



DEPARTMENT OF SCHOOL EDUCATION, KALABURAGI

ಶಿಕ್ಷಣ ಭಾಗಿದಾರರ ಸಮಾವೇಶ

ಕಲಬುರಗಿ -2024

Knowledge Partners Conference (KPC)

Kalaburgi -2024

Theme:

'Sharing, caring and learning'

19.01.2024, Friday and
20.01.2024, Saturday



Azim Premji School, Kalaburgi, Hunsi Hadagil Road,
Pattan cross Savalagi- B Post, Kalaburgi-585102

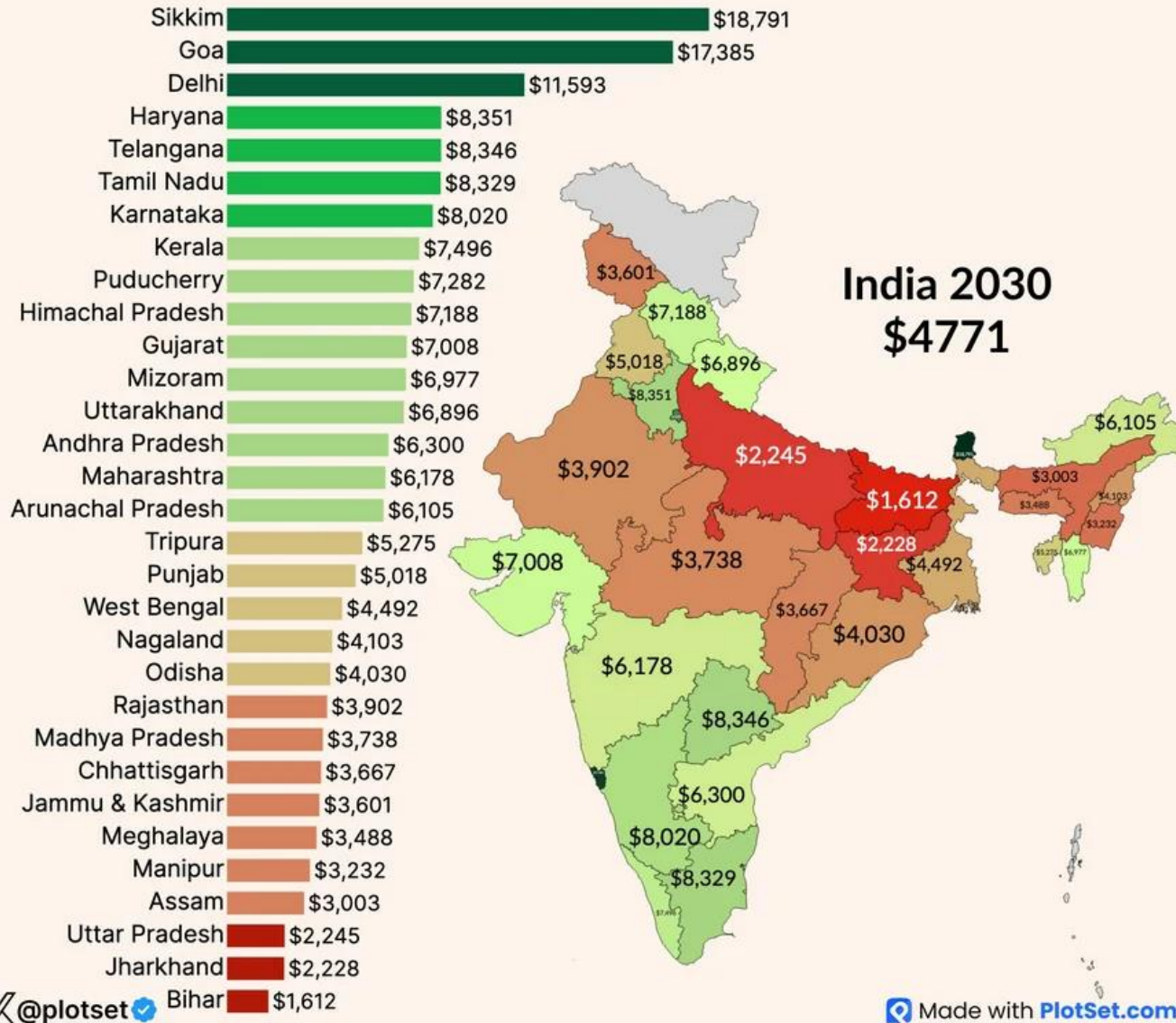


Azim Premji
University



India's 2030 Economy by State

Projected GDP per Capita 2030

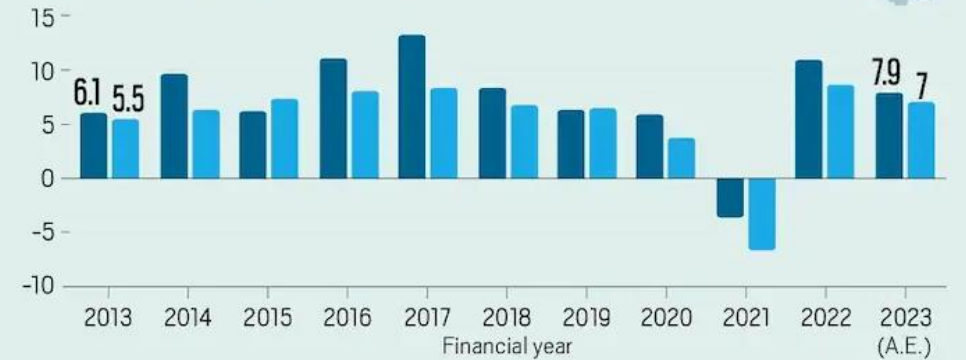


Karnataka's growth rate higher than national average

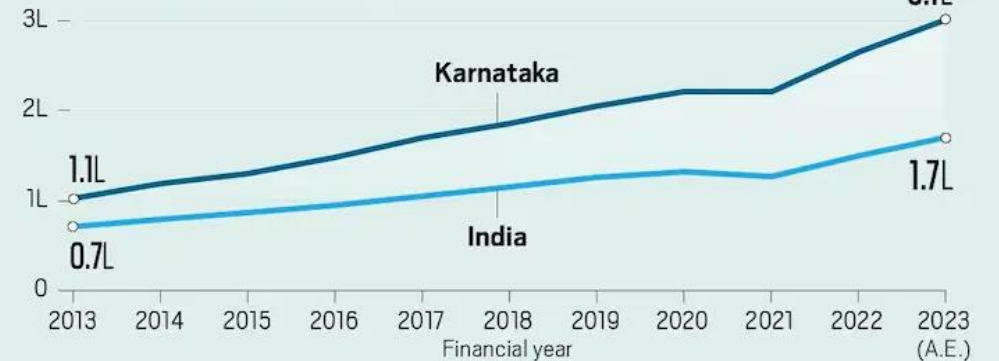


REAL GDP GROWTH RATE (%)

● Karnataka ● India



PER CAPITA INCOME (₹)



Note: Per capita income is estimated by dividing nominal NSDP with projected population as on October 1

Source: Karnataka Economic Survey 2022-23 | Graphic: Samrat Sharma & Jaipal Sharma



KK REGION - TEACHERS VACANCY & COMPARISION 2023-24

DIVISION AND STATES	TOTAL SUBJECT TEACHER VACANCIES	% OF TOTAL VACANCIES TO SACTIONED POSTS	% TOTAL SINGLE TEACHER SCHOOLS	% WOMEN TEACHERS
KALABURAGI DIVISION	17634	30.88%	11.65%	44.21%
BIHAR	253890	39.4%	4%	40%
UTTAR PRADESH	298490	39.13%	6%	44%
JHARKHAND	91934	42.05%	14%	39%
KERALA	1815	2.63%	2%	78%
TAMIL NADU	8038	2.79%	4%	75%
GUJARAT	14767	5.84%	2%	53%
KARNATAKA	48837	20.97%	6.00%	55.00%

NOTE: KALYANA KARNATAKA REGION HAS 1046 SINGLE TEACHER SCHOOLS AND 115 SCHOOLS WITH ZERO ENROLLMENT FOR THE AY 2023-24

NATIONAL LEVEL DATA

61.8

Lakh

TOTAL SACTIONED TEACHERS
(ALL CADRE)

10.6

Lakh

TOTAL SUBJECT
TEACHER VACANCIES

17.1

Percent

% OF TOTAL VACANCIES
TO SACTIONED POSTS

7

Percent

% TOTAL SINGLE
TEACHER SCHOOLS

50

Percent

% WOMEN TEACHERS

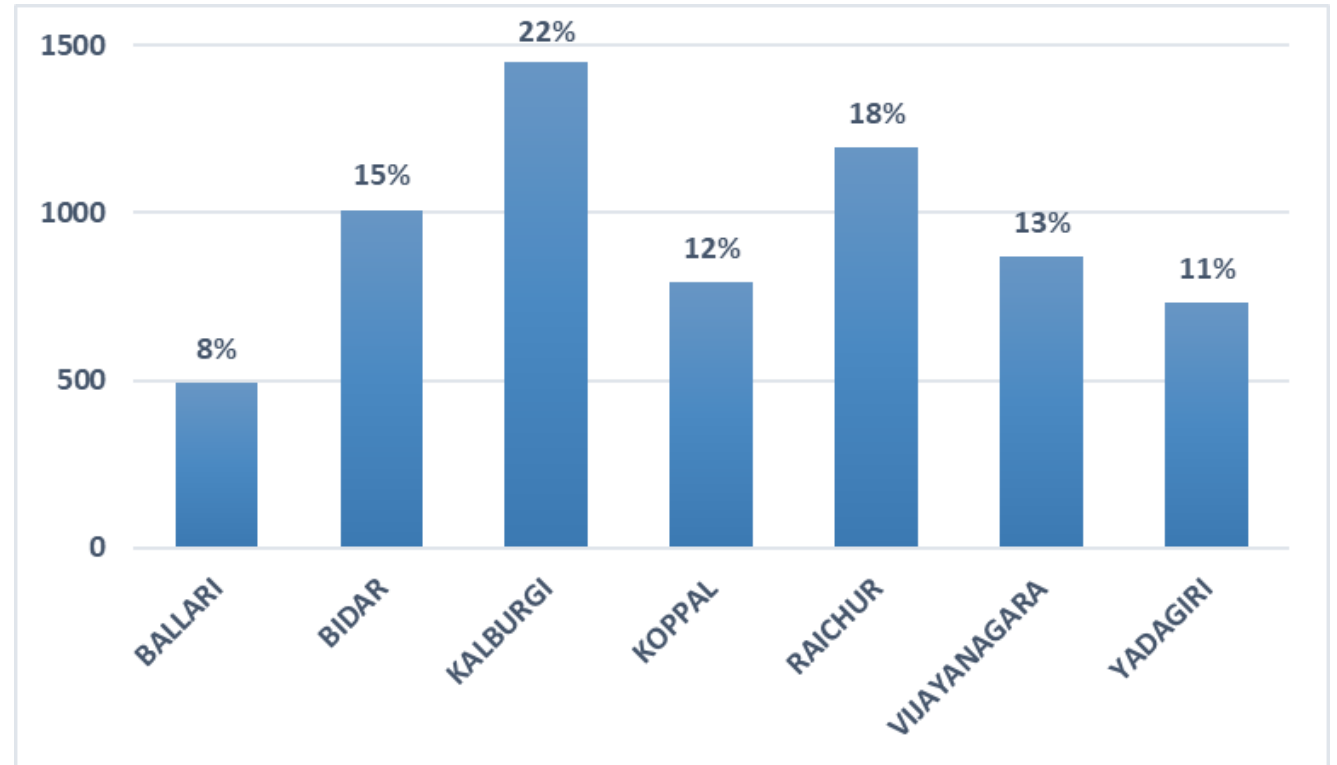
SOURCE : UDISE 2021-22

INFRASTRUCTURE GAPS – KK Region

Schools with Leaky Classrooms:

District	Leaky Classrooms
BALLARI	492
BIDAR	1009
KALBURGI	1450
KOPPAL	791
RAICHUR	1195
VIJAYANAGARA	870
YADAGIRI	731
TOTAL	6538

AS PER AUGUST 2023 BASELINE SURVEY



76%



OF THE SCHOOLS HAVE

LEAKY
CLASSROOM



District wise SSLC Result (All management) March - 2023

DISTRICT NAME	BOYS			GIRLS			TOTAL			
	APPR	PASS	PER %	APPR	PASS	PER %	APPR	PASS	PER %	POSITION
VIJAYANAGARA	9839	8732	88.75	10020	9174	91.56	19859	17906	90.17	11
KOPPAL	10682	9277	86.85	11104	10154	91.44	21786	19431	89.19	15
KALABURAGI	21081	16588	78.69	20484	17539	85.62	41565	34127	82.11	28
RAICHUR	14138	11195	79.18	14242	12190	85.59	28380	23385	82.40	30
BALLARI	9947	7868	79.10	10195	8414	82.53	20142	16282	80.84	32
BIDAR	12377	9179	74.16	12546	10097	80.48	24923	19276	77.34	34
YADAGIRI	8231	5722	69.52	7926	6213	78.39	16157	11935	73.87	35
TOTAL	86295	68561	79.45	86517	73781	85.28	172812	142342	82.37	State Average
										87.77%

'ASER REPORT' –DIVISION WISE

District	Govt school		Not in school		Std III to V: Learning levels				Std VI to VIII: Learning levels			
	% Children (age 6-14) enrolled in govt schools		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
BANGALORE	65.4	74.0	0.5	0.1	30.4	19.7	44.9	41.0	59.3	49.6	37.1	28.8
	±2.44	±2.82	±0.22	±0.1	±2.9	±2.22	±3.24	±3.42	±3.24	±3.66	±3.44	±3.16
BELGAUM	75.2	78.1	0.5	0.3	35.2	21.7	38.4	33.3	63.3	54.4	32.4	31.8
	±2.98	±3.52	±0.24	±0.16	±3.66	±2.88	±4.04	±3.0	±4.68	±3.5	±4.0	±3.26
KALABURAGI	74.7	82.0	1.6	0.4	23.0	10.9	29.7	20.6	55.7	31.2	25.5	15.3
	±3.16	±2.62	±0.4	±0.22	±3.06	±2.18	±3.44	±2.76	±3.98	±3.58	±3.22	±2.56
MYSORE	63.7	70.7	0.3	0.2	43.7	24.0	51.0	49.8	70.3	62.1	40.3	39.6
	±3.14	±3.16	±0.18	±0.1	±3.24	±3.14	±3.4	±3.82	±3.24	±3.52	±3.58	±3.68
KARNATAKA	69.9	76.3	0.7	0.2	33.0	19.1	41.1	36.1	62.0	48.8	33.7	28.4
	±1.46	±1.54	±0.14	±0.08	±1.64	±1.32	±1.8	±1.68	±1.96	±1.86	±1.82	±1.6

WHAT WE EXPECT FROM OUR PARTNERS?



1

Engagement

2

Broad Vision

3

Look Beyond

4

Take Charge

5

Sustainability

1. Engagement

- This country became independent in 1965, it was a poor, small tropical island. At that time there was no compulsory education and only a small number of high school and college graduates.
- However, the students in this country were among the top in the world in mathematics and science on the Trends in International Math and Science Study (TIMSS) in 1995, 1999, 2003 and 2007.
- The first PISA survey in which it participated, this country was rated as one of the best performing education systems in the world in 2007.

Table: *This Country scores on reading, mathematics and science scales in PISA*

PISA 2009	
Parameter	Mean score
Reading	526
Mathematics	562
Science	542

Four result areas are outcomes of holistic development of students (which includes academic results):

1. Staff well-being results,
2. Administrative results,
3. Operational results and
- 4. Results of engagement with partners and community**

Engagement

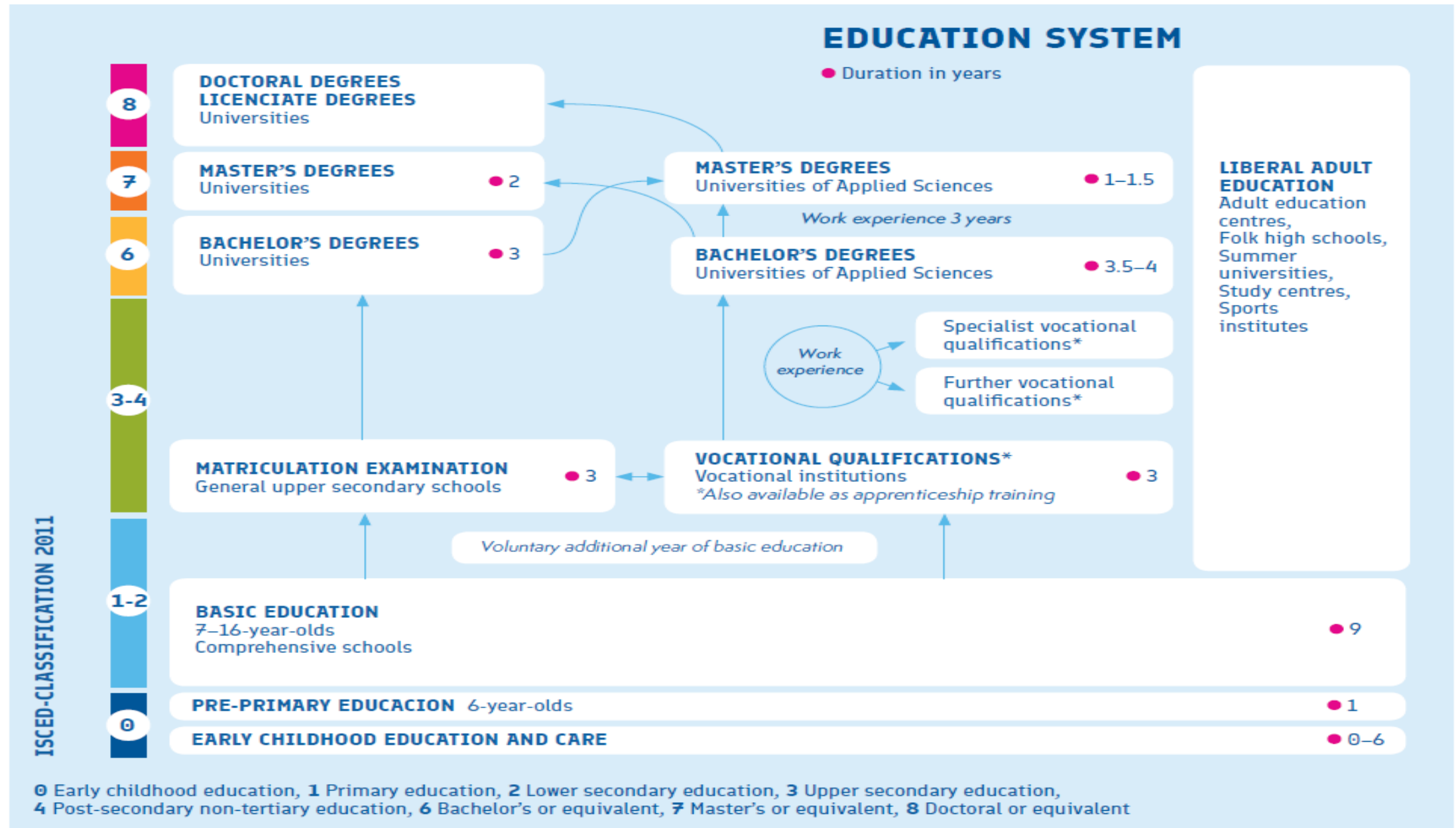
- Training to community leaders and social categories focusing on the importance of community participation.
- SMC is one of the vital elements to ensure the Right to Education. So it is essential to train the SMC members.
- Community training focuses on both SMC members and LSG members, to monitor the whole school development.



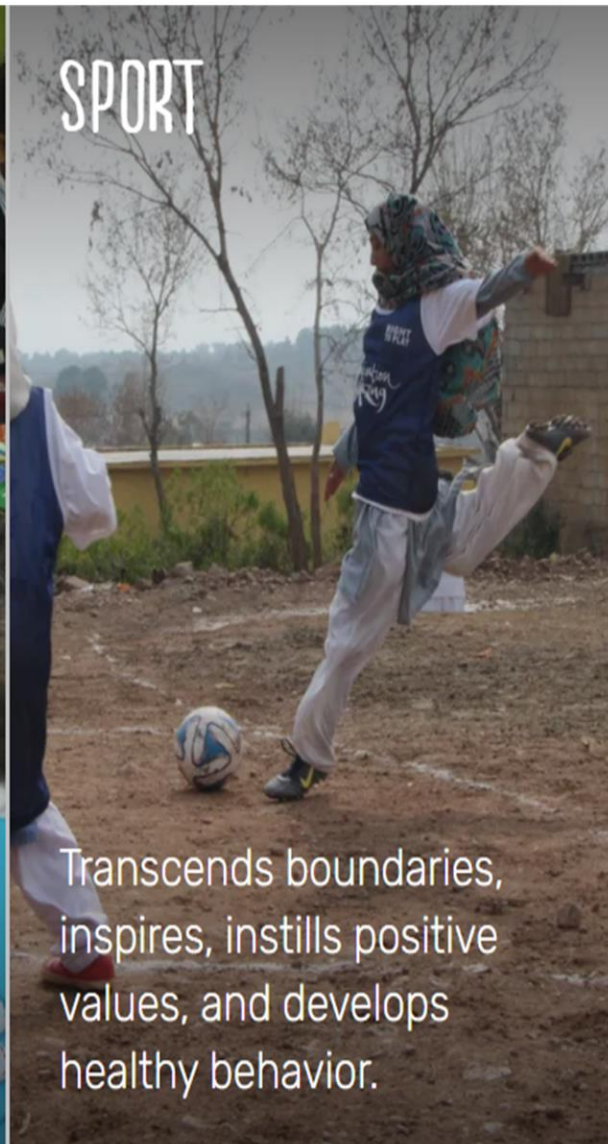
Major Programme :

- Praveshanolsavam
- Training to state, district, BRC, Panchayath levels as part of Mission for Safeguarding General Education

2. Broad Vision

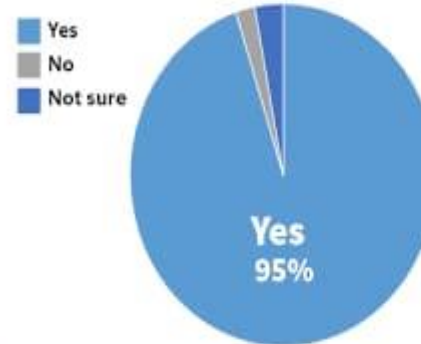


Broad Vision



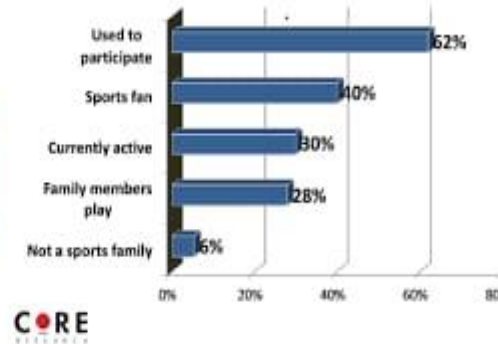
DOES SPORT MAKE A DIFFERENCE?

Do you think that participation in sports and athletics at an early age can make a difference to a child's development?



SPORTS EXPERIENCE

San Antonio Business Executives Played Youth Sports



95% AFFIRMED THAT PARTICIPATING IN **SPORTS AND ATHLETICS** AT AN EARLY AGE CAN MAKE A **POSITIVE DIFFERENCE** IN A **CHILD'S DEVELOPMENT**

Other Sports Participation Research Results

90% OF WOMEN HIGH-LEVEL EXECUTIVES PLAYED SPORTS*

75% OF EXECUTIVES SAID THAT AN **APPLICANT'S BACKGROUND IN SPORTS** POSITIVELY INFLUENCED THEIR HIRING DECISIONS'

6 OUT OF THE PAST 11 U.S. PRESIDENTS WERE COLLEGIATE ATHLETES'

Kevin Griffin, PhD, is an assistant professor in the Department of Health, Behavior, and Society, Johns Hopkins University, Baltimore, Maryland. He is also an adjunct professor in the Department of Health, Behavior, and Society, Johns Hopkins University, Baltimore, Maryland. He is currently a senior advisor at the Center for Communications Programs, Johns Hopkins University, Baltimore, Maryland. He is currently a senior advisor at the Center for Communications Programs, Johns Hopkins University, Baltimore, Maryland. He is currently a senior advisor at the Center for Communications Programs, Johns Hopkins University, Baltimore, Maryland.

West, A (2017, January 21) 'If you want to be a CFD trader, play sports first.' <https://www.cbc.com/2017/01/21/west-to-be-a-cfd-trader-play-sports-first.html>

Stoake-Macdonald, E. (2018, February 4). "Here's Why Women Who Play Sports Are More Successful." <http://fortune.com/2018/02/04/women-sports-successful/>

3. Looking Beyond

This state Schools Program for innovation, Research and Excellence (ASPIRE) programme implemented.

The intervention :

This Government in partnership with Ammachi Labs, implemented the ASPIRE programme in 2017 targeting students from classes eight to twelve in 40 residential schools run by this state Social Welfare department. The programme aimed to introduce to students through experiential learning a blend of computational thinking, life skills, digital literacy and soft skills.

What a fabulous piece of news to start the day with!

190 students of the Govt of Telangana Social welfare Gurukul schools have secured admissions into MBBS in first round of counselling; More than 512 in last 6 years 👍

My compliments to Minister [REDACTED] Garu & team 🙌🙌



4. Partners In-Charge

- The Karamojong people in Uganda have had little access to schooling. In 1998, only 12 % of the population of the Karamoja region had basic literacy skills.
- The community had no faith in state schools or in an education they considered irrelevant to their lives as herders. In cooperation with a number of other organizations, **Save the Children-Norway** has provided children and young people in the region with an alternative, more flexible education program.
- As a result, 265000 children have been able to attend school since the program was launched in 1998.
- The children's learning outcomes have been above the national average, and the model has been included in the new Ugandan education act.



The Norway Strømme Foundation's **SPEED SCHOOLS** were established to help fragile states in Sahel to achieve MDG 2 on education. These schools were started in Mali in 2004 and in Niger and Burkina Faso in 2006.

- The target group is children who have been forced to leave primary school or who have never had the opportunity to start. In the period 2009–13, almost 89000 children attended speed schools in these three countries.
- This group scores higher on educational tests when compared with ordinary schools. The authorities in the respective countries have now integrated **SPEED SCHOOLS** into their national education plans.



5. Sustainability

