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Preface

The state unit of SSA assigned the task of evaluating Nali Kali in Karnataka state to Centre For Multi-disciplinary Development Research CMDR, Dharwad which is a national level institute recognized by Indian Council of Social Science Research (ICSSR), Government of India. The study team initiated the process of evaluation and the present report is based on the survey of 541 schools in different districts of the state covering all the revenue divisions. It can be noted from present survey of the Nali Kali schools that the program has been implemented in the state with right earnest. The study shows that 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 socially backward communities now seem to be on par with socially advanced communities. It was an excellent and unique opportunity for us at the Centre for Multi-disciplinary Development Research (CMDR), Dharwad to be entrusted with the most challenging and innovative assignment of undertaking the present study.

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Dharwad
28.09.2010

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Executive Summary

Nali Kali is essentially based on the activity based learning process. It involves joyful learning which contains processes like songs, games, surveys, storytelling and use of educational toys. Thus, it arouses interest among students and pushes them positively to participate in the transactions within the classroom. Subjects like mathematics and science which are considered difficult would be made easier to understand through this innovative method. Learning attainments of children in the primary schools of the State seem to be sub-optimal. They do not match with the investments on time, physical / human resources and efforts. Methods of classroom transaction underwent severe scrutiny and the need was felt to change the same for the benefit of the student community. In Karnataka, the Nali Kali approach to learning began in 1995 with UNICEF assistance. Based on an interaction with the Rishi Valley School, the teachers in primary schools in Mysore worked on the processes of teaching to transform the rigid system in government schools to an enjoyable, participative system focusing on the 'Joys of Learning'. Under Nali Kali, learning takes place systematically in accordance with age wise competency in an interactive situation. Children are grouped, and they master the competency and move on to another group to learn the next competency. Children learn at their own pace: and moving from one competency to another is not dependent on the whole group's learning. The child is free to move at his/her natural pace of learning.

The state unit of SSA assigned the task of evaluating Nali Kali in Karnataka state to Centre For Multi-disciplinary Development Research CMDR, Dharwad which is a national level institute recognized by Indian Council of Social Science Research (ICSSR), GoI. The study team initiated the process of evaluation and the present report is based on the survey of 541 schools in different districts of the state. The objectives that were visualized for the study are as indicated below.

At the outset we need to admit the fact that in some pockets of the state one feels astonished to see that a very conducive school environment is created on par with the best schools in the private domain. If proper and sustained stimulus is given the public schools would compete with the private schools in attracting the students. Thus, it is interesting to know that a sea of cultural change is observed in the management of the schools under the banner of Nali Kali in the state. This may not hold good for all the regions of the state as there are still teething problems.

Major Messages from the Evaluation:

If one looks at the rural urban breakup of the schools it can be observed that about 88.7 schools were from the rural areas and rest were from the urban areas. Many teachers have received the training for imparting skills under the Nali Kali program. But this does not mean that all those who have received training have been transacting business under the Nali Kali. Thus, it is good to know that there is a buffer of ready to use teachers for any expansion of the program. It is also interesting to know that Nali Kali has the benefit of experienced teachers. On the whole it is in the interest of the Nali Kali that more number of teachers were found in the female category.

It can be observed that about 85 per cent of the total schools surveyed are functioning in a pucca building. This is definitely an encouraging indicator. Most of the schools do function in government a building (99.6 per cent) which is again a source of satisfaction. Out of the various facilities, the distance that need to be covered for the benefit of students include enhancing the coverage with regard to library, provision of television, girls' urinals and toilets, drinking water, computers and laboratory. The study team tried to know the availability of separate room for the Nali Kali activities. It is satisfying to note that the gap in this regard is minimal in urban areas with 5 per cent of schools requiring separate rooms and the respective figure is 8 per cent in rural areas.

Close observation by our investigators revealed that most of the students were enjoying the teaching method of the Nali Kali activities. As far as their personality development is concerned, it can be said that majority of the students were very active in performing their assigned activities, they also seem to be fearless in responding to the queries. One could also observe a better co-operation among themselves in helping each other and motivating those who were not moving along. The gender equality also was a matter of satisfaction with very little discrimination of any sort.

It can be observed that all the materials under different subjects have been effectively supplied to the selected schools. This naturally speaks about the seriousness that the administrative machinery has attached to the provision of necessary inputs to the program. Preparation/collection of materials by the teachers was also examined and the message that has emerged shows that teachers have paid sufficient attention towards the preparation of learning materials.

Training of teachers has received good attention and most of the teachers have received effective training. It has to be mentioned here that the teachers raised some issues which need attention as indicated below.

- More number of students in Nali Kali class rooms with additional burden of other classes
- Single Teacher Schools
- Shortage of rooms and Smaller rooms
- Language problems in border and Tribal areas
- Teachers feel that number of activities are quite high in number and thus they are constrained by the time factor
- Need for separate class rooms for 1st and 2nd Standards
- Need to manage weak learners

On the whole it appears that in case of learning levels in different subjects one finds some sort of similarity across different social groups. In sum one can say that the social categories of different nature have been performing on a similar footing in different subjects. This probably disproves the general belief that the backward classes would be far behind the achievement levels of other categories in different subjects. Similarly the difference between male and female performance is also not much different. This probable speaks or brings out the fact that Nali Kali is pushing forward the socially disadvantaged groups into the main stream.

Other Issues which need attention.

- In schools where there are standards up to 5th are posing problems wherever there are single teachers – need to fill up vacancies in such places
- If students are numbering more than 30 the load on the teachers increases and hence this needs immediate attention
- Special needs of hilly areas need attention. Due to sparse population some schools have the problem of scanty students and thus the problem of teacher posting. Thus, the existing teacher has to manage other classes along with Nali kali activities.
- Need is also felt to cater to the single room schools for creating better environment for the implementation of the program.

One feels satisfied to know 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 socially backward communities now seem to be on par with socially advanced communities. The program needs full support and encouragement in the years to come.



CHAPTER: 1

INTRODUCTION

1.1 Introduction:

Nali Kali is essentially based on the activity based learning process. It involves joyful learning which contains processes like songs, games, surveys, storytelling and use of educational toys. Thus, it arouses interest among students and pushes them positively to participate in the transactions within the classroom. Subjects like mathematics and environmental studies which are considered difficult would be made easier to understand through this innovative method. Learning attainments of children in the primary schools of the State seem to be sub-optimal. They do not match with the investments on time, physical / human resources and efforts. Methods of classroom transaction underwent severe scrutiny and the need was felt to change the same for the benefit of the student community. On the basis of experiments in the State and experiences from other States, the activity-based, joyful learning technique, called Nali-Kali State would be quite efficient and effective in optimization learning attainments. It is with this mind-set that the State introduced 'Nali-Kali' in 13,691 schools in 1st and 2nd standards of lower primary schools in the State of which 9100 schools have an enrolment of less than 30 children.

In Karnataka, the Nali Kali approach to learning began in 1995 with UNICEF assistance. Based on an interaction with the Rishi Valley School, the teachers in primary schools in Mysore worked on the processes of teaching to transform the rigid system in government schools to an enjoyable, participative system focusing on the 'Joys of Learning'. Under Nali Kali, learning takes place systematically in accordance with age wise competency in an interactive situation. Children are grouped, and they master the competency and move on to another group to learn the next competency. Children learn at their own pace: and moving from one competency to another is not dependent on the whole group's learning. The child is free to move at his/her natural pace of learning. The tools of Nali-Kali are competency cards, and achievement and evaluation ladders. The cards indicate the mastery of any particular skill or competency. This method



effectively eliminates the formal system of roll calls, examinations, promotions and ranking-all these now deemed unhealthy-at least between the tender ages of 5 and 14.

The program was introduced with right earnest and humility. The salient features of the program are as indicated below

- Pre-preparatory activities
- Preparatory activities
- Learning activities
- Learning in Nali-Kali system takes place in six stages. They are; pre-preparatory stage, supportive stage for learning, learning factor (preparing the students for prescribed syllabus), stage of studies, stage of use of learning materials and finally the stage of evaluation.
- Evaluation activities
- Evaluation

Students are provided with text books, work-books and learning materials. At least one teacher in LPS with Nali-Kali mode was given specialized training for 6 days to manage the students in the special mode. TLM grant is given to teachers of all these schools. The Nali-Kali mode adopts multi-grade technique in multi-level classrooms. After the lapse of few years it is now opportune time to know the impact that the program has made on various stake holders and more importantly on the student community.

The state unit of SSA assigned the task of evaluating Nali Kali in Karnataka state to **Centre For Multi-disciplinary Development Research CMDR, Dharwad** which is a national level institute recognized by Indian Council of Social Science Research (ICSSR), GoI. The study team initiated the process of evaluation and the present report is based on the survey of 541 schools in different districts of the state. The objectives that were visualized for the study are as indicated below.



1.2 Objectives of the Study:

The objectives of the study are as follow.

1. Assess Minimum Levels of Learning competencies set for 1 and 2 standards (apart from Basic Skills) [Develop Base-Line Data], at the 3rd standard level (2009-10).
2. Examine social class, sex, rural-urban differentials in attainment of competencies at 3rd standard level (2009-10) (objectives 1 and 2)
3. Examine the efficiency of implementation of Nali-Kali programme with special reference to training of teachers, year of introduction of Nali-Kali, supply of learning materials, work-books for schools as well as their use in schools, replacements of materials on need, informal help-line for the programme, TLM prepared by teachers and finally documentation of progress of children for the sub-sample of Nali-Kali schools of 2008-09, through statistical treatment of data.
4. Get a feed-back on adequacy of training on role-performance of teachers in management of multi-grade classrooms and children with multi-level abilities in schools, during 2009-10.
5. Observe and report on the activity-orientation in classroom transactions in Nali-Kali schools, during 2009-10.
6. Examine the factors in effectiveness of Nali-Kali programme in regard to the following variables – Teachers' profile, Class size, Distance of school from CRC/BRC, visits by education officers, SDMC attitude and involvement in school management, social composition of students and school facilities.



1.3 Methodology and Sampling

The sample schools for the study were selected from nine districts representing all the four revenue divisions in the state. The schools were selected randomly and the criterion adopted was to select such schools where Nali Kali was initiated on or before 2007- 08. The detailed sample frame of the study which includes divisions, districts, schools, classes observed, Nali Kali trained teachers and students is presented in the table 1.1.

District/Division	No of Schools	No of Classes	No of Nali Kali Trained Teachers	No of Students
Uttara Kannada	117	136	241	1092
Bijapur	24	24	34	109
Belgaum Division	141	160	275	1201
Raichur	94	121	237	1144
Gulbarga	34	44	77	117
Gulbarga Division	128	165	314	1261
Mysore	57	67	130	1024
Hasan	51	53	142	143
Mandya	30	30	52	167
Mysore Division	138	150	324	1334
Tumkur	121	131	310	1360
Chitradurga	13	15	33	35
Bangalore Division	134	146	343	1395
Grand Total	541	621	1256	5191

In the sample schools, students were selected for different tests to assess their learning competencies gained in 1st and 2nd standards and these students were currently part of 3rd standard. Table 1.2 gives the number of such students for different classes and subjects.

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

District/Division	1st Standard Competency			2nd Standard Competency			Total Tests
	Kannada	Mathematics	E.S	Kannada	Mathematics	E.S	
Uttara Kannada	180	179	183	184	183	183	1092
Bijapur	20	22	17	16	17	17	109
Belgaum Division	200	201	200	200	200	200	1201
Raichur	205	186	184	201	189	179	1144
Gulbarga	25	17	17	21	16	21	117
Gulbarga Division	230	203	201	222	205	200	1261
Mysore	185	169	162	184	169	155	1024
Hasan	26	28	16	31	26	16	143
Mandya	31	28	25	26	28	29	167
Mysore Division	242	225	203	241	223	200	1334
Tumkur	236	232	207	235	233	217	1360
Chitradurga	6	7	3	7	8	4	35
Bangalore Division	242	239	210	242	241	221	1395
Grand Total	914	868	814	905	869	821	5191

The data for the study was to be obtained from different stakeholders, and accordingly the study team developed different field survey instruments as indicated below.

1. School Schedule
2. Classroom Observation Schedule
3. Teachers Schedule
4. Students Schedule

Test Papers – For assessing the skills / competencies of the students

5. 1st standard Kannada test
6. 1st standard Mathematics test
7. 1st standard Environmental studies test
8. 2nd standard Kannada test
9. 2nd standard Mathematics test
10. 2nd standard Environmental studies test

CHAPTER: 2



SAMPLE PROFILE

2.1.1 Distribution of Schools

If one looks at the rural urban breakup of the schools it can be observed that about 88.7 schools were from the rural areas and rest were from the urban areas. The LPS category of schools were 48.6 and HPS accounted for 51.4 per cent in the total. The breakup of such distribution district wise is presented in the table 2.1.

District/Division	Rural			Urban			Total		
	LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total
Uttar Kannada	64.1	29.1	93.2	0.9	6.0	6.8	65.0	35.0	100.0
Bijapur	95.8	4.2	100.0	0.0	0.0	0.0	95.8	4.2	100.0
Belgaum Division	69.5	24.8	94.3	0.7	5.0	5.7	70.2	29.8	100.0
Raichur	29.8	48.9	78.7	7.4	13.8	21.3	37.2	62.8	100.0
Gulbarga	38.2	50.0	88.2	2.9	8.8	11.8	41.2	58.8	100.0
Gulbarga Division	32.0	49.2	81.3	6.3	12.5	18.8	38.3	61.7	100.0
Mysore	33.3	57.9	91.2	3.5	5.3	8.8	36.8	63.2	100.0
Hassan	43.1	45.1	88.2	3.9	7.8	11.8	47.1	52.9	100.0
Mandya	86.7	10.0	96.7	3.3	0.0	3.3	90.0	10.0	100.0
Mysore Division	48.6	42.8	91.3	3.6	5.1	8.7	52.2	47.8	100.0
Tumkur	29.8	61.2	90.9	3.3	5.8	9.1	33.1	66.9	100.0
Chitradurga	7.7	46.2	53.8	15.4	30.8	46.2	23.1	76.9	100.0
Bangalore Division	27.6	59.7	87.3	4.5	8.2	12.7	32.1	67.9	100.0
Grand Total	44.9	43.8	88.7	3.7	7.6	11.3	48.6	51.4	100.0

Table 2.2 gives the average distance of Nali Kali schools from BRC. It can be noted from the table that in the distance category of 0-10 Kms. 35.5 schools can be found. For the categories like 11-20, 21 -30, 31-40 and 41 and above Kms. the respective figures are 30.5, 23.1, 8.5 and 2.4. Thus, the lesser distance category has greater proportion of schools which is a positive indicator. However the district wise picture shows that the districts like Uttara Kannada, Gulbarga and Chitradurga have slightly higher proportion of schools in the farthest distance category.

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

District/Division	Distance in Kms					Total
	0-10	11-20	21-30	31-40	41& Above	
Uttar Kannada	34.2	23.1	30.8	10.3	1.7	100.0
Bijapur	20.8	20.8	45.8	4.2	8.3	100.0
Belgam Division	31.9	22.7	33.3	9.2	2.8	100.0
Raichur	34.0	34.0	20.2	7.4	4.3	100.0
Gulbarga	38.2	23.5	20.6	11.8	5.9	100.0
Gulbarga Division	35.2	31.3	20.3	8.6	4.7	100.0
Mysore	33.3	47.4	14.0	3.5	1.8	100.0
Hassan	52.9	31.4	13.7	2.0	0.0	100.0
Mandya	26.7	43.3	20.0	10.0	0.0	100.0
Mysore Division	39.1	40.6	15.2	4.3	0.7	100.0
Tumkur	28.9	30.6	25.6	13.2	1.7	100.0
Chitradurga	100.0	0.0	0.0	0.0	0.0	100.0
Bangalore Division	35.8	27.6	23.1	11.9	1.5	100.0
Grand Total	35.5	30.5	23.1	8.5	2.4	100.0

Table 2.3 gives the average distance of Nali Kali schools from CRC. It can be noted from the table that in the distance category of 0-5 Kms. 52.9 schools can be found. For the categories like 6-10, 11-15, 16-20 and 20and above Kms. the respective figures are 27.7, 10.0,4.4 and 5.0. Thus, the lesser distance category has greater proportion of schools which is a positive indicator. However the district wise picture shows that the districts like Bijapur, Gulbarga, Mysore and Tumkur have slightly higher proportion of schools in the farthest distance



category.

Table: 2.3 School Distance from CRC (% of Schools)						
District/Division	Distance in Kms					
	0-5	6-10	11-15	16-20	20 & Above	Total
Uttar Kannada	47.0	26.5	12.0	6.0	8.5	100.0
Bijapur	33.3	25.0	25.0	4.2	12.5	100.0
Belgam Division	44.7	26.2	14.2	5.7	9.2	100.0
Raichur	48.9	31.9	7.4	9.6	2.1	100.0
Gulbarga	52.9	23.5	14.7	0.0	8.8	100.0
Gulbarga Division	50.0	29.7	9.4	7.0	3.9	100.0
Mysore	61.4	24.6	10.5	3.5	0.0	100.0
Hassan	66.7	29.4	2.0	2.0	0.0	100.0
Mandya	50.0	36.7	3.3	0.0	10.0	100.0
Mysore Division	60.9	29.0	5.8	2.2	2.2	100.0
Tumkur	55.4	25.6	10.7	3.3	5.0	100.0
Chitradurga	61.5	30.8	7.7	0.0	0.0	100.0
Bangalore Division	56.0	26.1	10.4	3.0	4.5	100.0
Grand Total	52.9	27.7	10.0	4.4	5.0	100.0

2.1.2 Teachers Profile

Many teachers have received the training for imparting skills under the Nali Kali program. But this does not mean that all those who have received training have been transacting business under the Nali Kali. Thus, it is good to know that there is a buffer of ready to use teachers for any expansion of the program. From the table below we can observe that on the whole in the sample schools 1256 teachers have been trained out of which 593 were males and 663 were females. Out of this 59 per cent of the males and 67 per cent of the females are functioning in the surveyed schools. Thus it is encouraging to note that the female teachers are greater in number than males as far as teaching Nali Kali is concerned. This is also true across the districts. The district wise information on this aspect is presented in the table 2.4.

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Table: 2.4 Nali Kali Teaching Teachers to Total Trained Teachers in Sample Schools (%)

District/Division	Total No of Trained Teachers			Trained & Nali Kali Teaching Teachers			% of Nali Kali Teaching Teachers to Total Trained Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Uttara Kannada	99	142	241	64	96	160	64.6	67.6	66.4
Bijapur	20	14	34	16	9	25	80.0	64.3	73.5
Belgaum Division	119	156	275	80	105	185	67.2	67.3	67.3
Raichur	109	128	237	59	87	146	54.1	68.0	61.6
Gulbarga	38	39	77	24	32	56	63.2	82.1	72.7
Gulbarga Division	147	167	314	83	119	202	56.5	71.3	64.3
Mysore	59	71	130	36	59	95	61.0	83.1	73.1
Hasan	79	63	142	44	39	83	55.7	61.9	58.5
Mandya	34	18	52	26	15	41	76.5	83.3	78.8
Mysore Division	172	152	324	106	113	219	61.6	74.3	67.6
Tumkur	154	156	310	81	91	172	52.6	58.3	55.5
Chitradurga	1	32	33	0	18	18	0.0	56.3	54.5
Bangalore Division	155	188	343	81	109	190	52.3	58.0	55.4
Grand Total	593	663	1256	350	446	796	59.0	67.3	63.4

A look at the teachers with different social categories reveals that about 16.6 per cent of the teachers are SCs, 5 per cent STs, 5.3 Minorities, 43.7 OBCs and Others 29.4 per cent. District wise scenario is presented in the table 2.5.

Table: 2.5 Distribution Nali Kali Teachers by Social Category and Sex (%)

District/Division	SC			ST			Minorities			OBC			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	5.6	8.1	13.8	0.0	0.0	0.0	0.0	5.0	5.0	24.4	26.3	50.6	10.0	20.6	30.6	40.0	60.0	100.0
Bijapur	20.0	8.0	28.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0	20.0	36.0	28.0	8.0	36.0	64.0	36.0	100.0
Belgaum Division	7.6	8.1	15.7	0.0	0.0	0.0	0.0	4.3	4.3	23.2	25.4	48.6	12.4	18.9	31.4	43.2	56.8	100.0
Raichur	4.1	6.8	11.0	2.7	1.4	4.1	4.1	7.5	11.6	21.2	25.3	46.6	8.2	18.5	26.7	40.4	59.6	100.0
Gulbarga	7.1	3.6	10.7	0.0	1.8	1.8	7.1	5.4	12.5	21.4	19.6	41.1	7.1	26.8	33.9	42.9	57.1	100.0
Gulbarga Division	5.0	5.9	10.9	2.0	1.5	3.5	5.0	6.9	11.9	21.3	23.8	45.0	7.9	20.8	28.7	41.1	58.9	100.0
Mysore	8.4	10.5	18.9	5.3	6.3	11.6	0.0	2.1	2.1	10.5	18.9	29.5	13.7	24.2	37.9	37.9	62.1	100.0
Hasan	6.0	8.4	14.5	0.0	0.0	0.0	1.2	2.4	3.6	24.1	20.5	44.6	21.7	15.7	37.3	53.0	47.0	100.0
Mandya	24.4	9.8	34.1	4.9	0.0	4.9	2.4	4.9	7.3	24.4	9.8	34.1	7.3	12.2	19.5	63.4	36.6	100.0
Mysore Division	10.5	9.6	20.1	3.2	2.7	5.9	0.9	2.7	3.7	18.3	17.8	36.1	15.5	18.7	34.2	48.4	51.6	100.0
Tumkur	8.7	9.3	18.0	5.8	5.2	11.0	0.0	1.2	1.2	26.2	23.3	49.4	6.4	14.0	20.3	47.1	52.9	100.0
Chitradurga	0.0	33.3	33.3	0.0	5.6	5.6	0.0	0.0	0.0	0.0	16.7	16.7	0.0	44.4	44.4	0.0	100.0	100.0
Bangalore Division	7.9	11.6	19.5	5.3	5.3	10.5	0.0	1.1	1.1	23.7	22.6	46.3	5.8	16.8	22.6	42.6	57.4	100.0
Grand Total	7.8	8.8	16.6	2.6	2.4	5.0	1.5	3.8	5.3	21.5	22.2	43.7	10.6	18.8	29.4	44.0	56.0	100.0

The teachers who were surveyed were classified based on age, experience and educational level. It can be observed from the graph 2.1 and table 2.6 that majority of the teachers appear in the age group of 35 to 45 followed by the age groups of 25 to 35, 45 to 60 and

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very few proportions of teachers were found in the age group of 20 to 25. This reflects on the fact that younger teachers are in small numbers as far as Nali Kali is concerned.

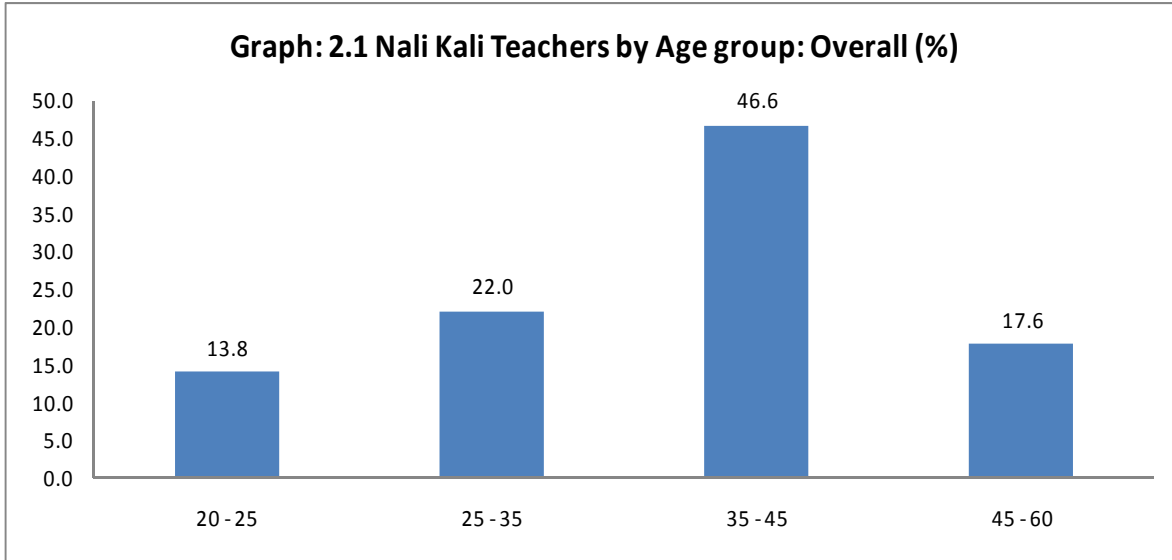


Table: 2.6 Teachers Teaching Nali Kali Class by Age Group (%)

District/Division	20 - 25			25 - 35			35 - 45			45 - 60			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	3.1	5.6	8.8	6.9	10.0	16.9	23.8	30.0	53.8	6.3	14.4	20.6	40.0	60.0	100.0
Bijapur	8.0	8.0	16.0	16.0	16.0	32.0	36.0	12.0	48.0	4.0	0.0	4.0	64.0	36.0	100.0
Belgaum Division	3.8	5.9	9.7	8.1	10.8	18.9	25.4	27.6	53.0	5.9	12.4	18.4	43.2	56.8	100.0
Raichur	10.3	21.9	32.2	7.5	8.2	15.8	16.4	21.2	37.7	6.2	8.2	14.4	40.4	59.6	100.0
Gulbarga	10.7	10.7	21.4	8.9	12.5	21.4	14.3	25.0	39.3	8.9	8.9	17.9	42.9	57.1	100.0
Gulbarga Division	10.4	18.8	29.2	7.9	9.4	17.3	15.8	22.3	38.1	6.9	8.4	15.3	41.1	58.9	100.0
Mysore	3.2	14.7	17.9	7.4	21.1	28.4	18.9	16.8	35.8	8.4	9.5	17.9	37.9	62.1	100.0
Hasan	1.2	0.0	1.2	6.0	14.5	20.5	27.7	26.5	54.2	18.1	6.0	24.1	53.0	47.0	100.0
Mandya	0.0	2.4	2.4	2.4	9.8	12.2	41.5	17.1	58.5	19.5	7.3	26.8	63.4	36.6	100.0
Mysore Division	1.8	6.8	8.7	5.9	16.4	22.4	26.5	20.5	47.0	14.2	7.8	21.9	48.4	51.6	100.0
Tumkur	1.2	6.4	7.6	11.0	19.8	30.8	27.3	23.8	51.2	7.6	2.9	10.5	47.1	52.9	100.0
Chitradurga	0.0	5.6	5.6	0.0	16.7	16.7	0.0	27.8	27.8	0.0	50.0	50.0	0.0	100.0	100.0
Bangalore Division	1.1	6.3	7.4	10.0	19.5	29.5	24.7	24.2	48.9	6.8	7.4	14.2	42.6	57.4	100.0
Grand Total	4.3	9.5	13.8	7.9	14.1	22.0	23.1	23.5	46.6	8.7	8.9	17.6	44.0	56.0	100.0

It is also interesting to know that Nali Kali has the benefit of experienced teachers (Graph 2.2 and Table 2.7). For example, more than 55 per cent of teachers can be found in the 10 to 25 years experience category. If one looks at the educational level of the teachers, it can be observed that about 45 per cent of the female teachers have the qualification of TCH/D.Ed. and the respective figure for males is 35 per cent. It can be observed from the Graph 2.3 and table 2.8 that, 8 percent of male teachers and 10.7 percent of female teachers have additional qualifications.

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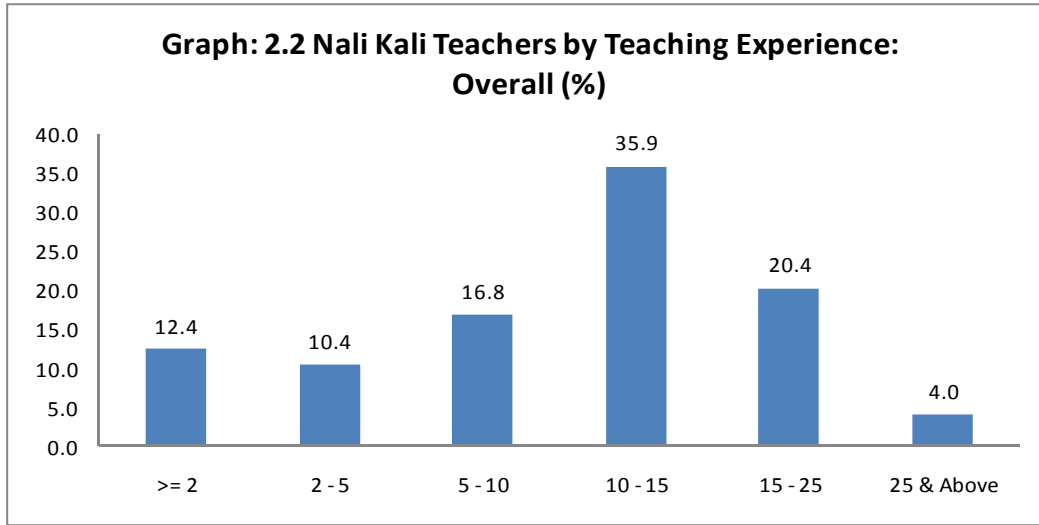


Table: 2.7 % of Teachers teaching Nali Kali Classes by Teaching Experience

District/Division	>=2			2-5			5-10			10-15			15-25			25 & Above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	2.5	4.4	6.9	2.5	6.3	8.8	11.3	8.8	20.0	15.6	23.1	38.8	8.1	13.8	21.9	0.0	3.8	3.8	40.0	60.0	100.0
Bijapur	16.0	4.0	20.0	4.0	8.0	12.0	12.0	8.0	20.0	20.0	12.0	32.0	12.0	4.0	16.0	0.0	0.0	0.0	64.0	36.0	100.0
Belgaum Division	4.3	4.3	8.6	2.7	6.5	9.2	11.4	8.6	20.0	16.2	21.6	37.8	8.6	12.4	21.1	0.0	3.2	3.2	43.2	56.8	100.0
Raichur	12.3	21.9	34.2	4.1	4.8	8.9	3.4	5.5	8.9	15.8	19.9	35.6	4.1	6.8	11.0	0.7	0.7	1.4	40.4	59.6	100.0
Gulbarga	10.7	7.1	17.9	3.6	8.9	12.5	5.4	1.8	7.1	10.7	35.7	46.4	12.5	3.6	16.1	0.0	0.0	0.0	42.9	57.1	100.0
Gulbarga Division	11.9	17.8	29.7	4.0	5.9	9.9	4.0	4.5	8.4	14.4	24.3	38.6	6.4	5.9	12.4	0.5	0.5	1.0	41.1	58.9	100.0
Mysore	3.2	8.4	11.6	3.2	15.8	18.9	7.4	12.6	20.0	16.8	17.9	34.7	5.3	4.2	9.5	2.1	3.2	5.3	37.9	62.1	100.0
Hasan	0.0	0.0	0.0	3.6	1.2	4.8	1.2	12.0	13.3	21.7	16.9	38.6	18.1	14.5	32.5	8.4	2.4	10.8	53.0	47.0	100.0
Mandya	0.0	0.0	0.0	12.2	14.6	26.8	7.3	0.0	7.3	22.0	14.6	36.6	19.5	7.3	26.8	2.4	0.0	2.4	63.4	36.6	100.0
Mysore Division	1.4	3.7	5.0	5.0	10.0	15.1	5.0	10.0	15.1	19.6	16.9	36.5	12.8	8.7	21.5	4.6	2.3	6.8	48.4	51.6	100.0
Tumkur	0.0	7.0	7.0	1.2	5.8	7.0	14.0	10.5	24.4	18.6	12.8	31.4	12.2	15.7	27.9	1.2	1.2	2.3	47.1	52.9	100.0
Chitradurga	0.0	0.0	0.0	0.0	5.6	5.6	0.0	27.8	27.8	0.0	22.2	22.2	0.0	16.7	16.7	0.0	27.8	27.8	0.0	100.0	100.0
Bangalore Division	0.0	6.3	6.3	1.1	5.8	6.8	12.6	12.1	24.7	16.8	13.7	30.5	11.1	15.8	26.8	1.1	3.7	4.7	42.6	57.4	100.0
Grand Total	4.4	8.0	12.4	3.3	7.2	10.4	8.0	8.8	16.8	16.8	19.1	35.9	9.8	10.6	20.4	1.6	2.4	4.0	44.0	56.0	100.0

Note: M - Male F - Female T - Total

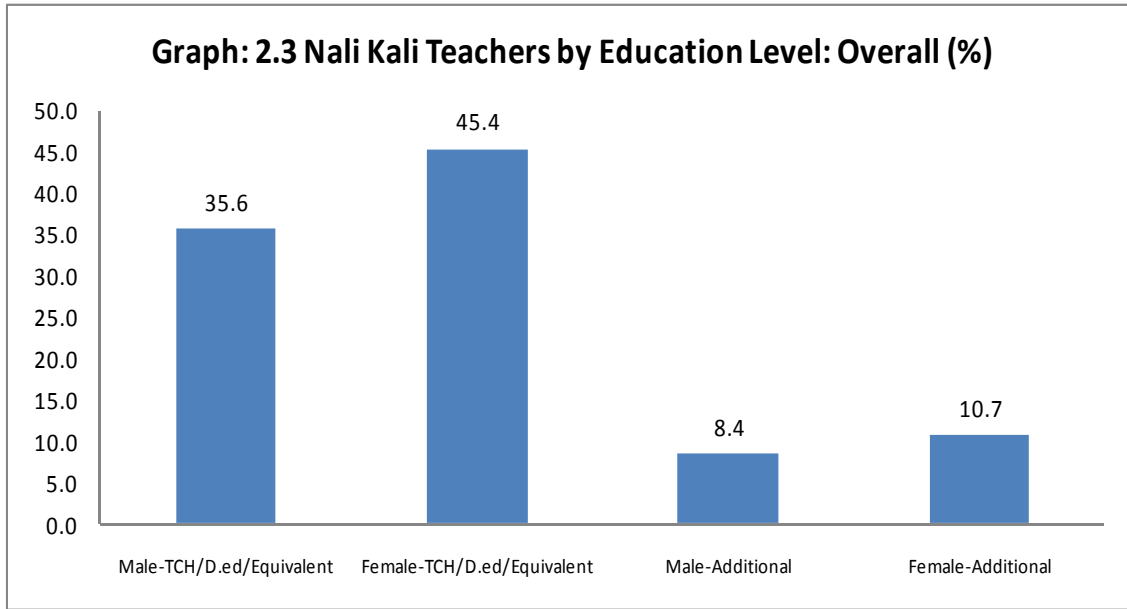


Table: 2.8 % of Teachers Teaching Nali Kali Classes by Education Level

District/Division	TCH/D.ed/Equivalent			Additional			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Uttara Kannada	30.0	46.3	76.3	10.0	13.8	23.8	40.0	60.0	100.0
Bijapur	44.0	24.0	68.0	20.0	12.0	32.0	64.0	36.0	100.0
Belgaum Division	31.9	43.2	75.1	11.4	13.5	24.9	43.2	56.8	100.0
Raichur	31.5	43.8	75.3	8.9	15.8	24.7	40.4	59.6	100.0
Gulbarga	32.1	46.4	78.6	10.7	10.7	21.4	42.9	57.1	100.0
Gulbarga Division	31.7	44.6	76.2	9.4	14.4	23.8	41.1	58.9	100.0
Mysore	31.6	45.3	76.8	6.3	16.8	23.2	37.9	62.1	100.0
Hasan	45.8	38.6	84.3	7.2	8.4	15.7	53.0	47.0	100.0
Mandya	53.7	34.1	87.8	9.8	2.4	12.2	63.4	36.6	100.0
Mysore Division	41.1	40.6	81.7	7.3	11.0	18.3	48.4	51.6	100.0
Tumkur	40.7	50.0	90.7	6.4	2.9	9.3	47.1	52.9	100.0
Chitradurga	0.0	88.9	88.9	0.0	11.1	11.1	0.0	100.0	100.0
Bangalore Division	36.8	53.7	90.5	5.8	3.7	9.5	42.6	57.4	100.0
Grand Total	35.6	45.4	80.9	8.4	10.7	19.1	44.0	56.0	100.0

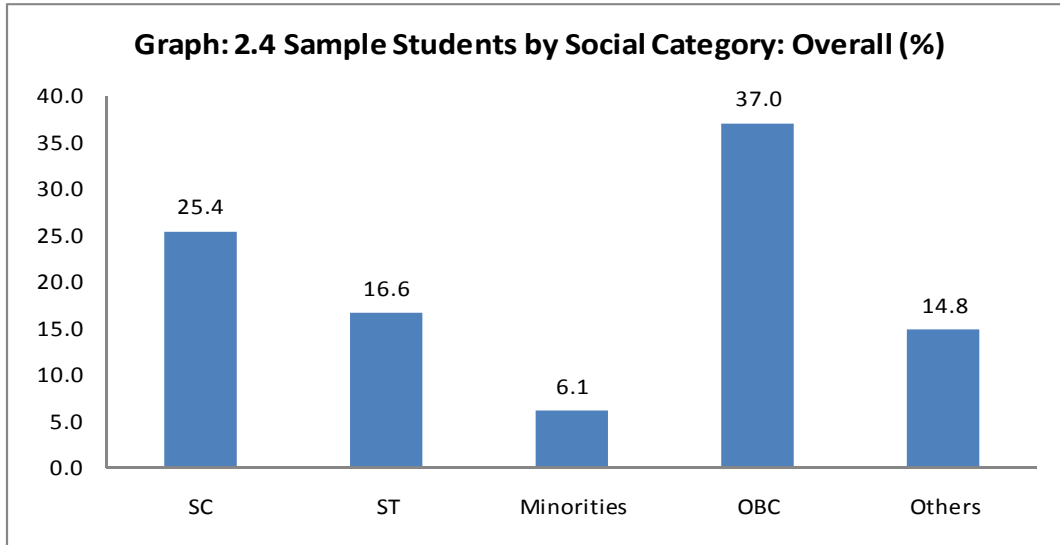
On the whole it is in the interest of the Nali Kali that more number of teachers are found in the female category, teachers with higher levels of experience and more number female teachers with full fledged training under the program.

2.1.3 Student Profile

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Out of the total students surveyed, we can note from the graph 2.4 that 25.4 per cent were SCs and the respective figures for STs, Minorities, OBCs and Others were 16.6, 6.1, 37.0 and 14.8.



Similar picture for the breakup of males and females is presented in the table 2.9.

District/Division	SC			ST			Minorities			OBC			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	4.9	7.3	12.2	2.7	3.6	6.3	4.6	4.4	9.0	26.1	25.8	51.9	10.4	10.2	20.6	48.7	51.3	100.0
Bijapur	15.6	10.1	25.7	0.0	0.9	0.9	2.8	2.8	5.5	22.0	17.4	39.4	19.3	9.2	28.4	59.6	40.4	100.0
Belgaum Division	5.8	7.6	13.4	2.5	3.3	5.8	4.4	4.2	8.7	25.7	25.1	50.8	11.2	10.1	21.3	49.7	50.3	100.0
Raichur	12.3	11.4	23.7	9.8	9.9	19.7	5.8	5.1	10.8	15.0	16.0	31.0	6.5	8.3	14.8	49.4	50.6	100.0
Gulbarga	23.9	17.1	41.0	0.9	0.0	0.9	10.3	1.7	12.0	14.5	16.2	30.8	7.7	7.7	15.4	57.3	42.7	100.0
Gulbarga Division	13.4	11.9	25.3	9.0	9.0	17.9	6.2	4.8	10.9	15.0	16.0	31.0	6.6	8.2	14.8	50.1	49.9	100.0
Mysore	16.7	16.0	32.7	16.8	17.8	34.6	1.3	1.0	2.2	9.5	14.0	23.4	3.9	3.1	7.0	48.1	51.9	100.0
Hasan	14.7	13.3	28.0	2.1	1.4	3.5	1.4	2.1	3.5	25.9	22.4	48.3	7.0	9.8	16.8	51.0	49.0	100.0
Mandya	9.0	10.2	19.2	0.0	0.0	0.0	0.0	0.0	0.0	38.3	34.7	73.1	2.4	5.4	7.8	49.7	50.3	100.0
Mysore Division	15.5	15.0	30.5	13.1	13.8	26.9	1.1	1.0	2.1	14.8	17.5	32.3	4.0	4.1	8.2	48.7	51.3	100.0
Tumkur	16.0	14.8	30.8	6.5	8.3	14.9	1.8	1.5	3.3	19.2	16.4	35.6	7.2	8.2	15.4	50.7	49.3	100.0
Chitradurga	14.3	22.9	37.1	2.9	17.1	20.0	0.0	5.7	5.7	5.7	8.6	14.3	5.7	17.1	22.9	28.6	71.4	100.0
Bangalore Division	16.0	15.0	31.0	6.5	8.5	15.0	1.7	1.6	3.4	18.9	16.2	35.1	7.2	8.5	15.6	50.2	49.8	100.0
Grand Total	12.9	12.5	25.4	7.9	8.8	16.6	3.3	2.8	6.1	18.5	18.5	37.0	7.2	7.7	14.8	49.7	50.3	100.0

The rural urban break up of students shows that about 87 per cent of the students are located in the rural areas and rest are found in the urban centers. The graph 2.5 and table 2.10 depicts the same.

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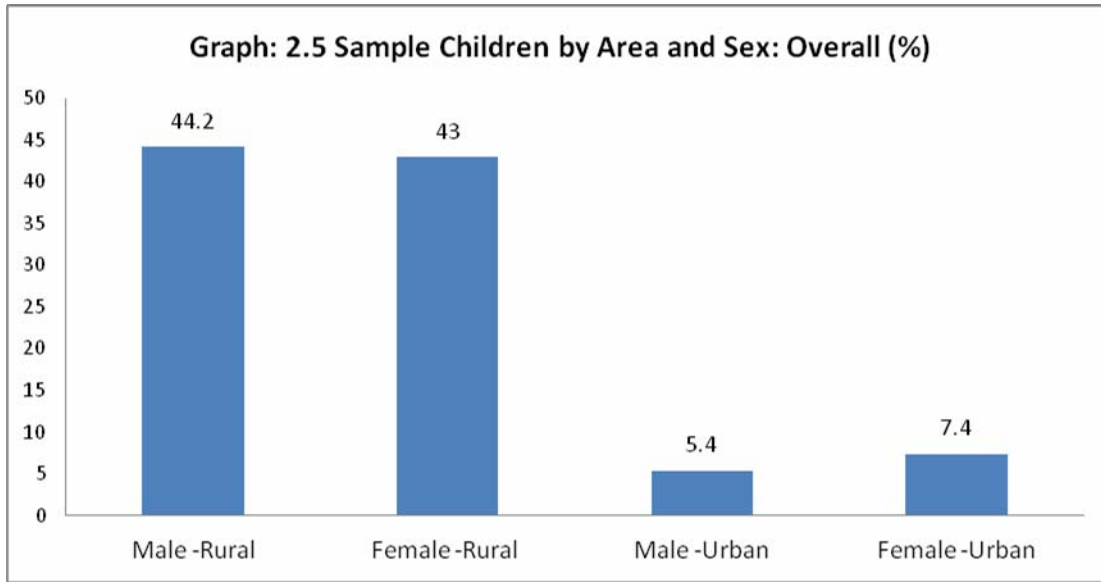


Table: 2.10 Sample Children for the Study by Area, Type of School and Sex (%)

District/Division	Rural						Urban						Total								
	LPS			HPS			LPS			HPS			LPS			HPS			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	13.7	13.6	27.4	25.3	27.8	53.1	0.1	0.0	0.1	9.6	9.8	19.4	13.8	13.6	27.5	34.9	37.6	72.5	48.7	51.3	100.0
Bijapur	56.0	38.5	94.5	3.7	1.8	5.5	0.0	0.0	0.0	0.0	0.0	0.0	56.0	38.5	94.5	3.7	1.8	5.5	59.6	40.4	100.0
Belgaum Division	17.6	15.9	33.5	23.3	25.5	48.8	0.1	0.0	0.1	8.7	8.9	17.7	17.7	15.9	33.6	32.1	34.4	66.4	49.7	50.3	100.0
Raichur	10.5	11.2	21.7	30.3	27.9	58.2	1.6	2.8	4.4	7.0	8.7	15.7	12.1	14.0	26.0	37.3	36.6	74.0	49.4	50.6	100.0
Gulbarga	17.1	14.5	31.6	31.6	22.2	53.8	0.0	0.0	0.0	8.5	6.0	14.5	17.1	14.5	31.6	40.2	28.2	68.4	57.3	42.7	100.0
Gulbarga Division	11.1	11.5	22.6	30.5	27.4	57.8	1.4	2.5	4.0	7.1	8.5	15.6	12.5	14.0	26.6	37.6	35.8	73.4	50.1	49.9	100.0
Mysore	8.4	13.0	21.4	38.2	34.0	72.2	1.6	1.4	2.9	0.0	3.5	3.5	10.0	14.4	24.3	38.2	37.5	75.7	48.1	51.9	100.0
Hasan	24.5	21.7	46.2	22.4	21.0	43.4	0.7	3.5	4.2	3.5	2.8	6.3	25.2	25.2	50.3	25.9	23.8	49.7	51.0	49.0	100.0
Mandya	45.5	41.9	87.4	3.0	6.0	9.0	1.2	2.4	3.6	0.0	0.0	0.0	46.7	44.3	91.0	3.0	6.0	9.0	49.7	50.3	100.0
Mysore Division	14.8	17.5	32.3	32.1	29.1	61.2	1.4	1.7	3.1	0.4	3.0	3.4	16.2	19.3	35.5	32.5	32.1	64.5	48.7	51.3	100.0
Tumkur	10.8	8.9	19.7	37.1	35.7	72.8	1.0	1.5	2.6	1.8	3.1	4.9	11.8	10.4	22.3	38.9	38.8	77.7	50.7	49.3	100.0
Chitradurga	0.0	8.6	8.6	17.1	34.3	51.4	5.7	5.7	11.4	5.7	22.9	28.6	5.7	14.3	20.0	22.9	57.1	80.0	28.6	71.4	100.0
Bangalore Division	10.5	8.9	19.4	36.6	35.7	72.3	1.1	1.6	2.8	1.9	3.6	5.5	11.7	10.5	22.2	38.5	39.3	77.8	50.2	49.8	100.0
Grand Total	13.4	13.4	26.8	30.9	29.6	60.5	1.0	1.5	2.5	4.4	5.9	10.2	14.4	14.9	29.3	35.2	35.5	70.7	49.7	50.3	100.0

Note: M - Male F - Female T - Total

2.2 School Facilities

In the following discussion an attempt is made to present the profile of the schools and the facilities that exist at the schools across the districts. From the following table it can be observed that about 85 per cent of the total schools surveyed are functioning in a pucca building. This is definitely an encouraging indicator. However at the same time it also needs to be noted that 15 per cent of the schools are have semi pucca status and 1.5 per cent of the schools function in



Kutcha buildings. So the priority would be convert these schools into Pucca mode for the benefit of both students and teachers. Table 2.11 gives district wise variation in this regard.

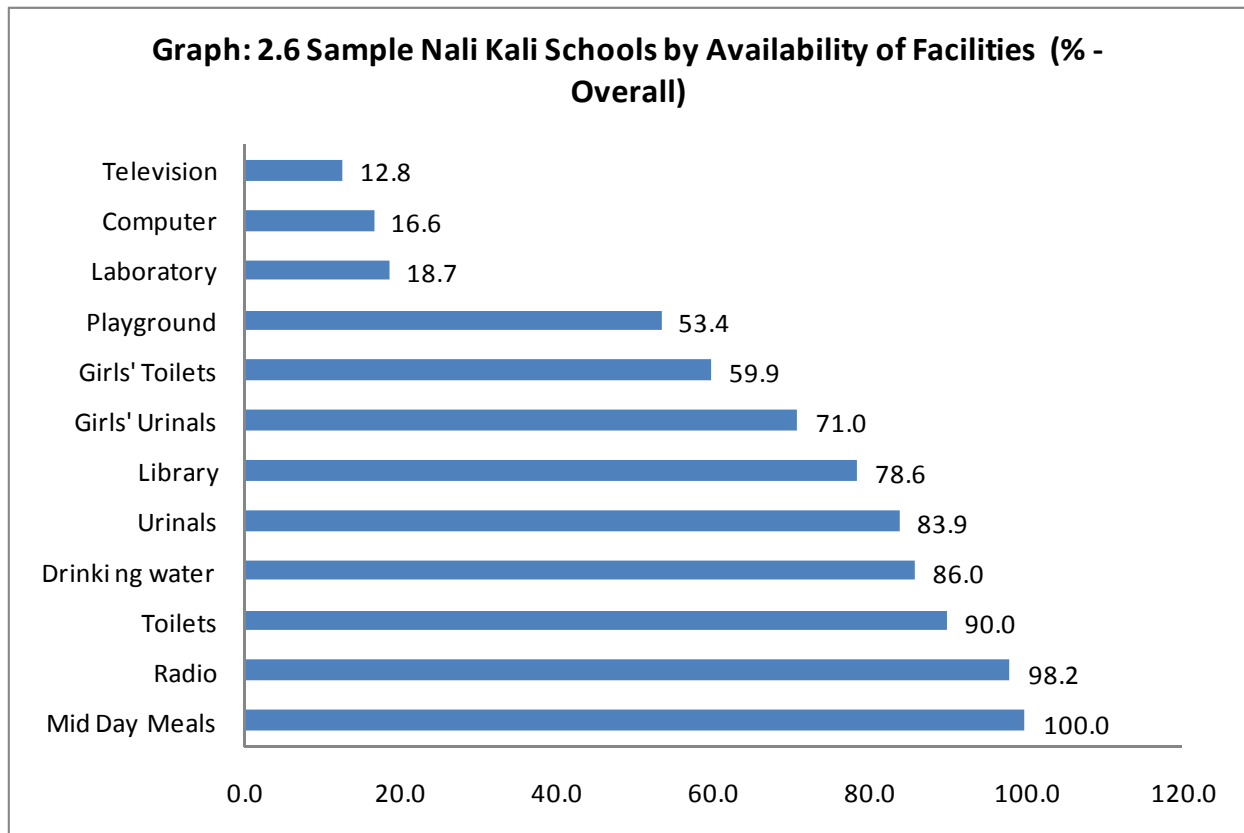
District/Division	Pukka	Semi Pukka	Katcha
Uttar Kannada	79.5	19.7	0.9
Bijapur	100.0	0.0	0.0
Belgaum Division	83.0	16.3	0.7
Raichur	90.4	8.5	1.1
Gulbarga	91.2	8.8	0.0
Gulbarga Division	90.6	8.6	0.8
Mysore	91.2	8.8	0.0
Hassan	76.5	19.6	3.9
Mandya	90.0	10.0	0.0
Mysore Division	85.5	13.0	1.4
Tumkur	77.7	20.7	1.7
Chitradurga	53.8	30.8	15.4
Bangalore Division	75.4	21.6	3.0
Grand Total	83.5	15.0	1.5

Most of the schools do function in government buildings (99.6 per cent) which are again a source of satisfaction. However the remaining 0.2 per cent of the schools function in rented and other premises which deserve immediate attention. This problem seems to be on the higher side in the Belgaum and Mysore division. Table 2.12 gives this information for the selected districts.

District/Division	Government	Rented	Other
Uttar Kannada	99.1	0.9	0.0
Bijapur	100.0	0.0	0.0
Belgaum Division	99.3	0.7	0.0
Raichur	100.0	0.0	0.0
Gulbarga	100.0	0.0	0.0
Gulbarga Division	100.0	0.0	0.0
Mysore	98.2	0.0	1.8
Hassan	100.0	0.0	0.0
Mandya	100.0	0.0	0.0
Mysore Division	99.3	0.0	0.7
Tumkur	100.0	0.0	0.0
Chitradurga	100.0	0.0	0.0
Bangalore Division	100.0	0.0	0.0
Grand Total	99.6	0.2	0.2



In the following section the facilities that exist in the schools have been examined and various studies have documented that some these could have a bearing on the attendance rate of students especially girl students. Out of the various facilities, the distance that need to be covered for the benefit of students include enhancing the coverage with regard to library, provision of television, girls' urinals and toilets, drinking water, computers and laboratory. Graph 2.6 depicts the overall picture of availability of facilities across the schools in the all the districts taken together.



District wise variation of such facilities is presented in the table 2.13.

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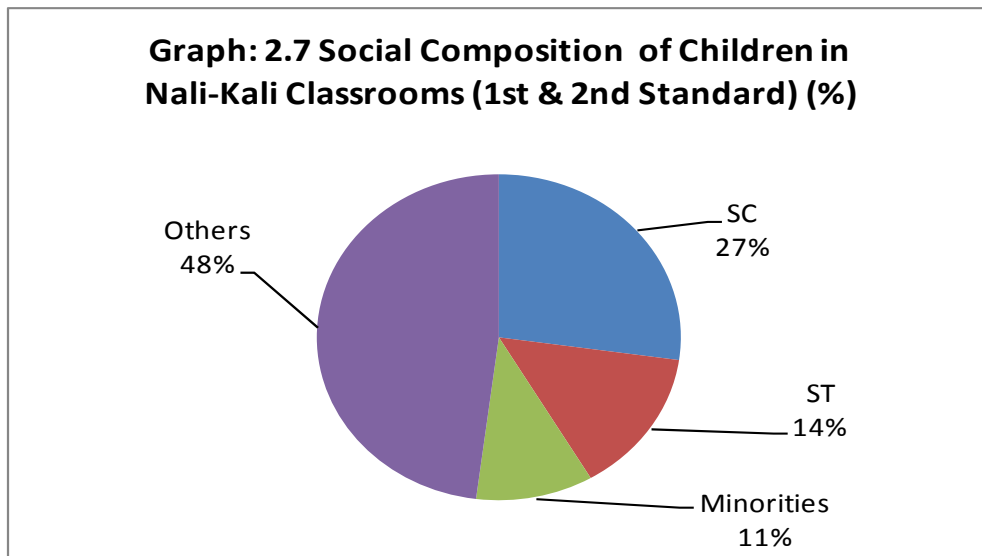


Table: 2.13 Sample Nali Kali Schools by Availability of Facilities (%)

District/Division	Playground	Library	Television	Radio	Girls' Urinals	Urinals	Toilets	Girls' Toilets	Drinking Water	Computer	Laboratory	Mid Day Meals
Uttar Kannada	51.3	75.2	8.5	98.3	75.2	88.9	94.9	41.9	94.0	17.1	11.1	100.0
Bijapur	83.3	20.8	0.0	100.0	66.7	75.0	79.2	62.5	62.5	4.2	8.3	100.0
Belgaum Division	56.7	66.0	7.1	98.6	73.8	86.5	92.2	45.4	88.7	14.9	10.6	100.0
Raichur	59.6	78.7	13.8	96.8	71.3	75.5	80.9	60.6	75.5	17.0	25.5	100.0
Gulbarga	70.6	61.8	55.9	94.1	44.1	58.8	70.6	38.2	64.7	23.5	20.6	100.0
Gulbarga Division	62.5	74.2	25.0	96.1	64.1	71.1	78.1	54.7	72.7	18.8	24.2	100.0
Mysore	57.9	77.2	17.5	100.0	77.2	93.0	96.5	71.9	91.2	17.5	24.6	100.0
Hassan	41.2	94.1	9.8	100.0	58.8	84.3	94.1	60.8	86.3	13.7	13.7	100.0
Mandya	33.3	83.3	0.0	96.7	30.0	93.3	96.7	20.0	90.0	0.0	0.0	100.0
Mysore Division	46.4	84.8	10.9	99.3	60.1	89.9	95.7	56.5	89.1	12.3	15.2	100.0
Tumkur	50.4	90.1	9.9	98.3	84.3	86.8	93.4	81.8	93.4	21.5	25.6	100.0
Chitradurga	30.8	84.6	0.0	100.0	100.0	92.3	92.3	100.0	84.6	15.4	23.1	100.0
Bangalore Division	48.5	89.6	9.0	98.5	85.8	87.3	93.3	83.6	92.5	20.9	25.4	100.0
Grand Total	53.4	78.6	12.8	98.2	71.0	83.9	90.0	59.9	86.0	16.6	18.7	100.0

2.3 Composition of Students

If one looks at the social composition of the students surveyed, it can be observed that SCs account for 27 per cent, STs 14 per cent, Minorities 11 per cent and Others are in majority with 48 per cent. This may probably represent the general population breakup as well. The following graph 2.7 and table 2.14 would depict this picture.



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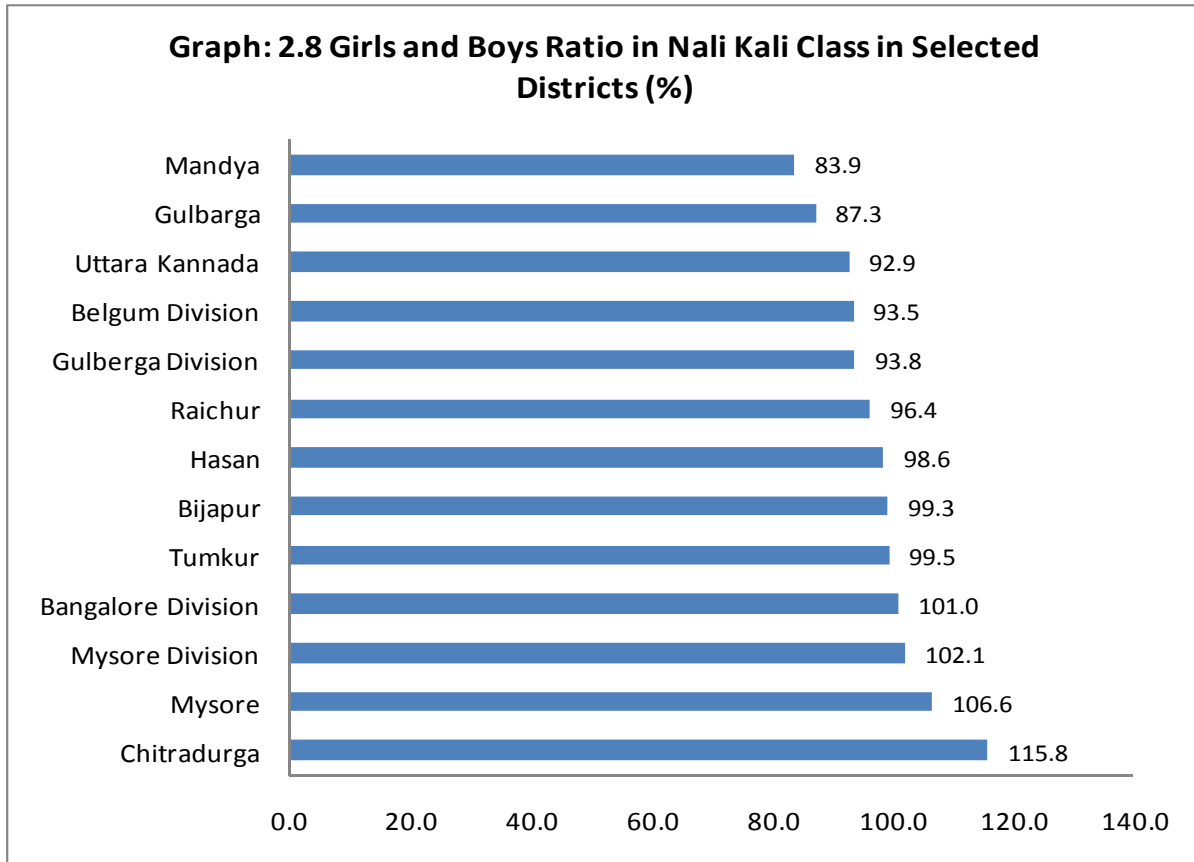


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Table: 2.14 Social Composition of Children in Nali-Kali Classrooms (%)

District/Division	SC			ST			Minorities			Others			Overall		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Uttara Kannada	6.7	6.4	13.1	3.1	3.1	6.2	7.6	4.3	11.9	34.5	34.3	68.9	51.9	48.1	100.0
Bijapur	16.4	17.4	33.8	0.0	0.0	0.0	3.1	1.7	4.9	30.7	30.7	61.3	50.2	49.8	100.0
Belgum Division	7.7	7.6	15.3	2.8	2.8	5.5	7.1	4.0	11.1	34.1	33.9	68.1	51.7	48.3	100.0
Raichur	12.3	10.0	22.3	9.1	9.0	18.1	8.8	7.7	16.4	20.8	22.4	43.2	50.9	49.1	100.0
Gulbarga	16.5	15.2	31.7	0.2	0.0	0.2	6.7	3.4	10.1	30.1	28.0	58.1	53.4	46.6	100.0
Gulbarga Division	13.4	11.4	24.8	6.7	6.6	13.2	8.2	6.5	14.7	23.3	23.9	47.2	51.6	48.4	100.0
Mysore	16.9	17.1	34.0	17.2	17.8	35.0	3.5	3.4	6.9	10.8	13.3	24.1	48.4	51.6	100.0
Hasan	13.8	12.9	26.7	1.9	1.6	3.5	4.3	2.1	6.4	30.3	33.1	63.4	50.4	49.6	100.0
Mandya	10.5	13.9	24.3	0.0	0.3	0.3	1.7	2.0	3.7	42.2	29.4	71.6	54.4	45.6	100.0
Mysore Division	15.5	15.7	31.1	11.5	11.8	23.4	3.5	2.9	6.5	18.9	20.1	39.0	49.5	50.5	100.0
Tumkur	18.8	18.8	37.5	7.8	7.0	14.8	2.5	3.1	5.6	21.0	21.1	42.1	50.1	49.9	100.0
Chitradurga	13.1	17.8	30.9	8.6	7.6	16.2	2.9	2.9	5.8	21.7	25.4	47.1	46.3	53.7	100.0
Bangalore Division	18.2	18.7	36.9	7.9	7.0	15.0	2.5	3.0	5.6	21.1	21.5	42.6	49.7	50.3	100.0
Grand Total	14.0	13.3	27.2	7.2	7.1	14.3	5.8	4.6	10.5	23.7	24.3	48.0	50.8	49.2	100.0

The girls' participation reveals the presence of number of girl students for every 100 boys. The girls' participation rate was also examined and the results show that in the districts of Chitradurga and Mysore, more number of girls are found which is certainly a encouraging factor. However very marginal deficiency was found as far as girls' participation was concerned in the districts of Tumkur, Bijapur, Hasan and Raichur. In rest of the districts, the girls' participation was on a lower side. Graph 2.8 depicts this picture.



A similar breakup based on social categories reveals that in case of Minorities the girl participation is less i.e. one can find 79 girls for every 100 boys. However this is quite encouraging for the categories of SCs, STs and Others. The graph 2.9 and the table 2.15 would give the social category and district wise girls' participation rates.

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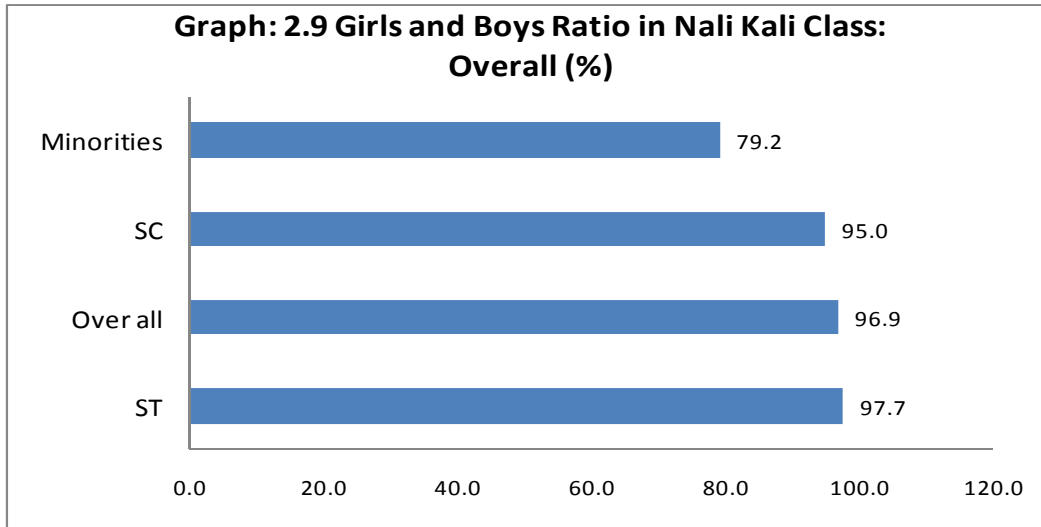


Table: 2.15 Girls and Boys Ratio in Nali Kali Class in Selected Districts by Social Category (%)

District/Division	SC	ST	Minorities	Others	Over all
Uttara Kannada	96.3	101.4	56.6	99.4	92.9
Bijapur	106.4	0.0	55.6	100.0	99.3
Belgum Division	98.6	101.4	56.5	99.5	93.5
Raichur	81.7	99.3	87.4	107.5	96.4
Gulbarga	92.5	0.0	50.4	93.1	87.3
Gulbarga Division	85.3	98.7	79.3	102.5	93.8
Mysore	101.2	103.4	97.2	123.3	106.6
Hasan	93.1	81.3	50.0	109.1	98.6
Mandya	132.3	0.0	120.0	69.6	83.9
Mysore Division	101.2	102.7	83.0	106.0	102.1
Tumkur	100.0	89.0	122.6	100.1	99.5
Chitradurga	136.0	87.9	100.0	116.9	115.8
Bangalore Division	102.6	88.9	120.0	101.9	101.0
Grand Total	95.0	97.7	79.2	102.2	96.9



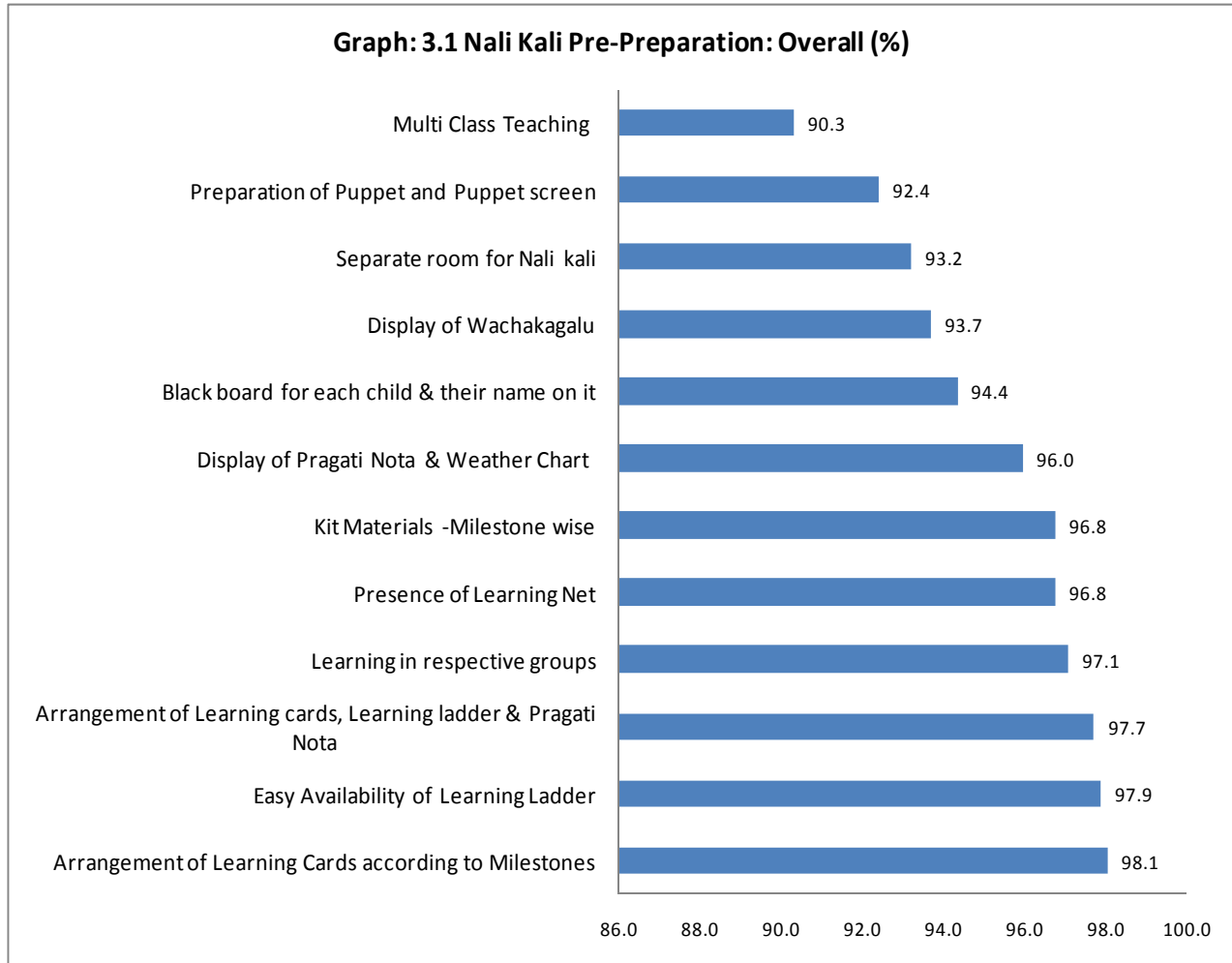
CHAPTER: 3

NALI KALI CLASSROOM TRANSACTIONS

3.1 Nali Kali Pre-Preparation

Various activities get initiated before the transactions take place within the Nali Kali class rooms. In this background the study team tried to assess these activities and learn about the impact of such activities on the student's skill development. In the graph 3.1 the Nali Kali pre preparation activities that were completed have been presented which indicate that almost all the activities have been effectively completed in the sample schools. This only indicates that the pre preparation activities have received due attention by the officials and teachers managing this program. However some attention is needed to strengthen preparation of puppets and puppet screen, separate room for Nali Kali, Display of Wachakagalu, and separate Balclboard for each child and displaying their names on it. However it should be noted here that very marginal deficiency exists with regard to these activities.

Following chart exhibits the level of completion of such activities on the whole for all the districts. The district wise scenario is presented in the table 3.1



In the following table the study team tried to know the availability of separate room for the Nali Kali activities. It is satisfying to note that the gap in this regard is minimal in urban areas with 5 per cent of schools requiring separate rooms and the respective figure is 8 per cent in rural areas. One can also notice 100 per cent provision of separate rooms in some districts like Bijapur (rural), Gulbarga (urban), Hasan (urban) and Chitradurga both in urban and rural areas. It is commendable on the part of the SSA to provide rooms on the massive scale to the program for the benefit of the students.

However within the Nali Kali program it is worthwhile to note that there exists the multi class teaching. That means 1st and 2nd standards would be part of a single room simultaneously. This information is depicted in the following table. One can note from the table that in 90 per cent of the rooms meant for Nali Kali, the multi class teaching takes place. However in Hasan

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and Chitradurga the respective values are 100 per cent. District scenario of multi class teaching is presented in the table below.

From the table one can also note the fact that very marginal improvement is required as far as Learning Net, Puppet screen and puppet dolls, keeping Wachadagalu at the convenient place. This does not mean that they have been totally neglected, one can observe from the following table that more than 90 per cent of progress has been achieved and minor distance needs to be covered. The pre preparation activities across classrooms in different districts seems to be satisfactory with regard to Learning circles, Cards according to Milestones, Kit material, Pragati Nota and Weather Charts at convenient places and Learning Cards, Learning Ladder and Pragati Nota at convenient places.

District/Division	Separate Room	Multi Class Teaching	Learning Net	Black Boards for Each Children	Learning Circles	Puppet Screen & Pupper Dolls	Cards According to Milestones	Learning Ladders	Material from Kit	Pragati Nota and Weather Chart at Convenient Height	Learning Cards, Learning Ladder & Pragati Nota at Convenient Place	Wachakagalu At Convenient Place
Uttara Kannada	84.6	90.4	96.3	96.3	97.8	99.3	98.5	97.1	98.5	98.5	100.0	97.8
Bijapur	100.0	91.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	86.9	90.6	96.9	96.9	98.1	99.4	98.8	97.5	98.8	98.8	100.0	98.1
Raichur	95.0	81.8	94.2	92.6	96.7	84.3	97.5	98.3	95.0	92.6	92.6	93.4
Gulbarga	97.7	77.3	97.7	84.1	97.7	75.0	88.6	90.9	86.4	93.2	93.2	95.5
Gulbarga Division	95.8	80.6	95.2	90.3	97.0	81.8	95.2	96.4	92.7	92.7	92.7	93.9
Mysore	91.0	95.5	97.0	97.0	94.0	95.5	100.0	100.0	98.5	94.0	100.0	95.5
Hasan	98.1	100.0	100.0	96.2	100.0	96.2	100.0	100.0	98.1	100.0	100.0	94.3
Mandya	86.7	96.7	100.0	96.7	90.0	100.0	96.7	100.0	93.3	80.0	96.7	90.0
Mysore Division	92.7	97.3	98.7	96.7	95.3	96.7	99.3	100.0	97.3	93.3	99.3	94.0
Tumkur	97.7	93.1	96.2	93.1	97.7	92.4	99.2	97.7	100.0	100.0	99.2	87.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	93.3	100.0	100.0	86.7	93.3	100.0	100.0
Bangalore Division	97.9	93.8	96.6	93.8	97.9	92.5	99.3	97.9	98.6	99.3	99.3	88.4
Grand Total	93.2	90.3	96.8	94.4	97.1	92.4	98.1	97.9	96.8	96.0	97.7	93.7

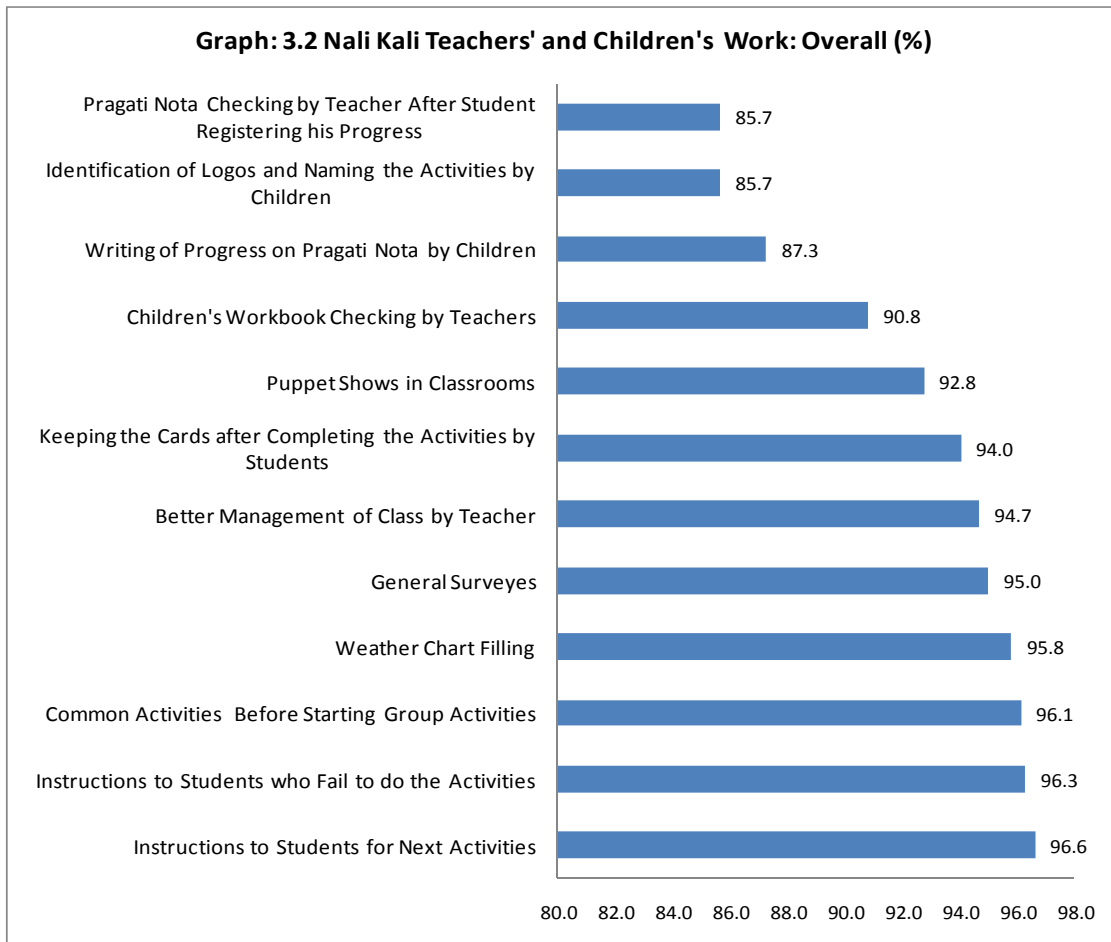
3.2 Nali Kali Teachers' and Children's' Work

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As a next step, we tried to examine the Nali Kali Teachers' and Childrens' work across the classrooms. From the graph 3.2 one can note that out of the twelve indicators only three require extra attention and rest of the indicators have almost reached the desired target of 100 per cent. For example Identification of Logos and Naming by Children needs to be pushed forward, second one is the writing of the progress after completing the activity by the children in the Pragati Nota and Checking of Pragati Nota by teachers also deserves the same. By and large the Nali Kali has made a significant dent in pushing further this new culture of learning and teaching at the government schools. District wise picture of these and indicators is presented in the table 3.2.



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District/Division	Instructions to Students	Identification of Logos and Naming the Activities by Children	Keeping the Cards after Completing the Activities by Students	Better Management of Class by Teacher	Writing of Progress After Completing Activity on Pragati Nota by Children	Instructions to Students for Next Activities	Instructions to Students who Fail to do the Activities	Pragati Nota Checking by Teacher After Student Registering the Progress	Children's Workbook Checking by Teachers	General Surveyes	Puppet Shows in Classrooms	Wether Chart Filling
Uttara Kannada	97.1	89.7	93.4	93.4	94.9	96.3	98.5	93.4	94.9	97.8	98.5	95.6
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	97.5	91.3	94.4	94.4	95.6	96.9	98.8	94.4	95.6	98.1	98.8	96.3
Raichur	93.4	79.3	90.9	93.4	81.0	90.9	90.9	78.5	85.1	86.0	87.6	91.7
Gulbarga	93.2	77.3	93.2	93.2	86.4	97.7	93.2	81.8	88.6	93.2	70.5	88.6
Gulbarga Division	93.3	78.8	91.5	93.3	82.4	92.7	91.5	79.4	86.1	87.9	83.0	90.9
Mysore	100.0	77.6	95.5	98.5	76.1	100.0	100.0	76.1	85.1	94.0	95.5	100.0
Hasan	100.0	100.0	100.0	98.1	100.0	100.0	100.0	98.1	98.1	100.0	96.2	100.0
Mandya	93.3	66.7	93.3	96.7	66.7	96.7	96.7	66.7	76.7	100.0	90.0	93.3
Mysore Division	98.7	83.3	96.7	98.0	82.7	99.3	99.3	82.0	88.0	97.3	94.7	98.7
Tumkur	94.7	88.5	93.1	93.9	87.8	97.7	95.4	86.3	93.1	96.9	94.7	97.7
Chitradurga	100.0	100.0	100.0	86.7	93.3	100.0	100.0	93.3	100.0	100.0	100.0	100.0
Bangalore Division	95.2	89.7	93.8	93.2	88.4	97.9	95.9	87.0	93.8	97.3	95.2	97.9
Grand Total	96.1	85.7	94.0	94.7	87.3	96.6	96.3	85.7	90.8	95.0	92.8	95.8

3.3 Childrens' Progress in Nali Kali Class- Average Steps

In the table 3.3 the steps covered by the students as per the norms of Nali Kali have been examined for 1st and 2nd standard students. In almost all the districts, the students have reached the desired target. However, the students of Mysore district are lagging behind in Kannda (1st standard), Environmental studies (1st standard) and Mathematics (2nd standard). But in some districts, the students have covered more than targeted steps (i.e. More than 100).

**Table: 3.3 Average Steps Covered by 1st and 2nd Standard Students (%)**

District/Division	1st Standard			2nd Standard		
	Kannada	Mathematics	Environmental Studies	Kannada	Mathematics	Environmental Studies
Uttara Kannada	87.9	96.1	94.9	98.4	85.2	85.3
Bijapur	87.6	100.0	107.1	100.7	93.2	96.8
Belgaum Division	87.8	96.8	97.1	98.7	87.8	87.0
Raichur	84.8	89.9	96.5	109.6	91.5	90.1
Gulbarga	94.0	99.7	111.3	119.8	97.9	107.2
Gulbarga Division	87.2	92.7	100.3	111.9	92.8	94.0
Mysore	65.1	77.2	73.8	91.9	63.3	78.0
Hasan	88.1	92.5	98.9	115.6	89.9	100.8
Mandya	82.2	93.5	81.5	109.5	78.0	77.3
Mysore Division	75.7	86.9	83.9	106.0	75.4	86.3
Tumkur	76.7	86.7	89.5	106.5	80.0	85.0
Chitradurga	77.5	93.4	104.1	112.0	94.3	88.1
Bangalore Division	76.8	87.2	90.8	106.9	81.4	85.3
Grand Total	81.5	91.1	92.7	105.8	83.6	88.1

3.4 Personality Development of Children in Nali Kali Classroom

Close observation by our investigators revealed that most of the students were enjoying the teaching method of the Nali Kali activities. As far as their personality development is concerned, it can be said that majority of the students were very active in performing their assigned activities, they also seem to be fearless in responding to the queries. One could also observe a better co-operation among themselves in helping each other and motivating those who were not moving along. The gender equality also was a matter of satisfaction with very little discrimination of any sort.

3.5 Use of Workbooks by Children

Use of workbooks by the 1st standard students is depicted in the table 3.4. It shows that 76.7 percent of the students have used fully in Kannada language and the respective figures for Mathematics and Environmental Studies are 74.3 and 71.0. Partial use seems to be highest in Kannada for Tumkur, Raichur and Mysore. In case of Mathematics the partial use was highest in Tumkur, Raichur and Mysore. Similar pattern emerges for Environmental Studies as well. Not used category is a cause of concern in the districts of Chitradurga, Mysore and Mandya.

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Table: 3.4 Use of Workbooks by 1st Standard Students in Sample Schools (%)

District/Division	Kannada			Mathematics			Environmental Studies		
	Fully Used	Partially Used	Not Used	Fully Used	Partially Used	Not Used	Fully Used	Partially Used	Not Used
Uttara Kannada	84.6	12.8	2.6	84.6	12.0	3.4	82.9	12.8	4.3
Bijapur	100.0	..	..	95.8	4.2	..	100.0	..	..
Belgaum Division	87.2	10.6	2.1	86.5	10.6	2.8	85.8	10.6	3.5
Raichur	64.9	29.8	5.3	63.8	31.9	4.3	64.9	29.8	5.3
Gulbarga	93.9	3.0	3.0	90.9	6.1	3.0	84.8	12.1	3.0
Gulbarga Division	72.4	22.8	4.7	70.9	25.2	3.9	70.1	25.2	4.7
Mysore	70.2	28.1	1.8	68.4	28.1	3.5	57.9	31.6	10.5
Hasan	84.3	15.7	..	84.3	15.7	..	82.4	17.6	..
Mandya	83.9	9.7	6.5	77.4	12.9	9.7	74.2	9.7	16.1
Mysore Division	78.4	19.4	2.2	76.3	20.1	3.6	70.5	21.6	7.9
Tumkur	66.9	32.2	0.8	61.2	34.7	4.1	56.2	43.0	0.8
Chitradurga	76.9	15.4	7.7	76.9	15.4	7.7	61.5	38.5	..
Bangalore Division	67.9	30.6	1.5	62.7	32.8	4.5	56.7	42.5	0.7
Grand Total	76.7	20.7	2.6	74.3	22.0	3.7	71.0	24.8	4.3

Use of workbooks by the 2nd standard students is depicted in the table 3.5 below. It shows that 78.9 percent of the students have used fully in Kannada language and the respective figures for Mathematics and Environmental Studies are 76.0 and 73.6. Partial use seems to be highest in Kannada for Tumkur, Raichur and Mysore. In case of Mathematics the partial use was highest in Tumkur, Raichur and Mysore. Similar pattern emerges for Environmental Studies as well. Not used category is a cause of concern in the districts of Chitradurga, Mysore and Raichur.

Table: 3.5 Use of Workbooks by 2nd Standard Students in Sample Schools (%)

District	Kannada			Mathematics			Environmental Studies		
	Fully Used	Partially Used	Not Used	Fully Used	Partially Used	Not Used	Fully Used	Partially Used	Not Used
Uttara Kannada	88.0	11.1	0.9	87.2	11.1	1.7	84.6	12.0	3.4
Bijapur	95.8	4.2	..	91.7	8.3	..	95.8	4.2	..
Belgaum Division	89.4	9.9	0.7	87.9	10.6	1.4	86.5	10.6	2.8
Raichur	67.0	28.7	4.3	67.0	27.7	5.3	67.0	28.7	4.3
Gulbarga	93.9	3.0	3.0	90.9	6.1	3.0	84.8	12.1	3.0
Gulbarga Division	74.0	22.0	3.9	73.2	22.0	4.7	71.7	24.4	3.9
Mysore	66.7	29.8	3.5	63.2	35.1	1.8	56.1	38.6	5.3
Hasan	86.3	13.7	..	82.4	17.6	..	86.3	13.7	..
Mandya	83.9	16.1	..	83.9	16.1	..	87.1	9.7	3.2
Mysore Division	77.7	20.9	1.4	74.8	24.5	0.7	74.1	23.0	2.9
Tumkur	73.6	25.6	0.8	66.1	30.6	3.3	61.2	38.0	0.8
Chitradurga	76.9	15.4	7.7	76.9	15.4	7.7	61.5	38.5	..
Bangalore Division	73.9	24.6	1.5	67.2	29.1	3.7	61.2	38.1	0.7
Grand Total	78.9	19.2	1.8	76.0	21.4	2.6	73.6	23.8	2.6



3.6 Supply of Learning Materials

It can be observed from the table 3.6 that all the materials under different subjects have been effectively supplied to the selected schools. This naturally speaks about the seriousness that the administrative machinery has attached to the provision of necessary inputs to the program. For example the items under the broad head Nali Kali kit have been supplied to the extent of 98.3 per cent which could well be treated as 100 per cent. Similarly components of Belli Chukki have also been supplied effectively to the extent of 97.6 per cent. It can also be noted from the table that Pragati Patra and Learning materials per 40 students have also been supplied to the fullest possible extent. Though the supply of materials in the month of July is a matter of concern, one can note from the table that teachers have efficiently managed the issue by putting in their own efforts in mobilizing such supplies.

Materials	Class 1			Class 2		
	Kannada	Mathematics	E.S	Kannada	Mathematics	E.S
Teachers' Cards	99.4	99.4	99.4	98.2	97.6	97.2
Students' Cards	100.0	100.0	100.0	100.0	100.0	99.8
Wachakagalu (Reading Materials)	100.0			100.0		
Reference books	99.4	99.3	99.4	99.6	99.4	99.3
Nali-Kali Kit	98.3					
Teachers' Handbooks	99.8	98.9	98.7	98.3	97.6	97.6
Learning Ladders	99.4	98.5	98.7	98.5	97.4	97.6
Kalika Tattogalu	99.3	96.9	89.1			
Pragati Nota	98.9	97.8	97.8	97.4	96.5	96.5
Belli Chukki	97.6					
Pragati Patra	95.9	95.0	95.0	94.6	93.7	93.7
Learning Materials per 40 Student	98.2	96.9	97.0	95.9	95.0	95.0
Learning Materials in first week of July	33.8	32.9	32.9	30.5	29.9	29.9
Alternative Arrangements If Materials Not Supplied In Time	78.7	78.0	77.6	77.6	76.5	76.0
Supply of Teaching Materials to Schools: by CRP	16.5	16.6	16.6	15.5	15.5	15.7
Supply of Teaching Materials to Schools: Brought by Teachers	83.5	83.4	83.4	84.5	84.5	84.3

Supply of Teachers' cards, Students' Cards, Wachadagalu, Reference Books, Nali Kali Kit, Marga Soochi, Teachers Hand book, Learning ladders, Kalika Tattogalu, Pragati Nota, Belli Chukki, Pragati Patra, Learning Materials per 40 Students have effectively supplied across the districts as well. This has been presented in the appendix.



In few schools the need was felt to change the learning materials. This is shown in the table 3.7. In about 3 per cent of the schools such need was felt and fifty per cent of these schools have acted accordingly and have changed the learning materials. The district wise picture shows that such need was highest in Uttara Kannada and Mysore.

District/Divisions	Schools Felt Need to Change Learning Materials	Schools Changed Learning Materials
Uttara Kannada	5.1	1.7
Bijapur	0.0	0.0
Belgaum Division	4.3	1.4
Raichur	3.2	1.1
Gulbarga	0.0	0.0
Gulbarga Division	2.3	0.8
Mysore	7.0	3.5
Hasan	2.0	2.0
Mandya	0.0	3.3
Mysore Division	3.6	2.9
Tumkur	1.7	0.8
Chitradurga	0.0	0.0
Bangalore Division	1.5	0.7
Grand Total	3.0	1.5

3.7 TLM Prepared/Collected by Teachers

Preparation/collection of materials by the teachers was also examined and the message that has emerged shows that teachers have paid sufficient attention towards the preparation of learning materials. Only two items were found to be less than 95 per cent and all others were almost near the target. Thus, it can be observed that Goligalu and Puppet and the screen deserve extra attention. The district wise picture reveals quite a satisfactory scenario and one needs to appreciate the efforts of teachers in accomplishing this task. This information is presented in the graph 3.3 and table 3.8.

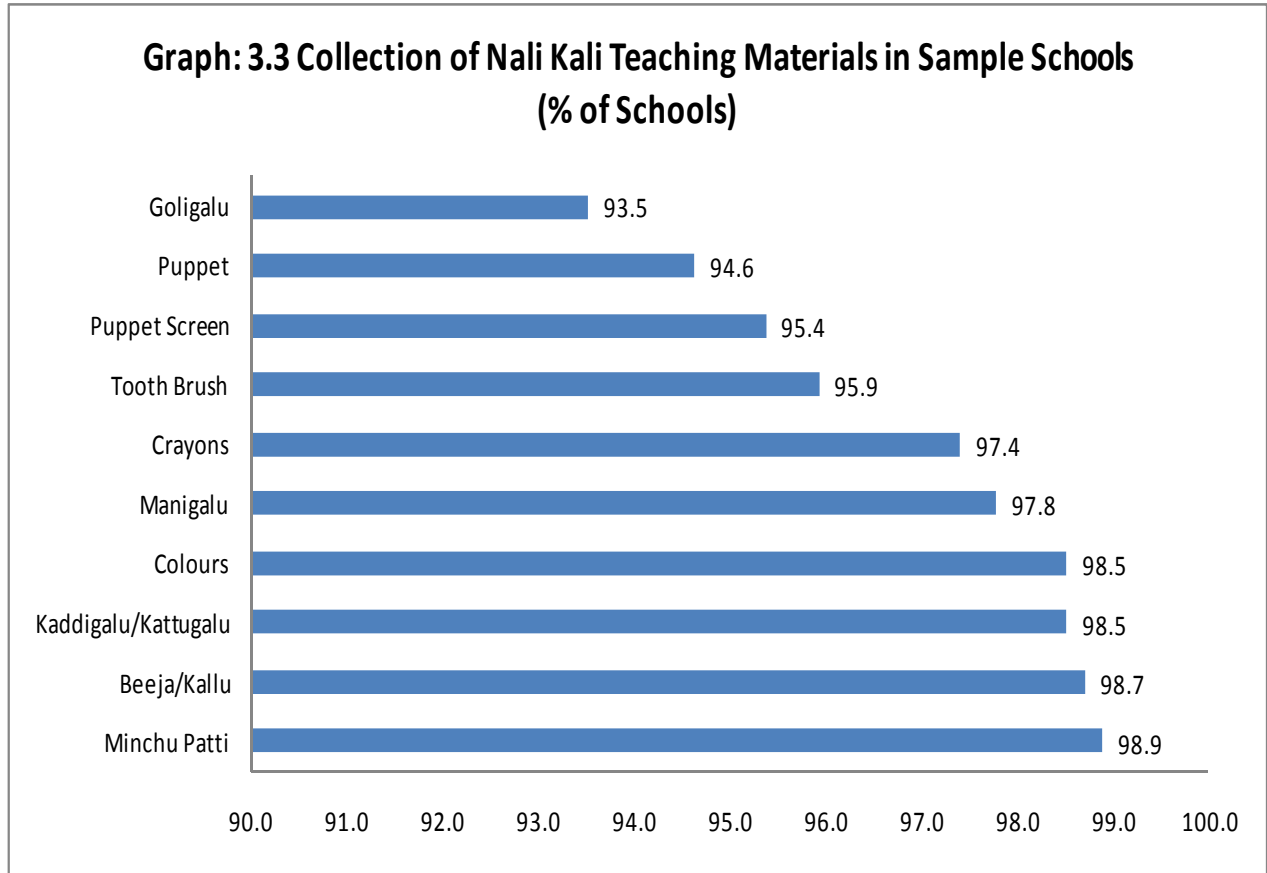


Table: 3.8 Collection of Nali Kali Teaching Materials in Sample Schools (% of Schools)

District/Division	Minchu Patti	Puppet	Puppet Screen	Beeja/Kallu	Kaddigalu/ Kattugalu	Manigalu	Tooth Brush	Colours	Crayons	Goligalu
Uttara Kannada	97.4	97.4	97.4	96.6	95.7	93.2	92.3	96.6	94.9	89.7
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	97.9	97.9	97.9	97.2	96.5	94.3	93.6	97.2	95.7	91.5
Raichur	97.9	87.2	90.4	97.9	97.9	97.9	95.7	97.9	94.7	94.7
Gulbarga	97.1	82.4	79.4	100.0	100.0	97.1	97.1	97.1	94.1	97.1
Gulbarga Division	97.7	85.9	87.5	98.4	98.4	97.7	96.1	97.7	94.5	95.3
Mysore	100.0	98.2	98.2	100.0	100.0	98.2	96.5	100.0	100.0	80.7
Hasan	100.0	98.0	100.0	98.0	98.0	100.0	98.0	100.0	98.0	94.1
Mandya	100.0	100.0	93.3	100.0	100.0	100.0	100.0	100.0	100.0	93.3
Mysore Division	100.0	98.6	97.8	99.3	99.3	99.3	97.8	100.0	99.3	88.4
Tumkur	100.0	95.0	97.5	100.0	100.0	100.0	95.9	99.2	100.0	99.2
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	95.5	97.8	100.0	100.0	100.0	96.3	99.3	100.0	99.3
Grand Total	98.9	94.6	95.4	98.7	98.5	97.8	95.9	98.5	97.4	93.5



CHAPTER 4

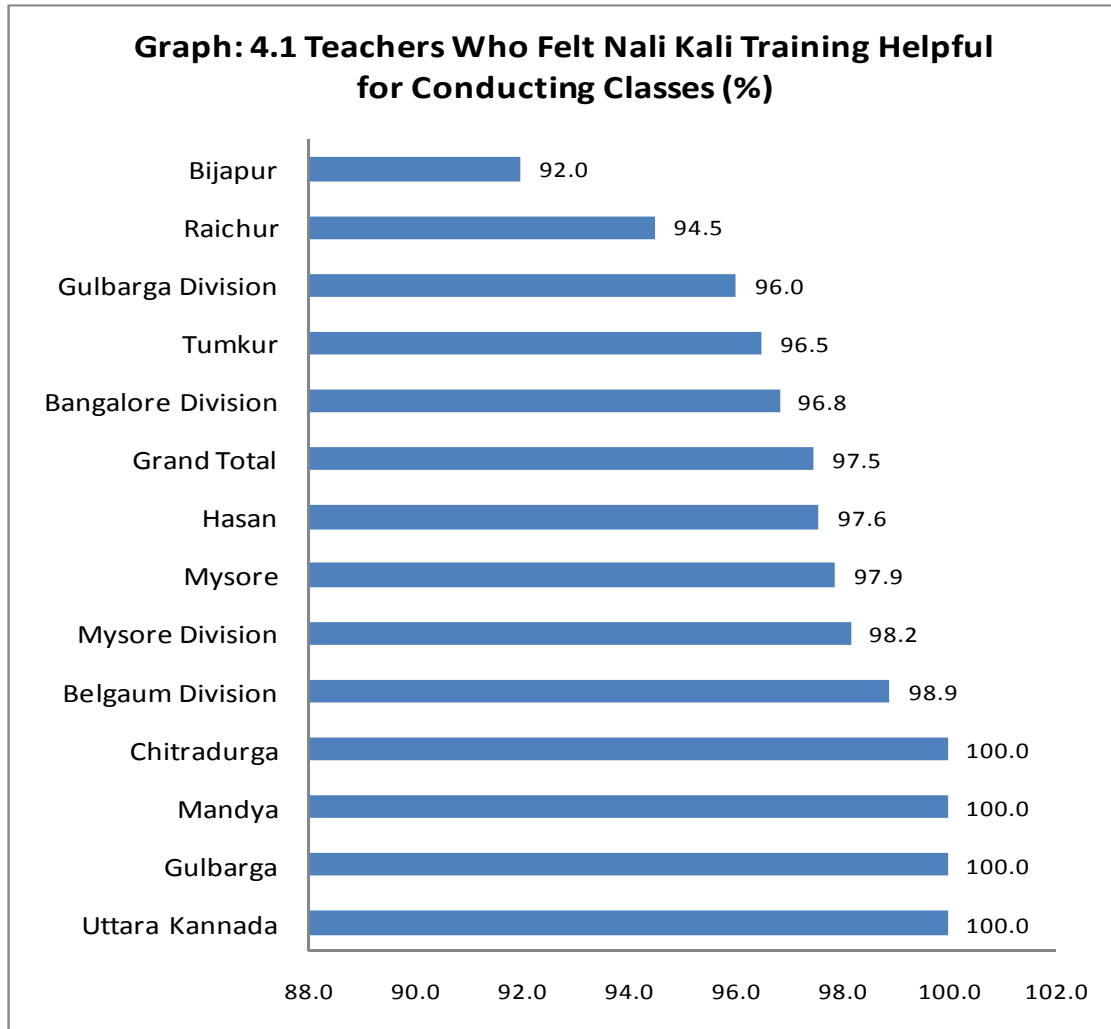
TEACHERS' TRAINING, USE OF HELPLINE AND INVOLVEMENT OF OFFICERS AND SDMC

4.1 Views of Teachers' On Training

Almost all the teachers have expressed satisfaction as far as the number of days of training under the Nali Kali program. But few exceptions have emerged from the districts of Gulbarga, Raichur and Hasan. It is also interesting to note that female teachers are marginally more satisfied than their male counterparts. Here again the female are less satisfied in the district of Gulbarga. The effect of such training on the efficacy of teaching was also elicited from the teachers. The view of the teachers from the districts shows that only in case of Bijapur and Raichur the percentage of teachers expressing satisfaction seems to be low in comparison to the other districts. The table 4.1 and graph 4.1 show this information.

Table: 4.1 % of Teachers Who Were Satisfied With No of Days of Nali Kali Training

District/Division	Male	Female	Total
Uttara Kannada	95.3	93.8	94.4
Bijapur	100.0	100.0	100.0
Belgaum Division	96.3	94.3	95.1
Raichur	88.1	90.8	89.7
Gulbarga	79.2	71.9	75.0
Gulbarga Division	85.5	85.7	85.6
Mysore	86.1	94.9	91.6
Hasan	88.6	89.7	89.2
Mandya	96.2	100.0	97.6
Mysore Division	89.6	93.8	91.8
Tumkur	92.6	91.2	91.9
Chitradurga	--	94.4	94.4
Bangalore Division	92.6	91.7	92.1
Grand Total	90.9	91.3	91.1



There were some who were not satisfied by the training and this issue was taken up for further investigation and our team had detailed discussions with the teachers. The discussions revealed that the training modules need to include a module on how to manage other classes along with Nali Kali classes. The need was also felt to include more of model lessons during the training with greater emphasis on practicals along with theory.

Table 4.2 shows such information in the districts chosen. About 40 per cent of the teachers have taken the training for one day. Six to ten days training is availed by 57 per cent of the teachers. Very insignificant percentage of the teachers received training which was in between 11 days and 20 days.

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Table: 4.2 Teachers Attending Satellite Trainings (%)

District/Division	.1-5 Days			.6-10 Days			.11-15 Days			.16-20 Days		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Uttara Kannada	41.0	49.5	46.1	55.7	47.3	50.6	0.0	3.2	1.9	3.3	0.0	1.3
Bijapur	53.3	33.3	45.8	46.7	66.7	54.2	0.0	0.0	0.0	0.0	0.0	0.0
Belgaum Division	43.4	48.0	46.1	53.9	49.0	51.1	0.0	2.9	1.7	2.6	0.0	1.1
Raichur	41.1	31.3	35.3	55.4	66.3	61.9	3.6	2.4	2.9	0.0	0.0	0.0
Gulbarga	61.9	38.7	48.1	38.1	58.1	50.0	0.0	3.2	1.9	0.0	0.0	0.0
Gulbarga Division	46.8	33.3	38.7	50.6	64.0	58.6	2.6	2.6	2.6	0.0	0.0	0.0
Mysore	59.3	26.8	37.3	40.7	62.5	55.4	0.0	10.7	7.2	0.0	0.0	0.0
Hasan	47.4	26.3	36.8	52.6	73.7	63.2	0.0	0.0	0.0	0.0	0.0	0.0
Mandya	48.0	42.9	46.2	44.0	57.1	48.7	4.0	0.0	2.6	4.0	0.0	2.6
Mysore Division	51.1	28.7	38.9	46.7	65.7	57.1	1.1	5.6	3.5	1.1	0.0	0.5
Tumkur	41.1	28.4	34.2	57.5	68.2	63.4	0.0	3.4	1.9	1.4	0.0	0.6
Chitradurga	--	58.8	58.8	--	41.2	41.2	--	0.0	0.0	--	0.0	0.0
Bangalore Division	41.1	33.3	36.5	57.5	63.8	61.2	0.0	2.9	1.7	1.4	0.0	0.6
Grand Total	45.9	35.7	40.0	51.9	60.8	57.0	0.9	3.5	2.4	1.3	0.0	0.5

Similarly if one looks at the participation of teachers in the Samalochana Meetings it can be observed that greater percentage of participation in meetings ranging between 1 to 10 days.

Table: 4.3 Teachers Attending Samalochana Meetings (%)

District/Division	.1-5			.6-10			.11-15			.16-20			More Than 20		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	82.3	77.7	79.5	12.9	19.1	16.7	1.6	2.1	1.9	3.2	1.1	1.9	0.0	0.0	0.0
Bijapur	62.5	66.7	64.0	37.5	33.3	36.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Belgaum Division	78.2	76.7	77.3	17.9	20.4	19.3	1.3	1.9	1.7	2.6	1.0	1.7	0.0	0.0	0.0
Raichur	83.3	82.3	82.7	14.8	17.7	16.5	1.9	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Gulbarga	86.4	96.3	91.8	13.6	3.7	8.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Gulbarga Division	84.2	85.8	85.2	14.5	14.2	14.3	1.3	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0
Mysore	65.6	67.9	67.0	31.3	28.6	29.5	3.1	1.8	2.3	0.0	0.0	0.0	0.0	1.8	1.1
Hasan	81.8	67.6	75.3	18.2	32.4	24.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandya	32.0	46.7	37.5	60.0	46.7	55.0	4.0	6.7	5.0	4.0	0.0	2.5	0.0	0.0	0.0
Mysore Division	64.4	64.8	64.6	32.7	32.4	32.5	2.0	1.9	1.9	1.0	0.0	0.5	0.0	0.9	0.5
Tumkur	55.1	56.7	56.0	43.6	40.0	41.7	1.3	2.2	1.8	0.0	0.0	0.0	0.0	1.1	0.6
Chitradurga	--	94.1	94.1	--	5.9	5.9	--	0.0	0.0	--	0.0	0.0	--	0.0	0.0
Bangalore Division	55.1	62.6	59.5	43.6	34.6	38.4	1.3	1.9	1.6	0.0	0.0	0.0	0.0	0.9	0.5
Grand Total	70.0	72.4	71.3	27.6	25.5	26.4	1.5	1.4	1.5	0.9	0.2	0.5	0.0	0.5	0.3



Graph 4.2 shows district wise percentage of teachers who felt longer period of Nali Kali training. It shows that in Gulbarga, Hassan and Raichur more number of teachers desire to have longer period of training.

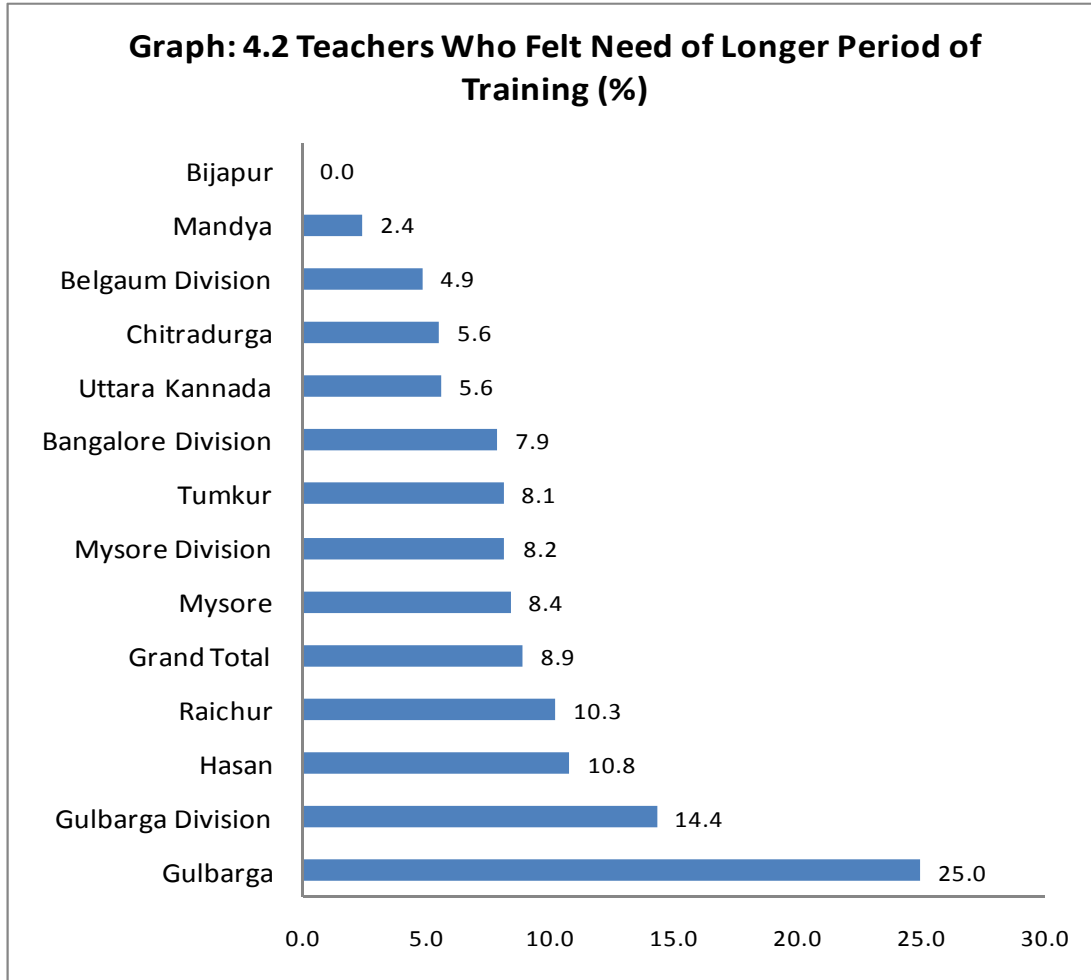


Table 4.4 shows district wise percentage of teachers who are facing the problems in managing the Nali Kali class. It shows that on an average about 40 percent of the teachers face problems. This problem is more pronounced in districts of Uttar Kannada, Raichur, Gulbarga and Mysore. It also shows female teachers face marginally higher proportion of problems than male teachers.



Table: 4.4 Teachers Facing Problems in Managing Nali Kali Class (%)

District/Division	Male	Female	Total
Uttara Kannada	45.3	50.0	48.1
Bijapur	25.0	22.2	24.0
Belgaum Division	41.3	47.6	44.9
Raichur	45.8	41.4	43.2
Gulbarga	54.2	40.6	46.4
Gulbarga Division	48.2	41.2	44.1
Mysore	33.3	49.2	43.2
Hasan	38.6	25.6	32.5
Mandya	15.4	13.3	14.6
Mysore Division	31.1	36.3	33.8
Tumkur	35.8	42.9	39.5
Chitradurga	--	11.1	11.1
Bangalore Division	35.8	37.6	36.8
Grand Total	38.6	40.6	39.7

Issues of Managing Nali Kali Class

The problems faced by the teachers in managing the Nali Kali class and the probable solutions have been discussed in the following table below.

Issues Raised by Teachers	Probable Solutions
More number of students in Nali Kali class rooms (4.3 %) with additional burden of other classes (5.3 %)	More teachers would reduce the burden on the existing teachers in select locations
Single Teacher Schools (3.6)	Need for additional teacher/s
Shortage of rooms and Smaller rooms (3.9 %)	Need for physical infrastructure
Language problems in border and Tribal areas (1.5 %)	Needs special attention
Teachers feel that numbers of activities are quite high in number and thus they are constrained by the time factor (0.8 %)	Need to arrive at consensus through consultative meetings with concerned officials
Need for separate class rooms for 1 st and 2 nd Standards (1.9 %)	Views of the teachers needs a second look
Need to manage weak learners (3.1 %)	Need for focused training

Note: Figures in the brackets show percentage of teachers expressing their views

There are 8 per cent of single teacher schools in the total selected schools and these are mainly located in Uttar Kannada, Bijapur and Mandya districts. There are also schools which



are having less number of teachers than required in about 50 percent of the schools. This is situation is prevailed in all the selected districts.

4.2 Use of Nali Kali Helpline

Use of helpline seems to be not so popular among the schools. For example on the whole about 14.6 per cent of the schools used the helpline (table 4.5). Across the districts we can note that Mandya registered 30 per cent use of the helpline and lowest was the district of Bijapur where no attempt was made to use the helpline. We understand from our discussion in the selected schools that usually they reach out for BRC/CRC/Local Resource Persons and get the solutions for the issues that crop up.

District/Division	Felt Need to Use Nali-Kali Helpline	Schools Used Helpline
Uttara Kannada	23.1	19.7
Bijapur	4.2	0.0
Belgaum Division	19.9	16.3
Raichur	13.8	13.8
Gulbarga	2.9	0.0
Gulbarga Division	10.9	10.2
Mysore	21.1	15.8
Hasan	19.6	9.8
Mandya	40.0	30.0
Mysore Division	24.6	16.7
Tumkur	21.5	14.9
Chitradurga	30.8	15.4
Bangalore Division	22.4	14.9
Grand Total	19.6	14.6

From the table below one can note that the CRC,BRC and DIET play an important role in finding on the spot answers to the problems that the teachers encounter while transacting the business in the class. Their combine role for the sample schools taken together accounts for about 82 per cent of the assistance provided. Thus one can note the importance of local resources in providing answers to the local issues. However there are instances of taking the help of State Helpline and Tele Conference facility as well.

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Table: 4.6 Use of Helpline (%)

Districts/Division	CRC	BRC	DIET	Teleconference	State help line	Total
Uttara Kannada	16.8	46.5	8.9	22.8	5.0	100.0
Bijapur	0.0	100.0	0.0	0.0	0.0	100.0
Belgaum Division	16.7	47.1	8.8	22.5	4.9	100.0
Raichur	48.4	31.3	4.7	9.4	6.3	100.0
Gulbarga	0.0	0.0	0.0	0.0	0.0	0.0
Gulbarga Division	48.4	31.3	4.7	9.4	6.3	100.0
Mysore	63.6	22.7	2.3	11.4	0.0	100.0
Hasan	0.0	9.1	72.7	18.2	0.0	100.0
Mandya	60.6	30.3	6.1	3.0	0.0	100.0
Mysore Division	54.5	23.9	12.5	9.1	0.0	100.0
Tumkur	17.5	17.5	52.5	7.5	5.0	100.0
Chitradurga	73.7	0.0	15.8	10.5	0.0	100.0
Bangalore Division	35.6	11.9	40.7	8.5	3.4	100.0
Grand Total	37.4	30.7	15.0	13.4	3.5	100.0

4.3.1 Department Officers Visits

If one looks to the issue of visits by different functionaries to the Nali Kali Schools, it can be noted that the CRP who happens to be in the vicinity of the schools records maximum number of visits which is to the extent of 6 visits per year. It is interesting to note that the number of such visits is declining as the distance of functionaries is increasing. For example the BRP visit is to the extent of 1.9 and BRC is 1.1. The rest of the categories like ECO, BEO, DIET, DDPI account for less than one visit on an average.

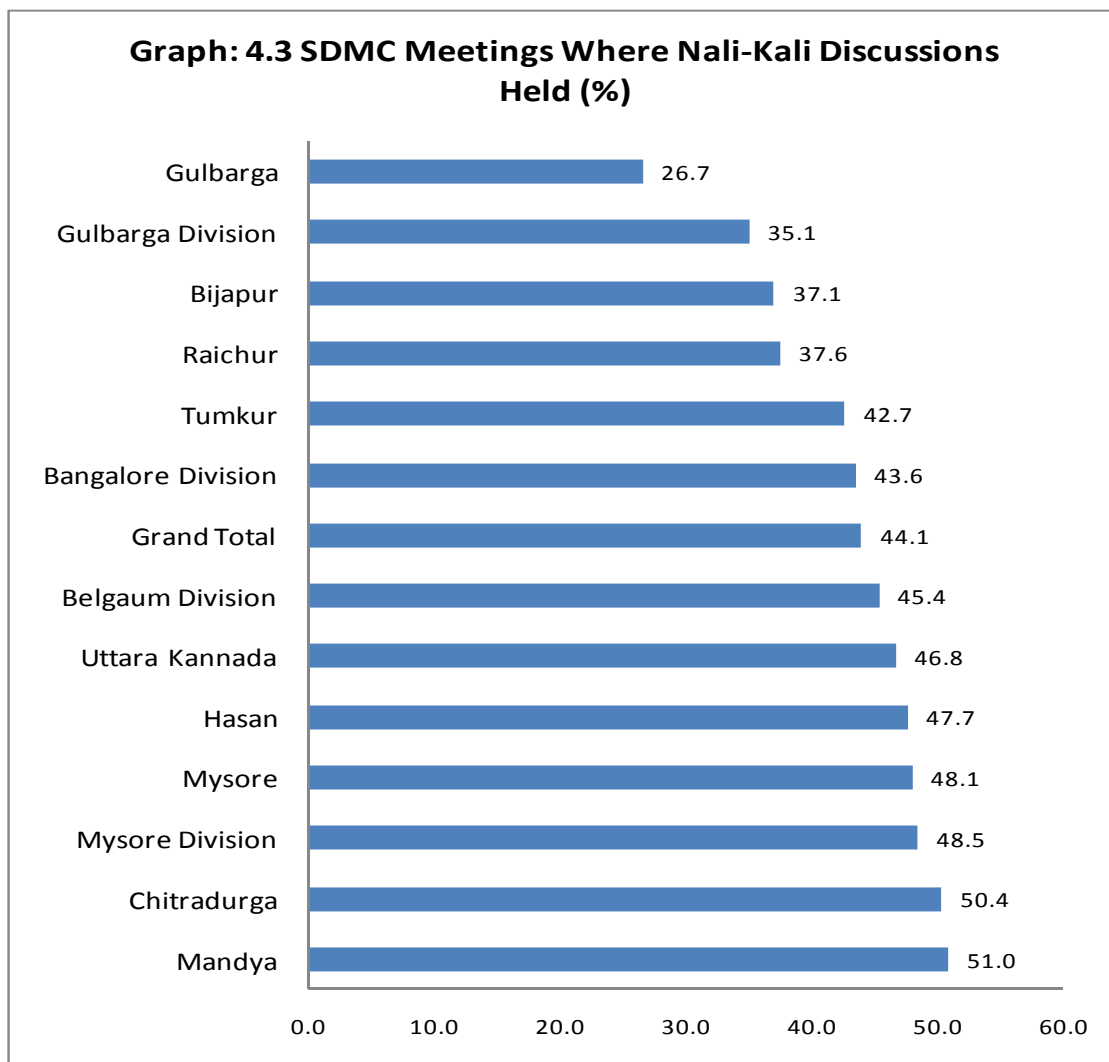
Table: 4.7 No. of Visits Per School by Educational Officers to Selected Nali Kali Schools

District/Division	CRP	BRP	BRC	ECO	BEO	DIET	DDPI	OTHERS
Uttara Kannada	5.6	1.5	0.9	0.4	1.0	0.5	0.2	0.5
Bijapur	4.3	0.7	0.4	0.3	0.0	0.2	0.0	0.0
Belgaum Division	5.4	1.4	0.8	0.4	0.8	0.5	0.1	0.4
Raichur	5.9	1.9	1.3	0.6	0.9	0.4	0.1	0.6
Gulbarga	6.4	1.0	0.9	0.4	0.6	0.2	0.0	0.4
Gulbarga Division	6.0	1.6	1.2	0.6	0.8	0.3	0.1	0.5
Mysore	6.6	1.9	0.9	0.8	0.9	0.4	0.1	0.2
Hasan	7.6	2.8	1.8	0.7	1.4	0.6	0.2	0.3
Mandya	5.6	1.8	1.1	1.0	0.9	0.1	0.0	0.2
Mysore Division	6.8	2.2	1.3	0.8	1.1	0.4	0.1	0.2
Tumkur	6.0	2.1	1.0	0.6	0.7	0.3	0.1	0.5
Chitradurga	8.6	4.3	1.4	0.8	2.2	2.9	0.2	0.2
Bangalore Division	6.3	2.3	1.0	0.6	0.9	0.6	0.2	0.5
Grand Total	6.1	1.9	1.1	0.6	0.9	0.4	0.1	0.4



4.3.2 SDMC Involvement

It seems that the Nali Kali figures out marginally in the meetings of SDMC. We tried to know in how many SDMC meetings the issue of Nali Kali came up for discussion and the results show varying degree of interest of SDMC as far as Nali Kali is concerned. Graph 4.3 shows that in the district of Mandya 51 per cent of the meetings discussed Nali Kali related matters. This district seems to be the top district among the selected districts. Least attention was paid to Nali Kali in Gulbarga, Bijapur and Raichur districts.



The results show that majority of the members across the districts feel that Nali Kali has made a positive impact and they wish that the experiment to go on for the benefit of the children.

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



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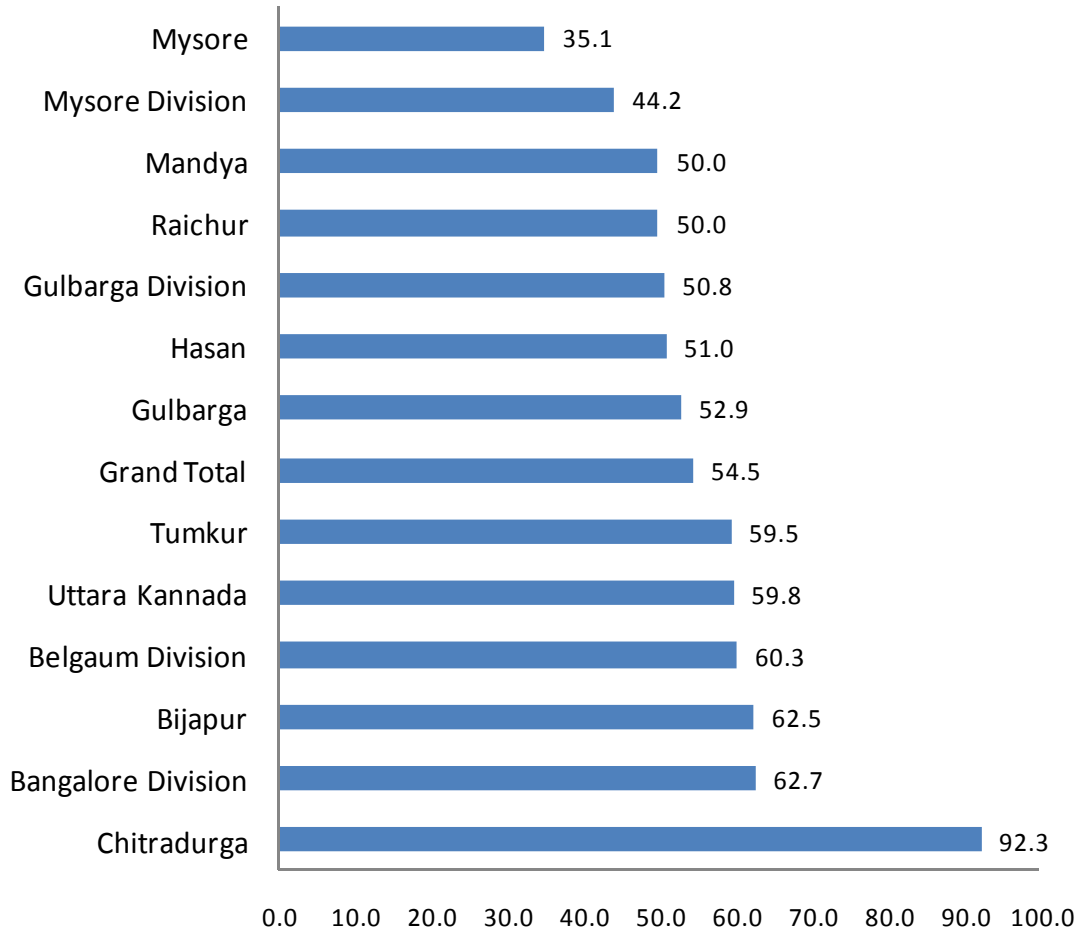
The following table (4.8) depicts this information. The need was also felt that more awareness is to be created among the members of the SDMC to make the program more efficient and effective.

District/Division	Positive	Negative	No Response
Uttara Kannada	82.1	11.1	6.8
Bijapur	95.8	4.2	0.0
Belgam Division	84.4	9.9	5.7
Raichur	83.0	9.6	7.4
Gulbarga	82.4	5.9	11.8
Gulbarga Division	82.8	8.6	8.6
Mysore	84.2	7.0	8.8
Hasan	92.2	5.9	2.0
Mandya	93.3	3.3	3.3
Mysore Division	89.1	5.8	5.1
Tumkur	87.6	6.6	5.8
Chitradurga	100.0	0.0	0.0
Bangalore Division	88.8	6.0	5.2
Group Total	86.3	7.6	6.1

The program ideally wants to have the participation of SDMC members in making arrangements for the Nali Kali schools. This would make the program more consultative and participatory in nature. But the response by the SDMC members seem to be not so encouraging except in the case of Chitradurga district as depicted from the graph 4.4.



Graph: 4.4 Participation of SDMC in Nali-Kali Classroom Arrangements (%)





CHAPTER 5

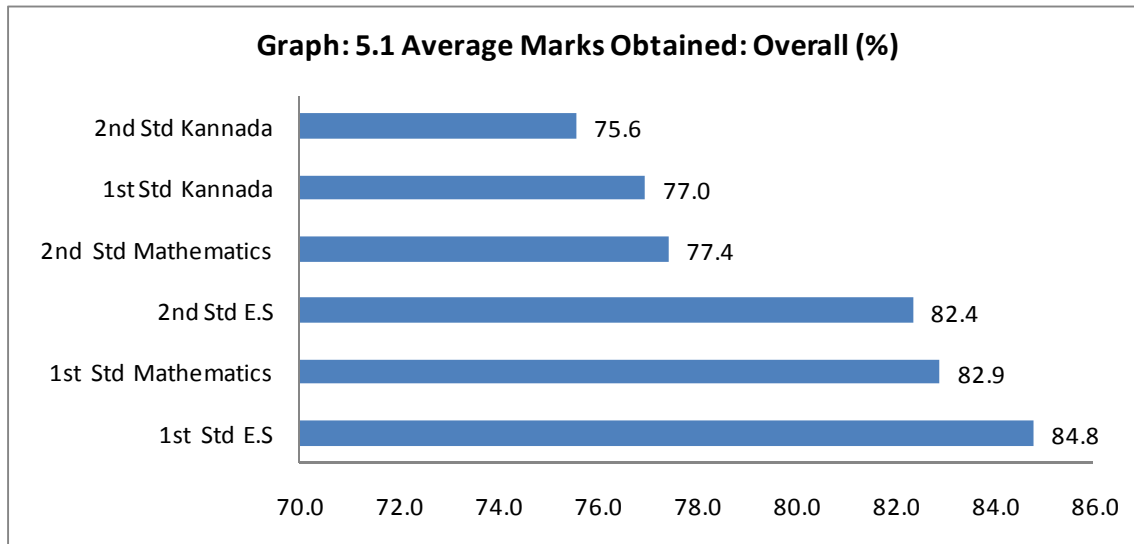
ACHIEVEMENT LEVELS OF STUDENTS, PROGRESS DOCUMENTATION AND FACTORS OF EFFECTIVENESS OF NALI KALI

5.1. Achievement Levels of Students

In the following discussion an attempt is made to present the scoring that the students obtained as part of the test which was administered to them. The aim of this test was to capture the competencies that the students have attained as part of the Nali Kali activities in the past. The test was administered to the students who are studying in the 3rd standard.

The discussion is presented as per the subject wise tests which were conducted. Though the students are currently studying in the 3rd standard, the competencies gained in Nali Kali in the 1st and 2nd standards were tested to know the effect of the program.

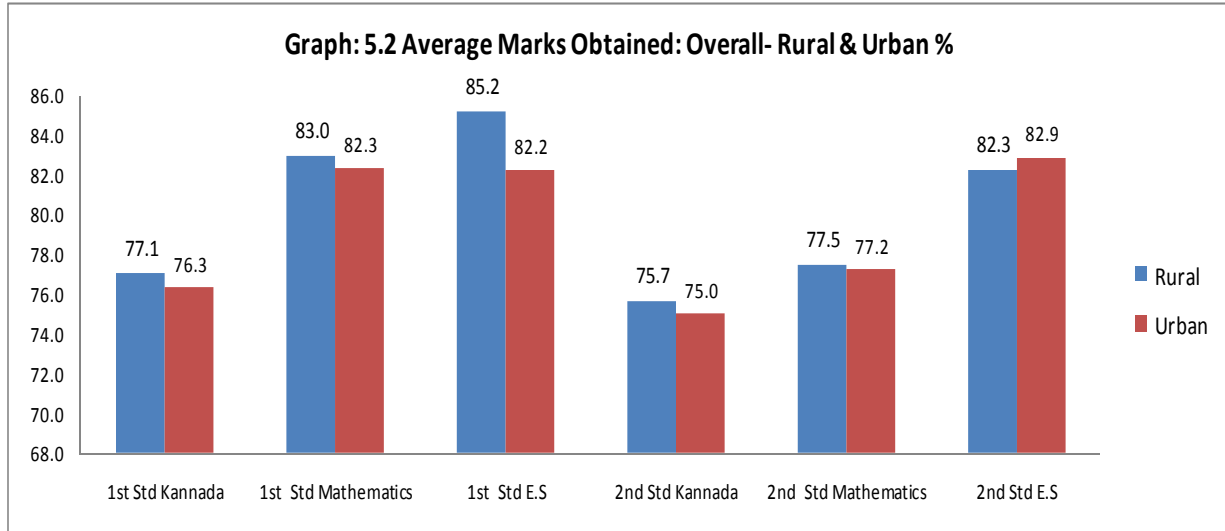
Graph 5.1 depicts the overall average marks obtained by the students in different subjects. From the chart we can note that for the 1st standard students have done well in the subjects like Mathematics (82.9 %) and Environmental Studies (84.8 %). Though the respective scores for the 2nd standard are bit less they are certainly above 75 per cent which only shows the better performance of children under the umbrella of Nali Kali. The story remains the same for the subject of Kannada as well.



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In the graph 5.2 below, the results have been arranged according to the rural and urban locations of Nali Kali schools. On the whole it appears that the rural schools are doing well with a marginal exception in the case of Environmental studies at the 2nd standard. This is quite a good news which shows to our normal belief that usually the urban schools would be doing well. Thus, the dent that the program has made on the rural children needs appreciation.



If one looks at the breakup across rural and urban areas in selected districts, we can note that in both 1st and 2nd standards, the same trend continues with better performance by the rural children. This is depicted in the table 5.1.

Table: 5.1 Average Marks: Rural & Urban (Overall)

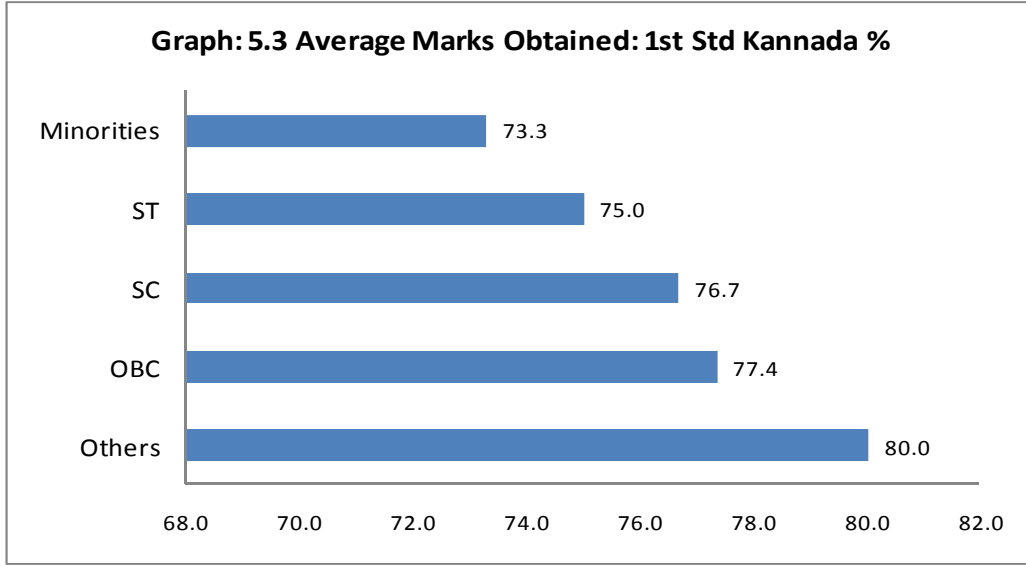
District/Division	1st Std						2nd Std					
	Kannada		Mathematics		E. Studies		Kannada		Mathematics		E. Studies	
District/Division	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Uttara Kannada	78.6	73.1	81.8	79.9	89.6	83.5	78.0	77.1	79.6	74.5	84.8	82.9
Bijapur	70.4	.	75.3	.	81.2	.	72.8	.	72.7	.	75.3	.
Belgaum Division	77.6	73.1	81.0	79.9	88.7	83.5	77.5	77.1	78.9	74.5	83.8	82.9
Raichur	72.3	71.9	82.9	79.6	81.6	75.0	70.6	70.4	74.0	78.9	76.6	77.7
Gulbarga	66.7	78.0	81.3	84.0	77.0	75.0	72.5	78.0	74.9	72.0	67.2	73.3
Gulbarga Division	71.7	72.5	82.7	79.8	81.1	75.0	70.8	71.1	74.1	78.5	75.6	77.4
Mysore	79.7	86.4	81.3	88.7	85.6	88.8	75.7	81.5	77.9	81.6	84.4	89.5
Hasan	84.4	85.0	86.2	100.0	80.3	80.0	81.7	96.0	86.4	95.0	90.0	91.7
Mandya	83.9	88.0	91.1	92.0	89.0	95.0	81.4	80.0	82.1	84.0	95.0	100.0
Mysore Division	80.7	86.1	83.2	89.7	85.6	88.7	77.1	83.4	79.3	85.3	86.4	90.7
Tumkur	77.2	83.0	84.4	87.2	85.1	90.0	76.6	71.0	76.9	69.8	82.6	89.7
Chitradurga	93.0	78.0	88.0	74.0	96.7	.	90.7	87.0	89.0	88.0	90.0	77.5
Bangalore Division	77.5	82.4	84.5	85.9	85.3	90.0	76.8	74.2	77.1	73.1	82.7	88.3
Grand Total	77.1	76.3	83.0	82.3	85.2	82.2	75.7	75.0	77.5	77.2	82.3	82.9

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An attempt was made to understand the performance of students belonging to different social categories. In the graph 5.3 we can note that for the subject fo Kanada in the 1st standard, the Others category is leading followed by OBC, SC, ST and Minorities. But the note worthy point is that the backward categories are not trailing behind significantly and they seem to be at par with the general cotegory as well. The sex wise and district wise table is presented below.



It can be observed from the table 5.2 that SC girls are doing well as compared to the girls belonging to the Other category which is a positive sign as well.

Table: 5.2 Average Marks: Kannada 1

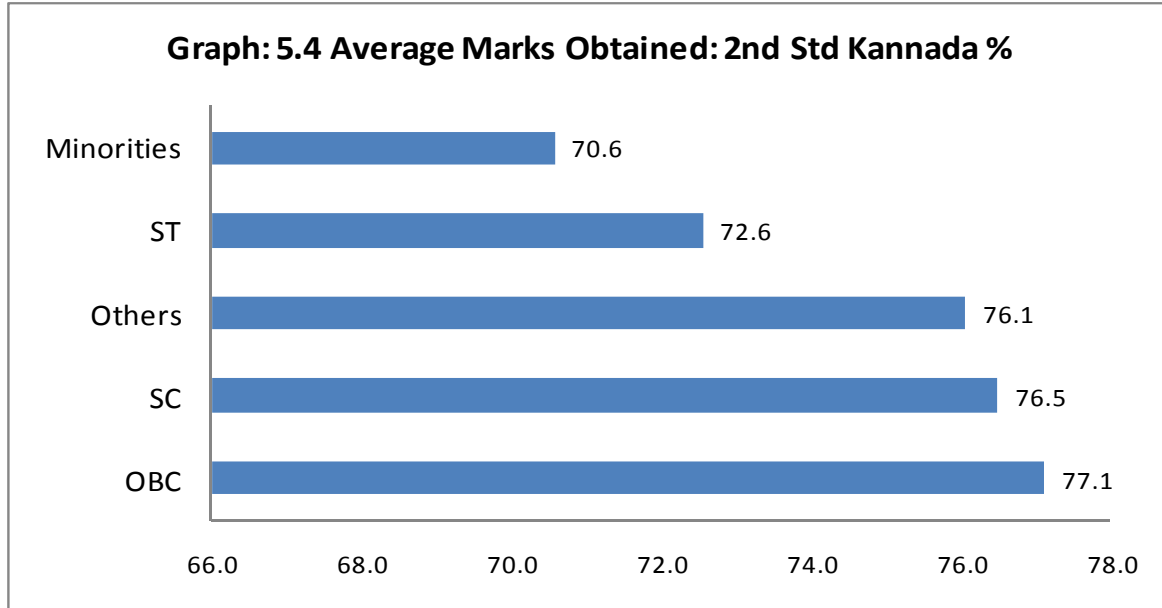
District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	76.0	76.0	76.0	81.5	70.0	77.7	72.0	73.0	72.3	78.4	76.5	77.5	83.2	76.0	79.5
Bijapur	66.0	.	66.0	.	.	.	.	76.0	76.0	62.4	72.0	67.6	76.0	76.0	76.0
Belgaum Division	74.2	76.0	75.0	81.5	70.0	77.7	72.0	74.0	72.8	76.8	75.9	76.4	82.2	76.0	79.2
Raichur	69.9	73.3	71.4	75.4	69.8	72.5	69.6	64.6	67.5	70.8	74.5	72.7	80.8	76.0	77.4
Gulbarga	70.2	65.3	69.0	60.0	.	60.0	73.3	.	73.3	72.0	69.6	70.0	70.0	44.0	61.3
Gulbarga Division	70.0	72.4	71.0	74.6	69.8	72.2	70.5	64.6	68.4	70.8	73.9	72.5	77.7	73.5	75.0
Mysore	82.2	85.0	83.3	76.6	76.5	76.6	76.0	88.0	85.6	78.3	79.5	78.9	84.0	86.0	84.5
Hasan	80.0	86.7	84.0	.	.	.	.	96.0	96.0	86.0	78.3	81.8	100.0	96.0	98.0
Mandya	66.0	94.0	80.0	.	.	.	.	.	.	84.6	82.4	83.7	96.0	90.0	92.0
Mysore Division	81.3	85.8	83.2	76.6	76.5	76.6	76.0	89.6	87.3	81.6	80.0	80.8	87.5	89.6	88.3
Tumkur	74.5	75.9	75.2	72.4	75.8	74.1	.	84.0	84.0	82.0	76.8	79.6	80.0	81.3	80.5
Chitradurga	84.0	84.0	84.0	.	92.0	92.0	.	.	.	.	.	.	100.0	.	100.0
Bangalore Division	74.7	76.5	75.7	72.4	76.6	74.5	.	84.0	84.0	82.0	76.8	79.6	80.9	81.3	81.1
Grand Total	75.4	78.3	76.7	75.6	74.4	75.0	71.3	75.6	73.3	78.1	76.6	77.4	81.9	78.0	80.0

Note: M - Male F - Female T - Total

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



The test for the Kannada language of 2nd standard as indicated in the graph 5.4 shows that OBC are ahead followed by SC and Others. STs and Minorities are trailing marginally.



The district wise table 5.3 for the same shows that, female children in all the social categories have scored well than their male counterparts.

Table: 5.3 Average Marks: Kannada 2

District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	77.1	79.8	79.0	83.0	79.1	80.3	79.3	76.0	77.3	74.0	79.0	76.6	79.7	80.8	80.0
Bijapur	73.3	78.0	75.2	.	.	.	60.0	.	60.0	68.0	.	68.0	78.7	76.0	77.6
Belgaum Division	76.0	79.6	78.3	83.0	79.1	80.3	76.6	76.0	76.2	73.4	79.0	76.2	79.6	80.0	79.7
Raichur	73.6	73.9	73.7	64.6	67.8	66.0	64.0	73.1	68.3	70.3	75.1	73.1	70.7	69.7	70.2
Gulbarga	67.0	67.4	67.3	.	.	.	72.0	.	72.0	86.7	86.0	86.4	76.0	.	76.0
Gulbarga Division	72.5	72.2	72.3	64.6	67.8	66.0	65.1	73.1	68.6	72.1	75.8	74.2	71.3	69.7	70.6
Mysore	77.4	76.6	77.0	67.7	80.0	74.5	66.0	82.0	74.0	75.2	75.4	75.3	77.8	83.3	80.0
Hasan	80.8	82.4	81.6	.	.	.	.	.	.	78.9	87.3	81.9	.	88.0	88.0
Mandya	80.8	.	80.8	.	.	.	.	.	.	83.0	78.8	80.7	.	86.7	86.7
Mysore Division	78.3	77.3	77.8	67.7	80.0	74.5	66.0	82.0	74.0	78.2	78.0	78.1	77.8	85.5	82.4
Tumkur	77.1	77.2	77.1	68.0	76.6	73.2	62.0	61.1	61.3	80.6	78.8	79.8	74.8	74.1	74.4
Chitradurga	68.0	88.0	78.0	.	94.0	94.0	.	92.0	92.0	.	96.0	96.0	.	88.0	88.0
Bangalore Division	76.9	77.5	77.2	68.0	77.9	74.1	62.0	65.0	64.4	80.6	79.3	80.0	74.8	74.8	74.8
Grand Total	76.3	76.6	76.5	67.6	76.7	72.6	68.2	72.5	70.6	76.1	78.1	77.1	75.7	76.4	76.1

Note: M - Male F - Female T - Total



On the whole it appears that in case of learning levels in Kannada language one finds some sort of similarity across different social groups. This probable speaks or brings out the fact that Nali Kali is pushing forward the socially disadvantaged groups into the main stream.

The similar picture for Mathematics is presented in the graph 5.5. It can be observed that OBC, Others, Minorities and SC are around 82 to 83 per cent and ST is just behind with about 81 per cent. This speaks about the better performance of the students belonging to the backward categories vis-à-vis the better off category.

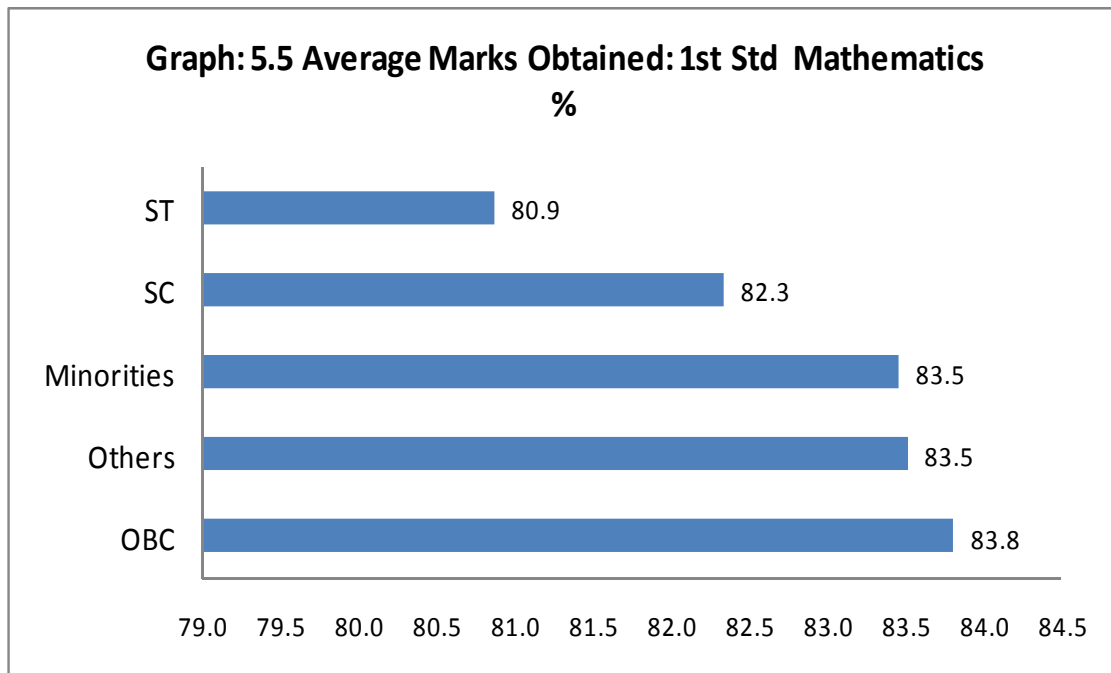


Table 5.4 gives the picture for the districts chosen. We can note from the table that female children are doing well in the SC, ST, and OBC categories than the male students.

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



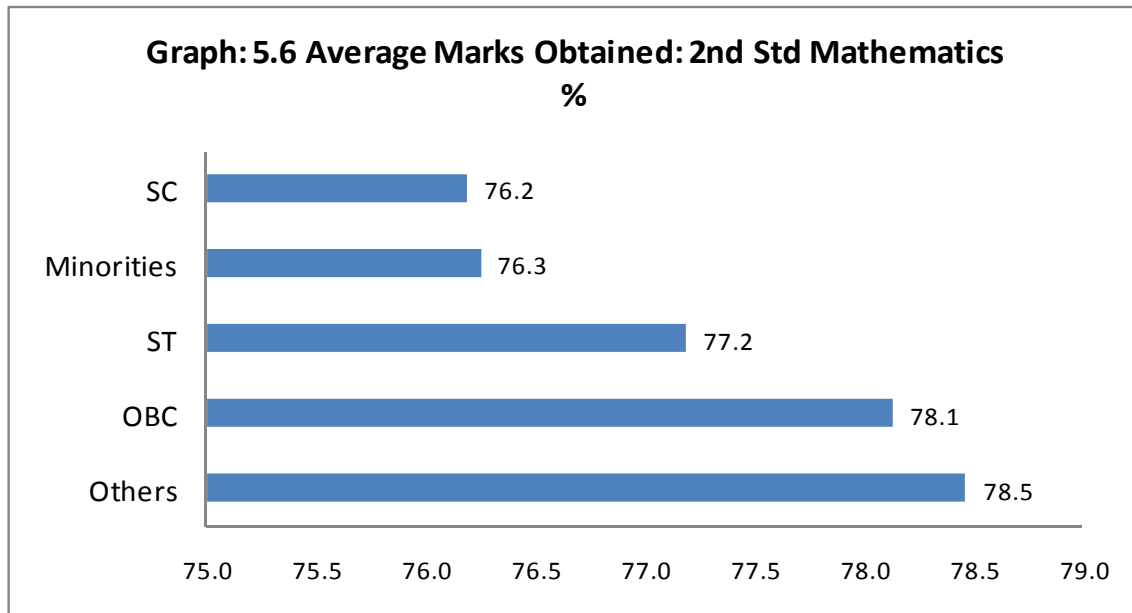
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Table: 5.4 Average Marks: Maths 1

District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	79.1	80.3	79.7	89.0	83.3	85.6	91.0	76.8	80.9	77.5	82.5	80.1	89.7	84.2	86.3
Bijapur	75.0	52.0	70.4	.	.	.	.	84.0	84.0	73.3	74.0	73.6	86.0	70.0	80.7
Belgaum Division	78.2	78.4	78.3	89.0	83.3	85.6	91.0	77.5	81.1	77.0	81.9	79.5	88.8	82.9	85.4
Raichur	81.0	80.0	80.5	81.2	81.5	81.4	88.0	81.2	84.4	81.7	82.8	82.3	87.4	83.2	84.1
Gulbarga	81.3	86.7	84.0	.	.	.	78.0	.	78.0	77.3	86.0	80.8	84.0	80.0	81.0
Gulbarga Division	81.1	80.7	80.9	81.2	81.5	81.4	86.2	81.2	83.8	81.2	83.0	82.2	87.0	82.9	83.8
Mysore	83.7	81.8	82.8	74.9	81.8	77.7	94.7	80.0	91.0	87.1	83.7	84.9	75.0	89.5	84.7
Hasan	80.0	80.0	80.0	76.0	100.0	88.0	.	94.0	94.0	92.0	84.0	89.3	84.0	88.0	86.4
Mandya	82.0	88.0	84.0	.	.	.	.	.	.	91.4	93.3	92.2	88.0	92.0	90.0
Mysore Division	83.1	81.9	82.6	74.9	82.6	78.0	94.7	89.3	92.0	89.9	86.0	87.9	79.4	89.3	85.7
Tumkur	82.6	86.2	84.4	86.4	84.4	85.1	80.0	82.0	81.0	87.6	86.0	86.9	81.4	79.6	80.4
Chitradurga	100.0	100.0	100.0	.	74.0	74.0	.	80.0	80.0	84.0	.	84.0	.	76.0	76.0
Bangalore Division	83.1	86.6	84.8	86.4	83.4	84.4	80.0	81.6	80.9	87.5	86.0	86.9	81.4	79.4	80.3
Grand Total	81.9	82.8	82.3	78.9	82.6	80.9	87.1	80.7	83.5	83.6	84.0	83.8	84.5	82.9	83.5

Note: M - Male F - Female T - Total

In case of learning levels of Mathematics at the 2nd standard level, one can observe from the graph 5.6 that the students belonging to Others category have scored on an average 78.5 per cent marks, other backward categories are not far behind and they are trailing behind by just about 2 percentage points. So in case of Mathematics also we can note that the impact of the program seems to be same across the board, which is really encouraging.



EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



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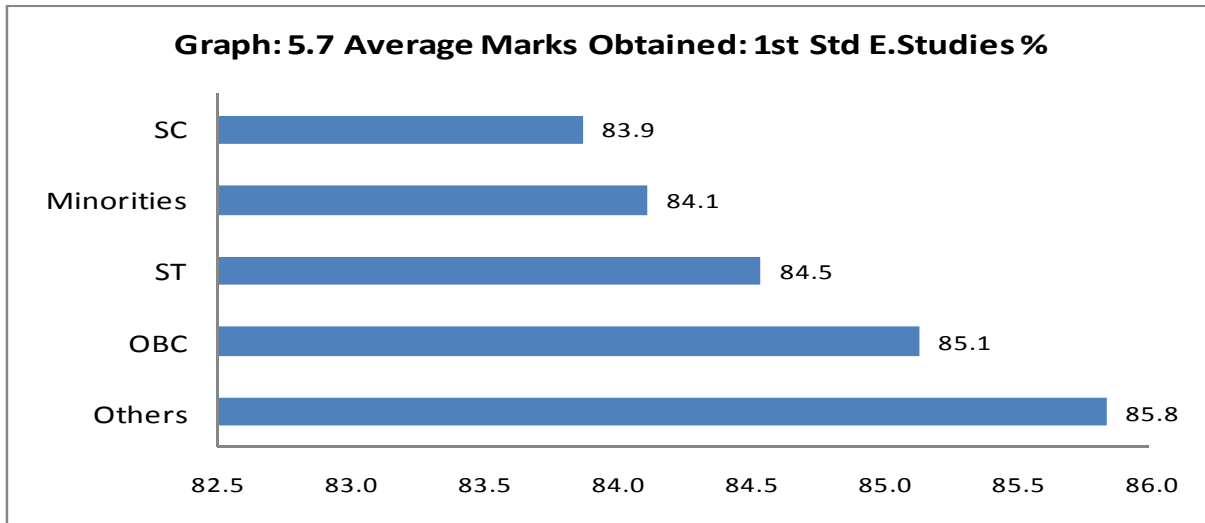
As far as mathematics at the 2nd standard is concerned, the district wise picture shows that male students are doing well except in the case of Others category. Table 5.5 shows the district wide performance.

Table: 5.5 Average Marks: Maths 2

District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	77.1	76.3	76.6	74.5	86.3	80.0	77.0	72.8	74.7	81.4	77.8	79.5	78.7	80.0	79.3
Bijapur	74.0	70.7	72.0	.	60.0	60.0	92.0	.	92.0	73.0	72.0	72.8	72.0	.	72.0
Belgaum Division	76.4	75.3	75.7	74.5	83.0	78.8	78.7	72.8	75.6	80.7	77.7	79.2	77.0	80.0	78.3
Raichur	80.5	69.1	73.7	77.6	74.4	76.3	74.7	74.7	74.7	78.5	70.1	74.5	82.1	71.1	76.8
Gulbarga	92.0	68.0	77.6	.	.	.	88.0	52.0	70.0	72.0	76.0	73.3	64.0	96.0	74.7
Gulbarga Division	81.7	69.0	74.1	77.6	74.4	76.3	76.6	72.9	74.2	77.8	70.5	74.4	80.0	72.8	76.6
Mysore	76.9	82.3	79.9	76.6	75.9	76.2	76.0	80.0	78.0	74.1	78.9	77.3	73.7	91.3	81.8
Hasan	72.0	84.0	78.9	88.0	.	88.0	100.0	.	100.0	90.7	90.3	90.5	92.0	80.0	88.0
Mandya	.	87.4	87.4	.	.	.	.	.	.	80.8	80.0	80.4	.	80.0	80.0
Mysore Division	76.3	83.4	80.6	77.0	75.9	76.4	92.0	80.0	89.0	79.5	80.9	80.3	77.8	88.5	82.8
Tumkur	74.0	72.0	73.1	81.5	75.7	77.7	73.0	92.0	76.8	78.8	76.8	77.7	76.0	79.3	77.5
Chitradurga	68.0	94.0	85.3	96.0	100.0	98.0	.	.	.	76.0	.	76.0	80.0	100.0	90.0
Bangalore Division	73.8	73.3	73.6	82.6	76.6	78.7	73.0	92.0	76.8	78.7	76.8	77.7	76.2	80.5	78.2
Grand Total	76.4	76.0	76.2	77.9	76.5	77.2	78.8	73.9	76.3	79.3	77.1	78.1	77.7	79.4	78.5

Note: M - Male F - Female T - Total

In case of Environmental Studies - 1 again one can note from the graph 5.7 that Others, OBC, ST, and Minorities are sailing at the same level i.e. in the percentage level of 84 to 86. SCs are marginally behind with 83.9 per cent which can be considered as belonging to the same category of performance as well.



EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



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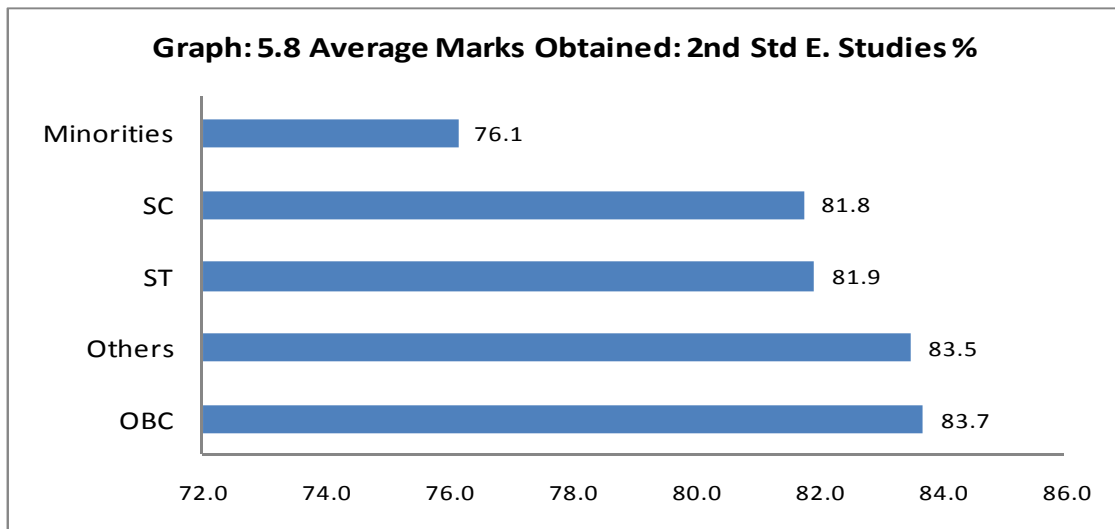
The district wise scenario of the same as depicted in the table shows that in case of SC and OBC female children are ahead than the males. On the whole the performance of all children seem to be satisfactory.

Table: 5.6 Average Marks: Environmental Studies 1st Std

District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	82.3	90.0	87.0	100.0	90.0	92.0	85.7	76.7	84.1	87.0	88.0	87.5	94.5	88.8	92.4
Bijapur	.	75.0	75.0	.	.	.	90.0	.	90.0	78.3	78.0	78.1	90.0	86.7	88.0
Belgaum Division	82.3	87.8	85.8	100.0	90.0	92.0	86.0	76.7	84.4	86.5	87.0	86.8	94.1	88.4	91.8
Raichur	80.2	85.0	82.3	81.9	79.4	80.6	82.2	85.6	83.3	75.0	77.2	76.1	84.7	79.7	82.5
Gulbarga	78.3	75.0	77.5	.	.	.	87.5	65.0	80.0	78.3	80.0	79.3	65.0	67.5	66.7
Gulbarga Division	80.0	84.4	81.8	81.9	79.4	80.6	82.8	83.3	83.0	75.3	77.6	76.4	83.8	78.2	81.2
Mysore	85.6	86.0	85.7	87.4	84.7	85.8	76.3	60.0	73.0	87.6	90.2	89.1	80.0	85.0	82.3
Hasan	80.0	100.0	90.0	.	75.0	75.0	.	.	.	73.8	80.0	77.2	78.3	100.0	83.8
Mandya	82.5	88.3	86.0	.	.	.	.	.	.	92.8	90.6	91.7	80.0	70.0	75.0
Mysore Division	85.2	87.1	85.9	87.4	84.5	85.6	76.3	60.0	73.0	87.3	88.9	88.2	79.6	85.0	81.9
Tumkur	82.6	82.7	82.7	86.2	81.3	83.8	89.5	97.5	90.8	86.5	89.4	87.6	87.7	85.2	86.0
Chitradurga	.	.	.	.	.	.	.	.	.	.	95.0	95.0	.	100.0	100.0
Bangalore Division	82.6	82.7	82.7	86.2	81.3	83.8	89.5	97.5	90.8	86.5	89.8	87.8	87.7	85.8	86.4
Grand Total	82.7	85.2	83.9	86.0	83.4	84.5	84.7	82.3	84.1	84.3	86.0	85.1	87.3	84.4	85.8

Note: M - Male F - Female T - Total

Test for the Environmental Studies for the 2nd standard shows that students belonging to Others and OBC are slightly ahead that SCs and STs. Minorities were trailing behind, but at the same time they scored 76 per cent which is not so bad (graph 5.8).



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The district wise scenario in this case as depicted in table 5.7 shows that females are scoring higher marks in all categories except Others category. It is also satisfying to note that the scores are on the higher side which speaks about the efficacy of the program.

Table: 5.7 Average Marks: Environmental Studies 2nd Std

District/Division	SC			ST			Minorities			OBC			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	81.0	84.5	83.3	78.8	91.0	85.6	66.7	85.9	77.3	87.1	84.6	85.9	90.3	81.3	84.7
Bijapur	72.5	87.5	76.3	.	.	.	.	.	.	75.0	63.3	66.3	78.3	85.0	81.0
Belgaum Division	76.4	85.0	80.9	78.8	91.0	85.6	66.7	85.9	77.3	86.9	83.2	85.1	88.5	81.5	84.3
Raichur	77.0	79.0	77.9	77.9	74.5	75.8	74.2	70.0	72.4	75.8	80.0	78.0	75.0	80.5	78.2
Gulbarga	65.0	70.0	66.5	.	.	.	62.5	.	62.5	65.0	73.8	70.0	.	75.0	75.0
Gulbarga Division	74.6	77.9	75.9	77.9	74.5	75.8	72.7	70.0	71.6	74.7	79.2	77.0	75.0	79.6	77.9
Mysore	85.2	85.8	85.5	80.8	85.7	83.4	92.5	85.0	90.0	79.7	88.9	84.9	85.8	83.3	85.0
Hasan	96.7	100.0	97.5	90.0	.	90.0	.	.	.	85.0	93.3	90.0	80.0	88.8	85.8
Mandya	91.3	88.8	90.0	.	.	.	.	.	.	94.4	98.0	96.3	120.0	90.0	105.0
Mysore Division	87.1	86.5	86.8	81.2	85.7	83.5	92.5	85.0	90.0	85.2	92.2	89.1	88.3	86.9	87.6
Tumkur	81.4	83.3	82.3	86.2	84.2	85.3	80.0	83.0	81.7	83.3	83.0	83.2	79.3	85.8	83.0
Chitradurga	75.0	80.0	77.5	.	.	.	.	.	.	.	.	.	.	90.0	90.0
Bangalore Division	81.2	83.2	82.1	86.2	84.2	85.3	80.0	83.0	81.7	83.3	83.0	83.2	79.3	86.3	83.4
Grand Total	80.3	83.4	81.8	81.6	82.2	81.9	73.2	79.4	76.1	83.2	84.2	83.7	84.0	83.1	83.5

Note: M - Male F - Female T - Total

In sum one can say that the social categories of different nature have been performing on a similar footing in different subjects. This probably disproves the general belief that the backward classes would be far behind the achievement levels of other categories in different subjects. Similarly the difference between male and female performance is also not much different.



5.2 Documentation of Progress of Children

The issue of recording progress by the students as well as teachers indicates that they have been doing their job satisfactorily. However marginal improvement is desired in the districts of Gulbarga and Uttara Kannada.

Table: 5.8 Recording Progress of Students in Sample Schools (%)				
District/Division	Pragati Nota	Pragati Patra	Half Yearly/Annually Marks Card	Others
Uttara Kannada	98.3	97.4	84.6	13.7
Bijapur	100.0	100.0	100.0	0.0
Belgaum Division	98.6	97.9	87.2	11.3
Raichur	100.0	100.0	96.8	6.4
Gulbarga	94.1	100.0	97.1	0.0
Gulbarga Division	98.4	100.0	96.9	4.7
Mysore	100.0	100.0	93.0	7.0
Hasan	100.0	100.0	96.1	3.9
Mandya	100.0	100.0	86.7	3.3
Mysore Division	100.0	100.0	92.8	5.1
Tumkur	100.0	100.0	97.5	3.3
Chitradurga	100.0	100.0	100.0	0.0
Bangalore Division	100.0	100.0	97.8	3.0
Grand Total	99.3	99.3	93.5	6.1

5.3 Factors Influencing Effectiveness of Nali Kali

In order to know the effectiveness of the Nali Kali program an attempt was made to know the average achievement of the students vis-à-vis the experience of the teachers. From the graph below one can observe that as the experience increased the average scoring of the students' keeps increasing. Thus, the old belief that experienced teachers are better in managing the transactions within the class is supported by this analysis. The following graph (5.9) and table (5.9) would explain the facts as discussed above.

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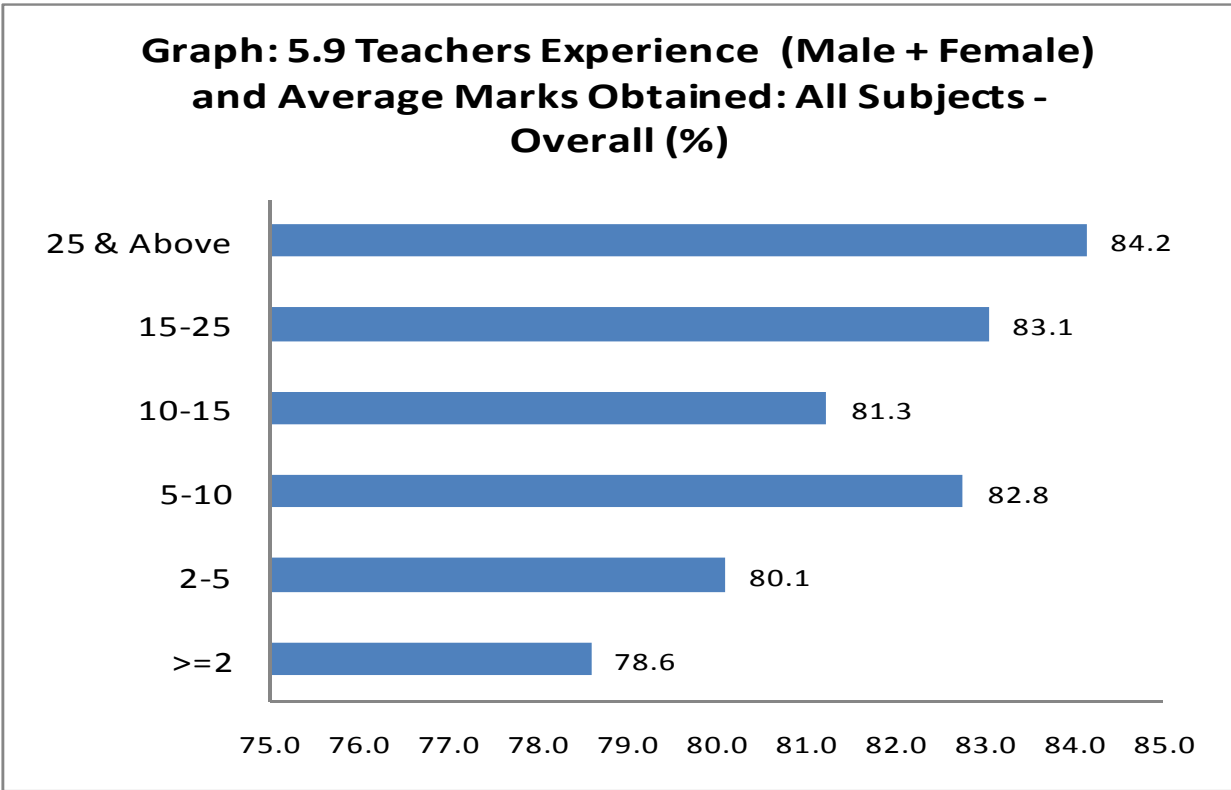


Table: 5.9 Teachers Experience and Average Marks Obtained: All Subjects -Overall (%)

District/Division	>=2			2-5			5-10			10-15			15-25			25 & Above		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Uttara Kannada	80.5	86.9	84.4	93.5	84.4	86.5	89.0	86.6	88.0	88.0	79.4	83.6	90.1	81.2	85.3	.	97.3	97.3
Bijapur	70.7	55.8	67.0	62.1	71.8	68.5	78.7	92.0	82.1	83.0	80.0	81.5	80.9	81.5	81.0	.	.	.
Belgaum Division	76.3	82.5	79.4	83.0	81.6	82.0	87.3	87.1	87.2	87.4	79.5	83.3	88.2	81.3	84.7	.	97.3	97.3
Raichur	73.3	79.8	77.3	72.2	70.4	71.3	70.4	79.2	75.2	74.8	77.2	76.0	72.3	68.8	70.8	.	82.7	82.7
Gulbarga	62.0	96.0	70.5	78.5	69.4	72.5	.	.	.	63.5	74.2	73.0	77.2	80.3	77.9	.	.	.
Gulbarga Division	70.9	80.7	76.5	74.3	69.9	71.8	70.4	79.2	75.2	74.0	76.2	75.3	74.4	71.7	73.4	.	82.7	82.7
Mysore	78.9	85.2	83.6	77.0	79.9	79.6	75.7	82.6	79.4	80.4	84.9	82.6	79.0	82.7	80.9	.	83.0	83.0
Hassan	.	.	.	73.0	88.0	80.5	79.6	85.5	84.5	83.2	84.1	83.8	88.2	89.2	88.8	85.3	67.0	79.2
Mandya	.	.	.	87.1	92.2	89.3	84.8	.	84.8	84.7	87.0	85.8	89.0	59.0	85.2	88.9	.	88.9
Mysore Division	78.9	85.2	83.6	83.1	84.0	83.7	78.1	83.8	81.4	82.4	85.0	83.8	86.8	85.4	86.2	86.5	79.0	82.2
Tumkur	.	81.6	81.6	82.5	82.2	82.3	78.5	84.3	81.0	80.9	80.4	80.7	82.6	81.7	82.0	93.0	82.6	87.8
Chitradurga	.	.	.	.	96.0	96.0	.	91.5	91.5	.	98.3	98.3	.	85.1	85.1	.	81.5	81.5
Bangalore Division	.	81.6	81.6	82.5	84.2	83.8	78.5	85.8	82.0	80.9	82.6	81.7	82.6	82.0	82.2	93.0	81.9	84.6
Group Total	73.2	81.9	78.6	79.9	80.2	80.1	80.9	84.8	82.8	81.9	80.7	81.3	84.3	81.9	83.1	88.1	82.4	84.2



The distance of the schools to the BRC was also examined vis-à-vis the overall performance of the students. One can observe from the table below that this factor has very little impact on the students' performance. However those schools which are placed in very remote areas have not performed well as compared to those in the vicinity of BRCs. This needs a relook and better coordination could be achieved to bring them on par with other schools. The following table (5.10) depicts the information on the above discussion.

District/Division	0-10	11-20	21-30	31-40	41 & Above	Total
Uttara Kannada	83.7	86.0	86.4	86.8	.	85.4
Bijapur	86.1	73.2	73.5	69.7	80.3	76.9
Belgaum Division	84.0	84.0	84.0	85.5	80.3	84.1
Raichur	75.6	74.7	77.0	79.9	69.2	75.6
Gulbarga	77.3	70.7	74.5	63.8	76.5	73.3
Gulbarga Division	75.9	73.9	76.4	75.3	71.6	75.1
Mysore	81.0	81.2	84.9	78.5	.	81.4
Hassan	88.5	84.2	78.4	81.3	.	85.2
Mandya	81.5	88.1	88.9	84.1	90.0	86.5
Mysore Division	84.5	83.5	84.1	80.4	90.0	83.8
Tumkur	81.8	79.4	83.9	81.0	82.0	81.5
Chitradurga	86.1	92.8	99.0	.	.	90.0
Bangalore Division	82.3	80.2	84.9	81.0	82.0	82.2
Group Total	81.9	80.6	82.7	81.4	76.2	81.6

Next issue that was examined as far as effectiveness of the Nali Kali is concerned is the size of the class. The common sense tells us that lesser the number of students better would be the performance of the students. This view is supported by the data as well. In the following graph (5.10) and table (5.11) for example one can note that in class which had the size of ≤ 10 students the overall average performance of the students in all subjects taken together was 83.6 per cent. The respective figures for class size of 11-20, 21-30 and 31& above are 80.1, 80.7 and 77.8 per cent. Thus, the message that emerges clearly indicates to reduce the size of the classes wherever it has crossed the limits.

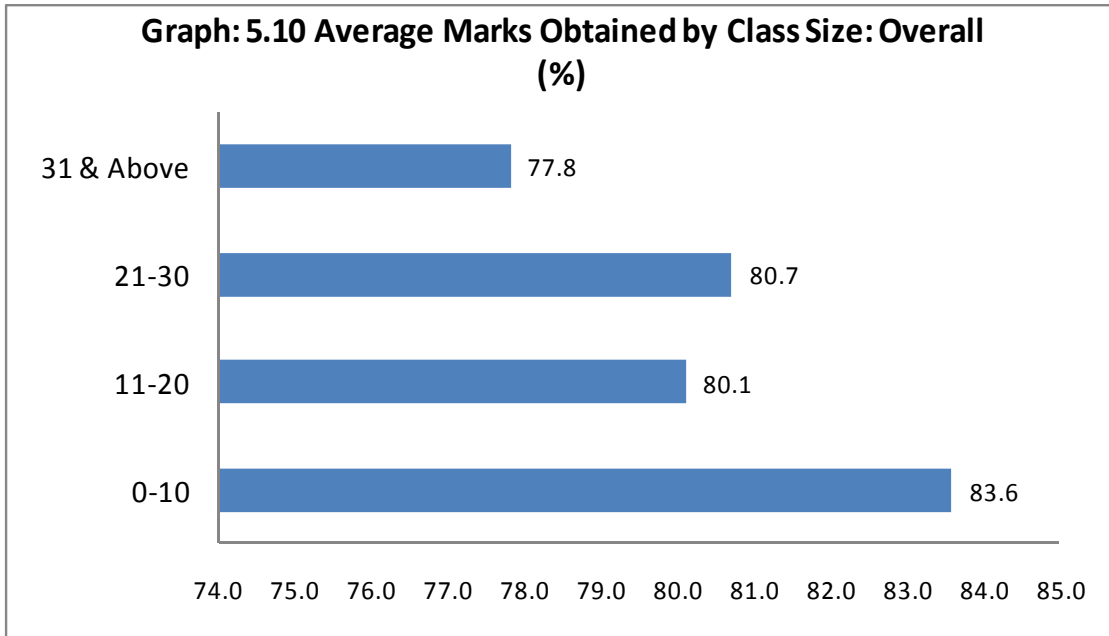


Table: 5.11 Average Marks Obtained by Class Size

District/Division	0-10	11-20	21-30	31 & Above	Total
Uttara Kannada	87.1	80.3	82.0	77.8	85.4
Bijapur	77.8	71.7	.	.	76.9
Belgaum Division	85.5	76.0	82.0	77.8	84.1
Raichur	74.6	73.6	77.1	76.8	75.6
Gulbarga	69.4	77.6	74.3	72.7	73.3
Gulbarga Division	73.1	74.7	76.9	76.2	75.1
Mysore	82.7	82.0	82.6	77.2	81.4
Hassan	84.8	88.0	83.5	82.7	85.2
Mandya	86.5	.	.	.	86.5
Mysore Division	85.1	84.0	82.7	77.6	83.8
Tumkur	82.2	82.3	80.4	79.2	81.5
Chitradurga	90.1	85.1	87.0	95.2	90.0
Bangalore Division	82.9	82.4	80.8	82.9	82.2
Grand Total	83.6	80.1	80.7	77.8	81.6

Once can observe from the table 5.12 that there seems to be very insignificant relationship between the performance of the students and the visits by the officials to the schools.

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Table: 5.12 Average Marks Obtained by No of Visits by Dept. Officers to Nali Kali Schools					
District/Division	0-5	6-10	11-15	16-20	21 & Above
Uttara Kannada	86.3	87.4	86.5	77.2	82.7
Bijapur	74.2	78.1	84.8	.	.
Belgaum Division	82.4	85.9	86.4	77.2	82.7
Raichur	70.5	74.8	77.0	75.0	82.9
Gulbarga	72.0	71.3	77.0	82.8	75.0
Gulbarga Division	70.8	73.9	77.0	76.0	80.5
Mysore	87.8	83.1	79.6	80.9	86.9
Hassan	86.9	81.0	89.0	84.3	85.6
Mandya	86.8	86.6	85.0	89.2	.
Mysore Division	87.1	83.6	82.7	84.2	85.7
Tumkur	76.0	83.5	80.5	81.9	83.4
Chitradurga	.	77.8	90.7	93.9	89.6
Bangalore Division	76.0	83.3	81.4	83.9	84.8
Grand Total	78.8	81.9	82.0	81.4	83.5

One can observe that as the experience increases the average scoring of the students' keeps increasing. Thus, the old belief that experienced teachers are better in managing the transactions within the class is supported by this analysis. The performance is also better where the class rooms accommodate smaller number of children. Thus small is beautiful is proved by the analysis.



CHAPTER 6

CASE STUDIES OF SELECTED SCHOOLS

We have chosen Raichur district as the poorly performing and Uttar Kannada district as a better performing district. The classification is based on performance of districts mainly on pre-preparation, class room activities, and students' performance. We have also considered field observations for choosing the districts. We have not considered some of the districts which are having less number of sample units.

1. Better Performing LPS Rural School: GLPS, Chilkargi

Government lower primary school, Chilkargi is situated at Manvi Taluk of Raichur district. The school is situated at a distance of 60 kilometers from Block Resource center and somewhat difficult to reach. It is seven kilometers away from Cluster resource center and is easily reachable. There are 28 students in Nali Kali classroom. All required pre-preparations have been made to teach under Nali-Kali system. The school has been provided with all learning materials for Nali-Kali system of training. There is no need for replacement of any material. The teachers have collected all required learning materials to teach under Nali-Kali system. The CRP has visited the school on four occasions and has given suggestion about Tattogalu. BRP has also visited the school for two times and has given suggestion about teaching under Nali-Kali system. ECO has also visited the school. During the year SDMC Conference was held and there was discussion about Nali-Kali system. They have participated in pre-preparation of Nali-Kali classroom and opined positively about Nali-Kali system. All these factors have resulted in the better performance at the school.

2. Poorly Performing Rural LPS School: GLPS Malkapur Camp

Government lower primary school Malkapur is situated at Shri Venkateshwar Camp in Sindhanoor taluk of Raichur District. The school is situated at a distance of 20 kilometers from Block Resource Center and it is difficult to reach from BRC and easily reachable from CRC. With respect to Nali Kali, it seems the school is not performing well. There are only two students (Boys-2) for 1st standard and 8 students (Boys-5 Girls-3) for 2nd standard in the Nali Kali class. The teacher has not taken any interest in implementing the program. The teaching and learning



activities are not taking place according to Nali Kali framework. Students are very poor in their performance. Though, there are many problems with respect to Nali Kali, the teacher has not taken any help either from helpline or from other local resource persons. No official has visited the school except CRP. Thus, the neglect on the part of the teacher and the officials has resulted in the poor performance.

3. Better Performing Rural HPS School: GHPS Budinal

Government higher primary school Budinal is situated at rural area of Devadurga taluk of Raichur District. The school is situated at a distance of 25 kilometers from Block Resource center and 13 kilometers from Cluster Resource center and is not easily accessible. It has all the required facilities except Play ground and Computers. Only one teacher is handling the Nali Kali class because of teachers' shortage in the school, though there are 48 students. All the pre-preparatory and teachers' and students works have been done by the teachers and he has also collected the required teaching materials. The school has been provided with all materials for Nali-Kali system of training and there is no need of replacement of any materials. The school has been taken the use of free help line from BRC because of numerical and diagram mistakes in the text book, and it seems the suggestions were quite useful. The CRP has visited the school on three occasions and has given suggestion about learning steps and it was found to be useful. The SDMC attitude is positive.

4. Poor Performing Rural HPS School: GHPS Yardon

GHPS Yardon School is situated at Laxmi Camp in Lingsugur taluk of Raichur District. The school is situated at a distance of 10 kilometers from Block Resource Center and 6 kilometers from Cluster Resource Center and is easily reachable. It seems that with respect to Nali Kali, the school is not performing well. The Nali Kali preparatory works have not been done i.e. preparations such as division of black boards for each children and their name written, preparation puppet, arrangements of learning cards, learning steps, and Pragati Nota. The teachers were unable to collect learning materials such as Puppet screen, Beejagalu/Kallugalu, Kaddigalu/Kattugalu Maniglu. Teachers have still been experiencing problems in managing the multi-level and multi-class as they have reported. Though children's strength is more, they have



not made any division of Nali Kali classes. Teachers have not taken any help from the resource persons for solving their problems. The teachers felt, the CRPs suggestion about “Tatte Chalane” has been helpful. It seems the SDMC is also not much interested about the Nali Kali though it has positive attitude about the programme.

5. Better Performing Urban HPS School: Govt.Model HPS Girls School, Devadurga

Government Higher Primary Girls School is situated at Devadurga pattana in Devadurga taluk of Raichur District. In this school, the Nali Kali programme has been implemented very well. There are two Nali Kali divisions in the school and both are found performing better. Pre-preparatory and teachers’ and students’ activities have been completed in a satisfactory manner. The school has been provided with all the learning materials at right time. All the teaching materials have been collected by the teachers. All the students achieved more than the expected learning skills. All the officials including DDPI, BEO, ECO, BRC, BRP and CPR have visited the school. The state officials have also visited the school. Teachers are well trained, interested and having experience of about 15 years. The school has all the facilities including computers. Students are very much interested in Nali Kali class. The overall development of the personality of the children is observed. The teacher has also taken the suggestion of CRP. The trained teachers have attended more number of Satellite and Samalochana meetings. It also seems that SDMC is also more interested in Nali Kali. During the year 6 SDMC conferences were held. In which on four occasions there were discussions on Nali-Kali system. They have participated in preparation of Nali-Kali system for two times and they have not opined about Nali-Kali system.

6. Poorly Performing Urban HPS School: GHPS, Ventakrayan Peth, Mudugal

GHPS, Ventakrayan Peth is situated in Mudugal town. This is 20 KMs from taluk headquarter and is easily accessible. The school is having almost all infrastructures, except Computers and Laboratory. There are two Nali Kali divisions consisting of 78 students. Multi-class and group teaching have not been adopted in the Nali Kali classes. 1st standard and 2nd standard classes are being taken separately at the time of visit. Students are not capable to identify the logos and do their learning activities. This may be due to more number of students in the class. It also seems that though the Nali Kali teachers are experienced and attended training,



they are not interested in Nali Kali teaching method. The students progress is poor i.e. they have not achieved expected learning. Students' workbooks are also used partly. Though there are many visits by the officers, these problems have gone unnoticed. The SDMC has also not taken any care for this.

7. Better Performing Rural LPS School: GHPS, Achanalli

Government Lower Primary School Achanalli is in Dodnalli cluster in Sirsi Taluk of Uttara Kannada District. The school is situated at a distance of 14 kilometers from taluk head quarter and it is somewhat difficult to reach the school from BRC. It seems that the school is performing well in terms of implementation of Nali Kali. The school teacher is the key person in the success of Nali Kali. The Nali Kali class has only 10 students consisting of more number of girls. Four students belong to SC and minority category. All the required preparations have been made. The school has been provided all materials for Nali-Kali system. The teachers have collected all required materials. The school doesn't need free Help line. And the attendance is 100%. The CRP has visited the school on eight occasions and has given suggestion about management of the class, which has been useful. BRC has also visited the school and has given suggestion to maintain the class without making noise, which has been useful. ECO has also visited the school and has given suggestion to write students name on black board. And BEO has also visited the school. During the year 7 SDMC conferences were held, in which on three occasions, there was discussion on Nali-Kali system. They have not participated in preparation of Nali-Kali system. And their opinion was positive about Nali-Kali system.

8. Poorly Performing Rural LPS School: GLP, Hirekaijaddi

GLP, Hirekaijaddi is in Yallapur taluk of Uttar Kannada district. It is situated at the distance of 36 kilometers from BRC and 10 kilometers from CRC. It seems that the school is not performing well in terms of teaching of Nali Kali. This is a single teacher school and the teacher has to teach all the classes. Though the teacher is experienced, trained and interested, he is unable to teach in Nali Kali mode. Nali Kali class is not being conducted in a separate room and preparatory works have not been done. Students are not able to identify the Logos. Though the government has provided all the learning materials, they are of no use to students. Students'



workbooks have been used partly. Though officers have given many suggestions, they are of no use because of teachers problems.

9. Better Performing Rural HPS School: GHPS, Gundolli

GHPS Gundolli is situated at Haliyal Taluk of Uttara Kannada district. This is an old school and is situated at a distance of 15 kilometers from Block Resource Center as well as from Cluster Resource Center and is easily reachable. There are two divisions of Nali Kali class consisting of 70 students. Two teachers teach under Nali-Kali framework. All required pre-preparations and teachers' and students' works have been made. The school has been provided with all learning materials at right time. The teachers have collected all required learning materials. The student's performance is very good in terms of average steps covered, personality development and overall marks. More number of officers' visits has been observed. The CRP has visited the school on three occasions and has given suggestions about Puppet show. BRP has visited the school on three occasions and has given suggestion about making group activities. BEO has also visited the school on four occasions and has given suggestion about reading by making arrangements of alphabetic. And all the suggestions are useful. Teachers are experienced and interested in Nali Kali. Teachers have attended the meetings, trainings and samalochana meetings.

10. Poorly Performing Rural HPS School: GHPS, Yadoga

Government higher primary school Yadoga situated at Haliyal Taluk of Uttara Kannada district. The school is situated at a distance of five and zero kilometers from Block Resource Center and Cluster Resource Center respectively and is easily reachable. It seems that the school is not performing well in implementing Nali Kali. The school has two Nali Kali divisions consisting of 19 children. Teachers' and children's works are properly done. Pragati nota and weather charts are not there. Students are not filling weather chart 3 times a day. Students are identifying their learning steps and they have not completed the expected learning. Students have partially used the workbooks and the written work is also not satisfactory. Most of the students' mother tongue is Marathi. Therefore, , the teacher is facing the language problem in teaching. The school has received all the Nali Kali materials. Many officials have visited and suggested to



improve the working of Nali Kali. But improvements have not been observed. SDMC attitude is negative. And the remedy for this is to speak much in Kannada language. There is no availability of learning roof and crafts, weather chart. Pragati Nota has not been hanged properly so that students can get them easily. Every student is unable to identify his/her learning level in Pragati Nota with that he is unable to understand the logo of future activities in the learning ladder, with related teaching ladder materials by sitting in the related group, and they are unable to keep learning kit in its position after sitting in related group. There is no availability of Belli chukka and Pragati Patra.

11. Better Performing Urban HPS School: Govt. Model Girls H.P.S, Haliyal

Government Model higher primary school, Haliyal is situated at Haliyal Taluk of Uttara Kannada district. The school is situated at a distance of 0.5 kilometers from Block Resource Center and Cluster Resource Center respectively and is easily reachable. The school is performing well with respect to Nali Kali program. There are two divisions of Nali-kali with two woman teachers trained for Nali-Kali system. There are 29 and 27 students in each division respectively. All required pre-preparations have been made for teaching in Nali-Kali system and school has been provided all learning materials for Nali-Kali system of training. There is no need for replacement of any materials. Teachers have collected all required learning materials to teach in Nali-Kali system. CRP has visited the school on nine occasions and has suggested improving the project. BRP has visited the school and has suggested giving more attention at the students. BEO, DIET have also visited the school and have given suggestion to make use of learning materials and to make improvement in students learning. All the suggestions were useful. During the year only once SDMC Conference was held and they have discussed about Nali-Kali system.

12. Poorly Performing Urban HPS School: GMHPS Old Dandeli

GMHPS Old Dandeli is located in Haliyal taluk in Uttar Kannada district. There are 3 Nali Kali divisions consisting of 91 students in the school. It seems that the school is not performing well in Nali Kali teaching. Teachers and students works are not being done properly. Students' performance is also not good in terms of average steps covered and average marks obtained.



Though teachers have taken much training, they have not been found interested in teaching Nali Kali. Many officials have visited the school and suggested many things. But all the efforts are in vain.

From the above discussion following issues would deserve in getting more mileage from the program.

- More attention needs to be paid to the schools in the Tandas and Camps which seem to be the poor performing schools
- Proper divisions need to be made for Nali Kali classes with separate rooms
- Steps should be taken to increase the level of zeal of teachers with proper interventions from the concerned officials
- Need to provide additional teachers wherever there are single teachers and more number teachers where the student strength is more
- Need to change the mindset of the teachers with the fact that Nali Kali is a perpetual activity and is not going to vanish from the scene in the near future.



CHAPTER 7

FINDINGS OF THE STUDY

Based on the impact assessment of the Nali Kali program, the following discussion presents the achievement levels of the students. In this background the following messages deserve attention.

The overall performance of the students was examined in all the districts for different subjects. The following table depicts this picture.

Average Marks: Rural & Urban (All Districts)											
1st Standard						2nd Standard					
Kannada		Mathematics		E. Studies		Kannada		Mathematics		E. Studies	
Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
77.1	76.3	83	82.3	85.2	82.2	75.7	75	77.5	77.2	82.3	82.9

It can be observed from the table above that,

- The overall performance of the students shows that the students are doing well under the umbrella of Nali Kali
- Assessment in terms of average scores of the students at the 1st Standard show that rural students are doing better than their urban counterparts in subjects like Kannada, Mathematics and E. Studies
- However the similar picture for the 2nd Standard students shows that the performance levels seem to be almost similar for rural and urban students in all the subjects.
- Such a outcome can also considered satisfactory because contrary to the old belief, it is encouraging to note that rural students are on par with urban students.

The following table shows the average marks obtained by the students belonging to different social groups and the results are also presented for different gender categories.

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Average Marks by Subjects, Social Category and Sex																
Std	Subject	SC			ST			Minorities			OBC			Others		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1 st Std	Kannada	75.4	78.3	76.7	75.6	74.4	75.0	71.3	75.6	73.3	78.1	76.6	77.4	81.9	78.0	80.0
	Mathematics	81.9	82.8	82.3	78.9	82.6	80.9	87.1	80.7	83.5	83.6	84.0	83.8	84.5	82.9	83.5
	E. Studies	82.7	85.2	83.9	86.0	83.4	84.5	84.7	82.3	84.1	84.3	86.0	85.1	87.3	84.4	85.8
1 st Std	Kannada	76.3	76.6	76.5	67.6	76.7	72.6	68.2	72.5	70.6	76.1	78.1	77.1	75.7	76.4	76.1
	Mathematics	76.4	76.0	76.2	77.9	76.5	77.2	78.8	73.9	76.3	79.3	77.1	78.1	77.7	79.4	78.5
	E. Studies	80.3	83.4	81.8	81.6	82.2	81.9	73.2	79.4	76.1	83.2	84.2	83.7	84.0	83.1	83.5

The major messages from the above table can be summarized as below.

- For the subject of Kanada in the 1st standard, the ‘Others’ category is leading followed by OBC, SC, ST and Minorities. But the note worthy point is that the backward categories are not trailing behind significantly and they seem to be at par with the general category as well.
- In the 1st standard Kannada SC girls are doing well as compared to the girls belonging to the ‘Others’ category which is a positive sign as well.
- The similar picture for Mathematics at 1st standard shows that OBC, Others, Minorities and SC are around 82 to 83 per cent and ST is just behind with about 81 per cent. This speaks about the better performance of the students belonging to the backward categories vis-à-vis the better off category. Difference between ST and OBCs is between 80.9 % to 83.8 %.
- Mathematics at 1st standard: Female children are doing well in the SC, ST and OBC categories than the male students.
- In case of Environmental Studies -1, Others, OBC, ST, and Minorities are sailing at the same level i.e. in the percentage level of 84 to 86. SCs are marginally behind with 83.9 per cent which can be considered as belonging to the same category of performance as well. Difference between SC and Others is between 83.9 % to 85.8 %.



- In case of Environmental Studies - 1 SC and OBC female children are ahead than the males. SC and OBC male got 82.7 % and 84.3 respectively while the female got 85.2 % and 86.0 %.
- The test for the Kannada language of 2nd standard shows that OBC are ahead followed by SC and Others. STs and Minorities are trailing marginally. Difference between Minorities and OBCs is between 70.6 % to 77.1 %.
- Kannada language of 2nd standard: Female children in all the social categories have scored more than their male counterparts.
- In case of learning levels of Mathematics at the 2nd standard the students belonging to 'Others' category have scored on an average 78.5 per cent marks, other backward categories are not far behind and they are trailing by just about 2 percentage points. So in case of Mathematics also we can note that the impact of the program seems to be same across the board, which is really encouraging. Difference between ST and Others is between 76.2 % to 78.5 %.
- Male students are doing well except in the case of 'Others' category in 2nd standard mathematics.
- Test for the Environmental Studies for the 2nd standard shows that students belonging to 'Others' and OBC are slightly ahead than SCs and STs. Minorities were trailing behind, but at the same time they scored 76 per cent which is not so bad.
- In case of 2nd standard Environmental Studies, females are scoring higher marks in all categories except 'Others' category. It is also satisfying to note that the scores are on the higher side which speaks about the efficacy of the program.



It can be observed that the Boys and Girls in almost every domain of performance seem to be on par and the difference if any is not so significant. The students belonging to socially backward communities are also doing well as compared to the students in socially forward groups. It can also be observed that more than 80 per cent of the students are doing fine as far as learning skills are concerned.

CHAPTER 8

CONCLUDING OBSERVATIONS

It can be noted from present survey of the Nali Kali schools that the program has been implemented in the state with right earnest. The pre preparation activities have been effectively addressed. Preparation/collection of materials by the teachers was also examined and the message that has emerged shows that teachers have been doing well to serve the interests of the students. The following discussion would broadly summarize the messages that have emerged from the closer look at this innovative program.

- If one looks at the rural urban breakup of the schools it can be observed that about 88.7 schools were from the rural areas and rest were from the urban areas.
- Many teachers have received the training for imparting skills under the Nali Kali program. But this does not mean that all those who have received training have been transacting business under the Nali Kali. Thus, it is good to know that there is a buffer of ready to use teachers for any expansion of the program.
- It is also interesting to know that Nali Kali has the benefit of experienced teachers.
- On the whole it is in the interest of the Nali Kali that more number of teachers were found in the female category – 56%



- Teachers with higher levels of experience and more number of female teachers with full fledged training under the program.
- The rural urban break up of students' shows that about 87 per cent of the students are located in the rural areas and rest are found in the urban centers.
- It can be observed that about 85 per cent of the total schools surveyed are functioning in a Pucca building. This is definitely an encouraging indicator.
- Most of the schools do function in government a building (99.6 per cent) which is again a source of satisfaction.
- Out of the various facilities, the distance that need to be covered for the benefit of students include enhancing the coverage with regard to library, provision of television, girls' urinals and toilets, drinking water, computers and laboratory.

Following are the major lessons that emerged from the study.

- The Nali Kali pre preparation activities that were completed indicate that almost all the activities have been effectively completed in the sample schools. This only indicates that the pre preparation activities have received due attention by the officials and teachers managing this program.
- Attention is needed to strengthen preparation of puppets and puppet screen, separate room for Nali Kali, Display of Wachakagalu, and separate Blackboard for each child and displaying their names on it. On an average, 92.4 % of schools prepared puppets and puppet screen, 93.2 % of schools have separate room for Nali Kali, 93.7 % of schools displayed Wachakagalu and 94.4 % of schools have separate blackboards for each child and displaying their names on it. It should be noted here that a very marginal deficiency exists with regard to these activities.



- We tried to examine the Nali Kali Teachers' and Childrens' work across the classrooms. Out of the twelve indicators only three require extra attention and rest of the indicators have almost reached the desired target of 100 per cent. Attention needs to be paid to 1) Pragati Nota checking by teacher after student registers his/her progress 2) Identification of logos and naming the activities by children and 3) Writing of progress on Pragati Nota by children. These indicators have been successfully completed in 85.7 %, 85.7% and 87.3 % of schools respectively
- It can be observed that all the materials under different subjects have been effectively supplied to the selected schools. This naturally speaks about the seriousness that the administrative machinery has attached to the provision of necessary inputs to the program. Nali Kali kits have been supplied to the extent of 98.3 per cent which could well be treated as 100 per cent. Similarly Belli Chukki have also been supplied effectively to the extent of 97.6 per cent.
- Preparation/collection of materials by the teachers was also examined and the message that has emerged shows that teachers have paid sufficient attention towards the preparation of learning materials. Only two items were found to be less than 95 per cent and all others were almost near the target. Collection of Goligalu and the Puppet screen need extra attention.
- Training of teachers has received good attention and most of the teachers have received effective training. More than 91 per cent of the teachers were satisfied with the number of days of training. All the Nali Kali teachers have been attending Satellite training and Samalochana meetings which will enhance their capabilities.
- It seems that the Nali Kali figures out marginally in the meetings of SDMC. On an average 44 per cent of the meetings discussed Nali Kali related matters. However about 86 per cent of SDMC members feel that Nali Kali has made a positive impact and they wish the experiment to go on for the benefit of the children.



- As the experience increases the average scoring of the students' keeps increasing. Thus, the old belief that experienced teachers are better in managing the transactions within the class is supported by this analysis as presented in the table below.

Experience	>=2	2-5	5-10	10-15	15-25	25 & Above
Marks (%)	78.6	80.1	82.8	81.3	83.1	84.2

- The schools which are placed in very remote areas have not performed well as compared to those in the vicinity of BRCs as indicated below.

Distance (Kms)	0-10	11-20	21-30	31-40	41 & Above
Marks (%)	81.9	80.6	82.7	81.4	76.2

- The performance is also better where the class rooms accommodate smaller number of children. Thus small is beautiful is proved by the analysis as indicated in the table below

Class Size	0-10	11-20	21-30	31 & Above
Marks (%)	83.6	80.1	80.7	77.8

- Steps covered by the students as per the norms of Nali Kali have been examined for 1st and 2nd standard students. It is found that almost all the students have reached the desired target and some students have covered more than the targeted steps.
- Close observation by our investigators revealed that most of the students were enjoying the teaching method of the Nali Kali activities.
- As far as their personality development is concerned, it can be said that majority of the students were very active in performing their assigned activities, they also seem to be fearless in responding to the queries.
- One could also observe a better co-operation among themselves in helping each other and motivating those who were not moving along.



- The gender equality also was a matter of satisfaction with very little discrimination of any sort.

Issues of Concern as Expressed by Teachers

At the outset the teachers managing Nali Kali expressed their whole hearted support for the program and felt that it certainly brings qualitative change in the learning capabilities of the children. However some issues of concern surfaced during our discussion with them at the time of the survey. In this context the following deserve attention

- **In schools where there are standards up to 5th are posing problems wherever there are single teachers – need to fill up vacancies in such places**
- **If students are numbering more than 30 the load on the teachers increases and hence this needs immediate attention**
- **Special needs of hilly areas need attention. Due to sparse population some schools have the problem of scanty students and thus the problem of teacher posting. Thus, the existing teacher has to manage other classes along with Nali kali activities.**
- **Need is also felt to cater to the single room schools for creating better environment for the implementation of the program.**

Conclusion:

One feels satisfied to know 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 socially backward communities now seem to be on par with socially advanced communities. The program needs full support and encouragement in the years to come.



District wise Issues of Concern and Suggested Action Interventions

District	Issues of Concern in Nali Kali Implementation	Suggested Action Interventions
Uttara Kannada	Percentage of schools receiving learning materials in first week of July is less: It varies between 62 to 75 % for 1 st and 2 nd standards for Kannada, Mathematics and E.Studies.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	About 11% of SDMC members have negative attitude towards Nali Kali and 7 % of members have no opinion. Therefore, efforts needs to be made to create awareness among SDMC members about Nali-kali	At the school level, CRPs, Teachers and NGOs can create awareness among SDMC members. A meeting of villagers and SDMC members can be called before the re-opening of the school (i.e. in the month of May)
Bijapur	Multi-class teaching is done only in 92 % of schools	Teachers need to be oriented /enthused to perform their duties promptly. More number of officers' visits and SDMC awareness may improve the situation.
	No schools have received learning materials in first week of July for 1 st and 2 nd standards for Kannada, Mathematics and E.Studies.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	No of officer visits are less: No of visits per school by CRP, BRP and BRC are 4.3, 0.7 and 0.4 respectively which are less compared to other districts.	Officers should allocate more time to visit the schools as it will result in better performance of children.

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District	Issues of Concern in Nali Kali Implementation	Suggested Action Interventions
Raichur	Percentage of schools receiving learning materials in first week of July is less: It varies between 55 to 62 % for 1 st and 2 nd standard for Kannada, Mathematics and E.Studies.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	About 10 % of SDMC members have negative attitude towards Nali Kali and & 7 % of members have no opinion. Therefore, efforts needs to be made to create awareness among SDMC members about Nali-kali	At the school level, CRPs, Teachers and NGO can create awareness among SDMC members. A meeting of villagers and SDMC members can be called in the re-opening of the school (i.e. in the month of May)
	About 10 % of the teachers are not satisfied with the number of days of Nali Kali training: Attention needs to be paid to the teachers training, so that it would satisfy their needs. Some teachers feel that the present teaching method will not continue for long period and it is the fruitless programme. This notion needs to be transformed among the teachers.	A discussion between training providers and teachers will help in understanding the expectations of teachers and solving their problems. This will also help in removing the wrong notion about the Nali Kali programme. Number of days of training needs to be finalized after discussions with the teachers. The state level and district officers can increase the number of visits to the district and convince all the concerned about advantages and continuance of Nali-Kali.
	Students' performance is low: Students obtained 76 % of marks which is low compared to other districts. Therefore, efforts should be made to encourage the students to improve their performance.	Teachers' needs to be oriented / enthused to perform their duties and teach better and make class room transactions more effective.

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District	Issues of Concern in Nali Kali Implementation	Suggested Action Interventions
Gulbarga	No school has received learning materials in first week of July for 1 st and 2 nd standard for Kannada, Mathematics and E.Studies.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	Problems in pre-preparation of Nali Kali class rooms: The percentage of schools performing pre-preparatory arrangements varies between 75 % to 87% and remaining schools need attention. (Multi-class teaching 77.3 %, blackboards for each child 84.1%, puppet screen and puppet dolls 75.0 %, cards according to milestone 88.6 %)	Teachers need to be oriented /enthused to perform their duties promptly. More number of officers' visits and SDMC awareness may improve the situation.
	Students performance is low: Compared to other districts the performance of students is very low i.e. 73.3 %	Teachers' needs to be oriented / enthused to perform their duties and teach better.
	No of visits per school by educational officers is less compared to other districts, especially BRP, BRC, and others (except CRP)	Officers should allocate more time to visit the schools as it will result in better performance of children.
Mysore	Only 47 percent of schools received learning materials in first week of July	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	Use of work books by students is less and needs to be improved: (1.8%, 3.5 %	Workbooks should be provided to all the schools in the beginning of the academic

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	and 10.5 % of 1 st standard students have not used workbooks respectively for Kannada, Mathematics and ES: 3.5 %, 1.8 % and 5.3 % of 2 nd standard students have not used workbooks respectively for Kannada. Mathematics and ES)	year. Teachers should also take interest in getting the work done by the students.
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District	Issues of Concern in Nali Kali Implementation	Suggested Action Interventions
Hassan	Schools have not received learning materials in first week of July	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	Pre-preparation of Nali Kali Classroom needs to be improved: Percentage of schools having separate class room 98.1 %, blackboards for each child 96.2 %, Puppet screen and puppet dolls (96.2 %) and Wachakagalu at convenient place 94.3 %). The remaining schools need to be covered.	Teachers need to be oriented /enthused to perform their duties promptly. More number of officers' visits and SDMC awareness may improve the situation.
	Teachers and students works need to be improved: About 96 % of schools are performing Puppet shows and remaining need attention.	The concerned CRPs may discuss the issue with the Nali Kali teacher and head teacher in solving the problems/ difficulties pertaining to the Puppet show.
	About 10 % of the teachers are not satisfied with the number of days of Nali Kali training.	A discussion between training providers and teachers will help in understanding the expectations of teachers and solving their problems. Number of days of training needs to be finalized after discussions with the teachers.
Mandya	Only 33 % of school received learning materials in first week of July	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.

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	Use of workbooks by students is less: 6.5 %, 9.7 % and 16.1 % of 1 st standard students have not used workbooks respectively for Kannada, Mathematics and ES	Workbooks should be provided to all the schools in the beginning of the academic year. Teachers should also take interest in getting the work done by the students
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District	Issues of Concern in Nali Kali Implementation	Suggested Action Interventions
Tumkur	Only 0.8 % of schools have received learning materials in first week of July.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	Language problem in border areas: This creates problems both for teachers and students.	The schools in the border areas may think of taking extra Kannada class to improve the Kannada language among the children.
Chitradurga	Schools have not received learning materials in the first week of July.	A meeting of all the CRPs, BRPs and BRCs may be called before the beginning of the school. This will help in knowing the total requirements and also help in planning the procurement and distribution of materials to the school.
	Pre-preparation activates need to be improved: % of schools preparing Puppet screen and puppet dolls (93.3 %), Pragati Nota and Weather chart (93.3 %)	Teachers need to be oriented /enthused to perform their duties promptly. More number of officers' visits and SDMC awareness may improve the situation. The materials need to be supplied to all the schools.
	The use of workbooks by the students needs to be improved: (7.7 %, 7.7 % and 0.0 % of 1 st standard students have not used workbooks respectively for Kannada,. Mathematics and ES: and 7.7 %, 7.7 % and 0.0 % of 2 nd standard students have not used workbooks respectively for Kannada,. Mathematics and ES)	Workbooks should be provided to all the schools in the beginning of the academic year. Teachers should also take interest in getting the work done by the students



Actions Need to be Taken at Various Levels

Level of Governance	Actions Need to be taken
Cluster Level	He/She should visit frequently and supervise the pre-preparatory and teachers' and students' work and examine students' performance.
Block Level	Effectively monitor the training of the teachers, Look after the prompt supply of the materials and locate the problem schools and visit them and initiate remedial measures
District Level	Identify the problematic areas and poorly performing schools and take necessary measures including overall coordination pertaining to the inputs of the program
DIET	DIET officials need to have continuous contact with the teachers and solve their problems. They should also suggest measure to improve the quality of students.
State Programme Officials	state resource persons should enquire about the implementation of the programme in different districts. Should give important suggestions through either satellite or training programmes to poorly performing schools. Likewise, programme officers should oversee the material supply and should take necessary measures.



APPENDIX

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Table: A1 Supply of Teachers' Cards in Sample Nali-Kali Schools (% to Total Schools)

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	99.1	98.3	100.0	94.9	91.5	91.5
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	99.3	98.6	100.0	95.7	92.9	92.9
Raichur	98.9	100.0	97.9	96.8	97.9	95.7
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	99.2	100.0	98.4	97.7	98.4	96.9
Mysore	100.0	100.0	100.0	100.0	100.0	100.0
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	100.0	100.0	100.0	100.0	100.0	100.0
Tumkur	99.2	99.2	99.2	99.2	99.2	99.2
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	99.3	99.3	99.3	99.3	99.3	99.3
Grand Total	99.4	99.4	99.4	98.2	97.6	97.2

Table: A2 Supply of Students' Cards in Sample Nali-Kali Schools (%)

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	100.0	100.0	100.0	100.0	100.0	100.0
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	100.0	100.0	100.0	100.0	100.0	100.0
Raichur	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	100.0	100.0	100.0	100.0	100.0	100.0
Mysore	100.0	100.0	100.0	100.0	100.0	98.2
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	100.0	100.0	100.0	100.0	100.0	99.3
Tumkur	100.0	100.0	100.0	100.0	100.0	100.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	100.0	100.0	100.0	100.0	100.0
Grand Total	100.0	100.0	100.0	100.0	100.0	99.8

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District/Division	No of Schools		% of Schools	
	Class 1	Class 2	Class 1	Class 2
Uttara Kannada	117	117	100.0	100.0
Bijapur	24	24	100.0	100.0
Belgaum Division	141	141	100.0	100.0
Raichur	94	94	100.0	100.0
Gulbarga	34	34	100.0	100.0
Gulbarga Division	128	128	100.0	100.0
Mysore	57	57	100.0	100.0
Hasan	51	51	100.0	100.0
Mandya	30	30	100.0	100.0
Mysore Division	138	138	100.0	100.0
Tumkur	121	121	100.0	100.0
Chitradurga	13	13	100.0	100.0
Bangalore Division	134	134	100.0	100.0
Grand Total	541	541	100.0	100.0

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	100.0	100.0	100.0	99.1	99.1	99.1
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	100.0	100.0	100.0	99.3	99.3	99.3
Raichur	96.8	96.8	97.9	98.9	97.9	98.9
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	97.7	97.7	98.4	99.2	98.4	99.2
Mysore	100.0	100.0	100.0	100.0	100.0	100.0
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	96.7	96.7	100.0	100.0	93.3
Mysore Division	100.0	99.3	99.3	100.0	100.0	98.6
Tumkur	100.0	100.0	100.0	100.0	100.0	100.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	100.0	100.0	100.0	100.0	100.0
Grand Total	99.4	99.3	99.4	99.6	99.4	99.3

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Table: A5 Schools Receiving Nali-Kali Kit

District/Division	No of Schools Receiving Nali-Kali Kit	Total No of Schools	% of Schools Receiving Nali-Kali Kit
Uttara Kannada	114	117	97.4
Bijapur	24	24	100.0
Belgaum Division	138	141	97.9
Raichur	92	94	97.9
Gulbarga	34	34	100.0
Gulbarga Division	126	128	98.4
Mysore	53	57	93.0
Hasan	51	51	100.0
Mandya	30	30	100.0
Mysore Division	134	138	97.1
Tumkur	121	121	100.0
Chitradurga	13	13	100.0
Bangalore Division	134	134	100.0
Grand Total	532	541	98.3

Table: A6 Supply of Nali-Kali Kit Marga Soochi (% to Total No of Schools)

District/Division	Kannada	Mathematics	E.S
Uttara Kannada	47.9	45.3	45.3
Bijapur	0.0	0.0	0.0
Belgaum Division	39.7	37.6	37.6
Raichur	54.3	55.3	55.3
Gulbarga	2.9	2.9	2.9
Gulbarga Division	40.6	41.4	41.4
Mysore	29.8	24.6	24.6
Hasan	0.0	0.0	0.0
Mandya	23.3	23.3	23.3
Mysore Division	17.4	15.2	15.2
Tumkur	1.7	1.7	1.7
Chitradurga	0.0	0.0	0.0
Bangalore Division	1.5	1.5	1.5
Grand Total	24.8	23.8	23.8

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



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Table: A7 Supply of Teachers' Handbooks in Sample Nali-Kali Schools (%)

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	100.0	95.7	95.7	92.3	88.9	88.9
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	100.0	96.5	96.5	93.6	90.8	90.8
Raichur	100.0	100.0	98.9	100.0	100.0	100.0
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	100.0	100.0	99.2	100.0	100.0	100.0
Mysore	98.2	98.2	98.2	100.0	100.0	100.0
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	99.3	99.3	99.3	100.0	100.0	100.0
Tumkur	100.0	100.0	100.0	100.0	100.0	100.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	100.0	100.0	100.0	100.0	100.0
Grand Total	99.8	98.9	98.7	98.3	97.6	97.6

Table: A8 Supply of Learning Ladders (% to Total No. of Schools)

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	99.1	94.9	94.9	94.0	90.6	90.6
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	99.3	95.7	95.7	95.0	92.2	92.2
Raichur	98.9	98.9	100.0	98.9	96.8	98.9
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	99.2	99.2	100.0	99.2	97.7	99.2
Mysore	98.2	98.2	98.2	100.0	100.0	98.2
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	99.3	99.3	99.3	100.0	100.0	99.3
Tumkur	100.0	100.0	100.0	100.0	100.0	100.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	100.0	100.0	100.0	100.0	100.0
Grand Total	99.4	98.5	98.7	98.5	97.4	97.6

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Table: A9 Schools Receiving Kalika Tattgalu (%)			
District/Division	Kannada	Mathmatics	E.S
Uttara Kannada	99.1	94.0	76.1
Bijapur	100.0	100.0	100.0
Belgaum Division	99.3	95.0	80.1
Raichur	96.8	94.7	92.6
Gulbarga	100.0	100.0	100.0
Gulbarga Division	97.7	96.1	94.5
Mysore	100.0	94.7	77.2
Hasan	100.0	100.0	100.0
Mandya	100.0	96.7	66.7
Mysore Division	100.0	97.1	83.3
Tumkur	100.0	99.2	99.2
Chitradurga	100.0	100.0	100.0
Bangalore Division	100.0	99.3	99.3
Grand Total	99.3	96.9	89.1

Table: A 10 Supply of Pragati Nota in Sample Schools (%)						
District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	98.3	93.2	93.2	91.5	87.2	87.2
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	98.6	94.3	94.3	92.9	89.4	89.4
Raichur	96.8	96.8	96.8	95.7	95.7	95.7
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	97.7	97.7	97.7	96.9	96.9	96.9
Mysore	98.2	98.2	98.2	100.0	100.0	100.0
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	99.3	99.3	99.3	100.0	100.0	100.0
Tumkur	100.0	100.0	100.0	100.0	100.0	100.0
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	100.0	100.0	100.0	100.0	100.0	100.0
Grand Total	98.9	97.8	97.8	97.4	96.5	96.5

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Table: A11 No of Sample Schools Receiving Belli Chukki

Districts/Division	No.of Schools Receiving Belli Chukki	Total No.of Schools	%.of Schools Receiving Belli Chukki
Uttara Kannada	111	117	94.9
Bijapur	24	24	100.0
Belgaum Division	135	141	95.7
Raichur	90	94	95.7
Gulbarga	34	34	100.0
Gulbarga Division	124	128	96.9
Mysore	56	57	98.2
Hasan	51	51	100.0
Mandya	30	30	100.0
Mysore Division	137	138	99.3
Tumkur	120	121	99.2
Chitradurga	13	13	100.0
Bangalore Division	133	134	99.3
Grand Total	528	541	97.6

Table: A12 Supply of Pragati Patra in Sample Schools (%)

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	83.8	79.5	79.5	78.6	74.4	74.4
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	86.5	83.0	83.0	82.3	78.7	78.7
Raichur	98.9	98.9	98.9	96.8	96.8	96.8
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	99.2	99.2	99.2	97.7	97.7	97.7
Mysore	98.2	98.2	98.2	100.0	100.0	100.0
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	99.3	99.3	99.3	100.0	100.0	100.0
Tumkur	99.2	99.2	99.2	99.2	99.2	99.2
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	99.3	99.3	99.3	99.3	99.3	99.3
Grand Total	95.9	95.0	95.0	94.6	93.7	93.7

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District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	95.7	90.6	91.5	86.3	82.9	82.9
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	96.5	92.2	92.9	88.7	85.8	85.8
Raichur	98.9	98.9	98.9	96.8	96.8	96.8
Gulbarga	100.0	100.0	100.0	100.0	100.0	100.0
Gulbarga Division	99.2	99.2	99.2	97.7	97.7	97.7
Mysore	96.5	94.7	94.7	98.2	96.5	96.5
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	100.0	100.0	100.0	100.0	100.0	100.0
Mysore Division	98.6	97.8	97.8	99.3	98.6	98.6
Tumkur	98.3	98.3	98.3	98.3	98.3	98.3
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	98.5	98.5	98.5	98.5	98.5	98.5
Grand Total	98.2	96.9	97.0	95.9	95.0	95.0

District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	74.4	70.1	70.1	64.1	61.5	61.5
Bijapur	0.0	0.0	0.0	0.0	0.0	0.0
Belgaum Division	61.7	58.2	58.2	53.2	51.1	51.1
Raichur	61.7	61.7	61.7	55.3	55.3	55.3
Gulbarga	0.0	0.0	0.0	0.0	0.0	0.0
Gulbarga Division	45.3	45.3	45.3	40.6	40.6	40.6
Mysore	47.4	47.4	47.4	47.4	47.4	47.4
Hasan	0.0	0.0	0.0	0.0	0.0	0.0
Mandya	33.3	33.3	33.3	33.3	33.3	33.3
Mysore Division	26.8	26.8	26.8	26.8	26.8	26.8
Tumkur	0.8	0.8	0.8	0.8	0.8	0.8
Chitradurga	0.0	0.0	0.0	0.0	0.0	0.0
Bangalore Division	0.7	0.7	0.7	0.7	0.7	0.7
Grand Total	33.8	32.9	32.9	30.5	29.9	29.9

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Table: A15 Alternative Arrangements If Materials Not Supplied in Time						
District/Division	Class 1			Class 2		
	Kannada	Maths	E.S	Kannada	Maths	E.S
Uttara Kannada	49.6	46.2	46.2	46.2	41.0	40.2
Bijapur	100.0	100.0	100.0	100.0	100.0	100.0
Belgaum Division	58.2	55.3	55.3	55.3	51.1	50.4
Raichur	74.5	74.5	72.3	72.3	72.3	70.2
Gulbarga	97.1	97.1	97.1	97.1	97.1	97.1
Gulbarga Division	80.5	80.5	78.9	78.9	78.9	77.3
Mysore	61.4	61.4	61.4	63.2	63.2	63.2
Hasan	100.0	100.0	100.0	100.0	100.0	100.0
Mandya	73.3	73.3	73.3	70.0	70.0	70.0
Mysore Division	78.3	78.3	78.3	78.3	78.3	78.3
Tumkur	99.2	99.2	99.2	99.2	99.2	99.2
Chitradurga	100.0	100.0	100.0	100.0	100.0	100.0
Bangalore Division	99.3	99.3	99.3	99.3	99.3	99.3
Grand Total	78.7	78.0	77.6	77.6	76.5	76.0

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List of Selected Schools for Nali Kali Project Evaluation

Sl No	District	School Name	Taluk	Area	School Type
1	Bijapur	Govt.L.P.S,Patilvasti	Bijapur	Rural	LPS
2	Bijapur	Govt.L.P.S,Sarawadvasti	Bijapur	Rural	LPS
3	Bijapur	Govt.L.P.S,Tota Babaleshwar	Bijapur	Rural	LPS
4	Bijapur	Govt.L.P.S,Hittinahalli tanda(L.T)	Bijapur	Rural	LPS
5	Bijapur	Govt.L.P.S,Nilnayakvasti,Hadagali.	Bijapur	Rural	LPS
6	Bijapur	Govt.L.P.S,Ambedkarnagar,Jambagi	Bijapur	Rural	LPS
7	Bijapur	Govt.L.P.S,Mahadevar,Honnalli	Indi	Rural	LPS
8	Bijapur	Govt.L.P.S,Muchchandivasti	Bijapur	Rural	LPS
9	Bijapur	Govt.L.P.S,Ilagan	Bijapur	Rural	LPS
10	Bijapur	Govt.L.P.S,Shivajinagar	Bijapur	Rural	LPS
11	Bijapur	Govt.L.P.S,Avativasti,Dhanarge	Bijapur	Rural	LPS
12	Bijapur	Govt.L.P.S,,Hanuman nagar,Jalgeri	Bijapur	Rural	LPS
13	Bijapur	Govt.L.P.S.Pujarivasti	Bijapur	Rural	LPS
14	Bijapur	Govt.L.P.S,Tajapur	Bijapur	Rural	LPS
15	Bijapur	Govt.L.P.S,Ganesh nagar	Bijapur	Rural	LPS
16	Bijapur	Govt.L.P.S,Babanagar	Bijapur	Rural	LPS
17	Bijapur	Govt.L.P.S,Valikar vaste	Bijapur	Rural	LPS
18	Bijapur	Govt.L.P.S,Turadaavasati	Bijapur	Rural	LPS
19	Bijapur	Govt.H.P.S,Muchchandivasti,Tajpur.	Bijapur	Rural	HPS
20	Bijapur	Govt.L.P.S,Hirekurabar	Bijapur	Rural	LPS
21	Bijapur	Govt.L.P.S,Bhavivasti	Bijapur	Rural	LPS
22	Bijapur	Govt.L.P.S,Kanakdas vasati,Jainapur	Bijapur	Rural	LPS
23	Bijapur	Govt.Boys.L.P.S,Babanagar	Bijapur	Rural	LPS
24	Bijapur	Govt.K.B.L.P.S,Vasti jambagi	Bijapur	Rural	LPS
25	Chitradurga	Govt.H.P.S,Halenagar	Challakere	Urban	HPS
26	Chitradurga	Govt.L.P.S,D.S.Naga,Challakere	Challakere	Urban	LPS
27	Chitradurga	Govt.H.P.S,Venkateshwar nagar,Chalagere town.	Challakere	Urban	HPS
28	Chitradurga	Govt.H.P.S,Narahari nagar	Challakere	Rural	HPS
29	Chitradurga	Govt.H.P.S,Lakshmipura	Challakere	Rural	HPS
30	Chitradurga	Govt.L.P.S,Anant badavane	Challakere	Urban	LPS
31	Chitradurga	Govt.H.P.S,Ambedkar nagar	Challakere	Urban	HPS
32	Chitradurga	Govt.L.P.S,Challakere	Challakere	Rural	LPS
33	Chitradurga	Govt.H.P.S,Gandhi nagar	Challakere	Urban	HPS
34	Chitradurga	Govt.H.P.S,Shiddapur	Challakere	Rural	HPS
35	Chitradurga	Govt.H.P.S,Upparhatti	Challakere	Rural	HPS
36	Chitradurga	Govt.H.P.S,Dodderi	Challakere	Rural	HPS

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Sl No	District	School Name	Taluk	Area	School Type
37	Chitradurga	Govt.H.P.S,Bomasamudra	Challakere	Rural	HPS
38	Gulbarga	Govt.H.P.S,Nandur	Gulbarga South	Rural	HPS
39	Gulbarga	Govt.L.P.S,Nandur Railway Station.	Gulbarga South	Rural	LPS
40	Gulbarga	Govt.L.P.S,Joslanayaktanda	Gulbarga South	Rural	LPS
41	Gulbarga	Govt.H.P.S,Kagganmadi	Gulbarga South	Rural	HPS
42	Gulbarga	Govt.L.P.S,Sevalaltanda	Gulbarga South	Rural	LPS
43	Gulbarga	Govt.L.P.S,Basavanatanda	Gulbarga South	Rural	LPS
44	Gulbarga	Govt.L.P.S,Belikote	Gulbarga North	Rural	LPS
45	Gulbarga	Govt.H.P.S,Haruti Tanda	Gulbarga South	Rural	HPS
46	Gulbarga	Govt.L.P.S,Yakkumbe	Gulbarga North	Rural	LPS
47	Gulbarga	Govt.Model.H.P.S,Chinchansur	Aland	Rural	HPS
48	Gulbarga	Govt.L.P.S,Chinchansur	Aland	Rural	LPS
49	Gulbarga	Govt.H.P.S,Ladmudali	Aland	Rural	HPS
50	Gulbarga	Govt.H.P.S,Kamalanagar	Aland	Rural	HPS
51	Gulbarga	Govt.H.P.S,Hattenagalli Aland	Aland	Urban	HPS
52	Gulbarga	Govt.L.P.S,Bijaligunda	Aland	Rural	LPS
53	Gulbarga	Govt.H.P.S,Mattaki	Aland	Rural	HPS
54	Gulbarga	Govt.H.P.S,Niragudi	Aland	Rural	HPS
55	Gulbarga	Govt.H.P.S,Heballi	Aland	Rural	HPS
56	Gulbarga	Govt.H.P.S,Chincholi	Aland	Rural	HPS
57	Gulbarga	Govt.L.P.S,Javalgi	Aland	Rural	LPS
58	Gulbarga	Govt.H.P.S,Javalagi	Aland	Rural	HPS
59	Gulbarga	Govt.H.P.S,Kavalaga	Aland	Rural	HPS
60	Gulbarga	Govt.L.P.S,V.N.Tanda	Aland	Rural	LPS
61	Gulbarga	Govt.H.P.S,Aland	Aland	Urban	HPS
62	Gulbarga	Govt.H.P.S,Sultanapurgalli	Aland	Urban	HPS
63	Gulbarga	Govt.L.P.S,Aland	Aland	Urban	LPS
64	Gulbarga	Govt.H.P.S,Gola.	Aland	Rural	HPS
65	Gulbarga	Govt.L.P.S,Gola	Aland	Rural	LPS
66	Gulbarga	Govt.L.P.S,Basavnagar	Aland	Rural	LPS
67	Gulbarga	Govt.H.P.S,Javli	Aland	Rural	HPS
68	Gulbarga	Govt.H.P.S,Dhangapur	Aland	Rural	HPS
69	Gulbarga	Govt.H.P.S,Kudalhangaraga	Aland	Rural	HPS
70	Gulbarga	Govt.Model.H.P.S,Munnahalli	Aland	Rural	HPS
71	Gulbarga	Govt.L.P.S,Mamdapur	Aland	Rural	LPS
72	Hasan	Govt.H.P.S,Hirehelugali	Holenarasipur	Rural	HPS
73	Hasan	Govt.L.P.S,Kattibelaguli.	Holenarasipur	Rural	LPS
74	Hasan	Govt.L.P.S,H.R.P,Hirebeluguri	Holenarasipur	Rural	LPS

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Sl No	District	School Name	Taluk	Area	School Type
75	Hasan	Govt.H.P.S,Banakuppe	Holenarasipur	Rural	HPS
76	Hasan	Govt.L.P.S,Kallenahalli	Holenarasipur	Rural	LPS
77	Hasan	Govt.H.P.S,Bittagoudanahalli	Holenarasipur	Rural	HPS
78	Hasan	Govt.L.P.S,Tirumalura	Holenarasipur	Rural	LPS
79	Hasan	Govt.H.P.S,Mallappanahalli	Holenarasipur	Rural	HPS
80	Hasan	Govt.H.P.S,Alagoudanahalli	Holenarasipur	Rural	HPS
81	Hasan	Govt.L.P.S,Bantartalu	Holenarasipur	Rural	LPS
82	Hasan	Govt.H.P.S,Annekhakanahalli	Holenarasipur	Rural	HPS
83	Hasan	Govt.H.P.S,Udduru,Hosahalli.	Holenarasipur	Rural	HPS
84	Hasan	Govt.H.P.S,Bhuvanahalli	Holenarasipur	Rural	HPS
85	Hasan	Govt.L.P.S,Arekahosahalli	Holenarasipur	Rural	LPS
86	Hasan	Govt.L.P.S,Tavanandi	Holenarasipur	Rural	LPS
87	Hasan	Govt.H.P.S,Chakenahalli	Holenarasipur	Rural	HPS
88	Hasan	Govt.L.P.S,Mangalapur	Holenarasipur	Rural	LPS
89	Hasan	Govt.L.P.S,Udduru	Holenarasipur	Rural	LPS
90	Hasan	Govt.H.P.S,Dodebemmatti	Arakalgodu	Rural	HPS
91	Hasan	Govt.L.P.S,Singanakuppe	Arakalgodu	Rural	LPS
92	Hasan	Govt.L.P.S,Nilakunda	Arakalgodu	Rural	LPS
93	Hasan	Govt.H.P.S.Konanuru	Arakalgodu	Rural	HPS
94	Hasan	Govt.L.P.S,Shindanalli	Arakalgodu	Rural	LPS
95	Hasan	Govt.H.P.S,Ankanayakanahalli	Arakalgodu	Urban	HPS
96	Hasan	Govt.L.P.S,Honnagoudanahalli	Arakalgodu	Rural	LPS
97	Hasan	Govt.L.P.S,Hebbalakoppalu	Arakalgodu	Rural	LPS
98	Hasan	Govt.H.P.S,Shambhunathnagar	Arakalgodu	Rural	HPS
99	Hasan	Govt.H.P.S,Vaddarahalli	Arakalgodu	Rural	HPS
100	Hasan	Govt.H.P.S,Adni	Arakalgodu	Rural	HPS
101	Hasan	Govt.L.P.S,Gobbali	Arakalgodu	Rural	LPS
102	Hasan	Govt.H.P.S,Arakalgodu	Arakalgodu	Urban	HPS
103	Hasan	Govt.L.P.S,A.D.Colony	Arakalgodu	Rural	LPS
104	Hasan	Govt.H.P.S,Pete,Arakalgodu	Arakalgodu	Urban	HPS
105	Hasan	Govt.L.P.S,Kore,Hindalkoppalu	Arakalgodu	Urban	LPS
106	Hasan	Govt.H.P.S,Arakalgodu	Arakalgodu	Urban	HPS
107	Hasan	Govt.L.P.S,Arakalgodu	Arakalgodu	Urban	LPS
108	Hasan	Govt.H.P.S,Mallinathpur	Arakalgodu	Rural	HPS
109	Hasan	Govt.H.P.S,Mallipattan,Arakalgodu	Arakalgodu	Rural	HPS
110	Hasan	Govt.L.P.S,Beejaghatta	Arakalgodu	Rural	LPS
111	Hasan	Govt.H.P.S,Darikongalale	Arakalgodu	Rural	HPS
112	Hasan	Govt,L.P.S,Chouragallu	Arakalgodu	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

SI No	District	School Name	Taluk	Area	School Type
113	Hasan	Govt.H.P.S,Arakalgodu	Arakalgodu	Rural	HPS
114	Hasan	Govt.H.P.S,Lakkuru	Arakalgodu	Rural	HPS
115	Hasan	Govt.L.P.S,Vaddarahalli	Arakalgodu	Rural	LPS
116	Hasan	Govt.H.P.S,Rudrapattan	Arakalgodu	Rural	HPS
117	Hasan	Govt.H.P.S,Singankoppe	Holenarasipur	Rural	HPS
118	Hasan	Govt.L.P.S,Doddabyagatavalli	Holenarasipur	Rural	LPS
119	Hasan	Govt.H.P.S,Devarguddenahalli	Holenarasipur	Rural	HPS
120	Hasan	Govt.H.P.S,Kallahalli	Holenarasipur	Rural	HPS
121	Hasan	Govt.L.P.S,Chigahalli	Holenarasipur	Rural	LPS
122	Hasan	Govt.L.P.S,Chigahalli	Holenarasipur	Rural	LPS
123	Mandya	Govt.L.P.S,Karajeerhalli	Nagmangal	Rural	LPS
124	Mandya	Govt.L.P.S,Dayankan pur,Janata Colony	Mandya North	Rural	LPS
125	Mandya	Govt.L.P.S,Ankushapur	Mandya North	Rural	LPS
126	Mandya	Govt..L.P.S,Honagalli math Colony	Mandya North	Rural	LPS
127	Mandya	Govt.L.P.S,Bonagere	Nagmangal	Rural	LPS
128	Mandya	Govt.L.P.S,Billenhalli	Mandya North	Rural	LPS
129	Mandya	Govt.L.P.S.H.Kodihalli	Mandya North	Rural	LPS
130	Mandya	Govt.L.P.S,Honnenahalli	Nagmangal	Rural	LPS
131	Mandya	Govt.L.P.S.Mallegoudanahalli	Nagmangal	Rural	LPS
132	Mandya	Govt.L.P.S,Suranhalli	Nagmangal	Rural	LPS
133	Mandya	Govt.L.P.S,Nandahalli	Mandya North	Rural	LPS
134	Mandya	Govt.L.P.S,Kabbinakere	Nagmangal	Urban	LPS
135	Mandya	Govt.L.P.S,Jagjeevanramnagar	Mandya North	Rural	LPS
136	Mandya	Govt.L.P.S,Kenchanhalli	Mandya North	Rural	LPS
137	Mandya	Govt.L.P.S,Madalhalli	Nagmangal	Rural	LPS
138	Mandya	Govt.L.P.S,Beerkadanhalli	Mandya North	Rural	LPS
139	Mandya	Govt.L.P.S,Kannahatti	Mandya North	Rural	LPS
140	Mandya	Govt.L.P.S,Nanjangudinakoppalu	Mandya North	Rural	LPS
141	Mandya	Govt.L.P.S,Taranigere	Mandya North	Rural	LPS
142	Mandya	Govt.L.P.S,Shiddegoudandoddi	Mandya North	Rural	LPS
143	Mandya	Govt.H.P.S,Varahsandra	Nagmangal	Rural	HPS
144	Mandya	Govt.L.P.S,Kallinmathapur	Nagmangal	Rural	LPS
145	Mandya	Govt.H.P.S,Kharadya	Nagmangal	Rural	HPS
146	Mandya	Govt.H.P.S,Vaderahalli	Nagmangal	Rural	HPS
147	Mandya	Govt.L.P.S,Talemoledondi	Mandya North	Rural	LPS
148	Mandya	Govt.L.P.S,Bhairasandra	Nagmangal	Rural	LPS
149	Mandya	Govt.L.P.S,Marasihalli	Mandya North	Rural	LPS
150	Mandya	Govt.L.P.S,Mayannanakoppavi	Mandya North	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
151	Mandya	Govt.L.P.S,Naragalu	Mandya North	Rural	LPS
152	Mandya	Govt.L.P.S,Nayakanahalli	Mandya North	Rural	LPS
153	Mysore	Govt.Koppalu	Piriyapattan	Rural	LPS
154	Mysore	Govt.H.P.S,R.Tunga	Piriyapattan	Rural	HPS
155	Mysore	Govt.L.P.S.Hosuruhadi	Heggana Devkote	Rural	LPS
156	Mysore	Govt.H.P.S,Chikkur	Heggana Devkote	Rural	HPS
157	Mysore	Govt.L.P.S.Sulegodu	Piriyapattan	Rural	LPS
158	Mysore	Govt.H.P.S,Girls School,Hebbaluppe	Heggana Devkote	Rural	HPS
159	Mysore	Govt.H.P.S,Balakar School	Heggana Devkote	Rural	HPS
160	Mysore	Govt.H.P.S,Belaturu	Heggana Devkote	Rural	HPS
161	Mysore	Govt.L.P.S,Tungadkoppalu	Piriyapattan	Rural	LPS
162	Mysore	Govt.L.P.S,Cheeguru	Piriyapattan	Rural	LPS
163	Mysore	Govt.H.P.S,Sagar,Hosa Colony	Heggana Devkote	Rural	HPS
164	Mysore	Govt.H.P.S,Boys,Saraguru	Heggana Devkote	Urban	HPS
165	Mysore	Govt.H.P.S,Mantihadi	Heggana Devkote	Rural	HPS
166	Mysore	Govt.H.P.S,Girls,Saraguru	Heggana Devkote	Urban	HPS
167	Mysore	Govt.L.P.S,Muddayyanahundi.	Heggana Devkote	Rural	LPS
168	Mysore	Govt.Model.H.P.S,H.D.Kote	Heggana Devkote	Urban	HPS
169	Mysore	Govt.L.P.S,Mathadkoppalu	Piriyapattan	Rural	LPS
170	Mysore	Govt.H.P.S,Kottegal	Heggana Devkote	Rural	HPS
171	Mysore	Govt.L.P.S,Hakshemal	Piriyapattan	Rural	LPS
172	Mysore	Govt.L.P.S,Konanpurad Palya	Nanjanagudu	Rural	LPS
173	Mysore	Govt.L.P.S,Neharu nagar	Mysore	Urban	LPS
174	Mysore	Govt.L.P.S,Bharat nagar	Mysore	Urban	LPS
175	Mysore	Govt.H.P.S,Jakkhalli	Heggana Devkote	Rural	HPS
176	Mysore	Govt.L.P.S,Gangur	Piriyapattan	Rural	LPS
177	Mysore	Govt.H.P.S,Hosakukkur	T.Narasipur	Rural	HPS
178	Mysore	Govt.H.P.S,Chikkanandi	Heggana Devkote	Rural	HPS
179	Mysore	Govt.H.P.S,Agatturu	Heggana Devkote	Rural	HPS
180	Mysore	Govt.H.P.S,Kenchanhalli	Heggana Devkote	Rural	HPS
181	Mysore	Govt.H.P.S,Shirmalli	Heggana Devkote	Rural	HPS
182	Mysore	Govt.L.P.S,Beeregoudanhundi	Mysore	Rural	LPS
183	Mysore	Govt.H.P.S,Nerale	Heggana Devkote	Rural	HPS
184	Mysore	Govt.L.P.S,Hirehalli,Girijan Hadi	Heggana Devkote	Rural	LPS
185	Mysore	Govt.L.P.S,Kolagal.	Heggana Devkote	Rural	LPS
186	Mysore	Govt.H.P.S,Kittur	Heggana Devkote	Rural	HPS
187	Mysore	Govt.H.P.S,Bidarhalli	Heggana Devkote	Rural	HPS
188	Mysore	Govt.L.P.S,Nayakar beedi	Heggana Devkote	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
189	Mysore	Govt.L.P.S,Handiguddakaval	Piriyapattan	Rural	LPS
190	Mysore	Govt.Model.H.P.S,Hommargalli	Heggana Devkote	Rural	HPS
191	Mysore	Govt.L.P.S.Ambevadi.Goulivada	Heggana Devkote	Rural	LPS
192	Mysore	Govt.L.P.S,Vinayak nagar	T.Narasipur	Rural	LPS
193	Mysore	Govt.H.P.S,Musuvinakoppalu	T.Narasipur	Rural	HPS
194	Mysore	Govt.L.P.SKaggalikoppala	Piriyapattan	Rural	LPS
195	Mysore	Govt.H.P.S,Gendegoudar Colony	Heggana Devkote	Rural	HPS
196	Mysore	Govt.H.P.S,Linke	Heggana Devkote	Rural	HPS
197	Mysore	Govt.H.P.S,Chikkereyur	Heggana Devkote	Rural	HPS
198	Mysore	Govt.H.P.S,Itna	Heggana Devkote	Rural	HPS
199	Mysore	Govt.H.P.S,Chakkodanahalli	Heggana Devkote	Rural	HPS
200	Mysore	Govt.H.P.S,Tumbesoge	Heggana Devkote	Rural	HPS
201	Mysore	Govt.L.P.S,Tavarakatte	Mysore	Rural	LPS
202	Mysore	Govt.H.P.S,Savve	Heggana Devkote	Rural	HPS
203	Mysore	Govt.H.P.S.Sagare	Heggana Devkote	Rural	HPS
204	Mysore	Govt.H.P.S,Kolagal	Heggana Devkote	Rural	HPS
205	Mysore	Govt.H.P.S,Halsuru	Heggana Devkote	Rural	HPS
206	Mysore	Govt.H.P.S,Hairige	Heggana Devkote	Rural	HPS
207	Mysore	Govt.H.P.S,Kollegoudanahalli	Heggana Devkote	Rural	HPS
208	Mysore	Govt.H.P.S.Boppanahalli	Heggana Devkote	Rural	HPS
209	Mysore	Govt.H.P.S,Malluru	Heggana Devkote	Rural	HPS
210	Raichur	Govt.H.P.S.Ankushdoddi	Lingsur	Rural	HPS
211	Raichur	Govt.H.P.S.Gurugunta	Lingsur	Rural	HPS
212	Raichur	Govt.H.P.S .Hunkumbi	Lingsur	Rural	HPS
213	Raichur	Govt.H.P.S.Gundasagar	Lingsur	Rural	HPS
214	Raichur	Govt.H.P.S.Sunagaralli.Lingasoor	Lingsur	Urban	HPS
215	Raichur	Govt.Model.H.P.S	Lingsur	Urban	HPS
216	Raichur	Govt.H.P.S Kyadigera	Devdurga	Rural	HPS
217	Raichur	Govt.H.P.S.Mansagal	Devdurga	Rural	HPS
218	Raichur	Govt.L.P.S.Maruti nagar	Devdurga	Urban	LPS
219	Raichur	Govt.L.P.S.Saptagiri	Devdurga	Urban	LPS
220	Raichur	Govt.Model.Girls H.P.S	Devdurga	Urban	HPS
221	Raichur	Govt.H.P.S Upparwadi-Sindhanoor	Sindhanooru	Urban	HPS
222	Raichur	Govt.L.P.S.Gunderdoddi	Devdurga	Rural	LPS
223	Raichur	Govt.H.P.S.Aidnal	Lingsur	Rural	HPS
224	Raichur	Govt.L.P.S.Indira nagar School	Devdurga	Rural	LPS
225	Raichur	Govt.H.P.S.Amarapur	Sindhanooru	Rural	HPS
226	Raichur	Govt.H.P.S.Sultanpur	Raichur	Rural	HPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
227	Raichur	Govt.L.P.S.Karekal	Raichur	Rural	LPS
228	Raichur	Govt.L.P.S.Rangapur	Raichur	Urban	LPS
229	Raichur	Govt.H.P.S.Kuknur	Raichur	Rural	HPS
230	Raichur	Govt.H.P.S.Raghunathanhalli	Raichur	Rural	HPS
231	Raichur	Govt.L.P.S.Chikkavaddur	Raichur	Urban	LPS
232	Raichur	Govt.L.P.S.Janata plot,Devsugur	Raichur	Rural	LPS
233	Raichur	Govt.H.P.S.Hunshyalhuda	Raichur	Rural	HPS
234	Raichur	Govt.L.P.S.Vijaynagar camp	Raichur	Rural	LPS
235	Raichur	Govt.H.P.S.Mallapur	Sindhanooru	Rural	HPS
236	Raichur	Govt.H.P.S.Kurkund	Sindhanooru	Rural	HPS
237	Raichur	Govt.H.P.S.Devikump	Sindhanooru	Rural	HPS
238	Raichur	Govt.H.P.S.Bommanal	Sindhanooru	Rural	HPS
239	Raichur	Govt.H.P.S.Sukalpet	Sindhanooru	Urban	HPS
240	Raichur	Govt.H.P.S.Santekallur	Sindhanooru	Urban	HPS
241	Raichur	Govt.L.P.S.Kenal cross	Sindhanooru	Rural	LPS
242	Raichur	Govt.H.P.S.Nidigol	Sindhanooru	Rural	HPS
243	Raichur	Govt.L.P.S,Mehaboob Colony,Sindhano	Sindhanooru	Urban	LPS
244	Raichur	Govt.H.P.S,Kanak nagar,Sindhano	Sindhanooru	Urban	HPS
245	Raichur	Govt.L.P.S .Bullapur	Manvi	Rural	LPS
246	Raichur	Govt.L.P.S,Ganganagar,Camp	Manvi	Rural	LPS
247	Raichur	Govt.L.P.S,Laxminarayan Camp.	Manvi	Rural	LPS
248	Raichur	Govt.L.P.S.Nelkol	Manvi	Rural	LPS
249	Raichur	Govt.L.P.S.Chilkarani	Manvi	Rural	LPS
250	Raichur	Govt.L.P.S.Guddenni Camp	Manvi	Rural	LPS
251	Raichur	Govt.L.P.S,Neermanvi,Mitti tand.	Manvi	Rural	LPS
252	Raichur	Govt.L.P.S.Gaddemitta Camp	Manvi	Rural	LPS
253	Raichur	Govt.L.P.S.Singaddinni	Manvi	Rural	LPS
254	Raichur	Govt.L.P.S,Bevinur	Manvi	Rural	LPS
255	Raichur	Govt.L.P.S.Burampur	Manvi	Rural	LPS
256	Raichur	Govt.L.P.S,Kurdicross.	Manvi	Rural	LPS
257	Raichur	Govt.L.P.S,Rajaldinni	Manvi	Rural	LPS
258	Raichur	Govt.H.P.S,Malladagudda	Sindhanooru	Rural	HPS
259	Raichur	Govt.ModelH.P.S,Turavinhal	Sindhanooru	Rural	HPS
260	Raichur	Govt.H.P.S,Kote,Sindhanoor	Sindhanooru	Urban	HPS
261	Raichur	Govt.H.P.S,Yalekodligi	Sindhanooru	Rural	HPS
262	Raichur	Govt.H.P.S,Pagaddinni Camp.	Sindhanooru	Rural	HPS
263	Raichur	Govt.H.P.S,Pikalihal	Lingsur	Rural	HPS
264	Raichur	Govt.L.P.S,Ganajali	Devdurga	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

SI No	District	School Name	Taluk	Area	School Type
265	Raichur	Govt.Tamil,Tekugu And Kannada,H.P.S,School.	Lingsur	Urban	HPS
266	Raichur	Govt.H.P.S,Nayakwadi Maski.	Lingsur	Rural	HPS
267	Raichur	Govt.Model.H.P.S,Maski	Lingsur	Rural	HPS
268	Raichur	Govt.H.P.S,Rodalbanda camp	Lingsur	Rural	HPS
269	Raichur	Govt.L.P.S,Tikkalupperi	Lingsur	Rural	LPS
270	Raichur	Govt.H.P.S,Hunooru	Lingsur	Rural	HPS
271	Raichur	Govt.L.P.S,Antargange	Lingsur	Rural	LPS
272	Raichur	Govt.H.P.S,Nagarbenchi	Lingsur	Rural	HPS
273	Raichur	Govt.H.P.S,Turavihal	Sindhanooru	Rural	HPS
274	Raichur	Govt.H.P.S,Hirenagnur	Lingsur	Rural	HPS
275	Raichur	Govt.H.P.S,Mandalgudda	Devdurga	Rural	HPS
276	Raichur	Govt.H.P.S,Gunjahalli camp.	Sindhanooru	Rural	HPS
277	Raichur	Govt.H.P.S,Kkkaldoddo	Devdurga	Rural	HPS
278	Raichur	Govt.H.P.S,Goladinni	Manvi	Rural	HPS
279	Raichur	Govt.H.P.S,Malledevargudda	Devdurga	Rural	HPS
280	Raichur	Govt.H.P.S,Jageerjadaldinni	Devdurga	Rural	HPS
281	Raichur	Govt.L.P.S,Mudagal	Lingsur	Urban	LPS
282	Raichur	Govt.H.P.S,Badibas	Sindhanooru	Urban	HPS
283	Raichur	Govt.H.P.S,Venkatarayana pete	Lingsur	Urban	HPS
284	Raichur	Govt.H.P.S,Rama Camp	Sindhanooru	Rural	HPS
285	Raichur	Govt.L.P.S,Malakapur camp	Sindhanooru	Rural	LPS
286	Raichur	Govt.H.P.S,Venkateshwar camp	Sindhanooru	Rural	HPS
287	Raichur	Govt.U.H.P.S,Bangari camp	Sindhanooru	Rural	HPS
288	Raichur	Govt.L.P.S.Shri.R.N.Nagar	Lingsur	Rural	LPS
289	Raichur	Govt.H.P.S,Masarakall	Devdurga	Rural	HPS
290	Raichur	Govt.H.P.S,Budinal	Devdurga	Rural	HPS
291	Raichur	Govt.H.P.S,Yaradona	Lingsur	Rural	HPS
292	Raichur	Govt.L.P.S,Lakshmi camp	Sindhanooru	Urban	LPS
293	Raichur	Govt.Model.H.P.S,Shindhanooru	Sindhanooru	Urban	HPS
294	Raichur	Govt.H.P.S,R.H.Colony.	Sindhanooru	Rural	HPS
295	Raichur	Govt.H.P.S,R.H.Colony.	Sindhanooru	Rural	HPS
296	Raichur	Govt.L.P.S.Devatagal	Manvi	Rural	LPS
297	Raichur	Govt.Model.H.P.S,Anahosuru	Lingsur	Rural	HPS
298	Raichur	Govt.H.P.S.Neeralkeri	Lingsur	Rural	HPS
299	Raichur	Govt.L.P.S,Muduvaigaddi	Devdurga	Rural	LPS
300	Raichur	Govt.Model.H.P.S,Jalhalli	Devdurga	Rural	HPS
301	Raichur	Govt.H.P.S,Hosur,Shiddapr	Devdurga	Rural	HPS
302	Raichur	Govt.L.P.S,Saigokul Camp	Manvi	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

SI No	District	School Name	Taluk	Area	School Type
303	Raichur	Govt.H.P.S.Marigemmadibba	Shindnur	Urban	HPS
304	Tumkur	Govt.L.P.S,Nagalmadike	Pavgad	Rural	HPS
305	Tumkur	Govt.H.P.S,Bhovi Colony,Shira roa	Pavgad	Urban	HPS
306	Tumkur	Govt.H.P.S,Achchammanahalli	Pavgad	Rural	HPS
307	Tumkur	Govt.H.P.S,Pavgad	Pavgad	Rural	HPS
308	Tumkur	Govt.Boys.H.P.S.Hosakaote	Pavgad	Rural	HPS
309	Tumkur	Govt.L.P.S,Hanumantanahalli	Pavgad	Rural	LPS
310	Tumkur	Govt.L.P.S,Lakkanahalli	Shira	Rural	LPS
311	Tumkur	Govt.H.P.S,Bhuvanahalli	Shira	Rural	HPS
312	Tumkur	Govt.H.P.S,Sorekunte	Shira	Rural	HPS
313	Tumkur	Govt.H.P.S,Kagadadu,Shira	Shira	Rural	HPS
314	Tumkur	Govt.L.P.SHuyaldorekaval	Shira	Rural	LPS
315	Tumkur	Govt.H.P.S,C.K.Pura	Pavgad	Rural	HPS
316	Tumkur	Govt.L.P.S,Maddimande	Pavgad	Rural	LPS
317	Tumkur	Govt.H.P.S,Tavakadahalli	Madhugiri	Rural	HPS
318	Tumkur	Govt.L.P.S,B.C.Palya	Madhugiri	Rural	LPS
319	Tumkur	Govt.L.P.S,Achenahalli	Shira	Urban	LPS
320	Tumkur	Govt.H.P.S,D.VHalli	Madhugiri	Rural	HPS
321	Tumkur	Govt.H.P.S,Garani.	Madhugiri	Rural	HPS
322	Tumkur	Govt.L.P.S,Medihalli	Pavgad	Rural	LPS
323	Tumkur	Govt.L.P.S,Venkatapura	Pavgad	Rural	LPS
324	Tumkur	Govt.H.P.S,Krishnapur	Pavgad	Rural	HPS
325	Tumkur	Govt.L.P.S,Upparahalli	Pavgad	Rural	LPS
326	Tumkur	Govt.H.P.S,Kyatagan	Pavgad	Rural	HPS
327	Tumkur	Govt.H.P.S,Roppa	Pavgad	Rural	HPS
328	Tumkur	Govt.H.P.S,Pavagad	Pavgad	Urban	HPS
329	Tumkur	Govt.H.P.S,Pennobanahalli,Gollarhatti	Pavgad	Rural	HPS
330	Tumkur	Govt.L.P.S,Madhugiri.	Madhugiri	Urban	LPS
331	Tumkur	Govt.H.P.S,Kote	Madhugiri	Urban	HPS
332	Tumkur	Govt.H.P.S,Yalkur	Madhugiri	Rural	HPS
333	Tumkur	Govt.L.P.S,Hariharapura	Madhugiri	Rural	LPS
334	Tumkur	Govt.H.P.S,Timmalapur	Madhugiri	Rural	HPS
335	Tumkur	Govt.L.P.S,Gollarahatti	Pavgad	Rural	LPS
336	Tumkur	Govt.L.P.S,Muddaganhalli	Pavgad	Rural	LPS
337	Tumkur	Govt.H.P.S,Neelammanahalli	Pavgad	Rural	HPS
338	Tumkur	Govt.H.P.S,Gummanahalli	Shira	Rural	HPS
339	Tumkur	Govt.H.P.S,Johi halli	Shira	Rural	HPS
340	Tumkur	Govt.L.P.S,Guddadahatti	Shira	Urban	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
341	Tumkur	Govt.L.P.S,Ranganathanagar	Shira	Urban	LPS
342	Tumkur	Govt.H.P.S,Lingadhalli	Shira	Rural	HPS
343	Tumkur	Govt.H.P.S,Kotta	Shira	Rural	HPS
344	Tumkur	Govt.H.P.S,Kallambellagram	Shira	Rural	HPS
345	Tumkur	Govt.H.P.S,Kallamballa	Shira	Urban	HPS
346	Tumkur	Govt.L.P.S,Nijjayanpalya	Shira	Rural	LPS
347	Tumkur	Govt.L.P.S,Devarhalli	Shira	Rural	LPS
348	Tumkur	Govt.H.P.S,Palya	Shira	Rural	HPS
349	Tumkur	Govt.Model,H.P.S,Bukkapatna	Shira	Rural	HPS
350	Tumkur	Govt.H.P.S,Kurubarahalli	Shira	Rural	HPS
351	Tumkur	Govt.H.P.S,Kadavigere	Shira	Rural	HPS
352	Tumkur	Govt.H.P.S,Brahmasandra	Shira	Rural	HPS
353	Tumkur	Govt.H.P.S,Yaliyuru	Shira	Rural	HPS
354	Tumkur	Govt.H.P.S.Chinakavajra	Madhugiri	Rural	HPS
355	Tumkur	Govt.Girls,H.P.S,Kodagenahalli	Madhugiri	Rural	HPS
356	Tumkur	Govt.L.P.S,Basavanahalli	Madhugiri	Rural	LPS
357	Tumkur	Govt.H.P.S,Shiddapur	Madhugiri	Rural	HPS
358	Tumkur	Govt.H.P.S,Gundadagallu	Madhugiri	Rural	HPS
359	Tumkur	Govt.L.P.S,Doddenahalli	Pavgad	Rural	LPS
360	Tumkur	Govt.H.P.S,Obalapur	Pavgad	Rural	HPS
361	Tumkur	Govt.Model,H.P.S,I.D.Halli.	Madhugiri	Rural	HPS
362	Tumkur	Govt.L.P.S,Giriyammanapalya	Madhugiri	Rural	LPS
363	Tumkur	Govt.H.P.S,Neerakallu	Madhugiri	Rural	HPS
364	Tumkur	Govt.L.P.S,Pingalammanahalli	Madhugiri	Rural	LPS
365	Tumkur	Govt.H.P.S,Suddekunte	Madhugiri	Rural	HPS
366	Tumkur	Govt.L.P.S.Gollarahatti(Ondakunte)	Shira	Rural	LPS
367	Tumkur	Govt.L.P.S,Kambadahalli	Madhugiri	Rural	LPS
368	Tumkur	Govt.H.P.S,Bijawar	Madhugiri	Rural	HPS
369	Tumkur	Govt.L.P.S,A.H.Palya	Pavgad	Rural	LPS
370	Tumkur	Govt.H.P.S,Krishnagiri.	Pavgad	Rural	HPS
371	Tumkur	Govt.H.P.S,Madhugiri	Madhugiri	Urban	HPS
372	Tumkur	Govt.L.P.S,Apanahalli	Madhugiri	Rural	LPS
373	Tumkur	Govt.Model,H.P.S,Badavanahalli	Madhugiri	Rural	HPS
374	Tumkur	Govt.L.P.S,Reddyhalli	Madhugiri	Rural	LPS
375	Tumkur	Govt.Model,H.P.S	Madhugiri	Rural	HPS
376	Tumkur	Govt.H.P.S Kodagadal	Madhugiri	Rural	HPS
377	Tumkur	Govt.H.P.S,Doddahasahalli	Madhugiri	Rural	HPS
378	Tumkur	Govt.L.P.S,Talakere	Madhugiri	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
379	Tumkur	Govt.L.P.S,Munchenahalli	Madhugiri	Rural	LPS
380	Tumkur	Govt.Model.H.P.S.	Madhugiri	Urban	HPS
381	Tumkur	Govt.L.P.S,Nittarahalli	Madhugiri	Rural	LPS
382	Tumkur	Govt.H.P.S,Yanjalgere	Shira	Rural	HPS
383	Tumkur	Govt.L.P.S,Huli kunte	Shira	Rural	LPS
384	Tumkur	Govt.Model,H.P.S,Rangasamudra	Pavgad	Rural	HPS
385	Tumkur	Govt.H.P.S,Pavagad	Pavgad	Rural	HPS
386	Tumkur	Govt.L.P.S,Pavgad	Pavgad	Rural	LPS
387	Tumkur	Govt.L.P.S,Katikyatanahalli	Pavgad	Rural	LPS
388	Tumkur	Govt.H.P.S,Maridasanahalli	Pavgad	Rural	HPS
389	Tumkur	Govt.Model.H.P.S,Pavgad	Pavgad	Urban	HPS
390	Tumkur	Govt.L.P.S,V.H.Palya	Pavgad	Rural	LPS
391	Tumkur	Govt.Model.H.P.S,Mangalwad	Pavgad	Rural	HPS
392	Tumkur	Govt.Model.H.P.S,Arasikere	Pavgad	Rural	HPS
393	Tumkur	Govt.Model.H.P.S,Nidugallu	Pavgad	Rural	HPS
394	Tumkur	Govt.L.P.S.Timmanahatti	Pavgad	Rural	LPS
395	Tumkur	Govt.H.P.S,Lingadahalli	Pavgad	Rural	HPS
396	Tumkur	Govt.H.P.S,Doddahalli	Pavgad	Rural	HPS
397	Tumkur	Govt.H.P.S,Tippaganahalli	Pavgad	Rural	HPS
398	Tumkur	Govt.L.P.SDoddalambanihatti	Pavgad	Rural	LPS
399	Tumkur	Govt.H.P.S,Megalpalya	Pavgad	Rural	HPS
400	Tumkur	Govt.L.P.S,Ramayyanapalya	Pavgad	Rural	LPS
401	Tumkur	Govt.Model.H.P.S,Pavgad	Pavgad	Rural	HPS
402	Tumkur	Govt.L.P.S,Arakyatanahalli	Pavgad	Rural	LPS
403	Tumkur	Govt.H.P.S,Kotagudda	Pavgad	Rural	HPS
404	Tumkur	Govt.H.P.S,Devalkere	Pavgad	Rural	HPS
405	Tumkur	Govt.H.P.S,Mangadalbetta	Pavgad	Rural	HPS
406	Tumkur	Govt.L.P.S,Kulmehatti	Pavgad	Rural	LPS
407	Tumkur	Govt.H.P.S,T.P.Durga	Pavgad	Rural	HPS
408	Tumkur	Govt.H.P.S,Hosahalli	Pavgad	Rural	HPS
409	Tumkur	Govt.H.P.S,Bhupasandra	Shira	Rural	HPS
410	Tumkur	Govt.H.P.S,Kentarahatti	Shira	Rural	HPS
411	Tumkur	Govt.L.P.S,Obalapur	Shira	Rural	LPS
412	Tumkur	Govt.H.P.S,Tadakaluru	Shira	Rural	HPS
413	Tumkur	Govt.L.P.S,alapenahalli	Shira	Rural	LPS
414	Tumkur	Govt.H.P.S,Harogere	Shira	Rural	HPS
415	Tumkur	Govt.Model.H.P.S,Tarur	Shira	Rural	HPS
416	Tumkur	Govt.H.P.S,Dasarahalli	Shira	Rural	HPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
417	Tumkur	Govt.L.P.S,Chikkahosahalli	Madhugiri	Rural	LPS
418	Tumkur	Govt.H.P.S,Kodigehalli	Pavgad	Rural	HPS
419	Tumkur	Govt.H.P.S.Gujjanadu	Pavgad	Rural	HPS
420	Tumkur	Govt.H.P.S.Kyataganahalli	Pavgad	Rural	HPS
421	Tumkur	Govt.H.P.S,Devarbetta	Pavgad	Rural	HPS
422	Tumkur	Govt.H.P.S,Siddapur	Pavgad	Rural	HPS
423	Tumkur	Govt.H.P.S,Pavgad	Pavgad	Rural	HPS
424	Tumkur	Govt.H.P.S,Marammanahalli	Pavgad	Rural	HPS
425	Uttara Kannada	Govt.L.P.S.Gadihalli	Shirasi	Rural	LPS
426	Uttara Kannada	Govt.L.P.S Hedigemane	Shirasi	Rural	LPS
427	Uttara Kannada	Govt.L.P.S Kallhalli	Shirasi	Rural	LPS
428	Uttara Kannada	Govt.L.P.S Kachchi	Shirasi	Rural	LPS
429	Uttara Kannada	Govt.L.P.S Kodlahalli	Shirasi	Rural	LPS
430	Uttara Kannada	Govt.L.P.S Jagalemane	Shirasi	Rural	LPS
431	Uttara Kannada	Govt.L.P.S Bailgadde	Shirasi	Rural	LPS
432	Uttara Kannada	Govt.L.P.S Devanmane	Shirasi	Rural	LPS
433	Uttara Kannada	Govt.L.P.S Puttanmane	Shirasi	Rural	LPS
434	Uttara Kannada	Govt.L.P.S.Sallegadde	Shirasi	Rural	LPS
435	Uttara Kannada	Govt.L.P.S Bikhalli	Shirasi	Rural	LPS
436	Uttara Kannada	Govt.L.P.S Achanhalli	Shirasi	Rural	LPS
437	Uttara Kannada	Govt.L.P.S Vaddinkoppa	Shirasi	Rural	LPS
438	Uttara Kannada	Govt.L.P.S Kesarkoppa	Shirasi	Rural	LPS
439	Uttara Kannada	Govt.L.P.S Halasinakatta	Shirasi	Rural	LPS
440	Uttara Kannada	Govt L.P.S Gadgeri	Shirasi	Rural	LPS
441	Uttara Kannada	Govt.H.P.S Unchalli	Shirasi	Rural	HPS
442	Uttara Kannada	Govt.L.P.S Kerikai	Shirasi	Rural	LPS
443	Uttara Kannada	Govt.L.P.S Bidralli	Shirasi	Rural	LPS
444	Uttara Kannada	Govt.L.P.S Beelangikoppa	Shirasi	Rural	LPS
445	Uttara Kannada	Govt.L.P.S Shivgav	Shirasi	Rural	LPS
446	Uttara Kannada	Govt.L.P.S Moodgar	Shirasi	Rural	LPS
447	Uttara Kannada	Govt.L.P.S Suragappa	Shirasi	Rural	LPS
448	Uttara Kannada	Govt.H.P.S Kangod	Yallapur	Rural	HPS
449	Uttara Kannada	Govt.H.P.S Mundgesar	Shirasi	Rural	HPS
450	Uttara Kannada	Govt.L.P.S Byagadde	Shirasi	Rural	LPS
451	Uttara Kannada	Govt.L.P.S Mavinmane	Yallapur	Rural	LPS
452	Uttara Kannada	Govt.L.P.S Hullarmane	Yallapur	Rural	LPS
453	Uttara Kannada	Govt.L.P.S Handinkoppa	Yallapur	Rural	LPS
454	Uttara Kannada	Govt.L.P.S Tukadbri	Yallapur	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

SI No	District	School Name	Taluk	Area	School Type
455	Uttara Kannada	Govt.H.P.S Hirapur	Yallapur	Rural	HPS
456	Uttara Kannada	Govt.L.P.S Karoor	Shirasi	Rural	LPS
457	Uttara Kannada	Govt.L.P.S Hirekaijaddi	Yallapur	Rural	LPS
458	Uttara Kannada	Govt.L.P.S Chimnalli	Yallapur	Rural	HPS
459	Uttara Kannada	Govt.L.P.S Bommanalli	Yallapur	Rural	LPS
460	Uttara Kannada	Govt.L.P.S. Kerehosalli No.2	Yallapur	Rural	LPS
461	Uttara Kannada	Govt.L.P.S. Kerehosalli	Yallapur	Rural	HPS
462	Uttara Kannada	Govt.L.P.S Somnalli.No.2	Yallapur	Rural	LPS
463	Uttara Kannada	Govt.L.P.S Kanenhalli	Yallapur	Rural	LPS
464	Uttara Kannada	Govt.H.P.S Tumbebeedu	Yallapur	Rural	HPS
465	Uttara Kannada	Govt.H.P.S Sahasralli	Shirasi	Rural	HPS
466	Uttara Kannada	Govt.L.P.S Barasguni	Shirasi	Rural	LPS
467	Uttara Kannada	Govt.L.P.S Henjale	Bhatkal	Rural	LPS
468	Uttara Kannada	Govt.L.P.S Uppalekoppa	Siddapur	Rural	LPS
469	Uttara Kannada	Govt.L.P.S Koppa	Shirasi	Rural	HPS
470	Uttara Kannada	Govt.Model H.P.S No.3 Haliyal	Haliyal	Urban	HPS
471	Uttara Kannada	Govt.Model Boys School,Haliyal	Haliyal	Urban	HPS
472	Uttara Kannada	Govt.H.P.S.No.2,Haliyal	Haliyal	Urban	HPS
473	Uttara Kannada	Govt.L.P.S Guutigeri	Haliyal	Urban	LPS
474	Uttara Kannada	Govt.L.P.S Kumdur	Bhatkal	Rural	LPS
475	Uttara Kannada	Govt.L.P.S Badebagil	Bhatkal	Rural	LPS
476	Uttara Kannada	Govt.L.P.S Ummadi	Shirasi	Rural	LPS
477	Uttara Kannada	Govt.L.P.S Chipashi	Shirasi	Rural	LPS
478	Uttara Kannada	Govt.L.P.S Kelaginkere	Bhatkal	Rural	LPS
479	Uttara Kannada	Govt.L.P.S .Hallampi	Bhatkal	Rural	LPS
480	Uttara Kannada	Govt.L.P.S .Mavinakoppa	Shirasi	Rural	LPS
481	Uttara Kannada	Govt.L.P.S .Mattihalli	Shirasi	Rural	LPS
482	Uttara Kannada	Govt.L.P.S .Talgod	Bhatkal	Rural	LPS
483	Uttara Kannada	Govt.L.P.S .Talhonda	Bhatkal	Rural	LPS
484	Uttara Kannada	Govt.L.P.S .Attibar	Bhatkal	Rural	LPS
485	Uttara Kannada	Govt.L.P.S Kenchagadde	Shirasi	Rural	LPS
486	Uttara Kannada	Govt.L.P.S Banglodi	Bhatkal	Rural	LPS
487	Uttara Kannada	Govt.L.P.S.Karoor	Bhatkal	Rural	LPS
488	Uttara Kannada	Govt.L.P.S Gonagattu	Shirasi	Rural	LPS
489	Uttara Kannada	Govt.L.P.S Savane	Yallapur	Rural	LPS
490	Uttara Kannada	Govt.L.P.S Kalache No.2	Yallapur	Rural	LPS
491	Uttara Kannada	Govt.L.P.S Beegar	Yallapur	Rural	HPS
492	Uttara Kannada	Govt.L.P.S Baginkatta	Yallapur	Rural	LPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

SI No	District	School Name	Taluk	Area	School Type
493	Uttara Kannada	Govt.L.P.S.Targar	Yallapur	Rural	LPS
494	Uttara Kannada	Govt.L.P.S Malkoppa	Yallapur	Rural	LPS
495	Uttara Kannada	Govt.L.P.S Muttihakkal	Yallapur	Rural	LPS
496	Uttara Kannada	Govt.L.P.S Selemane	Yallapur	Rural	LPS
497	Uttara Kannada	Govt.H.P.S Kalache No.1	Yallapur	Rural	HPS
498	Uttara Kannada	Govt.L.P.S Jadiigadde	Yallapur	Rural	LPS
499	Uttara Kannada	Govt.H.P.S Baichgod	Yallapur	Rural	HPS
500	Uttara Kannada	Govt.L.P.S Kundooru	Yallapur	Rural	LPS
501	Uttara Kannada	Govt.L.P.S Sonnagadde	Yallapur	Rural	HPS
502	Uttara Kannada	Govt.Model.H.P.S,Girls School	Haliyal	Rural	HPS
503	Uttara Kannada	Govt.H.P.S Kesarolli	Haliyal	Rural	HPS
504	Uttara Kannada	Govt.L.P.S.Gudnapur	Haliyal	Rural	LPS
505	Uttara Kannada	Govt.H.P.S,Belavatagi	Haliyal	Rural	HPS
506	Uttara Kannada	Govt.H.P.S,D.F.A.Dandeli	Haliyal	Urban	HPS
507	Uttara Kannada	Govt.Model School,Dandeli.	Haliyal	Urban	HPS
508	Uttara Kannada	Govt.Model.H.P.S,Old Dandeli	Haliyal	Urban	HPS
509	Uttara Kannada	Govt.H.P.S.Havagi	Haliyal	Rural	HPS
510	Uttara Kannada	Govt.L.P.S,Gouliwad,Dandeli.	Haliyal	Rural	LPS
511	Uttara Kannada	Govt.H.P.S,Haliyal	Haliyal	Rural	HPS
512	Uttara Kannada	Govt.H.P.S,Gundolli	Haliyal	Urban	HPS
513	Uttara Kannada	Govt.L.P.S,Agasalakatta	Haliyal	Rural	LPS
514	Uttara Kannada	Govt.L.P.S,Hosur	Haliyal	Rural	LPS
515	Uttara Kannada	Govt.L.P.S,Sambrani	Haliyal	Rural	HPS
516	Uttara Kannada	Govt.H.P.S,Bhagavati	Haliyal	Rural	HPS
517	Uttara Kannada	Govt.H.P.S,Kalakatti	Haliyal	Rural	HPS
518	Uttara Kannada	Govt.H.P.S,B.K.Halli	Haliyal	Rural	HPS
519	Uttara Kannada	Govt.H.P.S,Yadonga	Haliyal	Rural	HPS
520	Uttara Kannada	Govt.H.P.S,Mundawad	Haliyal	Rural	HPS
521	Uttara Kannada	Govt.H.P.S,Murkawad	Haliyal	Rural	HPS
522	Uttara Kannada	Govt.H.P.S,Mangalwad	Haliyal	Rural	HPS
523	Uttara Kannada	Govt.H.P.S,Hunasawad	Haliyal	Rural	HPS
524	Uttara Kannada	Govt.H.P.S,Kogilbana	Haliyal	Rural	HPS
525	Uttara Kannada	Gov,H.P.S,Kerawad	Haliyal	Rural	HPS
526	Uttara Kannada	Govt.L.P.S,Sannajogankere	Shirasi	Rural	LPS
527	Uttara Kannada	Govt.H.P.S,Nagshettikoppa	Haliyal	Rural	HPS
528	Uttara Kannada	Govt.L.P.S,Balegadde	Yallapur	Rural	LPS
529	Uttara Kannada	Govt.L.P.S,Gharawas	Yallapur	Rural	LPS
530	Uttara Kannada	Govt.Model.H.P.S,Manchikeri	Yallapur	Rural	HPS

EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN KARNATAKA



CMDR - Dharwad

Sl No	District	School Name	Taluk	Area	School Type
531	Uttara Kannada	Govt.L.P.S,Navangere	Shirasi	Rural	LPS
532	Uttara Kannada	Govt.L.P.S,Chanmav	Siddapur	Rural	LPS
533	Uttara Kannada	Govt.L.P.S,Joginmath	Siddapur	Rural	LPS
534	Uttara Kannada	Govt.Model.H.P.S,Tergav	Haliyal	Rural	HPS
535	Uttara Kannada	Govt.L.P.S,Mavinsara	Shirasi	Rural	LPS
536	Uttara Kannada	Govt.L.P.S,Adike Hosur	Haliyal	Rural	LPS
537	Uttara Kannada	Govt.L.P.S,Magvad	Haliyal	Rural	LPS
538	Uttara Kannada	Govt.L.P.S.Golikatta	Siddapur	Rural	LPS
539	Uttara Kannada	Govt.H.P.S.Bidrolli	Haliyal	Rural	HPS
540	Uttara Kannada	Govt.L.P.S.Kurigudda	Haliyal	Rural	LPS
541	Uttara Kannada	Govt.H.P.S,Tappanagi	Haliyal	Rural	HPS