

Suvarna Karnataka

## Sarva Shiksha Abhiyan, Karnataka

Report submitted on the Implementation of SSA for  
9<sup>th</sup> Joint Review Mission, Govt. of India

**January 2009**



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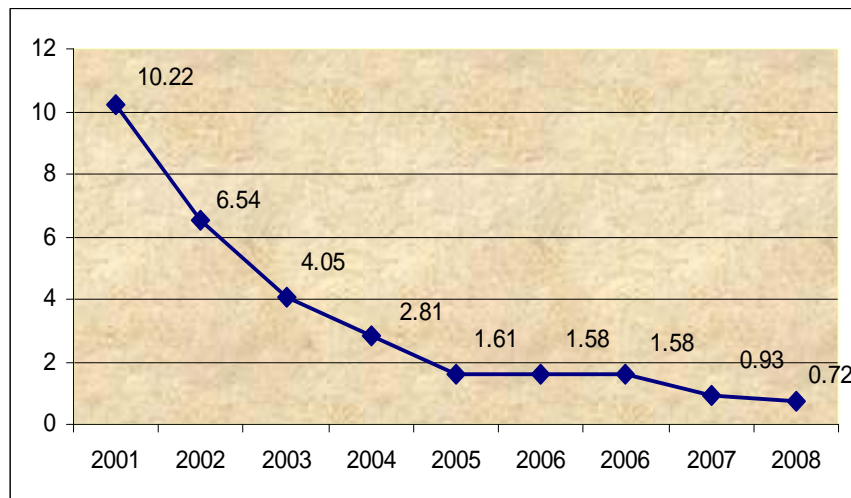
2.4 During their visits to the states, the Mission would enquire, in detail, into the following aspects:

- Progress against sanctioned annual work plans.

<i>Year</i>	<i>Approved Amount</i>	<i>Released Amount</i>	<i>Total Expenditure (as on 31st March)</i>	<i>% of Progress</i>
2001-02	65.100	60.700	46.900	72.00
2002-03	104.600	93.600	57.200	54.60
2003-04	314.700	97.300	160.500	51.00
2004-05	446.570	369.300	335.700	77.10
2005-06	447.340	417.800	401.800	92.94
2006-07	742.150	742.150	716.650	96.56
2007-08	697.460	664.940	693.350	99.41
2008-09	960.427	629.392	*504.871	52.57

\* Expenditure as on Nov,2008.

- Status of out of school children – implementation of strategies towards bringing children back into the educational fold.



**These are the strategies followed towards bringing out of school children to the school fold :**

- 1 Chinnara Angala 12 Months NRBC +Madarasa+ Transportation Facilities + Feeders Schools.
- 2 Chinnara Angala 12 Months Residential (12 RBC+Asha kirana)
- 3 Chinnara Angala 2 Months Non-residential.sÀ
- 4 Chinnara Angala 2 Months Residential.
- 5 6 Months Seasonal Bridge Course.À
- 6 Tent School
- 7 Mobile School
- 8 N.C.L.P
- 9 K.G.B.V.
- 10 Home based Education
- 11 Special Enrolment Drive
- 12 Remedial Teaching

- *Progress from the baseline with regard to gender and social groups – identification of districts, clusters and social groups needing more focused intervention.*
- Quality of education including learning levels of students, and key process indicators for quality e.g. State initiatives and programmes for quality improvement, student and teacher attendance rates, teacher training, academic support and supervision, student assessment systems etc. With respect to quality, special attention would be given to:
  - review of special initiatives taken by States over the last 12 months for ensuring basic learning skills, and review of any evaluation of these initiatives.

## Reading programme

To develop the basic reading skill, this programme has been initiated for 400000 children of 16000 schools of 11 districts in the State during 2008-09.

Two sets of 50 cards from SI.No. 1 to 50 and SI.No. 11 to 60 consisting letters, Words, Poems and Stories are developed based on the philosophy of graded reading and distributed to the schools. Baseline test was conducted to identify the children poor in reading. Children are classified under

- O - level - Who cannot read the letter
- L - level - Who can recognise letters
- W - level - Who can read letters in the form of words fluently
- S - level - Who can read sentences fluently
- P - level - Who can read fluently and comprehend the concepts.

O, L, W level students are taken for this programme. Teachers were given training in using the cards in class room situation and Evaluation process. The last period of the day used for this programme in the form of remedial teaching too.

- specific initiatives for expanding access and improving quality of upper primary education, transition rates from primary to upper primary stage.
  - **Towards improving quality of education:** Teachers working in elementary schools have varied background, motivation levels and qualifications. It is necessary that they are fully oriented in the goals and strategy of SSA, and their knowledge and skills are constantly upgraded. In this background, SSA frame work document prescribes as one of the norms, provision of 20 days in service teacher training framed for all teachers with following major objectives:
    - Increase efficiencies and effectiveness of teacher education programmes.
    - Improve their knowledge in curricular areas which they are required to teach.
    - Improve their skills to teach curricular areas in a more interesting, activity based, joyful and effective manner using suitable teaching aids and to deal competently with difficult topics.
    - Improve their skills of evaluation and to identify and to help slow learners.
    - Expose them to new successful ideas, techniques, models, teaching aids and technology schemes etc. that they have potential for replication across the state and system to meet teacher education issues.

The state guideline for training has been prepared and issued by Directorate of State Educational Research & Training, in consultation with SSA, keeping in mind the state and district specific requirements. The training needs have been assessed on the basis of data base information maintained in cluster and block levels and training

programmes both for curricular and general areas are identified and prioritized.

The training modules both for general and curricular areas of training have been developed by DSERT and DIETs. Some are pilot tested at the field level and standardized. The transactions in the training programmes take place in a participatory mode which includes group discussion, group work, presentation of good practices, demonstrations, etc. the training methods are child centered and activity based.

- **Towards achieving the goal to eliminate single teacher schools to the minimum level based on the enrolment of students.**

- Steps have been taken to eliminate single teacher schools to the minimum level based on the enrolment of students. Since this matter is with the co-ordination between SSA and the state government a proposal is placed before the Government of Karnataka for the needful action in this matter.
- According to 2007-08 EMIS data 853 single teacher schools with >20 enrolment are there in Karnataka. As per State Policy the schools in Malnad area with less than 20 children will have single teacher.
- The pupil-teacher ratio is quite good in the State as compared to national level ratios. It is 26 in case of teachers in position, through the norm allows up to 40:1 ratio. Keeping in view the topography of the State which includes the malnad region, western ghats and coastal inter-land regions where the population is sparse and physical mobility of people is difficult, pupil-teacher ratios have been kept lower than the norm.

- **Strategies of the state to reduce the PTR**

- The pupil-teacher ratio is quite good in the State as compared to national level ratio. It is 27 in case of sanctioned teachers' post, where as it is 26 in case of teachers in position, through the norm allows up to 40:1 ratio. Keeping in view the topography of the State which includes the malnad region, western ghats and coastal inter-land regions where the population is sparse and physical mobility of people is difficult, pupil-teacher ratio have been kept lower than the norm.

- **Study on Teacher Absence and Students attendance in primary and upper primary schools of Karnataka State**

A research study on the above subject have been carried out by Catolyst Management Services agency through SSA. The summary of findings based on the 3 rounds of the survey carried out against each of the below objectives and research questions.

- Objectives and scope of the study
  - To find out the extent of teacher absence and the reasons;
  - Identify personal and school level factors of teachers absenteeism;
  - Measure the effects of teachers attendance on students attendance and achievement;

- Efforts by Panchayati Raj Institutions to strengthen their support to SSA, particularly through enhanced links and collaboration with School Management Committees/Village Education Committees.

### **Co-ordination with Panchayati Raj Institutions**

The School Development and Monitoring Committees (SDMCs) are functioning under the concerned Grama Panchayaths. There is a clear-cut linkage between them at the levels of planning, implementation and also follow up in the school management and Administration to achieve the goals of UEE.

The Model bye-laws of Karnataka Gramapanchayaths are notified and provide an enormous opportunity for Panchayath Raj Institutions (PRIs) in the school management and Administration.

- The Civil Amenities Committee (CAC) shall oversee the constitution of a School Development and Monitoring Committee (SDMC) for each elementary school within Panchayath area. It shall supervise the task of constituting such SDMC by Head Teacher of the concerned school. The Head Teacher constitutes SDMC by organising the meetings of Parent's Council. 9 members from Parent Council will be elected and one among the 9 members will be elected as the Chairman of the SDMC.

The composition of SDMC is as follows :-

President	: Elected from Parent's Council
Members (8)	: - " ---
Member Secretary`	: Head teacher of the concerned school is Ex-Officio member and Member Secretary of SDMC
Ex-Officio member(1)	: Anganwadi worker and Health worker
Nominated members (4)	: 2 students from Higher classes, 1 donor from village, 1 representative from self help group.

- The CAC shall periodically review the programmes undertaken by the SDMCs.
  - The CAC shall periodically review the implementation of the Annual work Plans of schools with in the Panchayat Area and wherever possible CAS shall provide required assistance for the implementation.
  - The CAC shall Convene a joint meeting of office bearers of SDMCs of all schools with in the Panchayat Area at least once every three months in the academic year, for the purpose of exchange of information and Co-ordination.
  - The CAC shall transfer all funds received by it for education and Infrastructure of schools to the account of the schools, with in a week of receipt of the funds.
  - The CAC may transfer additional funds to the accounts of the schools with in the Panchayat Area, depending upon their needs.
- ***Environmental and site selection issues in school construction.***

These aspects are kept in view during School construction process.

- 2.5 The review of the Financial Management and Procurement (FMP) procedures will be carried out as part of the JRM. The Mission would review the extent to which States are complying with the provisions and processes laid down in the FMP Manual of SSA.

- Progress against procurement plans for 2008-09.  
Enclosed in Annexure - 1

- **Discussion with States on IPAI reports (if relevant)**  
**Audit is in progress, Report yet to be finalised.**

- **Status of annual statutory audit reports 2007-08 and compliance of 2006-07 audit reports.**  
**Report enclosed**

- *Review of accounts staffing / training.*  
*Explanation is in Annexure 1(a)*

- *Issues related to Financial Monitoring Reports.*  
*FMR reports enclosed.*

### 3. Documents and information required for Sarva Shiksha Abhiyan – Joint Review Mission

1. State and district wise PAB approved budget allocations-2008-09

State share provision for 2008-09 is Rs.33508.800 lakhs out of which Rs.10908.810 lakhs has been sanctioned through Zilla Panchayath and Rs.22600.00 lakhs through SIS as against Rs.6247.767 lakhs to be provided in matching to the GOI share.

Allocation approved by the Project Approval Board for 2008-09 is Rs.96042.719 lakhs.

Allocation	Releases	Grant to be received
SSA : Rs.94050.379 lakhs NPEGEL : Rs.773.500 lakhs KGBV : Rs.1218.860 lakhs	GOI : Rs.42578.225 lakhs GOK : Rs. 22181.660 lakhs	Gol : Rs. 14283.982 lakhs GoK : Rs.11433.291 lakhs

#### 2008-09 approved budget : State Consolidation

S.No	Activities	New Unit cost	Unit	Total	
				Phy	Fin
1	<b>New Schools</b>				
1.01	Upgradation of EGS to PS	0.000		0	
1.02	New Priamary schools	0.000		313	
1.03	Upgraded New UPS	0.000		450	
1.04	Adding class VIII to UPS	0.000		101	
2	<b>New Teachers Salary (PS)</b>			0	
2.01	Primary Teachers (Regular)	0.240	Teacher	626	150.240
2.02	Primary Teachers (Para)			0	0.000
2.03	Upper Primary Teachers (Regular)	0.240	Teacher	450	108.000

2.04	Upper Primary Teachers (Para)			0	0.000
2.05	Upper Primary Teachers- TGT	0.240	Teacher	101	24.240
	<b>Additional Teachers Against PTR</b>			0	0.000
2.06	New Additional Teachers PS (Regular)	0.240	Teacher	0	0.000
2.07	New Additional Teachers - PS (Para)			0	0.000
2.08	New Additional Teachers-UPS (Regular)	0.240	Teacher	89	21.360
2.09	New Additional Teachers - UPS (Para)	0.240		0	0.000
2.10	Teachers Under OBB			0	0.000
2.11	New others-Additional TGT (BA/B.Ed ) for Class VIII	0.240	Teacher	0	0.000
	<b>Sub Total(2.01 to 2.11)</b>			<b>2130</b>	<b>303.840</b>
	<b>Teachers Salary ( Recurring)</b>			0	0.000
2.12	Primary Teachers (Regular)	1.170	Teacher	16234	18993.780
2.13	Additional Teachers (IERT)	1.440		0	0.000
2.14	Upper Primary Teachers (Regular)	1.530	Teacher	5564	8512.920
2.15	Upper Primary Teachers (Para)			0	0.000
2.16	Upper Primary Teachers- Head Master			0	0.000
2.17	Additional Teachers PS (Regular)			0	0.000
2.18	Additional Teachers - PS (Para)			0	0.000
2.19	Additional Teachers - UPS (Regular)			0	0.000
2.20	Additional Teachers - UPS (Para)			0	0.000
2.21	Teachers Under OBB			0	0.000
2.22	Others-Additional TGT (BA/B.Ed ) for Class VIII			0	0.000
2.23	Arrears of Salary of teachers			0	0.000
	<b>Sub Total (2.12 to 2.23)</b>			<b>21798</b>	<b>27506.700</b>
	<b>Sub Total (New teachers+Teachers Recurring)</b>			<b>23928</b>	<b>27810.540</b>



	<b>Teachers Grant</b>				
3.01	Teachers grant - Primary	0.005	Teacher	60512	302.560
3.02	Teachers grant - UPS	0.005	Teacher	166497	832.485
	<b>Sub Total</b>			<b>227009</b>	<b>1135.045</b>
4	<b>Block Resource Centres</b>				
4.01	Salary of Resource Persons	1.440	BRP	522	751.680
4.02	Furniture Grant	1.000	BRCenter	0	0.000
4.03	Contingency	0.200	BRCenter	196	39.200
4.04	Meeting & TA allowance	0.090	BRCenter	196	17.640
4.05	TLM grant	0.050	BRCenter	196	9.800
	BRC Building Maintenance	0.000	BRCenter	113	0.000
	<b>Sub Total</b>				<b>818.320</b>
5	<b>Cluster Resource Centres</b>				
5.01	Salary of Resource Persons	1.440	CRP	1516	2183.040
5.02	Furniture & equipment	0.100	CRC	0	0.000
5.03	Contingency	0.030	CRC	2684	80.520
5.04	Meeting & TA allowance	0.036	CRC	2684	96.624
5.05	TLM grant	0.010	CRC	2684	26.840
	CRC Building Maintenance	0.000	CRC	1281	0.000
	<b>Sub Total</b>				<b>2387.024</b>
	<b>Teachers Training</b>				
6.01	Teachers trg. - in service	0.014	Teacher	227009	3178.126
6.02	Induction training for Newly Recruit Trained Teachers	0.028	Teacher	6146	184.380
6.03	Training for- Untrained Teachers			0	0.000
6.04	Other (DRG/BRG/CRG)	0.010		0	0.000
	<b>Sub Total</b>			<b>233155</b>	<b>3362.506</b>
7	<b>Interventions for Out of School Children</b>				
7.01	EGS Centre (PS)			0	0.000
7.02	EGS Centre (UP)			0	0.000
7.03	Chinnara Angala Bridge course Residential 12 months	0.100		33096	3309.600
7.04	Chinnara Angala Seasonal Bridge course - Resdn. (6 months)	0.050	center	6625	331.250
7.06	Mobile School	0.030	child	1029	30.870
7.07	12 months bridge course	0.030	child	18024	540.720
7.08	Tent school	0.030	center	9151	274.530

7.09	Home based education	0.030	child	0	0.000
7.10	NCLP Schools	0.030	School	3374	101.220
7.11	<b>Summer Remedial Teaching</b>	0.005	<b>Child</b>	69345	346.725
7.14	4 months seasonal residential school	0.023	child	0	0.000
7.15	Bridge course - Chinnara Angala	0.010	child	16050	160.500
7.16	Bridge course - Chinnara Angala Resi-2 months	0.017		15259	259.403
7.17	Sibling Care	0.000		0	0.000
7.18	Awards to SDMC/ GP	0.007		0	0.000
7.19	Special Enrolment Drive			9807	0.000
	<b>Sub Total</b>			<b>181760</b>	<b>5354.818</b>
<b>8</b>	<b>Remedial Teaching</b>				
8.01	Remidial teaching	0.011	child	349794	1748.970
8.02	Summer Remedial Teaching			0	0.000
	<b>Sub Total</b>			<b>349794</b>	<b>1748.970</b>
<b>9</b>	<b>Free Text Book</b>				
9.01	Free stationery & english Text Book to all children studying in I - VIII	0.001	Child	245958	307.448
9.02	Free Text book + work book for Aided Primary School(1-VIII all children)	0.001	Child	610361	488.289
	<b>Sub Total</b>			<b>856319</b>	<b>795.7363</b>
	<b>Interventions for CWSN</b>				
10.01	Provision of disabled children	0.012	child	132297	1587.564
	<b>Sub Total</b>			<b>132297</b>	<b>1587.564</b>
<b>11</b>	<b>Civil Works</b>				
11.01	BRC	8.000		0	0.000
11.02	CRC	4.950	building	0	0.000
11.03	School Buildings	9.000	building	313	<b>2817.000</b>
11.04	Dilapidated	9.000	school	0	0.000
11.05	Building less (Pry)	3.250		0	0.000
11.06	Building less (UP)	3.250		0	0.000
11.07	Dilapidated Building (Pry)	3.250		0	0.000
11.08	Additional class rooms	4.700	Room	6221	<b>23639.800</b>
11.09	Additional Class Room to Bangalore Metro City	5.540		100	<b>554.000</b>
11.1	Toilets / Urinals	0.000	school	1937	0.000
11.11	Separare Girls Toilet			256	0.000

11.12	Drinking Water Facility			1621	0.000
11.13	Boundary Wall	2.400	school	1	<b>2.400</b>
11.14	Seperation Wall			0	0.000
11.15	Electrification	0.050	school	15290	<b>764.500</b>
11.16	Head Master's Room			0	0.000
11.17	Child Friendly elements			0	0.000
11.18	Kitchen shed			0	0.000
11.19	Residential Hostel	20.000		0	0.000
11.2	Major Repairs (Primary)			1393	<b>834.718</b>
11.21	Major Repairs (Upper Primary)			896	0.000
11.22	Additional Rooms for CALC & Edusat	3.750	building	0	0.000
11.23	special Toilets for CWSN	0.500	school	1177	<b>588.500</b>
11.24	Setting up of Solar Photo Voltaic to existing CALC schools	0.600	School	0	0.000
11.25	Setting up of Solar Photo Voltaic to new CALC schools	0.600	School	0	0.000
	<b>Sub Total of Civil works</b>			<b>29205</b>	<b>29200.918</b>
<b>12</b>	<b>Furniture for Govt. UPS</b>				
12.01	No. of children	0.005	Children	209345	1046.725
	Sub Total (Furniture)			0	1046.725
	<b>Sub Total(Civil + Furniture)</b>				<b>30247.643</b>
<b>13</b>	<b>Teaching Learning Equipment</b>				
13.01	TLE for new schools	0.200	school	313	62.600
13.02	TLE for upgraded schools	0.500	school	450	225.000
13.03	Others			0	0.000
	<b>Sub Total</b>			<b>763</b>	<b>287.600</b>
<b>14</b>	<b>Maintenance Grant</b>				
14.01	Maintenance and repair grant	0.075	school	65277	4895.775
	<b>Sub Total</b>			<b>65277</b>	<b>4895.775</b>
<b>15</b>	<b>School Grant</b>				
15.01	Primary School	0.050	school	47623	2381.150
15.02	Upper Primary School	0.070	school	23198	1623.860
	<b>Sub Total</b>			<b>70821</b>	<b>4005.010</b>
<b>16</b>	<b>Research&amp; Evaluation</b>				
16.01	Research, evaluation, supervision	0.013	school	70821	920.673
	<b>Sub Total</b>			<b>70821</b>	<b>920.673</b>
<b>17</b>	<b>Management &amp; Quality</b>				

	<b>Management &amp; MIS</b>				3628.295
	<b>Learning Enhancement Programme (LEP)</b>				695.075
	<b>Sub Total</b>				<b>4323.370</b>
<b>18</b>	<b>Innovative Activitiy</b>				
18.01	Innovative activity ECCE	15.000	District	29	435.000
18.02	Innovative activity - Girls	5.500	District	29	159.500
18.03	Innovative activity - SC/ST	15.000	District	29	435.000
18.04	Innovative activity - comp. Edn.	50.000	District	29	1450.000
	Minority Community	7.500		29	217.500
	Urban Deprived Children	7.000		29	203.000
	Others				
	<b>Sub Total</b>	100.000			<b>2900.000</b>
<b>19</b>	<b>Community Training</b>				
19.01	<b>Community Training</b>	0.001	member	305268	183.161
	<b>Sub Total</b>				<b>183.161</b>
	<b>Total of SSA(Districts)</b>				<b>92763.755</b>
	<b>State Component</b>				1286.604
	<b>SIEMAT</b>				
<b>20</b>	<b>NPEGEL</b>				
20.1	No of old clusters	0.600		865	519.000
20.2	No of new clusters	2.900		56	162.400
20.3	<b>Community mobilisation</b>	0.100		921	92.100
	<b>SSA Total</b>				<b>94050.359</b>
	<b>Total (NPEGEL)</b>				<b>773.500</b>
<b>20.2</b>	<b>Total(SSA+NPEGEL)</b>				<b>94823.859</b>
<b>20.41</b>	<b>Grand Total (Non recurring + recurring)</b>	37.41		0	1218.860
<b>20.42</b>	<b>Grand Total (SSA+NPEGEL+KGBV)</b>			0	<b>96042.719</b>

2008-09 approved budget : District wise details

<b>Sl. No.</b>	<b>District</b>	<b>Fresh Proposal + Spill over 2008-09</b>	<b>Recommendation 2008-09</b>
1	2	7	8
1	Bagalkot	4058.333	4177.422
2	Bangalore Rural	1239.274	1133.303
3	Bangalore Urban	4115.081	4054.120
4	Belgaum	7877.305	8458.960
5	Bellary	4562.433	4740.338
6	Bidar	3230.346	3318.813
7	Bijapur	5438.046	5585.858
8	Chamarajanagar	1638.827	1688.453
9	Chikballapura	1812.591	1804.767
10	Chickmagalore	2370.246	2319.175
11	Chitradurga	2923.409	2971.415
12	D.K	2166.637	2218.676
13	Davanagere	2560.987	2622.061
14	Dharwad	2006.466	2059.814
15	Gadag	1639.989	1711.938
16	Gulbarga	10350.784	10661.761
17	Hassan	2417.252	2308.563
18	Haveri	2509.231	2558.404
19	Kodagu	1117.139	1120.549
20	Kolar	2150.478	2154.329
21	Koppal	3070.399	3246.782
22	Mandya	1741.044	1678.159

23	Mysore	3211.084	3392.397
24	Ramanagara	1337.227	1409.159
25	Raichur	4996.165	5394.435
26	Shimoga	2925.221	3012.992
27	Tumkur	3912.087	3872.335
28	Udupi	1205.730	1321.957
29	Uttarakannada	3786.155	3759.183
30	State Intervention	-	1286.604
31	SIEMAT	-	
	<b>Total</b>	<b>94107.859</b>	<b>96042.719</b>

2. Information on Release of funds to states – 2008-09.

**Details of Funds Released to SSA - Karnataka (2008-09) as on 18.12.2008**

No./Date of GOI Sanction Letter	Amount Released/ Santioned	GO NO./Date of GOK Releasing the Funds	Amount Released	Date Credit SSA A/C	of to	Remarks
F15-10/2008.EE-15 Dt. 4.6.2008 - <b>SSA</b>	10151.1950	FD3.ZP4. 2008 dated 17.4.2008	2727.22000	9.6.2008		State Share Central Share -Adhoc
F15-10/2008.EE-15 Dt. 22.8.20088 - <b>SSA</b>	12427.030			12.9.2008		Central Share - 1st Installment
		FD3.ZP4. 2008 dated 13.6.2008	2727.22000	12.9.2008		State Share
		ED.78.YoYoKa 2008 dated 4.4.2008	4666.67000	8.7.2008		State Share
		FD3.ZP4. 2008 dated 16.9.2008	2727.22000			State Share
		ED.78.YoYoKa 2008 dated 4.4.2008	9333.340	5.11.2008		State Share Central Share
F15-10/2008.EE-15 dated 20.11.2008	20000.000			18.12.2008		2nd Instalment
<b>2008-09 - Total</b>	<b>42578.225</b>		<b>22181.670</b>			

3. Report on concurrent Financial Review by IPAI (if any).  
Report should be enclosed
4. FMRs (September, 2008)

**Issue related to Financial Monitoring Reports:**

**Summary Budget Analysis (Entire Programme) : For the Financial Half Year ended on 30 Sept 2008**

Name of the State	AWP&B	Opening Bal.	Releases by GOI (inclu. External)	Releases by State	Other Receipts	Total available Funds	(Rs. in lakhs)
Karnataka							
SSA NPEGEL+KGBV +	96042.719	8562.400	22578.225	12848.330	1812.057	45801.012	33446.769
<b>Total</b>		<b>8562.400</b>	<b>22578.225</b>	<b>12848.330</b>	<b>1812.057</b>	<b>45801.012</b>	<b>33446.769</b>

**Summary Budget Analysis (Entire Programme)**

**For the Financial Year ended on 30 Sept 2008**

Sl. No.	Name of the State	Opening Balance for the year	Releases for the Half Year (GOI & GOK)	Interest & Other	Total Available Funds	Releases for the Financial Year till date	Expenditure for the Half Year
	Karnataka SSA NPEGEL+KGBV +	8562.400	35426.555	1812.057	45801.012	38945.036	33446.769
	<b>Total</b>	<b>8562.400</b>	<b>35426.555</b>	<b>6478.717</b>	<b>50467.672</b>	<b>38945.036</b>	<b>33446.769</b>

**Activitewise Expenditure for the year 2008-09  
(Half year ended 30.9.2008)**

**FMR-III  
(Rs. in Lakhs)**

Sl. No.	Expenditure by Activity	Half Year ended
1	New Primary School	10936.897
2	New Upper Primary School	
3	Block Resource Centre	482.234
4	Cluster Resource Centre	1316.205

5	Civil Works	1777.778
6	Toilets, Drinking Water	
7	Interventions for out of School School	3020.789
8	Free Text Books	795.736
9	Innovative Activity	250.836
10	Inveterventions for Disabled Children	935.909
11	NPEGEL	463.316
12	Maintenance Grant	4234.680
13	Management & MIS	1146.990
14	Research & Evaluation	81.434
15	School Grant	3862.201
16	Teachers Grant	1042.386
17	TLE	229.100
18	Teacher Training	1759.520
19	Community Training	22.205
20	Remedial Teaching	900.836
21	KGBV	187.718
22	SIEMAT	
23	State Component	
24	National Component	
25	Others	
	<b>Total</b>	<b>33446.769</b>

**for State Project Director  
SSA - Karnataka**

5. Status of Audit Reports 2007-08 and compliance reports of audit State-wise for 2006-07.  
2006-07 Audit Report enclosed
6. Overall Programme Implementation Report of States (10 States) as per standard format in Annexure 1(a).  
Detailed explanation is annexed .
7. Action Taken on Recommendations of eighth Joint Review Mission of SSA.



**Action Taken Report for the Minutes of Wrapup meeting of the 8<sup>th</sup> Joint Review Mission (JRM)**

<b>Issues</b>	<b>Action Taken</b>
<p>3.2 Given the fact that more and more children are transiting from bridge course to regular schools, the Mission recommends that regular schools should be made ready to receive these children by sensitizing the teachers and monitoring the transition of children from bridge course and their retention.</p>	<p>During in-service teachers' training, Cluster level monthly experience sharing meetings and during Departmental Officers visits, the H.M.s and Teachers are being sensitized in this regard.</p>
<p>3.3. Specific and focused strategies will be required in States with the larger gender gaps. Interventions under NPEGEL and KGBV should be linked more effectively to the goals of retention, completion and the personal development of girls.</p>	<p>Focused strategies based on the block and cluster needs have been planned in 2008-09 AWP &amp; B and accordingly 921 MCS are provided with Rs. 773.5 lakhs. All activities are specifically planned towards ensuring enrollment, retention, quality and community mobilization. Meena, Vocational and Community mobilization are the uniform activities across the EBB's. Teleconference was organized for various functionaries from District to Cluster level towards effective implementation of NPEGEL activities on Sept 4<sup>th</sup>, 2008. The participants including KGBV Special officers were trained. The panelists included the students who were empowered through MEENA. This proved that the hard core dropouts could be brought to mainstream through focused intervention. All the MCS HM's who were part of the participants were asked to focus on the Out of School , girls from marginalized section to be admitted to KGBV's. Meena Package from UNICEF was distributed to all MCS and the same was to be shared towards empowering girls in KGBV's( A clear indication is also made to the Gender Co-ordinators at various levels). Hence, effort towards linking KGBV's and NPEGEL activities are made appropriately and the same would be strengthened in the coming years.</p>
<p>3.4.The Mission recommends that issues of drop out and retention need to be addressed more strongly by (a)</p>	<p>A) We have two sets of data on dropouts and retention: viz: DISE (2007-08) and child census Jan 2008. Child census</p>

critically analysing the available data; (b) making full use of the findings of the planned study on drop outs; and (c) strengthening action at the local level, particularly by focusing on community participation initiatives towards the problem of drop outs and irregular student attendance.

discovered 93276 [Appendix 1] never enrolled and dropout children [7 to 14 years]. The family and other background of all these children were critically analyzed. Differential strategies for mainstreaming them were planned and implemented during 2008-09. The district-wise DISE data has been exhaustively analyzed. Publication has been brought out in this regard and disseminated to all the field level functionaries. The variety of strategies and district-wise updates are given in annexure. [Appendix 2]  
Karnataka State has a special programme to arrest potential dropouts – ASHAKIRANA. District-wise updates on this programme is appended [Appendix 3]

B)(1) A validation study of Child census 2008 Jan was commissioned by Sarva Shiksha Abhiyan. The report had made recommendations. Follow-up actions are being taken up.

2.A Study on Double Enrolments was taken up by all the DIETs in the State as a Multi-Centric Study. The District reports are disseminated and follow-up actions are being taken.

3. A Multi-Centric Study on Remedial Education to arrest dropouts of children was organized with the association of all DIETs in the State. The district DIETs drafted the reports and held dissemination seminars for follow-up actions.

C) A State-wide capacity building programme was taken up for SDMC and CAC members. 5.22 lakh members were covered in this programme. OOSC strategies and Students' Attendance were focused and handouts were given to the members in this programme. [Appendix 4]

- Students' Attainment levels and attendance problems are being shared with the community in Quarterly meetings during the year. Incentives to children are also distributed in presence of community

	<p>members and parents at these meetings known as 'Samudayadatta Shale'. [School Moves towards community]</p> <p>Based on the annual child census data, a village-specific School Participation Register will be prepared and notified to the village panchayat. This notification includes the names and addresses of non-enrolled, never-enrolled and dropout children. This will be shared in regular meetings of the panchyats. This register is called as GRAMA SHIKSHANA VAHI. Further, the data collected in the "<u>Never Enrolled</u>" and "<u>Dropout children</u>" will be discussed at Gram Panchayat level by organizing "<u>Gram Sabhas</u>".</p>
<p>3.5. The States may track and enhance attendance rate of their teachers through well defined strategies.</p>	<p>A Study on "<u>Teacher Absenteeism and Students' Attendance</u>" was undertaken by Sarva Shiksha Abhiyan-Karnataka through an independent agency - Catalyst Management Services, Pvt. Ltd., Bangalore during 2007-08. The study report analyzed Teachers attendance status during the three rounds of unannounced visits during 2007-08 as follows:</p> <ol style="list-style-type: none"> <li>a) 80% of the teachers were present in the schools.</li> <li>b) 12% of the teachers were on leave / on personal grounds</li> <li>c) 6% of the teachers were away on education related work including training and meetings.</li> <li>d) 1% of the teachers were absent without information.</li> <li>e) 0.4% of the teachers were absent without information.</li> </ol> <p>The following strategies are adopted to overcome the above concerns:</p> <ul style="list-style-type: none"> <li>• In-service teachers trainings are planned to be organised only during summer vacation for schools.</li> <li>• School Development and Monitoring Committees (SDMCs) are strengthened in monitoring the academic activities including Teachers' attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>• The strategies like, Leave Salary teachers, deputation of teachers for substitution / Volunteer teachers are utilised to present loss of school working days during long leave of teachers.</li> <li>• The district and Block level officers, Monitoring Filed Functionaries are being instructed to focus and take necessary follow up action on the issues raised in the study report.</li> <li>• The teachers will be discouraged to accumulate the casual leave earned in that calendar year up to November, December and use it in one shot. This will affect the school management.</li> <li>• An analytical report is being prepared based on the Quality Monitoring Tools data obtained from the district and sub district levels. and dissemination tasks will be taken accordingly.</li> <li>• The Study report will be shared with SDMCs during capacity building programmes.</li> <li>• Un scheduled visits by the Departmental Officials to the schools has been extensively organized, to curb unauthorised absence of teachers. This programme is called "<u>Minchina Sanchara</u>"</li> </ul>
<p>3.6. Quality improving interventions may be tracked with respect to agreed indicators.</p>	<p>The quality issue is taken in an holistic approach – Curriculum has been revised based on NCF 2005. Training is being imparted as per the needs of the teachers with district specific requirements. TLM is teacher specific and training and guidance is provided to teachers to prepare the TL materials.</p> <p>The training package and modules are prepared in such a way to address all the components like Curriculum, TLmaterials, Class room management (Content and methodology) including the children with special needs and assessment of children in Scholastic and non scholastic areas .</p>

	<p>Remedial teaching is taken as a part of teaching through diagnostic tests. This diagnostic test is in the form of '<u>School Academic plan</u>' in the current year and remedial teaching classes were conducted for one extra hour either before or after the school timings. About 22 lakhs students are covered under this programme from class 2 to 8. "<u>Activity banks</u>" in all the subjects and for all the classes were developed by DSERT and DIETs and disseminated to all the schools to support the teachers.</p> <p>To improve the reading ability of children from class 2 to 7 in Kannada language a special programme called "<u>Oduve naanu</u>" is initiated in co-ordination with an NGO in the current year in 11 educationally backward districts of the state. This programme is also on par with the reading cell programme proposed by NCERT</p> <p>Nalikai an activity based classroom transaction is implemented all over the State in 13691 schools for class 1 and 2 in schools where the total enrolment is less than 30. The multi grade and multi level teaching techniques are followed in these schools. Teaching learning material kit for these 13691 schools are proposed to be provided during this year. The programme will be extended to all the Govt. primary schools in the State, from next academic year 2009.10.</p> <p>Preparatory activities in this regard including Teachers training and providing of work books, Nali Kali cards, Children profile etc are in full swing.</p>
<p>3.7. Based on the findings of MHRD's study on the effectiveness of BRCs/CRCs, request every state to clearly delineate the respective but complementary roles of these institutions in effecting system - wide quality reform and the strategy for enabling them to play this critical role.</p>	<ol style="list-style-type: none"> <li>1. The report on the study on the effectiveness of BRCs/CRCs is not received by this office.</li> <li>2. After studying the report of the study, the findings will be incorporated in the Job chart of BRCs and CRCs.</li> <li>3. As of now the roles and responsibilities of BRCs and CRCs are clearly defined as per the circular issued by this office dated 21.5.2008 and disseminated to all BRCs and CRCs in the form of book.</li> </ol>

<p>3.8. The Source Book on Learning Assessment needs to be rolled out to help the States to improve quality of classroom oriented learning assessments.</p>	<p>K.S.Q.A.O has analyzed the achievement levels in all the schools and prepared a book consisting school wise competency wise achievement of students and provided to all the schools</p>
<p>3.9. GOI should give priority to (a) resolution to all outstanding audit observations brought out by CA's external audit and IPAI in their review reports for 2006-07 including reporting on compliance by auditors in the next audit reports, and (b) ensure internal control mechanism and strengthening internal audit.</p>	<p>In Karnataka both Internal and External audit are conducted periodically. The recommendations and findings are followed in a more systematic manner.</p> <p>However with regard to completion of internal audit and arrears are noted in a separate statement for the year 2007-08 and enclosed herewith.</p> <p>With regard to CA's External audit for the year 2007-08, it is in progress and will be completed shortly.</p>
<p>3.10. GOI should ensure adherence of the provisions of the Manual on FM &amp; P to monitor the receipt of UCs and maintenance of Asset Register at State/District/Block/Cluster/School level and annual physical verification of Assets.</p>	<p>In order to ensure timely submission of UC's and to improve the maintenance of Accounts at State/District/Blocks/Clusters/School level Audit staff as well as Accounts Suptd., / Accounts Asst. meetings are held periodically to monitor non receipt of UC's from School level to district level. However, the process of External audit by CA's is in progress for the financial year 2007-08 and they are collecting the UC's activity wise and submitting the same to the state office.</p>
<p>3.11. The MHRD should continue to encourage and facilitate the development, implementation and tracking of holistic and comprehensive planning for quality. The REMS should also be utilised towards this end.</p>	<p>The facilitation is made to the MHRD SSA Monitoring teams with supply of necessary data, coordinating District Level/ Field visits, conducting sharing meetings of the District / Block Level Officers for supporting the monitoring teams.</p>
<p>3.12.</p>	
<ul style="list-style-type: none"> <li>• The compliance with the 5 per cent validation check should be emphasized;</li> </ul>	<ul style="list-style-type: none"> <li>• A Sample study on DISE data with 5% sample check for the year 2007-08 is already completed. A similar study is being taken up for the current year also.</li> </ul>
<ul style="list-style-type: none"> <li>• Continued emphasis be placed on maintaining accuracy in maintaining school lists and common school codes,</li> </ul>	<p>DISE has been updated in the entire state. Common school codes have been given to all schools.</p>

maximising response and reporting non-response to guide users;	
<ul style="list-style-type: none"> <li>The capacity of staff at national and state levels to analyze and apply statistical information on education be reviewed and, if necessary, augmented;</li> </ul>	Though DISE is still in offline, but at state level suitable training and guidance has been provided to analyze the Data available with DISE taluk and district level, with assistance from team of experts from NUEPA, New Delhi.
<ul style="list-style-type: none"> <li>Sharing of good practices on using data, as well as collecting and analyzing should continue together with mechanisms, such as regional / thematic groups of states;</li> </ul>	2009-10 AWP&B will be based upon information out of DISE data. Shortly it will be brought online so that it will be used extensively
<ul style="list-style-type: none"> <li>Reducing the time lag between the States in receiving of the data while improving the coverage; and</li> </ul>	when it is brought as online, the time lag automatically will get reduced
<ul style="list-style-type: none"> <li>Further triangulation in research should be done, building on earlier and on-going work, to inform current users and the future development of data sources;</li> </ul>	<ul style="list-style-type: none"> <li>The commissioning of Researches has been made to conduct Research Studies / Impact Evaluation studies by using triangulation in research i.e., Primary data, Secondary data and case studies. The documentation and dissemination is being made for necessary follow up action.</li> </ul>

## Appendix 2

- Two months Chinnara Angala (RBC)
- Two months Chinnara Angala (NRBC)
- Twelve months Chinnara Angala (NRBC)
  - Feeder School
  - Transport Facility
  - Madarasa
- Twelve months Chinnara Angala (BRC)
- Ashakirana
- Tent School
- Mobile School
- Six months Seasonal R.B.C.

### APENDIX-3 ASHAKIRAN Centers And Children enrolment

Sl.	Districts	Centers	Children
1	BIDAR	75	1904

2	BIJAPUR	65	1657
3	KOPPAL	57	1457
4	BELLARY	41	1121
5	DAVANAGERE	23	1105
6	YADGIRI	34	1065
7	BAGALAKOTE	34	940
8	GULBARGA	34	927
9	KOLAR	27	847
10	CHITHRADURGA	19	806
11	RAICHUR	29	718
12	BANGALORE(N)	17	643
13	MANDYA	12	607
14	MYSORE	10	573
15	UTTARAKANNADA	13	555
16	HAVERI	14	546
17	BELAGAVI	21	525
18	SHIVAMOGGA	10	452
19	TUMAKUR	11	421
20	GADAG	27	405
21	CHIKKODI	8	363
22	BANGALORE(S)	7	357
23	MADHUGIRI	8	351
24	CHIKKAMANGLORE	7	290
25	HASAN	8	289
26	DARWAD	8	200
27	CHIKKABALLAPURA	4	198
28	CHAMARAJANAGARA	7	188
29	KODGU	3	118
30	DHAKSHINA KANNADA	1	43
31	RAMANAGARA	2	38
32	BANGALORE(R)	0	0
33	UDUPI	0	0
	<b>TOTAL</b>	<b>636</b>	<b>19709</b>

8. Copies of research studies completed (if any). : Will be provided at time of review.

9. State Specific Progress against the Results Monitoring Indicators in respect of States to be visited. Information to be provided in the formats provided in Annexure 2(a) to 2(d). : Report enclosed



## Annex 1(a)

### Overall Programme Implementation Report of States

- State and District wise outlay and expenditure– 2007-08.

Sl. No	District	2007-08	
		Allocation	Expenditure
1	Bagalkot	2974.008	3150.920
2	Bangalore Rural	1879.857	1810.656
3	Bangalore Urban	3248.173	3084.820
4	Belgaum	5457.542	5442.243
5	Bellary	3371.159	3001.939
6	Bidar	2167.335	2074.560
7	Bijapur	3698.490	3502.976
8	Chamarajanagar	1672.068	1564.997
9	Chickmagalore	2538.599	2414.088
10	Chitradurga	2093.678	2024.815
11	D.K	1197.976	1121.124
12	Davanagere	1915.801	1738.737
13	Dharwad	1570.714	1591.248
14	Gadag	1278.049	1249.097
15	Gulbarga	6901.751	6510.373
16	Hassan	1936.043	1842.688
17	Haveri	1580.165	1568.335
18	Kodagu	1059.585	1013.064
19	Kolar	2409.685	2172.992
20	Koppal	2068.326	1995.054
21	Mandya	1797.345	1729.943
22	Mysore	2386.845	2223.012
23	Raichur	3714.346	3807.613
24	Shimoga	2387.775	2347.552
25	Tumkur	3203.204	3158.985
26	Udupi	1090.004	982.550

27	Uttarakannada	2979.891	2790.746
28	State Intervention	1167.583	1086.667
29	DSERT	0.000	555.490
30	Mahila Samakya	0.000	33.708
31	KSQAO	0.000	0.000
	Teachers Arrears	0.000	1744.694
33	W&CD	0.000	0.000
	<b>Total</b>	<b>69745.996</b>	<b>69335.685</b>

- Provision and Release of State share – 2007-08.

Rs. in lakhs.

<b>Particulars</b>	<b>2007-08</b>
<b>Budget Provision</b>	24411.100
<b>Releases of State Share</b>	24511.514

- *Progress against SSA goals / and development outcomes.*  
Tables annexed (Table 2(a) & 2(b))

- Category wise physical and financial progress against AWPB 2007-08 for the State

### SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA

Interventionwise Summary for 2007-08 (Upto MARCH 2008)

**Name of the District: STATE CONSOLIDATION**

Sl. No.	Activities	Total Outlay		Cum Total upto 31.3.2008	
		Phy	Fin	Phy	Fin
1	<b>New Schools</b>				
1.01	Upgradation of EGS to PS	52	0.000	52	0.000
1.02	New schools	603	0.000	603	0.000
1.03	Upgradation of PS to UPS	282	0.000	282	0.000
1.04	Adding class VIII to UPS	88	0.000	88	0.000
2	<b>New Teachers Salary (PS)</b>				
2.01	Primary Teachers (Regular)	1310	419.200		298.240
2.02	Primary Teachers (Para)	0	0.000		0.000
2.03	Upper Primary Teachers (Regular)	282	90.240		62.884
2.04	Upper Primary Teachers (Para)	0	0.000		0.000
2.05	Upper Primary Teachers- Head Master	1658	2387.520		1490.679
	<b>Additional Teachers Against PTR</b>				0.000
2.06	New Additional Teachers PS (Regular)	1198	383.360		356.490

2.07	New Additional Teachers - PS (Para)	0	0.000		0.000
2.08	New Additional Teachers - UPS (Regular) TGT for Class VIII	88	28.160		53.115
2.09	New Additional Teachers - UPS (RegularPara)	1473	471.360		404.706
2.10	Teachers Under OBB	0	0.000		0.000
2.11	New others-Additional TGT (BA/B.Ed ) for Class VIII	0	0.000		0.000
	<b>Teachers Salary ( Recurring)</b>				0.000
2.12	Primary Teachers (Regular)	10092	7871.760	10092	8961.002
2.13	Primary Teachers (Para)	0	0.000	0	0.000
2.14	Upper Primary Teachers (Regular)	5697	5810.940	5697	5835.424
2.15	Upper Primary Teachers (Para)	0	0.000	0	0.000
2.16	Upper Primary Teachers- Head Master	0	0.000	0	0.000
2.17	Additional Teachers PS (Regular)	0	0.000		0.000
2.18	Additional Teachers - PS (Para)	0	0.000		0.000
2.19	Additional Teachers - UPS (Regular) TGT for Class VIII	0	0.000		0.000
2.20	Additional Teachers - UPS (Para)	0	0.000		0.000
2.21	Teachers Under OBB	0	0.000		0.000
2.22	Others-Additional TGT (BA/B.Ed ) for Class VIII	0	0.000		0.000
	<b>Sub Total</b>	<b>21798</b>	<b>17462.540</b>		<b>17462.540</b>
	<b>Teachers Grant</b>				
3.01	Teachers grant - Primary	50653	253.265	50653	253.790
3.02	Teachers grant - UPS	151142	755.710		723.740
	<b>Sub Total</b>	<b>201795</b>	<b>1008.975</b>		<b>977.530</b>
4	<b>Block Resource Centres</b>				
4.01	Salary	522	751.680		697.558
4.02	Furniture & equipment	20	20.000	20	19.997
4.03	Contingency	196	24.500	196	24.499
4.04	Meeting & TA allowance	196	11.760	196	11.720
4.05	TLM grant	196	9.800	196	9.799
	<b>Sub Total</b>	<b>196</b>	<b>817.740</b>		<b>763.574490</b>
5	<b>Cluster Resource Centres</b>				
5.01	Salary	1516	2183.040		1945.301
5.02	Furniture & equipment	482	48.200		42.792
5.03	Contingency	2684	67.100	2684	63.402
5.04	Meeting & TA allowance	2684	64.416	2684	63.422
5.05	TLM grant	2684	26.840	2684	26.560
	<b>Sub Total</b>	<b>2684</b>	<b>2389.596</b>		<b>2141.476</b>
	<b>Teachers Training</b>				
<b>6.01</b>	<b>Teachers trg. - in service</b>	<b>201795</b>	<b>2825.130</b>		2381.770
6.02	Teachers trg. - newly recruited	6009	126.189		16.260
6.03	Refresher Course- Untrained Teachers	0	0.000		0.000
6.04	Distance Education	0	0.000		0.000
6.05	Other (DRG/BRG/CRG)	0	0.000		0.000
	<b>Sub Total</b>	<b>207804</b>	<b>2951.319</b>		<b>2398.030</b>
7	<b>Interventions for Out of School Children</b>				

7.01	EGS Centre (PS)	0	0.000		0.000
7.02	EGS Centre (UP)	0	0.000		0.000
7.03	Chinnara Angala Bridge course Residential 12 months	35850	2437.800		2226.327
7.04	Chinnara Angala Seasonal Bridge course - Resdn. (6 months)	25125	854.250		745.713
7.06	Mobile School	1201	36.030		36.355
7.07	12 months bridge course	25635	769.050		527.468
7.08	Tent school	11399	170.985		149.955
7.09	Home based education	11650	349.500		348.869
7.10	NCLP Schools	7850	235.500		149.629
7.11	SCLP Schools	0	0.000		0.000
7.14	4 months seasonal residential school	0	0.000		0.363
7.15	Bridge course - Chinnara Angala	0	0.000		3.721
7.16	Bridge course - Chinnara Angala Resi-2 months	0	0.000		3.371
7.12	<b>Sub Total</b>	<b>118710</b>	<b>4853.115</b>		<b>4191.771</b>
8	<b>Remedial Teaching</b>				
8.01	Remidial teaching	460266	1841.064	460266	1841.064
	<b>Sub Total</b>	<b>460266</b>	<b>1841.064</b>		<b>1841.064</b>
9	<b>Free Text Book</b>				
9.01	Free stationery & english Text Book to all children studying in I - VIII	0	0.000		0.000
9.02	Free Text book + work book for Aided Primary School(1-VIII all children)	442472	331.854	442472	331.854
	<b>Sub Total</b>	<b>442472</b>	<b>331.854</b>		<b>331.854</b>
	<b>Interventions for CWSN</b>				
10.01	Provision of disabled children	119110	1429.320		1403.909
	<b>Sub Total</b>	<b>119110</b>	<b>1429.320</b>		<b>1403.909</b>
11	<b>Civil Works</b>				
11.01	BRC	20	120.000	20	120.000
11.02	CRC	368	736.000	368	736.000
11.03	School Buildings	655	4257.500	655	4257.500
11.04	Dilapidated	0	0.000		0.000
11.05	Building less (Pry)	0	0.000		0.000
11.06	Building less (UP)	0	0.000		0.000
11.07	Dilapidated Building (Pry)	0	0.000		0.000
11.08	Dilapidated Building (UP)	0	0.000		0.000
11.09	Additional class rooms	4555	16625.750	<b>4555</b>	16625.750
	Additional Class Room to Bangalore Metro City	188	846.000	<b>188</b>	846.000
11.1	Toilets / Urinals	6562	0.000		0.000
11.11	Separare Girls Toilet	0	0.000		0.000
11.12	Drinking Water Facility	0	0.000		0.000
11.13	Boundary Wall	0	0.000		0.000
11.14	Seperation Wall	0	0.000		0.000
11.15	Electrification	5237	261.850	5237	261.850
11.16	H.M.Room cum Staff Room	0	0.000		0.000

11.17	Child friendly play ground	0	0.000		0.000
11.19	Library	0	0.000		0.000
11.20	Lab	0	0.000		0.000
11.21	Resource Room	0	0.000		0.000
11.22	Dining Hall	0	0.000		0.000
	<b>Sub Total</b>	<b>17585</b>	<b>22847.100</b>		<b>22847.100</b>
12	<b>Major Repairs</b>				
12.01	Primary	1814	834.719	1814	834.719
	Upper Primary	0	0.000		0.000
	<b>Sub Total</b>	<b>1814</b>	<b>834.719</b>		<b>834.719</b>
13	<b>Teaching Learning Equipment</b>				
13.01	TLE for new schools	655	65.500	655	65.200
13.02	TLE for upgraded schools	282	141.000	282	141.000
13.03	UPS not covered under OBB	0	0.000		0.000
	<b>Sub Total</b>	<b>937</b>	<b>206.500</b>		<b>206.200</b>
14	<b>Maintenance Grant</b>				
14.01	Maintenance and repair grant	64765	3238.250	64765	3238.250
	<b>Sub Total</b>	<b>64765</b>	<b>3238.250</b>		<b>3238.250</b>
15	<b>School Grant</b>				
15.01	Primary School	51013	1020.260		939.190
15.02	Upper Primary School	22981	459.620	22981	449.365
	<b>Sub Total</b>	<b>73994</b>	<b>1479.880</b>		<b>1388.555</b>
16	<b>Research &amp; Evaluation</b>				
16.01	Research, evaluation, supervision	73994	1035.916	73994	1035.916
	<b>Sub Total</b>	<b>73994</b>	<b>1035.916</b>		<b>1035.916</b>
17	<b>Management &amp; MIS</b>	0	2855.017		2845.309
	<b>Sub Total</b>	<b>0</b>	<b>2855.017</b>		<b>2845.309</b>
18	<b>Innovative Activity</b>				
18.01	Innovative activity ECCE	27	135.000	27	135.000
18.02	Innovative activity - Girls	27	67.500	27	67.500
18.03	Innovative activity - SC/ST	27	202.500	27	202.500
18.04	Innovative activity - comp. Edn.	27	405.000	27	405.000
18.05	Others	27	540.000	27	540.000
	<b>Sub Total</b>	<b>0</b>	<b>1350.000</b>		<b>1350.000</b>
19	<b>Community Training</b>				
19.01	Trg. of SDMC members	223524	134.114	223524	134.114
	<b>Sub Total</b>	<b>223524</b>	<b>134.114</b>		<b>134.114</b>
	<b>Others</b>				
	Child Friendly Furniture	0	0.000		0.000
	Bio intensive Garden	0	0.000		0.000
	School Camps	0	0.000		0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>		<b>0.000</b>
	<b>Grand Total</b>		<b>67067.019</b>		<b>65391.912</b>
	<b>Management &amp; MIS %</b>	<b>0</b>	<b>5.895</b>		
	<b>Civil Works %</b>	<b>0</b>	<b>34.706</b>		
	<b>Quality %</b>	0	46.661		
	<b>BRC &amp; CRC %</b>	0	0.013		

	<b>NPEGEL</b>	0	0.000		
	No of EBBs	61	0.000	61	0.000
20.01	No of Urban Slums	4	0.000	4	0.000
20.02	No of covered Clusters	861	0.000	861	0.000
20.03	No of clusters in Urban slums	0	0.000	0	0.000
20.04	<b>Non Recurring Grants</b>	0	0.000	0	0.000
20.05	<b>Civil Works</b>	0	0.000	0	0.000
20.06	Construction of addl.Classrooms including toilets,drinking water,electrification	0	0.000	0	0.000
	<b>TLE</b>				0.000
	One time grant of TLE Library,Sports,Vocatioal training etc.,	3	0.900	3	0.900
	CHILD CARE CENTRE	0	0.000		0.000
	<b>Sub total</b>	<b>0</b>	<b>0.900</b>		<b>0.900</b>
	<b>Recurring grants</b>	0	0.000		
	Maintenance of schools,part time instructor to MCS,Provisiion of life skills,bicycles,vocational training,transportationcharges etc	865	173.000	865	152.784
	Award to School/Teacher	865	34.600	865	30.277
	Student evaluation,Remedial Teaching,Bridge courses & alternative Schools	865	173.000	865	151.400
	Learning through Open schools	0	0.000	0	0.000
	Teacher Training	865	34.600	865	30.280
	Child care centers for 2 centers	865	103.800	865	90.840
	<b>Sub total restricted to</b>	<b>0</b>	<b>519.000</b>		<b>455.581</b>
	Additional Incentives (unifor stationery, work book, escorts in difficult areas etc.)	0	0.000		0.000
	Primary	0	0.000		0.000
	Upper Primary	0	0.000		0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>		<b>0.000</b>
	community mobilisation & Management Cost (6% of out lay)	0	33.185		26.474
	<b>Sub Total</b>	<b>0</b>	<b>33.185</b>		<b>26.474</b>
	<b>Total (NPEGEL)</b>	<b>0</b>	<b>553.085</b>		<b>482.95426</b>
	<b>Mahila Samakhya</b>				33.708
	<b>KSQAO</b>				0.000
		<b>0</b>	<b>0.000</b>		0.000
	<b>State Component</b>	<b>0</b>	<b>1167.583</b>		1086.667
20.20	<b>Total(SSA+NPEGEL)</b>	<b>0</b>	<b>68787.687</b>		<b>66995.241</b>
20.21	<b>KGBV Financial Provisions per school</b>	0	0.000		
20.22	<b>Non-recurring (one time grant)</b>	0	0.000		0.000
20.23	Building	0	0.000		0.000
20.24	Furniture / Equipment (including kitchen equipment)	0	0.000		0.000
20.25	TLM and equipment including library books	0	0.000		0.000
20.26	Bedding	0	0.000		0.000

20.27	<b>Total Non-recurring</b>	<b>0</b>	<b>0.000</b>		<b>0.000</b>
20.28	<b>Recurring</b>	0	0.000		
20.29	Maintenance per girl Per month @ Rs. 750/-	61	549.000	61	350.211
20.30	Stipend per girl per month @ Rs.50/-	61	36.600	61	25.371
20.31	Course books / Stationery and etc.@ Rs.50 per month	61	36.600	61	21.418
20.32	Examination Fee	61	0.610	61	0.598
20.33	Salaries	61	219.600	61	124.805
20.34	Vocational training / specific skill trg	61	18.300	61	9.892
20.35	Electricity / water charges	61	18.300	61	16.032
20.36	Medical care/contingencies @ Rs.750/- per girl.	61	45.750	61	18.936
20.37	Misc. including maintenance	61	21.350	61	21.175
20.38	Preparatory camps	61	6.100	61	3.615
20.39	P.T.A / school functions	61	6.100	61	3.695
20.40	<b>Total Recurring</b>	<b>0.00</b>	<b>958.310</b>		<b>595.750</b>
20.410	<b>Grand Total (Non recurring + recurring)</b>	<b>0.00</b>	<b>958.310</b>		<b>595.750</b>
20.420	<b>Grand Total</b>	<b>0.00</b>	<b>69746.002</b>		<b>67590.991</b>
				Provision Arrears for 06-07	1744.694
					<b>69335.685</b>

- Progress on functional areas (descriptive)

#### - Civil works

Under Sarva Shiksha Abhiyan in Karnataka, total Number. of Civil Works under taken Since Inception i.e. from the year 2001-02 to 2007-08 are about 1,19,045 ( which includes Block resource Centers, Cluster resource centers, School Buildings, Additional Class rooms, Toilets, drinking water facilities, electrical works, compound walls etc.,). Out of these, 1,11,472 works have been completed and 7,573 works are under progress. The percentage of progress achieved is 93.63%.

The Status target and achievement of different components from 2001-02 to 2007-08 is as follows.

Sl. No.	Description	Target	Completed	progress	% of Completion
1	BRC	90	71	19	78.9
2	CRC	1411	1094	317	77.53
3	New School Building	2974	2172	802	73.00
4	Additional Class Rooms	32951	26516	6435	80.5
5	Toilets	23314	23314	0	100.00
6	Drinking water	21438	21438	0	100.00
7	Electrification	33150	33150	0	100.00

8	Compound wall	3717	3717	0	100.00
	<b>Total</b>	<b>1,19,045</b>	<b>1,11,472</b>	<b>7,573</b>	<b>93.63</b>

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

Sl. No.	Name of work	Physical progress		Financial Progress		Expenditure Rs. in Lakhs
		Sanction	Complete	Allocation Rs.in Lakhs	Released Rs. in. Lakhs	
1	BRC	20	1	120	120.00	120.00
2	CRC	368	51	736	736.00	736.00
3	New School Building	655	192	4257.5	4257.50	4257.50
4	Additional Class room	4555	1767	16625.75	16625.75	16625.75
5	Metro City	188	-	846	846.00	846.00
6	Electrification	5237	4830	261.85	261.85	261.85
	<b>Total</b>	<b>11,023</b>	<b>6,841</b>	<b>22,847.10</b>	<b>22,847.10</b>	<b>22,847.10</b>

For the year 2008-09, the total number of works sanctioned under different physical activities is 6619 and the financial program is Rs. 283.58 Crores.

#### **SDMCs:**

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

#### **Consulting Engineers:**

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

#### **Training Programme**

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



### **3<sup>rd</sup> Party Quality Assurance and Technical Audit of Civil works:**

Services of Independent consultants are obtained for third party evaluation and technical Audit of Civil works. These consultants carry out technical evaluation of the quality of Civil Works visiting each of the construction sites at least five times during the construction and also under take testing of materials and finished products.

Tenders are under finalisation for 3<sup>rd</sup> Party Quality Assurance and Technical Audit of Civil works for the year 2008-09.

### **Manual for Civil Works:**

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

### **Quality Control equipments:**

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

### **Designs and Estimates of School Buildings:**

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

### **Multi level School Complexes in Bangalore City:**

Services of Consulting Agency is obtained for preparation of Architectural plan, Designs, Estimates and Bid document, and Monitoring of Civil works during construction. Tenders for construction of Multi level School complexes will be invited shortly.

### **People Public Participation:(PPP)**

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

## **Infrastructure Survey of Schools:**

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

## **Ramps:**

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

## **- Planning**

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

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

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

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

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

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

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

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

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

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

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

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



Habitation Level Planning (Bijapur Taluka)  
Block Level Planning Meeting (At Bijapur)



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

At state level capacity building was provided to each district planning team.

Sl. No.	Activity	Tentative Dates
1	Formation of District level Planning Committee & Meeting	3rd November 2008
2	Formation of Block level Planning Committee & Meeting &	4 <sup>th</sup> November 2008
3	Consultation with Block level Functionaries	
4	Cluster level Meeting	5 <sup>th</sup> November 2008
5	Consolidation at Cluster level	12 <sup>th</sup> November 2008 to 17 <sup>th</sup> November 2008
6	Consolidation at Block level	18 <sup>th</sup> November 2008 to 25 <sup>th</sup> November 2008
7	Consolidation of the plan document at District level along with block wise preparation of final draft at District AWP&B (Costing sheets with list of School)	26 <sup>th</sup> November 2008 to 15 <sup>th</sup> December 2008
8	DIC Approval	16 <sup>th</sup> December 2008
9	Submission of AWP & B with write up to SPO for appraisal	17 <sup>th</sup> December 2008 to 20 <sup>th</sup> December 2008
10	Submitting the final Draft	12 <sup>th</sup> January 2009
11	Preparation of State Plan	13 <sup>th</sup> January to 02 <sup>nd</sup> February 2009
12	Submission of plan to E.C. for approval	5 <sup>th</sup> February 2009
13	Submission of State Plan along with all district plans to MHRD	7 <sup>th</sup> February 2009

## - EGS/AIE

### Household data on out-of-school children

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

#### ➤ Plan of Mainstreaming of Out of School Children during 2008-09.

SI No	District	Never Enrolled			Dropped Out			Out of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bangalore Rural	30	30	60	39	58	97	69	88	157
3	Bangalore North	175	141	316	245	185	430	420	326	746
2	Bangalore South	544	412	956	820	779	1599	1364	1191	2555
4	Chickballapur	240	115	355	711	722	1433	951	837	1788

5	Chitradurga	153	128	281	507	393	900	660	521	1181
6	Davanagere	236	226	462	683	600	1283	919	826	1745
7	Kolar	146	51	197	205	220	425	351	271	622
8	Madhugiri	149	64	213	218	190	408	367	254	621
9	Shimoga	190	201	391	510	410	920	700	611	1311
10	Tumkur	142	53	195	292	169	461	434	222	656
11	Ramanagara	97	54	151	204	102	306	301	156	457
12	Bagalkote	427	385	812	355	325	680	782	710	1492
13	Belgaum	403	292	695	135	104	239	538	396	934
14	Bijapur	1275	1151	2426	1441	1408	2849	2716	2559	5275
15	Chikkodi	204	147	351	83	74	157	287	221	508
16	Dharwad	268	183	451	118	102	220	386	285	671
17	Gadag	786	784	1570	753	709	1462	1539	1493	3032
18	Haveri	327	268	595	354	235	589	681	503	1184
19	Uttara Kannada	497	383	880	312	242	554	809	625	1434
20	Bellary	638	555	1193	1568	1820	3388	2206	2375	4581
21	Bidar	520	476	996	744	676	1420	1264	1152	2416
22	Gulbarga	2163	2167	4330	3696	3785	7481	5859	5952	11811
23	Koppal	747	780	1527	1257	1674	2931	2004	2454	4458
24	Raichur	956	1035	1991	1559	2292	3851	2515	3327	5842
25	Yadgiri	1797	1888	3685	3411	4068	7479	5208	5956	11164
26	Chamarajanagar	149	136	285	816	571	1387	965	707	1672
27	Chickmagalore	96	78	174	208	179	387	304	257	561
28	Dakshina Kannada	177	144	321	79	80	159	256	224	480
29	Hassan	57	59	116	168	167	335	225	226	451
30	Kodagu	58	41	99	60	49	109	118	90	208
31	Mandya	153	98	251	310	170	480	463	268	731
32	Mysore	207	134	341	543	540	1083	750	674	1424
33	Udupi	62	55	117	38	42	80	100	97	197
	<b>TOTAL</b>	14069	12714	26783	22442	23140	45582	36511	35854	72365

Source :Children Census 2008

**OOSC AWP&B Target different Strategies. 2008-09**

SI.No	Strategies	Children
1	12 months Non-residential Bridge Course (NRBC) (feeder schools + transportation facility+Madarasa+12NRBC)	18024
2	6 Months Residential Bridge Course	6625
4	Tent Schools	9151
5	Mobile Schools	1029
6	Home Based Education	0
7	Bridge Course 12 months (residential) Ashakiran	33096
8	Chinnara Angala Non Residential	16050
9	Chinnara Angala Residential	15259

10	Special Enrolment Drive	9807
11	NCLP Schools	3374
12	Sibling Care	0
13	Summer Remedial Teaching	69345
14	Awards to SDMC/GP	0
15	KGBV	0

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

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

Reasons for the children to be out of school are,

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

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

➤ **Strategies adopted to mainstream OOSC:**

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

Under this strategy four sub strategies have been implemented namely

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

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

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

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

2. **Transportation Facilities:** Transportation facilities to children who do not have lower primary schooling facilities within a radius of 1 km and upper primary schooling facilities within 3 kms have been provided in some of the districts. 8070 children are covered under the Transport Facility.
  3. **Madarasa:** Children who are studying in Madaras's and do not get formal education are being covered by this sub strategy. So for 6777 children have been covered under this strategy.
  4. **12 months NRBC** are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala Bridge Course Materials. This year Hiriyaara Chinnara Angala Books also printed and distributed for senior children. 1230 children have been covered under 12 NRBC.
- ✓ **12 Residential Bridge Course:**  
Under twelve month RBC 2 Sub strategies are being conducted.
1. 12 month RBC
  2. Ashakirana Kendras
  1. **12 months RBC:** It provides residential facility for OOSC who are in acute poverty. There are 160 Centers and covered 3904 children. The children are being thought using Chinnara Angala & Hiriyaara Chinnara Angala Books.
  2. **Ashakirana Centers:** Are residential in nature. It is one of the main and important programme provided to the children to avoid dropping out due to various reasons like poverty and poor economic condition. Hostel facility has been provided to the school going children at school/ community hall/Public buildings and school etc., Educational volunteers and an assistant is appointed by the NGOs. It is mostly run by NGOs with the cooperation of Head master and SDMC. 19709 children have been covered in 636 such centers.



#### ASHA KIRANA AT BHADRAVATHI BLOCK

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

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







Home Based Education in Shahapur Block

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



Special Enrolment Drive at Shimoga

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



Mobile School at Bangalore Urban

- ✓ **Tent Schools:** Tent schools are opened for the children who have migrated along with their parents. The parents stay in a makeshift shelter, put up in a locality near their place of work. In such locations Tent schools are opened. Chinnara Angala Abyaysa Pusthaka is being used as text. In stray instances text books are also being

used. Unit cost of Rs. 3000/-per children for 10 months is allocated for tent schools keeping the child as a unit.

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



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

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

#### **Summer Remedial Teaching:**

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

#### ➤ **Monitoring Activities:**

Most of the above strategies have been undertaken through NGOs. For the current year 433 NGOs have been involved. These NGOs are running various AIE and have covered 21287 children. All these activities undertaken by NGOs & monitored periodically by the block level, district level and state level officers.

### **i. Community mobilization**

- An Amount of Rs. 107.89 lakh is utilized for the Community Mobilisation activities.
- The Major Community Mobilisation activities carried out in the State are
  - ✓ School opening Ceremony
  - ✓ Media coverage on count down for school reopening.
  - ✓ School towards community programme
  - ✓ The successful participation of NGOs and SDMCs in the school activities. For example: Programmes for the development of educational facilities, civil

works and other school improvement programmes (list 3-5 study of key cases)

- ✓ The awareness campaigns conducted during the year 2008-09.
- ✓ The propaganda/awareness conducted before the SDMC-CAC trainings.
- ✓ School Adoption Programme

## **Formation of VECs/ PTAs/ MTAs.**

### **Formation of SDMCs**

The Model Bye-laws 2006, are notified in the Karnataka Gazette as per the Karnataka Panchayath Raj Act 1993 that reveal the formation, roles and responsibilities of the School Development & Monitoring Committees (SDMC).

As per the Model Bye-Laws 2006, the SDMCs are the part of concerned the Gram Panchayats. The Civic Amenities Committee is one of the Standing Committee of the Grama Pachayat, which has the responsibility to undertake the development works in the areas of Education, Health and Public Works. SDMCs function under the Civic Amenities Committee of the concerned Grama Panchayats.

The legal implications regarding the formation of SDMCs are,

- ★ All SDMCs constituted under the G.O. dated April 28, 2001, and which have not completed their three year term will continue to function till the expiry of the three year term. However, they will have to function in accordance with the model bye-laws as far as other aspects are concerned - meetings, disciplinary action, duties of different officers etc.
- ★ SDMCs that were constituted under G.O. dated April 28, 2001 and which have completed their 3-year term will have to be re-constituted in accordance with the revised model bye-laws.

Henceforth, almost all SDMCs are constituted in the rural Government Primary and Higher Primary Schools in the State as per the revised Model-Bye laws 2006.

However, the Government order / Gazette to be issued regarding the urban areas.

### **Training of community members.**

- A Core Committee is constituted under the Chairmanship of the State Project Director, SSA-Karnataka to plan the activities of Community mobilization and Community trainings for the year 2008-09. Experts in the area of Community Mobilization are the members of the Core-Committee. The Core-Committee discussed the modalities of the Community Mobilisation and Community Trainings for the year 2008-09. The Core-Committee took a decision to revise the training modules of Community Training.
- As per the decision of the Core-Committee, the following training modules were revised, printed and distributed to all the concerned.
  - ★ "Spandana" - a resource book which contains the Model Bye-Laws 2006 for the constitution of SDMCs and which has the history, development and importance of SDMCs. This book was supplied to each school of the State and to all the Master Resource Persons. This book serve as literature for

the SDMC trainings which help for the Master Resource Persons and schools for the constitution of SDMCs.

- ★ "Sankalpa" – a Training Design for the 1 day training of SDMC-CAC members.
  - ★ "Samakshama"- Literature for SDMC-CAC members. This book is self explanatory in nature, which provides basic information on the roles and responsibilities of the SDMC-CAC members and serves as work book to note down the details of SDMC meeting dates, decision taken in meeting and other useful information. This book helps each SDMC-CAC member to understand his roles and functions
- The training modules were revised with the participation of NGOs who are active in the Community Mobilization and Community Training activities in the State.
  - A Two-day workshop was organized for the State Level Master Resource Persons at the State Level. One DIET faculty from each district and one representative from NGO of the concerned district made a team and were trained for the SDMC-CAC training. The members of the Core-Committee conducted the State Master Resource Persons training.
  - Divisional Level Trainings were conducted for 13 Resource persons from each district. The trainings were conducted by the State MRPs and supervised by the members of the Core-Committee.
  - The District MRPs conducted the District Level Trainings for the Block Level Resource persons for 2 days.
  - Different facilitation committees are constituted at District, Block and Cluster level for the coordination of SDMC and CAC members training. These committees are having the representatives of Rural Development of Panchayat Raj members, Department of Education officers/ staff and representatives of local NGOs/Community Based Organizations. The facilitation committees meet and chalk out the date, propaganda for trainings and other details of training programme.
  - All the MRP trainings were conducted in the month of September 2008.
  - PAB has approved the budget of Rs. 183.161 lakh to train 3,05,268 members for two days. The State decided to train 14 SDMC members, 6 members from GP (including GP Secretary) so that, 6,35,502 SDMC members and 33,480 GP members and a total of 6,68,982 members for one day. PAB has sanctioned amount of Rs. 163.882 lakh for Community Mobilisation under Management Cost. The State has used Rs. 55.987 lakh additional money required for Community Training.
  - A total of 2,71,739 SDMC and CAC members were trained till the end of November 2008. The trainings are being conducted for the remaining members at the GP level. This year, Good Case-Studies/Success Stories on the effective functioning of local SDMCs are used in the SDMC-CAC training programmes to motivate the SDMC-CAC members.

## - Girls education

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

### NPEGEL releases and expenditure since 2003-04

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total
Approved	186	1099.32	879.46	1159.827	553.09	773.50	4651.197
Central Share released	34.87	824.48	336.95	734.935	224.14	502.775	2658.15
State share released	11.625	274.84	219.865	244.978	193.59	270.375	1215.273

Amount to be released to SSA districts	16.3715	1047.127	812.252	1091.139	484.14	697.90	<b>4148.9295</b>
Amount to be released to MS	18.4536	60.793	67.202	68.688	33.44	75.60	<b>324.1766</b>
<b>Expenditure</b>		<b>1029.627</b>	<b>898.314</b>	<b>1113.222</b>	<b>473.369</b>		<b>3514.532</b>

### KGBV releases and Expenditure

Rs. In Lakhs

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

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

### Financial Status of Innovative Activity for Girls

(Rs.in lakhs)

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

## Girls Education including NPEGEL

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

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

### Retention Strategies.

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

### SPECIFIC PROGRAMMES FOR GIRLS EDUCATION UNDER SSA

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

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

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

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

		2004-2005	2005-2006	2007-08		
				2006-2007	2008-2009	
1	No. of Clusters;	482	625	858	861	917
2	No. of Urban slums	4	4	4	4	4
3	Total no. of clusters	486	629	861	865	921
4	Total no. of blocks:	45	58	61	61	64

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

<b>NPEGEL consolidated budget of 2008-09</b>				
<b>S.N</b>	<b>Item of expenditure</b>	<b>Strategies/Activities for</b>	<b>Budget proposed</b>	
			<b>Phy</b>	<b>Fin</b>
1	Vocational skill training	Retention	54946	133.45
2	Excursion and sharing	Learning enhancement	3763	66.20
3	Counselling centre	Enrolment	40616	1.75
4	Health and Hygiene camps	Retention	9988	32.06
5	Bicycles	Skill development	16198	44.83
6	Mathematics and science fairs	Learning enhancement	40926	27.31
7	Carrier Councelling training	Retention	2443	2.71
8	Field trips to neighbourhood places	Learning enhancement	2279	5.84
9	Sports meet	Skill development	3353	11.05
10	Training in Marshal Arts	Skill development	2200	6.33
11	Academic Competetions	Learning enhancement	1243	2.26
12	Sports promotion centre	Skill development	600	0.70
13	Health camp	Enrolment	1750	0.92
14	Procurement of audio/video learning materials	Learning enhancement	32664	107.83
15	Experience sharing Melas	Enrolment	5405	15.01
16	Counselling for problems related to girls	Enrolment	20400	13.85
17	Awareness camp	Community awareness	11381	42.13
18	Carrier guidance training	Retention	7357	8.29
19	Reading programme	Learning enhancement	19442	12.99
20	Camps on awareness of child rights	Retention	9483	17.73
21	Role play	Skill development	4845	10.15
22	Handwriting programme	Learning enhancement	3763	7.88
23	Project work	Learning enhancement	3055	7.94
24	School cabinet	Enrolment	1650	2.08
25	Health checkup	Retention	3000	6.39
26	<b>MEENA programme(Compulsary)</b>	Community awareness	19008	49.96
27	Award to Teachers	Learning enhancement	28	0.70
28	Mothers Mela	Community awareness	6950	8.56
29	Each one teach ten	Learning enhancement	200	0.80
30	Music / Folklore /Finearts	Skill development	51216	4.90
31	Drawing and painting	Skill development	51216	4.70
32	School gardening	Community awareness	98	7.38
34	Teacher training	Retention	300	2.46
35	Best attendance and performance	Skill development	254	10.40
36	Documentation	Skill development	1	1.81
37	Computer training	Learning enhancement	14	2.10
<b>38</b>	<b>Community Mobilization</b>	Community awareness	62600	92.10
	<b>Total</b>		<b>485361</b>	<b>773.50</b>

A detailed activity wise guideline including performance indicators was developed by SPO and orientation through teleconference and face to face was made for effective

implementation of NPEGEL activities for the year 2008-09. (District wise and Block wise activities planned are shown in Annexure1)

Among the 37 different activities, 3 activities namely

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

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

<b>NPEGEL Progree for the Year 2008-09(As on 30th November 2008)</b>			
<b>Sl. No</b>	<b>Item of expenditure</b>	<b>Target</b>	<b>Total Achieved</b>
		<b>Phy</b>	<b>Phy</b>
1	Vocational skill training	54946	9910
2	Excursion and sharing	3763	650
3	Counselling centre	40616	44
4	Health and Hygiene camps	9988	2127
5	Bicycles	16198	738
6	Mathematics and science fairs	40926	52
7	Carrier Councelling training	2443	0
8	Field trips to neighbourhood places	2279	536
9	Sports meet	3353	27
10	Training in Marshal Arts	2200	13
11	Academic Competetions	1243	15
12	Sports promotion centre	600	0
13	Health camp	1750	0
14	Procurement of audio/video learning materials	32664	20
15	Experience sharing Melas	5405	13
16	Counselling for problems related to girls	20400	1213
17	Awareness camp	11381	220
18	Carrier guidance training	7357	25
19	Reading programme	19442	0
20	Camps on awareness of child rights	9483	309
21	Role play	4845	0
22	Handwriting programme	3763	584
23	Project work	3055	280
24	School cabinet	1650	240
25	Health checkup	3000	17



26	<b>MEENA programme(Compulsary)</b>	19008	1831
27	Award to Teachers	28	0
28	Mothers Mela	6950	378
29	Each one teach ten	200	0
30	Music / Folklore /Finearts	51216	1028
31	Drawing and painting	51216	828
32	School gardening	98	49
33	Teacher training	300	53
34	Best attendance and performance	254	28
35	Documentation	1	0
36	Computer training	14	0
<b>37</b>	<b>Community Mobilization</b>	62600	1739
	<b>Total</b>	<b>485361</b>	<b>22950</b>

## 2. INNOVATIVE ACTIVITY FOR GIRLS EDUCATION (JAGRUTHI SHIBHIRA)

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

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

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

During 200-09, each district was approved of Rs. 5.5 lakhs towards Adolescent camps. A total of 1800 children per district are the beneficiaries under this program. The modules namely “Hennu Makkala Jagruti Shibira Sanchi” developed by the ZSSA, Dharwad is being used in conducting the Adolescent Camps.

**Progress of Adolescent Camps upto November 2008 is as follows:**

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

S.N	District	Target No. of children	Total Achieved
1	Bangalore(N)	1800	0
2	Bangalore(S)	1800	558
3	Bagalore®	1800	0

4	Ramanagar	1800	0
5	Bagalkote	1800	304
6	Belgaum	1800	550
7	Chikkodi	1800	0
8	Belalry	1800	0
9	Bijapur	1800	1800
10	Bidar	1800	0
11	C.Nagar	1800	0
12	C.Magalore	1800	0
13	Chitradurga	1800	0
14	D.Kannada	1800	205
15	Davangere	1800	283
16	Dharwad	1800	0
17	Gadag	1800	0
18	Gulbarga	1800	0
19	Yadgir	1800	0
20	Hassan	1800	2404
21	Haveri	1800	0
22	Kodagu	1800	1127
23	Kolar	1800	0
24	C.Ballapur	1800	154
25	Koppal	1800	0
26	Mandya	1800	1148
27	Mysore	1800	1606
28	Raichur	1800	0
29	Shimoga	1800	700
30	Tumkur	1800	1020
31	Madhugiri	1800	0
32	Udupi	1800	3570
33	U.Kannada	1800	1739
<b>Grand Total</b>		<b>59400</b>	<b>17168</b>

## KASTURBA GANDHI BALIKA VIDYALAYA

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

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

Gol has launched a new scheme for girls called "Kasturba Gandhi Balika Vidyalaya" for setting up residential schools with boarding facilities at elementary level for out of school girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The

objective is to ensure access and quality education to girls belonging to socially and economically disadvantaged groups of society.

### Initiatives for the implementation of the programme.

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

During 2004-05, 34 KGBVs with 100 and 24 with 50 intake capacity were approved and started like wise in 2005-06. In 2005-06, 3 additional KGBVs with the intake capacity of 100 were sanctioned and made operational in 2006-07. MHRD also permitted up gradation of 24 KGBVs to raise the intake capacity to 100. In the year 2008-09 3 Model 1 KGBV's were approved namely in Yadgir, Sindhanur CDB and Gangavati CDB. All the KGBVs are operational with 100 intake capacity from the current academic year. Of the 64 KGBV's 29 Mode III (100) are run by Mahila Samakya.

### Major initiatives under KGBV programme

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

#### KGBV Staff Pattern

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

#### D. Construction of KGBV hostel building

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

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

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

#### E. Identification and enrollment of Girls

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

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

Caterogy	SC	ST	OBC	Minority	BPL	Total
<b>Girls enrolled</b>	<b>2265</b>	872	1417	357	822	5746

#### F. Academics at KGBVs

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

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

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

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

#### G. Convergence with the department and NGOs

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

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

#### **H. Trainings and Academic support to KGBVs**

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

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

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

#### **I. Financial releases and expenditure:**

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

#### **J. Monitoring system of KGBVs**

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

#### **K. Achievements of KGBVs**

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls in State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji(cultural competition), girls participated in State level kannada language exam conducted by the cultural ministry, are some of the examples of the unique achievements and stepping stones of these girls.

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

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

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



### **Community / Non-profit making bodies.**

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

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

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

### **Chinnara Karnataka Darshana**

#### **The objectives of programme:**

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

#### **Extent and Coverage of the programme**

- The programme is undertaken in convergence with Karnataka State Tourism Development Corporation
- The approved budget per district is Rs7.5 lakh. Total budget Rs202.5lakh
- All 202 educational blocks of all 29 districts of the entire state
- 50 children from each block totaling 10100 children are being covered.
- The educational tour programme is for 5 days

#### **Expected out-comes of the programme**

- Children will develop interest in education and there by actively participate in co-curricular, extra-curricular and educational activities.
- To attract 6<sup>th</sup> and 7<sup>th</sup> std. students towards schools and that will be to limit the children dropping out from the school.
- To strengthen the economically backward children and girls to visit the real environment of long distant places.
- To avoid the inferiority complex among the children and girls to visit the real environment of long distant places.
- It is expected to develop competitive attitude among the gifted children.
- It is expected to develop learning competencies of curriculum among the children.
- It would build a strong psychological urge among the children to construct project works associated with trimestrial group and individual activities.
- It will develop the observation, oral and written expression skills among the children.
- It will clarify many concepts of abstract things through observation.

#### **Criteria for the selection of students and teachers**

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

#### **Selection of teachers**

- 2 male teachers and 2 female teachers

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

### **Selection of Tourist Places**

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

### **Important aspects of the Programme**

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

### **Chinnara Karnataka Darshana during 2008-09**

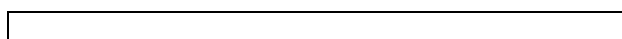
In order to provide field experience and make the learning long lasting, students of 7th standard majority of whom are from the rural sector government school, with preference to children to SC/ST categories and girls are selected o tour various important destinations of Karnataka. The programme is appropriately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

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

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

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

A total of 170 batches have been benefited from Chinnara Karnataka Darshana Program as on December 2008.





This  
inaugurated by the  
Minister of  
Yadiyurappa on 7<sup>th</sup>

program was  
Hon'ble Chief  
Karnataka Sri. B.S  
November 2008.



As the tour cover a distance of approximately 1750 km spread over 4 days and 4 nights, the body and the mind of the student gets tough to meet the new challenges. Improves the expressions of the students and also the same on paper to enable this objective a specially designed guidelines and feedback form with the description of the important destinations of the state was provided to each student. Trained guides were pressed into service and their descriptions of history, mythology etc. increased the knowledge of children.

Equally delighted were the teachers who showed remarkable sense of involvement in all the levels of the scheme and together with the children, they saw to it that the objectives of the programme is fulfilled. During the interview they showered appreciation on the organizers and the co-ordinating agency like department of tourism and KSTDC. This exemplary entertaining educating tour programme of students has opened up new visitors for making education more interesting and also making learning a more practical experience. Children of 202 educational blocks and additional 50 batches for the EBBs with preference to the blocks with more SC/ST population was provided during 2006-07.

#### Information on Urdu Schools and the facilities provided under SSA

- There are 3946 Government Urdu Schools in the State (I to VIII and covered under SSA)
- 16642 teacher posts are sanctioned
- Literacy Percentage of Muslims is 70.1 as against 65.6 of all categories
- Total enrolment in Urdu Schools is 4,30,948
- Pupil Teacher Ratio is 25:1 (as against 32 for all categories)
- During 2004-05, 72 CRCs from General category were converted in to Urdu CRCs. Total number of Urdu CRCs is 126
- **Under SSA following facilities were given for urdu schools since 2001-02**
  - 118 New schools were opened

- 177 New school buildings were constructed
- 1623 Additional classrooms were constructed
- 1596 Toilet and Drinking water facilities were been provided.
- 1599 Schools were provided with Electricity
- Compound wall was constructed for 544 Schools
- School grant was provided to 3946 schools.
- Teacher grant was provided to 16133 teachers
- Maintenance grant provided to all Government schools.
- School grant (Govt. + Aided) to all the Urdu schools at the rate of LPS Rs.2,000/- P.A., HPS Rs.4,000/- P.A.

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

In the year 208-09, under Innovative Activities, a total amount of Rs. 7.5 is provided to every district towards various activities.

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

### Minority Community Activities Progress Report up to November 2008

Sl.No.	District	Awareness programme for religious and community leaders.	Awareness programme for Mothers of muslim minority children.	Awareness programme for Fathers of muslim minority children.	Block level seminars for educationally backward minority children.	Monthly block level melas for educationally backward minority children.	3 days seminars for 50 urdu teachers	Hikes and Field visits	Learning corners		Supply of dictionaries to selected students of 5th std of below poverty line	Providing Lab equipments for selected schools.	Total
1	Bangalore (N)	0	0	0	0	0	0	0	0	0	0	0	0
2	Babgalore(S)	565	328	288	461	1304	0	0	0	0	0	0	2946
3	Bangalore ®	0	0	0	0	0	50	0	0	0	0	0	50
4	Ramanagar	258	527	501	0	0	0	0	0	0	0	0	1286
5	Bagalkot	130	277	151	325	230	0	0	0	0	0	0	1163
6	Belgaum	0	0	0	0	0	0	0	0	0	0	0	0
7	Chikkodi	0	0	0	0	0	0	0	0	0	0	0	0
8	Bellary	0	0	0	0	0	0	0	0	0	0	0	0
9	Bidar	0	0	0	0	0	0	0	0	0	0	0	0
10	Bijapur	0	0	0	0	0	0	0	0	0	0	0	0
11	C.Nagar	0	0	0	0	0	0	0	0	0	0	0	0
12	C.Magalore	0	0	0	0	0	0	0	0	0	0	0	0
13	Chitradurga	390	390	390	0	600	0	0	0	0	0	0	1770
14	D.K.	390	585	65	0	0	0	0	0	0	0	0	1040
15	Davangere	273	257	205	0	0	0	0	0	0	0	0	735
16	Dharwad	476	200	200	100	200	50	0	0	0	0	0	1226
17	Gadag	0	0	0	0	0	0	0	0	0	0	0	0
18	Gulbarga	5	7	0	2	0	42	0	0	0	0	0	56
19	Yadgiri	0	0	0	0	0	0	0	0	0	0	0	0
20	Hassan	0	0	0	0	0	0	0	0	0	0	0	0
21	Haveri	134	300	0	0	0	0	0	0	0	0	0	434

22	Kodagu	0	0	0	0	0	0	0	0	0	0	0	0
23	Kolar	0	0	0	0	0	300	0	0	0	0	0	300
24	C.Ballapur	0	0	0	0	0	0	0	0	0	0	0	0
25	Koppal	195	130	130	216	230	0	55	0	0	0	0	956
26	Mandya	0	0	0	0	0	0	0	0	0	0	0	0
27	Mysore	0	0	0	0	0	0	0	0	0	0	0	0
28	Raichur	200	200	0	0	0	0	0	0	0	0	0	400
29	Shimoga	0	0	0	0	1200	1200	300	0	0	0	0	3072
30	Tumkur	390	291	291	600	1200	0	300	0	0	0	0	3072
31	Madhugiri	0	0	0	0	0	0	0	0	0	0	0	0
32	Udupi	160	65	0	415	608	0	100	0	1	0	0	1355
33	Uttara Kannada	2	2	1	2	3	0	344	0	0	0	0	354
	<b>Total</b>	<b>3568</b>	<b>3559</b>	<b>2222</b>	<b>2121</b>	<b>5575</b>	<b>1642</b>	<b>1099</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>20215</b>

Few more photos of CKD Inauguration by Hon'ble Chief Minister of Karnataka



## - Children with Special Needs

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

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

The enrolment of the state in the age group of 6-14 is 79,60,820 and out of which the children with special needs amounts to 132297.

State	VI	HI	OPH	MR	MD	Others	Total
Karnataka	17769	24430	25396	43208	18315	254	<b>132297</b>

### Objectives:

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

Programmes initiated during 2008-09

As per the AWP&B 2008-09 all the districts have initiated the proposed programmes at the district and block levels. The state has initiated following activities for the effective implementation of the programme.

### Teachers Training:

- Long term training course of 90 days has given to 422 teachers through distance mode (Bhoj University).
- Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.
- NGOs are involved in the capacity building programme, awareness programmes, health camps and distribution of assistive devices camps and Home Based Education.
- Circulars pertaining to the duties & responsibilities of IERTs, BEOs, BRCs, & DDPIs for monitoring were given. Empowerment training for IERTs will be conducted by Spastic Society of Karnataka.
- **Formal & functional Assessment:** Medical camps were conducted for CWSN at 177 blocks by involving the health department, Private practitioners, NGOs and sponsors under the supervision of district & block level co-ordination committees comprising of CEO, ZP, DHO, DDPI, CDPO, BEO, EO, Revenue officers, NGOs & others.

- **Assistive devices** were provided to the children who were identified in the medical camps through ALIMCO, DDRCs, NGOs like Skanda Educational & Medical Service Trust, Jain Youth Federation and other charitable institutions. 5857 children were provided assistive devices.
- **Barrier free environment** was created in 51% of the schools by constructing ramps the remaining 60% will take up in the next 2 years. And it is made mandatory to provide ramps & CWSN friendly toilets in new school buildings was created in 24147 existing schools & it is made mandatory to provide ramps in new school buildings.
- **Home Based Education** based on Zero Rejection Policy. The Philosophy of providing equal opportunity to all the children including CWSN is the base for initiating this activity. The objective of this programme is to provide school access to the children who cannot attend the school for specific reason like mental retard ness, cerebral-palsy and multiple disabilities and to achieve universal enrolment by enrolling all these children in the near by schools. 15552 children are benefited under this programme. 5401 volunteers are working as care givers.
- **Inclusive Education Resource teachers (IERTs)** : Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.
- **Establishment of Resource Centers:** The experiences revealed the need for establishment of one resource center for every block. At the resource center Resource Kits, Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physio therapy etc., Reading materials, TL materials,etc., will be made available for the teachers, parents and CWSN. NGOs will be involved in the running of block resource center. Repair and maintenance of aids & appliances given in previous years will be taken up in the resource center. So far 188 Resource Centers are established 65 Resource centers are strengthened at block level.
- **Awareness programmes (Parents, Community Training)** : Awareness training has been given to 15138 parents for 1 day. This is to bring about an attitudinal change and to equip them with skills in handling their children after school hours. The services of NGOs like Srushti and Seva-in-action will be used to train the master trainers and create awareness through cultural activities. An awareness programme for peer group, teachers and parents has been given in all 29 districts by Srusti Performing Arts and Communication Centers.
- **Committees:** State Resource Group at state level, District co-ordination committee at district level and District Resource group at DIET level in addition to the Executive Committee and Governing council have been constituted to implement and monitor the activities.
- The important NGOs involved are:

Sl.No	Name of the NGOs	Activities Involved
1.	Seva-In-Action, Bangalore	MRP Training, Studies Committees Home Based Education
2.	Srusti	Awareness Programme Trainings.
3.	Spastic Society	MRP Training Home Based Education.
4.	ILFS	Teachers Training Preparation of modules
5.	Ramana Maharshi Academy for Blind	Study center for Boj University Training, Home Based Education

6.	Skanda Educational and Medical Services Trust	Medical camps Supply of aids and appliances Home Based Education Resource center
7.	Leonard Cheshire International	Capacity building of teachers on IE
8.	Gramina Abhivrudhi Seva Samsthe	Home Based Education
9.	ALIMCO	Medical & Assessment camps Supply of devices

#### Expenditure of 2008-09

Sl. No	Activity	Budget		Expenditure	
		Phy.	Fin	Phy.	Fin
1	Salary of the IERTs	606	610.88	550	484.98
2	Home Based Education for severely disabled children (6211 volunteers @ of 3 children)	15552	558.99		228.89
3	Assessment & measurement Camps. Rs.15000/- per camp	202	30.30	177	26.41
4	Provision of Aids & Appliances	9765	146.45	5857	95.22
5	Awareness Programme (CRC & BRC etc 2000/- per cluster)	2250	45.00	1597	17.87
6	Long term training course at MP, Bhoj Open University (Rs.4000 per teacher as Resource Teachers)	1500	60.00	422	15.24
7	HBE volunteer training Rs.100 x 10 days	6211	62.11	3260	31.37
8	Strengthening of existing Resource Centres 20000/- per centre	197	39.40	65	13.20
9.	Workshop/Meetings (Rs.31000 at the district level and 2 workshops @ Rs.1.00 lakhs at the State level) 31 workshops (29 at district level and 2 at State level)	31	10.00	195	2.30

Sl. No	Activity	Budget		Expenditure	
		Phy.	Fin	Phy.	Fin
10	Braille Books	800	4.00	800	4.00
11	HBE Parents Training			15138	17.29
12	District coordinator Salary (TA/DA)		17.28	15	6.02
13	Teleconference		1.00		20.853
	Total		<b>1587.564</b>		<b>943.00</b>

## - Pedagogical Renewal

### 1. Status of and plans for Curriculum/ textbook renewal

Development of New Curriculum/text books for schools by the DSCERT based on NCF 2005.

A major opportunity to redesign the curriculum, followed in Karnataka state has arisen in the wake of NCF 2005. As a consequence of this Government of Karnataka has made a comparative study of the salient features of NCF 2005 and has also made comparative study of the content of syllabus followed in Karnataka state in relation to the syllabus followed by NCERT.

DSERT has set up a committee under the chairmanship of D. Jagannatha Rao, formerly Director of DSERT, which consists of educationists, professionals and classroom teachers from different parts of Karnataka state. After many discussions the committee has submitted the state curriculum to the Government of Karnataka for approval and same is approved.

The Karnataka State Government has constituted a committee to write the syllabus from class 1 to 10<sup>th</sup> under the chairmanship of Dr. D.S Shivananda, Head of the Department of Education. (Retired Bangalore University, Bangalore) The committees are as under.

Sl. No.	Subjects
1	Kannda (I lang II lang III lang)
2	English (I lang II lang III lang)
3	Hindi (I lang III lang)
4	Marathi (I lang)
5	Urdu (II lang)
6	Telugu (I lang)
7	Tamil (I lang)
8	Arabic (III lang)
9	Persian (III lang)
10	Sanskrit (I lang III lang)
11	Mathematics
12	Science
13	Social Science
14	Environment Science

The Karnataka state syllabus framed is shared with NCERT and in turn has communicated upon certain issues in terms of content and themes. The concerns of NCERT are shared with the Chairman of the committee and wherever appropriate necessary changes would be incorporated.

The final version of the state syllabus for class 1 to 10 has been submitted to Government Karnataka for approval. On receipt of approval from state government workshops would be conducted to write the Text cum workbooks for class 1 to 5 during 2008-09 academic year.

### Role of DSERT in SSA implementation

DSERT is actively engaged in the implementation of most of the Quality related issues of SSA. It is implementing the following activities of SSA-

1. Inservice Teacher training- following training modules are prepared for the teacher training during the year 2008-09.

#### Development of modules for teacher training in different areas:

Sl No.	Chinnara Angala	Sl No.	Computer	Sl No.	IED
1	Action Research	15	CRC Meeting	29	Jeevan Kaushala
2	Action Research(U)	16	English(RIE)	30	Jeevana vignana
3	Bahumukhi	17	Evaluation	31	Jeevana vignana(U)
4	Bahumukhi(U)	18	English	32	Kannada
5	Chaithanya-I	19	English (pri)	33	Kannada
6	Chaithanya-II(Kan-so)	20	English (pri)	34	Kannada
7	Chaithnya (U)	21	English (Satcom)	35	Maths
8	Chaithanya(Sci-Maths)	22	Gender	36	Gender
9	Marati	23	Chaithanya tharani	37	Hindi
10	Nali-kali	24	Nannolagina Nanu(U)	38	Physical Education (10)
11	Nannolagina Nanu	25	Srujana (5)	39	Science
12	SUPW	26	Sevadala	40	Scouts & Guides
13	T.Con.BRPs/CRPs	27	Trimester	41	Theater in Education
14	Urdu	28	Yoga	42	Value Education

DSERT is designing and supporting the Nali Kali the Activity Based Learning methodology being implemented in the select schools of the state. Nali Kali is a play way methodology where effective planning for the classes is made by the teacher. The teacher owns the methodology and executes by complete preparation of curriculum, activities, competencies and Nali Kali cards. 100% achievement of competencies is ensured through the use of this methodology. The Methodology was under implementation upto 2005-06 in the 7 Blocks of Mysore District and 10 Blocks of JanaShala. Up Scaling of Nali Kali methodology to schools with less than 30 student strength in the year 2006-07 for classes 1 and 2. And the total no.of schools with Nali Kali Methodology of Teaching is 13691.



- Child centered with respect to the child's creatively, IQ,
  - Competency achievement through self learning, self paced & Joyful learning where the progress of the child is not class based but competency based which helps dropouts to rejoin the system and pick up from where they left without any stigma
  - Competency based curriculum framed based on the student learning levels discretely without any centralised curriculum.
  - Completely Activity oriented
  - Tackling of multi level and Multi grade situations
  - Without the usage of text books
  - Continuous comprehensive evaluation at regular intervals
  - Child comes to schools without any books or slates or any other material but which is kept ready always in the classroom.
  - Fearless learning takes place without any sort of child abuse.
  - Mutual assistance in preparing and collection of Teaching learning materials. eg. pebbles, sticks etc.
  - Total eradication of detention based on performance at grade/ class.
2. Sharing workshops of Cluster Resource Persons: DSERT is spearheading the experience sharing workshops of the Cluster Resource Persons which are held once every month. DSERT is organising the teleconferencing programmes for the CRPs and training them on the conduct of Cluster level sharing workshops and the topics of orientation for the teachers. About 8 such teleconferencing programmes are held every year.
  3. DSERT is implementing the Edusat programme in the state. The programme is being implemented in 4 select districts of the state and in about 2604 schools. DSERT has a studio at its building and the teleconferencing and Edusat programmes are telecast from there. Regular telecast of video lessons in two sessions between 2.00PM and 2:30 PM and 3:30 PM & 4:00 PM from Monday till Friday and between 10:00 AM to 10:30 AM and 10:40 AM till 11:10 AM on Saturdays. The programme extends from July 10 2008 till Mar 10 2009. 48 lessons planned for 2008-09.
  4. DSERT is implementing the Kelikali a radio broadcast of the distance education programme. Kelikali is Interactive Radio Instruction Program. It has many versions- **Chinnara Chukki** for classes 1 to 3, between 2:35 PM and 3:05 PM on all days, on all subjects. There are 156 programs.  
**Chukki Chinna** for Classes 4 & 5 between 12:00 and 12:30 PM from Monday to Friday. there are 134 Programs.  
**Keli Kali** for Classes 6 to 8 between 11:30 to 12:00 Monday & Tuesday for class 6, Wednesday & Thursday for class 7 and Thu & Fri for class 8. There are 150 programs.  
Hard spots from the various subjects are dealt. Supplementary information also given. These are supplementary to class room instruction. Post broadcast activities to reinforce the instruction are also undertaken. The programme is broadcast from 13 centers of AIR in the state. the programme extends from 07.07.2008 till 10.03.2009.

### - Teacher recruitment.

Year	Primary School Teachers			T.G.T. teachers		
	Sanctioned	Recruited	Balance	Sanctioned	Recruited	Balance
2001-02	905	905	0	-	-	-
2002-03	-	-	-	-	-	-
2003-04	5972	5972	0	2632	1661	971
2004-05	1090	1090	0	76	51	25

2005-06	-	-	-	323	323	0
2006-07	2466	2466	0	2325	2023	302
2007-08	5921	5921	0	88	88	0
2008-09	1165	0	1165	101	0	101
Total	17519	16354	1165	5545	4146	1399

2008-09 Teachers Recruitment is in progress.

## Teacher training.

The training programs for the year 2008-09 are planned based on the “Reflective Teacher Trainer” Organization of in-service teacher training under SSA. The joint meeting of SPO, SSA and DSERT regarding planning of training programs was held in the month of January where, the review of the various training packages at the state was made and it was decided that the Trainings programs for the year 2008-09 are to be provided in the form of packages based on the feed back obtained in the planning process through DIETs. All teachers of the state are expected to train for 16 days of training under SSA.

The following are the various training programs proposed

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

Induction for the newly recruited teachers which includes

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

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

**Gender Training: involves the following aspects:**

- Difference between feminism and gender awareness process.
- Importance of gender related knowledge in teachers.
- How to teach gender related issues within curricular activities and co-curricular activities .
- To give knowledge about gender related rules and law which helps to teacher,
- To protect themselves and to give these knowledge to our children.

**Cluster level sharing workshops:**

It is proposed that 1 day of training for SDMC and CAC is carried on in the month of June and 1 day of training is carried on in the second semester.

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

Therefore, this year department has decided to conduct 6 cluster level sharing workshops which are as follows:

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

## ENGLISH TRAINING

From the year 2007-08 Government of Karnataka has introduced English from class 1 to 4 as a language. There fore, SSA and DSERT plan to reinforce English training.

Department plans to give 6 days English training to all teachers of LPS and 2 teachers of HPS schools .

### English Face to face:

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

## Nali – Kali :

As this methodology suits multigrade and multilevel situation, supports the retention of children and helps the achievement of children, **The government of Karnataka intended to introduce Nalikali in all the Kannada medium government schools at class 1 and 2 from 2009-10. It is proposed the following preparatory activities are to be conducted in 2008-09.**

- Conducting of workshop to revise the material which includes mainly the artwork (The existing cards are of single colour and it is planned to change it to multi colour).
- Printing and supply of revised learning materials to all Kannada medium schools numbering 45000. The materials should be available to teachers at the time of training which will be conducted in the month of April-May 2009.
- Supply of Mathematics and language kit to 13691 schools where Nalikali is adopted.
- Supply of child portfolio to 15,00,000 children of Class I and II .

The costing for the above activities is as follows-

### I Conducting workshop to revise the material:-

The existing learning cards are of single colour. To make the cards attractive for the children it is essential to make these cards multi colour. The artwork for Kannada, Mathematics and EVS subjects of class 1 and 2 are to be taken up and 5 workshops (8 days each) are to be conducted. No .of participants 30  
Unit cost- 3.2 lakhs Total cost-16 lakhs

### **Progress for the year 2008-09 till Nov'08:**

SI No	Target			Achievement			Remarks
		Phy	Fin (in Lakhs)	Phy	Fin (in Lakhs)	Percentage	
1	In-Service training	2,27,009	3178.126	8.0	2016	59.96	<ul style="list-style-type: none"> <li>✓ The progress includes both in-service teacher training as well as newly recruited teacher training.</li> <li>✓ The Physical progress of teacher training is 9.5 if we consider the progress of teacher training for the working teachers. At present about 13264 teacher posts are vacant.</li> <li>✓ There is a Government policy to conduct teacher trainings only during vacations. Hence, the progress of trainings is not up to the mark. However, it has been requested Government to conduct training programmes during school working days for about 3-5 days.</li> </ul>
2	Induction training	6,146	184.38				

## Classroom transactions.

Activity based teaching learning process in Nalikali Schools, Educational technology like Radio in Kelikali programme, TV in Edu Sat programme, Computer assisted learning process in CALC schools and traditional teaching in upper primary classes. The teacher grants are used to make classrooms more attractive and active.

## Pupil evaluation systems.

### KSQAO Key Points -2008-09

Background :

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

### KSQAO 2008-09 at a Glance

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

### No. of Schools (Medium-wise)

No. of Schools :

Medium	Kan.	Urdu	Marathi	Tamil	Telugu	Total
Schools	39,220	3,340	891	135	68	43,654

No. of Students : (Medium-wise)

Students	Kan.	Urdu	Marathi	Tamil	Telugu	Total
5 class	7,17,551	51,926	18,521	2,349	1,563	7,91,910
7 class	6,98,819	43,628	18,151	2,372	743	7,63,613
Total	14,16,370	95,554	36,672	4,721	2,306	15,55,623

No. of Boys and Girls :

Medium	5th Class			7th Class			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
Kan.	3,68,918	3,48,633	7,17,551	3,61,281	3,37,538	6,98,819	14,16,370
Urdu	20,232	31,634	51,926	15,728	27,900	43,628	95,554
Marathi	9,271	9,250	18,521	9,077	9,074	18,151	36,672
Tamil	1,157	1,192	2,349	1,213	1,159	2,372	4,721
Telugu	842	721	1,563	362	381	743	2,306
Total	4,00,420	3,91,490	7,91,910	3,87,661	3,76,052	7,63,713	15,55,623

Results

2007-08

(class-wise & medium-wise)

Classes	Kan.	Urdu	Marathi	Tamil	Telugu
5	70.95	73.27	77.97	66.75	67.48
7	71.47	73.70	78.46	67.50	66.53
Total	71.20	73.46	78.21	67.12	67.17

*Results*  
(class-wise, subject-wise & medium-wise)

2007-08

Subjects	5th Standard				
	Kan.	Urdu	Marathi	Tamil	Telugu
I lang.	68.74	70.77	77.35	67.76	67.20
II lang.	73.04	75.56	78.07	68.18	72.57
Maths	67.07	71.55	77.04	69.92	65.43
Science	71.55	73.85	78.21	65.05	65.41
Soc. Sc.	67.60	71.18	75.50	63.57	62.86
Part 'B'	77.65	76.69	81.68	72.99	71.41
Total	70.95	73.27	77.97	66.25	67.48

*Results*  
(class-wise, subject-wise & medium-wise)

2007-08

Subjects	7th Standard				
	Kan.	Urdu	Marathi	Tamil	Telugu
I lang.	71.98	74.17	80.84	68.07	70.91
II lang.	72.46	75.89	78.97	69.91	74.10
Maths	65.29	70.21	74.73	62.69	56.54
Science	72.62	74.78	80.36	65.64	63.98
Soc. Sc.	67.58	70.25	74.23	63.21	61.28
Part 'B'	78.88	76.91	81.63	75.52	72.36
Total	71.47	73.46	78.21	67.12	67.17

*KSQAO Results for 3 years*

Year / Med.	Kannada	Urdu	Marathi
2005-06	50%	-	-



2006-07	63.80%	66.90%	69.90%
2007-08	71.20%	73.46%	78.21%
Difference	+ 7.40%	+ 6.56%	+ 8.51%

*Learning Achievement of Boys and Girls : (class-wise & medium-wise %)*

Medium	5th Class			7th Class		
	Boys	Girls	Total	Boys	Girls	Total
Kan.	70.16	71.78	70.95	70.33	72.69	71.47
Urdu	71.05	74.67	73.27	71.17	75.12	73.70
Marathi	77.40	78.55	77.97	78.49	78.43	78.46
Tamil	65.78	67.68	66.75	66.49	68.57	67.50
Telugu	66.07	69.12	67.48	64.96	68.01	66.53
Total	70.35	72.16	71.24	70.54	72.99	71.74

*Results*

*(Region-wise & medium-wise)*

2007-08

Schools	Kan.	Urdu	Marathi	Tamil	Telugu	Total
Rural	71.28	74.17	78.64	66.32	64.57	70.99
Urban	71.00	72.25	77.92	74.96	70.33	73.29
Total	71.14	73.21	78.28	70.64	67.04	72.14

## Academic monitoring by BRC/CRC/DIET/SCERT

### **Information about Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs)**

SI No	Posts	Number of Posts Sanctioned	Number in Position	Percentage	Remarks
1	DyPC	29	28	96.5	
2	APC	76	45	59.21	
3	BRC	202	168	83.16	
4	BRP (High School Teacher grade)	402	252	62.68	
5	BRP (Primary School Teacher grade)	603	524	86.89	
6	CRP	2708	2351	86.81	

1. The nodal officers (lecturers of DIET and Subject Inspectors of DDPI's office) are monitoring the academic activities and pay visit to training programs on a periodical basis and verify that trainings are taking place as per guide lines and also as per the training modules.
2. Apart from the nodal officers from the district, the Block Education Officer, BRC coordinator, Block Resource Persons, Cluster Education Officers and Cluster Resource persons pay visit to the schools and monitor the academic activities of the school. During their visit, they verify the attendance and learning levels of children and observe the classroom teaching. They provide guidance for the teachers in academic related activities.
3. The nodal officers periodically visit some schools in their blocks to verify whether the teachers are actually following the instructions given in the training programs and the programs have contributed to the improvement of learning levels
4. The DIET principals and DDPIs in turn will review the reports of the nodal officers and send a consolidated report to DSERT and SSA every month.
5. Conduct of every training should include a pre test and a posttest for the purpose of trainee evaluation. Oral and written feedback should also be obtained from the trainees.
6. The training schedules of the respective months is available in DDPI / DIET / BEO / BRC offices so that all officers who are on official visits to the districts and blocks can also visit the venues of the training programs.

### **Design of Packages**

1. The Database kept in BRCs should indicate the programs given to a particular teacher and programs planned for her/him during the year.
2. Experience sharing workshops are counted for the 6-day package.
3. The DIETS should separately plan Action Research projects. Since DIETS conduct these projects directly, talented teachers are trained for these projects. Separate training packages may be designed for them.

## - Research and Evaluation

### Progress Overview: 2008-09

REMS is one of the major interventions under Sarva Shiksha Abhiyan Mission. Out of the total outlay of Rs. 960.427 Crores for Sarva Shiksha Abhiyan in Karnataka REMS unit was allocated Rs. 9.20 Crores during 2008-09. The approved activities under REMS are implemented at various levels right from the grassroots level: School to the State Level through Cluster, Block District levels. There is a provision of Rs.1,500/- per school per annum under REMS for both the Government and Government Aided Schools while the HPS is treated as two units. The allocation is split up as a provision for Rs.200/- and Rs.1300/- at National and State Level respectively for implementing the REMS activities during 2008-09.

### State Level Activities:

The State Research Advisory Committee and 2 Sub-committees on Training and Pedagogy and Research and Development have been constituted for necessary guidance in effective implementation of the REMS approved activities at the State Level.

The following activities are implemented at the State Level with co-ordination of other departments, Universities, Educational Institutions, Non-government Organisations, Voluntary Associations etc.:

- Commissioning of Researches
- Experimental Projects
- Monitoring and Supervision Interaction
- Action Research workshops
- Lab Area and Multi Centric Studies
- Conferences and Seminars
- Meetings / Workshops
- Exposure Visits / Study tours
- KSQAO - External Evaluation of school / children performance
- Publication and distribution of News Letters / Education Magazines / Bulletin etc.
- Prathibha Karanji Programme
- Progress Cards - Printing and Distribution of Competency and Semester based progress cards
- External Evaluation of SSA Programmes etc.
- Capacity building of DIET / CTE faculty in Research and Development activities
- Follow up activities include mainstreaming and retention of out of school children



## **Progress Review at the State Project Office**

### **District Level Activities:**

The DIETs are considered as nodal / implementing agencies at the district level for REMS activities. The District Research Advisory Committees are constituted in the DIETs for proper guidance in effective implementation of the REMS approved activities at the District Level in this regard. Financial provision has been made to the DIETs for implementing the REMS activities at district and sub-district levels such as school, cluster and block as per the approval of AWP/B 2008-09. The major activities entrusted to the DIETs are:

- Constitution of District Research Advisory Committee (DRAC) and holding its meetings
- Organising Seminars related to quality issues with special reference to Universalisation of Elementary Education (UEE).
- Documentation and Dissemination of Action Research / Research Studies
- Monographs and Research Publications
- Field Visits / Monitoring Activities
- Evaluation of Sarva Shiksha Abhiyan Programmes
- Publications: News Letters / Bulletin / Journals etc.,
- Interaction workshops with field functionaries on Quality Monitoring Tools and other REMS activities
- Conducting Lab Area & Multicentric Studies under the guidelines of State Project Office.

Some of the commonly observed REMS related activities undertaken at district and sub-district levels are, Educational Seminars, publication of Periodical Magazines, Question Banks, Activity Banks, Monographs, Micro studies and Monitoring functions in the field. An experienced faculty of the DIET is designated as REMS Facilitator while all the DIET faculties are entrusted with the responsibilities of Block level monitoring and designated as Nodal Officer with in the district.

### **Block and sub Block level activities:**

At the Block Level, Block Research Advisory Committees have been constituted in order to get guidance for implementing the REMS activities. The State Project Office and also the DIETs are engaged in monitoring and review of progress periodically with necessary guidance.

The DIETs and BRCs are monitoring and guiding the schools in conducting Action Research Studies including documentation and dissemination of findings at school, cluster and block levels of workshops, training programmes, seminars, providing News Letters etc.

## **I Major Research Activities taken under REMS, 2008-09:**

### **1. "Study on Teachers Absence and Students Attendance in Primary and Upper Primary Schools of Karnataka State"**

The MHRD has initiated the above study in three states of Uttar Pradesh, Madhya Pradesh and Andhra Pradesh through Ed.CIL during 2006-07. In the similar line as one of the commitments of AWP&B 2007-08, the State also has taken the study in line with the TOR provided by GOI. The study is entitled as, "Study on Teachers' Absence and Students' Attendance in Primary and Upper Primary Schools of Karnataka State" This study is entrusted to the Catalyst Management Services, Pvt. Ltd., Bangalore, as per standard processes of selection criteria. The study is already completed and a copy of the report submitted to MHRD and Ed.CIL., New Delhi for necessary feedback in this regard. A copy of the final report has already been sent to the MHRD for information. The dissemination and necessary follow up actions are being taken at all levels with relevant action strategies.

## **2. Sample Study of EMIS activity under SSA programme:**

Sarva Shiksha Abhiyan has taken a multi-centric Validation study with 5% of sample on EMIS in the entire State through DIETs. In addition to the MCS, a Validation study was entrusted to Centre for Multi-Disciplinary Development Research (CMDR), Dharwad during 2007-08, which aimed to examine the accuracy and precision in EMIS data so that in future correctives can be applied for collecting valid data. It is needed as the validity and reliability of EMIS is most significant for planning and implementation of SSA and other educational programmes.

The study is initiated in three districts viz., Haveri, Raichur and Udupi as per the TOR and tools provided by NUEPA, New Delhi. A copy of the final report has already been sent to the MHRD for information. The dissemination and necessary follow up actions are being taken at all levels with relevant action strategies.

## **3. Study of Impact of Sarva Shiksha Abhiyan initiatives on Universalisation of Elementary Education in Karnataka with special reference to concerns of Quality and Equity:**

The study was desired by the Executive Committee of SSA. The study is entrusted to Public Affairs Centre, Bangalore as per the TOR designed by the State Project Office with a purpose to achieve the objectives related to Universalisation of Elementary Education (UEE). The study is under progress.

## **4. Double Enrolment:**

A State level study was undertaken using Multi Centric study approach to validate the foregoing assumptions. The study revealed that while multiple admissions accounted for only 2% of the difference, the rest was explained in a large way through voluntary admissions of children b/w the age of 5 years and 5 years 10 months. Though the state policy has fixed the age of entry to 1<sup>st</sup> std. of schooling as 5 years 10 months, voluntary admissions, especially in Urban and Semi Urban areas happen by convention and practice.

Hence the State government proposed a 'Zero Grade Class' for the children below 5 years 10 months who seek admissions in schools. These schools were being tried out and tested on experimental basis in Mysore district.

## **5. A Study on Remedial Education:**

A State wide programme of Remedial Education Programme has been operated in the State for the first time during 2006-07 also involving Non-Government organisations and volunteers. An initial review of their programme revealed that the results, were not up to optimal expectations. Hence a state wide comparison of Remedial Teaching based on KSQAO results was launched all over the state by the department itself known as "Kalika Andolana". It is noted with satisfaction that all the teachers of the state agreed to spend an extra hour before / after the school for conducting this programme without any additional remuneration.

This programme is to be reviewed in the direction of ensuring "Teacher Accountability" in the system.

**The State S.S.A. Project office deemed it fit to study the efficiency of the Kalika Andolana Programme. Hence all the DIETs were involved using the Multi Centric design to review the efficiency components of the programme. One cluster in each district was selected as a sample for the study. Data collection and analysis of data across the districts has been completed. The follow up actions are being taken at all levels by adopting relevant remedial measures in this regard.**

## **6. Validation study on Children's Census Data 2008:**

Karnataka has been conducting an annual children's Census, which gives us information on the status of each child in the state. This not only helps us track the children's progress but also enables us to plan the annual estimates. However, it is being felt that it is important to ensure an appropriate and accurate census, as there may be some gaps in this exercise. In this context, it is proposed to get the children census data of February 2008 validated by an Independent agency.

The study has been taken in four divisions of the State. The identified districts are, Gulbarga (including Yadgir educational district), Bagalkot, Chikmagalore and Ramanagara. The 2008 census has revealed an incidence of 22974 (11811 + 11163) 1491, 561 and 457 OOSC in the districts referred to herein respectively. Essentially the same data collection tools are used in the Validation Survey as have been done earlier in the Census Survey.

### ***Experimental Projects implemented during 2007-08: Review Status***

#### **1. Kalika Yatna Programme, a learning initiative by Prajayatna, an NGO.**

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

The programme has been extended to the entire Hunsur Block consisting of 14 clusters during 2008-09 from classes 3 to 5th Std., based on the field experiences, in-house review reports. An external evaluation has been taken by the State Project Office through NCERT, New Delhi and Regional Institute of Education, Mysore in this regard.

#### **2. District Quality Education Programme (DQEP), NIAS,**

District Quality Education Programme is implemented as a Pilot Project in Chamarajnagar District for 3 years (2005-06 to 2007-08) with an aim to enhance capacity building among the Academic Resource Centres of districts and sub-districts such as, DIETs, BRCs and CRCs with co-ordination of National Institute of Advanced Studies, Bangalore. It is proposed to conduct an Impact Study on the lines of findings / experiences of the above referred Action Project. The necessary decisions will be taken to adopt the Innovative Strategies and good practices of the project based on the outcomes in all other DIETs also. The programme is being continued with co-ordination of Bharathiya Jnana Vijnana Samithi, Bangalore for the year of 2008-09 and 2009-2010.

#### **Publications:**

##### **Research Abstracts:**

The State Project Office has taken necessary steps to publish Research Abstracts of all the studies sponsored at State Level by SSA / SRAC in 3 volumes. The experts made an in-house review of all the reports in this regard. The follow up action is being taken accordingly.

#### **Shikshana Varthe:**

'Shikshana Varthe' is an educational magazine published at state level and distributed to all the government and aided schools of the State under REMS component. This Newsletter contains the articles related to the quality issues especially on elementary education including innovative practices in the Classroom Transactions, Action Research

studies conducted by the teachers and field functionaries, Success Stories, important circulars, Government Orders and so on.



### **Training Module on Action Research:**

A revised teacher-training module on Action Research has been prepared at the State Level with coordination of Regional Institute of Education, Mysore, ISEC, Bangalore and other experts. The modules have been printed and distributed to the schools and other field functionaries of Block and District levels.

### **Hand Book on Research and Development**

A training module, "Hand Book on Research and Development" is prepared for enhancing capacity building among the faculty of DIETs and CTEs related to Research and Development activities with coordination of Institute of Social and Economic Change (ISEC), Bangalore. The capacity building workshops will be organised in the month of January – February 2009.

### **Achievement during 2008-09 (up to December 2008)**

- State Research Advisory Committee (SRAC) has been reconstituted for 2008-09 and 2009-10 with necessary modifications.
- The approved activities of REMS have been taken at all levels with necessary guidelines and financial provisions.
- The new initiatives like Teaching Learning Material Mela (TLM), Metric Mela have been implemented from school level to State level.
- A training module on Action Research has been prepared and distributed to all levels including schools. A two day workshops will be planned for the forthcoming year.
- Commissioning of Researches and Evaluation studies to get necessary guidance for effective implementation of SSA programmes.

### **● Major Research Studies undertaken during 2007-08 and 2008-09**

#### **Studies Completed :**

1. "Study on Teachers' Absence and Students' Attendance in Primary and Upper Primary Schools of Karnataka State". - Catalyst Management Services, Pvt. Ltd., Bangalore,
2. "A Sample Study on EMIS Data 2008".  
- Centre for Multi Disciplinary Development and Research (CMDR), Dharwad.
3. A Multi Centric study on "Double Enrolment in government schools".  
- State Project Office through all DIETs
4. A Multi Centric study on "Remedial Education Programme in Karnataka".  
- State Project Office through all DIETs

## Studies under Progress

- a. "Study of Impact of Sarva Shiksha Abhiyan initiatives on Universalisation of Elementary Education in Karnataka with special reference to concerns of Quality and Equity".  
-Public Affairs Centre (PAC), Bangalore.
  - b. Validation study on "Children's Census Data 2008".  
-Centre for Multi Disciplinary Development and Research (CMDR), Dharwad.
3. A Multi Centric study on "Effectiveness of In-service Teachers Training Programmes in Karnataka". - State Project Office through all DIETs
  4. "Universalisation of Elementary Education of Minorities in Karnataka State – of a given quality and within the specified time-frame. (A research proposal for survey, Secondary data analysis, Experimental projects & a scheme for upscaling for the whole state)." – Dr. Mumtaz Ahmed Khan, Al-Almin Residential School Trust, Hoskote, Bangalore.
  5. "Ascertaining the nature of use of ICT in selected elementary schools in and around Bangalore." – Dr. R. Mythily, R.V. Educational Consortium, Bangalore.
  6. "Effectiveness of the Pilot Project-Bharathi Vidya." – Dr. S.N. Hunachagi, Bangalore.

## Experimental Projects implemented during 2007-08 & 2008-09

- Kalika Yatna Programme:
  - a learning initiative launched as a pilot project in 14 clusters of Hunsur block, Mysore district with co-ordination of Prajayatna
- District Quality Education Programme (DQEP), in Chamarajnar district with co-ordination of NIAS and BGVS, Bangalore.
- an innovative programme aimed in strengthening of CRCs, BRCs and DIETs to achieve qualitative improvement of elementary education.

## Studies identified for the following six months under REMS :

1. Study on Impact of Out of school strategies, during past 5 years (12 months RBC)
  2. Impact of home-based education implemented under SSA Programme
  3. A study of Quality of involvement of NGOs in SSA intervention of 12 months Residential Bridge Course) under OOSC component.
  4. Evaluation of KGBV (Kasturba Gandhi Balika Vidyalaya) schools in North East Karnataka districts of Karnataka (Gulbarga, Bidar, Raichur, Koppal, Bagalkot, Bijapur and Bellary)
  5. Impact of Evaluation of District Quality Education Programme implemented in Chamarajnar by NIAS, co-sponsored by SSA.
- **Statutory Bodies:** Research Advisory Committees have been constituted at all levels such as, BRC Centres, DIETs and the State Project Office for effective implementation of the Research and Development activities.
  - Meetings, Workshops and Seminars have been convened at all levels for guidance and interaction with the field functionaries and experts.
  - **Documentation and Dissemination:** The news papers, monographs, bulletins, question banks etc., are published at district and State level for dissemination of the Action Research findings, Teaching Learning process, Innovative practices, Pedagogy etc.



**Facilitation to State Monitoring Team of MHRD:** The REMS unit has been assisting the MHRD Team (ISEC and RIE) in its 'External Monitoring' functions of SSA in the State. Timely supply of data, co-ordination of Monitoring and Supervision visits to districts, facilitation of feedback to district officers on Monitoring and Supervision review of MHRD Review teams at periodical meetings at State Office, are included in this assistance.

- Third Party Monitoring on Remedial Education has been taken in selected districts with coordination of Akshara Prathishthana, Bangalore

## - Management Information System

### DISE data

1. DISE data was collected from all schools (Govt. Aided, Unaided and others)
2. Data Entry was done in-house at block / Dist level
3. There are 29 Revenue districts 33 Educational Districts and 176 Revenue Blocks & 202 Educational Blocks
4. 5% Sample Survey was done by CMDR Dharwad.
5. We received Provisional data from the Districts. And awaiting for Final Data from few districts.

### Household data on out-of school children

House to house survey was conducted during 21st, 22nd and 23<sup>rd</sup> January 2008. The objective was to enumerate 0 to 14 age group children and identify out of school children. Revenue department, Women and child development department, Mines and Geology department and RDPR Municipal administrator department were also coordinated and participated in the survey. For the first time pre-printed forms based on previous year survey database were used to increase the accuracy and quality of the data. Pre-printed formats were used to collect/update the data except in district and city head quarters. Enumerators carried pre-printed formats and blank formats along with them during enumeration. For already existing data they just updated data by changing their education status, class, etc. in case of new children they added at the end and in case of non-existent family data sheet was cancelled. For new families blank formats were used to collect the data. These updated and filled in forms were consolidated at cluster and block wise. Data entry process was outsourced division wise. Data was updated/deleted and added based on the forms received. Totally, 1,10,01,045 number of families were enumerated covering 1,27,18,044 children. Division wise break up is as follows:

Families and children enumerated

Sl. No.	Division	Families	Children
1	Belgaum	2550785	3512236
2	Bangalore	4228468	4167448
3	Gulbarga	1804881	2843452
4	Mysore	2416911	2194908
	<b>Total</b>	<b>11001045</b>	<b>12718044</b>

Out of 1,27,18,044 children enumerated 75,41,081 children are in the 6-14 age group among them 39,34,975 are boys and 36,06,106 are girls. Division wise breakup of 6-14 age group children are as follows:

Sl. No.	Division	6 - 14 age group children		
		Boys	Girls	Total
1	Belgaum	1074892	989286	2064178
2	Bangalore	1282518	1210233	2492751
3	Gulbarga	855202	775950	1631152
4	Mysore	722363	630637	1353000
	Total	3934975	3606106	7541081

To use the data of house hold survey for preparation of Annual work plan and budget for the year 2008-09 out of school children data was consolidated manually as computerization was taking more time. As per manual consolidation Out of school children in the age group 7-14 identified are 72,365 among them 36,511 are boys and 35,854 are girls. Among them 26,783 are never enrolled and 45,582 are dropout. This data was used for the preparation of AWP&B 2008-09 by all the districts. Strategies were designed to main stream these out of school children. Division wise breakup of never enrolled and dropout children as per manual consolidation are as follows :

#### Division wise Manual consolidated data of out of school children in the age group 7-14

Sl. No.	Division	Never Enrolled			Drop out			Total Out of school		
		B	G	T	B	G	T	B	G	T
1	Belgaum	4187	3593	7780	3551	3199	6750	7738	6792	14530
2	Bangalore	2102	1475	3577	4434	3828	8262	6536	5303	11839
3	Gulbarga	6821	6901	13722	12235	14315	26550	19056	21216	40272
4	Mysore	959	745	1704	2222	1798	4020	3181	2543	5724
	Total	14069	12714	26783	22442	23140	45582	36511	35854	72365

After computerization of data , out of school children identified are 50,914 among them 25,412 are boys and 25,502 are girls. Division wise breakup of never enrolled and dropout children are as follows:

#### Division wise computerized data of out of school children in the age group 7-14 (provisional)

Sl. No.	Division	Never Enrolled			Drop out			Total Out of school		
		B	G	T	B	G	T	B	G	T
1	Belgaum	6073	5565	11638	438	453	891	6511	6018	12529
2	Bangalore	3750	3776	7526	446	474	920	4196	4250	8446
3	Gulbarga	9381	9751	19132	2868	3227	6095	12249	12978	25227
4	Mysore	2280	2128	4408	176	128	304	2456	2256	4712
	Total	21484	21220	42704	3928	4282	8210	25412	25502	50914

Steps are being taken to cross verify the manual consolidated data and computerized data.

## Use of data

### DISE Data usage

- DISE 2008-09 Data have been using for the preparation of AWP&B 2009-10
- As usual All Departmental Planning (Teacher Recruitment, Teacher re-deployment, Providing Mid day meals and Incentives, Departmental Budget etc) will be done on the base of DISE data for the year 2009-10.

- In the month of February / March we planned to publish the Handbook for the year 2009-10.
- DISE data has been used by other departments like Police, State Transport, Health, Women and Child Development to plan many schemes.
- Block Level EDI analysis of DISE 2007-08 data has been done and this data is being used to identify needy districts and blocks.

### **Plan of Activity for 2009-10**

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

### **File and Letter Tracking system:**

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

### **- Capacity building of staff in position**

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

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

### **- Institutional Development**

#### **Coordination with mainstream education department.**

The Co-ordination of Sarva Shiksha Abhiyan with main stream education department-This topic has been dealt in the study conducted by the Pricewater house Coopers Private Limited (PwC) – a world bank funded project.

## **ABOUT THE STUDY**

The Study was conducted in 8 out of 32 educational districts(covering a span of 6,500 kms), covering 104 officials (13 positions in each), 32 schools (incl. 101teachers, 380 students, 100 parents/ SDMC members, 10 communityrepresentatives), 24 support department representatives (incl. District Health Officer, District Social Welfare Officer, CDPO-Women and Child Development etc)and 8 PRI representatives (of Zilla Panchayat and Taluk Panchayat), The other State visits were conducted to capture best practices and learnings from across 4 select states namely Madhya Pradesh, Chhattisgarh, Tamil Nadu and Kerala.

The status of ESD as established by the study was presented in the form of **AS-IS Report** to the Department during January 2006.

### **Role of SCERT/SIEMAT/Textbook Board in SSA implementation**

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

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

SIEMAT :

Rs.300 lakhs was the outlay to establish SIEMAT in the state and Rs.100 lakhs was given during 2003-04. The process was on to establish the SIEMAT at ISEC premises situated in Bangalore. The Government of Karnataka has directed to established it in Dharwad. The department was contacted Karnataka University, Education Department, Dharwad and few NGOs to associate in the establishment of SIEMAT. Meanwhile the Executive Committee members would like to have a concept paper on SIEMAT. The same would be placed in next meeting and the guidance would be followed.

### **Capacity of BRC/CRC's.**

The BRCs and CRCs are established as per the revised guidelines of Government of India and accordingly there are:

- BRCs: 202
- CRCs: 2708

Salary for the personnel of BRCs and CRCs working in former DPEP districts is paid out of State funds where as personnel working in other districts is paid out of SSA funds.

BRCs and CRCs are developed as resource centres. Training programmes and Workshops to teachers are conducted at BRC level. CRC organises monthly interactive sessions. Various pedagogical issues are discussed in these meetings.

Various training programmes are organized at the state level and at the block level to enhance the capacity of these functionaries.

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

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

Various teleconferencing programmes are also organized by DSERT to improve the capacity of the BRCs and BEOs.

## **Coordination with Panchayati Raj Structures**

The School Development and Monitoring Committees (SDMCs) are functioning under the concerned Grama Panchayaths. There is a clear-cut linkage between them at the levels of planning, implementation and also follow up in the school management and Administration to achieve the goals of UEE.

The Model bye-laws of Karnataka Gramapanchayaths are notified and provide an enormous opportunity for Panchayath Raj Institutions (PRIs) in the school management and Administration.

- The Civic Amenities Committee (CAC) shall constitute a School Development and Monitoring Committee (SDMC) for each elementary school within the Panchayat Area. It shall delegate the task of constituting such SDMCs to Head Teacher of the concerned school.
- The CAC shall periodically review the programmes undertaken by the SDMCs.
- The CAC shall periodically review the implementation of the Annual work Plans of schools with in the Panchayat Area and wherever possible CAS shall provide required assistance for the implementation.
- The CAC shall Convene a joint meeting of office bearers of SDMCs of all schools with in the Panchayat Area at least once every three months in the academic year, for the purpose of exchange of information and Co-ordination.
- The CAC shall transfer all funds received by it for education and Infrastructure of schools to the account of the schools, with in a week of receipt of the funds.
- The CAC may transfer additional funds to the accounts of the schools with in the Panchayat Area, depending upon their needs.

**Functioning of SPO /DPO's – degree of decentralizations; delegation of powers; functional autonomy.**

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

## **Delegation of powers; functional autonomy.**

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

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

Assistant Programme Officers are also looking after different sections independently.

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

## **Financial & Procurement Procedure**

- Status on implementation of FMP Manual.

### **Status on implementation of FMP Manual:**

The Manual on Financial Management and Procurement issued by the GOI has been adopted and implemented, the same has been translated into vernacular language and distributed upto SDMC level.

### **Status of Audit Reports:**

The accounts of SSA- Karnataka for the year 2007-08 has been audited by the Chartered Accountants and the same will be submitted to GOI after presenting in the EC meeting. An advance copy has been submitted to GOI.

### **Status of Accounts Staffing/Training:**

**The State Project Office:** in position-

#### **Accounts wing:**

Chief Accounts Officer	One
Accounts Superintendents	Two
Cashier	-
Accounts Assistants	Six

#### **Audit wing:**

Audit Officer	Four
Auditors	Eight

**Note:** The Audit wing has been outsource to audit the accounts of SSA, each revenue division is having One Audit Officer and assisted by Two Auditors.

**District level** --- in position :

<b><u>Accounts wing:</u></b>	1. Accounts Superintendent	one
	2. Cashier	one
	3. Accounts Assistants	one

Wherever the Accounts Superintendents were not filled an additional Accounts Assistants has been provided.

During 2008-09 each Block Resource Centres is being provided with an Accounts Assistant (B.com., with Tally) to strengthen the accounts wing of SSA at block level.

**Training:**

The staff has been imparted training in maintenance of Accounts in **Double entry method based on mercantile system**. Periodical refresher courses and workshops are also being conducted for the district, sub-district and cluster level staffs who are involved in maintenance of accounts. An intensive Training programme has been provided to train the Head Masters who are responsible for maintenance of accounts at the School level.

**Annexure to 5.17.1 & 5.17.2**

**STATEMENT SHOWING THE UCS RECEIVED FROM THE DISTRICT FOR THE FINANCIAL YEAR 2007-08**

Sl. No	Name of the Districts	UCs received
1	Bagalkot	Activity Wise UCs received
2	Bangalore (R)	Same as above
3	Bangalore (U)	Same as above
4	Belgaum	Same as above
5	Bellary	Same as above
6	Bidar	Same as above
7	Bijapur	Same as above
8	Chamarajnar	Same as above
9	Chikkamagalur	Same as above
10	Chitradurga	Same as above
11	DakshinaKannada	Same as above
12	Davanagere	Same as above
13	Dharwad	Same as above
14	Gadag	Same as above
15	Gulbarga	Same as above
16	Hassan	Same as above
17	Haveri	Same as above
18	Kodagu	Same as above
19	Kolar	Same as above
20	Koppal	Same as above
21	Mandya	Same as above
22	Mysore	Same as above
23	Raichur	Same as above
24	Shimoga	Same as above
25	Tumkur	Same as above

26	Udupi	Same as above
27	Uttara Kannada	Same as above
28	DSERT	Same as above
29	Mahila Samakhya	Same as above
30	Women & Child Welfare Dept.	Same as above

**Statement showing the completion of Internal Audit of Accounts of SSA in various Districts and Arrears as on 30.11.2008**

Sl.No	Name of the District	Year of Completion & Remarks
1	Bagalkot	Internal Audit Completed Upto 2006-07 and due for 2007-08 (one year)
2	Bangalore ( R)	
3	Bangalore (U)	
4	Bidar	
5	Bijapur	
6	Chamarajnagar	
7	Dakshina Kannada	
8	Gulbarga	
9	Kodagu	
10	Kolar	
11	Mandya	
12	Mysore	
13	Udupi	
14	Uttara Kannada	
15	Bellary	Internal Audit Completed Upto 2007-08
16	Chikkamagalur	
17	Dharwad	
18	Gadag	
19	Hassan	
20	Haveri	
21	Koppal	
22	Tumkur	
23	Chitradurga	Audit in progress (2004-05, 2005-06, 2006-07, & 2007-08)
24	Davanagere	Audit in progress (2004-05, 2005-06, 2006-07, & 2007-08)
25	Shimoga	Audit in progress (2004-05, 2005-06, 2006-07, & 2007-08)
26	Belgaum	Audit in progress (2007-08)
27	Raichur	Audit in progress (2007-08)
28	Local Institutions : Audit Completed upto 2003-04, due for 4 yrs (2004-05, 2005-06, 2006-07 & 2007-08) viz., DSERT, Mahila Samakhya, Women & Child, KSQAO & Labour Dept.	

➤ Progress against procurement plan for 2007-08.



➤ **Status of audit reports.**

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

➤ **Status of accounts staffing / training.**

The staff has been imparted training in maintenance of Accounts in **Double entry method based on mercantile system**. Periodical refresher courses and workshops are also being conducted for the district, sub-district and cluster level staffs who are involved in maintenance of accounts. An intensive Training programme has been taken up to train the Head Masters who are responsible for maintenance of accounts at the School level.