Centre for Innovations in Public Systems (CIPS)

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Innovations in Public Systems

Karnataka Knowledge Commission

A Case Study with Details for Replication

Documentation and Knowledge Partner

OneWorld Foundation India, New Delhi

Mar 2013

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

C-LMPS	Centre for Leadership and Management in Public Service
CMO	Chief Minister's Office
DCE	Department of Collegiate Education
DIET	District Institute of Education and Training
DSERT	Department of State Education Research and Training
GIS	Geographic Information System
GoK	Government of Karnataka
ICT	Information Communication Technologies
KJA	Karnataka Jnana Aayoga
KKC	Karnataka Knowledge Commission
KVTSDC	Karnataka Vocational Training and Skill Development Corporation
MSME	Micro, Small and Medium Enterprises
NKC	National Knowledge Commission
R & D	Research and Development
SSTSS	Social Science Talent Search Scheme
TFJ	TOD FOD JOD Program

1. In Brief

The Karnataka Knowledge Commission (KKC), also known as the Karnataka Jnana Aayoga (KJA), was set up in September 2008 for building a vibrant knowledge society in the state of Karnataka. The KJA was initially constituted for a term of three years. However, its term was extended in September 2011 by 18 months for the tenure to conclude in June 2013. The Commission is an autonomous body; for administrative purposes it is under the purview of the Department of Higher Education, Government of Karnataka (GoK). The KJA seeks to build excellence in the educational system of the state, promote creation of knowledge in all formal and non-formal knowledge institutions, improve the leadership and management of these institutions and enhance the use of knowledge for improving public service delivery by promoting inter-sectoral interaction and interface for knowledge creation, application and dissemination.

Dr. K. Kasturirangan, Member of the Planning Commission, is the Chairman of the KJA. The Commission consists of several members who are domain experts drawn from various national institutes, universities, civil society organizations and government departments. Members of the Commission are organized into various Working Groups, Mission groups Study Groups, Task Forces and Expert Committees to work on devising recommendations under six focus sectors:

1. Literacy and School Education
2. Higher Education
3. Health Sector
4. Vocational Education
5. Libraries and Knowledge network
6. Humanities, Social Sciences, Law and Management

KJA members held periodic consultations, meetings and brainstorming sessions to issue various recommendations for the improvement and enhancement of their concerned focus area. These recommendations were then forwarded to the Chief Minister's Office from where they were circulated to concerned departments for implementation. In total, the Commission has issued about 89 recommendations.

The Commission's recommendations have taken the shape of research studies, policy suggestions and various pilot projects. By bringing together stakeholders working at different levels of the knowledge infrastructure of the state on a common platform, the KJA successfully acted as a catalyst to build on the capabilities of Karnataka's education, health, skill development sector among others, to enhance its sustainability and create excellence in the domain.

2. Innovation Context

The setting up of the National Knowledge Commission (NKC) of India in 2005 marked a critical point in the country's strategy towards reforming its knowledge infrastructure and building a knowledge society i.e. a society which is centered on knowledge for its development[1]. The creation of a knowledge society centres on the processes of:

1. Knowledge creation: ways of producing and acquiring new knowledge and preserving existing knowledge.
2. Knowledge dissemination: ways of expanding the reach of knowledge and ensuring that all sections of society have unrestricted access to it.
3. Knowledge application: ways of utilizing knowledge for productive and beneficial activities.

These three processes are highly inter-linked with varying degrees of overlap between them. For a new or existing knowledge to reach its ultimate goal, it is dependent on institutions of knowledge dissemination which further depend on application processes to show prominent outputs. Further, during the knowledge application stage, new discoveries and learnings lead to knowledge creation. In this manner, the three components of a knowledge society constantly and closely interlinked with each other and lead to the creation of a knowledge empowered citizenry and a vibrant knowledge society.
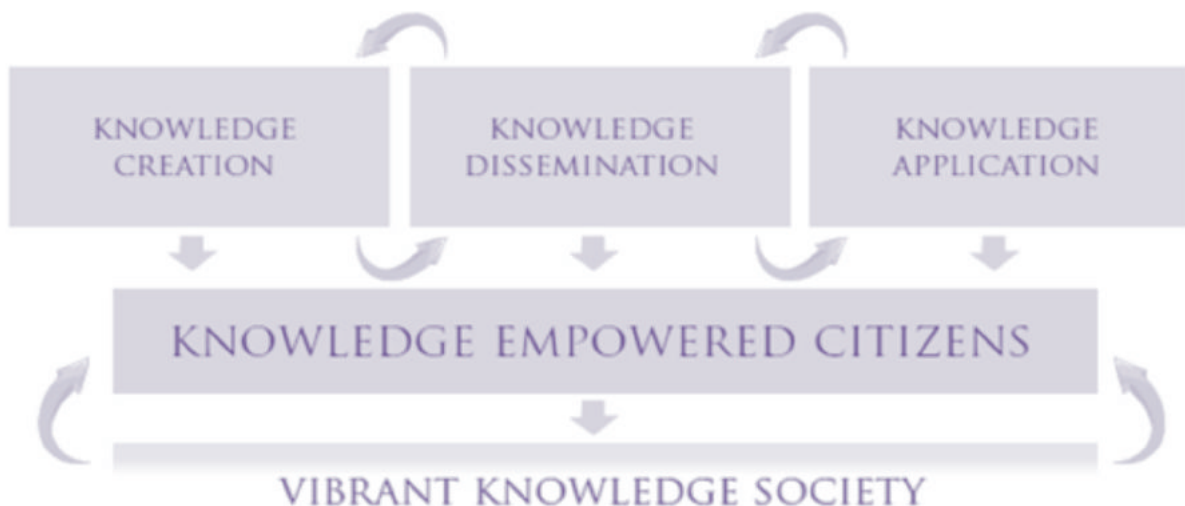
Figure 1: Knowledge flow in a knowledge society
Source : Jnana Pallava : Three years in transforming Karnataka into a vibrant knowledge society:
A report to the people, Karnataka Knowledge Commission. Department of Higher Education. Government of Karnataka

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[1] *Jnana Pallava : Three years in transforming Karnataka into a vibrant knowledge society, A report to the people, Karnataka Jnana Aayoga. Department of Higher Education.*

INNOVATION CONTEXT

The NKC sought to enhance access to knowledge within the country by strengthening all three processes of knowledge creation, dissemination and application in support of creating an environment for inclusive growth and efficient delivery of public services. With this objective, the NKC in its term of three years from 2005 to 2008 issued over 300 recommendations to create excellence in the field of education, research and capacity building[2].

Since the micro-level implementation of many of these recommendations fell within the mandate of the state governments, towards the end of its tenure the NKC held several consultations and seminars to examine the role that states can play in taking its agenda forward. One of the key highlights of these consultations was the emphasis to create such Knowledge Commissions at the state level.

Creation of a State Level Knowledge Commission in Karnataka

The end of NKC's tenure coincided with efforts on part of the state government of Karnataka to explore ways of strengthening its own knowledge infrastructure and adding value to the state's existing rich knowledge heritage. Karnataka is home to a large number of educational institutions, universities, government and corporate research and development (R&D) organizations and has inherited a vast pool of traditional knowledge in the fields of science, medicine, linguistics, agriculture and several others.

The emerging needs of this vast and ever expanding knowledge infrastructure of the state pointed towards the importance of creating a shared vision and commitment to strengthen Karnataka's competitive advantage in the field of knowledge. This was also highlighted in the " Karnataka – A Vision for Development-2020" document prepared by Karnataka State Planning Board in 2008, which listed the need to transform the state into a vibrant knowledge society by building on the capabilities of its educational sector, enhancing their sustainability and creating excellence in the domain as one of the 12 transformers that is crucial for the state's future development. This goal of the "Vision for Development- 2020" document aligned itself with the suggestions of the NKC.

Consequently, inspired by the NKC's vision as well as the need to meet its commitment under the "Vision for Development- 2020" document, the Karnataka government set up the Karnataka Knowledge Commission, alternatively known as the Karnataka Jnana Aayoga (KJA), on 5 September, 2008 to transform Karnataka into a knowledge society. The KJA comes under the office of the Chief Minister, is headed by a Chairman, Member Secretary and Executive Director and consists of various

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2 *Towards a Knowledge Society : Three years of the National Knowledge Comission. National Knowledge Commission. Government of India. Web. 15 January. 2013.*

<http://knowledgecommission.gov.in/downloads/documents/towards_knowledgesociety.pdf>

INNOVATION CONTEXT / NEW APPROACH

members who are domain experts drawn from several national institutes, universities, civil society organizations and government departments. The KJA is an autonomous body and works independently of the government. For administrative purposes it is under the purview of the Department of Higher Education which acts as its nodal agency.

The KJA was founded keeping in mind the following terms of reference[3]:

- ❖ Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase Karnataka's competitive advantage in fields of knowledge.
- ❖ Promote creation of knowledge in all formal and non-formal educational, scientific and knowledge institutions of Karnataka.
- ❖ Improve the leadership and management of educational and knowledge institutions of Karnataka.
- ❖ Promote knowledge applications in agriculture, rural development, health, industry and other areas.
- ❖ Enhance the use of knowledge capabilities in making the government an effective service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.
- ❖ Promote inter-sectoral interaction and interface with the objective of preservation, access, creation, application, dissemination, outreach and services relating to knowledge.

With the above objectives operating as guidelines, the KJA was initially constituted for a three-year tenure, but on the completion of this term in September 2011, the Government of Karnataka extended the Commission's tenure up till June 2013. While the first three years of the KJA constitute phase I, the extension period forms phase II.

3. New Approach

A knowledge commission can act as a prime catalyst in the process of strengthening knowledge creation, dissemination and application processes in a society. In its four year term, the KJA successfully played this role in the state of Karnataka. It adapted the national level template for building a knowledge society developed by the NKC to the state level and modified it as per the context of Karnataka. In fact, the KJA took the efforts of the NKC a step further; while the NKC largely played the role of a recommendatory body, the KJA acted as a coordinating as well as an implementation-facilitating body. Some key factors that made the KJA's approach highly successful are:

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[3]*Karnataka Jnana Aayoga. Web. 15 January. 2013*

<http://jnanaayoga.in/index.php/about-us/terms-of-reference>

NEW APPROACH

Availability of active support from the political leadership

Having an independent budget to support Commission activities

Having a conducive work enviroment

Identification of a clear work agenda

Establishing a network of stakeholders

Inclusive and catalyst approach

Streamlined and innovative implementation of recommendations

Timely monitoring and evaluation of Commission's work process and output.

Figure 2: Key components of KJA's approach
Source: OneWorld Foundation India, 2013

Gaining support from the state's political leadership

The political leadership of Karnataka extended full support to the Commission right from its conception and continuing throughout its tenure. This support manifested itself in the endorsement of the Commission's activities, in reviewing the Commission's work and in actively promoting the Commission's recommendations and supporting their implementation. The state's leadership allowed the Commission to have complete autonomy and independence in its functioning and made no undue interference in its activities which provided the KJA a great flexibility to operate. Having the approval and support of the political leadership, KJA had a high degree of legitimacy while working with government departments and also saved the hassle of constantly working to get political approval.

Working with an independent budget

The KJA began with a high degree of financial security. From the beginning a separate budget was put aside for the working of the Commission which expanded the scope of its activities and also provided the opportunity to test the implementation of some of its recommendations. The absence of this financial security would have impacted the ability of the KJA to work autonomously and would have severely limited its impact on the knowledge infrastructure of the state.

NEW APPROACH

Operating from a central location

A crucial requirement of the KJA's approach towards building a knowledge society in Karnataka was the need to frequently interact with the political leadership, with stakeholders from within the government and with experts belonging to various knowledge related fields. For this purpose, it was important that the Commission operate from a location where it could conveniently approach the political and bureaucratic set-up of the state on a regular basis. Hence, the Commission was provided an office space within the premises of Karnataka's State Assembly i.e. the Vidhana Saudha. By being located at the heart of the administration in the state, the Commission gained increasing familiarity amongst the government set-up and was able to establish a formal as well as informal network of relationships with stakeholders which greatly helped the Commission in taking its agenda forward.

Identifying a clear work agenda

Working towards the building of a knowledge society is a vast and long term task consisting of various diverse aspects. The KJA realized this since its inception and devised a clear work agenda based on its terms of reference. It identified key focus sectors, identified gaps between the current situation and desired goal and enlisted focus areas for work to be done. Though working towards the larger objective of building a holistic knowledge society, the KJA adopted a focused drive to showcase visible outputs which would act as stepping stones to further encourage Karnataka's movement towards transforming into a knowledge society.

Establishing a network of stakeholders

'The quality and quantity of knowledge creation, application and dissemination are determined by the number and degree of involvement of the stakeholders in the process[4].' The KJA's success lies in being able to identify such key stakeholders from within the government set-up, from educational institutions, from civil society organizations, from research and development centres and so on and solicit their participation and partnership in the core activities of the KJA throughout its existence. By establishing a network of relationships with departments, organizations and individuals who play a significant role in the state's knowledge infrastructure the KJA built a successful channel for ensuring the implementation of its recommendations.

Adopting an inclusive and catalyst approach

The KJA adopted an approach of working with and within the system. The Commission constantly interacted and collaborated with various government departments to identify gaps in the existing knowledge infrastructure of the state and generate ideas and recommendations to address these gaps.

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[4] *Jnana Sampada: A report to the people of Karnataka on transforming Karnataka into a vibrant knowledge society. Karnataka Jnana Aayoga. Department of Higher Education*

NEW APPROACH

Some recommendations were converted into pilot projects which were implemented in collaboration with the departments. This active involvement at all stages in the Commission's operations gave government departments a sense of ownership over the recommendations and inculcated a genuine desire to see the fulfillment of these suggestions and hence the departments extended full support to the Commission. This inclusive and catalyst role played by the Commission has led to the incorporation of the Commission's agenda into the daily operations of departments which is a significant requirement in the movement towards a knowledge society.

Carrying out a focused implementation of recommendations

In its more than four year tenure, the Commission established itself not just as a recommendatory body but also as an implementation facilitating body. While the Commission issued 89 recommendations in 4 sets, across six focus sectors and six focus areas within these sectors, it prioritized the implementation of selected recommendations based on its terms of reference, the needs and preparedness of the departments. Recommendations were implemented in the form of pilot projects, through the commissioning of research studies to complement and supplement the recommendations and in the form of policy suggestions. A varied and innovative approach was applied while implementing some recommendations which is highlighted through key initiatives of the KJA like Jnana Fellowship- an innovative scheme to provide young professionals an opportunity to participate in the functioning of the government - and Jnana Shodha- an initiative to seek participation from educational institutions, government agencies and civil society organizations to research on select areas. The conversion of some of the Commission's recommendations into actual projects and initiatives helped the Commission showcase its success and highlighted the importance of having a catalyst within the government setup for building a knowledge society.

Monitoring its work process and outputs

Though the Commission was autonomous and independent in its functioning, it submitted quarterly reports on the progress of its work to the Office of the Chief Minister. These reports and a constant follow-up helped the Commission keep its focus and also justify its presence. These reports also assisted the Commission in accessing its own performance and working towards strengthening efforts in required areas. The Commission wanted to measure the degree of success achieved in implementing its recommendations and hence carried out evaluation and impact studies of the pilot projects. The measurement and evaluation of its progress brought the work of the KJA to a full circle, helped to identify strengths, weaknesses and opportunities in the process of building a knowledge society and reflected its holistic commitment towards transforming Karnataka into a knowledge hub.

IMPLEMENTATION STRATEGY

4. Implementation Strategy

Identification of key focus sectors and areas

Identification of stakeholders

Setting up a working mechanism

Conducting
stakeholder consultations and research and formulating recommendations

Submission of reports along with an action plan to the Chief Minister and to various stakeholders

Facilitating implementation of recommendations

Monitoring and review of progress

Figure 3 : KJA's implementation strategy
Source : OneWorld Foundation India, New Delhi

4.1 Identification of key focus sectors and areas

Keeping in mind the larger aim of transforming Karnataka into a knowledge society, the KJA began its operations by identifying those areas in the knowledge infrastructure of the state that required a certain push and narrowed the lacunae within them. In the first phase, the focus of the Commission was on six broad sectors which included:

✓ Literacy and school education

✓ Higher education

✓ Health sector

✓ Vocational education

✓ Libraries and knowledge network

✓ Humanities, social sciences, law and management

These sectors were identified with consideration of their erstwhile status, the potential for strengthening these sectors as well as their contribution and importance in strengthening the knowledge paradigm in Karnataka. The experience of working within these broad sectors in the first

IMPLEMENTATION STRATEGY

phase and the findings helped KJA identify particular areas in each of these sectors to be taken up as a focus area in the second phase. In the second phase, the Commission emphasized on the following specialized issues within the broader themes identified in the first phase:

- ❖ Teacher development
- ❖ Higher education policy
- ❖ Public health
- ❖ Skill development
- ❖ Community knowledge and practices
- ❖ Use of Geographic Information System (GIS) in Karnataka

4.2 Identification of stakeholders

With the above focus areas in perspective, the KJA began reaching out to stakeholders involved at various levels in the knowledge infrastructure of the state for suggesting recommendations and ways of implementing them. Once the leadership, that is, Chairman and Member Secretary & Executive Director of the KJA were nominated, domain experts from government departments, national institutes, universities and R&D organizations were identified and their participation solicited in the workings of the Commission

In pursuit of its aim to transform Karnataka into a knowledge society and fulfill its terms of reference, the KJA worked with the following stakeholders:

- ➡ **Educational institutions (Schools, colleges, universities) :** Many of the Commission's members belonged to various educational institutions. Further, educational institutions also formed the site for the implementation of several of the Commission's recommendations.

- ➡ **Research and Development (R & D) centres :** Several R &D centre representatives formed the core membership of the Commission. These R & D centres also led and commissioned many research studies.

- ➡ **Government departments such as Department of Primary and Secondary Education, Department of Higher Education, Department of Health and Family Welfare Services, Department of AYUSH, Department of Labour, Department of Information Technology and Biotechnology, Science and Technology, Department of State Education Research and Training, Department of Public Libraries, Department of Rural Development and Panchayat Raj, Department of e-Governance, Department of Kannada, Culture and Information, Department of Planning, Department of Personnel and Administrative Reforms, Department of Agriculture and Department of Youth Services** contributed significantly in the formulation of the Commission's recommendations and collaborated with the Commission for the implementation of several recommendations.

IMPLEMENTATION STRATEGY

➡ **Students, teachers, non-student youth, entrepreneurs and industry specialists** were consulted while identifying gap areas within the Commission's focus sectors.

➡ **NGOs/civil society organizations** contributed towards the membership of the commission and conducted several research studies

➡ **Doctors and health practitioners** helped in the devising and implementation of specific recommendations related to the health sector.

Figure 4 : Key stakeholders involved in the working of the KJA
Source : OneWorld Foundation India, 2013

Representatives from these categories were involved in varying capacities in the various stages of the Commission's operations, which include researching on focus areas, working towards formulation of recommendations, devising implementation strategies and facilitating implementation. The integration and involvement of stakeholders operating at different levels in the state's educational infrastructure strengthened the implementation strategy of the KJA making it holistic and inclusive.

4.3 Setting up a working mechanism

As mentioned, the KJA comes under the office of the Chief Minister, led by a Chairman, Member Secretary and Executive Director and is composed of various members who are domain experts drawn from several national institutes, universities, civil society organizations and government departments. From September 2008 to September 2011, the Commission consisted of 28 members; this membership was revised to include 14 members in its second phase (See Annexure I).

IMPLEMENTATION STRATEGY

Members of the Commission were organized into various Working Groups to work on devising recommendations for the specific focus sectors. A Working Group could also decide to form sub-groups /study groups/ task forces for detailed attention on any particular aspect of their focus area. Working Groups and Study Groups could seek the assistance of an Expert Committee, Project Advisory Committee and Research Committee for guidance, mid-course correction and feedback. An ad-hoc Project Monitoring and Review Committee oversaw the functioning of projects that stemmed out of the Commission's recommendations. Members of these Groups and Committees formed the think tank team of the KJA and worked on institutionalizing reforms in their specific focus areas by holding a series of brainstorming sessions and consultation meetings with stakeholders and government departments. In phase I, the Commission was convened by the Principal Secretary of the Department of Higher Education. In its second phase, the Commission did not have any convener.

In the first phase, the domain experts and government officials were organized into 6 Working Groups, 6 Study Groups, 2 Task Forces, 3 Expert Committees and 1 Research Committee to work on specific focus areas, conduct research and make recommendations (See Annexure II).

Working Groups	Study Groups	Task Forces	Expert Committees
On Higher Education	On Community - Knowledge	On Rejuventation of Universitits in Karnataka	On Public Libraries
On Literacy & School Education	On Libraries in Higher Education	On Linkages between primary & Secondary Education and Universities	On Public Libraries
On Vocational Education	On Medical Education and Research		On Skill Development
On Health Sector	On Traditional Health Practices		
On Libraries and Knowledge Networks	On Delivery of Health Services		Innovative Universities
On Humanities, Social Sciences, Law & Management	On Homeopathic Perspective on Public Health		Innovative Universities
	On Social and Cultural Heritage		

Table 1: List of Working Groups, Study Groups, Task Forces and Expert Committees within the KJA in its first phase
Source : OneWorld Foundation India, 2013
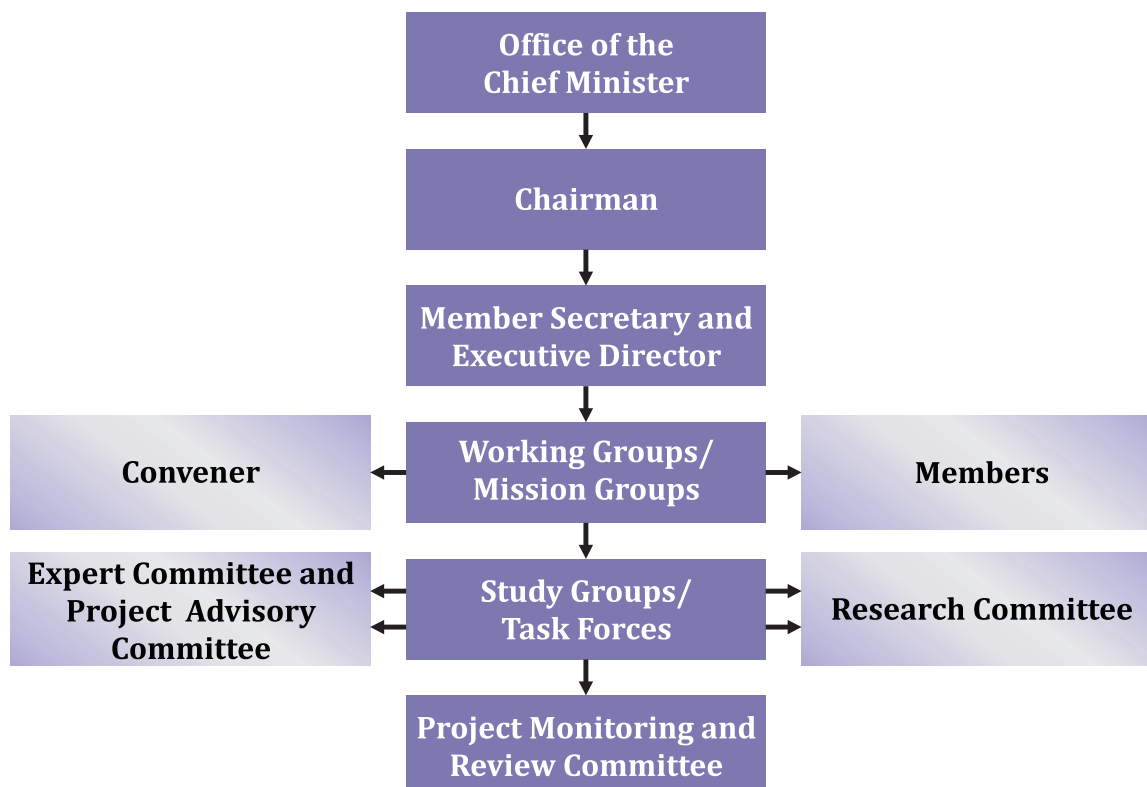
IMPLEMENTATION STRATEGY

In the second phase of the KJA, 5 Mission Groups, a Task Force and a Research Committee were formed to take the mandate forward. (See Annexure II) Before the beginning of this phase, the KJA was reconstituted with new members to bring in novel perspectives into the working of the Commission. (See Annexure I)

Mission Groups	Task Force
On Teacher Development	On Karnataka Geographic Information System
On Higher Education Policy	
On Public Health	
On Skill Development	
On Community Knowledge and Practices	

Table 2: List of Mission Groups and Task Force within the KJA in its current phase
Source: OneWorld Foundation India, 2013

The daily functioning of the KJA, that is, coordination of the activities and meetings of the expert groups, compilation of work and activities and maintenance of records is done by an operational team that consists of Researchers, Administrative Executives, Office Assistants who are headed by the Member Secretary and Executive Director (See Annexure III). This operational team also known as the Secretariat and acts as the first point of contact within the Commission.

Figure 5: Organizational structure of the KJA
Source: OneWorld Foundation India, 2013

IMPLEMENTATION STRATEGY

The Karnataka Vocational Training and Skill Development Corporation Ltd. (KVTSDC) was appointed as a Special Purpose Vehicle to help and guide KJA in its financial transactions until March 31, 2012.

4.4 Conducting of stakeholder consultations, carrying out research and formulating recommendations

With the focus areas defined and the experts on board, the Commission adopted the following operating mechanisms for its functioning and the formulation of recommendations:

a) <u>Organization of stakeholder consultations/meetings/workshops/seminars :</u> In order to arrive at specific recommendations for each focus area, periodic meetings and consultations were organized where members from the expert groups and committees assembled and deliberated on ways of strengthening the knowledge creation and dissemination environment within their specific domains. Through these meetings the Commission also sought to devise action plans for the implementation of recommendations.

b) <u>Conducting and commissioning of research studies:</u> For transforming Karnataka into a vibrant knowledge society, the KJA conducted researches on varied topics within its identified focus areas during its first phase. In its second phase, along with its own research studies, the KJA launched Jnana Shodha, 2012 to invite academic and educational institutions, government and quasi-government agencies, and non-governmental and not-for-profit organizations for undertaking research studies in the areas of social and industrial innovation, community knowledge and practices, public health, skill development, building knowledge society, ICT in application and teacher professional development. Through this process, 13 research studies were commissioned (See Annexure IV).

Through these consultations and research studies, the KJA sought to add volume to the knowledge infrastructure of Karnataka, generate recommendations and design solutions to institutionalize them.

4.5 Submission of recommendations and action plan to the Chief Minister and Departments

Based on the inputs gathered during expert consultations and research activities, the KJA issued a set of recommendations (60 in the first phase and 29 in the second phase) and action plans (See Annexure V). These recommendations and plans were reviewed during the Commission's general meeting, organized according to focus areas and departments and then submitted to the Chief Minister's Office (CMO). From the CMO, orders were issued to concerned departments to start work on fulfilling the recommendations.
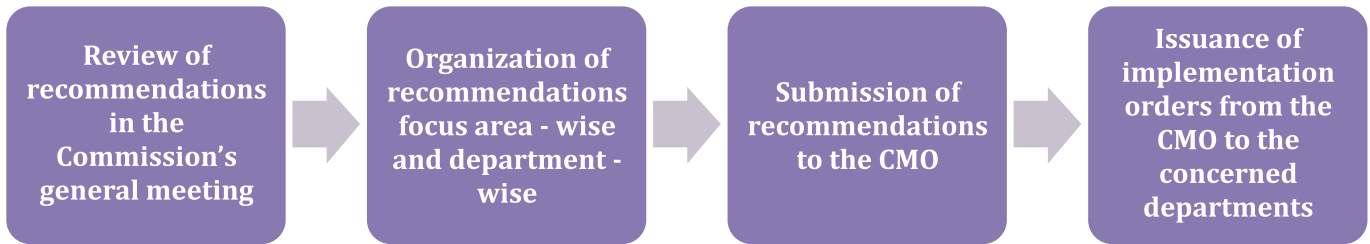
IMPLEMENTATION STRATEGY

Review of recommendations in the Commission's general meeting	→	Organization of recommendations focus area - wise and department - wise	→	Submission of recommendations to the CMO	→	Issuance of implementation orders from the CMO to the concerned departments

Figure 6: Process flow of submitting recommendations to CMO
Source: OneWorld Foundation India, 2013

4.6 Facilitating implementation of recommendations

Along with issuing recommendations, the KJA ensured that it devised implementation strategies for its recommendations. It was possible for KJA to implement its recommendations because of the active support it received from government departments. Most departments involved in the running of the knowledge infrastructure of the state were involved in KJA's operations from the research stage and, therefore, wholeheartedly received the Commission's recommendations. The KJA followed a layered approach moving from recommendations that could be fulfilled in the short-term towards those that require a long term implementation strategy. Out of the 89 recommendations of the Commission, 17 have been implemented and the others are under consideration. Some of the Commission's recommendations took the shape of research studies, some took the form of policy suggestions like the Innovative Universities Bill, Youth Policy Bill and many other recommendations took the shape of particular pilot projects which were implemented in collaboration with government departments.

4.7 Monitoring and review of progress

The Commission kept a constant track of its progress and submitted quarterly performance reports to the Chief Minister's Office. In order to ensure that the implementation of recommendations made by the Commission are making progress, periodic meetings were held under the chairmanship of the Chief Secretary of the State to review the status of implementation of recommendations. During these review meetings, mid-course correction advice and hand holding support was provided to departments. Some recommendations that were being implemented in a project form had project advisory committees to guide, support and supervise them. The Commission also conducted evaluation and impact studies to measure the sustainability and outcomes of its efforts. (See Annexure VI)

5. Challenges in Implementation

5.1 Organizing constant engagement and coordination of stakeholders

The KJA faced initial difficulties in getting stakeholders on board. It was an extremely challenging task to acquire the time of stakeholders working across such diverse levels in the knowledge infrastructure of the state. Continuous engagement and interaction between stakeholders formed the basis of the success of the Commission's effort and hence it was crucial for the commission to secure their cooperation and active engagement in its processes.

Over time the Commission was successful in tactfully engaging stakeholders by providing them with a sense of ownership in its operations and moulding them together towards achieving the common target of successfully building a knowledge driven society in Karnataka. Stakeholders were always consulted for their opinions at all stages in the Commission's working and hence the KJA could overcome any glitches that came its way and was successful in establishing itself as an institution with two teams: expert and operational. The Commission's approach helped it identify appropriate stakeholders who were highly driven to bring in a positive change in the system.

5.2 Overcoming department related bottlenecks

To move beyond the role of a recommendatory body, the KJA had to ensure that it devises implementation strategies in support of the recommendations it issued. For this purpose, it was essential for the Commission to garner departmental support. However the support of the political leadership as well as the inclusive approach followed by the KJA ensured that with time any resistance on the part of department was overcomed. By actively involving departments in the recommendation developing stage and by working as a part of the system in an administratively sanctioned manner, the Commission was able to secure complete departmental support during the implementation of its recommendations.

However, the frequent transfer of top level bureaucrats presented challenges in the operations of the KJA as it required the briefing of new officials and re-establishing linkages with departments. Nonetheless, because the KJA has over time gradually reached out to employees involved at all levels in departmental functioning; it successfully managed to build a relationship with new officials.

5.3 Operating within a restricted time-frame

The Commission is a temporary body and hence has to work with a limited time period. Initially the Commission was constituted for three years which was later extended by another 18 months. Though the KJA has achieved a considerable degree of success in moving towards its aims, yet a little

CHALLENGES IN IMPLEMENTATION / BENEFITS OF INNOVATION

over four years is not adequate time for the holistic realization of its objectives. Further, the concept of a knowledge society is relatively new and it requires a considerable long period of time for people to adapt and grasp its central idea. However because the KJA had a clear mandate, identified clear and specific areas and adopted an inclusive strategy and layered approach in the implementation of its recommendations, it set the ball rolling towards transforming Karnataka into a knowledge society very successfully.

6. Benefits of Innovation

6.1 Building a sustainable knowledge society in Karnataka

The KJA has been successful in working towards all three stages of building a knowledge society i.e. knowledge creation, dissemination and application in Karnataka. It has created a space within the working of the Government of Karnataka to think differently and has induced a knowledge centric development model into the state's governance environment. It has established a bridge between stakeholders working at different levels in the knowledge infrastructure of the state through its consultations and meetings and has played the role of a catalyst in bringing about a silent and gradual knowledge revolution in the state.

Number of Meetings Held During the Term 2008 - 2013

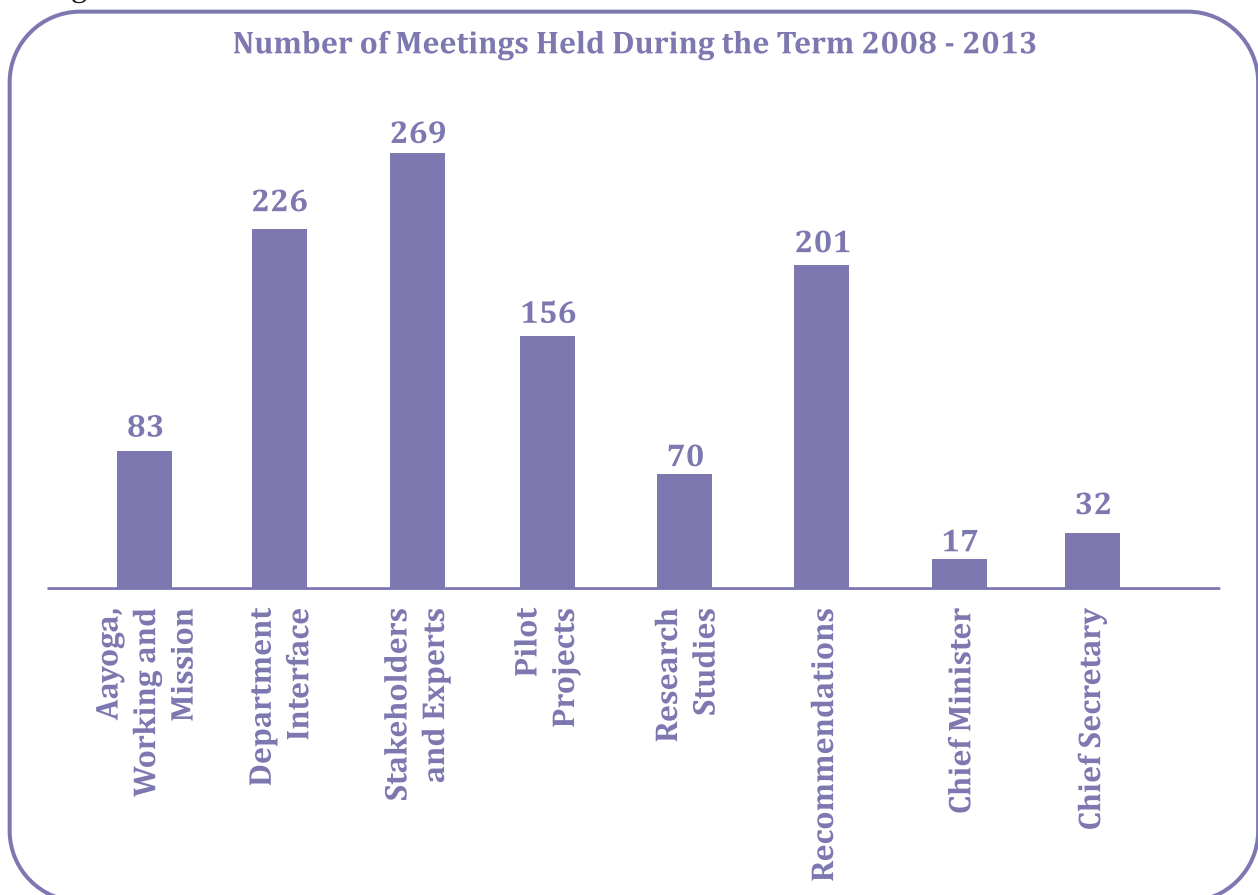| Category	Meetings
Aayoga, Working and Mission	83
Department Interface	226
Stakeholders and Experts	269
Pilot Projects	156
Research Studies	70
Recommendations	201
Chief Minister	17
Chief Secretary	32

Figure 7: KJA work from 2008-2013

Source: Jnana Sampada : A report to the people of Karnataka on transforming Karnataka
into a vibrant knowledge society. Karnataka Jnana Aayoga. January 2013

BENEFITS OF INNOVATION

The KJA has promoted the creation of knowledge in the formal and non-formal knowledge institutions of Karnataka, has deepened leadership and managerial capacities of knowledge institutions and is actively promoting the creation, application, dissemination of services relating to knowledge. All of this is being done through its varied research studies, policy suggestions and the varied projects that it has implemented over time.

6.2 Creation of a diverse stakeholder network

One of the major successes of the KJA lies in bringing together such a vast network of stakeholders from diverse domains i.e. National Universities, Educational Institutions, R & D organizations, Civil Society Organizations and various government departments. The Commission could successfully gather their support because of its inclusive and non-critical approach. The Commission did not adopt a blaming stand, rather it decided to create a space for itself within the existing system and adopt a positive approach which stood well with various stakeholders who saw the commission as a catalyst and not as an interfering mechanism. The visionary leadership of the Commission, its inclusive approach and its commitment gave KJA both political and bureaucratic legitimacy hence it was able to take its mandate forward.

6.3 Introduction of innovative knowledge driven reforms in Karnataka

The KJA not only came up with recommendations but also provided appropriate implementation strategies. The KJA has actively promoted innovative knowledge applications in health, industry, education, teacher development, skill development sector among others in the state. Its research studies , pilot projects and policy suggestions revolve around the use of knowledge to provide Karnataka a competitive edge in all these sectors.

6.3.1 Research Studies

For enabling evidence based policy recommendations, KJA commissioned research studies which helped in understanding concepts and current situations. Some research studies were outcomes of recommendations while others were independent of recommendations. These research studies helped the KJA to approach a large section of Karnataka's population and seek their opinion in KJA's efforts to build a knowledge society.

BENEFITS OF INNOVATION

Phase I		Phase II	
1.	A Study on Building Knowledge Society in Karnataka	1.	Strengthening and Empowering State Education Resource Centre
2.	A Study on Aspirations, Expectations and Suggestions of Youth of Karnataka	2.	Karnataka Teacher Professional Development Policy : Findings and Recommendations
3.	Finances of Universities : A Study of Universities of Karnataka	3.	A Higher Education System for a Knowledge Society in Karnataka
4.	Pre-Service Elementary Teacher Education in Karnataka : A Status Study	4.	Documentation of Traditional Knowledge System and Practices - A Case Study of Haveri District
5.	Developing a Model for Samudaya Jnana Kendras (Community Knowledge Centres)	5.	Thirteen research studies commissioned under Jnana Shodha
6.	A Study on Gross Enrolment Ratio of Higher Education in Karnataka		

Table 3 : List of research studies commissioned by the KJA
Source : OneWorld Foundation India, 2013

6.3.2 Pilot projects

Many recommendations of the KJA were implemented in the form of projects which provided the KJA an opportunity to closely collaborate with government departments and other stakeholders in project planning and implementation. Through these project's[5] the Commission combined the state's traditional knowledge heritage and vast pools of new knowledge across sectors and used ICT tools for disseminating this knowledge. A major highlight of the KJA's approach in these projects has been the promotion of inter-sectoral interaction and interface for extending the outreach of knowledge related services in the state.

1. **Kanaja :** A flagship project of KJA, Kanaja is an online knowledge portal in Kannada language. It is the Kannada equivalent of Wikipedia and serves as a source of information on various issues. This portal aims at creating and disseminating information to people and can also be

Figure 8: Screenshot of Kanaja portal

[5]*For more details on each of the projects, please visit the KJA website www.jnanaayoga.in*

BENEFITS OF INNOVATION

accessed by visually challenged users through the e-speak software. The target users of this portal are students, researchers, farmers and scholars to promote the use of traditional knowledge among these groups. Kanaja is seen as a storehouse of knowledge that helps people to become aware about various issues and to enhance their knowledge in different fields. At present it holds around 5000 articles, book extracts and published articles of 4000 scientists and their inventions. The project is supported by the Department of Kannada and Culture and Kannada Development Authority.

2.   **Arivu :** The objective of this project is to build effective and functional libraries in Government high schools with sufficient books and audio visual materials. This project has helped teachers and librarians to get training on open library system through workshops held in Bangalore and Dharwad. In 2011-2012. Arivu was implemented in 500 government high school to help students and teachers by making school libraries updated and functional with support from the Department of Primary and Secondary Education

3.   **Sahyog :** This project is dedicated towards improving the employability options of undergraduate students studying in government colleges by training them in vocational and life skills. In the first phase (2009-2010) of the project, 7000 students were trained in these skills and in the second phase nearly 13,363 students were trained. The project is supported by the Department of Collegiate Education (DCE) and Karnataka Vocational Training and Skill Development Corporation (KVTSDC).

4.   **Samarth :** Project Samarth aims to develop and empower the Department of State Education Research and Training (DSERT) and District Institute of Education and Training (DIETs) into decentralized lead resource institutions through better regulation of standards and norms. In the first phase of this project (2010), a workshop was organized to decide the goals of DIET. In the second phase, based on these goals, DIETs are required to give proposals to the KJA and receive grants to implement the project. The Centre for Leadership and Management in Public Service (C-LMPS) and RV Education Consortium are the resource institutions for mentoring DIET's.

5.   **Swasthya :** The focus area of this initiative is to design and launch preventive health care programs at the state level and enhance public health practices. Project Swasthya has three main components: health awareness, health education and health care. These components are fulfilled through issuing publications, organizing field visits, lectures, workshops, seminars and periodic health camps. This project is being run by the Department of AYUSH that has introduced it as a pilot in six districts of Karnataka in two phases. In the first phase, Bangalore, Sisri and Bijapur were covered while Mysore, Dharwad and Mangalore were covered in the second phase. A project advisory committee was also formed to oversee the working of project Swasthya (See Annexure VI).

BENEFITS OF INNOVATION

6. **Dravya Kosha :** This project aims at strengthening the community, helping the folk healer associations and developing regional pharmacopeias in all districts of the state for the conservation, cultivation and sustainable utilization of medicinal plants. This initiative has helped people in urban and rural area through home based remedy programme, setting up of traditional health care mission, training of health practitioners, students and general public. The project is being implemented by the Department of Ayush. At present work is going on in Tumkur and Shimoga districts.

7. **Odu Putani :** This initiative aims to inculcate the habit of reading and encouraging self learning by upgrading children's library, transforming Indira Priyadarshini Children Library (IPCL) located in Bangalore into a resource centre in the fields of technology, music, culture, history etc. The updated library will provide many facilities such as free access to internet, encyclopedia and dictionaries to students and widen their knowledge and learning. The Department of Primary and Secondary Education and Public Libraries, are involved in this project.

8. **Daksha :** This initiative aims at developing educational leaders by imparting leadership training to lecturers, registrars of universities and principals of colleges. Under this project, nearly 3000 recruited assistant professors will be given training in life skills and also a wider exposure to the use of Information and Communication Technologies (ICTS) for higher education. The project is being implemented in consultation with the Department of Collegiate Education (DCE).

9. **Manava Bhandara :** KJA partnered with the Institute of Social and Economic Change (ISEC) and Bangalore University to devise a scholarship scheme i.e. Social Science Talent Search Scheme' (SSTSS) for encouraging students to pursue socials sciences in higher education. Under the SSTSS 25 top students securing the highest marks in a talent search examination were given an annual scholarship of Rs. 2500. The talent search was conducted for pre-university students across 800 colleges in and around Bangalore.

10. **Jnana Fellowship :** The Jnana Fellowship was a flagship initiative of KJA for increasing citizen interface with the public system. Through this Fellowship, the youth of Karnataka were given an opportunity to get involved in the governance of the state for a period of six months by working as part of a government department . The Fellowship started on 8 November 2011 and ended on 7 May 2012 and provided selected Fellows a medium to participate in the implementation of new initiatives, project management, processes of policy suggestions and training activities of different departments of the Government of Karnataka.

BENEFITS OF INNOVATION

'JNANA FELLOWSHIP'

An effective system of governance demands a two way interaction process between citizens and the public system. With this larger goal in mind, the Jnana Fellowhsip seeks:

- ✓ To encourage the youth to participate in and address the current critical issues within the government.
- ✓ To bring a paradigm shift in the thought process of a government department and inculcate a new and innovative approach
- ✓ To increase and sustain interface between public system and citizen
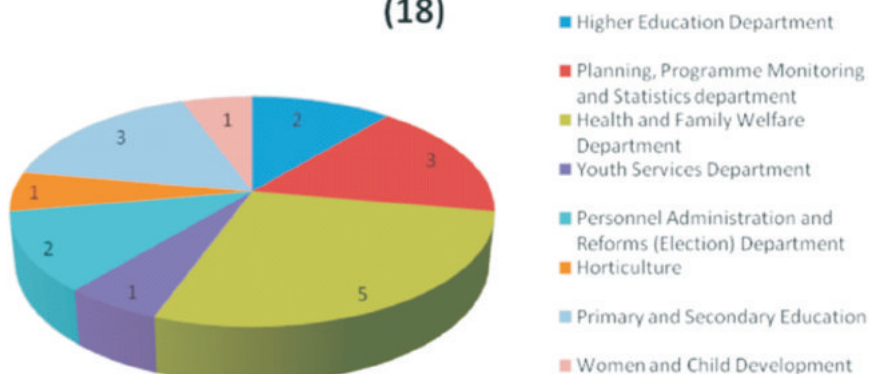- ✓ To facilitate and enhance the efforts of various government departments.

Jnana fellowship was launched with the intention to incorporate a fresh perspective and approach to the working of the Commission. The Fellowship programme was designed in such a manner that each fellow was required to spend six months, working directly under different government departments. The process of selection of fellows was very competitive with only 50 fellows being short-listed from 3300 applications. Among these 50, a panel comprising of civil servants, representative of government departments selected 24 Jnana fellows and 18 among them joined departments such as Department of Planning, Programme Monitoring and Statistics, Department of Health and Family Welfare, Department of Youth Services, Department of Horticulture, Department of Higher Education, Department of Women and Child Development, Department of Personnel Administration and Reforms (Election), and the Department of Primary and Secondary Education to work on various projects and conduct research.

Jnana Fellowship initiative provided a unique opportunity to diverse group of people which included teachers, health professionals, researchers etc. Though the Jnana fellows came from varied stream of education, employment and career goals, they shared a common vision of contributing towards the realization of the Commission's aim and hence they decided to take a break from their work and engage themselves with government work.

The fellowship ended on May 7, 2012 with the successful completion of projects and research work by Jnana fellows. The fellowship process benefitted both the government and the fellows wherein they learnt from each other and bought newer perspectives into the day to day operations of the government so much so; many fellows were asked to continue with their respective departments even after the completion of the Fellowship.

BENEFITS OF INNOVATION

Number of Jnana Fellows 2011 by Department
(18)

- Higher Education Department
- Planning, Programme Monitoring and Statistics department
- Health and Family Welfare Department
- Youth Services Department
- Personnel Administration and Reforms (Election) Department
- Horticulture
- Primary and Secondary Education
- Women and Child Development

Sowmya Chandrashekar ,one of the Jnana Fellows worked with the Department of Youth Service and Support. She participated in the process of drafting the ' Karnataka State Youth Policy'. Coming from a background of working with NGO's dealing with youth, Sowmya was skeptical about the way a government mechanism works. However, her experience as a Fellow changed her mind set and familiarized her with the actual realities of governance. She was able to induce a fresh perspective into the operations of her department and in turn learnt about the details and processes that are involved in the formulation of new policies. Today, Sowmya looks at government departments with a positive outlook, though there are severe bottlenecks within a government system, she admits that it is this system that has the capacity and resources to bring about large scale change. After her Fellowship, Sowmya continues to work with the Department and is currently assisting in developing a budget for the Youth Policy of Karnataka.

11. **Jnana Shodha :** The KJA launched the Jnana Shodha in June 2012 to encourage participation of various stakeholders in transforming Karnataka into a vibrant knowledge society. Academic & educational institutions, government & quasi-government agencies and non-governmental and not-for-profit organizations were invited to undertake research study in the areas of social and industrial innovation, community knowledge & practices, public health, Skill development, building knowledge society, application of ICT and teacher professional development. Through this process, the KJA commissioned 13 research studies (See Annexure IV).

12. **Institutionalizing Karnataka Geographical Information System-'Innovation In Governance' :** This project was commissioned to enable good governance through the application of geospatial information. KJA commissioned Karnataka State Remote Sensing Application Centre (KSRSAC) to prepare a K-GIS Vision and User Needs Document which outlined the manner of geospatial data generation and application for the state of Karnataka. KSRSAC in consultation with Department of IT, BT & Science and Technology identified 12 departments, whose services are critical and citizen-centric to prepare a roadmap for implementing GIS.

BENEFITS OF INNOVATION

13. **Empowering Youth Through Skill Development-'Honing The Skills' :** 'Empowering Youth through Skill Development' was initiated to address the skill gap among graduate students pursuing degree courses under Vijayanagara Sri Krishnadevaraya University, Bellary (VSKUB). The initiative imparted training in relevant vocational and life skills to nearly 2500 students studying in first grade degree colleges. A post-training self-improvement manual-VIKASA, was given to students to help them in understanding the nuances of work culture.

14. **Karnataka State Innovation Council :** On the recommendation of the KJA, the GoK constituted the State Innovation Council in June 2011 on the lines of the National Innovation Council to promote innovation in the state by creating an innovation eco-system in governance , public service delivery and the knowledge institutions of the state.

15. **Amulya 2012- Nurturing Innovation :** Amulya 2012 was launched in November 2012 in partnership with the Department of Industries and Commerce with an objective to create awareness about the need and advantages of patenting. Through Amulya -2012, awards and incentives were given to selected 36 patent applications filed by R & D centres and Micro, Small and Medium Enterprises (MSME).

16. **TOD FOD JOD- Discover, Experiment and Innovate :** TOD FOD JOD (TFJ) sought to inspire students to discover, experiment and innovate. Under TFJ, a meta mentor training and exposure programme was held among school children in 10 districts where the science centres of Agastya International Foundation are located. This training and programme enabled students to have hands-on learning experience and knowledge about everyday science.

6.3.3 Policy level suggestions

Along with bringing several knowledge related reforms at the ground level by initiating various projects, the KJA has also introduced changes at the policy level. This is reflected in the Commissions' work with regards to the Innovative University Bill and the Karnataka State Youth Policy. Both these policies will bring about vast changes in the way the higher education system of Karnataka functions and the manner in which youth development takes place in the state. Both higher education and youth development are crucial components of strengthening the knowledge infrastructure of a state, therefore by driving these policy level changes the Commission has created possibilities for significant improvements in the knowledge sector of Karnataka.

BENEFITS OF INNOVATION

a) One of the major steps that the KJA took towards introducing reforms in the higher education sector of the state through its recommendations was to transform two of its existing universities into Model Universities. These two universities were Mysore University in the southern part of the state and Karnataka University in the north. The Commission suggested several structural, academic, resource management (infrastructural resources, knowledge resources, financial resources and human resources) related changes and emphasized on bringing in a culture of excellence and efficiency in these universities.

Through these suggestions, the Commission assisted in drafting an Innovative University Bill 2011 in the state of Karnataka. The aim of the proposed Bill is to encourage higher learning in the state, disseminate knowledge, promote courses in humanities and research in universities, make university level education more innovative and flexible in terms of learning, increase choices of courses and age limit, encourage the provision of equal importance to academic and application oriented learning and promote development of human personality along with national integration. Karnataka is the first state in India to create the structure of a model university. The Bill is currently under the consideration of the State Assembly.

b) The KJA also collaborated with the Department of Youth Services and Sports to develop a state level youth policy. An evidence based approach was adopted to seek responses on youth related policy issues from concerned stakeholders. Based on these a Draft Youth Policy was developed and submitted to the GoK. The Draft Youth Policy was kept open for discussion and feedback for nearly three months. This feedback was incorporated to form a Comprehensive policy - Karnataka State Youth Policy 2012 with a vision to 'reach, engage and empower the youth of Karnataka' which was submitted to the Chief Minister of Karnataka. This policy presents nine rubric which aims at targeting the youth of the state, creating an overall framework for their development and generating possibilities for enabling them to participate actively in the affairs of the state. The Karnataka state cabinet is currently working out a budget for this youth policy.

6.4. Building citizen interface with the public service delivery system

The Commission in its task of building a knowledge society in Karnataka has taken into account the inputs provided by students, youth as well as teachers. By taking their opinions into consideration, KJA has shown openness towards accommodating current needs and demands of the knowledge sector. Through the Jnana Fellowship, the KJA provided citizens an opportunity to actively engage in the day to day functioning of the government and bought them closer to the realities of governance. At the same

time, it inculcated amongst the youth a positive outlook towards the government set-up by displaying the potential of the governance environment for bringing about change. Through the Jnana Fellowship, an interface platform was built between the government and citizens wherein both sides learnt from each other and introduced a new way of working.

7. Financial Model

The Commission functioned as an independent, autonomous body with complete support from the political as well as bureaucratic set up of the state. The visionary leadership of the Commission and its clear focus and commitments helped it to secure a very stable budget to support all its functions. The KJA was given a budget of approximately 15 crore in the first phase and approximately another seven crores during its second phase.

Category	Amount (in Rs.)
1. Total grant received	21,75,00,000
2. Total expenditure made	13,91,79,971
A) Recommendations	69,29,239
B) Research Study	1,27,00,792
C) Project Work	9,41,52,679
D) Special Programmes	79,54,945
E) Administrative Expenses	1,74,42,316

Table 4 : Details of expenditure made by the KJA till 31-12-2012
Source: KJA

This amount was spent on processes through which recommendations were made i.e. stakeholder consultations, research studies, on implementation of recommendations in the form of various projects for which departments were given financial support from the Commission and on administrative expenses of the Commission. The Karnataka Vocational Training and Skill Development Corporation Ltd. (KVTSDC) was appointed as a Special Purpose Vehicle to help and guide KJA in its financial transactions up till March 31, 2012.

8. Potential for Replication

The Commission's term is now coming to an end and hence its focus in the last year has been on ensuring the sustainability of its efforts. Its emphasis in the larger part of its second phase has been on institutionalizing its efforts by handing over projects to the departments and assisting them in developing mechanisms within their day to day functions for the operation of these projects. Displaying faith in the collective wisdom of the state system, many projects are now being handled independently by the Departments and the Commission has also deliberated with them on the future road map on recommendations that haven't taken a project form. Many of the commission's recommendations will be a part of the next five year plan of the state and will be considered during the budget as well.

POTENTIAL FOR REPLICATION

Though there are possibilities of the extension of the Commission's term, it will be a new Commission with a new set of leadership and members. Keeping this in mind, the KJA has ensured that it puts in place processes for a smooth transition by tying all loose ends, providing an assessment of its work and laying out a road map for the future. The Commission insists that from here on, the focus should be on the complete implementation of all the recommendations made so far and not the issuance of new recommendations.

The NKC suggested that Knowledge Commission should be created at the state level. While many other states like Maharashtra, Rajasthan, Orissa, Andhra Pradesh, Madhya Pradesh have prepared blue prints for setting up such a commission, so far only Karnataka and Sikkim have established their State Level Knowledge Commission. The KJA presents many lessons that these states should consider while attempting to set-up a Commission of their own. Some key learning's from the Karnataka Knowledge Commission's experience are:

☛ A Knowledge Commission along with being a recommendatory body should aim towards establishing itself as an implementation facilitating body and act as catalyst in this process.

☛ A Knowledge Commission should be given an autonomous status and allowed an independent manner of functioning; this is possible by securing the support of the political leadership of the state.

☛ It is crucial for a Commission to have an independent budget of its own, so as to have sufficient resources to complete the knowledge flow cycle i.e. knowledge creation, dissemination and application.

☛ The success of such a Commission depends on having a set of visionary leaders, who have a rich and diverse experience and are adept at establishing linkages within the system. Such leadership has to be supported in its efforts by a vibrant expert team as well as a sound operational team.

☛ The active involvement of stakeholders from various levels of the knowledge infrastructure of the state and of officials from various government departments in the recommendation making and implementation and monitoring process is crucial for such a Commission to create a sustainable impact.

POTENTIAL FOR REPLICATION

☞ A Knowledge Commission should adopt a multidisciplinary approach towards building a knowledge society. This should be supported with a clear mandate through the identification of specific focus areas and a layered approach of making progress in each such focus area.

☞ Building a knowledge society is a long term process; hence any Knowledge Commission must have realistic and feasible goals and should track their progress constantly.

☞ A Knowledge Commission should always look for fresh perspectives, which can be bought in through a periodic reconstitution of the commission and bringing in new members.

☞ A Knowledge Commission should operate within the system and not as an outside critic of the system. It should engage the system positively, identify areas where changes can be made, locate contact points and hand -hold them in taking the reform process forward. It should let the system own the reform process wherein at the withdrawal of the Commission, the system is able to steer the reform process forward on its own.

The Karnataka Jnana Aayoga has been able to meet all these requirements successfully and as a result achieved success in inaugurating Karnataka's journey towards transforming itself into a knowledge society.

DATA SHEET

9. Data Sheet

Karnataka Knowledge Commission: Transforming Karnataka into a Knowledge Society	
Background and Summary	The Government of Karnataka set up the Karnataka Knowledge Commission also known as Karnataka Jnana Aaayoga (KJA) in September 2008, to take forward the recommendations of the National Knowledge Commission (NKC) and fulfill a key objective of the state's Vision 2020 document i.e. to transform Karnataka into a knowledge society.
Name of the Implementing/ Partnering agencies	The KJA is an autonomous institution. However for administrative purposes, the Department of Higher Education acts as the nodal agency for overseeing the work of the Commission. The KJA works with educational institutions, government departments, students, youth, teachers, industry specialists, NGOs and civil society organisations.
Period of Implementation	The KJA's work has been organized into two phases: a) Phase 1 from September 2008- September 2011 b) Phase 2 from September 2011-June 2013
Place/ Area of operation	The State of Karnataka
Objective(s) :	*The KJA seeks to transform Karnataka into a knowledge society by:* ☞ Building excellence in the educational system of the state. ☞ Promoting creation of knowledge in all formal and non-formal knowledge institutions ☞ Improving the leadership and management of knowledge institutions in Karnataka. ☞ Promoting knowledge applications in agriculture, rural development, health, industry and other areas. ☞ Enhancing the use of knowledge capabilities to improve public service delivery ☞ Promoting inter-sectoral interaction and interface with the objective of the creation application, dissemination of knowledge.

DATA SHEET

Process Methodology	In order to achieve its objectives the KJA adopts the following inclusive approach: ☛ Building a network of stakeholders and organizing them into Mission Groups, Working Groups, Study Groups and Expert Committees as per specific focus areas ☛ Holding stakeholder meetings/consultations, identifying gaps within focus areas and conducting research ☛ Issuing recommendations, reviewing them and their submission to the Chief Minister's Office. ☛ Facilitating implementation of recommendations through the commissioning of research studies, formulation of policy suggestions and implementation of various projects across sectors like education, health agriculture and so on. ☛ Monitoring and review of progress of recommendations
Beneficiaries	Educational institutions, government departments, students, youth, teachers, industry specialists, NGOs and civil society organizations.
Situation Before Implementation	Before the formation of the KJA, there was an absence of a catalyst in the knowledge infrastructure of the state for building the capabilities of its educational sector, enhancing their sustainability and creating excellence in the domain.
Situation After Implementation	The KJA has provided an impetus for: ❖ knowledge creation across various sectors in the state ❖ knowledge dissemination by strengthening the work environment and structure of the knowledge infrastructure in the state. ❖ Knowledge application through various projects and policy suggestions.
Difficulties/ Challenges	☛ Difficulties in organizing stakeholder consultations due to their busy schedule ☛ Frequent transfers of bureaucrats and hence the need to re-establish linkages with departments ☛ Identifying a committed and focused operational team ☛ The limited term of the Commission did not allow the complete realization of all its recommendations ☛ Ensuring the sustainability of the Commissions work after its tenure ends.
Current Status of the Practice and Reasons if the initiative is closed/ terminated	The second phase of the KJA is currently operational. This phase will end in June 2013.

DATA SHEET

Resource Requirements	☛ Official space for the Knowledge Commissions office near the administrative headquarters of the state ☛ Expert team comprising of various domain experts from the knowledge infrastructure of a state to come up with recommendations and an operational team adept at research capabilities for supporting and facilitating the coordination of the Commission's activities, ☛ Independent budget to facilitate recommendation making and implementation
Performance Indicators	Till date the KJA has issued about 89 recommendations, implemented 12 projects, formulated policies like the Innovative Universities Bill and Youth Policy Bill and commissioned around 22 research studies in support of its recommendations.
Project Champion(s)	Department of Higher Education
Contact Person(s)	Professor M.K. Sridhar, Member Secretary and Executive Director Karnataka Knowledge Commission
Other Information	-
Reasons why it should be Replicated?	❖ *Promoting knowledge creation, dissemination and application activities in the state.* ❖ *Making the government an effective public service delivery agent through innovative use of knowledge* ❖ *Promoting inter-sectoral interaction and interface* ❖ *Increasing Karnataka's competitive advantage in the fields of knowledge.*
Source/ Reference Links	http://jnanaayoga.in/
Person who prepared this database and his/her details	Sapna Kedia Research Analyst OneWorld Foundation India sapna.kedia@oneworld.net

REFERENCES

10. References

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<http://knowledgecommission.gov.in/downloads/documents/towards_knowledgesociety.pdf>

✓ Karnataka Jnana Aayoga. Web. 15 January. 2013 .
<http://jnanaayoga.in/index.php/about-us/terms-of-reference>

ANNEXURES

ANNEXURE - I : Government Orders with Terms of Reference and Membership Details of the Karnataka Jnana Aayoga
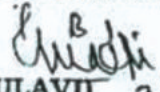
GOVERNMENT OF KARNATAKA

No. ED   112 URC 2008

Karnataka Government Secretariat,
M.S. Building,
Bangalore, Date: 03-10-2008.

ADDENDUM

Sub: Constitution of Karnataka Knowledge Commission-Reg.
Ref : Government order No.ED 110 URC 2008 dated 5.09.2008

In the Government Order No. ED 110 URC 2008 dated 05-09-2008 the Karnataka Knowledge Commission has been constituted under the Chairmanship of Dr. Kasturi Rangan, Member, Rajya Sabha, Parliament, New Delhi and Director of National Institute of Advanced Studies, Bangalore, with other distinguished members. Dr. M.K.Shreedhar, Reader, Canara Bank Institute of Management, Bangalore University, who is appointed, as "Member" shall be "Member Secretary" of the Karnataka Knowledge Commission with immediate effect.

By Order and in the name of the
Governor of Karnataka

(U.B.ULAVI)   3|10
Under Secretary to Government,
Education Department (Universities)

To
The Compiler, Karnataka Gazette, Bangalore with a request to publish and supply 200 copies.

Copy to :

1) Principal Secretary to Hon'ble Chief Minister, Government of Karnataka, Bangalore.
2) Private Secretaries of All the Hon'ble Ministers, Government of Karnataka, Bangalore.
3) Private Secretary to Chief Secretary to Government of Karnataka
4) PS to Additional Chief Secretary to Government of Karnataka
5) PS to Additional Chief Secretary to Government of Karnataka
6) and Development Commissioner, Govt. of Karnataka, Bangalore.
7) Principal Secretary to His Excellency Governor of Karnataka, Raj Bhavan, Bangalore.

8) The Resident Commissioner, Karnataka Bhavan, Kautilya Marg, Chanakyapuri, New Delhi-21.

9) All the Principal Secretaries/Secretaries to Government
All the Heads of Departments

10) Dr.Kasturi Rangan, Hon'ble Member, Rajya Sabha, Parliament, New Delhi and Director, National Institute of Advanced Studies.

11) Dr.M.K.Sridhar, Reader, Canara Bank School of Management Studies, Bangalore University, Bangalore.

12) Dr. V.B.Kutinho, Former Vice-Chancellor, Gulbarga

13) Dr.Nayana Tara, Bangalore Institute of Management, Bangalore

14) Dr.Ramachandra Bhatt Kotemane, Janaseva Trust

15) Dr.Nagaratna, Vivekananda Yuva Kendra, Bangalore

16) Dr.Muniyamma, Former Vice-Chancellor, Gulbarga University, No.3,11th Cross, 5th Main, Jayamahal Extension, Bangalore-560 046.

17) Prof: A.M.Pathan, Vice-Chancellor, Moulana Azad National Urdu University (Central University), Gachi Bowli, Hyderabad- 500 032.

18) Prof: K. Chidananda Gowda, Former Vice-Chancellor, Kuvempu University, No.3004, "Udaya Ravi", 8th Main, 12th Cross, Vanivilasapura, Mysore-02.

19) Dr. Shashi Hiremath, Head, Dept. of Sociology, Gulbarga University, Gulbarga.

20) The Director, Indian Institute of Science, Bangalore.

21) The Director, Indian Institute of Business Management, Bangalore

22) The Director, Institute for Socio and Economic Change, Nagarabhavai, Bangalore.

23) The Director, National Institute of Advanced Studies, Bangalore

24) The Director, Indian Institute of Industrial Training-B- IITB, Bangalore,

25) Vice Chancellors/Registrars of All the Universities in the State

26) Information Center, Education Department, MS Buildings, Bangalore.

27) All the Joint/Deputy/Under Secretaries to Government, Education Department.

28) Spare Copies/SGF.

GOVERNMENT OF KARNATAKA

No.ED 110 URC 2008

Karnataka Government Secretariat,
M.S. Building,
Bangalore, Date: 10-9-2008.

To

1) Dr.M.K.Sridhar,   Member
Reader,
Canara Bank School of Management Studies, Bangalore
University,
Central College, Bangalore-560 001.
(Phone: 22961973, 9845216610)

2) Dr. V.B.Kutinho,   Member
Former Vice-Chancellor,
No.97, 6th H Cross, Ramaiah Layout,
Bangalore-560 084.
(Mobile: 9845094008)

3) Dr.Nayana Tara,   Member
Bangalore Institute of Management,
Bangalore

4) Dr.Ramachandra Bhatt Kotemane,   Member
Janaseva Trust,

5) Dr. Nagaratna,   Member
Vivekananda Yuva Kendra, Bangalore.

6) Additional Chief Secretary and Development   Member
Commissioner,
Government of Karnataka, Bangalore.

Principal Secretary to Government,   Member

7) Planning Department, Bangalore.

8) Principal Secretary to Government,   Member
Information Technology and Bio Technology, Science
and Technology Department,
Bangalore.

9) Secretary to Government,   Member
Education Department (Primary and Secondary),
Bangalore.

10) Director, Indian Institute of Science,   Member
Bangalore.

11) Director,   Member
Indian Institute of Business Management, Bangalore.

12) Director,   Member
Institute for Social and Economic Change, Bangalore.

13) Director,   Member
National Institute of Advanced Studies,
Bangalore.

14) Director,   Member
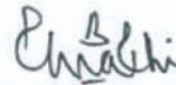Indian Institute of Industrial Training-B- IITB,
Bangalore.

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ANNEXURES

-2-

15)	Vice-Chancellor, Agricultural University, Bangalore.	Member
16)	Vice-Chancellor, Bangalore University, Bangalore.	Member
17)	Vice-Chancellor, Karnatak University, Dharwad.	Member
18)	Vice-Chancellor, Visveswaraya Technological University, Belgaum.	Member
19)	Vice-Chancellor, Gulbarga university, Gulbarga.	Member
20)	Vice-Chancellor, Mysore University, Mysore.	Member
21)	Vice-Chancellor, Karnataka State Women University, Bijapur	Member

MEETING NOTICE

A preliminary meeting of Karnataka Knowledge Commission has bee convened on 12-9-2008 at 11-30 a.m. under the Chairmanship of Dr. Kastu Rangan, at Conference Hall of National Institute of Advanced Studies, India Institute of Science Campus, Bangalore-12 (Entrance through M.S.Ramaia College of Engineering) to discuss the issues in respect of the meeting scheduled t be held on 16-9-2008 under the chairmanship of Hon'ble Chief Minister (Karnataka. You are therefore requested to attend the meeting.

(U.B.ULAVI) 10|9
Under Secretary to Government,
Education Department (Universities)

Copy to :

1) The Director, National Institute of Advanced Studies, Indian Institute of Science Campus, Bangalore-12.
2) PS to Principal Secretary to Government, Education Department (Higher Education).
3) PA to Deputy Secretary to Govt. Education Department (Universities).

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ANNEXURES

Annexure - II : List of Working Groups, Study Groups, Task Forces and Expert Committees within the Karnataka Knowledge Commission

Phase 1

Working Group on Literacy and School Education

1. *Chairman*
Prof. C. Seshadri
Former Principal
Regional Institute of Education
Mysore
2. *Co-Chairperson*
Secretary
Department of Primary
and Secondary Education
Government of Karnataka
3. *Members*
   a) Prof. Nayana Tara
      Professor
      Indian Institute of Management
      Bangalore
   b) Prof. Padma Sarangapani
      Professor
      Bangalore
   c) Dr. R. Balasubramaniam
      Founder President
      Swami Vivekananda
      Youth Movement
      Mysore
   d) Dr. B.K. Anitha
      Fellow, National Institute of Advanced Studies, Bangalore

Working Group on Vocational Education

1. *Chairman*
Sri Manish Sabharwal
Chairman
Team Lease Services Private Ltd.,
Bangalore
2. *Co-Chairperson*
Director of Vocational Education
Government of Karnataka
3. *Members*
   a) Prof. Muniyamma
      Secretary
      Forum of Former
      Vice Chancellors of Karnataka
      Bangalore
   b) Sri. T. V. Mohandas Pai
      Chairman
      MEMG International India Ltd.,
      Bangalore
   c) Prof. M. H. Dhananjaya
      Director (Technical)
      JSS Maha Vidyapeetha
      Mysore
   d) Dr. Vishnukanth Chatpalli
      Executive Director
      Karnataka Vocational Training and
      Skill Development Corporation Ltd.,
      (KVTSDC)
      Government of Karnataka
   e) Sri. Abhay Jain
      Group Advisor
      Manipal Education and Medical Group

ANNEXURES

Bangalore

f) Prof. Lawrence Surendra

Chairman

Department of Economic & Co-operation

University of Mysore

Mysore

g) Dr. V.N.Bhat

Former Professor of Sociology

Kuvempu University

Shimoga

h) Dr. A. Jayagovind

Professor of Law

National Law School of India University

Bangalore

Working Group on Higher Education

1. *Chairman*

Prof. P. Balaram

Director

Indian Institute of Science

Bangalore

2. *Co-Chairperson*

Principal Secretary

Department of Higher Education

Government of Karnataka

3. *Members*

a) Dr. K. Chidananda Gowda

Former Vice Chancellor

Kuvempu University

Shimoga

b) Prof. Ramachandra Bhat Kotemane

Director

Veda Vignana Shodha Samsthana

Bangalore

c) Dr. H. Maheshappa

Vice - Chancellor

Visvesvaraya Technological

University

Belgaum

Working Group on Humanities, Social Sciences, Law and Management

1. *Chairman*

Prof. N. R. MadhavaMenon

Director

Dr. S. Radhakrishnan Chair for

Parliamentary Studies

Thiruvananthapuram

2. *Co-Chairperson*

Prof. Sundar Sarukkai

Director

Manipal Centre for Philosophy and

Humanities

Manipal University

Manipal

3. *Members*

a) Prof. V.B. Coutinho

Director

Directorate of Legal Education

Bar Council of India

New Delhi

b) Prof. A. M. Pathan

Vice-Chancellor

Gulbarga Central University

c) Prof. K. R. S. Murthy

Former Director

Indian Institute of Management

Bangalore

ANNEXURES

Working Group on Libraries and Knowledge Network

1. *Chairman*
Shri. N.V. Sathyanarayana
Chairman and Managing Director
Informatics (India) Limited
Bangalore
2. *Co-Chairperson*
Director
Public Libraries
Government of Karnataka
3. *Members*
   a) Dr. S. L. Hiremath
      Registrar
      Gulbarga University
      Gulbarga
   b) Smt. Usha Mukunda
      Founder Member
      Center for Learning
      Bangalore
   c) Dr. Prasad Ram
      Executive Director
      EDONOVO
      USA
   d) Sri. D. Shivakumar
      Sr. Programme Associate (Education)
      Sir Ratan Tata Trust
      Bangalore
   e) Dr. P. Y. Rajendra Kumar
      Former Director
      Department of Public Libraries
      Bangalore

Working Group on Health Sector

1. *Chairman*
Dr. M.S. Valiathan
National Research Professor
Manipal University
Manipal
2. *Co-Chairperson*
Secretary
Department of Health and
Family Welfare
Government of Karnataka
3. *Members*
   a) Dr. H. R. Nagaratna
      Dean
      Department of Yoga & Health Sciences
      SVYASA University
      Bangalore
   b) Sri. Darshan Shankar
      Vice-Chairman
      Institute of Ayurveda and Integrative
      Medicine, FLRHT
      Bangalore
   c) Dr. D. Nararaja
      Professor of Neurology
      National Institute of Mental Health and
      Neuro Sciences (NIMHANS)
      Bangalore
   d) Dr. B. T. Rudresh
      Homoeopathic Physician
      Bangalore
   e) Dr. H. Sudarshan
      Secretary
      Karuna Trust
      Bangalore

ANNEXURES

Study Group on Community Learning

1. *Convener*

Dr. G. K. Veeresh

Former Vice-Chancellor, UAS

President of Association for

Promotion for Organic Farming (APOF)

Bangalore

2. *Members*

Smt. Usha Mukunda

Founder Member

Centre for Learning

Bangalore

    a) Dr. Hegde V. S.

       Chairman & Managing Director

       Antrix Corporation Limited, ISRO

       Bangalore

    b) Dr. K. Ganesh Raj

       Dy. Director (Applns) EOS

       Programme Manager, VRC (E&M)

       Indian Space Research Organization

       Government of India

    c) Dr. Rajendra V. Joshi

       Senior Manager

       Mission 10X

       Wipro Technologies

       Bangalore

    d) Dr. K. Narayanagowda

       Vice - Chancellor

       University of Agricultural Sciences

       Bangalore

    e) Dr. H. S. Ashokanand

       Director (Advocacy)

       Karnataka HIV AIDS Programme

       University of Manitoba

       Karnataka Health Promotion Trust

    f) Director

       Department of Public Libraries

       Government of Karnataka

Study Group on Libraries in Higher Education

1. *Convener*

Dr. P. V. Konnur

Librarian

Bangalore University

Bangalore

2. *Members*

    a) Dr. M. K. Bhandi

       Librarian

       Mangalore University

       Mangalore

    b) Dr. R. B. Gaddagimath

       Librarian

       Gulbarga University

       Gulbarga

    c) Dr. K. K. Manjunath

       Librarian

       University of Agricultural Sciences

       Bangalore

    d) Dr. N. Rama Patnaik

       Librarian

       Indian Institute of Management

       Bangalore

    e) Dr. A. Y. Asundi

       Professor & Chairman (Rtd.)

       Bangalore University

ANNEXURES

Study Group on Medical Education and Research

1. *Convener*

Dr. D. Nagaraja
Professor of Neurology
National Institute of
Mental Health and
Neuro Sciences (NIMHANS)
Bangalore

2. *Members*

Dr. R. S. Phaneendra Rao
Professor of Community Medicine
Kasturba Medical College and Hospital
Manipal

   a) Dr. K. K. Manjunath
      Librarian
      University of Agricultural Sciences
      Bangalore

   b) Dr. N. Rama Patnaik
      Librarian
      Indian Institute of Management
      Bangalore

   c) Dr. A. Y. Asundi
      Professor & Chairman (Rtd.)
      Bangalore University

   d) Dr. Ravinarayan
      Community Health Consultant
      Centre for Public Health and Equity (CPHE)
      Bangalore

   e) Dr. S. Chandrashekar Shetty
      Vice - Chancellor
      Sri. Devaraj Urs University
      Kolar

   f) Dr. K. S. Nagesh
      Principal
      RV Dental College
      Bangalore

Study Group on Traditional Health Practices

1. *Convener*

Dr. Darshan Shankar
Vice-Chairman
Institute of Ayurveda and
Integrative Medicine, FLRHT, Bangalore

2. *Members*

   a) Sri. Veerendra Heggade
      Chairman
      Dharamasthala Trust
      Dharmasthala

   b) Dr. Jayaprakash Narayan
      Consultant Ayurveda Physician
      Vice-President (Ayurveda)
      Central Council of Indian Medicine

   c) Dr. G.S. Savithri
      Secretary of Ayurveda Academy
      Bangalore

   d) Dr. Rangesh Paramesh
      Head – NPI
      The Himalaya Drug Company
      Bangalore

   e) Dr. Vasundhara Bhupathi
      President
      Kannada Vaidya Sahitya Parishat
      Bangalore

ANNEXURES

Study Group on Delivery of Health Services

1. Convener
Dr. H. Sudarshan
Secretary
Karuna Trust
Bangalore
2. Members
   a) Wg. Cdr A. Raghunath
      Group Advisor (HR)
      Kirloskar Group
      Bangalore
   b) Dr. G.S. Savithri
      Secretary of Ayurveda Academy
      Bangalore
   c) Dr. Rangesh Paramesh
      Head – NPI
      The Himalaya Drug Company
      Bangalore
   d) Dr. Vasundhara Bhupathi
      President
      Kannada Vaidya Sahitya Parishat
      Bangalore
   e) Dr. Shreelatha Rao
      Resident Director (Evaluations)
      Center for Global Health Research
      University of Toronto
      Toronto
   f) Dr. N. Devadasan
      Faculty
      Institute of Public Health
      Bangalore
   g) Dr. Vedavyasa M. Deshpande
      Chaithanya Clinic
      Hebballi

Study Group on Homoeopathy

Members
a) Dr. B. T. Rudresh
   Homoeopathic Physician
   Bangalore
b) Dr. A. Ramdas
   Senior Homoeopathic Practitioner
   Bangalore
c) Dr. R. Munir Ahmed
   Professor
   Government Homoeopathic Medical
   College
   Bangalore

Task Force on Reform and Rejuvenation of Universities in Karnataka

1. Convener
Prof. M.K. Sridhar
Member Secretary and Executive Director
Karnataka Jnana Aayoga
Government of Karnataka
2. Members
   a) Prof. N.R. Madhava Menon
      Director
      Dr. S. Radhakrishnan Chair for
      Parliamentary Studies
      Thiruvananthapuram
   b) Prof. M. S. Thimmappa
      Former Vice-Chancellor
      Bangalore University
   c) Prof. P. Rama Rao
      Chairman
      Governing Council of ARCI
      Hyderabad

ANNEXURES

d) Prof. Govardhan Mehta

National Research Professor,& Eli Lilly-

Jubilant Grant and Chair

School of Chemistry

University of Hyderabad

Taskforce on Linkages between Departments of Primary and Secondary Education and Universities

a) Sri. M.N. Baig

Director

R.M.S.A.

Government of Karnataka

b) Sri. Prabhakar

Joint Director

R.M.S.A.

Bangalore

c) Dr. Noorehan N. Ganihar

Professor and Chairperson

Department of Education

Karnatak University

Dharwar

d) Dr. S.S. Patil

Dean and Chairperson

Department of Education

Kuvempu University

Shimoga

e) Dr. Ningamma Betsur

Reader

Department of Education

Mysore University

Mysore

f) Sri. H.V. Venkateshappa

DDPI (Administration)

Bangalore Rural Department of Public Instruction

Bangalore

Expert Committee on Public Libraries

1. *Chairman*

Prof. V. G. Talwar

Vice - Chancellor

Mysore University

Mysore

2. *Vice - Chairman*

Dr. M. S. Shridhar

Chief Librarian ISRO (Retd.)

Bangalore

3. *Members*

a) Director

Department of Public Libraries

Government of Karnataka

b) Dr. Sunil Abraham

Director (Policy)

The Centre for Internet and Society

Bangalore

c) Sri. B. Manjunath

Deputy Director

District Central Library

Mysore

Expert Committee for Skill Development

a) Prof. B L Bhagya Lakshmi

Joint Director

Department of Collegiate Education

Government of Karnataka

ANNEXURES

b) Dr. Srikala Bharath
Professor
Department of Psychiatry (NIMHANS)
Bangalore

c) Prof. K. Raghothama Rao
Vice-President
Human Networking Academy
Bangalore

d) Sri. D. M. Kiran
Managing Director
iSol Talent Consultant Pvt. Ltd.,
Bangalore

e) Prof. Venugopal
Principal
Government R.C. College of
Commerce and Management
Bangalore

f) Dr. Raghavendra H. Fattepur
Head- Department of Physics
Basaveshwara Science College
Bagalkot

g) Head Student Solutions
Eduquity Career Technologies Pvt Ltd,
Bangalore

h) Sri. Madan Padaki
Co-Founder & CEO
Merit Trac Services Pvt. Ltd.,
Bangalore

Expert Committee on School Libraries

1.Chairman
Smt. Shobha Nambisan (IAS Retd.)
Chairman
National Gallery of Modern Arts
Department of Culture
Government of India

2. Members
a) Smt. Usha Mukunda
Founder Member
Center for Learning
Bangalore

b) Sri H. V. Venkateshappa
(Nominee of Commission of Public
Instruction)
DDPI Bangalore Rural
Administration Department of Public
Instruction
Government of Karnataka

c) Smt. Suparna Diwakar
Project Lead
Centre for Leadership in Public Services
Bangalore

d) Sri.Prakash Kamath
Consultant
Sir Ratan Tata Trust
Bangalore

ANNEXURES

Phase 2
Mission Group on Teacher Development

1. *Chairman*
Dr. Gururaj Karajagi, Academy for Creative
Teaching, Bangalore.
2. *Co-Chairman*
Prof. Padma Sarangapani, Member, KJA
Professor of Education
Tata Institute of Social Sciences, Mumbai.
3. *Members*
   a) Secretary
      Department of Primary and Secondary
      Education, Government of Karnataka.
   b) Prof. Ravindra
      Former Director
      National Council of Educational Research
      and Training (NCERT)
      New Delhi.
   c) Prof. T.K.S. Lakshmi,
      Former Dean and Professor
      Faculty of Education
      Banasthali Vidyapith, Rajasthan.
   d) Prof. S.S.Patil
      Chairman-Department of Education
      Kuvempu University, Shimoga.
   e) Mr. Deelip Ranjekar
      Chief Executive Officer
      Azim Premji Foundation, Bangalore.
   f) Smt. Suparna Diwakar
      Vice-President
      Centre for Leadership and Management in
      Public Services (C-LAMPS), Bangalore.
   g) Sri. Narasimha Raichur
      North Karnataka Co-ordinator
      Swami Vivekananda Youth Movement
      Bagalkote Road, Bijapur.

Convenor
Dr. Padmavathi B.S
Senior Research Associate
Karnataka Jnana Aayoga

Mission Group on Higher Education Policy

1) *Chairman*
Sri. T.V. Mohandas Pai, Member, KJA
Chairman
MEMG International India Ltd., Bangalore.
2) *Co-Chairman*
Prof. Sundar Sarukkai, Member, KJA
Director
Manipal Centre for Philosophy and
Humanities
Manipal University, Manipal.
3) *Members*
   a) Principal Secretary
      Department of Higher Education
      Government of Karnataka.
   b) Executive Director
      Karnataka State Council for Higher
      Education
      Government of Karnataka.
   c) Prof. K.R.S. Murthy, Member, KJA
      Former Director
      Indian Institute of Management-
      Bangalore.
   d) Prof. H.A. Ranganath
      Director
      National Assessment and Accreditation
      Council, Bangalore.

ANNEXURES

e) Prof. Meena Rajiv Chandawarkar

Vice-Chancellor

Karnataka State Women's University,

Bijapur.

f) Prof. Shivashankara Murthy .T.C

Vice Chancellor

Mangalore University

Mangalagangotri, Mangalore.

g) Dr. Srinivas S Balli,

Professor of Mechanical Engineering

Head Training and Placement Cell

Basaveshwara Engineering College,

Bagalkote.

h) Dr. A.R. Koppalakar

Principal

HKE Degree College

Chittapur, Gulbarga.

I) Dr. Manasa Nagabhushanam

Chief Executive Officer and Lead

Researcher

Analyze Research, Bangalore.

j) Dr. Anitha Kurup

Professor-School of Social Sciences

National Institute of Advanced Studies

(NIAS), Bangalore.

Convenor

Dr. Padmavathi B.S

Senior Research Associate

Karnataka Jnana Aayoga

Mission Group on Public Health

1) *Chairman*

Dr. Ravi Narayan

Community Health AdvisoR Society for Community Health Awareness, Research and Action

Bangalore.

2) *Co-chairman*

Smt. Sita Lakshmi Chinnappa

Flat 3-C, Crystal MEADOSCH,

III Cross, HAL II Stage, Indira Nagar,

Bangalore - 560 038

3) *Members*

a) Principal Secretary

Department of Health and Family

Welfare Services

Room No. 105, II Floor, Vikasa Soudha

Bangalore - 560 001

b) Dr. Darshan Shankar

Vice Chairman

Institute of Ayurveda and Integrative

Medicine

74/2, Jarakabande Kaval,

Post: Attur, Via Yelahanka

Bangalore – 560 106

c) Dr. R. Balasubramaniam

Founder

Swami Vivekananda Youth Movement

CA-2, KIADB Industrial Housing Area

Ring Road, Hebbal, Mysore - 570 016

d) Dr. G. Gururaj

Professor and Head

Department of Epidemiology

WHO Collaborating Centre for Injury

Prevention and Safety Promotion

National Institute of Mental Health &

Neuro Sciences

Bangalore - 560 029

e) Dr. Gopal Dabade

Chairman

Jana Arogya Andolana

57, Sony, Tejaswinagar

Dharwad - 580002

ANNEXURES

f) Dr. Ruth Manorama
   President
   National Alliance of Women
   Organization
   No 8/10, Ninna Shetty Pallya,
   Bannergatta Road
   Bangalore - 560 076

g) Director
   Department of AYUSH
   Dhanwantari Road, Near Anadarao
   Circle
   Bangalore - 560 009

h) Dr. Kishore Kumar R.
   Research Officer
   National Ayurveda Dietetics Research
   Institute (NADRI)
   Bangalore.

Convenor
Dr. Padmavathi B.S
Senior Research Associate
Karnataka Jnana Aayoga

Mission Group on Skill Development

1) Chairman
Prof. S. Sadagopan, Member, KJA
Director
International Institute of Information
and Technology, Bangalore.

2) Co-Chairman
Prof. M.S. Thimmappa, Member, KJA
Former Vice-Chancellor
Bangalore University, Bangalore.

3) Members
   a) Secretary
      Labour Department
      Government of Karnataka

   b) Sri.Manish Sabharwal
      Chief Executive Officer
      Teamlease, Bangalore.

   c) Prof. M.H. Dhananjaya
      Director (Technical)
      JJS Mahavidyapeetha, Mysore.

   d) Mr.L. Krishnan
      Chairman
      Confederation of Indian Industries,
      Bangalore.

   e) Sri. Naveen Jha
      Chief Executive Officer
      Deshpande Foundation, India
      Hubli.

Convenor
Dr. Padmavathi B.S
Senior Research Associate
Karnataka Jnana Aayoga

Mission Group on Community Knowledge and Practices

1) Chairman
Prof. K. R. S. Murthy
Former Director, IIM-B
No. 355, Ist 'E' Cross
6th Block, II Phase, BSK II Stage
Bangalore 560 085

ANNEXURES

2) Co-chairman

Sri. S. R. Ramaswamy

Eminent Kannada Writer

Uttana News Paper, Rashtrothana

Parishat

Keshava Shilpa, Kempegowda Nagar

Bangalore – 560 019

3) Members

  a) Vice Chancellor

    Karnataka Folklore University

    Gatagodi, Shiggavi Tq.

    Haveri Dist – 581 205

  b) Dr. Srinivasa Varakhedi

    Director/Dean,

    Directorate of Sanskrit Education,

    Karnataka Sanskrit University

    Chamarajendra Sanskrit College Campus,

    Pampamahakavi Road, Chamarajpet,

    Bangalore 560 018

  c) Dr. P. Ramanujan

    Associate Director, Indian Heritage &

    Language Computing,

    C-DAC

    # 722, 5th D Cross, HRBR 2nd Block,

    Kalyan Nagar, Bangalore – 560 043

  d) Sri. Hariramamurthi

    Assistant Director

    Institute of Ayurveda and Integrative

    Medicine

    74/2, Jarakabande Kaval, Post Attur, via

    Yelahanka, Bengaluru – 560 106

  e) Dr. T. N. Prakash Kammardi

    Professor & Head

    Dept. of Agricultural Economics

    University of Agricultural Sciences

    GKVK, Bangalore – 560 065

  f) Sri. Bhushan Patvardhan

    Vice Chancellor

    Symbiosis International University

    Lavale, Mulshi:Tal

    Pune

  g) Dr. B. K. Vinaychandra

    Research Associate & Centre-In charge

    Centre for Indian Psychology

    Jain University

    # 303, III Main, WCR, Mahalakshmipuram,

    Bangalore – 560 086

Convenor

Dr. Padmavathi B.S

Senior Research Associate

Karnataka Jnana Aayoga

**Task Force on Karnataka Geographic
Information System**

1) Chairman

Sri. Mukund Rao

International Consultant in EO, GIS and

Space

No. 81, 'Padmashree', IV Cross,

Ramarao Layout, BSK III Stage

Bangalore – 560 085

2) Members

  a) *Principal Secretary*

    Department of Information Technology

    and Bio-Technology

    6th Floor, VI Stage, M. S. Building,

    Bangalore - 560 001

  b) Dr. V. S. Ramamurthy

    Director

    National Institute of Advanced Studies

    Indian Institute of Science Campus

    Bangalore – 560 012

ANNEXURES

c) Dr. K. Prabhuraj
   Director
   Karnataka State Remote Sensing
   Applications Centre (KSRSAC)
   Dept. of IT & BT
   No. 611, 6th Floor, VI Stage, M. S. Building,
   Bangalore - 560 001

d) Dr. V. S. Prakash
   Director
   Karnataka State Natural Disaster
   Monitoring Centre (KSNDMC)
   Major Sandeep Unnikrishnan Road,
   Near Attur Layout, Yelahanka
   Bangalore – 560 064.

e) Dr. M. Prithviraj
   Executive Secretary
   Karnataka State Council for Science and
   Technology
   Indian Institute of Science
   Bangalore - 560 012.

f) Dr. L. Harenduprakash
   Scientist 'G'/Advisor
   Nodal Officer MoES, National GIS Mission
   Room No. 208, Ministry of Earth Sciences,
   'Prithvi Bhawan' IMD Campus, Opp. India
   Habitat, Centre
   Lodi Road, New Delhi - 110 003

Convenor

Jayashri .M
Dr. Padmavathi B.S
Research Associate
Karnataka Jnana Aayoga

ANNEXURES

Annexure - III : Operational Team of KJA

1. Ravi. B.
   Office Assistant
2. Shiva Kumar
   Office Assistant
3. Vasanthi. T.
   Typist
4. Vijaya Das
   Administrator
5. Soumya. P. P.
   Assistant Director of Public Instruction
6. Jayashri. M.
   Research Associate
7. Lakshminarasimhaiah Setty
   Executive-Administration
8. Dr. Padmavathi. B.S.
   Senior Research Associate
9. Prof. M.K. Sridhar
   Member Secretary and Executive Director.

ANNEXURES

Annexure - IV : List of Research Projects under Jnana Shodha

Provisional List of Selected Proposals for Undertaking Research Study Under Jnana Shodha-August 16, 2012			
Public Health (Including of AYUSH)			
Sl.No	**Title of the Research Proposal**	**Institution Name**	**RP No.**
1	Examination of compenstation struture & Assessment of Training Needs of Accredited Social Health Activists in Karanataka - A Study	Karnataka State Health System Resource Centre, Bangalore	58
2	Understanding Water, Sanitation and public health in semi-arid areas of Karnataka to establish a sustainable, participatory holistic approach to same: with refernce to Koppal district.	Sampark, Bangalore	111
3	Biological and Behavior assessment on Anemia among Koraga tribal women in Udupi District	Manipal University, Manipal	76
4	A Survey on Assessing the Knowledge, Attitude and Behaviour of Community Pharmacist to adverse drug reaction related aspects	Sri. Jagadguru Mallikarjuna Murugharajendra College of Pharmacy, Chitradurga	62
Higher Education			
5	A Study on the Impact of Environmental Awareness Module Among Graduate Students	Pooja Bhagavath Memorial Mahajana PG Centre, Mysore	6
Teacher Development (Including School and College Education)			
6	An analytical study of issues related to practice teaching, internal assessment and cocurricular activities in B.Ed programmes of Karnataka State	DoS in Education, Mysore University	105
Skill Development			
7	Structuring Employable Skills for BA Students in Curriculum: A Study among BA Students of Bangalore University	Centre for Educational and Social Studies, Bangalore	104

ANNEXURES

Community Knowledge and Practices (Including Agricultural and Health Practices)			
Sl.No	Title of the Research Proposal	Institution Name	RP No.
8	Looking back to the Practices of Command Area of Tank System for Potential Solutions to Global Climate Change Implications	Centre for Education Environment and Community, Hassan	90
9	Cultural transmission of Ethnobotanical Knowledge in Rural Community in and around Kappatagudda Hills, Gadag District, Karnataka	Odum Centre for Environment and Natural Resources (OCEAN), Bangalore	82
10	Translating Traditional Communtiy Knowledge and Health Practices to Strengthen Primary Health Care and Public Health-A Prospective, Cross Sectional Study with Special Reference to Commonly Used Medicinal Plants	National Ayurveda Dietetics Research Institute, Bangalore	39
Building Knowledge Society (Including ICT and Innovation)			
11	The Study on Knowledge and Adoption of ICT application by Rural Communities : A Case Study of Belagavi District in Karnataka	Dept. of Studies in Economics, Rani Channamma University, Belgavi	110
12	Application of Biofertilizer Consortium to Improve Crop Yield in Legumes-A Way to Economically Viable Agriculture	Department of Life Science, Kristu Jyaanti College, Bangalore	150
13	Building a Knowledge Society by Strengthening the Awareness of the Rural People about the History and Heritage of the very Place they live in the Villages can Act as the Brand Ambassadors of the Culture and Heritage of Karnataka State	Malnad Institute of Management Sciences (MIMS), Chikmagalur	2727

ANNEXURES

Annexure - V : Department-wise List of Recommendations

Dept. of Primary and Secondary Education

First Set submitted on August 4, 2009

1. To have a functioning and an effective school library with appropriate books and audio-video materials for the use of students and teachers in atleast 10% of the government schools in every educational block of our state during the year 2009-10.

2. To bring about reforms in pre-service and in-service teacher education by revising D.Ed. and B.Ed. curriculum; by upgrading elementary teacher education to degree level programmes and by increasing the number of graduate elementary teachers. Further, the DPI has to initiate effective measures to improve the quality of these institutions by better regulation of standards and norms.

3. To strengthen and empower DSERT, DIETs, BRCs and CRCs in the state of Karnataka for becoming decentralised lead resource institutions. These resource institutions need to be given necessary autonomy for catering to the unique needs of a district, block or cluster as the case may be.

Second Set submitted on March 2, 2010

4. To increase the number of teacher awards and publish a compendium of all such awardees every year not only to recognize but to disseminate the good practices. This will encourage and inspire other teachers in the system.

5. To introduce awareness and information on vocational knowledge and skills at secondary level of education. This would act as a bridge to the implementation of recommendations made by Rashtriya Madhyamik Shiksha Abhlyan of Government of India. This can be made possible by distributing information booklets, mass media campaign and training the teachers.

6. To introduce 'Mentoring by top scientists' scheme for select talented rural students to create interest and enthusiasm for them regarding basic and applied sciences.

7. To undertake a special drive to promote and enlist 'School Nurturing Programme' launched during February, 2009. The needs and requirements of schools have to be prioritized for identifying nurturers. A separate cell could be constituted at the office of Commissioner as well as at DPPIs of districts. This will

ANNEXURES

shoulder the responsibility of database management, promotion, interface with the nurturer, study of outcomes and dissemination of experiences.

Third Set submitted on February 22, 2011

8. To evolve a comprehensive policy on Teacher Professional Development to address the challenges arising from the provisions of Right of Children to Free and Compulsory Education Act, 2009 (RTE Act 2009). The policy must encompass issues relating to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning.

9. To establish an exclusive capacity building centre to train and to promote research among the lecturers of pre-university colleges in Karnataka.

10. To introduce and make available an integrated and comprehensive digital resource book in place of existing multiple books being used by school teachers. This would not only give a holistic perspective to learning but also acts as a start up to extensive use of ICT in school education and constructivist learning.

11. To institutionalise and sustain the linkages between the institutions of higher learning and Departments concerned with Primary and Secondary Education in the areas of course design, curriculum development, exchange of expertise, training, teaching and research.

Final Set submitted on October 10, 2012

12. To establish an autonomous and active body to oversee institutional and academic standards of pre-service Teacher Education Institutions by following Standards Based Approach rather than norm based approach to their recognition and accreditation.

13. To launch a time bound special mission for preparation and publication of wide range of books and materials in Kannada for teacher educators and teachers of school education in Karnataka. Translation/transliteration of classics as well as original materials can be undertaken to start with

14. To create an exclusive academic cadre of professionally qualified people to engage with various resource institutions of the state with regard to teacher education, mentoring, curriculum development, assessment, leadership development, and school improvement.

15. To institute large number of fellowships for the professional growth of teachers to pursue research, higher education participate in professional conferences, teacher exchange programs etc. These fellowships will recognize teaching as a valuable profession and restore its dignity and respect.

Dept. of Public Libraries

First Set

1. To upgrade Indira Priyadarshini Children's library presently located in Cubbon Park, Bangalore into an invaluable resource center for the children of various schools of Karnataka in the fields such as Science, Technology, Mathematics, Music, Culture, History, Inventions, Innovations etc.

Second Set

2. To review the existing Karnataka Public Libraries Act, 1965 and restructure the public libraries to play a more meaningful and involved role in a Knowledge Society. This will improve their performance and role in the society.

3. To throw open the libraries of Universities and Colleges to the members of public which will not only improve the dissemination of knowledge but increases the utilization of available knowledge resources. This will also increase the interface between educational institutions and society. A scheme for financial support for such libraries by the Government can be envisaged.

Third Set

4. To constitute a State Mission on Libraries and Knowledge Networks with the mandate of developing a long term vision for the State of Karnataka along with a roadmap and appropriate strategies.

Dept. of Rural Development and Panchayat Raj

Second Set

1. To set up Samudaya Jnana Kendra (SJK) at the grass root levels of our state to empower and enrich the lives of farmers, women, children, senior citizens and others in the community by providing right information and valuable knowledge on a dynamic basis. The information presently provided by Raitha Samparka Kendra, Public libraries, Primary Health Centers, Krishi Vigyan Kendras and Anganwadi Kendras could be synergized and offered to the members of public in an integrated manner.

Dept. of Higher Education

First Set submitted on August 4, 2009

1. To transform two of the existing Universities into Model Universities in order to make them trendsetters for others. The blue print for such process has to be prepared by a Committee of Eminent Experts. In this process, there is need for appropriate policy and legislation by the Government of Karnataka with regard to governance, affiliation, examination and funding.

2. Establish 'Karnataka State Research and Innovation Fund' for encouraging colleges and Universities to pursue relevant research and also to build interface between state planning and research in Higher Education. A Standing Committee of Experts would invite proposals and extend support.

3. To introduce uniform academic calendar with specific dates for all universities of Karnataka with regard to admission, examination, declaration of results, issue of marks card and convocation for all courses including UG, PG, M.Phil. and Ph.D.

4. To rejuvenate 'Prasaranga' (Publication division) of Universities by making them commercially viable through opening of book shops, providing avenues for faculty and students for showcasing their talents and by making available Indian reprints of foreign books in subsidised price.

5. To make available to all undergraduate college libraries and others in Karnataka select video-taped lectures of experts in Humanities and Social Sciences for the purposes of generating more interest and enthusiasm. This will also serve as training material for the teachers of Humanities and Social Sciences, who require upgradation and continuing education.

Second Set submitted on March 2, 2010

6. To promote University Library and Information Network of Karnataka (UniLINK) as a registered cooperative to provide a collaborative space for creation, sharing and utilization of knowledge resources in the higher education landscape of Karnataka.

Third Set submitted on February 22, 2011

7. To rejuvenate UG and PG programmes of various Universities of our state by infusing innovation and flexibility through measures like introducing skill development components, establishment of career guidance and counselling

centres; extensive use of ICT, introduction of associate degrees through community colleges, integration of co-curricular and extra-curricular performance with the academic performance, better interface with user system and society through internships, study projects etc.

8. To establish a 'State Innovation Council' (on the lines of National Innovation Council) to drive and channelize all pervasive innovation for the development of the State.

9. To establish few centres of excellence in frontier areas of science and technology like bio-technology, bio-informatics, nano-materials and technologies, mechatronics, high performance computing, engineering/industrial design, chaos-complexity self organising system, professional/business/technical/ engineering ethics, consciousness studies, communication, creativity etc., in the State of Karnataka as recommended by Dr. C.N.R. Rao Committee (under the Ministry of Human Resource Development, GoI)

Final Set submitted on October 10, 2012

10. To set up "Karnataka Student Scholarship and Loan Authority" to co-ordinate, disburse and recover the scholarships and loans to students as the case may be who pursue any kind of Higher Education course. The scholarship and other schemes of various Departments of Government of India and Karnataka would be subsumed under single window to identify and encourage deserving and needy students in a transparent and user friendly manner.

11. To establish an independent academy for all issues relating to teachers like recruitment, foundation/induction training, periodic capacity building, assessment, professional and humane development, research on teachers and all other matters incidental to and involving teachers in Higher Education arena of Karnataka.

12. To incentivize opening of women colleges, hostel facility for women students, scholarships transport and mid day meal facilities, starting of evening and weekend colleges, skill development and liberalization op opening of educational institutions for increasing GER upto 35% in backward regions and sections like women, minorities, scheduled castes/tribes, other backward classes and differently abled.

13. To empower affiliated colleges with more autonomy and freedom in design of courses and curriculum; continuous and comprehensive evaluation, better

governance, financial grants, faculty development, ICT, skill development, research and industry interaction.

14. To undertake special drive to create awareness among potential students and non-student youth of the state about the scope and importance of learning relevant skills for succeeding in the knowledge society. Universities, affiliated degree colleges and Community Colleges can be made as the focal point to develop a mechanism to reach out to student and non-student youth in their vicinity. Universities can also explore the private (industry)-public and community partnership to evolve geo-specific and globally relevant skills programme and also facilitate inter-disciplinary and cross-sector learning among students and non-students to enable them for skill acquisition. This would address employment and employability issues being faced by our student and non-student youth.

15. Establish in select universities centres to document, assess, and disseminate invaluable, time-tested community wisdom, knowledge and practices in areas such as agriculture, food and health and research indigenous, traditional texts in manuscript form, dealing with knowledge definition, classification and application. Based on this work, develop online/diploma certificate courses on indigenous community knowledge, knowledge engineering systems, manuscripts processing, new script interfaces etc for all streams and also upgrade academic curricula to include community knowledge and practices of the State. Selected community knowledge and practices should be incorporated in the curriculum of Schools, colleges as well as in the Universities.

16. To establish District Universities in Karnataka with appropriate funding and an autonomous governance structure. They would be practice oriented and will supply educated manpower to address the skill gaps in each District. These district universities could be brought under the broad purview of present state Universities so that the former would address local needs and the latter will take care of higher and macro needs of state, nation and the world. These Universities could create capacities in different districts where courses are designed in tune with the local employment opportunities. Community colleges can be linked to the district universities where the transition of the students from the community colleges to the universities is facilitated through lateral entry. Introduction of vocational courses related to agriculture, sericulture, mining, etc., in the district universities can be directly linked to the world of work within the district boundaries.

17. The budget of the Department of Higher Education must be enhanced to an annual spending of 2% of the GSDP and must be at least 30% of the overall education budget.

18. The present State Council for Higher Education must be restructured in such a way that it will address all the issues of higher education. It needs to play the role of a think tank as envisaged in NCHER Bill of GOI. An expert Committee consisting of eminent academicians from Karnataka and outside needs to be constituted for this purpose.

19. Allow Universities to float long term, 10 year + bonds for creating necessary academic and hostel infrastructure, labs, libraries etc. These bonds should be guaranteed by the State. The interest on the bonds should be paid by the Universities from their fee collection and internal funds while the principal upon maturity should be paid by the State. A sum of Rs 5000 crore in the form of bonds over the next 5 years may be allocated for this purpose. This would bring the infrastructure on par with the best in India. Many Universities have various funds invested in bank deposits and these may be invested in such bonds thus recycling of these funds.

20. The Department of Higher Education needs to be contemporary in its outlook and must constitute an advisory board with insiders and external stakeholders including representatives of industry. Some professionals could be taken as Advisors to advice and assist the Department in policy making. They should be laterally inducted into the government and their expertise must be available to plan higher education in the State. These Advisors should be chosen on a national/global basis to ensure adequate capability.

Dept. of Health and Family Welfare Services

Second Set submitted on March 2, 2010

1. To introduce Public Health Cadre in the Health & Family Welfare Department of Karnataka for the purposes of reviving and emphasizing the importance of Public Health services. This will provide competent and committed medical personnel as well as improve the quality of public health delivery. The present divisions have to be reorganized on the basis of integrated responsibilities and current needs in the state of Karnataka.

2. To establish a School of Public Health in Karnataka to cater to the needs of human resources development. This school would address the wide spectrum of induction, training and research through formal and non-formal courses which will address the specific public health needs of Karnataka. The School could collaborate with Universities and other professional bodies for this purpose.

3. To introduce a Human Resource Development (HRD) division in Department of Health and Family Welfare for addressing the HR needs in a holistic and professional manner. This division can cover the entire gamut of human resources development from induction to manpower planning. Few professionals might be inducted as consultants in the Department.

4. To increase the overall budgetary allocations to the health sector from the present 0.54% of Gross State Domestic Product (GSDP) to at least 0.60%. In the medium term, this could be increased to 1% of GSDP.

Final Set submitted on October 10, 2012

5. To scale up the public spending on drugs from the current 6-7% to at least 15% of overall Government expenditure on healthcare. This would substantial increase the availability of free essential medicines and likely to avoid chronic scarcity in public health facilities.

6. To have an efficient and reliable medicine supply systems, reconfigure medicine procurement and supply chain system through a centralized procurement and decentralized distribution model. The procurement of medicines has to be based on Essential Medicine List and has to set a standard treatment guideline in all public health facilities. To monitor the procurement process, build strong monitoring and evaluation system to ensure that only generic medicines are procured and there is strict adherence to ethical promotion of medicines

balanced by independent and continuous prescription audit in the public health facilities.

7. To develop an Urban Primary Health Policy to focus on multi-sectoral services through a primary health care approach reaching the urban poor and marginalized. This include Access to basic services, Women's heath including violence against women, Child health, Mental Health and substance abuse, services for marginalised including people with disabilities, aged, street children and migrants and Inter-sectoral convergence.

8. To evolve an integrative AYUSH and Public Health Mission to develop a plural public health system consisting of AYUSH and Public Health professionals. The Mission would focus on creation of institutional mechanisms in the Dept. of AYUSH to work on planning, implementation and research, training and utilization of AYUSH man power in primary health care and public health care, inclusion of Public Health/AYUSH Curriculum in Public Health/AYUSH institutions and accreditation and certification system for local health practitioners and knowledgeable women through State Universities and IGNOU to support traditional/community knowledge systems.

9. To impart public health skills and capacities at all levels of the public health and primary health care system to the training modules. This training could be imparted with other disciplines including social work, law, management, engineering, agriculture, environment, journalism and others to strengthen public health consciousness.

Dept. of AYUSH

First Set

1. To design and launch State level programs on preventive healthcare (swastha-vritta). This would include retrospective research studies to identify good traditional health practices, which will contribute to enhance self-reliance in public health care.

2. To develop regional pharmacopeias for all districts, which can be put to community use and also be used in educational institutions, which strengthens the community and folk healer associations.

3. To design and develop catalogue and digitization of medical manuscripts of Karnataka to bring into light and enrich the traditional knowledge heritage of the state.

4. To constitute a multi-user and multi-lingual traditional medicine portal, Electronic Ayurvedic encyclopedia and Medical dictionary for Karnataka State. This is expected to serve rural and urban households on home remedies, give information about educational resources, reputed clinical centers and medicinal plants of the Karnataka.

Final Set

5. To decentralise and ensure supply/use of Regional habituated sources of food material in public distribution system. This can be appropriately incorporated into the mid-day meal program and anganwadi centres.

6. To design and implement community/family level Nutritive Kitchen garden/ Balcony garden and provide know how on growing/ maintenance, seasonal use/cooking processes of 9-10 chosen herbs that can be seasonally/ periodically used in cooking as a metabolic booster/ Nutrition additive can be included in the module.

ANNEXURES

Karnataka Jnana Aayoga

(Karnataka Knowledge Commission)

Government of Karnataka

Review of Recommendations

December 21, 2012

between 05.00 PM - 05.20 PM

Room No. 313, Committee Room, Vidhana Soudha

DEPARTMENTS	RCMDS	SUPPORTIVE DOCUMENTS
Dept. of Labour	4	**Report of KJA**
		▪ Concept Note on Autonomous and Administrative Note ▪ Concept Note on Apprenticeship
		Research Studies by KJA
		▪ A Study on Building Knowledge Society in Karnataka ▪ A Study on Perceptions, Aspirations, Expectations and Attitudes of Youth of Karnataka
		Jnana Shodha Report
		▪ Structuring Employable Skills for BA Students in Curriculum: A Study among BA Students of Bangalore University

Dept. of Labour

First Set submitted on August 4, 2009

1. To create an Autonomous Certification and Administrative Body in Karnataka to bring in more dynamism and contemporariness to the vocational education and training. This body could cover certain uncovered areas: bringing elements of quality, quantity and relevance on an ongoing basis and knowledge plus skills and certification, which will have wider societal acceptance.

Second Set submitted on March 2, 2010

2. To launch an exclusive portal and toll free helpline for all types of information and updates relating to Vocational Education and Skill Development in the State. This portal can consist of regional mapping of economic sectors, sector-wise demand for workforce, district-wise information on courses and trends in domestic and global markets to begin with. An introductory tour to expose

students to the world of Vocational Education and Skill Development could also be included.

Final Set submitted on October 10, 2012

3. To devise a mechanism to bring synergy among different skill development initiatives being undertaken by the state of Karnataka, in accordance with various national initiative and to address lifelong learning. The mechanism would evolve an holistic approach to implement/to facilitate implementation of National Vocational Education Qualification Framework across the sectors and among different entities-departments involved in vocational education and training, schools; colleges; universities and community colleges. This mechanism would also act as a platform to facilitate government, industry sector and private vocational training providers' interaction to accelerate the implementation of skill development initiatives.

4. To undertake certification of traditional skills and skills learnt through non-formal means to recognise the economic value of the traditional skills and to empower the skilled labourer. A framework for certification process can be evolved and state universities can be made as the certifying body. This would also conserve and promote state's traditional skills and will also improve economic condition of people of rural Karnataka. This may also prevent inter and intra-state migration which is caused by lack of earning opportunities in rural Karnataka. A piloting can be undertaken in Koppal (optical) and Gadag (weaving) districts to start with.

Karnataka Jnana Aayoga

(Karnataka Knowledge Commission)

Government of Karnataka

Review of Recommendations

December 21, 2012

between 05.20 PM - 06.00 PM

Room No. 313, Committee Room, Vidhana Soudha

DEPARTMENTS	RCMDS	SUPPORTIVE DOCUMENTS
Dept. of IT & BT and Science and Technology	6	**Projects** ▪ Preparation of K-GIS Vision and User Needs Document ▪ Project on Enabling Rural Youths/Field Staff in Crowd Sourcing of Geographic Information of PRI's using Geospatial Technologies **Report of KJA** ▪ Interim Report by Task Force on K-GIS **Research Studies by KJA** ▪ A Study on Building Knowledge Society in Karnataka ▪ A Study on Perceptions, Aspirations, Expectations and Attitudes of Youth of Karnataka **Jnana Shodha Report** ▪ The Study on Knowledge and Adoption of ICT application by rural communities: A Case study of Belagavi District in Karnataka

DEPARTMENTS	RCMDS	SUPPORTIVE DOCUMENTS
Dept. of e-Governances	1	**Research Studies by KJA** ▪ A Study on Building Knowledge Society in Karnataka
Dept. of Kannada, Culture & Information	1	▪ A Study on Perceptions, Aspirations, Expectations and Attitudes of Youth of Karnataka

Dept. of IT & BT and Science & Technology

First Set submitted on August 4, 2009

1. Create Wikipedia type of portal in Kannada which will become the encyclopedia of all information in Kannada. The farmers, rural students, backward classes, homemakers (house wives) etc., will be the beneficiaries in addition to researchers and academicians.

ANNEXURES

Final Set submitted on October 10, 2012

2. Karnataka State needs to adopt GIS for spatial planning, area-based development assessment, spatial assessment of disparity and gaps, goal-based performance monitoring – all of which will bring focus on scientific and rational developments in various sectors, viz. agriculture, infrastructure, rural development, urban areas, health, education, industries development etc and also in engaging and involving citizens in the process of state's development.

3. Implementation of K-GIS in a Mission mode by Dept. of IT, BT & Science and Technology whereby GIS data and applications are available/accessible to various GoK departments, citizens and enterprises on a State-wide, seamless and regularly updated/maintained GIS-Asset.

4. To enact K-GIS legislation by way of which the state is committed to provide the K-GIS services and also is committed to embed and use it in governance and citizen services.

5. To dove-tail and integrate K-GIS with so that K-GIS complements and adds to the national capability available through National GIS.

6. To encourage and conduct research on K-GIS on social development, empowerment of society, social benefits. Social institutions, experts and universities/academia could be interacted with for this purpose.

Dept. of e-Governance

Third Set

1. To convert the Websites of State Governments' major departments into functional portals which will ensure dynamism, interface and access to related information. These portals must also satisfy the needs of the differently abled persons.

Dept. of Kannada, Culture and Information

First Set submitted on August 4, 2009

2. To design and develop an on-line catalogue of all Kannada books and materials and other knowledge resources available in the state of Karnataka along with their location and availability. This catalogue has to be comprehensive and updated from time to time. It is desirable to link such catalogue with the proposed Kannada wikipedia.

Dept. of Planning

Final Set submitted on October 10, 2012

1. To develop a robust manpower planning for the state, the Planning Department could bring out a report, every five year, on Skills or Human Capital with sectoral growth/demand projection. The report may include district-wise skill gap assessment/manpower inventory, mapping of the local industries and forecasting their manpower requirement for a stipulated period. This would enable the state to plan its manpower to augment the opportunities created by changing state economy and globalisation.

2. To develop a district wise knowledge index for tracking and measuring knowledge creation, dissemination and application. This could facilitate a knowledge map, register r atlas which would throw light on the development in every district of the State.

Dept. of Personnel & Administrative Reforms

Third Set submitted on February 22, 2011

1. To increase meaningful and sustained interface between public system and citizens through fellowships, interns and study projects involving young professionals. This will not only reinforce trust levels in public systems but contributes to much needed creativity and innovation.

Dept. of Agriculture

Third Set submitted on February 22, 2011

1. To set up a mechanism in Raitha Samparka Kendras/Farm Extension Services to provide the information pertaining to agricultural related practices to the farmers. The community knowledge and practices would be documented through multi-media technologies and would be disseminated to these centres.

ANNEXURES

Annexure - VI : List of Project Advisory Committees

Project Advisory Committee Project Swasthya

1. Sri. E. V. Ramana Reddy
   Secretary
   Health & Family Welfare Services
   Government of Karnataka
2. Dr. Darshan Shankar
   Vice Chairman
   Institute of Ayurveda and Integrative
   Medicine, FRLHT
   Bangalore
3. Prof. K. Krishnamurthy
   Professor (Retd).
   Government Ayurvedic College
   Bangalore

Project Advisory Committee for Project Samarth

1. *Chairman*
   Sri. H. S. Ramarao
   Director
   DSERT
2. *Members*
   a) Smt. Bharathi S.
      SADPI,DSERT
   b) Smt. Geetha V. S.
      SADPI
      DSERT
   c) Smt. Soumya PP
      Assistant Director
      Public Instruction
      Government of Karnataka

d) Smt. Suparna Diwakar
   Project Lead
   Centre for Leadership in Public Services
   Bangalore
e) Smt. Mythili Ramchand
   Director
   R. V. Educational Consortium (RVEC)
   Bangalore

ANNEXURES

Annexure - VII : Interview Questionnaire

Interview Questionnaire

Karnataka Knowledge Commission / Karnatka Jnana Aayogya (KJA)

Innovation Context

1. Why was the need felt to set up a Knowledge Commission in Karnataka? (Please explain the context). What aim does the Commission seek to fulfil?

2. Has the Commission been set up along certain compliance and regulatory requirement, if any set up by the Karnataka government?

Key stakeholders and Organizational Structure

3. Based on our study we have the identified the following key stakeholders under KJA:
   - ❖ Educational Institutions - Schools, Colleges, Universities, R&D Centres.
   - ❖ Government departments : Department of primary and secondary education, Dept of higher education, Dept. of health and family welfare services, Dept. of AYUSH, Labour Department, Dept. of I.T and Bio-tech, Dept. of State Education Research and Training
   - ❖ Students, Teachers & Youth.
   - ❖ Industry.
   - ❖ NGOs/Civil Society Organisations.

What are their roles and responsibilities? Are there any other stakeholders, if yes, what are their roles?

4. Can you outline the organizational structure supporting the effective implementation of the purpose of the KJA? How many functionaries are involved in its administration and what are their key roles and responsibilities? (refer to diagram)

5. How did the political leadership of Karnataka contribute towards the setting up of the KJA and the fulfilment of its objectives?

Implementation Strategy

6. What are the key components of the KJA?

7. The Commission focuses on 6 area : Literacy and School Education, Vocational Education, Health Sector, Libraries and Knowledge networks, humanities, Social Science, Law and Higher Education. Why were these six areas selected? Please elaborate on the efforts being taken by the Commission in each of these areas?

ANNEXURES

8. What were the primary phases in setting up and fulfilling the objectives of the Commission? Kindly enumerate each phase in detail. (Refer to diagram)

    i.   Identification of gaps

    ii. Contacting stakeholders/departments: How were departments convinced to join the Commissions efforts?

    iii. Selection of 6 Mission Groups/Study Groups/task forces etc. : composition, how were members selected, roles and responsibilities, mandate

    iv. Commissioning of research studies, fellowships-how, to whom, on what

    v.   Facilitating implementation of recommendations through various projects like Kanaja, arivu, sahayog, samarth, sawsthya, dravya kosha, odu putani, daksha : details about each project : what, who, when, where, current status of project

    vi. Follow-up on recommendations : who, how (are there any defined indicators to rate progress of recommendations)

    vii. Monitoring and review of commissions performance: who, how, how frequently,

9. What kind of training and capacity building to carry out the mandate of the Commission?

    i.   How were these trainings conducted? What were the desired outcomes?

    ii. Who were the key stakeholders involved in the process?

    iii. What was the duration of these trainings?

    iv. Do these training continue to remain a part of the system? If yes, what is the primary objective behind the same?

10. How was awareness created among citizens about the KJA? Please share with us the details of awareness generation programmes-location, frequency, number of programmes, target group, key partners involved etc.

11. What is the level of technology usage in the working of the KJA? Please provide details about the technological components, if any?

Financial model

12. What are the costs involved in setting up the commission and taking its mandate forward? What is the main source of funding? What have been the major overhead expenses?

    a. Cost incurred on physical infrastructure

    b. Cost incurred on technology

    c. Cost incurred on training programmes

    d. Cost incurred on awareness generation

    e. Any others, please specify

ANNEXURES

Challenges

13. What challenges did the Commission face in meeting its objectives? Please specify particular challenges in the following areas :
    ❖ Operational
    ❖ Technological
    ❖ Financial
    ❖ Human resource/Training and Capacity Building
    ❖ Inter-departmental issues
    ❖ Administrative
    ❖ Participation of citizens
    ❖ Any other, please specify

14. What strategies do you adopt to meet these challenges?

Impact

15. What are the major achievements of the Commission?

16. Please explain the impact of the commission in terms of :

    i.   The Commission's role in increasing Karnataka's competitive advantage in the fields of knowledge.

    ii. The Commission's role in promoting the creation of knowledge in formal and non-formal educational, scientific and knowledge institutions of Karnataka

    iii. The Commission's role in deepening the leadership commitment and managerial capacities of educational and knowledge institutions

    iv. The Commission's role in promoting innovative knowledge applications in agriculture, rural development, health, industry and other areas

    v.   How has the knowledge being created under the aegis of the Commission being utilised in making the government an effective service provider

    vi. How has the commission promoted inter-sectoral interaction and interface for the preservation, access, creation, application, dissemination and outreach of knowledge?

17. Please rate progress on each recommendation? (From impact section)

Potential for Replication

18. Please rate progress on each recommendation? (From impact section)

19. The Commission had a three year term (2008-2011), which was extended by one more year. In December 2012, the term of the Commission ends. What is the future roadmap from here? What measures have been taken to ensure sustainability of the Commission's efforts in the long run?

ANNEXURES

20. What are the pre-conditions for the success of a commission like the KJA?

21. Has the KJA been appreciated by other state governments and approached for assistance in replication?

Request for Data

22. Number of recommendations submitted:

23. Number of completed recommendations

24. Number of participating departments

25. Number of research studies

26. Number of Jnana fellows

27. Datasheet : Interview Questionnaire for Participating Departments

 1. At what level is your department involved with the KJA ? Please provide details about this involvement? What motivated your department to work in tandem with the Commission?

 2. Project specific questions from table.

 3. What are the efforts taken for training and capacity building for the said project?

 4. What is the level of technology usage? Please provide details about the technological components?

 5. What impact has the Commission had on the working of your department, on achieving your targets and improving service delivery?

 6. What challenged did you face in implementing the Commissions mandate through your department?

 7. With the Commission's term coming to an end, how do you plan to continue your department's commitment to building and maintaining a knowledge society in Karnataka?

 8. What in your opinion have been the major achievements of KJA?

ANNEXURES

Annexure - VIII : PROFILE OF CENTRE FOR INNOVATION IN PUBLIC SYSTEMS (CIPS)

Pursuant to the recommendations of the Thirteenth Finance Commission, Govt. of India, the **Centre for Innovations in Public Systems (CIPS)** was set up in May 2010 at the Administrative Staff College of India (ASCI), Bella Vista, Hyderabad.

Centre for Innovations in Public Systems (CIPS) has the mandate of spreading innovative/best practices in public systems to improve service delivery. As part of its mandate CIPS has been focusing on the areas of Health, Education, e-Governance and Urban Governance.

CIPS works to actively promote and disseminate among states, practices that have enhanced service delivery, increased efficiency and led to cost reduction in public systems. CIPS scans the environment for good practices in the field of public service delivery and adds them to its already existing database of innovations. This database is shared with states, and training programmes are conducted to enable and facilitate experience sharing.

Innovations outside the government system are well covered and disseminated by the National Innovation Foundation (NIF). **CIPS, therefore, remains the single public sector organisation to document and disseminate innovations in public systems, especially those impacting public service delivery and increasing efficiency and reducing costs.**

CIPS: Governance Structure

The governance arrangements for CIPS are as under:

(a) The Advisory Council
The Advisory Council for CIPS comprises of:
- ❖ Chief Secretaries of all the states or Union Territories.
- ❖ Three representatives of the Union Government, viz. the Finance Secretary, Secretary (Personnel), and Secretary (Administrative Reforms)
- ❖ Director of the Lal Bahadur Shastri Academy of National Administration.
- ❖ Chairman, National Innovation Foundation (NIF)
- ❖ Four independent experts known for their contribution to the field of innovation, nominated by the Director-General of ASCI. They are:
  - ☛ Dr. Anjali Hazarika, Independent Expert and Former Head(Admn.), Oil India Ltd.
  - ☛ Prof. Anil Gupta, Professor, IIM(A), Executive Vice Chair, NIF

☛ Shri Anil Sachdev, Founder of School of Inspired Leadership(SOIL), Gurgaon

☛ Prof. G. Mohan, Centre Director, Centre for Innovation & Technology, ASCI, Hyderabad

❖ Director of CIPS acts as the Convener/Secretary.

The Advisory Council is chaired by the Chief Secretary, Andhra Pradesh State Government, who is also a member of the Court of Governors of ASCI.

The Advisory Council:

❖ Comments and makes suggestions on the Centre's work programme and monitors its implementation

❖ Reviews and comments upon the annual budget of the CIPS & receives an audit report

❖ Meets twice a year in Hyderabad, subject to a minimum quorum of 25 per cent of its membership

(b) Steering Committee

The Steering Committee is established to provide space for the representation of the insights of State Governments and in giving shape and driving the work programme of the Centre. The Committee is headed by the Director-General of ASCI. The other members of the Steering Committee are:

❖ Two chief secretaries to the government or their nominees as invited by the Chairman of the Court of Governors of ASCI (or nominated by the Advisory Council) to serve for one year each, on a rotating basis (Currently Orissa and Kerala)

❖ Director of the Lal Bahadur Sastri Academy of National Administration.

❖ Two of the four independent nominees represented on the Advisory Council, as invited by the Director-General of ASCI.

❖ The Director of CIPS

CIPS: Mission and Objectives

CIPS mission is to create a climate and nurture a culture for accelerating and diffusing innovation in public systems. To unleash the creativity of a billion people over the ongoing 'Decade of Innovation', CIPS aims to:

❖ Identify, recognize and promote innovations in public systems

❖ Catalyze and trigger lateral learning

❖ Provide a range of learning opportunities and services

❖ Facilitate sharing of international experiences

ANNEXURES

Functions of CIPS

❖ Scout, scan and track different innovations at the state as well as at the national level that have positively impacted public service delivery, increased efficiency and led to cost reduction.

❖ Create a public domain inventory of innovations in public systems, government departments for the purpose of knowledge management and diffusion of innovations.

❖ Facilitate emergence of eco-systems that are hospitable to cost-effective innovative ideas, provide empowerment and freedom, and encourage risk-taking experiments for promoting innovations.

❖ Act as a platform for sharing and disseminating knowledge of new ventures and best practices in administration.

❖ Help in developing policies for incentives (reward & recognition) to accelerate the process of innovation and cross-fertilization of ideas for opening up new lines of inquiry for sustainable change and transformation in public systems.

❖ Design relevant training programmes in partnership with the State Governments for developing an innovative mindset for creating new solutions on an ongoing basis.

❖ Facilitate the pursuit of diagnostic studies to identify possible barriers that block innovation and also factors that facilitate innovations in public systems.

❖ Facilitate provision of social venture capital/innovation promotion fund and crucial balancing investment for new ideas and last mile investments in the administration.

❖ Organize annual retreats of top leaders (chief ministers, ministers, principal secretaries, secretaries, etc.) in a conductive setting for encouraging constructive debate, introspection and reflection for developing inclusive policy solutions and operational mechanisms. This will also help in building leadership traits that facilitate learning from below, around and from people at the grass root level.

❖ Honour outstanding innovations in public systems through a scheme of annual awards so as to incentivise the innovators in public systems/state departments.

❖ Develop a body of knowledge including research based case studies, comparative analyses of innovations and experience of their diffusion within and across the states using multimedia and multi-language learning materials for becoming more innovative in the delivery of public services.

ANNEXURES

List of Workshops Conducted by CIPS

1. Workshop on Innovations in Health Sector at Hyderabad on 30 & 31st October 2010

2. Workshop on Innovations in Elementary Education at New Delhi on 18 February 2011

3. Workshop on Innovations in Elementary Education and Health-care Delivery at Patna on 29th & 30th April 2011

4. Workshop on Guidelines for Comprehensive Birth Management System at ASCI, Hyderabad, on 3rd May 2011

5. Two day Workshop on Innovations in e-Governance at ASCI, Bella Vista, Hyderabad, on 10th and 11th June, 2011

6. Workshop on Innovations in Urban Governance at Shimla on 8th July, 2011

7. Workshop on Innovations in Elementary Education at ASCI, Bella Vista, Hyderabad, on 20th August, 2011

8. Workshop on Innovations in Elementary Education and Health-care Delivery at Goa on 17th & 18th November, 2011

9. Participation and Chairing a Session in the Workshop on "Strengthening Delivery and Accountability Framework for Public Services" jointly organized by Mandhya Pradesh Government and UNDP – 8th December, 11.

10. Workshop on Innovations in Rural Development, Agriculture, Health & Urban Governance conducted by CIPS in association with Karnataka Government on 20th & 21st January, 12 at Bangalore.

11. Workshop on Innovations in Health Care & Urban Governance at Tiruvanananthapuram, Kerala in collaboration with the Government of Kerala –   03-04 February 2012.

12. Training Programme on Knowledge Management at Tiruvananthapuram, Kerala – February 6-8, 2012.

13. Workshop on Innovations in Public Service Delivery & Administration for select District Collectors in February 15 -16, 2012 at ASCI, Hyderabad

14. Workshop on Innovations for Quality Education, Sanitation, Health and Hygiene in Patna in collaboration with the Government of Bihar in February 22-23, 2012 at Patna.

15. Brainstorming Session on "3 year – Rural Medical Practitioner Course" with Officials of Govt. of Andhra Pradesh – 9th March, 2012.

16. Workshop on Integration of Medical Education with Primary, Secondary and Tertiary Health Care – National Workshop at CMC, Vellore, Tamil Nadu – 9th &10th of April, 12

17. National Workshop on Efficient Manpower Management in Police Stations in collaboration with Administrative Staff College of India in April 12-13, 2012 at Hyderabad.

18. Seminar on Best/Innovative Practices for IAS Officers of 2011 at Mussoorie on 4th June, 2012 at Mussoorie.

19. Workshop - Aravind Eye Care System, Madhurai, Tamil Nadu- 16th & 17th of June, 12 in association with Aravind Eye Hospitals.

20. Workshop on Best Practices/Innovations in Health Sector at Dharwad, Karnataka on 9th July, 2012 in association with ATI, Mysore.

21. Workshops on Innovations on Land Administration and Health followed by a study of the Akshaya Model in Kerala on 19th & 24th of July, 2012 in association with IMG, Tiruvanantapuram, Kerala.

ANNEXURES

22. Workshop on Best Practices/Innovations in Health Sector at Bangalore, Karnataka in association with ATI, Mysore on 27th & 28th August, 2012.

23. Mental and Neurological Disorders among the Elderly and Primary Health Care on 19th October, 2012.

24. Workshop for All India & Central Services of 2012 batch in association with RCVP Noronha Academy (ATI, Bhopal) on 31st October, 2012

25. One-day Field Visit on Balabadi Initiative at Cheepurupalli, Vijayanagaram district, Andhra Pradesh on the 8th of November, 2012 in association with Sodhana Institutions.

26. Two-day Workshop on Innovative Practices in School Education" on 9th & 10th of November, 12 at Visakhapatnam in association with Rajiv Vidya Mission,Govt. of Andhra Pradesh.

27. Workshop on Innovative Practices for All India Service Officers in association with ATI, Mysore on 5th Dec 2012.

28. Parallel Programme on Innovations at ZillaPanchayat Office at Mysore on 5th Dec 2012.

29. Workshop on Innovations for Senior State Administrative Services as part of Mid Career Training Programme in association with RCVP Noronha Academy (ATI, Bhopal) on 18th & 19th of December, 2012.

30. Two day workshop on "BOSS/GNU LINUX (Open Source Software)" on 21st & 22nd December'12 at Visakhapatnam association with the Centre for Development of Advanced Computing (C DAC),an autonomous society under DeitY and the District Administration of Visakhapatnam.

31. Video Conference on NABH & NABL Accreditation of Medical and Public Health Institutions – Initial Handholding & Integration of Medical Education with Primary & Secondary Health Care on 5th January, 2013.

32. Video Conferencing in Judicial Proceedings – Replicable Innovative Practice on 28th of January, 2013.

33. Video Conferencing on Bio Digester an Innovation of DRDO, New Delhi & "High Rate Modular Digester for Solid waste Garbage Disposal" an Innovation of IICT, Hyderabad – 15th February, 2013

34. A One Day Workshop on State Service Delivery Gateway (SSDG) and BOSS BIPARD(Bihar Institute of Public Administration and Rural Development) on 21st of February, 2013

35. Two-day Work shop on Open Source Software BOSS on 22nd and 23rd of February , 2013 in Hyderabad in association with CDAC,GoI, Hyderbad.

36. Brainstorming Session for Replicating/Adopting (i) the Model of Integration of Medical Education with Primary and Secondary Health Care Institutions (ii) Other Best Practices at New Delhi on Thursday, 28th of February, 2013

37. Video Conference on " SAMARPAN" - A Programme for Early Identification of the Mental Development of Children for Normal Growth on Wednesday, 6th March, 2013.

38. Two-day Workshop on Innovative Practices in Rural Development on 7th & 8th of March, 2013 at Guwahati, Assam in association with National Institute of Rural Development (NIRD).

39. One day Workshop on Innovative Practices in Fisheries on 12th March, 2013 at Shillong in association with the Department of Rural Development, Meghalaya.

40. Two-day Workshop on Innovative Practices on 14th & 15th of March, 2013 at Shillong, Meghalaya in association with Meghalaya Government

41. Two-day Workshop on Innovations on 18th & 19th of March, 2013 at Mussorie in association with Lal Bahadur Shastri Academy of Administration (LBSNAA).