No: SSA/REMS/R&E/2013-14 Date: 20.7.2013

To,

The Concerned Agency/Organisation/Firm
Who submitted Expression of Interest.

Dear Sir,

**Sub:** Research and Validation Studies 2013-14.  
**Ref:** Sarva Shikshana Abhiyan Advertisement dated: 28-6-2013.

With reference to the above subject, we have received the expression of Interest from your agency / Organisation / Firm. TOR & the Research proposal format for all the studies have been published in www.ssakarnataka.gov.in / www.schooleducation.kar.nic.in

You are requested to get the information from this website and submit the proposal to our office on or **before 1.08.13.** Sarva Shiksha Abhiyan, State Project-Office, New Public Office, K.R.Circle, Bnaglore-01. Please send the proposals in the prescribed format on the proposals for which you have indicated your Expression of Interest.

Yours faithfully,

**Director (Programmes)**  
Sarva Shikshana Abhiyan
Request for Proposals

SarvaShikshaAbhiyan Mission-Karnataka
ORGANISATIONAL PROFILE

Information to be provided under organisation profile, as per

Criteria for short listing of NGOs / Agencies/organisations/Institutions for Conducting Studies

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>No of Years Existence as NGO / Agency/organisation/institution/university.</td>
</tr>
<tr>
<td>b</td>
<td>Financial Stability</td>
</tr>
<tr>
<td></td>
<td>Financial Turn over : means Receipts and payments of latest available 3 years less OB and CB,</td>
</tr>
<tr>
<td></td>
<td>Financial Stability : Based on the average of years of data given.</td>
</tr>
<tr>
<td>c</td>
<td>Experience in Research in State</td>
</tr>
<tr>
<td>d</td>
<td>Support Staff</td>
</tr>
<tr>
<td>e</td>
<td>Office Infrastructure</td>
</tr>
<tr>
<td>f</td>
<td>1. Research and Evaluation Studies</td>
</tr>
<tr>
<td></td>
<td>2. Quality Initiatives in Elementary Education</td>
</tr>
<tr>
<td></td>
<td>3. Advocacy</td>
</tr>
<tr>
<td>g</td>
<td>Experience in Elementary Education</td>
</tr>
<tr>
<td>h</td>
<td>Experience in Project area, education related programmes in Karnataka</td>
</tr>
<tr>
<td>i</td>
<td>Key Staff Professionals of Education / Research background</td>
</tr>
<tr>
<td>j</td>
<td>Similar Studies undertaken related to Elementary Education (similar to title of the study)</td>
</tr>
<tr>
<td>k</td>
<td>Any other Assignments/projects</td>
</tr>
</tbody>
</table>

CRITERIA for EVALUATION of EVALUATION / RESEARCH Proposals on Elementary Education in Karnataka 2013-14

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Skeleton of the Study Proposal</td>
</tr>
<tr>
<td></td>
<td>1. Needs of the Study</td>
</tr>
<tr>
<td></td>
<td>2. Objectives of the Study</td>
</tr>
<tr>
<td></td>
<td>3. Design of the Study</td>
</tr>
<tr>
<td></td>
<td>a) Variables</td>
</tr>
<tr>
<td></td>
<td>b) Research Questions</td>
</tr>
<tr>
<td></td>
<td>c) Tools</td>
</tr>
<tr>
<td></td>
<td>d) Design of the Field Work</td>
</tr>
<tr>
<td></td>
<td>e) Planning for Analysis of data</td>
</tr>
<tr>
<td></td>
<td>4. Reports: Plan of Reporting</td>
</tr>
<tr>
<td>b</td>
<td>Delineation of the Perception of the problem</td>
</tr>
<tr>
<td></td>
<td>- including reference to earlier studies. If any,</td>
</tr>
<tr>
<td></td>
<td>Design of Fieldwork showing distribution of sample schools across the state reflecting therein sex/social class disparities, Regional disparities, Rural &amp; Urban disparities &amp; LPS/HPS coverage [as applicable].</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>d</td>
<td>Plan of Field Work</td>
</tr>
<tr>
<td></td>
<td>(Including Man Power: No.&amp; Quality for data collection, Supervision &amp; Monitoring quality of data.)</td>
</tr>
<tr>
<td>e</td>
<td>Analysis of Data</td>
</tr>
<tr>
<td></td>
<td>Suitability of technique of analysis to type of Variables and Sub variables and Knowledge of school related records.</td>
</tr>
<tr>
<td>f</td>
<td>Language of the Proposal</td>
</tr>
<tr>
<td></td>
<td>Clarity, Simplicity and Consistency</td>
</tr>
</tbody>
</table>

**CRITERIA for EVALUATION of Power Point PRESENTATION of PROPOSALS**

<table>
<thead>
<tr>
<th>i</th>
<th>Understanding of the Problem and clarity of Problem, Process and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>Adequacy of the proposal to satisfactorily address the needs of the study including suitability of the research design and process chalked out for completion of the study</td>
</tr>
<tr>
<td>iii</td>
<td>Clarity consciousness and language of presentation</td>
</tr>
<tr>
<td>iv</td>
<td>Adequacy and satisfaction in responding to questions, and discussion</td>
</tr>
</tbody>
</table>

**FINANCIAL PROPOSAL**

Score as per Standard Criteria

*Method of Selection :- RANKING of ‘Agencies / Firms’*

**FORMAT of CRITERIA**

- **Part A** ORGANISATIONAL PROFILE
- **Part B** Quality of Technical Proposal
  - [Document]
- **Part C** [Power point] Presentation of Technical Proposal
- **Part D** FINANCIAL PROPOSAL for $L_1 / L_2 / L_3 / L_4$ (Standard Criteria)
O/o the State Project Director  
**SarvaShikshaAbhiyanSamithi – Karnataka**  
New Public offices, AnnexBuilding, Nrupathunga Road, Bangalore – 560001

SSA / REMS /RESTOR/2013 – 14  
Dated: 20-7-2013

Invitation for “Expression of Interest” for Evaluation / Research studies in Karnataka State, being sponsored by SarvaShikshaAbhiyan – Karnataka

1. The SarvaShikshaAbhiyan Mission-Karnataka invites ‘Expression of Interest’ from professional consultancy firms / non – government research organizations / autonomous research institutions / universities / similar Agencies for conduct of variety of evaluation / research studies on concerns of elementary education.

2. Interested firms / organizations /agencies may obtain ‘Request for Proposal’ document as well as the Terms of Reference (TOR) of the study from ‘Programme officer’, REMS section at the State Project Office, Sarva Shiksha Abhiyan, K.R.Circle, Nrupathunga Road, Bangalore – 560001 during office hours on or before 1.8.2013 at 5.30 pm either in person or by post. Interested firms / organizations / agencies may obtain further information at the same address and phone numbers.  Office: 080-22483041/ Mobile No. of Programme Officer, REMS 9448999317.

3. Agency may submit research proposals on all the studies. However, a maximum of two proposals one each under categories 1 and 2 shall be considered for grants for qualifying agencies. Each study proposal should carry an EMD of Rs.20,000/-

4. Agency that do not qualify for a study/studies shell be returned the EMD within a fortnight from the date of finalisation of awards. Agency who granted the projects shell get back their EMD after final acceptance of report.

5. Complete document of ‘Request for proposal’ along with a full length research proposal may be submitted along with technical and financial details in two different sealed covers. On the top of the cover
"Expression of Interest: Study Name .................................." should be mentioned. As per the requirements outlined in the TOR may be submitted to the State Project Director, SarvaShikshaAbhiyan, New Public Offices, Annex building, Nrupathunga Road, K.R. Circle, Bangalore - 560001, on or before 4.00 pm on 1.8.2013. There shall be a distinct cover each for technical / financial proposals inserted in a single cover. Technical Proposal shall not indicate any form of financial estimation. It shall include ‘Organizational Profile’ of the agency, as specified in the Request for Proposal. Any relevant additional information needed for preparing the Technical Proposal may be obtained from the officers of the SSA. Technical / financial proposals of the research study shall be opened at the office of the State Project Director. Firms / organizations / institutions / agencies who wish to attend this meeting are welcome.

6. Qualifying agencies shall be invited to make a presentation of their proposals before the expert committee. Proposals shall be evaluated by the expert committee chaired by the SPD.

7. A committee of experts in education and senior officers of the Department shall evaluate the technical bids as per standard criteria. Agencies shall be ranked on the basis of their organizational profile + technical quality of proposal scores.

8. Financial bids shall be opened after technical evaluation at the office of SSA. Agencies desirous of attending this meeting are welcome.

9. Final ranking [L1 / L2 / L3 / L4] shall be arrived at on the basis of scores obtained on (i) Organizational profile (ii) Technical quality of proposal (iii) Quality of presentation of proposals and (iv) Financial Bid.

10. Selected firm / organization / institution / agency / university shall be invited to enter into a contract with the Sarva Shiksha Abhiyan Samithi to take up the study within a given time-frame. The prospective firm/
organization / institution / agency / university will have an opportunity to obtain clarifications regarding scope of work, Terms of Reference, contract conditions, time-line for the study, or any other subject of mutual interest. SSA reserves the right to negotiate the financial estimates downwards from the selected firms.

11. Time Frame: Duration of the study is maximum 4 months from the date of signing MOU and the time frame for the whole process of study is as follows.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue of letter of Intent</td>
<td>Within 2 days of finalising L1 Qualifier</td>
</tr>
<tr>
<td>Acceptance Letter</td>
<td>Within 3 days of issue of letter of Intent</td>
</tr>
<tr>
<td>Signing of MOU</td>
<td>Within 3 days of receiving Acceptance Letter</td>
</tr>
<tr>
<td>Issue of work order</td>
<td>within 3 days of signing of MOU</td>
</tr>
<tr>
<td>Inception Report</td>
<td>within 15 days of signing of MOU</td>
</tr>
<tr>
<td>Interim Report</td>
<td>Within 45 days of approving MOU</td>
</tr>
<tr>
<td>Draft Report</td>
<td>Within 90 days of signing of MOU</td>
</tr>
<tr>
<td>Final Report</td>
<td>Within 4 months of signing MOU</td>
</tr>
</tbody>
</table>

12. Any delay in submission of final report will be penalised at the rate of 01% per week.

13. For further details, you may also contact Programme Officer, REMS, Sarva Shiksha Abhiyan, during office hours / website www.schooleducation.kar.nic.in/SSA.

State Project Director,
SSA – Karnataka
Term of Reference
DISE Validation Study: 2013-14

1. The study should be carried out as per this term of reference.

2. The agency has to draw a sample in at least four districts for random checking of data. Within each sample district 6 percent schools from each block required to be selected.

3. Before starting the field survey agency should give to SSA office the list of sample schools selected for the study. The agency should stick to this sample for field study. In case, any change in choice of school is necessitated, the agency should inform SSA in advance. Suppose in the selected district, required no of schools are not available then the schools can be selected from neighboring blocks.

4. The districts selected for the sample study are, Bangalore Urban, Yadagir, Kodagu, Belgaum.

5. Actual sample of schools will be drawn by the agency to which the task of data checking is entrusted. While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across school managements like Government and Private Aided schools. Due consideration should also be given to schools predominantly located in SC, ST and minority areas. (500 schools across 28 blocks of 4 districts.)

6. Due representation needs to be given to LPS, 1 to 7/8 HPS, High Schools and composite Schools.

7. The agency to take-up a systematic pilot study of 5 schools to get a feel of the data given by the SSA State office.

8. The filled-in school formats of DISE survey will be provided to the agency only after completion of fieldwork.

9. At the time of survey include Programmer & DEOs in study tools, as they enter the manual data in the system and generate the report. Prepare the questionnaire for them relating to their job chart.

10. The agency that is entrusted the task of sample checking of data would be required to submit detailed report, which should be discussed with the State Project Office. They should also give the rationale on the coverage of schools in the district.
11. Agency needs to share the
   a. Structure and content of tools.
   b. Plan of analysis and
   c. Draft report with the SSA officers before finalizing the report.

12. The agency that is entrusted with the task of sample checking of data is also required to summarize their field observations regarding training of Head Masters in filling-up of DISE formats, infrastructure in the district MIS unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of Hardware and Software and computer professionals for the MIS unit, etc. They may also provide their suggestions for improving the quality of DISE data.

13. The prescribed Data Capture Formats shall be used in collecting the required data.

14. Analysis should be made sub variables wise. For every item side by side data must be given i.e. SSA’s data set V/s agency’s data set. Data should be given sub variables/% of variables/consolidated variables etc. Deviations if any, should be calculated accordingly.

15. The agency shall submit the report in both hard and soft versions within the time fixed for the study.

16. Agency needs to share the findings at a high-level meeting of SSA officers before finalizing the validation report.

17. SSA will keep the copyright of the collected data. Agency needs to obtain permission from SPD, SSA for publication of the report.

18. Agency agreed to start the field survey after school resumes, before that all other preparatory work would be finalized.

19. The appointed field staff must have their photo identity.

20. SSA office will inform the concerned districts to co-operate for the study.

State Project Director
Sarva Shiksha Abhiyan-Karnataka
An Evaluation of the CWSN activities in Karnataka State

Context: -

Universalisation of elementary Education is one of the objectives of SSA. In this context address issues of discrimination against marginalized groups for CWSN. Like all districts in the state SSA initiated the CWSN activities in Mandya, Bellary, Hassan, and Haveri Districts also. These activities operated in all the Government schools. Every Block has a resource center to strengthen CWSN activities. DIERTs and SRPTs facilitate the activities at the Block and District levels.

This Programme began in the state in 2004 – 05 and expanded progressively over the years.

Following is a note on CWSN activities.

1. Assessment and Measurement Camps at Block level.
2. Provision of Aids and Appliances for Needy CWSNs.
3. Escort and Transport Facility at the rate Rs. 250/- for HBE children to attend the Resource Center.
4. Corrective Surgery for Needy CWSN.
5. 90 days foundation Training course for teachers
6. Remuneration for Home Based Education Volunteers.
7. Organization of World Disabled day.
8. Two day nature study camps for CWSN
9. Five days residential training for teachers on Braille, Sign language, MR, LD, CP, and ASD.
10. Counseling for parents.
11. Functioning of clinical psychologists and physiotherapist.

♦ Head teachers, teachers, DIERTs, Special Resource Teachers, Home Based Education Volunteers, Parents of CWSNs, CRCs, BRCs, BEOs, DYPCs, DDPIs and
other educational officers are provided capacity building exposures for conducting the activities in Inclusive Education intervention. The training and Guideline modules are..........

1. Samanvitha,
2. Sparsha.
4. Samanvaya Shikshana Bhodakara Kaipidi.
5. Year-wise guideline Broachers for implementing activities in Inclusive Education for CWSN.

Objectives of the study:

A. Examine the quality of environment building efforts by SRPTs and community involvement therein.
B. Examine the performance of SRPTs at various levels – their job chart.
C. Examine the medical assessment camps.
D. Examine the quality of aids and appliances provided.
E. Examine the nature of activities, efficiency of performance of HBE volunteers.
F. Review the nature of counseling provided to parents, in the awareness camps.
G. To examine the nature of co – curricular activities like sports, games – extent of participation, innovativeness in activities, community involvement.
H. Examine case studies – HBE.
I. To know the impact of long term and short term training on Inclusive Education for Teachers and SRPTs
J. To examine the accuracy in identification of CWSN in household child census and its harmonious follow - up by SRPTs
K. To examine Barrier free environment in Govt. Schools.
L. To Know the Outcome of Educational Impact of Nature study camps for CWSN children.
M. To compare the quality of attention given to CWSN with normal children in Schools.
N. To know whether the remuneration reaching in time every month for HBE Volunteers and Special Resource Teachers.
O. To know the effectiveness of Escort and Transport facility provided to CWSN children.

Methodology :-

Documentary, Descriptive and Case-study techniques may be adopted. Survey and observational techniques can be used under the descriptive method. Case-study technique would be used after the first round of analysis of Descriptive / Documentary Sources of data.

Sampling: -

All Schools, HBE Centers, Inclusive Education Resource Centers, Total Number of CWSN identified, Number of CWSN enrolled in Home Based Education, Number of Resource Centers, Number of Special Resource Teachers working, Number of Home Based Education Resource Volunteers recruited, Number of CWSN provided Aids and Appliances, Number of CWSN participated in Exposure Visit, Teachers trained for 90 days foundation training may be considered for Evaluation in Mandya, Bellary, Hassan, and Haveri Districts.

Plan of analysis: -

Analysis shall be both qualitative and quantitative for above mentioned Mandya, Bellary, Hassan, and Haveri Districts A report on various parameters of performance may be developed and submit a report block-wise for the CWSN activities implemented thereon.
District may be analyzed on various parameters and a summary percent may be arrived at every activity. District-wise analysis may be arrived at on the basis of block reports.

**Reporting :-**

An inception report needs to be submitted. A final (draft) may be submitted for review and feedback. There will be a departmental review and a peer review of the draft report. After this process is through, a final report may be submitted.

**Time-Frame:-**

Four months from the date of signing Memorandum of Understanding.

***************
**TERMS of REFERENCE**

"A study of status and performance of KGBVs in the State w.r.t physical infrastructure facilities".

**Perspective :-**

Kasturba Gandhi Balika Vidyalaya (KGBV) is an initiative of the MHRD since August, 2004 to provide quality residential schooling at upper primary level to specific category of girls. Girls covered in this category are: SC / ST OBC and Minorities in difficult areas and difficult circumstances. There are 71 KGBVs in the State in Educationally Backward Blocks (EBBs). Areas with large number of out-of-school girls are given preference.

There are three models of KGBVs. All KGBVs in Karnataka are under Model I which stipulates schools with hostels for 100 (100+) girls. These schools are run as per specified Norms and Standards, a copy of which is enclosed.

**Proposal :-**

It is noted that the SSA had sponsored a study of the functioning of KGBVs in the State in 2010-11. This study was completed. As of now, the focus of the study will be on physical infrastructure facilities and their bearing on functioning of KGBVs.

The renewed context of study of physical infrastructure facility is that during 2012-13, the in-take capacity of KGBVs was increased. Increases in capacity is given annexure.

### KGBVs in State

<table>
<thead>
<tr>
<th>Year</th>
<th>No.</th>
<th>Type</th>
<th>Capacity</th>
<th>Total Capacity</th>
<th>Model</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>34</td>
<td>EBB</td>
<td>100</td>
<td>3400</td>
<td>III</td>
<td>-</td>
</tr>
<tr>
<td>2004-05</td>
<td>24</td>
<td>EBB</td>
<td>50</td>
<td>-</td>
<td>III</td>
<td>-</td>
</tr>
<tr>
<td>2008-09</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>2400</td>
<td>III</td>
<td>-</td>
</tr>
<tr>
<td>2006-07</td>
<td>03</td>
<td>EBB</td>
<td>100</td>
<td>300</td>
<td>III</td>
<td>-</td>
</tr>
<tr>
<td>2008-09</td>
<td>02</td>
<td>Minorities</td>
<td>100</td>
<td>200</td>
<td>I</td>
<td>-</td>
</tr>
<tr>
<td>2008-09</td>
<td>01</td>
<td>EBB</td>
<td>100</td>
<td>100</td>
<td>I</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td>[62+02]</td>
<td><strong>6400</strong></td>
<td><strong>6400</strong></td>
<td><strong>III (61)</strong></td>
<td><strong>I (03)</strong></td>
</tr>
</tbody>
</table>

2009-10 61 Model III converted to Model I

Total Model I 64.

2011-12 07 EBB Model I.
2011-12  All 71 KGBVs Model I 100 capacity
Total 7100 capacity

2012-13  \(24/71\) KGBVs upgraded for 150 capacity from 100.

2013-14  24+ crores provided for up-gradation.
Capacity in 71 KGBVs → 8300.

It is noted that KGBVs are expected to function as ‘Home away from Home’ for all the enrolled children. Most of them may find KGBVs more attractive because of facilities provided as well as for the opportunity of corporate life in school. Still, it is possible that from a normative angle, the civil and other infrastructure facilities may work out to be sub-optimal and interfere with the living conditions, academic activities in school and non-scholastic activities. It is with this perspective that a study is proposed on the status, adequacy and quality of physical infrastructure facilities in KGBVs and their bearing on efficient and effective functioning of schools.

**Objectives of the Study :-**

The study is set with the following objectives:

a) To examine the status of civil / other infrastructure facilities in KGBVs – both common utility and student – specific utilities.

b) To examine the adequacy of facilities in KGBVs within a normative framework – both common and student – tailored.

c) To examine the quality of facilities and their functioning,

d) To get a feed-back from HTs / Teachers / Students wards / Warden, on the problems (if any) exclusively regarding civil and other infrastructure facilities in KGBVs,

e) To get a feedback from supervisory officers and technical personnel [Third-party Audit / Engineers] of the Department (Engineers) on the problems reported under objective (d).

f) To suggest ways and means for corrective / remedial measures for infrastructure / civil facilities.
Methodology :-
Observation, documentation and survey techniques need to be adopted for the study.
Documentation includes photo-validation. Observation technique shall be adopted within a standard normative framework. Interviews of stake-holdes is integral to stake-holders. Case-studies – good as well as sub-optimal cases – are also to be included.

There is no scope for sampling. All the 71 KGBVs are to be included. While 64 KGBVs shall be reviewed for current status, 07 KGBVs shall be reviewed for the approved plan also as Civil Construction is still in progress.

However, the sampling technique of collection of data and analysis thereon shall be guided by the civil works status of KGBVs. The status is as follows :

a) Status of 64 KGBVs pre 2008-09.
   38 completed ; 24 → earlier stage completed, upgraded in 2012-13, upgraded component to be completed ; 02 of pre-2008-09 stage to be completed. Total 64.

b) 07 new KGBVs of 2011-12 → in progress

Note :-
The agency has to review the KGBVs infrastructure status keeping in view their time-frames.

Plan of Analysis :-
Analysis has to be both qualitative and quantitative. Documentary evidences are mandatory.

Time-Frame :-
04 months from the date of MoU / Work Order.
TERMS of REFERENCE
“A Study of status and Concerns of Involvement of NGOs with SSA”

Perspective :- The DoE / SSA has been engaged with 44672 schools, 4487349 children, 204295 teachers and 43630 village communities in the State. The DoE / SSA have a mandate for the schooling and personality development of children. Looking at the enormity of commitments, the efficiency – level with which these commitments need to be complied with, resources and capacities with the Department for carrying out the expected responsibilities and finally the relative merits of exclusive departmental management of needed programmes, the DoE / SSA considered it appropriate to involve ‘classified’ NGOs in their work. Involvement of NGOs is also the thinking of the Government of India as delineated in chapter 05 of the Framework of Implementation of Sarva Shiksha Abhiyan (Based on RTE Act, 2009), Dept. of SE & L, MHRD.

Some excerpts from this section are reproduced here for clarifying on the perspective:
The civil society, therefore, need to be viewed as partners in implementation of the RTE Act. NGOs have always been considered as the principal agency of the civil society.

5.2.2 Civil society organisations have had a long history of involvement in the education sector to which they have significantly contributed in variety of ways. Partnerships have tended to be short-term and ad hoc rather than holistic and on-going engagement.

5.2.3 For SSA to be effectively implemented, the space for genuine long-term partnerships based on mutual respect must be evolved.

5.2.4 SSA should review the nature of its engagement with NGOs and initiate a process of dialogue to open up new areas of collaboration in keeping with the parameters of the Act. Areas where partnerships have worked well should be continued; taking into cognizance the new realities thrown up by the Act, fresh areas of partnership explored.
Organisations working with PRIs since the passing of the 73 and 74 Amendments, who may not necessarily have experience of working in education should also be brought in.

Potential areas of partnership have been identified by MHRD. They are:

5.3.2 Mobilisation and awareness building:

5.3.3 Social mapping:

5.3.4 Resource support:

5.3.5 Development of curriculum and pedagogy

5.3.6 Ensuring equity, quality and non-discrimination:

5.3.7 Training of School Management Committees:

5.3.8 Training of personnel of Panchayati Raj Institutions:

5.3.9 Conduct of ‘Special Training’

5.3.10 Area based responsibility:

5.3.11 Specialised support:

5.3.12 Monitoring and watchdog role

5.3.13 Social Audit

5.7 Public Private Partnership and Corporate Social Responsibility. [MHRD Notes Ended].

In so far as Karnataka State is considered, the DoE and specifically the SSA have been working with several NGOs, CBOs and other civil society organisations. Some of them have a State-level (national level) network while the others are local outfits. There are diverse areas in which CSOs/NGOs/CBOs are engaged with SSA/DoE. Some of the illustrative areas are:

i. Research studies,

ii. Validation studies

iii. Material Development for Training Programmes,

iv. Teacher Training
v. Head Teacher’s Training  
vi. Assessment surveys  
vii. Organisation and conduct of school-based co-curricular activities,  
viii. Running of specialised programmes of SSA (KGBV)  
ix. Organising and conducting Innovative Activities  
x. Special Training for children (OOSC / HBE),  
xi. Community Mobilisation  
xii. Community Training  
xiii. Community Adoption of schools,  
xiv. Media and Documentation and  
xv. Advocacy (SKHA and SNN)  

It is also noted that there have been occasions when pro-active NGOs approached SSA / DoE for getting engaged with schooling initiatives and they are permitted for this on the basis of merits of the NGO.

There is no specific policy for engagement of CSO / NGO / CBOs with SSA / DoE. The convention (not policy) is to engage them on Need and on Merit. There are guidelines. There have been several hiccups in this arrangement. Dissatisfaction of the government with NGOs regarding sacrifice of programmatic norms of management is the chief dissatisfaction. Failure of documentation of expected outcomes, expressed customer dissatisfaction are also areas of concern. There is also the traditional absence of transparency in financial transactions of NGOs wherein there is possibility of multiple and repetitive sources of finance for programmes.

On the other side of the fence, the NGOs feel a sense of invasion of their privacy in transactions, a dictatorial milieu in engagements, ‘too much’ of expectations of documentary evidences / statistical reports, unjustified delay in disbursement of grants or reimbursement of expenditures and a blind mistrust about the credentials of the NGOs.

There is a need for Departmental (SSA) engagement with credible and capable CSOs (NGOs / CBOs) who can manage deliverables with alacrity, build confidence in their modus operandi, move towards sustainable partnerships just as they build the capacities within the Department along with their own growth and development. A
critical review of experiences of the Department / SSA with NGOs since 2001-02 would be able to provide benchmarks for a SYSTEMATIC ENGAGEMENT of the Department / SSA with CSOs (NGOs / CBOs). This study is set with the foregoing perspective.

**Objectives of the Study** :- The study is set with the following objectives :

a) To document NGO engagements of SSA / DoE from 2001-02 till 2013-14, classify the engagements intervention / programme –wise and trace patterns therein,

b) To review the performance of NGOs in terms of outputs and outcomes,

c) To examine SSA / DoE practices in NGO engagements in regard to their transparency, systems of engagement, monitoring and supervision activities, documentation of results and funding efficiency.

d) To observe and record current NGO involvement with SSA (2013-14), from a normative perspective of engagements,

e) To get a feedback on NGO engagement with SSA from NGOs who have delivered services at least twice, and,

f) To suggest ways and means of SUSTAINABLE ENGAGEMENT of CSOs (NGOs / CBOs) with SSA / DoE.

**Methodology :-**

Documentary Analysis, observation techniques, case-study techniques and survey techniques may be adopted.

**Note :-**

Confidentiality needs to be maintained in regard to Documents examined.

**Sampling :-**

Sampling is needed for objectives (d) and (e). Samples will be chosen in consultation with SSA (not more than 02 in each case).

**Time-lines :-**

A maximum of 04 months from the date of MoU / Work Order.

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**TERMS of REFERENCE**

“*A study of Problems and Concerns in adoption of CCE in elementary schools*”

**Perspective :-**

There are two significant developments in school education in the last few years. Adoption of a new curriculum framework at the national level in 2005 (NCF 2005) and its customisation in Karnataka State (KCF 2009) is one of them. Relocation of elementary education under article 21A of the Constitution of India in April 2009, and ensuring it as a fundamental right (RTE) following which initiative the Karnataka State. Delineated and adopted the RTE Rules in April 2012. Both these initiatives carry implications not only for school governance and curriculum but also for assessment of performance of children. The KCF 2009 emphasises integrated content, holistic learning, non-scholastic concerns in schooling of children and child-centric classroom and school processes. Section 29 of RTE A that refers to curriculum and pedagogy, emphasises child-friendly schooling as well as adoption of continuous and comprehensive assessment (CCE) of children. In certain other sections the RTE A mandates the adoption of a ‘no detention policy’ and freedom from mental harassment of children. It is in these directions that the State Govt. adopted the CCE in 2012-13, in all government schools.

Following initiatives have been taken by the SSA / ED to implement CCE in schools :

- Development of a CCE Manual and CCE. Training Manual for (Scholastic subjects Part A) and non-scholastic activities (Part B)
- Development of …………… MRPs in State to provide training of teachers.
- Capacity Building of ………………… Number of teachers for adoption of CCE in schools.
- Capacity Building of educational officers to monitor progress of children and performance of schools using CCE guidelines.
- Development, printing and distribution of CCE Progress Cards for all government / aided school children (………… Lakhs)
- Sensitisation of all teachers / HMs to about the lay-out, contents and methods of using Progress Cards.
- Sensitisation of SDMC members regarding the CCE progress cards and assessments (…………………… coverage).
Issues and concerns of conceptualisation, training, implementation and systemic response to CCE appear on surface that merit systematic examination, review and feedback. A study of CCE that addresses all these concerns is proposed.

**Objectives of the Study :-**

The study is set with the following objectives that are related with the initiatives for CCE in the State :

i. To examine the quality of CCE content in training manual from the perspectives of theory and policy.

ii. To examine the quality of CCE trainers’ manual and efficiency of training design for the CCE training manual, in use.

iii. To examine the training programmes on CCE and CCE Progress Cards for MRPs, teachers, head teachers and officers in regard to their adequacy, relevance and efficiency,

iv. To scrutinise the CCE progress cards in regard to their conformity with the spirit of ‘continuous’ and ‘comprehensive’ phrases in CCE.

v. To examine the quality of assessments of participation of students in scholastic and non-scholastic components of schooling by Teachers and Head Teachers

vi. To examine the status of hand-holding support given by CRPs / BRPs / DIETs to schools in adoption of CCE.

vii. To get a feedback from schools and monitoring officers on the issues and problems in implementation of CCE,

viii. To get a feedback from SDMC / Parents on the acceptance of CCE, and finally.

ix. To offer suggestions on the basis of evidences from the study for stepping up the efficiency and effectiveness of implementation of CCE in schools.

**Method of the Study :-** The study shall use both qualitative and quantitative methods.

Desk review of literature, feed-back on training programmes from a diverse cross-section of stakeholders, adequacy of training as per CCE needs, observation of CCE-in-practice in schools, school / teacher / parent views on progress-cards and their use for individualised student – learning activities,
shifts (if any) in monitoring of schools as per CCE norms, constitute the outlines of a methodology.

Observation, interviews, case-studies and survey techniques can be used for the study.

**Sampling :-**

Field study is needed (apart from desk-review) specifically for compliance of objectives (iii), (v), (vi), (vii) and (viii).

The study will cover schools in the following matrix.

Total schools to be covered : 300 [All are co-educational, Kannada Medium Schools]

<table>
<thead>
<tr>
<th>Break-up of 300 schools</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPS</td>
<td></td>
</tr>
<tr>
<td>Size &lt; 50</td>
<td>20</td>
</tr>
<tr>
<td>51 to 100</td>
<td>20</td>
</tr>
<tr>
<td>101 to 200</td>
<td>30</td>
</tr>
<tr>
<td>&gt;20</td>
<td>20</td>
</tr>
</tbody>
</table>

| HPS (1 to 7/8)          |               |
| Size < 70               | 20            |
| 71 to 150               | 40            |
| 151 to 300              | 40            |
| >300                    | 40            |

| HS (8 to 10)            |               |
| <100                    | 40            |
| >100                    | 30            |

**Total**                **300**

**No. of Districts** :- 04 [Raichur, Gadag, Kolar and Dakshina Kannada]

**No. of Blocks** :- 08 [Top & Bottom – one each]

**No. of Clusters** :- 16 [02 Top & 02 Bottom]

The selection of schools, as per size, can be in neighbouring clusters, if the specified size schools are not available in a particular cluster. Do not go out of the Block.

**Schools per cluster** :- Maximum 20 including all varieties.
Plan of Analysis :- Analysis shall be both qualitative and quantitative. Quantitative analysis shall be for data collected to address concerns of objectives (iii) to (viii).

Qualitative analysis shall be followed by CASE-STUDY of 20 schools – one with better results, one with dissatisfying results under category of 10 types of schools. Case-study, comparative and contrasting findings shall be presented along with their harmony with general trends.

Time-lines :-
The study shall be completed within 04 months from the date of MoU and work order.

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**TERMS of REFERENCE**

“A Study of Practices, issues, concerns and challenges in age and standard appropriate admission, retention and mainstreaming of OOSC children”

**Perspective :-**

A. Universalization of elementary education has been an elusive goal for decades since independence and location of this concern as article 45 in the Constitution of India in 1950. Time and again the commitment, of the State in India and the global community for universalization has been emphatically reiterated. Failure on this front over the years in spite of enormous strengthening of the supply side in schooling facilities led to a concerted political will for universalization that crystallised in the form of Fundamental Right Status to elementary education and its relocation from article 45 to article 21A.

B. The major impediments in universalization (OOSC Phenomenon) are:

i. Children do not join school (parents do not admit them) when they reach 6+ years of age or even cross this age. At 6+ they are treated as non-enrolled and beyond this age, they are treated as never-enrolled;

ii. Children leave school immediately after enrolment or later before they complete a stage, say lower primary 1 to 5 or elementary 1 to 8 cycle. They are treated as drop-outs. A functional / operational definition of drop-out is a child who is continuously absent for a period of 60 days and does not rejoin school, anytime later during the year or in subsequent years. 60 days is the ‘Tolerance Range’ for Pro-Active actions.

iii. Lack of infrastructure facilities in schools that trigger the tendency to leave school;

iv. Learning problems that accumulate over a period of time and get translated as ‘cumulative learning deficit’ leading to waning span of attention in class, disinterest and detachment;

v. Serious deficits in child-friendly ambience in schools;
vi. Economic need of the child at home for household maintenance – either for engagement in paid labour or engagement in family labour to save on payments for outsourcing labour;

vii. Parental indifference to schooling that may not lead to material benefits,

viii. Migration of parents for livelihood – specifically in regions which are rich in dry-land cultivation or drought-prone that is, severe shortage of full employment (270 days of wage labour in a calendar year);

ix. Fear of finding a bridegroom for a school educated girl (in socially disadvantaged communities) for which a bride-price may have to be given, resulting in child-marriages – at ages 10 to 14;

x. Unwillingness of schooled boys to work as agricultural labourers or engage in family agricultural labour; in a complementary way, unwillingness of girls to work as domestic help – maid servants

xi. Destitution at an early age due to loss of either or both the parents leading to absence of attention to the child;

xii. Alcoholic fathers who continuously disturb the ecological balance at home.

C. The SSA gets a child-census survey and updation of OOSC data every year. Incidence, duration, bio-particulars and reasons for OOSC status are collected during these surveys. Child-specific strategies for special training (preparatory training) and mainstreaming of OOSC to regular schools are planned using these data. Updation involves use of admission / attendance registers of schools, a household survey (focussed areas) for identification of never enrolled children (NE) and confirmation of drop-out (DO) status for school-based data. There is a strong apprehension that there may be issues in comprehensive identification of NE and DO through this method.

Further, as per the rule-book, children identified as NE / DO are to be
Admitted to nearby (neighbourhood) schools,

Administered a test of scholastic attainments appropriate to their age, standard from which they had dropped out and duration (no. of years) of drop-out status. On the basis of the analysis of results of no (ii) herein,

The quantum of learning deficit and the duration of special training required thereon will be decided.

Special Training will be organised for a duration of 03/06/09/12 months duration based on learning deficits, age and standard to be admitted. Three primers are used for the purpose. These primers are titled as ‘Chinnara Angala’. They are graded for comprehension / difficulty levels / expected learnings of 2\textsuperscript{nd} & 3\textsuperscript{rd} standards – ages 07 and 08, 4\textsuperscript{th} and 5\textsuperscript{th} standards, ages 9 and 10; and 6\textsuperscript{th} and 7\textsuperscript{th} standards – ages 11 and 12. 13+ is the year of admission to 8\textsuperscript{th} standard. A child identified in 2012-13 as a drop-out, is aged 12+ and had left school at class III in 2008-09 shall have to complete all three primers 1 / 2 / 3 and become ready for admission to class VIII in 2013-14. The duration of special training shall be for 09 months, but can go beyond this period, if there is need as revealed from learning pace and level of attainment. It is not essential to mechanically run the special training for 06 / 09 / 12 months. If it is revealed that a child of 12+ has attained the expected learning even before this time, this child can be admitted to a regular school after required testing and accreditation.

A exit time test is given to the OOSC child immediately after completion of Special Training and before admission to a neighbourhood school (for which the child had been initially enrolled). This admission is known as “Mainstreaming”.
The mainstreamed child is given hand-holding support by regular teachers in the school so as to facilitate adherence to required pace of learning. This is the method followed for mainstreaming OOSC kids in all OOSC strategies.

OOSC strategies are attuned to the reasons for OOSC status. If there are 05 and < 05 children in a habitation / neighbourhood school who are OOSC, then these children are motivated to rejoin the same school and teachers provide special training for age-adjusted movement of children on a learning ladder across standards of schooling. Teachers of regular schools are allowed discretion to engage qualified volunteers to assist them in this work.

When parents are willing to admit children to a residential centre for special training (RST), then the RST strategy will be adopted. Similar is the case for OOSC for Non-Residential special training centres. Children of migrants are admitted either to seasonal RST or to Tent Schools; Tent schools are for severely deprived migrant families. They are also issued a Migration Certificate, if the parents are compelled to migrate for other places.

Children of special categories in urban areas such as street children, orphans, destitutes, beggars, rag-pickers and the like are located in Urban Deprived Centres.

There is a differential unit cost for a child in every strategy. Detailed guidelines are issued to the OOSC centres for expenditures.

A large part of the special training is completed during 15th April to 15th June every year in Chinnara Angala Centres. Catchment of OOSC children for these children is spread across a large area, and confined to a block.
Management of OOSC centres and their Monitoring is shared within the Department of Public Instruction. Monitoring responsibilities are shared from cluster through block and districts upto the State level in a Nodal Jurisdiction arrangement involving officers and DIET faculty.

**Proposal :-**

The OOSC intervention is being subjected to an external evaluation by SSA. Issues of identification, preparatory (special) Training, age-adjusted mainstreaming, retention of children in OOSC centres / mainstreamed schools, learning problems after mainstreaming and their management, efficiency in organisation and conduct of centres and in monitoring the programmes as well as progress of children constitute the focus and emphasis in this study.

**Objectives of the Study :-**

The study is set with the following objectives:

i. To examine the efficiency in identification of OOSC at the habitation / school / village level and its consolidation at the cluster / block / district levels. [Note : Village Education Records also need to be examined for their tally with Panchayath level / School-wise consolidated data on OOSC].

ii. To examine the relevance of the strategy adopted for mainstreaming of the OOSC, quality of admission and training for the OOSC kids, efficiency in organisation and conduct of centres.

iii. To examine the progress in attendance, learning and performance of children during the stage of special training.

iv. To examine the validity of methods adopted for mainstreaming of children, problems of adjustment of mainstreamed children and management of these problems.
v. To evaluate the monitoring and supervision strategies and practices of OOSC programmes for their efficiency, effectiveness and adequacy.

vi. To examine the status and quality of community involvement (including publicity practices) for OOSC schooling.

[Note :- Customer (parents / kids / SDMC) satisfactions need to be captured in regard M & S of OOSC programmes].

**Methodology :-**
The Study has to adopt Documentary Analysis, Observation techniques, survey techniques and Case-study analysis.

Documentary Analysis is needed for analysis of OOSC surveys, maintenance of registers and records in centres / schools, for community outreach strategies and progress records of children. 2012-13 School-wise standard-wise, 1 to 7 enrolments should be tallied with 2013-14 2 to 7/8 enrolments to check on differences. Child-wise analysis of reasons for differences is required.

Observation of centres / programmes with semi-structured observation records is to be studied through both observation and documentary analysis.

Interview techniques are needed to understand customer – satisfaction. Problems of Officers / Teachers / Head Teachers in managing OOSC centres is to be studied through interviews.

Case studies of OOSC centres [very of types] need to be conducted. Well performing and poorly performing centres constitute the cases.

**Sampling :-**

**Plan of Analysis :-**
Analysis needs to be both qualitative and quantitative as per feasibility.

**Time-lines :-**
The study needs to be completed within 04 months from the date of MoU / Work Order.
TERMS of REFERENCE

“A study of the effectiveness of English Language Training of teachers by British Council“

Perspective:

English was introduced as a second language from I standard onwards in all elementary schools of the Department of Education (over 45000 schools) since 2009-10. Till then, English was being introduced from V standard. After the introduction of English in 2009, all the teachers were given tele-mode training followed by hand-holding support literature on FAQs [frequently asked questions].

In 2010-11, the British Council (BC) provided training to all government school (read as Department of Education) teachers with UNICEF aid and Sarva Shiksha Abhiyan support. This was planned in a cascade mode in four phases: phases 01 and 02 – capacity for Communicative English; phase 03 – Reading Skills, and phase 04-Writing Skills. Phases 01 and 02 are already completed. Phase 03 shall be taken up during 2013-14.

The British Council had provided 20 days training, in three staggered phases, to 750 Master Trainers (MT) in the State during phases 01 and 02. 600 MTs are still available for services during 2013-14. In addition, it is proposed to expand the MTs network from 600 to 1250 during 2013-14. That is, there will be 06 MTs per block and for 203 blocks, there will be 1218 MTs while another 32 MTs will be treated as buffer for the regular MTs. The phases 01/02 trained 600 MTs shall be provided 05 days training on ‘Writing Skills’. While the rest shall be given 10 days training which includes 05 days Refresher Training [They had been trained earlier under cascade mode instead of face-to-face training by BC] and 05 days training on Writing Skills. The fresh batch of MTs who need to receive 10 days training shall be identified by the DSERT through the Districts / Block administrative machinery. By and large, teachers / officers who have the potential to be MTs shall be identified. The 1250 MTs shall receive direct, face-to-face training directly by BC battery of resource persons.

The MTs shall provide training to 30 English Teachers [Note: There is no subject-wise recruitment of teachers at elementary level. Teachers trained in ELTC, BC, RIE, CIEFL and others who have developed expertise through experience in English.
Language teaching constitute this group per block. In this process [6090+410 buffer group] 6500 Block-level MTs will be in place. The 6090 MTs shall give **03 days** non-residential training to 2,26,624 working teachers from the DoE + SW + LB + Aided managements.

**TRAINING of TEACHERS is for THREE DAYS**

Training content / design has been finalised by BC after a series of consultative meetings organised by SSA. There is a Training content separately for 05 days training of MTs and 03 days training of Teachers as well as Trainers’ Manual for both the trainings. [Detailed syllabus for 03 days is annexed].

The training design has been prepared in such a way that there is provision by the end of the days for Hands-on-experience on the skills transacted during the day.

British Council shall supervise and assist the Block-level MTs during Block-level training of teachers.

**Proposal :-** The SSA proposes to get an evaluation of the British Council English Language Writing Skills Training Programme. This evaluation shall have be mounted on an on-line / on-the-spot observational mode, apart from Documentary Analysis, Case-studies and Interviews.

**Objectives of the Study :-**

The following objectives have been set for the study :

a) To examine the quality of training content and trainers’ manuals for MTs and teachers in the light of the specified content outline / syllabus.

b) To examine the efficiency of organisation and conduct of the State-level / District-level MTs’ training.

c) To examine the efficiency of organisation and conduct of Teachers’ Training on English language Writing Skills.

d) To get a feedback from MTs at District / Block-levels and teachers down-the-line on the training they received.

e) To examine loss (if any) in training exercises in the cascade mode of training of teachers – between MTs & Teachers.

f) To examine the level of support of British Council for Block-level training.
g) To examine sex, social class, rural-urban and other regional differentials on the BC training on various parameters of training.

h) Objective to offer suggestions on the basis of study insights for consolidating the gains from BC training.

**Methodology :-**
Non-participant observation, Documentary Analysis of Training Literature / Trainers’ Literature and Training Design, Case-studies of selected trainings [reported to be good / well received and reported to be below expectations], feed-back reviews from MTs, Teachers on the training received are the strategies that need to be used in the study.

**Note :-** Observation exercises and literature reviews should be compulsorily engaged in through subject / methodology experts.

**Sampling :-** The following format is required.
04 Divisions → 08 Districts → 16 Blocks → 64 Clusters.
Districts / Blocks / Clusters → equal number among well-rated / poorly rated categories.

Note :- W R → Well Received ; P R → Poorly Received.

**Tools :-**
Observation Record, Case Analysis sheets and Interview Schedules.

**Analysis :-**
Both Quantitative and Qualitative ; Documentary evidences on field needed.
Time-frame :-

04 months from the date of MoU and Work Order.

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