



RECENT GOVERNMENT PROGRAMMES ON PRIMARY EDUCATION IN KARNATAKA

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Abstract: *Government has made very sincere efforts to make free and compulsory education to all the children of the state through various programmes and policies. In the recent days, programmes on education have yielded a lot which is evident from the improvement in enrolment and reduction in dropout rates significantly. A very important issue here is that whatever money spent through these programmes should not reach only means but also reach the end. Means – it should reach the targeted group more effectively not only implementing machinery. As per RTE 2009, all children in the age group of 6 to 14 years have the right to receive free and compulsory education in the neighbourhood school till the completion of elementary education.*

Keywords: *Educational Programmes, School Dropout, Policy Implementation, RTE, Free Education, Compulsory Education.*

INTRODUCTION

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education), the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the



inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development

S. No.	Name of the Scheme	Budget allocation 2013-14 in Crore of Rs.
1.	Sarva Shiksha Abhiyan (SSA)	8079.20
2.	Kasturba Gandhi Balika Vidyalaya	183938.44 (Rs. in Lakh) (2012-13)
3.	National Programme for Education of Girls at Elementary Level (NPEGEL)	-
4.	Mid Day Meal Scheme (MDMS)	3917.50
5.	Mahila Samakhya	58.00
6.	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	3647.20
7.	Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence	900.00
8.	Scheme for construction and running of Girl's Hostel for Secondary and Higher Secondary Schools	405.00
9.	Scheme of Vocationalisation of Secondary Education at +2 level	72.09
10.	Scheme of ICT @ School	315.00
11.	Inclusive Education for the Disabled at Secondary School (IEDSS)	45.00
12.	Quality Improvement in School	-
13.	Strengthening of Teacher's Training Institutions	449.39
14.	Adult Education and Skill Development Scheme	514.80
15.	Scheme for Providing a Quality Education and Macarsas (SPQEM)	157.50
16.	National Means cum Merit Scholarship Scheme	63.00
17.	Scheme for Infrastructure Development in Minority Institutions (IDM)	45.00
18.	National Scheme for Incentive to the Girl Child for Secondary Education	90.00
19.	Appointment of Language Teachers	5.22
20.	Setting up of New Polytechnics and Strengthening of Existing Polytechnics	-
21.	Pre-matric Scholarship Scheme	174.27
22.	Eklavya Model Residential School (EMRS)	-

Source: Rajya Sabha Starred Question no.2886 dated 22.3.2013

As it has already mentioned that the responsibility of education mainly lies on states, hence **recent** state government programmes and policies have been discussed in the following sections.



A. OUT OF SCHOOL CHILDREN (OOSC) ANNUAL WORK STRATEGIES 2013-14

Providing Elementary Education to children in the age appropriate of 6 to 14 is the duty of the Government according to the article 45 of the Indian constitution. In this regard State Government of Karnataka has made serious attempt to give Elementary Education to concerned age group of children by providing basic and minimum facilities. Children leaving the school before completing the Elementary Education are one of the academic problems facing by the Department of the Public Instruction.

According to children special census of 2001-02, 10.35 lakh children were identified as OOSC. Since 2001-02 every year conducting children special census / updation of children census and curative measures have been taken to tackle the Dropout problem by introducing various strategies. As per RTE 2009, all children in the age group of 6 to 14 years have the right to receive free and compulsory education in the neighbourhood school till the completion of elementary education.

Provision has been made for Special Training for out of school children. Section-4 of the RTE act makes specific provision for Special Training for age appropriate admission for OOSC. A majority of OOSC belong to disadvantaged Communities, Scheduled castes Scheduled tribes, Muslims, Migrants, CWSN, UDC, working children, children in other difficult circumstances. Special Training for never enrolled children or those who dropped out before completing elementary education would require an authentic identification of children who must be enrolled.

As per the updation survey conducted during December 2012, 22741 children in the age group of 7 to 14 were identified as OOSC. In addition there were 8587 OOSC who had been identified earlier and subjected to special training in 2012-13 and needed to continue in OOSC strategies even during 2013-14. Out of 22741 children 13944 no. of children are covered. Out of 8587 children continued from the previous year, 7171 no. of children are covered even during 2012-13. So the total achievement is 21115 for the year 2013-14.

B. STRATEGIES ADOPTED FOR OUT OF SCHOOL CHILDREN

1. Residential Special Training (Fresh) - 3 months RST

These centres are opened during summer holidays, out of 9962 children 2687 children are covered. 735 children are covered in various hostels. 215 children are in BCM hostels, 128 are in SC/ST hostels, 85 girls are in KGBV's and 307 girls are in KKGBVs. They were provided special training in the hostels.



2. NON-RESIDENTIAL SPECIAL TRAINING (NRST)-FRESH

i. 3 month NRST

These NRST centres are opened for three months. Special training was given during summer vacation. Out of 5509 children 3165 children are mainstreamed.

ii. School Based Special Training

As per RTE, OOSC to be given special training in the school itself, so that the children feel that they are part of the regular system. School based training was organised for 3 months. Out of 3986 children 5545 mainstreamed.

iii. National Child Labour Project (NCLP) Schools

As the NCLP schools are run by the labour department an MOU is signed between State Project Director and Commissioner of Labour Department, as per the agreement SSA has extended financial aid to the NCLP residential schools. These schools are run by the NGO's and they are supervised by the Education department, Deputy Commissioners of the district and Labour Department officials. After providing special training these children are mainstreamed to the regular schools. Out of 202 children 105 children are mainstreamed.

iv. Madarasa (10 month NRST)

Children who are studying in Madarasa and not getting formal education are covered under this sub-strategy. Rs. 5000/- per child is given to provide snacks, teaching learning materials and honorarium to the EV's. After the implications of RTE most of the madarasas are coming forward to give formal education. 976 children covered, achieved more than the target.

v. Tent Schools (6 month NRST)

"If children do not come to school, the school should go to the children." These schools are opened for the children who migrate along with their parents in the immigrating places. A make shift shelter to run the schools is constructed using low cost materials. Along with the primers, Nali-Kali and reading cards are used in classroom transaction. Out of 1432 children, 759 children are covered

3. SEASONAL HOSTEL - 6 MONTHS SRST

Seasonal migration may be a part of the normal livelihood strategy of the poor, or may be caused by natural disasters or agricultural downturns. This facility is provided for the dropout children due to their parents' migration, children stay in the schools which provide residential facility as a hostel. The target was 8587, the coverage is 7171.



4. URBAN DEPRIVED CHILDREN -UDC (12 MONTH RST)

No doubt the provisions have contributed significantly in improving the situation on equity and inclusion in elementary education. However the gaps have simply narrowed and not yet eliminated. UDC is largely synonymous with homeless and street children. Getting OOSC into the formal school system need to be addressed systematically. These centres are opened in 8 corporate cities. Out of 799 children, 707 children are covered. These centres are run by the NGO's who have experience in handling and taking care of these children

Table 1: Following table shows the category wise out of school children covered –Fresh
(Up to February 2014)

SC			ST			Minority			Other			Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2306	1883	4189	1022	988	2010	1946	1022	2968	2637	2140	4777	7911	6033	13944

Note: proportion of SC – 30.04%, ST – 14.41%, Minority –21.29%

Source: Karnataka Economic Survey 2014-15

C) STEPS TAKEN TO ENSURE CONTINUATION OF MAINSTREAMED CHILDREN IN REGULAR SCHOOLS

- Mainstreaming / inducting children of special training centres in schools is the most important part of interventions. The net outcome of enrolment of OOSC in special training depends upon the mainstreaming the students of special training in regular schools. Most of the special training centres are in the schools premises of regular school; it is easy for the purpose of mainstreaming / inducting and providing academic support.
- The regular school acts as a lead school.
- C.R.P is the attendance officer at the cluster level, to monitor and supervise.
- In the cluster sharing meetings, teachers are sensitized in handling these children.
- The SDMC members and the community are oriented.
- The mainstreamed children are constantly supervised at all levels – school/cluster/block, district, local leaders, and social organizations.
- These children are given preference in educational tour, Chinnara Zilla Darshana, Adventure camp, Agri Darshan.



- Children who are deprived of residential facilities are accommodated in the nearby hostels run by social welfare , BCM etc.,
- Girls from disadvantaged groups are enrolled in KGBV's and KKGBV's.
- Updating child tracking of mainstreamed children.
- Their interests and abilities are recognised and appreciated.
- Environment is created in such a way that they feel they are a part of the system and have the freedom to express their views.

INFRASTRUCTURE

(i) Pancha Saulabhya and Other Basic Facilities under Sarva Shiksha Abhiyan_:

Under the national flagship programme of Sarva Shiksha Abhiyan for universalizing elementary education, the State has accorded special significance for the provision of infrastructure facilities such as school buildings, additional classrooms, maintenance and repairs of school buildings. The State has made efforts to comply with the basic infrastructure mandated under the RTE Act, comprising barrier free access to schools, adequate classrooms, separate toilets for boys and girls, playgrounds, library, compound walls/fencing, drinking water, kitchen sheds, etc.. The State government has identified five facilities as most essential for schools. These are drinking water, toilets, playgrounds, compound wall and the school building (*Pancha Soulabhya*). The State has made significant progress in this regard as shown in Table 3.2 and Table 3.3. It is observed that there is considerable progress in regard to provision of girls' toilets.

Table 2: Infrastructure Provision in Elementary Schools of the State (in %)

Years	Boys Toilet	Girls Toilet	Electricity	Play Ground	Ramps	Compound	Drinking Water	Library
2009-10	88.01	64.66	87.55	52.05	64.62	59.59	88.12	86.97
2010-11	91.97	74.26	91.89	54.41	72.95	66.61	93.59	91.86
2011-12	97.91	98.81	95.49	54.34	78.27	69.21	99.55	98.66
% Increase/ Decrease	6.46	33.06	3.92	-0.12	7.30	3.90	6.37	7.40
2012-13	99.72	99.90	99.56	55.74	79.83	73.48	99.92	99.35
% Increase/ Decrease	1.85	1.10	4.26	2.57	1.99	6.17	0.37	0.70
2013-14	99.97	99.98	98.71	56.30	80.96	75.48	99.99	99.66
% Increase/ Decrease	0.25	0.08	-0.85	1.00	1.42	2.72	0.07	0.31



Table 3: Infrastructure Provision in High Schools of the State (in %)

Years	Boys Toilet	Girls Toilet	Electricity	Play Ground	Ramps	Compound	Drinking Water	Library
2009-10	65.91	66.12	64.56	73.44	17.54	51.9	79.13	87.52
2010-11	69.47	68.09	73.49	74.75	24.99	58.16	86.77	92.94
2011-12	88.87	93.01	82.69	75.01	38.18	62.02	97.86	94.05
% Increase/ Decrease	19.4	24.92	9.2	0.26	13.19	3.86	11.09	1.11
2012-13	99.30	99.59	92.32	76.65	40.05	63.94	99.32	96.49
% Increase/ Decrease	11.74	7.07	11.64	2.19	4.90	3.09	1.49	2.59
2013-14	98.70	99.74	92.76	78.53	45.29	67.68	99.47	98.11
% Increase/ Decrease	-0.60	0.15	0.48	2.45	13.08	5.85	0.15	1.68

QUALITY IMPROVEMENT INITIATIVES

Elementary Education: Quality Initiatives are classified based on their focus on distinct stakeholders groups: Schools, Students, Teachers, Community and Administration. Programmes under these initiatives serve more than one stakeholder groups simultaneously.

(i) School-based initiatives

(a) Infrastructure: Provision of infrastructure facilities and adequate classrooms is the basic strategy for quality schooling. In addition, every school is given the following grants: School Grant and Maintenance Grant. They are directly transferred from the district educational office to individual schools and jointly operated by the President of the School Development and Monitoring Committee (SDMC) and the Head Teacher. The School Grant is used for procurement of charts, maps, specimens, newspapers, consumable chemicals, chalk and other sundry items. Maintenance Grant is used for paying electricity, water bills, white-washing, hygienic maintenance of school and similar heads. Major repairs grants are given on the basis of evidence-based demands. An update of the grants given during 2013-14 is shown in Tables 3.4 and 3.5 schools upgraded from class VII to VIII are given Rs.20000/- and Rs.50000/- respectively This grant is used for laboratory / library / furniture and other essential items.



Table 4: School Grants (2013-14)

Level	Physical	Financial (Rs. in Lakh)	Achievement %
Primary	47705	2385.25	100
Upper Primary	25517	1786.19	100
Total Elementary	73222	4171.44	100
Secondary schools	4542	22710.00	100

Table 5: School Maintenance Grant (2013-14)

Level	Physical	Financial (Rs. in lakhs)	Achievement %
Primary / Upper Primary Schools	67460	5043.43	100%
Secondary schools	-	-	-

(c) Nali-Kali (Joyful Learning) - All the 45476 schools in the State have adopted *Nali-Kali* method of learning-teaching. At a rate of two teachers per school, more than 90,000 teachers have been trained to engage *Nali-Kali* classes. Heads of all the schools have also been trained. *Nali-Kali* kits that include learning cards have been supplied to all schools. *Nali-Kali* toll-free helpline has been set up in all district offices.

Other programmes which reach the schools are EDUSAT (in Chamarajanagar, Kalaburagi, Bengaluru Rural and Ramanagaram districts), as well as the Radio lessons programmes that are integrated with school syllabus and daily time-table. Classes 1 to 2, 3 to 5 and 6 to 8, receive Chinnara Chukki, Chukki Chinna and Keli-Kali Programmes respectively. 921 Higher Primary Schools are treated as Nodal Schools for organizing activities and providing leadership to neighbouring H P S for the benefit of Education of girls in 71 Educationally Backward Blocks (EBB).

(c) Kasturba Gandhi Balika Vidyalayas: 71 KGBVs have been set up in backward blocks of the State for the benefit of drop-out, disadvantaged, nearly destitute girls. They are all residential since 2010-11. 8079. Girls are enrolled and studying in KGBVs as on 2013-14

(d) Residential Schools for Specific category of children: Five residential schools for specific category of children, one each in Bengaluru Urban, Dakshina Kannada, Dharwad, Mysuru and Shivamogga sanctioned under RTE have been established during 2011-12. The intake capacity of each school is 100 and presently 408 children are studying in these schools. In Bengaluru Urban, Mysuru and Dharwad these schools are catering to the needs of deprived children in urban areas, whereas in Shivamogga and Dakshina Kannada, children from forest and Naxal affected areas are being benefitted. The construction of fully fledged building for



each of these schools is in progress and has presently reached up to plinth level. The construction is expected to be completed within 3 months. Teachers are provided to these schools both from the Department and on outsource basis. Other staff like warden, accounts assistants, D-group and Watch man have also been appointed. Apart from providing good education, children are also being trained in sports, life skills and self defence. Enrolment in Residential Schools for Specific category of children during 2013-14 is shown below in Table.7.

Table No 7: Enrolment in Residential Schools for Specific category of children during 2013-14

District & Place	Enrolment						
	Gender wise		Social category wise				
	Boys	Girls	SC	ST	Muslims	others	Total
Bengaluru Urban-Talaghattapura,	50	25	24	05	01	45	75
Mysuru- Nazarbad	44	38	63	05	02	12	82
Dharwad - Ghantakeri, Hubballi city	63	15	19	01	16	41	78
Dakshina Kannada -Beltangadi	50	49	15	03	04	77	99
Shivamogga - Agumbe	38	36	19	07	0	48	74
Total	245	163	140	21	23	223	408

FACILITIES PROVIDED IN RESIDENTIAL SCHOOLS

- 4 posts of teachers are sanctioned to all residential schools. Among them, 1 post is of the cadre of Secondary Assistant Teacher having qualification of B.A/B.SC with B.Ed who serves as HM to the school. The other 3 teachers are Primary teachers with qualification of PUC with D.Ed. Salary of these teachers is being drawn from the schools.
- Other staff like warden, teachers for Hindi Language or for any other subject as per need, computer teachers, Accounts Assistant/clerk, D-Group and Watchman have been appointed through outsourced agencies.
- An agency has been selected to supply food to each school through open tender process. A menu chart has been issued to all schools.
- Children are provided training in self defence and vocational skills.
- Adequate measures are taken for safety and security of the children. Proper medical care is also provided.



(f) Supplementary Material: The schools also receive a monthly newsmagazine known as 'Shikshana Vaarthe'. A flannel board for every standard is also supplied to every school for displaying the creative works of children.

STUDENT-BASED INITIATIVES

a. Rights-based Planning:

There are several initiatives that address the variety and diversity of needs of more than 100 lakh children in the school system in the State. With regard to nearly 84 lakh children in classes 1 to 8, the whole perspective of planning has metamorphosed as a result of relocation of elementary education from its earlier position as a Directive Principle under Article 45 of the Constitution to a new position as a Fundamental Right under Article 21 A. The substantive change has been from an incremental planning of the 1990s, through a need-based planning of the first decade of the 21st century to a fresh perspective of rights-based planning. Although the texture of basic programmes has not changed much, the way they are looked at and planned has changed. For instance, the Government of India, in partnership with the States has been providing eight basic facilities under SSA. District planning for these facilities was based on demand and capacity of the State in India. After the adoption of Article 21A, these provisions have become mandatory, and are treated as child entitlements.

b. Other Entitlements:

The Model rules of the Government of India, Framework of Implementation of Right to Education Act (RTEA) document, treat other programmes as entitlements. The entitlements include free distribution of textbooks, two sets of uniforms and workbooks. In Karnataka, free textbooks, uniforms *Nali-Kali* workbooks and mid-day meals are served to all children in Government sector schools and private aided schools (Table 24).

Table 8: Incentives in Primary Schools & Secondary Schools (no. in lakhs)

	2010-11	2011-12	2012-13	2013-14	2014-15(A)
Free Text Books to pupils in primary (I-VII)	57.19	62.57	42.73	46.32	46.29
Free Uniforms to pupils in primary (I-VII)	46.00	57.03	54.49	53.89	51.95
Free school bags to pupils in primary (I-VII)	11.58	11.12	6.52	3.82	-
Free bicycles to class VIII Boys	2.73	2.72	2.64	2.78	2.75
Free bicycles to class VIII Girls	2.69	2.62	2.65	2.69	2.68
No. of children provided with mid-day meal	66.76	63.02	61.48	61.48	61.40



c. Children with special Needs (CWSN):

127553 children were identified in the State. Out of this 113547 children are enrolled. 7315 children with severe disabilities are facilitated with home-based education. 6691 are covered through School Readiness Programme for the year 2013-14, instead of adventure camp state has given emphasize to conduct Nature study camp for CWSN along with normal CWSN . The duration of this camp is 2 days carried out for 40 children in each camp. These camps like Flora and Fauna, people life style in the forest expose about natural nature knowledge among CWSN. Through these activities it is expected to create a sense of nature and gave utmost happiness and thrill for the children and also create sense of co-operation among the friends. Rs 30.00 lakhs allotted for conducting this activity with unit cost Rs 2000/-per child. Total 1500 CWSN participated in these camps.

ii Teacher-based Initiatives:

The quality of education is dependent on the quality of teachers. All teachers in Karnataka are qualified and trained as per expected norms. There are no para-teachers, contract teachers, and stipendiary teachers. Professional development and capacity building of teachers are accorded high priority. The following programmes are specific to teachers:

- Pre-service training of two years duration (D.Ed.) mandatory for recruitment
- Induction programme of 30 days duration for all newly recruited teachers
- 15 days of in-service teacher training for all teachers, of which seven days are at District Institutes of Education and Training (DIETs) / Block Resources Centres (BRCs) / Cluster Resource Centres (CRCs), and eight days are earmarked for monthly sharing meeting of all teachers at cluster level.
- Satellite-based training to teachers
- Head Teachers' training on school leadership and management
- An annual grant of Rs.500 for every teacher to develop teaching-learning materials
- Best teacher awards
- Exposure visits

a. Teacher Training:

Teachers numbering 226624 working at the elementary level were trained. The Department of State Educational Research and Training (DSERT) is the academic authority of the State and nodal agency for all training. DSERT works through a network of 30 DIETs, 204 BRCs and



4103 CRCs. There are 3 major heads of trainings, excluding ICT-related trainings. During 2013-14 the average number of person days covered for training was 6.25 man days out of a target of 7 man days. In 2013-14 the duration of the training was 7 days which included 2 days Cluster Level Sharing meetings.

b. Teacher Grants:

All teachers in Government and aided schools were given teacher grants of Rs. 500 each.

iii Community-based Initiatives:

Community-based management of schools is the ultimate level in decentralization of education. The management of schools by SDMCs is a step in this direction. The shifts have been from participation to involvement and currently, ownership. SDMCs are extension wings of Panchayats. The Civic Amenities Committee (CAC) of the Panchayat oversees the functioning of SDMCs.

For the academic year 2013-14, PAB has approved an amount of Rs 536.06 lakhs to train 6 SDMC, members from each of the Government school of Karnataka with a training duration of two days. There are 44,672 schools with a physical target of 2,68,032 SDMC MEMBERS.

a. Community-Based Initiatives for Minorities:

Sensitisation programmes on the need of enrolment, retention, transition and completion of formal education by children of Muslim Community was held during June and November 2010 for fathers, mothers and religious leaders in separate groups. Policy Planning Unit (PPU) is a joint collaboration of GoK and Azim Premji Foundation for promotion of excellence in elementary education. Apart from several ICT as well as leadership development programmes operated by the PPU, an action research project on School Community Connect known as 'Namma Shale', is operated in 3 districts (Kalaburagi, Yadgir, Raichur) during 2012-13. Government of Karnataka has partly funded PPU activities.

iv Administration-based Initiatives:

a. SISLEP: The State Institute for School Leadership and Educational Planning and Management (SISLEP) was established in Dharwad in 2009-10. SISLEP is essentially an institution for capacity building and professional development of educational administrators in the State. During 2012-13, 161 Managers & Gazetted Assistants were given training in 4 batches for two days. 60 members of DIET, T&M faculties trained for 4 days in CLHRD



regarding facilitators' skills. Module regarding Leadership issues for Primary School HMs, titled 'Sangathi' was developed for this purpose.

In addition to the community-based initiatives, the PPU conducted Educational Leadership Development Programmes and trained BRCs/CRCs. DSERT/DIETs also conducted several programmes for BRCs/CRCs. There are 606 Inclusive Education Resource Teachers (IERTs) in the Department, who are regular school teachers and function as teacher-administrators for CWSN programmes. They were given training in collaboration with All India Institute of Speech and Hearing (AIISH), Mysuru, for identification of children with learning disabilities in regular schools. 90 days foundation Course training in CWSN concerns was arranged for 605 regular teachers at a cost of Rs. 24.20 lakh. Training for identification of multi-category challenges was arranged during 2012-13 for 565 IERTs and special teachers with the association of National Association for the Blind, *Manovikasa* and *Seva-in-action*.

b. Multi-Level Monitoring System

The DoE engages in a highly systematized monitoring mechanism. The department's senior officers, directors and joint directors are allotted districts of the State and, they are expected to act as nodal officers for review, feedback and efficiency monitoring. A similar exercise is adopted in SSA/*Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) using Project officers for efficiency monitoring. Monthly Monitoring Reviews at all levels is a convention. The DIETs use Attainment Survey results for quality monitoring of schools. A specific tool, QMT, is also used for quality monitoring. DIETs and BRCs also adopt nodal blocks/clusters convention of monitoring schools.

ATTAINMENT SURVEY

Karnataka's work on attainment surveys has a good record. The NCERT's Learner Achievement Surveys and the *Karnataka* School Quality Assessment Organisation (KSQAO) surveys are well known. The attainments levels of children at class 3/5/7 [completed] were completed under the aegis of SSA. The State-level update is as follows:

Student learning achievement study (BAS): The State has initiated a study on students' learning assessment. The major findings of the study are being disseminated with all senior officers and section officers. The average achievements are as follows (Table .9).



Table 9: Average Achievement Levels

Students / Class	III	V	VII	Average
Boys	53.96%	47.15%	47.21%	48.72%
Girls	55.67%	48.55%	49.14%	50.46%
Total	54.65%	47.86%	48.05%	49.49%

DIETs and Deputy Project Coordinators (DYPCs) are preparing modules for training on monitoring the classroom processes, and to create a child-friendly environment in the classroom. DIETs have conducted various studies to improve learning levels. SSA will conduct learning achievement study for evaluation of the action-taken points.

These findings will be compared with QMT data, National Council for Educational Research and Training's (NCERT) achievement test data and other assessments conducted through NGO's. A State-level workshop for DIET nodal officers on BAS provided indicators and data to prepare block and district analytical reports. Based on these reports, action plans are being prepared for conducting training programmes.

vi. Research , Evaluation, Monitoring & Supervision (REMS):

REMS is one of the major interventions that focuses 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. Monitoring and Supervision activities was conducted as per RTE compliance. The activities conducted under REMS are means to achieve 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.

CONCLUSIONS

The above discussion has analysed recent government programmes on primary education. There is no doubt government has made very sincere efforts to make free and compulsory education to all the children of the state through various programmes and policies. In the recent days, programmes on education have yielded a lot which is evident from the improvement in enrolment and reduction in dropout rates significantly.

A very important issue here is that whatever money spent through these programmes should not reach only *means* but also reach the *end*. Means – it should reach the targeted



group more effectively not only implementing machinery. Most of the schemes and programmes are the best. At the same time implementation should be made very meaningful so that education level of the state through that overall development can be achieved.

CONCLUSIONS

The above discussion has analysed recent government programmes on primary education. There is no doubt government has made very sincere efforts to make free and compulsory education to all the children of the state through various programmes and policies. In the recent days, programmes on education have yielded a lot which is evident from the improvement in enrolment and reduction in dropout rates significantly.

Number of primary schools in Karnataka has increased significantly from 27050 in 1960-61 to 60036 in 2012-13 with the compound annual growth rate of 1.53 per cent. In Karnataka around 98 schools are found for per lakh population. There is no significant difference with respect to northern and southern regions are concerned. North Karnataka has 98.3 schools, and south Karnataka has 98.2 schools per lakh population. Mysuru division is in the better-off position with 104.1 primary schools per lakh population. Surprisingly, Gulbarga division is in the second position with 99.2 primary schools per lakh population. Third and fourth positions are occupied by Belgaum (97.7 schools) and Bengaluru (94.9 schools) divisions respectively during the same period.

Hassan, Chikkamagaluru and Tumkur have more number of primary schools per lakh population. Districts like Udupi, D. Kannada, Dharwad and Gadag have less number of schools per lakh population. In Karnataka there are 31.30 schools per 100 sq. km. area. Between the regions southern region (36.98) has more number of schools than northern region (26.36) in primary schools per 100 sq. km. area. Among the divisions Bengaluru (43.02) and Mysuru (30.08) division have more number of schools per 100 sq. km. area than those of Belgaum (26.52) and Gulbarga (26.15) divisions. Among the top five districts, in infrastructure index are from south Karnataka region only, and they are Kodagu, Hassan, Mandya, Ramanagara and Shivamogga. Out of these five districts, except Ramanagara remaining all four districts are from Mysuru division. Among the bottom five districts except Bijapur remaining four districts viz., Koppal, Gulbarga, Yadgiri and Raichur are from Hyderabad Karnataka.



In most of the education infrastructure facilities, North Karnataka region is found as backward in general and Hyderabad Karnataka region in particular. Hence, to improve the education level of the region education infrastructure facilities should be improved in all the divisions.

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