below), out of a total child population of 8327824, which is 1.57% of the total child population. As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.57%. In absolute numbers, there is a gap of **51372** CWSN. 15 districts out of 30 in the state have identified more than 1.57% CWSN. This needs consideration.

The state needs to do appropriate district level planning so that the resources are allocated as per needs of CWSN.

The state should undertake a research study on evaluation of teacher training in IE

All the schools need to be made barrier free gradually.

Access

According to the information furnished by the state team, all the children (4130) residing in ineligible habitations are going to schools, however it has been shown in the table regarding reasons for being out of school that around two thousand children are not going to school due to lack of access.

Education of SC/ST Children

The state has been proposing the same activity over the years, which has not been crafted to keep in view the gaps in achievement level, attendance, retention and transition level.

Civil works

The State has worked out 3312 schools having worst SCR in descending order and has further worked out 4132 classrooms required in such schools. While allotting/distributing ACRs State will ensure that ACRs are allocated first in the worst SCR schools and then in descending order. As a double check, the situation will be verified on the ground before allotting the classrooms. State may give necessary commitment.

- 11994 components comprising of 316 Primary schools, 3494 ACR, 100 multilevel schools building in urban area (ACR), 1306 CWSN toilets and 6823 girl's toilets are in progress without any financial spillover. **The State may commit when these components are likely to be completed?**
- The completion rate for components approved for 2009-10 is only 13% against 97% expenditure. The low completion rate is for the reason that civil works were not taken up right from the 1st quarter and major chunk of funds were released in 3rd and 4th quarter. The State may commit to take up civil works for 2010-11 and

release funds regularly from 1st quarter itself in order to improve the completion rate.

Financial Management

- A new revenue district of Yadgir was created by altering the limits of Gulbarga district as per State Government Gazette Notification dated 15-9-2009. This was subsequently confirmed by issue of Government Notification dated 26-12-2009. The AWP&B for 2010-11 of this new district has been proposed by the State. PAB may kindly approve the addition of one more district in the State bringing the total number of districts to 30.
- There are some vacant posts of Finance and Accounts Staff at SPO, DPO and district level. The State should ensure filling up these vacant posts by 31st March 2010.
- The internal audit is to be strengthened by engaging more CA firms to ensure the internal audit on concurrent basis.
- The State has a backlog of State Share of Rs. 3557 lakh which should be released immediately.

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

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

Commitments	Achievement	Comments
<p>I) The State will take action on the comments made by the PAB on the progress and action taken on the commitments and Result Framework of 2008-09 given in Para5.1 & 5.2 above which remained unfulfilled and be reported as per the timelines agreed. - Annexed to the commitments</p>	<p>Enclosed in Annexure</p>	<p>Item wise comments in the annexure.</p>
<p>II) The State will share progress in putting in place performance indicators for teachers and trainers by 31st July, 2009 and use them for tracking and enhancing their performances.</p>	<p>State level workshop was held based on that district and Divisions, level workshops are held, the performance indicators will be consolidated and finalized at the State level.</p>	<p>The Team takes note of the progress made. However, the progress is too slow and needs to be expedited. Use of performance indicators for teachers and trainers should start at the earliest.</p>
<p>III) Improving teacher accountability through performance indicators (eg ADEPTS)and VEC / SDM supervision by devolving of specific powers to them.</p>	<p>Every school has an SDMC which looks after all round development of the school.</p>	<p>The State seems to be acting on fulfillment of the commitment but more information in this regard is required to assess the degree of compliance.</p>
<p>IV) Regarding teacher accountability systems and mechanisms, the State would:</p> <p>a) Provide information on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental</p>	<p>a) SDMCs are reviewing the performance of teachers and staff regularly.</p> <p>b) SDMCs are monitoring the attendance of the teachers, non-teaching staff and students.</p> <p>c) All education Department</p>	<p>The State seems to be taking action on the desired lines.</p>

Commitments	Achievement	Comments
<p>satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p> <p>b) Provide details of the system for recording teacher attendance with inputs from the community and the Block/district education officials.</p> <p>c) Provide details of the system for regular monitoring of student's attendance.</p>	<p>Officials are visiting the school to check attendance and achievement of the students.</p>	
<p>V) State will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1</p>	<p>Development and realization will be undertaken by CPI. as per PTR, and need based.</p>	<p>An effective system still does not seem in place</p> <p>Although average PTR at State level is very comfortable (17, 27 & 24 respectively for primary, upper primary and elementary). There are several schools with very high PTR e.g. Yadgiri district has reported 11.64% schools with PTR > 40 at Primary and Bijapur has 23% schools at Upper Primary which are reported PTR more than 40:1.</p>
<p>VI) Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/SSA at village/block/district level.</p>	<p>All schools have SDMC. The president of SDMC is the chairman of PRI. SDMC is the supervising authority for the school Development.</p>	<p>The commitment has been fulfilled.</p>
<p>VII) Wherever elementary cycle is not 5+3 years, State government to take policy</p>	<p>As per NPE revised cycle (I-V and VI-VIII) has been sent to the Government to take decision. It is</p>	<p>This commitment is long overdue with the State and so far it remains</p>

Commitments	Achievement	Comments
<p>decision to synchronize elementary cycle as per NPE (1992), which means five years of primary (I-V) and three years of upper primary (VI-VIII).</p>	<p>under process.</p>	<p>unfulfilled, There is need to expedite the process and synchronize the elementary cycle with the rest of the country in a time bound fashion.</p>
<p>VIII) State will move towards unified or single system of educational statistics at the elementary level i.e, for DISE & SES. DISE data 2009-10 will be submitted latest by 30th of January 2010 after independent check for data validation.</p>	<p>In Karnataka, for all purpose DISE data have been using. As per the commitment 2009-10 DISE data entry and consistency checks process have been completed at district level. After generating the data , will be submitted in the month of Jan, 2010.</p>	<p>DISE 2009-10 has been used in planning for the AWP&B 2010-11 and the data has submitted to NUEPA.</p>
<p>IX) Ending parallel post of District Coordinator for SSA implementation at district level in States where such arrangements are still in place.</p>	<p>In Karnataka we do not have parallel post of District Co-coordinator for SSA implementation at District Level. DDPI of the districts is Ex-officio is the District project Co-ordinator.</p>	<p>The State is meeting the commitment.</p>
<p>X) Constitution of and holding of regular meetings of District Level Monitoring Committee, for SSA & MDM as envisaged in Para 4.13 of SSA Framework for implementation.</p>	<p>District Monitoring Committee is constituted in every district and every quarter these committees are meeting and they are monitoring the timely implementation of SSA activities.</p>	<p>The Action Taken Report by the State is appreciable.</p>
<p>XI) The backlog of teacher vacancies (2424 under SSA and 9539 under State budget) should be filled in by July 2009.</p>	<p>1165 primary teachers and 100 TGT teachers under SSA, 2841 primary teachers under state Government will be filled by Jun-2010. (Provision List is already announced)</p>	<p>The commitment has not been met. The progress is very slow.</p>
<p>XII) The Annual Report for 2007-08 was due for submission by December 2008 which has not yet been submitted by the State. The State should take immediate action to submit the same by</p>	<p>2007-08 Annual Reports are submitted to MHRD and distributed to all the concerned in the month of February, 09.</p>	<p>Action has been taken. The State submitted the Annual Report for 2008-09.</p>

Commitments	Achievement	Comments
28th February 2009.		
XIII) The internal audit is in arrears which should be brought to a concurrent stage by strengthening the internal audit mechanism.	During 2009-10, it will beto concurrent	The State to strengthen the internal audit system by engaging more CA firms to bring the same on concurrent basis.
(XIV) Some deficiencies have been pointed out in the Accounts by the Statutory Auditor in the Audit Report of 2007-08 which should be addressed keeping in view the provisions of the Manual on Financial Management and Procurement.	Complied to CA observations. Necessary initiation is taken up to address as per Financial Management & procurement.	The State has taken action for the compliance of audit observations.
13. The release of funds to SSA Karnataka will be further guided by the following conditions. I) The State Government should give a written commitment for meeting its share of the SSA of the budget approved according to 60:40 Centre - State sharing pattern.	- Matching grant is made available against release of Govt. grant	Rs.35.56 crore is still the back log State share. The State should ensure that the same is released urgently.
II) First installment of the State share should also be released to the State Society within one month of the releases of Central share to the State Society.	Condition Complied.	The commitment is met
III) At least 50% of the teachers recruited should be female.	54.69% Female teachers are working in Karnataka	The commitment is met
IV) Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least the salary payment. The latter would monitor the attendance before releasing	The SDMCs are involved in monitoring the teacher attendance but salary is dispersed through the department.	The commitment has been fulfilled partially.

Commitments	Achievement	Comments
the salary.		
<p>V) VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants and other such expenditures, which have to be incurred only through these bodies as per SSA norms.</p>	<p>In our State, these expenditure will be through SDMC's only.</p>	<p>The commitment is met</p>
<p>VI) The State Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.</p>	<p>The State is maintaining the required level of investment to Elementary Education.</p>	<p>The commitment is met</p>
<p>VII) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.</p>	<p>Govt. of India has sanctioned release of 2nd installment of grant to State Implementation Society on 11.11.2009</p>	<p>The condition has been fulfilled.</p>
<p>VIII) All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.</p>	<p>All appointments under the Head of Management Cost are outsourced on contract basis having functional computer literacy.</p>	<p>The commitment is met</p>

Annexure – 1

Para 5.1 to PAB commitments 2009-10

2008-09 PAB commitment Action taken report	Comment by PAB	Concerned Officer	Comments of the Appraisal team 2010-11
Reduction of all out of school children to zero by 2008-09 with a mandate to ensure universal enrolment during 2008-09	Around 35 thousand children continue to be out of school. These are the hardest to reach children and specific strategies are needed to enroll them.	Specific strategies like Asha Kirana, Seasonal Bridge course, tent school transportation facilities are providing to these hard core children to bring them to the mainstream.	The State has reported that the number of OOSC has increased from 35 thousand to around 1.11 lakh. The State has attributed this sharp increase to floods, a more intensive survey and the likelihood of underage or over is being accounted as OOSC. The State is planning to enroll all the children through different strategies.
Reduction in drop out rate from 10% to 5% during 2008-09. (DISE)	Although there is progress in reducing dropout, however, the district wise situation is not that encouraging. Several districts have a dropout rate higher than the State average. In some of these districts the dropout rate is quite high i.e. over 25%. Some districts have even reported increase in dropout rate. A more focused approach is needed for addressing the issues to bring the districts in parity on the indicator of retention.	The State office is initiating an intensive study of dropout phenomena across the districts of the State in a multi centric design with the involvement of DIETs to evolve District specific action strategies for addressing the phenomena through a need based approach.	Some action seems to have been initiated According to DISE 2009-10 furnished by the district, dropout at Primary 4.60 and at upper primary 8.10. The Highest dropout is reported in Raichur (13.18%) for primary followed by Yadgiri (11.25%), at Upper Primary the highest dropout rate is reported from Bellary (15.73%) followed by Raichur (13.18%).
Reduction in gender gap by 2% during 2008-09 from 2005-06 level of DISE.	The gap has been reduced only by 0.3% against the committed target of 2% , which implies that the commitment has not been met.	Gender Gap in the State in Access and participation is non existent. While there is an observed gap of 1.2% in transition	Action is being taken and gender gap is negligible in Govt. and aided schools. However, on including the private sector also there is some gender gap that is 3.32% primary and 3.80%

2008-09 PAB commitment Action taken report	Comment by PAB	Concerned Officer	Comments of the Appraisal team 2010-11
		rates. This will be addressed during 2010-11.	upper primary according to the data furnished by the State.
Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools as per the schedule.	The commitment has not yet been met. The State should take immediate steps to meet the commitments.	Outcomes are being reported regularly in QMT of NCERT.	Action has been taken
Elimination of single teacher schools to the minimum level based on the enrollment of students and no schools without blackboard during 2008-09.	Single teacher schools still exist in sizable number. Also, there is confusion on the definition for calculating the single teacher school viz the figures quoted in the column at right against the sanctioned teachers whereas against working teachers the number gets almost doubled	Exercise of identifying single teacher school has been done and excess teachers are being redeployed to those identified schools in phased manner.	There is little reflection of progress on this issue. It seems not much headway has been made so far. Mandiya has 24.58% schools which are reported single teacher. Similarly Bangalore rural has a high percentage (18.73%) of single teacher schools as reported by state based on DISE 2009-10. The state average for single teacher schools based on above source 4.04% which is 1832 schools.
Efforts to enhance enrolment of girls from the minority community (Muslims) in KGBV schools in the districts with substantial Muslim population.	100% enrolment of Muslim girls is reported in the two KGBVs sanctioned in minority concentrated districts. Against total KGBV enrolment of 5442 Muslim girls are reported to be 427 i.e. 8%.	All the efforts are made to enhance the enrolment of Muslim girls in KGBVs. Muslim Community is sensitized to send their Out of School Girl Children to KGBV. All Out of school girl children in 2 blocks are enrolled to KGBV schools (Minority) in districts with substantial Muslim population. 473 Muslim Girl	In the 64 KGBVs operational in the State, Muslim girls' enrolment is reported to be 503 out of the total of 6381 (7.8%)

2008-09 PAB commitment Action taken report	Comment by PAB	Concerned Officer	Comments of the Appraisal team 2010-11
		Children are enrolled out of total 6222 enrolled girls in all 64 KGBVs.	
The expected outcomes initiatives are as under for the year 2008-09 :- for table refer PAB proceedings of 2009-10 page 5 & 6	The State needs to improve its progress for meeting the commitment w.r.t. NER, Retention. On other indicators positive progress is made. Data has not been provided for grade III learning achievement	Enforcement of Age specific enrolment of children in I Std. is being observed seriously during 2010-11. Directive to this effect are in place. Nali-Kali made of transactions is proposed for 3 rd Std. during 2010-11 which will carry built in assessment of learning achievement.	Action seems to be in the right direction

4. Introduction & Planning process:

The Appraisal of 39 districts and the state component plan of Karnataka was undertaken during the second week of February 2010 at TSG Delhi. Members of the desk Appraisal included Sh. K. Gopalan, Sh. Altab Khan, Sh. S.C.Girotra, Ms. Kiran Dogra, Dr. Anupriya Chaddha, Ms. Seema Rajput, Sh. Girija Shankar, Mr. Jitendra Panda, Mr. Amit Saxena, Mr. J.P. Maohanti, Mr. A Chavan, Ms. Suzana Andrade and Mr. Asadullah (all from TSG). As there were a lot of data related issues e.g. availability and consistency etc. also, the quality of Plans was found not upto the mark. In view of these observations the PAB (held on 15 Feb. 2010) asked the State to clean up its data, Improve the quality of Plans and then come back again for Appraisal and PAB. **The Appraisal of the revised Plans took place at TSG by the same team between April 16 & 23, 2010. The Appraisal team puts on record its appreciation for the efforts made by the state team in improving the plans as the appraisal team has found marked improvement in availability and consistency of data and the over all quality of the plans. The team shows its gratitude to the state representatives from Karnataka who helped in the process by providing necessary input and clarifications.**

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

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

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

The State as a whole has made noticeable progress in the components of access and quality. Under these two components it is trying different innovations for example, feeder schools, and the learning programme. The State as a whole is comfortably placed with regard to the other two components i.e. retention and equity, however, at

the district level the picture is diverse and there are several districts where performance is much below the state average. There is an overwhelming need to improve planning so as to bridge this gap. The State seems to have geared up to take up this challenge and seems to be taking the initiatives desired.

URBAN PLANNING

Background

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

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

The objectives are to:

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

On an analysis of wards and their habitation status, it was observed that there have been certain pockets in the wards where the children are found to be street children,

slum children, children living on construction sites, bonded labourers, frequent migrants, etc.

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

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

Urban Planning Process

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

Each school was provided with a format for the school level planning by involving WEC/PTA members, parents, local elected members, NGOs, educationalist and students. The need of the schools were consolidated at cluster level by considering the SSA norms, each block consolidated the plans obtained by the clusters and at last the district/city AWP&B was evolved. Planning committees were constituted before starting the planning process. The state plan document has not provided evidences actual consultations took place at Zones, sub-zones and ward level to ensure participatory planning as envisaged under SSA.

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

Component Wise Appraisal of Cities/Urban areas: Karnataka

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

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

Sl. No	Name of the city	Indicator	6-11 age, group			11-14 age, group			Grand Total
			Boys	Girls	Total	Boys	Girls	Total	
1	Mangalore	Population	13461	12708	26169	9071	8809	17880	44049
		Enrolment	13,275	12,566	25841	8,733	8,749	17482	43323
		Out of School	186	142	328	338	60	398	726
2	Hubli Darwad	Population	29441	27553	56994	28919	26253	55172	112166
		Enrolment	29132	27452	56584	28634	25854	54488	111072
		Out of School	309	101	410	285	399	684	1094
3	Tumkur	Population	25956	23167	49123	18848	14051	32899	82022
		Enrolment	23375	21397	44772	14782	12236	27018	71790
		Out of School	124	72	196	336	221	557	753
4	Bangalore Urban	Population	334250	315414	649664	176386	170848	347234	996898
		Enrolment	298928	234899	533827	124770	118683	243453	777280
		Out of School	35322	10324	45646	980	963	1943	47589
5	Bijapur	Population	24979	21898	46877	10755	13428	24183	71060
		Enrolment	22337	21213	43550	11150	10914	22064	65614
		Out of School	2259	1786	4045	15	19	34	4079
6	Chitradurg.	Population	6264	5702	11966	3203	3424	6627	18593
		Enrolment	6254	4964	11218	3183	3401	6584	17802
		Out of School	10	738	748	20	23	43	791
7	Bellary	Population	61600	59205	120805	31165	27973	59138	179943
		Enrolment	62,665	59,357	122022	30,895	27,482	58377	180399
		Out of School	3744	3564	7308	134	140	274	7582
8	Hospet	Population	24741	23403	48144	9785	8698	18483	66627
		Enrolment	24,052	22,235	46287	11,948	10,619	22567	68854
		Out of School	1834	1759	3593	39	55	94	3687
9	Gadag	Population	10706	9800	20506	8668	8030	16698	37204
		Enrolment	9,567	8,817	18384	5,824	4894	10718	29102
		Out of School	57	46	103	67	47	114	217
10	Gulbarga	Population	38343	33506	71849	27494	25949	53443	125292
		Enrolment	37552	32797	70349	27102	25609	52711	123060
		Out of School	791	709	1500	392	340	732	2232
11	Kolar	Population	9102	9901	19003	5809	5605	11414	30417
		Enrolment	9,246	8,650	17896	5,721	5,368	11089	28985
		Out of School	48	38	86	86	96	182	268
12	Belgaum	Population	17791	15646	33437	13300	11867	25167	58604
		Enrolment	17086	14989	32075	13109	11704	24813	56888
		Out of School	79	89	168	135	101	236	404
13	Mandya	Population	11460	11882	23342	8460	6882	15342	38684
		Enrolment	10551	10355	20906	6532	6678	13210	34116

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

Observation

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

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

Table-A

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

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

Observation

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

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

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

Observation

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

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

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

Observation

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

Proposal: Access

Sl.No	District/City (MPC)	PS	UPS	RBC	NRBC	Others* like-worksite school etc.	PS:UPS
1	Mangalore	0	0	2	1	-	01:01
2	HDMC	1	-	4	25	-	-
3	Tumkur	0	0	7	31	02	1.38
4	Bangalore Urban	0	18	-	-	-	01:01.5
5	Bijapur City	0	7	-	-	-	01:02.4

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

Recommendation/Observation

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

1.1 Educational Indicators

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

Enrolment (All Communities)

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

Sl. No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore City	778	564	1342	1701	1413	3114	1609	1317	2926
2	HDMC	20994	23532	44526	20490	22364	42854	18623	20472	39095
3	Tumkur	6743	6252	12995	5655	5390	11045	5593	5315	10908
4	Bangalore Urban	264525	247583	512108	334250	315414	649664	334250	315414	649664
5	Bijapur City	20487	19463	39950	22337	21213	43550	22337	21213	43550

Sl. No.	Name of District/City	2007-08			2008-09			2009-10		
6	Chitradurga	8027	6991	15018	6274	5904	12178	6352	5916	12268
7	BELLARY	32,923	32,204	65127	26749	27785	54534	33,686	41,071	74,757
8	HOSPET	11,613	10,359	21972	17149	17974	35123	21,997	27,736	49,733
9	Gadag-Betagiri	4921	5014	9935	9466	8833	18299	9390	8744	18134
10	Gulbarga	100996	100785	201781	108723	108609	119432	113642	113306	223948
11	K.G.F	1777	1739	3516	1628	1648	3276	1507	1432	2939
12	Belgaum	18501	18539	37040	21902	19086	40988	20271	18485	38756
13	Mandya	3,654	3,605	7259	3,457	3,481	6,938	1,318	1,190	2,508
14	Bhadravathi	1281	1164	2445	1351	1184	4535	661	548	3209
15	Shimoga	4118	3601	7719	4560	4040	10600	1928	1608	5536
16	Mysore	35463	34278	69741	35959	34554	70513	30734	28747	59481
17	Raichur Block	25,754	25,754	51508	25,754	25,122	50,876	27,931	26,035	53,966
	Total	562555	541427	1103982	647405	624014	1271419	651829	638549	1290378

DISE-2009-10

Observation

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

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

Sl. No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore City	18118	18918	37036	18693	18725	37418	19117	18846	37963
2	HDMC	12957	16317	29274	16372	19745	36117	14183	16411	30594
3	Tumkur	5096	4695	9791	30655	26552	57207	32010	27148	59158
4	Bangalore Urban	133084	128353	261437	176386	170848	347234	176386	170848	347234
5	Bijapur City	11006	10716	21722	11150	10914	22064	11150	10914	22064
6	Chitradurga	3610	2903	6513	3273	3174	6447	3699	3857	7556
7	BELLARY	8,587	8,401	16988	14402	13379	27781	13310	12864	26174
8	HOSPET	4,842	4,799	9641	8739	8180	16919	8469	8251	16720
9	Gadag-Betagiri	3980	3590	7570	5868	4990	10858	5567	4774	10341
10	Gulbarga	29677	28991	58668	29789	29065	58854	30308	29144	59452
11	K.G.F	12218	11424	23642	12248	11454	23702	12083	11562	23645
12	Belgaum	6202	6237	12439	9194	8702	17896	12474	11526	24000
13	Mandya	6,725	6,250	12975	12,846	12,020	24866	13,258	12,455	25713
14	Bhadravathi	12204	11173	23377	11577	10455	22032	11346	10595	21941
15	Shimoga	20157	18824	38981	18411	17653	36064	17572	16676	34248
16	Mysore	15491	15191	30682	21575	21348	42923	24042	23396	47438
17	Raichur Block	10,240	10,624	20864	5,768	6,013	11781	4,823	5,194	10017

Sl. No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
	Total	314194	307406	621600	406946	393217	800163	409797	394461	804258

DISE-2009-10

Observation

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

Enrolment (Social Category Wise)

A. Enrolment-SC (Primary)

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore City	26	23	49	60	51	111	55	46	101
2	HDMC	2027	2018	4045	2903	2970	5873	2683	2652	5335
3	Tumkur	1434	1219	2653	1213	1111	2324	1273	1058	2331
4	Bangalore Urban	52141	49606	101747	54956	53835	108791	54956	53835	108791
5	Bijapur city	243	278	521	294	318	612	294	318	612
6	Chitradurga	1052	1036	2088	1695	1614	3309	1129	1088	2217
7	BELLARY	2669	2410	5079	7014	6846	13860	6889	6875	13764
8	HOSPET	1435	1326	2761	5467	5182	10649	5329	5139	10468
9	Gadag-Betagiri	1083	862	1945	1056	814	1870	1419	981	2400
10	Gulbarga	7802	6809	14611	7794	6683	14477	7853	6746	14599
11	K.G.F	647	680	1327	623	646	1269	507	526	1033
12	Belgaum	1529	1581	3110	2293	2135	4428	1817	1721	3538
13	Mandya	214	226	440	11	17	28	242	238	480
14	Bhadravathi	332	312	644	332	318	650	53	81	134
15	Shimoga	659	475	1134	673	488	1161	206	84	290
16	Mysore	4447	4294	8741	4414	4200	8614	3599	3386	6985
17	Raichur Block	2461	2559	5020	5235	4385	9618	7548	5868	13416
	Total	80201	75714	155915	96033	91611	187644	95852	90642	186494

DISE-2009-10

Observation

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

B. Enrolment-ST (Primary)

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore	14	5	19	23	16	39	15	18	33
2	HDMC	517	621	1138	931	895	1826	819	790	1609
3	Tumkur	334	223	557	318	265	583	359	326	685
4	Bangalore Urban	9787	9097	18884	8343	7562	15905	8343	7562	15905
5	Bijapur city	243	278	521	294	318	612	294	318	612
6	chitradurga	560	555	1115	665	713	1378	493	483	976
7	BELLARY	2351	2243	4594	6536	6487	13023	6115	6187	12302
8	HOSPET	1034	930	1964	3560	3572	7132	3336	3387	6723
9	Gadag-Betagiri	361	452	813	356	401	757	326	309	635
10	Gulbarga	487	391	878	421	369	790	435	328	763
11	K.G.F	162	157	319	103	114	217	118	117	235
12	Belgaum	649	630	1279	921	779	1700	780	665	1445
13	Mandya	19	23	42	15	7	22	17	14	31
14	Bhadravathi	299	111	410	293	138	431	282	274	556
15	Shimoga	258	96	354	77	61	138	97	174	271
16	Mysore	1911	1816	3727	2035	1932	3967	1690	1536	3226
17	Raichur Block	1808	1562	3370	1145	953	2098	994	774	1768
	Total	20794	19190	39984	26036	24582	50618	24513	23262	47775

DISE-2009-10

Observation

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

C. SC-Upper Primary

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore	1183	1158	2341	1105	1126	2231	1094	1108	2202
2	HDMC	742	864	1606	1918	1815	3733	1417	1256	2673
3	Tumkur	742	718	1460	5485	4821	10306	5547	4777	10324
4	Bangalore Urban	27104	26169	53273	30686	30669	61355	30686	30669	61355
5	Bijapur City	2131	1997	4128	1868	1466	3334	1868	1466	3334
6	chitradurga	477	476	953	1110	907	2017	535	619	1154
7	BELLARY	7804	7000	14804	3337	2649	5986	3223	2626	5849
8	HOSPET	2892	2191	5083	2470	1890	4360	2430	1900	4330
9	Gadag-Betagiri	1486	1183	2669	808	564	1372	199	224	423
10	Gulbarga	5378	5467	10845	5479	5318	10797	5551	5334	10885
11	K.G.F	6292	5975	12267	6292	5975	12267	6007	5874	11881
12	Belgaum	553	522	1075	894	856	1750	1028	964	1992
13	Mandya	1,086	995	2081	1,691	1,673 ^a	3364	1,825	1,857	3682
14	Bhadravathi	81	52	133	91	63	154	16	6	22
15	Shimoga	299	308	607	356	311	667	149	139	288
16	Mysore	2083	2052	4135	2908	2832	5740	3148	2999	6147
17	Raichur Block	5750	4856	10606	5857	5631	11488	5977	5718	11695
	Total	66083	61983	128066	72355	68566	140921	70700	67536	138236

DISE-2009-10

Observation

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

D. ST-Upper Primary

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1	Mangalore	372	372	744	400	361	761	402	376	778
2	HDMC	222	200	422	723	602	1325	438	458	896
3	Tumkur	202	148	350	1907	1571	3478	1785	1549	3334
4	Bangalore Urban	4926	4692	9618	4101	3748	7849	4101	3748	7849
5	Bijapur	118	144	262	133	96	229	133	96	229

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
6	Chitradurga	244	253	497	444	366	810	241	271	512
7	BELLARY	7881	7160	15041	3063	2640	5703	2985	2544	5529
8	HOSPET	2353	1884	4237	1815	1532	3347	1851	1574	3425
9	Gadag-Betagiri	363	288	651	265	262	527	215	181	396
10	Gulbarga	5298	5367	10665	5365	4894	10259	5320	4936	10256
11	K.G.F	311	113	424	241	236	477	265	262	527
12	Belgaum	253	245	498	324	319	643	397	385	782
13	Mandya	44	40	84	213	205	418	213	196	409
14	Bhadravathi	226	154	380	244	167	411	183	72	255
15	Shimoga	759	717	1476	622	582	1204	319	370	689
16	Mysore	856	787	1643	855	834	1689	855	834	1689
17	Raichur Block	3007	2238	5245	3303	2877	6180	3555	3415	6970
	Total	27435	24802	52237	24018	21292	45310	23258	21267	44525

DISE-2009-10

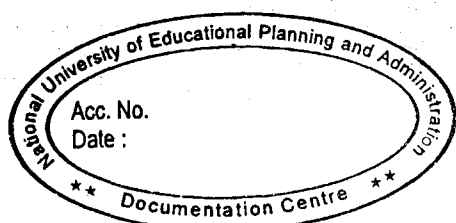
Observation

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

Gender Gap in Enrolment

1.2 Gender Gap in Enrolment

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



1.2 Gender Gap in Enrolment

Sl.No	District (MPC)	Gender Gap (PS)		Gender Gap (UPS)		Child Pop. (6-14)		OOSC (6-14)	
		2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
13	Mandya	30	21	9	8				
14	Bhadravathi	1;0.98	1;0.98	1;0.99	1;0.98	42302	41877	15	13
15	Shimoga	1;0.98	1;0.99	1.0.99	1;0.98	64122	63541	14	12
15	Mysore	50.82	49.18	48.71	51.28	106961	100876	137	660
	Total					1738523	1777632	21412	24791

DISE-2009-10

GER, NER & DROP OUT

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

SL. NO	NAME OF DISTRICT	GER		NER		DROP OUT		Retention	
		2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
1	Mangalore City	64.97	193.42	57.38	174.09	3.42	2.21	96.58	97.79
2	HDMC	110.84	134.23	84.23	98.8	12.19	5.47	87.81	94.53
3	Tumkur	112.49	109.72	97.15	99.16	12.4	6.2	87.6	93.8
4	Bangalore Urban	106	137.48	99	99.36	11	10.4	89	89.6
5	Bijapur	151.86	107.23	92.25	99.06	2.87	2.13	97.13	97.87
6	Chitradurga	105.68	106.66	98.73	98.89	1.39	1.94	98.61	98.06
7	BELLARY	100.21	98.61	98.8	79.86	8.87	8.67	91.13	91.33
8	HOSPET	97.66	96.06	112.1	114	1.06	1.06	98.94	98.94
9	Gadag-Betagiri	193.76	197.42	98.98	99.58	1.85	1.97	98.15	98.03
10	GULBARGA	109.93	108.16	93.42	94.38	13.13	1.29	86.87	98.71
11	K.G.F	144.1	149.1	99.67	99.81	2.51	1.7	97.49	98.3
12	Belgaum	132.72	142.43	99.44	99.87	17.62	16.91	82.38	83.09
13	Mandya	125.8	125.8	93.52	99.1	1.1	1.1	98.9	98.9
14	Bhadravathi	103.12	105.34	95.25	95.9	2.78	2.15	97.22	97.85
15	Shimoga	106.87	107.67	95.64	95.84	2.9	2.56	97.1	97.44
16	Mysore	137.08	117.69	99.8	113	1.88	0.85	98.12	99.15
17	Raichur Block	113	110.7	91.23	95.2	16	11	84	89

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

SL. NO	NAME OF DISTRICT	GER		NER		DROP OUT		Retention	
		2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
1	Mangalore City	193.42	120.58	97.79	116.56	0.001	0.002	99.999	99.998
2	HDMC	134.23	105.03	98.8	79.86	-0.06	0.02	100.06	99.98
3	Tumkur	112.1	121.77	81.97	98.34	7.97	5.62	92.03	94.38

4	Bangalore Urban	109	118.58	98	99.19	6	5.4	94	94.6
5	Bijapur	120.96	100.4	99.91	99.56	3.52	3.4	96.48	96.6
6	Chitradurga	103.44	100.65	98.32	98.17	1.75	1.69	98.25	98.31
7	BELLARY	100.64	99.04	109.1	111	18.39	18.19	81.61	81.81
8	HOSPET	100.54	98.94	98.1	100	18.37	18.17	81.63	81.83
9	Gadag-Betagiri	136.13	93.51	61.59	65.36	11.5	92.44	88.5	7.56
10	GULBARGA	110.28	107.59	91.88	97.83	14.83	2.97	85.17	97.03
11	K.G.F	117.39	101.3	99.33	99.28	2.05	1.55	97.95	98.45
12	Belgaum	132.21	141.23	99.63	99.72	13.24	11.89	86.76	88.11
13	Mandya	117.39	101.3	99.33	99.28	2.05	1.55	97.95	98.45
14	Bhadravathi	105.49	105.9	95.65	95.92	4.98	4.21	95.02	95.79
15	Shimoga	106.58	107.34	96.59	95.54	5.43	5.2	94.57	94.8
16	Mysore	135.02	105.74	99.34	103.76	3.83	1.55	96.17	98.45
17	Raichur Block	114.16	113.7	92.35	98.6	4	6	77.12	76.35

DISE-2009-10

Observation

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

Completion Rate and Transition Rate

Sl.No	Name of the District	Completion Rate		Transition Rate	
		2008-09	2009-10	2008-09	2009-10
1	Mangalore City	100	99.14	100	97.17
2	HDMC	93.54	100	102.73	94.39
3	Tumkur	100%	100%	98.58	100%
4	Bangalore Urban	90	90.79	90	90.79
5	Bijapur	105.23	107.7	105.23	107.7
6	Chitradurga	99.25	99.72	99.12	99.52
7	BELLARY	95.85	98.61	91.481	92.781
8	HOSPET	92.105	96.06	92.104	93.404
9	Gadag-Betagiri	94.13	99.55	109.03	94.81
10	GULBARGA	88.23	90.36	92.46	93.09
11	K.G.F	98.5	98.9	100	101
12	Belgaum	99.94	117.5	99.94	117.5
13	Mandya	98.5	98.9	100	101

Completion Rate and Transition Rate

Sl.No	Name of the District	Completion Rate		Transition Rate	
		2008-09	2009-10	2008-09	2009-10
14	Bhadravathi	94.34	95.83	98.12	98.92
15	Shimoga	96.35	97.12	98.33	98.89
16	Mysore	86.8	91.73	97.34	99.29
17	Raichur Block	74.09	95.33	88.12	81.89

Observation

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

OUT OF SCHOOL CHILDREN AND THEIR COVERAGE-2010-11

Sl.NO	Name of District.	No. Of OoSC	No. of out school children proposed to be covered under NRBCs, RBCs and Mainstreaming.		
			Mainstreaming	NRBC	RBC
1	Mangalore	70	10	20	40
2	Dharwad-HDMC	650	88	450	200
3	Tumkur	753	753	403	350
4	Chitradurga	14	14	6	-
5	Gadag-Betagiri	178	111	-	67
6	GULBARGA	2232	-	1000	1000
7	K.G.F	268	85	87	102
8	Belgaum	404	404	100	225
9	Mandya	123	65	0	44
10	Bhadravathi	-	-	-	-
11	Shimoga	-	-	20	100
12	Mysore	143	35	33	48
13	Raichur Block	1132	-	287	624
Total	13	4480	2932	2420	2800

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

OBSERVATION

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

- Chinnara Angala (NRBC)-2420
- Chinnara Angala (RBC)- 2800
- Madarsa – 120

- Asha Kirana – 20
- Other Innovation – 775
- Mainstreaming-2932

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

Position & Progress: AIE & Mainstreaming-2010-11

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

Source: Micro planning-2009

Recommendation

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

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

Proposal

Sl.NO	Name of District.	No. of OoSC	No. of out of school children proposed to be covered under different strategies.				
			Mainstreaming	EGS	NRBC	RB C	Other (Migration)
1	Mangalore City	70	10	-	20	-	40
2	HDMC	133	36	-	-	-	97
3	Tumkur	122	42	-	54	26	0

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

Recommendation/Observation

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

Position & Progress: AIE & Mainstreaming-2009-10

Sl. NO	Name of Dist./City	No. of AIE Centers		Enrolment	No. of AIE Centers running for more than 1 years
		Sanctioned	operational		
1	Mangalore City	0	0	0	-
2	HDMC	0	0	0	-
3	Tumkur	0	0	0	-
4	Bangalore Urban	222	222	3014	-
5	Bijapur City	0	0	0	-
6	Chitradurga	-	-	-	-

Position & Progress: AIE & Mainstreaming-2009-10

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

Observation

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

Planning for Urban Slums

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

Status of Slums

Sl.No	Cities/MC	Notified Slums	No. of Wards	Number of Schools		Ratio of PS & UPS
				PS	UPS	
1	Mangalore City Corporation	-	45	68	68	01:01
2	HDMC	86	36			
3	Tumkur	5	35	0	8	0
4	Bangalore Urban	293	145	141	139	01:01.0
5	Bijapur City	14	8	7	3	01:00.5
6	chitradurga	9	5	8	14	01:01.8
7	BELLARY	1	35	92	183	1.98
8	HOSPET	1	77	75	121	1.613
9	Gadag-Betagiri	86	35			
10	GULBARGA	36	55	5	31	01:16
11	K.G.F	0	35	86	102	01:12
12	Belgaum	10	10	11	14	01:01
13	Mandya	0	35	41	72	0.163194444
14	Bhadravathi	14	7	0	0	0

Status of Slums

Sl.No	Cities/MC	Notified Slums	No. of Wards	Number of Schools		Ratio of PS & UPS
				PS	UPS	
15	Shimoga	48	12	2	8	01:04
16	Mysore	25	64	63	317	
17	Raichur Block	-	35	143	180	01:01.3
	Total	628	674	742	1260	-

Observation

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

Strategies that covered Slums Children-2009-10

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

Strategies that covered Slums Children-2009-10

Sl.No	District/City (MPC)	No. of Slums	Ward	Strategies Covered			
				RBC	NRBC	Mobile Schools	Others
1	Mangalore City Corp.	0	45		-	-	-
2	HDMC	86	36	40	68	-	52
3	Tumkur	3	35	10	14	0	0
4	Bangalore Urban	293	145	2	4	8	12
5	Bijapur City	14	8	120	0	0	0
6	Chitradurga	9	5				Not proposed
7	BELLARY	1	35	0	0	0	0
8	HOSPET	1	77	0	0	0	0
9	Gadag-Betagiri	86	35	40	68		52
10	GULBARGA	36	55	1	50	0	1
	KGF	1	35			-	3
11	Belgaum	10	10	3	2	-	
12	Mandya	1	35			-	3
13	Bhadravathi	14	7	13	8	0	2
14	Shimoga	48	12	16	7	0	4
15	Mysore	25	1			1	1
16	Raichur Block	-	35	-	-	-	-
	Total	628	611	245	221	9	130

Observation

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

Strategies to cover for Slums Children-2010-11

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

Strategies to cover for Slums Children-2009-10

District/City	No. of Slums	Ward	Strategies/Intervention	Children to be Covered
Mangalore City	-	-	-	-
HDMC	86	36	1. 2 months Chinnara Angala RBC	40
			2. 2 months Chinnara Angala NRBC	68
Tumkur	5	35	RBC & NRBC	418
Bangalore Urban	293	145	RBC NRBC Tent School Mobile School and Chinnara Angala	2000
Bijapur City	14	8	Asha Kirana / RBC	124
Chitradurga	9	5		Not proposed
BELLARY	1	35	Attendance Incentive	109
HOSPET	1	77		177
Gadag-Betagiri	86	36	1. 2 months Chinnara Angala RBC	40
			2. 2 months Chinnara Angala NRBC	68
			3. Special Enrollment Drive	52
Gulbarga	36	55	12 RBC	50
KGF	1	35	RBC,NRBC	7
Belgaum	10	10	3 RBC, 2 - NRBC	125
Mandya	1	35	RBC,NRBC	7
Bhadravathi	14	7	RBC,NRBC, SED	150
Shimoga	48	12	RRC,NRBC,SED	200
Mysore	25	64	NRBC	425
Raichur Block	-	-	-	-
Total	630	595	-	4060

Observation

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

The urban deprived children to be covered-2010-11

As reported by the state that 76073 urban deprived children are identified through updation of the survey. Special survey for the million plus city Bangalore-Urban is proposed under innovation of urban deprived children. Following table shows the status of urban deprived children as differently identified by each corporation/urban areas of the 17 corporations in the state and some of the strategies planned for more identification and coverage for bringing into the fold of elementary education other than the proposed special centers in the form of AIE centers as mentioned in the above tables.

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

Sl.No.	City/District	Urban Deprived Children (Identified)	Strategy/Intervention For Coverage
1	Mangalore City		
2	HDMC		
3	Tumkur		
4	Bangalore Urban (Million Plus City)		<ul style="list-style-type: none"> • Periodical survey • Sensitizing the community • Creating an enabling environment through community • development centers • Meeting and feed back • 20 days residential camp and year long survey follow • up initiatives • School adoption program • School with multi-storey system in absence of land <ul style="list-style-type: none"> ○ Counting activities that were initiated during the • previous year • Sandya kalika Kendra • Special learning centre's • Transpiration • Pre – nursery in urban GLPS and GHPS
5	Bijapur City		
6	Chitradurga		

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

Sl.No.	City/District	Urban Deprived Children (Identified)	Strategy/Intervention For Coverage
7	BELLARY		
8	HOSP ET		
9	Bedag		
10	GULBARGA		TENT MADRADASA
11	K.G.F		SPECIAL ENROLLMENT DRIVE
12	Belgaum		Nagar Bal kshema Karyakram" under Innovative activities
13	Mandya		
14	Bhadravathi		
15	Shimoga		
16	Mysore		
17	Raichur Block		

Observation

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

S.N.	Name of the District/City (MPC)	Position:							
		No. of UBRCs		No. of UCRCs under UBRC	Total	No. of Teacher in URCs		No. of Schools in URCs	
		Sanctioned	Operational			PS	UPS	PS	UPS
1	Mangalore	2	2	28	28	6	4	-	-
2	HDMC	1	1	17	17	279	3358	71	282
3	Tumkur	0	0	0	0	0	0	298	208
4	Bangalore urban	5	5	70	70	15	10	1112	2805
5	Bijapur city	1	1	14	14	3	2	0	0
6	Chitradurga	0	0	0	0	0	0	0	0
7	BELLARY	1	1	14	14	3	2	0	0
8	HOSPET	0	0	0	0	0	0	0	0
9	Gadag-Betagiri	1	1						
10	GULBARGA	1	1	14		93	185	9	121
11	K.G.F	0	0	0	0	0	0	0	0
12	Belgaum	1	1	11		173	1196	50	113
13	Mandya	1	1	14	14	3	2	0	0

S.N.	Name of the District/City (MPC)	Position:							
		No. of UBRCs		No. of UCRCs under UBRC	Total	No. of Teacher in URCs		No. of Schools in URCs	
		Sanctioned	Operational			PS	UPS	PS	UPS
14	Shimoga	0	0	0	0	0	0	0	0
15	Bhadravathi	0	0	0	0	0	0	0	0
16	Mysore	1	1	10	10	846	356	63	317
17	Raichur Block	0	-	-	-	375	1441	111	151
	Total-17	15	15	197	172	1799	6558	1895	4405

Observation

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

URBAN RESOURCE CENTRES

PROPOSAL FOR UBRC/UCRC

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

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

Civil works

Schools Sanctioned & Progress-2009-10

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

District/City	Schools Sanctioned & Progress-2009-10					
	Schools sanctioned (2008-09)		Buildings Constructed		In progress	
	PS	UPS	Primary	U. Primary	PS	UPS
Mangalore	-	-	-	-	-	-
HDMC	1				1	
Tumkur	0	2	0	0	0	
Bangalore Urban	14	0	4	0	10	
Bijapur city	0	0	0	0	0	
chitradurga	2	0	1	0	1	
BELLARY	0	0	0	0	0	
HOSPET	0	0	0	0	0	
Gadag-Betagiri	0	0	0	0	0	
GULBARGA	1	0	1	0	1	
K.G.F	1	0	1	0	0	
Belgaum	2				2	
Mandya	0	0	0	0	0	
Bhadravathi	0	0	0	0	0	
Shimoga	0	2	0	0	0	
Mysore	-	-	-	-	-	
Raichur Block	-	-	-	-	-	
Total	21	4	7	0	15	

Proposal-ACR

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

Proposal-ACR, Drinking Water, Boundary Walls & Girls toilet				
	ACR-PS +UPS (Dist.)	Dring. water	Boundary wall	Girls Toilet
Gadag	133	NA	NA	NA
Gulbarga	720	NA	NA	NA
Kolar	122	NA	NA	NA
Belgaum	511	NA	NA	NA
Mandya	65	NA	NA	NA
Bhadravathi	52	NA	NA	NA
Shimoga		NA	NA	NA
Mysore	165	NA	NA	NA
Raichur Block	843	NA	NA	NA
Total	4527			

Observation

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

1. SCR

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

Observation

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

2. PTR

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

Observation

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

2. Teachers Training

District/City (MPC)	Zones/Municipality	Schools	No. of Teachers	In-Service training
Mangalore City	-	31	182	182
HDMC	HDMC	202	2073	2073
Tumkur	-	505	1863	1863
Bangalore Urban	1	1880	12109	32519
Bijapur	Bijapur City	122	778	620
Chitradurga		54	398	398*15 days
Bellary	2	283	1914	1914
Hospet	1	194	1227	1227
Gadag-Betagiri	1	51	358	358

2. Teachers Training

District/City (MPC)	Zones/Municipality	Schools	No. of Teachers	In-Service training
Gulbarga	3	83	581	581
KGF	1	134	182	182
Belgaum	CMC Belgaum	163	1369	1369
Mandya	1	113	723	723
Bhadravathi	CMC	64	327	327
Shimoga	CMC	82	342	342
Mysore	MCC	380	01:23	0
Raichur Block	CMC Raichur	163	873	873
Total	10	4504	25299.06	45153

Observation

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

Teachers Recruitment/Rationalization: Progress & Proposal

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

Recommendation

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

Academic Support Structure

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

Observation

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

Convergence

Sl.NO	District/City	Local Bodies/Institutions/Depart.	Area of Convergence-2008-09	Area of Convergence-2010-11
1	Mangalore	2	-	-
2	Tumkur		Building repairs toilet, drinking water	Building repairs toilet, drinking water
3	Dharwad	Child Labour Department	Identification of Child labour	Identification of Child labour
		Women and Child Department	Children census	Children Census
		Hubli – Dharwad Municipal corporation	Water and total sanitation, site.	Water and total sanitation, site.

Sl.NO	District/City	Local Bodies/Institutions/Depart.	Area of Convergence- 2008-09	Area of Convergence- 2010-11
		Health Department	Health check-up, medical camp	Health check-up, medical camp
4	Bangalore Urban	Labour department	Schools	Schools
		BBMP	Schools	Schools
		Social welfare		Schools
5	Chitradurga	City municipality, rotary club ,youth associations, inner wheel club ,W&CD,labour etc	Mainstreaming OOSC and child labour, BE volunteers,	Mainstreaming OOSC and child labour, BE volunteers
6	BELLARY	ADARASHA EDU SOCIETY	CWSN,OOSC	
7	HOSPET	BASAWESHWARA	CWSN,OOSC	
		BIRDS	CWSN,OOSC	
8	Gadag-Betagiri	1	1. CMC	1. CMC
			2. WCD	2. WCD
			3. Health Dept.	3. Health Dept.
			4. SW Dept.	4. SW Dept.
9	Gulbarga	Labour Dept. SW WC	Coverage of OOSC	Coverage of OOSC
10	K.G.F	SRI JAYA CHAMARAJENDRA VIDYA SAMSTHE	ASHAKIRANA	0
		ANTHARAGANGE VIDYA SAMSTHE	HOME BASED	
11	Belgaum	1) Asha Jyoti 2) Veerrani Kittur Chennamma 3) Dr. B.R Ambedkar Edn. Society Swamy Vivekananda Edn Society	HBE	
			Ashakiran centres	
12	Mandya			0
			Ease training Institution®, Mandya	
			Jai Bharath education Trust®, Mandya	ASHAKIRANA
			MOB, Mandya	HOME BASED
13	Bhadravathi	Nil	Nil	Nil
14	Shimoga	Nil	Nil	Nil
15	Mysore	5	TSC	TSC
16	Raichur Block	CMC Raichur		NRBC -20 centres
				RBC - 30 centres
				Ashakiran - 6 centres
				HBE - 42 centres

NGOs Involvement in Urban Areas

S.N	District/City (MPC)	MC/Ward Number	Name of NGOs involved	Intervention
1	Mangalore City	45	PRAJNA COUNCELLING CENTRE	ASHAKIRANA
			PADI, MANGALORE	ADOLESCENT CAMPS
			JAMAYATULLA FALAH	MUSLIM GIRLS CAMP
2	HDMC	36	Agastya Foundation	Science Mobile Lab
			M.M. Joshi Eye Institute and Charitable trust	School Eye Sight programme
			Vasan Eye care center	School Eye Sight programme
			Manovikas Kendra	Medical check-up
			Mahaveer Jain Youth federation	CWSN aids and appliances
			Akshara Foundation	Remedial Teaching and reading cards
			SDM Dental College	Surgery
3	Tumkur	35	2	OOSC & CWSN
4	Bangalore Urban	145	Baduku	Ashakirana and ECCE
			Surabhi	ECCE
			Samgra Janbhivruddi Samste	RBC, NRBC and Ashakiran
			Suvarna Anu Shakthi	NRBC and RBC
			Vidyaniketana	Ashakirana
			Shyamala Vidya vardhak Sangha	RBC
			Pragathi	NRBC
			Rastothana parishat	Ashakirana
			Niranthara	ECCE and NRBC
			Saheli	NRBC
			Hindu seva Prathistana	Ashakirana
			Bharatiya Seva Samste	RBC and Ashakirana
			Samaja Vikasa Kendra	Ashakirana
			Samaja Seva Samste	Ashakirana
			Sneha Bharathi	Ashakirana
			Nandhi Education Trust	Ashakirana
			Curds	NRBC
			Loyolo Edn Society	Asha Kirana
			Ekata Training Center	Asha Kirana
			Rajarajeshwari Society	Adolescent Girls camp
Darul Ulum Madarsa	Madarsa			
Salfiya Madarsa	Madarsa			
Al Hasmi Madarsa	Madarsa			
6	Chitradurga	18	PRAJA YATNA	Community training
7	BELLARY	35	ADARASHA EDU SOCIETY	CWSN,OOSC
8	HOSPET	77	BASAWESHWARA	CWSN,OOSC
			BIRDS	CWSN,OOSC
9	Gadag-Betagiri	GADAG-BETAGIRI	Agastya Foundation	Science Mobile Lab
			Kamadenu Self help group, Gadag Betgeri	OoSC
10	GULBARGA	23,12,34	Mohamadiya Arebic Madarasa	MADARASA, RBC
			Madeena Arebic Madarasa	
			Ideal Arebic Madarasa	
			Hussainia Arebic madarasa	
			Darul uloom Madarasa	
11	K.G.F	Vidya Samstey	ASHAKIRANA	50

S.N	District/City (MPC)	MC/Ward Number	Name of NGOs involved	Intervention
12	Belgaum	Asha Jyoti, Veerrani Kittur, Chennamma Dr. B.R Ambedkar Edn. Society. Swamy Vivekananda Edn Society	Asha Kiran	150
13	Mandya	35	S.B.Education Trust, Mandya. Janaraksha Trust @ Mandya.	Ashakirana, Adoloseent Girls Awareness Camp.
14	Bhadravathi	0	Nil	Nil
15	Shimoga	0	Nil	Nil
16	Mysore	65	Vimochana -NGO	Adolescent camp
17	Raichur Block	35	7	800
Total		561	9	1108

Mainstreaming Strategy:

Mainstreaming Strategy of the NGOs interventions				
District/(MPC)	Name of NGO	Intervention	Children	
Mangalore City	Prajya Councilling Centre	Prajya Councilling Centre	47	
HDMC	Mehnaz Edu. society	OOSC	25	
Bangalore Urban	Tumkur	SKIRDS	RBC	26
		SPANDANA	HBE	91
		Baduku	NRBC, Ashakirana and ECCE	9032
		Surabhi	ECCE	5040
		Samgra Janbhivruddi Samste	RBC, NRBC and Ashakiran	254
		Swarna Anu Shakthi	NRBC and RBC	60
		Vidyaniketana	Ashakirana	45
		Shyamala Vidya vardhak Sangha	RBC	50
		Pragathi	NRBC	70
		Rastothana parishat	Ashakirana	23
		Niranthara	ECCE and Ashakirana	1420
		Saheli	NRBC	52
		Hindu Seva Prathistana	Ashakirana	25
		Bharatiya Seva Samste	RBC and Ashakirana	90
		Samaja Vikasa Kendra	Ashakirana	42
		Samaja Seva Samste	Ashakirana	25
		Sneha Bharathi	Ashakirana	25
		Nandhi Education Trust	Ashakirana	25
	Curds	NRBC	25	
Bijapur City	Loyolo Edn Society	Asha Kirana	60	
	Ekata Training Center	Asha Kirana	50	
	Rajarajeshwari Society	Adolescent Girls camp	200	
	Darul Ulum Madarsa	Madarsa	59	
	Salfiya Madarsa	Madarsa	134	
	Al Hasmi Madarsa	Madarsa	120	
Chitradurga	Praja yatna	Special Enrollment Drive	60	
Bellary	5	Oosc	220	
Hospet	3	Oosc	150	
Gadag-Betageri	Agastya Foundation	Science Mobile Lab		
	Kamadenu Self help group, Gadag Betgeri	OoSC	25	
	3) Samarpana Society Sindanur	12 NRBC	25	
	4) Navodaya Society Haveri	HBE	53	

Mainstreaming Strategy of the NGOs interventions			
District/(MPC)	Name of NGO	Intervention	Children
GULBARGA	Mahila Samkhya	KGBV	100
	Darul-ulum, chincholi	Madarsa	87
K.G.F	ANTHRAGAGE VIDYA SAMSTHE KOLAR	HOME BASED EDUCATION	24
Belgaum	1.) Asha Jyoti	HBE	107
Mandya	2) Asha Jyoti 3) Veerrani Kittur 4) Chennamma		
Bhadravathi	Jai Bharath education Trust@, Mandya	Asha Kiran	175
		ASHAKIRANA	50
	Ease training Institution@, Mandya	ASHAKIRANA	50
	Nil	Nil	0
Shimoga	Nil	Nil	0
Mysore	-	-	-
Raichur Block	Jannachetana Raichur	Oosc & NCLP	100
	Spanda welfare Trust	Oosc & NCLP	150
	Akshara Pratishtana	Oosc & NCLP	100
	Swarna Raichur	Oosc & NCLP	100
	HRD Society	Oosc & NCLP	100
	Swamy Vivekanada Society	Oosc & NCLP	100
	INGRID	Oosc & NCLP	150

NPEGEL/KGVB in Urban Areas

Sl.No	District/City (MPC)	MC/Ward Number/Slums	No. of NPEGEL Centers	Children Enrolled	No. of KGVB	Children Enrolled
1	Mangalore City	-	-	-	-	-
2	HDMC	36	6	1685		
3	Tumkur	0	0	0	0	0
4	Bangalore Urban	1	1	1205	0	0
5	Bijapur City	35	9	12940	0	0
6	chitradurga	0	0	0	0	0
7	BELLARY	0	0	0	0	0
8	HOSPET	0	0	0	0	0
9	Gadag-Betagiri	0	0	0	0	0
10	GULBARGA		13	689	2	203
11	K.G.F	0	0	0	0	0
12	Belgaum	59	0	0	0	0
13	Mandya	0	0	0	0	0
14	Bhadravathi	35	0	0	0	0
15	Shimoga	35	0	0	0	0
16	Mysore	1	1	1	1	1
17	Raichur Block	35	15	1270	1	98
18	Total	237	45	17939	3	301

Comments

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

5. Education Indicators:

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

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

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

Enrollment

	All Management			Govt+Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
Enrolment at Primary	5596578	5542416	5459554	4233479	4029453	3837439
Enrolment at Up. Primary	2292363	2991976	2944990	1798280	2316420	2231238

% Change in Enrolment

	All Management			Govt+Aided		
	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10
Enrolment at Primary	-0.98	-0.97	-1.50	-3.08	-4.82	-4.77
Enrolment at Up. Primary	2.45	30.52	-1.57	0.95	28.81	-3.68

District wise Primary Enrolment for Govt+Aided:

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BAGALKOT	87800	87111	174911	85175	83894	169069	81068	81167	162235
BANGALORE RURAL	27818	28288	56106	24907	25984	50891	23011	24359	47370
BANGALORE SOUTH	124516	130736	255252	112970	118325	231295	104377	111748	216125
BELGAUM	182737	183021	365758	173893	173919	347812	168055	168793	336848
BELLARY	107340	105630	212970	100507	100819	201326	94982	96364	191346

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIDAR	95076	92166	187242	91246	89836	181082	83076	84894	167970
BIJAPUR	120548	114488	235036	122010	115787	237797	119066	112983	232049
CHAMARAJA NAGARA	35298	34486	69784	33137	32605	65742	31400	31241	62641
CHICKBALLA PUR	40448	42171	82619	37434	38903	76337	34513	35736	70249
CHIKKAMAN GALORE	39870	39085	78955	35509	35017	70526	32211	31549	63760
CHITRADURG A	64149	63119	127268	61930	60707	122637	58664	57989	116653
DAKSHINA KANNADA	66950	63969	130919	63244	60783	124027	60340	57905	118245
DAVANAGER E	71660	71407	143067	66439	66578	133017	65387	65484	130871
DHARWAD	67900	68203	136103	64287	64769	129056	60437	61609	122046
GADAG	44040	42984	87024	43042	42237	85279	42581	41629	84210
GULBARGA	112622	108676	221298	116813	113407	230220	119623	118851	238474
HASSAN	57635	57519	115154	52179	51584	103763	48190	48850	97040
HAVERI	67232	66718	133950	64207	63680	127887	62812	61450	124262
KODAGU	17000	17056	34056	16391	16475	32866	15823	15757	31580
KOLAR	50098	51696	101794	45920	48966	94886	42596	45682	88278
KOPPAL	67303	64936	132239	65505	63511	129016	63498	62125	125623
MANDYA	52235	51808	104043	48725	48313	97038	46651	46300	92951
MYSORE	87621	91350	178971	79771	83214	162985	76158	79039	155197
RAICHUR	91840	89006	180846	88041	86867	174908	82526	79012	161538
RAMANAGAR A	33486	33074	66560	31280	31245	62525	29875	29358	59233
SHIMOGA	58459	58246	116705	54349	53731	108080	52132	51762	103894
TUMKUR	89165	87291	176456	82171	81033	163204	78323	77313	155636
UDUPI	35310	34191	69501	33140	31815	64955	31301	30257	61558
UTTARA KANNADA	60276	57827	118103	52631	50409	103040	50298	47050	98257
YADGIRI	73975	66814	140789	78010	70177	148187	63753	57547	121300
Total	2130407	2103072	4233479	2024863	2004590	4029453	1922727	1914712	3837439

District wise Upper Primary Enrolment for Govt+Aided:

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BAGALKOT	33910	32987	66897	42774	40844	83618	41598	39935	81533
BANGALORE RURAL	14138	14150	28288	17772	17688	35460	16525	16636	33161
BANGALORE SOUTH	52745	57255	110000	69035	75091	144126	66616	72894	139510
BELGAUM	85036	84359	169395	111266	107837	219103	106039	103430	209469
BELLARY	44633	40781	85414	53204	48685	101889	49890	46440	96330
BIDAR	33219	34346	67565	37595	38700	76295	39750	41737	81487
BIJAPUR	43864	39579	83443	56907	51085	107992	56934	50739	107673
CHAMARAJA NAGARA	16886	16410	33296	21222	20559	41781	18982	18663	37645
CHICKBALLA PUR	18335	18617	36952	24859	25054	49913	22814	23041	45855
CHIKKAMAN GALORE	17735	16995	34730	24282	23851	48133	22748	22770	45518
CHITRADURG A	28534	27596	56130	39488	38024	77512	37289	36277	73566
DAKSHINA KANNADA	34604	32859	67463	45940	42553	88493	43424	40321	83745
DAVANAGER E	32439	32360	64799	43145	42994	86139	41250	40770	82020
DHARWAD	32934	34048	66982	38547	39621	78168	37155	37898	75053
GADAG	20319	19465	39784	26459	24628	51087	24966	23678	48644
GULBARGA	35622	33975	69597	44297	42521	86818	51129	50532	101661
HASSAN	25093	25432	50525	35602	35627	71229	33434	33701	67135
HAVERI	29988	30712	60700	37934	37832	75766	37410	36883	74293
KODAGU	7663	7533	15196	10982	10694	21676	10761	10834	21595
KOLAR	22600	23473	46073	30078	31872	61950	27692	29422	57114
KOPPAL	32361	29084	61445	34295	30138	64433	33264	29709	62973
MANDYA	24488	24461	48949	35033	34817	69850	32476	32343	64819
MYSORE	40847	42848	83695	53413	55937	109350	51278	53798	105076
RAICHUR	30244	25278	55522	37298	32809	70107	35670	30718	66388
RAMANAGAR A	16123	15640	31763	21089	20633	41722	19693	19724	39417

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SHIMOGA	27117	27153	54270	37118	36856	73974	35319	34965	70284
TUMKUR	42800	40711	83511	60497	56478	116975	57687	52749	110436
UDUPI	18227	17140	35367	23566	22365	45931	22024	21009	43033
UTTARA KANNADA	27914	26108	54022	35112	32661	67773	33507	31353	64860
YADGIRI	20638	15869	36507	27492	21665	49157	23346	17599	40945
Total	911056	887224	1798280	1176301	1140119	2316420	1130670	1100568	2231238

Observations:

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

Yadgiri	-18.14%,	Chikkamangalore	-9.59%,
Bidar	-7.24%,	Chickballapur	-7.98%,
Kolar	-6.96%	Raichur	-7.64%

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

Yadgiri	-16.71%,	Chamarajanagara	-9.90%,
Chickballapur	-8.13%,	Kolar	-7.81%

Gross Enrolment Ratio:

Following table shows the time line in respect to GER:

		GER		
		07-08	08-09	09-10
All Management	Primary	110.93	106.90	106.53
	U. Primary	107.53	107.30	103.09

The Gross Enrolment Ratio from the previous year is decreasing, but the state is managing the achievement 106.53 at Primary Level and 103.09 at Upper Primary Level and which is still satisfactory.

District wise GER at Primary Level:

Ino	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	100.38	102.33	101.32	103.03	106.50	104.70	102.89	103.62	103.24
2	BANGALORE RURAL	104.80	104.85	104.82	87.94	90.44	89.19	97.29	99.21	98.21
3	BANGALORE SOUTH	136.29	136.00	136.16	137.79	137.50	137.66	113.19	117.69	115.34
4	BELGAUM	115.34	113.06	114.19	117.90	115.57	116.73	103.88	105.44	104.63
5	BELLARY	102.35	102.26	102.31	100.75	100.66	100.71	103.92	103.37	103.65
6	BIDAR	113.54	114.31	113.92	118.14	116.40	117.27	137.05	139.99	138.46
7	BIJAPUR	133.67	134.36	134.00	105.58	105.76	105.66	106.30	106.11	106.21
8	CHAMARAJANAGARA	97.71	97.52	97.62	102.20	107.29	104.59	106.90	108.13	107.50
9	CHICKBALLAPUR	119.35	119.23	119.29	103.41	104.36	103.89	100.29	101.44	100.84
10	CHIKKAMANGALORE	109.90	106.66	108.34	111.35	124.88	117.35	103.05	103.10	103.07
11	CHITRADURGA	99.22	99.18	99.20	102.12	102.08	102.10	105.00	110.00	107.00
12	DAKSHINA KANNADA	109.00	111.00	110.00	116.37	126.23	120.97	102.67	102.81	102.74

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
13	DAVANAGERE	104.40	103.22	103.82	104.99	103.82	104.41	107.99	108.48	108.23
14	DHARWAD	121.72	123.99	122.81	125.86	127.20	126.50	113.04	114.14	113.58
15	GADAG	109.00	111.00	110.00	135.60	134.96	135.29	107.00	106.74	106.87
16	GULBARGA	107.90	110.20	109.00	111.02	111.55	111.73	116.90	120.30	118.51
17	HASSAN	101.40	99.88	99.71	99.80	109.05	118.41	102.17	110.11	105.90
18	HAVERI	113.52	112.87	113.55	113.64	113.69	113.65	100.05	100.19	100.12
19	KODAGU	105.01	104.30	104.66	111.34	122.81	117.07	105.39	99.02	100.16
20	KOLAR	119.35	119.23	119.29	124.35	124.23	124.29	101.29	101.59	101.43
21	KOPPAL	101.22	102.15	101.62	146.00	138.00	142.00	105.43	105.55	105.49
22	MANDYA	106.59	115.96	110.90	104.14	104.07	106.66	102.47	103.97	103.18
23	MYSORE	103.31	105.37	104.31	121.71	131.36	126.25	123.46	126.15	124.76
24	RAICHUR	120.02	122.10	120.97	112.02	114.00	112.97	102.21	103.87	102.99
25	RAMANAGARA	0.00	0.00	0.00	92.29	94.15	93.19	100.38	100.39	100.39
26	SHIMOGA	116.04	111.27	112.92	113.06	110.27	111.92	100.16	100.77	100.46
27	TUMKUR	108.45	108.55	108.50	103.15	102.89	103.22	102.64	102.99	102.81
28	UDUPI	102.56	103.10	102.83	107.17	107.58	107.38	103.61	104.23	103.91
29	UTTARA KANNADA	102.22	101.28	101.75	101.77	102.09	101.93	98.68	97.99	98.35
30	YADGIRI	100.35	103.88	105.16	102.35	105.88	107.16	106.68	102.18	104.54
	Total	111.18	110.69	110.93	107.80	109.70	106.90	106.11	107.14	106.53

Observations:

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

Koppal	-36.51%,	Gadag	-28.42%,
Kolar	-22.86%,	Bangalore South	-22.32%,
Dakshina Kannada	-18.23%		

Districtwise GER at Upper Primary Level:

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	97.87	99.77	98.78	108.15	110.13	109.10	103.74	101.90	102.8
2	BANGALORE SOUTH	129.99	130.26	130.12	131.29	131.56	131.42	100.75	102.02	101.3
3	BANGALORE RURAL	107.28	107.72	107.50	91.79	94.91	93.35	104.88	110.20	107.4
4	BELGAUM	101.93	99.91	100.91	133.37	130.73	132.03	105.39	105.61	105.4
5	BELLARY	99.88	99.71	99.80	98.28	98.11	98.20	105.44	100.88	103.2
6	BIDAR	114.32	110.37	112.34	117.53	115.90	116.72	98.02	99.10	98.5
7	BIJAPUR	125.29	135.12	129.86	106.18	107.90	106.97	98.64	95.07	96.9
8	CHAMARAJANAGARA	109.18	103.25	106.20	107.01	111.28	109.04	107.93	110.09	108.9
9	CHICKBALLAPUR	107.57	103.28	105.43	107.97	103.68	105.83	95.03	98.53	96.7
10	CHIKKAMANGALORE	111.42	106.66	109.03	99.43	113.20	105.54	101.44	103.49	102.4
11	CHITRADURGA	100.92	99.80	100.38	103.82	102.70	103.28	103.00	102.00	103.0
12	DAKSHINA KANNADA	118.00	118.00	118.00	124.99	130.09	127.38	104.79	101.12	103.0

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
13	DAVANAGERE	102.76	102.24	102.50	102.85	102.31	102.58	112.03	109.33	110.18
14	DHARWAD	98.42	95.56	97.03	123.88	122.43	123.17	112.13	115.52	113.82
15	GADAG	118.00	118.00	118.00	134.72	128.79	131.84	102.00	98.13	100.06
16	GULBARGA	106.90	109.20	108.00	108.38	110.27	109.29	98.09	101.71	99.90
17	HASSAN	103.95	103.86	103.91	106.41	117.87	111.71	100.02	100.45	100.23
18	HAVERI	114.44	113.79	114.12	106.66	106.63	106.65	100.41	102.22	101.31
19	KODAGU	105.01	104.30	104.66	111.34	122.81	117.07	100.86	99.61	100.23
20	KOLAR	105.44	104.97	105.21	105.84	105.37	105.61	101.02	102.27	101.64
21	KOPPAL	107.07	108.63	107.79	103.00	105.00	104.00	105.17	101.88	103.52
22	MANDYA	109.83	108.57	109.20	109.83	108.57	109.20	102.85	105.03	103.94
23	MYSORE	114.45	117.55	115.96	122.33	133.48	127.60	118.28	123.06	120.67
24	RAICHUR	115.78	113.36	114.66	115.28	112.86	114.16	100.63	103.42	101.52
25	RAMANAGARA	0.00	0.00	0.00	95.82	98.59	97.13	104.83	102.86	103.84
26	SHIMOGA	102.78	103.93	103.70	102.53	103.68	103.45	101.55	101.72	101.63
27	TUMKUR	102.92	102.88	102.90	207.25	104.07	104.07	104.45	104.16	104.30
28	UDUPI	114.86	111.48	113.17	115.24	113.79	114.52	105.85	103.05	104.45
29	UTTARA KANNADA	101.48	100.79	101.13	101.50	101.82	101.66	101.71	100.03	100.87
30	YADGIRI	100.83	101.57	101.15	102.33	103.07	102.65	85.58	77.14	81.36
	Total	107.78	107.29	107.53	109.96	108.18	107.30	103.07	103.08	103.07

Observations:

The GER is satisfactory at U. Primary Level.

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

Gadag	-37.12%,	Bangalore South	- 30.05%,
Belgaum	-26.55%,	Dakshi. Kannada	-24.37%,

Net Enrolment Ratio:

		NER		
		07-08	08-09	09-10
All Management	Primary	96.10	97.60	95.21
	U. Primary	95.91	97.95	95.15

The NER has a decreasing trend for Primary as well as for the Upper Primary Level and state could be advised to look into the reason behind such decrease.

District wise NER at Primary Level:

Sl. No	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	96.52	97.16	96.82	90.12	97.65	88.91	97.10	97.69	97.38
2	BANGALORE RURAL	98.51	98.61	98.56	98.87	99.39	99.13	94.79	95.02	94.90
3	BANGALORE SOUTH	123.07	127.63	125.26	124.17	128.73	126.36	103.52	107.51	105.43
4	BELGAUM	98.69	95.93	97.37	98.34	95.43	96.86	98.53	98.34	98.44
5	BELLARY	109.20	111.20	110.20	111.10	113.10	112.10	95.46	95.12	98.81
6	BIDAR	98.37	99.12	98.74	97.42	97.40	97.41	98.35	98.34	98.35
7	BIJAPUR	81.88	81.97	81.92	94.40	94.60	94.50	86.14	85.99	86.07
8	CHAMARAJANAGARA	96.20	95.92	96.71	99.24	99.29	99.26	97.70	97.82	97.76
9	CHICKBALLAPUR	99.13	99.12	99.13	99.28	99.27	99.28	97.70	99.01	98.33
10	CHIKKAMANGALORE	98.55	98.82	98.79	99.84	99.88	99.87	103.74	92.52	98.30
11	CHITRADURGA	99.41	99.42	99.43	99.34	99.38	99.36	96.73	96.51	96.65
12	DAKSHINA KANNADA	99.00	99.00	99.00	98.83	98.91	98.86	99.42	100.14	99.77
13	DAVANAGERE	99.48	99.29	99.39	99.48	99.29	99.39	96.78	96.94	96.86
14	DHARWAD	72.68	73.64	73.14	94.70	94.61	94.66	95.63	95.70	95.67
15	GADAG	99.00	99.00	99.00	95.07	94.98	95.02	93.53	93.63	93.58
16	GULBARGA	95.23	95.06	95.15	94.73	94.56	94.65	95.06	94.67	94.88
17	HASSAN	97.79	97.44	96.91	99.69	99.34	98.81	94.52	93.02	93.82
18	HAVERI	94.88	94.84	94.86	95.44	95.40	95.42	93.52	93.84	93.33
19	KODAGU	99.81	99.83	99.82	99.54	99.57	99.56	99.46	99.54	99.50
20	KOLAR	99.38	99.35	99.37	99.53	99.50	99.52	98.90	98.83	98.87
21	KOPPAL	96.73	96.42	96.58	97.39	97.14	97.27	92.98	92.77	92.88
22	MANDYA	94.82	93.29	94.06	90.79	86.28	88.54	92.14	84.93	88.69
23	MYSORE	98.04	97.83	97.93	99.26	99.24	99.25	91.13	83.79	87.58
24	RAICHUR	83.48	82.91	83.19	91.48	90.91	91.23	86.44	85.18	85.84
25	RAMANAGARA	0.00	0.00	0.00	99.27	99.18	99.23	93.89	94.22	94.05
26	SHIMOGA	95.26	95.03	95.15	95.91	95.68	95.80	92.27	92.27	92.27
27	TUMKUR	99.30	99.36	99.33	93.58	92.60	93.53	95.04	95.22	95.13
28	UDUPI	99.02	98.76	98.89	99.60	99.60	99.60	97.93	98.16	98.04
29	UTTARA KANNADA	98.65	99.04	98.84	99.04	99.23	99.14	90.25	90.01	90.13
30	YADGIRI	90.13	90.67	90.43	91.53	92.07	91.83	82.61	80.43	81.57
	Total	96.04	96.16	96.10	98.20	98.38	97.60	95.40	94.79	95.21

Observations:

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

Bangalore South	-20.93%,	Bellary	-13.29%,
Mysore	-11.67%,	Yadagiri	-10.26%

District wise NER at Upper Primary Level:

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	98.28	97.28	97.81	70.73	87.18	96.17	89.57	88.95	89.27
2	BANGALORE RURAL	97.65	96.81	97.23	96.73	99.40	98.07	98.92	99.05	98.98
3	BANGALORE SOUTH	109.90	114.05	111.90	111.50	115.65	113.50	99.06	104.01	101.45
4	BELGAUM	99.88	97.09	98.54	100.69	98.21	99.68	96.32	95.06	95.71
5	BELLARY	99.20	98.20	99.20	101.10	100.10	101.10	97.73	89.79	93.86
6	BIDAR	96.98	97.86	97.42	98.98	98.78	98.88	95.08	94.25	94.67
7	BIJAPUR	98.35	98.11	98.24	99.65	99.53	99.59	96.05	98.19	97.06
8	CHAMARAJANAGARA	99.68	99.16	99.42	99.22	99.26	99.24	94.65	95.49	95.06
9	CHICKBALLAPUR	99.04	98.95	98.99	99.19	99.10	99.14	95.19	96.43	95.68
10	CHIKKAMANGALORE	99.50	99.68	149.63	99.47	99.60	99.54	103.69	92.64	98.34
11	CHITRADURGA	98.64	98.64	97.44	99.89	99.73	98.53	94.78	94.09	94.45
12	DAKSHINA KANNADA	100.00	99.00	99.00	99.63	99.58	99.61	93.49	92.98	93.24
13	DAVANAGERE	98.73	98.75	98.74	98.73	98.75	98.74	97.75	97.68	97.72
14	DHARWAD	62.06	43.08	52.81	99.64	99.78	99.71	98.64	98.86	98.74
15	GADAG	99.31	99.28	99.29	99.31	99.28	99.29	95.90	95.61	95.76
16	GULBARGA	94.23	94.06	94.15	98.05	97.66	97.87	97.52	97.13	97.34
17	HASSAN	97.28	97.23	97.25	99.18	99.13	99.15	97.37	88.39	92.98
18	HAVERI	98.78	98.79	98.78	99.33	99.34	99.34	98.55	100.59	85.97
19	KODAGU	99.81	99.83	99.82	99.54	99.57	99.56	98.58	98.94	98.75
20	KOLAR	99.02	99.11	99.07	99.17	99.26	99.22	98.06	97.98	98.02
21	KOPPAL	96.73	96.42	96.58	97.05	96.47	96.78	93.91	92.08	93.04
22	MANDYA	94.82	93.29	94.06	90.79	86.28	88.54	95.16	89.42	92.42
23	MYSORE	97.98	97.77	97.87	99.49	99.39	99.44	90.69	86.05	88.44
24	RAICHUR	94.54	91.86	92.35	94.54	93.13	92.35	94.69	90.79	92.94
25	RAMANAGARA	0.00	0.00	0.00	99.43	99.37	99.40	96.24	95.78	96.01
26	SHIMOGA	95.07	96.57	95.54	95.37	96.87	95.84	94.67	95.27	94.96
27	TUMKUR	98.93	99.21	99.07	83.92	84.49	84.18	91.42	91.85	91.64
28	UDUPI	96.64	95.98	96.31	99.60	99.40	99.50	99.36	99.56	99.46
29	UTTARA KANNADA	98.92	98.87	98.89	98.98	99.07	99.03	98.47	98.52	98.49
30	YADGIRI	96.28	95.46	95.97	97.26	96.32	96.83	91.98	89.07	90.67
	Total	94.76	93.89	95.91	94.04	97.95	98.50	96.07	95.01	95.15

Observations:

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

Haveri -13.37%,
Mysore -11.00%,

Bangalore South -12.06%,
Bellary -7.24%

Girls Coverage:

% Girls Coverage in the state

	All Management			Govt+Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
Enrolment at Primary	48.44	48.40	48.34	49.68	49.75	49.90
Enrolment at Up. Primary	48.27	48.17	48.10	49.34	49.22	49.33

% Change in Girls Coverage:

	All Management			Govt+Aided		
	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10
Enrolment at Primary	0.03	-0.04	-0.06	0.12	0.07	0.15
Enrolment at Up. Primary	0.31	-0.10	-0.07	0.32	-0.12	0.11

Observations:

The % girls coverage has a Increased from previous year for Govt + Aided schools.

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

	% decrease in Girls Coverage in 2009-2010
	Govt+Aided
Enrolment at Primary	* Yadgiri -17.99%, Chikkamangalore -9.90%, Chickballapur - 8.14%, Raichur -9.04%, Kolar -6.71%,
Enrolment at Up. Primary	*YADGIRI -18.77%, Chamarajanagara -9.22%, Chickballapur -8.03%, Kolar -7.69%

Gender Parity Index

	All Management			Govt +Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
Primary	0.94	0.94	0.94	0.99	0.99	1.00
Up. Primary	0.93	0.93	0.93	0.97	0.97	0.97

Gender Gap

	All Management			Govt +Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
Primary	3.12	3.20	3.32	0.65	0.50	0.21
Up. Primary	3.45	3.66	3.80	1.33	1.56	1.35

From the overall state progress in regards to the Girls the impact shows the decrease in Gender Gap at Both of the level for Govt+Aided.

District Wise status at Primary Level for Govt +Aided

Sno	District	2007-08		2008-09		2009-10	
		Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl
1	BAGALKOT	0.99	0.39	0.98	0.76	1.00	-0.06
2	BANGALORE RURAL	1.02	-0.84	1.04	-2.12	1.06	-2.85
3	BANGALORE SOUTH	1.05	-2.44	1.05	-2.32	1.07	-3.41
4	BELGAUM	1.00	-0.08	1.00	-0.01	1.00	-0.22
5	BELLARY	0.98	0.80	1.00	-0.15	1.01	-0.72
6	BIDAR	0.97	1.55	0.98	0.78	1.02	-1.08
7	BIJAPUR	0.95	2.58	0.95	2.62	0.95	2.62
8	CHAMARAJANAGARA	0.98	1.16	0.98	0.81	0.99	0.25
9	CHICKBALLAPUR	1.04	-2.09	1.04	-1.92	1.04	-1.74
10	CHIKKAMANGALORE	0.98	0.99	0.99	0.70	0.98	1.04
11	CHITRADURGA	0.98	0.81	0.98	1.00	0.99	0.58
12	DAKSHINA KANNADA	0.96	2.28	0.96	1.98	0.96	2.06
13	DAVANAGERE	1.00	0.18	1.00	-0.10	1.00	-0.07
14	DHARWAD	1.00	-0.22	1.01	-0.37	1.02	-0.96
15	GADAG	0.98	1.21	0.98	0.94	0.98	1.13
16	GULBARGA	0.96	1.78	0.97	1.48	0.99	0.32
17	HASSAN	1.00	0.10	0.99	0.57	1.01	-0.68
18	HAVERI	0.99	0.38	0.99	0.41	0.98	1.10
19	KODAGU	1.00	-0.16	1.01	-0.26	1.00	0.21
20	KOLAR	1.03	-1.57	1.07	-3.21	1.07	-3.50
21	KOPPAL	0.96	1.79	0.97	1.55	0.98	1.09
22	MANDYA	0.99	0.41	0.99	0.42	0.99	0.38
25	MYSORE	1.04	-2.08	1.04	-2.11	1.04	-1.86
24	RAICHUR	0.97	1.57	0.99	0.67	0.96	2.18
25	RAMANAGARA	0.99	0.62	1.00	0.06	0.98	0.87
26	SHIMOGA	1.00	0.18	0.99	0.57	0.99	0.36
27	TUMKUR	0.98	1.06	0.99	0.70	0.99	0.65
28	UDUPI	0.97	1.61	0.96	2.04	0.97	1.70
29	UTTARA KANNADA	0.96	2.07	0.96	2.16	0.95	2.38
30	YADGIRI	0.90	5.09	0.90	5.29	0.90	5.12
	Total	0.99	0.65	0.99	0.50	1.00	0.21

Source : DISE

Observations:

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

District	Gender Gap
YADGIRI	5.12
BIJAPUR	2.62

District wise status for Upper Primary

Slno	District	2007-08		2008-09		2009-10	
		Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl
1	BAGALKOT	0.97	1.38	0.95	2.31	0.96	2.04
2	BANGALORE RURAL	1.00	-0.04	1.00	0.24	1.01	-0.33
3	BANGALORE SOUTH	1.09	-4.10	1.09	-4.20	1.09	-4.50
4	BELGAUM	0.99	0.40	0.97	1.57	0.98	1.25
5	BELLARY	0.91	4.51	0.92	4.44	0.93	3.58
6	BIDAR	1.03	-1.67	1.03	-1.45	1.05	-2.44
7	BIJAPUR	0.90	5.14	0.90	5.39	0.89	5.75
8	CHAMARAJANAGARA	0.97	1.43	0.97	1.59	0.98	0.85
9	CHICKBALLAPUR	1.02	-0.76	1.01	-0.39	1.01	-0.50
10	CHIKKAMANGALORE	0.96	2.13	0.98	0.90	1.00	-0.05
11	CHITRADURGA	0.97	1.67	0.96	1.89	0.97	1.38
12	DAKSHINA KANNADA	0.95	2.59	0.93	3.83	0.93	3.71
13	DAVANAGERE	1.00	0.12	1.00	0.18	0.99	0.59
14	DHARWAD	1.03	-1.66	1.03	-1.37	1.02	-0.99
15	GADAG	0.96	2.15	0.93	3.58	0.95	2.65
16	GULBARGA	0.95	2.37	0.96	2.05	0.99	0.59
17	HASSAN	1.01	-0.67	1.00	-0.04	1.01	-0.40
18	HAVERI	1.02	-1.19	1.00	0.13	0.99	0.71
19	KODAGU	0.98	0.86	0.97	1.33	1.01	-0.34
20	KOLAR	1.04	-1.89	1.06	-2.90	1.06	-3.03
21	KOPPAL	0.90	5.33	0.88	6.45	0.89	5.65
22	MANDYA	1.00	0.06	0.99	0.31	1.00	0.21
23	MYSORE	1.05	-2.39	1.05	-2.31	1.05	-2.40
24	RAICHUR	0.84	8.94	0.88	6.40	0.86	7.46
25	RAMANAGARA	0.97	1.52	0.98	1.09	1.00	-0.08
26	SHIMOGA	1.00	-0.07	0.99	0.35	0.99	0.50
27	TUMKUR	0.95	2.50	0.93	3.44	0.91	4.47
28	UDUPI	0.94	3.07	0.95	2.61	0.95	2.36
29	UTTARA KANNADA	0.94	3.34	0.93	3.62	0.94	3.32
30	YADGIRI	0.77	13.06	0.79	11.85	0.75	14.04
	Total	0.97	1.33	0.97	1.56	0.97	1.35

Observations:

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

District	Gender Gap
YADGIRI	* 14.04
RAICHUR	7.46
BIJAPUR	5.75
KOPPAL	5.65
TUMKUR	4.47

Drop Out Rate:

		2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	All Management	7.20	6.70	6.90	7.40	6.41	6.92	4.60	4.60	4.60
U.Primary	All Management	15.50	13.30	14.50	11.30	12.00	11.60	7.90	8.30	8.10

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

District wise status at Primary Level for All Management:

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	11.55	10.25	10.98	10.55	9.22	10.18	7.31	6.63	6.97
2	BANGALORE RURAL	2.19	2.35	2.27	2.48	2.78	2.63	0.68	0.72	0.70
3	BANGALORE SOUTH	6.56	5.35	5.99	5.46	4.25	4.89	2.48	0.43	1.50
4	BELGAUM	14.17	14.03	14.10	13.16	13.02	13.09	8.19	8.05	8.12
5	BELLARY	18.06	15.27	16.73	17.26	14.47	15.93	7.12	10.55	8.84
6	BIDAR	3.74	5.36	4.55	1.88	2.20	2.03	6.06	5.34	5.70
7	BIJAPUR	4.14	4.07	4.11	3.64	3.57	3.61	4.25	4.73	4.49
8	CHAMARAJANAGARA	5.28	4.74	3.79	4.15	3.61	3.88	3.70	2.51	3.11
9	CHICKBALLAPUR	6.10	5.60	4.25	4.60	4.10	4.35	4.18	3.54	3.86
10	CHIKKAMANGALORE	3.76	2.42	3.18	-2.13	-2.96	-2.52	6.92	6.75	6.84
11	CHITRADURGA	12.15	11.15	8.44	9.15	8.15	8.65	2.22	2.06	2.14
12	DAKSHINA KANNADA	0.01	0.01	0.01	0.72	0.68	0.70	0.01	0.01	0.01
13	DAVANAGERE	2.89	3.00	5.89	4.68	6.20	5.44	3.33	3.16	3.25
14	DHARWAD	14.45	19.06	16.77	14.44	19.06	16.77	3.92	3.61	3.77
15	GADAG	3.29	3.28	6.57	4.21	4.72	8.93	2.09	2.93	2.51
16	GULBARGA	1.82	2.12	1.97	1.89	1.98	1.93	7.57	7.34	7.46
17	HASSAN	1.03	1.19	1.11	0.45	0.71	0.58	0.06	0.03	0.04
18	HAVERI	3.59	3.28	3.43	3.72	3.40	3.56	2.53	2.98	2.76
19	KODAGU	2.19	1.92	3.14	1.93	2.19	3.03	1.33	1.22	1.28
20	KOLAR	6.10	5.60	4.25	4.60	4.10	4.35	4.61	4.07	4.34
21	KOPPAL	5.28	4.74	3.79	4.15	3.61	3.88	4.35	4.75	4.55
22	MANDYA	9.23	10.68	8.94	8.21	7.84	7.53	3.39	3.46	3.43
23	MYSORE	1.78	2.10	1.94	1.82	2.11	1.97	1.97	1.72	1.85
24	RAICHUR	0.01	-0.01	0.00	0.01	-0.01	0.00	11.58	14.89	13.24
25	RAMANAGARA	0.00	0.00	0.00	10.03	7.64	8.83	2.18	3.14	2.66
26	SHIMOGA	2.82	2.92	2.87	2.47	2.57	2.52	1.29	1.84	1.57
27	TUMKUR	5.28	5.55	5.42	3.59	3.90	3.75	4.10	3.88	4.00
28	UDUPI	0.00	0.00	0.00	0.00	0.00	0.00	0.86	1.02	0.94
29	UTTARA KANNADA	1.35	0.96	1.16	0.96	0.77	0.86	0.96	0.77	0.87
30	YADGIRI							10.21	12.44	11.33
	Total	7.20	6.70	6.90	7.40	6.41	6.92	4.60	4.60	4.60

Observations:

The districts which have higher Drop out at Primary level are

District	Drop Out-Primary Level
RAICHUR	13.18
YADGIRI	11.25
BELLARY	8.56
BELAGUM	8.12
BAGALKOT	6.99
CHIKKAMAGALORE	6.84
BIDAR	5.78

District wise status at Upper Primary Level:

S/no	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOT	0.87	0.85	0.86	8.06	7.72	7.89	6.46	8.60	7.53
2	BANGALORE RURAL	2.19	2.35	2.27	2.48	2.78	2.63	2.22	2.44	2.33
3	BANGALORE SOUTH	6.56	5.35	5.99	4.71	3.54	4.16	2.48	0.43	1.50
4	BELGAUM	12.65	12.50	12.58	14.09	13.94	14.02	8.19	8.05	8.12
5	BELLARY	18.06	15.27	16.73	17.26	14.47	15.93	17.06	14.27	15.71
6	BIDAR	12.06	11.34	11.70	9.56	8.84	9.20	6.06	5.34	5.70
7	BIJAPUR	7.14	6.55	6.86	3.98	3.57	3.79	4.25	4.73	4.49
8	CHAMARAJANAGARA	5.28	4.74	3.79	4.15	3.61	3.88	3.70	2.51	3.11
9	CHICKBALLAPUR	6.10	5.60	4.25	4.60	4.10	4.35	4.18	3.54	3.86
10	CHIKKAMANGALORE	3.76	2.42	3.18	-2.13	-2.96	-2.52	6.92	6.75	6.84
11	CHITRADURGA	3.14	2.98	3.06	3.64	3.48	3.56	2.22	2.06	2.14
12	DAKSHINA KANNADA	0.01	0.01	0.01	0.72	0.68	0.70	0.01	0.01	0.01
13	DAVANAGERE	4.94	7.14	5.89	4.68	6.20	5.44	3.33	3.16	3.25
14	DHARWAD	-2.09	-2.62	-2.35	1.49	0.48	1.00	3.92	3.61	3.77
15	GADAG	3.09	3.78	3.42	1.29	0.86	1.08	2.09	2.93	2.51
16	GULBARGA	16.79	17.89	17.02	4.21	4.81	3.62	7.37	7.34	7.36
17	HASSAN	1.03	1.19	1.11	0.45	0.71	0.58	0.06	0.03	0.04
18	HAVERI	4.44	3.78	4.11	4.20	3.54	3.87	2.53	2.98	2.76
19	KODAGU	2.19	1.92	2.05	1.93	2.19	2.06	1.33	1.22	1.28
20	KOLAR	6.10	5.60	4.25	4.60	4.10	4.35	4.61	4.07	4.34
21	KOPPAL	3.09	3.83	3.46	3.72	4.29	4.01	4.35	4.75	4.55
22	MANDYA	5.63	5.71	5.57	3.57	4.56	3.17	3.39	3.46	2.70
23	MYSORE	1.82	2.11	1.97	1.81	2.11	1.96	1.97	1.72	1.84
24	RAICHUR	3.70	3.09	3.41	12.31	11.44	11.89	11.58	14.89	13.24
25	RAMANAGARA	0.00	0.00	0.00	10.03	7.64	8.83	2.18	3.14	2.66
26	SHIMOGA	2.82	2.92	2.87	2.47	2.57	2.52	1.29	1.84	1.57
27	TUMKUR	5.28	5.55	5.42	3.59	3.90	3.75	4.10	3.88	4.00
28	UDUPI	0.00	0.00	0.00	0.00	0.00	0.00	0.86	1.02	1.88

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
29	UTTARA KANNADA	1.61	1.56	1.59	1.35	0.96	1.16	0.96	0.77	0.9
30	YADGIRI	7.82	7.59	8.42	6.79	6.97	7.56	10.21	12.44	11.2
	Total	15.50	13.30	14.50	11.30	12.00	11.60	7.90	8.30	8.1

Observations:

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

District	Drop Out-U. Primary Level
BELLARY	15.73
RAICHUR	13.18
YADGIRI	11.25
MANDYA	8.44
BELGAUM	8.12

Transition Rate:

	All Management			Govt+Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
TR	91.50	96.30	93.30	89.30	89.90	91.90

% Change in Transition Rate:

	All Management			Govt+Aided		
	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10	06-07 to 07-08	07-08 to 08-09	08-09 to 09-10
% Change in Transition Rate	0.55	4.80	-3.00	0.78	0.60	2.22

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

District Wise status of Transition Rate for Govt+Aided:

Sno	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	6	7	8	9	10	11	12	13	14
1	BAGALKOT	90.2	91.0	90.6	94.5	95.5	95.0	93.3	95.2	94.3
2	BANGALORE RURAL	97.34	98.33	97.84	97.63	98.66	98.15	97.40	98.88	98.14
3	BANGALORE SOUTH	97.56	98.04	97.76	96.16	96.64	96.36	93.73	95.28	94.53
4	BELGAUM	91.87	88.65	90.32	94.50	94.50	94.50	96.47	97.63	97.05
5	BELLARY	89.17	85.95	87.62	90.57	87.35	89.02	91.87	88.65	90.32

no	District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5	BIDAR	73.21	72.11	72.66	81.69	83.09	76.85	91.12	87.60	89.38
7	BIJAPUR	95.44	95.19	95.32	96.41	96.16	96.29	90.10	87.99	89.07
8	CHAMARAJANAGARA	96.95	96.98	96.97	97.95	97.98	97.97	98.95	98.98	98.97
9	CHICKBALLAPUR	96.21	96.28	96.25	97.21	97.28	97.25	98.21	98.28	98.25
10	CHIKKAMANGALORE	89.27	87.93	88.60	100.39	101.16	100.74	95.63	95.78	95.70
1	CHITRADURGA	96.21	96.28	96.25	97.21	97.28	97.25	95.62	96.68	96.15
2	DAKSHINA KANNADA	98.47	98.68	98.57	96.99	98.34	97.64	97.75	98.55	98.13
3	DAVANAGERE				89.72	91.74	90.73	97.34	97.44	97.39
4	DHARWAD	99.42	100.16	99.78	99.42	100.16	99.78	95.72	96.06	95.90
5	GADAG	96.91	86.91	91.91	97.70	87.70	92.70	91.93	91.90	91.92
6	GULBARGA	85.59	85.13	85.31	88.34	87.88	88.06	82.52	84.73	83.57
7	HASSAN	99.00	99.01	99.01	99.63	99.63	99.63	97.88	97.91	98.26
8	HAVERI	0.00	0.00	0.00	0.00	0.00	0.00	95.70	95.42	95.56
9	KODAGU	87.01	93.48	90.25	100.46	101.43	100.94	97.83	97.83	97.75
10	KOLAR	96.21	96.28	96.25	97.21	97.28	97.25	95.27	95.59	94.95
1	KOPPAL	96.95	96.98	96.97	97.95	97.98	97.97	90.35	88.37	89.29
2	MANDYA	97.93	97.93	97.93	97.93	97.93	97.93	100.42	98.33	99.38
3	MYSORE	96.41	96.48	96.45	97.41	97.48	97.45	97.94	98.44	98.19
4	RAICHUR	99.86	99.84	99.85	99.86	99.84	99.85	80.76	74.43	77.65
5	RAMANAGARA	89.17	85.95	87.62	90.57	87.35	89.02	95.51	93.96	94.73
6	SHIMOGA	95.58	95.34	95.46	96.55	96.31	96.43	99.96	99.34	99.66
7	TUMKUR	97.76	97.46	97.61	98.28	97.19	97.73	98.75	97.64	98.21
8	UDUPI	100.00	100.00	100.00	99.07	99.08	99.08	95.00	94.00	94.00
9	UTTARA KANNADA	98.73	98.77	98.75	99.47	99.53	99.50	99.76	99.85	99.81
10	YADGIRI	73.21	72.11	72.66	75.99	75.46	75.72	80.94	82.85	81.90
	Total	89.90	90.00	90.00	89.80	90.00	89.90	91.80	92.00	91.90

Observations:

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

District	Transition Rate
YADGIRI	81.90
GULBARGA	83.57
BIJAPUR	89.07
KOPPAL	89.29
BIDAR	89.30

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

KOPPAL	-8.7%	BIJAPUR	-7.2%,
Chikkamangalore	-5.02%,	UDUPI	-5.1%

Retention Rate:

	All Management			Govt+Aided		
	07-08	08-09	09-10	07-08	08-09	09-10
Primary	93.10	93.08	95.40	92.20	89.90	94.50
Upper Primary	85.50	88.40	91.90	85.40	85.40	90.70
Elementary	96.26	93.82	95.58	88.70	87.65	92.60

% Change in Retention Rate:

	All Management		Govt+Aided	
	07-08 to 08-09	08-09 to 09-10	07-08 to 08-09	08-09 to 09-10
Primary	-0.02	2.32	-3.30	5.60
Upper Primary	3.10	3.50	0	5.30
Elementary	-4.44	1.76	-1.05	5.95

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

Observations:

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

At Primary Level:

District	Retention Rate
BELLARY	84.27
RAICHUR	86.82
YADGIRI	88.75

At Upper Primary Level:

District	Retention Rate
BELLARY	84.27
RAICHUR	86.28
YADAGIRI	88.75

At Elementary Level:

District	Elementary Level
RAICHUR	84.20
YADAGIRI	87.62

Pupil Teacher Ratio:

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

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

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

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

% of school having PTR>40

Observations:

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

District	% of school having PTR>40
YADGIRI	9.7
KOPPAL	7.4
BANGALORE SOUTH	6.06
BIJAPUR	6.03
GULBARGA	5.89
GADAG	6.83

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

District	% of school having PTR>40
BANGALORE SOUTH	24
BIJAPUR	23
YADGIRI	22
BIDAR	16
GULBARGA	14
KOPPAL	13
BELLARY	12
BELGAUM	11
DHARWAD	10
DAVANAGERE	8
HAVERI	8
BAGALKOT	7
GADAG	7
RAICHUR	6
MYSORE	5
CHAMARAJANAGAR	5

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

District	% of school having PTR>40
BANGALORE SOUTH	16.71
YADGIRI	15.72
BIJAPUR	15.36
BIDAR	11.73
GULBARGA	10.43
KOPPAL	10.30

District	% of school having PTR>40
BELLARY	9.38
DHARWAD	9.16
BELGAUM	7.82
GADAG	6.31
BAGALKOT	5.90

% School with Single Teacher School

District	2007-08			2008-09			2009-10		
	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools
Govt+Aided	9.76	0.86	5.6	8.41	0.19	4.25	8.02	0.00	4.04
All Management	9.51	1.35	5.52	7.98	0.33	3.87	7.81	0.00	3.78

Observations:

The overall %School with Single Teacher is decreased at Primary Level from 8.41 to 8.02. At Upper Primary states' shows no school having single teacher.

District wise status of %School with Single Teacher

no	District	2007-08			2008-09			2009-10		
		Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools
1	BAGALKOT	8.46	0.32	3.72	5.41	0.39	2.23	0.98	0.00	0.54
2	BANGALORE RURAL	15.45	1.37	10.00	12.93	0.18	7.53	18.19	0.00	10.42
3	BANGALORE SOUTH	4.72	2.65	3.36	4.50	0.39	1.56	4.30	0.00	1.55
4	BELGAUM	17.54	3.94	10.87	11.96	1.32	6.10	7.43	0.00	3.84
5	BELLARY	2.50	0.79	1.66	1.23	0.46	0.77	1.13	0.00	0.55
6	BIDAR	4.17	1.52	2.55	0.00	0.00	0.00	0.32	0.00	0.11
7	BIJAPUR	2.82	0.68	1.71	3.33	0.15	1.55	2.89	0.00	1.30
8	CHAMARAJANAGARA	1.71	0.00	0.87	1.85	0.00	0.85	0.48	0.00	0.22
9	CHICKBALLAPUR	16.24	1.13	11.06	15.21	0.28	9.50	12.22	0.00	7.70
10	CHIKKAMANGALORE	20.90	2.29	12.80	18.88	0.00	9.99	13.63	0.00	6.99

Sno	District	2007-08			2008-09			2009-10		
		Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools
1	CHITRADURGA	4.34	0.59	2.65	5.89	0.38	2.98	5.38	0.00	3.61
2	DAKSHINA KANNADA	3.30	0.51	1.36	0.53	0.19	0.28	3.02	0.00	1.04
3	DAVANAGERE	3.49	0.32	1.88	2.37	0.10	1.13	2.40	0.00	1.12
4	DHARWAD	0.00	0.00	0.00	2.88	0.13	1.00	3.99	0.00	1.35
5	GADAG	1.32	0.00	0.51	1.97	0.19	0.76	1.59	0.00	0.50
6	GULBARGA	2.31	0.34	1.37	0.50	0.25	0.35	0.73	0.00	0.35
7	HASSAN	12.30	1.21	7.60	11.12	0.23	6.27	12.83	0.00	7.31
8	HAVERI	0.93	0.13	0.45	0.37	0.00	0.14	0.00	0.00	0.00
9	KODAGU	1.54	0.31	0.77	0.57	0.00	0.19	0.00	0.00	0.19
10	KOLAR	14.01	0.73	9.06	12.85	0.58	8.05	13.86	0.00	8.75
11	KOPPAL	3.82	0.19	2.17	0.00	0.16	0.09	0.38	0.00	0.17
12	MANDYA	12.52	0.19	6.61	16.85	0.09	8.55	23.56	0.00	11.95
13	MYSORE	2.59	0.85	1.69	0.88	0.50	0.67	0.00	0.00	0.39
14	RAICHUR	18.55	11.95	16.16	4.80	0.83	2.88	0.47	0.00	0.44
15	RAMANAGARA	10.16	1.49	7.22	14.01	0.84	9.09	17.16	0.00	10.92
16	SHIMOGA	11.16	0.80	6.08	9.01	0.16	4.34	9.35	0.00	4.57
17	TUMKUR	9.82	0.92	6.28	10.15	0.24	6.04	12.82	0.00	7.73
18	UDUPI	2.93	0.00	1.04	0.96	0.00	0.31	1.37	0.00	0.63
19	UTTARA KANNADA	19.92	0.57	11.11	12.44	0.00	6.52	9.07	0.00	4.72
20	YADGIRI	2.80	0.90	2.11	1.25	0.00	0.63	0.00	0.00	0.00
	Total	9.51	1.35	5.52	7.98	0.33	3.87	7.81	0.00	3.78

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

District	% School with Single Teacher
MANDYA	23.56
BANGALORE RURAL	18.19
RAMANAGARA	17.16
CHIKKAMANGALORE	13.63

District	% School with Single Teacher
KOLAR	13.86
HASSAN	12.83
TUMKUR	12.82
CHICKBALLAPUR	12.22
SHIMOGA	9.35
UTTARA KANNADA	9.07
BELGAUM	7.43

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

District	% School with Single Teacher
MANDYA	11.95
BANGALORE RURAL	10.42
RAMANAGARA	10.92

Basic Facilities

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

Sl	District	Total No. of Schools (Edn.)		SCR		% of schools without D/water facility		% of schools without common Toilet facility		% of schools without girls Toilet	
		P	UP	P	UP	P	UP	P	UP	P	UP
1	2	3	4	5	6	7	8	9	10	11	12
1	BAGALKOT	510	803	19.55	32.52	19.22	7.72	22.35	10.96	62.75	40.85
2	BANGALORE RURAL	709	444	33.72	10.86	11.14	2.25	11.14	2.70	43.02	20.05
3	BANGALORE SOUTH	706	711	19.55	30.80	6.52	2.95	3.40	0.70	27.20	11.67
4	BELGAUM	1487	1809	18.08	30.87	27.77	11.66	26.43	13.27	54.67	27.31
5	BELLARY	543	818	19.58	34.25	17.13	6.48	20.07	14.91	47.51	20.54
6	BIDAR	518	735	16.17	28.75	44.02	21.09	25.68	17.01	59.65	39.73
7	BIJAPUR	854	1030	17.36	31.04	41.33	5.63	3.63	3.20	49.77	4.27
8	CHAMARAJANAGARA	364	406	14.51	25.77	12.09	1.72	12.09	5.17	58.79	39.66
9	CHICKBALLAPUR	1077	515	13.92	23.21	25.07	9.71	36.68	17.86	69.82	41.75
10	CHIKKAMANGALORE	817	683	10.73	16.95	5.14	1.61	5.75	2.34	52.02	20.06
11	CHITRADURGA	823	882	14.25	26.14	1.94	0.34	0.36	0.34	0.49	0.57
12	DAKSHINA KANNADA	280	652	12.57	24.77	0.00	0.00	8.57	4.60	21.07	7.21
13	DAVANAGERE	683	702	15.54	26.09	12.45	3.28	13.03	5.27	43.34	19.80

Details of SCR, Tolet and Drinking Water Facilities - DISE 2009-10

14	DHARWAD	236	538	18.72	26.59	0.00	0.00	5.08	1.30	53.39	12.08
15	GADAG	199	417	21.63	30.84	7.04	3.60	19.10	17.99	52.76	35.73
16	GULBARGA	840	955	18.38	30.67	42.50	18.95	41.90	25.13	67.26	29.53
17	HASSAN	1531	1037	11.87	17.68	10.19	2.31	15.28	5.69	63.81	21.02
18	HAVERI	467	699	17.14	29.29	13.06	2.43	20.56	10.01	49.68	28.76
19	KODAGU	145	261	11.03	21.41	6.90	0.77	7.59	3.07	20.00	7.28
20	KOLAR	1285	618	15.65	24.57	13.46	5.34	26.23	9.39	62.65	34.14
21	KOPPAL	441	521	25.32	39.61	23.81	7.10	25.40	9.98	63.27	39.54
22	MANDYA	996	825	12.85	20.66	10.84	2.91	16.37	7.03	61.55	24.12
23	MYSORE	1002	942	16.69	26.56	13.97	3.08	8.58	4.46	39.32	14.86
24	RAICHUR	737	743	20.63	32.17	42.06	20.19	30.26	14.27	39.35	26.11
25	RAMANAGARA	945	449	14.08	20.79	9.10	2.23	11.75	4.01	40.00	15.37
26	SHIMOGA	993	951	13.46	21.61	12.79	3.36	3.32	1.58	27.39	29.76
27	TUMKUR	2235	1341	12.97	22.53	11.86	2.01	5.32	2.39	34.36	13.35
28	UDUPI	258	362	12.36	22.00	13.18	2.21	6.59	6.08	14.73	5.25
29	UTTARA KANNADA	1189	998	12.11	20.63	11.86	4.61	5.21	1.80	40.45	30.56
30	YADGIRI	500	431	24.03	38.89	38.80	16.71	38.80	19.26	57.80	41.30
	Total	23370	22278	16.39	27.09	17.32	6.15	15.77	8.02	47.12	22.98

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District having higher SCR at Primary level

Sl	District	Total No.of Schools (Edn.)	Total Class Rooms	Enrolment	SCR
1	2	3		4	5
1	BANGALORE RURAL	709	1256	46101	33.72
2	KOPPAL	441	1367	29553	25.32
3	YADGIRI	500	1641	33162	24.03
4	GADAG	199	3508	13370	21.63
5	RAICHUR	737	1591	38844	20.63
	State Average	23370	52565	861573	16.39

District having higher SCR at Upper Primary level

Sl	District	Total No.of Schools (Edn.)	Total Class Rooms	Enrolment	SCR
1	2	3		4	5
1	KOPPAL	521	5474	137947	39.61
2	YADGIRI	431	2396	111032	38.89
3	BELLARY	818	5090	213268	34.25
4	BAGALKOT	803	12835	177999	32.52

Sl	District	Total No. of Schools (Edn.)	Total Class Rooms	Enrolment	SCR
5	RAICHUR	743	6226	162799	32.17
	State Average	22278	142273	3854462	27.09

Following District have High % of schools without Drinking water facility at primary level

Sl	District	Total No. of Schools (Edn.)	Enrolment	% of schools without D/water facility
1	2	3	4	5
1	BIDAR	518	23960	44.02
2	GULBARGA	840	46219	42.50
3	RAICHUR	737	38844	42.06
4	BIJAPUR	854	38326	41.33
5	YADGIRI	500	33162	38.80
	State Average	23370	180511	17.32

Following District have High % of schools without Drinking water facility at Upper primary level

Sl	District	Total No. of Schools (Edn.)	Enrolment	% of schools without D/water facility
1	2	3	4	5
1	BIDAR	735	147397	21.09
2	RAICHUR	743	162799	20.19
3	GULBARGA	955	220571	18.95
4	YADGIRI	431	111032	16.71
5	BELGAUM	1809	396257	11.66
	State Average	22278	1038056	6.15

Following District have High % of schools without common toilet facility at primary level

Sl	District	Total No.of Schools (Edn.)	Enrolment	% of schools without common Toilet facility
1	2	3	4	5
1	GULBARGA	840	46219	41.90
2	YADGIRI	500	33162	38.80
3	CHICKBALLAPUR	1077	29362	36.68
4	RAICHUR	737	38844	30.26
5	BELGAUM	1487	63430	26.43
	State Average	23370	211017	15.77

Following District have High % of schools without common toilet facility at Upper primary level

Sl	District	Total No.of Schools (Edn.)	Enrolment	% of schools without common Toilet facility
1	2	3	4	5
1	GULBARGA	955	220571	25.13
2	YADGIRI	431	111032	19.26
3	GADAG	417	95287	17.99
4	CHICKBALLAPUR	515	63102	17.86
5	BIDAR	735	147397	17.01
	State Average	22278	637389	8.02

Following District have High % of schools without Girls toilet facility at primary level

Sl	District	Total No.of Schools (Edn.)	Enrolment	% of schools without girls Toilet
1	2	3	4	5
1	CHICKBALLAPUR	1077	29362	69.82
2	GULBARGA	840	46219	67.26
3	HASSAN	1531	35001	63.81
4	KOPPAL	441	29553	63.27
5	BAGALKOT	510	24552	62.75

State Average	23370	164687	47.12
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Following District have High % of schools without Girls toilet facility at Upper primary level

Sl	District	Total No.of Schools (Edn.)	Enrolment	% of schools without girls Toilet
1	2	3	4	5
1	CHICKBALLAPUR	515	63102	41.75
2	YADGIRI	431	111032	41.30
3	BAGALKOT	803	177999	40.85
4	BIDAR	735	147397	39.73
5	CHAMARAJANAGARA	406	65256	39.66
	State Average	22278	564786	22.98

Educational development Index (EDI)

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

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

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

Major Issues:

1. The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level.
2. A decrease of 1,92,014 (04.77%) at Primary Level and 85,182 (03.68%) at U. Primary has been observed for Govt+Aided Management.
3. Bidar, Gulbarga, Raichur, Bijapur, Yadgiri are the districts which have more than 40% of schools having No drinking water facility at primary Level..
4. Gulbarga,Chikballapur.Bidar,Hassan,Koppal are the districts which have more than 60% of schools having No Girls Toilet facility at primary Level..

6. Component-Wise Appraisal:

(I) Access

- *State policy on opening of new schools*

Primary Schools

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

Upper Primary School

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

- **Availability of Schooling facilities:**

Table: Information on Schools

Category	Govt.	Aided	Private	Total
Primary	23550	258	2444	26252
Up. Primary	22738	2343	6956	32037
Total	46288	2601	9400	58289

All private schools are recognized in the state.

Table: Habitation and Access (Primary)

District	Total no. of Habitations	Habitations covered by		Habitations without primary school within 1 km	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	No. of children in unserved habitations	Recommendation for 2010-11
		Primary School (Govt. & Aided)	EGS					
Bagalkot	1340	1340	0	0	0	0	0	
Bangalore Rural	1298	1279	0	19	0	19	0	
Bangalore Urban	990	990	0	0	0	0	391	
Belgaum	1942	1942	0	0	27	-27	2609	
Bellary	1034	1033	0	1	1	0	0	
Bidar	960		0	0	46	-46	0	

District	Total no. of Habitations	Habitations covered by		Habitations without primary school within 1 km	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	No. of children in unserved habitations	Recommendation for 2010-11
		Primary School (Govt. & Aided)	EGS					
		960						
Bijapur	1602	1593	0	9	0	9	0	0
Chamarajanagara	1031	934	0	97	6	91	19	6
Chickballapur	2045	1077	0	968	0	968	0	0
Chikkamangalore	4514	3073	0	1441	0	1441	34	0
Chitradurga	1799	1799	0	0	0	0	0	0
Dakshina Kannada	1734	1732	0	2	2	0	0	2
Davanagere	1288	1286	0	2	2	0	177	2
Dharwad	542	540	0	2	2	0	0	2
Gadag	564	564	0	0	0	0	0	0
Gulbarga	1889	1885	0	4	4	0	0	4
Hassan	3470	3466	0	4	4	0	0	4
Haveri	988	988	0	0	0	0	0	0
Kodagu	721	715	0	6	0	6	0	0
Kolar	2783	2783	0	0	0	0	0	0
Koppal	789	789	0	0	4	-4	0	4
Mandya	2351	2338	0	13	1	12	0	1
Mysore	2030	2030	0	0	7	-7	0	7
Raichur	1434	1414	0	20	20	0	0	20
Ramanagara	2305	2292	0	13	1	12	0	1
Shimoga	5284	5235	0	49	0	49	0	0
Tumkur	4417	4415	0	2	0	2	0	0
Udupi	2406	2338	0	68	0	68	68	0
Uttara Kannada	6186	5350	0	836	4	832	832	4
Yadgiri	1134	1130	0	4	4	0	0	4
Total	60870	57310	0	3560	135	3425	4130	135

The state has reported a decline of 586 habitations as compared to the last year. Of the existing habitations, 94.15% are served with the primary schools. Out of the remaining 3560 unserved habitations only 135 are eligible for new primary schools as per the state norms. Total 3425 habitations having 4130 children will remain unserved as they are not eligible to open new PS as per the state norms. State proposal is for opening of 135 new PS. It is to note that state has proposed to open new PS in such habitations who are already served with the schooling facility because of the bigger size of the habitations. These habitations are in the districts of Belgaum (27), Bidar (46), Koppal (4), Mysore (7). Of the proposed 135 PS, 62.2% are such habitations who are already having Primary schools.

Out of the total proposal of 135 PS, 101 schools in Kannda, 33 in Urdu and 1 school in Marathi medium will be opened.

Habitation and Access (Upper Primary)

Sl. No.	Name of District	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	schoolless habitations for UPS as per distance and	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio is 1:	No. of UPS eligible as per 2:1 ratio	Gap in UPS	Recommendations
1	Bagalkot	1340	1316	24	0	1385	878	1.6	0	0	
2	Bangalore Rural	1298	1260	38	4	1161	455	2.6	126	0	4
3	Bangalore Urban	990	990	0	16	1847	1102	1.7	0	0	-
4	Belgaum	1942	1942	0	76	3406	1917	1.8	0	0	-
5	Bellary	1034	1034	0	0	1420	889	1.6	0	0	
6	Bidar	960	925	35	35	1427	919	1.6	0	0	-
7	Bijapur	1602	1570	32	17	2049	1155	1.8	0	0	-
8	Chamarajanagar	1031	1022	9	0	828	449	1.8	0	0	
9	Chikamangalore	4514	3424	1090	0	1561	730	2.1	51	0	
10	Chikkaballapura	2045	881	1164	0	1626	553	2.9	260	0	
11	Chitradurga	1799	1799	0	0	1769	969	1.8	0		
12	Dakshina Kannada	1734	1734	0	0	1167	880	1.3	0	0	
13	Davanagere	1288	1288	0	0	1503	846	1.8	0	0	
14	Dharwad	542	542	0	0	860	628	1.4	0	0	
15	Gadag	564	564	0	0	655	460	1.4	0	0	
16	Gulbarga	1889	1835	54	54	1937	1092	1.8	0	43	-
17	Hassan	3470	3469	1	1	2632	1109	2.4	207	0.37	1
18	Haveri	988	988	0	0	1218	759	1.6	0	0	-
19	Kodagu	721	704	17	0	433	290	1.5	0	0	
20	Kolar	2783	2783	0	0	1935	670	2.9	298	0	
21	Koppal	789	521	268	33	974	541	1.8	0	0	-
22	Mandya	2351	2329	22	1	1856	884	2.1	44	0	1
23	Mysore	2030	1435	595	0	2076	1090	1.9	0	0	
24	Raichur	1434	1388	46	46	1513	486	3.1	271	0	46
25	Ramanagara	2305	2305	0	6	1422	784	1.8	0	0	-
26	Shimoga	5284	5211	73	0	1994	1021	2.0	0	0	
27	Tumkur	4417	4417	0	0	3636	1423	2.6	395	0	
28	Udupi	2406	2299	107	0	844	577	1.5	0	0	
29	Uttara Kannada	6186	4874	1312	9	2226	1043	2.1	70	0	9
30	Yadgiri	1134	1102	32	32	957	462	2.1	17	0	17
	Total	60870	55951	4919	330	48317	25061	1.93	1749	43.37	78

Of the total number of 60,870 habitations, 92% habitations are served with Upper primary schools. Now only 4919 habitations are unserved and out of them 330 are eligible for upgradation of primary into upper primary sections as per the state norm.

The state has also proposed to add 135 VIII classes to UPS for the year 2010-11. In Karnataka, majority of upper primary schools exist upto class VII only.

New Schools proposed for the year 2010-11:

A total of 135 new schools, 330 up-gradation of LPS to UHPS and 135 adding 8th to HPS is proposed for the year 2010-11. *School mapping exercise was carried on by involving all the concerned officers at the block level.* Accordingly, the number proposed and the details pertaining to the same is depicted in the following table:

Sl. No.	Name of District	Total No. of Schools proposed for 2010-11					Upgradation Proposed for the year 2010-11		
		New Schools					LPS to HPS	HP S to UH PS	Total
		Kannada	Urdu	Marathi	Total	Reasons for proposing new schools.			
1	Bagalkot				0		36	36	
2	Bangalore Rural				0		4	4	
3	Bangalore Urban				0		16	16	
4	Belgaum	20	6	1	27	large population, barriers	76	76	
5	Bellary	1			1	flood affected rehabilitation	0	0	
6	Bidar	27	19		46	Border issue and demand accordingly	35	35	
7	Bijapur				0		17	17	
8	Chamarajanagara	6			6	Tribal area		0	
9	Chickballapur				0			0	
10	Chikkamangalore				0			0	
11	Chitradurga				0			0	
12	DAKSHINA KANNADA	2			2	due to closure of aided schools and		0	
13	Davanagere	1	1		2	Due to barrier of cannal		0	
14	Dharwad	1	1		2	large habitation, demand for minority school		0	
15	Gadag				0			0	
16	Gulbarga	4			4	Natural barrier, extended habitation,	54	54	

Sl. No.	Name of District	Total No. of Schools proposed for 2010-11					Upgradation Proposed for the year 2010-11		
		New Schools					LPS to HPS	HPS to UHPS	Total
		Kannada	Urdu	Marathi	Total	Reasons for proposing new schools.			
						new habitation in the border			
17	Hassan	4	0	0	4	Closure of aided school, barrier, school less habitation and problem of wild animals due to malnad region	1		1
18	Haveri				0				0
19	Kodagu				0				0
20	Kolar				0				0
21	Koppal	3	1		4	need for focus category, large population	33	24	57
22	Mandya	1			1	eligible as per state norms	1		1
23	Mysore	7			7				0
24	Raichur	18	2		20		46	20	66
25	Ramanagara	1			1	as per state norms	6		6
26	Shimoga				0				0
27	Tumkur				0			13	13
28	Udupi				0				0
29	Uttara Kannada	2	2		4	School less habitation, large muslim population	9	30	39
30	Yadgiri	3	1		4	large population and new extensions	32	12	44
Total		101	33	1	135		330	135	465

A. Primary

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

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

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

(ii) **Strategies of the State for providing access to all eligible habitations:**

All the eligible habitations have been provided with the facility of primary schools to keep in view the distance and population norm of the state.

(iii) **Details on the proposal/ strategies for covering habitations not eligible for regular schools**

State is having total 3425 habitations which are not eligible for opening of new primary schools. In such habitations more than four thousand children in the age group of 6-14 years are living. State is providing the transportation facility to these children living in unserved habitations to bring them from their home to the neighborhood school. Remaining children will be enrolled in the schools and then special training will be provided to them so that they could be mainstreamed with the formal stream of education.

Status of EGS

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

Upgradation of EGS

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

B. Upper Primary

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

Year	LPS to HPS		Adding 8th Std. to UPS	
	Target	Achievement	Target	Achievement
2001-02	0	0	0	0
2002-03	0	0	0	0

Year	LPS to HPS		Adding 8th Std. to UPS	
	Target	Achievement	Target	Achievement
2003-04	530	530	2632	1425
2004-05	458	458	76	76
2005-06	47	47	323	323
2006-07	341	341	2325	1854
2007-08	282	282	88	88
2008-09	450	450	101	100
2009-10	130	130	-	-
Total	2238	2238	5545	3866

State's progress has been satisfactory for the upgradation of PS into UPS but state has integrated only 3866 class VIII to the upper primary section out of 5545 sanctioned.

- (ii) **Ratio of primary to upper primary school/sections** is 1.93:1
- (iii) **Number of habitation eligible for UPS and numbers proposed**
State has proposed for the upgradation of 330 PS into UPS out of the underserved habitations.
- (iv) School mapping exercise was carried out by involving all the concerned officers at the block level. An access map for schools in all the habitations has been prepared and attached with each district plan. Accordingly, the number proposed for primary and upgradation of primary into upper primary sections. It may be noted that holistic school mapping within a framework of Micro-planning is not adopted. Demographic concerns, physical resources, human resource mapping are not part of this exercise.

(C) Access for Focus group:

Social Group	Total Habitations/Villages with more than 40% population	Habitations/Villages with out primary schools	%	Habitations/Villages with out upper primary schools	%
SC	3790	7	0.18	40	1.05
ST	1395	12	0.86	16	1.14
Muslim	884	1	0.1	0	0

(Source: Child census Jan 2010)

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

State team has ensured that of the proposed PS (135), Schools will be opened on the priority basis in all the unserved habitations (20) having more than 40% SC/ST and Muslim population. But no unserved habitation is eligible for upgradation of PS into UPS in such habitations.

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

Labour Department

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

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

State Child Labor Project:

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

Issues:

- According to the information furnished by the state team, all the children (4130) residing in ineligible habitations are going to schools, however it has been shown in the table regarding reasons for being out of school that around two thousand children are not going to school due to lack of access.

Suggestions:

- It is commendable that state has conducted an intensive school mapping exercise by involving the concerned officials. Appraisal team suggests that if the maps which have been attached with the districts plans could be digitalized for providing more insight of the actual position of the schools and for the further usage by the state.

- State is suggested to urgently take the policy decision for the integration of class VIII with Upper Primary sections as RTE makes it mandatory.

Recommendations:

Primary:

The appraisal team recommends the state proposal for opening of 135 new PS to keep in view the concept of neighborhood school as per RTE and the reasons explained by the state.

Upper Primary:

Against the proposal made by the State for the upgradation of 330 PS into UPS, appraisal team recommends the same.

Integration of Class VIII into UPS:

State has proposed to add 135 VIII classes to UPS. Since state has not taken a policy decision on the merger of class VIII with elementary education. Therefore, the appraisal team does not recommend to add 135 class VIII to HPS as proposed by the state.

C. Interventions for Out of School Children

Table: Performance during 2009-10

Strategies	Approved target for 2009-10			Coverage		
	Physical		Fin	Physical		Fin.
	Fresh	Contd .,		Fresh	Contd.	
12 months Chinnara Angala Non Residential Bridge Course (Feeder school + Transportation facility+12 NRBC)	1185	10293	344.340	1869	8791	252.825
12 months Chinnara Angala Residential Bridge Course (12 RBC + Ashakiran)	5645	13297	1894.200	3057	20863	1689.014
02 months Non Residential Bridge Course (Chinnara Angala)	10000	0	50.000	6086	0	29.422
02 months Residential Bridge Course (Chinnara Angala)	7802	0	132.634	4606	0	101.166
06 months Residential Bridge Course	0	8075	403.750	0	6701	376.034
04 months Seasonal Residential Bridge Course	0	50	1.650	0	0	0.000
Tent Schools	1060	5879	104.085	1228	1182	89.357
Mobile Schools	400	1045	43.350	423	666	34.289
Madarasa/ Makthad	3830	5957	293.610	3721	5655	197.238
NCLP	530	4309	145.170	956	711	84.466
KGBV	0	0	0.000	1475	0	0.000

Home Based Education	655	14065	441.600	2679	11173	414.486
AIE Centers (Transportation to hard to reach children)	0	1476	44.280	0	689	11.568
Special Enrollment Drive	4530	0	0.000	9540		0.000
Sub Total	35637	64446	3898.669	35640	56431	3279.861
Summer Remedial Teaching	0	74470	372.350	0	71477	235.996
TOTAL	35637	138916	4271.019	35640	127908	3515.860

State has reported 100% physical and 82.3% financial achievement till 31st March, 2010, which is satisfactory.

Table: Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
7-10	9246	8657	17903	1173	782	1955	20071	19348	39419
11-14	9294	8440	17734	782	521	1303	35398	36401	71799
Total	18540	17097	35637	1955	1303	3258	55469	55749	111218

- Uncovered children are migrated to other district like Bangalore Rural & Urban, Belgaum, Chikkamagalore, Dharwad, DK, Kogadu, Kolar, Chikkaballapur, Hassan, Raichur.
- Number of OOSC children 2010-11 also includes uncovered children from last year.
- During January 2010, the state conducted a fresh household survey for 4 days only, which is done every year and identified 111218 (manually consolidated figures) as out of school in the age group of 7 to 13+ years.
- The format used for door to door survey has been revised this year. State official informed that for these three days the state declared holiday.
- Pre-printed forms were used for the survey in all the districts except Bangalore urban. New forms were used for Bangalore Urban because of more in and out of migration.
- State/District Block /Cluster level core groups have been constituted for providing training, supervision and monitoring.
- Teleconference was also conducted at the state level. Departments like Revenue department, Social Welfare, Labour Department, WCD, Police department, Pre-University Board etc. were involved.
- Teachers, AWWs and NGOs were involved in survey.
- Habitation wise consolidation of collected data was done at the district level.
- Software (offline) developed at the state level. The same was used at the district level for data entry, data validation, and report generation.
- State representative informed that the data entry process, a special package (online software) will be developed this year for child wise tracking at the Gram Panchayat /Cluster/ Block/District/state level.

Reduction in out of school children:

This year state is reporting 2,39,299 children as out of school in the age group of 6-14 years. However, state considers the child as out of school if he/she is in the age group of 7+ to 14 years as 128081 children who are in the age of 6 will be directly enrolled into formal schools during June 2010 in the beginning of academic session. During 2009-10 the state had only 35,637 in the age group of 7+ 14 years. As per the study done by SRI-IMRB in 2009, the state of Karnataka is having 111218 OOSC in the age group of 6-13 years. Below table reflects the status of OOSC over the years:

Age group	2007-08	2008-09	2009-10	2010-11	IMRB
6-14	174572	72967	35637	111218	108237

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

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

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

Against 35,637 OOSC (fresh target) for the year 2009-10; 34,594 have been mainstreamed and 1,27,908 children out of 1,38,916 who continued in the year have been mainstreamed upto March 2010. The details of mainstreamed children strategy is shown as below.

Table: Progress & Mainstreaming

SI No	Districts	OOSC Target	DIRECTLY ENROLLED in regular school	Mainstreamed in regular schools through AIE centres													Grand Total	
			Special enrolment drive	Chinnara Angala(NR)	Chinnara Angala(R)	12 RBC	12 NRBC	Home Based	Feeder schools	Tent School	Mobile	Transportation	Madarasa	NCLP	KGBV	Total		
1	BAGALKOTE	467	139	66	91	0	0	90	0	0	0	0	0	0	0	85	300	436
2	BANGALORE RURAL	166	259	0	0	0	0	35	0	51	0	52	0	0	0	0	139	237
3	RAMANAGARA	299	65	21	12	0	0	10	0	0	0	0	0	39	10	1	93	154
4	BANGALORE NORTH	4750	1322	806	0	410	271	82	0	0	171	0	470	0	0	0	2710	3335
5	BANGALORE SOUTH		1322	401	26	194	375	105	0	158	252	89	555	0	0	0	2155	3477
6	BELGAUM	492	67	0	44	0	0	74	0	0	0	0	0	0	0	0	158	229
7	CHIKKODI		3	0	13	0	0	18	46	0	0	0	0	56	0	1	134	197
8	BELLARY	2299	393	441	167	486	0	183	0	0	0	0	0	0	0	785	1442	1835
9	BIDAR	1320	56	334	699	189	0	0	0	0	0	0	0	0	0	17	1226	1332
10	BIJAPUR	2966	857	302	63	315	0	165	65	56	0	0	701	0	180	1647	2724	
11	CHAMARAJANAGAR	1178	232	165	0	46	0	33	0	0	0	0	33	0	0	277	559	
12	CHIKKAMAGALUR	325	63	0	112	0	0	49	0	0	0	0	0	0	0	0	161	228
13	CHITRDURGA	503	210	52	79	0	0	35	0	0	0	0	0	0	0	2	168	378
14	DAKSHINA KANNADA	149	184	0	0	0	0	60	0	0	0	0	0	0	0	0	60	249
15	DAVANGERE	753	133	114	111	0	0	31	0	14	0	211	50	0	0	0	531	664
16	DHARWAD	322	151	0	71	0	0	51	0	0	0	0	0	0	0	42	164	319
17	GADAG	1628	173	643	453	0	0	85	0	0	0	0	0	0	0	74	1455	1628
18	GULBARGA	7284	571	361	491	552	140	284	44	35	0	0	851	253	161	3172	3743	
19	YADAGIRI		314	815	446	362	50	44	221	90	0	0	161	75	167	2431	2745	
20	HASSAN	250	123	0	0	20	0	21	24	72	0	0	0	0	30	167	250	
21	HAVERI	567	162	186	11	0	0	57	0	0	0	0	0	0	0	0	254	418
22	KODAGU	177	124	0	113	0	0	15	0	0	0	0	9	0	0	0	137	283
23	KOLAR	393	127	101	117	0	0	27	0	0	0	0	0	250	172	667	794	
24	CHIKKABALLAPUR	985	120	206	97	70	0	212	0	0	0	0	223	0	158	968	1066	
25	KOPPAL	2377	420	592	463	169	0	59	0	0	0	0	0	75	125	1493	1900	
26	MANDYA	486	98	0	95	80	0	90	0	0	0	0	0	0	0	0	263	383
27	MYSORE	850	233	0	95	0	0	108	101	0	0	7	0	0	6	257	498	
28	RAICHUR	2359	764	375	596	0	0	389	0	0	0	0	258	300	66	1984	2748	
29	SHIMOGA	1024	278	0	97	118	0	125	0	0	0	0	255	0	0	595	873	
30	TUMKUR	418	181	21	40	0	0	8	0	0	0	0	0	0	0	0	69	258
31	MADHUGIRI	265	69	0	55	0	0	7	0	0	0	0	16	0	3	81	184	
32	UDUPI	228	84	0	0	0	0	74	0	0	0	0	13	0	0	87	171	
33	UTTAR KANNADA	357	151	84	19	0	0	26	0	0	0	0	33	0	0	162	314	
	Total	35637	9498	6086	4606	3008	836	2632	501	476	423	368	3722	963	1475	25096	34394	

Note: Due to in migration & out migration of out of school children in the districts, coverage and achievement varies from district to districts in the approved targets (2009-10).

The state has shown very satisfactory progress 97.07% in mainstreaming the children from different AIE activities to formal system of education.

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

Out of total identified out of school children i.e. 111218, state has approximately 10, 897 (10.3%) migratory children. Strategies proposed for migratory children have been mentioned below:

- 1) 6 Months SRBC
 - 2) Tent Schools
- State has the institutional mechanism in place for inter district migration but the same is yet to be developed for inter state migration.
 - In tent schools, an additional EV is appointed to teach the children in their mother tongue (Telgu, Tamil, Hindi). These EVs are from the migrated families who have passed 10th or 12th standard.

Mainstreaming strategies of the State:

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

Steps taken to ensure continuance of mainstreamed children in schools:

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

Child tracking mechanism

A detailed and systematic planning was engaged for tracking children in and out of school. 12 million households were estimated in the State. Habitation-wise plan was prepared for the survey involving 2,30,000 teachers and 2300 Supervisors at the field level. House hold data were consolidated and manually checked at cluster level before feeding them at block level. Data was processed at District offices and are being processed at State office.

A comprehensive child census was conducted during January 2010, to identify the number of school going children and out of school children in the age group of 6-14 years.

After identification of out of school children, various strategies / intervention are implemented under SSA to provide from bridge course facilities and mainstream them to regular schools.

Census data is being computerized block wise, district wise, This will contain all the details of children in the age group of 6-14 years.

During the year 2009-10 a form was designed to capture the details of out of school children and the information of 35637 oos children is collected from all the districts. This form has 18 columns. The details of OOSC / mainstreamed gathered and updated manually in the following format.

Child Track format showing details of OOSC and Mainstreamed children

Computer Generated S.No	Census No	Child Name	Sex	Father/Guardian Name	Caste	DOB	Age	Type Never Enrolled /Dropped Out	Class Dropped Out	Reason for Never Enrolled/Dropped Out	Mainstreamed Details						
											Strategy Mainstreamed (*)	Enrolled School Name	Cells Enrolled Date	Admission Number	Reason for not Mainstreamed	Attendance Details	Learning Achievement
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Note. (*) The strategy codes to fill in to the column No. 12 : 1 – 3months special training chinnara Angala (RBC) , 2 – 3months special training chinnara Angala (NRBC) , 3 – 12 RBC , 4 – 12NRBC, 5 – Feeder School , 6 – Tent School , 7 – Mobile School , 8 – Madarsa, 9 – NCLP , 10 – KGBV , 11 – Special Enrolment Drive, 12 – Transportation, 13 – HBE.

Action has been initiated to develop the software for tracking out of school children and to see that they complete their elementary education without any hindrance. This will be made available on website through online facility and the concerned BRC/CRC will be entrusted with the powers to update the information periodically.

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

- Special records of the mainstreamed children in context of their attendance, learning achievement etc are being maintained at the school/CRC level only but not maintained at the higher levels like district and state level.
- The state has developed the software for child tracking for OOSC. The information has been received from districts which are being consolidated at the state level. This information will be available on state SSA web-site till April 2010.

Strategy proposed for 2010-11

Strategies	New Target during 2010-11	Continued Target from last year	Total Target	No. of centers	Proposed Unit cost per child	Total proposed fin. cost (in lakhs)	Recommendations
12 months RBC	19639	0	19639	786	0.1000	1963.900	Recommended
12 months NRBC	6969	0	6969	220	0.0300	209.070	Recommended
Madarsas	5859	6816	12675	422	0.0300	380.250	Recommended
Feeder School	263	370	633	34	0.0300	18.990	Recommended
Transportation	1246	19159	20405	0	0.0250	510.125	Recommended
3 months special training under RTE through Chinnara Angala (RBC)	26186	0	26186	1047	0.0255	667.743	654.65

Strategies	New Target during 2010-11	Continued Target from last year	Total Target	No. of centers	Proposed Unit cost per child	Total proposed fin. cost (in lakhs)	Recommendations
3 months special training under RTE through Chinnara Angala (NRBC)	31740	0	31740	1270	0.0100	317.400	238.05
Mobile Schools	449	621	1070	14	0.0300	32.100	Recommended
Tent Schools	1166	3809	4975	199	0.0150	74.625	Recommended
6 SRBC	6054	0	6054	242	0.0500	302.700	Recommended
NCLP	1485	1211	2696	54	0.0300	80.880	Recommended
Special Enrolment Drive	12978	0	12978	0	0.0000	0.000	Recommended
HBE	1927	12693	14620	0	0.0000	0.000	Recommended
KGBV	1311	0	1311	0	0.0000	0.000	Recommended
AIE Centres (Transportation, Hardest to reach children)	0	1076	1076	0	0.0250	26.900	Recommended
Meena Clubs	0	6033	6033	1810	0.030	180.990	Recommended
Total	111218	57842	169060	6098		4765.673	4673.23

Details of Bridging Strategies Proposed during 2010-11.

- a) There are 2, 39,299 out of school children in the age group of 6 -14 years. Out of them 1,28,081 children who are in the age group of 6+ will be directly enrolled in the regular schools during June 2010 at the beginning of the academic year 2010-11. The remaining 1,11,218 children in the age group of 7-14 will be covered under different strategies of OOSC.
- b) This year it is proposed to retain the strategies of previous years. namely – 12 RBC, 12 NRBC; 06 SRBC; 2 months Chinnara Angala; Tent Schools, HBE; Mobile School, NCLP.
- c) For 7 to 11 age group children the bridging strategies to be adopted are 1) 3 months special training under RTE-2009 through chinnara Angala (RBC & NRBC), 12 NRBC , Feeder schools and Mobile schools.
- d) For 11 to 14 age group children the bridging strategies to be adopted are 12 RBC, 12 NRBC, Tent school, NCLP, Madarasa and Feeder schools.
- e) It is proposed to extend the OOSC strategies for the previous year's OOSC children to check the potential drop outs. If these children are not provided with OOSC intervention, there are chances that they will become OOSC once again. For instance, OOSC given transportation facility for the current year, if not continued for the next year, s/he may discontinue the school and may become OOSC again.
- f) **Proposals under spirit of RTE-2009:**
 1. **3 months Special Training for children who are identified as drop-outs during House hold survey– January 2010, Through Chinnara Angala RBC/NRBC**

During the comprehensive house hold survey conducted by SSA during January 2010, 111218 children in the age group of 7 to 14 years have been identified as out of school children, among these 31069 have never been enrolled to formal schools while 80149 are

found to be dropped out Hence, in the spirit of RTE – Act 2009, it is proposed to conduct special training for these children for a period of 3 months during April, May and June – July 2010. The objective is to enable the children to acquire minimum level of learning competencies suitable to their age and class to which they can be mainstreamed. It is planned to enroll these children to near by formal schools first and subsequently conduct pretest and provide them special training for 3 months. As soon as the competencies are achieved by ascertaining through post test the children will be taught normal school subjects.

Details of the proposed activity are as follows:

1. Necessity : As per RTE Act, special training is mandatory
2. Duration : 3 months special training during April 16 to July,2010
3. Type of training : 1) Residential
2) Non residential
4. Mainstreaming: After completion of 3 months special training, children's class specific and age specific competencies will be tested and mainstreamed. These children will be regularly tracked in order see that they complete their elementary education.

2. Madarasa

Madarasas are religious institutions established by Muslim minority leaders/institutions. There are 3 types of Madarasa in the state.

1. Madararas which provide not only religious educations but also formal education and recognized by the Dept of education, but not receive any aid from the Dept of education. Their number is 217 in the state.
2. Madararas which are recognized and aided by government to run schools in the premises of Madararas Department of Education provide grant-in-aid to these schools run by Madarasa. The number of such institutions is 103. They receive as per Grant in aid code for Arabic Institutions as per GO No ED 15 PSE 79 dtd 20-6-79.
3. Madararas registered with Waqf board.
SSA provides financial assistance to 112 Madararas which are registered with board and which do not receive grant in aid from Department of Education. Such Madararas should adopt State syllabus based on NCF 2005 and function for minimum 4 hours daily.
4. State is having only 83 unrecognized Madarsa/Maktabs with the enrollment of 4802 children and 108 EVs.

3. Need for Transportation facility for Potential dropouts during 2010-11

AWP & B 2010-11 proposed for transportation to children who are eligible for schooling facility, but are not provided such facility due to economy scale as a minimum of even 10 children are not available in such habitations. They are walking to LPS in the range of 1-2 kms, just as children of HPS invariably walk beyond 3-5 kms for the same reason. Monitoring reports from field level officers and periodic monitoring by district specific nodal officers of the State office reveal that the incidence of long absenteeism and eventual drop-out is high among such children who walk to school everyday beyond the nationally accepted distance for access to schooling facility. There are 20405 such children in 1 to 8th standard and the proposed unit cost Rs.2500. It is to be noted that 17834 children in this category (80.09%) are from three districts Kodagu, Chikmagalore and Shimoga.

Kodagu is the southern tip of Western Ghats. Shimoga and Chikmagalore are part of Western Ghats of Karnataka. Terrain is uneven, families are in dispersed and isolated habitations. As such there is no other way to reach these unreached children except giving them a transport incentive for regularity in attendance and completion of eight year cycle of elementary education which is their right as per the RTE Act, 2009.

(4) 6 Months SRBC:

This facility is provided for the potential drop out children due to their parent's migration. The school serves as a hostel for such children in the outer grading areas.

(5) Tent Schools:

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

(6) Mobile Schools:

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

(7) NCLP:

As per the MOU signed between SPD-SSA and Commissioner for Labour Department, SSA is extending financial aid to the NCLP residential schools. These schools are run by the NGOs and they are supervised by the Deputy Commissioner of the district. It runs for the duration of 12 months.

(8) Setting up of Meena clubs in Non- NPEGEL cluster :

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

Hence it is proposed to set up Meena clubs in all Non- NPEGEL clusters with a special focus to cover SC, ST, Muslim and other deprived girls including out of school girls.

Planning for Proposed strategies

Plan for 3 months special training under RTE for OOSC through chinnara Angala (RBC & NRBC) from April 15th to July 15th is in process. For example issue of circular guidelines and training for master resource persons etc.,

Networking with NGOs:

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

1. Akshara Pratisthana
2. BOSCO
3. Jeevika
4. Sumangali Sevashram
5. Rashrothana Parishat

Calendar of Events for 2010-11

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

Months (April 2010 - March 2011)

Sl.No	Activities	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Identification of centres for 3 months bridge course/training	x											
2	opening of RBCs /NRBCS 3 months	x	x	x									
3	Opening of 12 RBCS and NRBCs			x									
4	Running of RBCs and NRBCs /Ashakirana centres			x	x	x	x	x	x	x	x	x	x
5	Tent Schools Opening and running			x	√	√	√	√	√	√	√	√	√
6	Madrasa MOU and running			x	√	√	√	√	√	√	√	√	√
7	Special enrolment drive			x	x								
8	NCLP Schools opening and running			x	x	x	√	√	x	x	x	x	x
9	Mobile schools running			x	√	√	x	x	x	x	x	x	x
10	Trining of EVs / teachers of RBCS /NRBCs etc				x			√		x			
11	Printing and supply of Work books and modules	x							g				
12	Children census for 2011-12									x			
13	Transportation facilities to Hard to reach children			x	x	x	x	x	x	x	x	x	x
14													

Observations:

- It was reported the OOSC number 1.08 lakh but there is an increase of 3,196 out of school children in Bidar district as they did the child census in Feb 2010.
- State has developed a range of strategies to cover out of school children based on the need and age group, but there is a need to give more focus to cover urban deprived children
- It is appreciable that record related to mainstreamed children in context of different EDI has been maintained at the schools and CRC level but the same needs to be preserved at the district and state level to have an idea about their performance till the completion of elementary education.
- It is suggested that state should conduct a special survey in its urban areas with the special focus on Bangalore Urban to identify the urban deprived children along with their educational needs.

Recommendation:

Appraisal Team recommends the proposal made by the state to cover 1.69 lakh children.

(II) School Infrastructure: Civil Works

Overview of the performance of last year and the bottlenecks,

The PAB approved Rs.19877.15 lakhs for fresh works for 2009-10, with no spillover from 2008-09. The State incurred expenditure of Rs.19184.65 lakhs ending 31st March 2010. The %age expenditure works out to 97%. The spillover from 2009-10 will be Rs.692.50 lakhs. The spillover is for 125 ACR for Metro city Bangalore which have yet to start. The State team informed that funds have been disbursed to SDMCs for all the civil components whether completed or in progress.

The cumulative physical and financial progress ending 28.02.10 is also very encouraging as will be seen from the data given below.

- (i) %age expenditure incurred = 99.5%
(ii) %age completion rate = 92%

Both the parameters mentioned above are much above the National average.

Now coming to progress of AWP&B 2009-10, the expenditure incurred during 2009-10 is 97% during the year with only 13% completion rate. The State is lacking on completion rate for AWP&B 2009-10.

Had the State planned the implementation of civil works right from 1st quarter instead starting from 3rd and 4th quarter, the completion rate would have improved far better. **The State is advised to plan implementation of civil works from 1st quarter onward in order to improve completion rate during 2010-11.**

Bottleneck

State need to improve completion rate of AWP&B for 2010-11 besides improving supervision structure at State level for robust monitoring, capacity building and quality improvement.

Table: 1 Cumulative Progress till 2009-10 as on 28-02-2010

S.No.	Activity	Targets	Completed	In Progress	Financial (In Lakh)	Expenditure (in lakhs)
1	BRC	90	90	0	540.000	540.000
2	CRC	1411	1411	0	2822.000	2822.000
3	Primary School (all type)	3604	3288	316	19066.850	19066.850
5	ACR+HM Rooms+ UPS(42778+30+2)]	42694	39245	3449	110191.07	110191.07
6	ACR (Metrocity)**	413	188	100	2092.500	1400.000
7	Toilets	23300	23300	0	5825.000	5825.000
8	Girl's Toilets	8377	1554	6823	2094.250	2094.250
9	Drinking water facility	21438	21438	0	2143.800	2143.800
10	Compound Wall	3716	3716	0	1858.000	1858.000
11	Electrification	48440	48440	0	2422.000	2422.000
12	Child friendly elements	1875	1875	0	445.750	445.750
13	CWSN Toilets	2725	1419	1306	1362.500	1362.500
14	Boundary wall	1	1	0	2.400	2.400
15	Major Repair	3207	3207	0	1669.1518	1669.1518
	Total	161291	149172	11994	152535.272	151842.772
16	Furniture	209345	209345	0	1046.725	1046.725
		370636	358517	11994	153581.997	152889.497

Source: State Report

The cumulative allocation so far is Rs.153581.997 lakhs against which State has incurred Rs.152889.497 lakhs, leaving a spillover of Rs.692.50 lakhs. The expenditure of the State works out to 99.5% and completion rate of 92%. The State has achieved financial and physical progress above National average.

The cumulative allocation and physical targets are now much closure to the PAB targets compiled by TSG however small changes still need to be reconciled particularly incase of drinking water and toilets. There is slight difference in allocation (negligible). The state has produced almost correct targets and allocation for which State is to be commended.

Table: 2 Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only as on 28-02-2010)

S. No.	Activity	Targets for 2009-10	Completed	In Progress	Approved Outlay for 2009-10, fresh work including spillover (in lakh)	Expenditure including spillover (in lakhs)
1	Primary School (all type)	317	1	316	2853	2853
2	ACR (all type)	3543	94	3449	13465.12	13465.12
3	ACR (Metrocity)	125	0	0	692.5	0
4	Toilets	0	0	0	0	0
5	Girl's Toilets	8377	1554	6823	2094.25	2094.25
6	Other Components approved by PAB (CWSN Toilets)	1548	242	1306	774	774
Total		13910	1891	11894	19878.87	19186.37

Source: State Report

Note: there was no financial spillover from 2008-09.

The total allocation for the AWP&B 2009-10 is Rs.19878.87 lakhs out of which State has incurred expenditure of Rs.19186.37 lakhs which is 97%. Similarly on physical front, against target of 13910 components approved by PAB, 1891 components have been completed which works out to 13%. From the details, it is evident that the State has not planned the implementation of civil works from the 1st quarter itself. Most of the funds appear to have been released in the 4th quarter leaving lot of works in progress and the small portion completed.

The State may plan the implementation of civil works from 1st quarter itself in order to have far better completion rate at the end of financial years.

1. PAB Approved Nos of ACR for 2009-10 including 125 Multilevel Schools of Bangalore Urban (2990-125)	: 2865
2. Due to reduction of Unit cost form Rs.4.7 to 3.8 no of ACR are increased and approved in 132 meeting of PAB held on Nov 2009	: 678
Total	3543

ACR approved for Metro city Bangaluru = 125

Table: 3 Details of Physical and Financial spill over for 2009-10 (as on 28-02-2010)

Sl. No.	Activity	Physical		Total	Financial In lakhs
		Work in Progress	Work not Started		
1	Primary School (all type)	316	0	316	0
2	ACR (all type)	3449	0	3449	0
3	Multi Level School Building in Urban area	100	125	225	692.500
4	Toilet (CWSN)	1306	0	1306	0
5	Girl's toilets	6823	0	6823	0
Total		11994	125	12119	692.500

Source: State Report

The State team informed that against 11994 components, which are in progress, the final installment has been released to SDMC and hence no financial spillover has been shown. However incase of multi level school building in urban area the financial spillover of Rs.692.50 lakhs is available with the State. The state team has further informed that 125 multi level complex ACR covering 25 schools are likely to start in July 2010.

11994 components comprising of 316 Primary schools, 3449 ACR, 100 multilevel schools building in urban area (ACR), 1306 CWSN toilets and 6823 girls' toilets are in progress without any financial spillover. **The State may commit when these components are likely to be completed?**

Table: 4 PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned	270	0	390	204	205	716	655	313	317	3070
PS school building sanctioned	0	0	608	352	616	743	655	313	317	3604
Building sanctioned for building less schools	0	0	0	96	411	27	0	0	0	534
Primary school sanctioned from 2001-02 to 2009-10 are 3070, but the school building have been sanctioned from 2001-02 to 2009-10 are 3604 the difference 534 buildings have been built which exceed the target this is because the building less schools and dilapidated building existing before inception of SSA thus the achievement of building is exceeding the target										

Source: State Report

The school buildings for all primary schools have been saturated.

Table: 5 UPS & UPS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
UPS sanctioned	0	0	530	423	47	341	282	450	130	2203
ACR sanctioned for these UPS	0	0	1060	846	94	682	563	200	200	4105
UPS school building sanctioned	Though the school building have not been provided for upgraded schools the additional classrooms 4406 provided for the upgraded school and there is no need of providing school building for these upgraded schools									

Source: State Report

All the UPS sanctioned by PAB have been upgraded by adding 2 classrooms and there is no gap left over upto 2009-10.

Table: 6 Assessment of Gap & Proposals

Sl No	Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Gap
1	BRC	10	0	0	10
2	CRC	313	0	0	313
3	Primary School (all type)	135	129	129	6
4	ACR for up gradation to UPS For 330 UPS up-gradation	990	660	660	630
5	ACR (as per SSA Norms)	4132	4132	4132	0
6	ACR (as per Nali Kali Norms)	4177	0	0	4177
7	ACR (As per TCR)	15429	0	0	15429
8	Toilets(General)	5472	4138	0	1334
9	Girl's toilets	16132	10503	10503	5629
10	Drinking Water facility	5419	4594	0	825
11	HM Room	14319	4710	4710	9609
12	Boundary wall	18445	0	0	18445
13	Electrification	5003	1811	1811	3192
14	Major Repair (Primary 1231+UPS 2600)	1910	1890	1890	20
15	Library (Primary)	23370	18005	18005	5365
16	Library (Upper Primary)	22278	15965	15965	6313
17	Child Friendly Elements	4852	0	0	4852
18	Residential Hostel	17	17	0	17
19	Barrier Free Elements	4154	4154	0	4154
20	Setting up of Solar Photo Voltaic to Existing CALC Schools	1812	1812	0	1812
21	Setting up of Solar Photo Voltaic to New CALC Schools	196	196	0	196
	Total	148565	72716	57805	82327

Source: State Report

State has worked out ACR based on DISE 2009-10 after analyzing school wise requirement. The State has worked out 4132 classrooms for 3312 schools, which has been recommended by the appraisal team. Similarly access approved by alternate schooling unit and required number of up-gradation from Primary to Upper primary school (classrooms) have been recommended.

In addition to girl's toilets, HM Rooms, Electrification, Major repair for primary and upper primary have also been recommended.

The State has proposed ACR for Nali Kali, ACR for TCR, General toilets, drinking water for rural, child friendly elements, residential hostel, barrier free elements, Solar photo voltaic for new CALC for primary and upper primary in AWP&B 2010-11. No such norms exist in SSA framework and hence have not been recommended.

The State has also proposed boundary wall for schools without giving any detail of the boundary of the school as unit required in MHRD guidelines. Hence boundary wall has not been recommended by Appraisal team.

Table: 7 Unit Cost

Sl.No.	Activity	Unit cost in Lakhs	
		Approved for 2009-10	Proposed for 2010-11
1	New Primary School including 1-HM Room, 2- Class Rooms Drinking water, Toilet cluster, Electricity. MDM Kitchen. Child friendly, ramps etc...	9.00	13.89
2	ACR (all type) 18' X 21', 8'X21' verandah/ Headmaster Room	3.68	5.00
3	Girl's toilets (one Toilet and 3 urinals)	0.25	0.98
4	CWSN Toilets (one Toilet)	0.50	0.65
5	Block Resource center		8.00
6	CRC		5.00
7	Common Toilet (2 Toilet and 6 urinals)		2.10
8	CWSN resource center		16.25

Source: State Report

The State team has provided unit cost for AWP&B 2010-11 based on SSR 2009-10 of Karnataka. The State team has not been able to provide Govt. Notification for revised unit cost. **In absence of the Notification appraisal team recommend the unit cost provided earlier in AWP&Bs as under.**

Primary school	=	Rs.9.00 lakhs
ACR	=	Rs.3.68 lakhs
Girls Toilets	=	Rs.0.25 lakhs
Electrification	=	Rs.0.05 lakhs
HM Rooms	=	Rs.3.70 lakhs
CWSN toilets	=	Rs.0.50 lakhs

Table: 8 Major Repairs (Primary and Upper Primary)

S.No	District	Physical(No. of Schools)	Financial in lacks
1	Bangalore Rural	42	35.4566
2	Belgaum	81	98.72844
3	Bellary	67	76.40200
4	Bidar	45	101.45500
5	Bijapur	46	114.10700
6	Chikmagalur	32	35.05000
7	Chitradurga	53	35.35000
8	Dakshina Kannada	90	130.52000
9	Davanagere	140	88.13000
10	Dharwad	41	13.87650
11	Gadag	32	19.10630
12	Gulbarga	49	55.93635
13	Hassan	83	55.39092
14	Haveri	21	31.18244
15	Kodagu	16	10.61000
16	Kolar	215	95.31000

S.No	District	Physical(No. of Schools)	Financial in lacks
17	Koppal	64	78.92620
18	Mandya	46	42.17000
19	Mysore	38	33.32000
20	Raichur	24	32.14989
21	Shimoga	83	70.00000
22	Tumkur & Madhugiri	38	41.50000
		45	49.14000
23	Udupi	12	14.10000
24	Uttara Kannada	211	205.67050
25	Chikballapura	146	115.00000
26	Ramanagar	129	95.90000
27	Yadgiri	21	37.51200
	TOTAL	1910	1812.00014

Source: State Report

There are certain deficiencies in the estimates prepared for major repair and these are:

- Year of the construction of the school is not mentioned.
- The estimates have not been authentic by competent authority.
- The repair manual has not been developed for major repair.
- Line plan of the school has not been prepared.

Otherwise other important parameter of major repairs like photographs, estimation, technical personals for supervision are available with the State. The State has binded copies of the major repair block wise/district wise.

Appraisal team recommends the major repair estimates may be approved subject to completion of requirement i. to iv. The State shall ensure compliance of submission of report to the MHRD and TSG before major repair is taken up.

Table: 9 Proposal for Furniture

Sl.No	District	Furniture	
		Phy	Fin
1	Bagalkot	69537	347.685
2	Bangalore Rural	12000	60
3	Bangalore Urban	14511	72.555
4	Belgaum	0	0
5	Bellary	27579	137.895
6	Bidar	97407	487.035
7	Bijapur	81361	406.805
8	Chamarajanagar	2928	14.64
9	Chikballapura	0	0
10	Chickmagalore	4484	22.42
11	Chitradurga	7373	36.865
12	D.K	19451	97.255
13	Davanagere	98845	494.225
14	Dharwad	46928	234.64
15	Gadag	0	0
16	Gulbarga	58052	290.26

Sl.No	District	Furniture	
		Phy	Fin
17	Hassan	10000	50
18	Haveri	20615	103.075
19	Kodagu	6000	30
20	Kolar	7214	36.07
21	Keppal	76965	384.825
22	Mandya	14000	70
23	Mysore	7357	36.785
24	Ramanagara	0	0
25	Raichur	0	0
26	Shimoga	28000	140
27	Tumkur	30507	152.535
28	Udupi	0	0
29	Uttarakannada	44022	220.11
30	Yadgir	25860	129.3
	Total	810996	4054.98

Source: State Report

State has proposed furniture in certain districts. The furniture allocation will be taken in the districts only if the allocation of particular district is less than 24% in case of civil works.

Table: 10 Convergence

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

Source:-State report

- Requirements for drinking water and sanitation facilities in existing schools are to be met from convergence from other schemes like TSC programme and Drinking Water Mission.
- The State has provided district-wise targets of DWS and sanitation facilities available and has been attached.

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

Table: 11 Action taken on commitment made in PAB meeting for AWP&B 2009-10

Sl.No.	Commitment made	Action taken	Remarks
1	1. Completion of 2007-08 civil works by End April 2009. 2. Completion of 2008-09 civil works	1. Up to 2008-09 works are completed except 2008-09-100 Multilevel complex (Metro city) works are	Commitment partially fulfilled

Sl.No.	Commitment made	Action taken	Remarks
	by End September 2009.	under progress	

Source: State Report

Table: 12 Status of Third Party Evaluation

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

Source: State Report

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

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

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

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

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

Table: 13 Status of supervision structure

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

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

The supervision structure is adequate at district and block level. It need strengthening at State level for better supervision and monitoring resource support and capacity building to improve quality in the field.

Capacity building of the engineers.

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

Table: 14 Status of environmental assessment (EA)

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

Table: 15 Status of measured school campus plan (MSCP) (School Mapping)

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

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

Table: 16 Status of Asset Register (AR)

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

Initiatives and strategies for 2010-11

- a) 3rd Party Evaluation: It is proposed to engage the services of professional agencies for 3rd Party Quality Assurance and Technical Audit for civil works as has been done for the previous year. This step has been used to ensure quality of Civil works. SDMCs are also very responsive to this audit. The amount estimated for such works will be about 3% of cost of works of Rs.529.69 crores Approx cost Rs.15.89 crores.
- b) Capacity Building: It is proposed to conduct quarterly workshop for providing training to engineers to help them to train the SDMC members. It will help in improving the quality of construction. The proposed training is for the period of 5 days in 2010-11. The estimated cost of training @ Rs.200 per day per person for 5 days of 236 persons [in each quarter 1 and planning process training 1 day] will be about Rs. 1akhs. (200X2X5X236 = Rs.2.36 lakh)
- c) Tele Conference facility: It is proposed to provide and placing of Tele Conference facility at Block Resource Center levels in respect of SSA Civil Works and also at State Office. The approximate lump sum estimated cost will be Rs.5.00 Lakhs.
- d) Printing of Construction Manual & Drawings: It is also proposed for printing and distribution of community construction manual, drawings, measurement books, site order books and Engineers hand books etc to be provided to district and block level. The estimated cost will be L.S. Rs.25.00lakhs.
- e) Quality Control Equipments: It is proposed to procure the Quality Control Equipments like Cube Moulds and Slump Cones to be provided for newly formed three districts namely Chikkodi, Ramanagar & Yadgir which are now added. The approximate estimated cost will be Rs.25.00 lakhs.
- f) Exposure to BEO, BRCs, BRPs & CRPs: It is proposed for one day training for BEO, BRCs, BRPs and CRPs at divisional level by expert Civil delegates in respect of quality construction activities of civil works and also regarding maintenance of buildings at 4 division levels. The estimated cost will be Rs.5.54 Lakhs.

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

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

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

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

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

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

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

State team intimated that work of 116 classrooms has already been taken up&funds released after EC approval and in anticipation of PAB approval.

The revise unit cost of ACR will be 3.68 lakhs after deducting the cost of green board.

Table: 17 The detail of original approval of ACR in 2009-10 and ultimately approved district wise is given below. However the PAB has to approve increase of 116 classrooms against saving of Rs.425.16 lakhs. The final figure will be approval in AWP&B 2009-10 = 3543 classrooms. Approval in 132 PAB meeting and now if approved will be 3659 classrooms.

Sl No.	District	Additional Class Rooms at Unit cost of Rs.4.7 Lakhs as per PAB approval for the year 2009-10		Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.8 Lakhs per room.		Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.68 Lakhs per room.	
		Phy	Fin. In lakhs	Phy	Fin. In lakhs	Phy	Fin. In lakhs
1	Bagalkot	123	578.100	152	577.6	157	577.76
2	Bangalore Rural	50	235.000	62	235.6	64	235.52
3	Bangalore Urban	50	235.000	62	235.6	64	235.52
4	Belgaum	235	1104.500	290	1102	300	1104
5	Bellary	178	836.600	220	836	228	839.04
6	Bidar	85	399.500	105	399	109	401.12
7	Bijapur	58	272.600	72	273.6	73	268.64
8	Chamraj Nagara	14	65.800	18	68.4	18	66.24
9	Chikkaballapura	84	394.800	104	395.2	107	393.76
10	Chikkamagalure	35	164.500	43	163.4	45	165.6
11	Chitradurga	69	324.300	85	323	88	323.84
12	D. Kannada	84	394.800	104	395.2	107	393.76
13	Davanagere	140	658.000	173	657.4	179	658.72
14	Dharwad	73	343.100	90	342	93	342.24
15	Gadag	95	446.500	118	448.4	121	445.28
16	Gulbarga	290	1363.000	359	1364.2	370	1361.6
17	Hassan	44	206.800	54	205.2	56	206.08
18	Haveri	125	587.500	155	589	160	588.8
19	Kodagu	27	126.900	33	125.4	35	128.8
20	Kolar	70	329.000	87	330.6	89	327.52
21	Koppal	140	658.000	173	657.4	179	658.72
22	Mandya	55	258.500	68	258.4	70	257.6
23	Mysore	138	648.600	170	646	176	647.68
24	Ramanagara	65	305.500	80	304	83	305.44
25	Raichur	161	756.700	199	756.2	206	758.08
26	Shivamoga	55	258.500	68	258.4	70	257.6
27	Tumakur	125	587.500	155	589	160	588.8
28	Udupi	32	150.400	40	152	41	150.88

Sl No.	District	Additional Class Rooms at Unit cost of Rs.4.7 Lakhs as per PAB approval for the year 2009-10		Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.8 Lakhs per room.		Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.68 Lakhs per room.	
		Phy	Fin. In lakhs	Phy	Fin. In lakhs	Phy	Fin. In lakhs
29	Uttarakannada	165	775.500	204	775.2	211	776.48
	Total	2865	13465.500	3543	13463.4	3659	13465.12

Source: State report

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

Table: 18 Status of Drinking Water Supply and Sanitation Facilities

Sl. No.	Area	No. of schools	Covered through						Balance to be covered through					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1	District	30												
1	Urban	4866	4029	3195	4317	0	8377	0	837	1671	549	--	--	--
2	Rural	40782	36147	26321	38912	0	0	0	4655	14461	4870	--	10443	--
	Total	45648	40176	29516	40229	0	8377	0	5472	16132	5419	0	10443	0

Sl.No.	Area	No. of schools	Proposed for 2010-2011						Action plan for balance schools					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			Through SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1	District	30				0				0				
1	Urban	4866	837	0	549	0	10803		1334					5629
2	Rural	40782	3635	0	4870	0	0							
	Total	45648	4138	0	4594	0	10803		1334					5629

Note: Total requirement of common toilet is 5472(as per dise), but proposed for 2010-11 only 4138 because of non availability of sites

Issues

- The State has worked out 3312 schools having worst SCR in descending order and has further worked out 4132 classrooms required in such schools. While allotting/distributing ACRs State will ensure that ACRs are allocated first in the worst SCR schools and then in descending order. As a double check, the situation will be verified on the ground before allotting the classrooms. State may give necessary commitment.
- 11994 components comprising of 316 Primary schools, 3494 ACR, 100 multilevel schools building in urban area (ACR), 1306 CWSN toilets and 6823 girl's toilets are in progress without any financial spillover. **The State may commit when these components are likely to be completed?**
- The completion rate for components approved for 2009-10 is only 13% against 97% expenditure. The low completion rate is for the reason that civil works were not taken up right from the 1st quarter and major chunk of funds were released in 3rd and 4th quarter. The State may commit to take up civil works for 2010-11 and release funds regularly from 1st quarter itself in order to improve the completion rate.

Table: 19 Infrastructure Status in Existing School (Government) Table 17

Sl No	District	Total No. of Schools (Edn.)		Total No. of classrooms		No. of schools without D/water facility		No. of schools without common Toilet facility		No. of schools without girls Toilet	
		P	UP	P	UP	P	UP	P	UP	P	UP
1	2	3	4	5	6	7	8	9	10	11	12
1	Bagalkot	510	803	1256	5474	98	62	114	88	320	328
2	Bangalore Rural	709	444	1367	2396	79	10	79	12	305	89
3	Bangalore South	706	711	1641	5090	46	21	24	5	192	83
4	Belgaum	1487	1809	3508	12835	413	211	393	240	813	494
5	Bellary	543	818	1591	6226	93	53	109	122	258	168
6	Bidar	518	735	1482	5127	228	155	133	125	309	292
7	Bijapur	854	1030	2208	7892	353	58	31	33	425	44
8	Chamarajanagara	364	406	821	2532	44	7	44	21	214	161
9	Chickballapur	1077	515	2109	2719	270	50	395	92	752	215
10	Chikkamangalore	817	683	1649	3886	42	11	47	16	425	137
11	Chitradurga	823	882	1694	4872	16	3	3	3	4	5
12	Dakshina Kannada	280	652	777	4344	0	0	24	30	59	47
13	Davanagere	683	702	1770	4777	85	23	89	37	296	139
14	Dharwad	236	538	726	5206	0	0	12	7	126	65
15	Gadag	199	417	618	3090	14	15	38	75	105	149
16	Gulbarga	840	955	2514	7191	357	181	352	240	565	282
17	Hassan	1531	1037	2949	5235	156	24	234	59	977	218
18	Haveri	467	699	1181	4922	61	17	96	70	232	201
19	Kodagu	145	261	380	1629	10	2	11	8	29	19
20	Kolar	1285	618	2492	3172	173	33	337	58	805	211
21	Koppal	441	521	1167	3483	105	37	112	52	279	206
22	Mandya	996	825	2073	4645	108	24	163	58	613	199
23	Mysore	1002	942	2239	5945	140	29	86	42	394	140
24	Raichur	737	743	1883	5060	310	150	223	106	290	194
25	Ramanagara	945	449	1787	2491	86	10	111	18	378	69
26	Shimoga	993	951	2005	5031	127	32	33	15	272	283
27	Tumkur	2235	1341	4305	6837	265	27	119	32	768	179
28	Udupi	258	362	664	2308	34	8	17	22	38	19
29	Uttara Kannada	1189	998	2329	5003	141	46	62	18	481	305
30	Yadgiri	500	431	1380	2855	194	72	194	83	289	178
	Total	23370	22278	52565	142273	4048	1371	3685	1787	11013	5119

Source DISE 2009-10

No. of schools without access ramps		No. of schools without Boundary Wall		No. of schools without Playground		Gap in class rooms as per DISE/actual survey	No. of school without HM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
P	UP	P	UP	P	UP						
13	14	15	16	17	18	19	20	21	22	23	24
236	98	309	227	249	258	238	466	135	231	9	0
383	101	286	126	473	210	17	322	3	8	31	0
340	252	255	107	487	306	313	265	138	164	150	0

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No. of schools without access ramps		No. of schools without Boundary Wall		No. of schools without Playground		Gap in class rooms as per DISE/actual survey	No. of school without HIM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
P	UP	P	UP	P	UP						
13	14	15	16	17	18	19	20	21	22	23	24
784	254	972	786	649	475	464	1113	221	400	215	0
150	69	350	325	376	396	393	562	81	232	54	0
208	106	417	383	272	313	180	455	194	246	111	0
0	0	728	513	286	282	67	630	285	300	208	0
205	94	132	59	228	162	53	309	36	53	18	0
755	223	478	139	694	266	24	294	20	20	52	0
649	286	260	140	402	183	8	405	73	84	93	0
383	182	475	348	479	366	75	627	150	172	110	0
54	29	173	301	84	108	56	439	48	49	9	0
278	95	251	142	382	258	70	334	55	76	3	0
14	13	138	197	121	145	85	264	35	62	0	0
62	46	56	41	81	115	75	222	26	26	0	0
0	0	621	496	514	447	303	668	228	315	259	0
1008	300	652	398	872	474	15	778	66	86	51	0
291	185	251	183	246	177	126	458	49	49	0	0
48	38	49	58	62	37	13	205	62	41	0	0
797	192	502	172	957	359	81	439	49	49	30	0
184	48	238	141	208	150	507	396	82	123	70	0
435	159	292	163	534	326	18	451	5	0	8	0
405	126	173	53	594	396	110	609	43	48	36	0
489	222	424	229	420	282	264	507	249	143	259	0
603	128	539	196	678	231	19	275	9	14	28	0
692	295	395	278	472	328	25	639	115	115	74	0
1596	539	784	282	1441	643	63	948	152	160	49	0
45	15	188	131	106	57	5	230	42	38	0	0
729	232	580	251	750	493	56	697	167	135	145	0
0	0	376	233	315	209	409	312	252	165	131	0
11823	4327	11344	7101	13432	8452	4132	14319	3070	3604	2203	0

Table: 20 DISE 2009-10 for worst SCR (Details of schools)

Sl. No.	District	Schools	Class Rooms	Enrolment	Average SCR	TOTAL						
						40 to 60	60 to 80	80 to 100	100 to 120	120 to 150	150 to 200	
1	Bagalkot	1,313	6,730	202,551	30	181	15	2	0	1	0	199
2	Bangalore North	514	2,589	71,713	28	63	4	1	0	0	0	68
3	Bangalore Rural	1,153	3,763	68,544	18	18	3	0	0	0	0	21
4	Bangalore South	903	4,142	117,151	28	107	12	3	4	1	2	129
5	Belgaum	1,422	7,612	207,340	27	128	7	0	0	0	0	135
6	Bellary	1,361	7,817	244,420	31	202	26	6	0	1	2	237
7	Bidar	1,253	6,609	171,357	26	142	10	0	0	0	0	152
8	Bijapur	1,884	10,100	283,268	28	153	7	0	0	0	0	160
9	Chamaraj	770	3,353	77,185	23	31	5	1	0	0	0	37

Sl. No.	District	Schools	Class Rooms	Enrolment	Average SCR	TOTAL							
						40 to 60	60 to 80	80 to 100	100 to 120	120 to 150	150 to 200		
	anagar												
10	Chikkaballapura	1,592	4,828	92,464	19	31	6	0	0	0	0	0	37
11	Chikkamangalore	1,500	5,535	83,549	15	4	1	0	1	0	0	0	6
12	Chikkodi	1,874	8,731	252,386	29	237	28	8	2	1	1	1	277
13	Chitradurga	1,705	6,566	151,505	23	72	4	1	1	0	0	0	78
14	Dakshina Kannada	932	5,121	117,378	23	66	2	0	0	0	0	0	68
15	Davanagere	1,385	6,547	152,113	23	71	2	0	0	0	0	0	73
16	Dharwad	774	5,932	152,014	26	36	7	4	0	0	0	0	47
17	Gulbarga	1,795	9,705	266,790	27	211	20	2	0	0	0	0	233
18	Gadag	616	3,708	108,657	29	78	4	0	0	0	0	0	82
19	Hassan	2,568	8,184	127,563	16	13	4	1	0	0	1	1	19
20	Haveri	1,166	6,103	164,432	27	84	9	1	0	0	0	1	95
21	Kodagu	406	2,009	39,076	19	9	1	0	0	0	0	0	10
22	Kolar	1,903	5,664	116,930	21	57	11	3	2	1	0	0	74
23	Koppal	962	4,650	167,500	36	234	48	10	7	0	0	0	299
24	Madhugiri	1,310	4,282	91,713	21	49	3	1	0	1	0	0	54
25	Mandya	1,821	6,718	122,620	18	19	4	0	0	0	0	0	23
26	Mysore	1,944	8,184	195,243	24	84	4	1	1	0	0	0	90
27	Raichur	1,480	6,943	201,643	29	190	25	1	0	1	0	0	217
28	Ramanagara	1,394	4,278	76,950	18	20	1	0	0	0	0	0	21
29	Shimoga	1,944	7,036	135,689	19	21	1	0	0	0	0	0	22
30	Tumkur	2,266	6,860	118,176	17	18	1	0	1	0	0	0	20
31	Udupi	620	2,972	58,981	20	10	1	0	0	0	0	0	11
32	Uttarkannada	2,187	7,332	131,432	18	58	3	0	2	1	0	0	64
33	Yadgiri	931	4,235	144,194	34	204	36	8	4	2	0	0	254
	Total	45,648	194,838	4,712,527	792	2,901	315	54	25	10	7	3,312	

Table: 21 Additional Rooms required based on the SCR -2009-10 (DISE 2009-10)

Sl.No.	District	Schools	Class Rooms	Enrolment (1-8)	Average SCR	Additional Rooms Required based on the SCR Range						Total
						40-60	60-80	80-100	100-120	120-150	150-200	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Bagalkot	1,313	6,730	202,551	30	179	44	7	0	8	0	238
2	Bangalore North	514	2,589	71,713	28	79	12	2	0	0	0	93
3	Bangalore Rural	1,153	3,763	68,544	18	12	5	0	0	0	0	17
4	Bangalore South	903	4,142	117,151	28	118	40	29	17	9	7	220
5	Belgaum	1,422	7,612	207,340	27	122	25	0	0	0	0	147
6	Bellary	1,361	7,817	244,420	31	252	96	25	0	10	10	393
7	Bidar	1,253	6,609	171,357	26	149	31	0	0	0	0	180
8	Bijapur	1,884	10,100	283,268	28	57	10	0	0	0	0	67
9	Chamarajanagar	770	3,353	77,185	23	35	15	3	0	0	0	53
10	Chikkaballapura	1,592	4,828	92,464	19	12	12	0	0	0	0	24
11	Chikkamangalore	1,500	5,535	83,549	15	3	3	0	2	0	0	8
12	Chikkodi	1,874	8,731	252,386	29	204	78	18	9	5	3	317
13	Chitradurga	1,705	6,566	151,505	23	62	8	1	4	0	0	75
14	Dakshina Kannada	932	5,121	117,378	23	54	2	0	0	0	0	56
15	Davanagere	1,385	6,547	152,113	23	64	6	0	0	0	0	70
16	Dharwad	774	5,932	152,014	26	42	24	19	0	0	0	85

Sl.No.	District	Schools	Class Rooms	Enrolment (1-8)	Average SCR	Additional Rooms Required based on the SCR Range						Total
						40-60	60-80	80-100	100-120	120-150	150-200	
17	Gulbarga	1,795	9,505	266,790	27	223	71	9	0	0	0	303
18	Gadag	616	3,708	108,657	29	69	6	0	0	0	0	75
19	Hassan	2,868	8,184	127,563	16	3	8	1	0	0	3	15
20	Haveri	1,166	6,103	164,432	27	77	42	1	0	0	6	126
21	Kodiga	396	2,909	79,076	29	9	4	0	0	0	0	13
22	Kolar	1,903	8,664	116,939	21	37	17	13	5	9	0	81
23	Koppal	962	4,650	167,500	36	270	154	45	38	0	0	507
24	Madhugiri	1,310	4,282	91,713	21	22	7	4	0	7	0	40
25	Mandya	1,821	6,718	122,620	18	10	8	0	0	0	0	18
26	Mysore	1,944	8,184	195,243	24	86	10	3	11	0	0	110
27	Raichur	1,480	6,945	201,643	29	184	73	4	0	3	0	264
28	Ramanagara	1,394	4,278	76,950	18	18	1	0	0	0	0	19
29	Shimoga	1,944	7,036	135,689	19	21	4	6	0	0	0	25
30	Tumkur	2,266	6,860	118,176	17	10	5	0	8	0	0	23
31	Udupi	620	2,972	58,981	20	3	2	0	0	0	0	5
32	Utarkannada	2,187	7,332	131,432	18	41	7	0	5	3	0	56
33	Yadgiri	931	4,235	144,194	34	237	104	34	20	14	0	409
Total		45,648	194,838	4,712,527	34	2,764	934	218	119	68	29	4,132

III) Quality Related Interventions

Comprehensive Quality Framework:

A. State's vision of Quality:

1.1 Core belief and assumption about children:

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

1.2 Development of State Vision document on Quality/ Learning:

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

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

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

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

Learning Indicators to be achieved by the end of:

3rd Standard.

- Attends to school with not less than 95% attendance
- Has friendly relationship with other students
- Listens with comprehension the speech of the teacher and friends
- Responds in a context as expected
- Shows interest in narrating simple stories

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

5th Standard

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

7th Standard

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

8th Standard

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

Performance Indicators for Students

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

Performance Indicators for Teachers

- 1 Utilizes community resources and knowledge.
- 2 Ensures maximum learner participation in classroom activities, defers from answering questions and allows children to think and explore answers
- 3 Creates a congenial teaching learning environment in school
- 4 Knows the family background, socio economic conditions and linguistic background of the child and maintains profiles for all children.
- 5 Can express the intents and expectations of the curriculum
- 6 Prepares for lessons
- 7 Has good communication skills, both verbal and non-verbal including narrating stories and artistic skills
- 8 Prepares and uses TLM appropriately
- 9 Respects his/her profession.
- 10 Relates oneself to the community
- 11 Has command over the subject and methodology, regularly updates the same.

- 12 Is committed to spread human values
- 13 Maintains learner portfolios to monitor progress in each key area (of children's overall development)
- 14 Analyses and shares student performance with the community.
- 15 Shares professional experiences and receives feedback from students, colleagues and others
- 16 Can identify the learning levels of students and organise learning experiences according to their needs.
- 17 Engages in reflective practices.(Reflection over classroom processes, learning of children, sensitive to needs of children)

Desired Classroom processes

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

Schools

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

Teacher Educators

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

- 9 Documents and disseminates the processes of the training programme
- 10 Identifies performance indicators in light of the trainings conducted.
- 11 Develops one's own vision related to empowerment of teacher

Head Masters

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

CRC/CRPs

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

BRCs/BRCos/BRPs

- 1 Setting vision / targets in collaboration with all key stake holders; in light of local variations, identifying needs / gaps to be covered in order to achieve the vision.
- 2 Aware of the current status of block in UFE, clear understanding and plan for increasing enrolment, access, retention, & quality education.
- 3 Involve key institutional stakeholders for planning.
- 4 Implement the planned activities.(to reduce dropout rates, increase gender parity and achievement levels)
- 5 Maintains Data base of Schools, RPs, HMs, Teachers and others. (updated, validated)
- 6 Update knowledge through regular use of all available sources, including multimedia; reflects in meetings with CRCs and teachers.
- 7 Monitoring performance of clusters, providing platform for sharing best practices, eliciting appropriate feedback.

- 8 Develops strategy to grade schools and clusters and motivate them to reach a higher level
- 9 BRC sets targets to visit schools, evaluates schools, including inspection of CRCs.
- 10 Reviews the functioning of CRPs and BRPs once in a month, gives feedback, and submits the report to higher ups.
- 11 Provides platform for conducting teacher empowering activities like Research and studies, seminars, symposiums and develops itself as an academic resource centre.
- 12 Uses assessment / monitoring tools to know what is needed.

Office of the BEO

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

DIETs

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

Office of the DDPI

- 1 Has a well equipped building

- 2 All the files are disposed within three months (Unless there is a valid reason)
- 3 The complaints received or suggestions made are followed up regularly
- 4 Has teacher friendly atmosphere/listens to the grievances.
- 5 The officer in charge has a vision of educational development of the district
- 6 The DDPI meets the staff of the office every fortnight to review the progress of work
- 7 The office is computerized
- 8 Educational decisions are taken after consulting all the stakeholders and one holds a collective responsibility for the decisions taken.

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

Active learning process.

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

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

Language learning:

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

Mathematics learning:

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

Science learning

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

Social Science learning;

The facts, situations, phenomena will be learnt by the child through interaction with the environment. There will be a comparison of child's environment and to that of the concept to be learnt in the subject and it goes on constructing knowledge. The topographical concepts will be learnt through constructing models. Similarly Historical events and their locations will be plotted on the Simulating models. Few elements in civics will be learnt through the process of students self government. In order to understand various religions, History, Geography field trips to places of importance and project works will be common features in the class room processes. Interactions, interviews with local resource persons will be the important methodologies.

Arts Education

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

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

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

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

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

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

Prescribing curriculum, Text books, evaluation. system, preparation of Text books, rests with DSERT. In the light of NCF 05 state curriculum was revised under the Chairmanship of D.Jagannatharao, Retired Director, DSERT. The committee represented by Senior Lecturers from DIET/CTE and subject experts of different fields. It has conducted 30 workshops at different levels and based on outcomes-finalized the draft curriculum. The DSERT has sent a draft curriculum / syllabus to the state government after incorporating suggestions from the NCERT. The government, after the receipt of the document (28.01.2008) gone through consultation process and approved the draft on 19.05.2008. The curriculum gives scope for the syllabus makers and text book writer to make class room process, learning experience, and even the assignment system to become child centric. As per recent communication (11.03.2010) from the DSERT it has proposed to revise the text books. A tentative plan is given below.

- Revision of text books of standard 1,3,5,8 during 2011 – 2012
- Revision of text books of standard 2,4,6,9 during 2012 – 2013
- Revision of text books of standard 7,10 during 2013 - 2014

Assessment:

- From 2010-11 onwards, a new system of student self-assessment through the use of self-assessment schedules will be introduced. Every unit is delineated into simple concepts, and the pupil will have to assess whether or not they have achieved it.
- For those students who are found to not have achieved the desired concepts in a unit, some additional support will be given. DIET faculty will be oriented and entrusted with the task of designing some simple activities and interactive methods that can be used during the ongoing classroom processes for different subject, for providing additional remedial support to students who have not acquired the desired competencies. Moreover, it is planned to design some self-instructional materials for Class V to begin with.

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

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

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

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

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

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

1.5.Comprehensive Learning Enhancement Plan:

Progress in LEP Activities in 2009-10

SNo.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1	Development of Nali-Kali kit for strengthening basic reading, writing and numeracy skills at Class 1 and 2	Prototype of the model kit has been prepared based on the consultative series of workshops held at the state office consisting of teachers and field functionaries and academic experts. The process of procurement is under progress to supply kits to all the schools where Nali-Kali methodology is being followed and only for those schools who have not received the kits during the previous year	29 districts; 45476 schools with class 1 and 2; 1278556 children	Rs.1577.70 lakhs sanctioned under LEP of 2009-10 & Rs.572.212 lakhs from in-service training deviated to Nali-Kali TLM; Total cost Rs.2149.91 lakhs;	Rs.1628.00 lakhs spent for the supply of Nali-Kali cards; Remaining amount will be spent for the supply of nali-kali TLM kit.	As this has provided an avenue for the implementation of activity based learning methodology being an holistic approach in terms of integration of syllabus, the textbooks, the teaching-learning materials, the use of language, the use of space in the classroom, school building and even the physical environment outside the school building, the library, methods of assessment and teacher training become synergized making it a joyful learning.
II	Upper Primary Level					

1	Making classroom transaction activity based and child centred	TLMs required to bring in lateral thinking and helping students to reach abstract thinking in mathematics, basic models of mathematics were selected and prescribed in the workshop mentioned above.	29 districts; 22784 schools of class 6 and 7; 19,98,675 children	Rs.116.13 lakhs	Rs.116.13 lakhs (As the process of procurement of materials is under process, the amount will be spent as the process completes)	
2	Reducing the learning gap in subjects like Science and Mathematics	Science museum and mobile science labs are being run in coordination of an NGO - Agasthya Foundation- to bring in critical thinking and scientific temperament both among students and teachers.	29 districts;	Rs. 345.571 lakhs	Rs.345.571 lakhs	Making education more contextualised, meaningful and relevant.

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

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

Nali-Kali:

The emphasis has been on making the learning process a joyful one, in a radical deviation from the conventional mode of teaching, namely, the chalk-talk method. In rendering this the state had taken up the mammoth task of implementing Nali-Kali a joyful methodology in all the schools of the state during 2009-10 - the methodology which had started sprouting in the state way back in 1995. The major contributions of this methodology are:

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

- **Managing and organising group work.**

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

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

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

Preparation of Nali-Kali cards and literature has been completed through several discourses with the working teachers and experts in the field. Hitherto English Nali-Kali cards and literature had not been prepared. This year the preparation of these cards is going on for standard I and II standard. Within a couple of weeks this work will be completed. The teachers of all government schools need to be trained.⁴

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

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

Nali-Kali class room process:

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

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

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

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

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

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

Four periods of 80 minutes duration (each) is allotted to teach L₁ L₂ maths and Evs. The class room process usually starts with a warming up activity such as song / dance followed by activities related to the days learning – narrations of a story or an event, conversation etc., Then the students are asked to take their cards and sit in their respective learning circles. Teacher sits in circle 01 or 02 teachers the content and over sees the other circles also. The pupils in 3, 4, 5 circles get clarification to do the task either from the teacher or from peers. Once they complete the tasks they mark their own progress on the chart under the guidance – and move on to the next card. The cards have been marked by logos for easy identification.

Materials given to the schools:

All the Nali-Kali schools have been supplied with a set of Nali-Kali cards and supporting materials – such as – learning ladder, learning circles, progress charts, climate chart, and Nali-Kali kit for 12500 schools. Besides-in the place of Text books (given by the State Government) the work book for each subject is provided and the activities of these work books are integrated in the learning steps.

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

- There has been an improvement in the enrolment and retention during Jana Shala period (Nov. 98 – Mar. 2001) in comparison to the previous years (Sira, Madhugiri, Honnali).
- There has been an improvement in girls enrolment and retention since the implementation of Nali-Kali. (Holenarasipura, Challakere, Haliyal).
- Of course there was a decreasing trend in Arkalgud and Koppa Block fall under semi Malanad and Malanad region where there is a drastic declination in the growth rate. As having sufficient experience in the Nali-Kali Teaching-learning process.; It was up scaled to the entire State during 2009-10.

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

Mobile Science Lab:

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

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

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

Aims of Science Lab:

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

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

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

Teacher Training by Agastya:

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

business leaders and management experts. Subject areas covered include science and mathematics, art and sculpture, memory development, creativity, leadership and change management.

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

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

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

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

2.3.3. Comprehensive Learning Enhancement Plan in 2010-11:

Activities proposed at Primary level:

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

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

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

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

b. Activity based learning:

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

c. Quality improvement in science learning:

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

LEP activities at Upper primary level:

a. Science quality improvement programme

All primary schools will have students self governments – under which different clubs will be made to function. For instance literary club, Science / Environmental club, cultural club, Art club, Health and Hygiene club, and so on. Each club will have 10-15 active participants who are guided by a teacher.

All the related activities are undertaken by these clubs. They will prepare an annual plan. Certain amount (about 500/- rupees) will be given out of school grant for important clubs to conduct activities.

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

b. Mathematics Quality Improvement programme.

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

c. For strengthening Social science at upper primary level:

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

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

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

Coverage and Budget for Learning Enhancement Programme in 2010-11

(Rs. In lakhs)

S.N	Major activities under LEP	Type of materials required	Coverage			unit	Unit Cost	Total Cost
			No. of districts	Schools	Children			
Primary								
1	Providing multicolour revised cards to Nali-Kali class I - Kannada medium Government	Cards, ladders, readers etc.for Kannada, English, Maths and EVS	30	40772 Govt	570158	65000 kits	0.02	1300
2	Providing multicolour revised cards to Nali-Kali class II - Kannada medium Government	Cards, ladders, readers etc.for Kannada, English, Maths and EVS	30	40772 Govt	583190	65000 kits	0.02	1300
3	Providing multicolour revised cards to Nali-	Cards, ladders, readers etc.for	30	40772	615781	60000 kits	0.025	1500

	Kali class III - Kannada medium	Kannada, English, Maths and EVS						
4	Providing multicolour revised cards to Nali- Kali class I- Urdu medium Govt	Cards, ladders, readers etc.for Kannada, Maths and EVS	30	4045	48410	6000 kits	0.025	150
5	Providing multicolour revised cards to Nali- Kali class II- Urdu medium Govt	Cards, ladders, readers etc.for Kannada, Maths and EVS	30	4045	49522 w	6000 kits	0.025	150
Total								4400
Upper Primary								
8	Social Science - development of imaginary and critical thinking through 3 D models - TOPOGRAPHY MODEL	Permanent structures in the premises of the school using, cement, concrete or stone	30	23020	1290618	23020	0.01	230.2
9	Science lab to develop scientific attitude and temperment.	Mobile science lab	30	23020	1290618	23020	20	600
Total								5230.2

1	LEP budget		2452.00	1/3 rd of the management cost or 2% of the total state budget.
2	Training Budget		905.04	5 days inservice amt (2 days interactive meeting + 3 days trg)
3	State contribution		1873.16	State to contribute over and above state share
Total			5230.2	

Recommendations: The Appraisal Team recommends the proposed LEP activities for PAB approval, within the 2% ceiling from Management Costs.

1.6. Overview of other major quality initiatives under SSA:

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

- (1) The Nali-Kali (Joyful Learning) system of education
- (2) Adoption of a new Curriculum Framework (2007), in accordance with the NCF 2005, and revision of text-books to be carried out
- (3) Capacity building programmes, especially for teachers.
- (4) Introduction of Reading Cards to enhance reading skills.
- (5) Mobile Science Laboratories for UPSs.
- (6) Release of school grants.
- (7) Assessment of attainments of students and of schools.

- (8) Distance Education Project with use of satellite technology involving 2 way audio-video communication.
- (9) Management Development Programme.
Community Training.
- (10) Remedial Teaching based upon Continuous and Comprehensive Evaluation.

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

REMS

- ✓ Learning achievement surveys for 3, 5, 7, 8th std.
- ✓ Impact study about in service training.
- ✓ Posters – not to impose corporal punishment.
- ✓ Conducting workshops for promising students at the hobli level.
- ✓ Sending one question (Science) to HPS and inviting the responses and disseminating
- ✓ Kali-kalishu in 4 districts on pilot basis will be taken up. (Teacher Training in performing arts).
- ✓ Cluster level Hand Script Magazine
- ✓ KRVP involvement in the improvement of Science Education.
- ✓ Story writing – dissemination-by the students.

TRAINING

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

CURRICULUM, TEXT BOOKS:

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

Misc.

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

COMMUNITY

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

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

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

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

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Child	School/Teacher	Sub-district/District	State level
<p>prepare project work, conduct field work, interviews experiments makes observation and record the findings</p>	<p>teaching-means the pupils will be provided with facts, instances, processes etc., and facilitate them to arrive at a common consensus in other words generalization.</p> <ul style="list-style-type: none"> ✓ Project work will be one of the major methodology adopted in the class room processes to promote the process of construction of knowledge <p>Ex ;-</p> <ul style="list-style-type: none"> • Collection of songs-folk songs devotional songs and hear them from the local artists, etc., • Conducting projects on photo-tropism-germination of seeds-erosion-etc., experiments and draw conclusions, etc., • Project like preparation of different shapes using locally available materials. Observe the geometrical shapes in their vicinity and record them etc.,- <ul style="list-style-type: none"> ✓ Field work will be another important methodology used in the class room process. Of course project work will have an element of field work. The areas of teaching of geographical, Biological, environmental resources,-their degradation etc., could be driven home more effectively by this method- will be made to toil. ✓ Spirit of exploration, experimentation, inquiry pervades the class room process. The process will have a bearing to train the mind in scientific method. Ex;- <ul style="list-style-type: none"> • Reasons for diversities exists in the nature-plants-animals-society and place the child to collect, collate the facts and draw underlying principles. <ul style="list-style-type: none"> - Xerophytes-Hydrophytes eg. - Parts of animals and their uses. - Reasons for poverty etc.,..... ✓ Demonstration will be an important method where teacher uses all the steps and make the class room process attractive. 	<ul style="list-style-type: none"> ✓ A training module of class room processes and or content will be developed by the DIETs. ✓ Interactive meetings will have discussion on the processes and novel ideas will be shared. ✓ Important ideas will be shared through cluster level Hand script magazine. ✓ Classroom observation schedule will have the elements of the major processes for recording; ✓ Based on the observation feed back will be provided ✓ Novel ideas will be show-cased in the cluster level TLM/Metric melas. ✓ Role model schools work will be documented and disseminated. ✓ Blocks will bring out one book on a thematic project eg:- <ul style="list-style-type: none"> • History of my village/town. • Customs, traditions of my village/town. • Places of importance village/town. • Geography of village/town etc., and supplies to all the schools in the block. ✓ The lower primary schools will be provided with a grant of 1000/- rupees to procure science apparatus ✓ Class room observation by different level supervisors will have a focus about this element and guidance will be given. ✓ Cross checks with pupils by asking simple questions, but to get suggestive response. ✓ 	<ul style="list-style-type: none"> ✓ Instructs DIETs to take up class room process training-separately or integrate with the content. ✓ Guidelines will be given to conduct interactive workshops. ✓ Guidelines to bring out the cluster level magazine will be given. ✓ Observation schedule will be developed through deliberations and workshops. ✓ Prepare video clippings to use in the trainings. ✓ Orienting the field staff to record and guide the teachers. ✓ Instructions will be given to schools to procure the book utilizing the school grant. ✓ Guidelines will be published through Shikshana Varthe. ✓ Finance allocation will be made to procure the apparatus and guidelines will be issued to procure them. ✓ The nodal officers of the district will review the tour diary officers at the district and blocks and give guidance.

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Child	School/Teacher	Sub-district/District	State level
	<ul style="list-style-type: none"> ✓ Interview technique will be followed at 2 instances-During the process of class room transaction and ask the pupils to collect information from the persons who are well-worse with the subjects-Agriculturist; Artisan, Artist; Doctor;-Scientist etc., 		
<ul style="list-style-type: none"> ✓ The child is involved in the preparation of TLM. 	<ul style="list-style-type: none"> ✓ Teacher grants will be utilized to prepare TLM. ✓ In the process of preparation the pupils will be involved. It happens before the teaching of a topic. ✓ The HM supervises the process and guides the teacher. 	<ul style="list-style-type: none"> ✓ Supervisors will check the school records and the TLM prepared and guides the teacher. ✓ Cross checks this issue with HM and pupils to get suggestive answers. 	<ul style="list-style-type: none"> ✓ Reviews the diaries and guide the supervisors. ✓ Cross checks the issue during the school visits.
❖ Assessment Indicators			
<ul style="list-style-type: none"> ✓ There will be a learning profile of all the pupils and with the help of the teacher the pupil records her progress 	<ul style="list-style-type: none"> ✓ As in standard I to IV the scholastic subject's topics will be anatomized into "Learning units" and arranged in sequence. ✓ These units and the pupils name will be written in a separate book. Uses school grant. ✓ After completing each topic means the unit teaching/ review lesson/Remedial Teaching-the pupils will be asked to assess them selves and record grades as A-(Completely learnt) B-(Partially learnt) C-(not learnt). ✓ Remedial teaching will be conducted for those who have not learnt/partially learnt. ✓ Community participation to bring awareness among the parents. ✓ Self assessment technique followed in Nali-Kali and CCE at IV standard will be continued. ✓ The HM periodically checks the progress on record and actual progress and provides feed back. 	<ul style="list-style-type: none"> ✓ Teachers will be sensitized about the importance of self assessment through circulars and in interactive meetings and the procedure to be followed. ✓ During school visit and evaluation this item will be reviewed and necessary guidance will be given. ✓ Guidance will be given in the interactive meeting about the management of students who have learnt and not learnt during the course of Remedial Teaching. ✓ Supervising and monitoring the process during the course of school visit and evaluation by cross checking the recorded and actual progress of the child and gives feed back. 	<ul style="list-style-type: none"> ✓ The supervisory staff will be sensitized through circulars and write up in prathamika Shikshaka Margadarshi. ✓ A teleconference will be organized for supervisors and selected teachers (become RPs in interactive meetings) about the procedures to be followed while making the child for self assessment. ✓ Orienting the supervisors in this regard. ✓ Reviewing the diaries and supervision during visits to the schools-and cross checking the recorded and actual progress of the child.
<ul style="list-style-type: none"> ✓ The assessment emphasizes the applicational aspects also with due consideration of knowledge understanding and skill. 	<ul style="list-style-type: none"> ✓ The nali-kali assessment procedure prevails and also the CCE being followed upto IV standard. ✓ The assessment procedure in V to VIII standards emphasizes on the applicational aspects of the concepts. ✓ The unit tests and semester examination will have 50:50 weight age for the promotion to higher 	<ul style="list-style-type: none"> ✓ The module on class room processes will encompass the assessment procedures also. ✓ The teachers will be given training in both content and methodology and assessment. ✓ Circular given by the state offices will be properly disseminated in the training will be internalized during training sessions. 	<ul style="list-style-type: none"> ✓ Development of the source book on class room processes – keeping the contents of CCE source book of NCERT. ✓ Training the RPs. ✓ Supervision of the preparation of the module on class room processes by the

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

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Child	School/Teacher	Sub-district/District	State level
	<ul style="list-style-type: none"> ✓ Pupils will be encouraged to share the ideas of reading a text/story etc., in the class room. Similarly they will be encouraged to write to cluster magazine-local news papers etc., ✓ Sample surveys will be conducted and schools support this activity. 	<ul style="list-style-type: none"> ✓ Conducting / monitoring the sample surveys. 	
<ul style="list-style-type: none"> ✓ At the end of the 7th & 8th standards reads a printed and hand written passage with proper pronunciation, speaks on a given topic and writes 1/1½ page using complex sentences with logical organization comprehends the theme of simple poems in L₁. 	<ul style="list-style-type: none"> ✓ Consolidation of all the activities as above. ✓ Teacher will use unseen text and ask comprehension questions to know the competence of pupils. ✓ Unseen passage and hand written (but legible) script will be read by the pupils. ✓ Model reading cassettes will be used by the teachers. ✓ Essay writing competition will be held at the school. ✓ Teachers encourage to write to magazines. ✓ Teachers provide opportunities to read story books and anthology of poems of different authors. 	<ul style="list-style-type: none"> ✓ The supervisors will ascertain pupils reading and writing using unseen text material. ✓ Encourage to record model reading of prose/poems and make available to teachers. ✓ Supervising the C C activities in the school and cluster. ✓ Instructs to open a reading corner and ensure it. 	<ul style="list-style-type: none"> ✓ Reviewing the diary to see the activity has been undertaken by the schools. ✓ Personal visit to the schools. ✓ Guidelines to open a Reading corner and functioning of cluster level magazine publishing.
<ul style="list-style-type: none"> ✓ At the end of V standard pupils will read, write and responds to simple questions in L₂ (English) 	<ul style="list-style-type: none"> ✓ Conversation in simulating condition will be encouraged ✓ Mistakes of the pupils, in the language usage will be ignored-the correction of the grammatical errors is minimal-If there were to be any correction it would be natural and seamless. ✓ Pictures are used to make the students to speak. ✓ Teachers gives simple directions to follow and repeats exercises. ✓ Conversation in pairs will be a common sequence-the school follow. ✓ Pupils will be given activities to collect pictures, cartoons and write a sentence or a few words. ✓ Audio cassettes will be used to pronounce the words correctly. ✓ Greeting their teacher, is being followed in schools. 	<ul style="list-style-type: none"> ✓ Identifies schools/teachers who need guidance and support to use conversational English in the classroom. ✓ Support of locally situated institutions - like pre-university, post graduation, technical colleges - and takes assistance in providing broader knowledge to strengthen the basics in the language; ✓ Identifies and deputes teachers to refresher courses or diploma courses offered in various categories of language development in the institutions like RIE and others; ✓ On site support through the resource persons with more focus on interactive sessions in the cluster sharing meetings; ✓ Encouraging language development activities at block and cluster level through competetations to both teachers and students; 	<ul style="list-style-type: none"> ✓ Goes to public to identify interested resourceful volunteers coming forward in rendering their service to the cause of education of children - through paper notification and dedicated website for them to select the interested school and register themself in serving the society; ✓ developing graded readers and reading corners in schools especially on English; to motivate both teachers and students along with field functionaries in understanding the importance of language and develop a taste towards reading. ✓ Spoken language through audio and video mode will be strengthened with the coordination of RIE who have already developed Hello English audio cassettes for children ; for lower classes - being interactive, provides more scope

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

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Child	School/Teacher	Sub-district/District	State level
<ul style="list-style-type: none"> ✓ At the end of Class V, the child must be able to operate simple arithmetical calculations with respect to fractions and decimals, identifies algebraic equations and numbers; calculate the area of different geometrical shapes; (Mathematics) 	<ul style="list-style-type: none"> ✓ Provides an exposure to different shapes through TLMs readily available in the school or low cost or no cost materials prepared by the teachers; ✓ Encouraging mental mathematics through oral posing of questions and expecting the children to solve them orally; ✓ Collection of materials related different shapes and finding their areas; developing the concept of calculating areas through project work etc; ✓ Understanding different kinds of fractions, conversion of fractions, addition, subtraction and division of fractions etc in relation to daily life situation 	<ul style="list-style-type: none"> ✓ strengthening monitoring system to look for adaptation of feasible method in teaching methodology ✓ Teachers will be trained in the classroom process to make the children to understand basic concepts related to fractions, decimals and geometrical shapes; ✓ guide book to prepare TLMs at the school level will be provided ; ✓ Developing the capacity of teachers in developing and using their own TLM materials; ✓ supervising the implementation of mathematics teaching and learning programme in schools and providing onsite inputs where ever necessary. 	<ul style="list-style-type: none"> ✓ Conducting workshops at the state level to identify the necessity of schools in strengthening teaching of mathematics at the primary level; ✓ Strengthening teaching of mathematics through providing strong base to the monitoring processes;
<ul style="list-style-type: none"> ✓ At the end of Class VII/VIII, the child should be able to have basic knowledge about calculations related to ratios, simple interest, areas of different shapes and relate them to daily life situations; should also be able to construct different geometrical shapes and solves simple problem using algebraic equations; (Mathematics) 	<ul style="list-style-type: none"> ✓ focus on abstract thinking and application type of questions; ✓ promoting peer learning where the children learn from each other which encourage them to identify and explore methodology which is correct and very convenient; ✓ Stress on statement problems to make the children to understand and comprehend; ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> ✓ At the end of class III, the students must know the simple concept of directions (East-west, north-south) and parts of human body and their protection;(EVS) 	<ul style="list-style-type: none"> ✓ Teacher organises activities in order to make children to understand the basic concepts; ✓ Classroom is modified such a way to facilitate the children to understand the required concepts ✓ community interactions to know the subject and learn it in a situation close to life and environment; ✓ Pictures, learning materials, 3D models are used where ever necessary to make learning more meaningful; 	<ul style="list-style-type: none"> ✓ Strengthening support system to motivate and assist teachers in developing skill towards teaching EVS through activity based methodology; ✓ Supervisors for group of schools appointed to monitor the follow up activities and report the progress and problems for further strengthening; ✓ Check the progress of students in EVS and suggest alternative activities to be adopted; 	<ul style="list-style-type: none"> ✓ Toll free help lines to clarify the doubts immediately; ✓ Appointing a nodal officers both from SSA and department to monitor and ensure the effective implementation of the programmes; ✓ Imparting training for classroom process and community visit in teaching the subject;

Child	School/Teacher	Sub-district/District	State level
	<ul style="list-style-type: none"> ✓ Continuous evaluation to ensure learning and stress on reinforcement if required; 	<ul style="list-style-type: none"> ✓ Strengthen cluster level sharing meetings to share the best practices by teachers ✓ Identifies the best and the weak schools so as to make the resource flow from the best school to weak school - this being the sharing of experiences; 	

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2. Vision-based Curriculum and Teaching Learning Materials

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

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

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

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

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

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

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

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

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

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

2.2 Textbooks: Renewal, quality, and timely delivery

Information about Textbooks

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

Source: AWP & B 2010-11,

* includes workbooks.

Languages in which textbooks are published:

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

What is the process by which textbook development will be undertaken?

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

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

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

1st workshop: Guidelines will be given by chairperson.

Chapter will be distributed to the members to write

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

4th : Finalisation of the Text book

Plan for development of textbooks over next 3 years

Strategy	Activity	Participants	Responsibility	Timeline
Preparation of text books for 1.3.5.8 standards	Getting the approval of syllabus from the govt.		DSERT	April/May-2010
	Constituting Different	Class room teachers, DIET,	DSERT	May-June2010

Strategy	Activity	Participants	Responsibility	Timeline
	Committies	TTI, Teacher educators, Educationist from University , retired professors who are participation in the subject		
	Constituting workshops ranging from 5 To 6 of 3to 5 days duration	Class room teachers, DIET, TTI, Teacher educators, Educationist from University , retired professors who are participation in the subject	DSERT	Oct 2010
	Preparation of a draft text books	Class room teachers, DIET, TTI, Teacher educators, Educationist from University , retired professors who are participation in the subject	DSERT	OCT 2010
	field testing in 4 blocks of a 4 revenue Divisions of the state	DIET, DDPI, BEO/Schools	DSERT	Nov- to Feb2010
	Getting feed back and refining the text books	Class room teachers, DIET, TTI, Teacher educators, Educationist from University , retired professors who are participation in the subject	DSERT	March/ April 2011
	Printing / Distribution	Text book corporation	Text book corporation	April/ May 2011
	orientation to the teacher for one day in each subject	DIET / Teachers	DSERT	June2011
During -2012-13 2,4,6,9 text books will be revised	As above in the respected years			
During -2013-14 7,10 text books will be revised	As above in the respected years			

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

TLM has not been treated as a separate entity. Right from the beginning as the Teachers Training Institutions have been started, it has been made very clear that TLM must augment to learn a concept, fact, or principle, and not seen as a separate element in the process of teaching-learning. Even the introduction of TLM in other words change of activities in the classroom process must be natural and seamless. Such precautions have been taken to instruct and train the pupil teacher in our training colleges/institutions. The same tempo has been maintained in the inservice teacher training as well. In fact the training design 'chaitanya tarani' specially meant to prepare the TLM takes all the precautions to use the locally available materials of low/no cost to prepare the improvised aids. An element of precaution has been given to use children while preparing the teaching aids which helps the children involvement and better learning.

Timeliness of Distribution of Free Textbooks

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

Source: AWP & B 2010-11, Karnataka

Target, Achievement & Proposal for Textbook Distribution

(Textbooks supplied to all the students of Class I to VIII of Aided Institutions under SSA)

(Rs. in lakhs)

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	437537	350.029	437537	350.029	472343	401.515
Girls	214724		214724			
SC/ST	86735		86735			
Minorities	86471		86471			
UPS (Total)	472852	614.708	472852	614.708	489367	662.067
Girls	226258		226258			
pSC/ST	117020		117020			
Minorities	90669		90669			

Source: AWP & B,

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

3 Teacher Effectiveness

3.1. Teacher Performance tracking

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

Performance standards for Schools

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

Performance standards for BRC's

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

Performance standards for CRC's

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

Activities proposed for the implementation of ADEPTS:

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

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

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

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

Proposed Monitoring tools:

- Class room teaching observation schedule
- CRC and school evaluation format
- Self assessment tools for student, school, CRC to DDPIs office
- Monthly monitoring formats for CRC level; Block level, District level and State level

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

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

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

These have already been included in the first section.

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

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

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

3.2 In-service Teacher Training:

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

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

- **The State identifies the needs of training with help of DIET and monitoring faculty, or according to state policy.** For example:
 - According to the general observations of DIET faculty during their school visits, there was found to be a need for Hindi training to be given to HPS teachers, as they are not trained Hindi teachers and are facing a number of difficulties in teaching Hindi, both in content and methodology.
 - The State introduced Nali kali methodology in all Govt. schools for class 1 and 2 from 2009-10; thus there was a need to give extensive training to all LPS teachers regarding this method.
 - The State introduced English from class 1 to 4 as a language. Hence the state planned to conduct English training to all LPS teachers to strengthen their English skills and pedagogy, to teach English as a language through rhymes, stories, language games, TPR activities and vocabulary.
- **According to the need and state policy, the state identified the following subjects for in service training in 2009-10.**
 1. Nali kali - 6days + SATCOM 4 days

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

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

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

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

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

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

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

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

1. Nali-kali :

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

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

2. English (Spoken English course)

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

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

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

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

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

3. Gender – (Bimba 2)

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

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

State level training was conducted during the month of December 2009. Number of Resource persons trained: 50. Total number of teachers trained till last month is 4866.

4. Jeevana Vijnana-2

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

Duration of training: 3+2 days.

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

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

Total number of teachers trained :3486.

Trainings are in progress in the month of January 2010.

Objectives

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

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

5. Evaluation

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

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

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

Teachers covered so far: 15228.

6. Hindi (Khali-Khili-2)

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

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

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

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

Objective

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

7. Inclusive Education

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

Total teachers trained so far 8455.

Objective:

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

8. Child labour

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

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

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

Objectives:

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

9. Chaithanya -3 for High school teachers

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

Besides exposing them to the chaithanya method of teaching an attempt was also made to give them some theoretical input on the methodological issues of language teaching.

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

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

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

It is planned to conduct these trainings through teleconference .

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

10.Geography training for high school teachers.

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

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

Objectives

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

11.Cluster level sharing workshops

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

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

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

These needs of training are to be analyzed by the group of resource persons (who are trained at block level in that respective subject, like Hindi/ English/ Nali kali etc). The resource persons are to be getting ready for the discussions on the day of workshop. The resource persons can give a demonstration lesson for a small group of students. The other teachers observe and make points on the demonstration lesson. The classroom teachers are also encouraged to conduct innovations/ experiments on new methods of teaching and successful innovations can be shared. The cluster level sharing workshops has to serve as a platform to teachers for all these innovations.

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

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

Objectives

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

Teachers trained in sevadala: 577

Teachers trained in Scouts and Guides : 1222.

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

Progress of in service training 2009-10 (Till February 2010)						
Sl. No.	Focus area	Target Group	Duration (Days)	Physical Target	Achievement	Mandays
1	Nalikai	LPS Teachers	6	80000	93721	562326
2	English	LPS Teachers	3	72658	35097	105291
3	Gender-2	HPS Teachers	2	50000	18175	36350
4	Jeevan Vignan-2	HPS Teachers	5	50000	19596	97980
5	Evaluation	HPS Teachers	3	50000	15228	45684

Progress of in service training 2009-10 (Till February 2010)						
6	Hindi	HPS Teachers	3	50000	12525	37525
7	IED	All Teachers	3	50000	11449	34347
8	ILO	All Teachers	1	50000	1522	1522
9	Chaithanya-3	1/3 H.S Teachers	3	1380	636	1908
10	Geography	1/3 H.S Teachers	3	1380	636	1908
11	CRC Meeting	All Teachers	4	228885	204041	816164
12	Sevadala	P.E.Teachers	7	1000	712	4984
13	Scouts & Guides	P.E.Teachers	7	1000	1676	11732
14	Nannolagina naanu(U)	Urdu Teachers	3	15000	8625	25875
15	Yoga & VE	All teachers	3	11000	2058	10290
16	Urdu	HPS Teachers	5	100	142	710
17	Chaitrada Chiguru	Needy teachers	2		5071	10142
18	Chinnara Angala	Needy teachers	3		1613	4839
19	SAP	H.M.s	1		746	746
20	Action Research	HPS teachers	2		13067	26134
21	Other Trainings	All Teachers	2		75083	150166
	Total					1986623
	Teleconference					
1	NaliKali	LPS Teachers	3	80000	93721	281163
2	English	R.P.s	1	3321	3465	3465
3	census and others	All Teachers	1		28618	28618
	Resource Persons Training		3		62	186
4	Chaithanya-1	Second year teachers	3		200	600
4	GrandTotal					2300655
	Target training days =228885 X 15 days=3433275 days					
	Achieved training days =2300655, avarage training days = 10.05					
	avarage progress = 67.01					
	planned to achieve 13 days till march 2010.					

Training Processes:

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

- **Satellite based trainings.**

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

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

- As because Nali kali was introduced in the state for all 45000 Govt. school, state gave more importance on monitoring the impact of training in the class room.
- State provide 3 days residential training to all state level and district level functionaries (DDPIs, DIET Principals, DSERT , faculty, DIET faculty, E.O.s to BEOs and to all BRC Co-ordinators).
- All directors and join director are nominate as nodal officers for each taluk.
- A review meeting was organised every month at state under the chairman ship of Secretary and Commissioner of Public Instructions and State Project Director to take the feedback from all the nodal officers. The same process was held at district level to collect the feedback from taluk functionaries.
- A feedback format for framed and given to all monitoring faculty and nodal officers.
- All the functionaries having these formats and visit all the schools and classroom frequently and observe the classroom process and suggestions when ever the teachers need.
- The class room problems of teachers are also discussed in the satellite based trainings every month.
- The teachers module having space to take the take notes in each session. While monitoring staff ask the visit the school, they ask the details about teachers training and observe their classes to know how they incorporate the training issues in the class room . If they have any doubt monitoring staff give suggestions.

Feedback:

- Teachers desire to have long term trainings.
- They teachers support (they wish to have 1 teacher for each class to bring out quality in teaching learning process).

- They need exposure visits to the near by schools of their own taluk of near by district.
- They need content enrichment trainings.
- Training on preparation of TLM and their use.
- Teachers wish to receive the trainings at block level
- They need long duration training for spoken English.
- They wish to take training during holidays ,but on weekend during working days.
- Physical education teachers desire to get training on new textbook.
- They need training on using theater skills in teaching schools subjects.

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

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

Strategies of State to addressing these issues.

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

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

Long-term plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
Creates congenial teaching learning environment with participation of all (cleanliness, availability and use of material)	personality development and attitudinal changes include RTE ,Childs rights	Residential, includes Yoga presentation by resource persons along with case studies, followed by group activities and group discussions.	2010-11 (35000 teachers) 2011-12(100000 teachers) 2012-13(93800 teachers)	1.give orientation to all monitoring functionaries 2.advice them to interact with teachers during their visits. 3.advice to give positive suggestions to the teachers.
Knows family socio background,	Include RTE and Childs rights in all trainings	General discussion on theses topics and	2010-11, 2011-12,	Advise to discuss these issues in monthly meetings

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Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
economic conditions, linguistic background (Cog.) and prepares profile.	which gives more knowledge about understanding a child.	group activities on implementation of these activities in their schools.	2012-13.	and follow up with the help of monitoring formats.
Teacher possesses and utilizes good understanding of syllabi (is able to differentiate it from curriculum)	Content enrichment trainings which includes syllabus, activity based methods and class room process.	demonstration lessons and group work along with brief lecture by Resource Persons.	2010-11	1.Strengthen their knowledge during C.R.C. meetings.
Prepares for lessons before conducting / transacting in the class			2011-12	
Has awareness of different learner-oriented teaching-learning practices	Training planned to conduct on class room process	Group, discussion along with demonstration	2010-11, 2011-12, 2012-13,	1.Strengthen their knowledge during C.R.C. meetings.
Uses TLM well - identifies TLM from environment, / multiple, simple to make	Training included in content enrichment	With demonstration	2010-11, 2011-12, 2012-13,	1.Strengthen their knowledge during C.R.C. meetings.
Teacher maximises learning time for children [not just punctuality, but thinking ensuring that children get as much learning time as is possible / needed]	Give suggestions to use TLM, conduct demonstration lessons and to give project on the student when ever possible.	Class room process will addresses the issue	2010-11 2011-12	Supervision at the time of visit and school Evaluation
The teacher plans, designs and implements the lesson according to clear goals/objectives, [and the teaching method used reflects		By giving broader guidelines to the teachers through School academic plan	2010-11, 2011-12	do
Teacher prepares and implements a plan that includes activates / learning experiences that are according to the levels / interests of children	Classroom process training will be given	By giving broader guidelines to the teachers through School academic plan	2010-11	The observation schedule capture these factors. Supervisors correct it.
Keeps records to monitor progress in each key area (of children's overall development)	Evaluation training	guidance from resource person with example.	2010-11	During the course of Evaluation that will be checked.

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
Analyses performance assessment, shares the school quality status with the community. Involves parents / community in preparation of TLM	By giving circulars and community training.		2010-11	All the Supervisors review at the respective levels.
Regularly refreshes his/her subject knowledge and pedagogy skills.[e.g. through reading, discussion with colleagues, trying out new methods and materials]	1.By using self analysis format 2.Through training which consists of positive attitude and personality	<ul style="list-style-type: none"> ➤ M Education Journals. ➤ Altering Summaries. ➤ Interactive meetings 	2010-11, 2011-12	During the course of School Evaluation.

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

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

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

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

NEED ANALYSIS.

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

- State issued a circular to identify the needs of teachers of each district separately by taking the sample of 50 teachers in each taluka following many criteria for the selection

of teachers like :Govt. schools, aided schools, rural and urban area, male and female , different medium .

- Many DIETs follow the above instruction and few follow different way.

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

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

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

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

5.DIET **Raichur** : They follow the instruction of local M.L.A. and identify the needs of minority school teachers separately. They planned to conduct content and methodology training to the teacher who are teaching Kannada in Urdu schools and content enrichment training to other udru teachers.

Therefore this year state give more freedom to all the DIETs to plan according to their specific needs.

- The state would like to have the process of training in the following manner.

- Develop a training design
- Monitoring plan for training programme
- accompanied by a trainers manual
- training of resource group from each block with a maximum of 5 persons per block
- Sessions to refresh the themes of training
- training to administrators about the training that was provided
- field testing of modules
- training on attitudinal development of teachers and monitoring agencies
- Developing training indicators for each training
- Selection of trainers: Maintaining of profile of trainer and selecting appropriate trainer to the required by each training which demands positive attitude.
- Methods of training
 - method of communication – Quiz, Lecture, discussion etc
 - concept - Go inductively
 - Attitudes - which is reflective; experience and application based

- **State also follow the govt. policy and some specific issues for the trainings, like,**

1. Naliakli method would be implemented in all govt schools upto 3rd Standard from 2010-11,so there is a need to strengthen teachers in nalikali method.

Planned to give training to 70000 teachers.

Few transfers is always take place every year. Therefore there is a need to give fresh course on nalikali for the new comers to LPS .It is planned to conduct 7 days training to them. The target is 1000.

2. English was introduced from class 1- 4 as a language, even after giving continuous training in this subject since from 3 years, teachers hesitate to speak in English . They need long term course in spoken English. Therefore, it is planned to conduct 20 days residential training to 35000 teachers in spoken English in 3 spells.

3.State regards the expectation of NCF 2005 and RTE act. It has been proposed to give training in personality development of teachers, to improve their positive attitude ,to know more about the child and their duties and responsibilities according to RTE act soon.

4.Similarly, the classroom process needs improvement both in transactions and the mode of assessment of children especially in standard 5th to 8th. Thus a training module on classroom process is planned.

There are 10 streams of programmes as follows:

1. Nali-kali strengthening programme for Nali-kali Teachers or Nali-kali regular training for new entrants to Nali-kali system

Nali-Kali has been now introduced through out the state in classes I and II in all Govt schools (except in Kalikayathna project in Hunasur at Mysore district). All the teachers engaged in this process are trained in the year 2009-10. However, it has been felt that they need to reflect over their own classroom performance and bring necessary changes. Problems have been observed especially in classroom management, learning management issues. The strengthening programme will focus on the needs of Nalikali teachers.

It is also proposed to extend Nalikali programme to class III in the year 2010-11. Already trained teachers will be further trained in taking on the process to class III. Teachers handling class III may have to be enrolled to Nalikali processes. However, since they are new, it is felt that they would be given the regular 7 day training. The training modules are prepared by the state for all Nalikali processes.

State may introduce English for class 1 and 2 in Nalikali method from 2010-11. Therefore there is a need to give training in this method.

Few teachers may transfer from HPS to LPS where there is Nalikali method. Thus there is a need to give Nalikali training for them. therefore, state planned to give 7 days training for at least 01 teacher from each school and depending on the strength of teacher.

2. Spoken English Training to all teachers from class I to VIII

There is a lot of demand for the learning of English. State schools provide education in the mother tongue . The fancy for English has made parents admit their children in the private schools where learning of English is said to be the main focus. It is necessary that the state schools are geared to meet this demand. Now English is introduced right from class I in Karnataka. If the teachers are well equipped to teach English, it is going to be of great help. This has been a constant demand from teachers too. Training them in spoken English would be the first step towards this. The courses provided until now have concentrated more on classroom needs. There is a need to focus on strengthening teachers in this skill. The spoken English course that is proposed will stretch over a period of time in three or four spells(7+7+6) at block level.. Even the cluster interaction meetings can be made use of for this purpose. This will give a single focus to the teachers and it is expected that the teachers will get well initiated in to the learning of spoken English by the end of the course. State provide the modules and resource persons training with help of UNICEF.

3. Programmes on content and methodology for teachers from class V to class VIII

The content cum methodology courses have been another demand. Not that they were not given earlier. The present focus will be on classroom processes in a holistic manner. The basic focus of these programmes will be to integrate the salient features of NCF 2005 into classroom processes, make teachers better users of TLM with regard to specific subjects in order to make classroom learning more experiential. Teachers need to develop a vision of teaching these subjects. Depending on the demands from the teachers, which can be ascertained before preparing the course modules, the training can be just in one subject stretched over a period of time in two or three spells or in two subjects for three days each supported by the interaction meetings. Such an intervention is expected to consolidate the inputs the teachers have been given in the previous years.

It has been planned to give general contours of classroom process to all the DIETs by the end of February and DIETs will evolve the training modules of their own.

Each DIET will prepare the training modules according to their need. They send a copy to DSERT for the suggestions. DSERT will give the suggestion with help of STATE RESOURCE GROUP.

4. Attitudinal change and personality development training along with management skills.

A positive attitude is a great asset in life. Any programme or work will become success if the personals involved in that have positive attitude, have confidence in oneself, have concern about the programme and have sense of duty and dignity of labor. Most of the programmes implemented in the department are not bringing expected results. This is because the majority of the ground level personnel lack in the self confidence, self esteem, positive thinking, universal vision. RTE Act, NCF 2005 stress the same. So it is the need of the hour to change the attitude of the Teachers and the supervisory staff and make them to think positively in the right direction i.e., towards child, classroom process, methodology, subjects, etc. So it is planned to give a 5 +2 days personality development programme in which major focus is given to "How to Think positively and act positively". Along with this we include management skills, child's right, treatment of girl child, marginalized section and treating all the children with due respect would be the content in the module. It is planned to give this training to Head teachers of all HPS and one teacher from big school this year.. The training will be given to all broader area schools.

5. Class Room Processes:

How to understand children better. How to use this understanding to improve the classroom process? How to document children's pre-knowledge, and build on it during teaching learning process? How to keep identifying children's potential and support them on an ongoing basis? What type of discipline should be adopted in the classroom, How to treat the child's answers? Are some of the questions that are to be addressed with more concern? Teachers are expected to treat the child as miniature adult and regard the child, and behave as per the ADEPTS. So it is planned to give these inputs in this training. It is planned to introduce this in two type.

1. include this subject in content enrichment and methodology training as an integrated approach.
2. As a Separate training to some teachers according to their choice in district like Gulbarga, Yadgir, Shimoga, Raichur and in few more.

A separate module containing the class room process will be developed and circulated for the DIETs, BRC, and CRCs to adopt the module which incorporate the assessment procedures also.

6. Cluster level sharing work shops.

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

- In the academic year 2010-11, each teacher will undergoes 8 days cluster level sharing workshops. These workshops are planned to be conducted in the months of June 10, July 10, August 10, September 10, November 10, December 10, January 11, and February 10.
- The cluster level sharing workshops are to be conducted separately for lower primary school teachers and higher primary school teachers,
 - First and Second Saturday - LPS Teachers
 - Third and Fourth Saturday - HPS Teachers.

If these Saturdays happened to be holidays these sharing meetings are to be held on next immediate Mondays.

- The training inputs got from face-to-face training are to be get first priority.
- All cluster level workshops are based on the curriculum/syllabus and related to the teaching-learning problems, performance indicators. Discussion on student's enrolment, attendance, reasons and remedies for the learning backwardness could be held.
- Discussions/Interactions could be held on how school, school environment, teacher attitudes, teaching-learning process could be changed in the backdrop of children.
- The discussions could be organized on the presentation of specific cases on the issues related to pedagogy, classroom interactions and school environment, learning backwardness, success stories, innovative teaching-learning methods.
- Discussions on the class wise subject/content based issues/problems are held.
- The issues/problems related to classroom teaching/learning are discussed. The following strategies are used regarding this.
 - All teachers have to list the issues/hard spots related to the content/ methodology of their teaching subject. The list has to be handed over to cluster Resource persons This can be done by mailing the list through post or CRP can collect the list during their school visits.

These needs of trainings have to be consolidated before one or two months of training dates. These needs of training are to be analyzed by the group of resource persons(BRGs and TRGs). The resource persons are to be getting ready for the discussions on the day of workshop. The resource persons can give a demonstration lesson for a small group of students. The other teachers observe and make points on the demonstration lesson. The classroom teachers are also encouraged to conduct innovations/ experiments on new methods of teaching and successful innovations can be shared. The cluster level sharing workshops has to serve as a platform to teachers for all these innovations.

Main features of cluster level sharing workshop

- There is a scope for teacher's participation.
- Good Discussion on classroom experiences should be held. The methodology shouldn't be like traditional classroom teaching.
- Resource persons should act as facilitators.
- There should be continuity from one meeting to another.

- There should be discussion on whether the issues raised in the previous meeting are solved
- There should be scope for the preparation/demonstration of teaching learning materials.
 - BRC should actively participate and BRP's and CRPs should act as facilitators.
 - BEO/BRC/DPI and DIET office faculty should participate in these workshops. These officers should monitor the successful organization of these workshops.
 - The environment in these workshops will be such that the teachers openly participate in the workshop.

7. Chaithanya -3 for 1/3rd High School Teachers.

Since from 2009-10, State is giving training on activity based and child centered methodology of teaching learning process to 1/3rd of high school teachers. For 2010-11, it is planned to integrate this with content.

8. Physical education training

State has prepared text book on Physical education from class 6 to 9. It is important to give training regarding text and curriculum along with evaluation in these classes.

It is planned to conduct 4+3 day training at block level and 8 days cluster level to physical education teachers in the state.

9. Sevadai and Scout & Guide training.

It is important to start Sevadai and Scouts & Guides unit in all schools which helps to develop co-curricular activities in students. Planned to conduct Sevadai and Scouts & Guides training to the teachers, where there are no such units.

10. Co-curricular training

Now a day we are all giving more importance to curricular activities and to achieve more marks/grades in the examination. But, co-curricular activities are also important for the overall development of personality.

It is planned to give 2 days training on co-curricular activities to HPS teachers which helps them to conduct the activities at the school and at cluster level.

11. Other trainings:

Each district planned different training according to their needs. Some of them are as follows:

- Jeevana Vignan
- Gender training
- Theater in education for HPS teachers
- Yoga and Value education
- SUPW training
- Band set training, etc.

Objectives of all these training are in their district plan.

General Instructions given to DIET :

1. All the DIETs should prepare the training modules according to their specific need.
2. Modules should be sent to DSERT for the review from the STATE RESOURCE GROUP.
3. They are free to ask any support from the state i.e, from DSERT and from SSA.
4. DSERT and SSA planned to give more help to new DIETs. in all respect.

12. Induction training for newly recruited teachers:

The process of recruitment of teachers during 08-09 and 09-10 is progressing. 5132 teachers will be recruited shortly. During 10-11, under SSA 930 teachers and 4637 teachers from state sector will be recruited. Totally there would be 10639 teacher for Induction training. It is proposed to conduct prerana for 15 days and 7 days of Nali-Kali, Theater in education 3 days and Cluster Level Meetings for 5 days.

13. Training for the Supervisors:

Supervisory personal like DDPI, DIET principal, BEO, BRC faculty Head teachers of all schools will be given training in managerial skills and monitoring skills.

- I. **Capacity Building on Menstrual Hygiene & Management (MHM) among/for adolescent girls under NPEGEL in Karnataka:** This programme is planned in co-ordination with UNICEF. The brief background for the programme is given below: Menstrual hygiene and management is an issue that is insufficiently acknowledged and has not received adequate attention in either education or the water and sanitation sector. Studies that make the issue visible to concerned policymakers and inform practical actions are scarce. However, the studies that do exist indicate that among the adolescent school girls menstrual knowledge and perceptions are poor and practices often not optimal for proper hygiene. Dysfunctional toilets and inadequate water coupled with often ignored issues of privacy affect the hygienic practices and daily lives, particularly school attendance, of the adolescent girls. The know-how, availability and affordability of sanitary products to manage menstruation are far from satisfactory. Schools, home, society and water and sanitation sectors need to make an effort towards making menstrual hygiene and management better for the adolescent population.

This note outlines a broad strategy to address the issue in Karnataka through interventions in schools under SSA & RMSA.

Proposed Strategy:

The strategy comprises of a series of interventions, both short-term and long term, which reinforce each other and works towards building the capacity of all stakeholders - family, school, community, civil society, and service providers to promote appropriate menstrual perceptions and enable proper hygiene practices amongst adolescent girls.

The proposed interventions include:

- Initial small study to highlight: a) the prevailing knowledge and sources of information of adolescent school girls about menstrual hygiene and management; b) the experiences and factors that determine the prevailing practices of adolescent school girls vis-à-vis menstrual hygiene and management; issues and challenges faced (including health) by adolescent school girls due to their menstruation; & d) propose specific measures to improve menstrual hygiene knowledge and management (April – June 2010);

- Development of training/information module; a core module is available with UNICEF in Kannada and can be supplemented by the study findings to make it contextual for Karnataka. (June-July 2010)
- Development of cadre of Resource Persons in the NPEGEL districts to carry out capacity-building of teachers and adolescent girls in MCSs; MCSs have been targeted in the first instance because we can presume the availability of toilets, running water, and waiting room in these schools. Identification of resource agency to create the cadre of RPs at the district level and follow up with quality assurance in cascade training (August – October 2010).
- Development of an overall comprehensive strategy to promote menstrual hygiene and management in upper primary/high schools across state, including provisioning of appropriate sanitation facilities and costing of alternative ways to provide supply of low-cost and hygienic sanitary napkins, and disposal techniques (December 2010 – in time to inform 2011-12 plans).

UNICEF Support:

As per the UNICEF-SSA RWP for 2010-11, UNICEF will support the following:

- a. proposed study;
- b. development of manual;
- c. technical support for creation of cadre of RPs at the NPEGEL district level and quality assurance for cascade trainings for MCSs
- d. technical support for development of comprehensive state strategy for scaling up Menstrual Hygiene & Management in upper primary/high schools

Support from SSA is proposed as below:

- a. **Printing of training module:** Estimated Budget: Rs.1.00 lakh
- b. **Training costs** for the district RPs and cascade training for MCS teachers (2 teachers per school) in the districts where NPEGEL programme is being implemented. Estimated Budget: Rs.6.00 lakhs to train 1842 teachers of 921 clusters for 3 days. A total of Rs.6.00 lakh budget is proposed under teacher training programme.

II. Capacity Building on Meena Programme: In view of Meena programme getting significance and being implementing well, it is proposed to develop a training module on Meena Programme and training one teacher per HPS for 2 days. It is proposed to train 44,668 teachers from 22,334 HPS for 2 days. A budget of Rs.89.33 lakhs is proposed under teacher training programme. The training on Meena programme discuss on various issues of gender including the constitution of Meena clubs and how these clubs can work towards building a non-discriminatory culture in schools and society.

Budget-

Sl. No	Particulars	Proposed Budget		Remarks
		Phy	Fin (in lakhs)	
1	Capacity Building on Menstrual Hygiene & Management (MHM) among/for adolescent girls under NPEGEL in Karnataka:	1842	6.00	
2	Capacity Building on Meena Programme for teachers	44668	89.33	
Total			95.33	

A total of Rs. 95.33 lakhs is proposed for conducting above training programmes in the savings of In-service teacher training component.

Budget Requirement

S No.	Programmes	For whom?	No of days	No. of Trs	Budget
1	Nali-Kali for class III	The present Nali-kali teachers	7	70000	490.000
	Nali-Kali training	for new entrants to Nali-kali system	7	1000	7.000
2	Spoken English Course	1 Teacher from all HPS and 3rd teacher from LPS.	7 days	35000	245.000
	3-4 English	Trs of 3-4 English from all aided schools	4	15000	60.000
3	Content cum methodology (Specific areas will be worked out in consultation with teachers)	Teachers of 5 th to 7 th Standards in subjects other than English. TGT teachers	4+3 days	25000	175.000
4	Positive attitude and management skill	All Head teachers and 1 teacher from HPS	3+1+3	35000	245.000
5	Class room process	Selected HPS teachers	3 days	43760	131.280
6	Cluster level sharing workshops	For all teachers except teachers of Spoken English Course.	8 days- 1 day per month.	226260	905.040
7	Chaitnya -3 and content enrichment	1/3 of High School teachers.	4 days	1500	6.000
8	Physical education -content enrichment and methodology.	PE teachers	3+4	15000	105.000
9	Sevadala and Scouts & Guides	Selected school teachers	7	10000	70.000
10	Co-curricular activities	Selected HPS teachers	2	12385	24.770
11	Other trainings (District Specific)	HPS teachers	2	12385	24.770
Total				452520	2488.860

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Budget break up for training and TLM

No. of teachers	226260
Budget for 20 days training	3393.90
Budget for 15 days training (7days block level and 8 days cluster level)	2488.86
Budget for TLM(3days block level and 2 days cluster level trg)	905.04

Out of Rs.3393.90 lakhs allocation for teachers training, 15 days training (7 days block level and 8 days cluster level) will be imparted as per the plan mentioned in the above table for Rs.2488.86 lakhs. Remaining Rs.905.04 lakhs will be utilised for preparation of TLM materials for Nali Kali classes which is proposed under LEP programme. This has been approved during 2009-10 also by MHRD.

a. Details about Induction Training

b. Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	1214	NIL	NIL	NIL	30
Upper Primary					

Source: AWP & B 2010-11

• **Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):**

The proposal for the appointment of teachers was sent to the Department for Public Instruction of the State Government both during 2008-09 and 2009-10 for the posts sanctioned under SSA. The notification for the recruitment has been issued and the process will be completed to have teachers in place before March 2010 for whom the training will be conducted during April/May 2010.

• **Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):**

The state planned to conduct induction training for new teachers of 2009-10 and 2010-11 together in 2010-11.

Subject may be as follows:

PRERANA: 15 days course includes short background of state education , teachers attitude, RTE, Childs right, demonstration lessons on activity based class room process, administration of a small school, record maintenance.etc.,

Nali Kali training - 7 days

Theater in education and other activity based methods - 3 days.
Content enrichment - 5 days.

- **Training for Untrained teachers:**

There are no untrained teachers in the state.

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
In-service	228885	3433.275	210347	2119.556*	92	61.73	226260	3393.90
Induction	1214	36.42	0	0	0	0	10639	319.163
Untrained	-	-	-	-	-	-	Nil	Nil
Trg. of BRCs, CRCs	5370	53.7	5370	53.7	100%	100%	5442	81.63

Source: AWP & B 2010-11

Note: *Rs.572.212 lakhs has been diverted for development of TLMs under Nali-Kali with the permission accorded by MHRD and hence funds sanctioned for training for 2009-10 is Rs.2861 lakhs and with the expenditure of Rs.2119.556 lakhs, the % of achievement of 74.08 %

Recommendations: The Appraisal Team recommends the above proposal for teacher training for PAB approval.

1.3 Pre-service teacher education systems

Govt. Teacher Education Institutions

Sl. No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	26	26	50/100	D.Ed
2.	SIE	-	-	-	-
3.	DRC	-	-	-	-
4.	BTC	-	-	-	-
5.	Pre Primary Teacher Training Centre	14	14	50	Certificate of Education
6.	Other including Govt TEIs	14	14	50	D.Ed

Source: AWP & B,

- **Teacher attrition rate in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):**

As the state government has extended the age of retirement from 58 yrs to 60 yrs, the percentage of teacher that leave the system has come down and is not more than 5% presently.

- Does the current capacity of Teacher Education Institutes in the State exceed the annual requirement of teachers (based on the annual attrition rate)?

Yes

- Status/ Plans for revision of pre-service teacher education curriculum, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:

The curriculum revision of pre-service teacher education will be taken up after the state government accords approval for the curriculum of school education.

- Information about SIEMAT:

Place has been identified, plan is prepared. It is pending with the government for approval.

4. Academic Support & Monitoring Systems

4.1 Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	01	27	-	•
2.	District Resource Groups (DRGs)	29	30 to 35	04 to 05	<ul style="list-style-type: none"> • Clarification to issues raised w.r.t classroom process; • Staff support where ever necessary; • Academic guidance; • Formation of resource groups for onsite support alongwith opening a toll free helpline in all the DIETs • Redressal of issues submitted by BRG and CRGs
3.	Block Resource Groups (BRGs)	202	28 to 32	04 to 05	<ul style="list-style-type: none"> • Identification of schools with slow implementation of programmes particularly related to Nali-Kali; • Identification and reporting of problems to DRG
4.	Cluster Resource Groups (CRGs)	2708	08	04 to 05	<ul style="list-style-type: none"> • Resource groups mainly supports the quality initiative particularly with reference to NaliKali ; • If any gap is identified, reports the same to BRG for action;

Source: AWP & B 2010-11,

- Criteria for selection of Resource Persons at different levels:

Resource Persons for various levels of groups have been prescribed by the state office with an instruction to select dedicated and experienced persons as the member of these groups;

- Steps taken/planned for exposure, pedagogical visioning and capacity building of Resource Persons

No particular training or orientation to the resource groups is provided as such. But as majority of the group members are the field functionaries including teachers, all of them have orientation in one way or the other way. However guidelines regarding the roles and responsibilities of the members have been circulated for reference and implementation.

• **Please provide the list of members of the State Resource Group**

1. The State Project Director – Chairperson
2. Director (Programmes), SSA
3. Director, DSERT,
4. Director – Primary Education,
5. Director – Karnataka State Secondary Education Board and Exofficio director of KSQAO
6. Joint Director(Quality) – SSA
7. Principal, DIET, Bangalore Urban,
8. District Deputy Project Co-ordinator, Bangalore Rural,
9. Block Education Officer, South-1 range, Bangalore urban district
10. Block Education Officer, North – 1 Range, Bangalore Urban Dist
11. Cluster Resource Persons, Two Primary School Teachers, All member of State level Nali-Kali cell, Senior Programme Officer of Nali-Kali (Member Secretary

• **How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)**

The resource groups were set up at different levels for monitoring and supervision as well as to give academic support to the teachers. All the members of RGs including other supervisory staff visit the schools at frequent intervals of time for monitoring and providing academic support to the teachers. They review the progress of children and the classroom transactions to give feedback. They also report it to the officers of the Blocks and Districts to review it in Resource Group meetings. Discussions were held over the progress of the schools on the basis of the school visit reports. Need based academic support like developing training modules and conducting trainings to the teachers.

4.2 Effectiveness of BRC /CRCs

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
202	196	196	522	522	Monthly BRC meetings are held at the block level 202X10= 2200	10 visits including CRCs and schools	<ul style="list-style-type: none"> • All are functional • Regarding the effectiveness - areas have to be fixed ; accordingly assessment need to be undertaken

Source: AWP & B 2010-11,

Details about deployment status of BRPs:

Number of Blocks	Total no. of BRPs in Block	No. of CRPs	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teachers
202	1010	2708	23719	25111	52875	171758

Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	CRC mtgs. held in 2009-10	School visits in 2009-10	% Effectiveness of BRCs
2768	2768	2768	2768		Monthly CRC sharing meetings are held at the Cluster level 2708X8= 21664	At least 15 schools per CRC per month	<ul style="list-style-type: none"> All are functional Regarding the effectiveness - areas have to be fixed and assessment need to be undertaken

Details about deployment status of CRPs:

Name of Block	Total no. of CRPs in Block	CRC with < 15 schools ⁴	CRC with >15 but < 20 schools	CRC with >20 but < 25 schools	CRC with > 25 schools
Total: 202	2708	634	761	637	676

❖ Nature of Training for BRP/CRP in 2009-10.

Management development training & school leadership development training has been given for the selected CRP/BRP lecturers. Besides it has been planned to give 5 days orientation training regarding there Job chart. Focusing upon schools visit, school evaluation conducting interactive meetings report writing etc.

Empowerment through training and workshops was done for BRCs and CRCs under Management Development Programmes conducted by Policy Planning Unit which is a team consisting resource persons from Department and APF and the programme is jointly funded by SSA, UNICEF, APF and world bank. Following is the progress of the training programme;

Since the acquisition of managerial abilities takes place when people are able to apply what they have learnt during training programs to their own field, reflect on what works and what does not and by doing so understood the nuance of how to produce results through a combinations of new knowledge, skills, insights and experiences.

Therefore good management development practice stipulated a combination of training, application and guidance with significant time for application and coaching.

To illustrate this consider the Management Development Programme currently being conducted in Karnataka. This program is designed to enable the BRPs and CRPs to answer the question " In my circle of influence, what can I do to improve the quality of education in government schools in Karnataka?". To answer this question, Quality Improvement Projects have been put into practice.

As part of Management Development Program during 2008-09, about 1,400 CRPs and BRPs in 16 districts have undergone MDP training by carrying out QIP which covered the following Education Perspectives, Stakeholder participation, Quality Tools, People Management, Project planning and implementation.

During 2009-10, the Management Development Program is being carried out in 19 districts to cover 930 BRPs and CRPs. Of this 480 BRPs and CRPs will be attending MDP for 1st time and will carry out 240 QIPs. In addition, 450 of the 1400 CRPs and BRPs who went through Management Development Program in 2008-09 will attend top up training and will carry out their second Quality Improvement Project.

❖ **Details about activities of BRP & CRP in 2009-10.**

CRPs & BRPs have been involved in giving training particularly Nali-Kali & others programmes.

❖ **How many days residential training will be conducted by the BRC, CRC in 2010-11 and schedule.**

15 days training has been planned, by the BRCs CRCs for the teachers in their jurisdiction. Among then 8 days will be interactive meetings. It starts from June to February & 7 days face to face training. Remaining 5 days amount will be utilized for the teaching learning materials of Nali-Kali programme. It has been planned to conduct training programmes during April & June. (10 + 10 days in the 1st part of the months)

❖ **Major issues identified in effectiveness of BRC, CRC & strategies for strengthening them in 2010-11.**

It is a common complaint that the BRC & CRCs would get meager time to conduct school visit & school evaluation because of administrative pressure. Many CRCs do not appear as resource centers; many CRPs need support to conduct their jobs. To address these issues the district & block level officers will be sensitized through circulars & discussions in the MMR meetings, the R.Ps will be given training to conduct their jobs effectively, and a monitoring format will be developed, to capture the salient activities of the CRP, BRP, BRC, BEO, DYPC, DDPI & DIET faculty; & review and feedback to be provided by his immediate officer.

❖ **Vision of effective BRC.CRC plan for making them, resource resource centers nature of envisioned roles & activities.**

- For BRC & CRC institutions; performance indicators have been developed, according to which these centers must perform as a resource centre for the teachers, students & the community. The RPs will understand each school & each teacher & help them to perform better. Co curricular activity will be an integral part of the activities of these resource centers and augment the all round development of the child. These centers will become a readdressal centre for the academic problems of the teachers.
- In order to realize this vision, the performance indicators will be provided for different institutions & the RPs will be made to internalize through discussions & orientation during monthly meetings. Periodical inspection will be conducted to guide these RPs. The best

performing RPs will be awarded at different levels. A teachers exchange programme has been proposed in the 2010-11 plan.

- A self assessment tool will be developed & distributed to the officials at different levels & they will be asked to assess & fill the gaps.

❖ **Criteria for selection of RPs**

- ✓ Experience; competency; communication skills.

❖ **Plan for capacities building of BRP & CRPs**

Activity	Target group	physical target	financial target (lakhs)	Approximate days	Unit cost Rs.	Time
Positive thinking and awareness of RTE act	DDPI/DIET/ BEO/ BRC/CRP/ CEO	537	161.10	05	300/-	sept-10
Exposure visit	BRP/CRC/ ECO/DIET	666	10.0	03	1500/-	Nov.-10

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRCC	<ul style="list-style-type: none"> • Positive thinking and awareness of RTE act • Exposure visit • Process of monitoring 	<ul style="list-style-type: none"> • Attitudinal change module preparation is in progress • The content will be abridged and RTE elements (Exhaustive) will be included in a module preparation workshop • Indicators for different institution developed on these lines monitoring tools will be developed and incorporated in CRP-BRC module. • Try out in a small group and fine tuning • RP training at state level • Training the supervisors at DIET 	May -10	<ul style="list-style-type: none"> • A monitoring tool to capture the progress with regard to classroom process, child abuse, assessment will be developed and will be used in MMR and KDP review meetings
BRPs			May -10	
CRCC			May -10	
CRPs			June-10	
			June-10	
			June-10	
			June-10	

Activity Calendar of BRC in 2010-11

Activity	Month	Venue
✓ RPs get the training in attitudinal change, Nalikali, content cum methodology	March - 10	DIET
✓ Nali-Kali training	April(1.4.10 to 10.4.10) June(1.6.10 to 10.6.10)	BRC and CRC centres
✓ Attitudinal Change training	1.4.10 to 31.12.10	BRC and CRC centres
✓ Content cum methodology training	1.4.10 to 31.12.10	BRC and CRC centres
✓ Other trainings conducted in the previous years	1.4.10 to 31.12.10	BRC and CRC centres
✓ Interactive meetings	June - Feb-11	BRC and CRC centres

	I and II stds (LPS trs) III and IV trs (HPS trs)	
✓ School visits	Entire year	BRC and CRC centres
✓ School Evaluation	Entire year	BRC and CRC centres
✓ TLM metric mela	Sep-Nov-10	Block and hobli place
✓ Seminars	Sep-Nov-10	Block and hobli place
✓ Block level Quiz for promising pupils	Aug - Sep -10	Block and hobli place
✓ DISE activities	Sep-Dec - 10	Block place/School
✓ OOSC activities - Summer Camps	Apr - May - 10	School level
- Bridge courses	June - Mar - 10	School level
✓ CWSN Camps -	July - 10	Block level
✓ Distribution of CWSN equipments	Nov - Dec - 10	Block level
✓ Adolescent girls camps	Aug-Oct - 10	Block level
✓ Child census	Dec - Jan - 10	Block and school level
✓ AWP Plan	Nov - Dec - 10	Block and school level

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	196	1006.24	196	971.268	100%	96.52	196	1303.920
CRCs	2684	3177.584	2286	2950.36	100%	92.85	2820	4286.920

Source: AWP & B 2010-11, SSA Karnataka

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Recommendation: The Appraisal Team recommends the above proposal for PAB approval.

7.4 Information about DIETs

Nature of academic support extended by DIETs in 2009-10:

DIETs are the academic owners at the district level. All the state educational plans are executed at district and block level through DIETs.

The important academic support by DIETs are as follows:

- Planning of academic plans like: in service training, induction training, community training.
- Preparation of training modules as per the instructions of state or DSERT. Example: Activity banks for all classes, modules for cluster level trainings (kirana 1 and 2, Bhoomika, etc.)
- Conducting all types of district level resource persons trainings. Example: Nalikali, Gender, English, Evaluation and so on.
- Conducting state level workshops as per the instructions of state and DSERT. Example: English training by Mysore DIET, Hindi training by Dharwad DIET.
- Preparation of materials (reading material, cards) for 3rd standard nalikali method.
- They conduct action research activities and many other studies under REMS.
- DIET faculty conduct school visits and give feed back to teacher.
- Consolidate the training progress and monitoring formats at the district level and give information to state and DSERT

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- Acts as receiving center for all teleconference trainings
- Conduct community trainings at district level monitoring at block level
- It also monitor many centrally sponsored schemes like Mahithi Sindhu, CALC, ICT etc.
- Give guidance for preparation of TLM and its use.
- Conduct Pre service training and is the academic head of the district;

Emerging Issues. & Strategies for strengthening DIETs in 2010-11:

- Un trained clerical staff (in technology like computer ,email)
- Technical support to academic staff.
- Workload (both academic, examinations - departmental and non departmental)
- Lack of support for higher studies
- No training for principals and other academic staff in managerial skills and academic skills (trainer skills.)

Strategies for addressing the above issues:

- 1. Untrained clerical staff (in technology like computer, email):** Department has planned and pursued training in technology for ministerial staff of DIETs and CTEs. Government has implemented a policy of LPO and training has been imported to implement this scheme. Other than this the department is training the staff through agencies like Microsoft Academy, Intel and others for equipping in ICT. Administrative work is being eased due to the use of computers in regular work.
- 2. Technical support to academic staff:** Department has planned and pursued training in technology for the staff of DIETs and CTEs. Government has implemented a policy of LPO and training has been imported to implement this scheme. Other than this the department is training the staff through agencies like Microsoft Academy, Intel and others for equipping the staff in computer and computer aided education. Administrative work and academic work is being done with the use of computers in regular work. Academic staff is able to use this technology in their class room teaching and training work. The teaching/training aids are being prepared with the help of ICT.
- 3. Workload (both academic, examinations-departmental and non departmental):** DIETs and CTEs are academic units which need to be detached from the administrative work as they pose as the hindrance to teaching and training work. These institutes are loaded with additional burden of miscellaneous work like conducting departmental exams etc.
- 4. Lack of support for higher studies:** DIETs basically being academic institutions, department is trying to form a separate C & R rules for DIETs/CTEs/DSERT. As there would be focus on the required qualification, the issues related to studies which is required by the DIET faculty will be solved and through regular deputation to other courses which are very necessary to strengthen them will also be proposed.
- 5. Training for principals and other academic staff in managerial skills and academic skills(trainer skills.):** The Principals of DIETs and CTEs have put in a service of minimum 20 years by the time they become the heads of these institutes. As the policies of the

government and the content and methodology of teaching periodically change, they need to be oriented with the academic and managerial skills as the need of the day. This is possible only by conducting refresher courses to motivate and enrich their knowledge and working. Government is thinking on these lines to upgrade the skills of the officers working in the field.

7.5 Quality monitoring mechanisms – analysis and use of data

1.5.1. Monitoring Mechanisms existing or planned for measuring changes in class room processes in the State:

Class room processes are monitored by the supervisory staff of the department (From CRP to the Director) at two accessions; ie during school visits and School Evaluation (school inspection). The School visits are carried out by all the supervisors; whereas the school evaluation is usually done by the District and Sub-district level supervisors. Usually every school is being visited every month by one or the other supervisory authorities. While school evaluation takes place once a year, some times few schools go un-evaluated. Besides the GOK has put up nodal officers of senior level in the department to look after over all progress. They visit regularly to the district allotted and give feed back to the districts to keep the progress on track. The districts have allotted 05 to 10 schools to each supervisor and made them to visit regularly to oversee the process of Nali-kali.

The school visits are of different types-viz; flying visits-usually taking place during school reopening period after a long recess; surprise visits (Minchina Sanchara) are carried out either in teams or individually to check the Teacher/Pupil attendance and the know actual happenings in the schools. The third one will be regular school visits -- where the purpose of visits would be for remediation about different activities taking place in schools. The officers (DDPI, Education officers, subject inspectors, Block Education officers, Block Resource coordinators) usually conduct all the three types of visits. The Resource Persons at different levels (CRP, BRP, ECo, DIET faculty) would conduct the third category of visits.

The School Evaluation (Inspection) is usually conducted in teams. It covers both academic and administrative issues of the school. The Supervisors will plan years/months work in advance and tour accordingly. The work done in diaries will be reviewed and feed back will be provided every month by her immediate controlling officers. These factors are also reviewed at block, district and state level review meetings. These visits and school evaluation reports depict the status of academic area accordingly guidance is being given at the field level.

Primary School guide book – which deals with the school organization, is supplied to all the schools-which also contain the class room observation schedule. It accommodates to record the class room processes like-the methodology used; supporting materials and TLM used; usage of Black Board; Motivation the teacher gave and outcomes of the lesson.

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Cluster Level:

It is planned to analyse the school level QMT data at the cluster level. The cluster resource person discuss the outcomes with all the head teachers and share the success stories and weak points. these sharing meetings every quarter will give feedback to school teachers and also to the CRP. The CRP in turn present the outcomes at the block level.

Block level:

The BEO and BRC will conduct a sharing meeting of all CRCs and analyse the cluster level data. The success stories will be shared and constraints will be discussed to convert them in to success. The sharing meeting will give an idea to identify the hard spots, to plan for training, to plan for different programmes, to make class room transaction effective and plan the objectives for the next quarte.

District Level:

The DIET and district office share the blocklevel reports and analyse the quality in terms of quality monitoring tools. The blockwise issues, weak areas, strengths and support required from the state. This will also a feed back to state to plan research, pedagogic activities.

State level: The district level reports will be analysed at the state level which will be a base for state level plans like researches, Text book, training, TLM. etc.

It is planned to conduct action researches at cluster and block level to sort the problems identified at the school level. This data will be shared in SDMC meetings, Gramapanchayat meetings at the school level, in Taluk panchayat at block level and in DIET and Zilla panchayat at district level. Based on the outcomes in these meetings activities will be planned.

Observations: The State should make sure to review and integrate together the various monitoring formats (eg. QMT, QPR, DISE, ADEPTs, etc), in order to reduce their number and repetition, so as to reduce the administrative burden of data collection on the RPs.

5. Changes in Learning Processes and Learning Outcomes

5.1 Shifts in Class room processes in the State.

Monitoring Mechanisms existing or planned for measuring changes in class room processes in the State:

At present, class room processes are monitored by the supervisory staff of the department (From CRP to the Director) at two accessions; ie during school visits and School Evaluation (school inspection).

Major tasks proposed for measuring changes in classroom processes in 2010-11:

- ✓ **Time on Task Studies:**

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- In order to enhance learning opportunity – a study will be undertaken during 10-11 through select DIETs to know the status - and hindrances which curtail the learning opportunity time.
 - Based on the outcomes-strategies will be devised by the end of October and disseminated among the supervisors.
 - Sensitization among the teachers-will be carried out in the interactive meetings.
 - To know the enhancement in the learning opportunity time a sample study would be initiated by the end of January 2011 and the results will be correlated to give feed back.
 - The same process will be continued till we get a result where the pupils opportunity time is 70 %+ in non nali-kali classes. As of now pupils opportunity time to learn in standard 1 & 2 (Nali-kali) is 100 %.
- ✓ **Class room observation tools:**
- Individual child portfolio will be developed for standard 5 and another higher standard will be added on in the subsequent years. Portfolio we mean unit appraisal work sheets; self evaluation charts and major achievements if any.
 - The present observation schedule records a few aspects of the class room process. There is a need to revise the observation schedule.
 - The revised observation schedule will be incorporated in the 'primary school Guide Book' supplied to all schools during 10-11.
 - The observation schedule has already been brought into the training of CRP, BRP, E.Co module. The training will be completed in February-2010.
- The salient features of the observation schedule are- it accommodates to record-teacher preparation, few micro teaching skills like-questioning, explaining, demonstration, stimulus variation etc; class room interaction (T x P; P x P); usage of local resources (men/material); Encouraging to question/brainstorming; Activities and involvement in them; free from discrimination-trauma, fear; correlation to the daily life or integrating the knowledge with other subjects or concepts of the same subject; methodologies used-encourage to use project method, field trip, interview, inquiry, inductive approach; students learning levels; activity oriented Home assignments; and follow up of previous observations in the visit or in school evaluation.
- The supervisors will identify poor quality of teaching in their visits and give guidance to them. Besides the CRP, E.Co will be made to give demonstration classes. If there was a need to orient teachers of low caliber – will be given orientations either at DIETs or BRCs.
- ✓ **ADEPTS – indicators.**
- ADEPTS indicators will be familiarized to different stakeholders.
 - Based on the performance indicators self appraising formats will be designed and circulated and asked to make self appraisal and come out with specific strategies to overcome the problem if there are any.
 - These plans would be the litmus test items for the immediate supervisor. eg. The CRP plan will be supervised and monitored by the BRC and the BRCs by the DIET principal.

- Suitable format will be designed to capture the performance status of all level Resource persons and office/institutions. Based on the facts the state will also give feed back to the districts on a quarterly basis. Besides-the progress available in QMT will also be taken into consideration to provide feed back.

Observations: Until now the State has not implemented a strong monitoring mechanism for tracking changes in classroom processes towards active learning in a systematic manner. Thus it is difficult to assess the effectiveness and impact of various quality programs in terms of how much change they have been able to bring in the classroom processes. It is good to note that these tools are in the process of being developed. These should be implemented and findings should be shared with TSG/MHRD at the earliest. The State should ensure to integrate them with the existing monitoring formats being used, so that they do not become an added burden on the RPs.

Current status of changes in class room process towards active learning:

Various measures have been taken in the state for the capacity building of teachers to bring in changes in the class room processes.

- Nali-Kali (Joyful learning) teaching approach is being adopted during 2009-10 in all I and II standard Kannada medium schools and selected Urdu Schools in the State. Further details about Nalikali are provided in the next section.
- All the training programmes especially Chaitanya -- training on utilising locally available materials which are low cost and no cost - and Tarani -- training programme for teachers to prepare TLM materials - being imparted to teachers focus on the making them completely self-reliant in making the teaching learning process meaningful through the integration of TLM preparation skill development programmes .
- Learning Enhancement Programmes during 2008-09 and 2009-10 include MP3 players to Urdu schools along with Urdu radio lessons where Keli-kali- radio programme could not be used as they were in Kannada. Radio programme being focused on interactive module, has been effectively implemented in 100% schools, in which group activities and active participation of all the students is encouraged.
- Edusat programme and CALC programmes even with low coverage have impacted the learning processes in classrooms. Enhanced knowledge and scope for broader understanding of concepts over and above the text matters has been addressing the issue of access to additional knowledge and different mode of evaluation methods.
- Mobile Science lab and Science Museum being implemented in all the districts and with an NGO - Agasthya Foundation - in considerable number of districts to develop scientific temper both among teachers and students. As it is very essential to instigate both of them to explore, find and learn concepts, this programme has been very helpful.
- The design and the structure of Reading programme - Oduve Nanu - has left many children involved in the programme motivated. The graded series in the programme is addressing the

problems related to different reading skills which encourage children in the classroom to move with their own pace of learning to read more and further, this being the chief objective of the programme, finally leading to comprehension.

The obstacles / Issues found to bring changes in classroom process.

Nali-kali is a mammoth exercise the state has undertaken to extend all the government primary schools. The level of motivation – the understanding-the level of transactional abilities is not same among all the teachers and supervisors. As per the reports received from the districts still there are 5.96% schools yet to attempt to make the enabling environment conducive for the Nali-kali process. With regard to the achievement of the pupils 14% children yet to achieve the expected progress. These are challenges if not obstacles.

Interactive meetings and Teleconferences have been conducted to iron out the misconceptions about the Nali-Kali process. About 4 rounds of Teleconferences are conducted which has covered all the Nali-Kali teaching teachers. The interaction in the Teleconferences reveal that teachers are glued more and more about the core issues of the Nali-Kali process at the subsequent rounds – for instance – questions were posed-regarding conducting activities; management issues; speed of learning of children etc.. Where as the questions in the earlier teleconferences were concentrated upon the physical aspects and class room organization of Nali-Kali class room.

Nali-Kali is a new approach for more than 65% of schools. Hence there was an initial inertia during the take off period – now it has gained momentum and moving ahead. Though there are small percent of school which need focused efforts.

It was observed during Teleconference and enquiries for Helpline which reveal that there are some printing mistakes in I, II standard cards. So a small team has worked on this issue and listed all the deviations. At the same time there was some scathing attacks in the print media about the efficiency of the Nali-Kali approach with regard to number of steps each learning ladder contains and few logistic issues. In fact the criticism was less on the effectiveness of the approach. The department has taken the criticisms into cognizance and has revised the cards and incorporated suggestions. In these lines the III standard cards have been developed.

The state is contemplating to extend Nali-kali to the IV standard in the next coming year. Thus the suggestions surfaced in the NCF-05 and RTE-09 with regard to lively class room processes will be met for the lower standards. It is still elusive in the higher standards. The chaithanya. I designed for the new teachers; has also been given to the in service teachers as well. It covers varied subjects like process of learning; MLL; Evaluation; Multi grade Teaching; Teaching approaches; Teaching of scholastic subjects and thematic areas like child with special needs and Girls Education etc., But when it comes to the class room transaction – the components of the training has not been translated into the class room activity. Barring few exceptions the class room transaction restricted to chalk-talk-Black board work and occasionally some activities like demonstration; role play etc. There are ample opportunities to make the class room-free from monotony; and to bring dynamism among the learners; P x P; T x P interaction while learning; project work, field trips, utilizing the local human resources to understand various folds of a concept – (the teacher may not be aware of it) Interview technique-Team teaching and so on. There is a need to touch these aspects in detail taking few chapters of different scholastic

subjects as examples. There is a need to provide opportunity at least for few teachers to practice the methodology during the course of training.

In these lines the observation process of class room teaching and giving feed back must be modified in order to capture the class room processes. There is a need to consider best teaching – which is one where pupils interaction and involvement is more.

Strategies proposed to address the above issues in the next 3 years. (To ensure changes in the class room processes laid down in RTE-09).

The state regards the individual difference among child – at the same time it believes that the enabling components of learning must facilitate the child to evolve in all dimensions of personality. The facilitation must nurture the innate capabilities to evolve to their optimum level. The class room processes must support the gradual evaluation of child's capabilities and behavior.

The changes in the class room processes could be brought about through by providing knowledge and experience to the teacher and secondly through positive attitude towards the child among the preceptor. The third part will be by making the child to know his strengths through self evaluation techniques.

A training in class room processes and a training to bring about the desired attitudinal changes among the teachers would be attempted in the next three years. The contours of the training module of class room processes would include-maxims of teaching-learning; Learning styles; importance of child centered approaches; Techniques /methods of teaching with special reference to demonstration; inquiry; exploration, interviews, brain storming, group work; field trips; project work; experimentation; etc. These topics will be covered in the training-through discussion; brain storming-Demonstration and actual practice-with ample examples. In order to have on site support; the teachers would be called for an interactive meeting during November and December and feed back will be given.

The areas covered under the **module on Desired attitudinal changes among Teachers** would be – uniqueness of every individual (Child) her strong points – weak points – their contribution on learning; balanced behavior with all the children; special emphasis (but not overt!) towards the child of weaker section (Social-gender-physical/mentally challenged child); no discrimination among children; communication (verbal/non-verbal) with the children; elements of behavior modification with reference to development of child behavior and role of the teacher; impacts of reinforcements; etc. These areas will be dealt with by taking appropriate examples-followed by group discussion and drawing generalizations. This part provide the philosophical and psychological baground for the teachers to modify her behavior.

The finer, and delicate thoughts generated by the above exercise must be sustained among the teachers to harness better results. Thus the module also provides some basic theoretical and practical knowledge and experiences of Yoga. The sustenance of practising Yoga regularly would be another issue to be ponder over. The resource persons are asked to have a constant touch with the participants and provide suggestions.

The teachers who have been recognized as “Best teachers” by the community agree that there is a positive correlation between the co-curricular activities (CCA) happening in the school and the

learning achievement of children; followed by the community participation (reports from Tumkar DIET). The CCA and sports activities were carried out in schools in the earlier years also. Prathiba Karanji is being organized in the state at different levels-starting from schools. After this event is over the CCA in many schools are waning out and come to a stand still by the end of first semester. The system needs rejuvenation and continue the activities till the end of academic year. Hence it is proposed to have a plat-form at the cluster level to share the children talents one day in a month. Thus all the schools in the guise of preparation will actively involved in different activities which nurture the non-cognitive competencies among the children. An element of caution would be taken to honour the participation of children but not the best talent.

Use of TLMs during classroom processes:

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	20958	20342	100%	100%	Cards, TLMs and work books; For all LPS and UPS- Nali-Kali kits were supplied to 12500 schools during 08-09. Procurement of NaliKali kits for the remaining schools is under process.	Regularly	School grant, teachers grant and maintenance grant, TLE grant and also supply from state office; Public donations;
Reading cards	20958	30342	100%	100%	Graded series of cards to develop reading skills	Regularly	Remedial teaching
Availability of Library in each school	23454	22784	100%	100%	Books, news papers and magazines;	Regularly	School grant, teachers grant and maintenance grant, TLE grant and also supply from state office; Public donations;
Availability of play material, games and sports equipment	23454	22784	100%	100%	Bala components and other required play materials	Regularly	School grant, teachers grant and maintenance grant, TLE grant and also supply from state office; Public donations;

- What is the nature of TLMs developed so far? What is the process by which these materials are developed?

The TLMs mostly comprise charts, maps, models, working models, flash cards, puppets, puppet screen, beads, etc. Few TLMs are procured from the market. The improvised aids prepared by using the competency of teachers, local assistance and the pupils.

- **Has any review been taken of the material developed till now, and if so what is the feedback?**

Supervisors/administrator are inspecting teaching process, to ensure that teachers use TLMs. Under REMS an activity called TLM/Metric Melas are conducted. Teachers exhibit the TLMs they have prepared. The general public, pupils, teachers, administrators participate in the event. The TLMs are exhibited school wise. An informal way of assessment is taking place by different stakeholders naturally brings reinforcement. This activity has helped the betterment of teachers performance.

- **What steps have been taken to ensure that such material is actually used and handled by children during the learning process?**

Dept has planned to give training in attitudinal and behavioral changes in teachers, to implement RTE implications

5.2 Innovative use of Education Technologies for learning

Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement:

With an objective of using innovative, pedagogy-based and technology-based tools in the classroom teaching learning process to foster learning achievement levels among students as the ultimate goal, the state has been implementing CALC, Radio and Edusat programme in convergence with some of the NGOs like EDC, APF, Round Table India etc.

CALCs implemented in 3180 school till 2009-10, Radio programme in all the schools of the state and Edusat in 2770 schools, being interactive in nature, have been more effective in learning concepts which are more abstract, which are not available in the surrounds to experience, which need more effort by teachers to demonstrate or explain and simultaneously a part of integrated evaluation built with in has helped in maintaining the interest of the child along with improving retention rate.

Issues, strategies, and activities (inputs and processes) related to effective use of CAL in 2010-11:

Maintenance of the equipments provided to schools has been a major issue in keeping the programme run continuously. The problem in the availability of power supply in the rural areas during the school hours is also contributing to this issue. Obstruction in between makes both teachers and students loose interest in the porgramme and loose it continuity and effectiveness.

5.3. Analysis of Learning achievement results

Learning achievement as per DISE

DISE refer. Year	Class V		Class VII	
	Passed with >60%		Passed with >60%	
	% against enrolment	% against appeared	% against enrolment	% against appeared
2003-04	50	53	53	55
2004-05	48	50	47	48
2005-06	72	75	70	71
2006-07	61	65	62	65
2007-08	80	88	81	87
2008-09	62	63	62	63

Source: DISE data

KSQAO assessment was started in the year 2005-06 and assessed the achievement levels of all the pupils of class III, V, VII in the state. During 06-07 only those schools which have scored less than 50% were taken up for this assessment under KSQAO. During 07-08 the procedure was similar to 05-06, for all the schools, but using different sets of questions. During 08-09 multiple choice question papers have been given. The inconsistency in the progress has been attributed to the KSQAO effect.

Observations: It is alarming to note the sharp decrease in learning achievement levels in 2008-09 (As per DISE, the percentage of children scoring above 60% dropped from 80% in 2007-08, to 62% In 2009-10). Although the State team has explained about the change in the pattern of test questions in KSQAO, it is not clear how this should affect the DISE results to such an extent. The State should look carefully into the causes of this significant decrease that is being shown, and must focus its efforts in an integrated manner in 2010-11 to ensure improvement in learning levels this year.

Response from State:

The above table shows that there is a hiatus between 2005-06, 2006-07 and 2007-08, 2008-09 achievement levels of children. As pointed out by a few practicing teachers, the children are different in each year. The argument appears to have pith when we observe the results of V standard (05-06) and VII standard (07-08). It means that the same children of V (05-06) have come to VII standard during 2007-08. The same pattern could also be seen in other instances.

However to understand the phenomena in a sample area – the Gulbarga DIET was asked to conduct a quick survey and report the figures. The survey was conducted on 6th March 2010. The following table depicts the scenario of 17 urban schools and 14 rural schools.

URBAN

YEAR	CLASS-V				CLASS-V PASS>60%		CLASS-VII				CLASS-VII, PASS>60%	
	Enrol	Appear	Pass	Pass >60%	Agant Enroll	Agant Appear	Enroll	Appear	Pass	PASS >60%	Agant Enroll	Agant Appear
2003-04	806	656	646	336	39.9	51.4	731	665	611	377	44.1	53
2004-05	778	675	668	352	44.7	52	813	749	747	420	52	58.5
2005-06	699	598	578	243	40.1	46.5	731	664	663	358	50	54.2
2006-07	738	648	645	286	43.2	50.3	744	662	653	406	55.1	62.9
2007-08	728	627	620	323	46	55.5	709	645	644	416	56.5	62.9
2008-09	648	556	555	275	45.8	53.1	705	659	658	442	58.3	65.1

RURAL

YEAR	CLASS-V				CLASS-V PASS>60%		CLASS-VII				CLASS-VII, PASS>60%	
	Enrol	Appear	Pass	Pass >60%	Agant Enroll	Agant Appear	Enroll	Appear	Pass	PASS >60%	Agant Enroll	Agant Appear
2003-04	687	587	581	225	35.1	40.3	845	772	767	403	47.4	52.2
2004-05	709	609	604	251	37.3	43.1	824	766	764	415	51.2	55.9
2005-06	740	618	611	250	35.5	40.3	795	727	719	344	43.3	47.2
2006-07	721	600	598	230	33.2	37.6	776	724	723	308	43.8	46.2
2007-08	639	556	556	259	38.4	47	799	755	754	345	45.4	47.4
2008-09	642	572	567	214	35.3	38.5	724	685	685	359	48.8	51.9

Note: 17 Urban Schools of Gulbarga and 14 Rural schools around Kamalapur have been taken for the study. The study survey was conducted by Sri. Basavaraj Shetty Lecturer DIET along with pupil Teachers of DIET, Kamalapur.

From the above it is evident that the undulating phenomena of achievement level persist in V standard vividly where as it is obscure in the VII standard. It provides 2 insights to go ahead.

- To conduct Sample Study to understand the reasons for such a phenomena.
- And to gear up the system towards progress of achievement levels.

This will be attempted by the following ways;

- Teachers, supervisors will be made to feel the problem through teleconferences, meetings and interactive meetings.
- Classroom process will be reviewed at different levels.
- The teachers will be given the class room process training.

Findings of NCERT study on learning achievement (Round I and Round II)

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.

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	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	69.96	69.00	68.45	59.66				
<i>National Average</i>	63.12	67.53	58.25	60.92				
Class V	58.63	64.56	46.03	57.48	51.46	60.34		
<i>National Average</i>	58.87	60.31	46.51	48.46	50.30	52.19		
Class VIII	63.68	51.73	43.30	40.57	46.47	41.53	59.96	47.80
<i>National Average</i>	53.86	56.13	39.17	41.50	41.30	41.75	46.19	46.94

Source: NCERT's Round I and Round II

Learning Achievement as per Karnataka School Quality Assessment Organization (KSQAO) results

Subjects	2nd/3rd std		5th std				7th std				8th std
	2005-06 (2nd std)	2006-07 (3rd std)	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2008-09
Kannada	65	75	51	63	70	83	54	68	73.2	84	85
Maths	61	74	46	58	73	86	40	57	74.3	82	70
EVS	78	78	53	65	69	78	50	65	65.9	77	62
S.S	47		47	60	71	79	46	61	71.5	75	71
English				72	68	71		68	67.3	71	69
Total	63	76	49	64	70	79	48	64	70	78	71

Source: KSQAO results

The learning assessment conducted by the state over 4 years depicts the gradual and continuous improvement in all the subjects and in all the classes. This may be attributed to the various quality initiatives and CCE procedures adopted by the state especially at the elementary level under SSA.

Observations: It is good to note that the KSQAO is showing an improvement in learning levels, but this contradicts the results being reflected in the DISE data. This must be checked carefully.

Feedback from Quality Monitoring Tools:

A divisional level workshop for DIET, BRC, CRC was organised to orient them for effective monitoring the performance of the schools during 2009-10. The data collected by CRCs was analysed at the block level. All the CRCs of the block presented the situation at the block level with success stories and areas where they need support from block and district level.

The block level consolidations were analysed at the district level by DIET and district project office. The district level and block level supervisory staff discussed at length the success and constraints and came out with the list of activities to be taken up. The DIETs and BRCs have planned to address the teachers of particular subject to identify the reasons for low achievement

and to plan sharing workshops with schools did well and to plan the training programmes for the next quarter.

The district teams are of the opinion that from class 1 to 4 comprehensive continuous evaluation is in practice. The competency based evaluation programme is in practice. Hence for this quarter they want to improve the achievement levels of class 5 and above.

In the district level this analysis will give a picture of the status of blocks and the areas where support is required from the district level. With this the district level consolidation has been done. The same was analysed and state level reports were prepared.

The district level functionaries targeted the subjects and children achieved less than 50% in the first semester. The districts where more than 20% of children scored less than 50% are given in the following table.

Percentage of students scoring less than 50% (i.e in D and E categories)					
	Language	Maths	English	EVS	Social Science
	Qtr I	Qtr I	Qtr I	Qtr I	Qtr I
Class-5	31.67	31.67	35.14	32.08	32.08
Class-6	33.57	33.57	35.97	35.51	35.51
Class-7	23.29	23.29	22.53	18.37	18.37
Class-8	26.80	26.80	23.08	24.65	24.65

Source: QMT 1st qrt 2009-10

1st language Kannada

Sl No	District	Class-5	Class-6	Class-7	Class-8
1.	Koppal	38.34	36.78	42.86	45.75
2.	Chamarajanagar	28.10	28.30	38.20	32.08
3.	Chikkamagalore	32.32	30.02	36.42	35.51
4.	Raichur	22.51	25.60	26.68	18.37
5.	Kodagu	39.13	21.90	21.51	24.65
6.	Chitradurga	22.19	24.24	26.57	32.74

English

Sl No	District	Class-5	Class-6	Class-7	Class-8
1.	Koppal	48.46	47.81	45.63	49.04
2.	Kolar	22.10	25.73	22.98	17.72
3.	Chikkamagalore	47.56	40.21	41.89	48.93
4.	Raichur	27.20	28.24	30.52	23.80
5.	Chitradurga	24.75	29.39	29.28	36.30

In 2nd language 6 districts need support to improve English achievement more than 20% of children scored less than 50%. The academic support group expressed to conduct a study to identify the areas where children lag behind.

Maths

SI No	District	Class-5	Class-6	Class-7	Class-8
1.	Koppal	45.59	40.24	48.63	49.39
2.	Chamarajanagar	29.10	29.40	32.20	32.80
3.	Chikkamagalore	44.51	46.71	40.23	46.54
4.	Raichur	28.19	27.67	26.69	23.32
5.	Kodagu	24.30	22.21	20.78	26.94
6.	Kolar	20.22	20.30	22.98	24.88

EVS/Science

SI No	District	Class-5	Class-6	Class-7	Class-8
1.	Koppal	45.64	48.04	47.18	46.95
2.	Chamarajanagar	37.54	38.57	37.27	40.64
3.	Raichur	22.98	27.38	30.77	20.17
4.	Kodagu	28.07	19.89	20.72	22.04
5.	Chitradurga	22.19	24.24	26.57	32.74

Social Science

SI No	District	Class-5	Class-6	Class-7	Class-8
1.	Koppal	47.46	48.06	44.76	47.66
2.	Kolar	24.44	25.21	24.64	16.20
3.	Chikkamagalore	45.21	42.23	43.32	44.90
4.	Raichur	25.01	29.39	26.65	20.68
5.	Kodagu	28.50	28.40	31.20	17.50
6.	Chitradurga	24.75	29.39	29.18	36.30

In 7 districts children scored less than 50% are ranges from 21% to 48%

This data was shared in Block or cluster level sharing sessions; the activities suggested to improve language ability are,

- To identify the areas in which children are lacking.
- To utilise reading cards to improve reading and writing ability.
- Copy writing.
- Use of Library
- Remedial teaching
- Training in Kannada language at cluster level especially in the above 7 districts.

Observations: The State team has explained that specific learning difficulties of children have been identified at Cluster level, but at present the data is not available regarding analysis at other levels. This kind of analysis must be conducted, so that the State can know in which specific competencies children are facing difficulties, and to keep this in mind while designing inputs such as teacher training programs, TLMs, support materials, etc so as to address these difficulties. In addition, the State must also analyse what are the factors contributing to these difficulties – whether teacher related, TLM-related, pedagogy-related, assessment-related, etc., so that these issues can be addressed through integrated measures.

US

6. Learning Assessment Systems

Learning assessment system

Stage	No. of test in a year	Whether marking or grading system	No-defention up which class	Board Exam. at which Class	Is there any report Card?	Frequency of sharing with parents
Primary	Continuous Comprehensive Evaluation	Grading	no	no	Yes	At the end of each semester at the Samudayashale programme
U.Primary	2 Semester exams+ 2 tests	Grading	no	no	Yes	At the end of each semester at the Samudayashale programme

Source: AWP & B 2010-11, SSA Karnataka

Steps being taken for moving towards comprehensive and continuous assessment of each child's ability to understand and apply knowledge:

- Continuous and comprehensive assessment is an inbuilt mechanism in Nali-Kali which has been introduced for class I and II during 2009-10. The same will be extended to Class III during 2010-11. There will be no exams or tests in lower primary (I to IV Standards) level, children are assessed by Continuous Comprehensive Evaluation method. Children performance will be registered in progress card at the end of every month.
 - For higher primary (V to VIII Standards) unit tests will be conducted after every unit. Teacher will identify the poor performance of children and remedial teaching will be conducted one hour before and after school time. There will be 2 tests and 2 semester exams in a academic year. There is no marking system. Marks converted in to Grade A+-A, B+-B, C+-C according to achievement.
 - From 2010-11 onwards, a new system of introducing unit-wise **Student Portfolios** will be implemented in order to track whether each student has achieved the desired competencies for each unit. This will be assessed through a combination of all the activities that the child has performed, project work, field trips, teachers' observations, etc, which will be recorded in the portfolio.
 - **Student self-assessment** through the use of self-assessment schedules will be introduced. Every unit is delineated into simple concepts, and worksheets will be provided by which the pupil can themselves assess whether or not they have achieved these concepts.
 - For those students who are found to not have achieved the desired concepts in a unit, some additional support will be given. DIET faculty will be oriented and entrusted with the task of designing some simple activities and interactive methods that can be used during the ongoing classroom processes for different subjects, for providing additional remedial support to students who have not acquired the desired competencies. Moreover, it is planned to design some self-instructional materials for Class V to begin with.
- **Steps have been taken for rolling out of NCERT Source books:**

4 workshops have been conducted to integrate the elements of NCERT Source book in Nali-Kali and to prepare a source book for assessment of V std. pupils and on words the State level Resource persons have identified few important activities in NCERT Source book, which has to be included in Nali-kali cards. The DSERT which is responsible to prepare the Nali-Kali cards has been informed accordingly to include the suggested activities in I, II, III, IV Nali-Kali Cards. The preparation of Assessment tools for 5th standard is under progress.

The following activities have been planned for shifting towards a more comprehensive and continuous form of assessment:

Plan for Implementing Continuous and Comprehensive Assessment

Strategy	Activity	Participants	Responsibility	Timeline
Self assessment format for the students of Class V	Brainstorming	DIET Principal,	SSA Bangalore	March -10
	Anatomizing the unit in to - Facts , principles. concepts	SIX DIET	SIX DIET	April -10
	Workshop to finalize the task	DIET R.P + Educationists	SSA Bangalore	May -10
	Utilization to the Field staff	Field Officers	DIET's	May-June-10
	Dissemination to the teachers	H.Ms, Teachers in the Instiutional Meeting	DIET's	June-10
Moving from conventional mode to formative Evaluation	Brainstorming to move ahead to make the evaluation towards continuous comprehensive (CCE)	Educationists, Teachers, Educationalists, PPU and DIETs	DSERT, Bangalore	May-10
	Task analysis of the work suppose to be turned out and sensitizing the working groups	Resource persons from DIETs, Teachers and Educationists	DSERT Bangalore	May-10
	Consult the self evaluation format prepared by SSA for V std. and replicate the process for other stds	Resource persons from DIETs, Teachers and Educationists	DSERT Bangalore	June-10
	Preparation of tool to assess the progress of the child (observation, testing, assessment of project work etc) based on observation and visit to schools follow good procedures	Resource persons from DIETs, Teachers and Educationists	DSERT Bangalore	Aug 10
	Finalizing the self evaluation formats for different statements and	Resource persons from DIETs, Teachers and	DSERT Bangalore	Sep 10

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	CCE Procedure	Educationists		
	Field testing	12 DIETS of 4 regions	All DIETs and DSERT Bangalore	Oct 11
	Finalizing the format and procedures on the bases of feed back by the pilot study.	Resource Persons	DSERT Bangalore	Nov 10-March 11
	Organizing the Trainings and supervision	Resource Persons	DSERT Bangalore	Apr/March 11
	Implantation of CCE	Schools	Department of Education	From June 11

Observations: Although continuous and comprehensive assessment has been in-built into Nalikali at primary level, this must also be ensured at upper primary level, where a system four terminal tests per year (2 semester exams and 2 tests) is still followed. It is good to see the State has planned the above activities in 2010-11, and it must ensure to take these concrete measures to revise the current pattern of terminal tests move towards a more formative method of assessment that is non-threatening and stress-free for children, at upper primary level as well.

• **Remedial teaching in 2009-10:**

Strategies for identifying learning difficulties and providing Remedial support (mostly for mainstreamed, higher age group, and other children):

The AWP&B -2009-10 proposed to under take the activity remedial teaching for the 10% of children of the enrolment. During the year the learning time and instruction time was in creased by one hour a day in all the schools, but later on it was conducted during school hours.

The following activities were proposed under this intervention during the year 2009-10

1. The Mathematics and science subjects need to be taken care the teachers were enabled in teaching science and mathematics by providing them manuals, Kits and additional trainings.
2. Reading programme was initiated in the schools for class 2 to 7 Reading cards supplied during 2008-09 were used for the improvement of reading skills in children. During 2009-10 also 7 set of cards for LPS and 15 set of cards for HPS are provided and guidelines being issued. The cards are being used at different occasions.
 - To develop reading skills of children
 - To develop writing skills
 - To develop creativity
 - For Remedial teaching as a remedial teaching material,
 - To make child participate in all the activities of the school

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- To develop reading habits
3. The SC, ST, Muslim minority and girl children identified were provided stationery and additional academic inputs
 4. A special programme to improve the writing ability was launched during February 2009 in all the schools. This programme was continued this year also with the help of community and parents.

The following table shows progress of remedial teaching in 2009-10.

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	% of achievement	
			Physical	Financial
623.970	405970	623.970	100%	100%

Source: AWP & B 2010-11,

Plan for Remedial Teaching in 2010-11:

Self learning material.

Remediation of learning deficits and harmonisation of pace of learning to individual differences among children should be integrated into the teaching-learning transactional processes. Computer Assisted Instruction (CAI) has immense potential in this context. Standard / School grade syllabi, subject, units/themes tailored content material can be transcribed in programmed learning mode and used as a supplement for the benefit of slow learners located in multi-grade, crowded classrooms. Incidentally, advanced content can also be developed for fast learners. Value-additions to schooling from auto-instruction materials in programme mode need not be showcased here. It is common knowledge in education academia since the time of BF Skinner and the recognition reinforcement theories of learning.

During 2010-11, it is proposed to generate auto-instructional programme learning material in school subjects for 5th, 6th, 7th and 8th grade children using participative workshop methodology and with the involvement of knowledgeable and experienced stakeholders.

There are 29 DIETs in the State. Subject/Standard-wise, work will be shared by all the DIETs in clusters of 7 DIET-Networks. Materials will be validated through pilot – utilisation and refined. Every higher primary school (total 27000) shall be supplied with one set of materials (DVDs and Pen Drive). A unit cast of Rs 1000/- per school is proposed during 2010-11 and 2011-12, in two phases. The unit cast includes capacity building of teachers/schools for using PLM.

For 27000 schools, the total cost shall be 27000000: 270.00 lakhs.

During 2010-11 it is proposed to give award to teachers for one cluster – amount of sum of Rs, 10000/-

Recommendations: As per the revised SSA norms, no funds are recommended for remedial teaching. However the State needs to develop a strong model for special training to be given for mainstreaming all children to their age-appropriate classroom levels.

7. Minimum Enabling Conditions

- Teacher Recruitment and Deployment systems

3.1.1 Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	41539	11730	51267	39546	10766	47663	1993	964	4169
UPS	141823	12548	149260	132822	11723	139220	9001	1479	10040

Source: DISE and Dist AWP&B 2010-11, Karnataka

Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:

Vacancies of posts are due to retirement and also due to non recruitment of newly sanctioned posts from the past two years. Delay in recruitment was due to recent extension in retirement age from 58 to 60 in 2008-09, and thus the number of vacancies due to retirement was low, so the State decided not to recruit any new teachers in that year.

The notification has already been issued for the recruitment of vacant posts and newly sanctioned posts to which 5000 new postings will be completed before March 2010 (including 931 SSA posts).

In addition, 1400 TGT posts which were sanctioned in 2006-07, are no longer necessary because of saturation of Std. 8.

Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:

This is not realistic to consider the school to not to have 10% of sanctioned post as there is one vacancy out of 4 sanctioned post in HPS, the % of vacancies to the sanctioned strength is 25%; for 5 sanctioned post, one vacancy leads to 20% vacancy, for 6 sanctioned post it is 17% and for 7 sanctioned posts it is 14%. As most of the HPS fall under these categories, the vacancy position exceeds 10% as stipulated above.

In case of LPS, out of 2 sanctioned post, if there is a vacancy, the % leads to 50% being the maximum vacancy.

3.1.2 Recruitment of teachers under SSA

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by	Salary provided by
Primary	11730	0	10470	0	Initial pay scale: 6800		Through competitive examination at Block level	SSA District Office
Up. Primary	12548	0	11900	0	- 13000			

Source: AWP & B 2010-11

Information on PTR

	Single Teacher Schools			School with PTR More than 30					
	No of Schools	No of Single Teacher Schools	% of Single Teacher Schools	30 to 40	40 to 50	50 to 60	60 to 70	70 to 80	More than 80
Primary	23,370	1832	7.84%	223	69	28	7	9	0
Upper Primary	22,278	0	0	792	170	39	17	12	0
Overall	45,648	1,832	4.01%	1015	239	67	24	21	0
Which districts have higher PTR	Yadgir, Bidar, Dharwad, Koppal districts at the primary level and Yadgir, Bijapur, Koppal, Gulbarga, Bellary and Belgaum districts at the upper primary level have higher PTR								

Source: DISE 2008-09

	Number of schools in respect of teacher availability (upper pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
U. Primary	22278	379	7067			

Strategy for ensuring Subject-specific availability of teachers at Upper Primary level:

- Minimum 4 teachers provided to every UPS and with more than 100 enrolment, a DED candidate with PUC in science is posted.
- Every school with more than 200 enrolment will get a Science and an English teacher.
- Every school with more than 300 enrolment will get a Science, an English and a Hindi teacher.
- Every school with more than 400 enrolment will get a Science, an English, a Hindi and a Physical Education teachers.

All teachers are D.Ed holders. The D.Ed. curriculum includes training in all subjects. Once the teachers are recruited, more specific training is provided in those subjects which teachers will be teaching, during the in-service training programs, to ensure that the quality of transaction in the classroom is strengthened for that specific subject.

The state feels it may not be feasible to recruit separate subject-trained teachers for every subject, in those schools where the enrollment is less 100.

Observations: At present the State does not have a provision for recruiting subject-wise teachers for all upper primary schools, except in those schools which have higher enrollment, as described above. The State will need to develop some strategy for ensuring subject-wise recruitment as per RTE requirement, once the Act is notified.

Availability of Teachers as per RTE Requirement

		RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement
				No. of schools	%age of total schools	
1.	Primary level PTR	2 teachers for upto 60 children	Belgaum, Bidar, Chikballapur, Dakshina Kannada, Ramanagara, Raichur, Uttarakannada	683	1.48	School specific planning will be made to maintain RTE provisions and consolidated at cluster/Block District levels.
		3 for upto 90	Belgaum, Bellary, Bidar, Dakshina Kannada, Gulbarga, Kolar, Koppal, Mandya, Mysore, Raichur, Uttarakannada	303	0.66	
		4 for upto 120	Belgaum, Bellary, Gulbarga, Kolar, Koppal, Mysore, Ramanagara, Raichur, Uttarakannada, Yadgir	303	0.66	
		5 for upto 200	Belgaum, Bellary, Bijapur, Dakshina Kannada, Gulbarga, Kolar, Koppal, Mandya, Mysore, Raichur,	227	0.49	
		PTR under 1:40 for above 200 children	Bangalore U, Belgaum, Bijapur, Mysore;	1280	2.77	
2.	PTR at upper primary level	1:35	Belgaum, Chikkaballapura, Dakshina Kannada, Kolar, Mandya, Mysore, Ramanagara, Uttarakannada	517	1.12	<ul style="list-style-type: none"> Redeployment of teachers and rationalizing teacher supply within districts. Transfer outside districts are not permitted in the

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		RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement
				No. of schools	% age of total schools	
						transfer act. • Teacher supply across the districts/blocks in future will be tailored to RTE requirements
3.	Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages	No provision in the state for the recruitment of subject wise teachers. A teacher is expected to teach all the subjects at the elementary level			Subject Specific teachers are appointed from 2001 onwards. PUC science/Arts with D.Ed qualified candidates are appointed by the district authority according the prescribed norms
4.	Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education	Belgaum, Bellary, Bidar, Bijapur, Chicomagalur, chitradurga, Dakshina Kannada, Udupi, UttaraKannada	1128	2.44	where the strength is more than 100 there is a provision of head teacher post. If there is no head teacher post, senior teachers will act as head teacher.

Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11:

There are no single teacher schools in Karnataka. Since the state has the policy of having single teacher for the enrolment less than 5, the state has closed down the schools with enrolment less than 5 providing transportation facility to the students to reach the nearby schools. Schools having less than 10 enrolments, decision on closing them will be taken based on feasibility report of every individual case to ensure quality education which is meaningful and cost effective.

State Policies and Procedures for Recruitment of Teachers:

- The state recruits teachers through Centralised Admission Cell which has been especially brought into existence to bring in transparency and quality in the recruitment process of teachers.
- District level competitive examinations are held and block level selection is provided and block level seniority is maintained for their service matters.

- The rank list of candidates for the selection of teachers post will be finalised based on the average marks obtained in PUC, DEd and Common Entrance Test examination.
- 50% posts reservation provided for female candidates and reservation policy is applicable as per the supreme court order
- A teacher once selected must work at least 5 years in the place where he is posted.

State policy and processes for deployment and rationalization of teachers? (including steps to ensure that it is transparent, free from harassment)

The State Government has implemented the Transfer Regulation Act under which it is been made mandatory to identify excess teachers and shortfall of teacher at the school level and redeploy the teachers through counseling process providing priority within block then to district and in rare cases where ever there is excess teachers after deployment within the district, will be sent to needy districts. This process is held during April and May of every year during which the schools remain closed and the process will be completed before the opening of schools in June.

Minimum Qualifications for appointment of Teachers for different levels/ categories;

PS and UPS fall under one category and all the teachers are recruited as Primary School teachers. The minimum qualification for the recruitment of teachers is Diploma in Education.

Teachers' terms and service conditions

- Teachers are selected at the block level and service seniority is maintained at the block offices for all the service matters.
- The teachers shall serve at least 5 years in the place posted;
- He shall loose his seniority once he moves out of the jurisdiction of his service on his own demand.
- He shall be governed by the States Karnataka Civil Service Rules;

Mechanisms for redressal of grievances:

All processes related to appointment, salary, increment, leave benefits and other service matters are handled at the block level through counseling process which are highly transparent. The grievances if any are redressed at the block office and a teacher can approach higher level offices for justice and finally KAT.

3.2. Teacher and student attendance

3.1 Teacher and Student Attendance Rates

	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (primary)	98.71% (study report)		Study in Teachers and Students Attendance through 10 DIETs is under	At State level conduct teachers and students attendance study will be conducted
Teacher attendance (up. pry.)	Study on Teacher Absence and Students Attendance Primary and Upper Primary Schools of Karnataka State. by Catalyst Management Services pvt. ltd, Bangalore State wide study			

	Findings:- ✓ Average teacher attendance is 80% ✓ female 81% ✓ Male 78% ✓ SC 80% ✓ Minority 84% ✓ Government 78% ✓ Aided 87% ✓ Rural 78% ✓ Urban 82% unauthorized absence is less than 1% & the rest is due to training, office work etc.		progress.	through all 29 DIETs.
Student attendance (pry.)		97.21% DISE	97.17% DISE	98%
Student attendance (up. pry.)		97.81% DISE	97.62% DISE	98%

In 2009-10, Study on Effect of school and Home factor on the Attendance of Children at Primary Stage in Karnataka State was conducted in 4 districts only. **Findings:**

- ✓ 1-4th standard average attendance is 57%
- ✓ 4th Standard attendance is 68%
- ✓ 1st Standard attendance is 74%
- ✓ 2nd and 3rd attendance is less

The attendance rate of students and teachers of the state are comparatively high. However around 18% of teachers do not attend teaching work due to the reasons like; teachers on leave on personal grounds and away on education related work including training and meetings. This issue will be addressed through systematised monitoring by field functionaries.

Steps to be taken to address these issues in 2010-11:

A study has been initiated under REMS during 09-10. Based on the outcomes of the study, the nodal officer will be informed to have a rigorous monitoring process. Training on classroom process will be conducted. Minchina Sanchara (Surprise Visits) will be conducted to check the attendance and take steps like visiting homes on regular day of work etc;

Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2010-11):

A study will be conducted to know the status of attendance every year. Karnataka development meeting at different levels will review the progress of the attendance. Similarly the MMR meeting in the department will have this as an agenda for decision. The activities of SSA programmes will be streamlined to focus in the areas where the D.P. was more. The RDPR will be requested to review the issue in Grama Panchayaths. The child tracking mechanism will be placed on the track.

Number of working days and working hours

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	<ul style="list-style-type: none"> • 200 for Pry. • 220 for Up. Pry. 	225	Its above the RTE guidelines.	The block level officers constantly look after the issue and makes arrangement to run the school during holidays if the number of working days falls less than 220 days.
Number of instructional hours in a year	<ul style="list-style-type: none"> • 800 for Pry. • 1000 for Up. Pry. 	1123 (Note; 187 x 5.20 hrs + 38 Saturdays x 3.2 hrs = 1123hrs)	A meeting has been planned on 17 th Feb to discuss the implications of RTE. The recommendations will be sent to the Govt for further action.	
Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	38 Hours. 30 – Teaching 04 – Preparatory 04 - MMS		Only after the RTE act of the state, this will be worked out. At present the Education administrators look after the smooth functioning of schools
No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	Barring stray incidences, almost nil	<ul style="list-style-type: none"> • A circular has been issued • It will be brought to the notice of the government to take action for such incidences 	<ul style="list-style-type: none"> • KDP will review it
Involvement in private tuitions	No teacher shall be engaged in private teaching activity	None		<ul style="list-style-type: none"> • Block officers will be responsible to implement this.

Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)

The state has a well define policy regarding recruitment and deployment . Only trained teachers are appointed and deployed though counseling only. Circulars have been issued not to punish the child and bring trauma of kind. No detention policy is in place upto IV standard. Action is being to extend it up to VIII standard.

Policies/ steps to recruit only trained teachers in the State;

The State has been recruiting only trained teachers since the beginning.

Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?

The state believes that no child should be subjected to any kind of violence, trauma or abuse. The department has issued a circular with regard to it. But this alone does not suffice. The mindset of people who come under the circle of influence and the public in general must be

changed. It is our plan to bring in attitudinal changes among teachers through training programmes. Wall posters containing these would be prepared and disseminated. It is also planned to give advertisement.

For monitoring this, the following mechanisms have been thought of

- CRP will visit schools, interact with the teachers and observe classrooms, and will record findings
- Complaint box has been put up in every school, and will be further activated by sensitizing the SDMC members during their training programs
- During Monthly Review Meetings, involving Department officials, the status will be reviewed.
- This will also be discussed and reviewed during KDP meetings held at Panchayat level, and proper feedback and action will be taken.
- Incidents reported through the media are immediately acted upon by the Department

Status of policy on no detention or expulsion at elementary level:

The policy is prevailing upto IV standard. As a follow-up to the Bangalore National Workshop held in Nov 2009, a proposal has been recently submitted to the Government regarding implementation of no-detention policy at the upper primary level. It is expected that this will be approved within the next fortnight.

However, though the policy is not in place at upper primary level, in practice, the procedure is that when a child fails the examination, he/she is given remedial coaching during the summer vacation and then promoted to the next class. The only instance where s/he is held back is due to below 75% attendance.

Status of policy on no board examinations at elementary level:

No board exams are held at elementary level.

Whether primary cycle till Class V and upper primary cycle till Class VIII?

Primary cycle up to class 5 and upper Primary cycle up to class 7/8 (up to 8th Standard in SSA schools, and up to 7th standard in state government schools. Besides this, in those schools which have been made into composite schools, the elementary cycle goes up to Class 8). Change of upper primary cycle from class 7 to class 8 proposal has been sent to Govt. It is under process.

Policies or strategies for ensuring availability of education in the child's mother tongue?

Provision to study in ones own mother tongue upto Class IV is prevailing. It has been mired in legal tangles and the case is pending before the Supreme Court. It is a time to intervene by the centre and make the policy country wide.

Grants: timely delivery and effective utilization

Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher					
Primary level	50805	49871	98.16%	48865	242.095
Upper Primary level	178089	173315	97.32%	177395	886.975
b. School grant @ Rs. 2000/-per school					
Primary level	47946	47617	99.31%	48317	2415.450
Upper Primary level	24511	24271	99.02%	25061	1754.270
c. TLE grant					
New Primary schools@ 10,000/-per school	317	317	100%	155	27.000
New Upper Primary schools@ 50,000/-per school	130	130	100%	330	165.000

Source: AWP & B 2010-11, SSA Karnataka

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	Last week of May - 09	Last week of May -09	During June -09
Issues related to timely distribution	No issue related to release of grants		
Mechanisms to ensure timely distribution	Funds released to districts through e-fund transfer system and in turn it is directly released to SDMCs which avoids delay in this process; Monthly progress review keeps track of funds release along with the reports of nodal officers who visit the districts and reports to the state office regarding the progress		
What the grant was utilised for in 2009-10	To purchase raw materials for TLMs or for purchase of ready materials to supplement the process of teaching and learning	Maintenance of academic, administrative and financial records, development of SAP(School Academic Plan), and for other necessary activities that are conducted in the school as per the school calendar distributed to school	For arranging furniture to students and to establish library and lab in the school along with encouraging sports by procuring sports materials.
Feedback on effective use of grants in 2009-10; issues identified	All the grants have been released in time along with the necessary guidelines and the grants were effectively utilised at the school level by the approval of SDMC as per the individual school's requirement.		
What the grant will be utilised for in 2010-11	As mentioned above	As mentioned above	As mentioned above
Mechanisms to ensure effective use of grants	Timely release of funds, simultaneously issuing appropriate guidelines and strengthening monitoring mechanism at different levels which is frequent and motivating		

8. Community & Civil Society Partnerships

a. Collaborative School-level planning with involvement of community

Steps towards establishing School Management Committee in each school, and their role:

As per the Govt order No. ED/122/PBS/2004/Bangalore dated: 14 June 2006 it is mandatory to constitute SDMC in each school. As per the Govt order SDMC has been constituted in each school.

Roles and functions of the committee

- (i) Guiding Member Secretary of the SDMC in the preparation of School Action Plan for the academic year and approving the same before one month of the beginning of the academic year.
- (ii) Regularly monitoring the timely attendance of Teachers, non-Teaching staff and students. For this purpose, each member of SDMC is having every right to verify the attendance registers of schools.
- (iii) Regularly supervising the number of out of school children and ensuring the attendance and retention of all the children in the school. For this purpose, SDMC has to ensure and supervise the timely and proper distribution of incentive schemes like free text books, Mid-day meal, Uniform, Scholarships, etc.
- (iv) Organizing the meeting of parents council at least once in three months
- (v) Taking appropriate measures to maintain the properties of school viz school building, Drinking water, Toilet, Play ground, etc.
- (vi) Having powers to undertake the construction work and maintenance work in school.
- (vii) Power to declare four local holidays.

What processes are/will be undertaken for developing a School Development Plan for each school?

As per the SDMC rules, the school academic plan developed comes under the responsibility of the concerned SDMCs. Accordingly the SAP are being prepared from the 08-09 onwards. The pupils achievement is being focused mainly and the remediation activity is planned. Secondly, the SAP will consist the plan to conduct the co-curricular activities in the year. At the outside the ambit of SAP the schools are also preparing the calendar of events. The monthly SDMC meeting and the school evaluation by the supervisory authority will look into these plans, the progress is being reviewed and the feedback will be given

During the first week of June, the SDMC meeting will be held and the HM will place the school academic plan before the committee and gets the approval. Accordingly the progress will be reviewed at the regular intervals.

The SAP has the following columns;

Part -1; Remedial teaching

- Sl.No,
- Standard,
- Name of the student,

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- Subjectwise basic concepts the student has not learnt,
- date of attainment of these concepts

Part - 2: (Co-curricular Activities)

- S.N.
- Name of the activities,
- time line,
- responsibility,
- probable expenditures

According to the SAP, work will be distributed among the teachers and the teachers will execute the remedial work. Community participation is ensured to conduct co-curricular activities

b. Community contribution to quality improvement

Community has been involved in the quality improvement process. 3 days are designated in each year to celebrate school towards community programme. In this programme all the SDMC members, parents, Grama panchayat members and other community who are interested in education assemble in school and participate in the audit of the school activities that had taken place in the school. This audit also includes improvement of quality in learning.

Overview of Quality Progress in 2009-10

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1.	Free Text Books	910389	964.737	910389	964.737	100.00	100.00	
2.	Teacher Grant	228894	1144.47	223286	1117.729	97.55	97.66	
3.	School Grant	72457	4113.07	71887	4101.2	99.21	99.71	
4.	TLE Grant	447	128.4	447	128.4	100.00	100.00	
5.	Grants for BRC	196	1006.24	196	971.268	100.00	96.52	
6.	Grants for CRC	2684	3177.584	2286	2950.36	85.17	92.85	
7.	Teachers' Training							
8.	In-Service Training	228885	3433.275	210347	2119.556	91.90	61.74	
9.	Induction Training	1214	36.42	0	0	0.00	0.00	
10.	Untrained Teachers					0.00	0.00	
11.	BRC & CRC Coordinators & Resource Persons	5370	53.7	5370	53.7	100.00	100.00	
12.	Remedial Teaching	311985	623.97	311985	623.97	100.00	100.00	
13.	LEP	29	1837.2	29	1837.2	100.00	100.00	
14.	REMS	72457	941.941	72457	941.941	100.00	100.00	

Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

Recommendation for activities related to quality

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
1	Teacher recruitment					
	New Teachers Salary (P.S.)	270	80.46	270	80.46	
	New Teachers Salary (UPS)	660	196.68	660	196.68	
	Addl. Teachers against PTR	0	0	0	0	
	Recurring	24278	42897.922	24278	42897.922	
2	Training					
a.	In service (PS+UPS)	226260	3393.900	226260	3393.900	As proposed
b.	Induction training	10639	319.163	10639	319.163	For new teachers to be recruited
c.	Training of untrained teachers	0	0	0	0	
d.	Training of BRC/CRC	5442	54.42	5442	54.42	As proposed
3	Text books					
a	Free Textbooks (PS)	472274	401.433	472274	401.433	As per cost
b.	Free Textbooks (UPS)	490420	662.067	490420	662.067	As per cost
4.a.	TLM Grant (P)	48865	244.325	48865	244.325	As per norms
b.	TLM Grant (UP)	177395	886.975	177395	886.975	As per norms
5. a	School Grant (P)	48317	2415.85	48317	2415.85	As per norms
b	School Grant (UP)	25061	1754.27	25061	1754.27	As per norms
6	TLE grant					
a	TLE Grant (P)	135	27.00	135	27.00	
b.	TLE Grant (UP)	330	165.00	330	165.00	
7	BRCs	196	1303.920	196	1303.920	As per norms
8	CRCs	2820	4286.920	2820	4286.920	
9	LEP	30	2452.00	30	2374.00	Within 2% of management costs
10	REMS	73378	953.914	73378	953.914	

It is good to note that state has already initiated action on observations made by PAB held in February, the ATR on issues related to Quality along with remarks of the appraisal team is presented below :

S.N.	Issues raised during PAB Feb 2010	Response by State in the plan submitted in Apr 2010	Remarks from Appraisal Team
1.	<p>State Quality Vision: It is good to note that the State has been able to conduct various consultations for developing a State Quality Vision Document. It will be important to generate as much discussion and orientation exercises among a wide variety of stakeholders in order to build a shared vision and ownership among all stakeholders, especially educational administrators, teacher associations, and community members, in addition to the teachers and academic systems.</p>	<p>It has been planned to conduct workshops for administrators at DIET level to understand the Quality dimensions and the performance indicators and monitor them. The supervisory staff will be oriented about the activities they will have to undertake during 10-11 through a teleconference in May 2010. The DIET level workshops on quality will focus on the vision document prepared by the district and state level and the monitoring tools developed at the state level through lecture, discussion, and group work. Before this activity 2 to 3 DIET staff will be oriented for 2 days at the state level. Few well known Educationists will be invited to participate as observers at the district level workshops.</p>	<p>Good to note the activities the state has planned. State must ensure to follow this.</p>
2.	<p>Curriculum & textbooks: PAB requested that the State should provide a detailed 3-year plan for developing the syllabus and textbooks over the next 3 years. State must ensure that the syllabus and Textbooks are integrated with the Nalikali methodology and materials already being used in classrooms, and that the textbooks should be reviewed and field trialled once developed, to ensure their quality and effectiveness.</p>	<p>Tentative 3-Year plan has been provided.</p>	<p>Plan must be finalized in consultation with DSERT.</p>
3.	<p>Assessment: Although continuous and comprehensive assessment has been in-built into Nalikali at primary level, it is not clear how this has been ensured at upper primary level, where a system four terminal tests per year (2 semester exams and 2 tests) is still followed. The State must take concrete measures to revise the current pattern of terminal tests move towards a more formative method of assessment that is non-threatening and stress-free for children, at upper primary level as well.</p>	<p>As part of the new curriculum and the syllabus which have been approved by the state government, it is expected that the class room interaction and assessment pattern will be in consonance with the vision expressed in the document. As a precursor to these activities, the AWP & B 2010 proposes to train the teachers in class room processes and assessment system. Thus the transition becomes smooth. A tentative plan has been submitted</p>	<p>Plan must be finalised in consultation with DSERT and other stakeholders. State will need to take a decision for changing the current pattern of terminal tests, and will also need to budget sufficient time, funds and resource support for developing its strategy & tools for continuous assessment, and for orienting teachers on the same.</p>

S.N.	Issues raised during PAB Feb 2010	Response by State in the plan submitted in Apr 2010	Remarks from Appraisal Team
		for the coming year.	
4.	Learning Enhancement Program: Progress in some LEP activities approved for 2009-10 has been slow; for examples supply of maths kits for upper primary schools has not been done till now.	The process of procurement is on and it will be completed with in a couple of months.	More decentralized development of TLMs should also be encouraged, which will be more easily used by teachers.
5.	Learning levels: It is alarming to note the sharp decrease in learning achievement levels in 2008-09 reflected as per DISE, which shows that the percentage of children scoring above 60% dropped from 80% in 2007-08, to 62% in 2008-09. The state should check its learning achievement data (DISE) to verify its accuracy, since at present the DISE 2008-09 shows that the percentage of children scoring above 60% dropped from 80% in 2007-08, to 62% in 2008-09. This must be looked into to analyse the reasons for such a significant decline in learning levels.	To understand this phenomena in a sample area, the Gulbarga DIET was asked to conduct a quick survey and report the figures. The survey was conducted on 6 th March 2010. The variation in the achievement test as shown in the DISE is varying from one year to other. To counter check this hypothesis, another sample study will be conducted in 4 regions of the state, to check whether the same phenomena of variation in the achievement level exists or it was a reporting or coding errors. The study team will analyse the reasons – may be from the angle of students, teachers, evaluation tools etc. The data collection format and items for analysis are yet to be finalized. The study would be completed by Nov 2010.	State has planned to address this issue. It must ensure to carefully analyse the reasons and factors contributing to low achievement, and what steps can be taken to address the situation.
6.	Performance tracking: It is a matter of concern that until now, the State has not yet begun to track the performance of teachers, trainers and support institutions against ADEPTS indicators, as committed during PAB 2009-10	State is in the process of developing observation tools for monitoring against performance indicators, and will finalise these by mid-June 2010. Performance levels will be tracked, analysed and shared with MHRD by October 2010.	Noted.
7.	Monitoring of quality improvement: The State should strengthen its mechanism for tracking changes in classroom processes towards active learning in a systematic manner, so as to be able to assess the effectiveness and impact of various quality programs in terms of how much change they have been able to bring in the classroom processes	Draft classroom observation tools have been developed and shared with TSG, for observing changes in classroom processes. It has been planned to conduct a teleconference to orient the field staff, and share these with the field functionaries before the reopening of schools (May-2010). The outcomes will be shared with MHRD.	The tools developed are a good start. Steps should be taken to ensure that they do not become burdensome on teachers/ field staff, and that all stakeholders are able to understand them and use them effectively.
8.	The State should make sure to review and integrate together the various monitoring formats (eg. QMT, QPR, DISE, ADEPTS, etc), in order to reduce their number and repetition, so as to reduce the administrative burden of data	Exercise will be done to integrate these in the next 2 months	Yet to be done

S.N.	Issues raised during PAB Feb 2010	Response by State in the plan submitted in Apr 2010	Remarks from Appraisal Team
	collection on the RPs.		
9.	Minimum enabling conditions: There are currently 3215 vacancies under SSA and 10994 vacancies under the State quota. Moreover, there are 1088 schools with PTR above 40:1.	Out of 24278 under SSA 22498 have been filled up only 1780 posts are vacant. The recruitment process is on, due to G.P election the process has been postponed temporarily. The total recruitment is for 5132 posts, which includes SSA posts also. The remaining vacant posts under the state head will be filled up during 2010-11.	Steps should be taken to ensure that all vacancies are filled.
10.	Subject-specific teachers: At present the State does not have a provision for recruiting subject-wise teachers for all upper primary schools, except in those schools which have higher enrollment. The State will need to develop some strategy for ensuring subject-wise recruitment as per RTE requirement		State needs to review its policy especially for recruitment of social science teachers, and take necessary rationalization to ensure subject-specific teachers in each school as per RTE
11.	PAB noted that the State needs to take steps for integrating the 8-year elementary cycle	This matter is being discussed at higher levels, but no decision has been taken on this yet	Yet to be complied with
12.	SIEMAT: The appraisal team is concerned over very slow progress on establishment and operationalisation of SIEMAT. Quick action should be expedited to complete the process of operationalizing this institution quickly.	When once the approval from the government is received (it will take a couple of months) the institution will be established with in 3 months. Adhoc staff will work till the permanent staff was appointed. The process of appointment takes 10 months from the date of establishment of the institution. The above staff with the help of R.Ps from Universities / DOE will conduct training programme. The formalities with the MHRD for grants will be completed with in 6 months . The civil works would be completed by the end of 2012 June.	Needs to be expedited

REMS

Progress

1. The state has shown that it spent the entire amount out of Rs. 941.93 lakhs approved budget in 2009-10 but it some of it is committed expenditure for 2010-11. For example, a sum of Rs. 400 lakhs meant for KSOAO exams was released to Secondary Examination Board but it remained unutilized due to the exam being cancelled by the Govt. of Karnataka. It is now going to be utilized for procurement of TLM and supplying the same to schools in 2010-11. This is now a committed expenditure for 2010-11. Table below

REMS Progress for the year 2009-10

Sl.No.	Particulars	Target	Achievement
I	School Level Activities		
II	Cluster level activities:		
III	Block Level Activities:		
IV	District Level Activities:		
	Grand Total	144.93	154.26
IV	State Level Activities:		
1	State / Division Level Meetings / Workshops	2.00	2.00
2	SRAC / Sub-committees Meeting quarterly once	1.00	1.00
3	State Level Seminars	5.00	5.00
4	K.S.Q.A.O.	400.00	400.00
5	Prathibha Karanji Programme	20.00	20.00
6	Publication of New letter (Shikshana Varthe)/ Educational Magazine / Bulletin etc.,	94.19	94.19
7	Validation Study on Children's Census Data and Sample checking Study on EMIS Data etc.	10.00	10.00
8	Evaluation Studies / Impact studies on SSA Programmes (OOSC, CALC, Trainings, DQEP, Kalikayatna etc.	20.00	20.00
9	Multi Centric Studies	10.00	10.00
10	Exposure Visit to neighbouring states / DIETs / SCERTs etc., for interaction.	30.00	30.00
11	Projects and Innovative Practices related to Quality Education: Kalika Yatna Programme, Language Development Programmes, District Quality Education Programme, Teachers Training Management through soft ware and other experimental projects.	30.00	30.00
12	Research Abstracts and Documentation on R&D activities.	10.00	10.00
13	Capacity Building of DPO/DIET/CTE faculty in Research & Methodology/ R&D activities and QMT dimensions.	7.50	16.84

REMS Progress for the year 2009-10

Sl.No.	Particulars	Target	Achievement
14	Capacity Building of BEOs/BRCs/CAEOs and other field functionaries in Research & Methodology/ R&D activities and QMT dimensions.	9.34	
15	Quality Monitoring Tools implication and follow up activities including printing and supply of formats.	27.00	17.62
16	Monitoring Mechanism : Follow up of Management Development Programme through Policy Planning Unit (CPI Office)	50.00	50.00
17	Popularisation of NCERT Source Books as a pilot project in 2 districts including evaluation activities.	31.81	31.81
18	Interactions and follow up activities on Quality issues/ follow up of findings of the Research studies and Monitoring activities.	10.00	10.00
19	Monthly Wall Magazine	19.18	19.18
20	Teleconference	10.00	10.00
	Total	797.02	787.67
	Grand Total	941.93	941.93

2. In 2009-10, 7 major state level studies were initiated, which have yet to be completed. Two major state level studies initiated in 2008-09 were completed in 2009-10. Of these the first one is on 'Impact of SSA on universalisation of elementary education' and the second one is on validation of child census data of 2008.
3. It is proposed to conduct 11 new state level studies in 2010-11 of which 3 are validation studies (studies to validate data of child census, DISE data, data and CWSN survey) one is an achievement survey and 7 are other state level studies. The budget of validation studies is Rs. 40 lakhs. Among the 7 studies, one is on 'Learning opportunity time on various tasks in the classrooms'. Since a Time-on-task study was already conducted in Karnataka in 2007-08, it is suggested that instead of the proposed time-on-task, a study on classroom processes may be undertaken. Also the study of 'Classroom and teachers' absence may be dropped since a study covering all the major states is going to be conducted at national level. So there will be 6 new studies in 2010-11 instead of 7 and the total budget of these studies will be Rs. 80 lacks. The achievement survey may cover only classes III, V and VII but since all districts and blocks are proposed to be covered in the survey, the sample size

will be large and the budget for the survey may be increased to Rs. 79 lakhs.

The total budget for state level research budget will remain Rs. 199 lakhs.

4. In addition to the 11 state level studies, it is proposed to conduct several district, block and cluster level studies. From the proposed budget, it is not clear what the unit cost and physical target is in most of the items. The number of studies to be conducted at district level and number of Action Research studies at school level should have been indicated. From the number of district Action Research studies reported for the years 2004-05 to 2008-09, it appears that there are districts in which no Action Research study was conducted in any year and there are districts in which their number is in thousands (e.g. Tumkur-7087 Action Research studies and Belgaum – 9324 Action Research studies in 2008-09). Also there is large district to district variation in the number of district level studies 6 in Udipi. In deciding the number of studies to be conducted in different districts and also in the number of district –wise Action Research studies, such imbalance should be avoided in 2010-11. Also their average unit cost should be indicated, along with the mechanism for selecting topics of district level studies and the process of commissioning them.
5. The total budget proposed for REMS is Rs. 953.914 lakhs @Rs. 1300/- per school for 73,378 schools. **A sum of Rs. 36.689 lakhs may be earmarked for SCPCR at the rate of Rs. 50 per school.** It implies that a sum of Rs. 750 per school will be left for REMS activities at the state level and Rs. 500 per school for district and sub-district level REMS activities. Table below:

Budget Recommendation for the year 2010-11

Sl.No.	Activities	Phy.	Unit Cost	Financial (In Lakhs)
CLUSTER LEVEL				
II	Supervision & Monitoring			
2.1	TLM/Metric melas & Seminars	2708	0.02	54.160
2.2	Promotion of Children Managed Magazine in Schools (cluster level)	2708	0.02	54.160
2.3	Cluster level Co-curricular Activities	2708	0.05	135.400
2.4	Hobli level activities for promoting students	2708	0.01	27.080
	Grand Total(Cluster level)			270.800
BLOCK LEVEL				
I	Research & Evaluation			

Budget Recommendation for the year 2010-11

Sl.No.	Activities	Phy.	Unit Cost	Financial (In Lakhs)
1.1	Block level Research Advisory Committee (BRAC) meetings	202	0.02	4.040
1.2	Action Research Training at Block level	202	0.2	40.400
	Sub Total			44.440
II	Supervision & Monitoring			
2.1	TLM/Metric melas & Seminars	202	0.10	20.20
2.2	Block level quiz activities	202	0.08	16.16
	Sub Total			36.36
	Grand Total(Block level)			80.80
DISTRICT LEVEL				
I	Research & Evaluation			
1.1	DRAC Meetings/Seminars	30	0.05	1.500
1.2	Research Abstracts , Monographs and Documentation	30	0.25	7.500
1.3	Field visits to Block/Cluster/Schools	30	0.25	7.500
1.4	Research Studies, Evaluation, Action Research Studies and other R&D Activities	30	0.40	12.000
1.5	Multi Centric Studies through DIETs			
	1. Impact Study of teachers trainings			10.000
	2. Evaluation of role performance of CRCs/BRPs			
	Sub Total			28.500
II	Supervision & Monitoring			
2.1	TLM/Metric melas & Seminars at Cluster/Block/District level	30	0.25	7.500
2.2	Publication of Magazines	30	1.50	45.000
	Sub Total			52.500
	Grand Total(District level)			81.000
STATE LEVEL				
I	Research & Evaluation			
1.1	SRAC/Sub-Committees Meeting - Quarterly once	4	0.250	2.00
1.2	State level Seminars/Other Activities	1	5.000	5.00
1.3	Validation Studies on: 1. Validation study of Children Census Data of Jan 2010. 2. Sample study of 2010 DISE Data. 3. Sample study of CWSN Data.			40.00
1.4	Evaluation Studies/Learning Achievement Sample Study (III, V, VII & VIII)	1	65.000	65.00
1.5	Research Studies/Impact Evaluation Study: 1. Study to know the learning opportunity time on various tasks of children in the schools. 2. Study of primary students and teachers attendance. 3. Study of the effectiveness of the management development programme. 4. An Evaluation study of mobile Science lab in Karnataka. 5. Evaluation of Performance of KGBV/NPEGEL In Karnataka state. 6. Study to track the impact of SSA in the districts having 50+% of Educationally Backward Blocks. 7. Study to know the impact of minority activities			94.00
1.6	Projects and Innovative Practices related to Quality Education			30.00
	Sub Total			236.000
II	Supervision & Monitoring			

Budget Recommendation for the year 2010-11

Sl.No.	Activities	Phy.	Unit Cost	Financial (In Lakhs)
2.1	Monitoring and Supervision Activities a. Capacity Building of field functioneers in monitoring machanism 1. School Self Assessment Forms 2. Class rooms observation schedule (5 lakhs) b. State level Doordarshan Quiz Programme (Rs.20.00 lakhs)			25.000
2.2	State/Division level Meetings/Workshops			1.664
2.3	Prathibha Karanji Programme	30	0.833	25.000
2.4	Publication of News Letter (Shikshana Varthe) Regional News magazines like Jeevana Shikshana (Belgaum Divn.) & Jeevana Vikasa (Gulbarga Divn.) / Educational Magazine/Bulletin etc.	73378 Schools	0.001	90.650
2.5	Exposure Visits to neighbouring states & Inter state/DIETs/SCERTs etc. for interaction.	30	0.333	10.000
2.6	Capacity Building of DPO/DIET/CTE faculty in Research & Methodology/R&D activities and QMT dimensions	30	0.333	10.000
2.7	Quality Monitoring Tools implication and follow up activities including printing and supply of formats.	30	0.667	20.000
2.8	Monthly Wall Magazine and other activities	28419 Schools	0.001	25.000
2.9	State/Divisional Teleconferences and workshops on Research & Development activities including Resource materials to the district and sub district levels.	30	0.333	10.000
2.10	Award for best Monitoring & development Activities School/SDMC (640 Hobilies)			20.000
2.11	Award for best Practiced and Innovative Activities in Quality of Education (CRC to DDPI)	150 Persons	0.053	8.000
2.12	Group Exchange Programme for teachers	12		40.000
	Sub Total			285.314
	Grand Total(State level)			521.314
	Grand Total(State+District+Block+Cluster levels)			953.914

It is recommended that the budget of Rs. 953.914 lakhs for REMS be approved.

(IV) SIEMAT

The State was sanctioned the SIEMAT quite some time ago. Regarding SIEMAT, the State has furnished following information.

The State Government had decided to set up SIEMAT as an autonomous organization under the Societies Registration Act. A study team from SSA visited, SISLEP, Allahabad, and Uttara Pradesh, to draw lessons from the setting up of SISLEP in the State, and submitted its report. The State government has decided to christen SIEMAT as State Institute for School Leadership, Educational Planning and Management (SISLEP) It has been decided to locate the SISLEP in Dharwad city, 480 Kms away from Bangalore, the Capital City of the State, as well as a centrally located place in the State.

DIET, Dharwad agreed to provide adequate land space, nearly 1.4 hectares of land for SISLEP. This land has been earmarked for setting up of SIEMAT. This is Government land. DIET, Dharwad was directed to give complete details of this land. The details have been received. It is proposed to appoint a Special Officer for finalization of civil works-license, permits, facilities, design, etc., and oversee Construction at Dharwad.

Framing of Bye-laws and Service Rules and Regulations was outsourced. An MOU was entered into for this purpose with KILPAR (Karnataka Institute for Law and Parliamentary Affairs), Bnaglore. The documents prepared by KILPAR and other documents relating to SISLEP were discussed at a meeting convened by the Secretary, Primary & Secondary School Education, GoK ; and finalized the same. A vision document on SISLEP was also drafted. A note to Cabinet was submitted. [Governor's Rule] by the Sarva Shiksha Abhiyan Mission Directorate for clearance of SIEMAT/SISLEP proposal with all the supporting documents [Date of submission 25.09.2008]

The pending proposal was placed at the 4th meeting of the Governing Council of Sarva Shiksha Abhiyan Mission held on 02.01.2009 as an agenda item. The Governing Council meeting had been chaired by the honorable Chief Minister of the State. The honorable Education Minister briefed the Governing Council regarding the establishment of SIEMAT. The honorable Chief Minister directed the Governing Council to put up the proposal before the cabinet. During the Appraisal (2010 – 11) the Appraisal team was informed by the State Representatives that there has been no significant development on this issues and no headway has been made on operationalising SIEMAT in the State.

The appraisal team is very concerned over very slow progress on establishment and operaionalisation of SIEMAT. SIEMAT was sanctioned quite some time ago the token amount was approved which was later withdrawn Despite a lot of ground level work being done the outcome i.e. establishment of SIEMAT and its operationalisation has not yet happened. Quick action should be expedited to complete the formalities and establish this much desired institution quickly.

V. Inclusive Education (IE) 2009-10

The State has done taken some good initiatives in the area of IE. Some activities like, deputing regular teachers as resource teachers, converging with a large number of NGOs, appointing volunteers for HBE etc. are some of the initiatives that need a mention.

Progress on IE in 2009-10

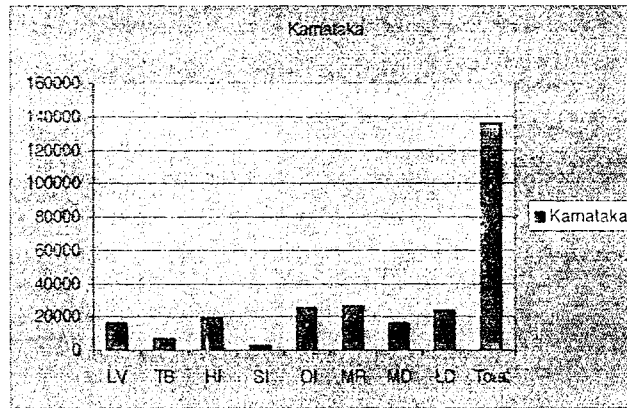
- 135301 CWSN identified and 121153 enrolled in schools and 14148 CWSN provided home-based education.
- 63928 CWSN (65.13%) provided aids and appliances.
- 29498 (63.00%) schools made barrier-free
- 34257 teachers trained through 90- days.
- 606 resource teachers appointed
- 49 NGOs involved.

In the year 2009-10, the State had identified 135301 CWSN and the total budget provided the State was 1453.836 lakh. The physical and financial progress, as reported by the state, is given below.

Category – wise Coverage of CWSN in 2009-2010

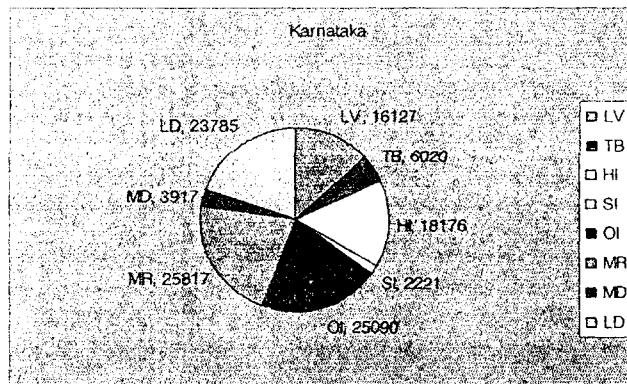
S. No.	Category	CWSN Identified			CWSN Enrolled in schools			CWSN Covered through HBE		
		B	G	Total	B	G	Total	B	G	Total
1	Low Vision	8564	7563	16127	8564	7563	16127	0	0	0
2	Totally Blind	3980	2709	6689	3641	2379	6020	339	330	669
3	Hearing Impairment	10693	8680	19373	10009	8167	18176	684	513	1197
4	Speech Impairment	1280	941	2221	1280	941	2221	0	0	0
5	Orthopaedic Impairment	14642	10605	25247	14556	10534	25090	86	71	157
6	Mental Retardation	14814	11216	26030	14692	11125	25817	122	91	213
7	Multiple Disabilities	3800	7029	15829	2496	1421	3917	6304	5608	11912
8	Learning Disabilities	12992	10793	23785	12992	10793	23785	0	0	0
	TOTAL	75765	59536	135301	68230	52923	121153	7535	6613	14148

Graph showing category wise CWSN Identified

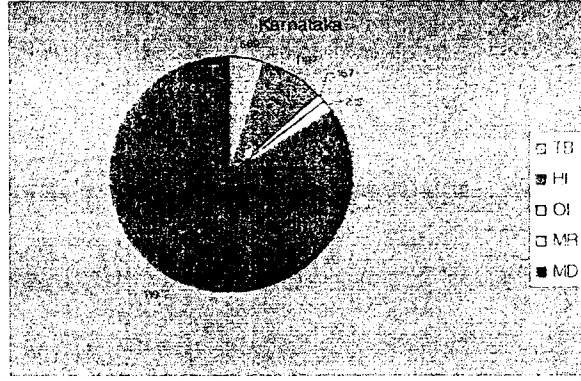


Graph showing category wise CWSN Enrolled in schools

Note: All CWSN have been enrolled under various programmes



Graph showing category wise CWSN Covered through HBE



Detailed Progress in IE in 2009-10

S.No.	Name of the district	Target of CWSN	In Schools	HBE	No. of medical Camps Conducted	Alimco devices	Aids and Appliances through other sources	Surgery	No. of NGOs involved	No of schools with Barrier free	% of schools having barrier free
1	Bagalkote	6182	5600	582	6	280	560	6	1	979	74.56
2	Bangalore (R)	3186	2833	353	4	456	623	8	2	669	65.05
3	Ramnagar	2059	1766	293	4	21	388	3	1	663	39.93
4	Bangalore (U)	7074	6635	439	9	26	576	13	3	825	31.76
5	Belgaum	8545	7074	1471	14	831	686	13	2	2258	37.92
6	Bellary	4122	3620	502	8	0	413	5	2	1142	83.91
7	Bidar	4705	4014	691	5	536	306	12	2	939	30.17
8	Bijapur	6058	5649	409	7	563	203	15	2	1884	99.26
9	Chamaraja nagar	3747	3419	328	5	0	412	6	2	471	75.71
10	Chikkaballapura	3321	2982	339	6	369	236	3	1	614	42.78
11	Chikmagalore	2734	2406	328	8	456	258	8	1	565	50.40
12	Chitradurga	4064	3945	119	6	452	178	9	2	1140	66.16
13	Dakshina Kannada	6389	5789	600	7	156	234	0	3	849	91.09

S.No.	Name of the district	Target of CWSN	In Schools	HBE	No. of medical Camps Conducted	Alimco devices	Aids and Appliances through other sources	Surgery	No. of NGOs involved	No of schools with Barrier free	% of schools having barrier free
14	Davanagere	4684	4415	269	7	462	288	10	2	1012	97.83
15	Dharwad	3741	3125	616	6	245	489	8	2	747	96.51
16	Gadag	3741	3410	331	6	166	485	5	1	508	82.47
17	Gulbarga	7795	6702	1093	11	416	513	8	3	2726	100.00
18	Hasana	2918	2524	394	8	456	385	9	1	1260	49.07
19	Haveri	4622	4141	481	7	86	363	4	1	690	59.18
20	Kodagu	1825	1600	225	3	13	116	2	1	320	96.06
21	Kolar	2428	2124	304	6	53	419	6	1	914	48.29
22	Koppala	2882	2668	214	4	23	586	12	1	730	68.40
23	Mandya	4831	4142	689	8	388	136	13	1	1227	83.69
24	Mysore	7343	6908	435	9	353	186	15	2	1413	72.69
25	Raichur	3004	2615	389	5	286	179	8	2	769	55.16
26	Shimoga	5712	5069	643	7	371	606	5	2	957	58.08
27	Tumkur	6243	5502	741	10	384	548	3	2	1441	40.30
28	Udupi	6226	5861	365	5	85	456	1	1	560	94.52
29	Uttara Kannada	5120	4615	505	11	423	816	2	2	1226	56.06
	Total	135301	121153	14148	202	8356	11644	212	49	29498	63.00

Financial Progress: 2009-10 up to 28.02.2010

S. No.	Activity	Unit cost (in lakhs)	Phy	Fin. (in lakhs)	Progress	Finance
					Phy	Fin
1	Assessment & measurement Camps Rs. 15,000/- per camp	0.15	202	30.3	202	30.30
2	Provisions of Aids & Appliances Rs. 1500/- per CWSN	0.015	20000	300.00	20000	300.00

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S. No.	Activity	Unit cost (in lakhs)	Phy	Fin. (in lakhs)	Progress	Finance
3	Awareness Programme (Community) CRC & BRC level Rs. 2,000/- per CRC	0.02	2544	50.88	2544	50.88
4	Training of parents of CWSN Rs. 50X2 days	0.001	20000	20	20000	20.00
5	Long term training course (90 days) Rs. 4000per teacher	0.03	1125	33.75	1125	33.75
6	HBE volunteer training Rs. 100X 4 days	0.004	6540	26.16	6540	26.16
7	Strengthening of Resource centers Rs. 20,000/- per center	0.2	202	40.4	202	40.40
8	Workshop/Meetings/TA/DA at the State/district level @ Rs. 30,000/- at the district level and 1.066 lakh at the State level	0.3	29	9.77	29	9.76
9	Development of Publicity materials level @ Rs. 20,000/- at the district level and 1.00 lakh at the State level	0.2	29	6.8	29	6.80
10	Braille Books for blind	0.006	1000	6		2.25
11	Corrective surgery	0.05	800	40.00	525	40.00
12	Braille Training for teachers (10 days) @ 50 teachers per districts @ Rs. 200/- per day	0.02	1100	22	-	-
13	Training for IERT & CRC (3 days) @ 50 teachers per district @ Rs. 200/- per day	0.006	1500	9	1500	9.00
14	Escort Facility Rs. 150/- per child	0.015	1500	22.5	1500	20.62
15	IERT teachers Salary	0.115	606	836.28	606	712.454
Total				1453.836		1302.374

Expenditure of Karnataka in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	982.30 lakh	982.30 lakh	100%
2006-07	1553.89 lakh	1472.52 lakh	100%
2007-08	1429.32 lakh	1468.05 lakh	102.70%
2008-09	1567.13 lakh	1522.78 lakh	97.17 %
2009-10	1453.836 lakh	1302.374 lakh	89.58%

The State has expended 89.58% as on March 2010. The State has maintained an excellent trend in expenditure in IE.

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District-Wise CWSN: 2010-11

S. No.	Name of the District	Total no. of Child Population (6-14)	No. of CWSN identified	Percentage
1	Bagalkot	295268	5741	1.94
2	Bangalore (Rural)	122994	1841	1.50
3	Bangalore (Urban)	900773	5215	0.58
4	Belgaum	671005	8508	1.27
5	Bellary	372457	4596	1.23
6	Bidar	315132	6647	2.11
7	Bijapur	395615	6758	1.71
8	Chamarajanagar	112088	1969	1.76
9	Chikkaballapura	168179	2446	1.45
10	Chikkamagalore	136026	3125	2.30
11	Chitradurga	221170	4888	2.21
12	Dakshina Kannada	272659	3768	1.38
13	Davanagere	258497	4723	1.83
14	Dharwad	238102	3793	1.59
15	Gadag	156196	3241	2.07
16	Gulbarga	382370	4783	1.25
17	Hassan	209025	3507	1.68
18	Haveri	231470	3356	1.45
19	Kodagu	76547	1195	1.56
20	Kolar	208155	2084	1.00
21	Koppal	215041	4841	2.25
22	Mandya	206683	4152	2.01
23	Mysore	311527	6782	2.18
24	Raichur	270537	3991	1.48
25	Ramanagara	126233	1975	1.56
26	Shimoga	238969	4097	1.71
27	Tumkur	330591	4832	1.46
28	Udupi	133630	5277	3.95
29	Uttarkannada	193776	4775	2.46
30	Yadgiri	187919	2345	1.25
Total		7958634	125251	1.57

As per the above table 15 districts, out of 30 in the state have more than 1.57% (State average). Among these districts Udupi has very high percentage (3.95%) where as Bangalore urban has very low percentage (0.58%). The state intends to go for resurvey in these two districts. **As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.96%. In absolute numbers, there is a gap of 51372 CWSN.**

District Wise proposed coverage of CWSN for 2010-2011

S. No.	Name of the District	No. of CWSN identified	To be enrolled in Schools	To be enrolled in HBE
1	Bagalkot	5741	4936	805
2	Bangalore (Rural)	1841	1530	311
3	Bangalore (Urban)	5215	4797	418
4	Belgaum	8508	7429	1079
5	Bellary	4596	4105	491
6	Bidar	6647	5861	786
7	Bijapur	6758	6211	547
8	Chamarajanagar	1969	1658	311
9	Chikkaballapura	2446	2150	296
10	Chikkamagalore	3125	2811	314
11	Chitradurga	4888	4673	215
12	Dakshina Kannada	3768	3120	648
13	Davanagere	4723	4410	313
14	Dharwad	3793	3137	656
15	Gadag	3241	2906	335
16	Gulbarga	4783	4087	696
17	Hassan	3507	3114	393
18	Haveri	3356	2797	559
19	Kodagu	1195	981	214
20	Kolar	2084	1742	342
21	Koppal	4841	4412	429
22	Mandya	4152	3465	687
23	Mysore	6782	6347	435
24	Raichur	3991	3617	374
25	Ramanagara	1975	1710	265
26	Shimoga	4097	3552	545
27	Tumkur	4832	4073	759
28	Udupi	5277	4856	421
29	Uttarkannada	4775	4193	582
30	Yadgiri	2345	1832	513
Total		125251	110512	14739

As shown in the above table, out of 125251 identified, 1,10,512 will be enrolled in schools and 14739 will be covered through Home Based Education.

Category- Wise Coverage Plan in IE for 2010-11

State	S. No.	Category	CWSN Identified			CWSN to be Enrolled in schools			CWSN to be Covered through HBE		
			B	G	Total	B	G	Total	B	G	Total
K A R N A T A K A	1	LV	13251	10424	23675	13237	10413	23650	14	11	25
	2	TB	1535	1191	2726	1413	1087	2500	122	104	226
	3	HI	7425	5760	13185	7333	5689	13022	92	71	163
	4	SI	9390	6081	15471	9314	6026	15340	76	55	131
	5	OI	16070	11284	27354	14411	10081	24492	1659	1203	2862
	6	MR	14134	10454	24588	11023	8126	19149	3111	2328	5439
	7	MD	9087	6312	15399	6199	4180	10379	2888	2132	5020
	8	CP	1315	1005	2320	854	660	1514	461	345	806
	9	ASD	308	225	533	271	195	446	37	30	67
			TOTAL	72515	52736	125251	64055	46457	110512	8460	6279

Children with is orthopaedic impairment maximum in number followed by children with mental retardation.

Proposals:

The focus of this year on IE would mainly be to improve identification mechanism and to strengthen the academic resource support to CWSN mainly through the following activities:

- Recruitment of additional special educators @ of 5 Resource Teachers (3 existing and 2 new) per block
- Medical camps and surgery
- Training to the teachers, special teachers and parents to strengthen on- site academic resource support to CWSN
- Exposure visits to CWSNs

- Strengthening of Resource Rooms
- Multi category Training to the Special Teachers
- 90 days training to Regular Teachers
- Workshops and meetings.

1. Assessment and measurement camps

It is proposed to conduct 202 medical camps to the eligible children identified in the survey. The budget proposed is Rs 20000/-per block. These camps will be organized by IERTs in convergence with ALIMCO DDRCs, Skanda and other NGOs.

2. Provision of Aids & Appliances

It is proposed to provide Assistive devices to the eligible children identified in the Medical camp. ALIMCO, DDRC and other NGOs will be utilized for this purpose. The district authorities will correspond with the agencies and procure the devices as per procedure. The unit cost is Rs 1500/- child.

3. Community awareness programmes at cluster level

The state has proposed to conduct an inclusive kalamela by involving the children with special needs and normal children. The theme will be creating awareness in normal children and the community that Education is the fundamental right of each and every child including CWSN. It is the responsibility of the community and parents to provide education to the children with special needs because they are also equally competent as normal children. It is proposed to provide a budget of Rs 2000/- per cluster for this activity.

4. Two Days awareness programme for parents of CWSN at cluster level

It is proposed to conduct training for parents of CWSN for 2 days in a year. This is to educate the parents for their attitudinal change and to equip them with certain skills in handling their children after the school hours. The district plans propose to conduct this activity for 1 day in the first half year and another one day at the end to get the feed back from the parents. This also helps to plan for the coming year.

5. 90 Days basic training (long term) for teachers

Karnataka intends to give 90 days basic training to teachers through distance mode. This training is approved by RCI. So far, the state has covered 4864 teachers. Remaining will be covered in phased manner. For the year 2010 – 11 it proposed to cover 1500 teachers. A unit cost of Rs. 4000/- is proposed for this activity.

6. Strengthening of resource center at block level

The resource centers were established at block level during 2006-07 and the strengthening of Resource Centers at Block level during 07-08, 08-09 and 09-10 has been done. Resource centers are provided with Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physiotherapy equipments etc., Reading materials, TL materials, etc., It is proposed to further strengthen these resource centers. This will be done in consultation with NGOs who are running centers and working in the field. These resource centers are also used for HBE parents training, Physiotherapy of HBE children and repair of aids & appliances already given in previous years and training centers for teachers. It has also to function as study centre for 90 days foundation course offered by RCI. It is proposed to strengthen these centers. A unit cost of Rs 1.00 lakh per resource is proposed for the purpose.

7. HBE Volunteer Salary

Volunteer salary for the year 2009 – 10 has been considered under OOSC component. Because of enhance in IE unit cost this year volunteer salary has been proposed under IE. There will be one volunteer for 3 HBE children. These volunteers visit each child's house for three days per week.

8. HBE volunteer training for Ten days at block level

For the year 2010 -11 out of 1,25,251. CWSN identified 14739 children have to be covered through Home Based Education. So volunteers are working to teach needed life skills to these Home Based children. These volunteers have to be trained. A training of 10 days for volunteers is proposed under inclusive education

9. 10 Days of multi category training to IERTs and teachers

All the inclusive education resource teachers (IERT) and a few class room teachers have received 90 days basic training. It is felt that further orientation and capacity to give **on site support** to class room teachers has to be given to the IERT's and teachers. Hence 10 days multi category training for IERT's and teachers is proposed for the year 2010-11.

10. Escort facility

Physiotherapy is necessary for some HBE children which is provided in block resource centers. Physiotherapy will be provided for two days in a week the parents are also taught physiotherapy so that they can give physiotherapy to their children. So parents have also to visit Resource centers with their children. Last year escort facility was provided at the rate of Rs. 150. As this amount was not sufficient for the year 2010 – 11 it is proposed to give escort facilities at the rate of Rs 200/- per month, per child.

11. Corrective surgery

The State proposes to provide corrective surgery facility for the children whose disability can be corrected to certain or full extent. Hence provision for corrective surgery is made for the year 2010-11.

12. Publicity materials (district level)

In order to create awareness among parents and community districts intend to prepare and publish certain publicity materials. Hence budget for this has been proposed.

13. Exposure visit of CWSN with non-disabled children

SSA intends to organize exposure visit to CWSN along with other normal children. These children will be taken to banks, post offices, places of amusement, historical places etc. these visits will be within the district. Hence provision for exposure visit for 100 children from each district is made and a budget of Rs.30.00 is proposed for this purpose.

14. Supply of Braille kits and white Canes to blind children

Provision to supply Braille kits and white Canes to 2726 blind children, including Braille books to 1000 children is made for which a unit cost of Rs. 1000/- is proposed.

15. 5 Days short term training to teachers on IE at block level

In previous year, short term training was given for teachers under 'teachers training component'. For the year 2010 – 11 this training will be given for 5 days under inclusive education component. 50 teachers from each block will be covered.

17. Sensitizing supervisory staff on academic problems in school children

Besides sensitizing teachers and Head Masters, it is also necessary to sensitizing supervisory staff on academic problems in school children (related to LD) 1800 supervisory staff of the state will be covered under this activity at district level. Hence provision of budget is made for this activity.

18. CWSN survey and Verification

CWSN survey will be conducted to identify CWSN for year 2011 – 12. The state also intends to go for 5% check of the data of CWSN identified for the year 2010-11. Hence budget of 1.00 lakh per district is proposed for this activity.

19. Exposure tour for IE personnel

It is felt that to enlighten with more knowledge of Inclusive Education CWSN etc. exposure tour for Inclusive Education personnel will be organized. 600 persons (20 from each district at the unit cost of Rs. 3000) person is proposed.

20. Ramps in existing schools

In Karnataka 64.62 % of schools have ramps and the ramps have to be constructed in the remaining schools where there is need. For construction of 3229 ramps for 2010-11 a unit cost of Rs. 10,000 is proposed under Inclusive Education.

21. Use of ICT for CWSN (Academic books in DAISY format for blind children.)

The use of information and communication technology (ICT) is increasing and proving to be of greater importance in people's day to day life. It is also an important tool for educational development of children with special needs. The state intends to use ICT programme for selected children with visual impairment on pilot basis in four blocks, one of each division. For this DAISY (Digital Access in Information System) soft ware will be used and the academic books in DAISY formats will be prepared. This will be done in convergence with Samarthanam Trust for the Disabled, an NGO working in this field. Budget of Rs.4.00 lakhs is proposed for this purpose.

22. IERT's Salary Inclusive Education Resource teachers

The regular teachers who had 90 days of basic training are placed at block level as resource teachers (IERT's) for the effective implementation of IE activities. Totally 606 teachers (3 in each block) are in position in the state and 2 additional IERTs are proposed. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. These IERTs conduct survey of children; medical camps; sharing workshop and training to teachers and parents; awareness programme etc.

Besides performing the above activities they also give 'on site support' to class room teachers in teaching learning process of CWSN They visits the schools regularly. At the time of school visit they meet head master, concerned teachers and all other teachers and discuss various issues related to CWSN – observe and discuss the activities which had been planned to develop required competencies in CWSN – help teachers to prepare TLM – help teachers in curricular adaptation and in evaluation technique etc. They monitor the progress of CWSN and all the activities related to CWSN.

23. Transportation facility to needy CWSN

As some children with special needs are finding it difficult to reach schools even though the LPS are within the radius of 1 KM and HPS are within the radius of 3 KM. Hence provision to provided transport facility to these needy children is made. Total of 300 children 10 from each district will be covered under this activity. Unit cost of Rs. 200 per month per child (Total for 10 months) is proposed for this purposed.

24. Development of Sign language dictionary and kannada finger spelling

Sign language is a method of communication which uses hand movements and other gestures. These sign languages are rich, complex languages capable of expressing the same scope of thoughts, feelings, intentions and complexities as spoken language. Today there are more than 100 sign languages but kannada sign language and finger dictionary has not been developed so far. The development of kannada sign language and kannada finger spelling helps children with hearing impairments studying in kannada medium. The use of this sign language helps students to enhance their intelligence level. To communicate with others, to continue their studies etc.. In collaboration with an institute working in this field, SSA intends develop this dictionary and also to give training to Inclusive Education Resource Teachers and other teachers in a phased manner. A budget of Rs 4.00 lakhs is proposed for this purpose.

25. Documentary of IE activities at State level

The IE initiatives and efforts at the Classroom / School / Village levels are diverse and subtle. Past experience and observations have revealed that here and there quite a few significant innovations are in place in IE. They need to be acknowledged, officiated, documented, disseminated and shared by others. This is a part of the learning programmes in the world of IE. Hence it is proposed to document demonstrated, successful initiatives and innovations in IE and show case them for public consumption among IE stake holders. The cost of this proposal is Rs3.00 lakhs.

26. A State wide survey of ramps in Government schools

A state wide survey of ramps through REMS in Government schools is proposed to be undertaken for the year 2010-11, there are 45,648 Govt. elementary schools in the state out of which 29498 numbers of schools have ramps, in order to get revaluation of the status and quality of ramps as well as their utilization in schools.

27. SLD Training for IERT's.

As per the MOU with AIISH Mysore there was a plan to give 12 days SLD training for 606 IERT's in 15 batches (40 IERT's in a batch). 12 bathes have been completed and three batches remain to be completed. Hence provision of Rs 7.00 lakhs is made for this training programme.

28. Work Shop & Meetings at State level

This meetings and workshop have to be conducted to review Inclusive Education progress and also to orient persons working in the field of Inclusive Education. Hence provision for budget of Rs5.00 lakhs is made for this activity, including trrining on Braille books.

31. Supply of Braille books for Blind children

The state planned to supply of 2005 Braille books for these children. Budget of Rs. 4.00 lakhs is proposed for this purpose.

32. Development of Publicity Materials at State level

In order to create awareness among parents and community state intend to prepare and publish certain publicity materials. Hence budget of Rs 3.35 lakh is proposed for this activity.

The State has planned to provide resource support through parents, regular teachers, special teachers and care- volunteers. The State has planned training of 50500 parents that can act as volunteers, appoint 404 fresh special educators thus making a total of 1010 resource teachers in the State. The weekly calendar of a resource teacher is shown below. Further the State will appoint 4913 volunteers that will assist in HBE programme for 14739 CWSN. The state also plans to train 1500 teachers through the 90- day training programme. Around 10100 remaining general teachers would be given 5- day training through the in-service teacher training on the basic handling of children with mild disabilities.

The focus of this training is on

- Enabling the teachers to understand and appreciate the meaning and objectives of Inclusive Education.
- Sensitizing teachers to identify different types of CWSN -- Identify their needs -- Identify their problems and find solutions accordingly.
- Helping teachers to develop 'Inclusive learning friendly environment'.
- Helping teachers to change their attitudes towards CWSN and to create awareness among students, parents, etc.
- Enabling teachers to take support from IERT's, from teachers of special schools and also from NGO's working in the field.
- Apprising teachers with various circulars and GOs related to CWSN.

The above objectives are met through training teachers on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, techniques to teach children with LD, updating IEPs and peer sensitization. **All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be 1: 3 both for the school going and HBE CWSN..**

Further peers would be oriented and sensitised to the needs of CWSN through exposure visits. Teachers would also be oriented to peers sensitization techniques through the proposed 3 day training. Further, the work being undertaken by Shrushti, a NGO in this area would be further strengthened.

Tentative Time-table of IERT's in a Week

Day	Major tasks to be carried out				
	Morning 9.30 A. M to 11.00 A. m	Before noon 11.00 A. M to 1.00 P. m	1.00 P.M to 2.30 P.M L u N C H B R E A K	After noon 2.30 P.M to 4.00 P.M	Before Evening 4.00 P.M to 5.30 P.M.
Monday	Resource Room	School visit		School visit	Visit to HBE centre
Tuesday	School visit	Resource Room		School visit	Visit to HBE centre
Wednesday	School visit	School visit		Resource Room	Visit to HBE centre
Thursday	Resource Room	School visit		School visit	Visit to HBE centre
Friday	School visit	Resource Room		School visit	Visit to HBE centre
Saturday	<i>Interaction with parents and community</i>				

Note : School visit (Each IERT should visit 15 schools in a month)

HBE : Visit (Monday to Saturday after school visit IERT should visit HBE near to the habitation of that school.

Financial Plan for 2010-11

S. No.	Activities	Name of the Unit	Unit cost(in lakhs)	Budget		Time schedule
				Phy	Fin	
1.	Assessment and measurement camps	Block	0.20	202	40.40	June- July 2010
2.	Provision of Aids and appliances	Child	0.015	24644	369.66	November _December 2010
3.	Community awareness programme at cluster level, mainly for identification of	Cluster	0.03	2844	85.32	June- July 2010

S. No.	Activities	Name of the Unit	Unit cost(in lakhs)	Budget		Time schedule
				Phy	Fin	
	CWSN, including World Disabled Day					
4.	2 days training programme for parents of CWSN at cluster level (100X2)	Block	0.002	100595	201.19	August 2010
5.	90 days training for teachers @ 50 teachers per district	Teacher	0.04	1500	60.00	All the months
6.	Upgrading resource room to a RCI Study Centre with a disabled friendly toilet	District	1.00	30	30.00	July 2010
7.	Salary of IERT Volunteers for HBE @ Rs. 1500/- per month.	Children	0.02	4913	663.255	July 2010
8.	HBE Volunteers training for 10 days @ Rs. 130/- per day	Volunteer	0.013	4913	63.869	June- July 2010
9.	10 days multi category training for IERTs @ Rs. 200/- per day	IERT Teachers	0.03	1010	20.20	November - December. 2010
10.	Escort facility at the rate of Rs. 200 per child per month (10 months)	Child	0.020	11171	223.426	10 months
11.	Corrective surgery (80 per district)	Child	0.08	2400	19.20	All the months
12.	Development of printing and publicity materials at district level, including for identification- handbooks, pamphlets, etc	District	1.00	30	30.00	August December 2010
13.	Exposure visit of CWSN with non-disabled children. 100 children from each district	District	0.01	3000	30.00	All the months
14.	Supply of Braille kits and canes to blind children	Child	0.01	2726	27.26	August 2010
15.	5 days short term training to teachers at block level @ Rs. 100/- per day.	Teacher	0.005	10100	50.50	September 2010
16.	One day sensitizing of the supervisory staff on academic problems of CWSN, (related to LD)	District	0.002	1800	3.60	July 2010
17.	CWSN survey, verification and 5% sample check	District	1.00	30	30.00	January- February

S. No.	Activities	Name of the Unit	Unit cost(in lakhs)	Budget		Time schedule
				Phy	Fin	
						2011
18.	Ramps in existing schools	School	0.10	3229	322.90	June to December.
19.	Development-Procurement of DAISY software for totally blind children on pilot basis in 4 districts of Belagaum, Davanagere, Koppal and Tumkur where the number of such children is high	concerned districts	1.00	4	4.00	January - February 2011
20.	Salary for IERTs	Block	0.15	606	1090.80	All months
21.	Salary of 2 additional teachers per block with degree/ diploma in special education	Block	0.15	404	363.60	6 months
22.	Provision of transport facility to needy children (10 per district.)	Children	0.02	300	6.00	10 months
25.	Development of sign language and dictionary	State	1		4.00	December 2010- January 2011
26.	Documentation of IE activities at state level.	Sate	1		3.00	December 2010- January 2011
27.	Survey and Study on ramps in schools through REMS.	State	1		0.00	Through REMS
28.	SLD Training for IERTs at AIISH Mysore	State	1		7.00	May-2010
29.	Work Shop & meeting at state level on various issues, including Braille books	State	1		5.00	All the months
32.	Development of publicity materials at state level.	State	1		3.35	Aug-2010
Total					3757.53 lakh	

Class-wise Break up of Braille Books Required

Class	Braille Books Required
I	58
II	76
III	85
IV	108
V	145
VI	189
VII	203
VIII	136
Total	1000

Recommendation:

The Appraisal Team recommends the proposal of Rs. 3757.53 lakh on IE @ Rs. 3000/- per annum per child 125251 CWSN.

Issues:

- The State has identified 125251 CWSN (shown below), out of a total child population of 8327824, which is 1.57% of the total child population. As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.57%. In absolute numbers, there is a gap of 51372 CWSN. 15 districts out of 30 in the state have identified more than 1.57% CWSN. This needs consideration.
- The state needs to do appropriate district level planning so that the resources are allocated as per needs of CWSN.
- **The state should undertake a research study on evaluation of teacher training in IE**
- All the schools need to be made barrier free gradually.

(VI) Innovative Activities

a) Computer Aided Learning (CAL)

1. Total no. of Government Upper Primary Schools: 22278
2. Total no. of Teachers in Government Upper Primary Schools: 132131
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl.	Financial Year	Implementation Model	Approved Outlay (in lakhs)	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained	
					A	B	C	
1	2001-02	SSA	448.00	448.00	35	20		
2	2002-03	SSA	228.76	228.76	55	-		
3	2003-04	SSA	405.00	405.00	135	-		
4	2004-05	SSA	405.00	405.00	540	25		
5	2005-06 2006-07	SSA	910.00	910.00	1000	33	1000	Through EDC
6	2007-08	SSA	405.00	405.00	315	-	4010	Through Intel
7	2008-09	SSA	1450.00	1450.00	700	40	4229	Through Intel, Microsoft & DIETs
8	2009-10	SSA	1450.00	1450.00	553	-	10211	DIETs
Total					3333	118	19450	

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	CD Name	CD content	Subject	Medium
1	Noda Banni Karnataka	Analysis of the Districts	Social Science	Kannada
2	Bharathada Nere Hore	Neighboring countries of India and Geographical features	Social Science	Kannada
3	Maya Sharabathu - 1	Physical features of India – Life diversities	Social Science	Kannada
4	Maya Sharabathu - 2	Physical features of India – Life diversities	Social Science	Kannada
5	Souravyuha	Sun, 9 planets, day and night, seasons, comets and asteroids	Social Science	Kannada
6	Bharathada Nadigalu	Rivers of India, Climate and winds.	Social Science	Kannada
7	Shaktiyodane Sarasa	Different forms of energy	Science	Kannada
8	Vignana Vasthu Sangrahalaya	Work, Force, Energy, Distance and Weight	Science	Kannada
9	Choomanthar	Respiration, Digestion, Excretion, Nervous system, Exercise and Food	Science	Kannada
10	Marali; Choomanthar	Brain, Heart, Bones, Joints and Muscles.	Science	Kannada
11	Bhoo SampathuU	Natural Resources, Life Cycle, Environment Pollution	Science	Kannada
12	Dooradarshana	Television, History, Working and Technology	Science	Kannada
13	Dooravani	History, Working, Parts, Types	Science	Kannada
14	Computer	History, Types, Working, Uses, Internet	Science	Kannada
15	Pankha	Working, Types, Uses	Science	Kannada
16	Surakshatege Mothiya Pata	Accidents, First Aid, Traffic Rules	Science	Kannada
17	Neralina Rahasya	Day and Night, Full moon day, Eclipses	Science	Kannada
18	Rajakumara mathu snechitaru	Energy, Work, Types of Energy, Sources of Energy	Science	Kannada
19	Shambhuvina Sasya Mithra	Parts of a plant; mono cotyledons and di-cotyledons	Science	Kannada
20	Antharika Pravasa	Energy, Work and conversion of energy	Science	Kannada
21	Belakina Mayajala	Light Energy, Sources, Transparent-opaque-translucent objects, shadow;	Science	Kannada
22	Ondu Beejada Kathe	Parts of the plant, Mono cotyledons and di-cotyledons	Science	Kannada
23	Vyoha	Work, Usage of Machines, Force and Distance moved	Science	Kannada
24	Vitamingalu	Fruits, Vegetables, Vitamins - A, B, C, D	Science	Kannada
25	Pranigala Anveshane – Vargikarana	Group Teaching and Learning	Science	Kannada
26	Gillu ka Vivah	Kaal ke prakar	Hindi	Hindi
27	Khel Mel	Matraon ki parikalpana	Hindi	Hindi

Sl.	CD Name	CD content	Subject	Medium
28	swatantra diwas	Varna Mala, Hraswa-Dheerga, Alpa pran- mahapran, anunasik, Vyanjan	Hindi	Hindi
29	Friendly Animals	Proper Order To Make Meaningful Sentences	English	English
30	Journey an The Cloud	"Wh", "Yes", "No" Question Tags	English	English
31	Troublesome Twins	English Vocabulary, 80 words, pictures Association, Phrases, Sentences	English	English
32	The Cruel King	Capital-small Letters, Words, Spelling, Prefix-Suffix, Synonym-Antonym, Adjectives.	English	English
33	Deeds of Courage	Words Pronunciation, Sentences, short text meaning, Tones, Messages	English	English
34	Harish Weds Harini	Action Words, Tense Forms	English	English
35	Rickaroo	Greeting, Polite Speech, Request, Inquiry, Instructions, "how Much".	English	English
36	Tell A Tale	Direct Speech, Indirect Speech, Verbs, Pronoun, Adverb	English	English
37	Digital Camera Driver	Photo impression and impression projects.	English	English
38	Ata - Pata	Gunitakshar	Kannada	Kannada
39	Akshara Bandi	Kannada Varnamala	Kannada	Kannada
40	Janapada Sampathu	Opposite words and other grammar points	Kannada	Kannada
41	Kathe upa Kathe	Concept of Sentences and group of words	Kannada	Kannada
42	Mysorinalli Ondu Jina hindi	Gender - Verb; neutral gender;	Kannada	Kannada
43	Nudi	Kannada software	Kannada	Kannada
44	OOrige Banthu Sarkas	Singular and Plurals.	Kannada	Kannada
45	Puttuvu Madhuve	Gender, parts of speech, singular and plural	Kannada	Kannada
46	Shaikshanika Pravasa	Using , ' " etc	Kannada	Kannada
47	Swatantra Dinacharane	swar, vyanjan, yogavahak, alpapran, mahapran, anunasik	Kannada	Kannada
48	Prayana	Pamphlets, newspapers, handouts reading	Kannada	Kannada
49	Vikramana parakrama	words and vyanjanakshar	Kannada	Kannada
50	Padabandha	Word formation in Kannada, English, Hindi	English	Kannada
51	Kona Vinoda	Types of angles	Mathematics	Kannada
52	Kadojyavarodane ondu dina	Fractions	Mathematics	Kannada
53	Churukina beralu	word building, drawing and fundamental operations of Mathematics	Mathematics	Kannada
54	Chatura Nalvaru	Place value, and other fundamental operations of Mathematics	Mathematics	Kannada
55	Makkala Vivaha Dina	Fractions - the fundamental operation of fractions	Mathematics	Kannada
56	Deepavali	Fractions - its uses in daily life	Mathematics	Kannada
57	Parisara Dina	Division	Mathematics	Kannada
58	Chinchuvina jotha thameshe	Properties of Geometrical figures	Mathematics	Kannada
59	Jadoo Goligalu	Decimals, Ascending and Decending, relationship with Fraction	Mathematics	Kannada
60	Sanna vyapara nirvahane	Profit and Loss	Mathematics	Kannada
61	Anupatha	Uses of Ratio in daily life	Mathematics	Kannada
62	Mittuvina Gunakara	Multiplication	Mathematics	Kannada
63	Nisargadalli Sahasa	Subtraction	Mathematics	Kannada
64	Namma Kanasina Shale	Multiplication and multiplication tables	Mathematics	Kannada
65	Gombeyata	Place value	Mathematics	Kannada
66	Labha mathu Nasta	Profit and Loss	Mathematics	Kannada
67	Raviya Kanasu	Number line and addition	Mathematics	Kannada
68	Kiriya Sahasa	Sets	Mathematics	Kannada
69	Parithoshakada pathe	Perimeter of plane figures	Mathematics	Kannada
70	Kanasina Doni	>, <, =, Place value and reading and writing upto 9999	Mathematics	Kannada
71	Jadu pettige	Use of two digit number in daily life and their subtraction	Mathematics	Kannada
72	Kalkatta Yatre	Fractions, Multiplication and division	Mathematics	Kannada
73	Hannina Thotakke Bheti	Fractions, Decimal place and percentage	Mathematics	Kannada
74	Krida Jagathu	Average calculation	Mathematics	Kannada

Sl	Subject	Title	Class
1	Science	First Aid I	4 th and 5 th
2	Science	First aid II	4 th and 5 th
3	Science	Photosynthesis	6 th
4	Science	Nela Jala Gali	6 th
5	Science	Levers	6 th
6	Science	Digestive system	6 th

Sl	Subject	Title	Class
7	Science	Respiratory system	6 th
8	Science	Circulatory System	6 th
9	Science	Excretory System	6 th
10	Science	Nervous System	6 th
11	Science	Skeletal System	6 th
12	Science	Insects I	
13	Science	Insects II	
14	Science	Force I	6 th
15	Science	Force II	
16	Science	Day and Night	5 th
17	Science	Moon	5 th
18	Science	Air	5 th
19	Science	Light	6 th
20	Science	Earth	6 th
21	Science	Water	
22	Mathematics	Ganitada Aata	4 th and 5 th
23	Mathematics	Keedana ba	4 th and 5 th
24	Mathematics	Kaliyuvudannu kali	4 th and 5 th
25	Mathematics	Stala Mahime	4 th and 5 th
26	Mathematics	Binnarashi Dashamamsha	4 th and 5 th
27	Mathematics	Apavatha Apavarthana	4 th and 5 th
28	Mathematics	Gunisuva Guna	4 th and 5 th
29	Mathematics	Bhagisuva Bhagya	4 th and 5 th
30	Mathematics	Sari Sarasati	4 th and 5 th
31	Mathematics	Nirantara Ganita	4 th and 5 th
32	Social Studies	Natma maneya Ithihasa	5 th to 7 th
33	Social Studies	Namma Oorina Ithihasa	5 th to 7 th
34	Social Studies	Shasana Saruva Ithihasa	5 th to 7 th
35	Social Studies	Shilpa Nudiva Ithihasa	5 th to 7 th
36	Social Studies	Vachana Odina Ithihasa	5 th to 7 th
37	Social Studies	Jataka Kathe Heluva bhudda Charite	5 th to 7 th
38	Social Studies	Gommata torida Jaina darshana	5 th to 7 th
39	Social Studies	Kadala darigalu kaanisuva Ithihasa	5 th to 7 th
40	Social Studies	Vaniyya Vahivalli Ithihasa sah	5 th to 7 th

5. Visionary initiatives supported by pedagogic measures taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure it's proper delivery.

As the objective of the implementation of CALC is to make learning effective and interesting along with providing supplementary materials in digitalized form with the help of graphics, animation, etc supportive system has been build for the effective implementation of the programme through the following interventions;

- Each school is supplied with 5 computers, Multimedia Projector, and UPS.
- The Computer Lab of the schools is equipped with computer tables, chairs, electrification & earthing.
- Each school has been provided with a set of 78 APF content CDs and 40 Video clipping developed by EDC in Kannada & English containing hard spots of Science, Mathematics, English, Social Studies and languages developed as both general topics and the contents from syllabus.
- Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

Sl.	Activities	Details	Approved		Achievement	
			Phy	Fin	Phy	Fin
1.	Infrastructure	• 5 Desktops and one UPS to each school (At the rate of Rs.155000/- per school) • Non Technology Infrastructure	630	774.9	553	868.763
	• Technology Infrastructure		630	189	553	165.9
2.	Capacity Building of Teachers under CAL	Teachers training - born out of training fund			nil	nil
3.	Content/ Teaching Learning Material	No budget planned for this activity as APF and EDC render their cost for the development of content CDs			118	nil
4.	Recurring Activities	Annual Maintenance Cost paid to the agencies for maintenance of computers	29	304.036	29	303.740
	• Infrastructure Maintenance		29	18.415	0	0
5.	Any other Activities	Distance Education through EDUSAT & Teleconferences	29	161.675	29	109.6234
Total				1448.03		1448.03

Activity wise DEP progress as on December 2009 and anticipated expenditure upto March 2010 (Rs. in lakhs)

Sl.	Programmes	Financial Progress
1	Priming and supply of Keli-Kali and Edusat hand books	5.16167
2	Studio telephone bill Payment for BSNL	0.16720
3	Contingency of Phone-in-programme	0.22650
4	Hub Equipment repairs (AC, Monitor, CPU)	0.21116
5	Studio Tender notification charges	0.61131
6	Teleconference (Keli-Kali and Edusat) Contingency	0.01200
7	Repair charges of Scopus encoder to BEL (Hub Equipment)	0.64000
8	Procurement of Audio video card to Hub (Payment to video tronics)	1.80681
9	Payment to High-Vision regarding teleconference	2.78675
Total		11.6234
Bills pending for payment		
10	Payment to be released towards broadcast charges of AIR	80.00
11	Payment to be made to EDC, HCIL, KRSAC, TEL - 4, 2, 2 & 10 respectively	18.00
Total expenditure		109.6234

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered : 435
- No. of targeted beneficiaries
 - Students: 83382
 - Teachers: 2287

b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure	5 Desktops and an UPS to each school @ Rs.1,55,000/- per school	435	674.25
	• Technology Infrastructure			
	• Non Technology Infrastructure	Site preparation – provision of electrification, earthing, furniture etc (Rs.50000/- per schools)	435	217.50

2.	Capacity Building of Teachers under CAL	Training of teachers on integrating content CDs to classroom process; Development of capacity in project works which helps the teachers to teach their subject effectively; (6 days training in two phases – 3 days in each phase - @ Rs.100 per day)	5819	34.914
		HMs meeting and follow up activities (3 Quarterly meeting @ Rs.50/- per meeting to be held at Block level)	3665	5.4975
3.	Content/ Teaching Learning Materials Development	Development of content CDs of uncovered concepts in co-ordination with APF and EDC	Nil	Nil
4.	Recurring Activities Maintenance at State Level	Maintenance of the systems in school as per given below, @ Rs.12599/- per schools for 2006-07, @ Rs.13527/- per school for 2007-08, @ Rs.15318/- per school for 2008-09 @ Rs.16500/- per school for 2009-10,	2566	366.7411
		• Maintenance at district Level	Maintenance of computers supplied during 2004-05	608
5.	Any other activities Radio programme, EDUSAT and Telemode trainings (The total budget of Rs.1500 lakhs under CALC programme has been proposed to implemented CALC programme for Rs.1380 lakhs and Distance Education Programme for Rs.120 lakhs during 2010-11)	• Broadcast fees for radio programmes to be broadcasted from Akashvani	426	80.00
		• Phone - in programmes broadcast on 2nd Thursday of every month	10	5.00
		• Annual schedules for EduSat & radio programmes- preparation, printing, & supply of schedules	65000	7.00
		• Salary of technical personnel maintaining of the hub station (EduSat & SIT)		6.0
		• Orienting DIETs, BRC's and CRC's on effective monitoring and evaluation of Distance Education Programmes through telemode	4 days	2.00
		• Maintenance of studios (repairs of equipments on urgency)		5.00
		• Printing & supply of teacher's guide for the English programmes(150 pages)	25000 copies	15.00
		Total		

The plan of CAL for 2010-11 has been developed with a view to address the key issues like orientation of supervisory officer, integration of CALC to classroom teaching and especially taking the note of more coverage of children. Both refresher training and training for the teachers of new schools where CALC implemented during 2010-11 will be imparted for 6 days in two phases through DIETs. The training module being developed during the present year will be utilized for training of teachers. This is to address the issue of maintenance of computers along with developing the skill to use computers and integrating CALC to the classroom processes.

The contents used in CALCs are interactive. All the subjects are covered here but they are not class wise. Since the focus is given more on the broadening of knowledge about a concept, APF and EDC have developed the multimedia content CDs on the entire concept as such which may be used by different classes at various levels.

8. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Identification of schools					✓							
Site preparation						✓						
Tender process for the supply of computers						✓	✓	✓				
Supply and installation of computers								✓				
Teachers training								✓	✓			
HMs meeting					✓			✓			✓	
Functioning of CALC centres			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2001 - 02 & by now covers a total of 3333 schools (that is around 15% of the total government upper primary schools in the state) with 19450 trained teachers which is around 14% of the total teachers in government upper primary schools.
- Apart from the involvement of DIETs, the state has tied up with private partners like, Azim Premji Foundation and EDC for content development.
- Two teachers from each school have been trained on computer aided learning, Head Masters of the schools have also been trained on the importance of CALC centres along with training them on the maintenance of computers - to approach the agencies as the computers are under warranty.
- 114 content CDs/ digital teaching learning materials developed by the APF & EDC etc. in mathematics, science, english & social science which have been distributed to all covered schools/ centers. However during appraisal any satisfactory response could not be provided on the development & usability of these materials and involvement of teachers in these activities. However the state reported that an evaluation has been proposed during 2010-11.
- To strengthen & ensure the CAL activities are implemented & resources utilized effectively, Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.
- The state doesn't have a focused state resource group yet for strengthening the technology integrated education delivery mechanism, which is essential to facilitate the formulation of better strategies in changing scenarios & implementation in effective manner.

In 2009-10, the state has reported to achieve financial target up to 100% and physical target 87%.

The state's plan for 2010 - 11, proposes to expand the CAL activities to 435 schools which will be provided with 5 Desktops and UPS to each school @ Rs.1,55,000/- per school besides providing support for activities under EDUSAT. Though the state is expanding the activity to 435 uncovered schools, the appraisal team feels that the activities proposed are like a routine expansion. The state's plan doesn't give clear idea on how resources under this intervention would be used as per situational gaps & CAL activities will be integrated with pedagogic processes for accomplishment of quality goals as the part of a integrated quality plan. The appraisal team could not be largely convinced on benefits derived from such processes & effectiveness on the pedagogy background. Regarding the state's proposal for site preparation in 435 uncovered schools it is to be noted that, the proposed unit cost of Rs.0.5 lakh per school is too high & should reduce expenditures under this as per actual requirement. This may enable the state to expand the facility to few more other schools. The state should rethink about this. As the state has proposed that digital teaching learning material would be

developed through private partners like APF & EDC, this could not largely convince the appraisal team on how the state would involve the teachers largely in the development of digital teaching learning materials and use them in an inclusion approach as utilities within the classroom process. However, the state reported later during the appraisal that a plan for the development of digital learning materials has been initiated with the involvement of 29 DIETs, initially for the 5th standard and sensitization programme has been conducted for this. Even if, the state has initiated this process, it is to be well planned, coordinated and monitored for deriving the desired results.

Regarding the issue of quality aligned use of technology processes & resources, the appraisal team is concerned about the actual realization of the existing processes & resources under the component and its contribution to the core objective of the SSA programme. It is to be understood that, the effective integration of ICTs into the educational system not just involve technology, indeed, given enough initial capital, getting the technology is the easiest part!--but also curriculum and pedagogy, institutional readiness, teacher competencies. The biggest challenge in implementation of technology integrated teaching learning activity is the involvement & empowerment of teachers to enable them to play a very active & involved role within the technology integrated delivery mechanism. This requires the change in attitude, behavior & actions of the teachers. To bring about such constructive changes & sustain it, a series of activities need to be undertaken, which could be workshops involving brainstorming, interactions, participatory discussions to empower teachers.

Secondly, it is also important to note that, there may be different strategies for implementing technology supported interventions, which may not be just 3-4 computers in attachment. The appraisal team would like to suggest the state to take technology in an inclusive approach (technology as an integrated part of classroom teaching learning process in judicious manner) by providing technology as an aid to teachers. This may be a cost effective model, strongly integrated with pedagogic vision & strategies, builds teacher capacity in a prospective manner to convert the physical resources & technology power into utilities during classroom transaction, creates a positive ambiance among the fellow teachers and certainly expected to be fruitful in terms of achieving quality goals. The state plan doesn't reflect such efforts aligned to these points. Though the state has proposed some capacity building activities for teachers besides other activities, the state could have taken up more activities aligned to pedagogic measures like organizing series of sensitizing workshops from top to bottom level involving interactions, participatory discussions, brainstorming with teachers to empower them create self owned delivery mechanism which could more bring positive results aligned to quality goals.

10. Recommendation:

- **The appraisal team recommends an amount of Rs.1500.00 lakh @ Rs.50.00 lakh per district, however, strongly suggests the state to consider points made in the observation to derive positive outcomes which are aligned to quality goals.** Also the state should establish a State resource group for strengthening the technology integrated education delivery mechanism, which may consist of expert subject teachers with experience/ interest in technology aided teaching learning, resource persons from educational institutions, PG colleges, universities, SCERT, SIETs, DIETs and technical organizations like NIC & state technical bodies etc. This resource group may be properly sensitized & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals.
- The state should develop adequate number of Master Trainers for further capacity building programmes at district, block and cluster level.
- Apart from steps already taken for safety of equipments, the state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

b) Early Childhood Care & Education (ECCE)

Progress overview (2009-10)

Early Childhood care and Education is the pre requisite as it supports the system of Primary Education. The quality of input to primary education is to a great extent influenced by the effective early child care education facilities that are being offered. Considering the importance of ECCE centres as feeding schools for sibling care, the strategy has been initiated under SSA towards providing nutritious food, play materials and health care for their growth. Most of the Pre-primary schools are located in the primary school premises, thus they become the feeding schools for primary schools.

Early Child hood care and Education initiative under SSA is implemented in the form of Zero Grade Schools in Bangalore Urban District. There are 620 centre's which are run by the Non-governmental Organisations.

620 Zero grade schools are functional in Bangalore Urban district. This is to provide to the needs of Early Childhood care and Education of children belonging to 4-6 years of age group children. The program is meeting the needs of the sibling care of those children in higher classes. The centres are run in accordance with the school timings.

Progress made during 2009-10:

- Conducted meetings in Zero grade schools with field functionaries of the Bangalore districts and formulated the strategies to commence zero grade schools and the classroom activities to be followed.
- Established Zero grade schools in Bangalore urban district to provide Early Child Education to the under age children who are enrolled to class 1.
- Extended the Anganwadi timings where the children are dropping out and absent to the school because of sibling care along with volunteer.

During the year 2009-10, the PAB has approved an amount of Rs.435.00 lakhs @ Rs. 15 lakh per district under ECCE for 29 districts. Accordingly the state has spent Rs.435.00 (100%) lakh for undertaking the ECCE activities

Proposal and recommendation for the year 2010-11:

The State has proposed an amount of **Rs.450.00 lakh for 30 districts@ Rs.15 lakh per district** to continue the same activities conducted in the previous year is recommended by the appraisal team.

c) Education of SC/ST Children

SC/ST: District wise Progress against SC/ST Innovation activities during 2009-10

S.No	Districts	SC/ST				Coverage
		Financial		Physical		
		Funds sanctioned during PAB 2009-10(in Lakhs)	Funds utilized(Lakhs) .	Target (No. of children)	Innovative Activities undertaken	
1	Bagalkote	15	15	2400	Chinnara Zilla Darshana	Covered all the children as shown in the targets. The pupils have visited important places of their respective districts.
2	Bangalore Urban	15	15	3600	Chinnara Zilla Darshana	
3	Bangalore Rural	15	15	1600	Chinnara Zilla Darshana	
4	Ramnagar	15	15	1600	Chinnara Zilla Darshana	
5	Belgaum	15	15	5750	Chinnara Zilla Darshana	
6	Bellary	15	15	3950	Chinnara Zilla Darshana	
7	Bidar	15	15	2450	Chinnara Zilla Darshana	
8	Bijapur	15	15	3100	Chinnara Zilla Darshana	
9	Chamarajnaragar	15	15	2000	Chinnara Zilla Darshana	
10	Chikmangalore	15	15	3200	Chinnara Zilla Darshana	
11	Chitradurga	15	15	3000	Chinnara Zilla Darshana	
12	Dakshina Kannada	15	15	2800	Chinnara Zilla Darshana	
13	Davangere	15	15	2950	Chinnara Zilla Darshana	
14	Hassan	15	15	3200	Chinnara Zilla Darshana	
15	Haveri	15	15	2800	Chinnara Zilla Darshana	
16	Kodagu	15	15	1200	Chinnara Zilla Darshana	
17	Kolar	15	15	2550	Chinnara Zilla Darshana	
18	Dharwad	15	15	2400	Chinnara Zilla Darshana	
19	Gadag	15	15	2400	Chinnara Zilla Darshana	
20	Gulbarga	15	15	5150	Chinnara Zilla Darshana	
21	Chikballapur	15	15	2700	Chinnara Zilla Darshana	
22	Koppal	15	15	1900	Chinnara Zilla Darshana	
23	Mandya	15	15	3200	Chinnara Zilla Darshana	
24	Mysore	15	15	4200	Chinnara Zilla Darshana	
25	Raichur	15	15	2750	Chinnara Zilla Darshana	
26	Shimoga	15	15	2800	Chinnara Zilla Darshana	
27	Tumkur	15	15	4450	Chinnara Zilla Darshana	
28	Udupi	15	15	2000	Chinnara Zilla Darshana	
29	Uttarkannada	15	15	4400	Chinnara Zilla Darshana	
		435.00	435.00	86500		

Observations:

- The state has made 100% progress in achieving the financial targets sanctioned by PAB.
- Physical targets approved by PAB and the coverage reported by the state is having a huge variation.

Reasons for not conducting activities approved by PAB for 2008-09: NA

Major issues in universalizing the primary education in SC/ST context;

- The retention rate of SC children is 90.87%, for ST children it is 87.40%. while the retention rate is 94.33 for all category children
- The achievement level of 8th standard pupil's as per KSQUAO is 51.24% where as SC and ST achievement is achievement is 47.31 and 48.98 %.
- SC/ST children retention and achievement level is less than compared to their counter parts. But this is a marginal difference and the reason for this small attainment has been attributed due to social and financial factors. Situation awareness programmes, exposure visits, buildings self esteem among pupils through mitigate through teachers efforts have been planed and few have been under taken.

District wise flash Statistics on education indicators among SC/ST children age 6-14 years:

Child Pop	Child Pop		Population share		Literacy rate		Enrollment		Attendance		Learning Achievement level class-5		Learning Achievement level class-7		Transition rate from primary to upper primary	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
328055	66937	17583	20.40	5.36	47.40	42.90	43439	13872	94.69	96.59	84.90	89.56	83.30	87.89	87.57	83.63
144360	36626	8848	25.37	6.13	55.30	56.20	24919	5749	99.89	99.89	77.30	77.14	69.70	68.77	98.18	104.39
819568	153194	20871	18.69	2.55	70.20	72.80	67617	8905	99.26	98.72	74.91	72.92	68.75	69.48	96.37	104.76
750695	95291	52923	12.69	7.05	45.28	36.16	67849	41075	99.13	99.07	77.70	80.63	73.65	77.89	98.84	103.22
316483	73809	63008	23.32	19.91	42.30	41.10	68532	59384	93.52	94.41	73.40	73.17	70.20	69.76	85.90	86.74
268387	68204	37700	25.41	14.05	52.00	48.69	53376	31024	99.10	98.58	57.90	59.80	54.60	56.82	95.51	100.87
435948	100747	6789	23.11	1.56	47.20	46.20	66895	4396	92.75	92.63	70.20	73.75	66.00	66.82	86.32	77.45
118860	32105	13935	27.01	11.72	27.98	24.22	23977	10384	99.22	98.88	76.90	74.00	72.90	68.72	97.51	90.14
191715	53359	27113	27.83	14.14	45.82	36.61	36403	17867	99.83	99.61	67.30	68.85	59.30	59.91	100.66	88.94
131270	35255	7415	26.84	5.65	46.24	47.51	30142	5845	99.26	99.72	73.00	74.93	65.80	69.12	97.61	104.30
249052	65949	49191	26.48	19.75	44.99	46.18	47711	34956	98.95	98.68	72.30	72.34	69.50	68.51	96.55	95.78
265379	20945	10516	7.89	3.96	56.67	64.56	15152	6722	99.24	99.28	78.40	82.52	75.70	77.72	105.18	95.62

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Child Pop	Child Pop		Population share		Literacy rate		Enrollment		Attendance		Learning Achievement level class-5		Learning Achievement level class-7		Transition rate from primary to upper primary	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
250961	56959	32930	22.70	13.12	42.27	46.30	46029	25783	99.00	99.17	66.90	69.45	62.70	65.53	91.85	96.68
241616	26091	12262	10.80	5.07	71.60	71.60	17589	10951	96.15	96.31	75.60	77.01	73.40	73.10	94.27	98.72
142291	25878	9001	18.19	6.33	19.60	30.57	23169	8227	94.06	96.23	77.60	82.40	76.70	79.59	94.02	85.35
426127	117525	6438	27.58	1.51	31.78	26.20	85486	7060	90.04	79.86	61.42	60.09	57.50	59.28	92.86	56.80
363256	83259	8520	22.92	2.35	61.05	57.11	41035	3833	99.97	99.95	81.55	79.44	76.00	76.97	96.64	103.03
229847	34966	20916	15.21	9.10	50.30	58.70	27101	16867	97.79	98.41	70.80	73.68	65.40	67.01	91.18	94.21
82761	12465	9339	15.06	11.28	64.90	40.40	9030	7977	99.99	99.99	80.50	79.78	75.10	77.12	100.43	90.83
235914	75938	14101	32.19	5.98	44.82	42.57	46633	10452	99.83	99.95	77.30	76.67	63.65	63.65	95.50	91.59
203735	39221	26435	19.25	12.98	37.90	30.59	37112	25676	94.82	95.82	68.30	72.10	62.60	68.39	85.47	87.63
188452	30151	3064	16.00	1.63	45.88	46.79	25755	3220	99.46	99.36	74.80	71.70	67.50	69.22	102.93	114.65
410870	81520	51308	19.84	12.49	43.42	40.95	54889	34769	99.34	99.46	75.90	74.61	71.60	69.29	99.18	99.07
340968	76382	90852	22.40	26.65	38.80	29.00	49726	50434	92.14	89.87	74.00	71.89	70.10	68.39	80.97	92.73
137452	88394	31192	64.31	22.69	NA	NA	20215	2940	99.46	98.91	80.10	79.93	73.20	73.22	96.09	90.00
269214	52782	11285	19.61	4.19	107.28	104.60	34895	7833	99.10	99.69	77.00	74.48	73.40	74.65	96.26	108.83
327384	67733	27706	20.69	8.46	51.33	56.17	55441	21021	99.14	98.94	70.95	66.89	63.55	65.19	94.18	95.66
150855	11501	8605	7.62	5.70	70.10	69.60	6700	5475	99.48	99.77	76.60	76.89	71.40	71.05	103.23	92.95
188839	15925	3536	8.43	1.87	63.52	56.55	14075	4667	99.33	99.47	86.00	82.22	82.90	79.40	99.35	112.71
222371	53534	22608	24.07	10.17	NA	NA	38459	19150	88.87	88.21	60.20	62.67	55.30	56.32	59.84	74.06
8432695	1752624	705990	20.78	8.37	53.00	48.00	1179351	506514	97.23	97.34	72.81	73.45	68.59	69.30	92.95	93.34

(Due to lack of space name of districts could not be included in the table but districts are in order as mentioned in the access component)

Proposal for 2010-11:

The state has proposed the same activity as adopted during last year 2009-10 under the SC/ST innovation.

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District wise Activities proposed during 2010-11 under SC/ST Innovation:

S.No	Districts	SC/ST				Coverage
		Financial	Target (No. of children)	Physical	Innovative Activities undertaken	
		Funds proposed for 2010 - 11 (in Lakhs)				
1	Bagalkote	15	2400		Chinnara Zilla Darshana	Important places of the respective district will be visited
2	Bangalore Urban	15	3600		Chinnara Zilla Darshana	
3	Bangalore Rural	15	1600		Chinnara Zilla Darshana	
4	Ramnagar	15	1600		Chinnara Zilla Darshana	
5	Belgaum	15	5750		Chinnara Zilla Darshana	
6	Bellary	15	3950		Chinnara Zilla Darshana	
7	Bidar	15	2450		Chinnara Zilla Darshana	
8	Bijapur	15	3100		Chinnara Zilla Darshana	
9	Chamarajnagar	15	2000		Chinnara Zilla Darshana	
10	Chikmangalore	15	3200		Chinnara Zilla Darshana	
11	Chitradurga	15	3000		Chinnara Zilla Darshana	
12	Dakshina Kannada	15	2800		Chinnara Zilla Darshana	
13	Davangere	15	2950		Chinnara Zilla Darshana	
14	Hassan	15	3200		Chinnara Zilla Darshana	
15	Haveri	15	2800		Chinnara Zilla Darshana	
16	Kodagu	15	1200		Chinnara Zilla Darshana	
17	Kolar	15	2550		Chinnara Zilla Darshana	
18	Dharwad	15	2400		Chinnara Zilla Darshana	
19	Gadag	15	2400		Chinnara Zilla Darshana	
20	Gulbarga	15	5150		Chinnara Zilla Darshana	
21	Chikballapur	15	2700		Chinnara Zilla Darshana	
22	Koppal	15	1900		Chinnara Zilla Darshana	
23	Mandya	15	3200		Chinnara Zilla Darshana	
24	Mysore	15	4200		Chinnara Zilla Darshana	
25	Raichur	15	2750		Chinnara Zilla Darshana	
26	Shimoga	15	2800		Chinnara Zilla Darshana	
27	Tumkur	15	4450		Chinnara Zilla Darshana	
28	Udupi	15	2000		Chinnara Zilla Darshana	
29	Uttarkannada	15	4400		Chinnara Zilla Darshana	
30	Yadagir	15	2050		Chinnara Zilla Darshana	
	Total	450	88550			

Concept of Chinnara Zilla Darshana (CZD):

NCF 2005 emphasis on construction vision mode for conceptualization of facts concepts etc. This would be possible when the class room knowledge was related to its immediate surroundings. In this connection Chinnara Zilla Darshana is an effort to place the child to construct the knowledge. Hence important places from the view print of geography, fauna, flora, History, region etc. of the districts have been identified by a series of deliberations in the DIETs and hand book has been proposed from each DIET (29 DIETs) and given the CZD beneficiaries. The children belong to SC/ST and meritorious students whose performance was outstanding in co curricular activities have been selected by the district DDPIs and divides them into batches of 50.

A road map is prepared and an excursion a field visit to the places of importance, are conducted. The pupils are thus exposed to the real situations and relate the class room children.

Detail of Innovative strategies:

Objective of activities:

- To provide educational experience through Tour program which in turn would facilitate the children belonging to marginalized section to remain in the stream, especially girls. A detailed handout of the information of the district and its places of cultural and historical importance would be prepared by the DIET's. This would be beneficial to establish connections during the learning process and referencing.
- Strategies proposed: Decentralized process of preparation and planning for the execution of the program, with state level facilitation, guidance and workshops for preparation of Handouts and issuance of circulars in time. Decentralised process of implementation would cover the district level Co-ordination committee meetings and its decisions headed by the Chief Executive Officer of the Zilla Panchayat, which involves the Block level Executive Committee members who would be involved in implementation aspects of the program.
- Financial breakup/ Implication with time frame work: the amount of Rs. 15 lakh per district would be pooled and redistributed among the districts based on the number of blocks. The cost per batch of 50 students and 4 teachers (Guides) for 2 days of Educational tour program is pre-fixed as 25,000/-. The break up is as follows:

Unit Cost /batch is Rs. 25,000/- for 50 students and 4 teachers which would be expended as follows:

- State Transport bus expenditure - 13,200/-
- Food : 6000/-
- Over night stay: Rs. 1500/-
- Entry fees for charged destinations: 500
- Bus Halting fee : 100/-
- Bus driver Bata & Insurance - Rs. 600/-
- Stationary , caps and pens - Rs. 1500/-
- Chinnara Zilla Darshana Handouts (containing approximately 68 to 72 pages of information of the district.): Rs. 1100/-
- Documentation - Rs. 300
- Medical kit: Rs. 200/-
- The above cost being approximate and significant to each component and readjustment is permitted, so that any savings would be utilized for extra coverage of beneficiaries other than the targeted ones. The Unit cost of expenditure per child is Rs. 500/-.

Monitoring Mechanism:

District level Co-ordination Committee headed by Chief Executive Officer of the Zilla Panchayat, District level Education Dept. Officials as well as state level officials would monitor and supervise the activity during implementation.

Outcomes:

Retention and academic performance which would be latently hidden. It has been expected that this exposure would motivate the children and helps to improve their performance.

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Calendar for proposed activity:

The preparation of the program will be commenced in the month of June 2010 and completed by August 2010. Implementation of the program would commence from the month of September and be completed by 31st December 2010.

Issues:

➤ The state has been proposing the same activity over the years, which has not been crafted to keep in view the gaps in achievement level, attendance, retention and transition level.

Recommendation:

The appraisal team recommends the proposed activity under SC/ST innovation.

d) Urban Deprived Children

Rapid urbanization due to industrialization and modernization in the country has led to mushrooming of slums. Basic amenities for the slum dwellers like water sanitation are scant let alone education for their wards. Education is a luxury item for many in slums. Similarly for the out of school children family of the urban areas. There is no reason for not sending their wards to school when there were better facilities and opportunities for schooling perhaps poverty and lack of awareness. There is one face of the problem. There are instances where a child attends the school but irregularly and later on the streets and to back to home in the evening learning no room for suspicion. There are occasions the children have been indulged in unhealthy activities because of easy accessibility. In order to bring back to the track we need some programmes. The OOSC activities do not suffice to take the problems of urban deprived children.

The following are termed as Urban Deprived Children by the state of Karnataka:

- Children living in urban slums and resettlement colonies.
- Collect firewood
- Work in the fields
- Earn in cottage industries
- Earn in tea stalls/restaurants
- Earn as domestics in middle class homes
- Child beggars
- Picking rags and bottles
- Work as bonded laborers.
- Migrate with their families in search of livelihood etc
- Children of sex workers
- Children studying in religious such as Madarasa / Maqtab.
- Children in remand homes, juvenile home, and in conflict with law.

Urban areas in Karnataka have the problem of migration to urban areas for their lively hood; some students migrated from one place to another under difficult circumstances. They don't get proper education, and likely to be influenced by drugs, alcohol and anti social activities. To overcome these problems SSA has been providing opportunities of education. In all urban areas, Rs 2000 as incentive has been given to main streamed children, who have 75% attendance & B+ achievement.

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Progress of 2009-10

An amount of Rs. 175.45 lakhs under urban deprived innovation was sanctioned last year 2009-10 to cover all categories of urban deprived children in the urban areas of the state, Karnataka through only two main activity/intervention i.e. De-Addiction Camps, Awareness Campaign and transit homes and awards to students in all the 29 districts although break-up of budget allocation district-wise is not available in the state component plan. Progress report pertaining to physical & finance will be available by the end of March 2010.

Proposal for AWP&B 2010-11 is as under:

Objectives

- To support and cover the UDC who never attain the expected levels of learning attainment and attendance
- To foster healthy behavior that are irregular to the school/OoSC who have gone array from the expected norms.
- To provide a safe place for those children who run away from homes, destitute and street children.

Focus group

- OoSC of urban area whose performance would be strengthened.
- Children who are involved in unhealthy activities such drinking, smoking, theft and irregular to the school are the focus group for dedication camps and further monitoring.
- Run away children. Street children and destitute would be provided a safe place to dwell for a shorter duration with appropriate study.

Strategies proposed

Following are the strategies proposed under urban deprived innovation for the year 2010-11:

1. Conducting special periodic survey to identify such children who are constantly migrating from one place to another.
2. Educating the parents regarding the advantages of a settled life.
3. Educating the parents about the advantages of educating their children.
4. Conducting mobile schools to create interest among the children.
5. Conducting periodic survey to identify such children who are socially and economically backward and to update village education registers.
6. Encouraging teachers to keep regular contact with parents regarding the education of their children.
7. Total utilization of incentive Programmes provided for these children.
8. Denying of the social welfare schemes to the parents who do not send their children to school.
9. Conducting camps to teachers, community leadres and SDMC members regarding motivating parents to send their children to school.

Under this activity 1127 Urban Deprived Children through OOSC strategy were the target in Bangalore Metro City. The present progress is 367. Under innovative activity, fund approved for this programme was Rs. 9.750 lakhs. Out of this Rs. 1.5 lakhs has been used for adolescent camps and the remaining Rs. 7.25 lakhs was utilized for Urban Deprived Children. The funds are released to all the 8 blocks in the district. And the same has been released to schools of children

who were out of school and mainstreamed to the schools. And they attended regularly to the school (attended 75% of the school days,) and their learning achievement is B+.

Monitoring and supervision

The process of running the activities will be monitored by block, district and state level officers and the progress will be reviewed in KDP meetings and Multi level review meetings.

Expected outcomes

- There will be increase in the retention rate of OoSC and learning levels of UDC.
- Healthy habits are fostered among the UDC.
- Coverage of UDC will be increased.

Linkage with UEE

- Awareness camps will be held in slum areas and other OOSC pockets of urban area.
- Periodical Survey will be done after thorough analysis of the disadvantaged pockets.
- Awareness among the community as per RTE Act will be enhanced and streamlined.

Progress: 2009-10

Sl. No	District	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
1.	BAGALKOT	00	00	00	00
2.	BANGALORE URBAN	1127	7.25	367	7.34
3.	BANGALORE RURAL	50	1.00	34	0.68
4.	BELGAUM	20004	7.50	04	0.08
5.	BELLARY	261	9.75	150	3.00
6.	BIDAR	00	5.50	00	00
7.	BIJAPUR	142	7.50	120	2.4
8.	CHAMARAJANAGARA	00	7.00	00	00
9.	CHIKKABALLAPURA	205	9.70	205	4.1
10.	CHIKKAMANGALORE	233	7.00	233	4.66
11.	CHITRADURGA	62	7.00	35	0.70
12.	DAKSHINA KANNADA	70	7.00	70	1.4
13.	DAVANAGERE	00	7.00	00	00
14.	DHARWAD	126	7.50	124	2.48
15.	GADAG	67	7.00	19	0.38
16.	GULBARGA	567	7.00	321	6.42
17.	HASSAN	57	7.00	57	1.14
18.	HAVERI	57	7.50	57	1.14
19.	KODAGU	00	0.00	00	00
20.	KOLAR	248	7.50	248	4.96
21.	KOPPAL	125	7.00	125	2.5
22.	MANDYA	228	7.50	25	0.5
23.	MYSORE	173	7.00	42	0.84
24.	RAICHUR	00	00	00	00
25.	RAMANAGARA	00	00	00	00
26.	SHIMOGA	171	7.00	94	1.88
27.	TUMKUR	126	7.00	77	1.54

Sl. No	District	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
28.	UDUPI	00	0.00	00	00
29.	UTTARA KANNADA	62	9.75	14	0.28
30.	YADAGIRI	221	3.50	119	2.38
Total		24382	175.45	2540	50.80

Observation:

As seen in the above table that the expenditure incurred against the target is very low. Activity wise progress has not been made available. Only the district-wise physical and financial target and its achievement are provided. State committed to expedite the expenditure upto 164.00 by March 2010.

Proposed Plan for 2010-11 (Urban Deprived Children)

Sl. No	Activity-UDC	Target	
		Phy.	Fin.
1.	BAGALKOT	156	1.68
2.	BANGALORE URBAN	3654	85.25
3.	BANGALORE RURAL	417	4.49
4.	BELGAUM	1029	11.09
5.	BIJAPUR	998	10.76
6.	CHAMARAJANAGARA	Not classified	0.00
7.	CHIKKABALLAPURA	265	2.86
8.	CHITRADURGA	155	1.67
9.	DHARWAD	129	1.39
10.	GADAG	Not classified	0.00
11.	GULBARGA	2504	26.99
12.	HAVERI	1134	12.22
13.	KOLAR	689	7.43
14.	KOPPAL	191	2.06
15.	MANDYA	379	4.09
16.	MYSORE	860	9.27
17.	RAICHUR	673	7.25
18.	SHIMOGA	Not classified	0.00
19.	TUMKUR	676	7.29
20.	UTTARA KANNADA	57	0.61
21.	YADAGIRI	1262	13.60
Total: 21		15228	210.00

Details of the Activity

- Periodical survey:** A survey team to be constituted at each habitation comprising of the authorized representatives of the Education Department, BMP and NGOs. The committee would be vested with the responsibility of making arrangements for identifying the OOSC in the prime commercial locations. Accordingly the particulars of children in hard pocket areas indicated below are to be surveyed for identifying the OOSC.

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- Bus stand
- Complex place
- Construction sites
- Cycle shops
- Cinema hall
- Residences/flats
- Hotels/Lodges
- Market places
- Petty shops
- Parks
- Railway stations
- Scooter repair shops/garages
- Streets

The survey would facilitate the process of identifying out of school children, enthruse OOSC for the program, and initiate night surveys at certain locations so that children who were away during day time on pre-occupation or otherwise are met and counseled for being enrolled in schools. It would be a significant exercise in identifying most of the underprivileged children.

2. Sensitizing the Community.

- Rapport building with local formal schools
- Sensitization of the teachers in these schools on issues peculiar to slum and street working children so that they can understand the latter's psyche better
- Creation of centre based parent-teacher associations to make schools more accountable and the community more education friendly
- Pre-schools in project areas
- Teacher training
- Community participation
- Area based Apex Committee
- Community based coaching centers for home-work and extra coaching for children mainstreamed into formal schools

Counseling on individual or group basis to help children/parents overcome behavioral problems like low concentration levels, restlessness, hyperactive activeness, etc of the child

3. Transit home for girls and boys:- Under this intervention concentration is on Street children. These children constitute a marginalized population in most urban centers of the world. There are major difficulties in trying to estimate the number of street children and the magnitude of difficulties they experience. A very rough estimate would place the number of street children in the city of Bangalore at around 2,000. This estimate is taken from the study on "Drug abuse among street children" a project in collaboration between the National Institute of Mental Health and Neurosciences, Bangalore and the Bangalore forum for street and working children in 1998.

Every street child has a reason for being on the street.

1. Lack of care and guidance by the parents, poverty.
2. Some children are lured by the promise of excitement and freedom.
3. Broken family.
4. Fear of punishment.

5. Due to the ill-treatment from family members like step parents.
6. Regular punishment and abuse either physical or mental stress.
7. Peer influence.
8. Single parent
9. Due to adolescent rebellion nature.
10. Parent ignorance.

Identify and rescue: - Bus Stand, market place, signals, railway platforms are some of the places where these children are found. In cities like Bangalore the situation is grim even in slums as they are very much over populated and it is difficult for the street children to find a shelter there. Hence there is a need to establish a transit home for such street children.

Strategies for convincing children to stay in Transit Home :

This is a short stay home for the rescued children where their immediate needs are to be met.

1. Food cloth, bedding and other daily needs, play activities.
2. Medical care and protection for such street children.
3. The transit homes would be operational for 24 hours and have some basic facilities like toilets, bathroom, bedding, play activities food drinking water first aid box etc., The staff would include field volunteers, counselors, doctors, teachers, cook, wardens and staff for maintaining and cleaning. The voluntaries / staff could use this transit home as a drop in centre for street children throughout the day. (To build the trust and confidence in the child).
4. Once the children get used to this centre, the counseling can be done. In the counseling, information will be gathered about their family background, reason for walkout of home, the problem faced by the child, ambitions of the child etc. As the problem of drug addiction and substance abuse is predominant in street children, hence the effort would be to enroll the children in de-addiction camps.

De-addiction Camp: - Here we get the children with high or medium level substance use. Depending on the level of substance use, the children will be given treatment. In the de addiction camp the following activities will be done.

1. Medical check up and treatment.
2. Individual counseling.
3. Physical exercises.
4. Recreational activities (Sports and cultural activities)
5. Playing
6. Meditation and yoga
7. Non-formal classes
8. Group activities.
7. Parent Counseling.

These camp activities have a strong influence in bringing change in the attitude and de-addicting the children. Once the children are free from the impact drug addition, they would continue their education Bridge Courses.

Bridge Course:-

In the bridge course the following activities will be done.

1. Non-format education and individual care.
2. Sports and cultural activities.
3. Individual care plan and follow-up
4. Counseling
5. Vocational training and Soft skill trainings.

Status of Urban deprived Girls

- According to a source many of the girls are trafficking from various backward areas and are employed as domestic servants, some are rag pickers, but a large proportion have been pressed into commercial sex work as soon as they land up on to the streets by auto rickshaw drivers and other mediators. They are the most vulnerable of street kids. A large number of them belong to the age group of 11 to 15 years as said in the study conducted by Rane in 2004. As they live and work in most unhygienic places they even suffer from many health disorders.
- Hence we are proposing one transit home for urban deprived girls to targeting 50 this year as a pilot phase of the project and 3 transit homes for boys covering 150 children. During 2009-10 it has been planned to start de-addiction camp and transit home for 3-50 Street children, orphans and runaways in Bangalore Urban. It has been implemented through NGOs Sathi and Surabhi. This programme is under progress it will be achieved by the end of March.

- For rehabilitation and mainstream the 200 addicted/street children with convergence of NGOs, SSA and Akshara foundation of Bangalore slums-Project for 30 days and year long following activities.

Bangalore Urban	
Activities	
De- addiction camp, bridge course in transit home (Bangalore Urban)	
<ul style="list-style-type: none"> ▪ Formation of task groups ▪ Survey of pocket area ▪ Identify camp area / volunteers ▪ Counsel the Children / parents through NGOs / legal counselors. ▪ Strengthen the camp site with child friendly / child specific media and materials so as to reform the child. 0.05/centers. ▪ Rejoin in the Family (TA to NGOs.) ▪ Enroll in regular schools. 	
Frequents visit initially and periodical visit there after to ensure child reformation.	
Total	

-The above activities will be carried out only in Bangalore Urban (Million Plus City). State also committed for special survey under this innovation exclusively for the Bangalore Urban. Bangalore Urban will also have the amount for the incentives to urban deprived children under overall incentives programme generate for all the 29 districts.

Detail district wise activities proposed: - AWP&B -2010-11

Sl. No	District	Funds Proposed During 2010-11	For Urban Deprived Activities	For Girls' Education
1.	BAGALKOT	9.75	7.00	2.75
2.	BANGALORE RURAL	9.75	7.00	2.75
3.	BANGALORE Urban	9.75	7.00	2.75
4.	BELGAUM	9.75	7.00	2.75

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Sl. No	District	Funds Proposed During 2010-11	For Urban Deprived Activities	For Girls' Education
5.	BELLARY	9.75	7.00	2.75
6.	BIDAR	9.75	7.00	2.75
7.	BIJAPUR	9.75	7.00	2.75
8.	CHAMARAJNAGAR	9.75	7.00	2.75
9.	CHIKKABALLAPUR	9.75	7.00	2.75
10.	CHIKKAMANGALORE	9.75	7.00	2.75
11.	CHITRADURGA	9.75	7.00	2.75
12.	DAKSHINA KANNADA	9.75	7.00	2.75
13.	DAVANAGERE	9.75	7.00	2.75
14.	DHARAWAD	9.75	7.00	2.75
15.	GADAG	9.75	7.00	2.75
16.	GULBARGA	9.75	7.00	2.75
17.	HASSAN	9.75	7.00	2.75
18.	HAVERI	9.75	7.00	2.75
19.	KODAGU	9.75	7.00	2.75
20.	KOLAR	9.75	7.00	2.75
21.	KOPPL	9.75	7.00	2.75
22.	MANDYA	9.75	7.00	2.75
23.	MYSORE	9.75	7.00	2.75
24.	RAICHUR	9.75	7.00	2.75
25.	RAMANAGAR	9.75	7.00	2.75
26.	SHIMOGA	9.75	7.00	2.75
27.	TUMAKUR	9.75	7.00	2.75
28.	UDUPI	9.75	7.00	2.75
29.	UTTAR KANNADA	9.75	7.00	2.75
30.	YADAGIRI	9.75	7.00	2.75
	Total	292.50	210.00	82.50

Recommendation

As seen in the above table that the overall expenditure will be expedited by the end of March, 2010. Expenditure as such is not above 50% till date. State need to generate all the activities in time so as to ensure better outcome for the AWP&B 2010-11 under the urban innovation. After seeing all the detail activities, the appraisal team recommended the above activities under the urban innovation for the year 2010-11 which is Rs. 292.86 lakhs.

e) Innovation of Minorities

Dakshin Kanada is the only district in the Karnataka having Muslim population more than 20% and three more Minority concentrated districts under Prime Minister's 15 point programme are Gulbarga, Bidar and Dakshin Kanada.

Progress against Minority Innovation activities during 2009-10 (As on 31-12-2009)

S.No	Districts	Minority				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
1	Bagalkote	7.5	3.5	3270	1. Awareness	25479
2	Bangalore (R)	7.5	4.0	2229	Programme for religious and community leaders.	8858
3	Bangalore (U)	7.5	6.0	2229		67333
4	Belgaum	7.5	2.0	4830		65380
5	Bellary	7.5	6.5	7430	2.Awareness camp for Mothers of Minority Children	24006
6	Bidar	7.5	3.0	4310		42265
7	Bijapur	7.5	5.0	2750		59397
8	Chamaraja nagar	7.5	2.0	3790	3.Awareness programme for fathers of Minority Children	5422
9	Chikkaballapura	7.5	2.0	2750		18227
10	Chikmagalore	7.5	3.0	3270		8866
11	Chitradurga	7.5	5.0	4310	4.Block Level Seminars for Minority Children on Science and Technology.	11939
12	Dakshina Kannada	7.5	3.5	3270		69278
13	Davanagere	7.5	2.3	3790		21788
14	Dharwad	7.5	5.6	3790	5.Block Level Melas Seminars for Urdu teachers	30007
15	Gadag	7.5	4.5	3270		11064
16	Gulbarga	7.5	6.0	3270		81600
17	Hasana	7.5	4.6	5877	6.Hikes and Field Visit Learning Corners	14188
18	Haveri	7.5	2.8	4310		36482
19	Kodagu	7.5	2.5	3790		15440
20	Kolar	7.5	5.0	1710	6.Hikes and Field Visit Learning Corners	22235
21	Koppala	7.5	2.5	3270		18154
22	Mandya	7.5	3.0	2230		5595
23	Mysore	7.5	6.5	4310	6.Hikes and Field Visit Learning Corners	24765
24	Ramangar	7.5	7.0	4836		34920
25	Raichur	7.5	4.5	2750		13189
26	Shimoga	7.5	5.0	3790	6.Hikes and Field Visit Learning Corners	44825
27	Tumkur	7.5	7.5	5336		22678
28	Udupi	7.5	4.5	2750		14581
29	Uttara Kannada	7.5	4.5	5870	Learning Corners	23477

S.No	Districts	Minority				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
					Other Activities 1. Supply of dictionaries 2. Supply of lab equipments	
	Total	217.5	110.3	109401		841438

Observations about the progress:

- Under innovative activities for minority children Rs. 297.250 lakhs has been approved out of which Rs. 79.750 lakhs is meant for "camps for adolescent girls". The activities undertaken and the expenditure incurred under this particular activity is separately reflected in "Girls Education chapter". For conducting activities for Minority Rs. 7.5 lakhs budget for each district and a total of Rs. 217.50 lakhs has approved for the state.
- Financial utilization till 3rd quarter is only 57.7%, which is not satisfactory.
- Physical targets approved by the PAB are not matching with the targets given by the state.

Reasons for not conducting activities approved by PAB for 2009-10: NA

Major issues in universalizing the primary education in Minority context;

- Lack of awareness among parents and community especially in rural and slum areas – Lack of awareness with regard to importance of formal education.
- Poverty.
- Irregular attendance.
- Lack of motivation to teachers.
- Lack of motivation to students.

District wise flash Statistics on education indicators among Minority children age 6-14 years:

Districts	Total Child Population	Child Population (minority)	Population share	Literacy rate	Enrollment	Attendance	Learning Achievement level	Transition rate from primary to upper primary
Bagalkote	328055	30693	9.36	99.00	29355	97.01	47.31	85.61
Bangalore (R)	144330	9934	6.88	96.12	9656	98.00	48.40	99.00
Bangalore (U)	819568	108994	13.30	99.18	106200	98.5	46.04	100.00
Belgaum	671005	88557	13.20	97.00	85878	97.21	48.23	98.00

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Districts	Total Child Population	Child Population (minority)	Population share	Literacy rate	Enrollment	Attendance	Learning Achievement level	Transition rate from primary to upper primary
Bellary	316483	28200	8.91	94.00	27429	96.00	47.76	90.34
Bidar	263463	46358	17.60	92.00	45436	95.7	37.57	88.18
Bijapur	435948	61089	14.01	91.00	57915	96.4	48.60	89.54
Chamaraja nagar	118860	9297	7.82	89.00	8938	97.01	48.80	99.07
Chikkaballapura	191715	20227	10.55	99.00	19548	98.75	48.30	90.44
Chikmagalore	131270	12489	9.51	98.00	12199	99.0	47.97	100.00
Chitradurga	249052	13722	5.51	95.98	13471	98.0	49.09	93.74
Dakshina Kannada	265379	90412	34.07	100.00	89207	100.00	48.05	100.00
Davanagere	250961	23815	9.49	100.00	22581	98.60	48.51	94.17
Dharwad	241528	37598	15.57	97.89	35505	99.00	48.27	97.78
Gadag	142291	12978	9.12	91.19	11783	98.45	46.61	94.36
Gulbarga	648498	90395	13.94	93.13	86231	94.00	43.33	92.66
Hasana	363256	17567	4.84	100.00	17404	97.9	48.85	97.67
Haveri	229847	38364	16.69	91.90	36049	95.87	49.22	95.26
Kodagu	82761	18023	21.78	100.00	17895	99.12	49.72	98.35
Kolar	235914	26060	11.05	88.16	25371	97.6	48.59	98.35
Koppala	203735	21053	10.33	86.12	19933	98.0	48.62	94.34
Mandya	188452	7978	4.23	98.12	7559	99.00	48.99	94.34
Mysore	410870	30460	7.41	95.78	29788	98.10	49.15	99.35
Naiichur	340968	38403	11.26	87.14	36967	94.12	44.86	94.00
Ramangar	109777	14012	12.76	96.18	13628	97.13	49.40	96.94
Shimoga	269214	48653	18.07	100.00	47409	98.56	49.50	97.14
Tumkur	327384	25592	7.82	99.00	24556	99.67	49.15	95.80
Tdupi	150865	22511	14.92	100.00	22288	100.00	47.98	96.03
Uttara Kannada	196375	29489	15.02	99.12	28159	98.00	48.02	99.01
Total	8327824	1022923	12.28	92.46	988338	94.49	47.75	92.31

Source: DISE 2008-09, KSQAO

Strategies for eliminating gaps in these indicators:

District wise Activities proposed during 2010-11 under Minority Innovation

S.No	Districts	Minority		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)
1	Bagalkote	7.5	1. Awareness Programme for religious and community	30693
2	Bangalore (R)	7.5		9934
3	Bangalore (U)	7.5		108994

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S.No	Districts	Minority		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)
4	Belgaum	7.5	leaders.	88557
5	Bellary	7.5	2.Awareness camp for	28200
6	Bidar	7.5	Mothers Minority of	46358
7	Bijapur	7.5	Children	61089
8	Chamaraja nagar	7.5	3.Awareness programme for	9297
9	Chikkaballapura	7.5	fathers of Minority Children	20227
10	Chikmagalore	7.5	4.Block Level Seminars for	12489
11	Chitradurga	7.5	Minority Children on	13722
12	Dakshina Kannada	7.5	Science and Technology.	90412
13	Davanagere	7.5	5.Block Level Melas	23815
14	Dharwad	7.5	Seminars for Urdu teachers	37598
15	Gadag	7.5	6.Hikes and Field Visit	12978
16	Gulbarga	7.5	Learning Corners	8831
17	Hasana	7.5	Other Activities	17567
18	Haveri	7.5	1. Supply of dictionaries.	38364
19	Kodagu	7.5	-----	18023
20	Kolar	7.5	2. Supply of lab equipments	26060
21	Koppala	7.5		21053
22	Mandya	7.5		7978
23	Mysore	7.5		30460
24	Raichur	7.5		38403
25	Ramangar	7.5		14012
26	Shimoga	7.5		48653
27	Tumkur	7.5		25592
28	Udupi	7.5		22511
29	Uttara Kannada	7.5		29489
30	Yadgir	7.5		2264
31	Total	225.00		1022923

Objectives :

- To create awareness among religious and community leaders with regard to importance of formal education.
- To create awareness among parents, the importance of formal education in the life of their children.
- To improve attendance of children especially of girls.
- To motivate teachers and students.
- To enhance the knowledge of science and technology among students.
- To develop self confidence and competitive spirit among students.
- To develop habit of reading among students.

Details of Strategies proposed for 2010-11

1. Awareness Programme for religious and community leaders.

In order to create awareness about formal education among Muslim religious community leaders, as planned, "Awareness programme has been conducted twice in a year in each district. This programme has created positive effect on the participants. As per opinion of district and field level officers, these leaders are taking keen interest in the formal education of their community children. More madrasas are opting to take support to impart formal education (under OOSC component).

This programme has also encouraged some leaders to donate land for school buildings and also other equipment to school. For example in Dharwad district Sri. Md.Gouse Mutavalli has donated 1600 Sq. ft land worth Rs. 5 lakhs for school building at Mantur Colony of Hubli and another person by name Sri. Aijaz Ahmed Mulla has donated Rs.20,000 worth UPS to Urdu school at Dharwad.

2. Awareness camp for Mothers of Minority Children

Awareness camp for mothers of Minority children are being organized by the districts with purpose of creating awareness of formal education among mothers. This programme has made mothers to change their behavior drastically towards school and teachers. Girls who were stayed at home after puberty are coming back to schools. The attendance of children has also improved.

3. Awareness programme for fathers of Minority Children

The programme has very successfully conducted throughout the state. Awareness about "Child Labour Act" and "Childs Right to Education" has helped to reduce Child Labour and there by has increased the number of children going schools. The awareness of importance of formal education has also encouraged fathers to donate cash and materials to needy schools.

4. Block Level Seminars for Minority Children on Science and Technology.

Districts, as planned have organized block level seminars for minority children on science and technology. These seminars are helping students in creating interest in science and technology and also spirit of competency.

5. Block Level Melas

Two Melas namely "Science Melas" and "Literary Melas" were organized by districts at block level. Lectures, essay competitions, debates and exhibiting the improvised aids prepared by students were few events found in this Melas.

6. Seminars for Urdu teachers

Three days seminars on different theme have been organized for Urdu Teachers. The theme of seminar varied from "teaching subjects" and to that of "socio economic factor" which interplay for the backwardness of the communities and the solutions.

7. Hikes and Field Visit

Hikes and field visits are being organized by the districts to enable students to visit and study places of their surrounding. This has increased the classroom learning and also the spirit of adventure among children.

8. Learning Corners

Under this programme library books worth 1.40 lacs have been provided to needy schools by districts.

Financial plan for 2010-11

S. No.	Activity	Unit	Unit cost (in lakhs)	Target	
				Phy	Fin
1	Awareness Programme for religious and community leaders.	Block	0.1	202	20.2
2	Awareness camp for Mothers Minority of Children	Block	0.1	202	20.2
3	Awareness programme for fathers of Minority Children	Block	0.1	202	20.2
4	Block Level Seminars for Minority Children on Science and Technology.	Block	0.1	202	20.2
5	Block Level Melas	Block	0.1	404	40.4
6	Seminars for Urdu teachers	Teacher	0.003	1450	4.35
7	Hikes and Field Visit	Block	0.1	202	20.2
8	Learning Corners	District	1.5	30	45.00
9	Other Activities				
	1. Supply of dictionaries.	Child	0.007	2510	17.07
	2. Supply of lab equipments	School	0.2	70	14.00
	3. Supply of umbrellas, jerkins rainy shoes only in Kodagu district	Child	0.005	637	3.18
	Total				225.00

Issues:

- Monitoring mechanism over the proposed activities has not been mentioned by the state.
- It has been observed that the progress made by the state under Minority innovation is not satisfactory which need to execute in time to ensure better improvement.
- Achievement against the Physical target approved by the PAB is totally unbelievable.
- State is in the practice of repeating the same activities for the education of minority children
- No research study has been proposed by the state to see the changes in the behavior/attitude of Muslim community towards the formal education of their children.

Recommendation:

The appraisal team recommends the proposed activities by the state under Minority Innovation.

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Calendar of Events

(April 2010 – March 2011)

Sl. No.	Activity	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Awareness Programme for religious and community leaders.			√					√				
2	Awareness camp for Mothers Minority of Children						√						
3	Awareness programme for fathers of Minority Children			√									
4	Block Level Seminars for Minority Children on Science and Technology.								√				
5	Block Level Melas					√				√			
6	Seminars for Urdu teachers							√					
7	Hikes and Field Visit										√		
8	Learning Corners					√	√	√					
9	Other Activities												

E. Computer Aided Learning (CAL)

11. Total no. of Government Upper Primary Schools covered: 22334

12. Total no. of Teachers in Government Upper Primary Schools covered: 138220

13. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl.	Financial Year	Implementation Model (by SSA/ PPP, if in PPP model please mention the Private Partners name)	Approved Outlay (in lakhs)	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained	
I	II	III	IV	V	VI	VII	VIII	IX
1	2001-02	SSA	448.00	448.00	35	20		
2	2002-03	SSA	228.76	228.76	55	20		
3	2003-04	SSA	405.00	405.00	135	20		

4	2004-05	SSA	405.00	405.00	540	45		
5	2005-06 2006-07	SSA	910.00	910.00	1000	78	1000	Through EDC
6	2007-08	SSA	405.00	405.00	315	78	4010	Through Intel
7	2008-09	SSA	1450.00	1450.00	700	118	4229	Through Intel. Microsoft and DIETs
8	2009-10	SSA	1450.00	1450.00	400	118	9244	DIETs
<i>Total Achievement by now</i>					3780	118		

14. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	CD Name	CD content	Subject/medium
1	Noda Banni Karnataka	Analysis of the Districts	Social Science (Kannada)
2	Bharathada Nere Hore	Neighboring countries of India and Geographical features	Social Science (Kannada)
3	Maya Sharabathu - 1	Physical features of India – Life diversities	Social Science (Kannada)
4	Maya Sharabathu - 2	Physical features of India – Life diversities	Social Science (Kannada)
5	Souravyuha	Sun, 9 planets, day and night, seasons, comets and asteroids	Social Science (Kannada)
6	Bharathada Nadigalu	Rivers of India, Climate and winds.	Social Science (Kannada)
7	Shaktiyodane Sarasa	Different forms of energy	Science (Kannada)
8	Vignana Vasthu Sangrahalaya	Work, Force, Energy, Distance and Weight	Science (Kannada)
9	Choomanthar	Respiration, Digestion, Excretion, Nervous system, Exercise and Food	Science (Kannada)
10	Marali Choomanthar	Brain, Heart, Bones, Joints and Muscles.	Science(Kannada)
11	Bhoo SampathuU	Natural Resources, Life Cycle , Environment Pollution	Science(Kannada)
12	Dooradarshana	Television, History, Working and Technology	Science(Kannada)
13	Dooravani	History, Working, Parts, Types	Science(Kannada)
14	Computer	History, Types, Working, Uses, Internet	Science(Kannada)
15	Pankha	Working, Types, Uses	Science(Kannada)
16	Surakshatege Mothiya	Accidents, First Aid, Traffic Rules	Science(Kannada)

Sl.	CD Name	CD content	Subject/medium
	Pata		
17	Neralina Rahasya	Day and Night, Full moon day, Eclipses	Science(Kannada)
18	Rajakumara mathu snehitaru	Energy, Work, Types of Energy, Sources of Energy	Science(Kannada)
19	Shambhuvina Sasya Mithra	Parts of a plant: mono cotyledons and di-cotyledons	Science(Kannada)
20	Antharika Pravasa	Energy, Work and conversion of energy	Science(Kannada)
21	Belakina Mayajala	Light Energy, Sources, Transparent-opaque-translucent objects, shadow;	Science(Kannada)
22	Ondu Beejada Kathe	Parts of the plant, Mono cotyledons and di-cotyledons	Science(Kannada)
23	Vyoha	Work, Usage of Machines, Force and Distance moved	Science(Kannada)
24	Vitamingalu	Fruits, Vegetables, Vitamins - A, B, C, D	Science(Kannada)
25	Pranigala Anveshane - Vargikarana	Group Teaching and Learning	Science(Kannada)
26	Gillu ka Vivah	Kaal ke prakar	Hindi
27	Khel Mel	Matraon ki parikalpana	Hindi
28	swatantra diwas	Varna Mala, Hraswa-Dheerga, Alpa pran- mahapran, anunasik, Vyanjan	Hindi
29	Friendly Amimals	Proper Order To Make Meaningful Sentenas	English
30	Fourney an The Cloud	"Wh", "Yes", "No" Question Tags	English
31	Troublesome Twins	English Vocabulary, 80 words, pictures Association, Phrases, Sentences	English
32	The Cruelking	Capital-small Letters, Words, Spelling, Prefix-Suffix, Synonym-Antonym, Adjectives.	English
33	Deeds of Courage	Words Pronunciation, Sentences, short text meaning, Tones, Messages	English
34	Harish Weds Harini	Action Words, Tense Forms	English
35	Rickatoo	Greeting, Polite Speech, Request, Inquiry, Instruations, "how Much".	English
36	Tell A Tale	Direct Speech, Indirect Speech, Verbs, Pronoun, Adverd	English
37	Digital Camera Driver	Photo impression and impression projects.	English
38	Ata - Pata	Gunitakshar	Kannada
39	Akshara Bandi	Kannda Varnamala	Kannada
40	Janapada Sampathu	Opposite words and other grammer points	Kannada

Sl.	CD Name	CD content	Subject/medium
41	Kathe upa Kathe	Concept of Sentences and group of words	Kannada
42	Mysorinalli Ondu dina hindi	Gender - Verb; nutral gender;	Kannada
43	Nudi	Kannada software	Kannada
44	OOrige Banthu Sarkas	Singular and Plurals.	Kannada
45	Puttuvin Madhuvu	Gender, parts of speech, singular and plural	Kannada
46	Shaikshanika Pravasa	Using . , ' " etc	Kannada
47	Swatantra Dinacharane	swar, vyanjan, yogavahak, alpapran, mahapran, anunasik	Kannada
48	Prayana	Pamphlets, newspapers, handouts reading	Kannada
49	Vikramana parakrama	words and vyanjanakshar	Kannada
50	Padabandha	Word formation in Kannada, English, Hindi	Kannada, English
51	Kona Vinoda	Types of angles	Mathematics (Kannada)
52	Kadojiyavarodane ondu dina	Fractions	Mathematics (Kannada)
53	Churukina beralu	word building, drawing and fundamental operations of Mathematics	Mathematics (Kannada)
54	Chatura Nalvaru	Place value, and other fundamental operations of Mathematics	Mathematics (Kannada)
55	Makkala Vivaha Dina	Fractions - the fundamental operation of fractions	Mathematics (Kannada)
56	Deepavali	Fractions - its uses in daily life	Mathematics (Kannada)
57	Parisara Dina	Division	Mathematics (Kannada)
58	Chinchuvina jothe thameshe	Properties of Geometrical figures	Mathematics (Kannada)
59	Jadoo Goligalu	Decimals, Ascending and Decending, relationship with Fraction	Mathematics (Kannada)
60	Sanna vyapara nirvahane	Profit and Loss	Mathematics (Kannada)
61	Anupatha	Uses of Ratio in daily life	Mathematics (Kannada)
62	Mittuvina Gunakara	Multiplication	Mathematics (Kannada)
63	Nisargadalli Sahasa	Subtraction	Mathematics (Kannada)
64	Namma Kanasina Shale	Mulltiplication and multiplication tables	Mathematics (Kannada)
65	Gombeyata	Place value	Mathematics (Kannada)

Sl.	CD Name	CD content	Subject/medium
66	Labha mathu Nasta	Profit and Loss	Mathematics (Kannada)
67	Raviya Kanasu	Number line and addition	Mathematics (Kannada)
68	Kiriya Sahasa	Sets	Mathematics (Kannada)
69	Parithoshakada pathe	Perimeter of plane figures	Mathematics (Kannada)
70	Kanasina Doni	>, <, =, Place value and reading and writing upto 9999	Mathematics (Kannada)
71	Jadu pettige	Use of two digit number in daily life and their subtraction	Mathematics (Kannada)
72	Kalkatta Yatre	Fractions, Multiplication and division	Mathematics (Kannada)
73	Hannina Thotakke Bheti	Fractions, Decimal place and percentage	Mathematics (Kannada)
74	Krida Jagathu	Average calculation	Mathematics (Kannada)

15. Which visionary initiatives supported by pedagogic measures have been taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure its proper delivery.

As the objective of the implementation of CALC is to make learning effective and interesting along with providing supplementary materials in digitalized form with the help of graphics, animation, etc supportive system has been build for the effective implementation of the programme through the following interventions;

- Each school is supplied with 5 computers, Multimedia Projector, and UPS.
- The Computer Lab of the schools is equipped with computer tables, chairs, electrification & earthing.
- Each school has been provided with a set of 78 APF content CDs and 40 Video clipping developed by EDC in Kannada & English containing hard spots of Science, Mathematics, English, Social Studies and languages developed as both general topics and the contents from syllabus.
- Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.

16. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities. Row 4 is about Recurring Activities)

Sl.	Activities	Details	Proposed		Achievement	
			Phy	Fin	Phy	Fin
1	Infrastructure					
	· Technology Infrastructure	5 Desktops, one UPS and one Multimedia Projector to each school (At the rate of Rs.1,95,000/- per school)	630	774.9	436	850.2
	· Non Technology Infrastructure	Electrification and furniture	630	189	436	132.11
2	Capacity Building of Teachers under CAL	Teachers training - born out of training fund			nil	nil
3	Content/ Teaching Learning Material	No budget planned for this activity as APF and EDC render their cost for the development of content CDs			118	nil
4	Recurring Activities					
	· Infrastructure Maintenance	Annual Maintenance Cost paid to the agencies for maintenance of computers		304.04		304.04
	· Refresher Training		2455	18.41	4033	0
	· Additional Support					
5	Distance Education	Radio and Edusat programmes		161.68		109.623
		Total		1448.03		1395.973

Rs.52.06 lakhs remaining fund will be utilised by March-10 for coverage of more number of schools under CALC programme. Rs.52.06 lakhs is unspent as a module to be printed and distributed under Edusat programme from EDC could not be done this year; the same has been taken up during 2010-11.

17. Proposal for 2010-11:

c. Physical -

- No. of schools to be covered : 414
- No. of targeted beneficiaries
 - Students : 82909
 - Teachers : 2188

b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1	Infrastructure			
	Technology Infrastructure	5 Desktops, Multimedia Projector and UPS to each school @ Rs.1,67,415/- per school	414	693.1

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Sl.	Activities	Details	Target	
			Phy	Fin
	Non Technology Infrastructure	Site preparation – provision of electrification, earthing, furniture etc (Rs.50000/- per schools)	414	207
2	Capacity Building of Teachers under CAL			
	(Mention the strategies to be adopted for Capacity Building)	Training of teachers on integrating content CDs to classroom process; Development of capacity in project works which helps the teachers to teach their subject effectively: (6 days training in two phases – 3 days in each phase - @ Rs.100 per day)	6896	41.38
		HMs meeting and followup activities (3 Quarterly meeting @ Rs.50/- per meeting to be held at Block level)	3512	5.27
3	Content/ Teaching Learning Materials Development			
	(Mention the strategies to be adopted for Capacity Building of Teachers)	Development of content CDs of uncovered concepts in co-ordination with APF and EDC	nil	nil
4	Any other activities			
	Distance Education	Radio and Edusat Programmes		120.00
5	Recurring Activities			
	□ Infrastructure Maintenance			
	- Maintenance at the State Level	At the rate of Rs.12599/- per schools for 2006-07, Rs.13527/- per school for 2007-08, Rs.15318/- per school for 2008-09 and Rs.16500/- per school for 2009-10, the total maintenance cost for 2010-11	2434	356.57
	-Maintenance at the District Level	Maintenance of computers supplied during 2004-05	644	76.68
	Refresher Training	The training mentioned above also addresses the refresher training		
	Additional Support			
			Total	1500.00

The plan of CAL for 2010-11 has been developed with a view to address the key issues like orientation of supervisory officer, integration of CALC to classroom teaching and especially taking the note of more coverage of children. Both refresher training and training for the teachers of new schools where CALC implemented during 2010-11 will be imparted for 6 days in two phases through DIETs. The training module being developed during the present year will be utilised for training of teachers. This is to address the issue of maintenance of computers along with developing the skill to use computers and integrating CALC to the classroom processes.

The contents used in CALCs are interactive. All the subjects are covered here but they are not class wise. Since the focus is given more on the broadening of knowledge about a concept, APF and EDC have developed the multimedia content CDs on the entire concept as such which may be used by different classes at various levels.

18. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Identification of schools					✓							
Site preparation						✓						
Tender process for the supply of computers						✓	✓	✓				
Supply and installation of computers								✓				
Teachers training								✓	✓			
HMs meeting					✓			✓			✓	
Functioning of CALC centres			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

19. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2001 – 02 & by now covers a total of 3780 schools (that is around 16% of the total government upper primary schools in the state) with 61603 trained teachers which is around 13% of the total teachers in government upper primary schools.
- The state has tied up with private partners like, Azim Premji Foundation and EDC for content development.
- Two teachers from each school have been trained on computer aided learning. Head Masters of the schools have also been trained on the importance of CALC centres along with training them on the maintenance of computers – to approach the agencies as the computers are under warranty.
- 74 content CDs/ digital teaching learning materials have been developed in mathematics, science, english & social science which have been distributed to all covered schools/ centers.
- To strengthen & ensure the CAL activities are implemented & resources utilized effectively, Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.

In 2009-10, the state has reported to achieve financial target up to 93% and physical target 63%.

- i. *As observed the document submitted by the state, it is to be noted that though PAB 2009-10 hadn't approved the proposal of the state to provide LCD projectors, the state had processed to provide the LCD projectors to the schools. However after further discussions with the state representatives during the appraisal it was informed that, the LCD projector will not be supplied. The state should assure that this is not done as this violates the PAB decisions.*
- ii. *The state has mentioned that the unspent balance of Rs.52.06 lakhs of 2009-10 (which was to be spent for printing of modules for EDUSAT activities) would be used to coverage of more schools under CAL programme.*

The state's plan for 2010 - 11, proposes to expand the CAL activities to 414 schools which will be provided with 5 Desktops, Multimedia Projector and UPS to each school @ Rs.1,67,415/- per school. It is pointed out again that since projector are costly equipments and maintaining them at the level of schools & getting any service for any damage to the equipment at rural level is not easy, the state should not provide projectors however 32" LCD monitors may be provided. This will allow the state to take up more schools under CAL as the present coverage is only 16%. As previous year this year also the state has proposed activities under EDUSAT amounting Rs.120.00 lakhs.

It is important to be noted here that, as it is being emphasized now, the plan of implementation of activity like CAL should not be add on activities. It should be a component of the integrated quality plan and the activities planned must be on the basis of pedagogical situational gaps and be able to contribute accordingly. The objective of the activities must be aligned to the quality goals. Instead of planning for quantitative achievements the situation demands now to strategize for qualitative activities which could be a strategy for improvement in the teaching learning process and strongly integrated with pedagogic strategies & actions. It is important to understand the objective of CAL and design strategies for effective utilization of CAL resources. The biggest challenge in implementation of CAL activity is the empowerment of teachers. The teachers should be empowered to use this facility handily as & when required to overcome the difficulties they face in the classroom transaction process. This requires the change in attitude, behavior & actions of the teachers. This needs a series of activities to create the momentum & sustain it so that the desired result can be achieved. The state plan doesn't reflect such efforts aligned to these points. Though the state has proposed some capacity building activities for teachers besides other activities, the state could have taken up more activities aligned to pedagogic measures like organizing series of sensitizing workshops from top to bottom level involving interactions, participatory discussions, brainstorming with teachers to empower them create self owned delivery mechanism which could more bring positive results aligned to quality goals.

20. Recommendation:

The appraisal team recommends the proposal of the state amounting Rs.1500.00 lakhs except the proposal of LCD projectors and strongly suggests the state to consider points made in the observation to derive positive outcomes which are aligned to quality goals.

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VII) GIRL'S EDUCATION UNDER INNOVATION

Initiatives of the State Government to promote education of girls

Free supply of Uniforms, Text books, School bags, Note books, Fee exemption and Mid-day meal programme are some of the programmes being implemented by the State Government to promote education of girls. Providing bicycles for girls studying in 8th Std directly improving the attendance and retention rate of girls.

Gender parity index

Year	2002-03	2007-08	2008-09	2009-10
Girls	0.9192	0.9352	0.93	0.93

Source: DISE

Dropout rate of Girls

Year	2001-02	2007-08	2008-09	2009-10
Girls	32.93	13.99	12.00	8.30

Source: DISE

It is evident from the above tables that there are positive changes in the development of girls' Education but 8.30 % girls are dropping out at elementary level is an area of concern, which required community awareness strategies.

Achievement of Girls during 2008-09 as per Karnataka School Quality Assessment Organization:

Medium	5 th Std		7 th std		8 th std	
	Boys	Girls	Boys	Girls	Boys	Girls
Kannada	74.41	76.44	70.43	73.23	49.46	53.08
English	0	0	0	0	49.27	54.16
Urdu	75.55	79.39	74.60	78.63	60.8	66.19
Marati	76.63	78.34	74.92	76.66	53.43	57.4
Tamil	74.01	77.95	72.62	75.66	52.0	60.07
Telugu	72.21	74.20	69.27	70.67	59.02	64.11

Source: KSQAO 2008-09

It can be seen from the above table that girls' achievement is more than that of boys for all the Standards and for all the mediums.

Progress of adolescent camps for girls during 2009-10 up to March 2010 (5.5 lakh per district is the PAB approved amount):

Sl. No	District	Target		Achievement		Conducted by	No of Girls Participated				
		Phy	Fin	Phy	Fin		SC	ST	Minority	Others	Total
1	Bagalkot	1800	5.5	1810	5.5	NGO	450	203	225	932	1810
2	Bangalore (South)	1000	3.0	990	3.0	NGO	180	190	210	410	990
3	Bangalore north	800	2.4	812	2.4	NGO	130	175	95	412	812
4	Bangalore Rural	1800	5.5	1848	5.5	NGO	364	60	192	1232	1848
5	Ramnagar	1800	5.5	1800	5.5	NGO	465	52	200	1083	1800
6	Belgaum	900	2.7	900	2.7	NGO	119	86	275	420	900

Sl. No	District	Target		Achievement		Conducted by	No of Girls Participated				
		Phy	Fin	Phy	Fin		SC	ST	Minority	Others	Total
7	Chikkodi	900	2.7	898	2.7	NGO	168	119	496	115	898
8	Uttara Kannada	1815	5.5	1214	5.5	NGO	233	66	362	553	1214
9	Bellary	1800	5.4	1825	5.4	NGO	576	438	400	411	1825
10	Bidar	1835	5.5	1750	5.5	NGO	354	298	428	670	1750
11	Bijapur	1800	5.5	1836	5.5	NGO	382	109	620	725	1836
12	Chitradurga	1800	5.4	1831	5.4	NGO	372	491	603	365	1831
13	Chikmagalore	1800	5.5	1800	5.5	NGO	461	202	238	899	1800
14	Davangere	1800	5.5	1812	5.5	NGO	556	203	700	355	1812
15	Dharwad	1800	5.5	2058	5.5	NGO	248	78	698	1034	2058
16	Gadag	1800	5.4	1800	5.4	Dept	337	262	256	945	1800
17	Gulbarga	1200	4	1244	3.9	Dept	215	175	275	579	1244
18	Hassan	1800	5.5	1833	5.5	NGO	360	210	205	1058	1833
19	Kodagu	1800	5.4	1756	5.4	NGO	476	282	327	671	1756
20	Kolar	1833	5.5	1833	5.5	NGO	530	432	390	481	1833
21	Koppal	1800	5.4	1800	5.4	Dept+NGO	504	395	314	587	1800
22	Mandya	1834	5.5	914	5.5	NGO	278	48	179	409	914
23	Mysore	1800	5.4	1833	5.4	Dept	377	432	481	543	1833
25	Tumkur	1800	5.5	1833	5.5		390	370	443	630	1833
26	Chikkaballapur	1800	5.4	1637	5.4	NGO	342	288	330	677	1637
27	Raichur	1800	5.4	1799	5.4	Dept	419	475	385	520	1799
28	Shimoga	1800	5.5	1800	5.5	NGO	545	325	361	569	1800
29	Yadgir	800	2.4	682	2.4	Dept	276	86	222	98	682
30	udupi	1830	5.5	1826	5.5	NGO	520	417	375	514	1826
31	D.K	1800	5.5	1119	5.5	NGO	164	87	233	635	1119
32	Haveri	1800	5.5	329	5.5	Dept	60	51	146	72	329
	Total	50747	153.9	47222	153.78		10401	6902	10439	17670	45412

Source: District Reports

The state was sanctioned an amount of **Rs. 153.90 lakh**, out of which **Rs. 153.78 lakh** has been spent for conducting adolescent camps.

It can be seen from the above table that 4,72,22 adolescent girls have been trained on various adolescent issues for 3 days, out of which 10, 439 minority girls, 10,401 SC girls, 6902 ST girls were trained.

Proposal for the Year 2010-11:

1. Extending Meena Programme to Non-EBB Blocks: As per the feedback of the state, Meena clubs are active in the area of creating awareness among community in the area of gender issues and importance of education. Encouraged by the success of the Meena Programme, other district and block functionaries are proposed to extend Meena Programme to their districts. In this connection, Rs.10, 000 per cluster is proposed to carry out Meena activities. A sum of **Rs.184.5 lakhs** is proposed for 1845 clusters under innovative strategy.

2. Capacity Building on Menstrual Hygiene & Management (MHM) among/for adolescent girls under NPEGEL in Karnataka: This programme is planned in co-ordination with UNICEF. The State has informed that UNICEF will extend their support to SSA through following activities:

- proposed study;
- development of manual;
- technical support for creation of cadre of Resource Persons at the NPEGEL district level and quality assurance for cascade trainings for Model Cluster Schools
- technical support for development of comprehensive state strategy for scaling up Menstrual Hygiene & Management in upper primary/high schools

In view of above SSA will extend its support in the following areas under innovations:

- Printing of training module:** Estimated Budget: Rs.1.00 lakh
- Training costs** for the district Resource Persons and cascade training for MCS teachers (2 teachers per school) in the districts where NPEGEL programme is being implemented. Estimated Budget: Rs.6.00 lakhs to train 1842 teachers of 921 clusters for 3 days. A total of Rs.6.00 lakh budget is proposed under teacher training programme.
- Capacity Building Programme on Meena Programme:** In view of Meena programme getting significance and being implementing well, it is proposed to develop a training module on Meena Programme and training one teacher per HPS for 2 days. It is proposed to train 44,668 teachers from 22,334 HPS for 2 days. A budget of Rs.89.33 lakhs is proposed under teacher training programme. The training on Meena programme discuss on various issues of gender including the constitution of Meena clubs and how these clubs can work towards building a non-discriminatory culture in schools and society.
- Adolescent Camps for girls:** It is proposed to conduct adolescent camps for girls. This activity was carried out in the year 2009-10. The same activity is continued in the year 2010-11.

S. No.	District	No. of Blocks	Target No. of children	Urban deprived Girls	Minority Girls	Total Required amount (in lakhs)
1	Bagalkot	6	1800	2.75	2.75	5.5
2	Bangalore(R)	4	1800	2.75	2.75	5.5
3	Bangalore U	9	1800	2.75	2.75	5.5
4	Ramanagara	4	1800	2.75	2.75	5.5
5	Belgaum	14	1800	2.75	2.75	5.5
6	Bellary	8	1800	2.75	2.75	5.5
7	Bidar	5	1800	2.75	2.75	5.5
8	Bijapur	7	1800	2.75	2.75	5.5
9	Chamarajanagar	5	1800	2.75	2.75	5.5
10	Chikkamagalore	8	1800	2.75	2.75	5.5
11	Chitradurga	6	1800	2.75	2.75	5.5
12	Dashina Kannada	7	1800	2.75	2.75	5.5
13	Davanagere	7	1800	2.75	2.75	5.5
14	Dharwad	6	1800	2.75	2.75	5.5
15	Gadag	6	1800	2.75	2.75	5.5
16	Gulbarga	8	1800	2.75	2.75	5.5
17	Hassan	8	1800	2.75	2.75	5.5
18	Haveri	7	1800	2.75	2.75	5.5
19	Kodagu	3	1800	2.75	2.75	5.5
20	Kolar	6	1800	2.75	2.75	5.5

S. No.	District	No. of Blocks	Target No. of children	Urban deprived Girls	Minority Girls	Total Required amount (in lakhs)
21	Chikkaballapur	6	1800	2.75	2.75	5.5
22	Koppal	4	1800	2.75	2.75	5.5
23	Mandya	8	1800	2.75	2.75	5.5
24	Mysore	9	1800	2.75	2.75	5.5
25	Raichur	5	1800	2.75	2.75	5.5
26	Shimoga	7	1800	2.75	2.75	5.5
27	Tumkuru	10	1800	2.75	2.75	5.5
28	Udupi	5	1800	2.75	2.75	5.5
29	Uttara Kannada	11	1800	2.75	2.75	5.5
30	Yadgir	3	1800	2.75	2.75	5.5
	Total	202	54000	82.50	82.50	165.00

Sl.no	Activity	Amount
1	Urban Deprived Girls	82.50
2.	Minority Girls	82.50
	Total	165.00

The State has proposed to reach out to 54,000 girls with an estimated budget of **Rs.165.00 lakh** for 30 districts under Urban deprived and minority activity. It is planned to design a training module for this activity and conduct the workshop with BRCs and CRCs faculty as trainers.

After the final work out on the proposal of innovations based on the needs of different focus groups the state in appreciation of the fact that girls education is not a very weak area in the state compared to other focus groups therefore it decided to withdraw the proposal for girls innovation so as to obtain funds for other innovations to focus more on those who needed such innovations the most. The education of girls will be focused mainly through the mainstream components of SSA in the year 2010-11.

5) **NATIONAL PROGRAMME FOR EDUCATION OF GIRL'S AT ELEMENTARY LEVEL
(NPEGEL) – KARNATAKA**

NPEGEL is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. NPEGEL in the state is being implemented in 62 EBBs and 921 model cluster schools of 20 Districts. This also includes 4 Urban Slums situated in Bangalore south block, Mysore city block, Ramnagar city block and Dharwad block. 108 clusters are being managed by Mahila Samakhyas.

Physical Progress during 2009-10:

Observations:

▪ **Coaching for Navodaya Vidyalaya Entrance Examination (Ten Thousand Girls Covered):** It was observed that the enrollment of girls in Jawahar Navodaya Vidyalaya is not up to the desired mark. In order to get admission in Jawahar Navodaya Vidyalaya proper capacity building of girls for competing in the entrance test need to be enhanced by providing special coaching to these girls. The State has provided coaching to more than ten thousand girls.

▪ **Meena Activities: (9000 Meena Clubs)** Meena clubs were constituted in all the upper primary schools to undertake awareness among community through skit, drama, songs and dances etc to motivate them to send their children to school. The Meena clubs are creating awareness on the social issues like child marriage, dowry system etc.

The state has been able to accelerate and scaled up Meena activities and more than 18000 'Meena Manch' have been established at MCS level. It is commendable that girls are playing key role in creating environment in the favor girl child, ensuring enrollment and retention of girls in schools and also working actively at MCS level on social issues like child marriage, gender discrimination, and child labour prevention

▪ **Award to best Meena Team:** Award of Rs.2000 was given to best Meena facilitator and Rs.3000 to the school who has implemented Meena activities in a best way. These awards (921 best Meena facilitator and best Meena implementing school) have been given at the block level in the month of Feb-March 2010.

▪ **Counseling Center for Girls: (9000 girls)** Under this activity girls are being provided Counseling on health, adolescent issues, vocational and guidance from resource persons on gender, medical professionals, doctors and teachers etc.

▪ **Exposure visits and Experience sharing: (98000 Girls)** were taken to the nearby places to educate them about historical and educational aspects of these places Girls were also encouraged to do write-ups on their experiences. It has created enthusiasm among girls to learn from their surroundings.

▪ **Vocational skill development: (1.06 Lakh Girls)** The vocational activities like repair of cycles, mobile, beautician, candle making, doll making, carpentry, knitting, sewing, embroidery, etc are made to learn, which helped in boosting the self confidence and facilitated in the enrollment and retention of girls.

An in-depth study on the impact of NPEGEL programme is needed to be done, to know the effect of NPEGEL programme on the girls' education.

Systematic Study on the impact of NPEGEL programme has not done by the state so far but as per the feedback provided by the State. It is observed from the interventions carried out through out the year that 5.4 lakh girls has being involved in one or the other activities under NPEGEL which has resulted in the effective participation of girls.

Financial progress:

(In Lakhs)					
Year	Out lay approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
2004-05	1127.29	1127.300	---	0.00%	0.00%
2005-06	1607.51	1550.852	406.456	25.28%	26.21%
2006-07	1653.51	2968.111	918.942	55.58%	30.96%
2007-08	9583.31	2359.566	840.842	8.77%	35.64%
2008-09	1218.86	1885.972	514.132	42.18%	27.26%
2009-10	587.87	587.872	557.40	94.81%	94.81%

During the year 2009-10, the State was sanctioned a budget of Rs 587.87 lakhs. The achievement is Rs.557.40 lakh (94.81%) up to March 2010.

Proposal for 2010-11:

The state has proposed to conduct Focus interventions to improve quality and learning capabilities among girls through vocational skill training, health and hygiene camps, Meena campaign, coaching for Navodaya Vidyalaya entrance examination and community mobilisation activities etc. The State more or less has proposed to replicate same activities of the previous year.

Activities are given below:

Sl. No.	Activities	Processes	Time line	Out comes	Target	Unit Cost (in lakh)	Financial (in lakh)
1	Maintenance of school, provision for life skill, vocational training, transportation charges, Coaching for Navodaya Vidyalaya Entrance Examination:	<ul style="list-style-type: none"> • Identification of girls with more focus on socially disadvantaged groups.. • Awareness on the Navodaya Vidyalaya Entrance Examination among class 5th Standard girls Will be organised to ensure more number of girls is enrolling for the examination. • Selection of resource persons to conduct coaching • Tutoring classes from experts will 	<ul style="list-style-type: none"> • July- August 2010 • July- August 2010 • September 2010 – Feb'2011 	<ul style="list-style-type: none"> • Increased awareness on the Navodaya entrance exam • More number of girls enroll for entrance exam • Enhancement of Learning achievement • More number of girls get through the examination and get admission into Novadaya entrance examination. 	95000	0.15 per cluster	138.15

	<p>Exposure visits and Experience sharing: To provide opportunity to familiarize with geographical, historical, administrative places to broaden their vision and perspective girls would be taken to the nearby places having historical and educational importance.</p>	<ul style="list-style-type: none"> • Resource books relating to the entrance examination will also be provided • Identification of girls with more focus on socially disadvantaged groups. • Organizing visits • After the visit, children will share their experiences through write ups. 	<ul style="list-style-type: none"> • September 2010 • July-September 2010 	<ul style="list-style-type: none"> • Widened vision and perspective • Team building • Self confidence building 			
2	<p>Bridge courses/alternative school</p>	<ul style="list-style-type: none"> • Cluster will identify activities according to the choice of girls. • Identifying girls from disadvantaged social categories including OOS girls for this activity. • Organising the activities 	<ul style="list-style-type: none"> • July-September 2010 	<ul style="list-style-type: none"> • Girls will be empowered and their self confidence will increase • Increase in enrolment and retention because of increased awareness among community. • Girls' participation in school activities will be increased. 	95000	0.20 per cluster	184.200
3	<p>Award to best Meena Clubs/school/teacher</p>	<ul style="list-style-type: none"> • Identifying best Meena clubs (10 per each block) • Felicitating Best Meena clubs including facilitators for their efforts 	<ul style="list-style-type: none"> • Feb-March 2011 	<ul style="list-style-type: none"> • Motivation levels of girls will be increased • Increased community awareness/participation 	921	0.050 per cluster	46.050
4	<p>Learning through open school: Counseling Center for Girls: Counseling on Education, Vocation and health will be organised for girls by different experts/NGO/Voluntary organization/ doctors, teachers, etc.</p>	<ul style="list-style-type: none"> • Identifying girls from 6th to 8th Standard. • Identifying resource persons • Organizing counseling for girls 	<ul style="list-style-type: none"> • July-September 2010 	<ul style="list-style-type: none"> • Adolescent issues faced by girls will be sorted out. • Building of self confidence • Enhance learning capabilities • Retention of girls will be increased. 	95000 girls	0.20	184.200
	<p>Community Mobilisation</p>				921	0.10	35.271
	<p>Total</p>				635640		587.871

The State has proposed a total amount of Rs.587.871 lakh for 921 MCS under NPEGEL activities for the year 2010-11.

Recommendation:

- There are similar kinds of activities that have been planned under vocational training that are similar across districts. They are candle making, repair of cycles, mobile, radio, beautician, tailoring, embroidery, weaving etc.
- Coaching for Navodaya Vidyalaya entrance test is provided to the girls studying in class 5th of the Model Cluster School but there is no indication as to how the target group is chosen and the subject and class-wise data for coaching is not available.
- The Appraisal team recommends the proposal of **Rs. 587.871 lakh including management cost @ 6% for 921 clusters** to cover 6.35 lakh girls in the State.
- The appraisal team has not recommended any amount for the creation of 22 new clusters in the absence of detailed activity plan. Further, since the programme is at the seventh year, it does not seem logical to fund new clusters.

b) KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

Under the scheme of **Kasturba Gandhi Balika Vidyalaya (KGBV)**, residential schools at upper primary level (Class VI to VIII) are set up for out of school girls predominantly belonging to SC, ST, OBC and minority communities in educationally backward blocks of the country.

Status of KGBV in Karnataka:

Model	No. of KGBVs sanctioned	No. of KGBVs operational	No. of girls enrolled					
			SC	ST	OBC	BPL	Min	Total
1	64	64	2322	970	1616	970	503	6381

Observations:

- All the sanctioned 64 KGBVs are made operational, comprising 99.70% of the targeted enrollment.
- Out of 64 KGBVs, 35 are running through SSA and 29 by Mahila Samakhya.
- Out of 64 KGBV sanctioned in having over 20% population in Muslim concentration blocks is 04, SC 28 and 8 are in ST dominated blocks.
- Enrollment Status in Muslim concentration blocks of Muslim girls is 39%, in SC concentration blocks of SC girls is 42% and in ST concentration blocks of ST girls is 33%, which seems to be encouraging.
- The State has deputed 4 Regular teachers from govt. schools who are working as subjects teachers. The deputation of teachers is made by identifying teachers with less workload at school level. Apart from 4 regular subject's teacher, 4 part time teachers (warden, physical education teacher, Hindi teacher and craft teacher) are also recruited through agencies.
 - 4 Urdu teachers are deputed in two Urdu Minority KGBVs (Gangawati of Koppal District and Sindhanur of Raichur district) to enrol substantial number of Minority girls.
 - The state has reported that 195 subject teachers are functioning against 256 teachers in 64 KGBVs and posts of 61 teachers are vacant.
 - The State has prepared a separate context specific training module for the teachers of KGBVs, which discuss about the background of KGBV children, learning methods to be used in KGBV, child friendly environment building, ways and means (sensibility) to cope with socially deprived children, etc.
- **Infrastructure:** Out of 64 KGBVs, 61 are completed and the remaining 3 are under progress. The additional classrooms construction sanctioned in the year 2009-10 for 61 KGBVs is under progress and would likely to be completed by the end of September, 2010. 10 KGBVs are equipped with water heaters and the State has provided UPS systems to 6 KGBVs.
- **Community Mobilisation:** School development and monitoring committees (SDMCs) have been constituted in each of the KGBVs. These SDMCs works for the development of KGBVs including construction of school buildings. The members of SDMCs play vital role in the identification of out of schools girls and mainstreaming them. The members meet once in month to discuss academic progress and other developmental activities of KGBV girls.

▪ **Mahila Samakhya Involvement:** 29 KGBVs in the state are managed by Mahila Samakhya and 35 by SSA. MS has recruited 41 full time and 76 part time teachers. MS has devices training module for KGBV teachers and imparted 9 days training on communication skill, classroom management and preparation of teaching learning material etc.

Other Initiatives:

- More than 90% of girls who complete 8th standard continue their studies in the nearby govt. secondary schools. This aspect is well monitored by the State.
- KGBV children's of Harapanahalli block of Davangere district have participated in the Independence Day parade on 15-08-09 at Bangalore.
- KGBV children of Bidar district have participated in the republic day parade on 26th Jan. 2010 at Bangalore and won second prize in March Past.
- Girls have learnt Karate, Yoga and swimming as well.
- KGBV students have participated in different activities at block, district and state level in Pratibha Karanji, Sports & Other Activities.

Financial Progress

(Rs in lakh)						
S. No.	Year	Outlay Approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
1	2004-05	1127.29	1127.300	0.00	0.00%	0.00%
2	2005-06	1607.51	1550.852	406.456	25.28%	26.21%
3	2006-07	1653.51	2968.111	918.942	55.58%	30.96%
4	2007-08	958.31	2359.566	840.842	87.74%	35.64%
5	2008-09	1218.86	1218.86	849.210	69.67%	69.67%
6	2009-10	2332.00	2332.00	1673.28	71.75%	71.75%

During the year 2009-10, the State was sanctioned a budget of **Rs 2332.00 lakh**. The achievement is **Rs.1673.28 lakh (71.75%)** up to March 2010.

Proposal for 2010-11:

The State has mainly Following Proposals:

1. Replacement of bedding in 58 KGBVs which were operational in the year 2004-05. The list of KGBVs is given in the below table.

S. No.	District	Name of the Block	Managed By	Year of Establishment	Model	Bedding@ Rs. 750 per child
1	Bagalkot	Jamakhandi	SSA	2004 - 05	I	0.75
2	Bagalkot	Hungund	SSA	2004 - 05	I	0.75
3	Bagalkot	Badami	SSA	2004 - 05	I	0.75
4	Bagalkot	Mudhol	MS	2004 - 05	I	0.75
5	Bagalkot	Bagalkot	MS	2004 - 05	I	0.75
6	Bagalkot	Biligi	MS	2004 - 05	I	0.75
7	Belgaum	Gokak	SSA	2004 - 05	I	0.75
8	Belgaum	Ramdurga	SSA	2004 - 05	I	0.75
9	Belgaum	Saundatti	SSA	2004 - 05	I	0.75
10	Belgaum	Raibag	SSA	2004 - 05	I	0.75
11	Bellary	Siraguppa	SSA	2004 - 05	I	0.75
12	Bellary	Sandur	SSA	2004 - 05	I	0.75
13	Bellary	Hospet	SSA	2004 - 05	I	0.75
14	Bellary	Bellary	MS	2004 - 05	I	0.75
15	Bellary	Kudligi	MS	2004 - 05	I	0.75

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S. No.	District	Name of the Block	Managed By	Year of Establishment	Model	Bedding@ Rs. 750 per child
16	Bellary	H B Halli	MS	2004 - 05	I	0.75
17	Bidar	Humnabad	MS	2004 - 05	I	0.75
18	Bidar	Bidar	MS	2004 - 05	I	0.75
19	Bidar	Basavakalyan	MS	2004 - 05	I	0.75
20	Bidar	Aurad	MS	2004 - 05	I	0.75
21	Bijapur	B. Bagewadi	MS	2004 - 05	I	0.75
22	Bijapur	Bijapur	MS	2004 - 05	I	0.75
23	Bijapur	Muddebihal	MS	2004 - 05	I	0.75
24	Bijapur	Sindhagi	MS	2004 - 05	I	0.75
25	Bijapur	Indi	MS	2004 - 05	I	0.75
26	Chitradurga	Molkalmur	SSA	2004 - 05	I	0.75
27	Chitradurga	Challakere	SSA	2004 - 05	I	0.75
28	Davanagere	Harpanahalli	SSA	2004 - 05	I	0.75
29	Dharward	Kalaghatagi	SSA	2004 - 05	I	0.75
30	Dharward	Dharward	SSA	2004 - 05	I	0.75
31	Gadag	Mundargi	SSA	2004 - 05	I	0.75
32	Gadag	Ron	SSA	2004 - 05	I	0.75
33	Yadgiri	Surapur	SSA	2004 - 05	I	0.75
34	Yadgiri	Shahapur	SSA	2004 - 05	I	0.75
35	Gulbarga	Sedam	SSA	2004 - 05	I	0.75
36	Gulbarga	Jewargi	MS	2004 - 05	I	0.75
37	Gulbarga	Gulbarga	MS	2004 - 05	I	0.75
38	Gulbarga	Afzalpur	MS	2004 - 05	I	0.75
39	Gulbarga	Chincholi	MS	2004 - 05	I	0.75
40	Gulbarga	Chittapur	MS	2004 - 05	I	0.75
41	Gulbarga	Aland	MS	2004 - 05	I	0.75
42	Hassan	Holenarasipura	SSA	2004 - 05	I	0.75
43	Kolar	Srinivasapur	SSA	2004 - 05	I	0.75
44	Kolar	Mulbagilu	SSA	2004 - 05	I	0.75
45	Kolar	Bangarpet	SSA	2004 - 05	I	0.75
46	Kolar	Gudibande	SSA	2005 - 06	I	0.75
47	Chikkaballapura	Chintamani	SSA	2004 - 05	I	0.75
48	Chikkaballapura	Bagepalli	SSA	2004 - 05	I	0.75
49	Chikkaballapura	Gouribidanur	SSA	2004 - 05	I	0.75
50	Koppal	Kushtagi	MS	2004 - 05	I	0.75
51	Koppal	Koppal	MS	2004 - 05	I	0.75
52	Koppal	Yelburga	MS	2004 - 05	I	0.75
53	Koppal	Gangavathi	MS	2004 - 05	I	0.75
54	Raichur	Sindhanur	SSA	2004 - 05	I	0.75
55	Raichur	Lingasagur	MS	2004 - 05	I	0.75
56	Raichur	Raichur	MS	2004 - 05	I	0.75
57	Raichur	Manvi	MS	2004 - 05	I	0.75
58	Raichur	Devadurga	MS	2004 - 05	I	0.75
59	Tumkur	Pavagada	SSA	2004 - 05	I	0.75
60	Bangalore Rural	Chhannapatna	SSA	2005 - 06	I	0.75
61	Mysore	Krishnarajnagar	SSA	2005 - 06	I	0.75
					Total	45.75

2. The state has proposed rent for 15 KGBVs for 6 months @ 0.25 lakh per month for buildings which are facing lack of amenities like water, electricity and others.

S. No.	District	Name of the Block	Rent in Rs.
1	Bijapur	B. Bagewadi	1.50
2	Bijapur	Muddebihal	1.50
3	Bijapur	Sindhagi	1.50
4	Bijapur	Indi	1.50

S. No.	District	Name of the Block	Rent in Rs.
5	Yadgiri	Surapur	1.50
6	Yadgiri	Shahapur	1.50
7	Yadgir	Yadgir	1.50
8	Gulbarga	Jewargi	1.50
9	Gulbarga	Chittapur	1.50
10	Raichur	Sindhanur	1.50
11	Raichur	Lingasagur	1.50
12	Raichur	Raichur	1.50
13	Raichur	Manvi	1.50
14	Raichur	Devadurga	1.50
15	Raichur	Sindhanur CDB	1.50
		Total	22.50

3. Proposal for one more KGBV for Muslim minority girls in Gulbarga district amounting to Rs.89.500 lakh.

The State has proposed a total amount of Rs.1813.530 lakh for 64 KGBVs. Out of it, Non-recurring grant of Rs.45.75 lakh and Recurring grant of Rs.1767.780 lakh.

Recommendations:

1. Replacement of bedding is recommended for all 58 KGBVs who have been operationalised in 2005-06 amounting to Rs.45.75 lakh.
2. Rent for 15 KGBVs is recommended @25000/- per month for six months amounting to Rs.22.50 lakh
3. Proposed KGBV in Gulbarga district does not qualify the eligibility criteria for sanctioning of the KGBVs. Hence, the appraisal team has not recommended the proposal.

The Appraisal Team has recommended a total amount of Rs.1813.530 lakh for the continuation of 64 KGBVs. Out of it, Non-recurring grant of Rs.45.75 lakh and recurring grant of Rs.1767.780 lakh.

(VIII) Strategies for Community Mobilization & Media

A) Community Mobilization

The state team reported that the state level resource persons have already been trained. These state level resource persons through teleconference imparted training to the block level resource persons during February 2010. And intern the block resource persons consisting of CPRs, BRPs and few teachers and leading NGOs in the block have intern conducted the training programmes for the SDMC members at the Gram Panchayat level. The state informed that Gram Panchayat level training has been started & the entire process will be completed by the end of April 2010.

Community Training Progress in 2009-10 is as below:

PAB Approval (2009-10)		Achievement up to February 2010		Percentage %	
Phy.	Fin	Phy	Fin	Phy	Fin
325978	195.587	99914	29.99	30.65%	15.33

SDMC PLAYING A VITAL ROLE IN SCHOOL DEVELOPMENT:

Community mobilization is one of the major interventions under Sarva Shiksha Abhiyan Programme, which enhances educational awareness among parents and community. The state team informed that each School is having School Development and Monitoring Committee (SDMC) to monitor the activities of the school. The SDMC are playing a vital role in the school Management & Administration. They are actively participating in the preparation of Annual Work Plan, Institution(school) plan and the implementation as well as the follow up activities on the school level programmes in order to achieve the goals of U.E.E. especially quality aspects at the elementary level.

The state team informed that as per recent RTE act 2009 the GOK has taken up the task of framing the rules which suit for the state needs. The SMC subject which has been highlighted in RTE 09 suggests to bring changes in the SDMC structure/function and the same will be affected in a couple of months.

Composition of SDMC:

SDMC consists of 9 members who were elected from parent's council and one among them elected as chairman of the SDMC. Head Master of the concerned school is the ex-officio Secretary of the SDMC. Anganwadi worker, health worker, donor, an educationist, SHG, NGO representative and & 2 pupils are in SDMC.

i. Convergence with PRIs:

SDMC is having a clear linkage with GP. According to the Model Bye-Laws of SDMCs, it is considered as a sub-unit of the Gram Panchayat (PRI) under Civic Amenities Committee (CAC). The CAC will review the functioning of SDMCs periodically (Quarterly). The CAC of gram Panchayat will work with SDMC in planning, execution and monitoring of school activities. The CAC is given special responsibilities to perform like conducting minor enquiry, reporting to the administrative functionaries of the department at school level. Like gram

Panchayat at the block level taluk Panchayat is co-ordinating with block administration. The Block implementation committee has the members from taluk Panchayat and involve in planning, execution and monitoring of school activities and SSA activities. At the district level district implementation committee is headed by District in charge minister, Zilla Panchayat president, and members of the standing committee of education involve in all the activities of education department and SSA activities. With this the monitoring is being done in convergence with PRI institutions in the state from school level to district level.

ii. Process and Modalities in community training:

It is essential to train the SDMC and CAC members to understand their roles and responsibilities. The training of SDMC and CAC members was meticulously planned and implemented in 2009-10. The important stages of training are given below:

A Core Committee is constituted under the Chairmanship of the State Project Director, SSA-Karnataka to plan the activities of Community mobilization and Community trainings for the year 2009-10. Experts in the area of Community Mobilization are the members of the Core-Committee. The Core-Committee has decided the modalities of the Community Mobilization and Community Trainings for the year 2009-10. The following training modules were revised, printed & distributed to all the concerned in the year 2009-10.

iii. Trainings Modules developed and used in 2009-10:

S.No	Title of the module	Contents abstract
1	Spandana	A resource book which contains the Model Bye-Laws 2006 for the constitution of SDMCs and which has the history, development and importance of SDMCs. This book was supplied to each school of the State and to all the Master Resource Persons. This book serve as literature for the SDMC trainings which help for the Master Resource Persons and schools for the constitution of SDMCs.
2	Sankalpa	A Training Design for the 1 day training of SDMC-CAC members.
3.	Samakshama	Literature for SDMC-CAC members. This book is self explanatory in nature, which provides basic info on the roles and responsibilities of the SDMC-CAC members and serves as work book to note down the details of SDMC meeting dates, decision taken in meeting and other useful information. This book helps each SDMC-CAC member to understand his roles and functions

- The training modules were revised with the participation of NGOs who are active in the Community Mobilization and Community Training activities in the State.
- A Two-day workshop was organized for the State Level Master Resource Persons at the State Level. One DIET faculty from each district and one representative from NGO of the concerned district made a team and were trained for the SDMC-CAC training. The members of the Core-Committee conducted the State Master Resource Persons training.
- SDMC teleconference has been conducted on 22nd Feb 2010

iv. Significant steps taken/ programmes conducted to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities

- The community leaders like moulies and other religious heads were utilized to create awareness in community.
 - Role models of SC ST were utilized to motivate these sectors in the community.
- v. **Significant steps taken by the State with the involvement of community members for the following aspects:**
- a. **Improvement of Quality education:**
- The achievement levels of the students are disseminated to the parents through progress cards and face to face discussion with parents in the SAMUDAAYADATTA SHAALE (School towards community) programme scheduled every quarter.
 - School academic plan was presented in the gram Panchayat meetings to analyze the reasons school wise for poor performance and to plan remedial education programme
- b. **Improving Teacher attendance**
- SDMC is given powers to sanction casual leave
 - Surprise visits of SDMC members and record the attendance
 - Discussions in SDMC meetings
 - NCERTs QMT
- c. **Improving Student attendance**
- Parents meeting
 - Samudaayadatta Shaale (School towards community) programme
 - House visits based on the teachers report and educating parents
 - Making schools attractive by providing necessary facilities like toilet, computers, playground etc.,
 - DISE data
- d. **Reduction in dropouts**
- Regular monitoring of students attendance in SDMC meetings and school visits
 - Immediate action to bring back children to school
 - Creating awareness in parents
 - Agenda in Gram Panchayat meetings
 - Samudaayadatta Shaale
 - Incentives to students -from community
- e. **Monitoring mechanism of VEC/PTA/MTA for management of the schools**
- NCERT QMT
 - Orientation to SDMC members
 - Sharing the DISE data
- f. **Improvement of Girls education**
- Mothers mela
 - Samudaayadatta shaale
 - Bringing role models to schools
 - Sharing self help group experiences
 - Health and hygienic awareness
 - Kala Jatha
 -

g. Strategies to improve community participation in the urban areas

- Sharing the school data with community
- organizing programmes like parents meeting,
- Old students organization and old students day
- Donors day

h. Any other Activities undertaken by State/UT under community mobilization

- Master resource training
- produced Literature for SDMC members

SCHOOL NURTURING PROGRAMME:

The state team informed that the GOK has launched a special programme called "School Nurturing programme in 2008-09. Under this provision a donor can select a school of his choice and develop the infrastructure and others. The donor has to enter an agreement with the government (MOU). The salient features are given below:

Objectives:

School Nurturing Programme aspires to-

- Create a pool of partners committed to strengthening the education sector

Extend support to individuals, organizations and institutions like SDMCs, PRIs & CBOs

As a nurturer you need to-

- a. Choose a school from the list
- b. Prepare a plan of action and

Enter into a "**Memorandum of Understanding**"

Following is the list of desired interventions:

There are ample scope for intervention based on the needs of schools, children, the kind of education required and the local issues. However, as an entry point, we have listed various possible interventions under four heads. Quality Education is the deciding factor in all the aspects of this programme. Some of the activities are –

a. Capacity Building and Trainings

- In-service trainings and orientations to teachers
- Educational tours for teachers and children
- Sports meet, cultural melas, nature camps, annual days etc.,
- Personality development camps/trainings
- Training in art/handicrafts and socially useful productive activities
- Job orientation programmes
- NSS, NCC, Scouts & Guides, Science clubs, Junior red cross etc.,

b. Teaching and Learning related activities

- Library – Books, reference material, hands on activity kits, audio-visual aids (including player, projector), book shelves, cupboards, furniture, power supply, Room etc.,
- Laboratory – Equipments, charts, furniture, storage facility, room etc.,
- Computer Lab – Computers, soft wares, Battery(dual charging), Operator/teacher, training aspects etc.,
- Material related to Nali-Kali and other hands on education methods.

- Benches, chair-table, boards, cupboards, maps, charts, etc.,
- c. **Supportive Activities**
 - Scholarship
 - Adopting poor and orphan children
 - Running Balwadis in the school premises -- room construction, necessary material
 - Providing in kind or cash for prizes for various occasions, reading & writing material, sports equipments
 - Development of slum areas around the school
 - Value addition for Akshara Dasoha-additional food material, plates, rice boilers, dining area etc.,
 - Celebration of National, International & traditional festivals
 - Support to Asha-kirana programme
 - Support home based education for physically challenged -- providing necessary equipments & tools, volunteers, medical facilities etc.,

Construction Activities

- Class rooms -- construction and renovation
- Drinking Water Facility -- Water tank, piped water supply, taps, etc.,
- Kitchen -- equipments like utensils, stoves, storage facility, water, sink, waste disposal system etc.,
- Sanitation -- Toilets for boys and girls, water facility, sink, cleaning material and etc.,
- Protection Wall -- bio-fencing, wired fencing, compound wall
- Play Ground -- trainings, courts, sports gadgets, etc.,
- School garden and kitchen garden

Approach-

Every school is important for us. And similarly every child is special. But there are some schools and children who need special attention and care due to various socio-economic, cultural and geographical reasons. Keeping this in mind we have adopted two pronged approach -- Extensive and Intensive.

Extensive approach encourages community participation through donations and activities, in any of the 48,987 government schools. It gives the flexibility to choose the school and the kind of donation that one wants to make.

Benefits for the Nurturer-

Joining hands for a noble cause deserves noble appreciation and acknowledgement. However, we humbly express our gratitude in the following ways...

1. Income tax exemption under section 80(g) of income tax ...
2. More than 1/3 contribution in construction activity will be acknowledged with naming the structure in the name of the nurturer's choice
3. Display board in the school premises, on the school information wall
4. Publicity & Documentation
5. Rightful place on the departmental portal
6. Acknowledgement on all right occasions.

Since the inception of the School Nurturing programme in 2008-09 36.6 crores in the form of cash and kind has been contributed by the community for this programme.

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vii. A brief note on the collaboration between Sarva Shiksha Abhiyan and Prajayatna towards strengthening of SDMCs.

Prajayatna is a citizen's movement working to facilitate a systemic change in the existing educational system through institutionalizing processes of community ownership for the past 10 years. **Currently it works in 21 districts of Karnataka.**

In the year 2006-2007, prajayatna collaborated with the sarva shikshana Abhiyan-Karnataka, to facilitate 1640 SDMC-CAC workshops across the 9 district to strengthen the 2 local level governance structures (Gram Panchayats and school Development and Monitoring Committees) to work together for school development in their Gram panchayats. In view of the response shown by the participants and as a second phase, prajayatna in collaboration with Sarna Shikha Abhiyan-Karnataka has been focusing in 647 Gram Panchayats across these 9 districts namely-Mysore, Bangalore Urban, Bangalore Rural, Ramanagara, Chitraduga, Bijapur, Bellary, Gulbarga, Uttara Kannada for a planned period from 2008-2010.

The programme strategy included 3 levels of operation –District level meeting – to facilitate all the related district level functionaries (department of education, elected representatives and administrative bodies of Panchayat Raj institutions), Taluk level meetings – to understand the impact of first phase, plan for the Gram Panchayats, evolve strategy of follow-up of the remaining GPs and finally Gram Panchayat level follow – up meeting in the identified 647 Gram Panchayats. The orientation programme at the Gram Panchayat level included enabling and strengthening of a collective vision of SDMC and Civic Amenities Committee members and reinforcing this vision through a process of revisiting the school development plans that were made in the last workshop pertaining to each school. These meetings also supported the school committees to understand the meaning of interfacing with the Grama Panchayat – in terms of effecting improvement in infrastructure, mobilizing and utilizing of local resources, addressing issues of enrolment and teacher requirement collectively of all schools in the Gram Panchayat and in the execution of the various schemes. This also included updation of information pertaining to the local school and facilitation of institutional building in terms of planning, implementation, resource mobilization, budgeting, sharing of responsibility, working together as a group, reviewing etc. The work in the 647 GPs also focused on ensuring transparency in discussion with regard to enrolment, retention, infrastructure, leaning at individual school level and thereby enhances people's engagement/articulation with the regard to education.

Through this intervention in the 9 districts, this process has reached out to 5176 schools, app.40000 SDMCs, 3882 CAC members of the GPs and local education bureaucracy in 58 blocks. Prajayatna has also worked closely with Sarva Shiksha Abhiyan at the State level in developing an approach to building the institutional capabilities of SDMCs especially in outlining the key focus areas and processes related to orientation of SDMCs at the Gram Panchayat level.

viii. Community Training Proposed for 2010-11

As per the provision for 10-11, twelve members of each SDMC will be trained and 4 members from PRI (Gram Panchayat and Municipal Corporation). It is a common experience of the state that the member's attendance and attention in the training was poor. Therefore State has planned to organize Residential trainings for 30% of the SDMC and PRI members and Six members from each SDMC for Non residential training. In order to make the session attractive

the training process will be organized in a participatory mode. Activities like group discussions, experience sharing, chart work, exposure visits will be used to make the sessions interesting. Thus on an Experimental basis it has been planned to provide 30% residential training for SDMC/PRI member under the provisions of Residential Training. After an analysis at the end of the year the extension of residential training for the entire lot or partial would be decided and placed before the committee in the next PAB.

This year the training programme focuses on the areas like RTE, Quality dimensions along with the subjects like configuration of SDMC, roles and responsibilities of SDMC etc.

ix. Process of Training to be conducted:

The training will be in two phases the first phase comprising the conceptualization of major themes followed by a field visit to a nearby SDMC doing well. The duration is of 2 days. The second phase would be for one day which allows the member to express themselves regarding their achievements, impediments and suggestions to make the system improve. It will be of a Seminar cum Mela type of activity. Following is the breakup of SDMC / PRI members and the budget.

x. Details of costing of Community Training (3 day Residential for SDMC and PRI members) at BRC level

S.No	Name of the District	No of Schools	Total No of Existing SDMC's	Total No of Panchayat	Total No of Municipal Corporation	Total No of VEC in the district X 6 members from the Each VEC	4 Members from local authority	Community training to SDMC Members for 3-day Residential Training at BRC Level		Total no. of members
								30% of SDMC Members for Residential Training	Residential Training for 30% of the Local authority Members	
1.	Bagalkot	1313	1313	193	7	7878	800	2363	240	2603
2.	Bangalore rural	1153	1153	98	5	6918	412	2075	124	2199
3.	Bangalore urban	1417	1417	274	10	8502	1136	2551	341	2892
4.	Belgaum	3296	3296	473	13	19776	1944	5933	583	6516
5.	Bellary	1361	1361	189	9	8166	792	2450	238	2688
6.	Bidar	1253	1253	176	6	7518	728	2255	218	2473
7.	Bijapur	1884	1884	199	6	11304	820	3391	245	3637
8.	Chamarajanagara	770	770	120	6	4620	504	1386	151	1537
9.	Chikkaballapura	1592	1592	158	6	9552	656	2866	197	3063
10.	Chikkamangalore	1500	1500	164	7	9000	684	2700	205	2905
11.	Chitradurga	1705	1705	173	6	10230	716	3069	215	3284
12.	Dakshina kannada	932	932	214	8	5592	888	1678	266	1944
13.	Davanagere	1385	1385	230	8	8310	952	2493	286	2779
14.	Dharwad	774	774	127	18	4644	580	1393	174	1567
15.	Gadag	616	616	108	7	3696	460	1109	138	1247
16.	Gulbarga	1795	1795	223	9	10770	928	3231	278	3509
17.	Hassan	2568	2568	288	9	15408	1188	4622	356	4978
18.	Haveri	1166	1166	209	8	6996	868	2099	260	2359
19.	Kodagu	406	406	94	4	2436	392	731	118	849
20.	Kolar	1903	1903	168	6	11418	696	3425	209	3634
21.	Koppal	962	962	136	5	5772	564	1732	169	1901
22.	Mandya	1821	1821	230	9	10926	956	3278	287	3565
23.	Mysore	1944	1944	235	17	11664	1008	3499	302	3801
24.	Raichur	1480	1480	132	6	8880	552	2664	166	2830
25.	Ramanagara	1394	1394	164	5	8364	676	2509	203	2712
26.	Shimoga	1944	1944	254	8	11664	1048	3499	314	3813
27.	Tumkur	3576	3576	321	11	21456	1328	6437	398	6835
28.	Udupi	620	620	140	6	3720	584	1116	175	1291
29.	Uttara kannada	2187	2187	218	12	13122	920	3937	276	4213
30.	Yadagiri	931	931	129	4	5586	532	1676	160	1836
	Total	45648	45648	5837	241	273888	24312	82167	7293	89460

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xi. Details of costing of Community Training (3 day Non-Residential only for SDMC) at CRC level

S. No	Name of the District	No of Schools	Total No of Existing SDMC's	Community training to VEC members for 3-day non residential training at CRC level. For 6 members
1.	2.	3.	4.	5.
1.	Bagalkot	1313	1313	7878
2.	Bangalore rural	1153	1153	6918
3.	Bangalore urban	1417	1417	8502
4.	Belgaum	3296	3296	19776
5.	Bellary	1361	1361	8166
6.	Bidar	1253	1253	7518
7.	Bijapur	1884	1884	11304
8.	Chamarajanagara	770	770	4620
9.	Chikkaballapura	1592	1592	9552
10.	Chikkamangalore	1500	1500	9000
11.	Chitradurga	1705	1705	10230
12.	Dakshina kannada	932	932	5592
13.	Davanagere	1385	1385	8310
14.	Dharwad	774	774	4644
15.	Gadag	616	616	3696
16.	Gulbarga	1795	1795	10770
17.	Hassan	2568	2568	15408
18.	Haveri	1166	1166	6996
19.	Kodagu	406	406	2436
20.	Kolar	1903	1903	11418
21.	Koppal	962	962	5772
22.	Mandya	1821	1821	10926
23.	Mysore	1944	1944	11664
24.	Raichur	1480	1480	8880
25.	Ramanagara	1394	1394	8364
26.	Shimoga	1944	1944	11664
27.	Tumkur	3576	3576	21456
28.	Udupi	620	620	3720
29.	Uttara kannada	2187	2187	13122
30.	Yadagiri	931	931	5586
	Total	45648	45648	273888

xii. **Proposal for 2010-11 Community Training**

S.No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin
1.	3 Days Block level Residential training for 6 from VEC	0.003	82167	246.501
2.	3 Days Block level Residential training for 4 from local authority representatives	0.003	7293	21.879
3.	3 Days Cluster level Non- Residential training	0.0015	273888	410.832
Total			363348	679.212

Budget Proposal for Community Mobilization

Target 2010-11	
Phy	Fin
363348	679.212

xiii. **The state has a planned to conduct non-residential training for 6 SDMC members. The plan of action for the Community Training has been detailed below.**

Activity	Place	Month	Responsibility	Participants	Out comes
Brainstorming session formation of a working group to develop a training module	Bangalore	May - 10	SSA, Head Office.	40-50	Content of SDMC training Monitoring Proceeding / means to monitor
Preparation of a training module	Bangalore	May - 10	SSA, Head Office	20-25	Training to literature Training design methodology
Printing Distribution	Bangalore	June - 10	SSA, Head Office	-	Training literature reaches the blocks
Training of MRPs (District level)	Bangalore	June - 10	SSA, Head Office	50	MRPs will get the procedure to conduct the programme
Training of MRPs (Block)	Bangalore	June - 10	DIETS	50	-do-
First round training of SDMC/Committee members	GP Level	July, August - 10	BRC / CRPS	40-50	Community members get exposure knowledge about the programme and visit to good SDMC to get a first hand information
Second round training of SDMC / Community members (Sharing of experience)	GP Level	January, February 11	BRC / CRP	40-50	Gain the knowledge of others achievements Motivated, enthused to take further activities.

xiv. **Community Mobilization using Folk Media:**

Kalajathas will be organized under the first kind of non residential training under activities promote community mobilization. The state will identify the NOGs- kalajatha troops to train the district, sub district level troops. The kalajatha will be conducted in every place where HPSs are existing - the District level kalajatha resource persons training will be conducted at the state level by the end of July-10 and the block level kalajatha troop will be conducted by the end of August -10 Actual kalajatha will start from September - 10 to march - 2011.

The kalajatha troop consisting 5 members (minimum) will go to villages (habitations) with prior intimation. They will conduct a meeting with the SDMC members and community leaders and spread the message of - constitution of SDMC (SMC) their roles and responsibilities through dialogue and discussions. The interaction takes place for duration of 3 hours. After this event the troop will provide messages like - retention, benefits of education, role of the parent, SDMC members etc through role plays, street plays the event could last for 2 to 3 hours.

Next day the troop will move to other place having HPS. This process would be completed with in 06 to 07 month s- expecting that the troop will work 20 to 25days in a month covering 140 to 175 schools in a year and this number commensurate with the number of HPS on an average in a given block.

The SDMC members of LPSs will be given non residential training as described earlier. The ongoing table would provide the number of SDMC members will be covered through activities for community mobilization and non residential training.

xv. **Activity Calendar**

S.No	Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
1.	SDMC meeting		*	*	*	*	*	*	*	*	*	*	*
2.	Samudaayadatta shaale	*					*				*		
3.	SDMC training				*	*		*	*	*			
4.	Awareness			*									
5.	SDMC Mela exchange programme									*			
6.	Prarambothsava(School opening day)			*									
7.	School day											*	
8.	Preparation of training module for kalajatha/play			*									
9.	District resource persons for kalajatha				*								
10.	Taluka resource persons for kalajatha					*							
11.	kalajatha						*	*	*	*	*	*	*

Observation and Recommendations:

The state has tried to involve the community in every aspect of the programme in a huge way. As observed from the plan state has established strong linkages with the Gram Panchayat and these Panchayat members are very actively involved in monitoring the SSA programmes. For the year 2010-11 the State has planned to organize Residential trainings for 30% of the SDMC and PRI members and Six members from each SDMC for Non residential training. Many NGOs were also involved in various community mobilization activities. The state team informed that for the year 2010-11 a number of NGOs will be identified who are working on similar issues and will be involved at the district and block level for community mobilization activities. State has also submitted a detail plan of action of the processes of the training to be conducted in 2010-11. State has planned to develop the training modules in the light of RTE and different institutions, experts. NGOs will also be involved for development of the training modules. State team informed that folk media will be used for awareness among the community particularly in the pockets of socially disadvantage community. Under the 0.5% of Management cost of the District outlay the State has planned to organized the following community mobilization and media activities;

- Press conference and advertisement of major events like Samudayadatta Shala, Celebration of worlds disable day etc.
- Exhibitions, Fairs, Mela's to bring awareness among the community.
- Printing and Distribution of the posters depicting of the protection child rights, physical challenged child, Right to Education and Girls Education.
- Radio programmes, Banner, Folk media to bring awareness among the community particularly in the pockets of socially disadvantage community people.

The fund allocated to the State under 0.5% of Management cost of the District outlay is 493.00 (lakhs)

Appraisal team recommends the proposal.

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b) Media

Media activities undertaken by Karnataka state during 2009-10

In the year of 2009-10 state SSA has implemented number of media activities for awareness of all stakeholders under SSA programme. In the state plan media activities are placed under the different components.

The media activities under the components of 1,2,3,4 and 5 as follows

1. Inclusive education

The international disability day was celebrated at block and districts level. Brouchers related to "learning disability" were developed and distributed for wide publicity of the component.

2. Innovative activities-Distance Education Programme:

Interactive Radio Instruction Programme (IRIP)

In last year state has been undertaken lot of activities through IRIP as follows:

The schedule of the programme was distributed to all schools before the start of the programs.

A.chinara chukki

B.Chuki China

c.Chuki china(Urdu)

d.Keli kali

This program was beneficial for 1, 48, 07,987 students.

3. Regional magazines from DIET:

'Jeevan vikas' magazine is published and circulated to all governments and aided primary schools.

4. REMS component:

'Shiksha Varthe' is an educational newsletter published at state level circulated through all Government and aided schools.

5. Quality improvement Programme:

Chinara Chetna wall paper:

An excellent wall paper named 'chinara chetna' is being prepared and supplied to UPS schools and co-ordination with admya chetna an NGO.

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Proposed plan of media activities for 2010-11.

	Proposed Media Activities	Scope of Activity	Rural / Urban	Date and Period	Expected Expenditure (In lakhs)	Expected outcomes
1.	Press Conference / Press Releases	Dissemination and Transmission of message	Rural / Urban	Occasionally	3.00	Creating awareness among the community regarding major interventions of SSA.
2.	Advertisement Print / Doordarshan / AIR	Wider Publicity and propaganda of SSA goals and major interventions.	Rural / Urban	Occasionally and Programme Session	30.00	Cost effective implementation of SSA activities and programmes.
3.	Exhibitions / Fairs / Melas Participation	Involvement and participation of community	Rural / Urban	October, December, July	25.00	Community mobilization Understanding the impact of Education and SSA Programme with local communication mode.
4.	Distribution of Folders / Posters / Flipcharts etc.	Message, awareness and publicity	Rural / Urban	October, December, July	50.00	<ul style="list-style-type: none"> ✓ Creating awareness about the programmes of SSA. ✓ Awareness of RTE and their importance. ✓ Awareness with role of parent's community and stakeholders. ✓ House interventions of SSA like House hold survey, Chinnara Karnataka Darshana, Samudayadatha Shale etc.
5.	Film Show	Imparting of information in the form of plays and films at grass root level	Rural / Urban	August , December	20.00	<ul style="list-style-type: none"> ✓ Effective transmission of messages in the form of reality.
6.	Fold Media-Tribal Awareness Plan		Rural / Grass root level	January, October, November and December	50.00	<ul style="list-style-type: none"> ✓ Role plan of girl's child education. ✓ RTE, School system etc. ✓ To aware tribals at grass root level
7.	Innovative activities like Banners / Wall Paintings / Street Play / Puppet show / Talk Show / Phone - in Programme Radio Programmes. IEP Programmes	Projection of SSA activities through technical support.	Rural / Urban	Convenient Occasion	35.00	<p>Dissemination of SSA activities to all levels starting from grass root level.</p> <p>RTE implications</p>

	ICE Programme / Mobile Van.					
8.	State focus innovative activities		Rural / Urban	Documentation on on SSA innovative Programme Practices	25.00	Documentation of best practises.Report publishing etc.
Total					238.00 lakhs	

Observations and recommendation

It is observed that during 2009-10 media activities were organized for the awareness of community and all stakeholders of SSA in Karnataka. State has submitted balanced media plan for 2010-11.State is facing lot problems in the schooling of dropouts of tribal and minority community , CWSN and girls students , so the higher authority should plan and execute the adequate media and mobilization activities in rural and urban areas. State should also focus on the implementation of IEC (Information Education and Communication) activities with the help of Total Sanitation Campaign for enhancing the awareness on SSHE (School sanitation and Hygiene Education) programme among students. State can organize the film shows in the interior areas for enrolment and retention of the students. There is need to concentrate on the implementation of tribal awareness plan so that it will helps to swift SSA programme at grass root level . State should focus on the awareness and mobilization in urban areas on importance of education in the light of Right to Education (RTE) .Appraisal team recommended the media plan of 238.00 lakhs for 2010-11.

State proposal for strategies pertaining to media activities is recommended

(IX) Involvement of NGO

The State has reported that in the meeting of the GIAC held on 2.7.2009, a total of four NGO proposals were considered and the committee approved all the four. All these proposals were on the components of AIE. It is noteworthy that in the excess of Karnataka, the State GIAC considers NGO proposals costing more than 10 lakh, others are disposed of at the district level.

The extent of NGO involvement in 2009-10 and the expected engagement in 201-11 is furnished below.

Table: Status of NGO Involvement

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs likely to be involved during 2010-11
1. IED	8	12
2. AIE/AS interventions	630	1250
3. Pedagogy	0	3
4. Girls Education	1	1
5. Community Mobilization	1	0
6.-----	0	0
Total	640	1266

(X) Project Management

The table below indicates staffing at various levels in SSA Karnataka.

Table: Staff Position

Level	Staff sanctioned	Staff filled	Vacancy
SPO	83	83	0
DPO	241	220	21
BRC + CRC	4215	3581	624

As can be seen there are vacancies in the project staff. Against the sanctioned strength in the project the vacancies is around 15%. This vacancy needs to be filled as soon as possible.

Details of the staffing at various levees are reflected in the following table.

Table: Staff Position

Sl. No.	Di stricts	SPO		DPO		BRC		CRC	
		Staff sanctioned	Staff filled	Staff sanctioned	Staff filled	Staff sanctioned	Staff filled	Staff sanctioned	Staff filled
1	Bidar			9	9	32	32	85	85
2	Bellary			2	1	88	76	94	63
3	Bijapur			7	7	72	65	121	82

Table: Staff Position

Sl. No.	Di stricts	SPO		DPO		BRC		CRC	
		Staff sanctioned	Staff filled	Staff sanctioned	Staff filled	Staff sanctioned	Staff filled	Staff sanctioned	Staff filled
4	BeigauM			6	6	60	49	82	0
5	Bagalkot			15	15	52	52	84	74
6	Bangalore - S			5	5	4	4		
7	Bangalore - N			3	2	36	32	56	50
8	Bangalore - R			6	5	20	41	52	46
9	Chikkamagalore			2	2	72	63	102	99
10	Chikkodi			11	7	80	64		
11	Chikkaballapur			10	10	12	15	81	1
13	Chitradurga			5	5	60	55	84	79
14	Davanagere			8	8	55	54	98	95
15	Dakshina Kannada			8	8	83	70	98	73
16	Dharwad			12	11	64	55	69	49
17	Gadag			9	8	42	40	54	47
18	Haveri			15	15	58	58	98	71
19	Hassan			6	6	24	24	112	112
20	Kolar			13	13	93	84	84	80
21	Kodagu			6	6	30	24	42	40
22	Koppal			5	5	8	8	56	56
23	Mysore			11	11	105	87	126	106
24	Mandya			16	14	122	108	112	110
25	Madugiri			13	11	46	44	52	43
26	Ramanagar			5	2	84	82	60	60
27	Raichur			7	3	35	28	70	49
28	Shimoga			6	6	70	67	98	95
29	Tumkur					36	23	88	68
30	Uttara Kannda			9	9	144	125	154	116
31	Udupi			3	8	47	41	70	63
32	Yadgir			2	2	40	40	59	59
33	SPD, SSA, Bangalore	83	83*						
	Total	83	83	241	220	1774	1610	2441	1971

44 is deputation from the Govt. Dept. and rest posts like Computer Programmer, Data Entry Operator, Group 'D' and Drivers are through the agency.

- The adequacy of sanctioned post including accounts staff

- Whether the State has recruited personnel from NGOs/Universities/Experts
 - Computer Programmers, Data Entry Operators, Group 'D' Staff. Securities services are taken from the Agencies.
 - Universities are involved in REMS research works.
 - There are also few regular consultants in the State Office. Experts are invited for Generation of all Academic Literature.

- Capacity building and induction programme for staff.

Staffs are regularly trained in Digital Management of office administration in phases. Some of the Sr. Programme Officers and Programme Officers are attending Workshops / Seminars conducted by NUEPA /NCERT /EdCIL / State Govt. etc.

- State's status for the integration and involvement of SSA with mainstream educational structure and also on the steps taken/required for further improvements.

The SSA programme management of Administration is completely organised with mainstream educational structures. There is full integration improvement.

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EMIS & PMIS

Management Information System:

Structure of MIS

S. No.	Level	Indicative posts	Post sanctioned by the State	Vacancies
	State-Governance Unit	Senior Programmer	2	0
		Junior Programmer	3	0
		Data Entry Operator	1	0
	State-SSA	Senior Programmer	2	0
		Junior Programmer	1	0
	DPO	Junior Programmer	35	0
		Data Entry Operator	66	0
	Block	Data Entry Operator	202	0

The State informed that it has developed the software for child tracking for OOSC.

Management Information System

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

DISE –District Information for School Education

DISE is conceived as the backbone of an integrated educational management information system operating at the block, district and State level. DISE is the

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

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

Jan Vachan (Social Audit) for DISE data:

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

information on the parameters and indicators. District-wise analysis was also provided in the report.

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

Steps taken for Error correction and Data Redundancy

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

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

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

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

DISE Activity Schedule

State has proposed detail plan of activity under DISE as bellow

Sl.No.	Activities under DISE	Month
1	Training and Schools finalization of 2000-11	1 st Week of July
2	Printing of school Directory at district level	1 st week august
3	Printing of blank DCF formats at state level and distributions of formats(Enrollment related)	1 st Week of sept
4	Printing of pre printed DCF formats at district level	2 nd Week of sept
5	Training to District officials regarding DCF formats and distributions of formats(Blank & pre-printed matter)	3 rd Week of sept

Sl.No.	Activities under DISE	Month
6	Training to Block and Cluster officials	4 rd Week of Sept
7	Selection of agency for the 5% sample survey	3 rd week of Sept
8	Training to School Head Masters	1 st Week oct
9	Data filling at Schools level	1 st and 2 nd week of Oct
10	Data verification by SDMCs at the time of Samudayadatta Sala programme at schools	2 nd week of Oct
11	Submission DCF to CRCs	2 nd Week of Oct
12	100% verification of DCFs by CRPS	3 rd week of Oct
13	Submission of DCFs to BRCs	3 rd Week of Oct
14	10 % of DCF verification by BRPs with Schools records	3 rd week of Oct
15	Training to Data Entry Operators	3 rd week of Oct
16	Data Entry at Block level	3 & 4 th weeks in Oct
17	5% Data verification By District officials	1 st week of Nov
18	Supervision of Data entry process by the programmers	At time of data entry
19	Consistence check at block level	1 st week of Nov
20	Generation of reports at block level and verification by the CRPS	2 nd week of Nov
22	Corrections If any	3 rd week of Nov
23	Data submission to districts	3 rd week of Nov
24	Report Generation and Comparison with the last years data and distribution of printed data to schools	4 th week of Nov
25	Corrections if any	1 st week of Dec
26	Reports Generation and analysis by the district officials	2 nd and 3 rd week of Dec
27	Submission of data to state along with the certification	4 th week of Dec
28	Providing data to agency for comparison	4 th week of Dec
30	Report generation and verification with the last years data	1 st week of Jan
31	Merging district data into STEPS	1 st week of Jan
32	Data analysis, EDI Calculation and presentation to district and state officials	2 nd week of Jan
33	Data submission NUEPA & MHRD(TSG)	1 st week of Feb
34	Data Generation for the budget preparation	1st week of Feb
35	Publications	2 nd week of Feb

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

Shikshanavahini (Less Paper Office) Project

Shikshanavahini is integrated software which comprise of Letter Monitoring System, File Monitoring System which supports office automation. Management of letters and files is

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

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

Initially this project has been taken up and implemented in CPI office and State Project Office, SSA. Subsequently this project is implemented in 9 offices in the 1st phase for the year 2007-08 & in 16 offices in the 2nd phase in the year 2008-09. A proposal is submitted to extend to 10 district offices in the 2009-10.

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

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

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

Web Portal

Year	Quarter	No. of Districts	Status of Data Entry (No. of Districts)		
			Completed	In Progress	Yet to Start
09-10	I Qtr	29	28	1	0
	II Qtr	29	26	3	0
	III Qtr	29	22	7	0

The state need to look into the process for approval of data as there is 1,3 and 7 districts are waiting for approval in the I,II, and III quarter respectively.

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

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

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

SSA, Karnataka - AWP&B - 2010-11
State Component Plan - Management Cost

(Rs. in lakh)

Sl.No	Activity	Approved
1	Salary of Staff	306.495
2	Office Expenditure	137.000
	Statutory Audit, internal Audit and VEC audit	281.8
4	MIS	25.000
5	Media Activity and Documentation	1.000
6	Capacity Building, Workshop, Orientation, Meetings etc	118.860
8	POL/ Hiring of Vehicles	165.960
	Total	1036.115

District Plan - Management Cost

(Rs. in lakh)

Sl.No	Activity	Approved
1	Salary of Staff	1470.762
2	Consultancy Charges	534.430
3	Office Expenditure	434.236
4	Office Equipment and furniture	56.794
5	Capacity Building, Workshop, Orientation, Meetings etc	33.750
6	POL/ Hiring of Vehicles	246.624
	Total	2776.596

7. Special Focus Districts (SFDs)

Diversity is the hallmark of Indian society. This is true of educational scenario. There are 3 districts in the state. Bidar, Dakshina Kannada, Gulbarga which have a high and significant minority (Muslims) population. Incidentally Bidar – Gulbarga districts are also in the north eastern belt of the state which constitutes most backward region. The Gulbarga district was split-up into 2 revenue districts during 2009-10. Dakshina kannada district is a prosperous districts with minorities as one of the major chunk of population.

Likewise the Kolar district population is dominated by SC. Similar is the case with Chikkaballapura district which was carved out of Kolar district during 2008-09 as it constituted a highly backward region of a backward district. Education growth in this region has been bit slow over the years. There is a disparity between the number of primary schools and the upper primary schools. During 2009-10 the ratio was more than 3:1 With SSA support and other government initiatives the district reports a ratio of 2:1 for lower primary to upper primary schools.

DISE reports reveal that the retention rate in Bangalore rural was less than 60%. A follow up process reveals that the earlier reporting was a mistake. The corrected figure shows a retention rate of over 95% in the district and across all the taluks. Hence the district does not come under the SFD category.

The state of Karnataka has 6 (Six) special focus districts. There are no districts fall under programme Category Group, except Category A (ACR Gaps) and no districts fall under category B (ACR Gap>3000 above), Category C (OoOC>20,000 & Gender gaps). State only has one district of category C (Retention Rate below 60%) and the districts of social category group i.e. SFD 'D' category. Given below is the status of the districts:

"A" category (PS UPS Ratio >3:1)	"B" ACR Gap	"C" (OoSC>20,000)	"D" category			
			Retention Rate Below 60%	Schedule Castes (25% and above)	PMO's 121 Minority Districts	Muslim Concent ration (20% and
Chikballapura	NIL	NIL	Bangalore Rural	Kolar	Bidar, Dakshin Kannad & Gulbarga	Dakshin Kannad
1		1	1	1	3	1

PROGRESS-2009-10

Table-I

SFD-A (PS:UPS>3:1)	NEW SCHOOL				ACR		
	PRIMARY		UPS		PRIMARY & UPS		Not Started
	Target	Progress	Target	Progress	Target	Progress	
Chikbalapura	-	-	-	-	104	104	0
SFD-D							
Kolar	10	10	-	-	87	87	0
SFD-D (PMO 121 Minority Dist.)							
Bidar	25	25	-	-	105	105	0
Dakshin Kannad	02	02	-	-	104	104	0
Gulbarga	50	50	-	-	359	359	0
Sub Total	87	87			759	759	0

The total no of schools sanctioned for the year 2009-10 are 87, all the 87 schools are opened and the construction is in progress. Likewise the total no of ACRs sanctioned are 759 at the unit cost of 3.8 lakhs.

Table – II

	District	AIE CENTRES (SFD-D PMO Minority)		PROGRESS Children
		TARGET Children	CENTRE	
SFD- D	Bidar	684	14	407
	Dakshina Kannada	149	00	244
	Gulbarga	3850	263	3585
	Kolar	393	18	807
SFD-A (PS: UPS>3:1)	Chikka ballapura	417	13	736
	Total-03	5493	308	5779

Table - III

	District	District	RBC	AIDED MADARS A	District	RBC	AIDED MADARS A
			Target Children	Centre		Target Children	Centre
SFD-A (PS:UPS>3:1)	Chikbalapura	568	06	167	110	02	223
SFD-D	Kolar	00	06	117	75	0	0
SFD-D PMO Minority	Bidar	636	36	875	10	01	10
	Dakshina Kannada	0	0	0	00	00	00
	Gulbarga	3434	85	1851	521	19	1012
	Total	4638	133	3010	716	22	1245

In the district Chikkaballapura where 110 was the target but, district achieved more than the target as seen in the above table because more number of madras's are coming forward to give formal education. in the same way the district Gulbarga has shown more achievement than the target. The target under madrasa was 716 and the achievement is 1245.

Under RBC the target was 4638 where as the achievement is 3010. More number of migratory children are covered.

SFD-D (PMO Minority)

In the above table 154 teachers sanctioned in the 3 minority concentrated districts and in Kolar 20 teachers sanctioned. Similarly, 149 UPS teachers Sanctioned, All sanctioned teachers are working on deputation as recruitment is in process.

PROPOSAL-2010-11

Table- IV: Category A & B

Districts-	Civil works (fresh)			New School		Teachers			Text Books	
	New PS (Including building less)	New ups (including building less)	AC R	P S	UP S	New Teachers for New School	Addl. Teachers Against Excess Enrolment	Teachers training (in service)	Free Text Books	
SFD-A (PS:UPS>3:1)									Pry	UPS
Chikkaballapura	0	0	24	0	0	0	0	5479	5274	6180
Sub Total-1	0	0	24	0	0	0	0	5479	5274	6180
SFD-D										
Bangalore Rural	0	0	17	0	0	0	0	4050	1516	4037
Kolar	0	0	79	0	0	0	0	6800	6477	8139
Sub Total-1	0	0	96	0	0	0	0	10850	7993	12176
SFD-D										
Bidar	46	0	180	46	35	197	0	8280	43032	23428
Dakshina Kannada	02	0	56	02	00	04	0	6756	38565	32682
Gulbarga	04	0	107	04	54	170	0	11193	36380	18651
Yadgir	04	0	60	04	32	104	0	5010	5713	3111
Sub Total	56	0	403	56	121	475	0	31239	123690	77872
Grand Total	56	0	512	56	121	475	0	47568	136957	96228

56 new schools for the year 2010-11 are proposed in the 4 minority concentrated districts. Similarly 512 ACRs are proposed out of 512 ACRs 403 is proposed in the 4 minority districts. AS per RTE act 475 teachers are required.

Last year Yadgir was separated with Gulbarga, this year 2010-11 Yadgir is a new revenue district. The total No of new schools for Yadgir and Gulbarga proposed is 08. Similarly Yadgir has proposed 60 ACRs. The total No of ACRs together Yadgir and Gulbarga is 107+60=167.

Table – V

SFD-C (PS: UPS>3 :)	P.S- Teachers		P.S- Teachers	
	Sanctioned	Working	Sanctioned	Working
Chikballapura	-	-	0	0
Sub Total-03	0	0	0	0
SFD-D				
Kolar	20	20	0	0
Sub Total-03	20	20	0	0
	Sanctioned	Working	Sanctioned	Working
Bidar	50	50	74	74
Dakshina Kannada	04	04	0	0
Gulbarga	100	100	75	75
Sub Total-03	154	154	149	149

For the year 2010-11 it is proposed to open 46 new schools. 27 Kannada medium in border areas and 19 urdu schools where there are no Urdu medium schools. The places identified for the purpose of opening new schools have more than 15 children for the enrolment to class I

For the year 2010-11 it is proposed to upgrade 35 primary schools to upper primary schools where there are no upper primary schools with in 3 K.ms. The places identified for the up gradation of primary schools to upper primary schools there are more than 40 children for the enrolment to class VI.

Opening of New Schools: Dakshina Kannada

SI No	Disrict name	Name of the Block	village	Habitation	No of children
1.	Dakshina Kannada	Beltangadi	Thannipantha	Paledu	32
2.		Beltangadi	Bandaru	Perlabaipadi	86

One new school is proposed in paledu of belthangadi block where 34 children of 6-14 age groups are studying in aided Sharada lower primary school which is on the verge of closing down due to inability of the management to run the school and the existing teacher died recently. So there is no teacher in the school. The management has put forward a requisition for closure of the school to the department. Hence a new school is proposed in paledu. 34 students studying in this private school who will be admitted to new school from class 1-5. To construct the school building the manager of existing school donated the entire land and old dilapidated building to government and the process is going on to transfer the land to the new school. The school is essential in paledu as the neighbouring schools are 2.5 K.M far and there is large forest land between. Our department will depute 2 teachers for this school until new appointment is made.

Another new school is proposed in Perlaibaipadi of belyhangdi block where 82 children of 6-14 age group are studying in aided higher primary school. Perlabaipadi which is on the verge of closing down due inability of the management to run the school. The management has put forward a requisition for the closure of the school to the department. Hence a new school is proposed in perla baipadi. 82 construct new building the manager of existing school donated the entire land and old dilapidated building to government and the process is going on to transfer the land to the new school. The school is essential in Perlbaibaipadi as the neighbouring schools are 3 K.M far and there is large forest land between. Our department will depute 2 teachers for this school until new appointment is made.

For the 2010-11 Annual Plan 4 New schools are recommended to start commencing from June 2010. Likewise 54 schools are upgrading from LPS to HPS. All New schools are Kannada Medium and among 54 upgrading schools 3 are Urdu Medium.

As per the state norms, 54 habitations are eligible for UPS facility within 3 k.ms radius. Lack of proper means of transport children are unable to reach the place where HPS is located.

Border areas where regional language influence is more, example marathi. Students have no accessibility to pursue HPS.

Parents of girl children don't allow them to pursue higher primary education in case of not having HPS at their places, they won't incur the difficulty in sending their children to HPS which are far away from their stay.

8 Teachers are recommended to work in new schools during the academic year 2010-11 and in 54 upgraded schools teachers post to be filled. It means totally 170 teachers has to be recruited for the academic year. Training will be given to 11193 in service teachers. Free Text Books are supplied for Primary 36380 and Upper Primary 18651 children.

YADAGIR - New Primary Schools

New habitations are identified in the blocks giving more preference to schools. Owing to the lack of access of education, children are becoming more dropouts. It is necessary to start new schools in the 4 habitations among the 1134 habitations in the district on the basis of SSA norms.

40-50 children in Shahapur taluka at a new extension behind the bus depôt are bereft of education.

15 to 20 children at a habitation in Shorapur block are school going children age these students must be provided a hope for education.

Similar to this a Chandraki new extension area and Haligera in Yadagir Taluka are facing the same treat. Hence we have submitted to proposal to start new schools.

Hence it is proposed to open 04 new primary schools in such habitations where the number of children of the age group 6-14 is 10 and more. The details of new schools proposals are as shown below

SIno	Name of the Block	Number of New Schools
1	SHAHAPUR	1
2	SHORAPUR	1
3	YADGIR	2
	Total	4

As per the norms of SSA students who pass 5th standard must move on to 6th std and their on. 32 habitations do not have HPS with in the radius of 3 k.ms. To reduce dropout rate and render education to girl child. Up gradation of 32 schools is proposed

ISSUES & STRATEGIES IN THE SFD

Issues in respect of six Special Focus Districts and Strategies to address the same for financial year 2010-11 is described at Table 1 below where as financial achievement for financial year 2009-10 is given at table 2. Proposal for the year 2010-11 involving budgetary Proposals for the year 2010-11 have been given in the respective District Plans and State Plan.

Table - 1

Sl.No	District	Issues	Strategies	Comments
1	Chikballapura	-	-	-
2	Bidar	Most of the Religious leaders are reluctant to teach school subject in madras's	Awareness camps for Muslim religious leader is proposed	
		Most of the Fathers & Mothers of Muslim children are unaware of importance and facilities of education	Awareness programme for Fathers & Mothers of Muslim children is proposed under the innovative activities.	
		Communicative problem prevails in interaction meeting between Muslim and non-Muslim teachers.	Plan is made to bring a literature which includes common words with meanings Urdu-Kannada-English. Budget provision is made Under management cost,	

Sl.No	District	Issues	Strategies	Comments
3	Dakshin Kannad	Most of the Religious leaders are reluctant to teach school subject in madrasa's	Awareness camps for Muslim religious leader is proposed	
4	Gulbarga	Most of the Religious leaders are reluctant to teach school subject in madrasa's	Awareness camps for Muslim religious leader is proposed	
5				
6	Kolar	SC focus district	Chinnara jilla darshana Role models from SC/ST community to motivate the students	

Bangalore Rural - Retention Rate: primary level

Blocks	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Devanahalli	97.97	97.58	97.78	97.86	97.14	97.56	97.96	97.57	97.77
Doddaballapura	97.78	97.36	97.57	97.38	97.16	97.27	97.82	97.59	97.71
Hosa kote	97.94	97.87	97.91	97.06	96.98	97.02	97.37	97.16	97.27
Nelamangala	97.58	97.80	97.69	97.78	97.59	97.69	97.97	97.92	97.95
Total	97.82	97.65	97.74	97.52	97.22	97.37	97.78	97.56	97.67

Retention Rate: Upper primary level

Blocks	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Devanahalli	93.86	93.24	93.55	93.59	93.14	93.37	97.96	93.69	95.83
Doddaballapura	93.18	93.01	93.10	92.89	92.68	92.79	97.82	93.17	95.50
Hosa kote	94.07	93.58	93.83	92.68	92.56	92.62	97.37	92.86	95.12
Nelamangala	93.79	93.64	93.72	93.66	93.39	93.53	97.97	93.74	95.86
Total	93.73	93.37	93.55	93.21	92.94	93.07	97.78	93.37	95.57

➤ Bangalore Rural district comprise of 4 blocks viz.

Devanahalli, Doddaballapura Hosa kote Nelamangala

➤ Block wise Retention Rate of Primary and upper primary is given in the above table.

➤ The Retention Rate of primary for successive 3 years is - 97.78, 97.50 and 97.77.

➤ The Retention Rate of upper primary for successive 3 years is – 93.50, 93.07 and 95.57.

Above statistics shows that the retention rate is above 60%. Hence Bangalore Rural district does not come under the preview of "Special Focus District"

Chikkaballapura District:-

Chikkaballapura was under category "A" (PS - UPS) ratio > 3:1.
Now the ratio is 2:1.

Financial Achievement: 2009-10

Sl.No.	District Name	Budget Allocated (including NPEGEL & KGBV) (Rs.)	Anticipated Expenditure (Rs.)
1	Chikkabalapura	184.143	138.583
2	Bidar	188.874	188.874
3	Dakshina Kannada	0	0
4	Gulbarga	458.51	458.51
5	Kolar	148.783	148.764

SFD Districts: - Budget Allotment

Sl.No.	District Name	Year	Total Allotment
1.	Belguam	2007-08	5394.702
2.	Chamarajanagar	2007-08	1672.068
3.	Chikkamagalur	2007-08	2538.599
4.	Kodagu	2007-08	1059.585
5.	Mandya	2007-08	1797.345
6.	Udupi	2007-08	1090.005
7.	Bidar	2007-08	2104.495
8.	Dakshina Kannada	2007-08	1197.976
9.	Kolar	2007-08	2299.715
		Total	19154.490
1.	Belguam	2008-09	8346.890
2.	Bidar	2008-09	3189.950
3.	Dakshina Kannada	2008-09	2202.133
4.	Gulbarga	2008-09	10270.177
5.	Kolar	2008-09	2056.410
		Total	26065.560

8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

The State as a whole has made progress in the components of access and quality. Under these two components it is trying different innovations for example, feeder schools, and the learning programme. It is noteworthy that the number of OOSC has increased from 35 thousand in 2009-10 to 1.08 lakh in 201-11. . The State as a whole is moving ahead with regard to the other two components i.e. retention and equity, however, at the district level the picture is diverse and there are several districts performance is much below the stat average. There is an overwhelming need to improve planning so as to bridge this gap. Large number of single teacher schools and very high PTR, along with high dropout in several districts pose a challenge to retention and quality. There is a strong case for teacher rationalization, which needs to be taken up seriously. This year the State is giving more focus on quality by extending Nali Kali to Grade III in Kanada medium schools and introducing Nali Kali in Grades I & II in Urdu Medium schools. The States is also revising its syllabus and textbooks based on the revised curriculum (2008). The State has also planned training and sensetisation ogf teachers on RTS and equitable quality.

9. (a) The major findings of Monitoring Institutions on implementation of the programme in the State may be detailed out.

MI Observations for Appraisal 2010-11

I. General Information:

(i)	Name of the monitoring Institution	Regional Institute of Education, Mysore
(ii)	Period of the report	1 st August to 31 st January, 2009
(iii)	Districts Monitored:	Bidar, Raichur and Dharwad
(iv)	Date of Visits to the Districts:	Bidar: 7.1.2009 to 26.1.2009 Raichur: 9.1.2009 to 28.1.2009 Dharwad: 12.1.2009 to 30.1.2009

II. Key observations of the MIs report for one district Raichure

1. Opening of Schools (both primary and upper primary):

- 46 schools were upgraded from primary to Upper primary
- 48 schools were added class 8 to Upper primary schools.

2. Civil Works:

- Quality construction in sites visited by MI is good.
- Electrification work is poorly completed. Electrification work is at the completion stages for 399 schools. Remaining 580 schools amount is released for the work. As regards the major repairs' progress, money is released.
- Number of new buildings for old schools is not satisfactory as out of 36 schools only 20 schools are in progress and for remaining 16 schools steps are taken to complete them soon. Ramps were not the approved activity at all. The progress on additional classroom construction work was not satisfactory till January 2009, as out of 411, only 49 classes are at completion stages and remaining 362 are in progress.

3. Textbooks:

- Free stationery & English Text Book to all children studying in I – VIII.
- The textbook supply and distribution responsibility of the state is laudable.
- More or less all students have received books excepting some stray incidences.

4. School grants:

- The disbursement of school grants is almost complete.
- The guidelines for utilization of grants are available only in 85% of the schools. This situation needs to improve.

5. Teachers and Teachers Training:

Newly Recruited teachers are trained on the following areas of

- 1) Prerana Training for 15 days:
- 2) Chaitanya Training (Activity based training) for 7 days and

3) Gender training for 2 days

- Cluster sharing meetings of 6 days
- The BRCs and CRCs act as facilitators for in service and induction programmes by giving infrastructure facilities.
- DIET provides adequate support to training activities in the district. DIET also supports BRCs and CRCs in many ways. BRCs and CRCs are not very active in supporting AIE strategies. The teacher training activities are monitored by the DSERT.

6. **Teaching Learning Material (TLM) grants:**

- 85% of those teachers received grants have utilised it in accordance with the guidelines.
- It is interesting to note that all children can touch the TLMs.

7. **EGS & AIE:**

- Around 4,516 students are mainstreamed to government schools.
- AIE centres have the needed infrastructure and mid day meal. But their achievement levels are only average.

8. **Children With Special Needs (CWSN):**

- Provided with aids & appliances during the current financial year to 506 students.
- There are ramps in all the schools but not functionally well. Around 388 children are given home-based education in the district. 937 parents of CWSN are provided counselling services. It was impressive to see that 99% of the CWSNs enrolled in schools were present on the day of the visit by the MI.

9. **National Programme for Education of Girls at Elementary Level (NPEGEL):**

- Model cluster has funds, vocational training, and teachers who are gender sensitised. There are additional efforts to mobilise women groups in favour of girls' education.

10. **Kasturba Gandhi Balika Vidyalaya (KGBV):**

- There are 6 KGBVs sanctioned and all of them are functional.
- Facility wise all KGBVs are not the same. Something needs to be done urgently by the district.

11. **District Information System for Education (DISE):**

- Structurally and functionally, Raichur is doing well with regard to EMIS. (2) The district must ensure 100% reach of data capture formats. This needs the district's attention as 7% of the sampled schools did not receive them

12. **Research and Evaluation:**

- Totally 25 research studies have already been completed in the last three years and publication is being made.

13. **Functioning of the SDMC**

- 66% of the SDMC members are oriented fruitfully about their roles by CRPs, BRPs and NGOs. SDMCs contribute in up keeping school environment, enhancing enrolment of students, as well as in monitoring the attendance of teachers and students. Around 98% of SDMCs are maintaining proper records of funds. State office takes a number of activities for SDMCs.

14. Staffing at State and District Level:

- Financial-22, EMIS-7, Civil works-2, Quality-18, Equity-0. Alternative schooling-4, Access & opening of school-2, Inclusive education-2, Girls Education-2, Planning & monitoring-3, Research, Evaluation & Documentation-1, Community mobilization & media-1
- As per the DPO data, there are 2 posts of APCs, 1 post of BRC, 4 posts of BRPs, and 25 posts of CRPs vacant.

15. Outreach of primary/ upper Primary education facilities to SC, ST, and Minority groups and to girls as well, especially in special focus districts.

- **SCs and STs:** Have a special tour programme for selected SC-ST girls, called 'Chinnara Karnataka Darshana'. They also get scholarship and they enjoy free ship apart from books and uniforms.
- **Girls:** All girls get free uniforms and books. There is fee levied on them. Adolescent camps were organised for them.
- **Minority Groups:** Different activities have been arranged such as Mothers' Mela, Fathers' Mela, Science Mela and Maths Mela, and distributed science instruments and library books for UPS. These children (50 in number) were also sent on educational tours.

16. Mid-Day Meal Scheme:

- **Regularity in serving the meal:** MDM is a regular and successful programme in Raichur.
- **Social equity:** There is no discrimination based on gender, caste or community etc in MDM programme.

17. Additional items to check during school visit by MI:

- All schools run in a good environment.
- 84% have good buildings, only 59% have playgrounds, 82% have good ceiling, and all schools have lighting facilities.
- Health camps were held in 97% of the schools in the past six months.
- Play materials exist in only 44% of the schools. This situation needs to change.
- There are efforts to enhance attendance of students through home visits. The low attendance is attributed to sibling care, economic reasons and parental indifference towards schooling.
- The schools have continuous evaluation of students, while comprehensive evaluation is doubtful in all schools.
- The pupil performance trend indicates that writing is easier than numeracy and Reading appears to be weakest. This calls for suitable remediation.

- The rapport between the teachers and pupils is good.
- There are no under-aged students while there are over-aged students.
- There were some dropouts who are continuing elsewhere. There are some grade repeaters too.
- The MDM has improved the enrolment, attendance, health and learning.

18. Any other issues relevant to SSA implementation

19. Any other issues, relevant to SSA implementation.

9. (b) The major findings of Monitoring Institutions on implementation of the programme in the State may be detailed out.

MI Observations for Appraisal 2010-11

I. General Information:

(i)	Name of the monitoring Institution	Institute for Social & Economic Change, Bangalore
(ii)	Period of the report	1 st February 2009 to 31 st July, 2009
(iii)	Districts Monitored:	1. Belgaum, 2. Dakshina Kannada, 3. Gulbarga, 4. Kodagu, 5. Udupi
(iv)	Date of Visits to the Districts:	1. Belgaum 2. Dakshina Kannada Dec. 2008 to 3. Gulbarga March, 2009 4. Kodagu 5. Udupi

II. Key observations of the MIs report of one district Balgaum:

1. Opening of Schools (both primary and upper primary):

- As revealed from the AWP&B, the district had planned for 33 new primary schools in the year 2008-09 as spill over.
- From the DPO data it is seen that all the 6 schools in Belgaum and 27 schools in Chikkodi the land has been identified for school construction.
- From the DPO data it is seen that the work is yet to begin.

2. Civil Works:

- SDMC members are oriented about the same. A manual is also available with the head teacher, which provides all details.
- According to DPO Data there is no convergence with Total Sanitation Campaign (TSC). No funds are released.
- Block engineer supervises at the block level and district engineer at the district level. DPO data doesn't show third party evaluation.

3. Textbooks:

- The text books were received between Dec 2007 to May 2008 and distributed by May 2008.
- According to AWP data free text books have been distributed for all subjects and for all classes and to all eligible children.

4. School grants:

- There is satisfactory progress with over 95.0 per cent utilization.
- DPO has not made any centralized purchases.
- Well over 90.0 per cent of the schools had utilised the previous year grant.

5. Teachers and Teachers Training:

- There are no contractual appointments for formal schools. They are all regular appointments. The details of nature of appointment are not provided in the DPO data.
- From the field data it is seen that there were altogether 1029 teachers sanctioned in 159 schools, which works out to an average of 6.47. The number of teachers in position in 159 schools is 941, which reveals an average of 5.92. 55 schools out of 159 schools in the district revealed vacancies, which works out to about 35.0 per cent. The total number of vacancies in these schools is 78. The incidence of vacancies in schools is largest in Raibagh block with more than 53.0 per cent of the schools revealing vacancies. There were 29 vacancies in 15 schools (out of the sample 28 schools) in this block.
- The teacher absence on the day of visit to schools is seen to the extent of 14.13 per cent in the district. Altogether 133 teachers in 51 schools were absent on the day of visit. They were either on leave or away on other official duties.
- 18042 teachers were trained. Institutional. Mode of training- cascade satellite mode. More than one lakh teachers are being in this mode every month.
- BRCs are largely involved in planning, organising, scheduling and conducting the training programme apart from acting as resource persons and giving support to DIETs in providing information about training needs and purposes. CRCs sometimes also act as resource persons, but largely involved in providing necessary logistic support to training programmes as well as conducting monthly teachers meeting in the cluster and providing feedback to BRC & DIET about training implementation and efficacy.

6. Teaching Learning Material (TLM) grants:

- Clear instructions were issued in respect of utilization TLM grants by DPO.
- Schools had utilized the TLM grant to the extent of 100.0 per cent

7. EGS & AIE:

- EVs are generally SSLC passed. There is a orientation of 3 days for them regarding their work and the cluster resource person provides the required academic support through supply of T-L materials and other instructions and feedback on their work.
- AE centres visited the MM was supplied from the nearby nodal primary school.
- Achievement level of children studying in EGS/AIE is not very satisfactory excepting in one or two cases.

8. Children With Special Needs (CWSN):

- 46 resource teachers have been identified and 8 NGOs are collaborating.
- There is an IERT (Inclusive Education Resource Teacher) at block level in every Block Resource Centre. IERT has attended training for IE.
- The state has prescribed a monitoring format and the information is sent once in a month.

9. National Programme for Education of Girls at Elementary Level (NPEGEL):

- The district reveals an outlay of Rs. 30.10 lakh, all of which is utilized thereby revealing excellent progress. From the DPO data, it is noticed that all the 43 clusters sanctioned have been found to be functional.
- The works relating to additional classrooms, drinking water, toilets, electrification and CFEs are found to be accomplished everywhere.
- From the field data in case of NPEGEL in Savadatti, the activities relating to additional classrooms, drinking water, toilets, electrification and CFEs have been sanctioned but the work has not yet started.

10. Kasturba Gandhi Balika Vidyalaya (KGBV):

- The district has an outlay of Rs. 65.00 lakhs as recurring grant for KGBV. Out of this Rs.34.37 have been spent, which works out to 52.87 per cent.
- From the DPO data, it is noticed that all the 4 KGBVs sanctioned were operational.

11. District Information System for Education (DISE):

- DPO data it is seen that all aspects relating to EMIS are in place.

12. Research and Evaluation:

- There is a programme officer at the SPO in charge of Research, Evaluation, Monitoring, Supervision (REMS) who coordinates all activities relating to REMS with the SCERT, external agencies and district & block level offices. Two committees are formed at the state level – one on Research & Development and another on Pedagogy & Training consisting of members drawn from both within the SPO and State Education department as well as from universities & research organisations. Research proposals are sanctioned after they are vetted by a screening committee consisting of experts in the field and in-house officers. Prescribed forms are available in the SPO for adhering to the norms for commissioning research.

13. Functioning of the VEC:

- Excellent progress is seen with 100.0 per cent fund utilization.
- All of them have been given guidelines. All the schools also were in possession of the SDMC guidelines.

14. Staffing at State and District Level:

- The total numbers of staff sanctioned category wise in the State office under SSA are 27 and they are all in position. 14 posts are yet to be filled up by the CPI.

15. Outreach of primary/ upper Primary education facilities to SC, ST, and Minority groups and to girls as well, especially in special focus districts.

- The district is a special focus district (SFD) during the year 2008-09. Under this, the district had earmarked 17.0 per cent of the SSA funds under civil works for construction of additional classrooms. As reported by the DPO all are under progress.

16. Additional items to check during school visit by MI:

- Over 90.0 per cent of the schools had clean environment, good building, good classrooms, lighting facility. However with respect to play ground some inadequacies were noticed in about 30-40 per cent.
- Grading system and found correct from the school records.
- There was continuous and comprehensive evaluation system in place and grading system was being adopted for pupils' assessment.

17. Any other issues relevant to SSA implementation

- The district had planned remedial teaching for 28728 children with an outlay of Rs.143.64 lakhs. There is adequate progress with 70.0 per cent utilization. During the visit, it was noticed that large number of schools had planned for remedial teaching before school hours on a regular basis.

18. Mid-Day Meal Scheme:

- All schools served Mid-Day Meal regularly.

