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EDUCATION

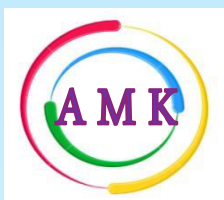


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Education New Initiatives

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Education New Initiatives

SARVA SIKSHANA ABHIYAN

Vision

Let us all Learn – Let us all Grow

"Provision of relevant and useful Elementary Education of satisfactory quality for all children with full concern for social and gender equity and regional parity and with vibrant participation of the community in the management of schools".

Mission Statement

Sarva Shiksha Abhiyan (SSA) – To provide access and to enroll and retain all the children between 6 to 14 years of age in schools including specially abled and to impart quality education imbued with universal human values equipping them to contribute constructively to society through empowering teachers and enlighten communities.

Objectives :

- Universalisation of 'ACCESS' to elementary education from 1 to 8th standards to all children upto the age of 14 years.
- Universalisation of enrollments and retention in elementary education and completion of 8th standard by all children.
- Universalisation means age-specific enrolment and full retention of all enrolled children.
- Provision of education of a satisfactory quality with emphasis on life-skills and meaningful schooling.
- Complete attention to equity by sex and across social groups and parity across regions in educational development.

- Total involvement of communities upto the village level and especially local government institutions in management of schools and movement towards the goal of 'Self Managing Schools'.

As per the Section (6) of Chapter III of the Right of Children to Free and Compulsory Education Act (RTE) – 2009 enacted by the Government of India , it is the duty of the concerned State Government to establish schools within the prescribed area or limits of neighbourhood. Accordingly, the rules framed by the Government of Karnataka on the Right of Children to Free and Compulsory Education Act – 2009 in the year 2012 has defined the neighbourhood norms as per the rule 4(1)a, 4(1)b and 4(1)c is given below:

Primary schools :

4(1)(a): In respect of children in classes I – V, a school shall be established normally within a walking distance of one km of the neighbourhood.

Upper Primary schools :

4(1)(b): In respect of children in classes VI–VII, a school shall be established normally within a walking distance of 3 k.m of the neighbourhood.

4(1)(c): In respect of children in class VIII, a school shall be established within a distance of 5 k.m of the neighbourhood.

Provided that in case of urban areas where local authorities are City Corporations, the area of neighbourhood shall be the area of ward notified for the purpose of governance of local authority.

Adding VIII std to schools with classes upto VII std

As per the state RTE rule 4(2): the State Government shall endeavour within the limits of its economic capacity and development to add VIII to schools with classes up to VII in a phased manner.

As such, the school mapping exercise to identify the availability of Government, Government aided and Private(unaided) schools in the neighbourhood of each habitation in both Rural and Urban areas has been undertaken by every district. Through this exercise, the need for opening of new schools, up gradation of schools and provision for transportation and escort facilities of children is identified.

School is the basic unit of organisation of formal education system. As per the statistical reports of District Information System for Education(DISE -2012-13) there are 78,950 schools (including Pre-university colleges) in the State, out of which 25,950 are Lower Primary Schools, 34,086 are Higher Primary Schools, 14,194 are Secondary schools (High Schools) and 4,720 are Higher Secondary Schools (PUC). The ratio of Lower Primary Schools to Higher Primary Schools is 0.761:1, while that of Higher Primary Schools to High Schools is 1:0.416.

Access to 8th Standard is available in Higher Primary Schools having 1 to 8 standards, in High Schools with 1 to 10 standards and Higher Secondary Schools with 1 to 12 standards. However, the children studying in HPS with 1 to 7 have to get admitted to class 8th in the nearby high/higher secondary schools or in nearby 8th upgraded Higher Primary Schools.

In 2010-11 (RTE), total 5 residential schools have been sanctioned for the specific category of children in 5 districts - Bangalore Urban, Dakshina Kannada, Dharwad, Mysore and Shimoga . These schools are sanctioned as an exception measure for reaching out to children in sparsely populated or hilly and densely forested areas with difficult geographical terrains, as also the category of urban deprived children, homeless and street children in difficult circumstances without adult protection, who require not merely day schooling but also lodging and boarding facilities. The intake capacity of each school is 100. Total 225 children have been enrolled in these schools. The district wise enrolment in the residential schools during 2012-13 is as follows:

State Policies and Procedures for Recruitment of Primary School Teachers

- With the objective of achieving high degree of transparency in the process of recruitment of teachers Centralised Admission Cell (CAC) has been set up.
- Combined competitive examinations are conducted. There are 34 educational districts in the state. The DDPI at the District level is the selection authority. The Block Education Officer is the appointing authority.
- Provisional merit list will be prepared on the basis of average weight age of percentages secured in PUC/D.Ed and Competitive examination.
- Provisional list of the selected candidates following horizontal and vertical reservations will be prepared and published inviting objections from aggrieved candidates. 50% posts are reserved for female candidates
- Final selection list will be published district wise attending objections if any.
- Selected teachers will be given postings providing an opportunity to choose the vacant places of their choice through counselling.

- A teacher once appointed must work at least 5 years in the place where he/she is posted.

State policy and processes for deployment and rationalization of teachers.

The State Government has implemented the Regulation of Teachers Transfer Act in the year 2007. Excess teachers are identified and redeployment of teachers to the needy schools is being done through counselling process. This process is generally held before the commencement of the transfer process. The process of counselling ensures transparency and avoids interference, injustice and any kind of discrepancy and facilitates efficient functioning of the administration.

Mechanisms for redressal of grievances.

- For the redressal of grievances of teachers School Development and Monitoring Committees are the first level redressal grievance authority.
- All processes related to appointment, salary, increment, leave benefits and other service matters are handled at the block level through counselling process which are highly transparent. The grievances if any are redressed at the block office and a teacher can approach the appellate authority for justice.

GRANTS

SSA provides grants to both types of schools—schools run by the Department of Education and schools supported/aided by the Department of Education. All the schools are provided with School grant, Teacher grant for preparation of teaching learning material. In addition the schools of the Department having own building are provided with school grants for repair and maintenance and grant for new Civil works.

Teaching Learning Equipment (TLE) for New Primary Schools/Upper Primary Schools

- TLE @ Rs.20,000/- per new primary school
- TLE @ Rs.50,000/- for new and upgraded upper primary schools TLE will be as per local specific context and requirement/need to be determined by the teachers/ School Committee. States to disseminate an indicative list of basic school requirements, with scope for local contextualization, after approval of State SSA Executive Committee
- Involvement of teachers and parents necessary in TLE selection and procurement
- VEC/ school-village level appropriate body to decide on best mode of procurement

- TLE Funds cannot be pooled at cluster/block/district/state level for purchase.
- Requirement of successful running of EGS centre for two years before it is considered for upgradation.
- Provision for teacher & classrooms.

Schools grant :

School grants are given to all Primary and Upper Primary schools (Government including aided and Local bodies)

- Primary School (class 1 to 5) is considered as one unit and Rs. 5000/- is given as school grant.
- Upper Primary School (class 6 to 7/8) is also considered as one unit and Rs. 7000/- is given as school grant.
- Schools with Primary and Upper Primary classes are considered as two separate units and Rs. 12,000/- is given as school grant.

School grants are utilised for the following activities :

- For the maintenance of School records and contingency expenditure.
- For the preparation and implementation of School Development Plan (a plan chalked out for the development of the school based on the needs of the school).
- For the preparation of teaching learning materials.
- If there is savings after implementing the above activities, the amount may be used for purchase of Television and Receive Only Terminal (ROT).

Maintenance grant :

Maintenance grant is given to all Government Primary and Upper Primary schools including rented and rent free buildings on the basis of number of class rooms in each school. The criteria for allocation of the grant is given in the below table.

Sl No	Type of schools	Criteria	Maintenance Grant (Rs) for each school
1	2	3	4
1	LPS (1-5)	schools up to 3 class rooms	5000
2		schools having 4 class rooms	7500
3		schools having 5 and above class rooms	10000
4	UPS	schools up to 3 class rooms	5000

5	(6 - 7/8)	schools having 4 class rooms	7500
6		schools having 5 and above class rooms	10000
7	PS with UPS (1-7/8)	schools up to 3 class rooms	5000
8		schools having 4 class rooms	7500
9		schools having 5 class rooms	10000
10		schools having 6 and 7 class rooms	15000
11		schools having 8 and above class rooms	20000

Maintenance grants are utilised for the following activities:

- For protection of school building and maintenance of the school like whitewashing, minor repair works, preparation of teaching-learning equipments, payment of electricity and telephone bills, provision of drinking water facility, maintenance of toilets and cleanliness of school and its campus.
- If there is savings after implementing the above activities, the amount may be used for installation of incinerators and purchase of sanitary napkins for girl students studying in Higher Primary Schools.

Teacher grant :

Till 2012-13, every teacher of Lower and Upper Primary School was given Rs. 500/- per year as teacher grant for the preparation of teaching-learning materials. However, the proposal of teacher grants has not been approved in Project Approval Board of SSA -2013-14.

During 2013-14, School grant and Maintenance grant will be directly transferred to the school's bank account maintained by the SDMC from the Office of the State Project Director through Electronic Clearing System.

In-service Teacher Training:

Karnataka is well known for its capacity for having qualified teachers in its schools. There are no Para or untrained teachers in the state. Now a days every one find out the frequent changes in the society. It is important to incorporate the positive changes in the education system. Change in the curriculum and text is not an easy job. But giving an updated knowledge and changes which are necessary to adopt in the classroom process and in the day today activities in the class can easily made through in service training to the teachers.

SSA training recognizes the critical and central role of teachers and advocates a focus on their academic, professional and technical needs. Setting up of BRC/CRC, recruitment of

qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visit for teachers are all designed to develop the human resource among teachers.

All teachers are trained. But there is a need to update their knowledge in content and methodology whenever they needed. Therefore in service training is part and parcel of any quality based project like Sarva Shiksha Abhiyana.

All the in service trainings were conducted with a module for resource persons and for teachers..

Initiatives under Retention and Quality Improvement – Supply of free Text books .

Process of curriculum renewal.

Based on NCF 2005 and the State Curricular Frame work 2007, the syllabus was prepared, reviewed and placed before all the stake holders, academicians and classroom teachers for feedback. The Karnataka state syllabus was uploaded to DSERT website for suggestions from the public. DSERT had also arranged a public debate on 21st of May 2010 to create awareness and also to get feedback for the new syllabus which was attended by eminent educationists, present and former education ministers, teachers, parents, education officers, students and all other stakeholders of education. The suggestions were considered while revising the syllabus.

The textbooks are being prepared based on the revised syllabus. In the first phase the preparation of new textbooks for the classes 5 and 8 started during August 2010 and were introduced in 2012. The preparation of textbooks for classes 1,2,6 and 9 is complete which are to be introduced in the academic year 2013-14. The preparation of textbooks for classes 3,4,7 and 10 is continuing till date and will be introduced from the year 2014-15. The method adopted in bringing out new textbooks in core subjects involved preparing textbooks first in English medium and later on they are translated to other 06 media. The text books for classes 5th and 8th are further revised based on the feedback received from the teachers and the revised text books are being supplied during 2013-14.

Steps to ensure conformity of curriculum with section 29(2) of RTE Act.

a) All the newly prepared textbooks in the state are based on the core elements specified in NCF 2005. Values are integrated in all the textbooks.

b) Textbooks are prepared keeping in mind the following principles.

- the child is constructor of knowledge

- learning to learn
 - application of what is learnt to real life situations
 - going beyond the textbooks
 - freeing the child from rote learning
- c) Learners are provided with exercises both in textbooks and workbooks. References to further reading are given in all the textbooks.
- d) Physical education made as one of the curricular subjects which are examined. Textbooks in other subjects provide opportunities for learners to discuss in groups and in pairs.
- e) All the books are activity centered, which is further boosted through workbooks.
- f) The state language and six other languages including hindi, are the media of instruction
- g) Ample opportunities are given to learners to construct their own knowledge.
- h) The system CCE has been introduced and the progress cards are prepared and supplied to schools.
- i) The modules are prepared by DSERT on CCE and all the teachers are trained in implementing CCE. However as some gaps are noticed, the training on CCE is continued for the academic year 2013-14. Teachers hand books are supplied to all the schools for implementing CCE along with the training.

Media of Instruction at Government School.

Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi are media of instruction in government schools for classes 1 to 10.

Textbooks are prepared in 12 languages; however there are options regarding the selection of first, second and third languages. Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi are studied as I language for classes 1 to 10 and Sanskrit is also studied as I language from class 8 to 10. Kannada and English are studied as II Language from class 5 to 10. Kannada, English, Urdu, Sanskrit, Persian, Arabic, Tulu, Konkani (Kannada script and Devanagari script) are studied as III language from classes 6 to 10. Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi serve as the media of instruction.

Status of English.

The Government of Karnataka decided to introduce communicative English in the year 2007 for classes I to IV in all the government primary schools of the state. English is mainly taught as the second language from classes 5th to 10th; however other than Kannada

medium schools, there is option to choose English as first language.

Details of various activities.

- **Work books as supplementary books** – At present, Nali-kali which is an activity based approach is in place for classes 1 to 3 in all the Govt. schools. As this approach does not require text books, only work books are being prepared and are used in the schools.
- From the academic year 2013-14, Karnataka State Govt. has taken a decision to extend Nali-kali to all the Urdu schools across the State. So work books are under printing and will be supplied to all the Urdu schools.

The Govt. aided schools and the Govt. schools other than Kannada and Urdu media are supplied with the regular text books. To support and supplement the text books, work books are prepared for classes 5th and 8th and will be supplied along with the text books for the academic year 2013-14. These workbooks help to implement principles of learning mentioned in NCF-2005 in the classrooms. These books contain activities that challenge students' thinking process. These workbooks will open child's mind to new experiences and help fulfill his or her true potential. This helps teachers' to follow constructivist approach in teaching as envisaged in NCF 2005. Each student will get workbook for all the subjects. Each workbook consists of approximately 100 pages.

The preparation of work books is in progress for the classes 6th and 9th .

- **Teacher Source books** –

There is a source book for teachers to supplement teachers' existing knowledge and make teaching very effective. Today children should know the essential aspects of learning, 'Learning to learn' and 'implementing what they have learnt in life'. As these aspects of learning are integrated into new textbooks, the methods of teaching these aspects are discussed in source books. In this regard, sourcebooks are prepared in all subjects and each book consists of approximately 100 pages.

Process of Preparation of Textbooks:

A brief insight of the whole exercise of preparation of textbooks is given here under. The textbook committee generally consists of one chairperson, 5 to 6 members, an artist and a scrutinizer. In some subjects like science two chairpersons and two scrutinizers were chosen to balance the work of physical science and biological science which are integrated into one textbook unlike two textbooks in earlier curriculum. Also more number of

scrutinizers were allotted in social science to cater to the additional subjects which are introduced into the curriculum for the first time.

Steps taken to ensure integration of TLMs and textbooks, so that they do not become a burden on the child.

The text books provide ample scope for hands on activities. The activities are designed in such a way that they provide scope for hands on experience. In the course of doing activities both teachers and students have to use the TLM's. Hence the use of TLM's is not a burden; rather they help in understanding the concepts clearly. Text books are designed keeping in mind the recommendations of Prof.Yashpal committee. Hence ample care is taken that they do not become a burden. In Karnataka as the semester system is being followed, text books are printed semester wise and hence, students have the burden of carrying loads of text books nor the burden of summative assessment. For classes 1 to 3, Nali-kali approach is being implemented and the facilitation and learning go simultaneously with the TLM's.

Supply of Braille Books For Total Visually Challenged children
RTE envisages continuation of schooling for every child. Even Visually challenged children have every right to get educated. SSA is sensitive enough to supply Braille books for continuation of schooling in the mainstream. For 2013-14, 4289 children have been identified as totally blind.

Supply of free text books under SSA

Under Sarva Shiksha Abhiyan, grants are provided to Karnataka Text book Society (KTBS) to supply free text books to all the Aided schools from classes 1 to 8th . During the academic year 2013-14, work books are supplied for classes 5th and 8th . These work books supplement and compliment the text books.

Free text books are provided to all children studying in Govt. Aided schools from class 1 to 8th.

1. To all children within an upper ceiling of Rs.150 per child at primary level and Rs.250 per child at upper primary level.
2. Primers / textbooks developed for tribal languages with bridging materials to facilitate a transition strategy to the State language of instruction and English, would be eligible for class I-II within the ceiling of Rs.150 per child.

3. Within the ceiling of Rs.150 per child per year at primary level, States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade. States to continue to fund free textbooks being currently provided from the State Plans. States to continue to fund free textbooks being currently provided (2007-08) from the State Plans to non-SC/ST boys studying in Government and Government-aided primary and upper primary schools. The financial implication of this charge will be restricted to
4. cost of free textbooks to non SC/ST boys only to those States where these are not being provided under any existing State schemes.
5. In case any State is partially subsidizing the cost of textbooks being supplied to children in Elementary classes, then the assistance under SSA would be restricted to that portion of the cost of the books which is being borne by the children.

DISTANCE EDUCATION PROGRAMME:

Objectives

To improve the quality of education at the elementary level by.

- Using innovative, pedagogy-based & technology-based tools in the classroom and teacher training.
- Fostering state-level systems that sustain the use of the tool

Features of DEP in the State of Karnataka

- Unique interventions that specifically target dual audience viz. teachers and students.
- Programmes are focused on pedagogical principles like child-centered learning, critical thinking and cognitive and emotional development.
 - Ensure active learning through well designed program activities and multiple. Technologies for Teaching and Learning.
 - Innovative teacher Training programs
 - Development and adaptation of appropriate teaching learning materials, complementing the lessons with games, activities etc.
 - Emphasizing the need for making learning a joyful experience.
 - Orientation of parents, community and local NGOs on the need for creating a conducive atmosphere for learning.

The programme aims to.

- Bring in quality improvement in classroom transaction.
- Make learning child centered, interesting & motivating.
- Supplement class room teaching with audio-visual support.
- Take the children through real life situations
- Ensure that hard spots in every subject are easily understood by the children.
- Provide additional inputs in non-curricular areas for the overall development of children.
- Encourage teacher to develop Teaching Learning Materials and use them effectively in the class room.

Primary Education plays a vital role in the all-round development of the child. To give basic education to the child there should be a child friendly atmosphere in the school. To impart effective learning to child and also for universalization of the primary education, Department has planned different curricular activities. One among these activities which is supportive and innovative to learning is EDUSAT programme.

[EDUSAT is an educational programme through Satellite. The Primary Education project in Distance mode is being implemented in collaboration with Indian Space Research Organisation (ISRO) Government of Karnataka (GOK) and various other agencies. Studio, Hub and up linking facilities have been set up at Department of State Educational Research and Training (DSERT), Bangalore. EDUSAT programme was launched as a pilot Project in 885 Primary Schools of Chamarajnagar in 2004-05.

EDUSAT programme is now operational in 885 elementary schools in Chamarajanagar, 885 elementary schools in Gulbarga, 406 elementary Schools in Bangalore Rural & 427 elementary schools in Ramanagar which covers 3,90,000 children, 1000 teachers and 2,000 educational functionaries.

The programme aims at quality improvement in teaching in primary schools, through empowerment of our teachers to use popular media in academic work and enable them to teach using innovative teaching methods using music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning.

IRI Programme was started in the year 2000-01 Under DPEP with help of distance education learning. From 2005-06 the broad cast programme was extended to children of class from

1 to 8th. DSERT with the help of expert teachers prepares Radio Lessons Based on the text books as well as new information, experience in a new technology.

DSERT will prepare time table for IRI programme and distribute to all the schools. The IRI Programme is related to the subject namely Kannada, English, Math, Science & social studies. The Radio lessons will be broadcasted from all the 13 AIR stations at a time. (Gulbarga, Raichur, Darwad, Bhadravathi, Chithradhurga, Mangalore, Hassan, Madicere, Bangalore, Mysore, Hospet, Karwar and Bijapur.)

Objectives of the Radio Lessons.

- To break the monotony in class room transaction.
- To motivate the child towards better learning.
- To use popular electronic media effectively in classroom transactions.
- To provide additional resource material for teachers.
- To improve the equality of the child's learning.
- To improve enrolment as it also provides some entertainment for the child.
- To reach the maximum number of children and teachers through lessons prepared by experts in the field.
- To make learning joyful for the child.

Teachers' Hand Books.

The teachers hand books published by DSERT contains the following details to enable the teacher to use the lessons effectively in his teaching.

- An annual time table giving the exact date when a particular lesson will be broadcast.
- The objectives of each radio lesson.
- The scope of the lesson.
- Pre broadcast activities which the teacher can undertake to motivate the children.
- Learning points in the lesson.
- Post broadcast activities.

The 3 Radio Programmes Broadcasted are as follows.

Classes	Name of the Programme	Subjects covered	Broadcast timings	No.of Programmes
I-III	Chinnara Chukki	Kannada, English, Environmental Science	02-35pm to 03- 05pm from Monday	133

			to Friday	
IV-V	Chukki Chinna	Kannada, English, Mathematics, Social Science	12-00 noon to 12.30pm from Monday to Friday	133
VI-VIII	Keli-Kali	Kannada, English, Mathematics, General Science and Social Science	11-30am to 12.00 noon from Monday to Friday	133

Apart from the above programme the following Radio Programme are also broadcasted.

- Radio and T.V phone-in-Programme.
 - Department officials and experts are interacting with teachers, parents and community members through Radio and T.V on various programme and schemes of the Department.

Radio Programme Time table.

Name of the programme	Day	Time
Shikshna Sancayana	Every Wednesday	7.15 AM -7.30 AM
Shikshna Samvada (Live Programme)	Every Second Thursday	9.30 PM - 10.30 PM

Total No. of phone-in-programmes in 2012 -13- 10 programmes
Total No. of Sarva Shik shana Sanchalan-43 programmes.

Inclusive Education

“Education is the fundamental right of all children”, and “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 Special Needs’, need to have different programmes to enrol and to retain them in the schools.

Equity - always remains an issue. Our goal also is to reduce the gap in enrollment, retention, completion rates and achievement levels of children with respect to gender,

Children with Special Needs and socially disadvantaged groups. It is also necessary to provide education to the children with special needs on par with other normal children.

The identified “children with special needs”, in the year 2012-13 are 1, 47,999. This constitutes 1.76% of the total child population from 6 - 14 years of age. Out of 1, 47,999 CWSN 1,32,823 are enrolled in schools 12,216 are covered through School Readiness Programme, rest of the 2960 CWSN are covered under Home Based education, among these 2127 CWSN have been mainstreamed through SRP and HBE.

Objectives.

- To provide necessary supporting service to the children with special needs in the context of education is the fundamental right and universalization of elementary education.
- To provide school access to all the children with special needs.
- To empower the teachers and parents to manage the CWSN in the process of education.
- To reduce the gaps between the normal children and children with special needs context of elementary education.
- To impart quality education to CWSN.
- Establishment of resource person and resource centers at block level to handle the children with special need.

INTERVENTIONS for CWSN

Supply of Aids and Appliances :

1. Every year in the month of June or July Assessment and measurement camps are conducted to CWSN . Aids and appliances are provided accordingly to their needs, corrective surgeries are provided for children in need.

Training :

1. Teachers are given 90 days foundation course in special education and are also trained in Cerebral Palsy, Autism and Multi category subject.

Transport Subsidy :

1. CWSN who are under Home Based Education and School Readiness programme are provided with Rs. 300/- per month as a subsidy for Transportation / Escort.

Corrective Surgery :

1. Corrective surgeries are provided for children in need.
2. SSA has allocated Rs: 5000/- to Rs: 50,000/- per child with sever surgical problems, further extra needed amount is pooled from NGO's or local Donors.

Home Based Education :

1. Home Based Education and School Readiness programme are provided with Rs: 300/- per month as a subsidy for Transportation / Escort. They are even provided with volunteers to give Daily living skills and are also regularly supervised by IERT's.
2. 34 Clinical Psychologists and 13 Physiotherapists are recruited.

Counselling :

1. Parents of CWSN are called for a meeting at cluster level. Community awareness programme is also organizes at cluster level in which they are made aware of the various facilities that are available for CWSN.

Exposures to CWSN :

- CWSN are exposed with various activities. Adventure and Nature Study Camps are organized, in which children voluntarily participate in various rock climbing activities and also water sports.
- They are even toured within their districts through Chinnara Zilla Darshan Programme under IE intervention.

Sarva Shiksha Abiyan (SSA) is the flagship programme of Government of India to achieve Universal Elementary Education in the country in a mission mode. SSA aims to open **new schools Building** in those habitations which do not have schooling facilities and strengthen existing school Infrastructure through provisions of **Additional class rooms, Ramp, Drinking water, Toilets for Girls, CWSN**, maintenance grants and school improvement grants. Keeping with the above objectives, the major component of the programme is **Civil works**. Under Civil works Provision for

- Construction of school buildings for New, Building less and Dilapilated schools.
- Construction of Additional Class Rooms in Primary and upper primary schools.
- Construction of BRC and CRC centers.
- Construction of toilet for girls, boys and Child With Special Needs.(CWSN).

- Construction of Boundary walls to Schools.
- Major Repairs.
- Drinking water.
- Electrification.
- Construction of Kasthuriba **Gandhi Balika Vidyalaya**.

These are residential school called KGBV. Large number of girls of the age group 10-14 years tends to drop out of the schools several reasons. Any temporary scheme limited to few months in a year may fail to keep these children in the school. These girls susceptible to early child marriage or becoming child labour. Therefore it is important to open residential schools with boarding facility for such children. SSA provided a special scheme called as KGBV.

- Environmental assessment Report through Technical support group in three phases.
- Site planning cover whole school planning in which future expansion is taken care.
- Building Designs
 - Incorporating Earthquake / Cyclone Resistant features.
 - Implementation of concrete roof to kitchen shed to avoid Fire hazards.
 - Implementing Disaster management System.
- Creating a barrier free physical environment in school.
 - Ramps with hand rails to be provided for Children with locomotors impairment
 - Provision of embossed eye, charts on walls and avoid Projections, sharp edges etc. for children with visual impairment.
 - Provision of Supplementary visual information- ideograms for children with hearing impairment.
 - Provision for lot of open space and greenery, Use of bright colors and provision of in built play elements for children with uncommon social behavior.(Intellectual impairment.
- Quality of construction.
 - All construction are supervised by technical persons, who may be either from the government departments or recruited on contract.
 - Independent **third party evaluation** of civil works to improve quality of construction.

- Technical support staff.
 1. State project office of SSA Consists of one Executive Engineer, one Asst. director, Four consulting Engineers and one Architect, Two DEOs, one Accounts asst, Two FDA's.
 2. Four Asst. Executive Engineers are appointed at divisional level and 33 Engineers at district level, 202 Junior Engineer at block levels are inspecting school buildings constructions work at all levels.

Research Evaluation Monitoring and Supervision .

REMS in Quality Education :

REMS is one of the major interventions that focus on Quality Dimension of education under Sarva Shiksha Abhiyan Mission. The approved activities under REMS focus on Research and Evaluation which helps in assessing the strengths and weaknesses of the educational practices and move towards the goal of achieving quality in education. There is a provision of **Rs.1,500/- per school** per annum under REMS for both the Government and Aided Schools. Out of this amount **Rs.50** per school will be made available for SCPCR activities.

It is not enough if a support system is created. Unless the processes are monitored and supervised by knowledgeable persons even a good system will collapse after initial success. Periodic review and guidance is necessary to keep the system going well. Hence monitoring through different activities like district level sharing, seminars, school visits will invariably help the system move towards the desired goal. REMS activities take on this challenge of providing quality education by taking care of all the concerns of education.

School Level Activities .

School Level activities play a vital role for the progressive development of children and all round development of students. To encourage the creativity and talents of children and teachers, number of activities are carried out at school level. The activities like flannel boards for each classroom, reading corners, student unions, prathiba karanji etc, are cost free and continuous ongoing programmes which help to draw out the best in children and all round development of the students.

Cluster Level Activities :

Clusters are the centers of all academic activities. The CRC provides immediate support to the school system, both academic and administrative. The cluster resource person monitors and supervises all interventions of REMS with guidance from the BRC and DIET. Cluster level activities provide a forum for the teachers to share their experiences with a larger community of teachers. Here they have the opportunity to learn from the experiences of the teachers in different schools, who come from varying backgrounds. There are 4103 clusters functioning in the state . In all these clusters REMS activities are implemented, and monitored.

BLOCK LEVEL ACTIVITIES :

The BRCs provide the academic support to the CRCs as well as schools. Block level activities provide a forum to the teachers to share their views with the teachers from the block. The best practices in the block are presented in the block level REMS activities. Representations from the cluster activities are exhibited in block level programmes.

Block Research Advisory Committees :

Block Research Advisory Committees are constituted at Block level in order to get guidance for implementing the REMS activities . BRAC meets once in 3 months every year to review the REMS activities.

Action Research Training & Dissemination :

Fifty teachers from LPS and fifty teachers from HPS in each block were specially trained in Action Research. The teachers trained on Action Research will identify the major drawbacks in teaching- learning process and class room problems. Two day workshop conducted helped teachers develop conceptual clarity of Action Research. Trained teachers take up the action research to find the immediate solution for identified problem. Supervisory officers provided necessary guidelines to the teachers in the follow up of action research outcomes at the class room levels. 19570 teachers were trained at block level during 2012-13.

Research and Evaluation Programmes at Block level :

During 2012-13 more stress is given to Research and Evaluation work from the block level itself. Different activities are planned under this heading to know the strength and

weakness of educational practices and improve the quality of education. The programs are as listed below.

1. Analysis of QMT
2. Analysis of DISE
3. Analysis of effective implementation of Cluster Sharing Meetings
4. To assess the effective implementation of SSA activities.

Progress of workshop and meetings :

Two workshops and two meetings are planned in each block to review the progress of REMS activities. CRPs and BRPs are trained in Monitoring and Supervisory activities for the progress academic development of the clusters and the block. BRPs and CRPs are trained in the workshop regarding implementation of REMS activities. Progress and follow up reviews will be taken up in the periodical meetings.

SPECIAL FOCUS DISTRICTS :

Introduction .

Diversity is the hallmark of Indian Society. This is true of educational scenario. There are 3 districts in the State Bidar, D.K, Gulbarga which have a high also significant minority (Muslims) population. D.K district is a prosperous districts with minorities as one of the major chunk of population.

Likewise Kolar district, population is dominated by SC. DISE reports reveal that the retention rate in Bangalore Rural, Belgaum, Bangalore South, Gulbarga, Kolar, Tumkur and Uttara Kannada was less than 60%. A follow up process reveals that all these districts are bifurcated. The base figure, denominator, used in 'Retention Estimates Formula' was for undivided districts while, the figure in numerator confined to the new /divided component of the district. Hence, such low rates were observed. The corrected figure shows a retention rate of over 95% in the district and across all the taluks. Hence the above districts do not qualify under the SFD category.

Introduction .

Sarva shiksha Abhiyan (SSA): flagship programme of Government of India which aims at providing quality elementary to all children in the age group of 6 to 14 years. The NCF,

2005 also emphasizes the need for improvement in the quality of education. In the context of elementary of education following quality dimensions have been indentified.

1. Basic infrastructure and facilities.
2. Management and community support.
3. School and classroom enrollement.
4. Curriculum and teaching learning materials.
5. Teacher & Teacher preparation.
6. Opportunity time (Teaching and learning Time)
7. classroom practices and processes.
8. Learners assessment and monitoring and supervision.

With a view to managing the quality of elementary education under Sarva shiksha Abhiyan, the MHRD through NCERT. put in place a massive programme of monitoring quality dimensions of elementary education throughout the country during 2005-06. The dept of elementary education, NCERT in consultation with TSG and MHRD, Government of India developed a set of Quality Monitoring Tools (QMT) which consisted of 14 formats and 3 analytical sheets. Different aspects of quality dimensions covered in these formats were,

1. Children's attendance
2. Community support and participation.
3. Teacher & teacher preparation.
4. Curriculum and teaching and learning materials
5. classroom process; and
6. Learner's assessment, Monitoring & Supervision.

Adequate, regard inclusive and continuous monitoring, supervision and feedback are the most important keys to successful implementation of any educational programme. The field experience and relevant data here shown that there has been considerable. progress in access, enrollment and retention of children but quality issues still need to be addressed and monitored.

As per NCERT guidelines, QMT are revised. The consolidated progress is sent to NCERT half yearly. These formats throw light on attendance, community. Participation, classrooms transaction levels Viz; School, Cluster, blocks, district and state. The monitoring process involved assessing of progress, diagnosing strengths and weakness and taking of progress, remedial measures according to needs of teachers, schools and related educational

functionaries. The objective was to help states/UTs to institutionalize quality monitoring system with self sustained feedback mechanism.

Management Information System.

DISE-District information System for Education

DISE is conceived as the background of an integrated educational management information system operating at the block, district and state level. DISE is the latest update of the school information system right from school level and keeping a district as the unit of implementation. In Karnataka initiative was taken to customize the DISE software according to our State requirement with the help of NUEPA, New Delhi. Present system covers all schools imparting education up to secondary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, enrolment by gender and age, attendance by gender and social group, incentives and the number of disabled children in various grades, results by class, gender and social group.

The MIS unit at State Project office in all district and blocks are functional and are provided with necessary infrastructure and personnel.

Learning Enhancement Programme has been in the State since 2010-11. LEP is planned for all the classes of elementary level. It is planned for the next three years that is up to the academic year 2015-16. The activities planned under Learning enhancement programme provides additional support in making the State's flagship programme Nali-kali more effective in the classrooms. It also enabled the State to extend the Nali-kali programme for Urdu schools from the academic year 2013-14. Under LEP, additional resource materials are planned to enhance the teaching-learning process of language, Mathematics and EVS in lower Primary schools and teaching-learning of science education, Geography and Maths in Upper primary schools.

Learning Enhancement Programme is integrated into the overall State academic programmes. As seen from the table below, all the activities approved during 2012-13 and the activities proposed for 2013-14 encompass the overall programmes of the State. Nali-kali is a state intervention and the support provided under LEP enhances the quality of implementation and the class room transaction. To provide equity for all students of the State, Nali-kali is extended to all the Urdu schools across the State for classes 1 & 2 from the academic year 2013-14. Mobile science labs and Science centers enhances the quality of science teaching-learning process. Similarly every programme undertaken is supporting

the broader pedagogical activities of the State. Hence, as the name suggests, the activities enhances learning.

Following are the intended out comes at Primary level.

- Students learn joyfully and in their own pace
- Students learn hand on
- Students enhance their literacy and numeracy skills.
- Teachers facilitate the teaching-learning process keeping in view the individual differences
- Teachers diagnose the deficiencies and plan for corrective measures

Following are the intended out comes at Upper Primary level.

- Students learn hands on
- Apply the concepts learned in class in real life situations
- Help to plug the gaps
- Students learn hand on

GIRLS' MINORITY, SC/ST & UDC EDUCATION

There are a large number of activities/programme in the Department of Education in which participation of girls & disadvantaged children is minimal non-participation is embedded in the social stancher which is also reflected in schools. Hence, it is essential to plan a few activities/programme which are exclusively focussed on girls & disadvantaged social groups. Such activities build and boost the confidence levels develop balanced self-concept and self-regard among their children eventually they help in meaningful and better schooling of their kits.

Sarva Shiksha Abhiyan has been operating context specific activities to address the problem of exclusion of girls and children belonging to marginalised communities and disadvantaged groups. It includes Girls, early childhood care, children of SC, ST & Minority communities, urban deprived children and other groups of children.

Children in difficult circumstance, such as child labourers, without adult protection and children in conflict with law are also in focus. Sarva Shiksha Abhiyan encourages a wide variety of need based, local specific innovations for marginalised communities and disadvantaged groups.

They are :

- Awareness camps for adolescent girls,
- Meena program
- Chinnara Agri Dharshan

- Chinnara Krida Abhiyan
- Chinnara Zilla Dhashan
- Adventure and Nature Study camp
- Early Childhood Care & Education

Some of the activities like, chinnara Zilla Darshan, chinnara Agri Darshan, Chinnara Kreedha Abhiyan, Adventure and Nature Study Camps common for Girls, SC/ST, Minority. There are some activities which are meant only for specific target groups like Meena programme, Awareness camp for adolescent girls and Ecce for 3 to 6 years children.

Early Childhood Care and Education

Early Childhood care and Education is the pre requisite as it supports the system of Primary Education. The quality of input to primary education is to a great extent influenced by the effective early child care education facilities that are being offered. Considering the importance of ECCE centres as feeding schools for sibling care, the strategy has been initiated under SSA towards providing nutritious food, play materials and health care for their growth. Most of the Pri-primary schools are located in the primary school premises, thus they become the feeding schools for primary schools. In the year 2012-13 two districts namely Bangalore Rural and Hassan are conducting ECCE activity. Early child hood care and education a wide range of programmes aimed at the physical cognitive and social development of children before they enter primary school. Ecce not compulsory but the demand for its growing as parents and educators see how pre-primary education helps to set the foundation for lifelong learning.

1. The aim is to maintain a high level of facilities and opportunities in class room transition and ensure a better infrastructure than a locally and privately run neighbouring school.
2. Strengthening pre- school component in Women and child welfare Department by need-based training of Anganwadi sevika, provision of additional teachers, learning materials etc.
3. Generating training programmes for community leaders.
4. Providing for intensive planning for ECCE.
5. Development of materials for Ecce related activities.
6. Promoting convergence between the school system and the ECCE arrangement.

Computer Aided Learning Centres (CALC)

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education, has several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisions are ensured. These provisions include structures to provide regular on site academic support to aid classroom instruction in which using of technology is a vital part. Computer Assisted Learning Programme has been initiated under SSA to bring changes in classroom transaction through visual media which also enforces learning through evaluation embedded in it.

Using computers for teaching and learning activities is effective. The learning levels of children who are studying in CAL schools marked progress as per the feedback of field functionaries. Encouraged by the success of the programme, SSA extended the programme over the years.

Objectives of CAL.

- To improve achievement levels of children, attract out-of-school children to schools and also improve the attendance rate.
- To supplement the teaching instead of substituting the teachers.
- To improve the quality of teaching learning process.
- To focus on rural government school children by providing access to learning through modern technology by Integrating CAL with the school curriculum by dedicating 2 periods/week.

Out of School Children (OOSC)

OOSC identified through census categorised as under

- 5.10 aged non-enrolled children whose enrolment will be completed the following June through regular and special enrolment drives.
- The never enrolled children who are in the age group of 7-14 years.
- The dropouts from schools at various stages of school, in 7 to 14 years age group.

Strategies adopted for Out of school children.

Short Term Bridge Courses (3 Months)

- During summer vacation, 90 days bridge courses known as “Chinnara Angala” Special Training (Residential and Non Residential) is provided for non-enrolled and dropout children. They will be mainstreamed to regular schools after 3 months special training.

Long Term (6/12 Months RBC)

- Residential bridge courses for both never-enrolled and drop-out children so as to mainstream them to regular schools.
- Non residential bridge courses for both never-enrolled and drop-out children so as to mainstream them to regular schools.
- Seasonal bridge courses of 6 months duration for children of potential migrants in search of employment (out migration).

Tent Schools

Tent schools are opened for children of in-migrants for employment from various places. Migration cards are provided for migrant children.

Mobile schools

In Bangalore city and Mysore , a bus-cum – school facility is being provided. These mobile schools serve the children in slums and where there is no schools facility.

Feeder School

Feeder Schools will be opened in the habitations where there are less than 10 children of school going age and new schools cannot be opened as per norms.

Transportation Facility

Transportation facility is provided for children whose habitations are beyond the norms for access, 1 Km for LPS, 3 Kms for HPS and in case of natural barriers like rivers, National High ways, Railway track and Hilly areas.

NCLP(National Child Labour Project)

- NCLP Schools are run by Labour Department in order to eradicate child labour and to provide them elementary education.
- SSA is funding for Residential NCLP schools at the rate of Rs. 3000 per child.

Home Based Education

- For severely disabled children Home based education is provided. These children are trained on life skills. A trained education volunteer will go to child's home for two days in a week and teach the child.

Special Enrolment Drive

Will be conducted every year during June-July to enroll the children who have not enrolled upto June end.

Madrasas

SSA is funding for registered Madrasas who have agreed to impart formal education. An amount of 1.40 lakhs is provided for each Madrasa having 50 children.

Participation of NGO's

NGO's are involved in implementing the strategies for OOSC. Every year notification will be given in News paper and put up on website in the Month of March -April.

Establishment of Meena clubs in Non-NPEGEL cluster.

From the year 2010-11, PAB has approved for the establishment of Meena clubs in Non-NPEGEL clusters to create awareness among parents to send their children to schools. This will also help the girls to empower themselves.

Urban Deprived Children.

Under innovative activity a sum of Rs. 9.75 lakhs is allocated for each district to carry out the following activities.

- To open transit homes for orphans and shelterless children in Bangalore city.
- To conduct periodical survey of urban deprived children in Bangalore city.

- To provide incentives to urban deprived children at Rs. 2000/- per child per year, if the child has 75% of attendance and learning achievement of 'B+' grade
- To conduct adolescent programmes for urban deprived girls.

Block Resource Centres /Urban Resource Centres /Cluster Resource Centres :

- There would be ordinarily one BRC in each Community Development (CD) Block. However, in States, where the sub-district educational administrative structure like educational blocks or circles, have jurisdictions which are not co-terminus with the CD Blocks, then the State may opt to have a BRC in such a sub-district educational administrative unit. However, in such a case the overall expenditure on BRCs and CRCs in a CD Block, both non-recurring and recurring, would not be more than the overall expenditure that would have been incurred on BRCs and CRCs in case if only one BRC per CD Block were opened.
- BRC/CRC to be located in school campus as far as possible.
- Rs.8 lakhs ceiling for BRC building construction wherever required
- Cost for CRC construction will be as per unit cost of the State for an additional classroom. It should be used as an additional classroom in schools, on non – CRC meeting/training days.
- Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.
- Deployment of up to 20 teachers in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs put together.
- Provision of furniture, etc. @ Rs.1 lakh for a BRC and Rs.10,000 for a CRC
- Contingency grant of Rs.20,000 for a BRC and Rs.3000 for a CRC, per year.
- Meetings, Travel allowance: Rs.750/- per month per BRC, Rs.300/- per month per CRC.
- TLM Grant: Rs.5000/- per year per BRC, Rs.1000/- per year per CRC.
- Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.
- In urban areas urban academic resource centers would be set up under SSA on the following basis: -
 1. One Cluster Resource Centre (CRC) for 100 – 150 teachers.
 2. One Urban Resource Centre (URC) on the lines of BRC for 10-15 CRCs.
 3. Norms of persons to man the CRC/URC will be the same as in SSAGuidelines/Financial Norms for BRCs/CRCs.

4. Unit costs will remain the same as in financial norms of BRC/CRC laid down in SSA.
5. If the Municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs

The linkages of SDMC with Grama Panchayath .

- In each Grama Panchayath, there used to be three standing committees to undertake developmental works. They are :
 - Production Committee
 - Social Justice Committee
 - Civic Amenities Committee (CAC)
- The Civic amenities Committee is responsible to undertake the development activities in the area of education, health, public works, etc. in the jurisdiction of Grama Panchayath.
- The President of Grama Panchayath is the member and speaker of the CAC. The CAC comprises of 3 to 5 Grama Panchayath members.
- The SDMCs in the Grama Panchayath works as a part of the concerned Grama Panchayath.
- The CAC shall transfer all funds received by it to the account of schools within a week of receipt of the funds, for education and infrastructure of schools.
- The CAC may transfer additional funds to the accounts of the schools within the Panchayath area, depending upon their needs.
- Periodically review the implementation of the Annual Work Plans of the schools within the Panchayath area and wherever possible provide necessary assistance for its implementation.
- Convenes a joint meeting of the Office-bears of SDMCs of all schools within the Panchayath area, at least once in every month in the academic year, for the purpose of exchange of information and co-ordination.

The RTE clearly says about the constitution of SMCs in every school. SDMCs were established in all Govt LPS and HPS schools as early as in 2001-02 on the model of the SMCs which are now proposed in the RTE Act. The only difference was the number of parental members. Earlier there were 9 parental members, now we have constituted 13 parental members committee. They are similar in constitution and functions to the SMCs.

- Draft rules about RTE Act have been formulated.

- Cabinet has accepted draft rules of RTE and Rules notified on 28th April 2012 by Government of Karnataka.
- 19 members SDMCs were constituted in all Govt and Aided Schools in the state.
- Presently the constitution and structure of SDMCs is as follows.

The Civic Amenities Committee shall constitute a Grama Panchayath School Development and Monitoring Committee (SDMC) for each Govt and aided elementary school within the Panchayath Area. It shall delegate the task of constituting such SDMCs to Head Teacher of the said school.

The SDMC consists of the following persons –

- **Parental representatives**:- consists of 13 members who are elected from parents' council and one among them elected as the chairman of SDMC.
- **Ex officio members**:-Headmaster of the concerned school, Anganawadi worker and Health worker are the ex officio members of the committee.
- **Nominated members**:-One elected representative of Local body, one teacher representative and one Student of that school.

Totally there were 19 members in the committee out of which 10 members are women.

Roles, Responsibilities and Duties of SDMC –

SDMC performs the following functions, namely-

1. Guide the Member-Secretary in the preparation of the School Development Plan for the school and forward it for approval to the BEO through CRP. A school perspective plan for development for three years is to be prepared three months prior to the end of each financial year.
2. Submission of authentic information of all the children in the age group of below 14yrs falling within the jurisdiction of the school to the respective Village Panchyath.
3. To bring OOSC to the mainstream.
4. To ensure children below 14yrs of age attend school regularly till the completion of Elementary education.
5. To ensure the provision and monitoring of the distribution of incentives such as free textbooks, mid-day meals, uniforms and scholarships provided by the Government.

6. To organize activities to enable children to have qualitative learning based on CCE.
7. Protection and maintenance of all the school properties.
8. Ensure provision of necessary facilities for CWSN children to enable them to attend school regularly.
9. Take necessary steps to provide quality education to all the children of the school.
10. Protection of school premises and buildings from encroachment.
11. Ensure a minimum of 220 instructional days in an academic year.
12. To ensure effective implementation of various programmers' organized by the Department such as Science Fair, Educational Tours, Sports Meet, School assembly, ECO clubs, etc.
13. Convene meetings of the Parents' Council, three times a year in the month of June, July & February.
14. To approve utilization of the sanctioned grants in accordance with the rules and ensure that grants are used properly for the purpose they are sanctioned.
15. Supervision of all civil works related to schools.
16. To help to gather donations to schools by identifying prospective donors and motivating them to donate and adopt schools.
17. To create awareness about RTE and neighborhood schools in the community.
18. To take action against the teachers who conduct private tuitions.
19. To ensure that no discrimination on the basis of religion, race, caste, gender, language, place of birth and physical disabilities happens in school. To create a child friendly environment in school without corporal punishment
20. Preparation of the Financial Statements as at 31st March each year and publish the same for the information of the Community before 30th June , after obtaining the approval of the SDMC.
21. Periodically monitor drop-out rates and ensure attendance and retention of all children in the school. To this end, convene meetings of the Parents' Council, at least once in three months.
22. Periodically hold meetings of the parents who are not sending their children to the school.
23. Ensure the overall hygiene, upkeep and maintenance of the school.
24. Help augment infrastructure facilities such as playground, compound walls, classrooms, toilet, furniture, provision for drinking water or other facilities needed by the school. To ensure these, the SDMC may undertake the construction, maintenance, alteration, improvement or development of any buildings or works.
25. Hire the services of local persons as teachers or instructors, as the case may be, where there is a need, on a voluntary basis or on payment of fixed honorarium,

meeting the cost from the schools funds. Provided that no regular post is filled on a permanent basis in this manner.

26. Periodically review the performance of teachers and facilitate compliance with the minimum quality standards as prescribed under the Sarva Shiksha Abhiyan or any other programme of the Central or State Government that is applicable from time to time.
27. Facilitate provision of need-based trainings to teachers, depending upon the demand of the teachers and the Head Teacher.
28. Periodically review the performance of students and facilitate compliance with the standards prescribed by NCERT and the State Government.
29. Periodically review and monitor the school health programmes and help conduct regular health camps for the children.
30. Organize awareness camps.
31. Periodically monitor and verify regular and timely attendance of teachers, non-teaching staff and students. To this end, the SDMC may require the school to maintain attendance registers and any Member of the SDMC has the power to verify all attendance registers maintained by the school. In case of discrepancies observed in the attendance, the same is to be discussed in the monthly meeting. A report on the Decision taken in the meeting is to be forwarded to the immediate officer of the Department for suitable action.
32. Sanctioning of casual and restricted leave to Head Master by the SDMC President.
33. To ensure funds in the joint account are utilized for the earmarked purpose and records maintained properly.
34. Permitting expenditure from non-government funds.
35. Grant Permission to the Head Master to utilize the sanctioned funds from Zilla/Taluk Panchayat/State/Central Government for the purchase of equipments/materials.

NATIONAL PROGRAM FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)

National Programme for Education of Girls at Elementary Level (NPEGEL), is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those who are not in school. The scheme was launched in July’ 2003, it is an important component of SSA, which provides additional support for enhancing girl’s education over and above the investments for girls education for through normal SSA interventions. The programme provides for development of “model School” in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, and provision of need-

based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme.

The Scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums.

While The scheme provides an excellent opportunity to develop context specific strategies to address learning needs of girls and to focused community mobilization and gender sensitization of teachers in an innovative and effective manner.

NPEGEL programme is implemented in 62 EBBs of 18 Districts of the state during 2009-10. 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, Karnataka.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

Objectives and Admission Procedure.

61 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 22nd Feb, 2005 and 7 KGBVs sanctioned in 2010-11 PAB totaling to 71 in all and are made operational.

During 2004-05, 34 KGBVs with 100 and 24 with 50 intake capacity were approved and started. In 2005-06, 3 additional KGBVs with the intake capacity of 100 were sanctioned and made operational in 2006-07. MHRD also permitted upgradation of 24 KGBVs to raise

the intake capacity to 100. During 2008-09 – 2 KGBVs for Muslim dominated blocks (Gangavathi from Koppal district and Sindhanur from Raichur district) and 01 KGBV for EBBs (Yadgir) have been given with an intake capacity of 100 girls. All the 03 are operational among 61 KGBVs of previous years 3 KGBVs (Gudibale, Channapatna, K.R. Nagara) were given 50 intake of girls. Accordingly they were operational. Hence all the KGBVs except - 03 were operational with 100 intake capacity till 2009-10. SSA Karnataka made a proposal to convert all the 61 KGBVs from Model III to Model I. PAB approved the same and in the year 2011-12 7 New KGBV T.Narasipura, Nanjangudu, Hunsur, Mysore Tq in Mysore District, Mallavalli, pandavapura in Mandya District, Yallanduru in Chamarajnar Districts were sanctioned and they are operational as of now 71 KGBVs are functioning in Karnataka

Coverage in the state.

In Karnataka, 71 KGBVs are functional. Out of which 39 KGBVs are managed by SSA society and 32 KGBVs are managed by Mahila Samakhya Karnataka.

Education Policy :

- Every child attends school.
- Every child attains, effectively, the minimum levels of learning.
- Every teacher is at school.
- The community is actively involved in the betterment of the schools, thereby encouraging a mass campaign for primary education.

RMSA

Rashtriya Madhyamik Shiksha Abhiyan is a unique educational programme which has been designed in such a way to respond effectively to the emerging demands of our society and rapid developments that are taking place due to liberalization Privatization and Globalization. This is clearly the next step after universalizing elementary education. Universalisation of Access, Quality improvements, Equity, Institutional reforms and strengthening of resource institutions are key strategies to achieve the target of Universalizing secondary education

Vision :

Provision of free access to good quality secondary education to all young persons in the age group 14 - 18 years irrespective of gender, creed, religious denomination, physical and mental disabilities and social and economic status so as to enable them to progress towards becoming socially and economically active citizens capable of contributing positively to their own holistic development and that of the state and country as a whole.

Mission :

Provision of a secondary school within reasonable distance of any habitation with a maximum distance of five kilometres. If required residential schools shall be opened for girls, socially and economically weaker sections, religious minorities and sparsely populated regions. Ensure universal access and thereby universalisation of Secondary Education in the state where the state will reach GER of 80% by the end of the eleventh five year plan in 2012, and a GER of 100 % by end of twelfth five year plan in 2017. Improve the quality of education being provided in all secondary schools.

Objectives :

1. To ensure that all secondary schools have physical facilities, staff and supplies according to the standards prescribed in the RMSA norms with special emphasis on achieving and sustaining a pupil/teacher ratio of 30, pupil/classroom ratio of 40, adequate and fully equipped laboratories, computer rooms and libraries.
2. To provide full financial support in case of Government, Local Body and Government aided schools and also encourage public private partnership of various kinds and extent with NGOs and private providers of education.
3. To ensure that no child is deprived of secondary education of satisfactory quality due to poverty, gender, socio-economic, disability and other barriers.
4. To improve quality of secondary education through appropriate curriculum development, learning methodology and teachers' training.

Achievement of the above objectives would also imply substantial progress in the direction of the Common School System as detailed in the report of the Common.

Rationale of the Teachers Training Planning

The RMSA provides financial supports to the states/UTs for teachers training to improve the quality of education at the secondary level schools. The most important factor in the

contemplated educational reconstruction is the teacher-his/her quality, his/her educational qualifications, his/her professional training and the place he/she occupies in the school as well as in the community. Teacher training has a significant impact on academic achievement and influence student learning as well as teaching efficiency and skill. Concurrently, teaching-learning environment of a school and teacher's professional development largely depend on the management efficiency and skills of a headmaster/principal. Therefore, professional and leadership training are essence to sustain and enhance skill and efficiency of headmasters. Training centers/institutions are also venues for innovation of new ideas and methodologies; dissemination and diffusion of good practices.

Need Assessment of Teacher Training :

The following statement from the Manual on **Planning for Teachers, Headmasters / Principals and Master Trainers Training** received from MHRD, is borne in mind while preparing the strategies for in-service training for teachers. The strategy of 'teachers training should be based on regional planning. The thrust of RMSA is 'need based' training. We should understand the expectation of need based training. It covers a wide spectrum viz. needs of change in time and space, needs of a teacher and student (teaching-learning), needs of the society and economy, skills, etc. In order to identify the needs and thereby plan in-service teacher training a Need Assessment Workshop was held at SIEMAT, SCERT. Teachers in all the five subjects (Kannada, English, Mathematics, Science and Social Science) working in Government, Aided High and Higher Secondary Schools handling IX and X classes from all over the State attended the Workshop.

In each subject the following areas were focused and left open for discussion.

1. NCF 2005
2. State Curriculum and Syllabus
3. Textbooks
4. Model Question Papers, Examinations and other Evaluation Techniques
5. Modules prepared for the training conducted in 2011-12
6. Feedback from the training conducted in 2011-12

Teachers were divided into various groups and asked to discuss on the above areas. Each group at the end of the discussion, presented their reports that contained the present scenario, the pitfalls and drawbacks the modifications needed and suggestions for improvement.

Based on the recommendations, the time table for future in-service training programmes in all the five subjects, the experts and the resource persons needed were arrived at. The prime

institutions to be involved for giving masters training and key resource persons training were also identified.

Rashtriya Madhyamik Shiksha Abhiyan is a unique educational programme which has been designed in such a way to respond effectively to the emerging demands of our society and rapid developments that are taking place due to liberalization Privatization and Globalization. This is clearly the next step after universalizing elementary education. Universalisation of Access, Quality improvements, Equity, Institutional reforms and strengthening of resource institutions are key strategies to achieve the target of Universalizing secondary education. Universalisation of secondary education denotes two processes. Firstly Access, This means universal provision of secondary schools and universal enrolment of children in the age group of 14 to 18 group . All children in the age group of 14 to 18 should have access to secondary schools. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status. Secondly Success.- By simple providing access to secondary schools we cannot claim that we have universalized secondary education . Along with access to schools we should make adequate provisions in the schools so that children can experience success in secondary education. Adequate number of trained teachers, qualitative learning and teaching materials, aids and equipment, classrooms, etc. should be provided in each and every school to facilitate successful completion of secondary education. Success is to be determined in terms of attainment of Minimum Levels of Learning which means most of the students would acquire most of the competencies.

This is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls' Hostel in each of 3479 Educationally Backward Blocks (EBBs) in the country. The Scheme has replaced the earlier NGO driven Scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organisations for running Girls' Hostels.

To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls, the Centrally Sponsored Scheme. National Scheme of Incentives to Girls for Secondary Education was launched in May,2008.

The main objective of the Scheme is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. Another objective of the

Scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students.

The girl students in the age group of 14–18 yrs. studying in classes IX and XII belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the Scheme. Students passing out of KGBV will be given preference in admission in hostels. At least 50% of girls admitted will be from SC, ST, OBC and Minority communities.

To improve the learning atmosphere in the schools with financial support RMSA has introduced an intervention annual school grant of Rs.50000/- per year. The Head teachers along with teachers and SDMC members prepare the ‘School improvement plan’ of their school by identifying the needs keeping the guidelines as parameter to utilise the grants.

As per the requirements of the school this grant will be utilised to update the laboratory by procuring laboratory consumables and equipments, Library will be updated. Some of the schools have procured laptops, data cards and using IT in class rooms.

The State office conducted a workshop and teleconference and oriented school functionaries about preparation of school improvement plan by involving School Monitoring and Development Committee and teachers.

The Model School scheme was launched in November 2008 in pursuance to the announcement of the Prime Minister in his Independence Day speech of 2007. The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block.

ADARSHA VIDYALAYA

“The Model School scheme was launched in November 2008 in pursuance to the announcement of the Prime Minister in his Independence Day speech of 2007. The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block.

The scheme has the following objectives:

- i. To have at least one good quality senior secondary school in every block.
- ii. To have a pace setting role.

- iii. To try out innovative curriculum and pedagogy.
- iv. To be a model in infrastructure, curriculum, evaluation and school governance.

The scheme has two modes of implementation, viz. (i) 3,500 schools are to be set up in as many educationally backward blocks (EBBs) through State/UT Governments, and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward. The State Sector component for setting up of model schools in EBBs through State/UT Governments is being implemented from 2009-10 and implementation of the PPP component for setting up of model schools in blocks which are not educationally backward has been initiated from 2012-13.

Secondary education was not a thrust area during the Tenth Plan period. There were a few small schemes to enhance access and to improve quality, but the coverage was neither large nor comprehensive. The plan schemes concentrated on continuing the school systems run by autonomous organizations of MHRD and included efforts for integrated education for the disabled, girls' education through provision of hostel facilities, use of ICT in schools, vocationalisation of higher secondary education and open and distance learning. Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. Paras 5.13 – 5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13 of the NPE, inter- alia, stated that

“Access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams.....”.

INCENTIVES FOR GIRLS

To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls, the Centrally Sponsored Scheme. National Scheme of Incentives to Girls for Secondary Education was launched in May,2008.

The Scheme covers:

- All SC/ST girls who pass class VIII and
- Girls, who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for

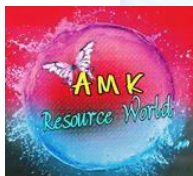
class IX in State/UT Government, Government-aided or local body schools in the academic year 2008-09 onwards.

- Girls should be below 16 years of age (as on 31st March) on joining class IX.
- Married girls, girls studying in private un-aided schools and enrolled in schools run by Central Government are excluded.

A sum of Rs.3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

The Finance Minister in his budget announcement 2006-07 (Para-38-Credit of funds under Kasturba Gandhi Balika Vidyalayas) has inter-alia stated as under: - "The initial results of the Kasturba Gandhi Balika Vidyalaya Scheme launched in 2004 are encouraging. 1,000 new residential schools for girls from SC, ST, OBC and Minority communities will be opened in 2006-07. I have provided Rs.128 crore, and I have agreed to provide an additional sum of Rs.172 crore during the year. I propose to provide a further Incentive to the girl child who passes the VIII Standard Examination and enrolls in secondary school. A sum of Rs.3, 000 will be deposited in her name, and she would be entitled to withdraw it on reaching 18 years of age."

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