# Third Party Evaluation of

# ICT@Schools Scheme in Karnataka

2015

*Evaluation conducted by*


**Central Institute of Educational Technology**
**National Council of Educational Research and Training**
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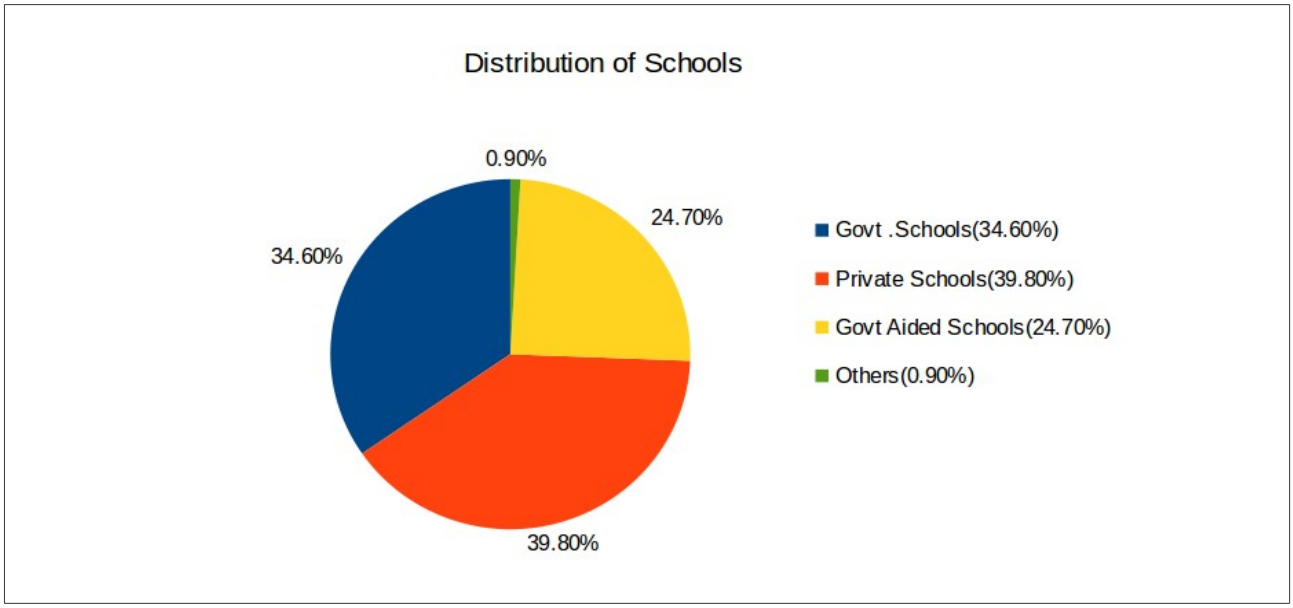
# Contents

## 1.0 Introduction

Located in South-West India, Karnataka is the 8th largest state by population and the 7th largest state by area. It has a total literacy rate of 75.36% (Census-2011). The Department of Public Instruction, Government of Karnataka manages the school education system. The state has a total of 14892 secondary schools and 4241 senior secondary schools.




Computer Education and Computer based Education was taken up in 1000 government secondary schools during March 2000-01, under the "Mahiti Sindhu" Program, which was an ambitious and successful project of the Government. After the five year project period, it was extended for another three years in 1009 government secondary schools. Computer Education and Computer based education was also introduced in 150 government secondary schools under the Revised CLASS Project, and 88 government secondary schools under the Eleventh Finance Commission Project from 2003–04. Under the ICT @schools scheme, Government of India sanctioned infrastructure in another 480 secondary schools during 2005–06 and 1009 in 2007-08. Altogether, 480 schools in Phase-I, 1571 schools in Phase-II and 1763 government high schools and 2633 aided high schools in Phase-III were covered for the implementation of ICT@Schools scheme. The computers were procured by the Government of Karnataka and implemented under BOOT (Build, operate, Own and Tranfer) model with Educomp as the implementing agency.

## 2.0 Scope and Objectives of the Evaluation

While the government has endeavoured to provide ICT infrastructure and facilities across a large number of schools, the effective utilisation of the facilities depends on a range of factors including the definition of a scope - a document which defines the expectations from the implementing school for instance. Articulation of the expectations helps the school evolve a programme, make suitable adjustments where necessary, plan and monitor the activities and aim at success in the implementation. The availability of support for the maintenance and upkeep of the system; availability of teachers for ICT; an explicit mandate (a curricular programme for ICT); provision for other subject teachers to utilise the ICT facilities; training support to these teachers; and a general integration of ICT into the day to day functioning of the school are integral to the effective utilisation of the infrastructure and the realisation of the objectives of the ICT@Schools scheme.

The study is carried out by the Central Institute of Educational Technology (National Council of Educational Research and Training), New Delhi. This institute has been in the forefront of experimentation and development of knowhow in a variety of educational technologies including radio, television, multimedia and ICT. The institute has also been supporting the Ministry of Human Resource Development in the articulation and implementation of the ICT@Schools scheme.

### 2.1 Specific Objectives of the Evaluation are as under

- To study the status of the ICT implementation in the state
- To assess the status of computers, software and peripherals in the schools
- To assess the competence of head teachers, ICT teachers, subject teachers and students in ICT use
- To assess the impediments in the running of the ICT programme
- To make suggestions for improvement of the ICT programme in the state

## 2.2 Methodology Adopted

A descriptive survey method was adopted for conducting this study. Selection of the sample was made through a stratified random sampling. Details about the population and sampling are given below:.

### 2.2.1 Population

There are 30 revenue Districts in Karnataka (which is divided into 34 Educational Districts spread across four Educational Divisions (Bangalore, Mysore, Gulbarga and Belgaum). The Phase-II, implementation of ICT programme (started during the year, 2008-09) has a coverage of 1571 high schools across 34 Educational Districts in Karnataka. Hence all the 30 revenue districts and 1571 high schools constituted population of the present study.

### 2.2.2 Sample

A stratified random sampling technique was followed for selecting 184 high schools where ICT programmes are in full swing. These schools are spread across 15 randomly selected districts and covering about 12% of the total schools under phase-II ICT programme. Further, both rural and urban schools were proportionately included in the sample. In all 184 schools, as many number of headmasters and computer teachers were selected for collection of data. All the high school teachers of the sample schools (about 6-7 from each schools i.e. 176 ICT teachers and 887 subject-teachers) and 3776 students constituted the sample. There were 157 members from the local community who were included in the sample. District and Block Education officers were also included in the sample (21 DEO/DDPI, 45 BEOs). It was planned to select 30 students (10 each including 5 boys & 5 girls) from classes of $8^{th}$, $9^{th}$ and $10^{th}$. But due to ongoing board examinations at the time of data collection, data was collected only from 3776 students.

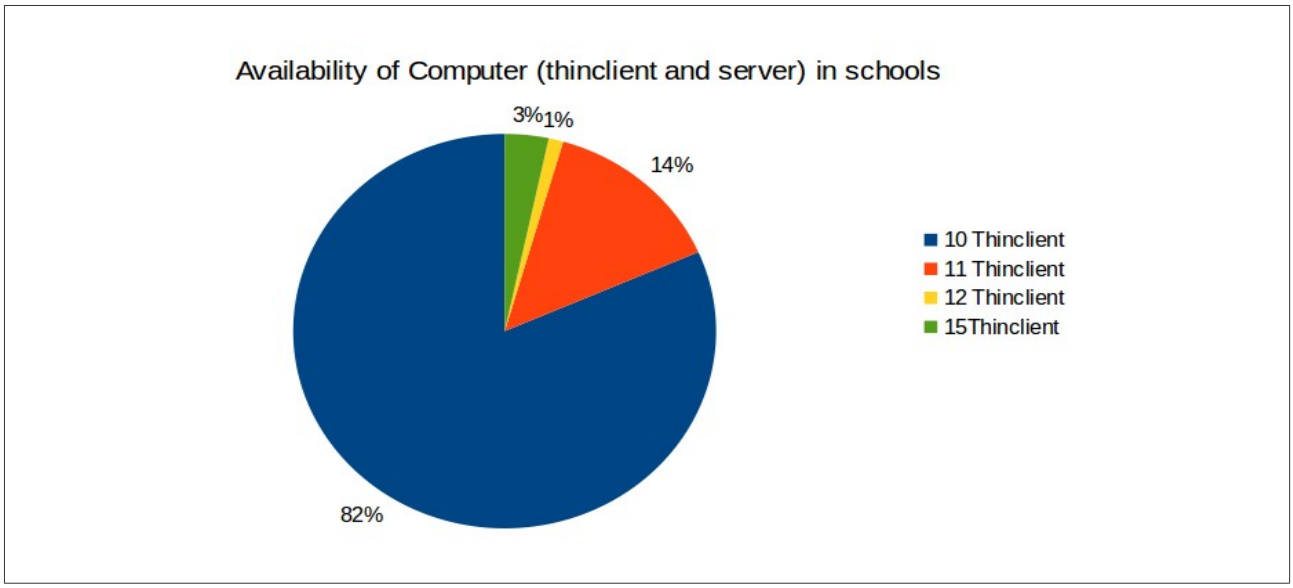
## 3.0 Analysis and Interpretation of Data

### *3.1 Status of Infrastructure in the selected schools*

**Hardware**

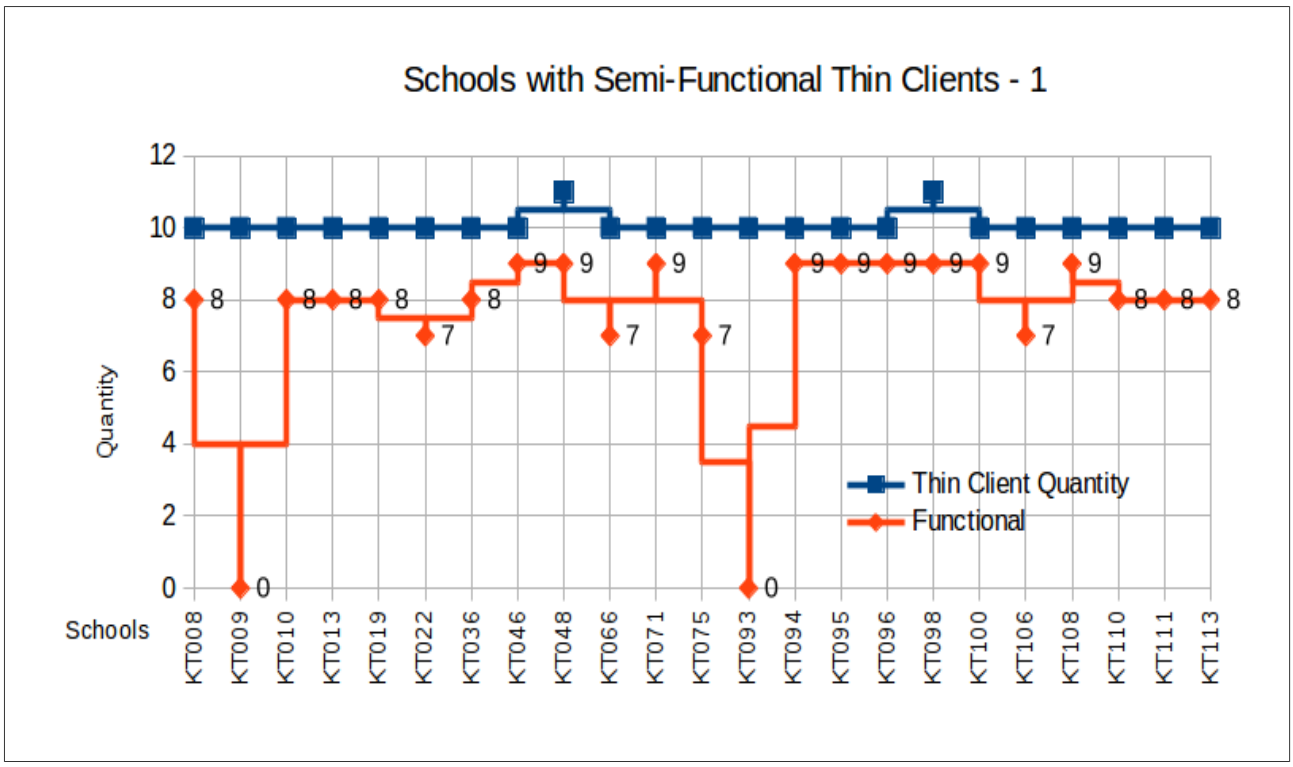
All the 184 schools taken for evaluation have been supplied with ICT infrastructure. Out of the 184 schools taken up for evaluation, 146 schools have 10 thin clients and server, 25 schools have 11 thin clients, 2 schools have 12 thin clients and 6 schools have 15 thin clients respectively.

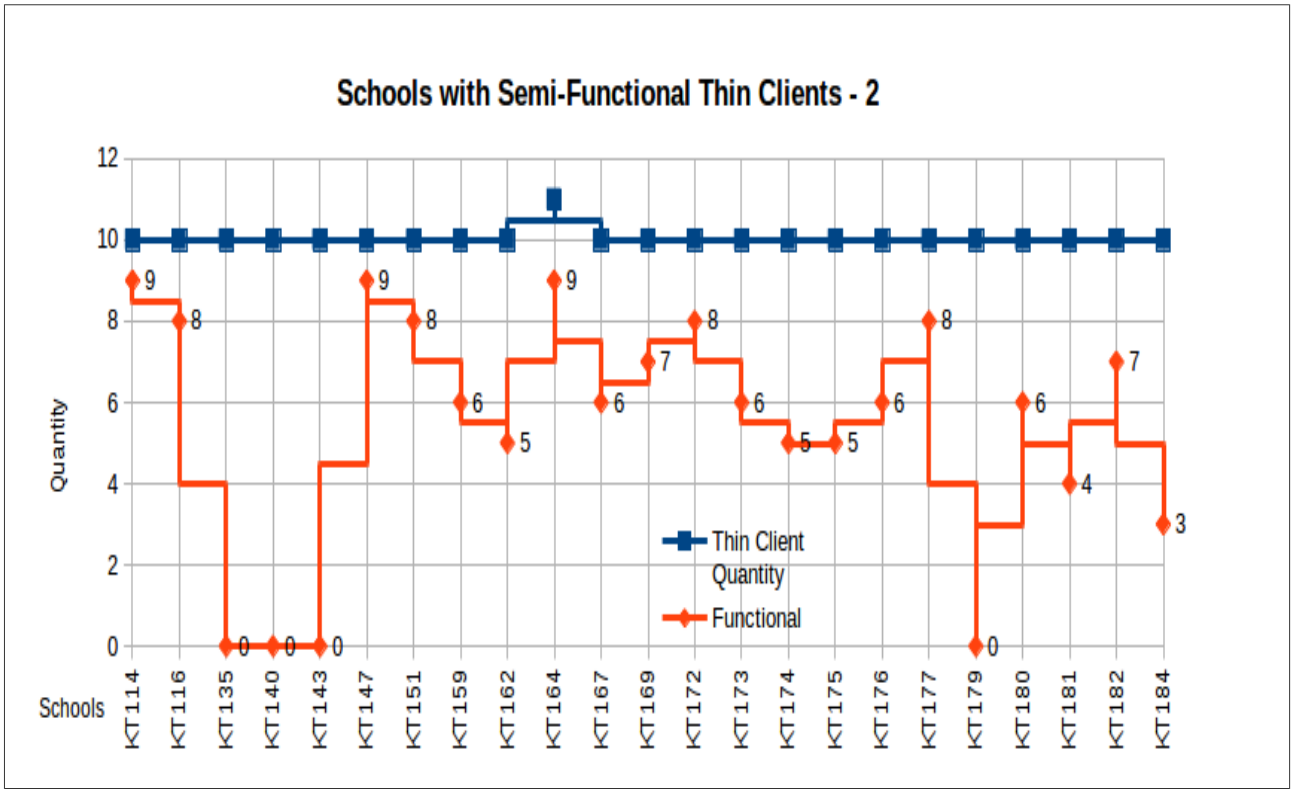
Besides, it has been noted that GHS Thumbsoge, HD Kote has 6 thin clients, GHS Chakenahally, H.N.pura taluk, Hassan district has 8 thin clients, GHS Chikkahunasuru has 9, GHS Kesturu Koppalu, K R Nagara has 14 and GHS Munavalli is supplied with 16 thin clients.




The data reveals that out of the 184 schools, 46 schools have their thin clients and server in functional condition. Of the 46 schools, the number of non-functional thin clients vary from school to school.

A total of 165 thin clients (out of 463, i.e., 36%) are non-functional. School wise details of number of non-functional clients is presented in the graph below. Six schools have reported that all the thin clients are non functional. Given the level of awareness of the schools, it would be beyond their capacity to redress these issues and need to be taken up urgently.

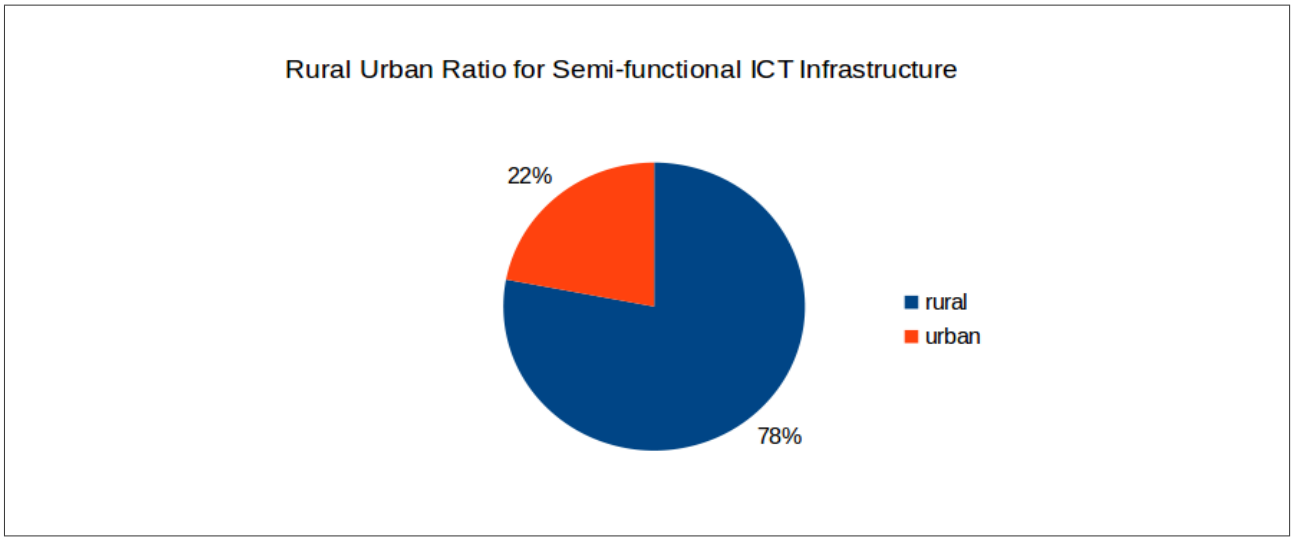


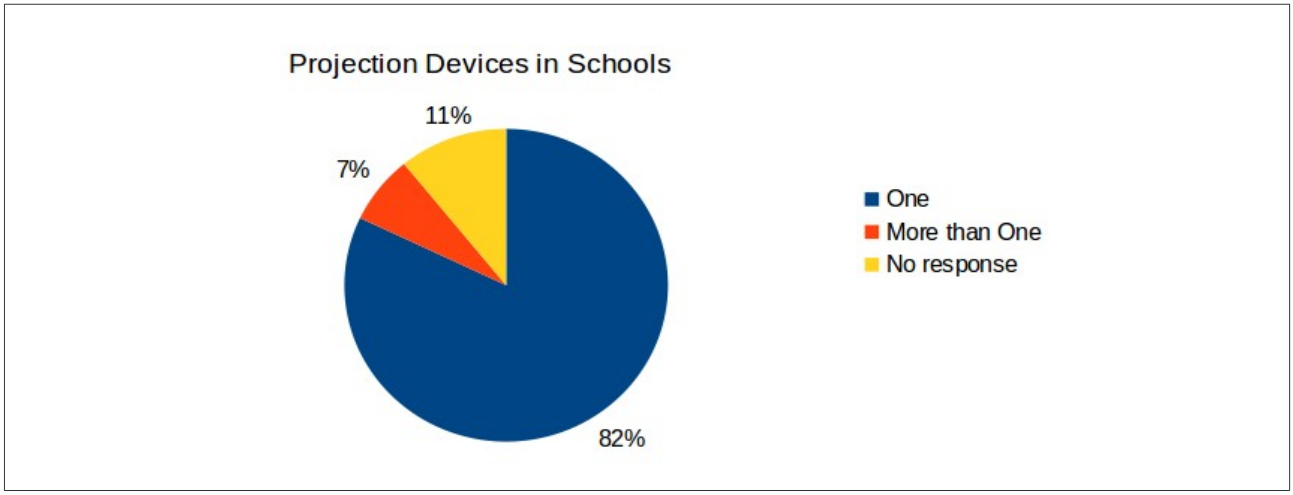

Schools report that the repair process adopted by the service provider is slow and in some cases are not attended for several days. The two graphs given above also supports the same. As the school code is also listed, specific cases can be identified and attended. Particularly worrisome is the breakdown of the communication channel.

Even schools with zero functioning computers (6 schools) have not been able to act upon the issue.

It is obvious that schools with 5 or less thin clients may either be putting double the number of students in front of each computer or resorting to half the exposure time. This is denying access to children and must be defeating the very purpose of the infrastructure.

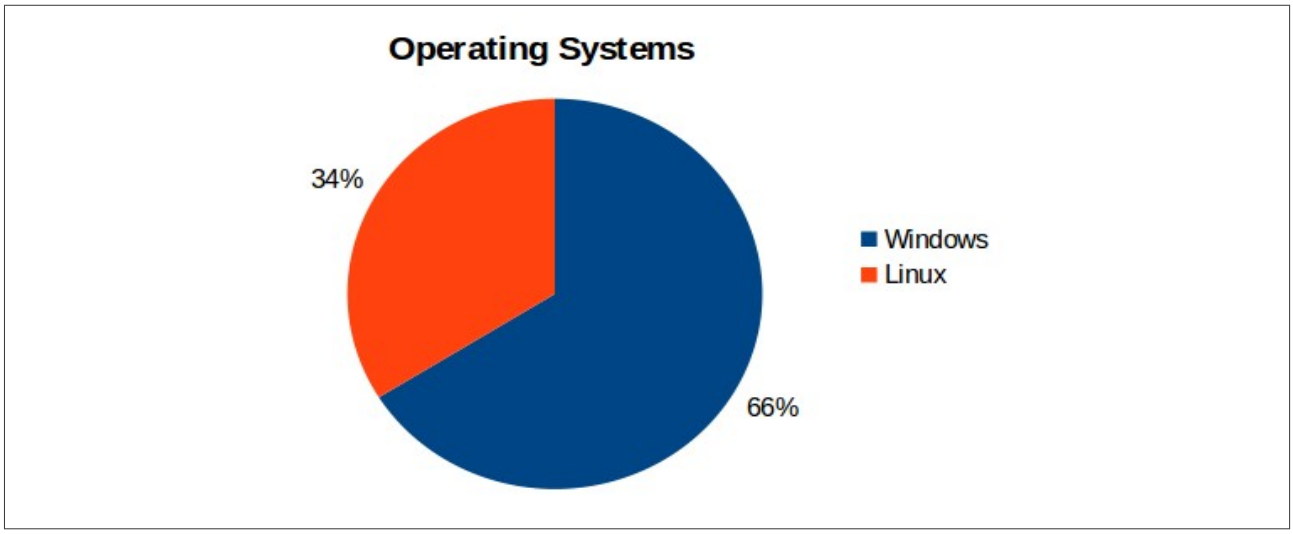



The location of these schools is also symptomatic of the issue. 78% of the semi-functional schools are in rural areas and 22% in urban areas. That repair and maintenance is not prompt even in urban areas is indicative of issues with the service level agreement and the mechanism of complaint redressal.



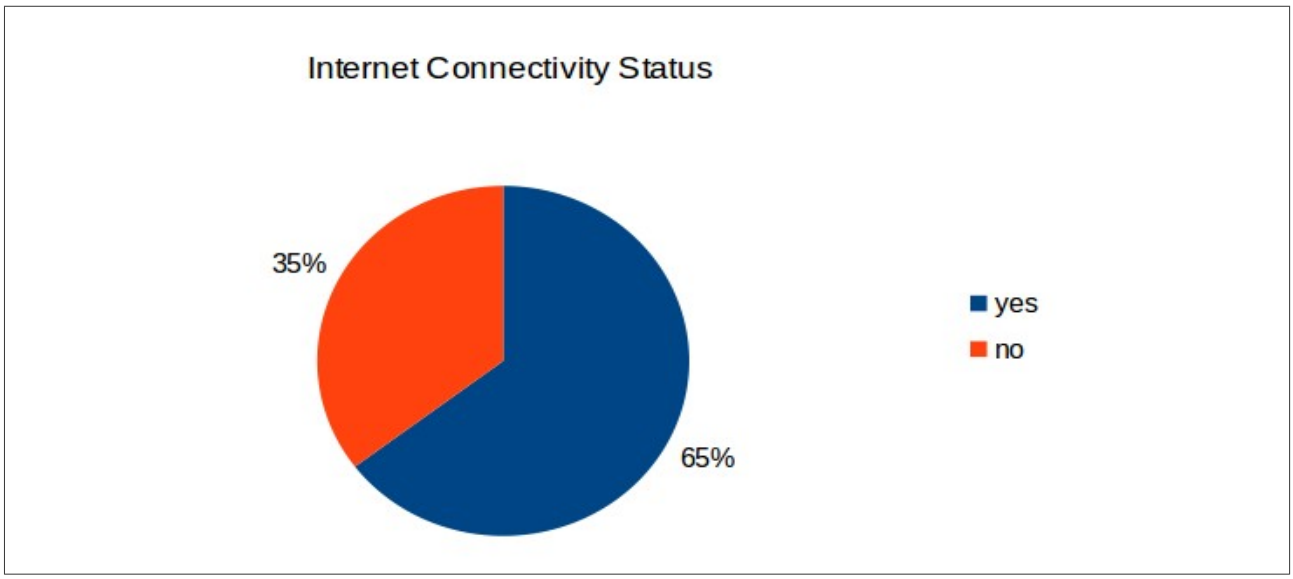
The data shows 151 schools have been provided with one projector each and in 13 schools more than one projectors were found. The projectors were in good condition and functional as well. In few schools the teachers were using projector facility for playback of educational films and presentation of content.

**Software**



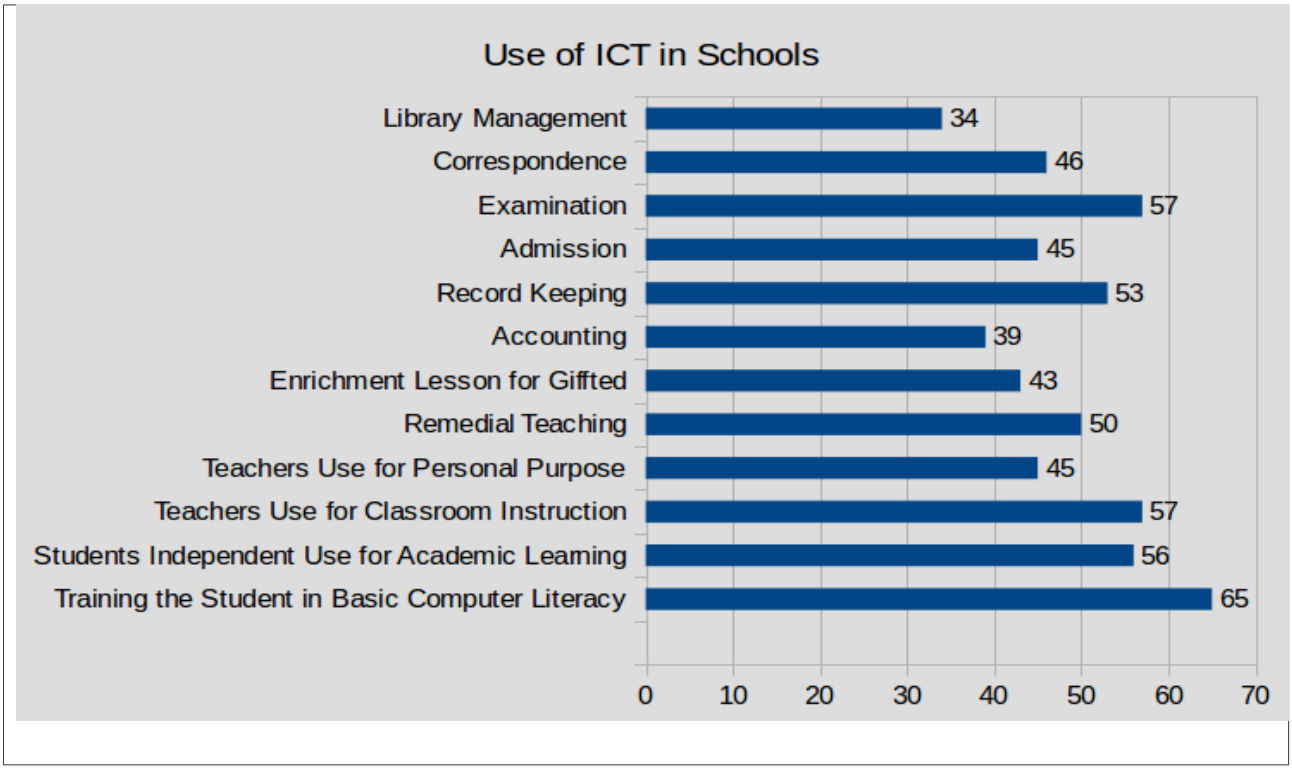

The schools have reported use of Windows as well as Linux (EDUBUNTU) operating systems. Some of the schools also reported dual boots with both operating systems. With the availability of infrastructure, schools were supplied with subject specific softwares alongwith Subject Teachers Forum (STF) training to selected teachers.

**Internet**



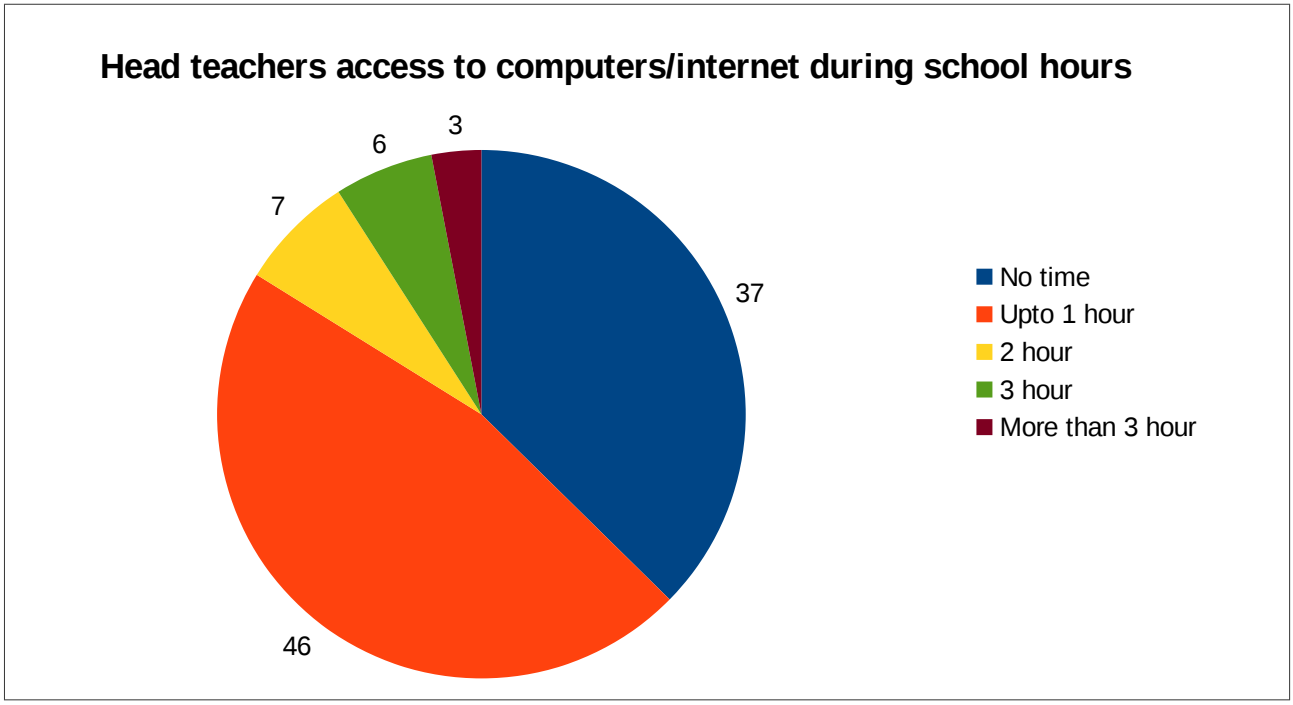
All the schools are provided with internet facility. While 65% of the schools have reported functioning internet, during the study only 19 schools were found to have a functional internet facility. Internet connection speeds was an issue with most of the schools. Activities reported by the teachers and the students also does not indicate large use of the internet.

**Use of ICT in Schools**

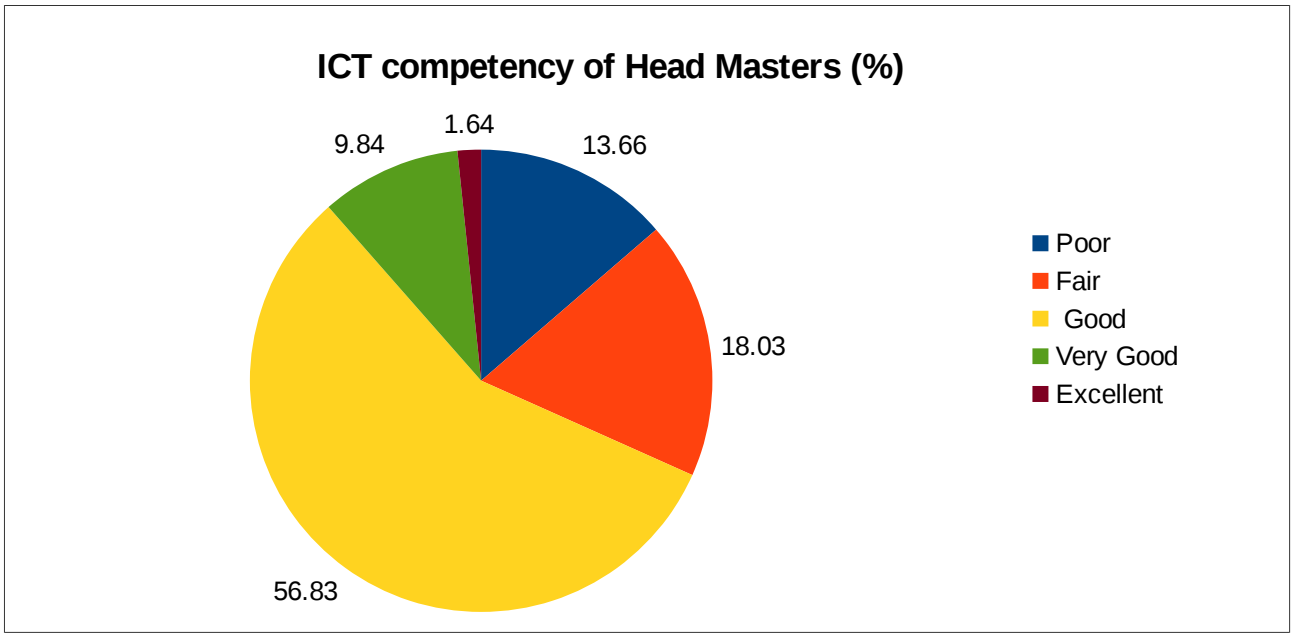



What do the schools use ICT for? Schools have reported a wide range of applications apart from its use for training students in ICT. These include record keeping, examination, library management, accounting, admission and correspondence. Teachers of all subjects have reported its use in their classes, however, the proportion of use is low. This is also evidenced by the absence of software applications and educational content, which could have helped the subject teachers. The range of software for ICT literacy is also very narrow – office applications and media players in most cases. The only major infrastructure being the thin client and server, teachers do not get significant time to use the facility for teaching learning.

### *3.2 Analysis of feedback from the Heads of the schools*

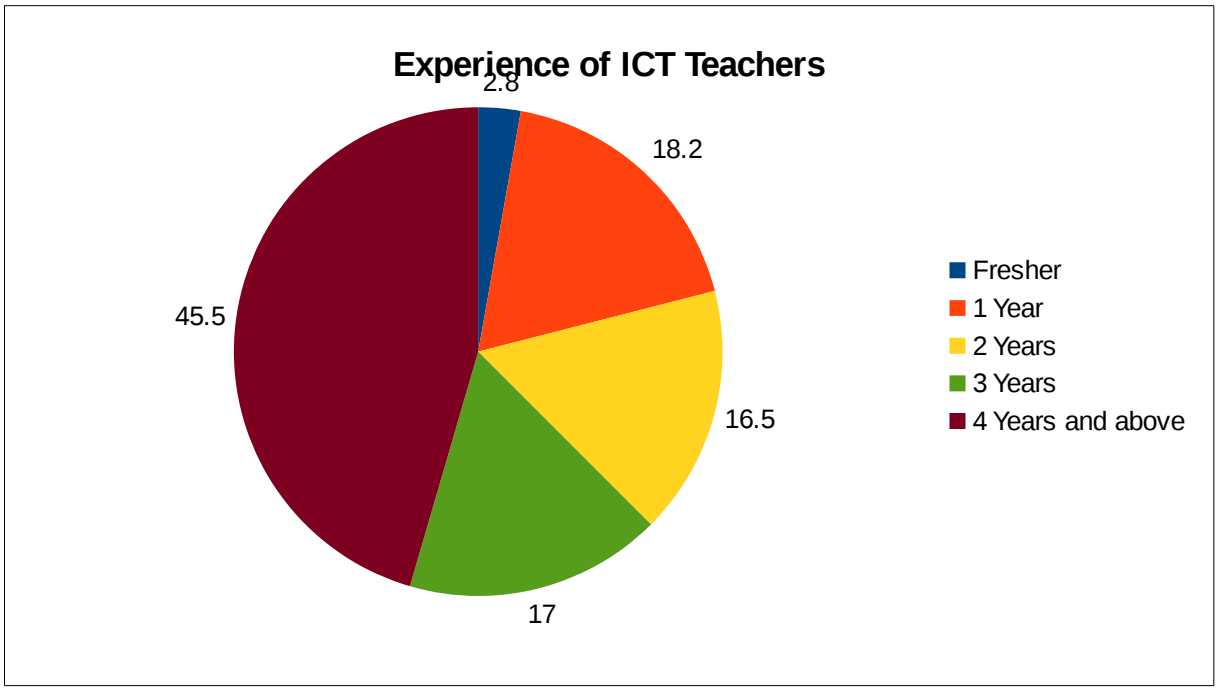



Head teachers play an important role in the use of ICT infrastructure and setting the expectations from their team members. Their awareness, interests and planned actions promote motivation and enhance performance on the part of the schools. In the case of the ICT programme, out of the 183 headmasters who responded, 48.4% have reported having atleast one hour time to access computer and internet on daily basis followed by 6.5% for 2 hours, 5.9% for three hours and 2.6% for more than 3 hours.

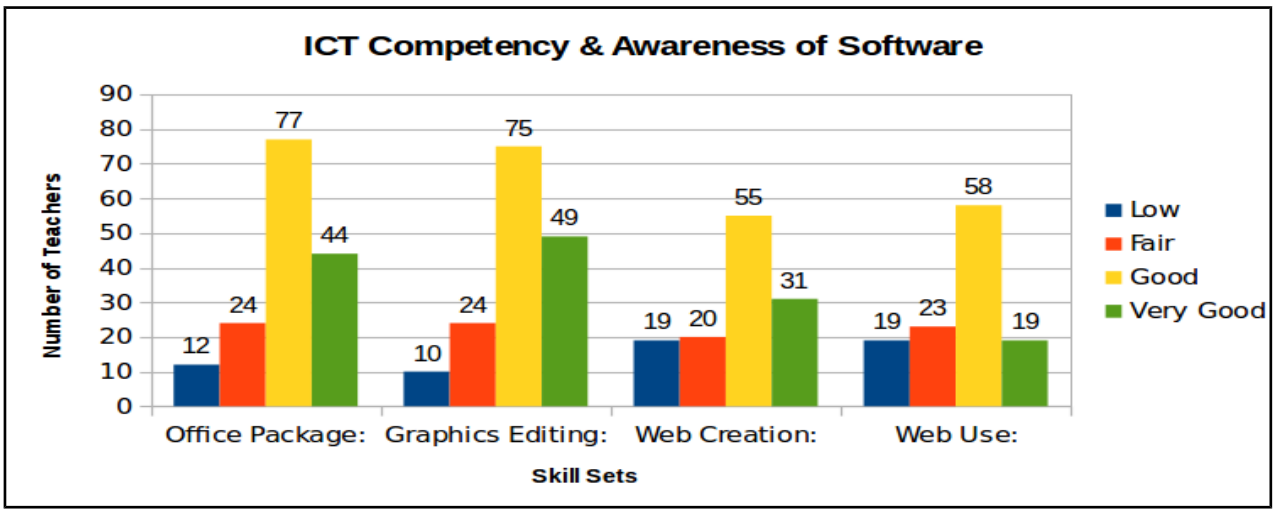


The results further reveal 56.8% head teachers stating their own ICT competency as good, followed by 18% as fair and 13.7% as poor. Only 9.8% claim their skill set as very good while 1.6% claim excellence. Not very active users of ICT will also find it difficult to motivate fellow colleagues to be active. Further their first hand awareness of issues and problems related to the ICT infrastructure also makes it difficult to management and upkeep of the system. Head teachers should be encouraged to lead from the front. The guidelines to the states from the Ministry of Human Resource Development has underlined this aspect and suggested a tripartite arrangement between the school, the state and the service provider.

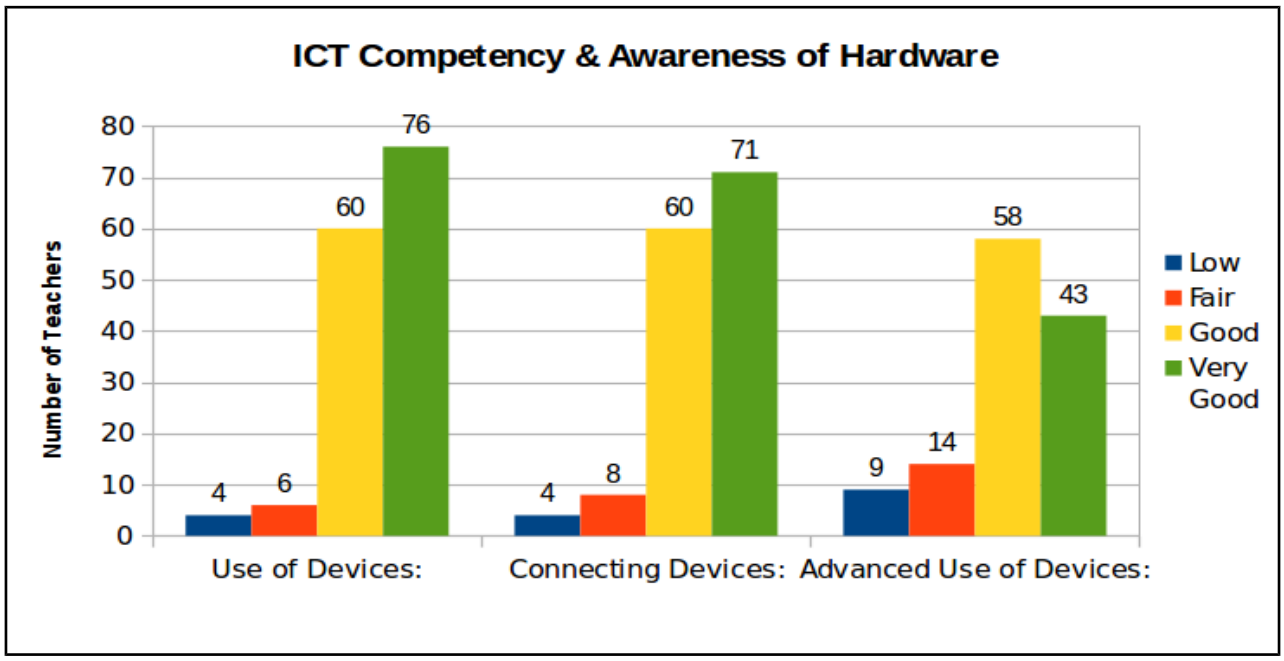
### *3.3. Analysis of feedback from the ICT / computer teachers*




Schools have reported having a computer teacher in their schools. There are 176 ICT teachers who were included in the study. Of these 45.5% teachers have teaching experience of 4 and above years followed by 17% having 3 years, 16.5% having 2 years and 18.2% as one year and about 2.8% teachers who joined recently with less experience.



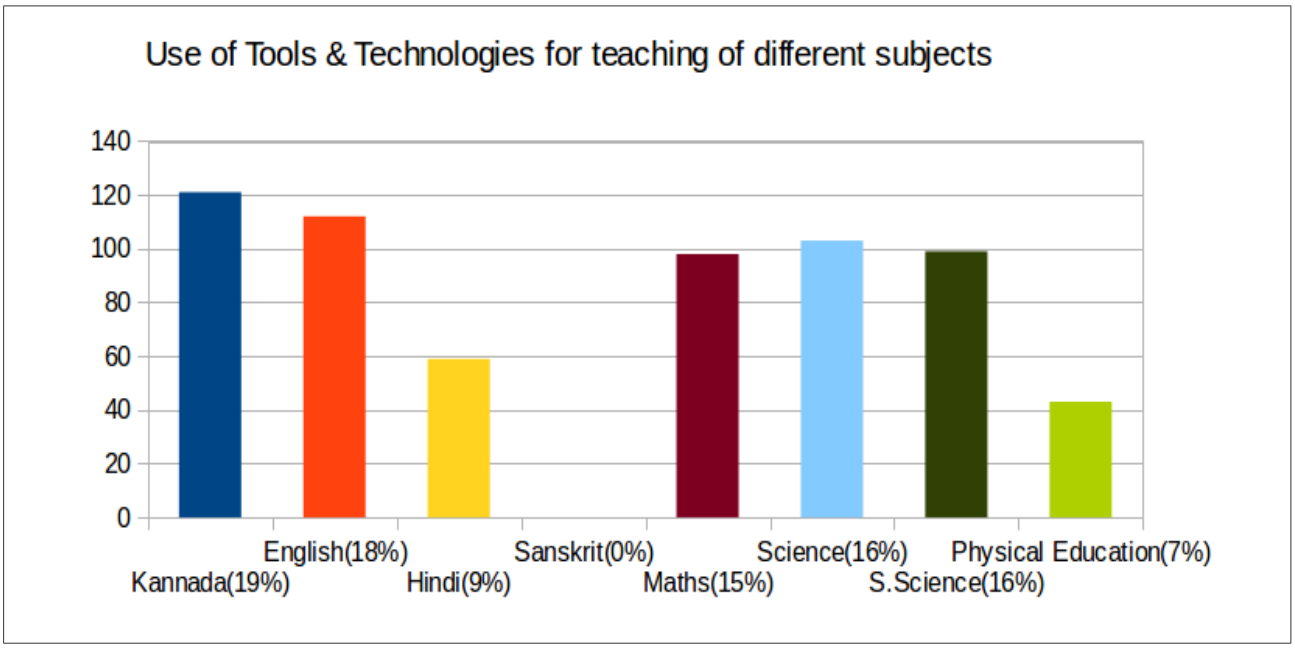

The data reveals that ICT teachers (N=176) have generally good and very good expertise in software packages and ICT competency i.e. Use of office applications, graphics, editing, web resources creation and web usage. What is alarming is the fact that about 10 (on graphics packages) – 19 (on web use) teachers declare themselves low on their competencies. Adding to this the 20-24 teachers have rated themselves as fair in ICT competency. Each of these teachers single handedly manage the school's ICT programme. A large number of ICT teachers may not be in a position to perform this primary function. This needs urgent redressal. They are also expected to help the other subject teachers, in fact train them. They would not be able to support the use of ICT in the overall school programme.



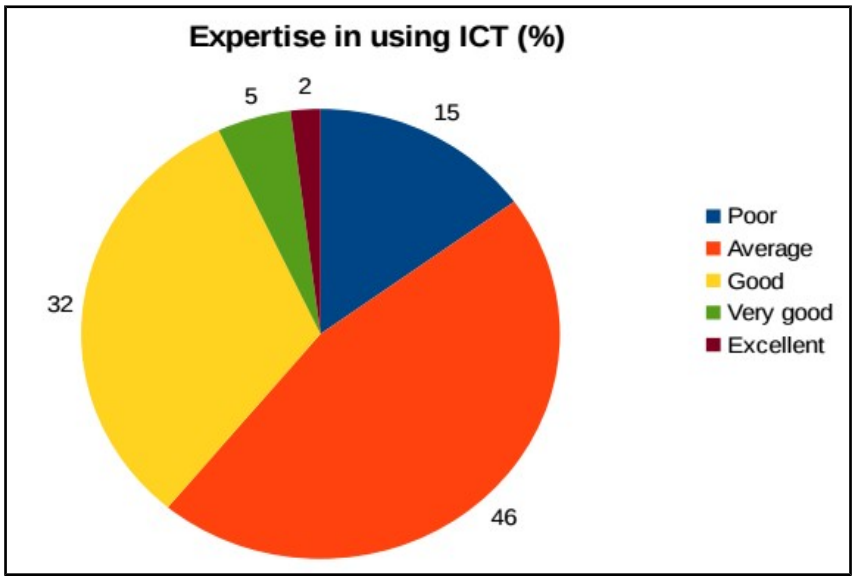
The data further reveals that ICT teachers have awareness of hardware devices and applications. However, there are teachers who have reported a low and fair understanding of using necessary hardware While these numbers are low (10-12 teachers and therefore 10-12 schools), the ability of these schools to ensure proper upkeep of the computers and promptly get them repaired is seriously affected, accounting to an extent the absence of repair / replacement of non-functional computers in the schools.

### *3.4. Analysis of feedback from the subject teachers*

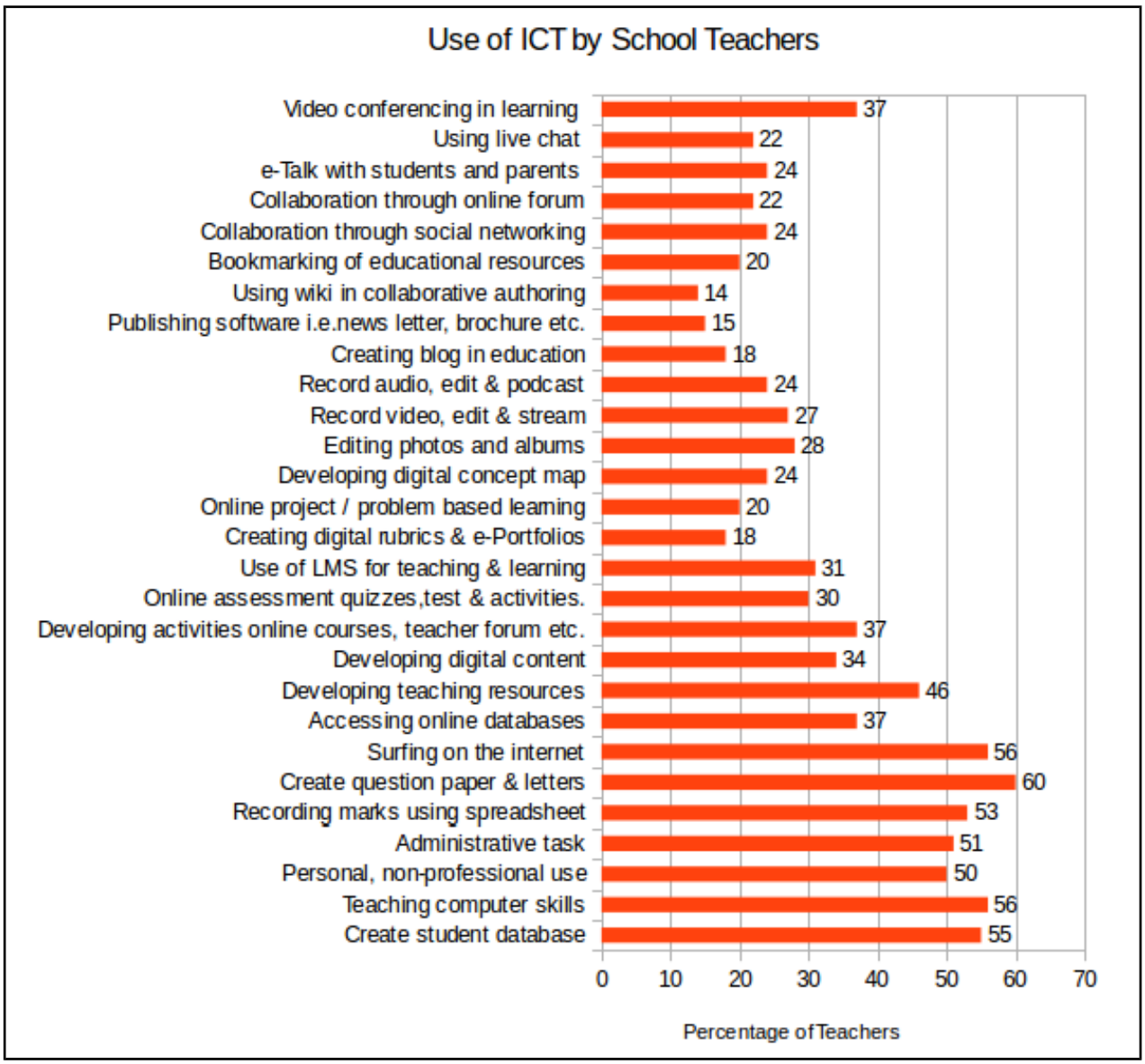
The above data reveals that 29% of the teachers included in the sample have under gone Subject Teachers Forum (S.T.F.) training followed by 5% under Mahiti Sindhu and 4% have been trained in a 30 days training organised by DIETs. Also 11% teachers have been trained on ICT as part of other training programmes. The data further shows that 51% of teachers are not trained in ICT in any ways. These are teachers who are in schools with ICT investments and are unlikely to contribute to its utilisation. Ensuring that all teachers in schools, where ICT infrastructure is proposed, are adequately capable of using this facility is an important need.



Of the 886 teachers who responded, it may be observed that very few teachers use ICT in the teaching learning process. The response varies from a maximum of 0% (in Sanskrit) to 19% (in Kannada).

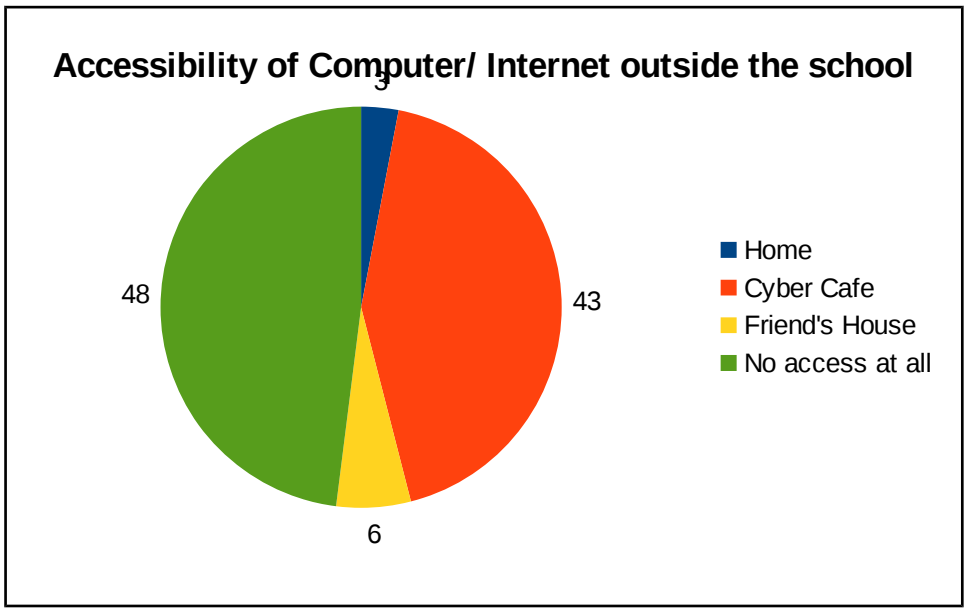



This correlates well with the graph showing use of ICT in the classroom. A predominant number (94%) report good or lower competencies.

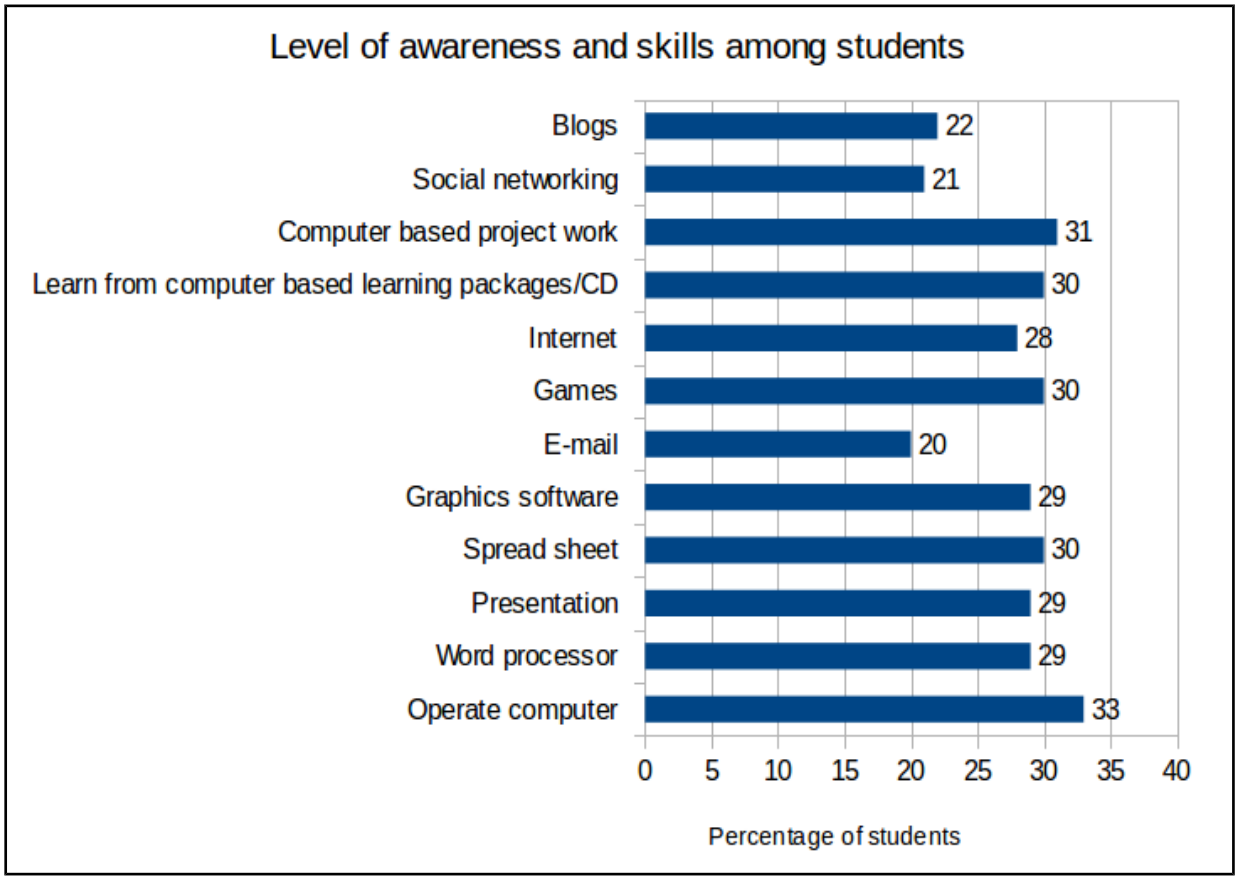



The range of activities teachers claim to be doing with computers shows an interesting spread. Combined with the skill level reported by teachers, one can infer that generally teachers appear to be informed about ICT possibilities. Tasks such as creating question papers and letters, recording marks, creating student database appear high on the teacher awareness list. Even the low scoring tasks such as creation of blogs or collaboration on wiki have shown 15% and 14% respectively. This augurs well for the State. A systematic attempt to create demands on these teachers and facilitate their participation will help increase teacher skill levels as well as utilisation of the ICT infrastructure.

### *3.5 Analysis of feedback from students*



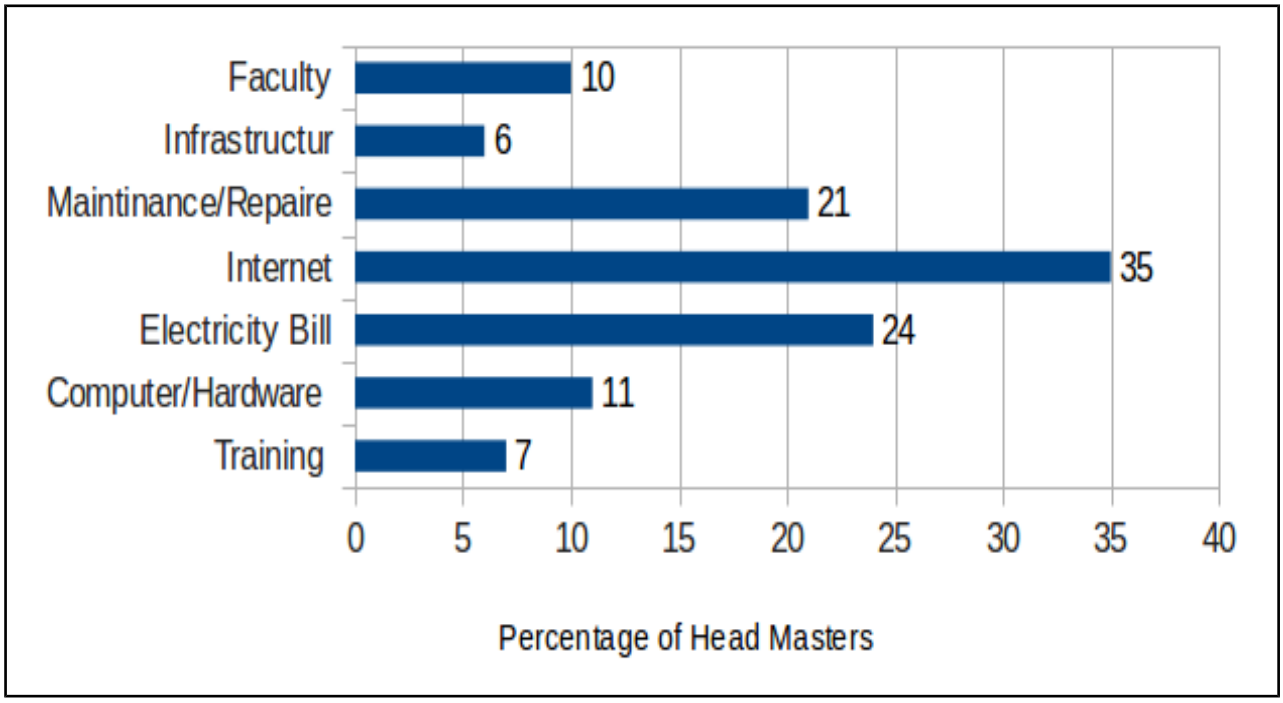

Students have very little access to computers in schools beyond the mandatory classes. However, given the general exposure to ICT in the society, students have reported access elsewhere. But this is for about 50% of them and even then infrequently – a friends house or a cyber cafe can be treated as a regular access only for a few.

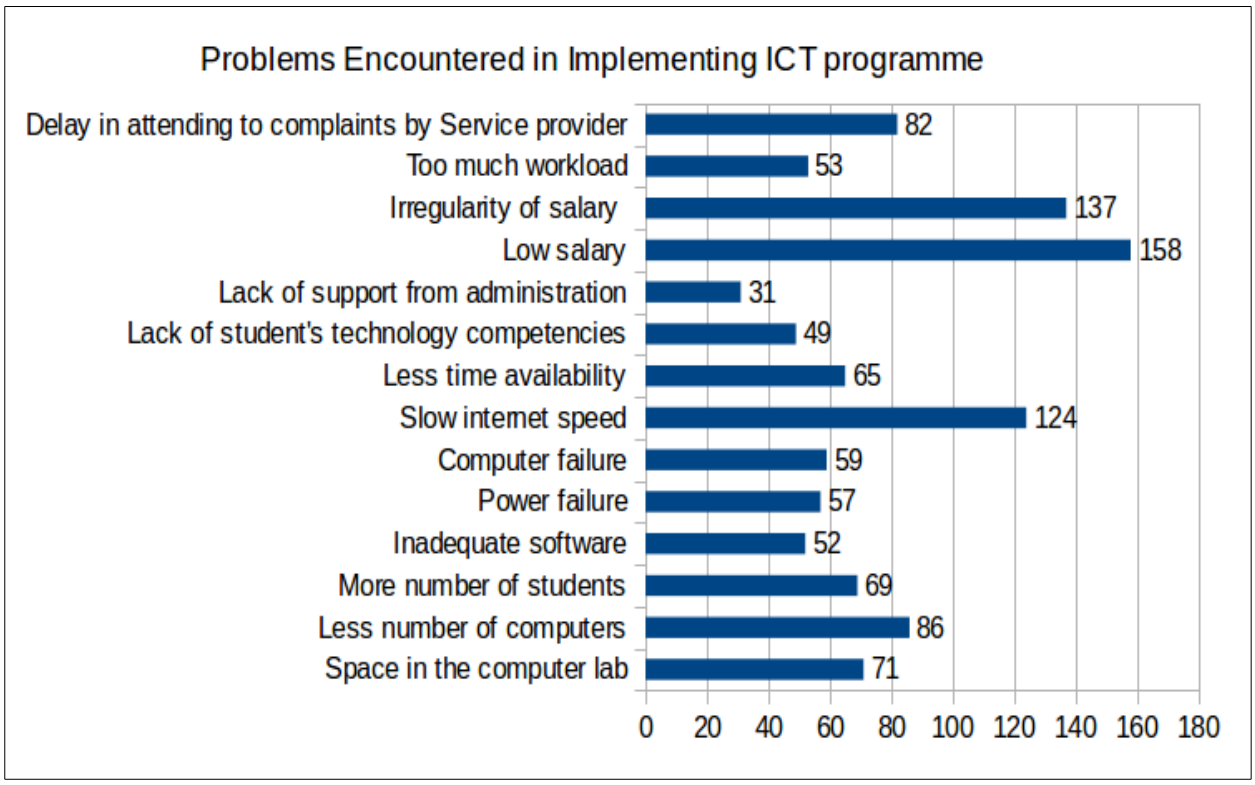


But despite this, students report an awareness of a very wide range of skills mentioned above. Numbers however are not large, scoring less than 30 % across the skills. What is alarming is only 33% of the children report the skill of operating a computer, bringing to question the very purpose of the infrastructure and the scheme implementation. None of the uses, which constitute general computer use – word and data processing, and learning from a computer based CD/DVD score over 30%, clearly calling to question the activities happening in the school during the allocated ICT periods.

### 3.6 Problems & Suggestions

Questions were posed to head teachers and other officials about the issues affecting the ICT implementation N= 249 (183 Head teachers, 45 BEO & 21 DEO)






Two classes of issues were identified from this list; one associated with the the design of the implementation and the other with implementation of the programme itself.

The former is concerned with the number of computers, number of periods alloted, the number of times a student accesses the computers, the software applications and the curriculum for ICT. Clearly a large number of complaints pertain to this. What can be immediately addressed is the absence of a well defined ICT programme which would have taken care of these issues. There appears to be very little evidence of schools being aware of the purposes and scope of the ICT implementation. In the absence of such a programme, schools appear to be tolerant of a wide variety of limitations in the implementation.

At the same time, the latter class of issues appear to be arising out of an absence of ownership on the part of the school. Outsourcing the implementation, appears to have shifted the issues on to the service provider or the ICT teachers appointed by this provider. In either case, the effects are being felt in students being deprived of an adequate exposure to ICT.

## 4.0 Results of the evaluation study

The Evaluation study conducted across 184 government secondary schools of Karnataka has revealed the following :

- The Directorate has successfully deployed ICT infrastructure in all schools and made available ICT instructors in all schools.
- The infrastructure includes a server thin client system, as well as a projector, enabling an ICT lab and provision for use in teaching learning in other subjects. The training programmes for teachers and the educational resources supplied indicate a slant towards a range of applications of ICT and their integration with teaching-learning.
- Over 70% of the schools report functioning systems; even among the others, half of the schools have only one or two thin clients non-functional.
- However, the implementation has weaknesses which cannot prevent further deterioration; the programme lacks a direct monitoring and communication mechanism between the school and the project office; the Head teachers do not appear to be controlling the programme and hence are not directly responsible for the upkeep of the system; the school as a whole is not adequately informed and capable of managing the infrastructure.
- The state has put in place a mechanism to train / orient teachers into ICT; but the coverage is weak, more than half the teachers are yet to be covered. Further the training appears to be limited to a literacy programme. Differentiated programmes for the head teachers, ICT teachers, subject teachers of different subjects does not appear to have been articulated, although the needs of each of these groups is distinct. The model of ICT teachers doubling up as trainers within the school is not delivering, as the ICT teachers themselves appear to be novice beginners. Most teachers, including the ICT teachers and the Head teacher have not demonstrated awareness of the possibilities of ICT particularly in enhancing their own skill set and leveraging ICT to improve teaching learning.

- The schools have installed limited software applications, generally appearing to be transmitting what they know; the programme is limited to trivial applications of ICT, word processing for instance. Internet appears to be rarely used. Together the absence of a range of software applications and absence of access to the internet limits the scope of the programme.
- The number of access points is woefully inadequate to the needs of the school; coupled with non-functional computers the programme does not appear to be fulfilling its primary objective – providing adequate ICT access to students and teachers.

**5. Recommendations**

Based on the study, the following recommendations are offered

- The Directorate may draw up a policy articulating its expectations from the ICT implementation. This would help in articulating what it expects the schools and the RMSA to achieve in terms of ICT literacy, ICT supported teaching learning, ICT access for other applications like inventory management, school administration, data compilation and analysis. This would also help define the infrastructure – number of computers, nature of software applications, internet access, as well as training levels of school functionaries.
- The Directorate may take note of National level initiatives in ICT in Education, particularly the National Policy of ICT for School Education, 2012, Guidelines to the States for implementing the ICT@Schools Scheme, and the ICT Curriculum for teachers and students. Many of the general limitations pointed out in the evaluation have been addressed and suggestions emerge from the documents above.
- In order to ensure adequacy of the ICT infrastructure, the strength of the school and the number of periods becoming available to the students per week may be assessed and suitable enhancements made. Classrooms with projection devices and libraries of appropriate digital resources will facilitate their use in subject teaching.

- Drawing up a systematic curricular programme around ICT as is done in various other subjects will help define benchmarks of achievement and help monitor the implementation. The ICT curriculum for students could be utilised /adapted for the purpose. Orienting the head teachers and the educational functionaries to these would also be essential.
- The training programme in ICT should systematically cover all teachers irrespective of their subject specialisations and should be designed to make them self sufficient in using ICT resources for their teaching learning.
- The recognition that ICT teachers and Head teachers need a more diversified training will help in the management and upkeep of the infrastructure. Specifically all Head teachers should be oriented on monitoring and management of the ICT infrastructure.
- As suggested in the guidelines to the states released by the Ministry of Human Resource Development, a tripartite arrangement involving the Heads of schools in the service level agreement with the service provider is essential for timely redressal of repair and maintenance issues.
- The qualifications and capabilities of the ICT teacher must be ensured to derive the benefits envisaged. This would also require oversight of the pay and allowances made to the ICT teacher and the overall control exercised by the school over the work schedule of this teacher. Diverting the efforts of this teacher to fulfill the administrative requirements – data entry, book keeping, etc., would dilute the programme.
- A mechanism to systematically and regularly monitor the health of the ICT programme should be establised. This should include monitoring of hardware, software, internet connectivity, time table, training of all functionaries, actual use of the system, and the effects.

## Annexure 1

## Tools used for study

The tools used for the study are annexed separately

1. Checklist
2. Interview Schedule for Head Masters
3. Questionnaire for Computer/ICT Teachers
4. Questionnaire for Subject Teachers
5. Questionnaire for Students
6. Interview Schedule for District Level Officers
7. Interview Schedule for Block Level Officers

## Checklist for School ICT Resources

| **Checklist** | | | | | |
|---|---|---|---|---|---|
| Name and Address of the School | Locality (Rural/ Urban) | Headmaster's name | | | |
| Name of ICT Teacher | Date & Time | Observer's Name | | | |
| **INSTRUCTIONS SELECT RELEVANT POINTS DURING CHECKING. IT IS NOT NECESSARY TO CHECK ON ALL THE POINTS.** | | | | | |
| *Name of the Item* | Quantity | Configuration | Make | Functional | Non-functional |
| 1. *Equipment/Apparatus* | | | | | |
| 2. *Server* | | | | | |
| 3. *Thin Client* | | | | | |
| 4. *UPS with backup hours* | | | | | |
| 5. *Computer table* | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| *6. Computer furniture* | | | | | |
| *7. Headphone* | | | | | |
| *8. LCD / DLP projector* | | | | | |
| *9. Printer (Dot-matrix / Inkjet / Laser)* | | | | | |
| *10. Scanner* | | | | | |
| *11. CD / DVD player* | | | | | |
| *12. Audio cassette player* | | | | | |
| *13. Audio digital recorder / player* | | | | | |
| *14. Handicam* | | | | | |
| *15. Video Cassette recorder / player* | | | | | |
| *16. Document camera* | | | | | |
| *17. Pen drives* | | | | | |
| *18. External Hard Disk* | | | | | |
| *19. Blank CDs* | | | | | |
| *20. Blank DVDs* | | | | | |
| *21. TV* | | | | | |
| *22. Desktop PCs* | | | | | |
| *23. All-in-one PC* | | | | | |
| *24. Laptop* | | | | | |
| *25. Tablet* | | | | | |
| *26. Whiteboard* | | | | | |
| *27. Smart board / Interactive board* | | | | | |
| *28. Webcam* | | | | | |
| *29. Internet connection (please specify the bandwidth)* | | | | | |
| *30. LAN* | | | | | |
| *31. Switches* | | | | | |
| *32. Modem* | | | | | |
| *33. Wi-Fi router / Access Point* | | | | | |
| *34. Bluetooth device* | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| *35. Still Photo camera (Analogue/Digital )* | | | | | |
| *36. Generator* | | | | | |
| *37. Solar Package/Panels* | | | | | |
| *38. ROT / SIT facility under EDUSAT* | | | | | |
| *39. Any other facilities, please specify*<br>• _____ _____<br>• _____ _____ | | | | | |

| ***1) System/ Application / Utility software*** | Quantity | Make | Is the software Genuine- Yes/No |
|---|---|---|---|
| *1) Operating system*<br>*a) Windows*<br>*b) Linux (specify the distribution viz. Ubuntu/Kubuntu/RedHart)*<br>*c) Android*<br>*d) Apple Macintosh* | | | |
| *2) Antivirus* | | | |
| *3) Word Processor* | | | |
| *4) Spreadsheet* | | | |
| *5) Presentation*<br>*6) Database* | | | |
| *7) Drawing* | | | |
| *8) Pdf Reader* | | | |
| *9) Pdf Editor* | | | |
| *10) Video editing software* | | | |
| *11) Audio editing software* | | | |
| *12) Website Development Software/CMS* | | | |
| *13) Transliteration software* | | | |
| *14) TTS (Text to Speech Software)* | | | |

| | | | |
|---|---|---|---|
| *15)Media player* | | | |
| *16)File conversion software* | | | |
| *17)File Archive* | | | |
| *18)Animation software* | | | |
| *19)Concept map software* | | | |
| *20)Authoring tools* | | | |
| *21)Any other software, please specify* _____ | | | |

| ***2) Interactive platforms being used*** | Used - Yes/No |
|---|---|
| *1) Online Groups*<br>*2) Online Office application*<br>*3) Social Networking*<br>*4) Online Conferencing (Audio/Video/Audio-Video)*<br>*5) Virtual classroom*<br>*6) LMS / LCMS*<br>*7) Social Bookmarking*<br>*8) Wiki*<br>*9) Blog*<br>*10)Online digital album*<br>*11)Media Streaming*<br>*12)Translator*<br>*13)Transliteration platform*<br>*14)Vodcast*<br>*15)Podcast*<br>*16)Subject Specific Software*<br>*a) Maths*<br>*b) S.S.*<br>*c) Science*<br>*d) Languages*<br>*e) Any other subject*<br>*17)Any other platform,* | |

| | | |
|---|---|---|
| *please specify*<br><br>***3) School website***<br>***(please mention the URL)***<br>***a) Static***<br>***b) Dynamic***<br>***(Only for Information / Interactive)*** | | |
| Most underdeveloped area identified | Most developed area identified | Agreed areas for development |
| Signed (Headmaster / Teacher)<br><br>Date | Signed (Observer)<br><br>Date | |

## Interview Schedule for Head Masters

1. Name of the Headmaster:
2. Gender: Male/Female
3. Name & address of the School:
4. Locality: Rural/Urban
5. Educational qualification (academic and professional):
6. Designation:
7. Your Age in years
8. Total years of service completed:
9. Have you received any computer related training? Please specify the details of the training programme below:
10. Do you have computer instructor? Yes/No If yes please answer the following questions

- Whether he/she is regular or contract teacher appointed by the vendor?
- What is the salary paid to them per month?
- What is their working time in the school?
- Do they come regularly to the school?
- Are there any problems that you face regarding the teacher

11. Who repairs and maintains the computer and network in the school?
12. Are there any problems related to the hardware, software and its repair and maintenance? Yes/No

    If yes, Please provide the details below:
13. How do you overcome the above mentioned problems if in case the service provider is not attending to it in timely manner.
14. Is the technology hardware (projector, computers, printers, speakers etc.) provided to you adequate for your school?Yes/No, If No please suggest your actual requirement and justification for the same in the following table
15. Are you satisfied with the computer software provided? YES/NO, if NO what are your additional requirements of computer software?
16. Are you satisfied with the educational programmes (CD/DVD) provided? YES/NO, If NO what are your additional requirements?
17. Do you have specific periods allotted in timetable (class-wise) for the computer/ICT lesson: Yes/No.If yes, please mention the number of computer/ICT periods allocated per week.
18. In addition to the scheduled periods do the students have access to the computer and internet during the school hours YES/NO, if yes on an average how many hours for each class?
19. In addition to the scheduled periods do the students have access to the computer and internet after the school hours YES/NO, if yes on an average how many hours for each students?
20. Please rate you own ICT competency
21. Which of the following activities for which the ICT facilities in your school are being used? If used rate the extent of its effectiveness
22. Please indicate the extent to which computer and related technologies being

used in various subjects

23. Have you ever faced security issues (theft) of ICT equipments and materials in the lab? YES/NO If Yes, please give the details of the problem and how do you overcome?
24. Are you satisfied with the services rendered by the service provider? Please give the details.
25. What problems do you face with respect to implementation of ICT@School scheme at your level?
26. What are your suggestions for improving the ICT integration programme in your school?

## ***Questionnaire for Computer/ICT Teachers***

1. Name:
2. Gender: Male/Female
3. Name & address of School:
4. Locality: Rural/Urban
5. Educational qualification (academic and professional):
6. Designation:
7. Date of joining the School as computer Teacher:
8. Name of the Agency/Company employed you:
9. Total years of service completed:
10. Do you teach any subject(s) other than Computer/ICT: Yes/No (If yes, put a tick mark)
11. Indicate the classes you teach
12. Please indicate your ICT awareness and competencies in the following table
13. Indicate your knowledge of using ICT for different purposes and the extent to which you train/facilitate teachers and students to use various ICT for different purposes in the following table:
14. What are the various computers related training programme and courses you have attended?
15. Please specify the details of the programme:

16. Please rate your expertise in using the ICT Tools on a 5 point scale (where 1 indicates poor and 5 indicates highest level of expertise/competence.
17. Please rate the effectiveness of the computer programme taking place in the school right now
18. Do you have specific periods allotted in timetable (class-wise) for the computer/ICT lesson: Yes/No.
    If yes, please mention the number of computer/ICT periods allocated per week.
19. Accessibility to computer use per week:
20. Access to internet per week
21. Do you have an email ID? Please mention
22. Does your school have website and school e-mail ID:
    If yes, write the e-mail ID URL of school website:
23. How do you resolve hardware & software related issues?
24. Have you received any incentive/award for the use of ICT? Yes/No If yes, please give the details
25. Mention the kind of problem encountered by you in implementing computer programme. Tick mark all that applies to you
26. According to you what are the benefits of using information and communication technologies?
27. Mention the technology tools available with you at home
28. Are you satisfied with the agency having AMC: Yes/No. If no please specify:
    Please give your suggestions for the improvement:
29. What are the various resources like books, manuals, CDs/DVDs etc. used by you in the school Pl. specify below:
30. Do you think that there is an improvement in the learning of students because of the well designed ICT programme? Yes/No
    What are your suggestions for further improvement?
31. State challenges and problems that you have faced while working with various
32. Are you satisfied with the salary and terms of service given to you? Yes / No
    If 'No' what changes you would like to suggest:
33. Your suggestions for the better Utilization of ICT Resources in the school?
34. What kind of orientation you would like to undergo for effective ICT integration?
35. What are your suggestions for better implementation of ICT programme in your school?

## ***Questionnaire for Subject Teachers***

1. Name:
2. Gender: Male/Female
3. Name & address of School:
4. Locality: Rural/Urban
5. Educational qualification (academic and professional):
6. Designation
7. Your Age (in years):
8. Total years of service completed:
9. Classes and subjects taught
10. Please put a tick mark on the subject combination that applies to you
11. Since when using computers?
12. Please indicate your awareness of various ICTs and the level of your expertise in using those BEFORE and AFTER the implementation of ICT scheme from 2008-2009 in the following table:
13. Subjects for which you are using computer based learning (CBL) materials
14. Indicate your knowledge of using ICTand the extent to which you will use various technologies for different educational purposes BEFORE and AFTER the implementation of ICT scheme from 2008-2009:
15. Have you received any Training in Last 5 Years on Use of Computers, ICT, Application Software, office software, web-tools, e-content and their utilization in classroom teaching?

    Please Specify about Workshops/Induction/Orientation/Refresher Courses as well.
16. Please rate your expertise in using the ICT Tools on a 5 point scale (where 1 indicates poor and 5 indicates highest level of expertise/competence.
17. Do you have a school timetable (class-wise) for the computer programme: Yes/No.

    If yes, please mention the number of periods allocated per week for your subject.

18. Accessibility to computer use per week:
19. Access to internet per week
20. Do you have an email ID? Pl. mention
21. Does your school have website and school mail ID:
    If yes, write the mail ID and URL of school website:
22. How do you resolve hardware & software related issues?
23. Have you received any incentive/award for the use of ICT? Please give the details.
24. Mention about the kind of problem encountered by you (computer operation and its use for teaching learning process): Classes suffer because of
25. According to you what are the benefits of using ICT :
26. Do you see an improvement in the subject understanding of the students because of ICT usage?
27. Which of the following are available with you at home:
28. What kind of orientation you would like to undergo for effective ICT integration?
29. What are your suggestions for better implementation of ICT programme in your school?

ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಶ್ನಾವಳಿ

**Questionnaire for Students**

1. Name (ಹೆಸರು):
2. Name of the School (ಶಾಲೆಯ ಹೆಸರು):
3. Gender (ಲಿಂಗ): Male (ಗಂಡು)/Female (ಹೆಣ್ಣು)
4. Age in years(ವಯಸ್ಸು ವರ್ಷಗಳಲ್ಲಿ):
5. Class(ತರಗತಿ)
6. For how many years have you been using computers?
   ಎಷ್ಟು ವರ್ಷಗಳಿಂದ ನೀವು ಕಂಪ್ಯೂಟರ್ ಉಪಯೋಗಿಸುತಿದ್ದೀರಿ?
7. In which subjects do you use computers, internet and other technology?
   ಕಂಪ್ಯೂಟರ್, ಇಂಟರ್ನೆಟ್ ಮುಂತಾದ ತಂತ್ರ ಜ್ಞಾನ ಯಾವ ವಿಷಯಗಳಿಗೆ ಉಪಯೋಗಿಸುತಿದ್ದೀರಿ ?
8. Please indicate your level of skills in the use of the following tools and technologies
   ಈ ಕೆಳಗಿನ ಉಪಕರಣ ಮತ್ತು ತಂತ್ರ ಜ್ಞಾನವನ್ನು ಉಪಯೋಗಿಸುವಲ್ಲಿ ನಿಮ್ಮ ಸಾಮರ್ಥ್ಯ ಮಟ್ಟವನ್ನು ಸೂಚಿಸಿ:

9. Who taught you about computers? (tick mark all that apply to you)
   ನಿಮಗೆ ಕಂಪ್ಯೂಟರ್ ಬಗ್ಗೆ ಯಾರು ಕಲಿಸಿದರು? (ನಿಮಗೆ ಅನ್ವಯಿಸುವುದಕ್ಕೆ ರೈಟ್ ಗುರುತು ಹಾಕಿ)
10. For what purpose and to what extent do you use ICT in schoolwork?
    ಶಾಲೆಯ ಕೆಲಸಗಳಲ್ಲಿ ICT ಯನ್ನು ಯಾವ ಉದ್ದೇಶಗಳಿಗೆ ಮತ್ತು ಎಷ್ಟರಮಟ್ಟಿಗೆ ನೀವು ಬಳಸುತ್ತೀರಿ?
11. What are your favorite activities using computers?
12. ಪ್ಯೂಟರ್ ಮೂಲಕ ಮಾಡುವ ಯಾವ ಚಟುವಟಿಕೆಗಳು ನಿಮಗೆ ಇಷ್ಟ ?
13. How many hours per week do you use computers?
    ರದಲ್ಲಿ ಎಷ್ಟು ಗಂಟೆ ನೀವು ಕಂಪ್ಯೂಟರನ್ನು ಬಳಸುತ್ತೀರಿ ?
14. How many hours per week do you use the Internet for surfing websites in schools?
    ವಾರದಲ್ಲಿ ಎಷ್ಟು ಗಂಟೆ ನೀವು ಅಂತರ್ಜಾಲವನ್ನು , ವೆಬ್ ಸೈಟ್ ಗಳನ್ನು ಸರ್ಫ ಮಾಡಲು ಬಳಸುತ್ತೀರಿ ?
15. Do you have computer at home?
    ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಇದೆಯೇ ?
16. Do you use internet at home?
    ನೀವು ಮನೆಯಲ್ಲಿ ಅಂತರ್ಜಾಲವನ್ನು ಬಳಸುತ್ತೀರಾ ?
17. Do you have personal e-mail address? Yes/No If Yes, please mention email ID below
    ನಿಮಗೆ ವೈಯುಕ್ತಿಕ ಈ ಮೈಲ್ ಅಡ್ಡ್ರೆಸ್ ಇದೆಯಾ ? ಹೌದು / ಇಲ್ಲ , ಹೌದು ಆದರೆ ನಿಮ್ಮ ಈ ಮೈಲ್ ID ಯನ್ನು ನೀಡಿರಿ.
18. If you do not have access to computer and internet facilities in your school, where else you access these facilities?
    ನಿಮ್ಮ ಶಾಲೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲ ಸೌಲಭ್ಯ ಇಲ್ಲವಾದರೆ ನಿಮಗೆ ಈ ಸೌಲಭ್ಯ ಬೇರೆ ಎಲ್ಲಿ ಲಭ್ಯವಿದೆ ?
19. Any other device which you are using for accessing the internet facility: Mobile/ Tablet/any other
20. ತರ್ಜಾಲ ಸೌಲಭ್ಯವನ್ನು ಪಡೆಯಲು ನೀವು ಬಳಸುವ ಇತರ ಉಪಕರಣ : ಮೊಬೈಲ್ / ಟ್ಯಾಬ್ಲ್ಟ್/ ಇತರ ಯಾವುದಾದರೂ

## Interview Schedule for District Level Officers

2.2. Awareness about the scheme and its features:

*2.2.1* Schools covered (per block)

*2.2.2* Criteria adopted for selection of schools

*2.2.3* Infrastructure Set up:

(a) Number of computer systems/units provided in each school
(b) Configuration of computers installed
(c) Agency from where procured
(d) AMC entered
(e) LAN/internet facilities created

(f) Provision for power backups: Electricity/Generators/UPS

(g) Funds made available for sundry expenses

(h) Computer Room:

- Furniture
- Electrical installations
- Seating Capacity
- Plans for seating arrangements

*2.2.4* Availability of Technician (s)

Qualification:

Training received:

Regular/contractual:

*2.2.5* ICT Teacher:

Qualifications prescribed

Training Imparted ( if any)

Details of training imparted:

| Agency | Period/duration | Themes/Areas Covered |
|---|---|---|

*2.2.6* Subject Teachers

Training Imparted ( if any)

Details of training imparted:

| Agency | Period/duration | Themes/Areas Covered |
|---|---|---|

2.2.7 Achievements:

Improvement of subject related learning/performance

Development of Competencies and Skills for

- Operating and proper use of computers
- Sensitization about ethical issues like-copy right issues, hacking etc.
- Enhancement of general awareness about contemporary issues and concerns (Environment, population education, gender sensitization, fostering cooperative behavior and caring attitudes, heritage & history of country).

*2.2.7* Comments on overall ICT@Schools scheme

*2.2.8* Suggestions for improvement of the scheme and its implementation

## Interview Schedule for Block Level Officers

1. General awareness about the scheme and its features
2. Implementation of the scheme in the district:
3. Name of the Block and address
4. No. of Schools covered in the Block (please obtain a list)
5. Status of the scheme in the Block: your comments
6. Features of Schools covered: total number of schools in the block
   (a) Single gender school (b) Co-educational schools (c) Urban (d)Rural
7. No. of schools in the Minority/Tribal/Hilly areas:
8. Mode of interaction for monitoring of the scheme
9. Synchronous (Real time discussions through face to face or distance mode)
10. Asynchronous (by sending emails, SMS, MMS etc.)
11. Achievements
12. Problems faced and solutions found out
13. Comments on overall ICT@Schools scheme
14. Suggestions for improvement of the scheme and its implementation

## Annexure 2: List of schools included in the evaluation

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT001 | GHS D.G.Nabbe Hosakote | Bangalore | Rural | 10 | 10 | 0 |
| KT002 | GHS Beguru Hoskote | Bangalore | Rural | 10 | 10 | 0 |
| KT003 | GHS Korati Hoskote | Bangalore | Rural | 10 | 10 | 0 |
| KT004 | GHS Koira Devanahalli | Bangalore | Rural | 10 | 10 | 0 |
| KT005 | GHS Chunchanakuppe (PO), Tavarekere, South | Bangalore | Urban | 10 | 10 | 0 |
| KT006 | GJC Madivala | Bangalore | Urban | 11 | 11 | 0 |
| KT007 | GHS Byatarayanapura, Mysore Road | Bangalore | Urban | 10 | 10 | 0 |
| KT011 | GHS (URDU) Ramdurg | Belgaum | Urban | 10 | 10 | 0 |
| KT012 | GHS Munavalli | Belgaum | Rural | 16 | 10 | 0 |
| KT014 | GHS Turamari | Belgaum | Rural | 10 | 10 | 0 |
| KT015 | GHS Naganur K M | Belgaum | Rural | 10 | 10 | 0 |
| KT016 | GHS Shivanur | Belgaum | Rural | 10 | 10 | 0 |
| KT017 | GHS T Shigihalli | Belgaum | Rural | 10 | 10 | 0 |
| KT018 | GHS Jalalpur | Belgaum | Rural | 10 | 10 | 0 |
| KT020 | GHS Mutnal | Belgaum | Rural | 10 | 10 | 0 |
| KT021 | GHS Lakshmipura, Sandur | Bellary | Urban | 10 | 10 | 0 |
| KT023 | GHS Mahajanadahalli, Hadagali | Bellary | Rural | 10 | 10 | 0 |
| KT024 | GHS Uttangi, Hadagali | Bellary | Rural | 10 | 10 | 0 |
| KT025 | GHS Genikehal, Kurugodu | Bellary | Rural | 10 | 10 | 0 |
| KT026 | GHS Krishnanagara, Sandur | Bellary | Rural | 10 | 10 | 0 |
| KT027 | GHS Urdu, Kudligi | Bellary | Rural | 10 | 10 | 0 |
| KT028 | GHS Budanooru, Hadagli | Bellary | Rural | 10 | 10 | 0 |
| KT029 | GHS Nandihalli, Hadagli | Bellary | Rural | 10 | 10 | 0 |
| KT030 | GHS Chitwadgi, Hospet | Bellary | Urban | 10 | 10 | 0 |
| KT031 | GHS Hosayaragudi | Bellary | Rural | 11 | 11 | 0 |
| KT032 | GHS Sidiginamala | Bellary | Rural | 11 | 11 | 0 |
| KT033 | GHS, H. Veerapura | Bellary | Urban | 11 | 11 | 0 |
| KT034 | GHS Bapujinagar | Bellary | Urban | 10 | 10 | 0 |
| KT035 | GHS Janatanagar Hudgi | Bidar | Rural | 10 | 10 | 0 |
| KT037 | GHS Gadawanti | Bidar | Rural | 10 | 10 | 0 |
| KT038 | GHS Hudgi (Urdu) | Bidar | Rural | 10 | 10 | 0 |
| KT039 | GHS Udamanalli | Bidar | Rural | 10 | 10 | 0 |
| KT040 | GHS Nirna | Bidar | Rural | 15 | 15 | 0 |
| KT041 | GHS Bhandar Kumta | Bidar | Rural | 10 | 10 | 0 |
| KT042 | GHS Thana Kusnoor | Bidar | Rural | 10 | 10 | 0 |
| KT043 | GHS Rajola | Bidar | Rural | 10 | 10 | 0 |
| KT044 | GHS Kumarchincholi | Bidar | Rural | 10 | 10 | 0 |
| KT045 | GHS Mailoor | Bidar | Urban | 10 | 10 | 0 |
| KT047 | GHS Bhatambra | Bidar | Rural | 10 | 10 | 0 |
| KT049 | GHS (Urdu) Manthal | Bidar | Rural | 11 | 11 | 0 |
| KT050 | GPC Basavakalyana | Bidar | Urban | 15 | 13 | 2 |

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT051 | GHS Ghotala | Bidar | Rural | 11 | 11 | 0 |
| KT052 | GHS Indi | Bijapur | Urban | 15 | 12 | 3 |
| KT053 | GHSOtikal | Bijapur | Rural | 11 | 11 | 0 |
| KT054 | GHS Arkeri | Bijapur | Rural | 10 | 10 | 0 |
| KT055 | GHS Jainapur | Bijapur | Rural | 10 | 10 | 0 |
| KT056 | GHS Buranapur | Bijapur | Rural | 10 | 10 | 0 |
| KT057 | GHS Bhairawadagi | Bijapur | Rural | 10 | 10 | 0 |
| KT058 | GHS Doddarayapete | Chamrajanagar | Rural | 10 | 10 | 0 |
| KT059 | GHS Gopinatham | Chamrajanagar | Rural | 10 | 10 | 0 |
| KT060 | GHS (Girls) Yelandur | Chamrajanagar | Urban | 10 | 10 | 0 |
| KT061 | GHS (Urdu) Kollegal | Chamrajanagar | Urban | 10 | 10 | 0 |
| KT062 | SVMGHS Gulipur, Chamarajanagar | Chamrajanagar | Rural | 10 | 10 | 0 |
| KT063 | GHS Ambalagere, Hiriyur Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT064 | GHS G.N Halli | Davanagere | Rural | 10 | 10 | 0 |
| KT065 | GHS Hemadala | Davanagere | Rural | 10 | 10 | 0 |
| KT067 | GHS Siddeswaranadurga | Davanagere | Rural | 10 | 10 | 0 |
| KT068 | GHS Chikkandavadi | Davanagere | Rural | 10 | 10 | 0 |
| KT069 | GHS Doddachallur | Davanagere | Rural | 10 | 10 | 0 |
| KT070 | GHS Madderu | Davanagere | Rural | 10 | 10 | 0 |
| KT072 | GHS Guladahalli, Harihara Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT073 | GHS Halekunduvada, South | Davanagere | Rural | 10 | 10 | 0 |
| KT074 | GHS Devaraj Urs Badavane | Davanagere | Urban | 10 | 10 | 0 |
| KT076 | GHS Kagathur, Channagiri Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT077 | GHS Ramagatta Harapanahalli Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT078 | GHS Yerechikkanahalli, Honnali Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT079 | GHS Kenchikoppa, Honnali Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT080 | N.S. GHS Kunchur, Harapanahalli Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT081 | GHS MG halli, Kotehal, Honnali Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT082 | GUHS Hosur Karebilichi, Channagiri Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT083 | GHS Kadabagere Harapanahalli Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT084 | GHS Savalanga - IA 176, Honnali Taluk | Davanagere | Rural | 15 | 15 | 0 |
| KT085 | GHS Govirahalli, Harapanahalli Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT086 | GHS Bannikodu, Harihara Taluk | Davanagere | Rural | 10 | 10 | 0 |
| KT087 | GHS GADG | Gadag | Urban | 10 | 10 | 0 |
| KT088 | GHS Kadampur | Gadag | Rural | 10 | 10 | 0 |
| KT089 | GHS Kanavi | Gadag | Rural | 10 | 10 | 0 |
| KT090 | GHS Shagoti | Gadag | Rural | 10 | 10 | 0 |
| KT091 | GHS Shantagiri | Gadag | Rural | 10 | 10 | 0 |
| KT092 | GHS Kontoji | Gadag | Rural | 10 | 10 | 0 |
| KT097 | GHS Yelachagahalli H.N.pura Taluk | Hassan | Rural | 10 | 10 | 0 |
| KT099 | GHS Anekannambadi H.N.pura Taluk | Hassan | Rural | 10 | 10 | 0 |

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Funct-ional | Non-Functional |
|---|---|---|---|---|---|---|
| KT101 | GHS Thathanahalli, H.N.pura Taluk | Hassan | Rural | 10 | 10 | 0 |

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT051 | GHS Ghotala | Bidar | Rural | 11 | 11 | 0 |
| KT102 | GHS Paduvanahalli, C.R.Pattana Taluk | Hassan | Rural | 10 | 10 | 0 |
| KT103 | GHS Hanumidi, Belur Taluk | Hassan | Rural | 10 | 10 | 0 |
| KT104 | GHS Baguru, C.R.Pattana Taluk | Hassan | Rural | 10 | 10 | 0 |
| KT105 | GHS Kantharajapura C.R.Pattana Taluk | Hassan | Rural | 10 | 10 | 0 |
| KT107 | GHS Markuli, Hassan Taluk | Hassan | Rural | 11 | 10 | 1 |
| KT112 | GHS Guddenahalli, H.N.pura Taluk | Hassan | Rural | 12 | 11 | 1 |
| KT115 | GHS Gannikada, H.N.pura Taluk | Hassan | Rural | 12 | 12 | 0 |
| KT117 | GHS Hadathale, Nanjanagudu Taluk | Mysore | Rural | 10 | 10 | 0 |
| KT118 | GHS Devanuru, Nanjanagudu Taluk | Mysore | Rural | 10 | 10 | 0 |
| KT119 | GHS Chikkanerale, Piriyapattana | Mysore | Rural | 11 | 11 | 0 |
| KT120 | GHS Dalavayi High school Nanjangud | Mysore | Urban | 10 | 10 | 0 |
| KT121 | GHS Hankanahalli, K R Nagara | Mysore | Rural | 11 | 11 | 0 |
| KT122 | GGHS K R Nagara | Mysore | Urban | 15 | 15 | 0 |
| KT123 | GHS Kesturu Koppalu, K R Nagara | Mysore | Rural | 14 | 14 | 0 |
| KT124 | GHS Gowsiyanagara | Mysore | Urban | 10 | 10 | 0 |
| KT125 | GHS Hosuru, K.R. Nagara | Mysore | Rural | 11 | 11 | 0 |
| KT127 | GHS Vontikoppalu, Mysore | Mysore | Urban | 10 | 10 | 0 |
| KT128 | GHS Halekempnahundi,T Narsipura | Mysore | Rural | 10 | 10 | 0 |
| KT129 | GHS Vatalu, T Narsipura | Mysore | Rural | 10 | 10 | 0 |
| KT130 | GHS Yadadore, T Narsipura | Mysore | Rural | 10 | 10 | 0 |
| KT131 | GHS Handithavalli, T Narsipura | Mysore | Rural | 10 | 10 | 0 |
| KT132 | GHS Bengalu, T Narsipura | Mysore | Rural | 10 | 10 | 0 |
| KT133 | GHS Makodu, Mysore | Mysore | Rural | 10 | 10 | 0 |
| KT136 | GHS Bachegowdanahalli, H.D. Kote | Mysore | Rural | 10 | 10 | 0 |
| KT137 | GHS Kottegala | Mysore | Rural | 11 | 11 | 0 |
| KT138 | GHS Singamaranahalli, Hunusuru Taluk | Mysore | Rural | 11 | 11 | 0 |
| KT139 | GHS Kedaga KR Naragar Taluk | Mysore | Rural | 10 | 10 | 0 |
| KT141 | GHS Kumbharkopal, Mysore | Mysore | Urban | 10 | 10 | 0 |
| KT142 | GHS Haronahalli,Varuna, Hobli | Mysore | Rural | 10 | 10 | 0 |
| KT144 | GHS Gopalpura, Mysore | Mysore | Rural | 11 | 11 | 0 |
| KT145 | GHS K.M Uadi | Mysore | Rural | 11 | 11 | 0 |
| KT146 | GHS Idapanoor, Raichur Taluk | Raichur | Rural | 11 | 11 | 0 |
| KT148 | GHS Manvi Urdu | Raichur | Urban | 10 | 10 | 0 |
| KT149 | GHS Anwari, Lingasugur Taluk | Raichur | Rural | 10 | 10 | 0 |
| KT150 | GHS Sunkeshwarahalli, Devadurga Taluk | Raichur | Rural | 10 | 10 | 0 |
| KT152 | GHS Gunda Sindanur Taluk | Raichur | Rural | 10 | 10 | 0 |
| KT153 | GHS Bayyapur,Lingasugur Taluk | Raichur | Rural | 10 | 10 | 0 |
| KT154 | GHS Askihal | Raichur | Urban | 10 | 10 | 0 |
| KT155 | GHS Chandrabanda | Raichur | Rural | 10 | 10 | 0 |
| KT156 | GHS Mandaghatta | Shimoga | Rural | 10 | 10 | 0 |
| KT157 | GWHS, Haranahalli | Shimoga | Rural | 10 | 10 | 0 |
| KT158 | GHS Hulidevarabana, Sagara Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT160 | GHS Masagalli, Bhimanakere, Hosanagara Taluk | Shimoga | Rural | 10 | 10 | 0 |

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT161 | GHS Jayanagara, Hosanagara Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT163 | GHS Barur, Sagar Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT165 | GHS Kodlu, Thirthahalli Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT166 | GHS Chikkajeni, Hosasagara Taluk | Shimoga | Rural | 10 | 10 | 0 |
| KT168 | GPC Girls, Shikaripura | Shimoga | Urban | 15 | 15 | 0 |
| KT170 | GHS Kachinakatte | Shimoga | Rural | 10 | 10 | 0 |
| KT171 | GHS Ajjarakadu, Udupi | Udupi | Urban | 10 | 10 | 0 |
| KT178 | GHS, Nakre, Udupi | Udupi | Rural | 10 | 10 | 0 |

## Annexure 3: List of schools with semi-functional status

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT008 | GHS Sarjapura, Anekal Taluk | Banglore | Urban | 10 | 8 | 2 |
| KT009 | GUrduHS Yellagundapalya, South -3 | Banglore | Urban | 10 | 0 | 10 |
| KT010 | GHS Shanthinagar, Ravuthanahalli, North | Banglore | Urban | 10 | 8 | 2 |
| KT013 | GHS Sangal | Belgaum | Rural | 10 | 8 | 2 |
| KT019 | GHS Murakibhabi | Belgaum | Rural | 10 | 8 | 2 |
| KT022 | GHS Kenchamallanahalli, Kudligi | Bellary | Rural | 10 | 7 | 3 |
| KT036 | GHS Kodambal | Bidar | Rural | 10 | 8 | 2 |
| KT046 | GHS Kon-Melkunda | Bidar | Rural | 10 | 9 | 1 |
| KT048 | GHS Warwatti (B) | Bidar | Rural | 11 | 9 | 2 |
| KT066 | GHS Thekalavatty | Davanagere | Rural | 10 | 7 | 3 |
| KT071 | GJC Bilichodu, Jagalur Taluk | Davanagere | Rural | 10 | 9 | 1 |
| KT075 | GHS Kurki,Davanagere South | Davanagere | Rural | 10 | 7 | 3 |
| KT093 | GHS Naregal | Gadag | Rural | 10 | 0 | 10 |
| KT094 | GHS Jinagaravalli, Alur Taluk | Hassan | Rural | 10 | 9 | 1 |
| KT095 | GHS Belawady, Arkalgud Taluk | Hassan | Rural | 10 | 9 | 1 |
| KT096 | GHS Kenkere, Arsikere Taluk | Hassan | Rural | 10 | 9 | 1 |
| KT098 | GHS Nerlagi, Arsikere Taluk | Hassan | Rural | 11 | 9 | 2 |
| KT100 | GHS (Girls) Near Park, H.N.Pura Taluk | Hassan | Urban | 10 | 9 | 1 |
| KT106 | GHS Alagowdanahalli H.N.Pura Taluk | Hassan | Rural | 10 | 7 | 3 |
| KT108 | GHS Attavara, Hassan Taluk | Hassan | Rural | 10 | 9 | 1 |
| KT110 | GHS Santhepete, Hassan Taluk | Hassan | Urban | 10 | 8 | 2 |
| KT111 | GJC Holenarasipura | Hassan | Urban | 10 | 8 | 2 |
| KT113 | GHS Jodigubbi H.N.Pura Taluk | Hassan | Rural | 10 | 8 | 2 |
| KT114 | GHS Balenahalli, Arsikere Taluk | Hassan | Rural | 10 | 9 | 1 |
| KT116 | GHS Hirehallikoppalu, H.N.Pura Taluk | Hassan | Rural | 10 | 8 | 2 |
| KT135 | GHS M.C. Thalalu, HD Kote | Mysore | Rural | 10 | 0 | 10 |
| KT140 | GHS Vinayakanagara, Paduvarahalli | Mysore | Urban | 10 | 0 | 10 |

| School Code | Name Of The School | District | Locale | Thin Client Quantity | Functional | Non-Functional |
|---|---|---|---|---|---|---|
| KT143 | GHS Harohally, Jayapura | Mysore | Rural | 10 | 0 | 10 |
| KT147 | GHS Mattur, Lingasugur Taluk | Raichur | Rural | 10 | 9 | 1 |
| KT151 | GHS Santhekallur, Lingasugur Taluk | Raichur | Rural | 10 | 8 | 2 |
| KT159 | GHS Yedehalli, Bhadravathi | Shimoga | Rural | 10 | 6 | 4 |
| KT162 | GHS Thyagarthi, Sagara Taluk | Shimoga | Rural | 10 | 5 | 5 |
| KT164 | GHS Masur | Shimoga | Rural | 11 | 9 | 2 |
| KT167 | GHS Kannangi, Thirthahalli Taluk | Shimoga | Rural | 10 | 6 | 4 |
| KT169 | GHS Biligaru,Sagara Taluk | Shimoga | Rural | 10 | 7 | 3 |
| KT172 | GHS Indiranagar, Udupi | Shimoga | Urban | 10 | 8 | 2 |
| KT173 | GHS Udyavara, Udupi | Shimoga | Rural | 10 | 6 | 4 |
| KT174 | GHS Uppinakudru, Udupi | Shimoga | Rural | 10 | 5 | 5 |
| KT175 | GPC Kundapura, Udupi | Shimoga | Urban | 10 | 5 | 5 |
| KT176 | GPC Bidkalkatte, Udupi | Shimoga | Rural | 10 | 6 | 4 |
| KT177 | GHS Yerlapadi, Udupi | Shimoga | Rural | 10 | 8 | 2 |
| KT179 | GHS Kallya, Udupi | Shimoga | Rural | 10 | 0 | 10 |
| KT180 | GHS Kokkarne, Udupi | Shimoga | Rural | 10 | 6 | 4 |
| KT181 | GHS Moodugiliyaru, Udupi | Shimoga | Rural | 10 | 4 | 6 |
| KT182 | GHS Belur, Udupi | Shimoga | Rural | 10 | 7 | 3 |
| KT184 | GHS Hosmar, Udupi | Shimoga | Rural | 10 | 3 | 7 |
| | | | | 463 | 298 | 165 |
| **List of schools with less than 10 thin clients supplied** | | | | | | |
| KT109 | GHS Chakenahally, H.N.pura Taluk | Hassan | Rural | 8 | 8 | 0 |
| KT126 | GHS Chikkahunasuru | Mysore | Urban | 9 | 0 | 9 |
| KT134 | GHS Thumbsoge, HD Kote | Mysore | Rural | 6 | 6 | 0 |
| KT183 | GPC Hosangadi, Udupi | Shimoga | Rural | 8 | 0 | 8 |