

Government of India  
Ministry of Human Resource Development  
Department of School Education and Literacy

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**Minutes of the 158<sup>th</sup> meeting of the Project Approval Board held on 28<sup>th</sup> February, 2011 to consider the AWP&B 2011-12 for SSA, NPEGEL and KGBV for the State of Karnataka**

1. The 158<sup>th</sup> meeting of the Project Approval Board to consider the Annual Work Plan and Budget (AWP&B) 2011-12 for SSA, NPEGEL and KGBV for the State of Karnataka was held on 28<sup>th</sup> February, 2011 under the Chairpersonship of Smt. Anshu Vaish, Secretary (SE&L).
2. A list of participants who attended the meeting is attached at **Annexure-I**.
3. The Fact Sheet of the State with educational indicators is attached at **Annexure-II**.
4. Secretary, SE&L welcomed the participants, and invited the State representatives to present the salient features of their AWP&B 2011-12.
5. Shri G. Kumar Naik, Secretary (Education), Karnataka gave a brief overview of the RTE preparedness of the State. He mentioned that the draft State RTE Rules have been prepared after a detailed process of consultation among various stakeholders and relevant organization. He assured that the State Rules will be notified as soon as these rules are approved by the State Government.
6. SPD, SSA, Karnataka, Ms Sandhya Venugopal Sharma made a comprehensive presentation on the programme status as well as the major proposals of the State plan for 2011-12. A copy of the presentation is at **Annexure-III**. The following issues were highlighted during the course of presentation.
  - (i) State has been able to observe 100% access ratio both at primary and upper primary level. Enrolment in classes I to V have decreased during 2010-11 compared to the previous year. SPD mentioned that the decrease in enrolment is due to the reduction in population growth.
  - (ii) GER and NER ratio for elementary level is 105.73 and 96.22 respectively. Annual Average Dropout Rate during 2010-11 for primary level is 2.09 and upper primary level it is 5.47.
  - (iii) The number of out-of-school children has reduced over time to 0.39 lakh during 2011. However, the State has not undertaken any new survey in this regard.
  - (iv) PTR is 32:1 during 2010-11.

- (v) Regarding Civil Works, SPD mentioned that focus is on quality construction and monitoring. Block and district level engineers have been appointed to provide technical guidance to SMCs. The process of appointing 3<sup>rd</sup> Party Technical Agencies for quality assurance is going on. Detailed working drawings and construction manual for community construction is provided to SDCs through district and block engineers.
- (vi) In the context of Inclusive Education she stated that 606 Inclusive Education Resource Teachers (IERTs) and 404 Special Teachers have been placed at block level. At cluster level, parental counseling and awareness programmes have been conducted. 5 days teachers training and 10 days multi-category teachers training have been given to all IERTs and special teachers. Aids and appliances have been provided to over 18,625 CWSN. Medical assessment camps were held in Kolar district.
- (vii) SPD also highlighted the special programmes for minorities undertaken under SSA, such as:
- (a) Awareness Programme for religious and community leaders;
  - (b) Awareness for mothers of minority children;
  - (c) Awareness for fathers of minority children;
  - (d) Block level seminars for minority children on science and technology;
  - (e) 3-day seminars for Urdu Teachers;
  - (f) Hikes and field visits organized for minority children; and
  - (g) Supply of dictionaries, lab equipment, shoes, umbrella, rain coats and jerkins to attract minority children towards school.
- (viii) She stated that there are 64 KGBVs in the States in EBBs, 29 of these are managed by Karnataka Mahila Samakhya and 35 by the Department. In total 6,499 children are enrolled in these KGBVs. 7 new KGBVs were sanctioned in Supplementary Plan 2010-11, and these are being operationalised. SSA teachers' Manual is used to train teachers working in KGBVs.
- (ix) SPD explained the various activities undertaken under NPEGEL programme such as:
- (a) Vocational skill development;
  - (b) Exposure visits and experience sharing;
  - (c) Meena programme: award to best Meena club; resource material 'Meena' given to all UPS; meena clubs formed in each UPS; meena diaries are supplied to all; meena children to document their efforts
  - (d) Counseling for girls;

- (e) Coaching for Navodaya School Exam;
- (f) Community mobilization activities;
- (x) Under ECCE, SSA supports certain Anganwadi Centres by providing ECCE kit. She further mentioned that the schools having pre-primary classes should be extended the benefit of MDM for pre-primary classes.

7. Following observations were made by the PAB:

- (i) Since the State Government has not notified the State RTE Rules, PAB was of the view that the new primary and upper primary schools, residential schools, transport, uniform etc. cannot be sanctioned. PAB advised the State to expedite action to notify the State RTE Rules, and assured the State that PAB would take expeditious action on its proposals as soon as the Rules are notified.
- (ii) While appreciating the fact that the State has undertaken school mapping to identify the number of new schools, etc., the PAB expressed concern that this may have been purely bureaucratic exercise, without involving the community in the location and site identification of the new schools. PAB suggested that at least in habitations, where new schools are proposed to be located, there should be comprehensive community based micro-planning, so that the location of the school is accessible to all children in and around the habitation.
- (iii) PAB also noted with concern that this is the third consecutive year since PAB has been raising the issue of eight year elementary cycle for the State of Karnataka, but the State has not initiated any steps to move in this direction. PAB advised the State to take immediate steps to switch from the seven to an eight year elementary cycle, since RTE Act defines Elementary Education as comprising classes I-VIII in accordance with the National System of Education in the National Policy on Education, 1986/92.
- (iv) PAB noted that the figure of out of school children identified by the State (39,841), appears to be an under-estimation, given the dropout rate at primary and upper primary level. PAB also drew the attention of the State Officers to RTE Act, which makes specific provision for Special Training for age-appropriate admission for out-of-school children. A majority of out-of-school children belong to disadvantaged communities: scheduled castes, scheduled tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, and children from displaced families.

- (v) PAB pointed out that Special Training for never enrolled children or those who dropped out before completing elementary education would require a comprehensive identification of children who must be enrolled. For this, the State Government, Local Authority and School Management Committee will need to undertake a community level school mapping exercise. The 'neighbourhood' and school mapping exercise will be followed by (i) immediate enrolment in school (ii) organisation of Special Training of flexible duration to enable the child to be at par with other children, (iii) actual admission of the child in the age-appropriate class on completion of Special Training, and his/her participation in all class activities, (iv) continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. The duration of Special Training may be flexible, varying from 3 months to 2 years, depending on the child's needs, and the material developed should be approved by the academic authority notified by the State (DSERT). Special Training may be in the form of residential or non-residential courses organised, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed. For example, if a 10-year old child was admitted to Class IV, and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in Class V or VI in the formal school, and the child appropriately placed. Even after a child is appropriately placed in the formal school she may continue to receive special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally. SSA will provide support for Special Training as envisaged under the RTE Act for out-of-school children who have been admitted to regular schools to ensure that they are integrated into the school system. Such support will be in the form of residential or non-residential courses, as needed and such children will continue even beyond 14 years of age to complete elementary education. The State needs to put in place a system of Special Training for age appropriate admission of out-of-school children in regular schools.
- (vi) PAB reiterated concern about the fact that the State has not yet moved to an eight year elementary education cycle. PAB explained the academic rationale for the eight year cycle, namely that (a) children in class VIII presently in the secondary sector are deprived of entitlements mandated under the RTE Act, (b) children in Class V as part of the upper primary stage are required to study upper primary subjects, which include Science, History, Geography and Civics, rather than only the primary stage

subjects of Language, Mathematics and Environment Studies. This creates a learning load, which is not age-appropriate, and consequently, forces children and teachers to resort to rote learning. PAB requested that the State should consider the curricular implications of the existing system of seven year elementary cycle and take urgent steps to move towards the National System of Education in accordance with the National Policy on Education, 1986/92, the National Curriculum Framework, 2005, and the RTE Act, 2009.

- (vii) The State has reportedly revised its curriculum and syllabus in accordance with NCF-2005 and new text books are under development. But the State has not yet shared a well articulated curriculum or syllabus document.
- (viii) The State appears to be initiating a number of so-called 'quality' interventions – Learning Guarantee Programme, Spastha Odhu, to name a few, somewhat arbitrarily. These interventions do not reflect adherence to the child centred pedagogy of NCF-2005. On the other hand, several other interventions which have worked with children from disadvantaged groups and weaker sections, such as Kalikayatna, appear to have been given up. PAB also expressed concern that the Nali Kali programme, which had been re-introduced after a gap of several years, will not be expanded to class IV. The State has also indicated that it will be revising textbooks in the coming years. The big concern is that the State seems to be making frequent changes in learning and pedagogical systems, which create problems for both children and teachers, and the State would well be advised to take such decisions to introduce or withdraw learning systems from the perspective of children. PAB advised the State to review all its 'quality' interventions with support of persons who have experience in child centred pedagogies, and prepare a comprehensive quality plan for implementation in a phased manner.
- (ix) CCE in Classes VI-VIII as envisaged by the State needs reconceptualisation. CCE should not be seen as a series of formative and summative tests. It should enable each child to learn to her/his fullest potential in an environment which is free from fear, stress and anxiety, and facilitates the teacher to meet the learning needs of every child. PAB drew attention of the State to the system of child portfolios developed by Kalikayatna to keep a record of each child's learning, and suggested that the State should study the system for use in all its schools.
- (x) The State needs to take steps to fill up 13,033 teacher vacancies to ensure that PTRs are maintained in respect of each school.

- (xi) PAB advised the State to evolve a transparent system of transfers and re-deployment of teachers. PAB recalled that many years ago the State had developed computerized software for teacher recruitment, transfer and re-deployment, which had been acclaimed nationally and internationally. Unfortunately, the State appears to have given up this system of teacher recruitment, transfer and re-deployment. PAB stated that TSG has now developed a computerised system for teacher transfers and re-deployment, which would help States maintain school-wise PTRs as stipulated under RTE. The TSG software uses the DISE database and can (a) generate a list of under-served and over-served schools, (b) create a vacancy database, (c) generate a list of vacancies subject-wise, (d) be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritised by the State, (e) correct existing imbalances in teacher deployment, (f) be customised to State needs. PAB advised the State to take advantage of the computerized software and ensure that teacher redeployment is completed before the next academic year.
- (xii) PAB drew attention of the State to the Teacher Qualifications norms notified by NCTE, as also the Guidelines for conducting the Teacher Eligibility Test (TET), and suggested that the State reviews its teacher recruitment rules to incorporate the TET.
- (xiii) PAB appreciated the fact that the State has proposed a pilot in 68 clusters out of 4103 clusters with (2 clusters from 34 educational districts), where intensive, subject-specific training will take place at the cluster level. This will require that the State deploys additional teachers as CRG. The State has excess teachers in some districts even after it complies with RTE norms, who would be deployed for such training. The costs for this pilot project will be absorbed within the sanctioned amounts for teacher training as per norms. School based training and need based cluster sharing meetings will be highlights of this proposal.
- (xiv) On the issue of teacher training, PAB suggested that the State must review its in-service teacher training modules to ensure that it enables teachers to (i) understand the provisions and the child-centred implications of the RTE Act, especially the rationale for provisions banning corporal punishment and mental harassment, detention and expulsion (ii) facilitates teachers to put in place a system of learning which is conforms with the provisions of section 29 of the RTE Act, namely learning through activities, discovery and exploration without fear, stress and anxiety, (iii) facilitates teachers to put in place a comprehensive and continuous evaluation of learning, which gives children and teachers a sense of what is being learnt and how,

in order to improve learning and teaching practices, and also shows what progress the child has made with respect to her own performance over time. PAB suggested that Karnataka has good resource support in Mahila Samakhya, and the State should make the best use of this resource support in designing teacher training programmes for a gender sensitive and non-discriminatory classroom.

- (xv) PAB also drew attention of the State to the need for preparing relevant training modules for **Head Teacher training** from the point of view of children's rights which need to be protected every day in the school. Questions that need to be addressed on a daily basis include (a) Does the school function regularly for the specified number of hours and the number of days in the year? (b) Do teachers attend regularly? (c) Are children taught courses as per the prescribed curriculum? (d) Are they assessed continuously? (e) Are teachers maintaining a record of their work and progress, which is regularly shared with them and their parents? (f) Are children treated in a manner that corresponds to the requirements of the Act such as no physical punishment, trauma or mental harassment, equal treatment to all children without any discrimination? (g) Is the school inclusive for differently abled children and do children needing special help receive appropriate support? Further, the Head Teacher must be trained in leadership and in the basics of finance in order to maintain accounts relating to (a) school grants, (b) teacher grants, (c) maintenance grants, (d) construction works, (e) mid-day meals, etc. She/he needs training in the administration of departmental programmes and schemes. A key training input should be in human relationships – school and community, school and educational administrators, teachers and students, teachers and parents, teachers and teachers. The State should prepare and put in place such a training programme.
- (xvi) Further, PAB pointed out that there is need for putting in place training programmes for **Educational Administrators**. The RTE Act places new responsibilities on Educational Administrators to ensure that the provisions of the Act are implemented. A key reform in training would be to change the inspectorial role of the educational administrator to that of a mentor. Educational Administrators need training for (a) ensuring that financial, social, cultural, linguistic and procedural barriers do not come in the way of children accessing and completing elementary education, (b) undertaking periodic supervision of schools to observe the infrastructure, facilities, use of teaching learning material, and other administrative aspects, (c) operationalising the school syllabi, teaching learning process and learner assessment system, (d) developing a proper system of academic and curricular support to serve the purpose of continuing professional upgradation

of teachers. The State should design and put in place relevant training for Educational Administrators at all levels.

- (xvii) The State had proposed 10,07,632 running meters of boundary wall, PAB advised the State to initially prioritise boundary walls to schools which are along highways, near rail tracks, ponds or any other industrial hazard.
- (xviii) PAB advised the State to initiate third party evaluation. PAB also asked the State to complete measured school campus plan (MSCP) as early as possible.
- (xix) Regarding KGBVs, PAB expressed concern at the large number of vacancies in KGBVs and requested the State to deploy teachers in appropriate numbers in the KGBVs. PAB also suggested that the State should evolve a system, in which teachers of KGBVs should be trained on management and pedagogic requirements of a residential school to meet out the requirements of diverse background of girls.
- (xx) Regarding CWSN PAB emphasised that the focus of IE would now have to shift to systemic reforms. Inclusion of CWSN cannot be seen as additional support provided to these children. A paradigm shift towards ensuring making system inclusive to respond to the needs of all children is the focus of IE in 2011-12. In this context the key areas of focus for IE are strengthening schools to cater to the diverse needs of all kinds of CWSN, infrastructure development, manpower development, material support to CWSN and providing a continuum of support services to CWSN to ensure full inclusion.
- (xxi) PAB advised that the state should ensure that the 606 RTs deputed as RTs undergo a degree in Special Education within 2 years. As far as possible, first preference for appointing a Resource Teacher under SSA should be given to a person possessing the minimum qualification prescribed by the NCTE in its notification dated 14<sup>th</sup> September, 2010. NCTE also recognizes the courses recognized by the Rehabilitation Council of India. Thus, any person having a RCI recognised degree can be appointed as a resource teacher or rehabilitation professional under SSA.
- (xxii) If the persons with the above qualifications are not available in required number then graduates who have enrolled themselves in any of the course recognised by RCI can be engaged with the condition that they would acquire the minimum qualification prescribed by NCTE or RCI within a period of maximum two years from the date of engagement. Every attempt should be made to have one special educator from each category of special education at the block / cluster level to provide education of equitable quality to CWSN.



- (xxiii) PAB noted that the 20 districts in the State do not have RCI recognized institutions. Thus, first preference should be given to these districts for BRC upgradation.
- (xxiv) Training of parents and VEC members should focus on empowering them so that no school denies admission to any child on the grounds of disability. The guidelines developed for parental training should also be used by the state.

8. Progress of implementing the State's Commitment in 2011-12

<b>Commitments</b>	<b>Action Taken</b>	<b>PAB comments</b>
1. State will initiate preparatory steps for the implementation of RTE.	Preparatory steps already initiated in the State. RTE draft rules are being submitted to Government.	PAB advised the State to notify its RTE Rules immediately.
2. States will address discrimination against marginalised groups (Girls, SC, ST, Muslim minorities, CWSN) systemically and in all aspects, including classroom practices, teacher behavior, and peer relations.	<ul style="list-style-type: none"> <li>• Meena Clubs are formed in all the Higher Primary Schools of the State with 15 girls and 5 boys who are studying in that school.</li> <li>• These Meena Clubs undertake many activities inside the school as well as outside the school to create awareness among peer group and community members on many issues related to gender inequality, social discriminations followed in the society through role play, drama, processions, cultural activities etc.</li> <li>• Meena groups are active across the State and helpful in bringing awareness on the discriminations existing in society.</li> <li>• 'Dhanatmaka Chintane' - positive thinking training programme for all officers addresses these concerns.</li> </ul>	Though some action has been taken, the State needs to address discrimination more systemically in classroom practices, teacher behaviour and peer relations across the State.
3. States will initiate curriculum reform, encompassing age appropriate syllabus formulation, text book development, review of existing assessment systems vis-à-vis continuous and comprehensive evaluation system, in consonance with the NCF-2005 and the principles in section 29 of RTE Act.	<ul style="list-style-type: none"> <li>• Curriculum reform exercises completed.</li> <li>• CCE as per section 29 - material development and training planned.</li> <li>• Text books are being planned.</li> </ul>	The State may see the PAB's comments in para D (i) – (iv) above with reference to curriculum, syllabus, CCE and take action accordingly.
4. States will bring in objective and transparent systems for rationalization of teacher deployment.	Excess teacher post at primary and subject wise excess posts at higher primary stage are being identified. Transfers are during April when rational deployment will be effected.	The State should complete the rationalization of teacher deployment quickly.
5. States will formulate a detailed strategy for ensuring that all teaches without requisite	No teacher without requisite qualification & training will be recruited, as per State policy. Department has fixed the minimum	The State may review the minimum qualifications laid down to confirm that

Commitments	Action Taken	PAB comments
<p>academic and professional qualifications acquire requisite academic qualifications and receive professional teacher training.</p>	<p>qualification for teachers.</p> <ul style="list-style-type: none"> <li>• PUC + D.Ed- to primary and upper primary teachers.</li> <li>• University degree in the relevant subjects like Language, Social Science, Science, Math, etc, + B.Ed to TGT teachers.</li> </ul>	<p>these are in accordance with the NCTE Teacher Qualifications, especially with reference to the existing qualifications for the upper primary stage. State should also put in place a system for TET as per the NCTE Guidelines.</p>
<p>6. States will initiate review of in-service teacher training to ensure that it conforms to the revised curriculum, and formulate a long term in-service teacher development programme.</p>	<p>New text books on the basis of KCF will be introduced from 2012-13 for classes I, III, V, &amp; VIII. Training for access and retention has been planned for KCF-2005. Long term training plan has been prepared.</p>	<p>State may see PAB's comments in para E above and take action accordingly.</p>
<p>7. States which follow a seven year elementary education cycle will need to shift to a 5+3 years.</p>	<p>Home-work is being done for this purpose.</p>	<p>This issue has been pending for a long time, and needs to be expedited.</p>
<p>8. Progress in putting in place systems for tracking teachers' attendance and performance indicators for teachers (e.g. ADEPTs)</p>	<p>QMT data is used to monitor teacher's attendance and performance. School self format / Teacher self formats are also used for this purpose.</p>	<p>Action taken.</p>
<p>9. Improving teacher accountability through performance indicators (e.g. ADEPTs) and VEC/SDM supervision by devolving specific powers to them.</p>	<p>Having the indicators as base - the monitoring tools are developed. It consists of the procedure and evidences to record the attainment level of each indicator. This attainment will be graded and these grades will be taken for the further improvement and remediation.</p> <p>All the supervisors are oriented to use the tools. The monitoring tools developed are such that monitoring authority could see whether things are happening at the field level. Self assessment tools for teachers, head teachers, CRP's and school are developed.</p> <p>Training for SDMC and CAC member has started in the year 2010-11. Training is based on the module meaning of quality education. SDMC should assure the following conditions.</p> <ul style="list-style-type: none"> <li>• Teacher should attend school regularly on time</li> <li>• Teacher should complete syllabus in time</li> <li>• Teacher should guide the children wherever necessary</li> <li>• Teacher should organize the parent</li> </ul>	<p>The State Government has initiated some action.</p>

Commitments	Action Taken	PAB comments
	meeting to discuss about the student attendance, learning capacity and achievement etc.	
10. States will move towards unified or single system of educational statistics at the elementary level i.e. for DISE & SES. DISE data 2009-10 will be submitted latest by 15 <sup>th</sup> January 2011 after independent check for data validation.	Karnataka state is already using unified statistics of DISE & SES through E-Governance. DISE data submitted to NUEPA with in time. 5% data validation is in progress.	Action complete.
11. State will develop a Child Tracking System to monitor retention and academic progress of children.	Action has been initiated to develop an online Child Tracking System to monitor retention and academic progress of children. It is planned to tryout the same in two districts i.e. Gulbarga and Chikkaballapur and thereafter implement the same across all the districts during 2011-12.	The State to ensure the implementation of this system during 2011-12.
12. Effective strategies will be developed to address equity concerns in the overall quality development framework covering the curriculum, syllabi, text books, classroom practices and evaluation process.	<ul style="list-style-type: none"> <li>▪ Present curriculum and also the revised curriculum which has been developed in light of NCF 2005 have greater focus on local specific and previous experience of child. Folklores and languages which are specific to different region of the state have been given due importance in textbook and syllabus.</li> <li>▪ Various activities in curricular and co-curricular areas are in place for the holistic development of children. Project Work focus on involvement of children of all categories in understanding the concepts being very close to the life situations. Sports and games that are more popular among poorer society are given due importance at various levels giving encouragement to the children from different strata of society.</li> <li>▪ Cultural programme at the cluster level has been designed in such a way that there is no real competition but encouragement for participation. The programmes being implemented every month at the cluster level make it mandatory that no child should repeatedly attend this programme. This has given scope for all children to participate and exhibit their skill both in the school and also at cluster level.</li> <li>▪ Flannel Board activity in all schools</li> </ul>	The State has initiated some steps towards this direction more effort is needed in this context. State may take action as per PAB comments in para D (i) – (iv)

Commitments	Action Taken	PAB comments
	<p>of the state is providing space for all children to present their creativity through which the level of motivation of children has been boosted.</p> <ul style="list-style-type: none"> <li>▪ Student profile for lower primary children has been designed in order to track the overall development of the child including cognitive, psychomotor and affective domains. This takes care of individual needs of every child and provides remedies to the issues.</li> <li>▪ Co-ordinators separately for Gender, Inclusive Education and Out of School Children are in place to take stock of programmes of such excluded children and plan strategies to mainstream and create awareness among all stakeholders.</li> <li>▪ Attainment survey as a Base Line Assessment has been done during 2010-11 in order to identify and analyse the attainment levels across various categories, gender, regions and parental occupations. The analysis is being used for focused activities to be designed during 2011-12 for solving the issued identified.</li> <li>▪ Learning corners and libraries have been given key importance in order to promote all children to have access to materials which help them to foster in their studies. Such corners close to their class have realized the equity concerns in the state.</li> </ul>	
13. The State will fill up the vacant posts of finance and accounts staff at SPO-DPO and block level by 20 <sup>th</sup> April, 2010.	Vacancies upto April, 2010 is filled by the Govt. through transfer and deputation.	Action taken.
14. The State will strengthen its internal audit mechanism to bring it on a concurrent basis by June 2010.	Internal Audit presently is on concurrent mode where by we have covered 20 districts.	Action taken.

9. The PAB discussed the outlay proposed by the State for 2011-12 and approved the following provisions:

**(i) Teachers**

**(a) Teacher against new schools:**

- No new teacher was approved as State has not yet notified the State RTE rules.

**(b) Teachers against PTR**

- 15 Head teachers were approved against PTR for which an outlay of ` 5.40 lakh was approved.

(in ` lakh)

Type of Teacher	No.	Unit Cost	Outlay Approved
Head teacher for primary (if the number of children exceeds 150 in a school)	8	0.36000	2.880
Head teacher for upper primary school (if the number of children exceeds 100 in a school)	7	0.36000	2.520

**(c) Recurring Salary of Teachers**

- An outlay of ` 46755.270 lakh approved to cover the salaries of 35441 teachers in 2011-12.

**(ii) Teacher's Grant / Maintenance Grant / School Grant**

- (a) The following were approved under Teacher's Grant / Maintenance Grant / School Grant:

(in ` lakh)

Teacher Grant		Maintenance Grant		School Grant	
No. of Teacher	Outlay	No. of Schools	Outlay	No. of Schools	Outlay
234164	1170.820	67490	5042.35	73548	4186.380

**(iii) BRC**

- (a) PAB approved an outlay of ` 4584.240 as per the following details:

(in ` lakh)

Activities	Spill Over		Fresh Outlay			Total Outlay	
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
Salary of Resource Persons:	0	0	2.16	0	0	0	0
(a) 6 Resource Persons at BRC for subject specific training	0	0	2.16	498	1075.68	498	1075.68
(b) 2 Resource Persons for resource support for children with special needs	0	0	2.16	404	872.64	404	872.64
1 MIS Coordinator	0	0	1.68	202	339.36	202	339.36
1 Datra Entry Operator	0	0	0.78	202	157.56	202	157.56
1 Accountant-cum-support staff for every 50 schools	0	0	1.2	146	1758	146	1758
Furniture Grant	6	6	1	0	0	0	6
Replacement of furniture, computer, TLE etc ( Once in 5 years)	167	167	1	6	6	6	173
Contingency Grant	0	0	0.5	202	101	202	101
Meeting, TA	0	0	0.3	202	60.6	202	60.6

Activities	Spill Over		Fresh Outlay			Total Outlay	
TLM Grant	0	0	0.1	202	20.2	202	20.2
Maintenance Grant	0	0	0.1	202	20.2	202	20.2
Total		173		202	4411.24	202	4584.24

**(iv) CRC**

(a) PAB approved an outlay of ` 7774.21 as per the following details:

(in ` lakh)

	Spill Over		Fresh Outlay			Total Outlay	
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
Salary of Cluster Resource Persons (on an average of one Resource Person per 18 schools in a block)	0	0	2.16	2935	6339.6	2935	6339.6
Furniture Grant	81	10.5	0.1	1283	128.3	1283	138.8
Replacement of furniture, computer, TLE etc. once in 5 years	1851	178.3	0.1	97	9.7	97	188
Contingency Grant	0	0	0.1	4103	410.3	4103	410.3
Meeting, TA	0	0	0.12	4103	492.36	4103	492.36
TLM Grant	0	0	0.03	4103	123.09	4103	123.09
Maintenance Grant	0	0	0.02	4103	82.06	4103	82.06
<b>Total</b>		188.8	2.63	4103	7585.41	4103	7774.21

**(v) Civil Works**

(a) PAB approved an outlay of ` 7774.21 as per the following details:

(in ` lakh)

	Spill Over		Fresh Outlay			Total Outlay	
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
New Primary School (Rural)	15	135	14.82	0	0	0	135
ACR in lieu of upgraded Upper Primary School	175	644	4.6	57	262.2	57	906.2
Additional Class Room (Rural)	1024	3768.32	5.05	1777	8973.85	1777	12742.17
Additional Class Room (Urban)	140	515.2	5.05	116	585.8	116	1101
Toilet/Urinals	485	121.25	0.25	297	74.25	297	195.5
Separate Girls Toilet	1255	313.75	1.85	2625	4856.25	2625	5170
Drinking Water Facility	916	229	0.25	318	79.5	318	308.5
Boundary Wall	52	13	0.025	0	0	0	13
Separation Wall	0	0		0	0	0	0
Electrification	0	0	0.05	346	17.3	346	17.3
Office-cum-store-cum-Head Teacher's room (Primary)	148	547.6	5.05	34	171.7	34	719.3
Office-cum-store-cum-Head Teacher's room	290	1073	5.05	2245	11337.25	2245	12410.25

	Spill Over		Fresh Outlay			Total Outlay	
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
(Upper Primary)							
Augmentation of training facility in BRC (one time)	131	655	5	21	105	21	760
Fire Extinguisher in schools	28	10.7	0.02	606	12.12	606	22.82
Furniture for Govt. UPS (per child)	0	0	0.005	802294	4011.47	802294	4011.47
<b>Major Repairs</b>							
(a) Primary School	40	76		0	0	0	76
(b) Upper Primary School	0	30.746		0	0	0	30.746
<b>Civil Works</b>	4699	8132.566		810736	30486.69	810736	38619.26

**(vi) CWSN**

(a) Against 1,25,251 CWSN identified in 2010-11, the State has been able to enrolled 1,10,512 in schools and 14,739 provided home base education. For 2011-12 State has identified 1,31,017 CWSN which will recovered as under:

To be enrolled in schools: 1,15,853

To be provided home base education: 15,164

(b) The detailed activity plan for I.E. in 2011-12 is as under:

(` in lakh)					
Sl. No	Activities	Phy	Unit cost	Financial	Time Schedule
<b>Physical Access</b>					
1	Assessment and measurement camps @ ` 20000/- per camp	202	0.200	40.400	July-11
2	Provision of Aids and appliances @ ` 1500 per CWSN fir 8354 CWSN	8354	0.015	125.265	Aug-Spt-11
3	Upgrading resource room to a RCI study center with a disabled friendly toilet @ ` 1.00 lakh per centre	20	1.000	20.000	Nov-Dec-11
4	Escort facility at the rate of ` 200/- per Month (12 Months)	3000	0.024	72.00	All Months
5	Corrective Surgery (40 per district) @ ` 8000/- per child	1200	0.080	96.000	July-11 to Janu-12
6	Development of printing and publicity materials at district level, including for identification - handbooks pamphlets etc @ ` 40000 per district	30	0.400	12.000	Aug-Spt-11
7	CWSN survey, verification and 5% sample check @ ` 50000 per district	30	0.500	15.000	Jan-12
8	Ramps in existing schools @ ` 10000	1000	0.100	100.000	12-Aug
9	Construction of a resource room CWSN Resource Room (1 in Each	30	5.000	150.000	11-Sep

Sl. No	Activities	Phy	Unit cost	Financial	Time Schedule
	district) @ ` 5.00 lakh per resource room				
10	Supply of HBE kit for HBE Volunteer @ ` 2000/- per kit per volunteer	7256	0.020	145.12	July-11 - Aug-11
11	Documentation of IE activities at state level.	1	5.000	From Project Management	Feb-12
12	Work shop & meeting at state level on various issues,	1	8.000	From Project Management	All Months
13	Development of Publicity materials at state level.	1	4.415	4.415	Aug-11
14	Repair & Maintenance of aids and appliances @ ` 5000/- per centre	202	0.050	10.100	All Months
<b>Quality Access</b>					
15	90 Days Training for Teachers @ 50 Teachers per District @ ` 4000/- per kit per teacher	1500	0.040	60.000	June, Sep-11 and Feb-12
16	Remuneration for IE HBE RT @ ` 2000/- per kit per volunteer (Volunteer)	7256	0.020	1741.44	All Months
17	HBE volunteers training for 5 days @ ` 150/- per day	2000	0.015	30.000	July-11
18	5 Days short term training to teachers at block level @ ` 100/- per day @ 250 Teachers in 1 District	7500	0.005	37.500	Aug-11
19	Salary for IERTs @ ` 16000/- Per month (12 months)	606	1.920	1163.520	All Months
20	5 day training for IERTs at AIISH On Learning Disability ` 300/- Per day (1 from Each block)	202	0.090	3.03	Aug-11 to March-12
21	Transport Facility for Needy CWSN 20 per District @ ` 200 per Month (10 months only )	600	0.020	12.000	10 Months
22	5 days training for IERTs @ ` 300 per day (Residential) with Sight Savers, NAB- Karnataka, including 42 new RTs to be appointed from the RTE supplementary budget and 606 existing IERTs	648	0.015	9.72	August-11
23	Purchase of Dugsbury Software and training of data entry operators for making a master copy of text books- ` 20000 for software and ` 150/- per day and honorarium of 10 RPs	10	0.0015	0.50	June 2011
<b>Social Access</b>					
24	Community awareness programme at cluster level, mainly for identification of CWSN, including world disabled day @ ` 1.50 lakh per district	30	1.50	45.00	Dec-11
25	Adventure Camp for CWSN 50 per district @ ` 500/- per CWSN	1500	0.005	7.500	October-11
26	Exposure visit of CWSN with non - disabled children. 100 children from each district @ ` 1000/- per child	3000	0.010	30.000	Nov-11
	<b>Total</b>			<b>3930.510</b>	



- (c) PAB approved an outlay of ` 3930.510 lakh to cover 131017 CWSN @ ` 3000/- per annum per child.

**(vii) Intervention for Out of School children**

- (a) An outlay of ` 3633.29 was approved for the purpose of special training for out of school children to facilitate them to transit to regular schools. A total of 52244 children are proposed to be covered through residential and non-residential special training.

**(viii) Free Text Books**

- (a) PAB drew the attention of the State to expedite the process of ensuring that the text book are synchronous with the State's curriculum. An outlay of ` 2304.537 lakh was approved to provide free text books to 27,26,383 children.

**(ix) CAL**

- (a) PAB approved an outlay of ` 1500.00 lakh under the following activities:

(` in lakh)			
Activities	Details	Target	
		Phy	Fin
<b>Infrastructure</b>			
Technology Infrastructure	5 Desktops and one UPS to each school (At the rate of ` 2,90,000/- per school)	332	962.80
Non Technology Infrastructure	Site preparation – provision of electrification, earthing, furniture etc (` 50000/- per schools)	99	49.50
<b>Capacity Building of Teachers under CAL</b>			
	Training of teachers for 6 days for newly identified CALC schools as per 2010-11 plan at the rate of ` 150/- per teacher per day.	332	2.988
	HMs quarterly meeting at the rate of ` 150/- per meeting for 3 quarters	3348	15.066
<b>Content/ Teaching Learning Materials Development</b>			
	Development of e-Contents at the state level and distribution	10	20.00
<b>Any other activities</b>			
Distance Education	Radio programme, Edusat and Telemode trainings		100.00
<b>Recurring Activities</b>			
☑ Infrastructure Maintenance			
- Maintenance at the	` 13527/- per school for 2007-08,	315	42.610

Activities	Details	Target	
		Phy	Fin
State Level	` 15318/- per school for 2008-09	700	107.226
- Maintenance at the District Level	Maintenance of computers supplied during 2004-05 & 2006-07	1657	113.716
☑ Refresher Training	Training of teachers for 2 days regarding utilisation of Multi Media Kit and Educational(14 DVDs) , GTL software (6DVDs) and Educational Videos developed under Edusat Programme(40 DVDs) at the rate of ` 150/- per day per teacher [Including KGBV schools]	3591	10.773
☑ Additional Support	Supply of Multi Media Kit (14 DVDs), GTL software (6DVDs) and Educational Videos developed under Edusat Program(40 DVDs) {Including KGBV schools} at the rate of ` 35/- per DVD.	3591	75.411
<b>Total</b>			<b>1500.000</b>

**(x) Other Innovative Activities**

(a) PAB approved ` 1500.00 lakh for innovative activities as under:

(` in lakhs)

Activity	Outlay Approved
(a) Girls Education	450.000
(b) ECCE	150.000
(c) Intervention for SC / ST children	450.000
(d) Intervention for Minority Community children	225.000
(e) Intervention for Urban Deprived children	225.000
<b>Total</b>	<b>1500.000</b>

**(xi) Learning Enhancement Programme**

(a) PAB approved an outlay of ` 2529.50 lakh for LEP.

(` In lakhs)

Major activities under LEP	Type of materials required	Coverage			unit	Unit Cost (lacs)	Total Cost (lacs)
		No. of districts	Schools	Children			
<b>Primary</b>							
Printing and supply of Nali-Kali kit manual for the kit being supplied to schools during 2010-11	Teacher reference manual	30	36550	3812568	36550	0.0004	14.620
<b>HPS</b>							
Preparation of low cost-no cost science materials	low cost-no cost science materials	30	22570	1220090	22570	0.01	225.7

Major activities under LEP	Type of materials required	Coverage			unit	Unit Cost (lacs)	Total Cost (lacs)
Social science	Customized Globe	30	15570		15570		1300.874
geography kit	Telescope 3D maps – mineral maps energy, river water resources climate and rain fall etc.,					0.08355	
<b>Physical education</b>		<b>30</b>	<b>7000</b>		<b>7000</b>	<b>0.05547</b>	<b>388.306</b>
Science lab to develop scientific attitude and temperament	Providing Mobile science lab	30	22570	1220090	30	20	600
Total							<b>2529.5</b>

**(xii) Research, Evaluation, Monitoring and Supervision (REMS):**

- (a) PAB approved an outlay of ` 1103.22 lakh @ ` 1500 per school for 73548 schools as follows:

	State level @ ` 667.74 per School	SCPCR	District level including Block and Cluster Level @ ` 130.93 per School	Total proposed fund
<b>Research and Evaluation</b>	237.00		73.16	310.16
<b>Supervision and Monitoring</b>	217.33	36.77	538.96	793.06
<b>Total</b>	<b>454.33</b>	<b>36.77</b>	<b>612.12</b>	<b>1103.22</b>

- (b) The detailed activities are given at **Annexure-IV**.

**(xiii) KGBV**

- (a) No new KGBV is proposed for the year 2011-12. An outlay of ` 2418.820 lakh was approved for continuation of 71 KGBVs for the year 2011-12 which covers recurring expenditure of ` 2266.670 lakhs, non-recurring expenditure ` 152.50 lakh and spill over of ` 62.750. PAB however, did not approved the proposals for additional dormitory for want of State schedule of rates.

**(xiv) NPEGEL**

- (a) PAB approved total amount of ` 2275.423 lakh for 1468 MCS of which ` 1258.100 for non-recurring grant, ` 880.800 lakh for recurring grant and ` 136.523 is Management Cost.

**10. Special Focus Districts**

- (i) PAB discussed the targeted interventions for 5 Special Focus Districts (SFDs) in the state. The outlay for SFDs is ` 24424.19 lakh, which works out to 16.74% of the State's total outlay.
- (ii) The physical target approved for some of the key interventions and its percentage to the State approval is given below:

S N.	District	Physical Items Approved						
		New Schools		Teachers Sanctioned		Civil Works		
		PS	UPS	New	Addl	*New LP	*New UP	ACR in lieu of new UP
1.	SFD A	0	0	0	0	0	0	0
	ACR Gap districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.	SFD B	0	0	0	0	0	0	0
	OoSC Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.	Gender Gap Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4.	Retention Rate districts	0	0	0	0	0	0	50
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	2.56
5.	SFD C	0	0	0	0	0	0	0
	ST Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6.	SC Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.	Minority districts	0	0	0	0	0	0	53
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	2.72
8.	Muslim concentration	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9.	LWE Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10.	Border area Districts	0	0	0	0	0	0	0
	% of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00

- (iii) The detailed interventions and total financial outlay approved for each district is given in **Annexure-V**.

## 11. Observations of the Monitoring Institution

- (i) RIE, Mysore and ISEC, Bengaluru are the designated MI for the State. In its report covering 60 districts for the period from January 2010 to July 2010 the MI has made the following observations.

- (a) SDMC members had received training for supervision of civil works. A community Manual has been made available to SDMC. In general quality of construction is satisfactory
- (b) Free textbooks are provided to all children in Government schools by the state funds and to all aided school children by SSA funds. There is no delay in the distribution of text books
- (c) All schools receive school grants and have also been supplied with a copy of the guidelines to use school grants. There are no centralized purchases
- (d) All teacher trainings had predetermined training time table. Teachers were trained for Nali-Kali methodology for classes 1 & 2 in all schools.
- (e) Distribution of teacher grant is not an issue or problem in the state. Grants are utilized as per the guidelines. Students are allowed to touch and feel the TLMs.
- (f) There is no EGS in Karnataka. However AIE activities for OOSC on the whole is satisfactory
- (g) Functional and formal assessments for identifying learning disability are in place.
- (h) The routine activities under NPEGEL are in place. Students in KGBV are positively motivated and appear to continue their studies beyond school education.
- (i) The routine REMS activities are in place. The state has succeeded in visualizing and developing monitoring formats for REMS.
- (j) SDMCs are in place and also linked with Gram Panchayats.

## **12. Commitments for 2011-12**

- (i) The State Administration will take steps to notify the RTE Rules immediately and will initiate steps for the implementation of RTE.
- (ii) It will take steps to move towards an eight year elementary education cycle in accordance with the NPE, 1986/92 and the RTE Act, 2009.
- (iii) It will address issues of discrimination against marginalised groups (Girls, SC, ST, Muslim minorities, CWSN) systemically and in all aspects, including classroom practices, teacher behaviour, and peer relations. Effective strategies to address

equity concerns in the overall quality development framework covering the curriculum, syllabi, text books, classroom practices and evaluation process should be developed.

- (iv) It will initiate curriculum reform, encompassing age appropriate syllabus formulation, textbook development, review existing assessment systems vis-à-vis continuous and comprehensive evaluation system, in consonance with the NCF-2005 and the principles in section 29 of RTE Act.
  - (v) It will bring in objective and transparent systems for rationalization of teacher deployment.
  - (vi) It will formulate a detailed strategy for ensuring that all teachers without requisite academic and professional qualifications acquire requisite academic qualifications and receive professional teacher training conforming to Teacher Eligibility Test (TET).
  - (vii) It will initiate review of in-service teacher training to ensure that it conforms to the revised curriculum, and formulate a long term in-service teacher development programme.
  - (viii) It will put in place systems for tracking teachers' attendance and performance (e.g. ADEPTs).
  - (ix) It will improve teacher accountability through performance indicators (e.g. ADEPTs) and VEC/SDM supervision by devolving of specific powers to them.
  - (x) It will constitute and hold regular meetings of District Level Monitoring Committee, for SSA & MDM as specified in the SSA Framework for implementation
  - (xi) IT will develop a Child Tracking System to monitor retention and academic progress of children.
13. The release of funds to SSA, Karnataka will be further guided by the following conditions:
- (i) The State Administration should give a written commitment for meeting its share of the SSA of the budget approved according to revised 65:35 Centre – State sharing pattern.
  - (ii) The first installment of the State share should be released to the State Society within one month of the release of Central share to the State Society.
  - (iii) At least 50% of the teachers recruited should be female.

- (iv) Teachers appointed against posts created through SSA funds should be made accountable to the SMCs for at least the salary payment. The latter would monitor the attendance before releasing the salary.
- (v) SMCs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants and other such expenditures, which have to be incurred only through these bodies as per SSA norms.
- (vi) The State Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.
- (vii) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.
- (ii) All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.

**14. Outlay approved for 2011-12**

- (i) **The PAB approved the AWP&B for 2011-12 of ` 1,45,870.652 lakh as under:**

(` in lakh)

S. No.	Head	Outlay Approved		
		Spill Over	Fresh	Total
1	SSA	8575.366	132601.043	141176.409
2	NPEGEL	0.000	2275.423	2275.423
3	KGBV	62.750	2356.070	2418.820
	Total	8638.116	137232.536	145870.652

- (ii) PAB gave in principle approval of spillovers of ` 8638.116 lakh. However, for the overall spillover approval, State will have to send the accurate activity wise and district wise spillover details by 16th May 2011 for appraisal and final approval by the PAB. If the State fails to provide the same and no final approval is accorded by the PAB, the State will not be able to spend spillover amounts of 2010-11.

- 15. The consolidated item-wise outlays 2011-12 approved are at **Annexure-VI**. The district-wise outlays 2011-12 approved are at **Annexure-VII**.

16. ` 119 crore has been provided by the 13<sup>th</sup> Finance Commission to Karnataka as Grant-in-aid for elementary education for the year 2011-12, which will be released by the Ministry of Finance. Against approval of AWP&B of ` 145870.652 funds will be provided as under:

(In ` Lakh)

<b>S. No.</b>	<b>Total Outlay</b>	<b>13<sup>th</sup> FC Award</b>	<b>Net Outlay</b>	<b>65% Central Share</b>	<b>35% State Share</b>
1.	145870.652	11900.00	133970.652	87080.924	46889.728

*The meeting ended with a vote of thanks to the Chair.*