

Report on

Rejuvenating District, Taluk & Sub-Taluk Level Training Institutes

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Submitted By



**PUBLIC
AFFAIRS
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Partnership for Better Governance

Final Draft

Introduction

The Karnataka Administrative Reforms Commission 2 (KARC-2) was initiated by the Government of Karnataka. Former Chief Secretary to the Government of Karnataka as the Chairman by Government was appointed.

The primary objectives of the ARC 2 are to:

1. Review of implementation of recommendations of the Sri H. Ramaswamy Administrative Reforms Commission.
2. Provide recommendations to restructure departments and rationalise staff strength at all levels of Government
3. Identify unnecessary cadre/staff in departments arising due to the use of technology and the possibility of merging departments, boards, and corporations.

To address some of the issues based on the evidence the ARC 2 wanted a comprehensive study and evaluate governance and governance systems currently in Government and State-owned departments/boards and corporations at the field level, and recommend appropriate governance and structural reforms to meet the needs of the coming decades of the 21st century. To take this forward ARC 2 invited Public Affairs Foundation (PAF) to undertake a study for " Rejuvenating District, Taluk, and Sub-taluk level Training Institutes" in Karnataka. The KARC-2 invited PAF to extend research support to help the Commission make appropriate recommendations by signing an MoU on October 11, 2021.

Keeping the time constraint, PAF proposed a short-term pilot study and identified Kolar and Yadgir districts in Karnataka to review the present status of the Training institutes.

Executive Summary

This section provides an overview of the project and suggested key recommendations. The study is based on 2 districts in Karnataka-Kolar (progressive) and Yadgir (aspirational). The reason was to study and compare aspects in a focused way.

1. Block Resources Centre and Cluster Resource Centre (BRC/CRC) Kolar/Yadgir

Three main functions included:

1. Monitor and control the quality of education in government schools
2. Coordinate activities of the Department of Public Instruction (henceforth referred to as the Education Department)
3. Organise education research, management, and coordinate government schemes.

Among others, a few major findings were:

- a. Severe physical infrastructure lacunae
- b. Gaps in standardised processes and feedback mechanisms
- c. Inadequate funding and staff shortages

The pilot study indicated that before scaling up the activities of BRCs/CRCs/DIETs/DITs, proper infrastructure, funding and resources need to be provided to them. Many of the lacunae in these organisations have been discussed in this report and recommendations have been made on how to address challenges.



Recommendations

Create robust physical infrastructure like own buildings (with clean toilets) for BRCs and CRCs on government land wherever available, provide tech infrastructure—mainly laptops and Wi-Fi for each CRC

1. Seriously consider setting up a Learning Management System (LMS) for teacher training as most of the courses for teacher capacity building have gone online (post-pandemic)
2. Increase the maintenance funding of Rs 30,000 to Rs 50,000 per BRC per annum to at least Rs 1 lakh per annum so that the provided infrastructure is properly maintained
3. One solution to the infrastructure problem is that the classrooms in the government schools can be repurposed to serve as venues for BRC/CRC/DIET/GP training halls wherever possible because the classrooms have better-existing infrastructure as compared to other buildings. This seems a better and sustainable alternative till the BRC/CRC/DIET/GP themselves are provided with training rooms and other basic infrastructures like toilets and furniture. This alternative is also feasible because most of the BRC/CRCs are situated in government school campuses (like in Kolar). The proximity to the school buildings makes it convenient to use school classrooms as training halls.

4. Using school classrooms as training halls will also substantially improve the quality of the training programmes and provide a better learning experience to the participants, mainly because of the centralised location of the venue, and better seating, drinking water, fans, and other facilities. This is enough reason for the government to seriously consider hosting training programmes in school buildings.
5. Fill all the vacancies especially Group D (for cleanliness) or provide funding separately for outsourcing it.

2. District Institutes for Education and Training (DIETs)

DIET is a teacher training institute that trains primary and secondary school teachers (class 1-10). The main role of DIET is:

1. Conducting In-service training programmes
2. Field interventions for robust implementation of policies like National Education Policy (NEP)
3. Innovation and Coordination



Recommendations

Provide DIETs in Yadgir especially, and other backward districts their own buildings with proper toilets and other physical infrastructure. Provide separate technology grants for computers, Internet (Karnataka Statewide Area Network –KSWAN), projector, UPS etc of at least Rs 2.5 lakh per year.

3. District Training Institutes (DTIs)

While there is no dearth of funding that the ATI (and consequently DTIs) receive from the two governments and other sources, there is a dire need for the evaluation of the impact that the Common Foundation Course (CFC) and the other DTI programmes have on the participants.

As a result, the ATI needs a robust measuring and benchmarking mechanism to answer the following questions:

- Is the training useful to the participants?
- Is the learning being applied in the field?
- How to make the training programmes scalable?
- Is the infrastructure (physical & tech) adequate?
- Is the learning content relevant?
- What are the areas for improvement?



Recommendations

Have a third-party agency evaluate, review the end-to-end conduct of its programmes and scientifically analyse what is working well and what needs to be addressed. ATI's own methods of gathering feedback and analysing are inadequate. It consists of nothing more than a randomly filled feedback form which is no more than an audit requirement.

Empanel qualified and experienced resource persons (trainers) to conduct DTI programmes. Locally available government officers double up as faculty. The ATI needs to enlist qualified resource persons who are experts in a given field on a permanent basis to maintain the integrity of the programmes.

4. Samarthya Soudhas (SS)

Samarthya Soudhas (SS); Rural Development and Panchayat Raj (RDPR) Department's resource mobilisation and training centres are an enigma to an ordinary taxpayer.

An extensive literature review undertaken prior to this study revealed that there is literally no mention of such centres in the public domain apart from a few maps, addresses and contact numbers.

Even though they are fully functional, they are doing so in the shadows of governance. There is no mention whatsoever of the extent of funding they receive each fiscal year and under what heads in the public domain.

A single document available on the Internet contains a list (January 2019-January 2020), of 30 training programmes held across 30 Samarthya Soudhas located in 30 districts in Karnataka.

All the 30 programmes were on the topic Taluk/Community Level Disaster Management Planning & Execution as per the list published in the public domain by the Administrative Training Institute (ATI), Mysuru.

However, there is no mention of the content/training modules offered, objectives, expenditure, desired outcomes, or number of participants who were trained and where they are serving and in what capacity now.

A news story that was mined out of the Internet (October 8, 2006), quotes the then RDPR Minister stating that the government has planned to set up a Samarthya Soudha in each taluk in the state and that he has instructed the taluk panchayats to identify the places where they would be established.

A calendar of events of training programmes conducted by the Abdul Nazir Sab State Institute for Rural Development and Panchayat Raj, (ANSSIRD & PR), Mysuru, six years ago is also available online.

The sheer body of work the institute has done is commendable. The SIRD funds and implements its programmes through the taluk-level Samarthya Soudhas.

SIRD an autonomous body has trained various TP and GP officers, members, rural youth, trainers and others in capacity building, leadership, e-governance, effective office management, the role of media, computer operation, social media management, change management etc.

On average, ANSSIRD & PR (or SIRD for short) offers over 175 SATCOM courses to GP members every year. Resource persons for the SATCOM programmes are trained by the Institute at the taluk-level Samarthya Soudhas.

The training method includes lectures, PowerPoint Presentations, Films produced by various specialised agencies, drama, and street plays as mediums of instruction.

These findings indicate that the functioning of Samarthya Soudhas located at the taluk level needs to be a lot more transparent than it is now.

Though the Right to Information (RTI) mechanism could be adequately leveraged to gain data & information on SS training programmes (and status) the RDPR department should lead from the front and ensure greater visibility. Transparency and accountability are major concerns here. Some questions to ponder are:

- How much funds are allocated each fiscal for ZP/TP/GP level training precisely?
- How much is being utilised and accounted for?
- Are the outcomes being evaluated?
- Is the training useful to the trainees?
- Is the learning being applied in the field?

With these questions in mind, the Public Affairs Foundation (PAF) study team visited two districts – Kolar (established) and Yadgir (aspirational). It is noteworthy that Yadgir became a district HQ barely eleven years ago (2010). The district is still in its 'infancy'.

The team visited and interacted with various government officials to include members from Zilla Panchayat (ZP), Taluk Panchayat (TP) and Gram Panchayat (GP) officials and members.

It is worth mentioning here that PAF was awarded a work order by the Administration Reforms Commission (ARC-2) to conduct a pilot study in the two districts mentioned above on Samarthya Soudhas—the status and how they can be rejuvenated. The following report and recommendations are a product of the pilot study undertaken.

The team visited remote villages in both districts to ensure that a holistic approach to data collection was ensured.



Recommendations

While there are certain lacunae in the funding pattern of the SIRD (funds not being released in time), the outlay will not be much of a problem if the stipulated finances are released in time. However, the following are recommendations for the improvement of the SIRD trainings held at the SS:

- 1 Develop a training calendar at the TP/GP level and make it a part of the action plan
- 2 Empanel permanent qualified and experienced resource persons
- 3 Provide UPS/Generator at every SS
- 4 Plan to construct a SS in each taluk of the state
- 5 Utilise SS for at least 100 days a year to optimise resources
- 6 Standardise learning content across the state
- 7 Opt for third-party review and audit of the programmes (impact evaluation)
- 8 Document best practices and share them
- 9 Ramp up the number of vocational courses under NRLM
- 10 Build 'Sanjeevini' sheds for the conduct of vocational courses at GP level
- 11 Organise model GP tours as part of the new GP member training

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Background

The Karnataka State Training Policy recommends that every government official should undergo at least training during their service which includes – Induction training on joining service, Functional training for those with 9 to 16 years of service and Managerial training for those with 16 to 25 years of service. Training and capacity building is of utmost importance to ensure maximum efficiency, productivity and retention of staff/recruits.

The proposal proposed to provide recommendations to strengthen the District, Sub-District and Taluk level training Institutes of various departments as a decentralised operation to ensure quality and processes. The key tasks that will be undertaken will focus on conducting and analysing a pilot study. To do this the PAF team will identify 2 District, Sub-District, & Taluk level training Institutes in specific talukas to ensure a representative sample for making appropriate recommendations.

In this endeavour, PAF conducted a pilot study in the selected District, Sub-District, & Taluk level training Institutes to understand the following by conducting an analysis to identify gaps:

- Understand the status of the training institutes
- Identify the needs of trainers/staff in terms of upgrading functional skills
- Assess the current infrastructure and its usage
- Develop standardisation documents to ensure the above
- Build a roadmap to ensure that the existing infrastructure is used to its fullest capacity.

The key deliverables based on the proposal included:

1. Identify possible constraints in operations and functions
2. Suggest measures to increase the existing capacity
3. Develop the District, Sub-District, & Taluk level training institutes as nodal centres by improving functional activities
4. Optimise the utilisation of Samarthya Soudha, BRC, CRC of Education Department, DTI, DIETS etc. infrastructure across departments to fully utilise available infrastructure
5. Improve the infrastructure facilities to ensure a conducive teaching environment.

Introduction

In the BRC/CRC, DIETs, and DTIs too, especially in Yadgir, more than Kolar, many problems persist. While BRCs and CRCs suffer from poor infrastructure and low funding, DIETs and DTIs are without their own buildings. The PAF team visited BRCs/CRCs/DIETs and DTIs in both districts to ascertain the as-is status and working conditions. While there is a lot of information in the public domain on specialised Rural Development and Panchayat Raj (RD & PR) training institutions like SIRD and Karnataka State Rural Development and Panchayat Raj University (KSRDPRU) in Gadag district.

Methodology

Sample districts: Kolar and Yadgir

Data collection:

- Field visits
- In depth Interviews with a checklist
- Observations
- Records
- Information on websites

Data Analysis:

The primary & secondary data is analysed using the following pillars & Indicators

- Infrastructure
- Planning
- Funding/ Finance
- Technology
- Customer satisfaction

BRCs and CRCs are starved of cash for maintenance (they get a measly Rs 30,000 per annum). Their physical and tech infrastructure are insufferable (especially toilets). The BRPs and CRPs are overloaded with administrative work so they cannot focus on teacher training. The CRCs have no buildings of their own. The buildings that exist are in a dilapidated condition. Many are abandoned for this reason. They have insufficient funds to hold training programmes and no internet for their online sessions. Resource persons are not paid attractive allowances and hence refuse to take up the assignment as CRPs. The CRP position is for a five-year period only; after which the CRP goes back to his parent Education Department as a primary school teacher. There is a need to make this post permanent.

Kolar DIET reported that all was well there. But Yadgir DIET, in stark contrast, is starved of amenities. The Yadgir DIET functions out of an Education Department building and has no building of its own. The toilets are filthy and useless. DIET, Yadgir has no Internet access. DIET Kolar seems to be content with the amenities provided by the government. Currently Kolar DIET is situated in a school premises but by October DIET will get possession of all the property; so space will never be a problem.

The Kolar and Yadgir DTIs do not have buildings of their own and are functioning out of rented or other government buildings. The existing tech infrastructure in Yadgir is wasted because the wiring is done but no internet service is provided (Karnataka State-wide Area Network (KSWAN)). The Kolar DTI is situated in a rented building which is dirty and cluttered.

There is a severe staff shortage in the Kolar DTI—it has only two permanent employees – an instructor and an FDA. The principal is an in-charge position. He works at the Bangalore University as well.

There is hardly any mention of Samarthya Soudhas (SS), their function, investment, and efficacy in the public domain. Which brings us to the questions: Have SSs become irrelevant? Or are they being underutilised, or neglected? Where has all the investment gone? Have SSs become redundant? These were the posers with which the PAF team approached the officer and members during the visits and discovered that the situation is not as bad as it seems.

The situation on the ground is that SSs are functioning rather well, and dozens of training programmes are being held, especially the five-day GP member training programmes on their rights, role, and responsibilities (is being held continuously across taluks in both districts). (Refer Annexure 1 Sample Attendance Sheet).

The team also uncovered that there are multiple challenges, many unique to the GP or TP, in terms of training infrastructure, availability of resource personnel and technological requirements. But funding *per se* does not seem to be a problem.

In fact, in one TP (Surpur SS, Yadgir district) the TP has returned the unutilised Rs 7 lakh released by SIRD as training programmes were not held (post COVID-19). (Refer Annexure 2 Surpur TP Notice to GPs to send participants for a GP member training programme)

Funds available under scores of Government of India (GoI) and Government of Karnataka (GoK) schemes can also be utilised for training. There are sufficient provisions for that. To put it in a nutshell, there appears to be no fund crunch. But because SIRD funds cannot be utilised for training not conducted under SIRD, some GPs wish that the ZP sanctions up to Rs 50,000 per year per GP specifically for training programmes.

The visits also revealed that maintenance of hygiene is almost absent in the SS or the GP classrooms. In almost all the places visited, toilets have not been cleaned for several years. In certain places there are no toilets at all. (Annexure 3 KRIDL estimate for furnishing the newly constructed Building at Yadgir).

The argument is that housekeeping staff (D-group workers) have not been appointed. Other important aspects related to infrastructures like study chairs, drinking water, UPS and Wi-Fi have not been provided to many GPs that the team inspected, while on the visits. Details of both district visits follow.

Infrastructure

Infrastructure of BRC, CRC, DIETs, DTIs (Kolar and Yadgir) were filthy and unusable toilets, 20-year-old crumbling buildings with no maintenance, lack of drinking water, non-functional computers, absence of UPS/generator— are some of the things noticed during the visits. In many places BRC/CRC teacher trainings are being held in alternative buildings—like nearby schools and spaces provided by NGOs.

Poor physical infrastructure characterises the BRCs and CRCs in Yadgir. None of the CRCs have buildings of their own. On top of that the BRC buildings are crumbling and have no toilets at all. People working there and the participants of the training programmes are forced to go in the open.

In fact, most CRCs are not even functional. The onus of conducting training and nearly 15-20 schools in each cluster is that of DIET, Yadgir.

It is learnt that 10 years ago a proposal was sent to the government to equip CRCs with new buildings (through the local MLAs). But nothing has come out of it. The CRCs have no electricity, WiFi, chairs, absolutely nothing.

BRCs/CRCs in Kolar and Yadgir are woefully in want of proper infrastructure. The justification for investments in BRCs and CRCs in both districts is that they are not able to perform their ordinary duties due to lack of infrastructure. Among other things the BRCs and CRCs need their own buildings equipped with clean toilets and tech infrastructure. The BRPs and CRPs must be relieved of administrative work so that they can achieve their primary Key Result Areas (KRAs) regarding training. The current funding of Rs 50,000 per annum per BRC is nowhere sufficient to run training successfully. Scaling up is near impossible with the current set up. As an alternative nearby government school classrooms can be used for training when the schools close for vacations.

In Samarthya Soudhas both in Kolar and Yadgir districts classrooms are in a state of disrepair because of the recent heavy rains. In Yadgir classes are being held in alternative venues either because halls are too small or because they are dilapidated (as in Shahpur TP).

The GP officials shared that the training should be conducted in the GPs to facilitate interactions between the resource person and participants in a better and useful manner. This will also resolve the challenges in getting women participants to travel to taluk HQ (SS) for training. The study also revealed that women GP members who have a 50%



Dumped furniture BRC - Yadgir

representation in the GP, are often unwilling to leave their home and hearth and go to taluk SS for training.

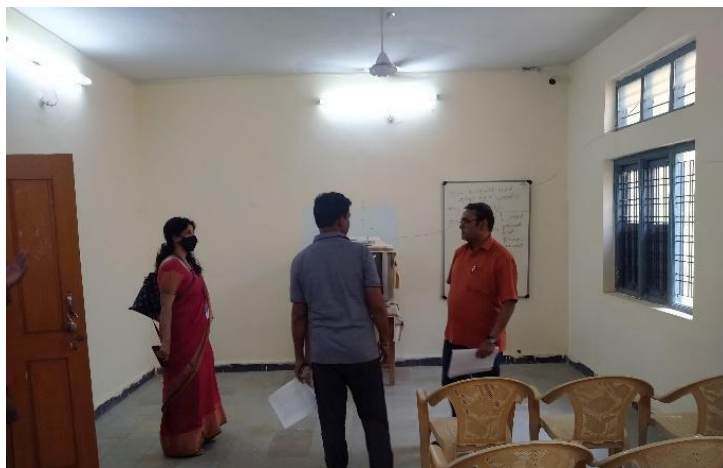
Contrarily, the TP/SS staff believe that objectives are better served by transporting the participants from GPs to a centralised SS at the taluk panchayat premises and making them 'sit through the programme'. They feel that GP staff are ill-equipped to handle absenteeism and truancy. (Annexure 4: Sample Course Completion Certificate).

Samarthya Soudhas need beefing up badly as discussed in the report. The capacity utilisation of existing infrastructure is less than 100% simply because the existing infrastructure is practically unusable. The justification to upgrade the existing infrastructure is apparent in all the SS both in Kolar and Yadgir. There is a strong justification as

suggested by a Deputy Director of SIRD, to allocate and invest Rs 2 crore on bettering the infrastructure in each SS in the state. This outlay of Rs 500 crore would be just a fraction of the annual budget of the RDPR department's annual budget of Rs 15,000 crore, it was pointed out.

DIET in Kolar had no complaints on infrastructure and funding. However, the Yadgir DIET begs for investment in infrastructure. The justification here is that the building is crumbling and the space to hold training is grossly inadequate. If at all an investment is made by the government on the DIET, it must cover the future requirements of the DIET when it scales up its training programmes. No estimation for the required additional funding was made by the DIET authorities when this team met them.

As gleaned from the data available on DTIs, the capacity utilisation is claimed to be 100% by the ATI Faculty (Training). However, even if there is no dearth of infrastructure and funds, the training programmes can be easily scaled up to 50 programmes from the current 39 per FY (as of October 2021). The justification is that by scaling up the programmes additional, newer, and more relevant topics can be covered. The Kolar DTI needs a building of its own, the justification being that the DTI spends a phenomenal amount of money on the rented building.



Samarthya Soudha, Shahpur



Technology



By and large, technology is being used adequately by SS staff to impart training. Available technology like SATCOM, YouTube, Skype, Zoom, WebEx and WhatsApp are leveraged to impart training even at the GP level.

Post-COVID-19, the number of online training programmes has seen a sharp rise as against offline, instructor-led classroom programmes. But the irony is that though TV, projector, computers, PCs, microphone, speakers have been provided at many places.

But the irony is that CRCs are not really equipped to conduct online courses. A CRC is not given a laptop or Internet facility even. These programmes are hosted out of the district headquarters (Yadgir). Though most training programmes have gone online, the Yadgir DIET does not have an Internet facility. The irony is that Karnataka State-Wide Area Network (KSWAN) Karnataka government's Internet service has not been provided. The staff use their own mobile internet to conduct online programmes. Earlier the DIET used to get Rs 2.5 lakh per year for its technological requirements.

Planning and Processes

The BRCs/CRCs do not make their own training calendars. They make sincere attempts to implement the yearly academic calendar supplied by DIET at the block, cluster, and school levels. Attempts have been made to conduct refresher courses named 'Kalika Poorike' at Yadgir, but with little success.

As much as 60% of the DIET funding comes from the National HRD Ministry and 40% is given by the state government. Feedback is gathered after the training is done and later analysed and acted upon.



Samarthy Soudha, Kolar Taluk

The training action-plan drafted by the DTI is based on the need-analysis made by the deputy commissioner's office and is approved by the DC. The DTI charts out an annual plan for at least 58 training programmes each year and hosts at least four trainings per month.

In Samarthy Soudhas (SS), while there is a lot of information in the public domain on specialised Rural Development and Panchayat Raj (RD & PR) training institutions like SIRD and Karnataka State Rural Development and Panchayat Raj University (KSRDPRU) in Gadag district. However, there is hardly any mention of Samarthy Soudhas (SS), their function, investment, and efficacy in the public domain.

Which brings us to the questions: Has Samarthy Soudhas become irrelevant? Or are they being underutilised, or neglected? Where has all the investment gone? Have SS become redundant?

These were the posers with which the PAF team approached the officer and members during the visits and discovered that the situation is not as bad as it seems.

The situation on the ground is that SS are functioning rather well, and dozens of training programmes are being held, especially the five-day GP member training programmes on their rights, role, and responsibilities (is being held continuously across taluks in both districts). (Refer Annexure 1 Sample Attendance Sheet).

The team also uncovered that there are multiple challenges, many unique to the GP or TP, in terms of training infrastructure, availability of resource personnel and technological requirements. But funding *per se* does not seem to be a problem except that the pattern of funding (timely release of funds) is a problem.

In fact, in one TP (Surpur SS, Yadgir district) the TP has returned the unutilised Rs 7 lakh released by SIRD as training programmes were not held (post COVID-19). (Refer Annexure 2 Surpur TP Notice to GPs to send participants for a GP member training programme)



Conditions of one of the SS Restroom

Funds available under scores of the Government of India (GoI) and Government of Karnataka (GoK) schemes can also be utilised for training. There are sufficient provisions for that. To put it in a nutshell, there appears to be no fund crunch. But because SIRD funds cannot be utilised for training not conducted under SIRD, some GPs wish that the ZP sanctions up to Rs 50,000 per year per GP specifically for training programmes.

The visits also revealed that maintenance of hygiene is almost absent in the SS or the GP classrooms. In almost all the places visited, toilets have not been cleaned for several years. In certain places there are no toilets at all. (Annexure 3 KRIDL estimate for furnishing the newly constructed Building at Yadgir).

The argument is that housekeeping staff (D-group workers) have not been appointed. Other important aspects related to infrastructures like study chairs, drinking water, UPS and Wi-Fi has not been provided to many GPs that the team inspected, while on the visits.

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Demand and Supply-side Challenges

The study also helped elicit several challenges which have been stated below

1. Demand-side Challenges/Critical Factors

1. BRCs/CRCs/DIETs/SS and DTIs require clean toilets (ladies toilet specifically)
2. BRCs/CRCs/DIETs/SS and DTIs require laptops, UPS, generators, KSWAN, and other tech infrastructure needed.
3. BRCs/CRCs/DIETs/SS and DTIs need own buildings across Kolar and Yadgir
4. More livelihood courses required in SS
5. Maintenance allowance for BRCs/CRCs/DIETs/SS and DTIs should be increased.
6. Group 'D' vacancies to be filled urgently.
7. Study-tour for trainees to model GPs mooted
8. Pending grants to be released to BRCs/CRCs/DIETs/SS
9. Setting up a SS in newly created taluks and equipping them with human, technological and other essential infrastructure.

2. Supply-Side Challenges/Critical Factors

1. More resources - Resource Person and training staff allowance to be increased across institutions
2. Optimisation of existing infrastructure by increasing trainings to 100 per year
3. Seating capacity of training halls needs to be augmented
4. CRPs need to be relieved of administrative work to focus on teacher training
5. No planned training calendar available in BRCs/CRCs/DIETs/SS and DTIs
6. BRCs/CRCs/DIETs/SS and DTIs need staff vacancies to be filled
7. SSs lacks non-availability of study chairs/desks for trainees

SWOT Analysis

The SWOT analysis gives an overview of what is doing well and what can be improved.

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Availability of adequate infrastructure in nearly half the training centres ▪ Basic tech infra (computer, projector) provided in most places ▪ SIRD funding covers essential training needs ▪ Most trainees enthusiastic to undergo training programmes ▪ Ambition among younger PDOs to hold more trainings ▪ Pro-active steps taken by the GP staff to ensure good attendance. 	<ul style="list-style-type: none"> ▪ Lack of own BRCs/CRCs/DIETs/SS buildings ▪ No WiFi in several training centres ▪ Maintenance allowance inadequate ▪ Group 'D' vacancies unfilled ▪ CRPs overloaded with administrative work ▪ No UPS/generators ▪ Inadequate planning & training calendars ▪ Training staff allowances not paid ▪ Training need-assessments note done ▪ No ToT programmes
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Scaling up SHG/Asha and Anganwadi worker training ▪ Utilisation of training centres for at least 100 days per year ▪ Setting up digital libraries at training centres – linking them to GP/TP libraries ▪ Education for special children is going well; can be scaled up. ▪ Attendance of women trainees far greater than men ▪ Existing infra could be used for SHG livelihood training programmes 	<ul style="list-style-type: none"> ▪ Online sessions are undoable due to lack of KSWAN in training centres ▪ Rent paid to host DTI and DIET buildings huge ▪ No training coordinators at taluk/GP level ▪ Poor logistical planning at training centres ▪ Sans training calendar, programmes are ad hoc ▪ Training programmes disrupted by erratic power supply ▪ Cost of transporting participants to the taluk is an issue



Recommendations

The following recommendations are elicited based on the pilot studies conducted at Kolar and Yadgir. The findings and recommendations are drawn from the pilot study but can be applied more generally for all the sub-district training institutes across the states. The recommendations are into 3 broad categories-Functions, Finance and Functionaries.

1. Block Resource Centre (BRC)/Cluster Resource Centre (CRC)

Current Scenario

The team from Public Affairs Foundation (PAF) visited the Kolar block resource centre (BRC) and a Cluster Resource Centre (CRC) to ascertain the role and functions of the BRC/CRC and gather the lacunae in the system. We also visited BRC and CRC in Yadgir to ascertain the same.

BRCs and CRCs are dealt together in this report because their role and functions are identical, and they are dependent on each other to deliver services.

It was noticed that the BRCs and CRCs have three main functions namely:

1. Monitoring and control of the quality of education in government schools
2. Coordinating activities of the Department of Public Instruction (henceforth referred to as the Education Department), and
3. Education research, management, and coordination of government schemes

BRPs and CRPs are already acting as nodal officers who carry the benefits and implementation of government schemes to remote government schools in their jurisdiction. But the question here is whether they are properly enabled to do so.

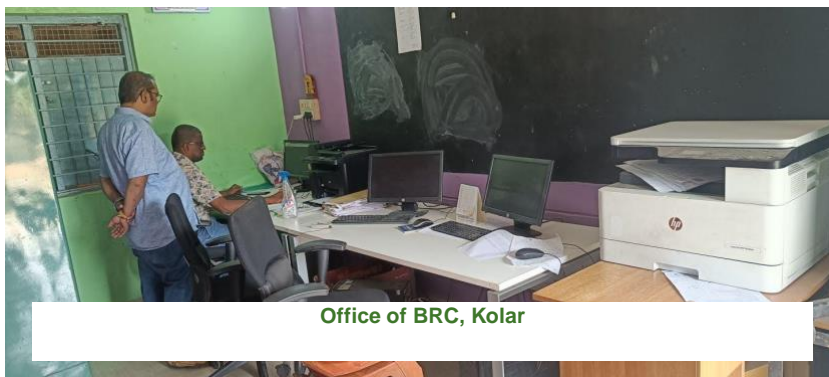
Their main tasks are to visit at least 15-20 schools each month and ensure that the quality of education provided in these schools are up to prescribed standards. They are required to observe classes (six subjects) and initiate corrective methods wherever the lessons taught are found to be defective or ineffectual. Their other task is to identify the gaps in the capacity building of teachers, chart out training calendars and send proposals to District Institute of Education and Training (DIET), and Department of State Educational Research and Training (DSERT), Bangalore.

It is noteworthy here to mention DIET is a nodal agency for providing academic and resource support at the grassroot level for the success of various strategies and programmes undertaken in the areas of elementary education.

With special reference to Universalisation of Primary/Elementary Education and National Literacy Mission (NLM) targets DIET promotes functional literacy in 15-35 age group. DIETS are the special institutions established with the special aim of improving primary education.

1.1 Kolar

Although the duties and responsibilities of BRCs and CRCs are broadly defined in the framework for implementation of the Sarva Shikshana Abhiyan (SSA), most states have defined these in more detail. BRCs and CRCs have been established but there is



considerable variation in respect of their functioning and performance.

Usually, they provide academic support to schools through Block Resource Persons (BRPs). The District Project Coordinators were of the view that the BRCs were overloaded with administrative work, had inadequate

infrastructure, and were burdened with the jobs of conducting too many training programmes.

1.1.1 Autonomy

They had insufficient official power and suffered from lack of recognition for good work. Also lack of transport facilities affected the performance of BRC and CRC functionaries. Some of the perceived problems at the CRC level included insufficient capacity building of CRC Coordinators, lack of job knowledge, and unwillingness of teachers to adopt innovative teaching methods.

1.1.2 Tech Infrastructure

It was also recorded that technology is being used wherever possible for training purposes. Post-pandemic almost all the training programs of the BRC/CRC have gone online. Adequate tech infrastructure like computers, projectors, UPS, Wi-Fi have been provided by a Rs 2 lakh grant in recent times and are in working condition in Kolar.

The BRCs also use WhatsApp groups for communication. However, the need for the design and implementation of a Learning Management System (LMS) was expressed by the BRP and CRP.

1.1.3 Infrastructure

There are five Block Resource Persons (BRPs) and 31 Cluster Resource Persons (CRPs) under Kolar district. Each cluster has 15-20 government schools in it. What was glaringly evident was that the physical infrastructure in the BRC and CRC was woefully lacking.

Filthy and unusable toilets, 20-year-old crumbling buildings with no maintenance, lack of drinking water, non-functional computers, absence of UPS/generator– are some of the things noticed during the visits. In many places BRC/CRC teacher trainings are being held in alternative buildings—like nearby schools and spaces provided by NGOs.

Most of the CRCs do not have their own buildings. They work out of the BRC building or a room or two provided temporarily in government school campuses. It was noticed that certain CRCs are conducting classroom training sessions in space provided by NGOs.

1.1.4 Special Education

What is working well according to Kolar BRC head and also Block Education Officer (BEO) is the Inclusive Education programmes for differently abled children. Apart from special education given to them by teachers who have a Special B.Ed. degree, these children are given special treatment like physiotherapy, and financial assistance to buy wheelchairs and appendages. There are four such teachers in the district currently.

1.1.5 Ongoing Programmes

Among the various government schemes that are currently being implemented are Teacher Training programmes sponsored by District Institute of Education and Training (DIET), 'Kali-Nali', 'Nali-Kali', National Inclusive School Training for Heads and Admins (NISTHA), training in using Student Achievement Tracking System (SATS), subject-wise training for candidates who are taking up Common Entrance Test (CET) for class six to eight teacher jobs etc.

A pre-test evaluation is done before the programmes to gauge the expectations of the participants and a post-test feedback and need-analysis is done after the programme to identify shortcomings and the gaps are filled. Follow-ups are also done by BRPs and CRPs to ensure that what is learnt in the training programmes are implemented in government school classes.

1.1.6 Funding

As far as funding of BRCs is concerned there is an immediate need for government intervention. The BRCs get a meagre Rs 50,000 per annum for maintenance. Post-pandemic the annual allowance amount for training was further brought down to Rs 30,000 per year. The reasoning behind this is that most programmes have now gone online.

Over two-thirds of this is spent on basic overheads like electricity and water bills. This leaves very little money for housekeeping and other basic amenities like furniture, stationery, learning kits, dearness, and travel allowances of CRC (when they visit schools), etc.

1.1.7 Allowances

For training, the BRC gets Rs 290 per participant per day. Even this sum is woefully inadequate and the BRPs and CRPs are forced to spend from their own pockets. At present the BRC and CRC are not conducting any residential programmes. With the above meagre amount (per unit cost) BRC and CRC can provide nothing more than tea, biscuits, notebook, and pen.

As far as resource utilisation is concerned the BRCs and CRCs are nowhere near the desirable percentage. The PAF team was told that BRCs don't conduct more than 10 days of training in a year (online and face to face together). They also conduct training sponsored by the Department of Minorities, Social Welfare Department, Zilla Panchayat etc. Because these trainings have more participants they are held in nearby schools (BRC/CRC don't have the space for it).

1.1.8 Training Calendar

Most of the training is held between June and November because during other months of the year the CRPs and BRPs are busy with school exams and curriculum. They are also engaged in paper evaluation, invigilation, tabulation of results and setting question papers.

1.1.9 CRC Appointment

It must be noted that the CRPs are not permanent. CRPs are basically chosen primary school teachers with extended experience in teaching who are deputed as CRPs for a five-year term. On the completion of the deputation, they go back to being primary school teachers.

CRPs are also entrusted with mundane administrative tasks and data collection. The complaint by CRPs is that though their primary goals and role is academic, they have very little time to conduct training amid intense pressure to complete administrative tasks assigned by the Block Education Officer (BEO) who they report to other than reporting to DIET and DSERT. There are 1,000 schoolteachers under Kolar BRC.

The PAF team chose Harati Cluster (under Kolar BRC) to examine the current scenario and make recommendations for improvement. Harati cluster has 17 schools under it (Primary-11, High School-2, Aided high school-1 and three private schools).

Six subjects are taught in these schools (Kannada, English, Hindi, Mathematics, Science and Social Studies). This CRC has no building, tech infrastructure, no staff, practically nothing. All it has is a lone dedicated CRP who multi-tasks and gets training completed. This CRC has managed to conduct 18 courses in 2020-21 and 12 courses in 2021-22.

A proposal to construct a small building for the Harati cluster was submitted to the Zilla Panchayat recently. It was mentioned that the building could be funded and constructed as part of Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS).

CRP visits 20 schools per month to inspect the application of the learning imparted to the schoolteachers during the training programs, he told the visiting PAF team. He is also actively involved in the implementation of government schemes under which free bicycles, textbooks, shoes, uniforms, and sanitary pads are given to school children.

As part of his role as Harati CRP, (though not mandatorily) he assists the headmasters of schools to make entries and operate the Student Achievement Tracking System (SATS) where each student's academic performance is databased and monitored from 'admission to transfer certificate (TC)'.

According to this CRP, there is a dire need for hands-on training programmes to equip headmasters (HMs) in software operation because HMs are required to enter a lot of data on SATS, DIKSHA, and NISHTA portals. He also felt that each school must be provided a smartphone with mobile internet to access these portals.

It was noticed that 12 CRP posts are vacant in Kolar BRC. This is because the job is considered a 'headache' by primary school teachers. There are very few volunteers for this post.

1.2 Yadgir

1.2.1 Infrastructure

Pathetic physical infrastructure characterises the BRCs and CRCs of Yadgir. None of the CRCs have buildings of their own. On top of that the BRC buildings are crumbling and

have absolutely no toilets at all. People working there and the participants of the training programmes are forced to go in the open.

In fact, most CRCs are not even functional. The onus of conducting training and nearly 15-20 schools in each cluster is that of DIET, Yadgir.



It is learnt that 10 years ago a proposal was sent to the government to equip CRCs with new buildings (through the local MLAs). But nothing has come out of it. The CRCs have no electricity, WiFi, chairs, absolutely nothing. The Surpur BRC especially is in a very bad state of disrepair. The three BRCs that are in existence are not properly equipped and few trainings like CET preparation for BEd graduates taking school-teacher exams are being held.

It was suggested that at least half of the CRCs can be provided buildings and infrastructure with the funds available under Kalyana Karnataka Rural Development Authority (KKRDA). The investigating team was told that 12 CRCs have their own buildings, but they are abandoned because they are dilapidated.

No words can describe the pathetic condition of toilets in government buildings in Yadgir. The BRC building in Yadgir is 20-years old and has never been renovated. They are downright filthy and unusable. The investigating team was told that the BRC building in Surpur taluka collapsed due to heavy rains recently.

Because of the lack of infrastructure—both physical and technological, the BRCs and CRCs of Yadgir exist for namesakes only. They are in the true sense, not operational at all for the last five years. The few training programmes that are conducted are by DIET.

1.2.2 Administrative Work for CRPs

Given these pathetic conditions, the CRPs of Yadgir are being utilised for administrative work rather than academic and research work. They are being utilised for supervision of schools. It is learnt that few experience sharing online meetings among schoolteachers are being held at CRCs (Shikshakara Samalochana Sabhas).

But no trainings under the Sarva Shikshana Abhiyan are being held. Certain 'Odu Karnataka' and 'Kalika Chetharike' trainings have been held online (post-pandemic) but all this was two years ago.

1.2.3 Tech Infrastructure

But the irony is that CRCs are not really equipped to conduct online courses. A CRC is not given a laptop or Internet facility even. These programmes are hosted out of the district headquarters (Yadgir). As in Kolar, the BRC gets a meagre Rs 30,000 for maintenance activities per annum and for the electricity bill they need to pay is Rs 15,000 per annum. Hence there is no money to refurbish or construct new toilets.

1.2.4 Allowances

The resource persons who conduct the CET preparation courses for BEd graduates are being paid Rs 300 per session. The CRPs are not paid any travel or dearness allowances for the 20 school visits they make in a month. There are 26 such CRPs and five BRPs in Yadgir district.

1.2.5 'Confusion'

What was glaringly observed in Yadgir BRC is the confusion among CRPs about what their primary role is—academic research or administrative tasks. Because they spend over 90% of their time doing administrative tasks like school supervision and data collection, they are left with very little time to organise training. CRPs in Yadgir openly admitted that they are confused over this point.

1.2.6 Special Education

However, the four special CRPs who are Special Education BEd graduates are rendering great service to children with special needs (differently abled children). Such children are taught in a separate section in BRC Yadgir. There are four such special CRPs in the district. The district also has a separate CRP for Urdu education. Post vacancies were a problem till recently. However, most of the vacant posts have been filled in Yadgir now.

According to the Yadgir BRC head, each BRC in Yadgir is in dire need of lecture halls, storerooms, 30 computers, projector, laptop, and Wi-Fi for their online activities.

They also need separate ladies' toilets, printers, scanners, and whiteboards for their training sessions. The power supply is reliable, and a UPS has been provided to BRCs. The last technology grant given to the Yadgir was Rs 2 lakh in 2020.



Special Education Centre, Yadgir

1.2.7 Training Calendar

The BRCs/CRCs do not make their own training calendars. They make sincere attempts to implement the yearly academic calendar supplied by DIET at the block, cluster, and school levels. Attempts have been made to conduct refresher courses named 'Kalika Poorike' at Yadgir, but with little success. All training funding is routed through the BEO. The BRC has no 'drawing power'. The CRPs report to both the BRC and BEO. Though their 'paymaster' is the BEO, their functional head is the BRP. This leads to some confrontation at times, the CRPs admitted.

The funding of training programmes is the same as Kolar, which is Rs 290 per participant per day of the programme. The BRCs have no other allowance for learning kits, stationery etc. Feedback on the programme conducted is gathered at the end of each programme but is not acted upon. It is merely a formality. It is also learnt that the BRCs are given an opportunity to conduct any four-day training they desire (besides the DIET calendar) each year and there is special funding for that.

Consequently, to answer the specific question whether the BRCs and CRCs can be employed as nodal centres for scaling up training programmes? The answer is given the current infrastructure and funding pattern—NO.

The BRCs and CRCs seem to have suffered neglect for decades and are making do with what little resources they have been provided. Scaling up training programmes would put more pressure on the current resources and a breakdown of the machinery. The conclusion is that BRCs and CRCs need infusion of funds, physical and technological interventions to equip them to handle more than what they are achieving now.

Report at a Glance

Type of Institution	General Observations	Specific Observations	General Recommendations	Specific Recommendations
BRC/ CRC	1. Lack of basic physical and tech infrastructure	1. BRC/CRC toilets are filthy and unusable in Yadgir	1. Fill all the vacancies especially Group D (for cleanliness) or provide funding for housekeeping	1. Using school classroom as training hall will improve the quality of the training and meet infrastructure requirements like in Kolar
	2. BRPs and CRPs overloaded with administrative work	2. Lack of knowledge in computer operation among school heads in Kolar	2. Reduce admin burden on BRCs and CRCs Increase the maintenance funding of Rs 30,000 to Rs 50,000 per BRC per annum to Rs 1 lakh	2. Provide basic computer operation training in BRCs/CRCs
	3. Lack of space to hold training programmes in Kolar and Yadgir		3. Consider setting up a Learning Management System (LMS) for teacher training	3. Invite expert resource persons to training
	4. Improving the quality of training programmes		4. Fill up the vacancies	
	3. Group D Vacancies unfilled			



Recommendations

The following are the recommendations suggested for the strengthening of the BRCs and CRCs:

1. Create robust physical infrastructure like own buildings (with clean toilets) for BRCs and CRCs on government land wherever available.
2. Provide tech infrastructure—mainly laptops and WiFi for each CRC
3. Fill all the vacancies especially Group D (for cleanliness) or provide funding separately for outsourcing it
4. Increase the per unit cost funding for training programmes from the present Rs 290 per participant to Rs 500 per participant
5. Increase the resource person payment from the current Rs 300 to Rs 500 to attract better qualified and skilled Resource persons
6. Seriously consider setting up a Learning Management System (LMS) for teacher training as most of the courses for teacher capacity building have gone online (post pandemic)

7. Increase the maintenance funding of Rs 30,000 to Rs 50,000 per BRC per annum to at least Rs 1 lakh per annum so that the provided infrastructure is properly maintained
8. Train school heads in operating department portals
9. Utilise the funds available under Kalayana Karnataka Rural Development Board (KKRDB) to the maximum to provide BRCs and CRCs in Yadgir to deliver more training programmes
10. Special focussed attention to Yadgir as it is low in quality education
11. Train officers at the district and BRC/CRC levels in management, soft skills in computer usage, in addition to the training of staff in BRCs, CRCs, DIET and DSERT
12. The staffing pattern, mode of recruitment and posting for BRCs and CRCs demands a relook. A separate cadre and recruitment rules be put in place for BRCs, and CRCs. It is recommended that cadre and recruitment rules be framed for these positions along with suitable administrative powers.
13. Incentives should be put in place for these functionaries to make the posts attractive. At the same time, it becomes imperative that a performance appraisal system be put in place so that it also facilitates appropriate monitoring and supervision of academic activities of these structures. Induction training is a must for all those who are appointed in BRCs and CRCs.
14. Adequate infrastructure (including adequate facilities for conduct of residential training programmes) at the BRC, posting of a full complement of BRCs, posting administrative support staff, including an accountant, appropriate IT facilities including telephone/fax/internet, transport facility etc are very much needed for effective functioning of BRCs.
15. It is recommended that the BRC-school ratio should be 1:15 for lower primary schools and 1: 10 for upper primary schools. It is essential that the BRCs have requisite qualifications and subject specialisation for dealing with higher primary classes. There is a critical need for capacity building of all incumbents in the academic structures with a focus on improving knowledge, personality development and communication skills. The officers at the district must also be given training in management, soft skills in computer usage, in addition to the training of staff in BRCs, CRCs.
16. The personnel in BRCs and CRCs were overburdened with administrative tasks and meetings to the detriment of the programme effectiveness. Convergence of all structures must be ensured.
17. Further, there is a need to streamline the training programme for teachers. Monitoring and supervision must be strengthened, and action must be taken in a timely fashion to infuse accountability into the system.

2. District Institutes of Education and Training (DIET)

2. Current Scenario

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the grassroots level for the success of various strategies and programmes undertaken in the areas of elementary education.

With special reference to Universalisation of Primary/Elementary Education and National Literacy Mission (NLM) targets DIET promotes functional literacy in 15-35 age group. DIETS are the special institutions established with the special aim of improving primary education.

2.1 Kolar

The PAF team visited DIET, Kolar and interacted with the Senior Lecturer. DIET is a teacher training institute which trains primary and secondary school teachers (class 1-10). The main role of DIET is:

1. Conducting In-service training programmes
2. Field interventions
3. Innovation and Coordination

2.1.1 Infrastructure

Kolar DIET is located inside a Navodaya School on the outskirts of Kolar City. At present they have just four rooms at their disposal. However, the PAF team was informed that from October the Navodaya School would be shifted to another location and all the buildings on the campus would be handed over to DIET. Then, the DIET will not have any shortage of space. The land on which the DIET is located is rather expansive and there is enough leeway for further construction of buildings if necessary.

2.1.2 'No inadequacies'

According to the Kolar DIET is working just fine with the available resources and is not in need of extra infrastructure, resource persons, funding, or staff. Currently (post-pandemic) all their science and mathematics courses have gone online. The trainings that are being held face to face are 'Odu Karnataka' and capacity building for headmasters.

For its online programmes, DIET gives the participants an online certificate on completion. Kolar DIET is a part of the module training group and state resources group which carry out academic research for betterment of primary and secondary education. The Kolar DIET has trained 36 resource persons in the state through its learning recovery programme. These resource persons in turn train teachers across the state.

Kolar DIET has trained as many as 6,000 teachers so far in various programmes. The programme that is often held is for primary teachers (two-day face to face). The organisation has also trained as many as 1,000 high school teachers. The learning recovery programme is intended to 'recover' the learning loss that happens to teachers over time. Kolar DIET has also launched online programmes under the New Education Policy (NEP) for



all teachers. The organisation offers subject-wise training with assessment and evaluation (Classroom training). Courses are also conducted on the DIKSHA portal.

The DIET is funded by DSERT and under the Samagra Shikshana Karnataka scheme. The organisation was given Rs 8 lakh for tech infrastructure some time

ago and Rs 10 lakh grant for research and development. It was given Rs 40 lakh for capacity building programmes. Last year the DIET was given nothing (due to the pandemic).

As much as 60% of the DIET funding comes from the National HRD Ministry and 40% is given by the state government. The funding is adequate, it was stressed. The building has a VC hall for online training and meetings however the WiFi is unreliable because the campus is in a remote place. Feedback is gathered after the training is done and later analysed and acted upon.

2.2 Yadgir

2.2.1 Infrastructure

In stark contrast to Kolar DIET, Yadgir DIET is suffering from several lacunae. Most of the programmes of the DIET have gone online after the pandemic. The DIET does not have its own building with training halls. It is located on government land along with other government offices.

The building does not have toilets. The DIET is running only because it is supported in many ways by the Azim Premji Foundation (APF), an NGO. All the face-to-face training is held at the APF premises. The resource persons are paid a meagre dearness allowance of Rs 80 and hence not many are willing to come and take sessions as resource persons.



Training Hall, DIET, Yadgir

2.2.2 Tech Infrastructure

Though most training programmes have gone online, the Yadgir DIET does not have an Internet facility. The irony is that Karnataka State-Wide Area Network (KSWAN) Karnataka government's Internet service has not been provided. The staff use their own mobile internet to conduct online programmes. Earlier the DIET used to get Rs 2.5 lakh per year for its technological requirements. Post-pandemic that has come down to zero budget. The training calendar is proposed by the BR C and funded and organised by DIET.

2.2.3 Resource Optimisation

However, since the BRCs and CRCs are overloaded with administrative work, the DIET programmes have come down to less than 100 person days per year. The Yadgir DIET has sent proposals to the Directorate of State Education and Training (DSERT) and the state government for provision of a mathematics/science and language laboratories (many other DIETs in the state have them).

Report at a Glance

Type of Institution	General Observations	Specific Observations	General Recommendations	Specific Recommendations
DIET	1. The Kolar DIET said that it is satisfied with the infrastructure and funding it has.	1. In stark contrast to Kolar DIET, Yadgir DIET is suffering from several lacunae. Most of the programmes of the DIET have gone online after the pandemic. The DIET does not have its own building with training halls. It is located on government land along with other government offices.	1. Provide DIETs their own buildings with proper toilets and other physical infrastructure	1. Increase the allowances given to visiting resource persons to attract better talent
	2. The resource persons are paid a meagre dearness allowance of Rs 80 and hence not many are willing to come and take sessions as resource persons.	2. Since the BRCs and CRCs are overloaded with administrative work, the DIET programmes have come down to less than 100 person days per year.	2. Provide separate technology grants for computers, Internet (KSWAN), projector, UPS etc of at least Rs 2.5 lakh per year	2. Plan to set up mathematics/science /language labs at DIETs
	3. Post-pandemic that has come down to zero budget. The training calendar is proposed by the BRC and funded and organised by DIET.	3. Karnataka State-Wide Area Network (KSWAN) Karnataka government's Internet service has not been provided.		

	<p>4. The staff use their own mobile internet to conduct online programmes. Earlier the DIET used to get Rs 2.5 lakh per year for its technological requirements.</p>	<p>4. The Yadgir DIET has sent proposals to the Directorate of State Education and Training (DSERT) and the state government for provision of a mathematics/science and language laboratories (many other DIETs in the state have them).</p>		
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Recommendations

1. Provide DIETs their own buildings with proper toilets and other physical infrastructure
2. Provide separate technology grants for computers, Internet (KSWAN), projector, UPS etc of at least Rs 2.5 lakh per year
3. Increase the allowances given to visiting resource persons to attract better talent
4. Plan to set up mathematics/science/language labs at DIETs

3. District Training Institutes (DTIs)

Current Scenario

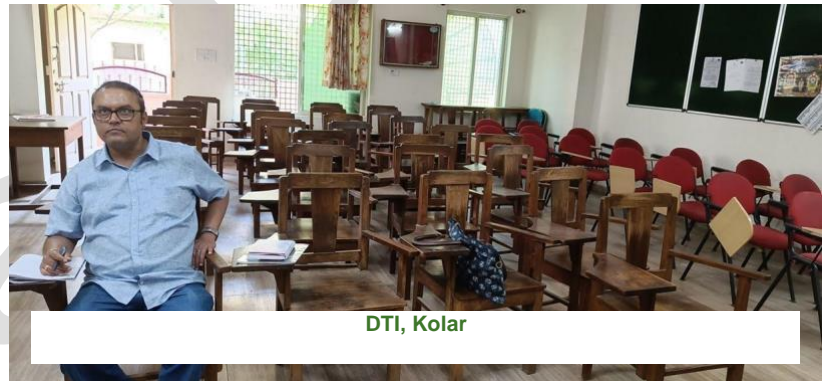
The District Training Institute (DTI) caters mainly to the training needs of group C and D officials of the state government. The DTI is playing an important role in effective service delivery and administration by conducting job courses and qualitative training to various government functionaries.

In addition to this, the institute is also conducting trainings as per the action plan approved by the Management Committee, Trainings of the Administrative Training Institute, Mysuru / Abdul Nazeer Sab State Institute of Rural Development / State Institute of Urban Development, Department of Kannada & Culture, Centres functioning at ATI such as Centre for Disaster Management, centre for Social Justice & Equality, Public Private Partnership Cell, Centre for Sustainable Development Goals, Centre for E-Governance & Data Analytics are also being conducted at DTI.

3.1 Kolar

3.1.1 Staff Shortage

At the District Training Institute, Kolar, that the PAF team visited, we interacted with instructor. The DTI principal is an in-charge person who also serves in the Bangalore University accounts department. The DTI does not have a dedicated principal. There are eight vacancies in the DTI that have not been filled for a long time. The only two staff serving the DTI dedicatedly are the instructor and a first division assistant (FDA).



DTI, Kolar

3.1.2 Calendar

The training action-plan drafted by the DTI is based on the need-analysis made by the deputy commissioner's office and is approved by the DC. The DTI charts out an annual plan for at least 58 training programmes each year and hosts at least four trainings per month. The programmes are sponsored by the ZP CEO, DC or the District Health Officer (DHO). There seems to be no funding problem in this DTI as the expenditure is reimbursed by the 4th of the month regularly.

3.1.3 Rented Building

However, the DTI is housed in a very dirty rented building in the heart of the city with no housekeeping whatsoever. It is learnt that the DTI pays a monthly rent of Rs 35,860 to the owner of the building. This seems to be a wasteful expense. The DTI has an allocation of Rs



DTI, Kolar

38,65,008 per year of which over half is spent on salaries. The yearly rent for the building adds up to Rs 4,98,781 including the power supply bill. The DTI does not have a technical assistant to conduct online programmes.

It is learnt that the DTI has been sanctioned Rs 2 crore and some land in Chikkahasala village on the

outskirts of Kolar city for the construction of its own building. The estimates have been submitted to the state government (chief engineer PWD) for approval.

3.1.4 Tech Infrastructure

The DTI lacks tech infrastructure. It has no UPS and programmes get interrupted whenever there is a power outage. The existing UPS has become dysfunctional and has not been replaced for years.

The guidelines for the programmes are provided by the Administrative Training Institute (ATI), Mysuru. Typically, there are 30 participants in each five-hour programme.

3.2 Yadgir

3.2.1 Infrastructure

At Yadgir District Institute of Training (DTI) the visiting team met and interacted with the staff. The DTI has no building of its own and is based out of the district office (mini Vidhana Soudha).



Training room, DTI, Yadgir

3.2.2 Staff Shortage

The DTI faces a staff shortage according to the principal and there are seven unfilled vacancies. The current staff comprise principal, vice-principal, and one instructor. Funds are released on a quarterly basis by ATI, Mysuru and there is no problem there.

3.2.3 Funding

The DTI conducts up to 45 training programmes per calendar year and all trainings are funded separately by ATI on a per unit cost (per participant basis). For example, as much as Rs 50,000 is released for a three-day training programme by ATI.

The DTI has been given a free hand and the flexibility to design and conduct its own training programmes other than what is allotted by ATI. All the resource persons are locally sourced. As Yadgir does not have many qualified resource persons, the resource persons are brought from neighbouring Kalaburagi district. The DTI has two classrooms with a seating capacity of 40 each. The DTI also has a state-of-the-art computer training centre with 20 computers.

3.2.4 Training Calendar

The programmes are held between April to March. What is worrisome is that the DTI has recently cancelled two programmes because the participant registrations were less than the intended (50%). According to the principal, the excuse given for not attending programmes is that government officers are too busy with their official work. The DTI provides nothing more than tea, biscuits, writing pad, and a pen to participants. There are no learning kits or pre-reading material.

It is learnt that the DTI has submitted a proposal to the state government through ATI, for an own building two years ago. Nothing has come out of it. A Rs 3 crore fund has been sanctioned for the purpose but not utilised.

Though the DTI has an upgraded computer classroom, it has no Internet. The irony is that KSWAN has a data centre in the same building as the DTI, but the latter has no internet. According to the principal the wiring has been completed by the internet service has not been provided. The DTI also is in dire need of a projector.

Data Analysis

Details of Training Programmes held at DTI (Annual)

Source: Joint Director ATI, Mysuru

Sl. No.	Typical DTI Training Report Card (April 2020 to March 2021)	
1	Total Number of Programmes Planned	1297
2	Total Number of Programmes conducted by DTIs	1211
3	Total Number of Sponsored Programmes	353
4	Total Number of training programmes held	1564
	Target Achieved	100%
6	Target for number of participants	40648
7	Number of Participants actually trained	50645
8	Number of Male Participants actually trained	31326
9	Number of Female Participants trained	19319
	Target achieved	100%

Report at a Glance

Type of Institution	General Observations	Specific Observations	General Recommendations	Specific Recommendations
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DTI	1. The DTI principal is an in-charge person who also serves in the Bangalore University accounts department.	1. The Kolar DTI has an allocation of Rs 38,65,008 per year of which over half is spent on salaries.	1. Fund and provide own buildings for DTIs at Kolar and Yadgir .	1. Provide qualified resource persons for training programmes. There is a need to conduct Training Needs Analysis (TNA) if DTIs want to improve training. It can include analysis of an organisation's current performance problems, or in anticipation of changes that are likely to occur.
	2. There are eight vacancies in the DTI that have not been filled for a long time. The only two staff serving the DTI dedicatedly are the instructor and a first division assistant (FDA).	2. The yearly rent for the building adds up to Rs 4,98,781 including the power supply bill.	2. Provide Internet facilities at DTI for online programmes . Fill vacancies in DTIs on an urgent basis (especially Group D)	2. Planning training should be based on a clear and specific requirement. This involves: <ul style="list-style-type: none"> • Deciding who needs to be trained. • Establishing the number of people for whom training is needed. • Specifying the aim of the training they will undertake. • Utilising available resources • Recognising important constraints which may limit what can be achieved.
			3. Provide own buildings	



Recommendations

1. Fund and provide own buildings for DTIs at Kolar and Yadgir
2. Provide Internet facilities at DTI for online programmes
3. Fill vacancies in DTIs on an urgent basis (especially Group D)
4. Provide qualified resource persons for training programmes
5. There is a need to conduct Training Needs Analysis (TNA) if DTIs want to improve training. It can include analysis of an organisation's current performance problems, or in anticipation of changes that are likely to occur.
6. Planning training should be based on a clear and specific requirement. This involves:
 - Deciding who needs to be trained.
 - Establishing the number of people for whom training is needed.
 - Specifying the aim of the training they will undertake.
 - Utilising available resources
 - Recognising important constraints which may limit what can be achieved.
7. The questions that need answers here are:
 - Is the performance described in the objective directly related to the task?
 - Are the conditions based on the real work situation?
8. DTI trainings can be made more effective and relevant for real time field challenges by adopting the following training methods:
 - **Brainstorming** techniques that ensure very active participation of the participants and thereby simulate problems that need to be actually solved in the field
 - **Case Study Method** that facilitates problem solving, developing analytical skills, gaining confidence in decision making
 - **Demonstration Method** wherein the trainer, by actual performance, shows the learner what to do and how to do it, and with his associated explanation indicates why, when, and where it is done
 - **Group Discussion Method** wherein learning is derived principally from the participants themselves rather than from an instructor. It is mainly used for problem solving exercises, forming, or moulding attitudes, stimulating interest and constructive thought.
 - **On-the-job-training**, where given a normal work situation, it is used to integrate training in the normal working environment

4. District Training Centre -Department of Health and Family Welfare - Kolar

Current Scenario

On the additional request from the ARC-2, the PAF team visited the District Training Centre (Department of Health and Family Welfare), Kolar. The Centre trains Asha and Anganwadi workers, lab technicians and offers training in pharmacy maintenance and nursing.

4.1 Funding

Funding seems to be adequate and regular. So there seems to be no problem there. The centre has been operational since 2001. The programs are designed as per the guidelines of the National Health Mission and the funding is done as per the training calendar for the year. The funding is primarily based on the unit cost per participant. Some of the important



DTC, Kolar

training programmes are maternal health and child health related. The centre also conducts induction programmes for Asha and Anganwadi workers. The funding is done through a single nodal account. As many as 10 taluks of the Kolar and Chikkaballapur districts fall in the jurisdiction of the centre. The centre also runs a skill lab in Gauribidanur. The centre is also in need of more specialists for their train the trainer programmes. Typically, each batch has 30 participants and both offline and online trainings are held (hybrid model). The trainings usually last 21 days (15 days theory and seven days of practical).

These training programmes are residential, and the centre has its own student hostel, and kitchen. Other training lasts for three to 11 days (like skilled birth assistant training).

4.2 Group D Shortage

The main shortfall in the centre as per Principal is the dire need for Group D workers. Maintenance and housekeeping of the centre has become a problem because Group D workers cannot be hired (there is a freeze on Group D worker recruitment throughout the state).

The Principal said that in the field of health training, online mode is not effective. The Centre focuses on the offline model where the trainees are brought to the centre and trained.

The Centre employs a Training Management Information System (TMIS) to keep track of the participants' progress.



Recommendations

Appoint Group D staff for daily maintenance and upkeep at the above District Training Centre

Final Draft

5. Samarthya Soudhas

Current Scenario

The current scenario of Samarthya Soudhas in Kolar and Yadgir districts is characterised by poor physical and technical infrastructure. Cleanliness is almost absent in Yadgir. Lack of a training calendar at the TP and GP levels is another glaring problem. Non-availability of resource persons Subject Matter Experts (SMEs) for training and no specific training programmes for new elected GP members was also found. Generally speaking, the problems of SS in Yadgir were more than those in Kolar. **Yadgir district has remained in the category of aspirational district despite the efforts made in the past.**



5.1 Kolar

5.1.1 Infrastructure

There are currently Samarthya Soudhas at the taluk level in Kolar district but not in all taluks. In many of the SS visited, the physical infrastructure of the SS buildings were in a pathetic condition. Some of the Samarthya Soudhas lacked basic infrastructure.

5.1.2 Documenting Best Practices and Standardising Processes

It was also noticed that sharing best practices is almost absent among SS. It is recommended that best practices in the conduct of training programmes be documented and shared across the SS of the state. This will improve the functioning of SS and add lustre to their programmes and thereby attract more participants

5.1.3 Tech Infrastructure

The tech infrastructure in certain SS and GPs too, appeared to be adequate but largely under-utilised. However, there were instances where basic tech infrastructure like TV monitors and personal computers were not provided. In one GP the data entry operator



who is the go-to person for all things technological was using his mobile internet pack to get official work done.

5.1.4 Resource Persons

Empanelment of permanent resources/faculties to conduct/deliver training programme are absent. TPs follow the guidelines

provided by SIRD. Currently, the resource persons are nominated by SIRD or **TP's own officials or those provided by SIRD.**

5.1.5 SIRD Funds

Though the SIRD allocates up to Rs 10 lakh per year to each TP SS that is required to conduct training programmes. These funds cannot be re-allocated to the TP's own SS training programmes or schemes.

Currently the SIRD funds are being used largely for GP member training programmes and in certain TP's the unutilised funds are being refunded to the SIRD as they cannot be utilised for anything else.

SS resource persons' double-up as training coordinators and implement the SIRD guidelines and conduct training at the TP and GP level. It would be beneficial to appoint/nominate training coordinators.

5.1.6 Feedback Mechanism

Feedback from the trainees after the programme is being collected at the TP SS level and sent to the SIRD along with the utilisation certificate. But there is no need-analysis or effectiveness analysis being done at the SS to know the efficacy of the training programmes it conducts.

5.1.7 NRLM Livelihood Programmes

During the visit to the SS in the two districts, it was observed that the SS facility was being used primarily for GP member training. It was noticed that in a few places like

CK Halli some experiments with the National Rural Livelihood Mission (NRLM) Scheme had been tried successfully and vocational training was given in jam and juice making to local women.

5.1.8 Model GP Study Tours

No study tours for the trainees to a 'model' TP or GP to see and learn all the good work being done at these panchayats.

5.2 Yadgir

5.2.1 Cleanliness and Hygiene

Cleanliness and hygiene seemed to be a major issue in most of the GPs of Yadgir. Wi-Fi was absent in certain GPs and most GPs lacked basic instructional infrastructures like TV monitors, screens, and projectors. Such equipment assumes importance because post-Covid-19, dozens of training sessions were held were SATCOM/YouTube/Skype/WebEx training. (Refer Annexure 5 Letter announcing the Handing over of Yadgir SS Building to Local MLA).

5.2.2 More Samarthya Soudhas

In Yadgir it was suggested that a new training centre be built in the newly carved out taluk of Wadageri besides renovating the Shahpur taluk SS building which is in a bad state.

While Rs 7 lakh has been sanctioned for the renovation of the Shahpur SS, the RDPR Department should actively consider erecting and establishing a SS in each of the three new taluks of Yadgir district.

This recommendation is bolstered by the fact that logistically speaking, a SS in each taluk HQ would be more convenient and may improve the attendance of trainees to the programmes because of the proximity of the training centre to their villages.



5.2.3 Tech and other Physical Infrastructure

A UPS/generator (because the power supply is erratic), study chairs, and toilets for men and women are a dire need and should be provided on an urgent basis.

5.2.4 Allowances

It was learnt that the payment of allowances (travel and dearness) to the trainees and the resource persons is irregular in many GPs.

5.2.5 Leveraging Other Training Institutes

It was noticed in Yadgir that the services and programmes of the Rural Self-Employment Training Institute (RSETI) were being used optimally. This is a best practice that needs to be followed by each district training institute and taluk SS. RSETI has institutionalised several vocational training programmes that can be conducted at the taluk level with the existing infrastructure and funding available.

5.2.6 Post-training Effectiveness Surveys

There is no mention of any such an audit being conducted either by the TP or SIRD during the study tour. Feedback provided by the participants is not used to measure the efficacy of the training programme and such audits should be held at least once annually.

5.2.7 Nodal Officers

There are nodal officers in the SIRD for each district (or group of districts) but there are no training coordinators at the TP level. SS resource persons' double-up as training coordinators and implement the SIRD guidelines and conduct training at the TP and GP level. It would be beneficial to appoint/nominate training coordinators at the TP level to organise training programmes charted out by SIRD and the SSs own training programmes. This measure would prove fruitful if the number of training per year is scaled up.



Community Hall, Khanapur-SH GP, Yadgir

The intent here is that appointing a training coordinator would pave the way for better logistical planning and implementation of SS training programmes.

5.2.8 Training of Trainers

It was observed across the two districts that there is a dire need for refresher courses and follow up training in SS and GPs. It is recommended that refresher courses be held after each training after a gap of six months to strengthen the learning and implementation of what is taught in the programmes.

5.2.9 RDPR Department Website

The RDPR Department website has no mention of training conducted at SS. It is recommended that the website be overhauled to reflect training aspects. In fact, a thorough literature review prior to the study tour was undertaken to determine what is known about SS in the public domain. The result of such an exercise revealed that SS are an enigma to the ordinary taxpayer. **Even RDPR secretariat is not fully aware of what SS are and what they do.**

Data Analysis

Typical GP member training programme expenditure

District Yadgir: Taluk Panchayat, Shahpur

Number of Centre: 1

Batch: 3

Source: Executive Officer, Shahpur TP

Chart 1: Participation (Five day training programme)					
Sl. No.		Male	Female	Total	Proposed
1	Participants	161	175	336	500
2	TP Staff	10	0	10	
3	Facilitators	3	1	4	
	Total	174	176	350	

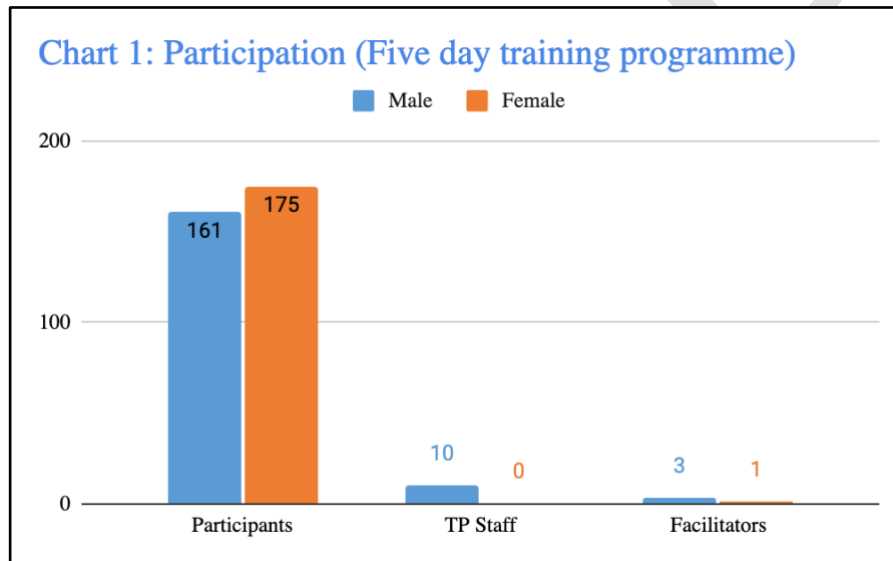


Chart 2: Attendance								
	Day of Programme	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Proposed
	Attendance of Participants	20%	19%	20%	19%	20%	336	500

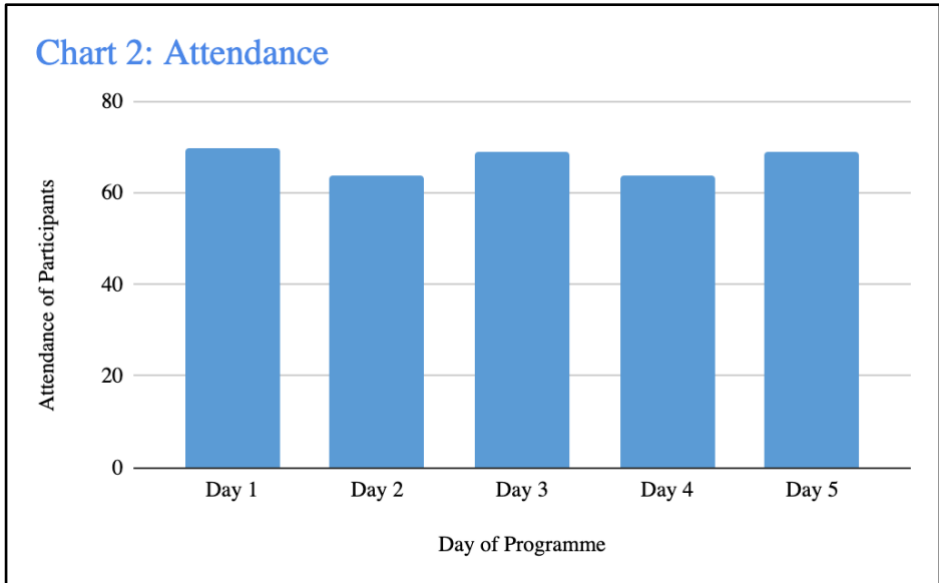


Chart 3: Expenditure Details (Participants)

Sl. No.	Expenditure	Rupees					Total	Proposed
1	Food and Beverages	7000	6400	6900	6400	6400	33600	75,000
2	Travel Allowance	7000	6400	6900	6900	6900	33600	
	Totals	14000	12800	13800	13300	13300	67200	
							Proposed Per Capita Expenditure	150

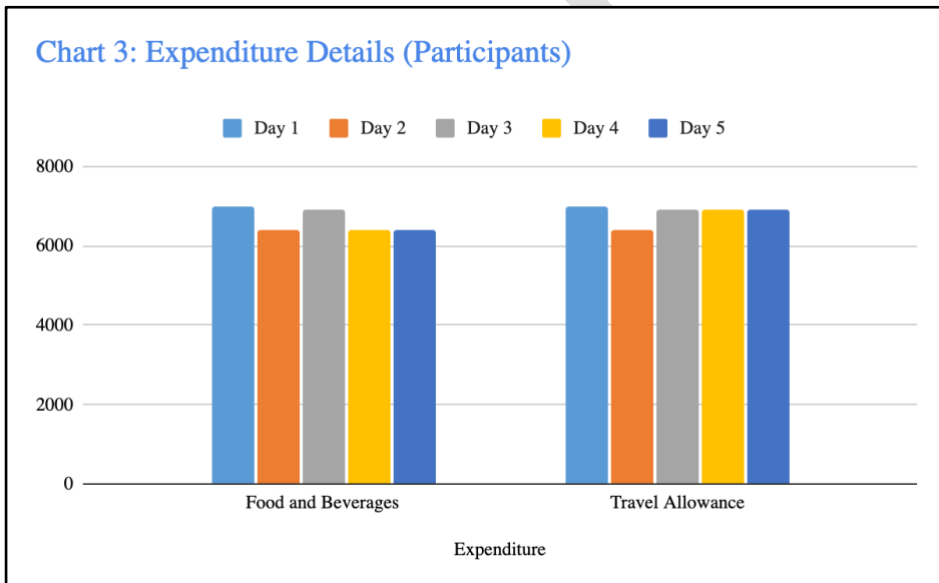
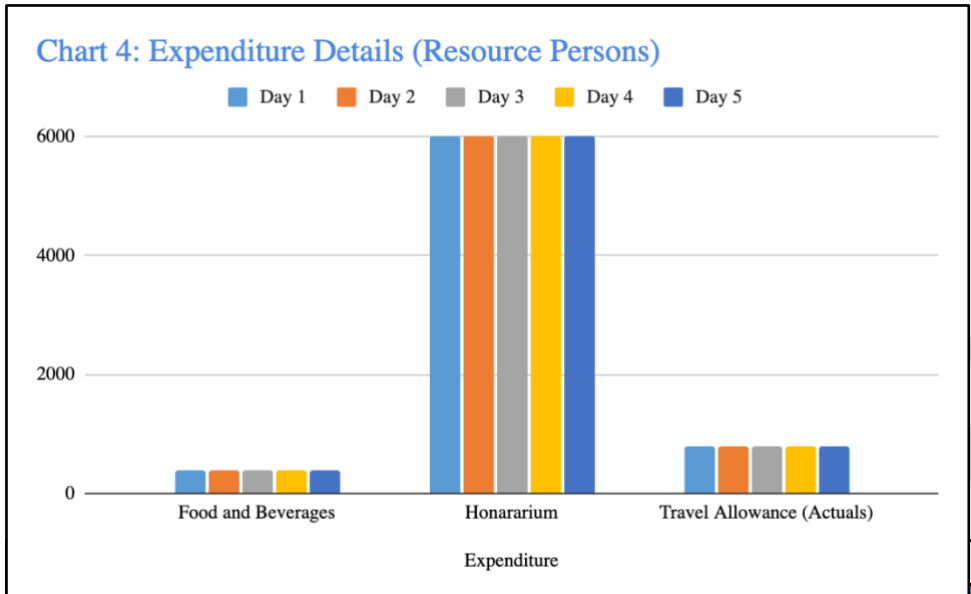


Chart 4: Expenditure Details (Resource Persons)

Sl. No.	Expenditure	Rupees					Total	Proposed
1	Food and Beverages	400	400	400	400	400	2000	50000
2	Honorarium	6000	6000	6000	6000	6000	30000	

3	Travel Allowance (Actuals)	800	800	800	800	800	4000	
	Totals	7200	7200	7200	7200	7200	36000	
Proposed Per Capita Expenditure							100	



Sl. No.	Expenditure	Rupees					Total	Proposed
1	Food & Beverages for TP Staff	1,000	1,000	1,000	1,000	1,000	5,000	50,000
2	Incentives to Group 'D' workers and Honararium for Subject Matter Experts	300	300	300	300	300	1,500	
3	Sanitisers	400	400	400	400	400	2,000	
4	Classroom Rent	3,000	3,000	3,000	3,000	3,000	15,000	
	Totals	4,700	4,700	4,700	4,700	4,700	23,500	
Proposed Per Capita Expenditure							100	

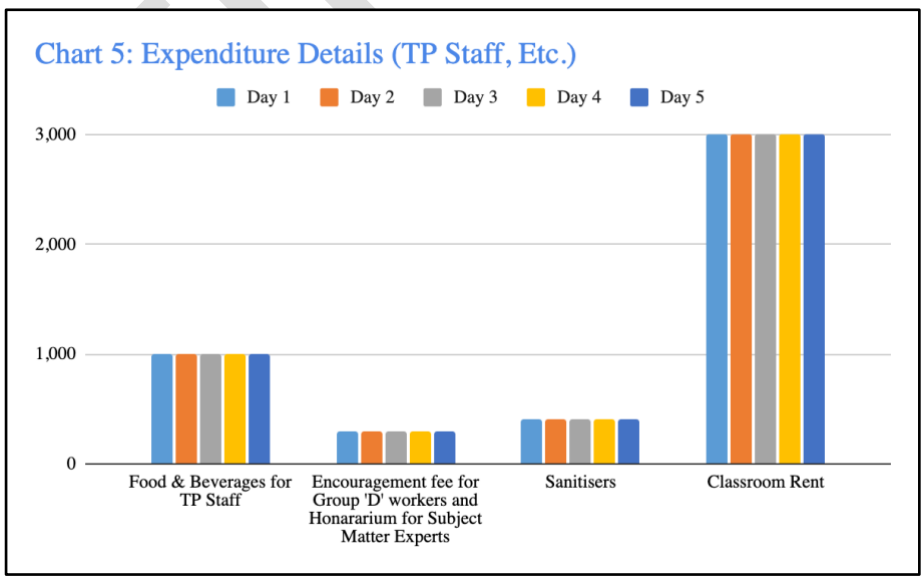


Chart 6: Learning Kit Expenditure (Group of 40 participants)				
Sl. No.	Expenditure	Rupees	Total	Proposed
1	Cloth Bag	7,800	7,800	20000
2	Pen and Pad	1,950	1950	
3	White Sheets	100	100	
4	White Board Marker	180	180	
5	KG Sheets	1,200	1200	
6	Permanent Marker	300	300	
7	Sketch Pens	100	100	
8	Certificates with covers	1,950	1950	
9	Group Photograph	1,840	1840	
	Totals	15,420	15,420	
		Proposed Per Capita Expenditure	40	

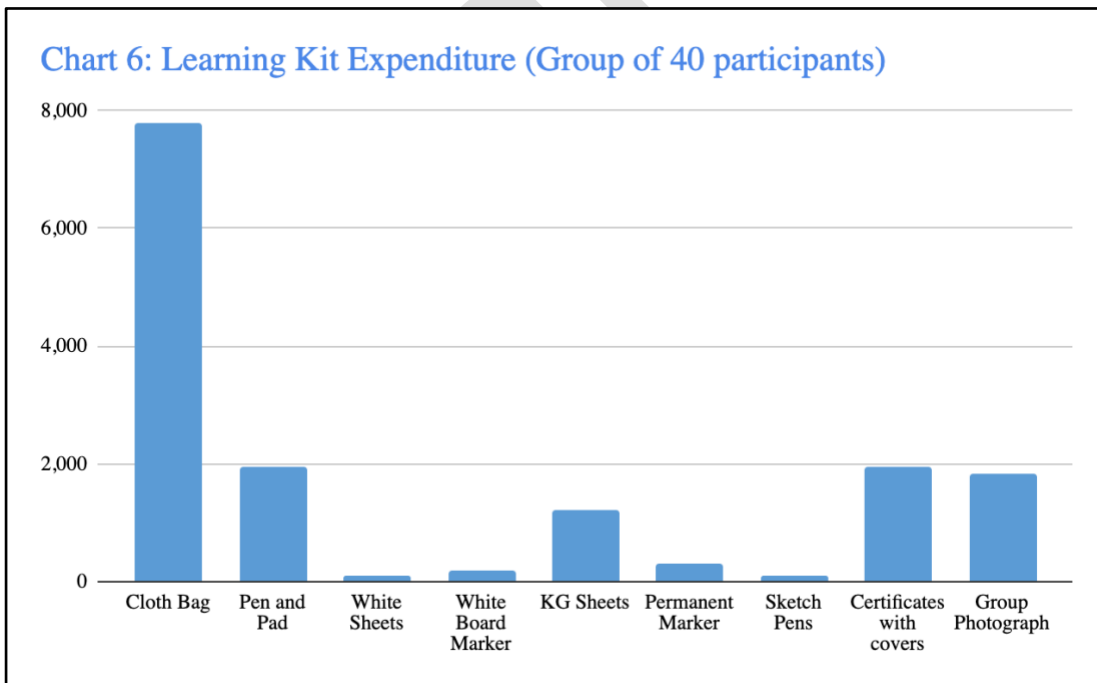


Chart 7: One-time stationery grant per centre				
Sl. No.	Expenditure	Rupees	Total	Proposed

1	Thread, scissors, stapler, pens, Cello tape, notice board, pins etc.	800	800	2000
		Proposed Per Capita Expenditure		4

Feedback Sample

Feedback gathered by SIRD after a GP member training programme in Yadgir

Session Components	Excellent	Good	Satisfactory	Bad
Audio/Video	77%	20%	3%	0%
Group Activity/Lecture Delivery	80%	18%	2%	0%
Overall Session	83%	15%	2%	0%
Classroom	74%	25%	0%	0%
Drinking Water	74%	25%	0%	0%
Seating	69%	28%	2%	0%
Training Aids	76%	22%	1%	0%
Food Quality	77%	21%	1%	0%
Toilets	85%	13%	2%	0%
Hygiene	84%	14%	1%	0%

Report at a Glance

Type of Institution	General Observations	Specific Observations	General Recommendations	Specific Recommendations
Samarthyha Soudhas	1. Lack of a training calendar at the TP and GP levels is another glaring problem. Nonavailability of resource persons Subject Matter Experts (SMEs) for training and no specific training programmes for new elected GP members was also found. Generally speaking, the problems of SS in Yadgir were more	1. Funds are released on a quarterly basis by ATI, Mysuru and there is no problem there. Salaries are often delayed but paid up in full in time. When the team visited the DTI, it was noticed that salaries had not been paid since December 2021.	1. Pay salaries of staff on time to motivate the staff	1. Establish Placement Cells in each SS to find jobs and organise bank loans for rural entrepreneurs who graduate at the certificate courses held by the SS. Devise standardised syllabi for types of programmes proliferate them across Samarthyha Soudhas.

	than those in Kolar.			
	2. Yadgir, being one of the youngest and the most backward districts of the state, lacks adequate human and financial resources to strengthen the training programmes	2. There were instances where basic tech infrastructure like TV monitors and personal computers were not provided. In one GP the data entry operator who is the go-to person for all things technological was using his mobile internet pack to get official work done	2. Proper planning of training programmes and publish training calendars every year (quarterly/half-yearly/annual) apart from what is announced and implemented by the SIRD, Mysuru	2. Document and archive the training materials and share across all SS and DTIs (This will not only standardise the quality of instruction and learning but also help in measuring the effectiveness of the programmes conducted)
		3. Though the SIRD allocates up to Rs 10 lakh per year to each TP SS that is required to conduct training programmes. These funds cannot be re-allocated to the TP's own SS training programmes or schemes. Currently the SIRD funds are being used largely for GP member training programmes and in certain TP's the unutilised funds are being refunded to the SIRD as they cannot be utilised for anything else.	3. Ensure that the published calendar is part of the Taluk Panchayat and Gram Panchayat Action Plan. Ensure that the Calendar is strictly adhered. Set aside funds to develop/introduce training programmes	3. Introduce allied vocational training programmes to make optimal use of the installed capacity which is currently being under-utilised (currently the SS infrastructure is being used primarily for GP member trainings)

			4. Establish more SS at TPs to increase up the number of training programmes. Introduce more SS in each taluk in the state to step up the number of training programmes.	4. Increase the number of training programmes using the current infrastructure across the state (at least 15) to best utilise the installed capacity.
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Recommendations

- 1 Publish training calendars every year (quarterly/half-yearly/annual) apart from what is announced and implemented by the State Institute of Rural Development (SIRD), Mysuru
- 2 Ensure that the published calendar is part of the Taluk Panchayat and Gram Panchayat Action Plan
- 3 Ensure that the Calendar is strictly adhered
- 4 A lack of standardised learning content was apparent in all the four institutions. Third-party evaluation of the participant feedback was absent. No best practices were documented anywhere.
- 5 Set aside funds to develop/introduce training programmes for:
 - Newly elected GP members
 - Self-Help Groups (SHG's), Asha, Anganwadi workers and rural women and youth
 - Use TPs and GPs revenues from tax and bill collections

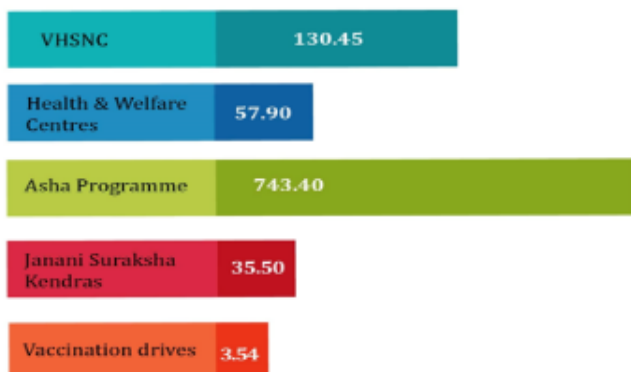
Training Expenditure of Government Departments

Health and Family Welfare Funding

This infographic represents the Health and Family Welfare funding allocated to Gram Panchayats for FY 2021-22. It is taken from the RDPR official website. It is clear from the graph that there is no separate outlay for training programmes for Health workers.

HEALTH AND FAMILY WELFARE SPEND (FY 2021-22)

(In Rs Lakh) (District Totals)



KOLAR DISTRICT

(VHSNC: Village Health, Sanitation & Nutrition Committee)

National Health Mission Funding

This infographic represents the funding allocated under the National Health Mission for FY 2021-22. It is clear from the graph that the outlay for training programmes for Asha and Anganwadi is a Rs 50 lakh per annum.



NATIONAL HEALTH MISSION (KARNATAKA)

The funds allocated for training health workers as part of the National Health Mission (GoI) is **Rs 50 lakh** per annum (for training **41,685** Asha Workers and such; according to an NHM inside source I spoke to)

Which is approximately **1.62** per cent of the total outlay for Health & Family Welfare Department towards implementation of NHM objectives at the GP level



Primary and Secondary Education Funding

This infographic represents the Primary and Secondary Education funding for FY 2021-22. It is clear from the graph that the outlay for training programmes is 0.56 percent of the total, which is insufficient.

PRIMARY & SECONDARY EDUCATION TRAINING OUTLAYS FOR GP LEVEL WORKERS

Total Outlay for Primary and Secondary Education (statewide) for FY 2021-22 is Rs 21730.32 Crore

But the outlay for teacher training is Rs 123.58 crore which is 0.56 per cent of the total outlay. The scenario in other departments like Agriculture, Sericulture and Woman and Child Welfare is not very different from this.

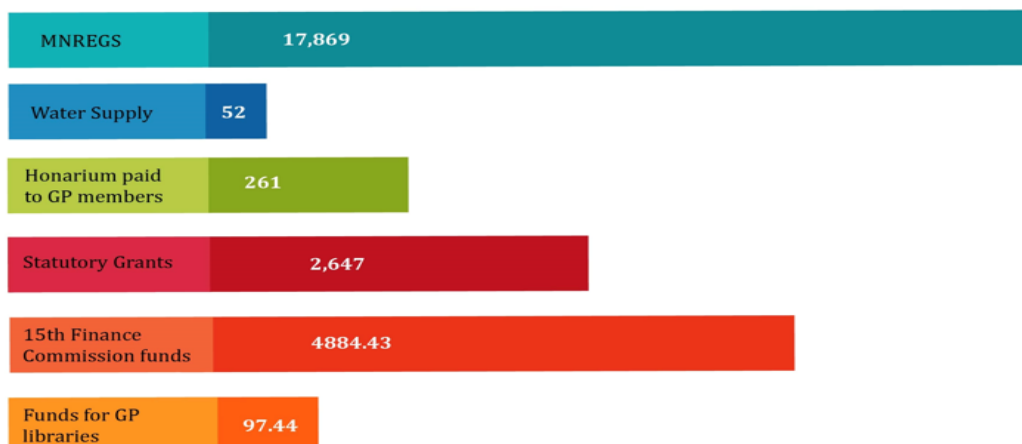


- Increase trainee allowance to at least Rs 300 and the resource person allowance be increased to Rs 1,750. This may greatly enhance the participation of trainees in the courses, especially at the GP level.
-

Gram Panchayat Funding – Yadgir District

This infographic represents the funding allocated for Yadgir District Gram Panchayats for FY 2021-22. It is taken from the RDPR official website. It is clear from the graph that there is no separate outlay for training programmes.

YADAGIRI DISTRICT GRAM PANCHAYAT FUNDING (FY 2021-2022)



(In Rs Lakh) (District Totals)

(MNREGS: Mahatma Gandhi Rural Employment Guarantee Scheme)

- Encourage specialised organisations like RSETI to conduct programmes (currently SIRD programmes outnumber all other local and institutional training programmes)
- Leverage Panchayat Raj and Rural Development University (KSPRRDU, Gadag District) to scale up and enhance the efficiency of the training programmes
- Utilise the current SS infrastructure to thereby increase the utilisation of installed capacity to at least 100 days of training per year.
- Conduct dipstick surveys and audits of the programmes held at SS (by SIRD)
- Showcase and share case studies of successful programmes to be used during instruction especially, during master training

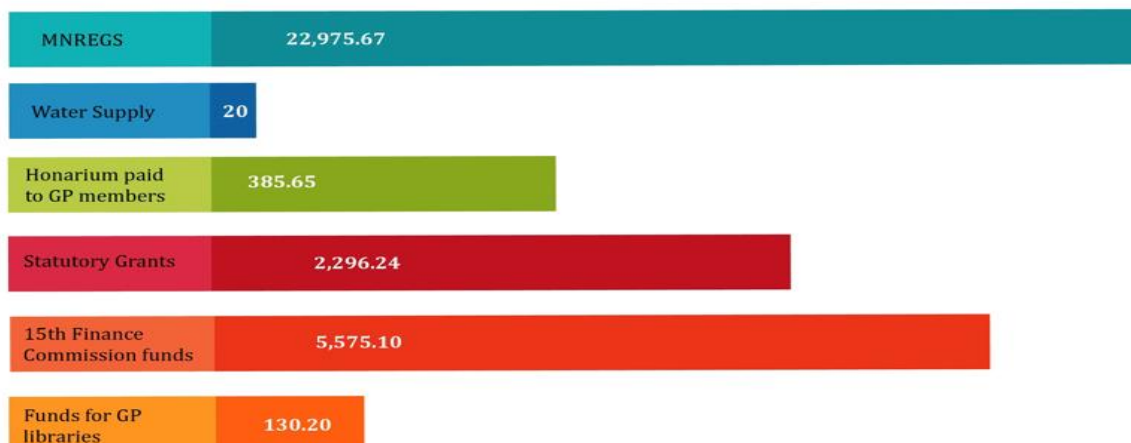
Note: Case studies help illustrate what has already been implemented and may inspire new GP members and other participants of vocational programmes to inculcate these best practices in the course of their work.

- Empanel resource persons from TPs who have adequate knowledge and experience in particular domain areas
- Empanel permanent resource persons (Doing so will not only help in scaling up the number of training but also ensure that the training topics are well-addressed by experts and not laypeople).

Gram Panchayat Funding – Kolar District

This infographic represents the funding allocated for Kolar District Gram Panchayats for FY 2021-22. It is taken from the RDPR official website. It is clear from the graph that there is no separate outlay for training programmes.

KOLAR DISTRICT GRAM PANCHAYAT FUNDING (FY 2021-2022)



(In Rs Lakh) (District Totals)
(MNREGS: Mahatma Gandhi Rural Employment Guarantee Scheme)

- Conduct Train-the-Trainer programmes (master trainings). The time gap between these programmes and the cascading of the learning to GP members and other trainees be no longer than one month to ensure that the master trainer does not 'forget' what he has learnt at the master trainer programme.
- Establish a robust uniform feedback mechanism across taluks and panchayats and the metrics are standardised
- Analyse feedback received from trainees at the SS level
- Understand and implement changes, improvements
- Conduct audience analysis before a training programme to deliver quality training
 - (Refer Annexure 6 for Sample Feedback Form).
- Introduce more vocational courses (under the National Rural Livelihood Mission - NRLM) be held in these facilities to make better use of the installed capacity and improve the lot of rural women and youth. The number of such courses being financed and conducted is simply too less
- Identify courses as per the needs of the trainees and conducted to provide livelihoods and jobs.
- Revamp the RDPR website content to reflect SS and its function
- Increase the visibility of the SS and DTIs by disseminating information effectively.
- Organise study tours be part of the five-day GP member training
- Construct a 'Sanjeevini Shed' on the GP premises using funds allocated under Mahatma Gandhi National Rural Employment Guarantee (NREGA) to be used for vocational training for rural women and youth and for other trainings and meetings too (from PDOs and GP members.) Person-hours of employment generated under NREGA could constitute the constructional labour required for such projects.
- Establish more SS at TPs to increase up the number of training programmes
- Introduce more SS in each taluk in the state to step up the number of training programmes
- Increase the number of training programmes using the current infrastructure across the state (at least 15) to best utilise the installed capacity

- Introduce allied vocational training programmes to make optimal use of the installed capacity which is currently being under-utilised (currently the SS infrastructure is being used primarily for GP member trainings)
- Establish Placement Cells in each SS to find jobs and organise bank loans for rural entrepreneurs who graduate at the certificate courses held by the SS.
- Devise standardised syllabi for types of programmes proliferate them across Samarthya Soudhas and DTIs
- Document and archive the training materials and share across all SS and DTIs (This will not only standardise the quality of instruction and learning but also help in measuring the effectiveness of the programmes conducted).
- Innovative measures need to be implemented to ensure that they take training programme seriously to:
 - Improve attendance
 - Include travelling arrangements to attend a five-day training programme to the TP.
- Conduct a training audit across TPs and GPs to determine:
 - How well the tech infrastructure provided is being utilised
 - What more is needed for the GP and provide the same as part of the annual funding under the 15th Finance Commission grants currently in force
- Introduce a training on use of social media for systematic publicity and awareness creation for GP members and Panchayat officials
- Design and impart this training at the GP level so that social media may be used by rural folk not just for entertainment but official communication and collaboration.
- Train GP members in the use of social media as Internet penetration is hearteningly deep in even the remotest of villages that the study team visited.
- Design one such syllabus and impart it at the GP level so that social media may be used by rural folk not just for entertainment but official communication and collaboration.
- Allocate at least Rs 50,000 per year to each GP which can be utilised by the GP's for their training programmes conducted for SHGs, Asha and Anganwadi workers, solid and wet waste management programmes that are held during the year at the TP level to organise training programmes charted out by SIRD and the SSs own training programmes. This measure would prove fruitful if the number of training per year is scaled up.
- Appoint a training coordinator would pave the way for better logistical planning and implementation of SS training programmes.

Conclusion

In conclusion, the PAF team unearthed some worrisome lacunae in the training programmes held by BRC/CRC, DTI, DIET, and Samarthya Soudhas in Kolar and Yadgir. In many cases in both districts, the above training institutions lacked basic physical infrastructure (like clean toilets), Wifi, UPS and buildings of their own.

The training programme funding appeared to be inadequate in many places especially Yadgir, and the funding pattern was found to be irregular in other places.

Non-empanelment of permanent qualified and experienced resource persons was found to an issue in almost all the four institutions. In many places training halls and their maintenance was absent and in those that had these facilities, were under-utilised (less than 100 days per year).

The few immediate action-items for the government are:

To ensure transparency and efficiency in the training methodologies through digitisation, documentation, and standardisation of training processes in all four institutions.

To scientifically evaluate the feedback, learning content, and processes used for training across the four institutions. Provide much needed infrastructure—both physical and technological.

To raise the cap on training-related funding to bolster the existing infrastructure and scale up programmes to 100 days per year across the four institutions

Design and Deploy learning management systems (LMS) across the four institutions because post-pandemic, this is the new normal

To better synergise the training programmes offered by the four institutions and identify where infrastructure and people can be used as shared resources. This will ensure near 100% utilisation of the existing resources

PAF thanks all the government officers who cooperated with us during the study by sharing data and offering their precious time for interviews

The gaps in the functionalities observed across the two districts (especially Yadgir which is aspirational) were:

1. Lack of physical and technological infrastructure
2. Absence of own buildings and hence payment of huge rents
3. Absence of empanelled resource persons
4. Absence of training calendar to scale up training programmes
5. Absence of best practices shared across the state
6. Absence of Group 'D' staff to maintain hygiene
7. Absence of standardised learning material
8. Irregular funding pattern(delays)

Select Photographs



DTC, Dept of Health and Family Welfare, Kolar



Meeting CEO, Yadgir



BRC, Yadgir



GP Daadahasala, Kolar



Samarthya Soudha, Shahapur, Yadgir



DTI, Yadgir



GP, Daadahasala, Kolar



GP, Gogi, Yadgir

Annexures

Annexure 1: Sample Attendance Sheet

Attendance taken during a GP/TP officials' and GP/TP member training held under the 'Anthyodaya' Mission Scheme

07-09-2021 08:00 2500A-5
60 60 60 60 60 60 60 60

S. N° of the participants	Name & Address	Sex	Categorization (M/F)	Type (ST/FF)	Level (TP/TPO/ADPR)	Designation (PDD/PD/PPA)	District (A.A.O.D.)	Group
1								
2	K. Kamalappa	M	ST	FF	TP	TPO	ADPR	B
3								
4	Jaya Chavva	M	Other		GP	PDD	ADPR	C
5	Govindaswamy	M			GP	PPA	ADPR	C
6	Satish Alga	M	Other		GP	PDD	ADPR	C
7	Madhusudan	M	F		GP	PDD	ADPR	C
8	Chandrakumar	M	Other		GP	PDD	ADPR	C
9	Saraswati Patil	F	OBC		GP	PDD	ADPR	C
10	Sangeeta Sarna	F	OBC		GP	PDD	ADPR	C
11	Shivamanna	F	ST		GP	PDD	ADPR	C
12	Yenkaama	F			GP	PDD	ADPR	C
13	Devaamma	F			GP	PDD	ADPR	C
14	Sridani	F			GP	PDD	ADPR	C
15	Bhuvanamma	M	Other		GP	PDD	ADPR	C

D/07/09/21

District	Taluk	Gram Panchayat No.	Age	Category	FA	Mobile Numbers	Singature

Annexure 2: Surpur TP Notice to GPs to send participants

ತಾಲೂಕ ಪಂಚಾಯತ ಕಾರ್ಯಾಲಯ ಸುರಪುರ.

ತಾಪಂಸು/ಸಿಬ್ಬಂದಿ/ಗ್ರಾಪಂ/ತರಬೇತಿ/2020-21 ದಿನಾಂಕ 29.03.2021

ತರಬೇತಿ ಸೂಚನಾ ಪತ್ರ

ವಿಷಯ: 2020-21ನೇ ಸಾಲಿಗೆ ನೂತನವಾಗಿ ಅಯ್ಕೆಯಾಗಿರುವ ಗ್ರಾಮ ಪಂಚಾಯತಿ ನೂತನ ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳ ಸಾಮರ್ಥ್ಯಾಭಿವೃದ್ಧಿ ತರಬೇತಿ ಅಯೋಜಿಸಿದ ಕುರಿತು.

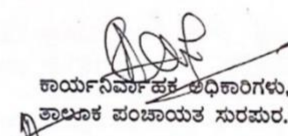
ಉಲ್ಲೇಖ: 1.ಮಾನ್ಯ ನಿರ್ದೇಶಕರು, ಅಬ್ಬುಲ ನಜೀರ್ ಸಾಬ ರಾಜ್ಯ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತರಾಜ್ ಸಂಸ್ಥೆ, ಮೈಸೂರುಇವರ ಪತ್ರ ಸಂಖ್ಯೆ: sird/gpdp/72/2020-21/ ದಿನಾಂಕ 12.01.2021.
2.ಮಾನ್ಯ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು, ಜಿಲ್ಲಾ ಪಂಚಾಯತ ಯಾದಗಿರಿ ರವರ ಪತ್ರ ಸಂ:ಜಿಪಂಯಾ/ಗ್ರಾ.ಪಂ./ತರಬೇತಿ/2020-21/4930/ ದಿ:08-02-2021.

--00--

ಮೇಲಿನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಉಲ್ಲೇಖಿತ ಪತ್ರಗಳನ್ವಯ 2020-21ನೇ ಸಾಲಿಗೆ ನೂತನವಾಗಿ ಅಯ್ಕೆಯಾಗಿರುವ ಗ್ರಾಮ ಪಂಚಾಯತಿ ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳಿಗೆ ಐದು ದಿನಗಳ ಸಾಮರ್ಥ್ಯಾಭಿವೃದ್ಧಿ ಮುಖಾ ಮುಖಿ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮವನ್ನು ತಾಲೂಕ ಪಂಚಾಯತಿ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಹಮ್ಮಿಕೊಳ್ಳುವ ಬಗ್ಗೆ ಮಾರ್ಗಸೂಚಿಯನ್ನು ನೀಡಿ, ತರಬೇತಿ ಅಯೋಜಿಸಲು ಸೂಚಿಸಿರುತ್ತಾರೆ.

ಪ್ರಯುಕ್ತ, ದಿನಾಂಕ 05-04-2021 ರಿಂದ 09-04-2021 ರ ವರೆಗೆ ಐದು ದಿನಗಳು ಗ್ರಾಮ ಪಂಚಾಯತಿ ಚುನಾಯಿತ ಸದಸ್ಯರುಗಳಿಗೆ ತಾಲೂಕ ಪಂಚಾಯತ ಸಾಮರ್ಥ್ಯಸೌಧದಲ್ಲಿ ತರಬೇತಿಯನ್ನು ಹಮ್ಮಿಕೊಂಡಿದ್ದು, ಸದರಿ ತರಬೇತಿಯ ದಿನಾಂಕಗಳಂದು ನಿಗದಿತ ಸಮಯಕ್ಕೆ ಗ್ರಾಮ ಪಂಚಾಯತಿ ಕೇಂದ್ರ ಸ್ಥಾನದಿಂದ ತರಬೇತಿ ನಡೆಯುವ ಸ್ಥಳಕ್ಕೆ ಆತ್ಯಂತ ಸುರಕ್ಷತೆಯಿಂದ ಹೋಗಿ ಬರಲು ಸೂಕ್ತ ವಾಹನ ವ್ಯವಸ್ಥೆಯನ್ನು ಕಲ್ಪಿಸುವುದು ಹಾಗೂ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು ತರಬೇತಿಯಲ್ಲಿ ಐದು ದಿನಗಳು ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸುವಂತೆ ಅಗತ್ಯಕ್ರಮ ಕೈಗೊಂಡು, ನೂತನ ಗ್ರಾಮ ಪಂಚಾಯತಿ ಸದಸ್ಯರುಗಳನ್ನು ಐದು ದಿನಗಳ ವರೆಗೆ ನಡೆಯುವ ತರಬೇತಿಗೆ ತಪ್ಪದೇ ಹಾಜರಪಡಿಸಲು ಈ ಮೂಲಕ ಸೂಚಿಸಿದೆ.


ಸ್ಥಳ:- ಸಾಮರ್ಥ್ಯಸೌಧ ತಾ.ಪಂ. ಸುರಪುರ


ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು,
ತಾಲೂಕ ಪಂಚಾಯತ ಸುರಪುರ.

ಗೆ,
1.ಪಂಚಾಯತ ಅಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿಗಳು,
ಗ್ರಾಮ ಪಂಚಾಯತ,1) ಯಕ್ಕಾಪುರ 2)ಖಾನಾಪುರ ಎಸ್.ಹೆಚ್.
ಸುರಪುರ ತಾಲೂಕಾ.
2.ಪಂಚಾಯತ ಅಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿಗಳು,
ಗ್ರಾಮ ಪಂಚಾಯತ,1)ಕೋಳಿಹಾಳ 2)ಜೋಗುಂಡಭಾವಿ,
ಹುಣಸಗಿ ತಾಲೂಕಾ

ಪ್ರತಿಯನ್ನು ಮಾನ್ಯ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು, ಜಿಲ್ಲಾ ಪಂಚಾಯತ ಯಾದಗಿರಿ ರವರ ದಯಾಪರ ಮಾಹಿತಿಗಾಗಿ ಸಲ್ಲಿಸಲಾಗಿದೆ.

Annexure 3: KRIDL estimate for furnishing newly constructed building



**KARNATAKA
RURAL INFRASTRUCTURE DEVELOPMENT
LIMITED YADGIR**

ESTIMATE

DETAILED ESTIMATE

**NAME OF WORK: PROVIDING INTERIOR AND
FURNITURE WORKS TO NEW CONT. DPRC BUILDING AT
YADAGIR TOWN, YADGIR DIST.**

ESTIMATED COST 50,00,000.00

SCHEME:- ZP YADGIR

**OFFICE OF THE
ASSISTANT EXECUTIVE ENGINEER
KARNATAK RURAL INFRASTRUCTURE DEVELOPMENT LTD
SUB DIVISION :YADGIR**

Annexure 4: Sample Completion Certificate

ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಅಬ್ದುಲ್ ನಜೀರ್ ಸಾಬ್ ರಾಜ್ಯ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತ್ ರಾಜ್ ಸಂಸ್ಥೆ
ಲಅಹ್ಮಹಲ್ ರಸ್ತೆ, ಮೈಸೂರು - 11



ಪ್ರಮಾಣ ಪತ್ರ

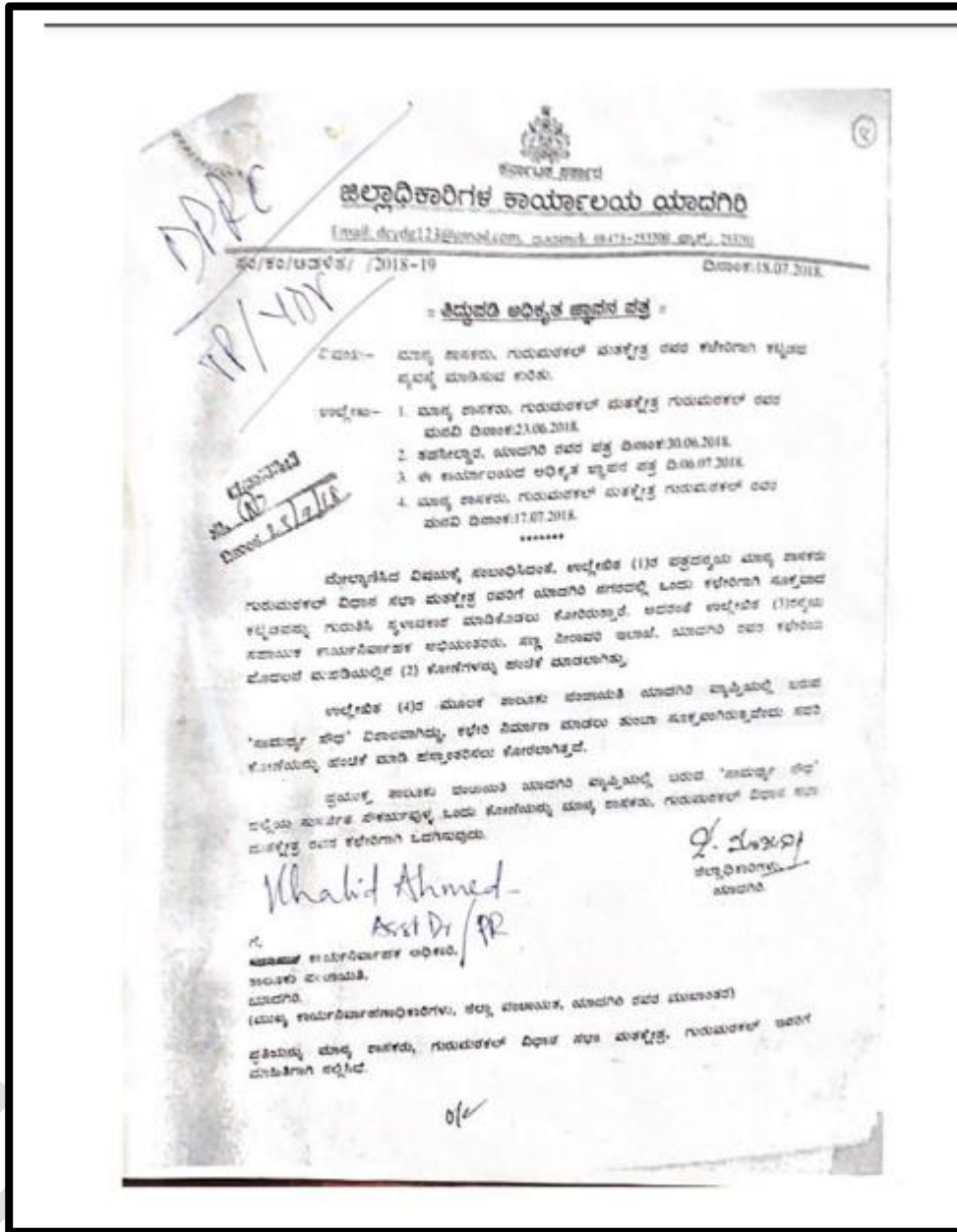
ಶ್ರೀಮತಿ / ಶ್ರೀ.....ರವರು
ದಿನಾಂಕ : / /2021 ರಿಂದ / / 2021 ಅಬ್ದುಲ್ ನಜೀರ್ ಸಾಬ್ ರಾಜ್ಯ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತ್ ರಾಜ್ ಸಂಸ್ಥೆಯು ಆಯೋಜಿಸಲಾದ "ಗ್ರಾಮ ಪಂಚಾಯತಿ ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳ ಸಾಮಾನ್ಯಾಭಿವೃದ್ಧಿ" ಕಲಚೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗಹಿಸುತ್ತಾರೆಂದು ಪ್ರಮಾಣೀಕರಿಸಿದೆ.

ಸ್ಥಳ :
ದಿನಾಂಕ :


ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಭಿವೃದ್ಧಿಗಳು
ವಾ.ಪಂ. ಬಹಾಬನೂರು

ಸಹ/-
ನಿರ್ದೇಶಕರು
ಅನುಸಾರಾಧ್ಯಾಪನಾ ಸಂಸ್ಥೆ
ಮೈಸೂರು

Annexure 5: Letter Announcing Handing Over Yadgir SS Building to Local MLA



Annexure 6: Sample Feedback Form

ಕರ್ನಾಟಕ ಸರ್ಕಾರ
ಕರ್ನಾಟಕ ರಾಜ್ಯ ಸರ್ಕಾರದ ಸಚಿವರು
ಜ್ಞಾನ ಕೇಂದ್ರ ಕಾರ್ಯಕ್ರಮದ ಅಧ್ಯಕ್ಷರು ಮತ್ತು ಸಹಾಯಕ ಅಧ್ಯಕ್ಷರು - ಬೆಂಗಳೂರು

"ಜ್ಞಾನ ಕೇಂದ್ರ - ಕರ್ನಾಟಕ ರಾಜ್ಯ ಸರ್ಕಾರದ ಅಧ್ಯಕ್ಷರು ಮತ್ತು ಸಹಾಯಕ ಅಧ್ಯಕ್ಷರು
 ಸಚಿವರುಗಳಿಗೆ ಅರ್ಪಿಸಿ ಕೊಡುವ ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ"

ಸಭಾಂಗಣ ಹೆಸರು:	ಕೆ.ಎ.ಸಿ.ಸಿ
ಸಚಿವರುಗಳ ಹೆಸರು:	ಶ್ರೀಧರೇಶ್ ಕುಮಾರ್
ಜ್ಞಾನ ಕೇಂದ್ರದ ಹೆಸರು:	ಕರ್ನಾಟಕ ರಾಜ್ಯ ಸರ್ಕಾರ
ಸಚಿವರು:	5 ಜನರು

ಕ್ರ. ಸಂ.	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	ಹೆಚ್ಚು	ಮಧ್ಯಮ	ಕಡಿಮೆ	ಕಿರು
1	ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತೀಕರಣ	☺	☺	☹	☹
2	ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತೀಕರಣ	☺	☺	☹	☹
3	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
4	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತೀಕರಣ	☺	☺	☹	☹
5	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹

ಕ್ರ. ಸಂ.	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	ಹೆಚ್ಚು	ಮಧ್ಯಮ	ಕಡಿಮೆ	ಕಿರು
1	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
2	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
3	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
4	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
5	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹

ಕ್ರ. ಸಂ.	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	ಹೆಚ್ಚು	ಮಧ್ಯಮ	ಕಡಿಮೆ	ಕಿರು
1	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹
2	ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ	☺	☺	☹	☹

(2)

ಸಚಿವರುಗಳಿಗೆ ಅರ್ಪಿಸಿ ಕೊಡುವ ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ

ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ ಸೂತ್ರ

ಸಚಿವರುಗಳಿಗೆ ಅರ್ಪಿಸಿ ಕೊಡುವ ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ

- 1) ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ ಸೂತ್ರ
- 2) ಸಚಿವರುಗಳ ಅಭಿಪ್ರಾಯ
- 3) ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ ಸೂತ್ರ
- 4) ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ ಸೂತ್ರ
- 5) ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ ಸೂತ್ರ

ಸಚಿವರುಗಳಿಗೆ ಅರ್ಪಿಸಿ ಕೊಡುವ ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ

ಸಚಿವರುಗಳಿಗೆ ಅರ್ಪಿಸಿ ಕೊಡುವ ಪ್ರತಿಪತ್ತಿ ಸೂತ್ರ

Annexure 7: Action plan of DTI Yadgiri for the current year training programs scheduled

ಕರ್ನಾಟಕ ಸರ್ಕಾರ
ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಯಾದಗಿರಿ


ಸಂ.ಜಿ.ತ.ಸಂ/ತರಬೇತಿ/ವಿವ-4೪ /2021-22 ದಿನಾಂಕ: 18.02.2022

2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಯಾದಗಿರಿ ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಡಸಲು ಉದ್ದೇಶಿಸಿದ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಕ್ರಿಯಾ ಯೋಜನೆ
ಏಪ್ರಿಲ್-2022

ಕ್ರ. ಸಂ.	ತರಬೇತಿ ಹೆಸರು	ತರಬೇತಿ ದಿನಾಂಕ		ತರಬೇತಿ ದಿನಗಳು	ಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ	ತರಬೇತಿಯ ಸಮನ್ವಯಾಧಿಕಾರಿ
		ಇಂದ	ವರೆಗೆ			
1	2	3	4	5	6	7
1.	ಗ್ರೂಪ್ 'ಸಿ' ನೌಕರರಿಗೆ ಮಾಹಿತಿ ಹಕ್ಕು ಅಧಿನಿಯಮ - 2005 ಮತ್ತು ಸಕಾಲ	07-04-2022	08-04-2022	02	30	ಉ. ಪ್ರಾಚಾರ್ಯರು
2.	ಗ್ರೂಪ್ 'ಸಿ' ನೌಕರರಿಗೆ ಹೆಚ್ ಆರ್ ಎಂ.ಎನ್ & ಎನ್ .ಪಿ.ಎನ್	12-04-2022	13-04-2022	02	30	ಬೋಧಕರು-1
3.	ಕೆ.ಸಿ.ಎಸ್.ಆರ್ ನಿಯಮಗಳು 1957 ಹಾಗೂ ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವೆ (ನಡತೆ) ನಿಯಮಗಳು-2021 (ತಂದ-1)	19-04-2022	20-04-2022	02	30	ಬೋಧಕರು-2
4.	ಗ್ರೂಪ್ 'ಸಿ' ನೌಕರರಿಗೆ ಆದಾಯ ತೆರಿಗೆ ಲೆಕ್ಕಾಚಾರ ಹಾಗೂ ರಿಟರ್ನ್ಸ್ ಸಲ್ಲಿಕೆ	27-04-2022	28-04-2022	02	30	ಉ. ಪ್ರಾಚಾರ್ಯರು
ಮೇ-2022						
5.	ಕಚೇರಿ ಕಾರ್ಯವಿಧಾನ ಮತ್ತು ಪತ್ರ ರಚನೆ	05-05-2022	06-05-2022	02	30	ಬೋಧಕರು-1
6.	ನಿವೃತ್ತಿ ವೇತನ ಮತ್ತು ಕುಟುಂಬ ವೇತನ ಹಾಗೂ ನೂತನ ಪಿಂಚಣಿ.	11-05-2022	12-05-2022	02	30	ಬೋಧಕರು-2
7.	ಗ್ರೂಪ್ 'ಸಿ' ನೌಕರರಿಗೆ ಆರ್.ಟಿ.ಐ ಮತ್ತು ಸಕಾಲ.	18-05-2022	19-05-2022	02	30	ಉಪ ಪ್ರಾಚಾರ್ಯರು
8.	ಗ್ರೂಪ್ 'ಡಿ' ನೌಕರರಿಗೆ ಕರ್ತವ್ಯ ಮತ್ತು ಜವಾಬ್ದಾರಿ.	25-05-2022	26-05-2022	02	30	ಬೋಧಕರು-1
ಜೂನ್-2022						
9.	ಗ್ರೂಪ್ 'ಸಿ' ನೌಕರರಿಗೆ ಸೇವಾ ನಿಯಮಗಳು, ರಜೆಯ ನಿಯಮಗಳು	07-06-2022	08-06-2022	02	30	ಬೋಧಕರು-2
10.	ಗ್ರೂಪ್ 'ಸಿ' ಖಜಾನೆ-2 & ಹೆಚ್‌ಆರ್‌ಎಮ್‌ಎಸ್	14-06-2022	15-07-2022	02	30	ಉ. ಪ್ರಾಚಾರ್ಯರು
11.	ಬಜೆಟ್ ತಯಾರಿಕೆ ಮತ್ತು ಪರಿಷ್ಕೃತ ಬಜೆಟ್ ನಿಯಂತ್ರಣ.	21-06-2022	22-06-2022	02	30	ಬೋಧಕರು-1
12.	ದತ್ತಾಂಶ ವಿಶ್ಲೇಷಣ ಕೇಂದ್ರ ವತಿಯಿಂದ 'ಇ-ಕಚೇರಿ'	27-06-2022	28-06-2022	02	30	ಬೋಧಕರು-2
ಜುಲೈ-2022						
13.	ರಜೆಯ ನಿಯಮಗಳು, ಸೇರುವಿಕೆ ಕಾಲ	05-07-2022	07-07-2022	03	30	ಉ. ಪ್ರಾಚಾರ್ಯರು
14.	ಗ್ರೂಪ್ 'ಸಿ' ಸಿಬ್ಬಂದಿಗಳಿಗೆ 'ಇ-ಆಫೀಸ್'	12-07-2022	14-07-2022	03	30	ಬೋಧಕರು-1
15.	ಕಂಪ್ಯೂಟರ್ ಸಾಕ್ಷರತೆ.	19-07-2022	20-07-2022	02	30	ಬೋಧಕರು-2
16.	ವಾರ್ಷಿಕ ವೇತನ ಮತ್ತು ವೇತನೇತರ ಬಜೆಟ್ ತಯಾರಿಸುವಿಕೆ.	26-07-2022	27-07-2022	02	30	ಉಪ ಪ್ರಾಚಾರ್ಯರು

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Annexure 9: Feedback form of DTI



DTI - Feedback Form.
Kolar

ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆ ಹಾಗೂ ವಿಸ್ತರಣಾ ತರಬೇತಿ ಕೇಂದ್ರ,
ಡಿಸ್ಟ್ರಿಕ್ಟ್ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಕನಕ ಮಂದಿರ ಓಂಭಾಗ, ಕೋಲಾರ-563102
DISTRICT TRAINING INSTITUTE AND EXTENTION TRAINING CENTRE, KOLAR-563 102.
Telephone : 08152-222209 e-mail: dtietckolar@gmail.com

ಮೌಲ್ಯಮಾಪನ

1. ತರಬೇತಿಯ ಹೆಸರು : *ಸೋವಿ ನಿಯಮಗಳ ಪ್ರಗತಿ ಪರಿಶೀಲನೆ*

2. KGID ಸಂಖ್ಯೆ

3. ಶಿಕ್ಷಣಾರ್ಥಿಯ ಹೆಸರು :

4. ಪದನಾಮ :

5. ಕಛೇರಿ ವಿಳಾಸ :

6. ದೂರವಾಣಿ ಸಂಖ್ಯೆ :

7. ತರಬೇತಿಯ ನಡೆಸಿದವರು : *ಡಿ.ಎಂ.ಪುಟ್ಟಣ್ಣ / ಡಿ.ಎ.ಎ. ಪಂಚರಾಜ್*

ತರಬೇತಿ ವಿಷಯದ ಬಗ್ಗೆ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ನೀವು ಈ [✓] ಚಿಹ್ನೆಯನ್ನು ಗುರುತಿಸುವ ಮೂಲಕ ತಿಳಿಸಿ.

[ಎ]. ಒಟ್ಟಾರೆ ತರಬೇತಿಯ ಪ್ರಯೋಜನ

ಬಹಳ ಪ್ರಯೋಜನಕಾರಿ	ಪ್ರಯೋಜನಕಾರಿ	ಸ್ವಲ್ಪಮಟ್ಟಿಗೆ	ಪ್ರಯೋಜನಕಾರಿ ಇಲ್ಲ
[]	[]	[]	[]

[ಬಿ]. ಒಟ್ಟಾರೆ ತರಬೇತಿ ಮೌಲ್ಯಮಾಪನ ದಯವಿಟ್ಟು [✓] ಗುರುತು ಮಾಡಿ

ಅತ್ಯುತ್ತಮ	ಉತ್ತಮ	ತೃಪ್ತಿಕರ	ಸಾಧಾರಣ
[]	[]	[]	[]

[ಸಿ]. ತರಬೇತಿಯಲ್ಲಿ ಯಾವ ವಿಷಯ ನಿಮಗೆ ಬಹಳ ಮೆಚ್ಚಿಗೆಯಾಯಿತು

[ಡಿ]. ತರಬೇತಿಯ ಬಗ್ಗೆ ಸಲಹೆಗಳು:-

ದಿನಾಂಕ: ~~26/4/2021~~ *12/4/2022* ಶಿಕ್ಷಣಾರ್ಥಿಯ ಸಹಿ

Annexure 10: List of People Who Provided Support

Kolar District

No	Name	Designation	Area
1	Ukesh Kumar	CEO,	Zilla Panchayat
2	K P Sanjeevappa	Deputy Secretary,	Zilla Panchayat
3	Officers and staff of the Samarthy Soudha	Officers and Staff	Zilla Panchayat
4	Officer and staff	Panchayat Development	Doddahasala Gram Panchayat
5	Officers and staff	Bangarpet Training Centre	, Bangarpet Taluk

Yadgir District

No	Name	Designation	Area
1	Shilpa Sharma	CEO,	Zilla Panchayat
2	Gurunath N G,	Chief Planning Officer	Zilla Panchayat
3	Mohammed Ali Jamadaar,	Panchayat Development Officer	Kundakur Gram Panchayat
4	Officer and staff	District Panchayat Resource Centre (DPRC)	
5	Shobha P D	Panchayat Development Officer	Yelleri Gram Panchayat, Gurumitkal Taluk
6	Amarappa	Executive Officer	Surpur Taluk Panchayat
7	Panchayat Development Officer and staff		Khanapur-SH Gram Panchayat
8	Jayaprakash	First Division Assistant	Shahpur Taluk Panchayat
9	Sangeetha Shahpur	Resource Person, Samarthy Soudha,	Shahpur Taluk
10	Thayamma,	GP Member	Dorahalli GP
11	Chandravathi	GP Member	Dorahalli GP
12	Panchayat Development Officer and staff		Gogi-K Gram Panchayat



PUBLIC AFFAIRS FOUNDATION
Partnership for Better Governance

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