



ಕರ್ನಾಟಕ ಆಡಳಿತ ಸುಧಾರಣಾ ಆಯೋಗ-2
Karnataka Administrative Reforms Commission-2

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ಅಧ್ಯಕ್ಷರು

CHAIRMAN

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Former Chief Secretary, Government of Karnataka

D.O.L.No.KARC-2/6thReport/Chairman/2023

Dated:28.11.2023

Dear Dr Annapoorna,

The Government of Karnataka constituted the Karnataka Administrative Reforms Commission-2 on 07.01.2021 and appointed me as its Chairperson.

The Commission has prioritized identifying and suggesting improvements that need to be made to deliver citizen services more easily, in less time and at less cost, making frontline offices and staff more responsive and productive and to improving the overall effectiveness of departments.

The Commission has submitted six reports so far. In its sixth report the Commission took up 7 departments for study and reporting namely., Housing, Forest, Ecology & Environment, Water Resources, Minor Irrigation and Groundwater, Public Works, Commerce and Industries and Infrastructure Development, Ports and Inland Water Transport. The 6th report containing 882 recommendations was submitted to Shri Siddaramaiah, Hon'ble Chief Minister of Karnataka on 25.11.2023.

The 6th Report also contains a chapter on the study of "Rejuvenating District, Taluk & Sub-Taluk Level Training Institutes" conducted by Public Affairs Foundation, Bengaluru.

I am pleased to share with you the 6th report of the Karnataka Administrative Reforms Commission-2. The pdf copies of all the six reports of the KARC2 can be accessed at the Commissions website www.karc2.karnataka.gov.in.

With *best regards and thanks,*

Yours sincerely,

T.M. Vijay Bhaskar
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**KARNATAKA ADMINISTRATIVE REFORMS
COMMISSION-TWO**

**6th REPORT OF THE
KARNATAKA ADMINISTRATIVE REFORMS
COMMISSION-TWO**

OCTOBER-2023

Rejuvenating District, Taluk & Sub-Taluk Level Training Institutes

Public Affairs Foundation, Bengaluru

Executive Summary

The Public Affairs Foundation (PAF), Bengaluru was requested by the Karnataka Administration Reforms Commission 2 (KARC-2) to conduct a pilot study in two districts on Rejuvenating District, Taluk and Sub-taluk level Training Institutes. The study was done in 2 districts in Karnataka-Kolar (progressive) and Yadgir (aspirational). The Training Institutes taken up for study were Cluster Resource Centres (CRC), Block Resource Centres (BRC), Samarthy Soudhas, District Training Institutes (DTI), District Institutes of Education and Training (DIET). The following report and recommendations are based on the pilot study undertaken. The following section provides an overview of the study and key recommendations.

1. Samarthy Soudhas (SS)

Samarthy Soudhas (SS) are the Rural Development and Panchayat Raj (RDPR) Department's training centres at taluk level. An extensive literature review undertaken prior to this study revealed that there is literally no mention of such centres in the internet 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 Samarthy 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 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 Samarthy Soudhas have done is commendable. The SIRD funds and implements its programmes through the taluk-level Samarthy Soudhas. SIRD, an autonomous body trains ZP, TP and GP officers, members, rural youth, trainers and others in capacity 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 Samarthy Soudhas.

The training method includes lectures, power point presentations, films produced by various specialised agencies, drama and street plays as mediums of instruction.

These findings indicate that the functioning of Samarthy Soudhas (SS) located at the taluk level needs to be a lot more transparent than it is now. Though the Right to Information (RTI) mecha-

nism 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 just more than a decade ago in 2010. The district is still in its ‘infancy’. The team visited and interacted with various government officials and members from Zilla Panchayat (ZP), Taluk Panchayat (TP) and Gram Panchayat (GP). The team visited remote villages in both districts to ensure that a holistic approach to data collection was ensured.

17.1 Recommendations regarding Samarthya Soudhas (RDPR department)

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 Samarthya Soudhas (SS):

- 1 Issue instructions to develop an annual training calendar at the TP and GP level and make it a part of the action plan.
- 2 Empanel qualified and experienced resource persons at taluk level
- 3 Organise model GP tours as part of the new GP members training
- 4 Provide UPS/Generator at every SS
- 5 Plan to construct a SS in uncovered taluks of the state
- 6 Ramp up the number of vocational courses conducted under NRLM in the SS.
- 7 Follow up with other departments to use SS for conducting training programmes for their field level functionaries e.g. Health department for ASHA workers, Women and Child Development department for Anganwadi workers.
- 8 Utilise SS for at least 200 days a year to optimise resources
- 9 Opt for third-party review and audit of the programmes (impact evaluation)
- 10 Document best practices and share them

2. Block Resource Centres and Cluster Resource Centres (BRC/CRC)

The main functions of BRCs and CRCs include:

1. Monitor and improve the quality of education in government schools
2. Coordinate activities of the Department of School Education
3. Organise education research, management, and coordinate government schemes.

The major findings were:

- a. Severe deficiencies in physical infrastructure
- 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.

17.2 Recommendations (School Education department)

11. Create robust physical infrastructure, where needed, like own buildings (with clean toilets) for BRCs and CRCs. Provide tech infrastructure—mainly laptops and Wi-Fi for each CRC.
12. Increase the maintenance funding of Rs 30,000 to Rs 50,000 per BRC per annum to about Rs 1 lakh per annum for expenses towards housekeeping, cleanliness and maintenance of the provided infrastructure.

3. 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

17.3 Recommendation (School Education department)

13. DIETs especially in Yadgir, and other backward districts may be provided with their own buildings with training rooms and other physical infrastructure. Separate technology grants may be provided for computers, Internet (Karnataka Statewide Area Network –KSWAN), projector, UPS etc of at least Rs 2.5 lakh per year.

4. District Training Institutes (DTIs)

While there is no dearth of funding that the ATI receives from the government 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?
- What are the areas for improvement?

ATI's own methods of gathering feedback and analysing are inadequate. It consists of nothing more than a feedback form which is no more than an audit

17.4 Recommendation for DPAR-AR and ATI

14. Engage a third-party agency to evaluate, review the end-to-end conduct of its programmes and scientifically analyse what is working well and what needs to be addressed.