Chapter - II

An Evaluation of School Education
Policies and Programmes
AN EVALUATION OF SCHOOL EDUCATION POLICIES AND PROGRAMMES

2.1 Introduction:

This chapter examines the policies and programmes of school education implemented by both government of India and Karnataka to improve the status of school education especially, the level of enrollment in schools of India and also aimed that, to achieve Universalisation of Elementary Education through implementing the various policies and programmes in the country which leads to minimize the drop-outs. This chapter explores coherently on the various policies which are implemented by the government of India and Karnataka firstly and later, it has been discussed about the different programmes of school education which are implemented to reduce the drop-outs in India descriptively.

2.2 Recommendations of National Policy on Education (1968) pertaining to Elementary School Education in India

Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realized the fundamental role of education and throughout the nation’s struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of basic education, seeking to harmonies intellectual and manual work. This was a great step forward in making education directly relevant to the life of the people. Many other national leaders likewise made important contributions to national education before independence.

In the post-independence period, a major concern of the Government of India (GOI) and of the states has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Some steps to implement the recommendations of these Commissions were taken; and with the passing of the resolution on scientific policy under the leadership of Jawaharlal Nehru, the development of Science, technology and scientific research received
special emphasis. Towards the end of the third Five Year Plan, a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964-66) was appointed to advise government on “the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects”. The Report of the Education Commission has since been widely discussed and commented upon. Government is happy to note that a consensus on the national policy on education has emerged in the course of these discussions.

The Government of India (GOI) is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society. This has involved a transformation of the system to relate it more closely to life of the people, a continuous effort to expand educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, an emphasis on the development of science and technology; and the cultivation of moral and social values. The educational system must produce young men and women of character and ability committed to national service and development. Only then education is able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities.

The GOI accordingly resolves to promote the development of education in the country in accordance with the following principles

2.2.1 Free and Compulsory Education

Raring efforts should be made for the early fulfillment of the Directive principle under Article 45 of the Constitution seeking to provide Free and Compulsory Education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course.
2.2.2 Status, Emoluments and Education of Teachers

(a) Of all the factors which determine the quality of education and its contribution to
national growth and development, the role of a teacher is undoubtedly the most
important. It is on his personal qualities and character, his educational
qualifications and professional competence that the success of all educational
endeavors must ultimately depend.

(b) The academic freedom of teachers to pursue and publish Independent studies
and researches and to speak and write about significant national and international
issues should be protected.

(c) Teacher education, particularly in-service education, should receive due
emphasis.

2.2.3 Equalization of Educational Opportunity

Strenuous efforts have been made to equalize educational opportunity.

(a) Regional imbalances in the provision of educational facilities should be corrected
and good educational facilities have been provided in rural and other backward
area.

(b) To promote social cohesion and national integration the Common School System
as recommended by the Education Commission have been adopted. Efforts have
been made to improve the standard of education in general schools. All special
schools like public schools have been required to admit students on the basis of
merit and also to provide a prescribed proportion of free – studentships to prevent
segregation of social classes. This hasn’t, however, affected the rights of
minorities under Article 30 of the Constitution.

(c) The education of girls should receive emphasis, not only on grounds of social
justice, but also because it accelerates social transformation.

(d) More intensive efforts are needed to develop education among the backward
classes and especially among the tribal people.

(e) Educational facilities for the physically and mentally handicapped children have
been expanded and attempts have been made to develop integrated programmes
enabling the handicapped children to study in regular schools.
2.2.4 Policy Implication regarding to the Education of Minorities

Every effort have been made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central Ministers held in August, 1961.

2.2.5 The Educational Structure

It has been gainful to have a broadly uniform educational structure in all parts of the country. The ultimate objective have been to adopt the 10+3+3 pattern, the higher secondary stage of two years being located in schools, colleges or bother according to local conditions.

The reconstruction of education on the lines indicated above has needed additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 percent of the national income as early as possible.

The Government of India recognized that reconstruction of education is not an easy task. Not only are the resources scarce but the problems are exceedingly complex considering the key role which education, science and research play in developing the material and human resources of the country, the government of India has, in addition to undertaking programmes in the central sector, assist the state governments for the development of programmes of national importance where co-ordinate action on the part of the states and the centre is called for.

The government of India has also reviewed, every five years; the progress made and recommends guidelines for future development.

2.3 Achievements of the 1968 Education Policy

After the successful implementation of National Policy on Education 1968, this policy has marked a significant step in the history of education in post Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.
Since the adoption of the 1968 policy, there has been considerable expansion in educational facilities all over the country at all levels. More than 90 percent of the country’s rural habitations now have schooling facilities within a radius of one kilometer. There has been sizeable augmentation of facilities at other stages also.

Perhaps the most notable development has been the acceptance of a common structure of education throughout the country and the introduction of the 10+2+3 system by most states. In the school curricula, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience assigned a place of importance.

While these achievements are impressive by themselves, the general formulations incorporated in the 1968 Policy did not, however, get transited into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organizational support. As a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, have now assumed such massive proportions that they must be tackled with the utmost urgency.

After the successful implementation of the 1968 Education Policy, the Government of India has formulated the revised policy in 1986. The National Policy on Education 1986 was the revised policy came into existence to reconstruct the education system of the country. Subsequently, it has been modified in 1992. Here, the study has mentioned some major implications of Education Policies 1986 and 1992 with the important modified factors.

According to Shri Arjun Singh, Minister of Human Resource Development, the National Policy on Education (NPE) was adopted by parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review the National Policy on Education (NPE) and to make recommendations for its modifications. That committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the
policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the committee was considered by the CABE in its meeting held on 5-6 May, 1992. While broadly endorsing the NPE, CABE has recommended a few changes in the policy.

The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy have necessitated certain modifications. The modifications required have been specified in the paper “National Policy on Education, 1986 – Revised Policy Formulations”.

2.4 An Outlook of National Policy on Education (With Modifications Undertaken In 1992)

The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

With this aim in view, the Government of India announced in January 1985 that a new education policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made followed by a countrywide debate. The views and suggestions received from different quarters were carefully studied.

Besides, a variety of new challenges and social needs make it imperative for the government to formulate and implement a New Education Policy (NEP 1992) for the country. Nothing short of this has met the situation.

2.4.1 National System of Education

The constitution embodies the principles on which the National System of Education is conceived. The concept of a National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10years efforts have
been made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts have also been made to have the +2 stage accepted as a part of school education throughout the country.

The National System of Education is based on a national curricular framework which contains a common core along with other components that are flexible. The common core has included the history of India’s freedom movement, the constitutional obligations and other convent essential to nurture national identity. These elements have cut across subject areas and designed to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, the equality of the sexes, protection of the environment, removal of social barriers, and observance of the small family norm and inculcation of the scientific temper. All educational programmes have been carried out on in strict conformity with secular values.

India has always worked for peace and understanding between nations, treating the whole world as one family. True to the hoary tradition, Education has to strengthen this world view and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

To promote equality, it has necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all has been created through the core curriculum the purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

Minimum levels of learning have been laid down for each stage of education. Steps have also been taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes have been launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young have been encouraged to undertake the rediscovery of India, each in his own image and perception.
The Nation as a whole has assumed the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and technological research etc.

Lifelong education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities have been provided to the youth, housewives, agricultural and Industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust is in the direction of open and distance learning.

2.4.2 Policy Recommendations pertaining to the Education of Scheduled Castes

The central focus in the Scheduled Caste’s (SC’s) educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions – rural male, rural female, urban male and urban female.

The measures contemplated for this purpose include

• Incentives to indigent families to send their children to school regularly till they reach the age14.

• Pre-metric Scholarship scheme for children of families engaged in occupations such as scavenging, flying and tanning to be made applicable from Class 1 onwards. All children of such families, regardless of incomes, have been covered by this scheme and time-bound programmes targeted on them have been undertaken.

• Constant micro-planning and verification to ensure that the enrollment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.

• Recruitment of teachers from Scheduled Castes.

• Provision of facilities for SC students in students’ hostels at district headquarters, according to a phased programme.
2.4.3 Policy Suggestions related to the Education of Scheduled Tribes

The following measures have been taken to bring the Scheduled Tribes on par with others.

- Priority has been accorded to opening primary schools in tribal areas. The constructions of school buildings have been undertaken in these areas on a priority basis under the normal funds for education as well as under the Jawahar Rozgar Yojana, Tribal Welfare Schemes etc.

- The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

- Educated and promising Scheduled Tribe youths have been encouraged and trained to take up teaching in tribal areas.

- Residential schools, including Ashram Schools, have been established on a large scale. And the incentive scheme has been formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education have emphasized technical, professional and Para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments have been provided to improve their performance in various courses.

- Anganwadies, Non-formal and Adult Education Centers have been opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

- The curriculum at all stages of education has been designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.
2.4.4 Policy Implementation to other Educationally Backward Sections and Area

Suitable incentives have been provided to all educationally backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands have been provided adequate institution infrastructure.

2.4.4.1 Minorities

Some minority groups are educationally deprived or backward. Greater attention has been paid to the education of these groups in the interests of equality and social justice. This has naturally included the constitutional guarantees given to them to establish and administer their own educational institutions, and protection of their languages and culture. Simultaneously, objectivity has been reflected in the preparation of textbooks and in all school activities and all possible measures have been taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

2.4.5 Reorganization of Education at Different Stages

2.4.5.1 Early Childhood Care and Education

- The National Policy on Children specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate.

- Recognizing the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care Education (ECCE) has received high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centers have been provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.

- Programmes of ECCE are child-oriented, focused around play and the individuality of the child. Formal methods and the introduction of the 3 R’s (reading, writing and arithmetic) have been discouraged at this stage. The local community has been involved in these programmes.
• A full integration of child care and pre-primary education has been brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health Programme has been strengthened.

2.4.5.2 Elementary Education

The new thrust in elementary education has emphasized three aspects

• Universal access and enrollment,

• Universal retention of children up to 14 years of age.

• A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

2.4.5.3 Child – Centered Approach

A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child centered and activity – based process of learning have been adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning has been increased and skills organized through practice. The policy of non-detention at the primary stage has been retained, making an evaluation as disaggregated as feasible. Corporal punishment has been firmly excluded from the educational system and school timings as well as vacations adjusted for the convenience of children.

2.4.5.4 The Policy resolution

The New Education Policy (1992) has given the highest priority to solving the problem of children dropping out of schools and has adopted an array of meticulously formulated strategies based on micro-planning and applied at the grass roots level all over the country, to ensure children’s retention at school. This effort has been fully co-ordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty-first century. A national mission has been launched for the achievement of this goal.
2.4.6 Contribution of Education policy to Sports and Physical Education

Sports and physical education are an integral part of the learning process has been included in the evaluation of performance. A nationwide infrastructure for physical education, sports and games have been built into the educational edifice. The infrastructure consisted of playfields, equipment, coaches and teachers of physical education as part of the school improvement programme. Available open spaces in urban areas have been reserved for the playground, if necessary by legislation. Efforts have been made to establish sports industries and hostels where specialized attention has been given to sports activities and sports-related studies, along with normal education. Appropriate encouragement has been given to those talented in sports and games. Due stress has been laid on indigenous traditional games.

2.4.7 Yoga

As a system, which promotes an integrated development of body and mind? Yoga has received special attention. Efforts have been made to introduce Yoga in all schools. To this end, it has been introduced in teacher training courses.

2.4.8 The Role of Youth

Opportunities have been provided for the youth to involve themselves in national and social development through educational institutions and outside them. Students have required participating in one or the other of existing schemes, namely, the National Service Scheme, National Cadet Corps, etc. Outside the institutions, the youth has been encouraged to take up programmes of development, reform and extension. The National Service Volunteer Scheme has been strengthened.

2.4.9 Recommendations of Education Policy related to The Teacher

- The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions, which has been helped to motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.
• The methods of recruiting teachers have been reorganized to ensure merit, objectivity and conformity with a spatial and functional requirement. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts have been made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines have been formulated to ensure objectivity in the postings and transfers of teachers. A system of teacher’s evaluation - open, participative and data based has been created and reasonable opportunities of promotion to higher grades provided. Norms of accountability have been laid down with incentives for good performance and disincentives for non-performance. Teachers have continued to play a crucial role in the formulation and implementation of educational programmes.

• Teachers’ associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a Code of Professional Ethics for Teachers and see to its observance.

2.4.10 The Management of Education

An overhaul of the system of planning and the management of education has received high priority. The guiding considerations have, evolving a long-term planning and management perspective of education and its integration with the country’s development and manpower needs;

• Decentralization and the creation of a spirit of autonomy for educational institutions.

• Giving pre-eminence to people’s involvement, including association of non-inducting more women in the planning and management of education.

• Establishing the principle of accountability in relation to given objectives and norms.
2.4.10.1 National Level

The Central Advisory Board of Education has been playing a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. It has functioned through appropriate committees and other mechanisms created to ensure contact with, and co-ordination among, the various areas of Human Resource Development. The Departments of Education at the Centre and in the States have been strengthened through the involvement of professionals.

2.4.10.2 Indian Education Service

A proper management structure in education has entailed the establishment of the Indian Education Service as an All-India Service. It has been brought a national perspective to this vital sector. The basic principles, functions and procedures of recruitment for this service have been decided in consultation with the state governments.

2.4.10.3 State Level

- State governments may Advisory Boards of Education on the lines of Central Advisory Boards of Education (CABE). Effective measures have been taken to integrate mechanisms in the various State departments concerned with Human Resource Development

- Special attention has been paid to the training of educational planners, administrators and heads of institutions. Institutional arrangements for this purpose have been set up in stages.

2.4.10.4 District and Local Level

- District Boards of Education have been created to manage education up to the higher secondary level. State Governments have attended to this aspect with all possible expedition. Within a multilevel framework of educational development, central, state and district and local level agencies have participated in planning, co-ordination, monitoring and evaluation.
• A very important rule must be assigned to the head of an educational institution. Heads have been specially selected and trained. School complexes have been promoted on a flexible pattern so as to serve as networks of institutions and synergies alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a developed system of school complexes has taken over much of the inspection functions in due course.

• Local communities, through appropriate bodies, have been assigned a major role in programmes of school improvement.

2.5 Role of Right to Education Act in Providing Compulsory Education

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the state may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, should be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the central and state governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.
The RTE Act provides for the

a) Right of children to free and compulsory education till completion of elementary education in a neighborhood school.

b) It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child should be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

c) It makes provisions for a non-admitted child to be admitted to an age appropriate class.

d) It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.

e) It lays down the norms and standards relating inter alia to PTRs, buildings and infrastructure, school-working days, teacher-working hours.

f) It provides for the rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

g) It provides for the appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

h) It prohibits (a) physical punishment and mental harassment (b) screening procedures for admission of children (c) capitation fee (d) private tuition by teachers and (e) running of schools without recognition,

i) It provides for the development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development
of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Apart from that, the Government of India and Government of Karnataka have been playing a vital role in reconstructing the Indian education system. But unfortunately, the universalisation of elementary education is yet not achieved because of the problem of drop-out. Hence, both central and state government has been trying to reduce this problem by employing certain measures. India has been implemented some drop-out reducing programmes as well in the state also some major programmes have been launched with the collaboration of SSA. Such programmes are as follows

### 2.6 Government Measures to Maximize the Enrollments and to minimize the Drop-outs

Every child in the age group of 6 and 14 has a fundamental right to receive free and quality education (Article 42). It is government’s responsibility to provide free and compulsory education for all of them. It is also the fundamental duty of all parents and guardians to see that their words are provided with at least primary education. All children in the state have been provided free compulsory and quality education up to the age level of 06 to 14 years. Despite a large empirical literature on the relationship between school education programs and educational attainment, reviewed in Bundy et al. (2009), there have, to the best of our Knowledge, been no large-scale assessments of their causal impact on enrollment (Adelman et al. 2007). The government provides infrastructure facilities and formulating many policies related to education and implementing many enrollment encouraging programmes to improve school education in India.

In this section the study has illustrated, the various programmes implemented by both Government of India (GOI) and Government of Karnataka (GOK) with the collaboration of Sarva Shiksha Abhiyan (SSA) to enrich the enrollments and to reduce the drop-outs in India, Karnataka as well as in the study area.
2.6.1 Programmes of School Education

2.6.1.1 Programmes to Provide Free and Compulsory Primary Education

The following programmes have been implemented to provide free and compulsory primary education for school going children in the age group of 06 -14.

2.6.1.2 Special Enrollment Drive

A special enrollment drive was conducted during 2006-07 at the taluks, district and State level. The Programme is intended to bring back the children who drop out, especially girls, child laborers, rag pickers and other children who have either dropped out of school or have been absent from classes for a long time.

2.6.1.3 Free Education for Girls

To reduce the rate of dropout and to encourage girls’ education, the government has decided to provide girls with free education. Female students from I to VII standard have been exempted from paying all fees, including examination fees, in government schools.

2.6.1.4 Provision of Free School Bags and Note Books to SC/ST Girls

In order to promote education among SC/ST girls and to arrest the dropout rate in the 5th to 7th standard, a scheme was introduced to distribute free of cost high quality school bags and notebooks to all students in government schools. During 2005-06, the same has been transferred to the Zilla Panchayat.

2.6.1.5 Free Text Books

A set of textbooks is being given free of cost to all the children studying in the I to VII Standard in government primary schools and also to all girls and SC/ST boys studying in 8th standard in government schools. A set of textbooks is being given free of cost to all girls studying in 9th and 10th standard in government high schools and boys belonging to SC and ST.
2.6.1.6 Free Uniforms

Under the auspices of the Vidya Vikasa Scheme, one length uniform cloth is provided free of cost to all children from I to VII STD studying in government primary schools. And girls studying from 8th to 10 standards are also beneficiaries. Two agencies that were entrusted for distribution of uniforms are as under (i) KHDC (ii) KSPDC for KHDC Rs.1892.91 lakhs and for KSPDC Rs.539.01 Lakhs has been released during the year 2006-07 towards the supply of Uniform.

2.6.1.7 Centrally Assisted Programme of Nutritional Support in Primary Schools

The programme of giving nutritional support to children studying in primary schools under national programme. Nutritional support to primary education of central government came into force in the state on August15, 1995. The scheme, which was introduced for rural children in 1995-96, was extended to urban children in 1997-98. The program is being implemented with the help of Food and Civil Supplies Department, Revenue Department and Health Department.

2.6.1.8 Mid Day Meals Programme (Akshara Dasoha)

One of the pioneers of the scheme is the city of Madras that started providing cooked meals to children in corporation schools in the city in 1923. The programme was introduced on a large scale in the 1960s under the Chief Ministership of K. Kamaraj after visiting Sourashtra Higher Secondary School – Madurai, where this program had been implemented by the linguistic minority people since 1922. The first major thrust came in 1982 when the Chief Minister of Tamil Nadu, Dr. M. G. Ramachandran, decided to universalize the scheme for all children up to class 10. Tamil Nadu’s midday meal programme is among the best known in the country. Less known, but equally interesting is the history of Pondicherry, which started universal school feeding as early as 1930s. Providing of hot cooked noon meals to all the children studying in classes 1 to 7th in government and Government Aided Schools in the state is provided. Central government is providing 100 grams of rice /wheat and conversion charges of Rs. 1.50 per day to the schools in the government and the state Government is providing cooked meal for 6th and 7th Standard children from state resources. A total of Rs. 3.16 per student, per day is spent towards other expenses. The state government is spending for other facilities with central assistance.
The main objectives of the schemes are to improve enrollment and attendance and also retention rate. This programme is also concentrated to improve child health by increasing the nutrition level with the help of the Health and Family Welfare Department, children are given Vitamin ‘A’ Folic Acid with Iron and Deforming tablets every year etc.

2.6.1.9 Suvarna Arogya Chaitanya

A massive health checkup programme of all students from 1 to 10 standards studying in government, government aided and unaided schools are undertaken under “Suvarna Arogya Chaitanya Programme” since 2006-07. All the students are subjected to health check up by the doctors of PHCs and Government hospitals. In case of detection of any serious health problems, the student is given proper medical treatment free of cost. This programme is being conducted in co-operation with the Department of Health and Family Welfare. In case of serious ailments like heart, kidney, and eyes, orthopedic problems the children are treated in major hospitals free of cost. During the year 2008-09, 1415 children were treated for various ailments. Rs 778.39 lakhs has been spent for such treatment. In the year 2009-10, 1623 children were treated and Rs 808.12 lakhs has been spent. In the year 2010-11, 821 children were treated for various ailments such as cardiac surgery, ENT, Gastro, General Surgery etc. and Rs 387 lakhs has been spent.

2.6.2 Programs to Promote Universalisation of School Education

The following programs have been initiated in the year 2006-07 towards the promotion of universalisation of school education with the allocation of Rs.1400 Lakhs. Under the state plan Rs 15 Lakhs for office expenses and salary grants of Rs. 2 Lakhs have been provided for Mid Meals Scheme office maintenance during the year 2006-07.

2.6.2.1 Fee Reimbursement

In order to promote universalisation of girls’ education, the reimbursement of nongovernment fee for all girls studying from 1 to 10 is facilitated.
2.6.2.2 Mobile School

Mobile schools have been started from 2004-05 for the benefit of migrant children and those deprived who drop out from the schools system. Interest in learning has been created for the benefit of these children through bridge courses and brings them back to the mainstream of education. It was started with only 4 schools (The buses are designed as a classroom) in 1999 and now there are 8 mobile schools which work from 8.30 am to 2.30 pm. The children have been picked up from the slums and dropped back to their homes after schooling. These schools are provided with Rs.25.00 lakhs for the maintenance of these mobile schools under state sector. Currently there are 607 children in of I & II standard studying in these schools.

2.6.3 Policy Planning Unit

The Government of Karnataka (GOK), in collaboration with the Azim Premji Foundation (the Foundation), has set up “Policy Planning Unit” (PPU) in March 2003, with the objective of “contributing to developing education policy and planning at macro - and micro level”. This collaboration originated from the memorandum of understanding signed between the Government of Karnataka. The unit was set up on the basis of a “PPU working document”, prepared by Government of Karnataka and the Azim Premji Foundation. During the year, the PPU facilitated the initiation of Karnataka Schools Towards Quality Education (KSQE), a holistic response to the assessment done by KSQAO, continued IT training, initiated management development program.

2.6.3.1 Karnataka Schools towards Quality Education (KSQE)

KSQAO (Karnataka School Quality Assessment Organization) was established by the Government of Karnataka to conduct school quality assessment. The KSQAO evaluation reports provide information on the current status of learning achievement levels across the state, in different classes and subjects. It also provides thrust for quality improvement through a better mechanism of accountability. KSQE is an attempt in this direction. KSQE facilitated by PPU, is a response to KSQAO, to provide required interventions to address the quality problems. It is an attempt to have an additional focus on quality related areas in closer co-ordination with all stakeholders, such as; children, parents, teachers, community, SDMC and elected
representatives etc. Through Gunaatmaka Shikshanadatta Karnataka Shalegalu (KSQE) the department aims to achieve the following goals in every school in the state, within a three year time period i.e.

- Enrollment of all the children in the age group of 6 to 14.
- Ensuring 75% Attendance of all the children enrolled.
- Ensuring at least 60% of the children acquiring 80% of the competencies.

These goals have been expressed and declared in the form of a ‘Quality charter’. The charter was signed by the Honorable Chief Minister, Minister for Primary & Secondary Education, top level officers of the department, representatives of the community, Office bearers of teachers association, etc. in a public function held at Vidhana Soudha on 15th of June 2006 and subsequently at all the levels i.e., from the State Level to School Level. PPU has commenced a pilot program ‘Namma Shaale’ working on community mobilization for quality education in four clusters in the state, as a part of KSQE. School Academic Plans (SAP) and Cluster Academic Plans (CAP) have also been prepared locally to support the process of quality improvement at school and cluster levels.

2.6.3.2 Computer training

Capacity Building of department officers in IT – training has been provided through City Municipal Council (CMC) to more than 4,000 officers and staff in the department to enhance competence and usage of IT in departmental working.

2.6.3.3 Research and Evaluation

2.6.3.4 Samudayadatta Shale

In order to develop primary education in term of quality and to encourage community participation Samudayadatta Shale program is implemented. Honorable Education Minister and Officers of the department, primary and high school teachers visit schools in nearly 40,000 villages on that particular day. This is an attempt to create awareness among parents and community that the school.

This program is started from November 2000. There is a considerable improvement in pupils’ attendance, learning levels and teachers performance due to
this program. Parents whose children drop out from schools have been persuaded by home visits to send them back to schools. By this program nearly 2 lakhs children of school age have been brought back to schools.

2.6.3.5 School Adoption Program

It is difficult for the government alone to provide all basic necessities to the schools, given resource constraints and limitations. Hence, in order to improve both the infrastructure and the quality of teaching in government schools, the “School Adoption Programme” was launched in 2007. Many companies, corporate entities and individuals have come forward to adopt and improve facilities in government schools. So far, individuals, NGOs and other undertakings have adopted more than 9226 schools and Rs. 200 crores has been mobilized under this program.

2.6.3.6 Educational Interaction

With a view to provide an opportunity for the parents and to the general public to interact with the Honorable Education Minister, “Shikshana Samvada” programme has been broadcasting on radio & T.V every month. This provides an opportunity for the public to suggest measures directly to the minister so as to bring about qualitative improvement and changes in education and also to create awareness among the masses about the necessity of education.

2.6.3.7 Shikshana Varthe

The Department of Public Instruction has publishing this journal for the past five years. Until July 1999, this was published bi-monthly. However, to accommodate more information, the number of pages in the journal was increased from 4 to 20 during 2001-2002. It was also changed from a bi-monthly to a quarterly journal. News in this journal includes reports pertaining to the department, government orders, information about teaching practices, experiments in reputed institutions, achievements of teachers and students. Articles by experts and information deemed useful for teachers are also incorporated. From the year 2005-06 SSA meets expenditures of the publication, distribution of the journal.
2.6.3.7 Free Bicycles to Girls

Having understood the problems of rural girls who come to school by walk all through, Government of Karnataka introduced the scheme of free distribution of bicycles to girls studying in 8th STD coming from B.P.L. families. This is to enhance the confidence and courage besides reducing dropout rate among girls after passing out from 7th standard. The scheme is introduced from the academic year 2006-07.

2.6.3.8 Free Bicycles to Boys:

After implementing the scheme of free distribution of bicycles to girls, the government extended this programme to boys studying in 8th standard coming from Below Poverty Line (BPL) Families. For this 2, 45,300 beneficiaries have been identified and supply order is issued on 10.1.2007. Supply has started and 50% bicycles are distributed.

2.6.4 Sarva Shiksha Abhiyan – Karnataka

SSA is a programme by the Government of India aimed at the universalisation of elementary education "in a time bound manner", as mandated by the 86th amendment to the Constitution of India making free education to children aged 6–14 (estimated to be 205 million in number in 2001) a fundamental right. The programme was pioneered by Atal Bihari Vajpayee. SSA is being implemented in partnership with state governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

2.6.4.1 Goals of SSA in Karnataka State:

- Universalisation of 'ACCESS' to elementary education from 1 to 8 standards to all children up to the age of 14 years, by the year 2007.

- Universalisation of enrollments and retention in elementary education and completion of 8th standard by all children before the year 2010, universalisation means age-specific enrollment and full retention of all 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 up to the village level and especially local government institutions in the management of schools and movement towards the goal of ‘Self-Managing schools’. All the interventions of SSA, programmes and activities therein are designed to realize the fore stated objectives.

There are 10 major interventions and 104 programmes or activities within these interventions to realize these objectives.

2.6.5 Programmes to mainstream the Out of School Children: (OOSC)

Various strategies and Innovative practices were adopted under Alternative Innovative Education & Alternative Schooling Interventions.

2.6.5.1 Household data on Out-of-School Children

A comprehensive children census was conducted in the first week of March, 2006. A Task Force was constituted under the Chairmanship of Principal Secretary, labour department and the Heads of Stakeholder departments as members such as - Education, Labour, Municipal Administration, Mines and Geology; women and Child Welfare, Revenue Departments. District level and Sub-district level co-ordination committees were constituted under the leadership of District Collectors and Tahasildars. The following strategies have been adapted to mainstream OOSC during 06-07. These figures have been given while preparing Annual Work Plan (AWP) 2006.

District, Block and selected faculty of District Institute of Education and Training (DIET) have been oriented for 02 days with regard to the Out of School Children’s strategies. The SSA state office has prepared a guidebook on Education Guarantee Scheme (EGS) and Annual Innovative Education (AIE) strategies in the name of "Paryaya Shikshana Kaipidi". These books are distributed to all the field functionaries up to the level of Cluster Resource Persons (CRP).
2.6.5.2 Remedial Teaching:

Out of School Children (OOSC) children who have been mainstreamed through different strategies; pupils who fared very low in Karnataka School Quality Assessment Organization (KSQAO) examination and low achievers in the first trimester are the clients of the remedial teaching. The field functionaries have been oriented for 2 days in the face to face mode and one day through tele-mode in this regard.

2.6.5.3 Teachers:

Primary School teachers were recruited and posted to the neediest schools. And also training graduate teachers were provided for the upgraded upper primary schools where 8th std. is added.

2.6.5.4 Teacher Grant:

Teacher grants @ Rs.500/- was released to all the teachers who are working in Government and Aided Schools.

2.6.5.5 Block Resource Centre (BRC)

176 Block Resource Centers are working in Revenue blocks in the State. The major components like salary, furniture & equipment, contingency, meeting & TA allowances and Teaching Learning Material grant were released to these centers. These centers are academic centers and providing necessary training for strengthening of classroom teachers in quality improvement.

2.6.5.6 Cluster Resource Centre (CRC)

2269 CRCs are working in revenue blocks in the State. The major components like salary, furniture & equipment, contingency, meeting & TA allowances and Teaching Learning Material grant was released to these centers. The major roles & functions of the CRCs is to provide guidance & counseling at the grass root level.
2.5.5.7 Inclusive Education (Children with Special Needs)

Inclusive Education is an Innovative strategy adopted to provide education to the disabled children on par with the other normal children. There is a financial provision @Rs.1200/- per child per year available under SSA programme.

2.5.5.8 Innovative Activities

**ECCE:** The Early Childhood Care Education is being strengthened under SSA in order to provide necessary facility to the pre schooling system. This activity is implemented with co-ordination of Department of Women & Child Development.

2.5.6 Programmes pertaining to Girls Education

Adolescent girls awareness campaigns (Hadi Hareyada Hennumakkala Jagruthi Shibira) were conducted aimed with to enhance the self esteem and self confidence of the adolescent girls including awareness in the fields of Education, Health, hygiene, and related physiological aspects.

2.5.6.1 Mahila Samakhya

Meaning education for women’s equality - was launched in 1989 by the Government of India in the states of Uttar Pradesh, Gujarat and Karnataka. Today, Mahila Samakhya is active in 12,000 villages, over 60 districts in 9 states including Bihar, where UNICEF and Mahila Samakhya have been partners for a long time. The guiding principle of the programme is the centrality of education in empowering women to achieve basic equality. It strives to make women aware, empowered, capable and self-reliant. Mahila Samakhya has been particularly successful in targeting out-of-school girls by working with the community to create learning opportunities in alternative centers, residential camps and early childhood development centers. The programme has been supported by the state government, UNICEF, World Bank and others.

2.5.6.2 National Programme for Education of Girl at Elementary Level (NPEGEL)

NPEGEL is a focused intervention to reach the hardest to reach girls, especially those who not in school while continuing the efforts to retain the girls who were
already in schools. The scheme provides an excellent opportunity to develop context specific strategies to address the learning needs of girls and to focused community mobilization and gender sensitization of teachers in an Innovative and effective manner. NPEGEL programme was implemented in 61 Educationally Backward Block (EBBs) of 18 Districts during 2006-07. 233 additional clusters were sanctioned which includes the clusters of 3 new EBBs and also the restructured clusters with 10 villages per cluster. In addition to all these interventions, there is a distinct intervention known as National Programme of Education of Girls at the Elementary level. - NPEGEL. This is a package of programmes exclusively designed to promote girls’ education, and implemented through SSA. There are a number of enabling / supportive activities and Innovative strategies have been adopted at the state level to promote the goals of SSA / UEE in a cumulative way.

2.5.6.3 Kasturba Gandhi Balika Vidyalaya (KGBV)

Government of India has launched a new scheme for girls called “Kasturba Gandhi Balika Vidyalaya” for setting up residential schools with boarding facilities at elementary level for out of school girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas in Aug 2004. The objective is to ensure access and quality education to girls belonging to socially and economically disadvantaged groups of society. 58 KGBV schools were established in 58 Educationally Backward Blocks in the state and alter on 3 more blocks were added into this programme.

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls in State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji (cultural competition), girls participated in State level Kannada language exam conducted by the cultural ministry, are some of the examples of the unique achievements and stepping stones of these girls. Five such girls were selected and invited by Honorable Prime Minister of India to participate in the children camp organized at New Delhi. KGBV girls also participate regularly in the march-past parade during Independence Day and Republic day at the Manekshaw Parade ground a Bangalore twice in a year. The State feels great to find them winning prizes competing with the other troops in such coveted and the significant events of the state.
2.5.6.4 Baa Baale Shalege (Come class join school)

A special programme Ba Baale Shalege introduced by Government of Karnataka in 2008 along with other programmes such as Chinnara Angala, enrollment drive etc. to provide education at least for 8 years to girls in the age group of 6 and 14. The programme also aims to remove gender bias.

2.5.7 Special Focus on SC/ST Children

2.5.7.1 Chinnara Karnataka Darshana

Jan 19, 2005 "Chinnara Karnataka Darshan" is an Innovative educational tour programme launched under the Sarva Shiksha Abhiyan scheme. It is an educational tour for 5 days and implemented to provide field experience and also to enhance exposure visits in understanding the culture heritage of the homeland. The beneficiaries of this programme were mainly SC/ST children and talented children selected at Prathibha Karanji programme. This programme was initiated with coordination of Karnataka State Tourism Development Corporation. 10100 children were covered during 2006-07.

2.5.7.2 Computer Assisted Learning Centers

861 schools were provided Computer Assisted Learning Centers (CALC) with all essential computer peripherals in the state. The activity was implemented under Innovative activity with financial outlay of Rs.15.00 lakhs per district. The software was developed with co-ordination of the Azim Premji Foundation and Media Lab Asia as a supporting material on hard spots of the syllabus.

2.5.8 Other Programmes

2.5.8.1 Establishment of National Foundation for Teachers’ Welfare

National Foundation for Teachers’ Welfare was set up in 1962 by the Government of India under Charitable Endowment Act 1890, to promote the welfare of teachers. It has its units in all States and Union Territories. The Government of Karnataka, keeping in mind the welfare of students and teachers of the State, established the Karnataka State Teachers' Benefit Fund and Karnataka State Students’ Welfare Fund in the year 1963. It is the first of its kind established for the welfare of
students and teachers in Karnataka. Medical Assistance to the teachers and their dependants has been provided. Financial assistance also provided through that foundation for family maintenance to the families of the deceased teachers. 367 teachers who have rendered meritorious service were given a District Award, Special Award and Best science teacher Award amounting to Rs. 11, 99,000.

2.5.8.2 Under Karnataka State Student’s Welfare Fund: National Talents Scholarship to Students (NTS)

Scholarship of Rs.2, 000/- per annum for a period of is sanctioned to students who pass the State level NTS examination but unsuccessful in the National level examination. Besides, 200 scholarships are given to students who pass state level NTS exam in Kannada medium. And Rs. 4, 26,000/- was spent for giving scholarship to 213 students.

2.5.8.3 Payment of Tuition / Examination Fees to Economically Backward Students and Incentive to Merit Students.

50% of the contribution collected from High Schools and 60 % of the contribution collected from Junior Colleges (PUC students) and Degree Colleges towards Karnataka State Students’ Welfare Fund is permitted to be utilized by the respective institutions for payment of Tuition / Examination fees of economically backward Students, for giving incentives to merit students and for arranging suitable student welfare programmes.

2.5.8.4 Award for Institutions which secure 100% results in SSLC and PUC Examinations.

Institutions which secure 100% results in SSLC and PUC examinations are honoured with cash prizes and mementoes at the divisional level function. During the year Rs. 23, 95,569/- was spent for this scheme.

2.5.8.5 Bravery awards to the students.

Students who show exemplary courage in saving the lives and properties of the public are given a bravery award of Rs.1000/- each. Rs. 6,000/- was spent for 6 students during this year.
2.5.8.6 Sports Award to Students

Students who secure the first three places in each event at the state level sports competitions conducted by the Department of Public Instruction are awarded with Cash Prizes. Rs. 7, 72,025/- was spent for 605 students during the year.

2.5.8.7 Medical Assistance to Students

As in the case of teachers, financial assistance up to a maximum of Rs.15, 000/- is sanctioned to students towards their medical treatment. 82 students were sanctioned medical assistance of Rs. 4, 59,920/- during the year.

2.5.8.8 Student’s safety Insurance Scheme for Students:

With a view to provide compensation to the families of students who become victims of accidents, the Karnataka State Students’ Welfare Fund has introduced “Students Safety Insurance Scheme” with the Oriental Insurance Company Ltd. from the year 2001-02. This scheme is applicable to students studying in all government, aided and unaided institutions from STD. I to X. The annual premium at the rate of Rs.1/- per student amounting to Rs. 99,62,790/- was paid to Insurance Company by Karnataka State Students’ Welfare Fund . In addition premium of Rs. 3, 32,385/- in respect of teachers working in primary and high schools was paid by Karnataka State Teachers’ Benefit Fund.

2.5.9 Programmes to bring them back into the mainstream of education

The department has charted out the following programmes to bring into the mainstream of education those children in the age group of 6 - 14 and who have kept themselves away from school. Children in the age group of 6 - 14 who have kept themselves away or deprived of school education are being brought into the mainstream of education after conducting children’s census every year.

2.5.9.1 Enrollment Campaign

A special programme is charted out every year to identify children who have kept themselves away from school every year after a month after the commencement of the academic year. Such children are being brought into the school fold convincing them and their parents.
2.5.9.2 Chinnara Angala

The Chinnara Angala Summer Course Programme is aimed at bringing back out-of-school children into schools launched in the year 2008. This programme intends to enable these children in the age group of 6–14 years to enroll themselves into regular schools.

A para-teacher appointed from amongst the village youth teaches the children. An intensive, condensed form of the curriculum is taught, at the end of which the children are enrolled in the appropriate regular classes. The duration of the intervention was initially proposed to be about 60 days. Later it was decided that it would continue till all children were enrolled in formal school.

A bridge course entitled "Sethubandha" is a preparatory programme being arranged to facilitate admission of those children in the age group of 6 - 14 who have kept themselves away from school education. Apart from gauging the children's efficiency and creating a happy atmosphere full of activities, they are formally encouraged to learn in the stage.

2.5.9.3 Wage earning to school learning (Coolyinda Shalege)

To free them from the bondage of child labour and admit them to school is the main object of the Coolyinda Shalege campaign. In the against the law, to engage children as child labour within the age group 6 - 14 and it is the constitutional fundamental right to Primary Education. So under the SSA during February-March 2003, a state level publicity campaign was taken up and during this campaign the teachers, educationist non-government organization, Labour Department, Social Welfare Department, Department of women, child welfare and Police participated. It is a programme of meeting the parents and employers of children in the age group of 6 and 14 who keep themselves away from school as they are employed as wage earners.

With this effort has been made to bring them back to school. Around 3261 children brought to school fold. While publicity have been given to TV and AIR for this purpose. This programme creates awareness among parents and employers to bring the wage earning children into the mainstream of education.
2.5.9.4 **Beediyinda Shalege (From Street to School)**

This programme with the active cooperation of social organizations brings into the mainstream of education those children in the age group of 6 and 14, who keep themselves away from school as they have become destitute in towns and cities being away from parents and hence resort to begging for a living.

2.5.9.5 **Baa Marali Shalege (Come Back to School)**

This programme was started in 2008 which is being conducted in the months November - December. Every Monday in each school, all teachers, SDMC members, parents and community leaders assemble, meet the parents of school dropouts, prevail upon them of the importance of education and arrange to get those children admitted to school.

2.5.9.6 **Sadaa Shale (Perennial School)**

Owing to unavoidable circumstances, children in the age group of 6 and 14 become wage earners and this forces them out of school education. Such children are encouraged to join schools formally by opening schools to suit their timings.

Apart from the above school education improvement programmes, the Directorate of Primary Education has some major objectives to improve the overall condition of the primary education and also it has some goals for improve school education for the next three years.

On the whole, these are all the various Education policies and programmes have implemented by both Government of India and Karnataka collaborate with SSA, to improve the state of school education and enrollments in India. And also they have been helping to bring back the out of school children to main stream of the society, through that they have been succeeded to reduce the drop-outs in primary as well as elementary school levels. Moreover, the education policies and programmes have been influenced positively on the enrollment of elementary school education in India.