



ಶಿಕ್ಷಣ ಭಾಗಿದಾರರ ಸಮಾವೇಶ

ಕಲಬುರಗಿ -2024

Knowledge Partners Conference

Kalaburgi -2024



ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಕಲಬುರಗಿ ವಿಭಾಗ
Department of School Education, Kalaburagi Division



**Azim Premji
University**



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AGENDA



The Department of Public Instructions, Kalaburagi division organized this conference with the following aim and objectives;

- Identifying the organisations working in various sub-sectors of Education Sector.
- Identifying the organisations which are active in each of the 7 districts of Kalyana Karnataka region.
- Outlining an Annual Action Plan of each organisation and of All-Knowledge partners and the education department combined.
- Identifying areas where Government expects the services and interventions of Knowledge partners.
- Creating a forum of all knowledge partners of the Kalyana Karnataka region.
- Preparing a vision document of the outcome of the meet.
- Any other points relevant to education sector.

PREPARATION



The theme, schedule, detailed do's and don't's of the conference were clearly shared with participants well before the conference. Clear guidelines were set for the preparation of the presentation to the participants, which are as follows;

- The total number of slides in the PPT should not be more than 15 (including introduction & concluding slides).
- Pictures/Photos/Tables/Graphs etc. Should be included in these 15 slides itself, wherever necessary.
- Your Area/Domain of work (sub-sector) can be presented/highlighted.
- Districts/Places active-in can be presented/highlighted.
- Outreach (Total schools/students/teachers etc. Impacted) can be presented/highlighted.
- Achievement of your organisation till today can be presented/highlighted.
- Way forward /future goals can be presented/highlighted.

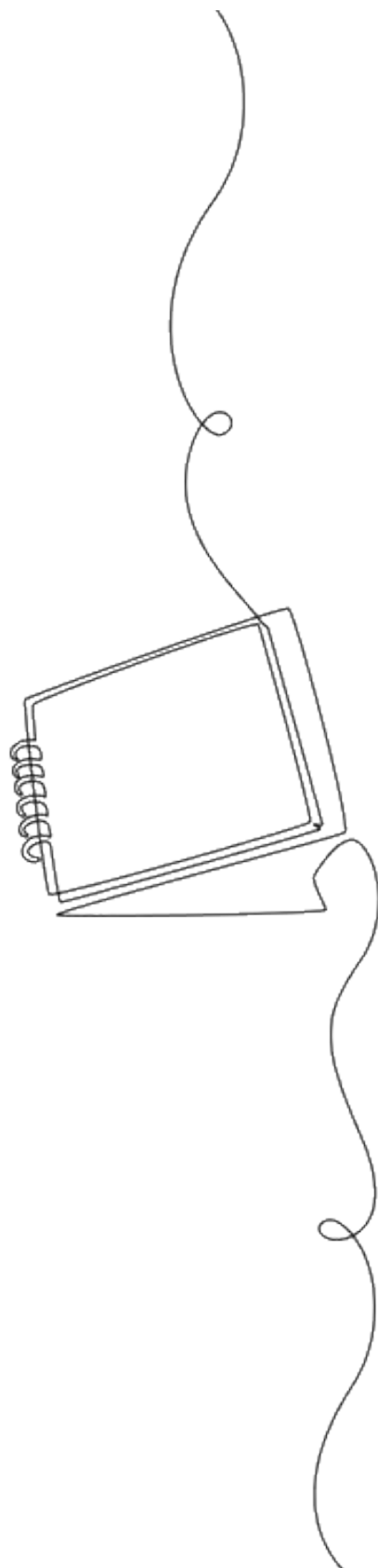
DETAILED SCHEDULE

Day : 1 – 19/01/2024

Sl.No	Timings	Program Details
1	09:30 AM – 10:00 AM	Assembly & Registration
2	10:00 AM – 11:30 AM	Session-1 (Hall-1) Inauguration & Welcome Speech
3	11:30 AM – 11:45 AM	Coffee Break
4	11:45 AM – 02:00 PM	Session-2 (Hall-1, 2 & 3) Presentation with Discussion
5	02:00 PM – 02:45 PM	Lunch
6	02:45 PM – 04:00 PM	Session-3 (Hall-1, 2 & 3) Group Activity
7	04:00 PM – 04:15 PM	Tea Break
8	04:15 PM – 05:30 PM	Session-4 (Hall-1, 2 & 3) Presentation and Discussion

Day : 2 – 20/01/2024

Sl.No	Timings	Program Details
1	10:00 AM - 11:00 AM	Presentation by (Hall-1, 2 & 3) 1) DDPI 2) DIET Principal
2	11:00 AM - 12:15 PM	Session-5 (Hall-1, 2 & 3) Coordinated Group Activity Knowledge partners + Officers combined
3	12:15 PM - 12:30 PM	Coffee Break
4	12:30 PM - 02:00 PM	Session-6 (Hall-1, 2 & 3) Presentation of the Vision and Discussion
5	02:00 PM - 02:45 PM	Lunch
6	02:45 PM - 04:00 PM	Session-7 (Hall-1) ❖ Presentation By ACPI on 'Expectations of the Government' ❖ APF – 'Experience of 20 years in Kalyana Karnataka' Presentation with Interaction
7	04:00 PM - 04:30 PM	Feedback and Tea Break
8	04:30 PM - 05:30 PM	(Hall-1) Certificate Distribution and Conclusion



Introduction:

The Knowledge Partners Conference was held in Kalaburagi, Karnataka in the month of January 2024. The conference aimed to ensure the coordination and engagement of all the knowledge partners in the Kalyana Karnataka region. It was organized jointly with the Azim Premji Foundation and was successful in bringing more than 20 voluntary organizations or knowledge partners under a single roof.

Regional disparity in the state of Karnataka is a known fact Kalyana Karnataka, which is an erstwhile Nizam-ruled region, is the most backward in the state. It fares poorly in all the socioeconomic and developmental indicators, especially in the education sector.

Therefore, partnering with all voluntary organizations is vital to ensure progress in the education sector. When we compare the literacy rate of the Kalyan Karnataka region with the rest of the state and the rest of India, we see that the region is decades behind. As per the 2011 census, the literacy rate of Karnataka state was 75.36% while Kalaburagi division or Kalyana Karnataka's literacy rate was 63.71% while the national average was 74%. There are seven districts in the Kalyan Karnataka region, and almost all the districts fare poorly in the SSLC results every year.

Out of the 16,026 schools in the region, there are 9,247 government schools, and out of the 2.35 lakh students who are enrolled in various schools in the region, 12.75 lakh students are studying in government schools. There are a lot of both quantitative and qualitative gaps in the education sector in this division and hence a lot of initiatives have been taken by the Government to fill them. One such major gap exists in the number of teachers who are working in the division. There are also infrastructure gaps that need to be filled for which the government has already set up a separate Kalyana Karnataka Regional Development Board, which is actively functioning toward the same.

Despite many initiatives taken since Independence, the region still lacks quality Government Schools to reach out to the remotest of the areas in the most backward region of the state. There are a lot of voluntary organizations that have kept themselves active. Therefore, it was decided by the education department functioning in the region to organize a meet-up of all the knowledge partners.

These knowledge partners are active in various domains of the education sector. Some are active in the capacity building of teachers and others are active in improving FLN i.e. Foundational Literacy and Numeracy. While some are active in community mobilization a few are also active in developing subject curriculum and online modules for students. There is a concern that there is a lot of duplication and multiplicity in the works undertaken by the knowledge partners. Hence there needed to be coordination and cooperation between the knowledge partners and also between the knowledge partners and the Education Department.

Our partners also voiced concerns about a lack of coordination between them and the government functionaries and hence they are not able to execute all the plans in a single academic year. A lot of initiatives planned go unimplemented due to this lacuna. Therefore, it was also decided to bring in the government functionaries of all seven districts of the division under the same platform through this Conference.

The conference was themed as 'Sharing, caring and learning' because it was very important for each of us to know what the others are doing and to learn from them. Sharing the knowledge and experience gained out of their work in the education sector in the region is of utmost importance. The conference was planned for two days and had a detailed and meticulously planned schedule that included presentations and group activities.



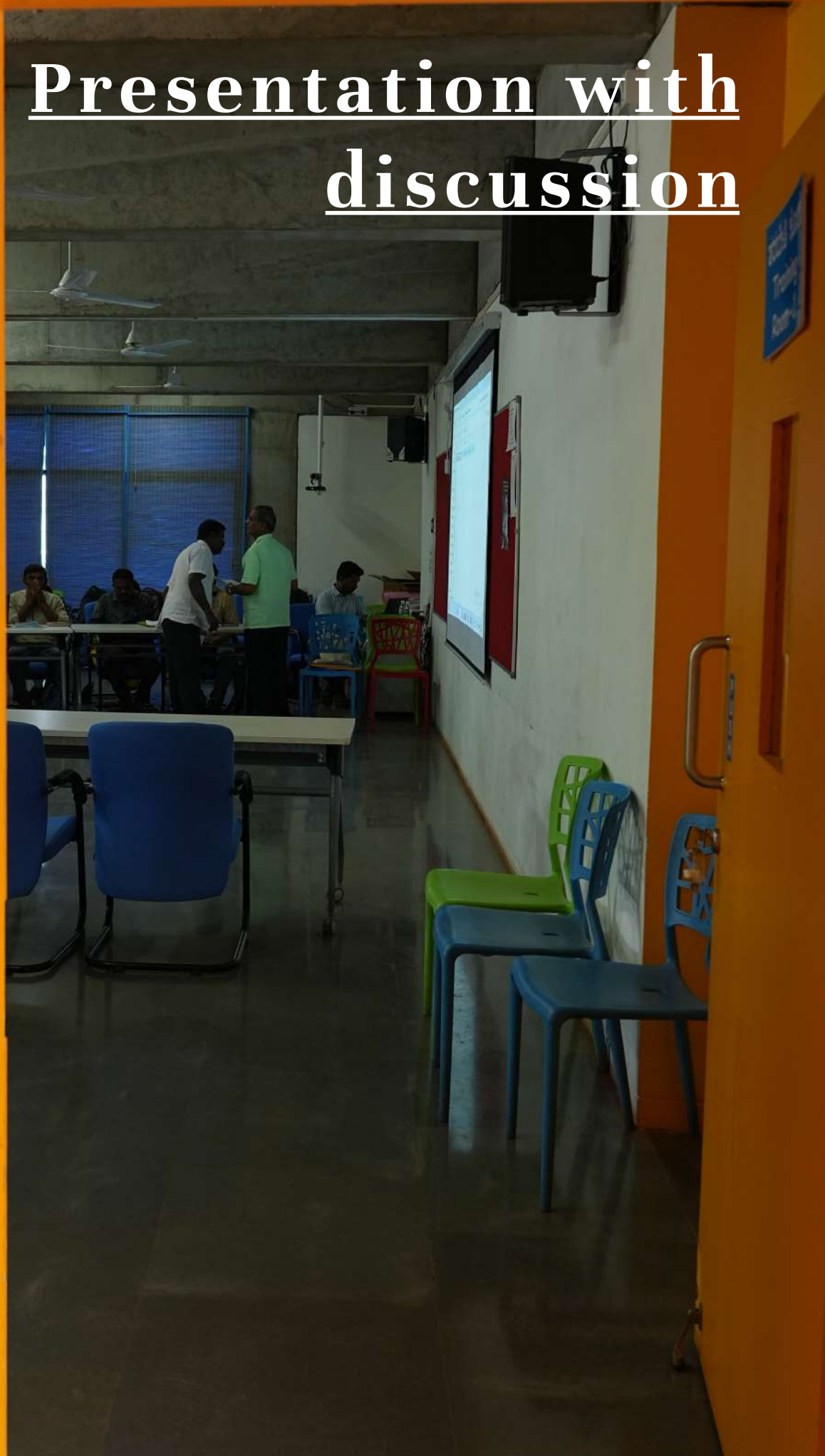
*Ice
Breaking
During
Break*

Hall
1,2 & 3

Hall

1

Presentation with discussion







Three Major Pillars of Literacy

Orality

Oral Language to include child's home language in classroom

Exposure to Variety of Texts

Introducing the form of reading even while learning to read

Orthographic Expertise

Knowledge of Alphabets, Sounds, Spelling, the ability to comprehend and writing

Reading Skill

The ability to read fluently with comprehension

Enabling Reading within school, at

1. Azim Premji Foundation

Introduction

The Azim Premji Foundation is a not-for-profit organisation that has been working since 2000 with the elementary education system in rural government schools to improve educational quality across the country. The Foundation's vision is to contribute towards a more just, equitable, humane, and sustainable society. Its work is focused on India. Azim Premji set up the Foundation in 2000. Over the past years, he has irrevocably donated most of his wealth for philanthropic purposes and created a philanthropic endowment to fund the work of the Foundation. In order to concretize our vision, we have established three institutions - Field Institutes, Azim Premji University and Philanthropy.

Our work in Education

- Focus on the professional development of school teachers, school leaders and key stakeholders, including government functionaries in education.
- Aim is to enable 'teachers to teach better so that students can learn better.'
- We work to build the capacities of teachers in content and pedagogy in various subjects, perspectives, and belief systems. Current focus is with teachers from grade 1 to 8. Major focus is given to the primary grade teachers.
- Engage teachers through several modes - peer-learning platforms, Cluster sharing meeting, workshops and professional seminars.
- Our areas of work include school curricula, textbook development, learning materials, and developing modules for in-service teacher training at the state level.
- We have been involved in Early Childhood Education (ECE) since 2012 to build capacity for Anganwadi teachers under the Integrated Child Development Scheme (ICDS).
- Measure the impact of our work in the field through teacher studies and learner assessments and conduct research to create knowledge to support advocacy at state and national level.

Promoting teaching practices

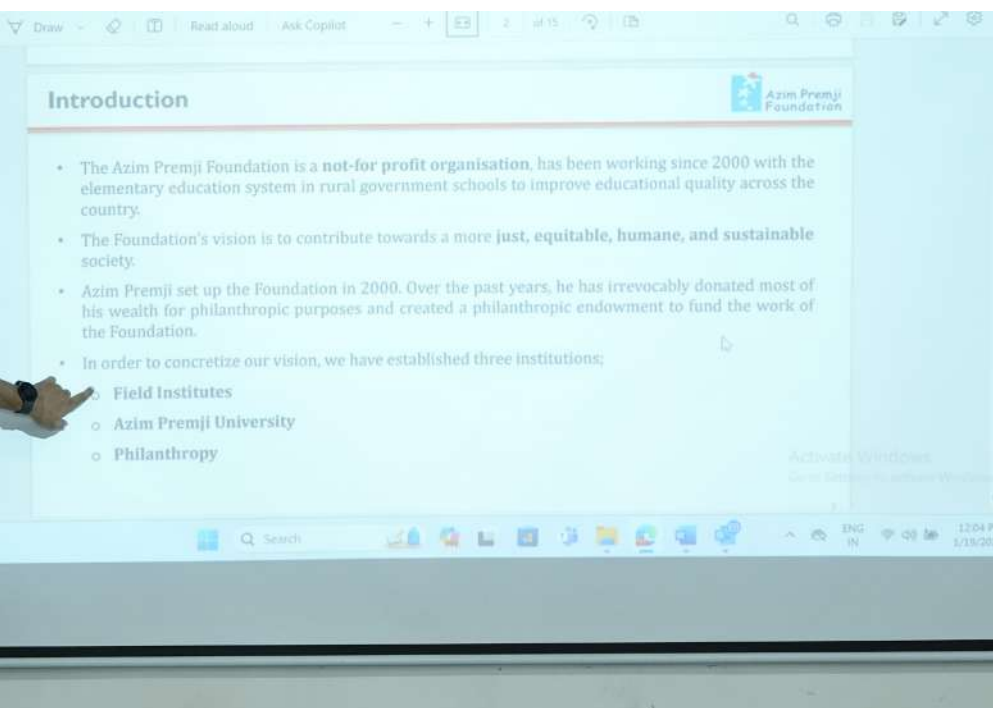
Essential teaching practices in language and math: Apart from the above-mentioned major areas. We have also, coded classroom teaching practices that are essential while teaching language and math. There are close to 150 teaching practices each in language and math. These are expected pedagogical practices expected to be used in subject teaching.

- a) Language teaching practices - Oral language development, teaching stories, poems, print rich classrooms, and using textbook. All these teaching practices are focussed on development of reading and writing.
- b) Math teaching practices - pre-numeracy, developing number sense, counting, place value, addition, subtraction, multiplication, division, fractions.



Different Forums of Teacher Engagements

1. Cluster sharing meetings
2. Workshops
3. TLM development workshops
4. Forum based demonstration workshops
5. Teacher seminar
6. Mela
7. HT workshop on school level projects
8. Guest Teacher Workshops



Effect tracking

Our aim is to enable 'teachers to teach better' so that students can learn better.'

- A sense of good practices: These are qualitative sharing of teachers collected from our visits to the schools, sharing in the workshop etc. This gives us a sense of good efforts happening at various levels in the field.
- Classroom teaching observations: In each of our districts we work with a small group of teachers. Good practices in these teachers' classrooms are done through observations, co-teaching, planning, and other interactions.
- Student assessment: Learning levels of children are assessed through sample-based studies. These assessments check students' learning levels according to previous grade competency levels as well as current grade competencies.

Scope of our work in Kalaburagi Division

In Karnataka, the foundation has set up field institutions in 12 districts. Out of the 12 districts, 7 districts come under Kalaburagi Division.

Sl. No	District	# Blocks	# Working Blocks	# TLCs	Size of the team
1	Bidar	5	2	4	8
2	Raichur	5	5	7	21
3	Ballari	4	3	3	16
4	Vijayanagara	5	5	7	20
5	Yadgir	3	3	13	33
6	Kalaburagi	8	8	14	38
7	Koppal	4	4	4	16
Total		34	30	52	152



Work with Educational Functionaries

1. DIET Faculty: We organise workshops for DIET faculties on Research and Assessment – supporting DIET in their educational research by engaging them through online course and in person workshops, workshops to help them to understand the concept of assessment and how to design large scale assessments frameworks.
2. CRP workshop- A multi-day workshop for the CRPs - we discuss education perspectives, policy documents, learning levels of students, academic priority areas for learning, ideas for overall cluster improvement and work plan.

District	# Teachers (PS)	Reach	% Reach	*More Engaged	% Reach
Raichur	3290	2927	89.0	575	17.48
Kalaburagi	3863	2881	74.6	869	22.50
Bidar	3065	985	32.1	110	3.59
Ballari	1259	1171	93.0	150	11.91
Vijayanagara	2714	2273	83.8	430	15.84
Koppal	2359	1960	83.1	368	15.60
Yadgir	1827	1805	98.8	776	42.47
Total Reach	18377	14002	76.2	3278	17.84

District	# Teachers (UPS)	Reach	% Reach	*More Engaged	% Reach
Raichur	1960	1324	67.6	78	4.0
Kalaburagi	3290	1671	50.8	253	7.7
Bidar	1952	164	8.4	0	0.0
Ballari	1338	435	32.5	150	11.2
Vijayanagara	1330	603	45.3	8	0.6
Koppal	1717	1144	66.6	56	3.3
Yadgir	1150	781	67.9	195	17.0
Total Reach	12737	6122	48.1	740	5.8

**While we engage all teachers, we also put specific efforts into a smaller group of teachers (more engaged teachers). This effort is made to demonstrate change. We organize specific forums for these teachers. Classroom based scaffolding is also carried out to support their classroom teaching.*

Change in the practice of teachers and students' achievements

Block	More engaged	# Implementing protocols for recovery of learning	# Having better practice for respective subject/grade	Essential LOs Current grade	Essential LOs Previous grade	FLN skills[5]
Raichur	575	380	276	100	156	236
Kalaburagi	869	795	435	158	261	718
Bidar	110	70	35	18	40	110
Ballari	150	129	58	17	44	64
Vijayanagara	430	255	181	93	130	214
Koppal	368	352	198	118	204	259
Yadgir	776	479	399	243	330	417
Total	3278	2460	1582	747	1165	2018
%		75.05	48.26	22.79	35.54	61.56

* Change in the practice of primary grade teachers and improvements in their students learning

2. Kalika Trust

Introduction

Kalike is an associate organization of the Tata Trusts, working as a nodal agency to implement the Trusts' Kalike Samruddhi Upakram (Learning Enhancement Initiative). Kalike operates in Yadgir, Karnataka; one of the most backward districts in the state across all development indicators. Through direct field engagement, Kalike strives to facilitate deep, large-scale and long-term impact on the quality of life in Yadgir through education (from early childhood to skill development), health and nutrition, and livelihood. Besides facilitating interventions in partnership with the state governments and other NGOs/ Institutions, Kalike plays a critical role in providing monitoring services and technical support to Trusts partners; incubating new innovations/strategies, acts as a knowledge hub and works towards scaling up programs for long-term impact.



Our Interventions

We have an **integrated, multi-thematic intervention model** which focuses on the holistic development of every family, thereby lending itself to overall community prosperity. Our programs cover seven broad areas of work:



Our Presence in Karnataka



01. Early Childhood Education

- Perspective Building on ECE
- Capacity building workshops for ICDS Supervisors on ECE (ToT)
- Demonstration ECE Centres
- Material Support - TLMs
- Supervisors training AWWs/AWHs
- Daily Pre-School Sessions in AWCs

02. Primary Schools

- FLN/Nali-Kali
- Strengthening School Library
- Learning Improvement Program (Remedial)
- SDMC strengthening
- WaSH in School
- Promoting Scientific Temperament

03. Secondary Schools

- Life Skill Education
- Career planning
- Vocational Education

04. Girls' hostels

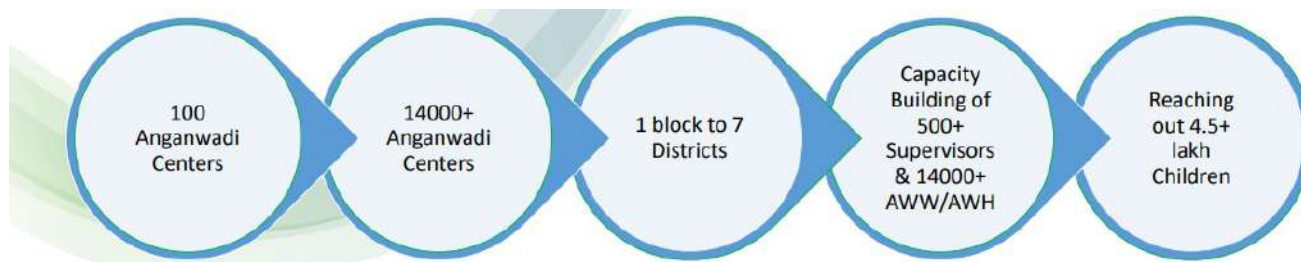
- Technology enabled education
- Library activities
- Life skill Education
- Career Planning

05. Child Friendly Gram Panchayat Libraries

- Strengthening the Gram Panchayat Libraries into child friendly libraries through trainings, material and technical support

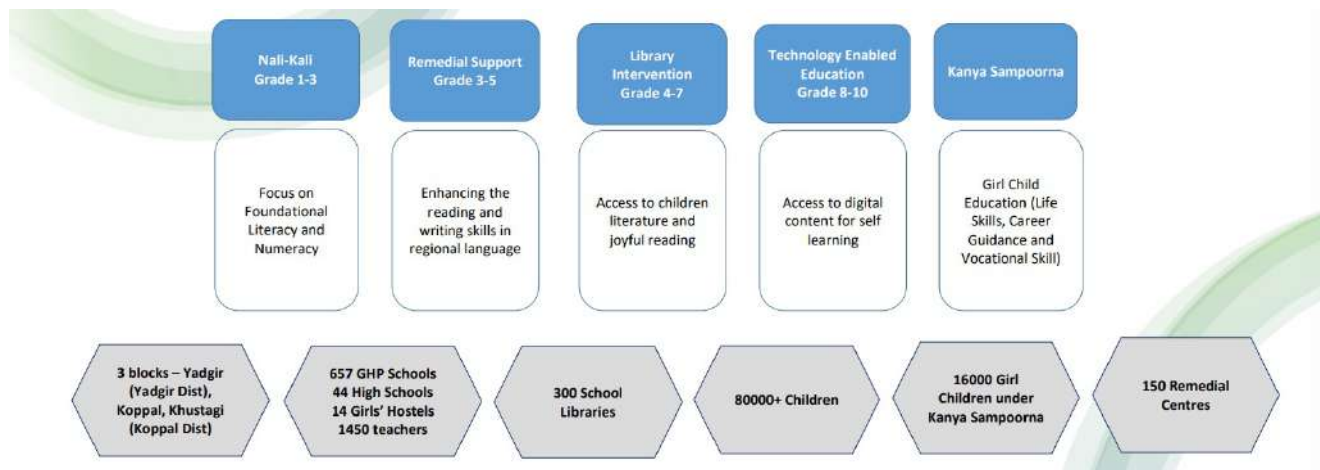
EARLY CHILDHOOD EDUCATION (ECE) – KKRDB

Initiated in 1 block in Yadgir, now scaled up to 7 districts of Kalyan Karnataka Region



SCHOOL EDUCATION

KEY INTERVENTIONS (Block Saturation Approach)



More than **16,000+** children who were at risk are continuing their education
Learning Improvement Remedial Program



Technology enabled education implemented by Kalike –Tata Trusts in high schools has been scaled up by Yadgir District Administration through Niti Aayog's Aspiration District Program to **40 govt. high schools of Yadgir district helping more than 2,500 children**



Key Achievements

Some of the **Proof of Concepts implemented by Kalike – Tata Trusts** in the Kalyana Karnataka Region have been adapted by KKRDB , RDPR- SIRD and District Administrations of Yadgir and Raichur

Early Childhood Education (ECE) Program has been Scaled up by KKRDB in 7 districts of the region covering more than **14,000+ AWCs to ensure daily Pre-School Education sessions reaching to more than 4.5 lakh children of 3-6 age group**



Pre- Metric Hostel Remedial Program implemented by Kalike – Tata Trusts has been scaled up by Yadgir District Administration through Niti Aayog's Aspiration District Program to **76 Pre-Metric hostels of Yadgir district helping more than 4,500 children**



Kalike is **State Resource Organization for RDPR - SIRD Mysore for Child Friendly Libraries**. Kalike's modules are being used in GP librarians' capacity building and module development. Kalike's School Library model has been adapted for establishing Child Friendly GP Libraries



3. Sikshana Foundation

Introduction

Established in 2003 by a group of dedicated professionals, Sikshana Foundation initially aimed to enhance the quality of education within the public school system. Over the years, the foundation has evolved, fostering collaborations with various government institutions to improve the overall quality of services. With a mission to work hand-in-hand with the government, Sikshana focuses on developing sustainable and scalable models that seamlessly integrate with existing government workflows.

School Program

- Prerana
- FLN (Foundational Literacy & Numeracy)
- STEP (Sikshana Technology in Education Program)
- SGEP & Volunteering (Sikshana Girl Empowerment Program)
- Digital Skills @ High Schools

Community program

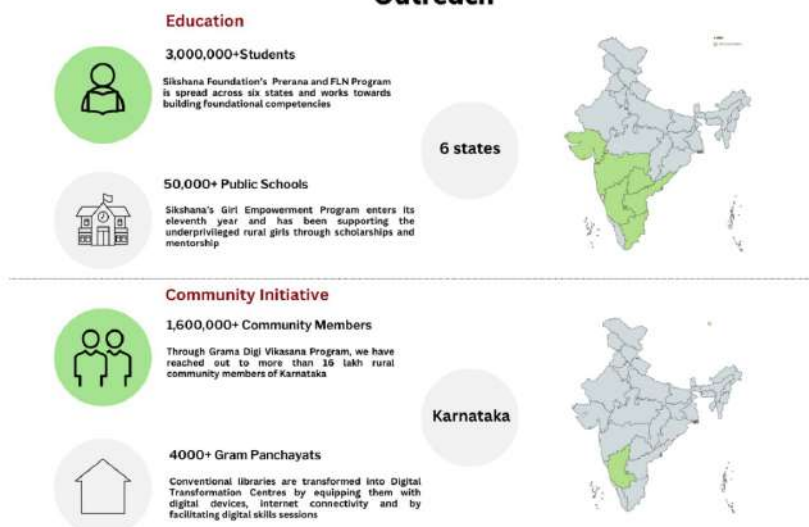
- Grama Digi Vikasana
- Community Health Initiative



Sikshana Prerana Model



Outreach





Overview

Year	# Districts	Plan	Equipped	In Progress
2022-23	31	1200	1400	0
2023-24	31	Overall 2298	2140	158
Overall (23-24) Status in %			93%	7%
Kalaburagi Division	7	454	454	454

*As per the MoU in 2022-23 with RDPR, 1200 were proposed, however with increase in funding we increased the coverage to 1400 GPs. This year, in 2023-24, 800 more Gram Panchayats will be equipped by securing additional funds, leading to an outreach of 2200 GPs. This number may increase with prospective donors coming in. A request has been submitted to add an addendum to the existing MoU for expanding to 800 more GPs. In addition, 1800 GPs will be leveraged through RDPR for software support taking the total count to 4000 GPs.

Digital Skills @ High Schools

The Digital Skills Program for High schools focuses on imparting digital skills to high school students through digital skill workbooks and reference books. This Program will reach out to 8th, 9th and 10th Grade students across the Government High Schools of Karnataka, which will be implemented through the government teachers. Karnataka 1025328 Students and Kalaburagi Division students 330916 received the workbooks.

Grama Digi Vikasana

Enabling career paths for young's by improving their skills & empowering them with the knowledge.

Who can Participate?

Youth /Students /Community aged 12 to 30 and above

Inputs:

1Smart 32 inch TV, 2/4 Android Phones,1 Chrome book, Dell Monitor, Laptop

Modules Covered:

- Devices & Internet
- Information
- Communication
- Transactions
- Digital Tools, Govt. Schemes, Skills Marketplace



Grama Digi Vikasana, empowering the economically challenged and students across age groups



Kiran Kumar, a 2nd Pre-University College student from Kaddirampura, Vijaynagar district comes from an economically challenged household. He had a great desire to learn computers. However, he did not have access to it nor could he afford to learn. When his Gram Panchayat library came under Gram Digi Vikasana Program, he could access computer. He learnt how to use computers and now teaches other poor rural students to operate computers.



Students are accessing Sikshanapedia at GP Libraries for enhancing their learning. The content is organized as per the school curriculum. Stories in Kannada, Hindi and English for students below 12 years are made available on the App. Currently, the App has digital skills content for two modules spread across seven sessions.



The tiny tots too are benefiting from digital devices. Nali Kali Students are given an exposure to digital learning experience at the GP Libraries

4. Agastya Foundation

Introduction

When you see something new, you go Ah. Ah is very important because you did not expect to see what you saw; you wonder what happened? How could this happen? In the Ah your mind is awakened, curiosity is stimulated. That is the foundation of enquiry and learning. The second thing is, once you experience the Ah you began to wonder naturally how did this happen? Why did it happen? In process of this you start investigating and find answers for your questions. This leads to the experience of Aha effect. The Aha effect is creative enforce. The third thing is Ha Ha effect. Ha Ha element is learning with fun in whatever you do and the joy of learning. So Ah, Aha and Ha Ha are really the secret code to learning to become more innovative, to become a great problem solver and eventually to contribute to the prosperity of the nation.

Agastya follows 3 A's **Ah, Aha and Haha** method in the learning process.



Aah!

Aha!



Ha-Ha!



Agastya's presence in Karnataka 25/30



Agastya's Vision:

to create an India of "creators, tinkerers, solution seekers and leaders who are humane, anchored and connected"

Agastya's Mission:

to spark curiosity and propagate a creative temper in disadvantaged children and teachers through experiential hands-on science education and teacher trainings via scalable & sustainable methods.



23
States

17
Million
Children

250,000
Teachers



Agastya touches 1.2 million children annually through its programs

90 STEM
Oriented Science
Centers

(29 Science
Centers in
Karnataka)



70+ Innovative
Lab on a
Bike Programs

(8 Lab on a
Bike in
Karnataka)



400+
Lab in a Box
Programs

(287+ Lab in a
Box program in
Karnataka)



35000+ trained in
Young Instructor
Leader Program

(3000 YILs in
Karnataka)



14000+
Teachers trained
till date on
'Constructivism'
pedagogy

(8000 teachers
from Karnataka)



500 +
Operation
Vasanth - Night
Community Centers

(32 OVs in
Karnataka)



Kalyana Karnataka

- CSAC center in Yadagiri covering 4360 unique students and Bidar covering 4800 unique students
- Mini innovation science centers covering 21500 unique students
- Trained 60 Maths teachers in Make your own lab program

Special programs conducted

- Science learning kit distributed to 50 Govt high schools
- Online session for hostel students
- Peer to peer learning program
- Texas quiz program and Yadagiri Adarsh Vidyalaya school got 3rd prize in state level
- Acti learn distribution to 40000 students in the KK region
- Winter and summer camp
- Mothers meeting



5. India Literacy Project – Dell

Introduction

Skilling the Future Workforce: 2 Lakh+ High School Children Each Year Across 7 Districts in Kalyana Karnataka

Skilling High school students through Computer education & Career guidance

- 7 Districts
- 34 Blocks
- 1193 Government High Schools
- 2,80,000 Students
- 5000 Teachers
- 35 ILP field staff-On ground support



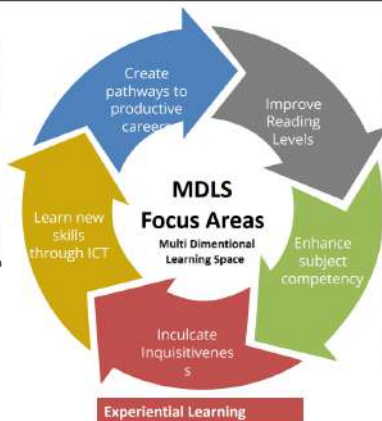
Our Programs

Career Guidance

- Career Exposure
- Self Discovery tools/Psychometric tests
- Career Guidance
- Available in Kannada, English, Tamil, Telugu, Urdu, Odia and Hindi

Skill Development

- Implement ICT in school education
- Self Learning Modules for 30+ Linux Tools
- NCERT recommended tools
- Follows TALP guidelines
- Available in Kannada



Library program

- Child friendly library setup
- Reading level appropriate books
- Reading habits calendar
- Assessments
- Kannada, Tamil, Telugu & Hindi

Digital Classrooms

- Constructivism (SE) at the core
- Follows NCF/NEP Guidelines
- Open Source, Editable, Mapped to Syllabus
- Available for grade 4th to 10th
- Math, Science and Social Science
- English, Kannada, Tamil & Telugu

Experiential Learning

- Comprehensive science kit for grade 5th to 10th
- Google earth based content for Social science
- Available in Kannada, English, Tamil, Hindi and Odia



Curriculum – 3 Years

(Can be changed based on TALP goals)

ICT in school Education for Skill Development

8th Grade

Computer Basics
Image Editing
Thought Articulation
Data Entry and Organization
Puzzles
Vocabulary
Programming – Basics
Math and Science Simulations

8th Grade

9th Grade

10th Grade

10th Grade

Astronomy Basics
2D/3D Image Editing
Audio Editing
Video Editing
Presentation skills
Data Manipulation and Analysis

Science and Math Simulation - Advanced
Programming - Advance

9th Grade

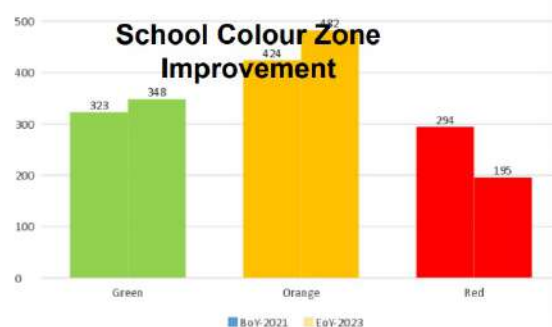
2D/3D Image Editing
Audio Editing
Video Editing
Presentation skills
Data Manipulation and Analysis

Internet
Cyber Security
Science, Math and Social Science Simulation
Programming - Intermediate



Impact – Fixing the Infrastructure

Dist(KKR)	Green 2021	Green 2023	Orange 2021	Orange 2023	Red 2021	Red 2023
Yadgir	44	37	39	52	34	13
Raichur	73	78	63	88	60	33
Bidar	24	50	34	83	89	16
Kalburgi	81	108	108	91	54	49
Bellary	31	15	128	113	27	57
Koppal*	70	60	52	55	30	27
Total	323	348	424	482	294	195



- **Green Zone** - Infra is good and functioning well. Good cooperation from the Teachers and students. There is active school participation in ICT, Digital learning and Career guidance sessions.
- **Orange Zone** - Infra is fairly good, but dependent on direct Power supply - No UPS/Battery Backup. Number of computers is less to deal with high strength of students. In some schools Teachers and students participate actively.
- **Red Zone** – Poor infra, no power supply or UPS backup. In few schools computers have been stolen, building construction is bad or there is no Comp room and the systems are placed in HM's room. Other issues include comp lab used as storage, school attached with primary building, UPS and battery are not in working condition etc.

6. Meghashala – Lenovo

Introduction

Meghashala's mission is to transform education by helping teachers create inclusive, accessible, and equitable classrooms, designed to help students become responsible global citizens. Meghashala empowers teachers to become instructional leaders by teaching well-planned digital E-lessons in the classroom, fostering a better understanding and enhancing the learning experience for students

Our Reach...		
Direct Implementation <ul style="list-style-type: none"> Karnataka Meghalaya Sikkim Manipur Goa Delhi 		
Organic Reach <ul style="list-style-type: none"> Telangana Maharashtra Tamil Nadu Gujarat Almost all Indian states 	<ul style="list-style-type: none"> India <ul style="list-style-type: none"> Schools - 3000+ Teachers - 15000+ Students - 300000+ Karnataka <ul style="list-style-type: none"> Schools - 1000+ Teachers - 4000+ Students - 100000+ 	<ul style="list-style-type: none"> Kalaburagi Division (2019 to 2023) <ul style="list-style-type: none"> Schools - 382 Teachers - 1000+ Students - 50000+

1. Project Overview_Kalaburgi Division - 2019 to 2024:

Partnership type	Implementation with Hardware
Number of schools impacted	382 Schools
Number of Tabs distributed	382 teachers
Number of Beneficiaries / Teachers	1000+ teachers
Number of Beneficiaries / Students	50000+ Students
Geography	Kalaburagi, Raichur, Bellary & Koppal Districts

District/ Blocks	Number of Schools	Year of Implementation
Raichur - Manvi	45	2019
Bellary - Hospete	25	
Sanduru	20	2019
Koppal	20	2019
Kalaburagi - Afzalpur	149	
Kalaburagi South	43	
Kalaburagi North	40	2021 to 2023
Jevargi	40	



7. Mantra4Change

Introduction

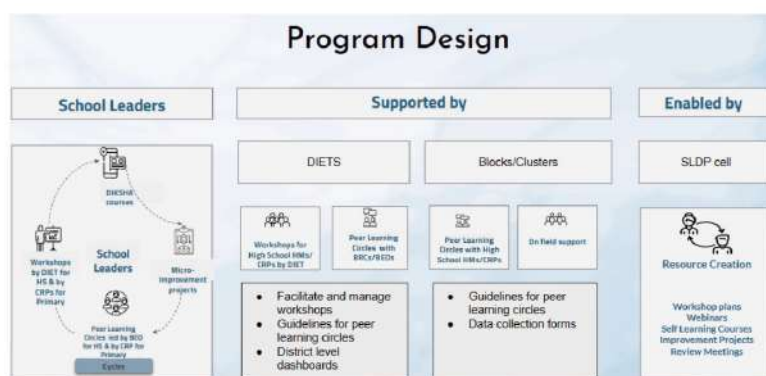
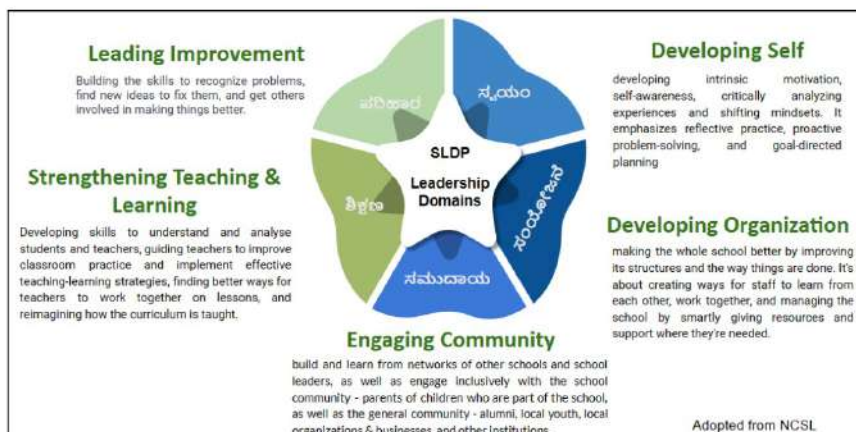
About a decade back, Mantra started working in education, aiming to change Public Education in India. In a big and diverse country like India, giving good education needs more than just small changes.

Our mission is to enable enriching learning experiences for children by enabling education leaders to drive school improvements.

To make this happen, we collaborate with the Ministry of Education, State education departments, and other civil society organizations. We enable school improvement through a tri-fold approach:

1. We directly collaborate with schools through our innovation projects to enhance their performance.
2. We partner with government departments to strengthen the overall education system.
3. We work alongside various groups in the education community to support a network to drive positive change. Through the span of the last 10 years, we have been able to reach 2.7 Lakh schools, 2.7 Lakh education leaders and 3.6 Crore children.

The domains of leadership in which the SLDP works are below:



8.Praja Yatna

Introduction

“ಪ್ರಜಾಯತ್ನ, ಅಭಿವೃದ್ಧಿ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆಯಾಗಿದ್ದು, “ಪ್ರತಿ ಮಗು ಘನತೆಯೊಂದಿಗೆ ಬದುಕಬಲ್ಲ ಸಮಾಜವನ್ನು ನಿರ್ಮಾಣ ಮಾಡುವ ಆಶಯದೊಂದಿಗೆ ‘ಸಾಮರ್ಥ್ಯ ಆಧಾರಿತ ಕಲಿಕಾ ದೃಷ್ಟಿಕೋನ’ವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುತ್ತಾ, ಸಮುದಾಯ (ಭಾಗೀದಾರರ) ಒಡೆತನವನ್ನು, ಸಾಂಸ್ಥಿಕರಿಸುವ ಪ್ರಕ್ರಿಯೆಯ ಮೂಲಕ ವ್ಯಾವಸ್ಥಿಕ ಸುಧಾರಣೆಯನ್ನು ಅನುಕೂಲಿಸುವ” ಚಿಂತನೆಯೊಂದಿಗೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದೆ.

ಸಮಗ್ರ ಶಿಕ್ಷಣ-ಕರ್ನಾಟಕ ಮತ್ತು ಪ್ರಜಾಯತ್ನ ಸಂಸ್ಥೆಯ ಜಂಟಿ ಸಹಯೋಗದಲ್ಲಿ

ಗುಣಾತ್ಮಕ ಕಲಿಕಾ ಕಾರ್ಯಕ್ರಮ (ಕಲಿಕಾಯತ್ನ)

ಕಾರ್ಯಕ್ರಮದ ವ್ಯಾಪ್ತಿ

ಯಾದಗಿರಿ ಜಿಲ್ಲೆಯ ಯಾದಗಿರಿ ತಾಲ್ಲೂಕಿನ, ಕಂದಕೂರು ಮತ್ತು ಅರಿಕೇರಾ ಕೆ. ಈ 2 ಕ್ಷೇತ್ರಗಳಲ್ಲಿರುವ, 21 ಸರ್ಕಾರಿ ಶಾಲೆಗಳು, 79 ಶಿಕ್ಷಕರು, 2384 ಮಕ್ಕಳು.

ಅನುಷ್ಠಾನದ ಭಾಗೀದಾರರು

ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಯಾದಗಿರಿ ಜಿಲ್ಲಾ, ತಾಲ್ಲೂಕು ಹಂತದ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಮತ್ತು ಪ್ರಜಾಯತ್ನ.



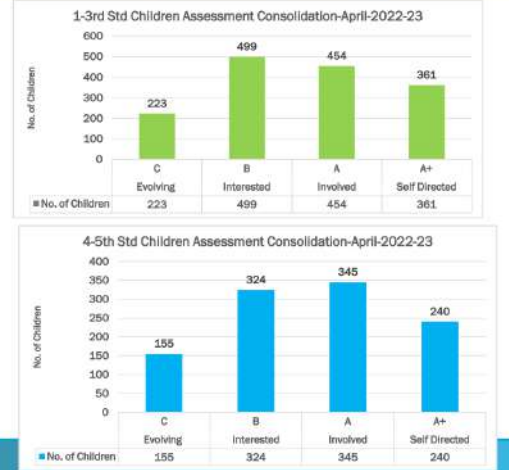


ಗುಣಾತ್ಮಕ ಶಾಲಾ ಕಾರ್ಯಕ್ರಮ (ಶಾಲಾಯತ್ನ)ದ ಉದ್ದೇಶಗಳು

- ಮಕ್ಕಳ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವ, ಅನುಭವಾತ್ಮಕ ಕಲಿಕೆ ಅನುಕೂಲಿಸುವುದು.
- ಶಿಕ್ಷಕರು ಬೋಧನಾ ವಿಧಾನದಿಂದ, ಕಲಿಕೆ ಅನುಕೂಲಿಸಲು ಸಜ್ಜಾಗೊಳ್ಳುವುದು.
- ನಿರಂತರ ಹಿಮ್ಮುಟ್ಟಿ ಒದಗಿಸುವ ಮೌಲ್ಯಾಂಕನ ವಿಧಾನ ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು.
- ಎಸ್.ಡಿ.ಎಂ.ಸಿ, ಗ್ರಾಮ ಪಂಚಾಯಿತಿಗಳ ಸಾಂಸ್ಥಿಕ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.



ಮೆಟ್ರಿಕ್ ಶಾಲಾ ಪ್ರಗತಿ ನಕ್ಷೆ



ಕಾರ್ಯಕ್ರಮ ಅನುಷ್ಠಾನ ತಂಡದ ಸ್ವರೂಪ ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಧಕರಾ ಖಲಾಖಿ, ಯಾದಗಿರಿ ಮತ್ತು ಪ್ರಜಾಯತ್ನ

ಕಾರ್ಯಕ್ರಮ ನಿರ್ವಹಣೆ ಮಾಡುವ ತಂಡ	ತರಗತಿ ವೀಕ್ಷಣೆ ಮತ್ತು ಹಿಮ್ಮುಟ್ಟಿ ನೀಡುವ ತಂಡ
<p>ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ ಮತ್ತು ಅಭಿವೃದ್ಧಿ) ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು ಡಯಟ್ ಬ್ಲಾಕ್ ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು ಕ್ಷೇತ್ರ ಸಂಪನ್ಮೂಲ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು ಶಿಕ್ಷಣ ಸಂಯೋಜಕರು ಬಿ.ಆರ್.ಪಿ.ಗಳು ಬಿ.ಇ.ಇ.ಆರ್.ಪಿ.ಗಳು ಸಿ.ಆರ್.ಪಿ.ಗಳು ಪ್ರಜಾಯತ್ನ ಪ್ರತಿನಿಧಿಗಳು</p>	<p>ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು ಡಯಟ್ ಬ್ಲಾಕ್ ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು ಕ್ಷೇತ್ರ ಸಂಪನ್ಮೂಲ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು ಶಿಕ್ಷಣ ಸಂಯೋಜಕರು ಬಿ.ಇ.ಇ.ಆರ್.ಪಿ.ಗಳು ಬಿ.ಆರ್.ಪಿ.ಗಳು ಸಿ.ಆರ್.ಪಿ.ಗಳು ಪ್ರಜಾಯತ್ನ ಪ್ರತಿನಿಧಿಗಳು</p>

9. Makkala Jagurati

Introduction

OUR PROGRAMS



Programme to enhance preschool learning implemented at Anganwadi centres.



Complementing formal education using our unique 'S.P.I.C.E.' Model, implemented at Government Schools, Children Homes, and Communities.



Transforming Child care institutions into spaces of holistic development for children.



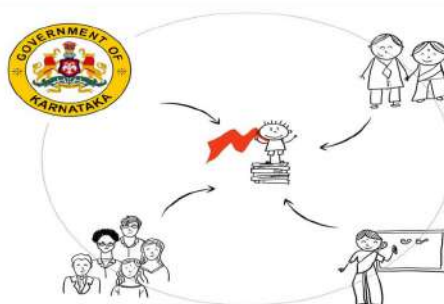
A platform to enhance life skills and facilitate access to opportunities for youth, implemented at our Yuva Cafes and government institutions.



Transforming communities by facilitating holistic development opportunities to children & youth across age groups

Empowering children through holistic development opportunities in government schools (6 to 14 years)

Ecosystem Transformation



Empowering **10,414** Children and **295** Teachers

Koppal - 4
Schools

Gadag - 4
Schools

Bangalore
Urban - 29
Schools

Bangalore
Rural - 6
Schools

43
Schools

Way Ahead - MJ

HDLC

- Expand Holistic Development and Learning to government schools at **Kalyan Karnataka region** and ensure well rounded growth of children through implementing SPICE model.
- Offer teacher capacity building on child-centred and holistic facilitation.
- Strengthen school practices, technology, libraries, etc.

ECCE

- Capacity building programs for Anganwadi Teachers and Helpers at Circle, Taluk and District levels.
- Looking forward to extend the capacity building programs provided to Anganwadi Teachers and Helpers to a large scale by signing a MOU with State.

CCI

- Looking forward to expand the direct children intervention to other districts of karnataka
- Strengthen State wide Staff Capacity building

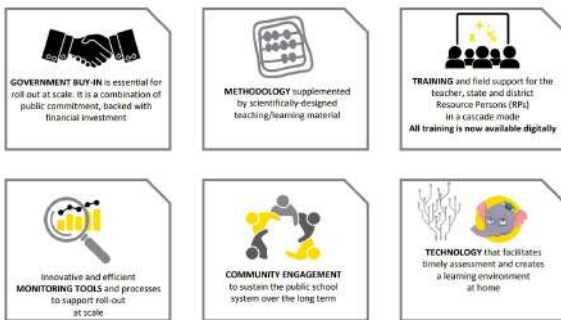


10.Akshara Foundation

Introduction

- Founded in March 2000
- Focus on improving the quality of primary education in India, leveraging and strengthening existing infrastructure in the eco-system
- Core beliefs: Innovate and Develop solutions that are designed from the start to work at scale Sustainability is key to our success and is driven by building strong relationships with various stakeholders Sharing our know-how (via Creative Commons) with the world so that organizations don't have to re-invent the wheel. Leveraging existing infrastructure (For e.g: Government of India's Diksha platform) in order to achieve maximum reach

THE GANITHA KALIKA ANDOLANA (GKA) MODEL



Akshara works on the principles of Creative Commons and creates all resources for social good. All content developed by Akshara is available on Open Source content for everyone to use at no cost.

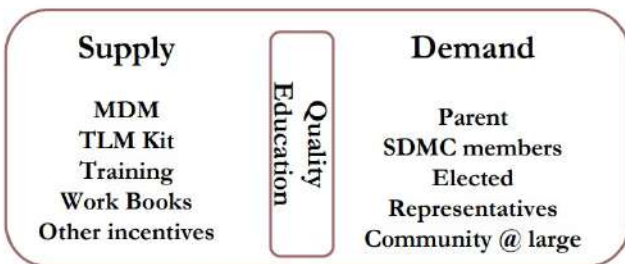
Teacher Training Course- through DIKSHA Work in progress as of January 10/2024

User District	Total Enrolments	Total Completions	Total Certificates Issued
Ballari	2142	736	632
Koppal	905	202	176
Raichur	784	191	171
Yadagiri	662	141	126
Kalaburagi	615	122	109
Bidar	55	8	7
Total	5163	1400	1221

- DSERT has created an Online GKA Teacher Training Course
- 25 hours of videos on why, how and what of GKA
- Deadline is March 31st 2024



Community Engagement



COMMUNITY ENGAGEMENT

1. RDPR has issued more than 250 circulars to anchor GP contests
2. More than 1000 contests have been completed in the last 10 days
3. Odisha has around 30 in the last one week

Gram Panchayat Maths Contest

An event by the people for the people- was conceived as a way to engage with primary stakeholders



Wall Writing



Education Volunteers

Two per school, spends 2 hours a month
More than 50,000



Yoga session
for the
participants



11. Learning Links Foundation

Introduction

Our educational, training, skilling and self-enhancement solutions create learning links throughout life, across all age groups and communities, while harnessing knowledge, innovation and technology. We are supported by a strong and stable workforce across the country (Over 1550 and growing). We also have Memorandums of Understanding with state governments across LLF learning pathways (multi year-multi program engagement)

Conclusion

Provide holistic development opportunities focused on quality and inclusion, leading to education as a Social Leveller. Project aims to improve student performance and bridge learning gap: Enhance their wellness behaviour and bring awareness in the community about quality education.



12. Centre for Intrinsic Motivation

Introduction

The Centre for Intrinsic Motivation (CIM) is a flagship venture of Schools and Teachers Innovating for Results (STIR) was established in 2014 and it is a Bangalore based not for profit organisation. It has been working in the domain of education for 6 years. Our mission is to improve children's education by developing teachers and officials to transform the education system.

Conclusion

Our approach has led to improved student outcomes and effective in-service teacher training in India. We are currently working across three states (Delhi, Karnataka and Tamil Nadu) to reach more than 2.9 lakh teachers and 47 lakh children.



13. MyLQ

Introduction

Founded by an IIM student, a CAT serial 100%iler, and a former IIM Professor, MyLQ Pvt Ltd embarked on a ten-year research journey to develop a groundbreaking methodology and platform. The objective was clear - to empower individuals and organizations to unlock their true potential.

MyAQ is a platform developed by MyLQ Pvt Ltd, founded by Dr. Thomas and Mr. Ranjith. This platform focuses on multiplying individuals' Arithmetic Quotient through direct classroom training, offering an opportunity for enthusiastic learners to cultivate a lasting love for arithmetic and enhance both accuracy and speed

Conclusion

MyLQ Pvt Ltd's MyAQ is not merely a platform; it represents a transformative journey toward unlocking the true potential of students from any background. As Education professionals and entrepreneurs seek innovative solutions to age-old problems, MyAQ stands as a beacon of hope, promising a simplified and empowered future at the Education desk.



14. IT for Change

Introduction

ಹೊಸ ಹೆಜ್ಜೆ ಹೊಸ ದಿಶೆ - ಕಿಶೋರಿ ಸಶಕ್ತತೆಗಾಗಿ ಕಾರ್ಯಕ್ರಮ. ಹದಿಹರೆಯದ ಹೆಣ್ಣುಮಕ್ಕಳಿಗೆ ಇರುವ ಹಲವಾರು ಪ್ರಶ್ನೆಗಳು, ಸವಾಲುಗಳು ಹಾಗೂ ಅಭಿಪ್ರಾಯಗಳ ಬಗ್ಗೆ ಯೋಚಿಸುತ್ತಲೇ ಅವರ ಶಿಕ್ಷಣವನ್ನು ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿ ಮುಂದುವರಿಸಿ ತಮಗಿಷ್ಟವಾದ ಭವಿಷ್ಯವನ್ನು ಹೊಂದಲು ಸಶಕ್ತರಾಗುವಂತೆ ಮಾಡುವುದು.

Conclusion

ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನಗಳನ್ನು (ಐ.ಸಿ.ಟಿ) ಬಳಸಿಕೊಂಡು, ಸಮಾಜದ ಪ್ರಧಾನ ಕಾರ್ಯಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಸಶಕ್ತಕರಣಕ್ಕಾಗಿ ಕೆಲಸ ಮಾಡುವುದು. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಲಿಂಗತ್ವ, ಮಹಿಳಾ ಸಶಕ್ತಕರಣ ಮತ್ತು ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಸಂಸ್ಥೆಯು ಪ್ರಮುಖವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿದೆ. ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ವಿವಿಧ ವಿಷಯಗಳ ಬಗ್ಗೆ ತರಗತಿಗಳನ್ನು ಮಾಡುತ್ತಿದ್ದೇವೆ. ಶಿಕ್ಷಕರಿಗೆ ಬೇಕಿರುವ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳ ಸೃಷ್ಟಿ, ಸ್ಥಳೀಯ, ದೇಶದಾದ್ಯಂತ ಹಾಗೂ ಜಾಗತಿಕ ಮಟ್ಟದಲ್ಲಿ ವಿವಿಧ ಯೋಜನೆಗಳು ಮತ್ತು ವೇದಿಕೆಗಳಲ್ಲಿ ನಮ್ಮ ಸಂಸ್ಥೆ ತೊಡಗಿಕೊಂಡಿದೆ.



15. Pratham

Introduction

We develop and implement innovative high impact, low cost, scalable programs to address significant gaps in India's education system. Pratham impacts over 5 million children and youth annually by working directly in schools and communities and in partnership with governments.

Conclusion

Since 2002, Pratham has been working in Karnataka to improve the foundational literacy and numeracy skills of children across various age segments i.e age 3 to 16.

- *Educational interventions are implemented both directly through Pratham and in collaboration with different government departments.*
- *Direct work helps establish a learning ecosystem for children within the community.*
- *Government partnerships help improve the capacity of the government system.*



16. Prayoga Institute of Education

Introduction

Main Focus Areas of Kriya Project

- 01. Development of cognitive abilities in learners*
- 02. Implementation of experiential learning among different socio-economic and culturally diverse groups.*
- 03. Utilising culture specific localised resources for providing learning experiences wherever possible*
- 04. Help inculcate appreciation and belongingness among the learner's immediate environment*
- 05. Helping every learner uses their experiences constructively in his/her own development.*
- 06. The project envisions transformation of regular classrooms to experiential centres.*

Conclusion

Requisites for Implementation of Kriya

- 01. Creation of content for the experiential learning.*
- 02. Human Resource development for the implementation.*
- 03. Providing learning materials and resources.*



17. Don Bosco

Introduction

Empower children with awareness that they are Buddhivanthas

01. Help uncover their hidden talents

02. Create learning environments that promote curiosity and interest

03. More focus on mathematics and science subjects

04. Formation of Child Protection Committees at G P level

05. Create a strong support network for children through capacitating teachers

06. Facilitating formation of School Development and Monitoring Committees

07. Create a strong support network for children through capacitating parents through regular meetings, family visits etc

Conclusion

The impact of the Don Bosco presences in various parts of Karnataka has been gratifying far-reaching and deep, both for children and adults.

Child Rights education and advocacy with local communities and government stakeholders, created structures and strengthened systems to promote and protect child rights



18. Gnyana Chiguru Seva Samsthe

Introduction

Many students (around 60-70%) find math hard.
The way we teach math now isn't helping them learn. It just throws formulas and rules at them without explaining why they work. This makes things confusing and doesn't help students really understand math.
Solving long, complicated problems isn't a good way to learn either. It's just frustrating and doesn't make math enjoyable.
The way we're teaching math now isn't working. We need to change things up and make math more fun, clear, and connected to the real world
Many students lost required knowledge for higher education and lack of practices from previous classes due to covid for them made a book to recover

Conclusion

One significant concern that we have identified is the prevalent mathematics phobia among budding children.
Recognizing the importance of mathematics in academic and cognitive development, we propose a collaborative initiative with the Department of Public Education to address and alleviate this phobia. Our proposal includes organizing workshops, interactive sessions, and resource development to make mathematics more engaging and accessible for students. We believe that by fostering a positive learning environment and employing innovative teaching methods, we can significantly reduce anxiety related to mathematics.



19. ROOM TO READ

Introduction

Since 2000, Room to Read has
01. benefitted more than 39 million children worldwide
02. 182,000+ partner communities , Published 2089 original & 2328 adapted children's storybook titles, Distributed more than 36 million books
03. 3.4 million+ books checked out in 2021, 70% of graduate girls enrolled in tertiary education or working.

Conclusion

Room to Read envisions a world in which all children can pursue a quality education that prepares them to be fulfilled and make positive change – in their families, communities and the world.
Room to Read transforms the lives of millions of children through education, creating a world free from illiteracy and gender inequality.



20.Margadarshi Society

Introduction

To make Kalaburagi as a model district ensuring child right for children in difficult condition by sensitizing and empowering children, youth, parents, caring community groups and making the civil society, government and allied systems and corporate accountable towards the development of children through promoting alternate care, networking, advocacy and lobbying and right based approach.

Conclusion

Long-term Objectives of Margadarshi Society

The overarching objective of the society is to reunite the children living on the rail platforms with their parents and families with an emphasis on preventing the children, giving no formal training to most vulnerable children once they are resettled, to revert to their homes.

Emphasis is also given to preventing of trafficking among children living on their own on the streets.



21.American India Foundation

Introduction

Founded in 2001 at the initiative of President Bill Clinton following a suggestion from Indian Prime Minister Vajpayee, The American India Foundation is committed to catalysing social and economic change in India and building a lasting bridge between the United States and India through high-impact interventions in education, livelihoods, public health, and leadership development. Working closely with local communities, AIF partners with NGOs to develop and test innovative solutions and with governments to create and scale sustainable impact

Conclusion

AIF program is focus on Coding, STEM Education, Career Guidance and 21st century skills.

01. Sessions in classrooms were carried on Computer Science Fundamentals, Class chat, and Role Model Interaction.

02. Students are actively involved in learning through project based activities.

03. HM orientation and Teachers capacity building trainings were conducted at every block and

made them to involve in learning the integration of technology to deliver the coding, STEM

education, computer science fundamentals, career guidance, and role model interactions etc.

04. Teachers and students are actively participating in STEM based activities



About 'Akshara Aavishkara'

The Kalyana Karnataka Regional Development Board (KKRDB) has designated the year 2023-24 as the 'Academic Year' to devise a holistic plan for the advancement of schools in the educationally lagging Kalyan Karnataka region. Under the '**Akshara Aavishkara**' initiative, the board has allocated 25% of its annual grants for enhancing the educational sector, focusing on improving infrastructure and educational quality. For the FY 2023-24, a grant of **Rs. 45,675.00** (in lakhs) under Micro scheme and **Rs. 19,575.00** (in lakhs) under Macro scheme has been allocated to the comprehensive school development in the region.

Fund Allocation:

District	Funds release under Micro scheme	Funds released under Macro scheme	Total (Rs in lakhs)
Bidar	6780.29	2905.84	9686.13
Kalaburagi	12719.62	5451.27	18170.89
Yadgir	5308.6	2275.12	7583.72
Raichur	8146.86	3491.51	11638.37
Koppal	5203.48	2230.06	7433.54
Ballari	2575.46	1103.77	3679.23
Vijayanagara	4940.68	2117.43	7058.11
	45675	19575	65249.99

The Kalyana Karnataka Region Development Board has allocated a 25% grant from its total allocated funds, for the comprehensive development of schools through the 'Akshara Aavishkara' program. The recruitment and assignment of 'Akshara Mitras' (guest teachers) aim to address teacher vacancies in the KK region, ensuring quality education for children. This innovative and pioneering program is set to fully address the shortage of teachers in schools in the Kalyana Karnataka region, marking a unique initiative in both the country and state.

Infrastructural works in rural areas are carried out under the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS). 'Akshara Avishkara' grants will be utilized for the similar works in urban areas. The program's ultimate objective is to guarantee **Basic Minimum Facilities** and address infrastructure deficiencies in all government schools within the Kalyana Karnataka Region.

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DISTRICT WISE SCHOOL INFORMATION

DISTRICT NAME	Govt schools – Dept of Education				Total			
	LPS	HPS	HS	TOTAL	LPS	HPS	HS	TOTAL
BALLARI	226	372	116	714	323	706	329	1358
BIDAR	530	734	167	1431	773	1406	626	2805
KALABURAGI	795	989	298	2082	1107	1949	961	4017
KOPPAL	389	572	173	1134	546	818	370	1734
RAICHUR	673	784	228	1685	876	1280	539	2695
VIJAYANAGARA	404	597	132	1133	523	897	391	1811
YADGIR	459	467	144	1070	548	774	286	1608
DIVN TOTAL	3476	4515	1258	9249	4696	7830	3502	16028
% SHARE	57.71%				100%			

LPS – Lower Primary School HPS – Higher Primary School HS – High School

Source: (SATS 2023–24)



ASER REPORT - ವಿಭಾಗ ವಾರು ಮಾಹಿತಿ








ACER REPORT - DIVISION WISE

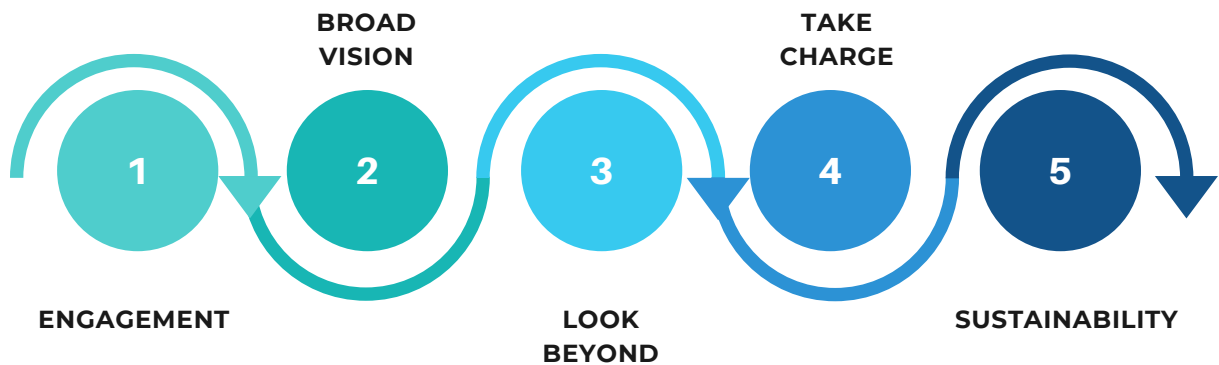
Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
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
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

Akshara Aavishkara



PROVISION	ACTION POINT FOR KKRDB	FUNDS (RS. CR)
 EVERY CLASS WITH A TEACHER.	Appoint 2500 "Akshara Mitra" as guest teachers and fill all vacant teacher posts.	Around 20 crores to be set aside annually from the interest funds accumulated at the Board.
 ALL CLASSROOMS IN GOOD CONDITION	2000 schools per year to be upgraded as model schools (Approx. 9249 schools in KK Region)	25 % of KKRDB budget to be reserved for education & convergence from MGNREGS.
 FUNCTIONAL TOILETS AND DRINKING WATER IN ALL SCHOOLS.	2000 schools per year to be upgraded as model school. (9249 schools in KK Region)	25 % of KKRDB budget to be reserved for education & convergence from MGNREGS & JJM.
 HYGIENIC KITCHENS & HEALTHY FOOD.	Address gaps in all the kitchens-storage, utensils, waste disposal, kitchen garden etc.	25 % of KKRDB budget to be reserved for education & convergence from MGNREGS & MDM.
 A DIGITAL LIBRARY IN ALL SCHOOLS.	All High schools to have a fully equipped digital library and all primary schools to have a library.	25 % of KKRDB budget to be reserved for education.

WHAT WE EXPECT FROM OUR PARTNERS?



ENGAGEMENT

Case Study: Success story of Singapore

- Singapore 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 Singapore 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, Singapore was rated as one of the best performing education systems in the world in 2007.

Table: Singapore 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

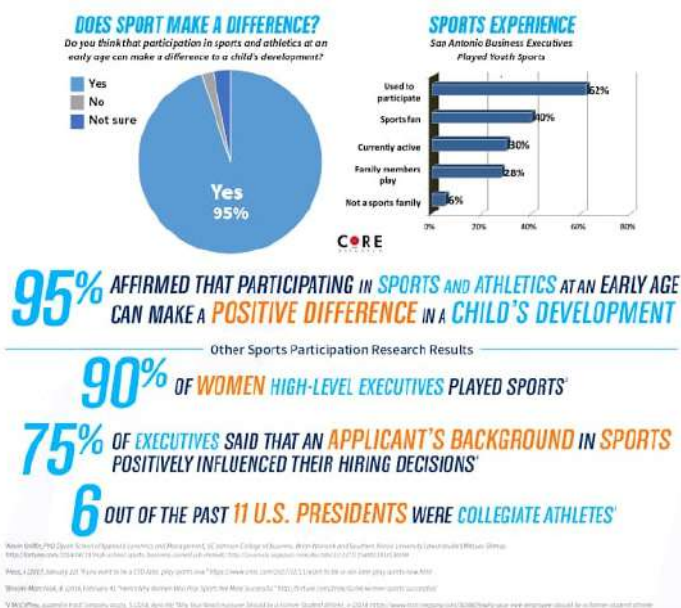
COMMUNITY TRAINING - KERALA

- 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



3. LOOKING BEYOND

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

The intervention : Telangana State

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

Knowledge Partners bringing Policy level transformations

- 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.

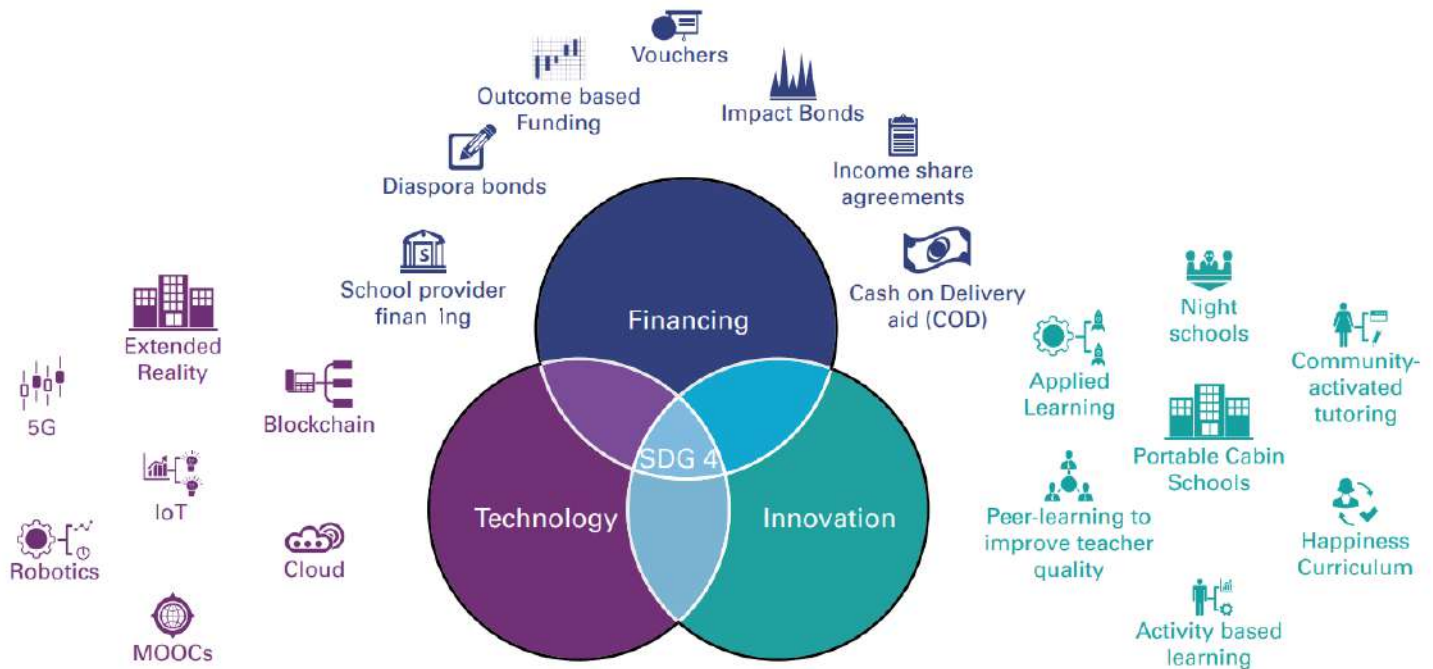


- The **Norway Strømme Foundation's SPEED SCHOOLS** were established to help fragile states in Sahel to achieve MDG 2 on education. These schools were started in Mali in 2004 and in Niger and Burkina Faso in 2006.
- The target group is children who have been forced to leave primary school or who have 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

Knowledge Partners to Join Hands with the Government in achieving sustainable development goals.



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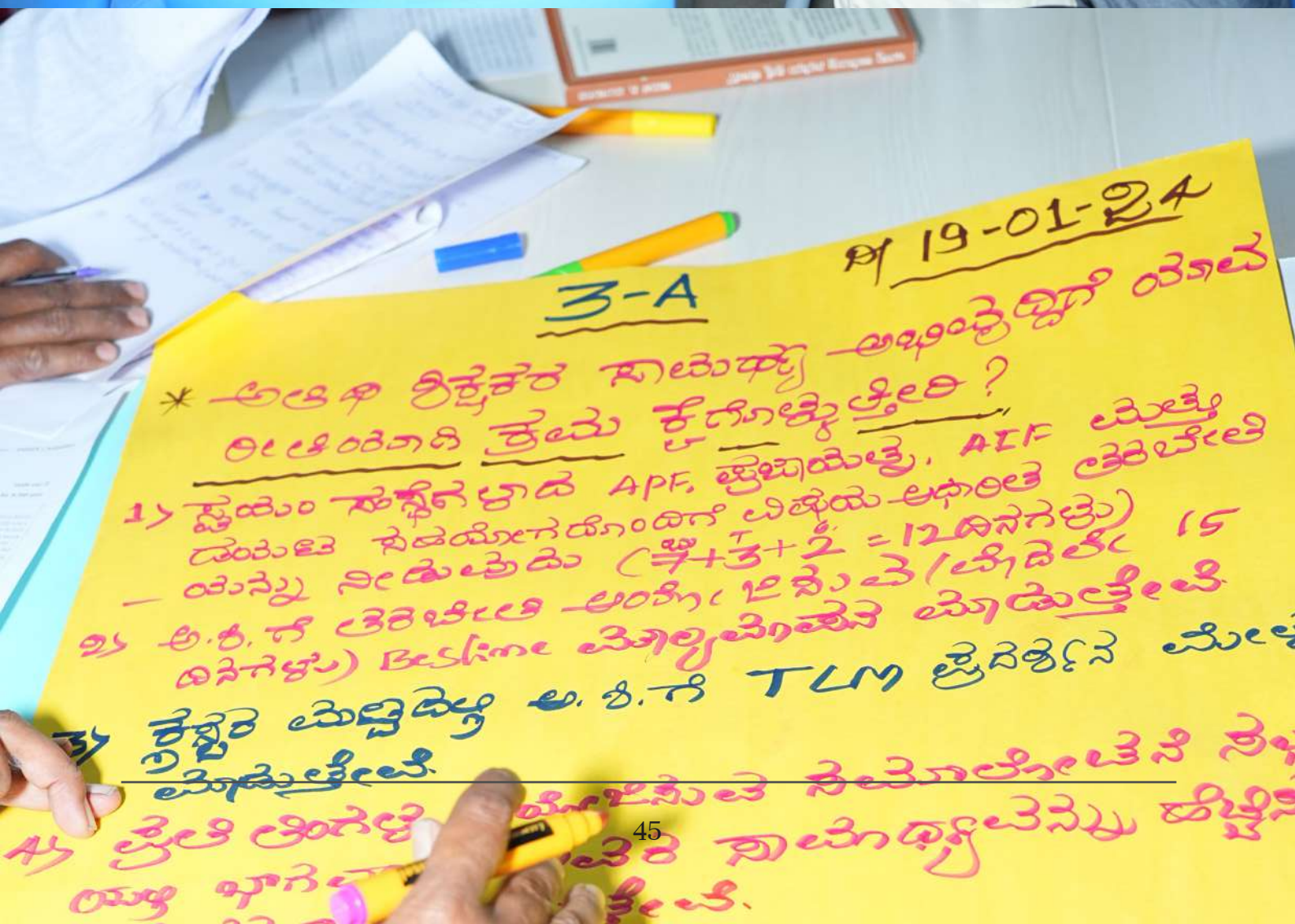
Group photo of the participants along with the chief guest and officers



Lunch time



Group Discussion session.



Testimonials



"This year's Knowledge Partnership Conference (KPC) showcased remarkable effectiveness and innovation when compared to previous years."

Geetha Patil,
Agastya Foundation.

"This year's Knowledge Partner Conference (KPC) has been characterized by a palpable sense of positivity. The collaborative process of synthesizing diverse ideas from numerous participants and advancing them forward is fostering a sense of satisfaction among us. Thanks to Commissioner, Public Instructions, Kalaburagi for this"



Vyjayanthi,
Akshara Foundation.

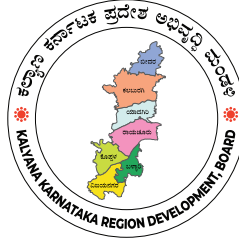


"This program demonstrates exceptional organization and strategic planning. It's noteworthy that a government initiative has achieved such a high level of organization, surpassing what many corporate or private organizations could accomplish. We look forward to engage in the collaborative processes of learning, sharing, and caring."

Aparoop Negi,
Room To Read Foundation.



**Department of School
Education, Kalaburagi Division**



Please scan this QR code to see
Knowledge Partners Conference video