



ಆಯುಕ್ತರ ಕಾರ್ಯಾಲಯ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ರೊಡ್ಡ ರಸ್ತೆ, ಧಾರವಾಡ

ಪತ್ರ ಸಂಖ್ಯೆ :ಕಿ.ಸಂ.ಅ/2018-19

ದಿನಾಂಕ: 26-04-2019.

ಗೆ,

ಮಾನ್ಯ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು,  
ಶಿಕ್ಷಣ ಇಲಾಖೆ(ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ)  
ಬಹುಮಹಡಿ ಕಟ್ಟಡ,  
ಬೆಂಗಳೂರು.

List of Studies  
S.No (15)

ಮಾನ್ಯರೆ,

ವಿಷಯ: ಶಿಕ್ಷಣ ಇಲಾಖೆಯ (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಮೌಲ್ಯಮಾಪನ ಅಧ್ಯಯನ ವರದಿಯ ಶಿಫಾರಸ್ಸುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕೈಗೊಂಡಿರುವ ಕ್ರಮಗಳ ವರದಿಯನ್ನು ಸಲ್ಲಿಸುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: ಮಾನ್ಯ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ, ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಬೆಂಗಳೂರು ಇವರ ಪತ್ರ ಸಂಖ್ಯೆ: ಇಡಿ 157 ಎಸ್.ಟಿ.ಬಿ. 2019 ದಿನಾಂಕ: 26-03-2019.

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ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕರ್ನಾಟಕದಲ್ಲಿ ಪ್ರೌಢ ಮತ್ತು ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣದ ಮೌಲ್ಯಮಾಪನ ಅಧ್ಯಯನವನ್ನು ಕೈಗೊಂಡಿರುವ ಬಗ್ಗೆ ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ ಅಧ್ಯಯನಗಳ ವರದಿಯಲ್ಲಿ ನೀಡಲಾಗಿರುವ ಶಿಫಾರಸ್ಸುಗಳ, ಬಗ್ಗೆ ಕೈಗೊಂಡಿರುವ ಕ್ರಮದ ಕುರಿತು ವರದಿಯನ್ನು ತಯಾರಿಸಿ ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಿ ತಮ್ಮ ಅವಗಾಹಣೆಗೆ ಸಲ್ಲಿಸಲಾಗಿದೆ.

ಗೌರವಗಳೊಂದಿಗೆ,

ತಮ್ಮ ವಿಶ್ವಾಸಿ,

(ಮೇಜರ್ ಸಿದ್ದಲಿಂಗಯ್ಯ ಎಸ್ ಹಿರೇಮಠ)  
ಅಪರ ಆಯುಕ್ತರು,  
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ,  
ಧಾರವಾಡ.

April-2019

## Action Taken Report on Recommendations in Evaluation Report of KEA

1. Title of the project: Evaluation of the Secondary and Pre-university Education in Karnataka[2012-13]
2. Department: Department of Primary and Secondary Education
3. Consultant Organization: M/s Forum of Karnataka Retired Education Officers (F-KARE) Bangalore

Sl. No	Recommendation	Action Taken Report	Action to be taken/Remarks
1	Educationally Backward districts need more attention and resources, to bring them on par with the rest of the state. Starting of new schools should be limited to only these districts.	<p>*Adarsh vidyalaya started under RMSA Project.</p> <p>* Action taken to empower Government schools under district and state project.</p> <p>* Action taken to release grants in every economic year for the fundamental facilities. Such as Class rooms, play grounds, drinking water, separate toilets etc.</p>	<p>* Adarsh vidyalayas have been started in all talukas of Bagalkot and Vijayapur districts which are Educationally Backward</p> <p>* Before establishment of new school information was collected from that area whether the new school is required. Consideration of population and children statistics was also considered more important.</p> <p>* Concerning to educationally backward districts. Sanctioning of posts and recruitment of staff was also considered and planning done on priority.</p>

List of studies  
SI No



15

2	<p>Indiscriminate Permission to open new institutions should be completely stopped as Government institutions are getting closed down due to migration of children from Government institutions to private institutions as a result of attraction of 'English Medium Education'</p>	<p>Opening of all medium schools</p>	<p>* Government has given permission to many private schools and those private school got grant-in-aid after certain years now it's a problem to all Government schools which are getting run in vernacular language, All the Government school children are joining these private schools for they craze of English medium in those schools. Government has to stop permission to all private mushrooming schools to retain the attendance in Government schools.</p> <p>* Government should start an English medium section in all government run schools so that parents can return and send back their wards to all Government schools because of the English medium section in Government schools.</p> <p>* Separate teaching staff must be appointed.</p> <p>* Government has to stop issuing NOC for private schools (CBSE &amp; ICSE etc)</p>
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3	The issue of (thousands of) unviable government and aided institutions has to be effectively tackled at all levels, so as to curtail unnecessary drain on state's resources. A separate task force needs to be created to take decisions on a case by case basis.	-  Separate Task Force has to be establish in the Government Level.
4	Karnataka Education Act, 1983, which is more than 30 years old, needs urgent revision in the light of various Supreme Court Judgements implementation of 'Right to Education Act' as well as Universal Secondary Education Program.	Karnataka Education Act is passed in 1983. As per the norms stated in these rules, it is banned to open the new private unaided schools where there are schools of Government and Aided schools. After taking in to consideration of RTE 2009, Education became one of the fundamental right.  Karnataka Education Act was enacted in 1983. In 2009 Right to Education Act was passed which is renofified in 2012. Many judgments have been passed by the various High Courts of the states regarding education. Taking into the consideration of various judgments Government has been amending the rules.  * Government schools have been providing free and fare education to every child who sought admission. All private aided and unaided schools are required to admit 25% of their strength. As per the RTE 6 to 14 years every child is getting free education. Now it is extended to 6 to 16 years child (1st to 10th Std). RTE is implemented effectively.

5	<p>Open liberally Distance Education Facilities in the state. Secondary education cannot be universalised on the lines of elementary education and a number of parents from economically weaker sections of society prefer to send their children (in 15-18 age group) to work., it is necessary to make distance education facilities available i rural areas of Karnataka. A separate directorate of Distance education may be established to cater to the needs of these children.</p>	<p>Distance Education facility is available for Higher Education only. * KOS providing Education by external examination method for the Age group 15-18 years.</p>	<p>Measures are to be taken at Government level to facilitate distance Education for the 15-18 age group Children Socially, economically and educationally backward and rural area.</p>
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6	<p>There is need for creating additional education blocks in urban areas to improve efficiency in management of both elementary and secondary education sectors. Currently there are 3.47 lakh elementary teachers, and nearly 1.33 lakh secondary school teachers in the state. This number works out to an average of 2300 teachers per block. The Perspective Plan in 2007 took 1200 teachers as the ideal work load for and education block. It estimated that the state needed another 74 Education Blocks.</p>	<p>New Revenue Blocks have come into existence. Grants for these Blocks are released in the Budget.</p>	<p>New Educational Blocks are required to be formed and the grants be released to these blocks to strengthen the Educational system of the area. New Block offices are to be established in these new blocks with full fledged staff, building and office equipments. Department has to be reformed. In comparison to other Departments it is an admitted that the Education Departments working with less Administrative Staff despite heavy work load.</p>
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<p>7</p> <p>The state should constitute the ' State Education Advisory Council' as per provisions of the Karnataka Education Act, This will help to look at various issues related to education in the right perspective, as the Council will have experts from all related fields.</p>		<p>* Government should Establish state Education Advisory council.</p> <p>* This should be included in Education Act.</p> <p>* By this council the problems at school level can be solved by the experts.</p> <p>*Govt can seek advice from this council in different stages wherever necessary</p>
<p>8</p> <p>A system of accountability has to be brought among the teaching community. Every teacher may be appraised and graded once in 3 years. Incentives may be given to outstanding teachers. Similarly, there should be a provision in the service conditions for compulsory retirement of incompetent teachers.</p>	<p>As per R.T.E. Act and Rules Responsibility and liability is fixed on teachers learning and teaching process.</p>	<p>* To improve the quality of Education, it is necessary to implement the Rules effectively at all levels. Teachers should be classified based on their skills, educational qualification and performance.</p> <p>* The skilled and quality based criteria of teachers should get incentives and financial aid as motivation.</p> <p>* Unskilled and inappropriate teaching faculty should get trainings to improve their teaching skills. Unfit teachers should be terminated as compulsory retirement.</p> <p>* Skill based test (Teachers performance Test) has to be is taken every 3 years or 5 years compulsorily.</p>

9	<p>There is need for constitution of State Curriculum Development Authority (SADA), as a professional body to help and upgrade standards on a continuous basis at all levels of Primary, Secondary and PU stages of education.</p>	<p>Under Text book Directorate SADA is created</p>	<p>* At primary, secondary and pre university level, we should take care of standardizing upgrading, categorizing and updating the text books as per the need of the time regularly.</p>
10	<p>Grant-in-Aid Policy of the State needs a thorough review. Grants in future should be linked to performance and accountability, as a number of institutions with 0% and less than 20% results in Public examinations have continued to draw 100% salary grants from the state.</p>	<p>The Grant in Salary aid which is provided to schools is used for the salaries of the teachers. So the results percentage which is set by the department should be achieved by the grant in aided schools. If they fall short of it. Salaries of the teachers is with held by the department.</p>	<p>* Aided schools which shows low performance in results and quality education Government should strictly follow the rules which are already passed by the Government.</p> <p>* The aided schools which have below required strength treated as "shutdown" schools and Government should take required action on such schools.</p>



per-district and per-child expenditure of the state under various central programs like SSA/RMSA are the lowest when compared to several states. This indicates low absorption capacity of central funds by the state. In fact, during a decadal existence of SSA Programs, the state has been able to spend 100% of the budgeted outlay only once (in 2007-08) The State should devise ways and means to optimize expenditure of central funds and increase per-child and per-district expenditure to match other states in this regard.

\* The grant schools get from S.S.A or R.M.S.A is lesser to each child in comparison with other states. So necessary steps should be taken to improve the per child expenditure in comparison to other states.

12	<p>The state is facing savour shortage of science graduates (and science teachers) in all fields. In order to attract bright students to science streams, there is need for introduction of incentives to those opting for science streams at graduate level</p>	<p>* The Government has given permission to the working Government primary teachers to take up degree in Science and English subject with payment to upgrade their educational qualification.          * Government started the process of appointing English, Science, EVS, Graduate teachers as per RTE 2009 and 2012</p>	<p>* At present the number of general teacher is more compare to subject wise (Science, Maths, English) teachers.          * Government should start the process of promoting the teachers who are already graduates and subject wise trained .          * The vacancies due to various reasons and due to retirement should be field by the Government immediately. The process of appointment of teachers is to be done before one year of retirement.          * The students who take Science section after SSLC and PUC Government should give intensives and financial support to such students.          * PUC Science pursuing student must be helped financially by giving estimated expenditure in ratio with these programs.          * The scholarship programme can also be implemented.</p>
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### Recommendations Relating to Secondary education

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It is estimated that there are more than a thousand private secondary schools which are not sending students to the SSLC Examination. It is important that the state takes up an exercise on priority to identify these schools and take appropriate action to close down defunct schools as otherwise they are likely to stake claim, when they become eligible for grants, by building up false records.

\* After getting permission from Government some unaided schools are not fulfilling the conditions which are imposed while giving permission. And not providing required infrastructure and not appointing the qualified teachers. There is a provision to take action against such schools under education Act.

\* There is a provision in education act to close down the aided schools, Which fail to maintain the required student strength, lack of infrastructure, facilities and teaching staff.

\* We can reduce the Economical and financial burden on the government by de-recognizing and closing the schools. Which have less children attendance, which lack facilities and infrastructure and which have low results in quality Education. Such schools should be identified and get closed immediately.

\* At the time of recognition and renewal, the school must be inspected properly to whether the schools have fulfilled the terms and conditions. which were laid at the time of recognition. If not, strict action should be taken on such schools and management.

<p>As discussed in Chapter 2 (Table 2.21), out of 100 children entering class 1, only 77 reach class 8. 23% of children in the age group of 14-16 years are still outside the secondary system and only 50% of children entering the education system are passing out of the system at the SSLC stage. Further there is a 17% dropout at the secondary stage between classes 8 and 10. Programs should be designed and implemented to improve enrolment and reduce drop-out at the secondary stage</p>	<p>A Survey done for the age group of 6 to 15 Children. By this survey the number of schooling children, out of school children due to any reason, migrated children have been identified. Attempts are made to bring back all the children to the main stream of Education.</p>	<p>* To reduce the number of drop out of 14 to 16 years age group children, Government has already started N.S.Q.F Centres for 9th and 10th std in selected Government high schools. Children can choose any two courses of skill based training. By this they can earn while learning. Government should double the number of skill based training schools to reduce the number of out of school children.</p> <p>* Government should increase the number of distance education centres (as discussed in No.5) to reduce the number of dropout from secondary schools and to increase chances of being educated by self interest.</p>
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15	<p>Examination Reforms at the secondary stage are long overdue. The system of grading in SSLC examination has become totally outdated and needs to be abolished.</p>	<p>S.S.LC grading system is dispensed by K.S.E.E.B</p>	<p>* In S.S.L.C Exams Question paper along with answer sheet must be introduced like earlier. For quality result the question paper must be in 4 series. like A1,A2,A3,A4,B1, B2, B3, B4, C1,C2,C3,C4-----</p> <p>* The category of Education should be as 1 to 5 at school level 6th to 8 at Higher primary level and 9 to 12 at fre-university level (5+3+4) should be brought in again, to bring a notable improvement in secondary Education.</p>
16	<p>A statistically significant transition loss (of 4.30 %) in enrolment between classes 7 and 8 due to various factors including Access is matter that all children leaving higher primary schools get enrolled in secondary schools</p>	<p>* At primary level from 1 to 7, the children must be passed based on learning ability and attendance.</p> <p>* After 5th standard opportunity is given to students to join in Murarji schools, Kittur Chennamma Residential schools, Navodaya, Sainik schools and K.P.E.S to complete 6th to 10th std.</p> <p>* Minority residential schools are run by the Department of minority.</p>	<p>* Converting Adarsha vidyalay schools, into residential schools.</p> <p>* Government should Establish K.P.E.S schools at once rather than step by step. With all infrastructure and facility.</p> <p>* Number of residential schools must be increased by Government</p>

17	<p>Gender disparity in enrolment is as high as one lakh in the three classes of 8, 9 and 10. Efforts should be made to bring all girls into the secondary stage by designing suitable incentives.</p>	<ul style="list-style-type: none"> <li>* Attendance scholarship is given to Girl children(8-10) by the Women and Children Welfare Department.</li> <li>* All girls(All caste) are exempt from paying fees.</li> <li>* All SSLC pursuing girls are exempted from paying exam fees.</li> <li>* Social Welfare Department is giving scholarship for all SC/ST Girls.</li> <li>* Under N.S.P and S.S.P all students are provided with scholarships.</li> <li>* Beti padhav Beti Bachao programme is established and going on.</li> </ul>	<ul style="list-style-type: none"> <li>* Awareness programme to know about these facilities should be increased.</li> <li>* Co-Education system should be brought in to practice.</li> <li>* Government should open more residential schools in rural areas with all facilities for girl children.</li> <li>* More residential hostels should be opened in rural areas.</li> </ul>
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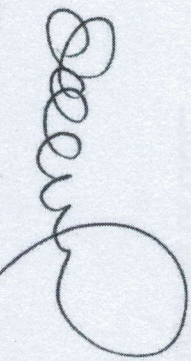
Since government secondary schools form only 35% of all secondary schools in the state, the impact of RMSA on the state's secondary education scene appears to be only minimal in nature. Ways and means have to be explored to ensure the co-operation of private schools in order to ensure the success of USE.

After implementation of R.M.S.A, the schools which are having 1st to 8th standard are upgraded with 9th and 10th std based on the student strength.

\* After implementing RMSA, SSA, Govt has not opened govt high schools since from past ten years. Government should open new high schools in remote and backward area.

\* In the remote rural areas where there is no school within distance of 5 K.M or 3 K.M, A private school can be permitted to support success of the universalization of secondary education.

19	<p>There is need for introducing pre-vocational courses at the secondary stage, to cater to the needs of a large number of students who drop out before completion of high school education.</p>	<p>National skill qualifying frame work (N.S.Q.F) is established in selected secondary schools in all districts.</p>	<p>* Government must open J.O.C type high schools as per the need and available facility.</p> <p>* Life skill training should be provided from secondary education itself.</p> <p>* Government should open more N.S.Q.F type schools.</p> <p>* Life skill training centres to be opened in high schools and the centre should be empowered with separate staff and facilities.</p>
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(Major S. Siddalingaya S Hiremath)  
 Additional Commissioner  
 for Public Instruction,  
 Dharwad.