

Guidelines Document

Preparation of District Human Development Reports *[For Training purposes only]*

PART I : BASIC TRAINING

PART II : TECHNICAL TRAINING

**Human Development Division
Planning, Programme Monitoring and
Statistics Department
Government of Karnataka**

2013

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Foreword

Human Development recognizes people as the real wealth of a country or a state. The concept of Human Development dispels the myth that economic development automatically leads to human wellbeing. The idea that economic growth, if not equitable, does not improve the lives of people, began to dominate the development debate in the 1990s. Development thinking shifted from an income-centered paradigm to a more inclusive people-centered paradigm during this period.

Karnataka brought out two State level Human Development Reports in 1999 and 2005. In addition, Karnataka brought out four District Human Development Reports in 2008 for the districts of Udupi, Bijapur, Gulbarga and Mysore. The Human Development Report of Udupi district was awarded the first ever Manav Vikas Award instituted by the UNDP and the Planning Commission at the national level.

Given this experience, the Government of Karnataka has now set itself the goal of bringing out District Human Development Reports of all 30 districts in the State. With a view to facilitating this exercise, the Department of Planning, Programme Monitoring and Statistics has developed a Guidelines Document for the use of all stakeholders involved in the preparation of District Human Development Reports. While emphasizing the need for certain non-negotiables in the form of standardized indicators and data sources for developing the District Human Development Reports, this Guidelines Document also provides for flexibility to capture district specific conditions and circumstances.


The document provides a broad frame for the preparation of District Human Development Reports, covering general concepts for both basic and technical training as also clear methodologies for computing Human Development Index (HDI) and Gender Inequality Index (GII). For the first time, methodologies for calculating Child Development Index (CDI), Food Security Index (FSI), Composite Dalit Development Index (CDDI), Urban Development Index (UDI) and Composite Taluk Development Index (CTDI) have also been attempted. The

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identification and analysis of district specific issues under small area or micro studies is another feature. This document is the end product of a series of debates, discussions and workshops with various subject experts.

The Department of Planning, Programme Monitoring and Statistics has acted as a catalyst in identifying Lead agencies for drafting the District Human Development Reports. A District Core Committee, headed by the Chief Executive Officer of Zilla Panchayat, has been constituted for each district to review and monitor progress, and ensure quality and timely completion of the work.

I congratulate the team in the Department of Planning, Programme Monitoring and Statistics as also experts, who through their unrelenting efforts, have brought out this unique document. I am sure this document will serve as a user friendly and capacity building tool in the preparation of District Human Development Reports.


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I am thankful to the United Nations Development Programme (UNDP) and the Planning Commission of India (PCI) for providing financial assistance for organising training programmes (Capacity Development) through their project 'Human Development: Bridging Inequalities' (HDBI).

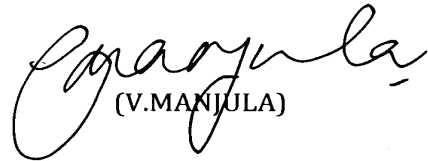
Thanks are due to the Chief Executive Officers and Chief Planning Officers of Zilla Panchayats, Representatives of Lead Agencies, District Officers from key line departments and Officers from Urban Local Bodies who attended the training programmes.

Several subject experts, academicians and professionals honoured our request and participated in many of our meetings, workshops and training programmes as Resource Persons who, with their valuable inputs helped in improving the quality and content of trainings. A list of such Resource Persons is given at the end. I am indebted to all of them.

The Officers of the Human Development Division, Planning Department Sri.Basavarajappa and Sri. M.N. Narasimha Murthy, previous Sr.Directors(I/c) and the present Sr. Director (i/c) Sri. S.A.Kataraki, have also supported and helped in the DHDR activities and I acknowledge their contribution.

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(V.MANJULA)

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PART I : BASIC TRAINING

Chapter 1

Introduction

1.1 Background

It is now well accepted that 'Human Development' (HD) is much more than economic advancement and reflects the level of well-being of the population. Thus, HD is broader than conventional economic development. In the last few decades of the 20th century many fast-growing countries discovered that their high-income growth (in terms of GNP) failed to reduce socio-economic deprivation of substantial sections of their populations. This led to the realization that development process is a far more complex phenomenon than growth in domestic product, and there is need for a different approach to measure human welfare taking into account access to resources and services, as well as deprivation of the basic facilities required for comfortable living. It is in this direction that a formal methodology for measurement of human development, in the form of indices, was first adopted by the UNDP in 1990. This suggested that human development is "the process of enlarging people's range of choices".

The UNDP methodology of measuring quality of human development is based on the level of achievements in education, health along with per capita income of a country. The most basic and critical capabilities for human development are to live a long and healthy life, to be educated and to have access to resources needed for a decent standard of living. Once these are attained, peoples' choices of opportunities will automatically get widened in the development process. The same methodology with some marginal changes has been adopted by most of the nations to measure the status of human development within their country. While the UNDP has been publishing these reports since 1990, the Government of India released the first National Human Development Report (NHDR) in 2001. Efforts have been made since then to release such reports at the state level, reflecting the status of their districts.

Subsequently, UNDP enlarged the understanding of human development by considering other dimensions of human development like Multi-Poverty Index (MPI), Gender Inequality Index (GII) etc. The methodology for estimating the Human Development Indices (HDI) also underwent

minor changes from 2010 Human Development Reports (HDR). Thus, the measurement of human development is now broad based and considers several additional indicators although the dimensions have remained the same.

1.2 Human Development Reports in Karnataka

Many states in India have made efforts to prepare HDRs reflecting the status of human development, primarily based on the methodology adopted by the UNDP. Madhya Pradesh was the first State to prepare an HDR, followed by Karnataka, which brought out two such reports, in 1999 and 2005. These reports have gone a long way in highlighting the regional imbalances existing in the State. The 1999 report provided well organised data covering a wide range of human development indicators; the 2005 report examined and analysed the relationship between public investment patterns and human development outcomes.

1.3 District Human Development Reports (DHDRs)

The State initiated four pilot projects in the first phase in Bijapur, Gulbarga, Mysore and Udupi for preparing district human development reports (DHDRs). The main motive of undertaking this exercise was to:

- I. Capture variations in the status of human development at the District Level,
- II. Enable Government to take a holistic view of the State's development outside the normal governmental functioning and
- III. Assess the strengths and weaknesses of existing departmental policies.

1.4 Experience of Preparing District Human Development Reports

Experience of preparing DHDRs for four districts, Bijapur, Gulbarga, Mysore and Udupi revealed that computation of HDI based on Education, Health and Income Indicators – keeping the same dimensions as per State HDR method – at the Taluk and GP levels is difficult, since they hardly indicated the true value of HDI

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due to non-availability of reliable data pertaining to IMR, MMR, Age-specific Death Rate and Taluk-level income. The income figures were estimated following the DES (Directorate of Economics and Statistics) Methodology. Further, the computation of HDI was done with projected data on literacy rate based on census figures. IMR estimation and percapita Income were arrived at as per district estimates for Taluks. The HDI methodology adopted for Gram Panchayats (GPs) in Udupi was based on the adult literacy rate and IMR information by using the primary data available at GP level, and GDP estimation following the method adopted by the Department of Economics and Statistics. Further, the GPs were ranked by taking performance indicators related to governance issues of GPs and the level of achievements in respect of basic needs and other programmes for the marginalized sections of society. However, GP-level analysis was not attempted by other districts.

1.5 Preparation of DHDRs for all the 30 Districts in the State

Encouraged by the experience gained, the Government of Karnataka has decided to develop DHDRs for all 30 Districts in the State. This being a huge responsibility, requires identification and proper training to build capacity of all those involved in the preparation of DHDRs. This Guidelines Document spells out the approach towards the same.

The preparation of DHDRs has been entrusted to identified Lead Agencies. The Lead Agencies are represented by the senior faculty members, consultants and professionals from Universities, Institutes of Social Science Research and Non Government Organisation in the State. Lead Agencies have been identified, and appointed for each District by the CEOs of Zilla Panchayats.

A 4-day Basic Training Programme for Capacity building on the preparation of DHDR was organized for representatives of Lead Agencies, Chief Executive Officers (CEOs) of Zilla Panchayats, District Officers and representatives Urban Local Bodies (ULBs) in 16 batches. These training programmes were planned to sensitize participants on the concepts of Human Development, collection of data for various indicators and the rationale for preparation of DHDRs.

Further, a 3-day Technical Training Programme was exclusively planned for the representatives of Lead Agencies, Chief Planning Officers of Zilla Panchayats and District Statistical Officers in four batches on collection and validation of data, list of indicators to be used, methodology and computation of various indices and their analysis and chapter plan for DHDR.

1.6 Main Features of the Proposed DHDRs

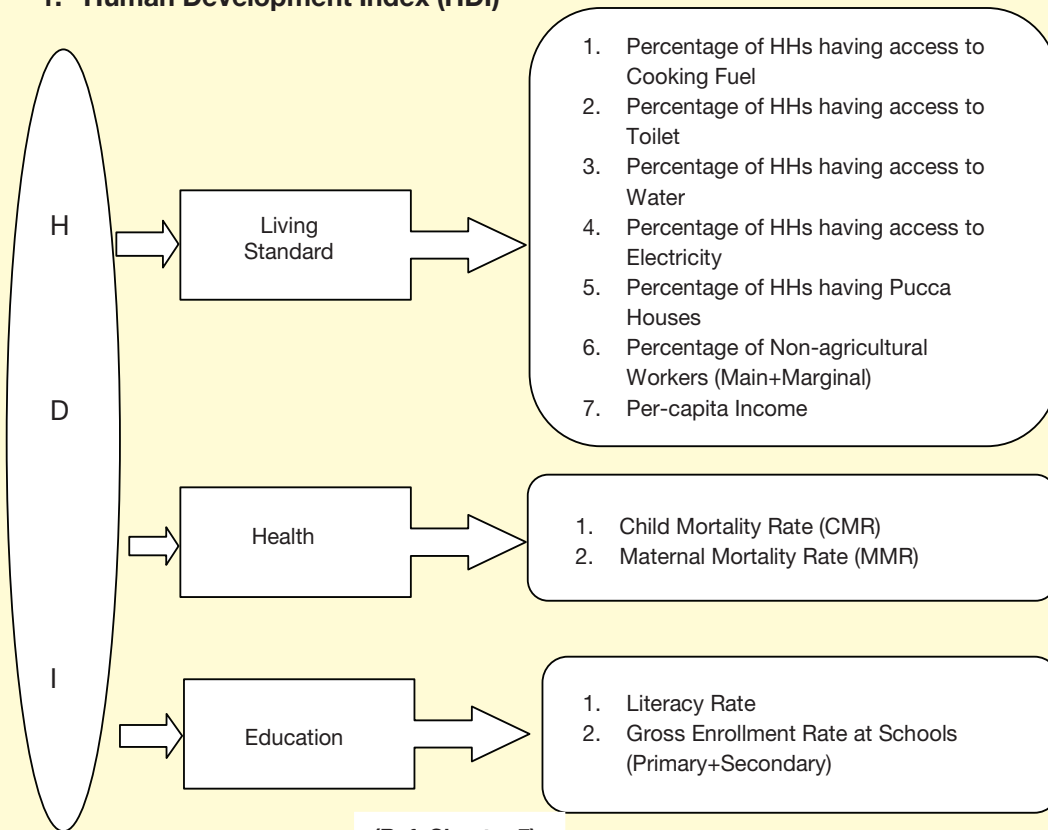
DHDRs will not present a status report; they will focus on taluk level human developmental issues that enhance the quality of life. Accordingly, a modified methodology is proposed to be adopted for all DHDRs from the viewpoint of indicators as well as the data availability, and keeping in view the basic three dimensions of Human Development, namely Health, Education and Standard of Living.

Thus, the main features of the DHDRs proposed are as follows:

- (i) The DHDR will present indices on various Human Development issues, namely:
 - a. Human Development Index (HDI),
 - b. Gender Inequality Index (GII),
 - c. Child Development Index (CDI),
 - d. Food Security Index (FSI),
 - e. Composite Taluk Development Index (CTDI).
 - f. Composite Dalit Development Index (CDDI) and
 - g. Urban Development Index (UDI)
- (ii) A set of indicators for each of the above indices have been identified as depicted in the Flow Charts :
- (iii) It will discuss methodologies for estimating HDI and GI using proxy indicators. For HDI and GI, improved methodologies suggested in the 2010 Human Development Report of the UNDP are adopted. It measures the Taluk wise position in respect each of these indices.

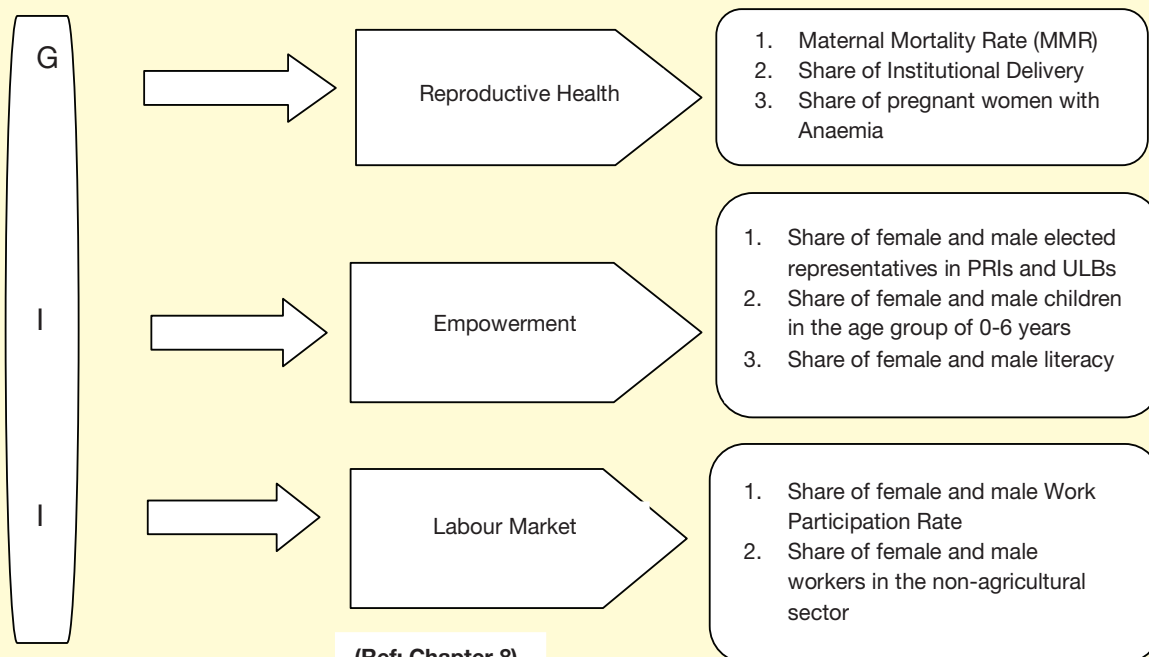
Flow Charts Showing Indicators for different Indices

1. Human Development Index (HDI)



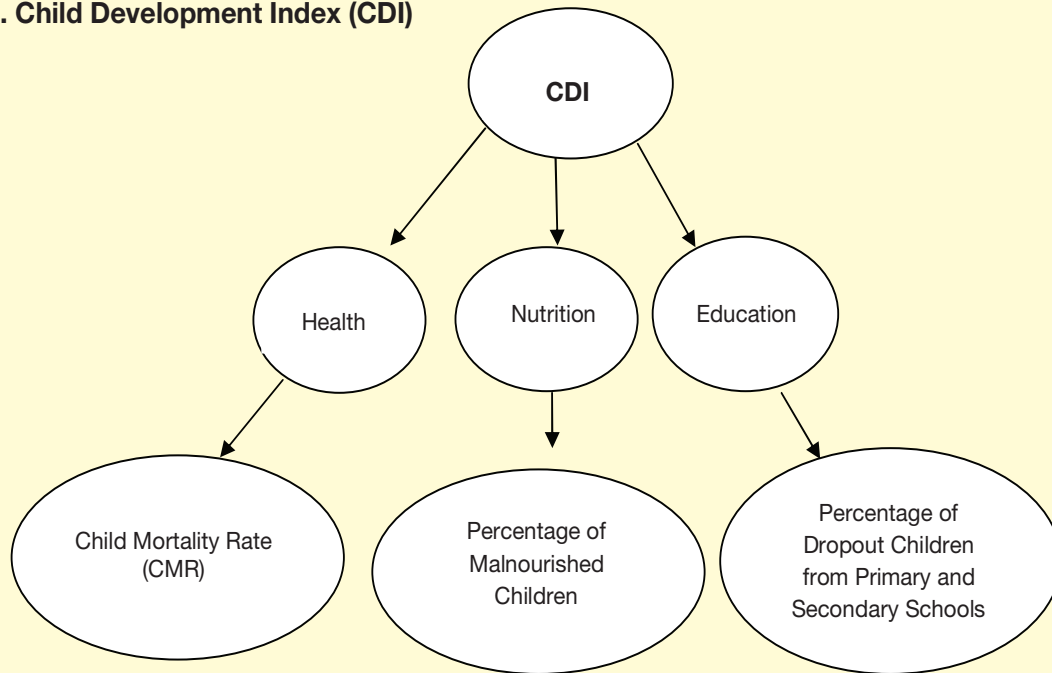
(Ref: Chapter 7)

2. Gender Inequality Index (GII)



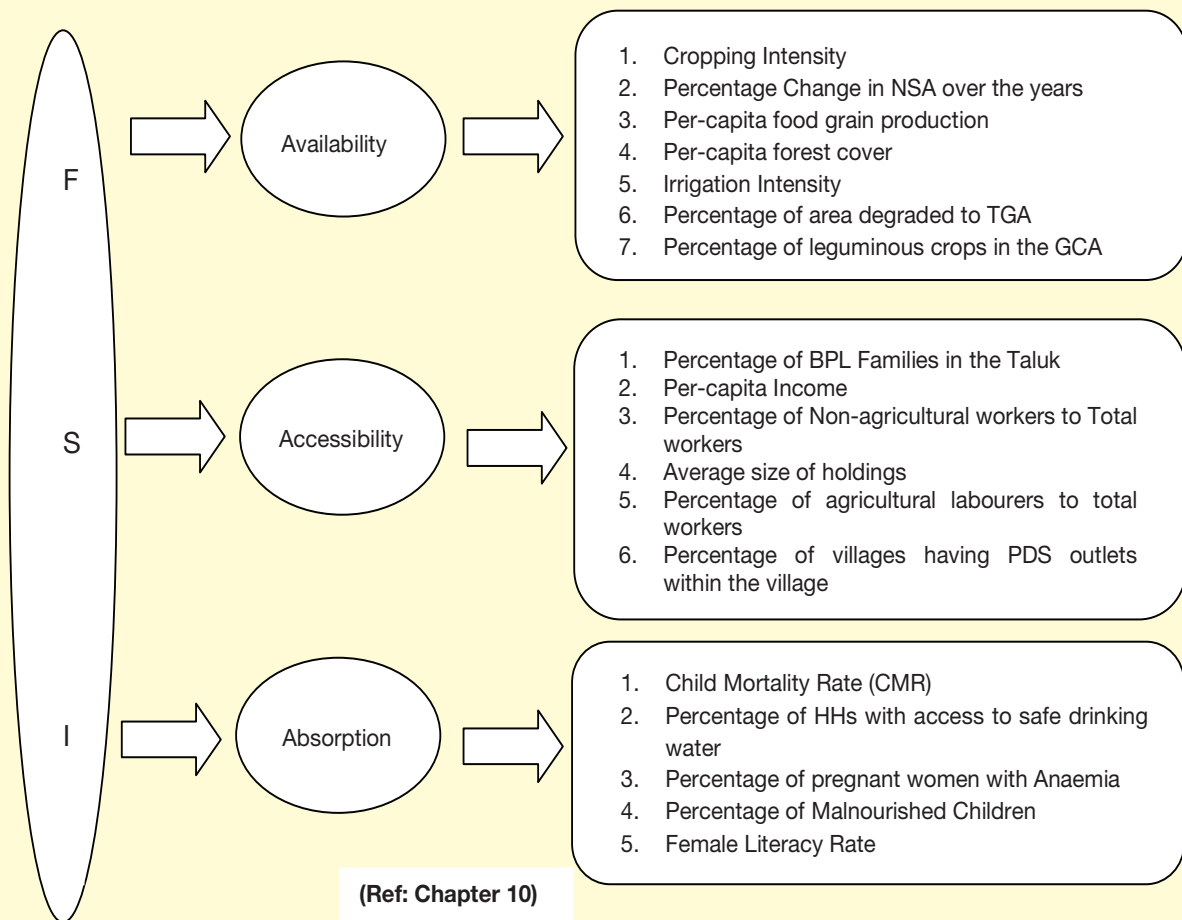
(Ref: Chapter 8)

3. Child Development Index (CDI)



(Ref: Chapter 9)

4. Food Security Index (FSI)



(Ref: Chapter 10)

5. Composite Taluk Development Index (CTDI)

76 Indicators as given in the Table 5.3 of Chapter 5

6. Composite Dalit Development Index (CDDI)

As listed out and explained in Chapter 12

7. Urban Development Index (UDI)

1. Percentage of urban population to total population
2. No. of HHs without own houses
3. Percentage of Slum population to total population
4. Water population
5. Sewage / Drainage
6. No. of Hospital Beds per 1000 population in urban area
7. Growth Rate of own resources mobilization
8. Per-capita expenditure on development works
9. Road Kms per sq. Km
10. Crime Rate per 10000 population
11. Road accidents per 10000 population

(Ref: Chapter 13)

- (iv) In addition, methodologies for estimating CDI, FSI, UDI, CDDI and CTDI have been suggested. The DHDR in every district will discuss uniform set of indicators with standardised definitions and sources.
- (v) The report will also present templates showing the index value for each taluk and district for various indices that have been computed. This helps in understanding the relative position of the taluks and districts with that of others.
- (vi) The CDDI will be a case study, based on secondary and primary data. Data will be collected on the basis of perception of respondents belonging to Dalits (Scheduled Castes). One Gram Panchayat in each district, with not less than fifty SC households will be selected for the case study.
- (vii) The DHDR will provide a methodology for drawing radar scale using proxy indicators on education, health, living standard etc. reflecting the status of human development, through construction of sector-wise and Taluk-wise, radar scale. This method consists of two parts; the first part will reflect sectoral achievements while the second part will show the Taluk-wise position. In both the cases, the physical distance from the accepted norm will be measured.
- (viii) Each DHDR will bring out four specific issues of the district through appropriate case studies under "Small Area / Micro Studies".

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1.7 Methodology, Data Sources and Reference Materials

The data sources, by and large are from secondary sources and to a limited extent from primary sources. A few surveys conducted under Small Area or Micro or Case Studies may generate some primary data for specific purposes. Census 2011 data in respect of several demographic indicators have been released, and are shared with the Lead Agencies. Line departments have maintained data online, and these are available even at the sub-district level. These include Health Management Information System (HMIS) and (www.nrhm-mis.nic.in), RDPR (www.rdpr.kar.nic.in) and SSA (www.ssakarnataka.gov.in) among others. The list of website addresses is provided in Annexure 1.

A set of 76 indicators identified at Taluk level and selected for preparing DHDRs is given in detail in Chapter 5 under Part II of this document. Abstract of the 76 Indicators is given below:

1. Standard of Living:

- a. Demographic Indicators - 10
- b. Livelihood and Employment Indicators – 14
- c. Housing and Asset Indicators – 9
- d. Participation Indicators – 5

2. Health Indicators:

- a. Health Indicators – 17
- b. Sanitation Indicators - 3
- c. Drinking Water Indicators – 1

3. Education Indicators:

- a. Education – 17

4. Additional Indicators:

Apart from the above 76 indicators, the following additional indicators have been identified and selected for computing index values for various indicators, which were part of the training inputs. They are given in the respective chapters.

- a. Under Human Development Index (Chapter 7)
 - i. Living Standards - 1
- b. Under Gender Inequality Index (Chapter 8)
 - i. Empowerment - 1
 - ii. Labour Market - 1
- c. Under Food Security Index (Chapter 10)
 - i. Availability - 4
 - ii. Accessibility - 2
 - iii. Absorption - 1
- d. Under Urban Development Index (Chapter 13)
 - i. Urban Development - 10

Data can be accessed and gathered by the Lead agencies at the District and Taluk levels. After collecting information, accuracy of data must be ensured.

1.8 Objectives of the Guidelines

These Guidelines have been formulated for those involved in the preparation of DHDRs to:

- (i) Identify comparable indicators at the district and sub-district level to measure human development
- (ii) Spell out the sources of information for all the indicators identified for the preparation of DHDRs
- (iii) Recommend a common methodology for quantifying human development indices
- (iv) Recommend a uniform chapter plan for comparability in the reports

1.9 Contents of the Guidelines

This document comprises two parts. Part I has two chapters; Part II has – 13 chapters. Chapter 1 gives a brief introduction to the basic concepts of Human Development, discusses the human development reports brought out in Karnataka, and the experiences gained. The objectives, methodology of study, data sources and reference materials are indicated. Chapter 2 presents the Training Design developed exclusively for Capacity

Building of officers and others involved in the preparation of DHDRs.

Part II deals with methodologies to be followed for calculating the various indices for discussion during the Technical Training Programme for Lead Agencies, Chief Planning Officers and District Statistical Officers associated in the preparation of DHDRs. Chapter 3 deals with introduction and the purpose of Technical Training. Chapter 4 discusses the Data Collection, Compilation and Validation procedures. A list of 76 indicators exclusively identified for this study, along with their data sources, has been listed for identifying the factors that contribute to human development at Taluk level and are presented in Chapter 5. The Human Development Index (HDI) and the existing methodologies are discussed in Chapter 6. Chapter 7 presents the construction of the HDI for the total population and also discusses the issues related to development of SCs, STs that are relevant to Human Development. The methodology for construction of GII is discussed in Chapter 8. The indicators used for construction of CDI are discussed in Chapter

9. Concepts, dimensions and indicators for FSI are presented in Chapter 10. Using 76 indicators identified for this exercise, the construction and methodology for the CTDI is presented in Chapter 11. In Chapter 12, the CDDI has been presented using primary, secondary data, and also the data generated on perception of Scheduled Caste persons. Chapter 13 discusses construction of Urban Development Index using indicators. Chapter 14 presents the Radar Methodology for comparing selected indices. Lastly, Chapter 15 presents the framework for writing and presenting the DHDR.

For ready reference, Website addresses of selected key departments (Annexure 1), List of Reference Material (Annexure 2), List of Data shared with the Lead Agencies by HDD, PD (Annexure 3), List of Lead Agencies (Annexure 4), Details regarding the Taluk wise Indicators (Annexure 5), information on major indices computed in DHDR-Talukwise (Annexure 6) and District-wise Index Values for major Indices (Annexure 7), Indicator Values for the ULBs (Annexure 8) and UDI Values for ULBs in the Districts (Annexure 9) are appended to this document.

Chapter 2

Training Design

2.1 Introduction

The inputs obtained from various subject experts through discussions, workshops and meetings over a period were useful in evolving a comprehensive training design comprising training modules, training schedules, case studies, and session handouts. The training was held in two stages – A Four Day Basic Training followed by A Three Day Technical Training. The purpose of the Four day Basic training was to sensitise the participants in Human Development and related issues as planned in training schedule given below. The participants in the basic training programme were CEOs of ZPs, Officers of line departments, both from rural and urban local bodies and representatives of lead agencies who are actually involved in the preparation of DHDRs.

In the second stage, A Three Day Technical Training on the methodologies and computation of

various indices alongwith hands on practicals, chapter plan and other major features of DHDR etc has been designed exclusively to train the representatives of Lead Agencies, Chief Planning Officers of Zilla Panchayats and District Statistical Officers. The services of many experts involved in the design of the basic and technical training modules were also availed for imparting trainings as resource persons.

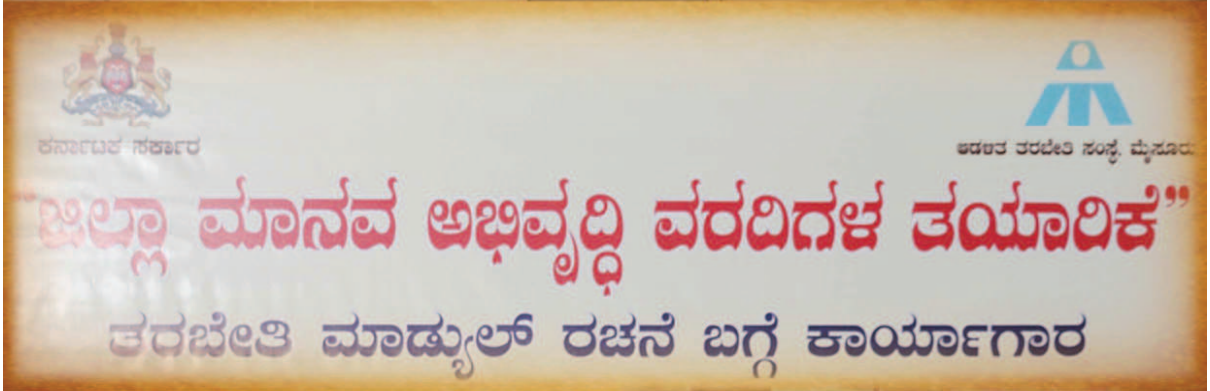
2.2 Four Day Basic Training Programme Schedule

The session plan of the Basic Training Programme schedule is given below. The Course Coordinator / Facilitator gets verbal feedback from all the participants about their understanding of the Human Development and related issues and their expectations from the training. A Feedback Format will also be distributed to each of the participants to fill and the filled formats will be collected.

Session and Period	Contents	Presentations / Activities
DAY 1		
Registration		
Session I: 10.00am-11.30am	Registration, Introductory Activities & Preparation of HDRs in Karnataka	Ice-Breaking activities, Pre Training Evaluation of Awareness about HD, HDRs in Karnataka
Session II: 11.45am-1.30pm	Concept of Human Development and its Evolution	Why Development? Concept of Human Development Doc: From UNDP
Session III: 2.15pm-3.45pm	Dimensions of Human Development - Linkages of HD with Education	Importance, status & determination of attainment and deprivation across regions, gender, social groups Film: Whose School is it anyway?
Session IV: 3.45pm-5.30pm	Linkages of HD with Health & Nutrition	Linkages of HD with Health-importance of Health & Nutritional status and determinants of economic opportunities and standard of living Doc: PHC Uppina Betageri
DAY 2		
Session I: 9.30am-11.15am	Linkages with Livelihood Parameters	Linkages of HD with Livelihood parameters of economic opportunities and standard of living
Sessions II: 11.30am-1.30pm	Issues in Human Development	Gender Issues in Human Development: Doc: Avva

Session and Period	Contents	Presentations / Activities
Session III: 2.15pm-3.30pm	Dimensions of Human Development	Dimensions of Human Development - The Dalit & Minorities perspectives Doc: Lesser Humans
Session IV: 3.45pm-5.30pm	Housing, Household Assets & Amenities	Linkages of HD with Livelihood, standard of living
DAY 3		
Session I: 9.30am-11.15am	Urban Issues in HD	Film on Urbanisation Meeting Urban Challenges to achieve Human Development
Sessions II: 11.30am-1.30pm	Urban Issues in HD	Urban Development Indicators and Issues
Session III: 2.15pm-3.30pm	Urban Infrastructure, Water Supply & Sanitation including Solid Waste Management	Linkages of HD with Quality of life
Session IV: 3.45pm-5.30pm	Governance & Human Development	Need for Governance to achieve Human Development
DAY 4		
Session I: 9.30am-11.00am	HD Measurement through Indicators	Measurement of Human Development using HDI & related parameters at the Taluk & Dist Levels.
Session II: 11.15am-12.30pm	Small Area / Micro Studies: Panel Discussion	Data support for HDRs & need for Small Area Studies supplementing the data
Session III: 12.30pm-1.30pm	Operationalizing DHDRs	
Session IV: 2.30pm-4.00pm	Evaluation & Feedback	Post Training Evaluation & Feedback

Workshops and Training Programmes



Workshops and Training Programmes



The Basic Training Design as per the training schedule is described below:

Session 1

Registration and Introductory Activities

Duration: One Hour

Facilitate participants' registration including details such as: Name, Designation, Organization, Contact number, Email ID. After these details are taken, the participants will be provided related handouts which will serve as reading material during the training.

Ice breaking Activities

The facilitator makes an introductory statement welcoming the participants to the training programme. He/ she will highlight the importance of the training; that the participants are part of Karnataka's effort to develop Human Development Report (HDR) for each district, and that the participants are the key nodal people in their respective districts to coordinate and support this effort.

With a view to creating a warm and cheerful atmosphere the facilitator chooses a game to introduce the participants to each other. Some well known games are listed for the Resource Person to choose from: Merry go round, Potato partners, landing in partner's shoes, telling a 'lie'.

Identifying Expectations, Setting Objectives and Ground Rules

(a) Eliciting Expectations

In this session the facilitator is expected to elicit the expectations that the participants have of the training. The participants may be given about ten minutes in the plenary session to state their expectations. Their responses will be listed out on chart paper/ white board, after which the facilitator will summarize the discussion. Some of the expectations may already be part of the training design, but some others may not have been incorporated in the training design. If these can be accommodated, do so. However, if some of the expectations cannot be accommodated, inform participants at this stage itself that these expectations are beyond the scope of the training.

(b) Drawing out the Main Objectives

Based on the expectations in the training design and the group responses, the facilitator will draw up the main objectives of the training, which would include, for example:

1. Understanding the concept of human development,
2. Identifying critical issues in health, education and livelihood for improving programme implementation and service delivery
3. Understanding key issues in preparing Human Development Index.

(c) Laying the Ground Rules

The facilitator will also lay down ground rules which should include the following:

1. There will be no passive observers; all will participate
2. Every participant will be free to express his/her views
3. Lectures will be kept to a minimum - efforts will be made to learn from each other's experiences
4. Groups will be mixed - participants should not try to stick to their own friends

(d) Programme Management

Participants will contribute to Programme Management: there will be Time Management Committee, Hall Management Committee, Material and Stationary Management Committee, and Report Writing Committee. The Facilitator may ask participant to choose the Committee they would like to be on, and list out the names on Chart Paper/ White Board.

Session 2

Understanding Development

Duration: One and a Half Hours

Reference Material: Handout 1: “Development as a Concept”

The facilitator will introduce this session by talking about the importance of a shared understanding of ‘Development as a Concept’. Development is described, experienced and defined in different ways and by different people and the understanding of this concept has evolved greatly over the years.

To explain this, the facilitator may develop a Power Point presentation (PPT) based on the handout ‘Development as a Concept’. The presentation highlights how development has evolved from being solely an economic measure to including social determinants to human welfare. Earlier there were gross categories. But later the distinctions, complexities and the social processes were acknowledged and categories became more sensitive, subtle and manageable. Today, an understanding of development would give tremendous importance to gender imbalances, inequality, social and economic vulnerability as essential for development.

After the presentation, the facilitator will guide the discussion and elicit comments/ observations/ questions from the participants based on what they saw in the presentation. The facilitator will list these responses on chart paper/ white board, and flag them for discussion at a later time.

Presentation: Boriahana Kathe

The facilitator then shows a graphic presentation “Boraihana Kathe (Boraiah, the Barber)” which is based on the story of a village barber. This presentation focuses on Boraiah’s experience of a “development scheme” that was not in his best interest. The objective of the presentation is to provoke the participants to think critically about current development practices, and figure out whether the common man is truly benefitted by them.

After the presentation, Boraiahana Kathe, the facilitator will ask the participants: What message does this story convey to you? The facilitator records the participants’ responses on chart paper. This exercise may take approximately 15 - 20 minutes.

After the participants’ responses are listed, the facilitator will divide the participants into four small groups. In the small groups the participants will be asked to think and discuss about the question: “What in their opinion are the ingredients of development?” The group may be given 15 minutes to discuss the question, after which each group will be asked to make a 5-minute presentation of their discussion as to what they think should be the ingredients of any development process.

Based on the group presentations, the facilitator will make two lists: (a) list of common points of these presentations (b) list of missing components. The facilitator then links these observations to the earlier responses made by the team after the initial presentation on “Landmarks of Development”. In conclusion, the facilitator will sum up the earlier discussions in order to drive home the concept of development and bring the group to a common understanding.

Summing up

The facilitator then concludes the session focusing on key aspects of development with examples of how it is being defined within the current Indian contexts. It will talk of the following topics:

- Quantitative to Qualitative
- Macro to Micro Focus
- Gross to Finer Categories
- Inclusive Development
- Participation
- Area vs. Human Development
- Availability/ Accessibility/ Affordability/ Quality of Services

Handout 1

Development as a Concept

Development - An evolving understanding

Our understanding of development and human development has evolved over a period of time, and it is important to consider some of the landmarks in this evolution. Development which was earlier likened to the economics of growth moved on to include social determinants. For example in China, though economic growth is high, financial inequalities are also among the highest. The theories of development of the older times moved to become micro approaches. India which was earlier identified as a 'backward' country became 'underdeveloped', 'less developed' and then a 'developing' nation.

The teaching of the discipline also changed. Earlier there were gross categories. But later the distinctions, complexities and social processes were acknowledged and categories became more sensitive, subtle and manageable. Gender is no longer just male and female, but includes transgender and transsexual.

The belief that economic growth alone would bring tremendous social changes proved itself wrong. Public display of religion, caste associations has only increased. The notion that prosperity 'trickles down' has been disproved.

We have moved from an instrumental view to an intrinsically valuable conception of development. We now believe that things ought to be done because they are desirable, and not because they help you to become more productive. Humans are no longer considered as resources or factors for production; human development today considers humans as just humans with the right to live a life as he/ she decides. Human dignity and self respect are integral to human development. We never gave as much importance to gender imbalances, inequality, social and economic vulnerability, which are essential for development, as we are doing now. We have to pay attention both to inequality in the future and inequality in the present. The understanding of development, therefore, has become more refined. Human development happens to be one of the later paradigms in our understanding of development.

Adopting a Micro Focus

Looking at development at various levels, we find that as we come down from the national and state to the district level, two things happen: one, there is more proximity of objectives in terms of time, and two, the scale and complexity also get reduced. For example, at the national level we think of an industrial project with a long gestation period. As we come down to the state and sub state levels our focus is on projects of smaller magnitude and shorter duration. This can be applied with equal force to irrigation. Our concerns become different as we move spatially from India to the state and to the district.

Therefore, while it is important to acquaint ourselves with the overall concept of development; adopting a district level approach concretizes our attempt to produce a district report with focus on capturing specific district level diversities. Example: The issue of child sex ratio, while important in Bidar district may not be equally vital in Bangalore district. There are singular features of planning at the district level.

It is possible to capture snapshots of ground reality from the district rather than from the national level. Examples that show that political empowerment has not necessarily translated itself into social empowerment are more evident at the district level. Development at the district level is an example of the principle of subsidiarity that ensures that decisions are taken as closely as possible to the citizen.

A Bird's Eye View and A Worm's Eye View

The concept of development requires combining both perspectives - a bird's eye view and worm's eye view. A balanced perspective considering both long term and short term goals is needed. Though the focus is the district we should not forget the larger ideas/ conceptions. For effective planning, we need information flow from bottom to top and also from the top to bottom. Fixation only to the level of the district without considering modern influences and ideologies will lead to a lopsided understanding of development.

Development and Inclusiveness

Development is also a process that reduces the 'excluded' sections in the society. Its objective is to bring more and more people who are on the periphery to the centre of the change process/ into the mainstream. This can happen only when such processes address their vulnerabilities and empower them for decision making. Why are some excluded from the development process? A framework encompassing analysis of power, social exclusion and vulnerability to gain a deeper understanding of marginalization of certain disadvantaged sections of the society should be used.

Power Analysis uses the concept of 'power' to provide critical insights into relational and reciprocal dynamics reflected through actions in ongoing social interactions amongst different groups. The power analysis includes appraising cause – effect linkages. It deals with 'position' and 'unjust relationships' between two social interactions (individual or communities). Empowerment, through a development process can be assessed by the increase in the power within, indicated by increase in self esteem and dignity among marginalized groups that gives them the ability to associate and for groups indicating 'power with' and eventually the ability to make decisions that control their own lives 'power over' (resources).

Social Exclusion analyses discriminatory practices that cause multiple deprivation. This is inter-relational and is characterized by 'capability deprivation' imposed by a dominant group through the concept of purity and superior position. It identifies the institutions and mechanisms that perpetuate cultural hegemony and prevents equal participation of excluded communities – and makes their issues and perspectives invisible. Most often it, in turn, leads to intrinsic self-exclusion and alienates them from mainstream, thus creating insecurity. The implications for women in particular, from deprivation of ownership of resources, assume a critical importance.

Vulnerability Analysis is guided by synthesis. It identifies the conditions of vulnerability and builds linkages to mechanisms or processes of marginalization that perpetuate stigma and discrimination. Such processes are most often located in unjust power relationships and deprivation due to exclusion practices. Four conditions of vulnerability are common – violence, sexual abuse, being prone to HIV and AIDS infection, and humiliation.

The mechanisms are embedded in culture (composed of values, attitudes and beliefs) and its socialization.

Inclusive Development Processes need to trigger this progression of enhancing human dignity and thereby empowering them without which development will include only a few groups that could lead to reinvention of inequality.

Involving the People

Unless people regard a program as their own there is not much chance of their succeeding and for this we need to ensure participation. This does not imply that participation should be comprehensive. For example, development through infrastructural projects planned at state level cannot necessarily consult people for decisions. But there is need to provide spaces and opportunities for people to monitor those parts of the institution's functioning depending on people's skills and capabilities and the level and the contexts at which development programs are pitched. Participation needs to lead to increased responsibility and ownership by the people of programs and initiatives. An example could be NRHM's initiative to build the capacities of Village Health and Sanitation Committees to monitor the health services and ensure people's ownership of the health activities at the village level. Development processes should provide opportunity for people to express their views according to the basic information they have.

The focus of development has to shift from providing assistance to increasing self esteem - area development versus human development. But just the fact that it is, does not mean that everyone has had equal opportunities and are 'developed'. Creation of physical assets in a particular area while important is not a guarantee that they can be accessed by all especially the disadvantaged sections. In addition to availability/ accessibility/ affordability/ quality of services will increase utilization and coverage. Human development needs to move beyond just physical accessibility. It should cover both physical access (connectivity) and social access. Development should foster a system to support this. Further, the affordability- mechanism where out of pocket expenses are taken care of should be factored in.

We need to centre the district human development exercise on those aspects of the development parameters which are amenable to remedy at that level.

Session 3

Gender Issues in Human Development

Duration: One and a Half Hours

Reference Material: Handout 2 “Gender and Social Groups”

Film: Avva

Plenary Interaction

The facilitator begins the session by stating that they would be discussing Gender in relation to Human Development. This is followed by the screening of the film “Avva”.

“Avva” Film synopsis

Avva reflects the exploitation meted out to women by patriarchal society at different stages. This makes us wonder whether discrimination against women prevailed from time immemorial. History reveals the contrary. An examination of the early period shows that people lived in forests and caves and led a nomadic existence. They moved in groups/ tribes from place to place, in search of food. In these tribes, women played a pivotal role and performed a range of functions. According to folklore, women hunted and collected roots, tubers, fruits and herbs and also discovered agriculture. They played a critical role in pottery, building of houses and weaving. Thus, women engaged in activities that made life more comfortable. Over time, it became easier for these nomadic groups to satisfy their needs from one location. This allowed them to settle down.

Gradually notions of ownership emerged and subsequently competition and disputes over land and property erupted. This paved the way for the advent of a patriarchal society and marked the downfall of women. Man only wanted his sons to inherit his property. Male children came to be valued over girls. Women were deprived of the rights and status they experienced in the early days. Oppression and exploitation of women became part of the patriarchal system. Women were seen as commodities, Man ensured that his woman had no contact with any other men to completely control her. Avva traces the history of women through all these periods and attempts to inspire women into questioning the existing unequal system. It rallies them round to working towards an egalitarian society.

Following the screening of the film, the facilitator will ask the participants to respond to the film with their comments/ observations/ points of agreement and disagreement with the film. These responses are noted on the white board for discussion later.

Note: *The facilitator must be aware that concepts of gender and discrimination are deep and may induce conflicting views and differences of opinion among the participants. Therefore he/ she needs to be prepared to facilitate the session, using real life anecdotes and experiences to bring the group to a consensus, or at least a certain level of agreement, as far as possible.*

Gender and Social Exclusion

Following the listing of responses, the facilitator will divide the participants into four small groups, and hand them each one case study on gender and social exclusion which could be showing discriminatory practices, affirmative initiatives, best practices and regional experiences. The text of the case studies will be circulated by the Resource Person. In the small groups the participants will study and discuss the case studies for 15 minutes and analyse them on the following parameters:

1. What is the problem you see?
2. What according to you is the reason for this problem?
3. Have you had a similar experience or heard of similar instances in your region?
4. What according to you can be done to resolve this? (or)
5. What is the example of the affirmative action that is stated in the case? Do you agree with it?

The small groups are given another 15 minutes to record their discussion.

Each small group will make a 5-minute presentation of their discussion. The facilitator makes a note of the key points emerging out of these presentations on the white board. The facilitator needs to pay special attention to aspects that are related to “why gender is important in the context of development.”

Summing up

After the small group presentation, the facilitator tries to sum up all the presentations and the earlier discussion on the film, incorporating the following ideas in the summing:

- Gender: Differences between Sex and Gender
- Social Exclusion: Concept, Basis and Consequences
- Dynamics of power relations - Historical and emerging – Impacting gender and social exclusion
- Forms of Exclusion—economical, political, socio-cultural (religious, educational, media)



Handout 2

Gender and Social Groups

Persistence of gender inequalities or disparities between individuals, groups and communities on the basis of their gender identity like other forms of social discrimination (i.e. caste & class) is a subject of major concern in human development. Gender based discrimination is prevalent to a more or less extent across all sections of society. In other words, various social groups situated at various levels of class, caste and positional hierarchies, residing in different geographic locations are facing gender discrimination though the extent or type of disparity may vary from one group (i.e. caste, tribe or religion) to another and from one historical geographic locality to another (i.e. Dakshina Kannada and Bijapur districts of Karnataka). Male/son preference on the one hand and female/daughter de-preference on the other cuts across all dimensions of human development such as economy (spheres of production of goods and services/livelihood security/work participation), education, health, culture, polity/governance, media, religion and even the sphere of sports or recreation.

No human development is possible unless both women and men of all social groups especially the socially excluded groups harvest the benefits and access the opportunities generated through development in various spheres of society. In other words, there is progress in human society only when women and men of all social groups irrespective of their age, class, ethnicity (caste, tribe or sect or religion), disability and geographic territory have equitable access to the resources, services and opportunities that are generated from development and assume decision making or influencing roles in the processes of their development. Life of dignity, security and wellbeing for all citizens could be ensured only when the process and outcomes of development are in consonance with the values (justice, equality, liberty and fraternity) and the fundamental rights guaranteed by the constitution of India. Further no comparable advancement with other nation states and societies in human development is possible unless the norms, principles, standards and goals of various international human rights instruments/systems inclusive of the Universal Declaration of Human Rights (UDHR) and Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and Convention on Elimination of Violence against Women (CEVAW) ratified by our government are integrated into the policies, plans, processes and programs of development

at all levels of our polity – centre, state, district, taluk and local.

Numerous development programmes and services (central, state and civil society initiated) have been executed since Independence. Many policies and hundreds of legal measures have been passed in order to counter gender based and other forms of social discrimination, social exclusion and marginalization and facilitate development of all sections of society especially women and girls. But despite of all these interventions, vast sections of society continue to be excluded from the processes as well as benefits of development. Gender based groups such as women and transsexuals, lineage/jati linked groups such as scheduled castes, scheduled tribes and many other backward caste and some religious, linguistic minority groups, vocation linked groups especially those in unorganized, neglected, crisis prone and displaced sectors of the economy, persons with various forms of disability and residents of backward regions/localities (rural, tribal denotified areas, colonies, streets or kerries and urban slums) suffer multiple disadvantages or multiple forms of social exclusion. Women and girls are worst affected in all social groups and geographic localities as they are placed in situations of subordination to men in almost all arenas of social life. They suffer economic exclusion in the form of poverty, hunger, unemployment or under employment, low wages, poor work conditions, educational exclusion in the form of illiteracy, low levels of educational attainment, poor quality education – knowledge and life skills, they bear the disease burden much more than men of their social groups manifesting higher mortality and morbidity rates at all age levels and, low levels of competencies required for health promotion and disease prevention. They are excluded from the political/governance structures and manifest lower levels of political awareness, and participation as voters, electoral candidates and elected representatives at various levels and lower representation in positions of authority in public and private service bodies inclusive of government services, judicial, police and defense services, business establishments and civil society organizations. Their access to productive assets/resources and various public and private services are very much limited. They own little productive land, have limited access to financial resources/savings and often do not possess land and house right titles in their name. They

suffer various atrocities which violate their rights to life with dignity and security: i.e. female feticide and infanticide, dowry related suicides and murders, domestic violence, rape and sexual abuse, child marriage and sex trafficking. Social restraints of various types prevent women from exercising their rights and freedoms. Various forms of atrocities on SC, ST and minority groups, especially women and girls from these groups could be cited as violations of human rights/women's rights on the basis of gender, jati, sect or faith.

Central, State, District as well as Local Governments are primary duty bearers in ending gender and other forms of discrimination or social exclusion and safeguarding and promoting the human rights of all sections of society especially the worst affected women of the marginalized groups. It is the state that has to ultimately ensure that no social groups are excluded on any basis inclusive of gender from ownership control over and access to productive assets and other social resources, as well as high quality public and private services. The state as the duty bearer has to ensure that capacities of the right holders especially the excluded groups in society in general and doubly discriminated women of these groups are enhanced for asserting their rightful claims and facilitating their effective participation in all areas of social life – economic, political, social, educational and cultural. The state is also responsible to enhance the gender sensitivity and gender mainstreaming competency levels among the duty bearers at all levels.

To be able to function effectively as duty bearers, the state functionaries at all levels have to raise their gender sensitivity level. They need to understand that the discrimination on any basis is against the constitutional and international human rights mandate. Their competencies to identify both overt and covert forms of gender discrimination and analyse historical and current forces that sustain and in some cases increase in gender inequality has to be developed. They need to develop competencies for gender mainstreaming in the processes of generating baseline data, planning, execution, monitoring and evaluation. They need to generate policies and mechanisms to ensure that both women and men of all sections especially excluded social groups and backward geographic locations access equitable opportunities, resources and service in a sustainable manner so as to reduce and even end various forms of discrimination / exclusion.

Adequate and reliable data is essential to understand the extent of gender inequality not only

across time periods (i.e. decadal censuses) and across regions (i.e. taluks, districts and states of India inclusive of rural and tribal areas, slums and other areas) and across various social groups (especially excluded social groups such as dalits, tribals, nomadic communities and minorities), but also across various dimension of human development (the selected themes/dimensions of human development for HDR preparation are livelihood, education, health, nutrition sanitation and water supply, household assets and infrastructure, governance and urban issues). Only when accurate and reliable baseline data is collected and made available on these and other relevant themes it is possible to evolve policies and strategies to reduce gender based and other social inequalities and associated multiple forms of discrimination / subordination / subjugation on the basis of not only gender but also age, income, occupation, jati and religion and disability status. Only then, the state could be move in the direction of becoming a more inclusive or just society where human beings irrespective of their differences lead lives of dignity and security with a sense of wellbeing.

The fact of exclusion or shutting out of large sections of people from the benefit of development to which they have been making major contribution through their hard labour and by bearing the larger share of costs involved cannot be negated, with any arguments or excuses.

The social exclusion of citizens of a nation on the basis of sex, age, ethnicity (jati, religion, tribe) physical ability, place of residence and geographic territory manifests is unjust and inhuman - against the Constitutional mandate, as also obligations towards international human rights instruments (including civil and political rights and conventions such as CEDAW, etc). We need to not only understand the phenomenon of 'Social Exclusion' with reference to the realities of our state of Karnataka but also act to transform the same if we have to be considered as progressive and protecting the rights of all marginalized and excluded sections of the population.

Social Exclusion: Origin of the term social exclusion and the ways in which it is conceptualized has provoked much discussions and reflection in social science literature and academic circles. An attempt is made here to clarify the ways in which it has been perceived and used in developing indicators to measure human development across diverse social groups, geographic territories.

Session 4

Human Development

The Dalit, Tribal and Minorities Perspective

Duration: About One and a Half Hours

Resource Material: Handout “Social Exclusion”

Film: Lesser Humans

Plenary Interaction

The facilitator begins this session by asking the participants the question: “Who are excluded from the development process, and why?” The participants are asked to brainstorm and come up with answers. Their responses are noted on the white board. The facilitator elicits from the group that backward/ marginalized groups such as dalits, tribals, and minorities are being excluded in this process. The reasons stated by the group are also recorded separately by the facilitator.

Film: Lesser Humans

Following the plenary interaction, the facilitator screens a film ‘Lesser Humans’ that reflects the plight of the dalits and other backward groups. This film investigates the lives of ‘manual scavengers,’ the community at the lowest rung of the caste system whose inhuman caste-based occupation is to manually dispose of human excreta. The purpose of using this film is to provide space for discussion on the predicament of dalits. The facilitator asks the participants to comment on the film and the responses are noted on the white board.

In this part of the session, the facilitator tries to bring the group to a common understanding of what the problem or the issue really is, and the reasons for it. He / she explains social exclusion and marginalization, and how certain groups have been kept out of developmental processes.

Plenary Interaction: Making Development more Inclusive

Following the discussion on the film, the facilitator focuses on identifying what the solution is to help make

development more inclusive of these groups. All the participants are divided into three small groups and each group is given one question to discuss. They are:

1. Is reservation the answer for inclusive development? If yes/ no, how?
2. What are the steps that the government has taken to increase opportunities for minorities’ participation in the development process? Give examples. How has it worked?
3. Will increased representation of the minorities in political processes enhance opportunities for their participation in development decisions? If yes, give examples.

The groups discuss these questions in detail for 30 minutes and each group makes a 10-minute presentation of their discussion and suggestions.

Summing up

The facilitator makes a brief presentation to sum up the session in two parts:

Part 1- Why and how is development exclusive?
(The issue)

Part 2- How can it be made more inclusive?
(The way forward)

The presentation will focus on how exclusion is being reinforced through current developmental practices in different sectors (Example: Education, health, and politics) and why. And also speak of the progress that the state has made in trying to address this kind of a trend/ scenario and the possible way forward to address this.

Handout 3

Social Exclusion

Understanding Social Exclusion

i. Social Exclusion as Outcomes Social Exclusion is conceptualized in terms of negative consequences/outcomes. From this perspective Social Exclusion is understood as producing consequences or outcomes such as:

- Hunger,
- Poverty due to under employment, unemployment, low levels of income
- Lack of knowledge and skills, (illiteracy or low levels of education, lack of life skills and technical competencies)
- Poor housing / poor clothing /poor health/ high mortality and morbidity rates / poor sanitation/
- Low self-esteem, dependency and passivity
- Family conflict- breakdowns
- Social disharmony - communal conflicts/high crime rates/atrocities

ii. Social Exclusion as a Process

Social exclusion is a process of:

- Denial or deprivation of resources, services, utilities and opportunities for some social groups (more so to women/girls among them).
- Marginalization and negative discrimination perpetuated against sections of people, engendered through relations of power which lead to domination by some social groups over other social groups, and largely by men over women across all social groups.

In short, it is a process of alienation and ghettoisation - of shutting out or preventing participation, or promoting very limited participation of certain social groups in various institutional sites of society, e.g. worksites (production of goods and services), education (various levels and quality), healthcare (indifferent quality), media, governance (i.e. PRIs, state legislature, executive departments, judicial networks, political parties, trade unions, SHGs and other community based groups)

Basis of Social Exclusion

Social exclusion is perpetuated on the basis of: sex, age, ethnicity (caste, sector or religion) physical disability, occupation and geographic territory.

i. **Gender:** Certain gender groups - women and transgender groups - suffer exclusion, though the extent of exclusion may vary across ethnic groups (jati, religious, occupational and geographic)

ii. **Age and Intergenerational Social Exclusion:** certain age based suffer exclusion i.e. children, adolescents, elderly, more so females among them, suffer higher extent of exclusion than others. The extent of age cum gender related discrimination is higher in some ethnic and occupational groups or geographic regions than in others.

iii. **Ethnic Identity based Social Exclusion:** All regions of India are marked by rich ethnic diversities- jatis (castes and sub-castes), religion/sect based groups (again diversified in terms of caste) and tribes (diversifies in terms of lineages and sects or religions). Some jatis, tribal, religious groups suffer higher degree of exclusion, i.e. scheduled castes, and scheduled tribes, certain minority religious groups and certain other backward castes. The women of these groups across age categories suffer much higher forms of social exclusion than others.

iv. **Physical Disability (differently abled):** These persons with various forms of physical disability suffer social exclusion across all ages and ethnic groups. Here again women suffer the highest extent of exclusion than males.

vi. **Geographic Locations / Regions:** streets, (keris), villages, taluks, districts suffer higher degree of exclusion compared to others. Within these locations (micro & macro) the subaltern gender, ethnic, age, disability and occupational groups suffer more exclusion compared to their counterparts in other regions.

vii. **Occupation based Social Exclusion:** Certain occupational groups suffer much higher degree of inclusion across various ethnic categories and across all geographic areas. Women within these occupational groups suffer more discrimination and hence social exclusion than their male counterparts.

Source: Dimensions of Social Exclusion: (Adapted from Bristol Social Exclusion Matrix-see across gender and other social groups)

1. Denial of Resources

- Material/economic resources (i.e. ownership and control over productive resources, such as land, farm animals, enterprises - small, medium and large), ownership of house, toilets.
- Financial resources, savings, common property resources
- Lack of access to public and private services - drinking water, sanitation, transport, financial (i.e. bank account), telephone/mobile, public distribution system, MGNREGS, electrification-renewable and non-renewable

2. Social Resources

- Institutional care/support - children, adolescents, elderly & others who lack family support, in conflict with law
- Social support - counselling, guidance, palliative care
- Social support for the elderly, for those engaged in begging and others in times of crisis

3. Economic Participation

- Females and males across all ethnic and geographic social groups
- Workforce participation organized public and private across class of employment
- Unorganised - agriculture, agricultural labour, artisans / craftsmen, technicians. Professionals Industries and others
- Self-employed and unemployed and underemployed
- Providing unpaid care/services/undertaking unpaid work.
- No. of days of work, hours of work, leave entitlements, benefits, work place injuries/hazards (i.e. agarbatthi rolling, beedi making, child labour, bonded labour.

4. Social Participation / Social Relations

- Participation in social activities, festivals, rituals.

- Positions of leadership/membership in social/civil organizations/groups. Social networks available for people (jati, village councils etc)

5. Culture, Education and Skills

- Gender and other social groups
- Basic skills (literacy, numeracy, spoken languages)
- Educational attainment- Primary to higher levels
- Technical and professional-school dropout rate at various levels
- Access to non-formal education/continuous learning
- Culture/leisure activities: TV coverage

6. Political and Civil Participation

- This is across gender all social groups and excluded social groups (women and men),
- Voters registered/ not registered /voting last election)
- Participation in local self-governance institutions- reserved, general
- Seats won: Reserved, General
- Participation in civil society organizations-SHG to social movements

7. Health Well-being

- Physical health/ mental health
- Disability/ Self-esteem\Self-harm and Substance abuse (including suicides)

8. Living Environment

- Quality of housing (floor, roof, well, no of rooms)
- Homelessness, Pollution- air, water, soil and soil.
- Biodiversity - seeds, plants, animals and fish.
- Public Gardens/play grounds

9. Crime, Harm and Criminalized Incidents of various Crimes and Atrocities

- Against women, dalits, tribals, Muslim minorities,

10. Question

- Which social groups suffer multiple discrimination/deprivation in your taluk/district?

Session 5

Dimensions of Human Development - Linkages with Education

Duration: About One and a Half Hours

Resource Material: Handout on Education and Human Development

Film: Yaara Shale?

Plenary Interaction

The facilitator begins the session with an introductory statement that this session will focus on Education and Human Development. He/ She writes the question on the white board - Is education necessary for development? If so, why? The facilitator then asks all the participants to think about this question for 5 minutes, and then begin to respond to it one after the other. The participants' responses are noted by the facilitator on chart paper/ white board as the participants speak.

Note: Most participants would agree that education is required and may give several examples of how education helps people to be a part of the development process.

The facilitator then tells the participants that though education is an integral part of any development process, there are several inherent issues in the way education is being perceived and measured. He also states that education has both very direct and indirect links to development in any given region. To understand this, he adds, the participants will need to look at the process more critically.

Small Group Discussion The facilitator divides the participants into three sub-groups and gives them each a paper to read and comment on.

Group 1: Right of Children to Free and Compulsory Education (RTE) Act, 2009

Group 2: Literacy list across caste and sex

Group 3: Lists of statistics detailing children's school attendance, registration and drop outs

The groups discuss these papers around two questions:

1. What are the key observations made on reading this?

2. What are the challenges that you see in the existing ground realities in the education sector?

The groups are given 30 minutes to discuss and make presentation. Each group will present for about 10 minutes.

The facilitator highlights the key points from each presentation, writes them down and flags them for discussion at a later point.

Film: Yaara Shale?

Yaara Shale?

Synopsis

The film begins with visuals of a school and children reciting the Morning Prayer 'Jaya he Karnataka Maate'. There is a background commentary in which a teacher narrates his experience of a school. The focus of the film is on reasons for children not accessing/ dropping out of school – seen from the perspective of the community, the children and the teachers. The film documents interviews with SC families and with girls involved in cattle grazing. There are discussions with VEC members and with teachers. The interviews highlight the socio-economic reasons for children dropping out/ not accessing schools. They bring out the biases extant in the community about the value and relevance of education for girls. For example, there are statements like: 'She's too dull. She couldn't study properly. We took her out to graze cattle'. 'You're as old as a donkey. Why do you want to go to school now?' Interviews with community members and discussions with teachers point to structural problems within the education system, which is designed for children from relatively well off families, who can afford to spend the better part of each day in school. It is not designed for children who are forced to take on wage earning and/or domestic responsibilities at a young age. This structure is based on the assumption that all children will attend school uninterruptedly for 220 days, that there will be parental guidance for homework. These assumptions do not reflect our social reality. One teacher says: 'This school - its timings, textbooks, and curriculum - has been designed to suit which child? Whose school is it anyway? For the child who 'has'. But it is being run in the name of the child who 'has not'. I feel our

schools should be restructured from the perspective of the deprived child". Another teacher says: "People with money always find ways for their children to learn. We have to ensure that the poor children learn". Discussions with community members show that overwhelming feeling that the present education system makes their children misfits in the rural environment: 'I have passed my metric. Why should I work in the field?' I have a B.Sc degree. Why should I dirty my hands?' One community member emphatically states: 'We should learn for living – not for getting a job'.

Following the screening ask the participants to respond to the film with their comments and thoughts.

Summing Up

The facilitator then sums up all the discussions and tries to collate and conclude the session covering the following points:

1. Understanding the role of education and literacy in development and personal growth
2. Understanding the relationship between education/literacy, IMR, MMR and TFR
3. Understanding the current status of education/literacy with regard to district/sex/caste in Karnataka
4. Literacy percentage – District/sex/caste - 2001 and 2011
5. Children registration and attendance percentage with regards to district/sex/caste/standard
6. Percentage of children not dropping out of school
7. Reasons for children dropping out of school
8. Quality education – SSLC and PUC examination results
9. Literacy Variations – district/sex/caste
10. RTE – Right to Education Act, 2009.

Handout 4

Education and Human Development

Literacy is a capability-promoting, opportunity-enhancing and empowerment-manifesting social indicator. It has an instrumental role as well as intrinsic significance in the process of development. In conventional development practice, it is regarded as a means to development. Amartya Sen, Mehbub UI Haq, Martha C. Nussbaum, Jean Dreze, Joseph Stiglitz and others, however, argue that literacy is useful not only for 'the sake of something else', but is also useful 'for its own sake'. Literacy is important in its own right. It is an input to development, and an output of development. It is now acknowledged that it is not only a means to an end, but an end in itself. It is capable of expanding social opportunity and also generating human capability. Economic development and human development can be accomplished together only when people are literate. Literacy helps societies to transform economic development into human development. Illiteracy leads people to a state of deprivation. Amartya Sen calls it an unfreedom. Illiteracy and poverty generally go together, but there can be exceptions. We cannot say the same thing about the relationship between literacy and prosperity. All literates are not non-poor and all illiterates are not poor. However, illiteracy acts as an impediment to the process of enhancing human capability and expanding economic and social opportunities. It is a capability-freedom restricting factor.

The ability to read, write and calculate enables people to lead a life of dignity and respect. It enables people to lead a life that they value and have reason to value. Illiteracy disrobes people's life of dignity and respect. Literacy is necessary on the one hand for the fulfilment of human needs, and on the other hand for the formulation of needs. Poverty and illiteracy make people submissive and fatalistic. These two elements are the greatest enemies of decent and dignified living. Submissiveness and fatalism can be eradicated only when people become literate. It empowers people, while illiteracy makes people powerless. Literacy has a primary and principal role in achieving gender equality. It ensures both social empowerment and people's empowerment.

To understand the intricacies and nuances of literacy and illiteracy and their relation with development and deprivation, we have to undertake disaggregated analyses of literacy and illiteracy rates. It has gender, social, regional and rural-urban dimensions. Literacy and illiteracy

data enable us to go deep into the issues of inequalities. It is not possible to reduce or eliminate inequalities, unless and until illiteracy is eradicated. Illiteracy is the main source of social inequality in our society. The privilege of literacy has been denied to a large section of our society for centuries. Jean Dreze and Amartya Sen speak about antecedent-hardened social inequalities in our society. Because of this historical burden, we still have 131 lakh illiterate persons in our state (2011). Literacy enhances development choices, but illiteracy restricts it. Illiteracy reflects the hierarchical nature of our society. Forward castes have higher literacy rates; under-privileged castes have lower literacy rates. Men's literacy rate is higher than female's literacy rate. The rural literacy rate is lower than the urban literacy rate. The literacy rates of developed districts are higher than the literacy rates of backward districts. The role of social variables such as literacy, education, health, social security, gender equality etc in development have started to receive greater attention in recent years in development literature as well as in development practice. Basic education and literacy are catalyst of social change. We can see this in contrasting nature of development levels and achievements in many districts in Karnataka (See Table -1 for illustration).

Role of Literacy and Primary Education in Development

Jean Dreze and Amartya Sen have identified five different ways in which literacy and primary education promote and enhance human capability and socio-economic opportunities.

1. They have intrinsic significance in the process of development. They enable a person to be enlightened, self-confident and 'mixing with others without being ashamed to appear in public'. Being literate and educated are valuable in themselves. They have positive impact on a person's effective freedom.
2. They contribute to enabling people do many other things that are also valuable. They are crucial for getting employment, and more importantly, using economic opportunities.

3. Socially, they enable people to take part in public discussion, collective action and empower them to utilize available services. Universal education and total literacy are indispensable to the practice of democracy.
4. They have a lot of positive externalities. They help in eradicating child labour, child marriage, IMR, MMR and CMR and other social evils. They broaden people's world view and their social horizons.
5. They play a tremendous role in empowering people and strengthening the process of redistributive justice. It is decisive both for achieving economic and social equality and gender justice.

Income and Education - Literacy in Development

Mahbub Ul Haq has given the slogan that 'income is not the sum total of human life' (1990). Income can only influence development as an instrument. It is useful merely for the sake of 'something else'. But literacy and education have multiple roles in development.

Table-1: Income Poverty is no barrier to the spread of basic education ¹

Sl. No.	Name of the Districts	Net District Domestic Product Per Capita (current prices): (In Rupees): 2009-2010.	Total Literacy Rate: 2011	II PUC Result: 2012
First Group of Example				
1	Haveri	27546	77.60	62.96
2	Mandya	27021	70.14	54.61
3	Bidar	25078	71.01	40.32
4	Bijapur	29473	67.20	38.73
5	Koppal	30549	67.28	42.99
6	Yadgir	29732	52.36	32.21
Second Group of Example				
7	Bellary	51689	67.85	49.55
8	Hassan	37546	75.89	60.98
9	U.K.	36731	84.03	71.31
10	Tumkur	33853	74.32	60.62
	Karnataka	52191	75.60	57.03

Firstly, it has an instrumental role. Secondly, it is 'constitutive aspect' of development. Thirdly it is the evaluative variable of development. Income cannot be a barrier to attain literacy and universal education. It is evident from the data in Table-1. Haveri, Mandya and Bidar districts are economically poorer than Bijapur, Koppal and Yadgir districts. However, people in these districts are more literate and educationally more forward than economically richer districts. Similarly, Bellary district is far ahead of other districts in the second group in terms

of income, but its literacy rate and educational attainment are lower than that of other economically poorer districts in the second group.

Literacy and Education and Their role in Demographic Transition

Studies after studies have shown that the level of literacy, particularly female literacy rate (FLR), and educational attainment have decisive impact on Total

¹Source: (1) Census of India: 2011, Provisional Population Totals, Directorate of Census, Operations, Karnataka.

(2) Government of Karnataka, 2012, Economic Survey: 2010-2011. Department of Planning, Programme Monitoring and Statistics. Bangalore.

Fertility Rate (TFR). There is an inverse relationship between FLR and TFR. FLR gives freedom to women to exercise their reproductive rights. Human Development (HD) has a crucial role to play in bringing about desirable demographic transition. Economic development has proved to be ineffective in containing the rapid growth of population. On the other hand, HD helps not only to reduce the birth rate, but also reduces the death rates by means of creating health awareness. It is found that the IMR in the case of literate mothers is lower than the IMR among illiterate mothers.

The State of School Education in Karnataka

School education in Karnataka is a matter of more than a crore children. The enrolment is almost close to 100 per cent. However, the dropout rate ranges from 40 per cent in Raichur district to less than 5 per cent in Udupi, Dakshina Kannada etc. Our approach to education is supply-oriented. It is not driven by demand based management. The state of literacy in the districts of Karnataka in 1991 and 2011 is given in Table-2.

Table-2: Gain in Literacy: 1991-2011² (in Percentage Points)

Division-wise Districts	Total Literacy Rate		Gain in Literacy Rates: 1991-2011
	1991	2011	
Bangalore Division			
Chikkamagalur	61.05	79.24	18.19
Shimoga	63.90	80.50	16.60
Bangalore Urban	76.27	88.48	12.21
Tumkur	54.48	74.32	19.84
Bangalore Rural		78.29	
Ramanagar		69.20	
Davanagere	55.96	76.30	20.34
Chikkaballapur	46.66	70.08	23.42
Kolar	53.61	74.33	20.72
Chitradurga	52.28	73.82	21.54
Mysore Division			
DK.	76.74	88.62	11.88
Udupi	74.47	86.29	11.82
Kodagu	68.35	82.52	14.17
Chamarajanagar	38.19	61.12	22.93
Hassan	56.85	75.89	19.04
Mysore	50.88	72.56	21.68
Mandya	48.15	70.14	21.99
Belgaum Division			
UK	66.73	84.03	17.30
Haveri	56.10	77.60	21.50
Dharwad	62.73	80.30	17.67

²Sources: (1) Census of India: 2011, Provisional Population Totals, Directorate of Census Operation, Karnataka, Bangalore. 2011.
 (2) Government of Karnataka: Economic Survey: 2011-2012. Planning, Programme Monitoring and Statistics Department. Bangalore
 (3) Chandrasekhara T.R, Karnataka Janaganathi: 2011. Pp 67-68.

Division-wise Districts	Total Literacy Rate		Gain in Literacy Rates: 1991-2011
	1991	2011	
Belgaum	53.00	73.94	20.94
Gadag	55.88	75.18	19.30
Bijapur	56.55	67.20	10.65
Gulbarga Division			
Bellary	45.89	67.85	21.96
Koppal	38.23	67.28	29.05
Raichur	34.34	60.46	26.12
Bidar	45.11	71.01	25.90
Gulbarga	42.64	65.65	23.01
Yadgir	29.27	52.36	23.09
Karnataka	56.04	75.60	19.56

The inflow of children to elementary schools is likely to stabilise in the years to come. The evidence already is visible. The size of 0-6 years child population was 74 lakh in 1991. It declined to 72 lakh in 2001 and it further fell to 68 lakh in 2011. From now onwards, there will not be much pressure on allocation of additional resources on new buildings and additional teachers. It will be necessary to focus on improvement of quality of elementary education, and upgradation and maintenance of available infrastructure and teachers. However, one area of concern in Karnataka is regional disparity in literacy and primary education. Our efforts in universalisation of elementary education will fail if we do not address this problem.

Literacy and Education Indicators for DHDRs

The data about the following indicators are important and necessary for the construction of HDI and for the analyses of the relationship between HD and literacy and education. At least the data are to be collected for 1991 to 2011 and based on this trend analyses has to be done.

Indicators relating to Literacy

- Total Literacy Rates by sex, residence, regions, districts and social groups.
- Gender gap in Literacy by residence, social groups, districts and regions.
- Social Gaps in Literacy by sex, residence, districts and regions

- Growth rates of literacy between 1991 and 2011 by sex, residence, districts, regions and social groups
- Spread between the state level literacy rates and the concerned district's literacy rates. (District's Literacy Rate as a per cent of State Literacy Rate)
- Spread between the district level literacy rates and the concerned taluka's literacy rates (Taluka's Literacy Rate as a per cent of District Literacy Rate)

Indicators relating to Primary Education

- Enrolment Rate (gross and net) by sex, residence, districts, regions and social groups.
- Dropout rate by sex, residence, districts, regions and social groups
- Out of School children by sex, residence, districts, regions, and social groups
- Education Transition Index (from 7th standard to 8th standard) by sex, residence, districts, regions and social groups
- SSLC and II Year PUC pass percentage by sex, residence, districts, regions and social groups
- Pupil - Teacher Ratios
- School Completion Ratio by sex, residence, districts, regions and social groups
- School Infrastructure Index

- Average Government Education Expenditure
- Health Examination Programmes
- Education Deprivation Index (Illiterate + drop out children)

Human Development is impossible with illiteracy. According to Sen, development consists of removal of

various kinds of unfreedoms. Illiteracy and non-completion of primary education are unfreedoms. Economic development cannot ensure higher literacy. There is no automatic relation between higher income and higher literacy rates. It has to be accomplished by deliberate and conscious measures and programmes.



Session 6

Dimensions of Human Development Linkages with Health and Nutrition

Duration: About Two Hours

Resource Material: Handout on Health and Human Development

Film: Uppinabettigeri and KR Nagar PHC

The facilitator makes an introductory statement on the linkage of Health and Nutrition with Human Development.

Small Group Discussion

He / She then immediately divides the participants into four small groups, and each group is asked to do the following:

1. Make a list of the commonest causes of illness and death.
2. Identify who are the people who avail of medical/ health services/ facilities and for what illness/ purpose?
3. Identify who are the people who do not avail of medical/ health facilities/ services?

The groups are asked to make a brief presentation of their discussion. After this the participants continue to sit in the small groups.

The facilitator asks all the participants to make a list of medical care providers available to the poor in rural areas. He/ she gives the groups 5 minutes to brainstorm, and notes their responses on chart paper. The facilitator then asks the small groups to discuss and rank each type of medical care providers listed on the chart on a 1-5 scale against the various qualities of the system, e.g. (i) timely treatment and care, (ii) correct treatment and care, (iii) adequacy of supply of medicines, (iv) affordability, (v) exploitation, (vi) no recommendation required.

The groups make a presentation of the above to the plenary. The facilitator sums up the discussion by

highlighting the gaps in the existing health systems and service delivery mechanism in terms of their effectiveness in reaching the poor and the marginalized groups.

Film: *Uppinabettigeri and KR Nagar PHC*

The facilitator screens a film reflecting health and the nutritional issues of the vulnerable groups – Uppinabettigeri and KR Nagar PHC'. The participants are given an opportunity to share their views and thoughts about the films.

Small Group Discussion

The facilitator then divides the group into 4 sub-groups to discuss the topics listed against the group. This discussion would be for 30 minutes.

Group 1: DHO/DPMO: Current Govt. Health Programmes and Schemes

Group 2: DD-WCD/DDPI: Nutritional Schemes and their reach

Group 3: DSW: Health of vulnerable groups

Group 4: CPO: Role of community in health care

Each group will make a 10 minute presentation on their discussion on the topics given above.

Summing up

The facilitator will sum up the entire session that will cover the following aspects:

1. Concept of Health and well being
2. Millennium Development Goals; reiterate 'Rights Based Approach'

Handout 5

Health and Human Development – A Concept

Definition of Health

The World Health Organization defines - "Health is a state of complete physical, mental and social wellbeing and not merely absence of disease or infirmity". In recent years this has been amplified to include the ability to lead a 'socially and economically a productive life'.

Well-being and HDI

Health definition includes a concept of 'Well being'. This has been elucidated by psychologists as having an objective and a subjective component. The objective parameter is defined in terms of Standard of Living and Levels of Living, while the subjective component has been defined as 'quality of life' which is measured in terms of Physical Quality of life index (PQLI) and Human development index (HDI). Health definition also includes different dimensions - physical, mental, social, economic and spiritual.

Health is influenced by a number of factors like adequate food, housing, basic sanitation, healthy lifestyles, protection against environmental hazards and communicable diseases. The frontiers of health extend beyond the narrow confines of medical care.

The concept of health has evolved over time. Today, health has been accepted to be central to the concept of quality of life, an integral part of holistic growth and development of a nation and a worldwide social goal. Thus, health is not mainly an issue of doctors, social services and hospitals. It is an issue of social justice. Health care is an expression of concern for fellow human beings. Health has been declared a fundamental human right implying that the state has a responsibility for the health of its people.

Health Care vs. Medicare

Health care embraces a multitude of "services provided to individuals or communities by agents of the health services or professions, for the purpose of promoting, maintaining, monitoring and restoring health." Medicare is a subset of health care and refers chiefly to those personal services that are provided directly by the physicians or rendered as the result of physician's

instructions. Health care, though increasingly of high quality, is at a high individual cost beyond the reach of the multitude leave alone in India or Karnataka, but even in affluent nations.

Health care characteristics

1. Appropriateness – whether the service is needed at all, in relation to human needs, priorities and policies
2. Availability – ratio between population of an administrative unit and the health facility Ex: Doctor – population ratio; Population covered by the centre etc
3. Adequacy – Are the services proportionate to the requirement
4. Accessibility – geographic, economic and cultural accessibility
5. Affordability – cost within the means of the individual and the state
6. Comprehensiveness – whether there is an optimum mix of preventive, curative and health promotion services
7. Feasibility – What is the operational efficiency of certain procedures, logistics support, human and material resources

Current State of Health Sector

India has strived to expand and improve the health care services since political independence. The Bhore Committee in 1946 stressed the need to replace policy of 'providing more medical care' with 'comprehensive health care.' This means providing integrated preventive, promotive, curative and rehabilitative services from 'womb to tomb' to every individual in a geographical area.

Government Programmes

1. National Rural Health Mission launched in 2005 has an architecture that is contextually relevant and futuristic. For the first time it brings health and health determinants under one umbrella. It has also focused on moving health care in

India from a bureaucratic top-down approach to de-centralized community based bottom-up system defining the role Panchayat Raj. It has recognized the value of the traditional health system and has focused on integrating and mainstreaming Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH). It has also articulated the commitment of the Government to raise public spending on health from 0.9% to 2-3% of the GDP.

2. In May 2009, Government of India enacted the Unorganized Workers' Social Security Act 2008. This has provision for every worker to be entitled to a floor level scheme without worker contribution for covering Life, Health and Permanent Disability, Insurance and Maternity Benefits,
3. A tribal development plan for specific health interventions for tribals in the country has been defined. National AIDS Control program is in its 3rd phase.
4. Schemes representing concern for the poor from the unorganized sector like Janani Suraksha Yojana (for safe motherhood), Aam Aadmi Bhima Yojana (Life Insurance), Rashtriya Swasthya Bhima Yojana, Yeshaswini (access to free secondary level health care), Aarogyasri (access to tertiary level health care), Aarogya Kavacha (access to reliable transportation for health emergencies) are launched
5. To improve accessibility to health care major advances in expansion of medical and nursing education has been approved. This includes establishment of additional medical and nursing institutions, relaxing the minimum norms for establishing such institutions, reserving 50% post-graduate medical seats and also providing weightage of 10% for each year of rural service in all national entrance examination for post graduate medical courses for medical graduates who serve in remote, difficult and inaccessible areas
6. A whistle blower policy has been initiated to reward informers giving information about manufacturers and distributors of spurious drugs.

Intent to Practice

The various programs are relevant. Most of these programs are on a 'project mode' or 'scheme mode.' However, in certain cases, the design of the program has been restrictive or conflicting. For example, the Yeshaswini program demands that the beneficiary be a member of a group, but many of the poor are yet to be organized, RSBY excludes reimbursement for AYUSH treatment, but NRHM talks about integrating and mainstreaming AYUSH. Limited efforts for community education, poor enrollment of health care providers in rural and tribal areas, restricted capacity and awareness of grass root level program-implementing institutions have also negatively impacted the implementation of schemes.

A large segment of the population, like the rural and urban poor, tribals and workers in the unorganized sector are vulnerable to diseases and ill-health owing to illiteracy, poor nutrition, high fertility, socio-economic deprivation with high dependency ratio, gender discrimination, vices, exploitation including sexual, poor environmental sanitation, access to safe drinking water etc. Issues of availability, accessibility, affordability of health care, stigma and discrimination in health care settings compound their vulnerability.

Adding to this, India positions chronic diseases including Non Communicable Diseases (NCDs) as a major public health challenge of growing magnitude. In 2005, chronic diseases accounted for 53% of all deaths and 44% of Disability-Adjusted Life-Years and the toll is projected to increase further. Long Term Care (LTC) for such patients is emerging as the major health care issue.

Present medical establishment with its hospital-centred services is geared mainly to look after patients with acute medical illnesses. These institutions are ill-prepared to care for patients with long term progressive non communicable diseases.

In the Government, the rural health system, though ill equipped, does cater to a reasonable populace, but the urban health infrastructure is rudimentary. The curative services largely favour the non-poor. For every Re. 1 spent on the poorest 20% population, Rs. 3 is spent on the richest quintile.

Thus, the Alma-Ata (USSR) International Conference in 1978 declared that 'primary health care

is essential health care made universally accessible to individuals and acceptable to them, through their full participation and at a cost the community and country can afford'.

Way forward

Much needs to be and can be done by collective wisdom. The policies and practice need to focus on people and providers concurrently.

The progress of the country in achieving universalisation of health care access and affordability though slow has certainly been positive. As a growing economy, India is fast learning to understand and address its problems. Inclusion of the target community in planning and monitoring, people centricity in implementation, use of cost effective technologies for monitoring and public reporting can herald a new era of health and health status in the country. The onus is on us to drive the change. Mutual respect and collaboration is the way forward.



Session 7

Dimensions of Human Development Linkages with Livelihood Parameters

Duration: About Two Hours

Film: Poverty and Deprivation

Film: Migration

Presentation

The facilitator makes an introductory statement to clarify the concept of Livelihood and its link to Development. The presentation will cover the following points:

1. **Livelihood conceptual clarifications**

- Attributes of livelihood
- Understanding systems of livelihood
- Multiple livelihood possibilities
- Livelihood approach and patterns

2. **Determinants of livelihood**

- Human capabilities
- Access to resources and facilities
- Existence of economic activities

3. **Identification of livelihood in different sectors, Region, Socio economic groups, and gender dimension.**

- Primary Sector
- Secondary Sector
- Tertiary or third sector
- Across socio economic groups
- Across different Regions
- Gender wise distribution

4. **Livelihood and Income Generation, Employment Creation and Human Security**

Equitable and Sustainable Livelihood Options

Film: Poverty and Deprivation

Following the presentation on Livelihood and its linkage to Development, a film on Poverty and Deprivation

is screened. The facilitator encourages the group to respond to the film with their thoughts and comments. He/ she tries to focus on the aspect of equitable livelihood opportunities for inclusive development cutting across all sectors and social groups.

Film: Migration

A film on Migration is screened to the participants. They discuss the film and respond with their views on it. The facilitator also discusses the challenges in providing sustainable, equitable and empowering livelihood options that are a prerequisite for development.

Following the screening and discussion on both films, the facilitator will sum up the discussion to focus on current challenges faced and a critical examination of the efforts made in providing sustainable and equitable livelihood options. The following points may be covered in the summing up:

- Intervention for livelihood creation, expansion and sustenance.
- Discussions and experience sharing on MGNREGS, SHG
- Livelihoods for sustainability, equity and empowerment.
- Identification of Sustainable livelihoods across the sectors and Regions
- Bridging the gender gaps
- Community participation in livelihood
- Current challenges and trends: Globalization, FDI, Labour Migration, Urbanisation, Loss of Common property Resources
- Risk due to the Modern Technology



Session 8

Dimensions of Human Development Infrastructure, Housing and Household Assets

Duration: About Two Hours

Resource Material: Handout “Housing and Household Assets”

Film: Slums

Plenary Interaction

The facilitator introduces the session to the participants. Before moving to any discussion, the facilitator poses one question to the participants, “What is housing, why is it important for citizens and its link to development”.

He/She makes a table on the white board with three columns

What is housing?	Why is it important?	What is its link to development?
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The participants are given an opportunity to brainstorm and respond to these questions one after the other. The facilitator notes the responses in the table format on the white board. The facilitator then sums up all the views of the participants and moves ahead with the rest of the session.

Film: Slums

A film on ‘Slums’ is screened to the participants. The facilitator encourages the participants to think about the gaps in ensuring proper housing facilities and amenities to people, with special focus on those categories with generally very poor housing facilities. The participants share their comments and thoughts which are noted on a chart paper. The facilitator concludes this part with specific comments on how the marginalized groups such as SC/ST and other backward castes usually have poor access to decent housing facilities, which further reinforces their vulnerability and hampers health and education levels since good housing ensure healthy environment.

Government Schemes for Housing

Following this, the facilitator divides the participants into four small groups and gives them a question to

discuss and present: *What are the government schemes to support housing? And what are the issues and challenges that one sees in their implementation. Give examples.*

The groups are given 20 minutes to discuss and 10 minutes each to present.

Film: Best Practices

The facilitator then screens another film which showcases a *Best practice in effective implementation of Government supportive scheme*. This is to help participants see the benefits of implementing a scheme in the right way that ensures that the real beneficiaries get the benefits.

The facilitator concludes the session covering the following aspects

Housing – Quality

- Distribution of Households by Number of Rooms
- Distribution of Households by Household Size
- Number of Married Couples in a Household
- Site-less Households
- Houseless families
- Types of Houses
- Drinking water Sources
- Access to Drinking Water Source
- No Toilet, Toilet facility within premises

Household Amenities

- Bathing facility
- Drainage Connectivity
- Kitchen facility
- Fuel used for cooking

Households availing Banking services

Household Assets: Radio, Television, Computer/Laptop, telephone, Mobile phone, Two/Four Wheelers, bicycle, No-assets

Government Supporting Scheme

- Selection of real beneficiary
- Un-started Houses
- Incomplete Houses

Handout 6

Housing, Infrastructure and Household Assets

The quality of life of people is measured by the basic indicators of clean air and water, basic amenities and services, access to these services and basic needs of food, clothing and shelter. Human Development Indicators are purchasing power determined by employment or earning, health determined by life expectancy and education – literacy levels of both male and female population. These look simple, but in the Indian context to arrive at these indices, we have to go into the details of all these basic indicators. Next to food and clothing, shelter occupies the third position which perhaps determines the quality of living and also the economic and physical quality of living in urban and rural areas. Shelter is a broad concept beyond houses or dwelling units. It is also the quality of houses and basic area of the houses for a family to live. In our context, in all urban areas, 25 sq. meters constitutes the benchmark for BPL families, but a number of households do not even enjoy 25 sq. meters of space. Shelter also includes access to water supply, basic drainage (sanitation), access to house, education and basic health facilities.

Human development indicators have to consider these as basic and work out the sub-units to arrive at the above indicators. Housing shortage is one of the basic problems of both rural and urban households. There are various estimates of housing shortage at the national and state levels, and the shortage keeps mounting from one five year plan to the next, despite housing programs undertaken by state agencies and private builders. These are not adding even 25% of the requirements, thus forcing the poorer sections to live in slums and overcrowded houses. In urban India, nearly 70 million people constituting 22% live in slums. The slum dwellers have unmet needs of safe drinking water, drainage, sanitation, health care, education, apart from poor quality dwelling spaces.

Land in urban areas is not only scarce, but also beyond the reach of many, including MIG and LIG groups. Mass housing programmes are yet to come in many states, and the absence of houses have also resulted in formation of slums.

The indicators of Housing and infrastructures suggested by ISEC are not exhaustive. In addition to the indicators suggested by ISEC, the following are also to be considered.

1. Slum Population in urban areas- Assuming a reasonable percentage of slums anything beyond this % is considered as negative indicator.
2. Qualitative and quantitative aspects of infrastructure in slums like slums without water supply and sanitation (toilets and bathrooms), basic health and education, without proper access etc., gaps between the standards and actual and gaps as negative indicators, disparities between slums and non slum areas, absence or presence of recreation spaces like parks and playgrounds
3. Crime emanating from these depressed areas, danger of spread of epidemic diseases etc.
4. Occupation structure- number of earners in formal and non formal employment. - Indicator of inequity.
5. No. of households in slums above BPL as positive indicators.
6. Households below poverty line as negative indicator
7. Composition of slums- migrants from far off place outside the state.
8. Slum population constantly under stress of natural or manmade disasters like floods, fire, or communal disturbances
9. Slums constantly exposed to pollution like air and water

The Report may discuss the Housing types typical of the District and any slum improvement done by the ULBs.

The following are the highlights of the Census, 2011. The data items on which the provisional totals are collected and compiled for each sex are population, child population in the age group 0-6 and literate population.

Figures at a Glance 2011 – India and Karnataka

Particulars	Sex	India	Karnataka
Population	Persons	1,21,01,93,422	6,11,30,704
	Males	62,37,24,248	3,10,57,742
	Females	58,64,69,174	3,00,72,962
Decadal Population Growth rate 2001-2011	Persons	17.64	15.67
	Males	17.19	15.46
	Females	18.12	15.88
Density of Population (per Sq.km.)		382	319
Sex ratio (females per 1000 males)		940	968
Population in the Age Group 0-6	Persons	15,87,89,287	68,55,801
	Males	8,29,52,135	35,27,844
	Females	7,58,37,152	33,27,957
Proportion of child population in the age-group 0-6 by sex: 2001 and 2011		13.12	11.21
		13.30	11.36
		12.93	11.07
Literates		77,84,54,120	4,10,29,323
		44,42,03,762	2,28,08,468
		33,42,50,358	1,82,20,855
Literacy rates		74.04	75.60
		82.14	82.85
		65.46	68.13

Source: Census of India 2011

Housing: Source: Census of India 2011

Housing – Quantity

- Increase of 41 lakh Census houses from 1.38 cr to 1.79 cr.
- Increase of 31 lakh Census houses used as residential
- Partly residential purposes reduced from 5 lakh to 4 lakh
- Though figures of houseless population and infirm structures would be required for making accurate estimation of housing shortage, the trend seems to be a reducing one.

Housing – Quality

- Decline in proportion of households using Grass/Thatch/Bamboo/Wood/Mud as material of roof. The proportion declined is comparatively higher in rural than in urban.

- Increase in proportion of households using GI/ Metal/Asbestos sheets and Concrete.
- Decline in proportion of households using Grass/Thatch/Bamboo/Mud/Un burnt Brick as material of Wall.
- Increase in proportion of households using Burnt Brick and Stone as material of Wall.
- Decline in proportion of households using Mud as material of floor.
- Decline in proportion of households having no exclusive room and 1 room.
- Increase in proportion of households having 2 and 3 rooms.
- Increase in the number of households with 1 to 4 members and decline in 5 and above members.
- Highest proportions of households have one married couple.
- 74% of the households live in own houses.

Household Amenities

- 88% of households using Tap, Tube well, Hand pump and Covered well as source of drinking water.
- 41% households using Tap water from treated sources.
- 44% of households have source of water within the premises.
- 37% of households have to fetch water from a source located within 500m in rural areas/100 m in urban areas.
- 18% still fetch drinking water from a source located more than 500 m away in rural areas or 100m in urban areas.

Main Source of Lighting

- 91% households use electricity.
- Increase of 12pt over 2001
- Rural Urban difference reduced by 8.6 pts from 18.3 pts in 2001 to 9.7 pts in 2011.
- 8.5% of households use Kerosene

Bathing Facility

- 86% households have bathing facility.
- Increase of 27 pts over 2001.
- Rural-Urban difference reduced by 14 pts from 31 pts in 2001 to 17 pts in 2011.

Drainage Connectivity

- 61% households have drainage facility.
- 26% households have closed drainage.
- 35% households have open drainage.
- 39% households have no drainage facility
- 9.5 pt decline in households having no drainage.

Latrine within Premises

- 51% households have latrine facility.
- 37% households have water closet.
- 14% households have pit latrine.
- Less than 1% households have other types of latrine.
- 14 pt decline in households having no latrine.

Kitchen

- 89% households have Kitchen facility.

- 4% households have Kitchen facility outside premises.

Fuel Used For Cooking

- 60% households use firewood/crop residue, cow dung cake/coal etc.
- 33% households use LPG/PNG/Electricity/Biogas.
- 5% households use Kerosene.
- Increase of 14 pts in use of LPG.

Household Assets

Radio /Transistor

- 22% households have Radio/Transistor.
- Decrease of 24 pts by residence

Television

- 60% households have Television.
- Increase of 23 pts.

Computer/Laptop

- About 24% households in urban areas and 6% in rural areas possess the asset.
- 5% households have internet.
- 8% households have no internet.

Telephone

- 72% households have Telephone.
- Increase of 59 pts.

Mobile Phone

- 57% households have Mobile Telephone

4 Wheelers (Car/Jeep/Van)

- 6% households have 4 Wheelers.
- Increase of 3 pts

2 Wheelers (Scooter/Motorcycle/Moped)

- 26% households have 2 Wheelers.
- Increase of 11 pts.

Bicycle

- 34% households have Bicycles.
- Increase of 4 pts.

No Asset

- 14% households do not have any of the specified assets.
- Decrease of 21 pts.

Session 9

Dimensions of Human Development Water Supply and Sanitation

Duration : About Two Hours

Resource Material: Handout “Water and Sanitation”

Role Play

The facilitator asks the participants to sit in a circle. Each participant will be asked to step into the centre of the circle to demonstrate/ enact one daily routine activity, where they use water. Other participants in the group will identify/ guess the activity demonstrated/ enacted. After each demonstration participants will identify who has primary responsibility for the activity – Men? Women? Girls? Boys?

The facilitator will make a list of the activities demonstrated on chart paper and alongside each activity make a note of whose responsibility it is. Example: Washing clothes - Women; Feeding cattle – Girls, and so on.

The facilitator should communicate that most often, women are the ones who are most affected by the absence of water/ poor quality of water or poor access to it.

Group Discussion

After this, the facilitator may divide the participants into small groups and each group will discuss the three questions given below:

- a. In a village which people have easier access to water? Who are the people who find it hard to access water?
- b. What do people who do not have easy access to water do to fulfill their water needs?
- c. What problems do people who do not have easy access to water face?

Groups will make 10-minute presentations in the plenary. The facilitator will consolidate the discussion and link it to the earlier role play exercise.

Group Activity

The facilitator asks the participants to continue sitting in the same groups. For the next 30 minutes they

are asked to draw water maps of a given village. A water map consists of a drawing of the village indicating the location of all the water sources and outlets in the area. Example: taps, tanks, overhead tanks, ponds, lakes, streams, rivers, bore wells, open well. They will need to specifically mention drinking water sources in a different colour on the map. In addition, they will plot houses/ areas with sanitation facilities, drainage, solid waste disposal sites. The participants will display and present their revised water and sanitation maps to the larger groups.

The facilitator pays close attention to the presentations being made and makes observations on the following:

- Locations where you often see the drinking water sources
- Location of waste disposal sites
- Location of public taps and water tanks

The facilitator may draw attention to the location of drinking water taps in the more affluent or ‘upper caste’ areas, whereas the waste disposal sites may often be seen in the areas where the ‘disadvantaged groups’ stay. This reflects the lopsided distribution of water supply and waste disposal, and reinforces the exclusion of social groups. Access to water supply and quality of the same is differential within the same region. Gender and social exclusion is seen in the distribution of the resource.

During the presentation by the participants, the facilitator will also encourage them to reflect on and analyse:

- a. Which category of people has access to household latrines? Who does not?
- b. What do people who do not have access to latrines do for defecation and waste disposal?
- c. What problems do people without access to latrines face?

The participants are given time to respond and discuss the above.

Summing up

- The facilitator concludes the session covering the following aspects:
- The necessity of wholesome water, with a linkage to waterborne diseases and quality of life
- Brief overview of hydrological cycle
- Technique of Harvesting of Rain water and Recharging
- Obligations of service provider and the responsibilities of consumers
- Disease caused through Fecal oral Transmission
- Poverty cycle
- Construction of Toilets with available local materials with area specific.
- Usage of Toilets
- Different Technologies
- Eco-Sanitation
- Need for Community Involvement
- Importance of School and Anganawadi Sanitation



Handout 7

Water and Sanitation

Water

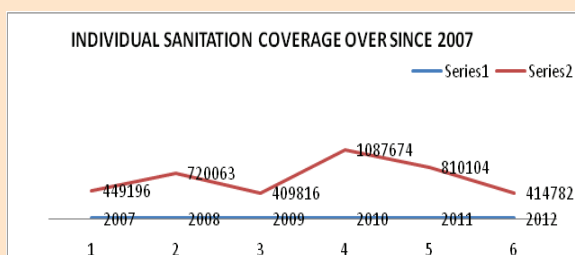
97% of earth surface is covered with sea water; out of the remaining 3% of water, only 1.5% is available as potable water in the form of ground water or surface water.

With the increase of population, the demand for potable water is on the increase. Water being life line for survival of mankind, quantity and quality of water has been a matter of concern and has been a challenge by itself for every govt.

In India, the availability of water varies from State to State, and there are instances of much more water flowing into the sea than utilized for human and agricultural usage. The per capita availability of water is low in India. Demand for potable water is on a steady increase with the change of life style and also of increase in population. Nevertheless, every household can be assured potable drinking water, by adopting sustainable rainwater harvesting techniques.

Sanitation

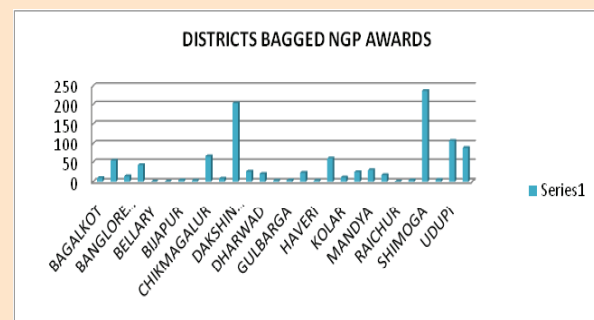
Sanitation means safe disposal of waste. Wellbeing of the community has been linked to the good practices that prevail in one's life. Despite the fact that India is well placed under water supply in terms of coverage, it is far lagging behind in terms of sanitation coverage. In rural areas, human waste is the main source of waste posing a big menace and nuisance thereby leading to frequent illness.



Reports suggest that faecal contamination is the prime cause for diarrhoeal diseases, and according to WHO, 80% of the diseases are water borne diseases. Every year 5 lakh children die due to diarrhoea and other waterborne

diseases. Millions more suffer the nutritional, educational and economic loss through diarrhoeal and other waterborne diseases. Human excreta are responsible for transmission of diarrhoea, schistosomiasis, cholera, typhoid, and other infectious diseases affecting millions of children.

In the backdrop of improving the quality of life and also to put an end to deaths due to water borne diseases, Government of India launched the Total Sanitation Campaign in the year 2005 in all districts of the state. Between 2005-2012 State of Karnataka received one Nirmal District Award, and 6 Nirmal Blocks Awards and 1169 Nirmal Gram Puraskars.



The following points are note worthy:

- Concept of Rural Sanitary Mart demonstrated through Nirmiti Kendra functioning effectively even after 14 years of inception.
- Mysore School Sanitation Experiment showed the way in terms of design standardisation, Innovations, and convergence of Resources
- EcoSan approach well demonstrated and has been working well and swelled into demonstration unit to more than 50 villages
- Solid waste management initiatives by Lyla GP, Kurchi GP and Belapu GP set the trend for others to emulate.
- Partnership with wing of NCC, Department of Information and Publicity, Postal department and Milk Cooperatives.
- Concept of Swacchatha Dooths and Preraks explored by Karnataka in early 2006 it self

- Well defined third party evaluation system was first introduced in early 2006
- Concept of Baby friendly Toilets were introduced
- Strategies like 100 toilets per day and Shramadan have inspired and motivated

Total Sanitation Campaign meaning for the Self pride launched in 2005 across the state has taken off in right earnest spirit, but over a period it has been observed that it has reached a stage of stagnation. It is time to give impetus with new vigour such that islands of success gets scaled up across the state in the new format of Nirmal Bharat Abhiyan.

Issues to be dwelt upon on Convergence

- **Health department**

Every district should have a district health education wing, and block health educators attached to PHC.

- **Women and Child Welfare Department**

Anganawadi teachers are the link with Sthree Shakti Groups. Anganawadi Sanitation is a stepping stone for imbibing sanitation culture.

- **Education Department**

Schools to spread the message of sanitation through children to parents, and in turn to community. Synergy need to be built between GP and Schools.

- **Gram Panchayat**

Lowest tier of Governance to have strong data bank with family details. All Schools and AWs in the vicinity of the GP to have due priority in terms of allocating funds for maintenance.

- **PRED – Panchayat Raj Engineering Division**

Engineering department which constructs water supply schemes and sanitation systems.

Case Studies

- Adopting Eco-San Approach for construction of toilet in rocky and waterlogged areas.
- Assessing effectiveness of IEC activities conducted for improvement of sanitary conditions.
- Willingness of local Institutions to fix and levy user charges for Water Sanitation Services.
- Understanding institutional difficulty and challenges in the provision of water and Sanitation services.
- Study on implication of excessive withdrawal of groundwater resulting in deterioration in quality and depletion of ground water table.
- Understanding the problems and challenges faced by adolescent girls in respect of Menstrual Hygiene and its impact on School attendance.
- School Sanitation versus School Attendance

Session 10

Governance and Human Development

Duration: About Two Hours

Resource Material:

Plenary Presentation and Interaction

The facilitator introduces this session with the help of a presentation that is aimed to highlight the current governance issues. The presentation will cover the following aspects:

- What is governance
- Issues in public service delivery mechanisms
- Good governance initiatives including e-initiatives

- Decentralised governance structures in rural and urban areas
- Transparency and Accountability mechanisms
- Training and Capacity building initiatives

Following this, the facilitator engages the participants in an interaction to ascertain the district level best practices in governance. They are given 10 minutes to think through and respond based on their own experiences in their respective districts. The facilitator also gives an opportunity at the end of this session for the participants to ask doubts or any raise concerns.



Handout 8

Governance and Human Development

Introduction

Good governance reflects the status of sound human development. It is about providing an efficient and effective administration that is committed to improving the quality of life of the people in a more participatory and transparent manner. Good governance implies providing essential public services such as health care, education and basic infrastructure and ensuring an inclusive growth. Decentralisation has been one of the means to ensure grassroots participation of the people and delivery of services. Human development, thus, depends on the effectiveness of governance at the grassroots level.

“Governance is (i) the process by which governments are selected, held accountable, monitored, and replaced (ii) the capacity of Governments to manage resources efficiently, and to formulate, implement, and enforce sound policies and regulations; and (iii) the respect for the institutions that govern economic and social interactions among them.”

Kaufmann, Receanatini and Biletsky, World Bank.

Governance relates to the management of all such processes that, in any society define the environment which permits and enables individuals to raise their capacity levels, on one hand, and provide opportunities to realize their potential and enlarge the set of available choices, on the other. The State is responsible for creating a conducive environment for building individual capabilities and encouraging private initiative.

Efficient governance requires efficient institutions and the efficiency and effectiveness of institutions, in turn, depend on their adopted delivery mechanism and the supportive framework of rules and procedures. Each of these needs to work in harmony with the other to discharge the functions for which the institutions have been created, “only then one would expect the institutions to fulfill their stated objectives and carry out their assigned responsibilities in managing the affairs of the society.”

The agenda for improving governance includes improved people’s participation, effective decentralization of governance, involvement of civil society, especially voluntary organizations and the crucial right to information.

The agenda also includes civil service reforms aimed at improving transparency, accountability, efficiency, fair play and honesty, procedural reforms for public-government interface to get rid of the system of unnecessary rules, procedural regulations and controls, reform of revenue system and mobilization of resources and judicial reforms with a view to hastening the process of delivery of justice. The operational decisions that would lead to better governance may be summarized as follows:

Stability of Tenure

It is necessary to have a certain security of tenure (at least two years) in every post barring cases of promotion, retirement, long leave and other exigencies of administration.

Transparency and Accountability

Transparency makes the administration more responsive and performance oriented. Transparency should be built into all official procedures and systems and all relevant information made available to the people. The Right to Information Act should be followed in letter and spirit rather than over-emphasising on the Official Secrets Act. Each department must bring out periodically Citizen’s Charter establishing clearly enforceable norms. All developmental programmes and schemes should be explained to the beneficiaries in the language which can be comprehended by them and, along with this, the procedures for obtaining benefits must also be made explicable to them. The purpose is to educate the vulnerable citizens and to guard them against exploitation rooted in ignorance. Education and alertness also act as antidotes to corruption.

The battle against corruption can be fought by initiating and sustaining administrative reforms which can directly or indirectly contribute to the mitigation of corruption. Where the level of literacy is low and the share of rural population very high, administrative procedures require maximum possible simplification.

Controlling Expansion of Bureaucracy and Improving Productivity

The size and scale of the civil services will have to be in relation to the role of the government which has been changing in the context of liberalization of economy and reduction of controls. An effective re-deployment plan for surplus staff has to be worked out and a liberal system for exit. With more goal orientation, professionalism, accountability and sensitivity at all levels, the performance will be much better.

Involvement of NGOs / Community in Government Programmes

Involvement of NGOs and the community is necessary to ensure effective implementation of development programmes. This needs to be ensured by involving the NGOs/ community in the initial stages of preparation of plans. Further the involvement of NGOs is also necessary in the effective capacity building of the community and also the elected representatives.

Strengthening of Panchayat Raj Institutions (PRIs) and Decentralization of Planning

The PRIs have not been able to perform as was envisaged in the wake of the 73rd / 74th Amendment of the Constitution. The financial condition of the local bodies is difficult in most of the cases and they do not have adequate revenue raising powers. Though providing a framework for decentralized rural development, the PR system has not been able to enhance participation and empowerment as effectively as would be desired. The accountability of the local bodies needs to be strengthened. A code of conduct should be evolved for all functionaries. The newly elected members need orientation. There is a need to strengthen the local bodies by adequate devolution of functions and finances. The recommendations of the State Finance Commission need to be effectively implemented. The devolution of functions has to be accompanied by an activity mapping clearly delineating the activities that can be done by different tiers of PRIs.

Promoting use of IT

Computer-based information systems should be developed so that discretion and delay can be reduced. Electronic governance is fast emerging as an important tool for achieving good governance especially with regard to improving efficiency, transparency and making interface with government user friendly. E-governance denotes the application of IT to the processes of government

functioning in order to bring about better governance which has been termed as SMART (simple, moral, accountable, responsive, and transparent).

Effective Implementation of Development Programmes

There is a need for effective monitoring of all programmes. Monitorable targets should be fixed for each programme/ scheme and the performance reviewed periodically. Monitoring and Evaluation (M & E) should be an integral component of all big programmes. Apart from the Evaluation Directorate (which can do evaluation only on a limited scale), academic institutes could be commissioned for monitoring and evaluation. It is axiomatic that resources should be utilized prudently to the best advantage of the society. It entails attainment of efficiency. i.e., obtaining the maximum output within the given inputs. The role of monitoring and evaluation assumes significance in securing the best value of the investment and ensuring that the targeted groups/ regions are benefited as envisaged in the design of the programme itself. They serve as the scanner to see through the impact of the programme on target groups/ regions, diagnose the problem areas in the way of the implementation process and indicate the remedial measures to tune up the efficacy of the implementation of the programmes evaluated.

Single Window Clearance Procedures and Investor Assistance Cells

These have to be made more effective. Rules and regulations governing entry and operations need to be rationalized and notified in a comprehensive and transparent manner assigning accountability of each functionary.

Human Resource Development

It is common knowledge that without a continuous development of employees' competencies, no organization can function well. HRD is a process by which the employees of an organization are helped in a continuous and planned way to acquire and sharpen their competencies required to perform various functions and discover and exploit their inner potentials for their own and/ or organizational development purposes. Training is a very critical element in setting the HRD process in motion and making the people more competent for the job. Training of the staff has, therefore, to be taken up in a big way and this should not be merely a one-time affair but a continuous process with periodical refresher courses. The training programmes need to be tailored to the job requirements.

Session 11

Urban Issues in Human Development

Duration: About Two Hours

Resource Material:

Plenary Interaction

The facilitator asks the participants to speak out words that come to their mind and are associated with the word "URBANIZATION". The participants are asked to quickly share the words with the larger group while the facilitator makes note of them on the white board. Words like 'traffic', 'crowd', 'water problem', 'slums', 'pollution', 'increased crime rates', 'tree felling' etc might come up.

Of all the words that the facilitator has noted on the white board, he asks the participants to choose the top five issues that pose a challenge to the state's development. The group comes to a consensus and shortlists five issues.

Group Discussion

The facilitator divides the participants into five groups and each of the group is given one of the shortlisted issues to discuss around one question:

How can we be prepared to deal with this issue in a way that it will not hinder development? The groups are given 10 minutes to think and present their views about the topic of discussion.

This would be followed by a detailed discussion on identifying indicators that will have an impact on urban development and would also deal with the computation of urban development index.

Summing up

The facilitator then concludes the group discussion with a very brief presentation that will talk about urbanization, its effects and the state's role in tackling them.

Handout 9

Urban Issues in Human Development

The concept of Human Development encompasses many aspects economic, social and physical factors. HDI was introduced for the first time by UNDP in 1990 and now HDI has become the guiding principle in analyzing overall development. Today not only countries across the globe could compare their levels of development, but also at micro levels the state and the districts could also compare where they stand and the HD analysis would show where improvements need to be done to catch up with the developed states at national level and districts at state level. This is also extended to the Gram Panchayat and Town levels too. While working out HDI, standard indicators and measurements are available at national and state levels but at town/city levels one need to go beyond the standard parameters.

Urbanization is fast catching up the developing countries where economic development is demanding more labour in urban areas leading to migration and urban growth. Economic development and urbanization go together and today more than half of world's population live in urban areas; in India one third live in urban areas. States like Tamil Nadu, Gujarat, Maharashtra and Karnataka are leading in urban population, and these are also developed states. Similarly some districts are more urbanized than the others and this explains the need to address urban issues in human development.

Karnataka state is one of the five highly urbanized states in the country. There is perfect correlation with the economic growth, industrialization and urbanization. The state has good potential for manufacturing industries and also now leading in high-tech industries. This only confirms that urban areas contribute nearly two thirds of the GDP. The state is always above the national average of urbanization with 39 percent of its population in urban areas in 2011. This is expected to go up to 50% catching up with Tamil Nadu, Maharashtra and Gujarat. But the pattern of urbanization in the state (spatial) is highly skewed towards cities and not in secondary urban centers. This may be one negative aspect in Human Development. Concentrated urban development where 68% of urban population lives in 30 urban centres would lead to regional imbalance; in this context it is negative to HDI. Further, the cost of providing basic services would also go up, and economies of scale would not apply here. Higher urbanization with better civic services would be a positive indicator of human development as evident in peri urban areas, where income level is 20% higher than rural areas. Urban areas also have greater potential in creating jobs in secondary and tertiary sectors. As the land is limited, creating jobs in primary sector in rural areas is difficult. Urban areas are also potential centres to create more middle class population. If the middle class population is to sustain, basic services along with shelter should be made available at reasonable cost.

Session 12

HD Measurement through Taluk Level Indicators

Duration: Two Hours

Resource Material: Practicals

Plenary Presentation

The facilitator will talk about the importance of data and measurement for assessing HD on specific indicators.

The Facilitator will make a presentation on the Taluk level indicators. He/ she will also demonstrate the method of calculating Index values, Composite Index and Cumulative Index. The facilitator will also give opportunity for people who have past experience of calculation to share their experience with the larger group. The participants will be given the opportunity to ask doubts or clarify their concerns, if any.

Session 13

Measuring Human Development Why and How? Issues and Challenges

Duration: One and a Half Hours

Resource Material:

Group Discussion

The facilitator divides all the participants into 6 groups. Each group is given one of the six core areas for discussion. They are:

- Education
- Health and nutrition
- Infrastructure and housing
- Livelihood
- Gender and social groups
- Water supply and sanitation

Each group is given a set of 76 Human Development indicators.

The facilitator asks the groups to read through the list of indicators, and identify indicators that are specific to their core area, study them thoroughly and answer the following questions:

1. Which indicators work and which do not work? (in terms of data collection)
2. What could be the possible challenges in collecting data for these indicators?
3. Are they aware of any existing data/ data sources on any of these indicators? Which are they?

Each group is given 40 minutes to discuss the indicators and 10-minutes to present their discussions.

The facilitator sums up all their presentations and then concludes the session with a PPT that will cover the following aspects:

- The need for the measurement of human development.
- The issue of reliability and validity of the data available at the sub district level.
- The need for the quantification of human development by taking some live examples from the participants.
- Worksheets for each indicator with examples from one district data to be used in the session.

Session 14

Preparation of DHDR

Duration: One and a Half Hours

Resource Material: B

Plenary Interaction

The facilitator asks participants if they are aware of the earlier Human Development Reports for Karnataka. And if there is anyone who answers affirmatively, she/he is given an opportunity to share his/her experience of being a part of the HD report development process.

Plenary Presentation

The facilitator then makes a presentation on the earlier HD report for Karnataka. The presentation will cover the following aspects:

- Back ground of the HD Report
- Chapters it had
- People involved
- Methodology followed for data collection
- Role of district officials
- Challenges faced
- Gaps seen

- Additional components and newer areas of focus in the current report, if any.

Plenary Presentation

The facilitator makes a brief presentation on the efforts made thus far and process to be followed in the future for bringing out the current HDR. It will have the following details:

- Background
- Details on process
- Lead agencies and their role
- Role of districts officials
- Chapters in the report
- Special components like micro studies/ case studies/best practices and so on
- Next steps

Following the presentation, the facilitator gives the participants opportunity to clarify doubts and raise concerns.

Session 15

Small Area Studies / Micro Studies

Duration: One and a Half Hours

Resource Material:

Group Discussion

The facilitator divides the participants into six smaller groups. And each group is allotted one of the six core areas:

- Education
- Health and nutrition
- Infrastructure and housing
- Livelihood
- Gender and social groups
- Water supply and sanitation

The group is asked to do two things:

- Identify a specific issue in the core area. Example: Issue of girl child dropout in the education group.
- Identify at least one topic within the area for a district specific small area/ micro study. Example: A study to understand the reasons for drop out, more specifically among the daughters of Devadasi women in Bagalkot.

The groups are given 30 minutes to do this exercise and present their suggestions to the plenary.

Summing Up

The facilitator concludes the session by displaying all the micro studies suggested by the groups for each of the core areas and concludes the session.

Handout 10

District Special Focus Issues - Small Area / Micro Studies

Introduction

Small Area Studies or Surveys are basically case studies, which are important and need to be conducted primarily to assess the impact of certain social uplift programmes and to understand the functioning of and service delivery in core sectors like education, health, living standards, gender and social exclusions, status of SC and ST, minorities, water supply and sanitation, housing. These micro level studies can be undertaken as a sample survey to understand the implementation problems that have greater impact on quality of human life, slackness in achievements, quality of systems adopted, reasons for major problems of the economy and impact assessment programmes.

The design for such studies is to be prepared by the lead agencies depending on the type of output they want to test or to arrive at as part of their study. Suitable

questionnaires are to be prepared and the sample targets are to be finalized by them depending on the importance of such studies based on location or purpose. The actual number of such studies is four (4), which are to be decided by the Representatives of Lead Agencies in consultation with District Core Committee depending on the location and the magnitude of these issues in respect of impact on development, especially human development.

Areas and Issues

The Lead Agencies should take utmost care in identifying the district specific issues in any other sectors in consultation with the Chief Executive Officer, ZP and other officials of the Government Departments. The small area studies not less than four (4) that require field visits may be taken up preferably at the Ward/Gram Panchayat/ Village level. Each study shall not exceed more than six pages.

Session 16

Operationalizing DHDR

Duration: One Hour

Resource Material: Handout 10 “Operationalising DHDRs in Karnataka”

Plenary Presentation

The facilitator makes a presentation on operationalising the Human Development report. The presentation will have the following aspects:

- Guidelines
- MoU
- Appointment of Lead Agencies
- Roles and responsibilities of District Core Committee
- Time line
- Way forward/ next steps
- Doubts and clarifications

Handout 11

Operationalizing DHDRs in Karnataka

1. Background

(i) Three basic tenets of HDR are that every individual needs three basic capabilities

- The capacity to lead long and healthy life.
- Access to knowledge.
- Ability to ensure for oneself a reasonably good standard of living.

(ii) HDI combined three dimensions until its 2011 report.

- Life expectancy at birth, as an index of population health and longevity.
- Knowledge and education, as measured by the adult literacy rate (with two-thirds weightage) and the combined primary, secondary, and tertiary gross enrolment ratio (with one-third weightage).
- Standard of living, as indicated by the natural logarithm of gross domestic product per capita at purchasing power parity.

(iii) Considering the following three dimensions and 10 indicators, Prof. Amartya Sen and Prof. Mahbub UI Haq evolved a composite statistics to measure Human Development, which are being followed by UNDP and many countries.

Three Dimensions		10 Indicators	
1.	Education	1.	No. of children enrolled.
		2.	No. of years spent in school
2.	Health	3.	Health and nutrition
		4.	Life expectancy at birth
3.	Livelihood	5.	Quality and type of cooking fuel
		6.	Electricity
		7.	Safe drinking water
		8.	Sanitation
		9.	Type of floor of the house
		10.	Housing assets

(iv) Threats

The threats generally faced while writing on Human Development are the following.

- Due to lack of expertise, qualitative reports may not emerge.
- Since HD Reports are based on secondary data, defects inherent in it may creep in the reports.
- Measurement of social and geographical disparities.
- Human Development Index has been criticized on a number of grounds, including failure to include ecological and other considerations.
- However, attempts to improve have not stopped.

(v) Weaknesses

- Data inadequacies
- Periodicity
- Consistency, validity and convergence
- Areas for standalone special surveys
- Lack of trained manpower on HD issues
- Lack of awareness about HD concepts among people's representatives, administrators and general public.

Training is planned to address the above weaknesses

2. Human Development Reports in Karnataka – An Overview

- Karnataka brought out two State HD Reports in the past, 1999 and 2005.
- Four district HDRs for Bijapur, Gulbarga, Mysore and Udupi (2010).
- The district HD report of Udupi got the first ever all India Manav Vikas Award in 2012 for “focus on measurement” and Bijapur DHDR reached the finals.
- Government of Karnataka has initiated plans to bring out Human Development Reports (HDRs) for all the 30 districts in the State by December 2013.

- State's experience would provide valuable inputs into the present exercise.

3. Rationale for District Human Development Reports in Karnataka

Though the two HDRs of Karnataka have revealed levels of regional imbalances, they did not reflect differences within the districts

- The introduction of micro level planning and PRI system and the 73rd and 74th constitutional amendments mandate the preparation of district level plans.
- To capture variations in status of human development at the district and sub-district level
- To enable the government to take holistic view of the state's development outside the normal governmental functioning
- To integrate human development objectives such as larger fund flow to low HD regions in policy formulation
- To have focus on local issues
- To assess impact policy formulation at the district level and below
- Preparation of DHDR will provide an opportunity for preparing district plans from a human development perspective
- To assess the strengths and weaknesses of the existing departmental policies
- To formulate Special Development Plan(SDP) and comprehensive composite development index
- To develop awareness among the districts about the Millennium Development Goals
- To identify sub district level, gender, rural-urban and social groups disaggregation

4. Preparation of DHDRs in a Participatory Mode

- The DHDRs would be developed at the District level in partnership with Lead Agencies represented by Institutes of Social Science Research, University Departments and NGOs.
- Potential Lead Agencies and their representatives identified and appointed in consultation with Chief Executive Officers (CEOs) of Zilla Panchayats (ZPs).

- Senior members of the faculty, consultants and researchers representing the Lead Agencies are the Principal Investigators.
- Care is taken that no representative of Lead Agency is assigned more than two districts.
- Permission under 4(g) of Karnataka Transparency in Public Procurement Act, 1999 (KTPP) obtained from the Government (No.FD 775 EXP. 12/12 dated 28-8-12) and communicated to CEOs of ZPs and Lead Agencies.
- CEOs of ZPs and Lead Agencies have entered into a Memorandum of Understanding (MoU) before the assignment was given to the later.

5. Constitution of District Core Committee (DCC)

For proper supervision, guidance and monitoring of DHDR work at the district level, a District Core Committee comprising the following has been constituted in all 30 districts:

- CEO, District ZP Chairperson
- Representatives of the Lead Agency(two persons)
- Deputy Secretary (Devt./Admn.), ZP
- District Statistical Officer
- Deputy Director or D.D (DIET), Education Dept.
- District Health and Family Welfare Officer or DPMO or RCHO..
- District Social Welfare Officer, Social welfare Dept.
- Deputy Director, Women and Child Development Dept.
- Joint Director, Agriculture Dept.
- District Officer, Food and Civil supplies Dept.
- Assistant Director, Social Securities, DC's office.
- Project Director, District Urban Development Cell, DC's office
- Commissioners / Chief Officers of ULBs
- Chief Planning Officer, ZP Member Secretary
- It is desirable to co-opt locally available subject experts to advise the Committee.
- Since DHDR is the property of Zilla Panchayat, it is the sole responsibility of CEO to ensure quality and timely completion of DHDR.

- CEO as Chairperson and CPO as the Member Secretary and the Representatives of the Lead Agency shall work as a team involving other members at all stages in the preparation of the DHDR.
- The Chairperson will assign specific responsibilities to the members.

6. Roles and Responsibilities of District Core Committee

The roles and responsibilities of the Committee (DCC) are the following:

- The Committee should meet at least once a month to discuss, review, guide and monitor the progress of DHDR work
- Ensure that the (a) guidelines for preparation of DHDRs, (b) conditions of MoU entered between the CEO (ZP) and the Lead Agency, (c) inputs of training and (d) instructions issued by the Planning department from time to time are adhered to. These documents provide the general frame work focusing the basic tenets and terms and conditions for the preparation of DHDR such as scope, timeline, indicators, chapterisation, methodology of the study and data sources, schedule of deliverables, budget and payment schedule, accounts and maintenance, technical conditions, performance standards, dispute resolution etc.
- Collection and cleaning of data from various sources by the representatives of the Lead Agency with the help and assistance of Officers from line departments.
- Conduct five workshops – two at the district and three at the Taluk levels for people's representatives, officials, students, NGOs and media persons including general public. The Committee shall identify and constitute a team of 4-5 resource persons from among its members for conducting workshops. The team will prepare hand outs on Human Development both in Kannada and English for circulation in the workshops.
- Complete various tasks as per the time line.
- Bring awareness among the members of TP/ZP by placing a report on the progress made in the preparation of DHDR as a subject on the agenda in their monthly meetings.

- Constitute Sub-committees in consultation with the representatives of the Lead Agency comprising locally available subject experts for each of the following key areas. The purpose is to analyse and focus how these issues are related to human development.

- | | |
|---------------------------|-------------------------------|
| (a) Education. | (g) Urban Issues. |
| (b) Health and Nutrition. | (h) Housing. |
| (c) Livelihood. | (i) Infrastructure. |
| (d) Gender issues. | (j) Water and sanitation |
| (e) SC and ST. | (k) Ecology and environment. |
| (f) Minorities. | (l) Small area/micro studies. |
| | (m) Rural and urban poverty. |

- The Subcommittees shall function under the overall guidance and supervision of DCC.
- The CPO shall head the Sub-committee and a member of the DCC or an Officer from the concerned line department shall be the member convener.
- The sub-committee shall go by the advice of the representatives of Lead Agency in the collection, cleaning and validation of data, procurement of relevant literature and preparation of write ups and notes required by the representatives of the Lead Agency.
- The Sub-committees may co opt additional experts/officers from relevant disciplines / departments.
- Finally, the representatives of Lead Agency shall prepare the draft chapters/report as per the MoU.
- The DCC shall identify language experts in Kannada and English languages who could go through the draft chapters/report prepared by the representatives of the Lead Agency and to ensure simple and lucid presentation.

7. Four Day Basic Training for the Members of District Core Committee

The challenge lies in ensuring that all stake holders – representatives of Lead Agencies, Government Officials, NGOs etc., involved in the preparation of DHDR share a common understanding of the issues and the

task. To achieve this, 4-day training has been planned to:

- i. Orient participants to the conceptual dimensions of human development.
- ii. Enhance awareness of participants to issues such as social justice, deprivation and gender imbalance.
- iii. Create awareness among participants to the institutional frameworks for preparation of HDRs in the Country and Karnataka.
- iv. Train participants in tools of measurements of HDI, GII, CDI, CDDI, FSI, UDI and CTDI and their computation.
- v. Expose participants to sources of data for indicators to further calculate the prescribed indices.
- vi. Provide hands-on training in preparing various formats as given in the Guidelines.

- vii. Train participants in the report preparation.

8. Three Day Technical Training

A Three Day Technical Training on calculation/determination of various Indices is part of the training design for the representatives of Lead Agencies and CPOs and DSOs.

9. Review and Monitoring

The progress of the DHDR work will be reviewed and monitored every month by the by the concerned District In-charge Secretaries and Members of the DHDR Advisory Committee constituted by the Planning Department.

10. Time Line for the preparation of DHDRs

The CEOs, Representatives of Lead Agencies and other members of the District Core Committee shall strictly adhere to the time line stipulated.

Session 17

Evaluation and Feedback

In the final session of the Basic Training Programme the Course coordinator / facilitator gets verbal feedback from all the participants on how the training is beneficial

to them. A feedback format will also be distributed to each of the participants to fill and the filled formats will be collected.

PART II : TECHNICAL TRAINING

Chapter 3 Technical Training

3.1 Background

In order to ensure uniformity and comparability in the District Human Development Reports, Technical Training is proposed on measuring indicators, computing indices and ensuring commonality in chapter structure. The duration of Technical Training is for three days. The Principal Investigator or Representatives of the Lead Agencies along with a faculty member specialized in Statistics and Computers, Chief Planning Officers of Zilla Panchayats and District Statistical Officers are the other participants in the training programme.

The quality of the data at the Taluk levels for computing indices will not be uniform across taluks. As a result some of the indicators may perform better in underdeveloped taluks compared to better developed taluks only due to data quality issues which needs to be addressed for comparability. If the quality is poor, it is necessary to make some adjustment in the data for ensuring comparability across taluks in the state. Hence it is important that the training addresses merits and demerits of each of the variables selected for computing indices, its limitations and also teach the agencies the methods to overcome some of these limitations, if there

are any. Moreover, practical training is necessary for the computation of indices so that the method adopted and the software used is similar. The method has to be understood properly by the Lead Agencies not only to avoid any mistakes but for the correct interpretation of the results. The training, therefore, involves both classroom lectures and practical sessions using appropriate software.

3.2 Objectives of Technical Training

1. Introduce the concept and measurement of different indicators used in preparation of District Human Development Report (DHDR).
2. To explain the measurement issues involved in the indicators that are vital for computing different indices for DHDR.
3. To teach and practice computation of the indices namely HDI, GII, CDI, FSI, CDDI, UDI and CTDI using appropriate software.
4. To explain the interpretation of the indices computed for measuring human development to ensure a commonality in the structure of the report.

3.3 Three Day Technical Training Programme

Session & Period	Contents	Presentations Activities
Day 1		
Session I 9.30-10.30am	Registration, Introductory Activities & Recap and way forward after the Basic Training.	Ice-Breaking activities, Pre Training Evaluation of Awareness about HD Computing Techniques & Proposed approach to DHDR
Session II 10.30-11.30pm	Data handling techniques and procedures	Data Collection, Compilation and Validation procedures
Sessions III & IV 11.45am-1.30pm	Measurement of Human Development	Methodology & Computation of Human Development Index (HDI)
Session V 2.30-3.30pm	Measurement of Gender Inequality	Methodology & Computation of Gender Inequality Index (GII)

Session & Period	Contents	Presentations Activities
Sessions VI & VII 3.45-5.30pm	Measurement of Human Development	Methodology & Computation – Hands on Practicals on HDI & GII
Day 2		
Sessions I 9.30-11.30am	Child Development Index (CDI)	Methodology and Estimation of Child Development Index
Sessions II 11.45-1.30pm	Food Security	Methodology and Estimation of Food Security Index(FSI)
Sessions III 2.30-3.30pm	Composite Dalit Development Index	Method & Estimation of Composite Dalit Development Index
Session IV 3.45-5.30pm	Composite Dalit Development Index	Method & Estimation of CDDI
Day 3		
Sessions I 9.30-10.30am	Taluk Development Index	Computing Composite Taluk Development Index(CTDI)
Session II 10.30-11.30am	Representation of various Indices	Radar Method of representing Indices
Session III 11.45-1.30pm	Urban Issues	Methodology and Computation of Urban Development Index and analysis.
Session IV 2.30-3.30pm	Analysis and Inferences	Analysis of Final Data and Inferences
Session V 3.45-4.45pm	Review of Progress and Discussions with Lead Agencies.	Time line, Collection & validation of data, Workshops, Small area/Micro Studies, Release of Funds etc
Session VII 4.45-5.30pm	Evaluation & Feedback on Training	Evaluation & feedback

3.4 Instructions to the Representatives of Lead Agencies

The representatives of lead agencies shall note and ensure the following:

1. It is the sole responsibility of the Lead Agencies to prepare the comprehensive DHDR. The CEO, CPO and Members of the DCC shall provide necessary help and coordinate in this regard.
2. The DCC meetings have to be held regularly to ensure proper coordination.
3. Minimum 5 workshops – 2 at the district and 3 at the taluk level should be completed at the earliest.
4. Selection of 4 topics instead of 6 topics for the small area studies have to be finalised and

completed. One case study will be done for computing the CDDI in one Gram Panchayat per district.

5. Considering the availability of the data which have been already shared with the lead agencies, additional topics for determining indices have been identified and included. They are CDI, FSI and UDI. Many of the indicators used for computing the MPI are being used for computing the HDI at the Taluk level
6. The guidelines document, conditions in the MoU, inputs given in the training programmes and instructions issued from time to time by the Department and Government will provide the general frame of DHDR.
7. Collection and Validation of data

- i. The Human Development Division, Planning department has shared the available taluk level data with respect to Census and other line departments. It is the responsibility of the lead agencies to collect the remaining taluk level data from district offices/departments concerned.
 - ii. The data so collected shall be validated with the help of concerned departments and also by availing the services of experts if available.
 - iii. Any other additional data / information which helps in the study may be used / analysed.
8. Computation of indicators – Using the collected and validated data the indicators shall be arrived at for computing the indices – HDI, GII, CDI, FSI, UDI, CDDI and CTDI.
 9. Various indices as discussed along with methodology in the respective sections in the guidelines document have to be computed using the indicators.
 10. The value of each of the indicators, index value of the indicator and the value of indices for e.g. HDI, used for computing shall be furnished in the template provided herewith. The Representatives of Lead Agencies shall forward the same to the slcc.hdd@gmail.com and also mark copies to all the Representatives of the lead agencies in the state.
 11. The values so obtained of all 176 taluks will be used for fixing the observed minimum and maximum values across the state. This will help in finding out the relative position of the taluks across the state.
 12. The values of the indices for all the 176 taluks with ranking will be given as Annexure in each of the DHDRs
 13. Ensure timely receipt of funds (in 3 instalments) from the CEOs concerned of the ZP. Proper accounting procedures are followed. Due audit shall be taken care of.
 14. A Quality Monitoring Group comprising of experts is being constituted to guide, supervise, monitor and review the DHDR work. Each member will be entrusted with 2 to 4 districts for this purpose. The lead agencies shall be in touch with the members. The intimation will be sent separately.
 15. The time line for various tasks stipulated in the circular dated 25/2/2013 issued by the Chief Secretary to Government shall be strictly adhered to.

3.5 Computation of Indices and Sharing of the Data

The computation of all indices would be at two levels – To understand the position of the taluk within the district for which the observed minimum and maximum values would be taken into account. The second type of calculation of all indices would take the observed minimum and maximum values from all the 176 taluks for the indicators and computing the index values and the same would help in understanding the position of the taluk among the 176 taluks.

The data on the indicators and the major values of the indices have to be shared by the Lead Agencies with all other Lead Agencies and also with the Planning Department.

In each of the DHDRs the Annexure should contain the data for all the 176 Taluks in the State for major indices that have been computed in the DHDR – HDI, GII, CDI, FSI, CDDI, UDI and the CTDI. Apart from providing a clear picture on the current status in other of the situation in the other Taluks, it would also provide an opportunity for analysis.

Workshops and Training Programmes



Workshops and Training Programmes



Chapter 4

Data Collection, Compilation and Validation for District Human Development Reports

4.1 Introduction

It is imperative to collect the relevant data for the preparation of district human development reports. Data collection has to be done from different sources. The data collection has to bear the significance of the indicators to be used for the calculation and further analysis. What data has been collected for the calculation of each of the indicators and are they complete and accurate? This has to be answered before attempting to analyze them. It is necessary to review the field experiences in collection of the secondary as well as the primary data for each of the indices of human development report.

Since data collection from several agencies is involved, it is necessary to check the base period for which they have been collected and to ensure the correctness of the respective years. The second question to be answered is how the data look like? Whether it is usable for the DHDRs or any modification is required? The secondary source of data is used in the calculation of HDI, GII, CDI, FSI, UDI and CTDI. However, the primary sample data is to be collected for the analysis of Dalit Development Index and for reporting special area studies. Here meticulous use of both the quantitative and qualitative data is required for the index value calculations. The interview and participant observation method is highly recommended for the special area studies and analyzing Dalit Development issues.

The major objectives of the DHDR exercise are to:

- **Identify** important issues related to sorting, quality control, and processing of data.
- **Describe** how data can be best analyzed and interpreted based on the objectives and variables of DHDR study.
- **Prepare** a plan for the processing and analysis of data (including data master sheets and dummy tables) for DHDR report writing.

Data processing and analysis should start in the field, with checking for completeness of the data and performing quality control checks, while sorting the data

by instrument used and by group of informants. Data of small samples may even be processed and analyzed as soon as it is collected.

4.2 Plan for Processing and Analysis of Data for DHDRs

Such a plan helps the lead agencies assure that at the end of the period,

- All the information the lead agencies need has indeed been collected, and in a standardized way.
- The lead agencies have not collected unnecessary data which will never be analyzed.
- The plan for data processing and analysis must be made after careful consideration of the objectives of the DHDRs as well as of the tools/guidelines developed by the planning department to meet the objectives.

4.3 Processing and Analysis of Data

- For quantitative data the starting point in analysis is usually a description of the data for each variable for all the study units of DHDRs included in the sample (small area studies & Dalit Development Index). Processing of data may take place during data collection or when all data has been collected; description and analysis are usually carried out after the fieldwork.
- For qualitative data it is more a matter of describing, summarizing and interpreting the data obtained for each district (or for each taluk of study units). Here the lead agency starts analyzing while collecting the data so that questions that remain unanswered (or new questions which come up) can be addressed before data collection is over for DHDRs.

The plan for data processing shall include: Sorting of the data, performing quality-control checks, data processing and data analysis for final reporting. The lead agencies personnel with the statistical knowledge will be able to do this.

- **Sorting of Data:** An appropriate system for sorting the data is important for facilitating subsequent processing and analysis in DHDR exercise. If lead agencies have different study populations (for example reporting Dalit Development, Women empowerment, special area studies), they obviously would number the questionnaires separately.
- **Performing Quality Control Checks:** If an inconsistency is clearly due to a mistake made by the researcher/research assistant, it may still be possible to check with the person who conducted the interview and to correct the answer. Applicable for DDI measurement. If the inconsistency is less clearly a mistake in recording, it may be possible (in a small area study) to return to the respondent and ask for clarification, if the time permits. If it is not possible to correct information that is clearly inconsistent, Lead agencies may consider excluding this particular part of the data from further processing and analysis as it will affect the validity of the DHDRs. If a certain question produces ambiguous or vague answers throughout, the whole question should be excluded from further analysis. (Normally, however, the lead agencies would discover such a problem during the pre-test and change the wording of the question.)
- **Data Processing:** The lead agencies may use data master sheets or manual compilation of the questionnaires, or by computer, for example, using a micro-computer and existing software or self-written programmes for data analysis may be used by them in DHDR preparations.
- **Coding:** If the data will be entered in a computer for subsequent processing and analysis, it is essential to develop by the lead agencies, a CODING SYSTEM, in which each category of a variable can be coded with a letter, group of letters or word, or be given a number. Computer compilation consists of: Choosing an appropriate computer program, Data entry, Verification or validation of the data.

4.4 Validation Checks

The lead agencies should ensure the validation of the data collected for DHDRs. They should ensure that the data is valid, sensible, reasonable and secure before

proceeding to process the data. The validation of the data collected from the primary and secondary sources for index calculation is necessary as it may subject to 'data corruption' occur inadvertently. It has been estimated that the errors up to 8% is likely to occur in case of non validation of field data. Data validation process is checking data to ensure that the information gathered from different sources is clean, accurate and in a standard format. The earlier experiences show that the different agencies tend to give varying data for the same variable, thus confusing the mind of the user about the utility of the same. Validation of data includes 'off' and 'on' field levels, reconciliation of suspect values (may be manually), and missing data. There are several methods in validating the data, among which important are: Data consistency checks (checks fields to ensure the data in the fields corresponds), Batch total checks (check for missing values), Digits checking (used for numerical data), Controlling the total values (grand totals to be equal to summation of sub totals), Cross -system consistency checks (comparing same data in different tables), Data type checks (using alpha numeric system), Format Checks (checks the data in the specified format, regular expressions should be considered for this type of validation), and Range checks (checks that the data lie within a specified range of values). The lead agencies have to use their discretionary power to choose the relevant method of validation process for their DHDRs.

The Guidelines Document for the preparation of District Human Development Reports is only indicative and the lead agencies may collect data relevant to special themes for their districts in small area studies.

4.5 Conclusion

A plan for the processing and analysis of data may include: a decision on whether all or some parts of the data should be processed by hand or computer; dummy tables for the description of the problem, the comparison of groups (if applicable) and/or the establishment of relationships between variables, guided by the objectives of the DHDRs; a decision on the sequence in which tables or data from different study populations should be analyzed (however, the scheme of chapterisation indicated in the guidelines may be followed; a decision on how qualitative data should be analysed; an estimate of the total time available for DHDR analysis and how long particular parts of the analysis will take; a decision concerning the efficient use of the available man power for the completion of DHDRs; and completing the DHDR report finalization within the stipulated time.

Chapter 5

Identification and Selection of Indicators

5.1 Introduction

The assessment of human development in any unit of study is accomplished through certain indicators which are measurable and quantifiable. But, often the direct indicators reflecting human development are not available at the sub-district level. Hence, it is important to go for proxy indicators to understand the position of human development.

For the preparation of DHDRs, a set of 76 indicators affecting Human Development have been identified and selected based on the availability and reliability of data at the Taluk level. This data will be used in the relevant chapters for understanding the position of taluks in the respective districts. The indicators suggested in the Guidelines are identified with the intention of standardizing information gathering, analysis and presentation, and providing a comprehensive picture on Human Development at the Taluk level.

5.2 Taluk Level Indicators

HDI is calculated by using the three broad parameters related to education, health, and standard of living. The set of 76 indicators presented below influence the three broad parameters of human development. These indicators are chosen taking into account demographic factors, livelihood and employment related factors,

household assets, factors empowering the community, health factors, including water supply and sanitation, and education factors.

The first and foremost activity in the DHDR exercise is the actual collection of data on the 76 indicators. Census of India, 2011 and most of the key departments have maintained data online, and the data are also available at the Sub-district level. Lead Agencies must ascertain the availability and access the data.

After collecting information, the accuracy of data must be validated. If data on a particular indicator are found to be unreliable, their authenticity must be discussed with the departments concerned. Accordingly, necessary corrections may be made before using the data for analysis. If the data quality of indicators is found to be poor from the primary sources, other sources of data can be explored.

It is possible that for some indicators there are different sources from which data can be gathered. In such cases, data should be sourced from the primary data collection agency, and data from other sources can be used for validation.

Following is the list of the 76 indicators that will be used at Taluk Level.

5.3 Table showing the List of Indicators at Taluk Level

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
A. Standard of Living / Livelihood Indicators								
Demographic Indicators								
1.	Decadal Population Growth Rate	Census Definition	Negative	Census	Taluk	2001-2011	Directorate of Census	
		Total Population by place of residence, sex, religion and social groups		Census	District Taluk Village Ward/Town	2011	Directorate of Census	For discussion
2.	Population Density	Total Population/ Total Geographic Area	Negative	Census	Taluk	2001-2011	Directorate of Census	
3.	Sex Ratio	No. of Females / No. of Males * 1000	Positive	Census	Taluk	2001-2011	Directorate of Census	
4.	Percentage of Slum Population	Total Slum Population/Total Population*100	Negative	Census	Taluk	2001-2011	Directorate of Census	
5.	Percentage of Population in the age group of 0-6	Population in the age group of 0-6 / Total population * 100	Negative	Census	District Taluk Village Ward/Town	2011	Directorate of Census	
6.	Child Sex Ratio	No. of female children 0-6 years/ No. of male children 0-6 age group * 1,000	Positive	Census Operation in Karnataka Koramangala Bangalore	District Taluk Village Ward/Town	2011	Directorate of Census	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
7.	Infant Mortality Rate(IMR)	Number of infant deaths (under 1 year of age) in a year / Total no. of live births in the same year X 1000	Negative	HMIS Data Director of Health & Family Welfare Service DES CRS, Every Year	District Taluk District Taluk	2011-12	Directorate of Health & FW, HMIS Portal	
8.	Child Mortality Rate (CMR)	Number of infants deaths (under the age of 5 years) in a year / Total no. of live births in the same year * 1000	Negative	HMIS Data Director of Health & Family Welfare Service, DES CRS, Every Year	District Taluk District Taluk	2011-12	Demographer Directorate of Health & FW, HMIS Portal	
9.	Maternal Mortality Rate (MMR)	Number of maternal deaths in a year / Total no. of live births * 1,00,000	Negative	HMIS Data Director of Health & Family Welfare Service Women & Child Development	District Taluk District Taluk	2011-12	Demographer Directorate of Health & FW, HMIS Portal	
10.	Percentage of Female Headed Households	Number of Female Headed Households/ Total Number of Households*100	Positive	Census	Taluk	2001/2011	Census	
		Employment				2001/2011	Census	Detailed discussion by sex, place of residence, Religion and social groups

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
Livelihood and Employment Indicators								
11.	Percentage of BPL Households (HHS)	HHS below poverty line in Taluk/Total HHS in the Taluk	Negative	BPL Survey RDPR, Respective ULBs	District Taluk GP Village Ward/Town	31.8.2012 (Probable)	CEO/ Deputy Secretary Zilla Panchayat/ ULB	Detailed discussion by religion and social groups
12.	Percentage of BPL HHS provided with BPL Ration Cards	Number of BPL HHS provided with ration cards/ Total No. of BPL HHS	Positive	Food & Civil Supply	District Taluk	31.03.2012	Deputy Director Food & Civil Supplies in the Dist.	Detailed discussion by social groups
13.	Cropping Intensity	Gross Sown Area/ Net Sown Area*100	Positive	District at a Glance	Taluk/ District	2011-12	DES	
14.	Irrigation Intensity	Gross Irrigated Area/ Net Irrigated Area*100	Positive	District at a Glance	Taluk/ District	2011-12	DES	
15.	Percentage of Households provided employment to total number of households registered under MGNREGS	No. of HHS provided employment / Total no. of HHS registered under MGNREGS	Positive	RDPR	District Taluk GP	31.03.2012	CEO EO PDO	Discussions on the coverage of marginalised groups under the scheme
16.	Ratio of average agricultural wage to Minimum wages prescribed by the State	Average agricultural wage in a year/ Mini mum wage prescribed by the State.	Positive	Agriculture	District Taluk	31.03.2012	Joint Director of Agriculture	Discussion on male and female agriculture wages in rural areas

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
17.	Percentage of land less HHs.	Total landless HHs/Total HHs *100	Negative	Revenue Department Agriculture Census	District Taluk	31.03.2012		
18.	Work Participation Rate (WPR)	No. of workers/ Total population	Positive	Primary Census Abstract Director of Census Operations	District Taluk GP Village Ward/Town	2001	Deputy Director Census Office, Koramangala Primary Census Abstract	Detailed discussion by sex, rural, urban and social groups
19.	Decadal Growth Rate of Employment	(No. of Employed in 2011 – No. of Employed in 2001)/ No. of Employed in 2001	Positive	Census	Taluk and District	2011 and 2001	Directorate of Census	If 2011 data is not available then the calculations shall be based on 1991 and 2001 census figures
20.	Percentage of Cultivators to Total workers	No. of Cultivators to Total workers*100	Positive	Census	District Taluk GP Village Ward/ Town	2001	Directorate of Census	
21.	Percentage of main workers to total workers	No. of Main workers/Total workers*100	Positive	Census	District Taluk GP Village Ward/ Town	2001	Directorate of Census	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
22.	Percentage of workers in Household Industries	No. of workers in Household industries/ Total workers*100	Positive	Census	District Taluk GP Village Ward/Town	2001	Directorate of Census	Discussion by Sex, religion and social groups
23.	Percentage of Agriculture Labourers	No. of Agricultural labourers / Total No. of workers *100	Negative	DSO Census	District Taluk GP Village Ward/Town	2001	DSO Census Office, Koramangala	Detailed discussion by sex and social groups
24.	Percentage of Employees in the organized sector	No. of Employees in the Organised sector / Total No. of workers	Positive	DAG of the District, District Industrial Centre, Labour Dept.,and Census	District Taluk	2011-12	DES, JD-DIC, DD Labour Department, and DOC	Detailed discussion on the employment scenario in the organised and un organised sector by sex, rural, urban and social groups
		No. of beneficiaries of Social Security and Welfare measures like Old age pension, widow pension, physically challenged pension, coverage under Sandhya Suraksha Yojane etc.		DC Office	District and Taluk	2011-12	DC Office	Detailed discussion on the employment scenario in the organised and un organised sector by sex, rural, urban and social groups

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
Housing and Assets Indicators								
25.	Percentage of Households with Pucca houses	No. of households with pucca houses/ Total no. of HHS * 100	Positive	Rajiv Gandhi Rural Housing Corp House listing Operation Census	District Taluk Village District	2011-12 2011	CEO/EO/PDO Rajiv Gandhi Rural Housing Corp Census	Discussion across social groups
26.	Percentage of Site less Households	No. of households without house sites/ Total no. of HHS * 100	Negative	Rajiv Gandhi Rural Housing Corp	District Taluk GP	2011-12	CEO/EO/ PDO Rajiv Gandhi Rural Housing Corp	
27.	Percentage of Households provided with house sites	Households provided with house sites/ Total no of HHS. identified as without house sites *100	Positive	Rajiv Gandhi Rural Housing Corp	District Taluk GP	2011-12	CEO/EO/PDO Rajiv Gandhi Rural Housing Corp	Discussions across social groups
28.	Percentage of Houses constructed for houseless poor families	No. of houses constructed for house less families under different Schemes / Total no. of HHS. identified as houseless * 100	Positive	Rajiv Gandhi Rural Housing Corp Housing	District Taluk GP	2011-12	CEO/EO/PDO Rajiv Gandhi Rural Housing Corp ZP/TP/GP	
29.	Percentage of households with cycles	As per Census calculations	Positive	Census	Taluk	2011	Census	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
30.	Percentage of households with two-wheelers	As per Census calculations	Positive	Census	Taluk	2011	Census	
31.	Percentage of households with other assets such as Telephone, Computer, TV, 2 Wheelers and 4 Wheelers	As per Census calculations	Positive	Census	Taluk	2011	Census	Index values for each of the assets be calculated and the cumulative index value of the assets should be taken for calculations
32.	Percentage of Households with electricity	No. of households with electricity/ Total no. of HHs * 100	Positive	Electricity Supply Companies House Listing Operations Census	District Taluk District Taluk Town	2011-12 2011	Census Electricity Supply Companies	
33.	Percentage of Households dependent on traditional fuel type	No. of households dependent on traditional fuel types like fire wood etc./ Total No. of HHs * 100	Negative	DSO/ZP Census	District Taluk District Taluk Town	2011-12 2011	DSO/ZP/TP CEO EO PDO Census Office	
Participation Indicators								
34.	Percentage of women elected representatives in rural local bodies	Total no. of elected women representatives in ZP,TP, GP/ Total elected members * 100	Positive	ZP	Dist Taluk GP	2011-12	Planning Officer Zilla Panchayat	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
35.	Percentage of elected SC/ST representatives in rural local bodies	Total no. of elected SC/ST representatives in ZP,TP, GP/ Total elected members * 100	Positive	ZP	District Taluk GP	2011-12	Planning Officer Zilla Panchayat	
36.	Percentage of women elected representatives in urban local bodies	Total no. of elected women representatives in Corporation, Municipality and Town Panchayats/ Total elected members of urban local bodies* 100	Positive	DC office	Dist Taluk GP	2011-12	Project Director DC office	
37.	Percentage of elected SC/ST representatives in urban local bodies	Total no. of elected SC/ST representatives in Corporation, Municipality and Town Panchayats/ Total elected members of urban local bodies* 100	Positive	DC office	Dist Taluk GP	2011-12	Project Director DC office	
38.	Percentage of active SHGs	Total no. SHGs active in the Taluk/ Total no. SHGs formed in the Taluk	Positive	Women & Child/ ZP	District Taluk	2011-12	J.D. (PDM) Women & Child	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
B. Health Indicators								
39.	Percentage of pregnant women receiving full ANC	No. of pregnant women received full ANC (3 ANC visits)/ Pregnant women registered*100	Positive	HMIS Data Director of Health & FW	District Taluk	2011-12	Demographer Directorate of Health & FW HMIS Portal	
40.	Percentage of pregnant women with Anemia	No. of pregnant women with Anemia / no. of registered pregnant women *100	Negative	HMIS Data Director of Health & FW	District Taluk	2011-12	Demographer Directorate of Health & FW HMIS Portal	
41.	Percentage of Institutional deliveries	No. of deliveries occurred in health institutions / total no. of deliveries *100	Positive	HMIS Data Director of Health & FW	District Taluk	2011-12	Demographer Directorate of Health & FW HMIS Portal	
42.	Percentage of children fully immunized	No. of children (9-11 months) fully immunized/ total no. of live births*100	Positive	HMIS Data Director of Health & FW	District Taluk	2011-12	Demographer Directorate of Health & FW HMIS Portal	
43.	Percentage of Children born underweight	No. of new-born children weighted less than 2.5 kg. /No. of new-born weighted at birth*100	Negative	HMIS Data Director of Health & FW	District Taluk	2011-12	Demographer Directorate of Health & FW HMIS Portal	
44.	Percentage of Malnourished Children	No. of Mal-nourished Children/ Total No. of Children *100	Negative	Department of Women and Child Development	District Taluk	2011-12	CDPO	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
45.	Percentage of people affected by major communicable diseases	No. of people affected by major communicable diseases / Total population * 100	Negative	TE & KSAPS HMIS Data Director of Health & FW	District Taluk	2011-12	DHO	
46.	Average Population served by sub-centres	Total Rural population /Number of sub-centres	Negative	HMIS/BHI Data Director of Health & FW	District Taluk	2011-12	DHO, District/ State Demographer, Directorate of Health & FW	
47.	Average Population served by Primary Health Centres (PHCs)	Total Rural population /Number of Primary Health Centres	Negative	HMIS/BHI Data Director of Health & FW	District Taluk	2011-12	DHO, District/ State Demographer, Directorate of Health & FW	
		Average population served by Community Health Centres (CHCs)		HMIS/BHI Data Director of Health & FW	District Taluk	2011-12	DHO, District/ State Demographer, Directorate of Health & FW	This is for discussions only.
48.	Availability of Doctors per 1,000 population	Number of Doctors / Population in thousands	Positive	HMIS/BHI Data Director of Health & FW	District Taluk	2011-12	DHO, District/ State Demographer, Directorate of Health & FW	
49.	Availability of nurses per 1000 population	Number of Nurses / Population in thousands	Positive	HMIS/BHI Data Director of Health & FW	District Taluk	2011-12	DHO, District/ State Demographer, Directorate of Health & FW	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
50.	Average population served by Anganwadi centres	Total no. of (children 0-6 age group + Pregnant Women + Adolescent Girls) /Number of Anganawadi centres	Negative	ICDS Women & Child Development	District Taluk	2011-12	J.D. (PDM) CDPO	
51.	Percentage of Pregnant women and Children covered by Anganwadies	Beneficiaries covered by Anganawadi / Total No. of (children in the age group of 0-6 years + No. of Pregnant Women + Adolescent girls) * 100	Positive	ICDS Women & Child Development	District Taluk	2011-12	J.D. (PDM) CDPO	
52.	Coverage of Anganwadies	No. of Villages not covered by Anganwadies / Total No. of Villages * 100	Negative	ICDS Women & Child Development	District Taluk	2011-12	J.D. (PDM) CDPO	
53.	Percentage of villages having Anganwadies within a km. distance	No. of villages with Anganwadi Centre within a distance of 1 km. /Total no. of Villages * 100	Positive	ICDS Women & Child Development	District Taluk	2011-12	J.D. (PDM) CDPO	
54.	Percentage of couples protected by any contraceptive method	Number of Eligible Couples using any contraceptives (both temporary and permanent)/ total no. of Eligible Couples *100	Positive	DHO, District	District Taluk	2011-12	DHO, District	
55.	Average Health Expenditure	Total Government Expenditure towards health / Total population	Positive	DES Planning Department	District Taluk	2011-12	DES District Office	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
Sanitation Indicators								
56.	Percentage of Gram Panchayats Selected for Nirmal Gram Puraskar Awards	No. of Gram Panchayats covered under NGP / Total No. of Gram Panchayats *100	Positive	Census / ZP	Taluk	2011	Census / RDPR	
57.	Percentage of Households with toilets	No. of households with toilets / Total No. of HHs * 100	Positive	House Listing Operations Census	District Taluk GP District Taluk Town	2011-12 2011	Director Total Sanitation Campaign, Census Office	
58.	Percentage of villages with drainage facility	No. of villages with drainage / Total No. of Villages * 100	Positive	Census / ZP	Taluk	2011	Census / RDPR	
Drinking Water Indicators								
59.	Percentage of Households provided with safe drinking water	No. of households provided with safe drinking water/ Total no. HHs * 100	Positive	Sarva Kutumba Samikshe RDPR House Listing Operations Census	District Taluk GP District Taluk GP	2011-12 2011	CEO/EO/PDO ZP/TP/GP Census Office	Detailed discussion habitations and by social groups

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
C. Education Indicators								
60.	Percentage of Literacy	Literate Population in the age group of 7 years and above/ Total population in the age group *100	Positive	DDPI Education Census	District Taluk	2011-12 2011 Census	DDPI/BEO Directorate of Census Operation (Provision figures available by March 2013)	Detailed discussion by sex, rural, urban, by religion and social groups of population aged 7 and above
61.	Percentage of villages and habitations served by school as per RTE norms	No. of Villages and habitations having schools as per RTE norms / Total number of villages and habitations * 100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	
62.	Gross Enrolment Rate – Elementary School (GER)	Number of students in the age group of 6 – 14 years enrolled in school at several different grade levels (like primary and middle school) / Total number of children in the age group *100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, religion and social groups. [The gross enrolment ratio can be greater than 100% as a result of grade repetition and entry at ages younger or older than the typical age at that grade level].

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
63.	Net Enrolment Rate (NER)	No. of children in the age group of 6-14 years who are enrolled / No. of children in the age group of 6-14 years * 100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	<p>The purpose of NER is to show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education.</p> <p>This is a very important indicator in measuring rates of Access to Education, when considering gender inequality issues, as well as regional or rural/ urban inequalities.</p>
64.	Dropout Rate in Elementary Education	Number of children who dropped out/ Total enrolment of children in age group of 6-14 years * 100	Negative	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, Religion and social groups

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
65.	Percentage of Out-of-School Children mainstreamed	No. of out-of-school children main streamed / Number of out-of-school children * 100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, Religion and social groups
66.	Student – Teacher Ratio for Elementary Education	Number of pupils enrolled in primary school / number of primary school teachers	Negative	DDPI Education	District Taluk	2011-12	DDPI/BEO	
67.	Transition Rate from primary to upper primary, and from upper primary to secondary stage	No. of children enrolled in 8 th class in current year / children enrolled in 7 th class in the previous year	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	
		Elementary Education Completion Rate		DDPI Education	District Taluk	2011-12	DDPI/BEO	This is for detailed discussion
		Elementary Education School Infrastructure Index as per RTE Norms						This is for detailed discussion
68.	Secondary school Gross Enrolment Rate (15-16 years)	No. of boys & girls enrolled in secondary schools (classes IX and X) /No. of boys & girls in the age group of 14-16 *100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, Religion and social groups

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
69.	Drop-out Rate in Secondary Education	Number of children who dropped out/ Total enrolment of children in age group * 100	Negative	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, Religion and social groups
70.	SSLC pass percentage	No. of Students passed in the SSLC examination / Total No. of Students appearing for SSLC examination *100	Positive	DDPI Education	District Taluk	2011-12	DDPI/BEO	Detailed discussion by sex, place of residence, Religion and social groups
71.	Student - Teacher Ratio for Secondary Education	Number of pupils enrolled in Secondary Education / number of Secondary school teachers	Negative	DDPI/SSA Education	District Taluk	2011-12	DDPI	
72.	PUC pass percentage	No. of Students passed in the PUC examination / Total No. of Students appearing for PUC examination *100	Positive	PUC Board	District Taluk	2011-12 March 2012	Commissioner, PUC Board	Detailed discussion by sex, place of residence, Religion and social groups
73.	School Completion Ratio (SCR)	No. of children completing the secondary education /Total no. of children in that age group * 100	Positive	DDPI Education	District Taluk	2011-12	DDPI/KSEEB	

No	Indicators	Details of Estimation	Type of indicator	Source	Level at which data is available	Reference period/ Year for which data is to be collected	Officer/ Official with whom is data is available	Remarks
74.	School Infrastructure Index	The school infrastructure index rating by SSA / RTE norms.	Positive	SSA Education	District Taluk GP	2011-12	SSA	
75.	Average Education Expenditure	Total Government Expenditure towards education/ total population	Positive	Education & DES	District Taluk	2011-12	DES Planning, District	
76.	Percentage of villages having a Primary School within 1 km. distance	No. of villages having Primary School within 1 km distance / Total No. of villages in the Taluk *100	Positive	SSA K.R. Circle	District Taluk	2011-12	Joint Director SSA K.R. Circle	

5.4 Calculation of Expenditure on Health and Education

The Representatives of Lead Agencies shall ascertain from the concerned officers / departments, the expenditure on education and health as per the items mentioned in the Statement given below:

1. The statement gives Budget Heads to be taken into account for estimating expenditure on health and education.
2. Apart from budget heads, the details of special funds released would be available with the health and education departments, which need to be collected.
3. It may be noted that from the current financial year, funds for all the schemes – Plan and Non-plan – have been released directly to Taluk Panchayats. The details of funds earmarked and released for health and education departments are available with concerned departmental officers, which need to be collected.

Expenditure on Health

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
1	Family Welfare Programmes-2211	221100001002	ZP	CP	District Family Welfare Bureau
		221100003003	ZP	CP	Training of Dadis
		221100101001	ZP	CP	Village Health Guides
		221100101002	ZP	CP	Rural Family Welfare Centres at PHCs
		221100101003	ZP	CP	Rural Sub-Centres (Opened Under Family Welfare)
		221100102001	ZP	CP	Urban Family Welfare Run by State Government
		221100104102	ZP	CP	Rural Family Welfare Centres
		221100104103	ZP	CP	District Family Welfare Bureau
		221100104201	ZP	SP	State Health Transport Organisation
		221100105101	ZP	CP	I.U.D., Vasectomy and Tubectomy
		221100105600	ZP	SP	Transportation of Vaccine for Regional District Stores
		221100105700	ZP	SP	Supply of Drugs under Family Welfare and Pulse Polio Immunisation
		221100106002	ZP	CP	Publicity and Propoganda
		221100108002	ZP	SP	Executive Establishment - IPP3

Identification and Selection of Indicators

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
		221100108008	ZP	SP	Continuation of Health Centres under CHCs created under IPP-VIII
		221100200001	ZP	CP	District Level Post-Partum Programme
2	Indian Systems of Medicine & Homeopathy-2210	221004101101	ZP	SP	District Hospitals of ISM & H and GIA to Private Hospitals
		221004101172	ZP	SP	Opening and maintenance of hospitals and dispensaries under ISM
		221004101176	ZP	SP	Buildings
		221004103002	ZP	SP	Opening and Maintenance of Unani Dispensaries
		221005200009	ZP	CP	Supply of Home remedy Kits and ISM Drags in Rural Areas
3	Medical and Public Health Services- Rural Health-2210	221001110234	ZP	SP	Urban Health Services Schemes
		221003101073	ZP	SP	Maintanance of Health Buildings
		221003103072	ZP	SP	Primary Health Centres (MNP)
		221003103073	ZP	SP	Upgradation of Primary Health Centres - Community Health Centres
		221003110001	ZP	SP	Taluk Level General Hospitals
		221003110005	ZP	SP	PMGY - Strengthening of PHCs/Sub - Centres
		221003110006	ZP	SP	RIDF Works
		221003110051	ZP	SP	Provision for Ambulances
		221003110052	ZP	SP	Establishment of Blood Bank
		221003110054	ZP	SP	National T.B. Control Programme
		221003110055	ZP	SP	Mobile Health Units
		221003110072	ZP	SP	X-Ray Facilities to Taluk Hospitals
		221003110073	ZP	SP	Karnataka Health System Development Project
		221003800052	ZP	SP	Repairs to Hospital Equipments

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
		221006101106	ZP	SP	Mental Health Projects - NMEP, Cholera, Filaria, Control Programmes and KFD
		221006101151	ZP	SP	Prevention & Control of Diseases
		221006101405	ZP	CP	CSS of National Leprosy Control Scheme
		221006101601	ZP	CP	CSS of National Filaria Control Programme
		221006101706	ZP	CS	CSS of Guinea Worm Eradication Scheme
		221006101801	ZP	CP	CSS of National Programme for Prevention and Control of Blindness and Visual Impairment Blindness and Trachoma
		421002103101	ZP	SP	Primary Health Centre Buildings
		421002103102	ZP	SP	Upgradation of Primary Health Centre (Community Health Centres)
		421002103103	ZP	SP	District Health Office Buildings
		421002103104	ZP	SP	District T.B. Centre Buildings
		221003101071	TP	SP	Strengthening of PHUs - Maternity Homes (Rev)
		221003101072	TP	SP	Establishment of Sub Centres (MNP)
		221003800053	TP	SP	ICDS
		221003800054	TP	SP	School Health Services
		221003800058	TP	SP	Supplies and materials
	Nutrition-2236	223680800001	ZP	SP	Women & Child Nutrition Component - P M G Y
		223602101051	TP	SP	Pre-School Children Feeding Programme
	Welfare of Disabled and Senior Citizens	223502104201	ZP	SP	Voluntary Organisation for Care of the Old Infirm & Diseased
	Welfare of Women & Children-2235	223502102055	TP	CP	CSS of Integrated Child Development Service

Expenditure on Education

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
1	Mass Education-2202 General Education-04	220204200101	ZP	SP	Office Expenses
		220204200400	ZP	CP	Adult Education through Centrally Recognised Literacy Project & Jana Shikshana Institution
		220204200500	ZP	SP	Jana Shikshana Nilaya
2	Primary and Secondary Education-2202 General Education	220201800113	ZP	SP	Pusthakalay, Improvement of Primary Schools and Pradhan Manthri Gramodaya Yojna
		220201800115	ZP	SP	Primary Schools - NABARD
		220201800135	ZP	SP	Activities to Promote Universalisation of Primary Education - Akshara Dasoha
		220201800144	ZP	SP	Sarva Shiksha Abhiyana Society
		220201800149	ZP	SP	Remuneration to Contract Teachers
		220202109077	ZP	SP	Additions and Alterations
		220202110371	ZP	SP	Private High Schools Completing 7 Years of Existence GIA
		220202800105	ZP	SP	Financial Assistance and Reimbursement of Fees and Vidya Vikasa
		220202800110	ZP	SP	Improvement of Secondary Schools Construction (NABARD)
		220205102003	ZP	SP	Appointment of Hindi Teachers in Non - Hindi Speaking States
		220280800016	ZP	SP	Reimbursement of Fees to Anglo-Indian Students Studying in Standards I to X in the State
		220280800051	ZP	SP	Supply of Materials
		420201202101	ZP	SP	Secondary school buildings including guru sadanas
		220201101071	TP	SP	Primary schools

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
		220201101075	TP	SP	Additions and Alterations
		220201102001	TP	SP	Elementary Schools - GIA
		220201104000	TP	SP	Inspection
		220201109051	TP	SP	Supply of Free Text Books and Uniforms Transportation and Stitching Charges - Vidya Vikasa Scheme
		220202109072	TP	SP	High Schools
		420201201101	TP	SP	Primary School Buildings
3	Welfare of BCM-2225	222503277102	ZP	SP	Grant-in-aid to Private Hostels
		222503277103	ZP	SP	Ashram Schools
		222503277208	ZP	SP	Belli Belaku
		222503277213	ZP	SP	Starting of Two Residential Schools for Merited BCM students on Navodhaya Pattern
		222503277234	ZP	SP	Maintenance Charges to be BCM students of Sports School
		222503277247	ZP	SP	Starting and Improvement of Hostels
		222503277249	ZP	SP	New Morarji Desai Residential School - BC
		222503277271	ZP	SP	Maintenance Hostels
		422503277202	ZP	CS	Construction of Hostels and Residential Schools
		222503277253	TP	SP	Incentive to Hostellers
		222503277272	TP	SP	Maintenance of Prematric Hostels for Boys and Girls
		222503277273	TP	SP	Scholarships to OBC students
		222503277276	TP	SP	Payment of Extra Boarding & Lodging Charges
		222503277288	TP	SP	Improvement of Prematric and Postmatric Hostels
4	Welfare of Scheduled Castes	222501277002	ZP	SP	Construction of SC/ST Hostel Buildings

Identification and Selection of Indicators

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
		222501277024	ZP	SP	Residential Schools
		222501277028	ZP	SP	Maintenance of college hostels for SC students
		222501277044	ZP	SP	Assistance to Meritorious SC Students
		222501277051	ZP	SP	Navachethana Scheme
		222501277060	ZP	SP	Award of Prize Money to College Students
		222501277061	ZP	SP	Starting and Improvements of Hostels
		222501277062	ZP	CP	Encouragement to Merit SC students
		222501277075	ZP	SP	Grant-in-Aid to Private Hostels
		222501277076	ZP	SP	New Morarji Desai Residential School - SC Students
		222501277077	ZP	SP	Residential schools for SCs
		222501277089	ZP	SP	Other concessions to SC students
		222501800071	ZP	CS	CSS of Book Banks of Medical and Engineering Colleges
		422501277201	ZP	CS	Construction of Hostel Buildings
		422501277204	ZP	SP	Residential Schools
		222501102053	TP	SP	Supply of Sewing Machines
		222501102055	TP	SP	Other concessions to SC students
		222501277001	TP	SP	Maintenance of Buildings
		222501277054	TP	SP	Training to new Graduates
		222501277071	TP	SP	Pre-matric Hostels
		222501277072	TP	SP	Scholarships to SC students
		222501277074	TP	SP	Payment of Extra Boarding & Lodging Charges
		222501277078	TP	CP	Post-Matric Scholarship to Schedule Castes

Sl. No	Programmes / Schemes	Scheme Code	ZP/TP/GP Schemes	Sector SP/CS /CP	Scheme Description
		222501277088	TP	CS	Prematric Scholarship to the Children of those Engaged in Unclean Occupation
		222501800011	TP	CS	Observance of Untouchability Week.
		222501800056	TP	CS	CSS of Removal of Untouchability
		422501800001	TP	SP	Constructions of Ambedkar Bhawan at Taluka Had Quarters
		222502000052	ZP	SP	Executive Establishment - District Tribal Welfare Office
5	Welfare of Scheduled Tribes	222502277007	ZP	SP	Hostels Scholarships and Financial Assistance
		222502277023	ZP	SP	Navachetna Scheme
		222502277071	ZP	SP	Maintenance of hostels for ST students
		222502277081	ZP	SP	Other concessions to ST students
		222502277084	ZP	CS	Construction of SC/ST Government Hostel Buildings
		422502277201	ZP	SP	Ashramas and Hostels
		422502277202	ZP	CS	Constructions of Asharams and Hostels
		222502277072	TP	SP	Scholarships to ST students
		222502277074	TP	SP	Payment of Extra Boarding and Lodging Charges to Post Matric Students
		222502277077	TP	CP	Post-Matric Scholarship to Scheduled Tribes
		222502277080	TP	SP	Stipend to Trainees of I.T.Is., and I.T.Cs.
		222502277087	TP	SP	Hostels - Additions & Alterations
		223502102053	ZP	SP	Child Welfare

Chapter 6

Human Development Index: Existing Methodologies

6.1 Background

An Index is a summary measure which captures several dimensions of a theme. HDI is a summary measure of human development. It measures the average achievements in a country in three basic dimensions of human development: a long and healthy life (health),

access to knowledge (education) and a decent standard of living (income). Under the previous HDI formula, health was measured by life expectancy at birth; education or "knowledge" by a combination of the adult literacy rate and school enrolment rates (for primary through university years); and income or standard of living by GDP per capita adjusted for purchasing-power parity (PPP US\$).

Dimensions	Long and Healthy Life	Knowledge	A decent standard of living
Indicator	Life expectancy at birth	Adult literacy rate Combined gross Enrolment Ratio	GDP per capita (ppp\$)
Goal Posts	Min: 25 yrs Max: 85 yrs	Min: 0% Max: 100%	Min: 100\$ Max: 40000\$
Dimension Index	Health Index	Education Index	Income Index
Aggregation	Human Development Index		

Dimension index (I_j) is calculated as

$$I_j = \frac{X_j - \text{Min}(X_j)}{\text{Max}(X_j) - \text{Min}(X_j)}$$

where X_j is actual value of the indicator across i (may be countries or states or districts or taluks etc..).

Education Index, which is represented by two indicators, is obtained as the weighted average by giving 2/3rd and 1/3rd weights respectively.

HDI is the simple average of the three dimension indices.

In order to account for several criticisms that existed with the HDI, UNDP in their 2010 Human Development Report introduced several changes and the changes are discussed in the following para³.

6.2 Changes in the Indicators

Health is still measured by life expectancy at birth.

But the 2010 HDI measured achievement in knowledge by combining the expected years of schooling for a school-age child in a country entering school today with the mean years of prior schooling for adults aged 25 and older. The **Income** measurement, meanwhile, has changed from purchasing-power-adjusted per-capita Gross Domestic Product (GDP) to purchasing-power-adjusted per-capita Gross National Income (GNI); GNI includes some remittances, providing a more accurate economic picture of many developing countries.

6.3 Changes in the HDI Aggregation

The new HDI is based on the geometric mean which takes into account differences in achievement across dimensions. Poor performance in any dimension is now directly reflected in the new HDI, which captures how well a country's performance is across the three dimensions. That is to say, a low achievement in one

³ For more details on the justifications see 2010 Human Development Report, UNDP.

dimension is not anymore linearly compensated for by high achievement in another dimension. The geometric mean reduces the level of substitutability between dimensions and at the same time ensures that a 1% decline in index of say life expectancy at birth has the same impact on the HDI as a 1% decline in education or income index. Thus, as a basis for comparisons of achievements, this method is also more respectful of the intrinsic differences across the dimensions than a simple average.

6.4 Changes in the Goal Posts

The caps for the maximum value in each dimension are lifted so that one can say that they are equal to the

observed maxima over the period (1980-2011) for which HDI trends are presented. That is, the upper values are now set to be observed are maxima over the time series between 1980 and the most recent year available. While the lower bounds are set equal to subsistence minima (life expectancy minimum is 20 yrs; mean years of schooling and expected years of schooling had a natural minimum as zero and minimum for gross national income is \$100). The new HDI uses the natural logarithm instead of the previously used logarithm with the base of 10 for income indicator. This minor change has no effect on the value of the income index and is motivated by the fact that most of the economic literature uses the natural logarithm of income.

Dimensions	Long and Healthy Life	Knowledge	A decent standard of living
Indicator	Life expectancy at birth	Mean years of schooling Expected years of schooling	GNI per capita (ppp\$)
Goal Posts	Min: 20 yrs Observed Max: 83.4 yrs	Min: 0 Observed Max of combined education index: 0.978	Min: 100\$ Max: 107721\$
Dimension Index	Health Index	Education Index	Income Index
Aggregation	Human Development Index		

HDI is the geometric mean of the three dimension indices:

$$(I_{\text{health}} * I_{\text{edu}} * I_{\text{income}})^{(1/3)}$$

Apart from HDI, the India Human Development report, 2011 also brought in Inequality-adjusted Human

development index (IHDI), Gender inequality Index (GII) and Multidimensional Poverty Index (MPI). In this Guideline we will be dealing with only HDI and GII as the other two indices require survey data at the household level for each of the indicators.

Chapter 7

Construction of Human Development Index (HDI)

7.1 Introduction

The latest UNDP Report-2010 on HDI continues to adopt the same basic three indicators of education, health and standard of living/income for the calculation of HDI. Simultaneously, an effort was also made to arrive at Gender Inequality Index. To compute HDI, 10 indicators were used covering the area of living standard, education and health.

For the purpose of deriving HDI at the Taluk level, use of taluk level indicators will be appropriate. HDI presents information on the human development in three dimensions while GII provides information gender differentials in achievements.

7.2 Indicators for HDI

The indicators that may be used for deriving HDI at the Taluk level are as follows:

7.2.1 Indicators for measuring HDI

Dimensions	Indicators	Methods of obtaining indicators
Living standards	Percentage of HHs having access to Cooking fuel	No. of households using modern fuels like LPG, Electricity, Gas etc/ Total number of households *100.
	Percentage of HHs having access to Toilet	No. of households having toilet /Total no. HHs. *100.
	Percentage of HHs having access to Water	No. of households provided with safe drinking water/Total no. HHs.*100.
	Percentage of HHs having access to Electricity	No. of households having electricity /Total no. HHs.*100.
	Percentage of HHs having access to Pucca house	Total no. of HHs. with pucca houses/Total no. of HHs. * 100
	Percentage of Non agricultural workers (main + marginal)	No. of non agricultural workers / Total workers * 100
	Per-capita Income	Total income of the Taluk/Total Population
Health	Child Mortality Rate	Number of Maternal Deaths in a Year / Total Number of Live Births * 100,000
	Maternal Mortality Rate	Number of Maternal Deaths in a Year / Total Number of Live Births * 100,000
Education	Literacy Rate	2011 Census
	Gross Enrolment Rate at Schools (Primary+Secondary)	Gross Enrollment at primary & secondary schools / No. of children in the age group of 6 to 14

There are two indicators for measuring health, three for education and seven for standard of living. All these indicators reflect human development..

7.3 Method of Estimating HDI

For the estimation of the HDI, the following steps may be followed:

1. All computations would be done at two stages. The first computation would help in understanding the relative positions of different taluks within the district. The second set of computation would relate to the position of a taluk with reference to the remaining 176 taluks.

As a first step, a minimum and maximum value has to be set for each of the above 11 indicators to transform them into indices lying between zero and one. For this purpose, the observed minimum and maximum figures for each of the indicators will be taken. Since the Geometric Mean has to be calculated, in the case of a positive indicator, the minimum value would be taken as 10 per cent less than the observed minimum value in the Taluk. Similarly, in the case of a negative indicator, the maximum value would be taken as 10 per cent more than the observed maximum value.

2. The index value (in the case of a positive indicator) can be calculated using the formula –

$$\text{Index Value} = (\text{Actual Value} - \text{Min. Value}) / (\text{Max. Value} - \text{Min. Value})$$

Eg.: calculations will be based on highest values being assigned highest ranking

3. The index value (in the case of a negative indicator) can be calculated by using the formula –

$$\text{Index Value} = (\text{Max. Value} - \text{Actual Value}) / (\text{Max. Value} - \text{Min. Value})$$

However, for per capita income, first convert the actual per capita income, the minimum per capita income and maximum per capita income into natural log values before converting into the index.

4. For Computing sectoral indices (health, education and standard of living) geometric mean is to be used and the method of calculation is as below. Thus there will be three indices one for Standard of living, another for health and the last for education.

Sectoral Index = If I_1, I_2, \dots, I_n are the n indices for a particular sector, then the Geometric Mean for the Sector HDI = $(I_1 \times I_2 \times \dots \times I_n)^{(1/n)}$

5. To compute HDI, aggregate the three sectoral indices using geometric mean with the following formula.

HDI = $(SI_l \times SI_h \times SI_e)^{(1/3)}$ where SI_l is the sectoral index for living standard, SI_h is the sectoral index for health and SI_e is the sectoral index for education.

An illustration of the calculation of HDI is presented in Table 7.3.1.

Table 7.3.1: Illustration for calculating HDI for Total Population

Indicators	Actual value	Maximum observed value	Minimum observed value	Converting into Index	Sectoral Index
Standard of Living					
Cooking fuel	48.0%	92.9%	9.4%	0.462	$(0.462 \times 0.530 \times 0.981 \times 0.822 \times 0.413 \times 0.349 \times 0.457)^{(1/7)} = 0.538$
Toilet	55.0%	94.8%	10.1%	0.530	
Water	97.5%	98.9%	26.8%	0.981	
Electricity	93.1%	98.0%	70.2%	0.822	
Pucca house	56.2%	78.1%	40.7%	0.413	
Percentage of Non agricultural workers (main + marginal)	49.8%	95.4%	25.3%	0.349	
Per-capita Income	58171	152795	25845	$(\ln 58171 / \ln 25845) \div (\ln 152795 / \ln 25845) = 0.457$	
Health					
Child Mortality Rate	33.00	67.0	25.0	0.810	$(0.810 \times 0.403)^{(1/2)} = 0.572$
Maternal Mortality Rate	235.0	373.0	30.0	0.403	
Education					
Literacy Rate	72.8%	88.6%	46.6%	0.624	
Gross Enrolment Rate at (Primary+Secondary) Schools	105.7%	105.7	74.3	1.000	
HUMAN DEVELOPMENT INDEX (HDI) = (Geometric Mean of Sectoral Indices)				$(0.538 \times 0.572 \times 0.790)^{(1/3)} = 0.624$	

Note: The observed minimum and maximum figures for the taluk should be taken into account.

The minimum figure for calculation should be taken as 10 per cent less than the observed minimum figure for all the taluks.

Computation of Indices

The computation of all indices would be at two levels – To understand the position of the taluk within the district for which the observed minimum and maximum values would be taken into account. The second type of calculation of all indices would take the observed minimum and maximum values from all the 176 taluks for the indicators and computing the index values and the same would help in understanding the position of the taluk among the 176 taluks.

7.4 Status of Scheduled Castes and Scheduled Tribes

The status of scheduled caste and scheduled tribe groups has been attracting the attention of academicians and policymakers. A number of studies have indicated that the SC and ST groups have not reaped the development efforts of the state and the initiatives have not lead to any improvement in their standard of living. Keeping this in mind, an effort will be made in the present DHDR to compare the status of SC and ST households with other households which gives a picture about the backwardness of these households.

7.4.1 Table to understand the Human Development Position of SC/ST

Indicator	Definition	SC	ST	Others	Total
Percentage having good housing condition	Houses with good and livable condition /Total number of HH				
Sage Drinking Water	Tap treated, covered well, hand pump, bore well/ Total number of HH				
Electricity	HH electrified/Total No. of HH				
Toilet	HH with toilet facility/Total No. of HH				
Bathroom	HH with Bathroom/Total No. of HH				
Drainage	HH with closed /open drainage/ Total No of HH				
Cooking Fuel	HH with LPG / Electricity / Biogas / Total No of HH				
Radio	HH with Radio/Total No. of HH				
TV	HH with TV/Total No. of HH				
Computer with internet	HH with Computer with internet/Total No. of HH				
Computer without internet	HH with Computer without internet/Total No. of HH				
Telephone landline	HH with Landline telephone/Total No. of HH				
Mobile	HH with mobile/Total No. of HH				
Both landline and mobile	HH with landline and mobile/Total No. of HH				
Two wheeler	HH with scooter etc/Total No. of HH				
Car	HH with car etc/Total No. of HH				
HH with any of the Assets	(Total Households-HH without any asset)/Total No of HH				
Child Mortality Rate	No of Child Death (0-4 years)/ Total number of live births*100 0				
Maternal Mortality	Number of Maternal deaths in a year/number of live births*100000				
Gross enrolment rate	Gross enrolment in primary and secondary school/number of children in the age group 6-14				

Source: Census of India 2011

Chapter 8

Construction of Gender Inequality Index (GII)

8.1 Introduction

GII measures the loss in potential of human development due to inequality between female and male achievements. As it reflects an inequality situation, a value of zero represents no inequality and a value of one represents highest level of inequality in the society. The UNDP report of 2010 has brought out the GII index for all the countries. For measuring GII, three dimensions are considered by the report. They are:

1. Reproductive Health
2. Empowerment
3. Labour market

The indicators considered for each of these dimensions in the preparation of District Human Development Reports in Karnataka are given in Table 4.1.

Table 8.1: Indicators considered for measuring GII at Taluk Level

Dimensions	Indicators
Reproductive Health	Maternal Mortality Rate (MMR)
	Share of Institutional deliveries (ID)
	Share of pregnant women with Anemia (ANE)
Empowerment	Share of female and male elected representatives in PRIs and ULBs (PR _F and PR _M)
	Share of female and male children in the age group 0-6 years (CHLD _F , CHLD _M)
	Share of female and male literacy (LIT _F , LIT _M)
Labour market	Share of female and male Work Participation Rate (WPR _F , WPR _M)
	Share of female and male workers in the non agricultural sector (NAG _F , NAG _M)
	Female and male Agricultural Wage Rate (WAGE _F , WAGE _M)

8.1.1 Method

1. Aggregating across dimensions within each Gender Group using Geometric Mean.

For Females

$$G_F = \sqrt[3]{\left[\left(\frac{1}{MMR}\right) \times D \times ANE\right]^{1/3} * [R_F \times CHLD_F \times LIT_F]^{1/3} * [WPR_F \times NAG_F \times WAGE_F]^{1/3}}$$

For Males

$$G_M = \sqrt[3]{1 * [R_M \times CHLD_M \times LIT_M]^{1/3} * [WPR_M \times NAG_M \times WAGE_M]^{1/3}}$$

2. Aggregating across Gender Group using a Harmonic Mean.

$$HARM(G_F, G_M) = \left[\frac{(G_F)^{-1} + (G_M)^{-1}}{2} \right]^{-1}$$

3. Calculate the Geometric Mean of the Arithmetic Means of the each Indicator

$$G_{F,M} = \sqrt[3]{\overline{health} \cdot \overline{empowerment} \cdot \overline{LFPR}}$$

Where

$$\overline{health} = \left[\frac{\left[\left(\frac{1}{MMR} \times D \times ANE \right)^{1/3} + 1 \right]}{2} \right]$$

$$\overline{empowerment} = \frac{\left[R_F \times CHLD_F \times LIT_F \right]^{1/3} + \left[R_M \times CHLD_M \times LIT_M \right]^{1/3}}{2}$$

$$\overline{LFPR} = \frac{\left[WPR_F \times NAG_F \times WAGE_F \right]^{1/3} + \left[WPR_M \times NAG_M \times WAGE_M \right]^{1/3}}{2}$$

4. Calculating the GII by comparing the equally distributed Gender Index to the reference standard. The GII value ranges from zero (no gender inequality across dimensions) to one (total inequality across dimensions)

$$GII = 1 - \frac{HARM(G_F, G_M)}{G_{F,M}}$$

8.1.2 Example of GII Calculation

Dimensions	Indicators	Indicator values	
		Female	Male
Reproductive Health	Maternal Mortality Rate (MMR)	235	-
	Share of Institutional deliveries (ID)	0.997	-
	Share of pregnant women with Anemia (ANE) (converted into positive as 1-anemia)	0.924	-
Empowerment	Share of female and male elected representatives in PRIs and ULBs (PR _F and PR _M)	0.411	0.589
	Share of female and male children in the age group 0-6 years (CHLD _F , CHLD _M)	0.490	0.510
	Share of female and male literacy (LIT _F , LIT _M)	0.671	0.784
Labour market	Share of female and male Work Participation Rate (WPR _F , WPR _M)	0.263	0.610
	Share of female and male workers in the non agricultural sector (NAG _F , NAG _M)	0.410	0.535
	Female and male Agricultural wage rate (WAGE _F , WAGE _M) (converted into indicator)	(105-81)/(130-81) = 0.489	(140-101)/(160-101) = 0.662

Step I

$$G_F = \sqrt[3]{\left[\left(\frac{1}{235}\right) \times 0.997 \times 0.924\right]^{1/3} * [0.411 \times 0.490 \times 0.671]^{1/3} * [263 \times 0.410 \times 0.489]^{1/3}}$$

$$G_M = \sqrt[3]{1 * [0.589 \times 0.510 \times 0.785]^{1/3} * [0.610 \times 0.535 \times 0.662]^{1/3}}$$

$$G_F = \sqrt[3]{0.158 * 0.513 * 0.375} = \mathbf{0.312}$$

$$G_M = \sqrt[3]{1 * 0.618 * 0.599} = \mathbf{0.718}$$

Step II

$$HARM(G_F, G_M) = \left[\frac{(0.312)^{-1} + (0.718)^{-1}}{2} \right]^{-1} = \mathbf{0.435}$$

Step III

$$\overline{health} = \left[\frac{0.158 + 1}{2} \right] = \mathbf{0.579}$$

$$\overline{empowerment} = \left[\frac{0.513 + 0.618}{2} \right] = \mathbf{0.565}$$

$$\overline{LFPR} = \left[\frac{0.375 + 0.599}{2} \right] = \mathbf{0.488}$$

$$G_{F,M} = \sqrt[3]{0.579 \times 0.540 \times 0.488} = \mathbf{0.542}$$

Step IV

$$GII = 1 - \frac{0.435}{0.542} = \mathbf{0.198}$$

8.2 Other Issues of Importance

Another important issue that needs to be addressed in the section relates to the crimes against women that are reported in the districts. This may relate to issues related to dowry harassment, domestic violence, girl child marriage and other forms of crimes against women including harassment at workplace that are reported within the district.

Chapter 9

Construction of Child Development Index (CDI)

9.1 Introduction

Child Development Index (CDI) is an index combining performance measures specific to children - education, health and nutrition - to produce a score on a scale of 0 to 100. A zero score would be the best. The higher the score, the worse children are faring.

The Child Development Index (CDI) was developed by the campaign in UK, "Save the Children" in 2008 through the contributions of Terry McKinley, Director of the Centre for Development Policy and Research at the School of Oriental and African Studies (SOAS), University of London, with support from Katerina Kyrili.

The indicators which make up the index are chosen because they are easily available, commonly understood, and clearly indicative of child well-being. At the international level, the three indicators used for measuring Child Development Index are:

Health: the under-five mortality rate (the probability of dying between birth and five years of age, expressed as a percentage on a scale of 0 to 340 deaths per 1,000 live births). This means that a zero score in this component equals an under five mortality rate of 0 deaths per 1,000 live births, and a score of 100 equals our upper bound of 340 deaths per 1,000 live births. The upper bound is higher than any country has ever reached; Niger came the closest in the 1990s with 320 under-five deaths per 1,000 live births.

Nutrition: the percentage of under fives who are moderately or severely underweight. The common definition of moderately or severely underweight, which we use here, is being below two standard deviations of the median weight for age of the reference population.

Education: the percentage of primary school-age children who are not enrolled in school. For our measure of education deprivation, we use the opposite of the Net Primary Enrolment rate, i.e., 100 – the NER. This gives us the percentage of primary school-age children who are not enrolled.

The CDI indicates how children are faring. Are some states and districts making good progress in improving child well-being? Is it getting worse in other states and districts ? The CDI answers these questions.

9.2 Indicators for Child Development

In the preparation of District Human Development reports in Karnataka, the following four indicators would be used to measure the CDI:

Dimension	Indicator	Nature of indicator
Health	Child Mortality Rate	Negative
Nutrition	Percentage of Malnourished Children	Negative
Education	Percentage of Dropout Children from Primary and Secondary School	Negative

9.3 Computation of Child Development Index

- The indicators have been broadly categorised under the 3 parameters that influence the HDI.
- All the above indicators are negative in nature.
- The index values for each of the indicators can be calculated by using the following formula –

$$\text{Index Value} = \frac{(\text{Max. Value} - \text{Actual Value})}{(\text{Max. Value} - \text{Min. Value})}$$

- The index values for each of the indicators would range between 0 and 1 - 0 indicating the lowest ranking for the Taluk and 1 indicating highest ranking of the Taluk
- The Child Development Index would be the average of the index values of the three indicators – with highest value indicating better child development.
- The composite index is the average of the consolidated index values of all sectors and this is to be used to assign the ranks for the Taluks within the district.

Chapter 10

Construction of Food Security Index (FSI)

10.1 Concepts and Dimensions

Food security situation in India has relevance because in spite of having achieved self-sufficiency in food production mainly due to achievements in improving the productivity and production of rice and wheat, we have not been able to eliminate chronic hunger and poverty. The concept of food security in the Indian context has been increasingly refined during the last 50 years. After World War II, food security meant building emergency grain reserves and ensuring the **physical availability** of food in the market. After the onset of green revolution in the late 60s, it became obvious that **economic access** to food is equally important for ensuring food security at the household level. During the 80s, it was evident that the principle of **social access**, with special reference to marginalized communities and gender discrimination, should be added to the concept of food security. After the UNCED conference in Rio de Janeiro, there has been an increasing understanding in the role of environmental factors in food security. The ecological foundations essential for sustained agricultural progress are increasingly under stress due to human activities. Thus the **environmental access** to food becomes important.

Food security is related to being able to feed the people and keeping them healthy all the time. Sustainability of food security is a long-term perspective of producing and providing food in perpetuity. In terms of productivity of our agro-ecosystems, it is directly related to long-term ecological health. Economic development is required for food security, so that a country is not only able to produce enough food but can also provide livelihood security so that people can afford enough food. Ecology and economy were in the past considered as contradictory to each other. It was thought one has to sacrifice economic development to achieve ecological health and vice-versa. Reconciling the environment and economic development was first discussed at the United Nations conference on Human Environment at Stockholm in 1972.

10.2 Food Security Indicators

The indicators used for computing the Food Security Index (FSI) are based on the three major parameters Availability, Accessibility and Absorption indicators. The list of indicators that would be used is as follows:



Construction of Food Security Index (FSI)

Dimension	Indicator	Estimation procedure	Nature of Indicator
Availability	Cropping Intensity	Gross Sown Area / Net Sown Area *100	Positive
	Percentage Change in NSA(Net Sown Area) over the years (2001 – 2011)	(NSA 2011 – NSA 2001) / NSA 2001 *100	Positive
	Per capita food grain production	Total Food Grain Production / Total population	Positive
	Per Capita forest cover	Total Forest Cover / Total Population	Positive
	Irrigation Intensity	Gross Irrigated Area / Net Irrigated Area *100	Positive
	Percentage of area degraded to TGA	Total degraded area / Total Geographical Area *100	Negative
	Percentage of leguminous crops in the GCA (Area under pulses is to be taken for leguminous crops)	Area under leguminous crops / Gross Cropped Area *100	Positive
Accessibility	Percentage of BPL families in the Taluk	No. of BPL HHs / Total No. of BPL HHs *100	Negative
	Per capita Income	Total Taluk income / Total Population	Positive
	Percentage of Non-agricultural workers to total workers (i.e. excluding main and marginal cultivators and main and marginal agricultural labourers)	No. of Non-agricultural workers / Total No. of workers *100	Positive
	Average size of holdings	Total size of holdings / total No. of cultivators	Positive
	Percentage of agricultural labourers to total workers	No. of Agricultural labourers / Total No. of workers *100	Negative
	Percentage of villages having PDS outlets within the village	No. of villages having PDS outlets within the village / total no. of villages *100	Positive
Absorption	Child Mortality Rate	Already explained	Negative
	Percentage of households with access to safe drinking water	-do-	Positive
	Percentage of pregnant women with Anemia	-do-	Negative
	Percentage of Malnourished Children	-do-	Negative
	Female Literacy Rate	-do-	Positive

10.3 Computation of Food Security Index

- The indicators have been broadly categorised under the 3 parameters Availability, Accessibility and Absorption.
- The data collected for the above indicators has to be used for calculating the index values. This would help in making the values unit-less and would allow summation of the index values of all the indicators.
- The index values have to be calculated for each of the indicators after identifying whether the indicators are positive or negative. This is done to make the index values unidirectional.
- The index value (in the case of a positive indicator) can be calculated using the formula –

$$\text{Index Value} = (\text{Actual Value} - \text{Min. Value}) / (\text{Max.Value} - \text{Min.Value})$$

E.g.: calculations will be based on highest values being assigned highest ranking

- The index value (in the case of a negative indicator) can be calculated by using the formula–

$$\text{Index Value} = (\text{Max. Value} - \text{Actual Value}) / (\text{Max.Value} - \text{Min.Value})$$

- The index values for each of the indicators would range between **0 and 1** - 0 indicating the lowest ranking for the Taluk and 1 indicating highest ranking of the Taluk
- The consolidated index for each of the parameters/ sectors/dimensions will be the average index value of all the indicators
- The composite index is the average of the indicators of all the three parameters – availability, accessibility and absorption - this will be used to assign the ranks for the Taluks within the district.



Chapter 11

Construction of Composite Taluk Development Index (CTDI)

11.1 Introduction

The assessment of human development in any unit of study is accomplished through certain indicators which are measurable and quantifiable. But, often the direct indicators reflecting human development are not available at the sub-district level. Hence, it is important to go for proxy indicators to understand the position of human development.

In this Guidelines document, for the preparation of DHDRs, a broad set of 76 indicators affecting Human Development have been identified and selected based on the availability and reliability of data at the Taluk level. These data will be used in the relevant chapters for understanding the position of taluks in the respective districts. All the indicators suggested in the Guidelines are with the intention of bringing a commonality in information gathering, presentation and analysis with a view to provide a comprehensive picture on the status of Human Development at Taluk level. Composite Taluk Development Index (CTDI) will be constructed using these indicators, as discussed in Chapter 8 of Part II of this document.

11.2 Taluk Level Indicators

Human Development Index (HDI) is calculated by using the three broad parameters related to education, health, and standard of living. These indicators are chosen taking into account the demographic factors, livelihood and employment related factors, household assets, empowering the community, health factors including water supply and sanitation and education factors. The data for the indicators are collected keeping Taluk as the unit for all calculations. In all, 76 indicators have been selected for the purpose.

The first and foremost activity in the DHDR exercise is the collection of data on the following 76 different indicators. Census of India, 2011 and most of the key departments have maintained data online and the data are available below the district level. Data can be accessed at the taluk level with specific approval of the departments concerned. Therefore, the representatives of the Lead Agencies have to ascertain the availability and access to data sources.

After collecting information, the accuracy of data must be validated. If some particular data on an indicator are found to be unreliable, their authenticity must be discussed with the departments concerned. Accordingly, necessary corrections may be made before using the data for analysis.

It is possible that for some indicators there are different sources from which data can be gathered. In such cases, data should be sourced from the primary data collection agency, and data from other sources can be used for validation. If the data quality of indicators is found to be poor from the primary sources, other sources of data can be explored.

11.3 Method of Computation of CTDI

The 76 indicators identified and listed in Chapter 2 in Part 1 of the document will be used for computing Composite Taluk Development Index. The indicators have been broadly categorized under the Human Development parameters. While computing CTDI, the following shall be borne in mind.

- The indicators have been broadly categorised under the 3 parameters: **Availability, Accessibility and Absorption.**
- The data collected for the above indicators has to be used for calculating the index values. This would help in making the values unit-less and would allow summation of the index values of all the indicators.
- The index values have to be calculated for each of the indicators after identifying whether the indicators are positive or negative. This is done to make the index values unidirectional.
- The index value (in the case of a positive indicator) can be calculated using the formula:

Index Value = (Actual Value – Min. Value) / (Max. Value – Min.Value)

E.g.: calculations will be based on highest values being assigned highest ranking

Construction of Composite Taluk Development Index (CTDI)

- The index value (in the case of a negative indicator) can be calculated by using the formula:

$$\text{Index Value} = (\text{Max. Value} - \text{Actual Value}) / (\text{Max. Value} - \text{Min. Value})$$

- The index values for each of the indicators would range between 0 and 1 - 0 indicating the lowest ranking for the Taluk and 1 indicating highest ranking of the Taluk
- The consolidated index for each of the parameters/ sectors/dimensions will be the average index value of all the indicators
- The composite index is the average of the indicators of all the three parameters – availability, accessibility and absorption and this will be used to assign the ranks for the Taluks within the district.

Chapter 12

Construction of Composite Dalit Development Index (CDDI) : A Case Study

12.1 Introduction

'Dalits' or Scheduled Castes, in India, constitute a sizeable percentage of the total population (16.25% of the total population). However, they remain at the lowest rung of the socio-economic ladder, and the socio-historical fact is that they have suffered, through centuries, from social exclusion – 'the denial of equal access to opportunities imposed by certain groups in the society upon others' (Buvenic, 2005). Despite constant, deliberate and conscious efforts to discourage and remove negative discriminatory practices such as exclusion, it is said that the condition of the Dalits still remains, more or less, the same, thus implying their very poor development.

In Karnataka dalits constitute 16.20% of the total population, and are concentrated in the rural areas (74.90%). The total number of Scheduled Castes in Karnataka, as notified by the SC-ST Order (Amendment) Act, 1976, is 101, which is the 'highest' number compared to any other States / UTs of the country.

The HDI for SCs of Karnataka in 2001 is 0.575, as compared to the General Population HDI of 0.65 – clearly showing the poor Dalit Development. It is further argued that the HDI is not comprehensive enough to capture the Dalit Development on account of the following factors:

- There are some problems which are specific to Dalits and these problems produce *disabilities* among Dalits, and the disabilities, in turn, hinder their capabilities to absorb development opportunities
- HDI measures the development of a region and deals with structural issues
- Capabilities of agency to absorb opportunities are not considered in HDI
- Social Indicators of HDI do not capture the historical social issues
- Dalit development problems are different from mainstream development problems (for e.g., position of dalits at the bottom of the ladder, Untouchability, Social Exclusion, Discrimination, etc.) and those specific problems affect Dalits' Institutional / Social Inclusion, Freedom, Mobility, etc., leading to their *disabilities* (to digest /

participate in social / economic / political / cultural opportunities / activities) and these disabilities, in turn, will lead to their *Capability Deprivations*.

Because of these and other reasons, it is felt that we need a separate Index – a Composite Dalit Development Index – to capture all the Dalit specific factors and understand where exactly the Dalits stand in the process of development.

Keeping in mind the need for special attention to Dalits, an effort is being made for the first time in this DHDR to conduct a pilot study on Dalits, selecting one Grama Panchayat in each District, and using primary and secondary data to calculate and present a CDDI.

12.1.1 Institutional Inclusion (values are in absolute numbers)

Government has specified the number of seats to be reserved for the dalits in Panchayats, School Management Committees, Joint Forest Management Committees, Water Societies, Finance Societies and Village Health and Sanitation Committees. If those seats are filled, score 1 or weightage is given. If more than mandated seats are occupied by the dalits score 2 is given and if less than the mandated seats are occupied, score 0 needs to be given.

12.1.2 Social Inclusion

Residence

If more than 70% of the respondents say they have open entry into the residence of non dalits, give 2 score, if 50-69% say they have open entry into residence of non dalits, give 1 score and if less than 49% say they have open entry, give 0 score

Address

If more than 70% of the dalit respondents say they are respectfully addressed like non dalits, give 2 score, if 50-69% say they are respectfully addressed, give 1 score and if less than 49% say they are respectfully addressed, give 0 score

Festivals

If more than 70% of the dalit respondents say they are included like non dalits in all the activities of the village festivals, give 2 score, if 50-69% say they are included like non dalits, give 1 score and if less than 49% say they are included like non dalits, give 0 score.

Temples

If more than 70% of the dalit respondents say they are allowed like non dalits to enter village temples, give 2 score, if 50-69% say they are allowed, give 1 score and if less than 49% say they are allowed, give 0 score.

Hotels

If more than 70% of the dalit respondents say they are treated like non dalit customers in the village hotels, give 2 score, if 50-69% dalits say they are treated like non dalit customers, give 1 score and if less than 49% say they are treated like non dalits, give 0 score.

12.1.3 Perception of Discrimination

Drinking Water

If more than 70% of dalits say that they have access to all the sources of drinking water (wells, taps) in the village to which the non dalits have access consider it a situation of no discrimination and give 2 score. If 50 to 69% say they have access to all the sources give 1 score, if less than 49% say they have access to all the sources give 0 score.

Education

If more than 70% of dalits respondents say that their children are treated at par with the non dalits children in matters such as - seating arrangement in the classroom, plates given for the midday meal, participation in curricula and extra curricula activities such as sports and cultural activities – drama, singing, dancing, elocution and if more than 70% say respondents whenever they visit schools they have been treated at par with the non dalits in matters such as - paying attention to them, listening their words, giving seats, addressing them and complying with their requests or suggestions, give 2 score. if 50 to 69% say their children and they are treated at par with non dalits

give 1 score and if less than 49% say their children and they are treated at par with non dalits give 0 score.

Health

If more than 70% of dalits respondents say health workers (health visitors, asha workers) do not discriminate between dalits and non dalits in matters such as – number of visits, paying attention, delivery of drugs, request or extra visits, emergency services and passing on cash benefits and if more than 70% of dalits say they have been treated at par with non dalits when they visit doctors in matters such as waiting period, paying attention, diagnosis, drugs prescription and conducting tests, give 2 scores. If 50 to 69% say they are treated at par with the non dalits, give 1 score and if less than 49% dalits say they are treated at par with the non dalits, give 0 score.

Social Discrimination

If more than 70% of dalit respondents say they are treated at par with the non dalits in hotels, temples, social and religious functions in matters such as – entry, invitation, seating arrangements, (same or separate) plates or glasses used, meals served and disposal of used plates or glasses, give 2 score. If 50 to 69% respondents say they are treated at par with the non dalits, give 1 score and if less than 49% say they are treated at par with the non dalits, give 0 score.

Economic Discrimination

If more than 70% of dalit respondents say they are treated at par with the non dalits in matters such as – in (inside and outside) temple works, all the works of festivals, midday meal cooking, getting customers to dalit hotels, getting house on rent and giving house on rent, give 2 score. Of 50 to 69% respondents say they are treated at par with the non dalits, give 1 score and if less than 49% say they are treated at par with the non dalits, give 0 score.

12.1.4 Protest against Discrimination

If more than 70% of dalit respondents say that they protested against discrimination in respect of water, health, education, social and economic factors, give 2 score, if 50-69% of respondents say discriminations

were protested, give 1 score and if less than 49% of respondents say discriminations were protested give 0 score.

12.1.5 Conflict Resolution

If more than 70% of dalit respondents say conflicts in respect of water, health, education, social and economic factors were satisfactorily resolved, give 2 score. If 50-69% respondents say conflicts were satisfactorily resolved, give 1 score and if less than 49% say conflicts were satisfactorily resolved, give 0 score.

12.1.6 Perception of Freedom

Freedom to Question

If more than 70% of dalits say they can question all the injustices met to them, give 2 score. If 50-69% say they can question all the injustices met to them, give 1 score and if less than 49% say they can question all the injustices, give 0 score.

If more than 70% of the dalit respondents say they can protest against all kinds of discriminations, give 2 score, if 50-69% of respondents say they can protest against all kinds of discriminations, give 1 score and if less than 49% say they can protest against all discriminations, give 0 score.

Mobility

If more than 70% of the dalits respondents say they are free to move in areas where non dalits move, give 2 score, if 50-69% dalits say they are move where non dalits move, give 1 score and if less than 49% dalits say they are free to move, give 0 score.

Employment

If more than 70% of the dalit respondents say they can get all kinds of employment opportunities which the non dalits get, give 2 score, if 50-69% say they get all employment opportunities which the non dalits get, give 1 score and if less than 49% say they get all employment opportunities which the non dalits get, give 0 score

Participating in cultural activities

If more than 70% of the dalit respondents say they can participate like non dalits in all the cultural activities,

give 2 score, if 50-69% say they can participate like non dalits in all the cultural activities, give 1 score and if less than 49% say they can participate like non dalits, give 0 score.

12.1.7 Standard of Living

Land holding

Compare the dalit households owning cultivable agricultural land with the general population owning cultivable land. If you find more dalit respondents have cultivable land than the non dalits households, give 2 score. If you find number of dalit respondents owning cultivable land is equal to non dalits families owning cultivable land, give 1 score and if you find comparing to general population less number of dalit respondents own cultivable land, give 0 score.

For example, assume that there are 100 households in a Panchayat area, of which 70 households belong to non dalits and 30 to dalits. Then the ratio of non dalit and dalit households is 7:3. Let also assume that total cultivable land holding households are 56 in the Panchayat. Then the dalit landholding households should be 17 that is equal to norms. If the given landholding is more than this figure (17) give 2 score, if it is equal to 17, give 1 score and it is less than 17 give 0 score.)

Ownership of Non-agricultural Establishments

Apply the above method - count all the commercial and industrial, service sector establishments (shops, hotels, flour mills, repair shops and so on) in the Panchayat area and find out the share of dalits. If the dalits own more commercial and industrial establishments than the norms, give 2 score. If dalits own shops and establishments equal to norms, give 1 score and if dalits own less number of shops and establishments than the norms, give 0 score.

Pucca Houses

Apply the above method - count the total number of Pucca Houses in the Panchayat area and find out the share of dalits based on their number of households (that is, norms). If the dalits own more Pucca Houses than the norms, give 2 score. If dalits own Pucca houses equal to norms, give 1 score, and if dalits own less number of Pucca houses than the norms, give 0 score.

Electrification

Apply the above method - count the total number of electrically lighted houses in the Panchayat area and find out the share of dalits (or norms) based on the ratio of dalit and non dalit households. If the dalits own more electrified houses than the norms, give 2 score. If dalits own electrified houses equal to norms, give 1 score and if dalits own less number of electrified houses than the norms, give 0 score.

Owning Two Wheelers (Bike / Scooter)

Apply the above method - count the total number of two-wheelers in the Panchayat area and find out the share of dalits. If the dalits own more two wheelers than the norms, give 2 score. If dalits own two wheelers equal to norms, give 1 score and if dalits own less number of two wheelers than the norms, give 0 score.

12.2 Gender Dimension of Dalit Development

Rest Prior to Delivery

If more than 70% of the dalit respondents say that their women take 3 months rest prior to delivery, give 2 score. If 50-69% say that their women take 3 months rest prior to delivery, give 1 score and if less than 49% say, give 0 score.

Rest after Delivery

If more than 70% of the dalit respondents say that their women take 3 months rest after delivery, give 2 score. If 50-69% say that their women take 3 months rest after delivery, give 1 score and if less than 49% say, give 0 score.

Rate of Institutional Delivery

Compare the rate of institutional delivery of the dalit women with the rate of Institutional delivery of general population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population, give 1 score and if it is less than general population, give 0 score.

Health Assistant Visits – Rate of health assistant visits of the District

Compare the rate of Health Assistant Visits of dalits with the rate of Health Assistant Visits of general population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population,

give 1 score and if it is less than general population, give 0 score.

Reproductive Health Support – Rate of Reproductive Health Support of the District

Compare the rate of reproductive health support of the dalit women with the rate of reproductive health support of the general population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population, give 1 score and if it is less than general population, give 0 score.

12.3 Access to Basic facilities – Water, Toilets and Drainage

Drinking Water – 55 litres per day per person

If more than 70% of dalit respondents say that they receive more than 55 LPCD, give 2 score, if 50-69% say they receive equal to 55 LPCD, give 1 score and if less than 49% say that they receive less than 55 LPCD, give 0 score.

Toilets

Apply the above method - count the total number of toilets in the Panchayat area and find out the share of dalits based on their number of households (that is, norms). If the dalits own more toilets than the norms, give 2 score. If dalits own toilets equal to norms, give 1 score and if dalits own less number of toilets than the norms, give 0 score.

Drainage

Apply the above method - count the total length of drainage created in the Panchayat area and find out the length of drainage should be created in dalit areas based on their number of households (that is, norms). If the dalits area has more drainage length than the norms, give 2 score. If dalits area has equal to norms, give 1 score and if dalits area less than the norms drainage, give 0 score.

12.4 Access to Basic Facilities – Education

Enrollment – Rate of enrollment of General Children - Norms

Compare the rate of lower and higher primary enrollment of the dalit children with that of the general

population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population, give 1 score and it is less than the general population, give 0 score.

Attending – Rate of attendance of the General Children - Norms

Compare the rate of lower and higher attending of the dalits with the rate of attendance of the general population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population, give 1 score and it is less than the general population, give 0 score.

Rate of Transition – Rate of transition of the General Population - Norms

Compare the rate of lower and higher transition of the dalits with the rate of transition of the general population of the Panchayat. If it is more than the general population, give 2 score, if it is equal to general population,

give 1 score and it is less than the general population, give 0 score.

12.5 Sample Size and Panchayat Selection

- One panchayat in each District
- The selected Panchayat should be located at least 15 kms away from taluk headquarters
- Panchayat should be a multi caste Panchayat
- Panchayat should have more than 50 but less than 100 dalit households
- 50 dalit families in each Panchayat will be randomly selected for study
- Select proportionate sample families from each village coming under a Panchayat
- Family head, female members and young members of the family need to be consulted – All the members of family as a group considered as source of information of the family.

12.6 Data from secondary sources

Variables	Source of Data
1. Total Households of the Panchayat	General Information Book
2. Total population of the Panchayat	General Information Book
3. Total SC Households	General Information Book
4. Total SC population	General Information Book
5. Total number of Panchayat Members	Panchayat Secretary
6. SC Panchayat Members	Panchayat Secretary
7. Total SDMC Members	School Head Master
8. SC SDMC Members	School Head Master
9. Total JFMC Members	Coordinator of JFMC/Forester
10. SC JFMC members	Coordinator of JFMC/Forester
11. Total Water Society Members	Panchayat Secretary
12. SC Water Society members	Panchayat Secretary
13. Total Finance Society Members	Secretary of Finance Society
14. SC Finance societies members	Secretary of Finance Society
15. Total VH&SC members	Secretary of VH&SC
16. Dalit VH&SC members	Secretary of VH&SC
17. Total Pucca Houses in the Panchayat	General Information Book
18. Pucca houses of SCs	General Information Book
19. Total Toilets in the Panchayat	General Information Book

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20.	Toilets in SC households	General Information Book
21.	Total length of Drainage in the Panchayat	General Information Book
22.	Length of drainage in SC colony	General Information Book
23.	Total number of cultivable Land holdings in the Panchayat	Village Accountant
24.	Total number of cultivable land holding of SCs	Village Accountant
	Total number of non agricultural establishments (shops, hotels, flour mills etc.) in Panchayat	General Information Book
26.	Number of non agricultural establishments owned by SCs	Panchayat Secretary
27.	Total electrified houses in the Panchayat	General Information Book
28.	Number of electrified SC houses	General Information Book
29.	Total number of two wheeler (Bike/Scooter) owning households in the Panchayat	General Information Book
30.	Number of two wheeler owning households of SCs	General Information Book
31.	Per day water supplied to the Uru in liters	Panchayat Secretary
32.	Per day water supplied to the SC Colony in litres	Panchayat Secretary
33.	Rate of institutional delivery of the District	National Family Health Survey
34.	Rate of health assistants visits of the district	National Family Health Survey
35.	Rate of reproductive health support of the dist.	National Family Health Survey
36.	Rate of primary enrollment of general students in the Panchayat	Educational Census - HM
37.	Rate of primary enrollment of SC students	Educational Census – HM
38.	Rate of primary attendance of general students in the Panchayat (Enrollment – dropout)	School Head Master
39.	Rate of primary attendance of SC students Enrollment – dropout)	School Head Master
40.	Rate of transition of primary to high school of general students in the Panchayat	School Head Master
41.	Rate of transition of primary to high school of SC students	School Head Master

12.7 Data from Primary Source – Questionnaire

Social Inclusion

- | | | |
|----|---|----------|
| 1. | Do you have free entry into non dalit residence? | Yes / No |
| 2. | Do the non dalits address you respectfully? | Yes / No |
| 3. | Do you participate like non dalits in all the festivals of the village? | Yes / No |
| 4. | Like non dalits, are you allowed inside the temple? | Yes / No |
| 5. | Are you treated like non dalits in the hotels? | Yes / No |

Perception of Discrimination

- | | | |
|-----|---|--|
| 6. | Do you have access to all the sources of drinking water in the villages to which non dalits have access?
Yes / No | |
| 7. | Do you think your children are treated at par with the non dalit children in matters such as – seating arrangement, plates for midday meal, participation in curricular and extracurricular activities such as – dancing, singing, drama, elocution?
Yes / No | |
| 8. | Do you think health visitors treat you and non dalits at par in matters such as number of visits, paying attention, delivery of drugs, request or extra visits, emergency services and passing on cash benefits?
Yes / No | |
| 9. | Do you think you are treated at par with non dalits in hotels, temples, social and religious functions in matters such as – entry, invitation, seating arrangements (same or separate), plates or glasses, meals served and disposal of used plates or glasses?
Yes / No | |
| 10. | Do you think you are treated at par with the non dalits in matters such as - in temple (inside and outside) works, all the works of festivals, midday meal cooking, getting customers to dalit hotels, getting house on rent and giving house on rent?
Yes / No | |

Protest against Discrimination

- | | | |
|-----|--|----------|
| 11. | Have you protested against water discrimination? | Yes / No |
| 12. | Have you protested against educational discrimination? | Yes / No |
| 13. | Have you protested against health discrimination? | Yes / No |
| 14. | Have you protested against social discrimination? | Yes / No |
| 15. | Have you protested against economic discrimination? | Yes / No |

Conflict Resolution

- | | | |
|-----|---|----------|
| 16. | Do you think water discrimination has been satisfactorily resolved? | Yes / No |
| 17. | Do you think health discrimination has been satisfactorily resolved? | Yes / No |
| 19. | Do you think education discrimination has been satisfactorily resolved? | Yes / No |
| 20. | Do you think social discrimination has been satisfactorily resolved? | Yes / No |
| 21. | Do you think economic discrimination has been satisfactorily resolved? | Yes / No |

Perception of Freedom

- | | | |
|-----|--|----------|
| 22. | Do you think you can question all the injustices meted out to you? | Yes / No |
| 23. | Do you think you can protest against all the discrimination you face? | Yes / No |
| 24. | Do you think you are free to move in all the parts of village where non dalits move? | Yes / No |
| 25. | Do you think like non dalits you can get all kinds of employment opportunities in the village? | Yes / No |

26. Do you think like non dalits you can participate in all the cultural activities that are taking place in the village? Yes / No

Gender Dimension of Dalit Development

27. How many days rest do pregnant women normally take prior to delivery? <3M/3M/>3m
 28. How many days rest do women normally take after delivery? <3M/3M/>3m
 29. Where does the delivery normally take place? Hospital/Home
 30. How many times does the health visitor visit in a month?
 31. What reproductive health support do dalit women normally receive?
 32. How many litres of water do you receive per day?

12.8 COMPOSITE DALIT DEVELOPMENT INDEX – CDDI

A. CDDI takes in to account the following dimensions

1. INCLUSION – Institutional and Social Inclusions
2. DISCRIMINATION – Perception, Protest and Resolution
3. FREEDOM – Social, Political, Economic, and Cultural
4. STANDARD OF LIVING – Land, Non-agricultural Source of Income, TV, Fridge, Two-Wheelers
5. GENDER DIMENSION – Pre and Post Delivery Rest, Reproductive Health Support
6. ACCESS TO BASIC FACILITIES – Education, Drinking Water, Housing, Toilets and Sanitation

B. Method of Constructing CDDI

$$\text{Formula} = \frac{\text{(Actual Value)}}{\text{(Maximum Value)}}$$

Where,

Actual Value is Actual Attainment of Development

Maximum Value is Expected Attainment of Development

Note: Expected Attainment could be based on:

1. Development Attained by the General Population
2. Development Benchmarks decided by the State Government
3. Development Benchmarks decided by the Central Government

C. Perception of Institutional Inclusion

Formal Institutions:

Indicators / Score	MN	EN	LN	Index Value
	2	1	0	
Panchayats				1
SDMC				1
JFMC				1
Water Societies				0
Finance Societies				0
Village health and Sanitation committee				1
Total				4 / 12
				0.3

[MN = More than Norms, EN = Equal to Norms, LN = Less than Norms]

D. Perception of Social Inclusion

Indicators / Score	OS	SS	NS	Index Value
	2	1	0	
Residence				0
Address				1
Festivals				1
Temples				0
Hotels				0
Total				2 / 10
				0.2

[OS = Open Space = Above 70% say there is no restriction, SS = Small Space = 50-69% say there is no restriction, NS = No space = less than 49% say there is no restriction]

E. Perception of Discrimination

Indicators / Score	GD	AG	BA	Index Value
	2	1	0	
Drinking Water				1
Education				1
Health				1
Social discrimination				0
Economic discrimination				0
Total				3/10
				0.3

[GD = More than 70% say there is no discrimination, AG = Half of them (50-69%) say there is no discrimination, BA = Less than 49% say there is no discrimination]

F. Protest Against Discrimination

Indicators/ Score	GD	AG	BA	Index Value
	2	1	0	
Water Discrimination				1
Education Discrimination				1
Health Discrimination				1
Social Discrimination				0
Economic Discrimination				1
Total				4 / 10
				0.4

[GD = More than 70% say discriminations were protested, AG = Half of them (50-69%) say discriminations were protested, BA = Less than 49% say discriminations were protested]

G. Conflict Resolution

Indicators/ Score	GD	AG	BA	Index Value
	2	1	0	
Water Problems				1
Health Problems				1
Education Problems				1
Social discriminations				0
Economic discriminations				1
Total				4/10
				0.4

[GD = More than 70% say conflicts were satisfactorily resolved, AG = Half of them (50-69%) say conflicts were satisfactorily resolved, BA = Less than 49% say conflicts were satisfactorily resolved]

H. Perception of Freedom

Indicators / Score	OS	SS	NS	Index
	2	1	0	Value
Of questioning				1
Of protesting				1
Of mobility				1
Of getting employment				1
Of participating in cultural activities				0
			Total	4/10
				0.4

[OS = Above 70% say there is no restriction, SS = 50-69% say there is no restriction, NS = Less than 49% say there is no restriction]

I. Standard of Living

Indicators/Score	MGP	EGP	LGP	Index
	2	1	0	Value
Land holding				0
N/AG establishments				0
Pucca Houses				0
Electrification				1
Owning Two wheeler (Bike/Scooter)				0
			Total	1/10
				0.1

[N/AG establishments = Non-agricultural Establishments, MGP = More than General Population, EGP = Equal to General Population, LGP = Less than General Population]

J. Gender Dimension of Dalit Development

Indicators/ Score	MN	EN	LN	Index
	2	1	0	Value
Rest Prior to Delivery				0
Rest after Delivery				0
Rate of Institutional Delivery				1
Health Assistant Visits				1
Reproductive health support				1
			Total	3/10
				0.3

[MN = More than Norms, EN = Equal to Norms, LN = Less than Norms]

K. Access to Basic Facilities – Water, Toilet and Drainage

Indicators/ Score	MN	EN	LN	Index
	2	1	0	Value
Drinking Water				1
Toilets				0
Drainage				0
			Total	1 / 6
				0.3

[MN = More than Norms, EN = Equal to Norms, LN = Less than Norms]

L. Access to Basic Facilities – Education

Indicators/ Score	MN	EN	LN	Index Value
	2	1	0	
Enrolment				1
Attending				0
Rate of Transition				0
			Total	1 / 6
				0.16

[Enrollment = Lower and Higher Primary Enrollment, Attendance = Enrollment – Not Attending, Rate of Transition from Lower to Higher Primary = Current Year / Previous Year x 100]

M. Composite Dalit Development Index (CDDI) Value

Indicators Value

1.	Institutional Inclusion	0.30
2.	Social Inclusion	0.20
3.	Perception of Discrimination	0.30
4.	Protest Against Discrimination	0.40
5.	Conflict Resolution	0.40
6.	Standard of living	0.10
7.	Perception of Freedom	0.40
8.	Gender Dimension of Dalit Development	0.30
9.	Access to Basic facilities	0.12
10.	Access to Education	0.16
	Total	3.08 / 10
	CDDI	0.31

N. Interpretation of CDDI Value

- Index Value of 0.8 – 1.0 = Very Good
- Index Value of 0.6 – 0.79 = Good
- Index Value of 0.4 – 0.59 = Average
- Index Value of Less than 0.4 = Below Average

O. Dalit Deprivation Index (DDI)

$$DDI = 1 - CDDI$$

Where,

DDI = Dalit Deprivation Index,

CDDI = Composite Dalit Development Index (CDDI)



Chapter 13

Construction of Urban Development Index (UDI)

13.1 Introduction

Urban Indicator was considered in arriving at Human Development Index in one of the earlier World Human Development Reports. India is not highly urbanized but the huge urban population of 381 million in 2011 indicated the magnitude of urban India and also its impact on providing basic urban services. Our urbanization is only 31.16% in 2011 and in Karnataka it was 38.63% - the fifth most urbanized state in the country. At the national level contribution from urban areas to our GDP exceeds 60% and therefore the urban centers have a greater impact on the Human Development. States in India growing faster in development are also highly urbanized. Similar picture is also seen at the state level where only four districts have a higher urban content than the state urban content of 38.63%. These districts are Bangalore Urban, Dharwad, Dakshina Kannada and Mysore. Of these four Bangalore Urban and Dakshina Kannada districts are among top four in HDI. Therefore it is important to consider urban indicators in arriving at HDI at the sub-district level also.

Urban issues such as slum, urban poverty, housing shortage, lack of basic infrastructure like water supply and sewerage are considered negative urban indicators of development. Urban population distribution in our state is highly skewed in favour of big cities where only 29 cities (100,000+) account for 67 percent of our total urban population. Mere concentration of urban population does not reflect the true urban character. It is the quality of urban infrastructure and also standard which matters most to measure the true urban. Are we up to the bench marking of these services? Where do our urban centers stand?. These are the issues to be covered in State HDR.

Some urban indicators have been identified and discussed during the earlier training sessions. These have been supported by the participants which reflect the willingness of the ULBs to share this information and have bearing on Human Development.

13.2 Urban Development Indicators

Sl.No.	Indicators	Type of Indicator	Source
1	Percentage of urban population to total population	Positive	Census of India
2	No. Households without Own Houses	Negative	Census of India
3	Percentage of Slum Population to total population	Negative	Census of India and Slum Clearance Board
4	Water Supply		Benchmarking of ULBs by MOUD, GOI
5	Sewerage/ Drainage	--do--	--do--
6	No. of Hospital Beds per 1000 population in urban area	Positive	Health Department and ULBs
7	Growth Rate of Own Resources Mobilisation	Positive	ULBs
8	Per capita expenditure on Development Works	Positive	ULB.s
9	Road Kms per sq. Km	Positive	ULBs
10	Crime Rate per 10000 Population	Negative	Police Dept.
11	Road accidents per 10000 population	Negative	Police Dept.

13.3 Data Collection

The data for the above indicators has to be collected from all the urban local bodies in the district. However for some of the indicators, the values have been already been collected by the Ministry of Urban Development, Government of India for the purpose of benchmarking of ULBs in the state. The same would be made available to all the lead agencies for computing the indices.

13.4 Computation of Urban Development Index

- The indicators have been broadly categorised under major parameters that play an important role urban development and also influence the HDI.
- The data collected for the above indicators has to be used for calculating the index values. This would help in making the values unit-less and would allow summation of the index values of all the indicators.
- The index values have to be calculated after identifying whether the indicators are positive or

negative. This is done to make the index values unidirectional.

- The index value (in the case of a positive indicator) can be calculated using the formula :

$$\text{Index Value} = \frac{(\text{Actual Value} - \text{Min. Value})}{(\text{Max.Value} - \text{Min.Value})}$$

E.g.: calculations will be based on highest values being assigned highest ranking

- The index value (in the case of a negative indicator) can be calculated by using the formula –

$$\text{Index Value} = \frac{(\text{Max. Value} - \text{Actual Value})}{(\text{Max.Value} - \text{Min.Value})}$$

- The index values for each of the indicators would range between **0 and 1** - 0 indicating the lowest ranking for the urban area and 1 indicating highest ranking of the urban area
- The Composite Urban Development Index is the average of the index values of all indicators and this is to be used to assign the ranks for the urban areas within the district.

Chapter 14

Radar Method for Analysis

14.1 Introduction

The measurement of human development is normally done through three basic core indicators of standard of living, health and education following the UNDP pattern. However, the recent UNDP reports indicate that it is also relevant and realistic to consider the status of other important indicators that have a deeper impact on human development and quality of living. These indicators make human development more broad-based than the usual calculation of indices of standard of living, education and health. In this regard the Radar scale technique used by NHDR has been found to be useful.

While analyzing HDI at the Taluk Level, measuring the HD using the three core indicators at the sub-

district level is often found to be difficult. To overcome this problem, the 'Radar Method' is suggested as it is more broad-based and provides the actual status of a Taluk in relation to norms. This also enables us to have inter- and intra-Taluk comparisons. Furthermore, this helps the policy-makers take corrective actions if multiple and specific-area indicators are also analysed on a radar scale.

14.2 Radar Methodology

The following examples of HD Indicators are suggested for radar analysis at the Taluk Level. The Lead Agencies must ensure that the Radar methodology should be considered over a period of time i.e. 2001 and 2011 for the indicators that are used for the analysis.

14.2.1 Examples of HD Indicators for the Radar Analysis

Sl. No.	Indicators	Interpretation and Methods with Examples
I Standard of Living/Livelihood		
1.	Wage level-Ratio of average wage to State norms	Ratio of average wage that the agricultural labourers receive as against the State wage norms. If Average wage is Rs. 80 per day in 2008-09 as against the State norm of Rs. 120 per day, Ratio = 66.67%. To convert this into 10 point scale, divide it by 10. Hence the ratio will be 6.67.
2	Percentage of Agriculture labourers to total workers	Census provides total number of agricultural labourers and cultivators in each Taluk. The total number of agricultural labourers divided by total workers will provide this information. If Agricultural labourers are 39489 and total workers are 55492, then $39,489/55492 \times 100 = 71.16$ per cent. 7.12 will be the rate in 10 point scale. As higher the number of agricultural labourers indicates less development, for the analysis, we consider $(10 - 7.12 = 2.88)$ as the value.
3.	Percentage of Households dependent on traditional fuel type	No of households using traditional fuel for cooking such as firewood etc divided by total number of HHs. If the number of households having traditional fuel is 12,041 and total number of households in the Taluk is 46,305; the rate will be $12041/46305 \times 100 = 26.00$. 2.6 will be the rate in 10 point scale. As higher percentage of households using traditional fuel for cooking indicates less development; we consider $(10 - 2.6 = 7.4)$ as the value for radar

Sl. No.	Indicators	Interpretation and Methods with Examples
4.	Percentage of Households with pucca houses	Total no. of HHS. with pucca houses/Total no. of HHS. If the number of households having pucca houses is 12,041 and total number of households in the Taluk is 46,305; the rate will be $12041/46305 \times 100 = 26.00$. 2.6 will be the rate in 10 point scale for the radar.
5.	Percentage of BPL households	Households (Rural+Urban) classified as BPL/ Total Households= If the total number of BPL households are 20467 and the total number of Households in the Taluk is 1,17,742; then $20467/117742 = 17.38$ per cent. In 10 point scale the value is 1.74 As higher percentage of BPL households indicates less development; we consider $(10 - 1.74) = 8.26$ as the value for radar
6.	HHS. with electricity connection.	HHS having electricity (rural+urban)/ Total HHS. If the percentage of households having electricity is 85.6 per cent in a 10 point scale we take the value as 8.56.
II. EDUCATION		
7.	Net Enrolment level up to 1-8 classes. (6-14 age)	No. of children enrolled in classes 1-8/ Total no. of children in the age group of 6-14. The data are directly available from the source. If the net enrolment ratio is 95.7 per cent in a ten point scale the value will be 9.57.
8.	Dropout rate-6-14 age	No. of children dropped out from classes 1-8/ Total no. of children enrolled in classes 1-8. The data are directly available from the source. If the dropout rate is 5.42 per cent in a ten point scale the value will be 0.54. As higher percentage of dropout rate indicates less development; we consider $(10 - 0.542) = 9.46$ as the value for radar
9.	School infrastructure Index	This is an index computed by the SSA and given in their report. If the School Infrastructure Index is 75.86 per cent in a ten point scale the value will be 7.59.
10.	SSLC pass-out rate	No. of children passed in SSLC examination/ Total number of children appeared for the exam. If the SSLC pass out rate is 72.91 per cent in a ten point scale the value will be 7.29.
III. HEALTH		
11	Percentage of Children born underweight	No. of new-born children weighted less than 2.5 kg. /No. of new-born weighted at birth. If the number of new born children weighted less than 2.5 kg is 7952 and total number of new born weighted at birth is 39217; the rate will be $7952/39217 = 20.27$ per cent. In a ten point scale the value is 2.03. As higher percentage of new born underweight indicates less development; we consider $(10 - 2.03) = 7.97$ as the value for radar
12.	Percentage of Institutional Deliveries	No. of deliveries occurred in health institutions/ total deliveries. If the total number of institutional deliveries in a Taluk is 2403 and total number of deliveries is 2830, then $2403/2830 = 84.91$ per cent. In a ten point scale the value is 8.49 for radar.
13.	Percentage of women using full ANC	No. of pregnant women who received 3 or more ANC visits/ total pregnant women registered for ANC. If the total number of pregnant women receiving 3 or more ANC visit is 5890 and total number of women registered for ANC is 6930; then $5890/6930 = 85.00$ per cent. In a ten point scale the value is 8.5 for the radar.
14.	Percentage of children fully immunized (9-11 months)	No. of children (9-11 months) fully immunized/ Total number of live births. If the number of children fully immunized is around 6589 and the total number of deliveries 8785; then $6589/8785 = 75.00$ per cent. In a ten point scale the value is 7.5 for radar

Sl. No.	Indicators	Interpretation and Methods with Examples
15.	Percentage of Households with Toilets	No. of HHs with toilet facility/ Total number of HHs. If the number of households having toilet facility is 32567 and the total number of households is 117742; then $32567/117742=27.66$ percent. In a ten point scale the value is 2.77 for radar.
16.	Percentage of HHs. provided with safe Drinking water facility	No. of HHs having safe drinking water/ total number of HHs. If the number of households having safe drinking water facility is 103613 and the total number of households is 117742; then $103613/117742=88.00$ percent. In a ten point scale the value is 8.8 for radar.
IV. MARGINALISED GROUPS		
17.	Female literacy	No. of literate females/total number of females 7 and above age group. If the literate females are 112800 and total number of females 7+ age group is 254567; then $112800/254567=44.31$ per cent. In a ten point scale the value is 4.43.
18.	Percentage of women elected representatives	Total no. of elected women representatives each in ZP, TP, GP/ Total elected members. If the total number of elected women representative is 102 and the total number of elected members is 254; then $102/254=40.1$. In ten point scale the value is 4.01 for radar.
19.	Percentage of elected SC/ST representatives	Total no. of elected SC/ST representatives each in ZP, TP, GP/ Total elected members. If the total number of elected SC/ST representative is 82 and the total number of elected members is 254; then $82/254=32.28$ in ten point scale the value is 3.23 for radar.

Using the above indicators, two types of radars could be drawn: (1) Radar for each taluk and (2) radar for all the taluks together.

- 1. Radar for Each Taluk:** If there are, four taluks in a district, radar will be drawn for each of the taluks considering each group of indicators. We have in the above table four groups of indicators (level of living, education, health and marginalized groups). Thus each Taluk will have four radars and for total district it will have 16 radars. This radars will be useful in understanding which indicator or the sector is lagging behind in a particular Taluk (See Graph 4.1)
- 2. Radar for all the Taluks together:** In this radar, all the taluks are plotted in the same graph for a group of indicators. Thus there will be four radars totally for the district. These radars will be useful in comparing Taluk wise performance in each of the indicators in a district (see graph 4.2).

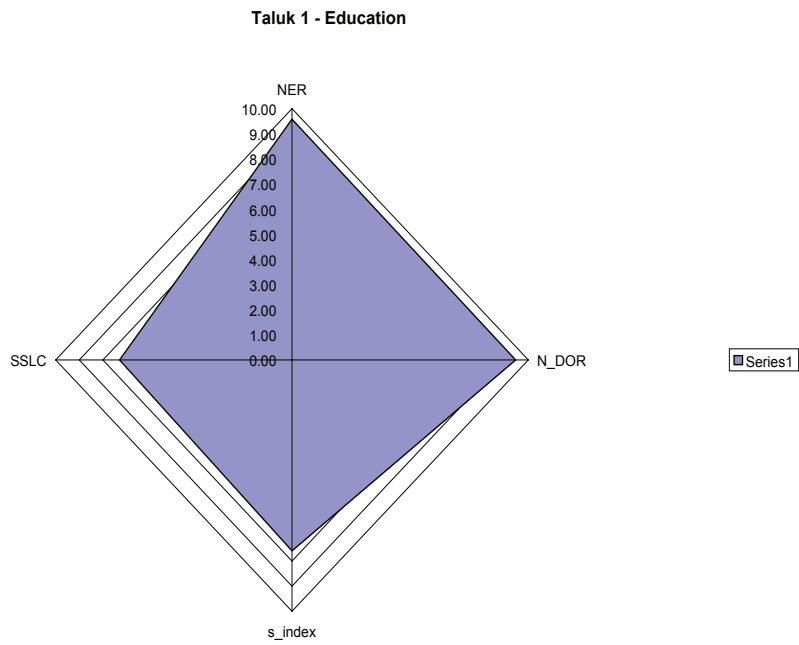
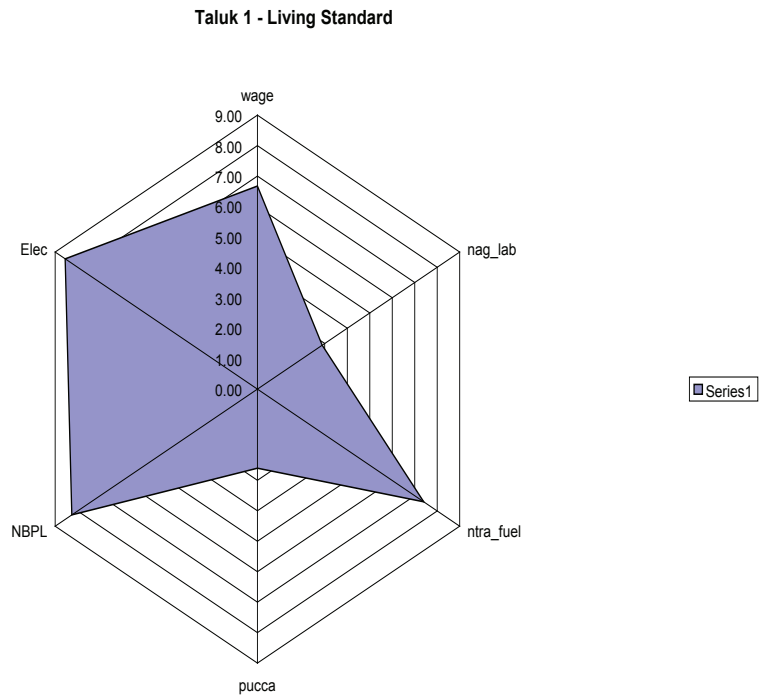
14.2.2 Steps involved in plotting the Radar

First, compute the indicators and convert them in to 10-point scale as indicated in the above table.

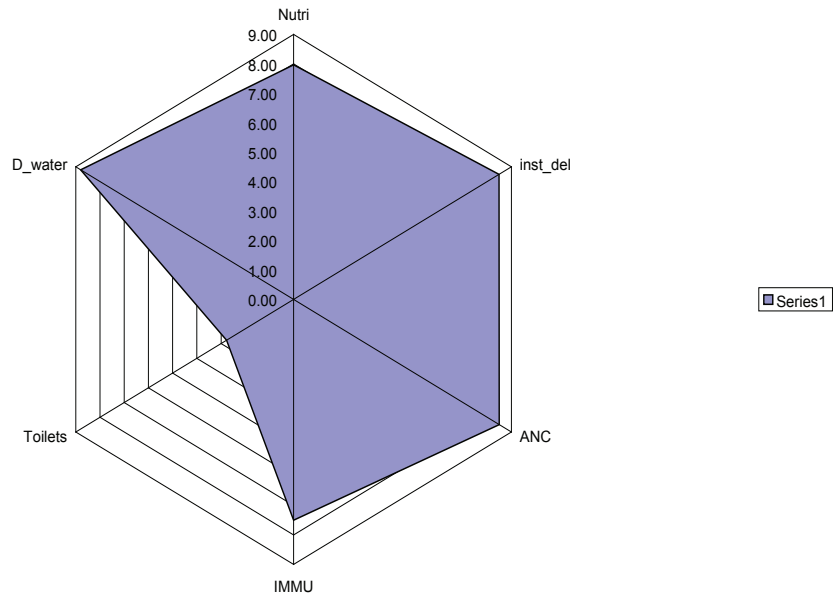
1. Convert all the indicator value indicating human development. For instance, if a higher value of an indicator does not represent higher human development it has to be converted into 10 minus the value of the indicator. For instance, increase in institutional delivery represents higher human development while increase in underweight children represents lower human development. Therefore, the value obtained for the underweight children has to be subtracted from 10 as indicated in the above table.

2. Enter these data into an excel sheet. In excel there is an option in the graph part on plotting radar graphs. Use this option to plot the radars.

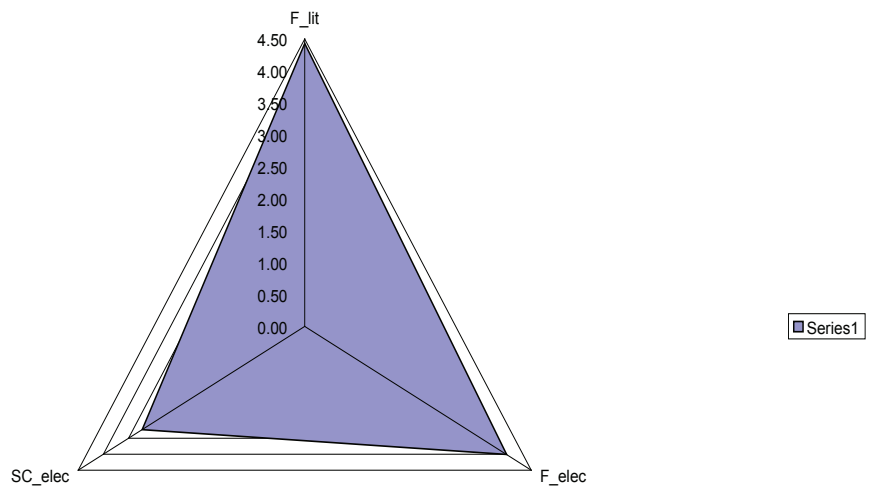
Graph 14.1: Radars for each Taluk (Taluk1)



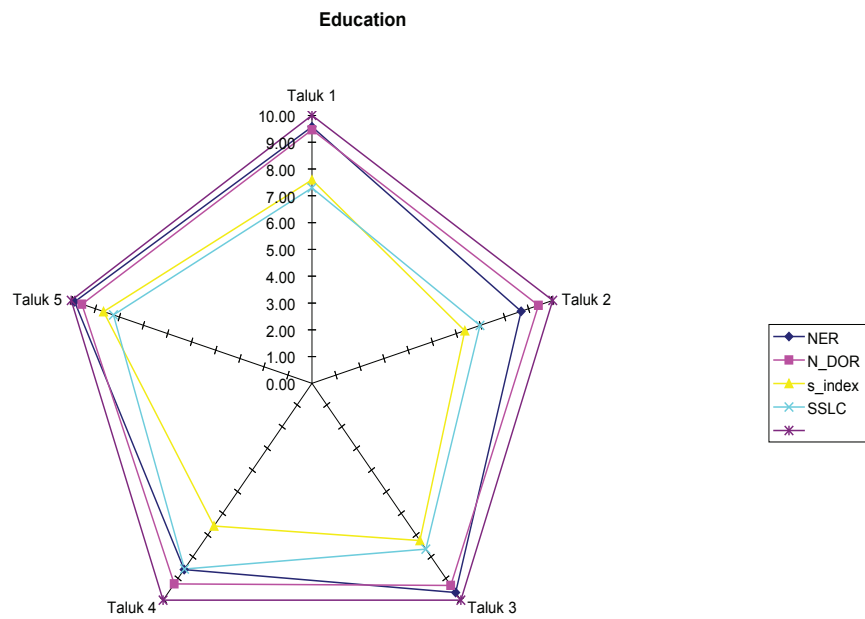
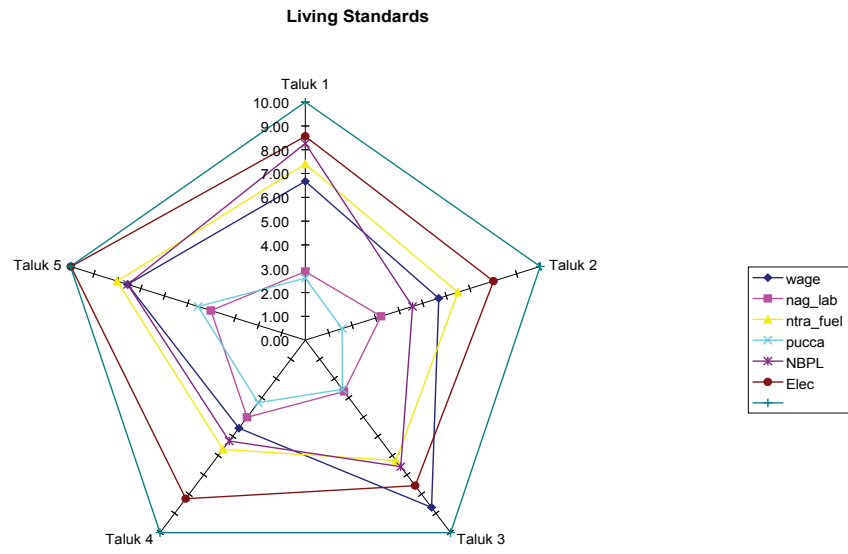
Taluk 1 Health

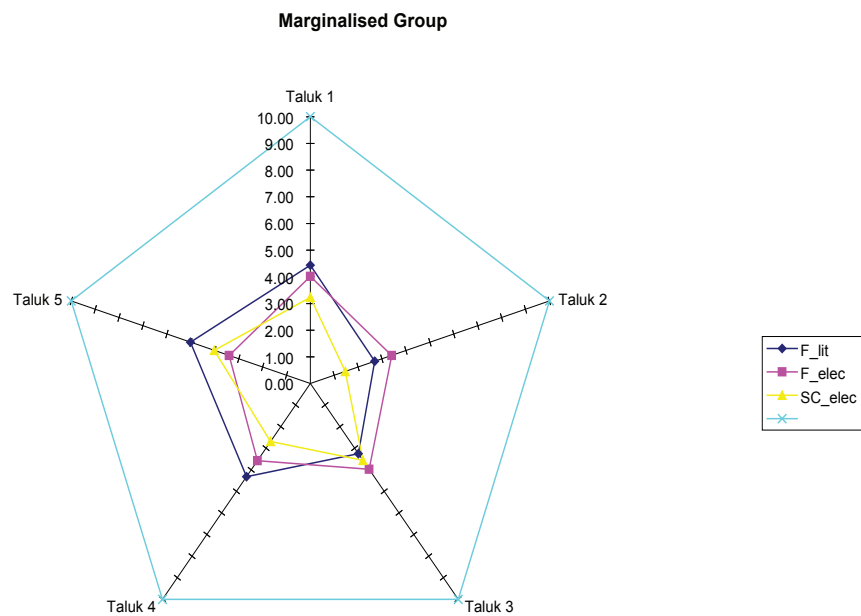
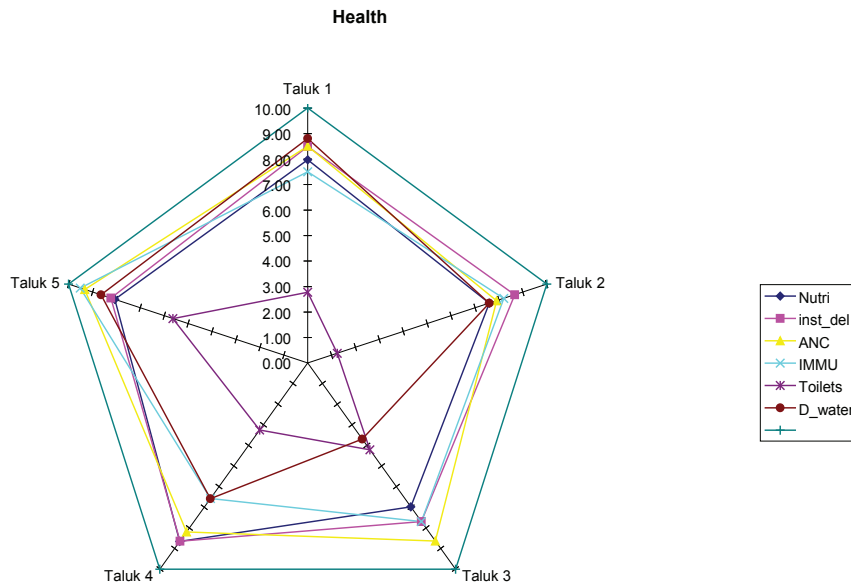


Taluk 1_Marginalised Group



Graph 14.2: Radars for all Taluks





Note: In the present preparation of DHDRs, the Radar Graphs can be plotted for each of the five major indices that will be computed – HDI, GII, CDI, FSI and CTDI. In computing these, the Taluk-wise final indices can be taken in to account.

Workshops and Training Programmes



Chapter 15

Chapter Plan for the Preparation of DHDR

15.1 Introduction

DHDR would be a SINGLE document in Kannada and English languages, each not exceeding 350 pages. It will have two parts. The first part will present an executive summary which shall be brief and to the point. The second part shall be analytical, crisp and to the point along. The digitized maps, diagrams, graphs, figures with tables etc., may be incorporated wherever appropriate on certain key issues and indicators. Each district report will cover important urban issues and the rural urban linkages within each of the Chapters. The overall framework suggested below will be adopted in preparing the report.

1. The proposed DHDR will ensure uniformity in respect of presentation of tables and chapter contents.
2. District reports recognised for their quality and presentation, brought out by Karnataka and other states shall be referred to ensure standard DHDRs. Eg. Udupi and Bijapur (Karnataka), Khargone (Madhya Pradesh), Kottayam (Kerala), Malda (West Bengal) etc.
3. Each DHDR will incorporate box items with examples of best practices, observations, stories, and incidents etc., which focus on issues relevant to particular chapters. Similarly digitized maps, diagrams, charts, photographs etc may be inserted in the report at appropriate places.
4. The report should be analytical, crisp and to the point focusing the link between the physical growth and human development. It should also specify actionable points in certain key areas where immediate attention of the planners, policy makers and administrators is required. This could facilitate effective intervention at the District and Taluk levels.
5. Awards will be instituted for three outstanding District Human Development Reports.
6. An outline for writing and presenting the report is given in Chapter 10 of Part II of this Document.
7. The broad methodology is collection of data from different sources and their validation for determining various indices, their analysis and

presentation on the lines spelt out in Chapter Plan (Chapter 10) of Part II of this document. Conditions stipulated in the MoU, training inputs and circular and other instructions issued from time to time may be kept in mind. The methodologies adopted for calculation of various indices are shown in Chapters 2 to 8 in Part II of this document.

15.2 Important steps to be followed by CEOs of ZPs, Lead Agencies and Others

1. The first and foremost activity in the DHDR exercise is the collection of data on different indicators. Detailed information on the indicators to be gathered and their sources have been discussed in the earlier chapters in this section. The definition of each indicator for measurement is also provided in the respective chapters.
2. After collecting data, the accuracy and reliability of data must be ensured. If the quality of data is found to be poor from the primary sources, small sample surveys may be conducted to validate such data.
3. The Chief Executive Officers, Zilla Panchayats should set up District Core Committees at the district level with Chief Executive Officer as the Chairperson and Chief Planning Officer as the Coordinator of DHDR.
4. Minimum Five workshops – two at the district-level and the three at the Taluk-level – need to be completed for elected representatives, officials, students NGO and Civil Society representatives for creating awareness about treating human development as an important factor in all the public programmes. Peoples' representatives, Media and NGOs etc should be invited for these workshops.
5. Lead Agency preparing the District Human Development Report for Bangalore Urban District should follow the Mumbai HDR pattern since the urban population is more than 80 per cent in Bangalore (Urban) District.
6. The draft report is to be prepared and discussed in the Core Committees before finalization.

7. The draft report shall be placed for information before the District Planning Committee and forwarded to the State level Advisory committee for perusal and approval.
8. The report shall be published by the Planning Department.
9. Timeline stipulated for completion of various tasks involved in the preparation of DHDRs shall be strictly adhered to by CEOs of ZPs, Representatives of the Lead Agencies and Officers of line departments and Urban Local Bodies

As mentioned earlier, the DHDR would be a single document not exceeding 350 pages and will be in two parts as outlined below:

15.3 Ways and Means of the Analysis of Socio-economic Data

Our DHDRs contain a mine of data. However, data by themselves cannot and do not say anything about the development issues. We have to make a deliberate attempt to analyse them, unravel them, and classify them in order to derive relevant and meaningful inferences and conclusions. In this note, an attempt is made to give some idea about the ways and means of analyzing the various issues relating to various development indicators. If data constitute the body of the report, the analysis of socio-economic and politico-cultural changes in the district indicated by the data constitute the soul of the reports. So, equal importance is to be given to data and the analysis.

15.3.1. Calculation of Trend Rate

In order to understand the development issues in the district, we have to take into account the changes taking place in the given indicator over a period of time. The determination of the mere status at a point of time will not help in finding the causal factors of the socio-economic changes taking place in the district. For ex: if we are interested in knowing the problem of children dropping out of school stream, we have to take into account the data of school enrolment as well as children dropping out of school over a period of 10 or 20 years. The growth rate of enrolment and the children dropping out of school for two periods of time, say 1991 to 2001 and 2001 to 2011 will go a long way in providing some

ideas and clues to understand the performance of the district in the field of primary education.

So, it is necessary to go for calculation of growth trends for each and every indicator such as population, 10th and 12th standard results, pupil-teacher ratios, the proportion of female teachers in primary schools and high schools, expectation of life at birth, district domestic product, per capita income etc. We have to keep in mind, while calculating the trend rates, that the rates have to be calculated gender-wise, social groups-wise and rural-urban divide-wise.

15.3.2 The relationship among Indicators

The development indicators generally do have some kind of relation with one another. For the derivation of inferences, we have to try to establish and understand the kind of relationship among the indicators. For a given change, there can be any number of causal factors. The relationship between indicators is multi-dimensional and not one-dimensional. For example, let us assume that the performance of students in SSLC examination in a particular district over a period of time is on the lower side. What could be the reason for this lower performance? It is common practice to blame the teachers for the low performance of students in 10th and 12th standard examinations. This could be one of the reasons. We have to take into account various other factors such as attendance rate, health (nutrition) conditions of children, education level of parents, particularly of mothers, time available for children to study in the home, the general educational environment in the village/town etc.

We have studies which have established functional relationship between the female literacy rate on the one hand and on the other IMR/CMR/TFR. It is also revealed that there is a close relationship between gender inequality and higher proportion of girls marrying before reaching 18 years of age. The relation among these factors have to be analysed and based on this, inferences have to be derived. The analysis is to be multi-dimensional. The analysis has to be gender sensitive and it has to take into account the existence of various social-groups.

15.3.3 Derivation of inferences and conclusions

The chief objective of DHDRs, among other things, is to provide guidelines to people's representatives and development administrators at the district level for

preparation of the district development plans. The DHDRs have a lot of development policy implications. We have to keep these factors in view while deriving inferences and conclusions relating to socio-economic and politico-cultural changes in the districts. We have to give list of so derived inferences and conclusions of each dimension at the end of the concerned chapter. It is also necessary to give an integrated account of the inferences and conclusions at the end of the report. This constitutes the basis for the formulation of the way forward for the district.

15.3.4 Gender Sensitivity and Social-groups wise Analysis

It is needless to say that human development paradigm is gender sensitive and it is very much conscious of the existence of various social groups in the society. To make DHDRs gender sensitive and conscious of the existence of various social groups, separate chapters are devoted for the gender analysis and for the analysis of the marginalized groups. It is a good thing. But, the analysis in the report must be such that the gender perspective has to run through all the chapters. Similarly, social-group wise analysis must be done for each dimension of HDI. At the same time, the report must focus on multiple nature of inequality in the district. The inequality analysis need not confine to gender inequality, class inequality, caste inequality etc. It can be extended to intra-district development disparity, inter-generational inequality, intra-household inequality (food distribution between men and women in the family), inequality in terms of dignity of life, participation in social activities etc.

15.3.5 The Calculation of Final Values based on Absolute Data

The government departments publish data relating to their programmes and activities. For example, SSA publishes data about educational indicators such as enrolment, drop out, pupil-teacher ratios etc. Similarly, health department also collects and publishes data on health matters. For the purpose of our report, it is more useful to calculate the final values of indicators by using the absolute data by ourselves rather than accepting the final calculated values published by the government departments. Of course, we have to depend on departments for the absolute data. There are different methods for calculating the final values of the indicators. To get the real picture and the process of development,

it is necessary to depend on the values calculated based on the absolute data rather than depending on the values released by SSA, Health department, social welfare department, department of women and child development etc.

15.4 PART I – Executive Summary

The Executive Summary shall also include a Statement Showing the Ranking of all 30 Districts and all 176 Taluks in the State based on Indices - HDI, GII, CDI, FSI, UDI, CDDI and CTDI. The information relating to this will be gathered from each Lead Agency and will be shared with all the Lead Agencies so that a Comprehensive Statement can be incorporated.

15.5 PART II – Chapter Plan : Detailed Report on the following lines

Chapter 1 Introduction
1.1 Concept and Methodology
1.2 Data Collection, Compilation and Validation
1.3 Measurement of Indices
Chapter 2 District Overview
2.1 Introduction
2.2 Background and Brief Regional History
2.3 Physiographic Divisions of the District
2.4 Land, Soil and Natural Resource Endowments
2.5 Demography
2.6 Literacy
2.7 Industry
2.8 Irrigation
2.9 Infrastructure
2.10 Regional Perspectives and Backwardness
2.11 An Overview
Chapter 3 Literacy and Education
3.1 Introduction
3.2 Literacy Profile of the District
3.3 Enrolment
3.4 Attendance and Dropout and Out-of-School Children, and mainstreaming of Children

- 3.5 Transition Index for children enrolled at 6th Class as compared to the children enrolled at 5th Class as well as 8th and 7th in a particular year.
- 3.6 Secondary School enrolment and dropout ratios.
- 3.7 Teacher-Pupil Ratio
- 3.8 Infrastructure and Access
- 3.9 Eight basic facilities – Infrastructure index (SSA method)
- 3.10 School Completion ratio, Pass rate in 5th and 7th Classes, percentage of children passing with 60% and above and SSLC/PUC results
- 3.11 Post-Secondary education including professional (Engineering/Medicine/Dental/Nursing) and general degree colleges, ITI/ Polytechnic and other skill development institutions.
- 3.12 Schemes for promotion of literacy level
- 3.13 Per-capita Expenditure Analysis
- 3.14 Radar Analysis for Education
- 3.15 An Overview and persisting educational gaps in the district

Chapter 4 Health and Nutrition

- 4.1 Introduction
- 4.2 Demography: Population by place of residence, sex and social groups, sex ratio
- 4.3 IMR and MMR
- 4.4 Couple protection issues and family welfare
- 4.5 Infrastructure and Health Personnel facility
- 4.5 ANC coverage and anaemia among pregnant women
- 4.6 Institutional Delivery
- 4.7 Immunisation of children
- 4.8 Under-weight children and BMI ratio
- 4.9 Communicable Diseases
- 4.10 Performance of various health schemes
- 4.11 Per capita expenditure analysis on health sector

- 4.12 Radar analysis for health
- 4.13 An Overview: Performance and inadequacies of health care system

Chapter 5 Income, Poverty and Employment

- 5.1 Introduction
- 5.2 District and Taluk Income
- 5.3 Agriculture: Cropping pattern, Irrigation and livestock
- 5.4 BPL households, MGNREGA
- 5.4 Landless households
- 5.9 Employment and Unemployment
- 5.10 Main and Marginal workers
- 5.11 Work Participation Rate – by sex, residence and social group-wise.
- 5.12 Occupation patterns
- 5.13 Child Labour
- 5.14 Radar analysis for living standard
- 5.15 Concluding Remarks

Chapter 6 Standard of Living

- 6.1 Introduction
- 6.2 Housing Status
- 6.3 Site-less Households
- 6.4 Households with pucca houses
- 6.5 Households without proper houses
- 6.6 Households and asset status
- 6.7 Schemes for housing facilities
- 6.8 Drinking water
- 6.9 Electricity
- 6.10 Traditional fuel
- 6.11 Sanitation
- 6.12 Concluding Remarks

Chapter 7 Human Development Indices

- 7.1 Introduction
- 7.2 Concept of Human Development
- 7.3 Factors contributing to Human Development
- 7.4 Concluding Remarks

Chapter 8 Gender and Development

- 8.1 Introduction – Gender as a Concept
- 8.2 Gender Differentials in the District
- 8.3 Patterns of Literacy and Enrolment
- 8.4 Work participation trends
- 8.5 Marginalization of women's works

<p>8.6 Trends in political participation of women in Panchayat Raj setup</p> <p>8.7 Community attitudes and social prejudices, if any, affecting women and girl children</p> <p>8.8 Crime against Women: Crime Data at District and Taluk Levels</p> <p>8.9 Role of women's groups and SHGs</p> <p>8.10 Concluding Remarks</p> <p>Chapter 9 Status of Scheduled Castes and Scheduled Tribes</p> <p>9.1 Introduction</p> <p>9.2 A Demographic profile of SCs and STs</p> <p>9.3 Education profile and levels of enrolment and education and dropout rate</p> <p>9.4 Health awareness and institutional delivery rate</p> <p>9.5 Occupational pattern – income and employment – Livelihood opportunities and development programmes</p> <p>9.6 Housing, sanitation and drinking water facilities</p> <p>9.7 Concluding Remarks</p> <p>Chapter 10 District Special Focus Issues - Small Area Studies</p> <p>10.1 Introduction</p> <p>10.2 Study of Four District Specific Issues</p> <p>10.3 Composite Dalit Development Index (CDDI) – A Case Study</p> <p>Chapter 11 Governance Issues - Governance and Human Development</p> <p>11.1 Introduction</p> <p>11.2 Local Governance Structure</p> <p>11.3 Panchayat Raj Institutions: Structure and Process</p> <p>11.4 Urban Local Bodies: Structure, Issues and Processes</p> <p>11.5 Improving Service Delivery Mechanisms – e initiatives, capacity building, good governance practices</p> <p>11.6 Role of NGOs and other voluntary groups.</p> <p>11.7 Representation of Women and Marginalised Sections of Society in Governance.</p>	<p>11.8 Concluding Remarks</p> <p>Chapter 12 Urban Issues in Human Development</p> <p>12.1 Service Delivery issues</p> <p>12.2 Water Supply and Sanitation</p> <p>12.3 Solid and Liquid Waste Management</p> <p>12.4 Concluding Remarks</p> <p>Chapter 13 Computation of Indices</p> <p>13.1 Introduction</p> <p>13.2 Human Development Index</p> <p>13.3 Gender Inequality Index</p> <p>13.4 Child Development Index</p> <p>13.5 Food Security Index</p> <p>13.6 Urban Development Index</p> <p>13.7 Composite Taluk Development Index</p> <p>13.8 Concluding Remarks</p> <p>Chapter 14 Way Forward</p> <p>14.1 Introduction</p> <p>14.2 Discussion and Analysis on the Following Issues:</p> <ul style="list-style-type: none"> • Outline of HD and its measurement as indicated by different indicators • Educational component • Health component • Livelihood and quality of living indicators like drinking water, housing and sanitation components • Combined HD analysis of the district • Regional disparity of the present HD situation in the district • The Way Ahead <ul style="list-style-type: none"> o Future HD strategy for the education sector o Future HD strategy for health sector o Future HD strategy for the livelihood sector o Strategy for Dalits, Tribals and Minorities o Future HD strategy for the gender development o Future HD strategy for other sectors <p>14.3 Concluding Remarks</p>
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15.6 Time Line

The preparation of DHDR shall be completed within a year from the date of completion of the Training Programme and no request for extension of time limit will be considered. The CEOs, Representatives of Lead Agencies and other members of the District Core Committee shall strictly adhere to the time line given below for completion of various tasks as stipulated in the circular dated 25-02-2013 issued by the Chief Secretary to Government.

- | | |
|--|--------------------|
| • District Core Committee Meeting | Once in a month |
| • Constitution of Sub-Committees, Finalisation of Small/Micro Studies | February – 2013 |
| • Data Collection and Validation | March – 2013 |
| • Conducting of Five Workshops | May – 2013 |
| • Data Analysis-Writing of Draft Report | May-September 2013 |
| • Presentation of Draft Report to DPC and State Level Core/Editorial Committee | October – 2013 |
| • Final Report | November – 2013 |
| • Printing and Release of Report | December – 2013 |

ANNEXURES

Annexure 1

Website addresses of selected Key Departments

Sl. No	Name of the Department	Websites	Nodal Officer from Planning Department
1	Revenue Department	http://www.dssp.kar.nic.in	PF Division
2	Karnataka Power Transmission Corporation Ltd.	http://www.kptcl.com	PP Division
3	Department of Electrical Inspectorate	http://www.ksei.gov.in	
4	Energy Department	http://www.gokenergy.gov.in	PP Division
5	Rural Development and Panchayat Raj Department	http://www.rdpr.kar.nic.in	DP Division
6	Social Welfare Department	http://www.sw.kar.nic.in	PMI Division
7	Education Department	http://www.karnatakaeducation.gov.in	M & E Division
8	Women and Child Development Department	http://www.dwcd.kar.nic.in	PMI Division
9	Health and Family Welfare Department	http://www.karhfw.gov.in	M & E Division
10	Food, Civil Supplies and Consumer Affairs Department	http://www.ahara.kar.nic.in	M & E Division
11	Labour Department	http://www.labour.kar.nic.in	PMI Division
12	Agriculture Department	http://www.raitamitra.kar.nic.in	PF Division
13	Directorate of Census	http://www.censuskarnataka.gov.nic.in	
14	Planning, Programme Monitoring and Statistics Department	http://www.planning.kar.nic.in	ADB Division
15	Directorate of Economics and Statistics	http://www.des.kar.nic.in	
16	Housing Department	http://housing.kar.nic.in	DP Division
17	Brihat Bengaluru Mahanagara Palike	http://www.bbmp.kar.nic.in	
18	Department of Backward Classes	http://www.backwardclasses.kar.nic.in	
19	Department of Child Labour	http://www.balashrama.kar.nic.in	
20	Department of Employment and Training	http://www.emptrg.kar.nic.in	
21	National Rural Employment Assurance Scheme (NREGAS)	http://www.karnregs.kar.nic.in	

Annexure 2

List of References

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2	The State of the World's Children 1999 (Education) (And also of different years and different issues, if available)	Carol Bellamy, Executive Director, UNICEF; United Nations Children's Fund, 3 United Nations Plaza New York, NY 10017, USA Email: pubdoc@unicef.org Website: www.unicef.org
3	Report on The Representation of Scheduled Castes and Scheduled Tribes in State Civil Services as on 31 st March, 1999 (And also of different years, if available)	Directorate of Economics & Statistics, Bangalore (2002), Government of Karnataka
4	Evaluation Study on Self Help Groups under Stree-Shakti / Swa-Shakti in Karnataka – 2004 (And also of different years, if available)	Directorate of Economics & Statistics, Bangalore (2006), Government of Karnataka
5	Economic Survey of Karnataka 2011-12 (And also of different years, if available)	Planning, Programme Monitoring & Statistics Department, Government of Karnataka
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11	Course on Gender Sensitive Budget – Issues and Perspectives (Reading Material)	Compiled by: Sri. G. M. Sarveshwar, Faculty (W.S); Administrative Training Institute, Lilith Mahal Road, Mysore-570011 E-mail: dgatim@yahoo.com www.atimysore.gov.in
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125	Decentralization in India: Challenges and Opportunities Discussion Paper Series – 1	Human Development Resource Centre, UNDP, 55, Lodi Estate, New Delhi 110003, India http://hdrc.undp.org.in
126	Women's Role and Contribution to Forest-Based Livelihoods UN Inter-Agency Working Group on Gender and Development 2002	Prema Gera; Human Development Resource Centre, UNDP, 55, Lodi Estate, New Delhi 110003, India http://hdrc.undp.org.in
127	Elementary Education in India: Promise, Performance and Prospects {A Background Paper for Mid-Term Assessment of Tenth Plan (Discussion Paper Series – 15) (December 2006)}	R. Govinda and K. Biswal Human Development Resource Centre, UNDP, 55, Lodi Estate, New Delhi 110003, India http://www.undp.org.in/hdr
128	The State of World Children 2009 Maternal and Newborn Health (and of subsequent years , if available)	UNICEF; United Nations Children's Fund, 3 United Nations Plaza New York, NY 10017, USA Email: pubdoc@unicef.org Website: www.unicef.org
129	Human Development Report 2007 / 2008: Fighting for climate change: Human Solidarity in divide world (and of subsequent years , if available)	UNDP; Palgrave MacMillan; http://hdr.undp.org
130	World Employment Report 1998 – 99: Employability in the Global Economy: How Training Matters (and of subsequent years , if available)	International Labour office (ILO), Geneva
131	Reproductive Change in India and Brazil	Edited by: George Martine, Monica Das Gupta and Lincoln C. Chen; Oxford University Press, YMCA Library Building, Jai Singh Road, New Delhi 110001 www.oup.com

Sl. No	Title of the Book / Report / Article / Document	Author / Publication
132	Fiscal Decentralization to Rural Governments in India (The World Bank)	Edited by; Geeta Sethi; Oxford University Press, YMCA Library Building, Jai Singh Road, New Delhi 110001 www.oup.com
133	Estimating District Income In India	Rohini Nayyar, Meenakshi Rajeev and Vinod Vyasulu; (2003), Macmillan India Ltd. 2/10 Ansari Road, Daryaganj, New Delhi 110002 www.macmillanindia.com
134	Economic Development of Karnataka: Leading Issues	Edited by: M.V.Srinivasa Gowda and D.T.Nanje Gowda; 1999, The Local Advisory Committee, 81 st Annual Conference of the Indian Economic Association, Bangalore University, Bangalore 560 056
135	Designing Household Survey: Questionnaires for Developing Countries; Lessons from 15 years of the Living Standards Measurement Study (Vol. 1)	Edited by: Margaret Grosh and Paul Glewwe (The World Bank); Oxford University Press, www.oup.com
136	Principles of Evaluation: A Manual	Directorate of Evaluation and Manpower Planning and Social Welfare Department, Govt. of Mysore (1969)
137	Action Research Papers Series: Series (2008-09) (and of subsequent years , if available)	Administrative Training Institute, State Institute for Urban Development, Abdul Nazir Sab State Institute for Rural Development, Lalitha Mahal Road, Mysore 570 011 www.atimysore.gov.in www.siudmysore.gov.in www.sirdmysore.gov.in
138	Definitions and Measurements of Poverty	Dr. Felisa M. Kazen (1978); Academy for Educational Development (AED), Washington
139	India Rural Development Report 1999: Regional Disparities in Development and Poverty (and of subsequent years , if available)	National Institute of Rural Development, Rajendra Nagar, Hyderabad 500 030 Ph: 040-4015765 www.nird.org Email: nirdhy@x400.nic.gw.nic.in
140	World Development Report 1990: World Development Indicators (and of subsequent years , if available)	The World Bank; Oxford, www.oup.com
141	Status of Scheduled Caste And Scheduled Tribes In Karnataka (2008) (and of subsequent years , if available)	Directorate of Economics and Statistics, Bangalore, Government of Karnataka (2008)
142	Gender Responsive Budgeting for The Department of Health	Evaluation Organization, Dept. of Planning, Govt. of Rajasthan (2006)
143	Report of the Gender Budgeting Study for West Bengal (Strengthening State Plan for Human Development – SSPHD – Project)	Centre for Budget and Governance Accountability (Sbrat Das, Debdulal Thakur & Satadru Sikdar) Email: cbadelhi@vsnl.net ; HDRCC, Development and Planning Dept., Government of West Bengal
144	Pace of Socio-Economic Change Under Constitution (Assurance of Social and Economic Rights: How Fair? How Fast? How Equal?) (A Consultation Paper)	National Commission To Review The Working of The Constitution (May, 2001); Vigyan Bhawan Annexe, New Delhi 110 011 Email: ncrwc@nic.in
145	Evaluation Study on Self Help Groups Under Stree – Shakti / SWA – Shakti In Karnataka – 2004 (and of subsequent years , if available)	Directorate of Economics and Statistics, Bangalore (Dec, 2006)

Sl. No	Title of the Book / Report / Article / Document	Author / Publication
146	Poverty, Unemployment and Development Policy: A Case Study of Selected Issues with reference to Kerala	United Nations; Centre for Development Studies, Thiruvananthapuram, Kerala (2000)
147	The International Health Policy Programme: An Internal Assessment	Ralph Andreato; University of Wisconsin Press, 2537 Daniels Treet, Madison, Wisconsin 53718
148	Poverty in India, Then and Now: 1870-1970 (Any other publications of this kind)	M. L. Dantwala; Macmillan India
149	Financing Education in India: Current Issues and Changing Perspectives	Edited by: Jandhyala BG Tilak (National Institute of Educational Planning and Administration, New Delhi);2003; Ravi Books, C-9/39, Yamuna Vihar, Delhi Ph: 9810554502 E-mail: ravibooksdelhi@rediffmail.com
150	People's Entitlements under Government Schemes (ATI Monograph No. 12/2006)	Administrative Training Institute and Human Development Research Centre , Development and Planning Dept., Government of West Bengal
151	Administrative Reforms in India: Improving Service Delivery & From Outlay to Outcome (ATI Monograph 11/2006)	Dr. Naresh C. Saxena, IAS; Administrative Training Institute, Government of West Bengal
152	Social Protection for a Changing India: Main Report	Human Development Unit, South Asia, World Bank
153	Education and Income World Bank Staff Working Paper No. 402	Edited by: Timothy King (1980), Development Economics Department; The World Bank, 1818 H Street, N.W. Washington D.C. 20433, U.S.A
154	Implications of Declining Sex Ratio in India's Population	Asok Mitra; ICSSR; Allied Publishers Pvt. Ltd
155	Human Development: Strengthening District Level Vital Statistics in India	F.Ram, Chander Shekhar and S. K. Mohanty (2005); International Institute for Population Sciences, Mumbai; UNDP
156	India Report on The World Summit For Children 2000 (and of subsequent years , if available)	Department of Women and Child Development, Ministry of Human Resource Development, Government of India. www.wcd.nic.in ; UNICEF, India www.unicef.org
157	Children and Women in India: A Situational; Analysis 1990 (and of subsequent years , if available)	UNICEF, India Office, Planning Section 73 Lodi Estate, New Delhi 110 003
158	Inter-State Economic Indicators (2010) (and of subsequent years , if available)	Planning, Programme Monitoring and Statistics Department, Plan Finance & Resource Division, Government of Karnataka
159	Social Sector Service Delivery: Good Practices Resources Book	Planning Commission, Government of India (2009); UNDP
160	Karnataka Human Development Report, 2005: Investing in Human Development (and publications of this kind from different Countries / States / Regions in different years)	Planning and Statistics Department, Government of Karnataka www.planning.kar.nic.in

Sl. No	Title of the Book / Report / Article / Document	Author / Publication
161	<i>Bharatadalli Mahileyaru Eshtu Muktaru? Eshtu Samanaru?</i> (A Kannada Title)	Kalyani Menon-Sen and A K Shivkumar (2003); United Nations Resident Coordinator 55, Lodi Estate, New Delhi Ph: 91-11-4628877 E-mail: fo.in@undp.org www.un.org.in
162	<i>VikendreekritaVyavastheyalli Manava Abhivridhhi</i> (A Kannada Title)	H.P.Shivshankar, Administrative Training Institute, Mysore (2008); Sponsored by Planning Dept., Government of Karnataka and UNDP, New Delhi
163	A Manual For Preparation of District Human Development Report (September, 2011)	Planning, Programme Monitoring & Statistics Dept., Bangalore, Government of Karnataka
164	<i>Yojaneya Pathadalli Manava Abhivridhhi Parikalpaneya Kiru Parichaya</i> (A Kannada Title)	H P Shivashankar; Administrative Training Institute, Mysore; www.atimysore.gov.in
165	States, Markets and Inequalities: Human Development in Rural India.	Abusaleh Shariff and Maitreyi Krishna Raj (eds), Orient Longman, 2004.
166	Ethics of Development	Des Gasper; Edinburgh University Press, 2007.
167	Power Matters: Essays on Institutions, Politics and Society	John Harris; Oxford, 2006.
168	Economic Growth and Human Development in Indian States	M. Ghosh; Economic and Political Weekly, July 29-August 04, 2006
169	3 B AND 3S THE CROSSING OVER – Understanding the issues, Dynamics and Concerns of Migrant Female Sex Workers at the Destination and Source, Karnataka Health Promotion Trust, Study report of 2010	Ashok Shetty, Mallika Biddappa, Mohan HL IT/BT Park, 5 th Floor, # 1-4, Rajajinagar Industrial Area, Rajajinagar, Bangalore - 44, www.khpt.org
170	Know me : A self Exploratory Exercise to Understand Vulnerabilities of Adolescent Girls [A Northern Karnataka Experience]	Mallika B, Mohan HL, Soni S and Raghavendra T; Karnataka Health Promotion Trust, 2012, IT/BT Park, 5 th Floor, # 1-4, Rajajinagar Industrial Area, Rajajinagar, Bangalore - 44, www.khpt.org
171	Maternal & Child Health A Media Study – A Qualitative Analysis of the Capacity and Role of the Media to strengthen Maternal & Child Health in Karnataka	Michael – J ane Levitan and Chethan Renukaiah, 2012; Karnataka Health Promotion Trust, 2012, IT/BT Park, 5 th Floor, # 1-4, Rajajinagar Industrial Area, Rajajinagar, Bangalore - 44, www.khpt.org
172	Human Development Report 2011 Sustainability and Equity : A Better Future for All	UNDP : Palgrave Macmillan Website : www.hdr.undp.org
173	Human Development Report 2013	The Rise of the south : Human Progress in a Diverse World; United Nations Development Programme, 1 UN Plaza, New York, NY 10017, USA www.undp.org
174	Promotional and Protective Social Security during Economic Reforms A Study of two Indian States: Working Paper, 1996	K Seetha Prabhu
175	Inequality Adjusted HDI for Indian States	M H Suryanarayana, Ankush Agarwal and K Seetha Prabhu; UNDP, New Delhi

Sl. No	Title of the Book / Report / Article / Document	Author / Publication
176	Social Sector Development in India	Raj Kumar Sen
177	Engendering Human Development	K Seetha Prabhu; UNDP Working Paper, Nov. 2003
178	Handbook of Human Development: concepts, Measures and Policies	Sakiko & Kumar Shiva AK (ed); Oxford University Press
179	Capabilities, Freedom and Equality Amartya Sen's Work from a Gender Perspective	Agarwal Bina Humphries and Robeyns; Oxford University Press
180	Inclusive Growth in India: Essays on Agriculture, Poverty and Human Development	Dev Mahendra; Oxford University Press
181	Gender and Discrimination: Health, Nutritional Stats and Role of Women in India	Pal M Bharati P Ghosh B and Vasulu (Ed)
182	Mumbai Human Development Report 2009	
183	India HDR 2011	Planning Commission
184	India Social Development Report : 2010	Council for Social Development

**Data Shared with Lead Agencies by
Human Development Division**

Sl. No	Name of the Folder	Contents in the Folder
1	Census	<ul style="list-style-type: none"> • PCA-2001 • PCA-2011 • Provisional Statistics • Housing / House Hold Assets / House Sites, • Data on SCs/STs and Minorities • Slum Population, etc...
2	DES	<ul style="list-style-type: none"> • Karnataka at a Glance 1984-2008 • Karnataka at a Glance – 2011-12 • Karnataka at a Glance – 2010-11 • Statistical Abstract of Karnataka 2011-12 • Statistical Abstract of Karnataka 2010-11 • District at a Glance (Some Districts), etc...
3	Education	<ul style="list-style-type: none"> • Annual Reports, SSA Reports, DISE Reports • Information on Education Infrastructure • Various other Education Indicators, etc...
4	Food & Civil Supplies	<ul style="list-style-type: none"> • Information on Households with Ration Cards • District wise Fair Price Shops • Category wise F.P.D, etc...
5	Health & Family Welfare	<ul style="list-style-type: none"> • DLHS, NFHS, NRHM • Various other Health Related Indicators like: IMR, MMR, Anaemia, Institutional Deliveries, Anganwadis, etc...
6	TDP	<ul style="list-style-type: none"> • Taluk Domestic Product (TDP) – Methodology • TDP – Consolidated
7	Urban Development	<ul style="list-style-type: none"> • Hand Book of Service Level Benchmarking
8	W&CD	<ul style="list-style-type: none"> • Gender related Data • Women in Karnataka (Some indicators like: Population, Sex Ratio, Active Stree Shakti Groups, Women and Work, etc.) • ICDS • Anganwadi Details, etc.
9	Miscellaneous	<ul style="list-style-type: none"> • Agriculture Labour • Population Projection • Disability • Some District / Taluk Level Data • Some Articles • Some Indicators' Data, etc...

Note: Data should be validated by crosschecking with various other sources available

Annexure 4

List of Lead Agencies For Preparation Of Dhdrs

SI. No.	Districts	Name of the Coordinator and Lead Agency
1.	Bagalkot	Dr. Dilshad, HOD, Women Studies Centre, Women University, Bijapur Prof. Vijaya Kori Shetty Department of Sociology, Women University, Bijapur
2.	Bangalore (Rural)	Dr. Jyotsna Jha Centre for Budget & policy Studies, Krishna Rao Road, Basavanagudi, Bangalore-04.
3.	Bangalore (Urban)	Sri. Chidambaran. G. Iyer, National Institute of Advanced studies, Indian Institute of Science Campus, Bangalore-12.
4.	Belgaum	Dr. Mukta .S. Adi. HOD Economics Dept. and two others, Rani Channamma University, Belgaum
5.	Bellary	Dr. B.H. Nagoor, Assistant Professor, Department of Economics, Karnataka University, Dharwad.
6.	Bidar	Prof. Chaya Degaonkar, Gulbarga University, Economics Dept. Gulbarga
7.	Bijapur	Dr. R. Sunandamma, Director, Women Study Centre, Bijapur Women University Dr. S.S. Peerzade, HOD, Department of Economics, Women University, Bijapur
8.	Chamarajanagar	Prof. M. Devaraj, Institute of Development Studies, Manasa Gangotri, Mysore University, Mysore
9.	Chikkaballapur	Sri. Devendra Babu, ISEC, Bangalore.
10.	Chikkamagalur	Dr. B.K. Tulasimala, Mysore University, Manasa Gangotri, Mysore.
11.	Chitradurga	Dr. T.M. Mahesh, Chief Research Officer and Dr. Chandrashekar, Asst. Prof. Institute of Development Studies, Manasa Gangotri, Mysore University, Mysore.
12.	Dakshina Kannada	Dr. C.K Hebbar P.G. Studies in Commerce, University College, Mangalore.
13.	Davanagere	Dr. Shivanna. N. ISEC, Dr. V.K.R.V. Road, Nagarabhavi, B'lore-72.
14.	Dharwad	Dr. S.T. Bagalakoti Economics Division, Karnataka University, Dharwad
15.	Gadag	Dr. R.R. Biradar, Karnataka University, Economics Division, Dharwad
16.	Gulbarga	Prof. Chaya Devgaonkar, Gulbarga University, Economics Department, Gulbarga.

Sl. No.	Districts	Name of the Coordinator and Lead Agency
17.	Hassan	Prof. Aiyanna, Institute of Development Studies, University of Mysore, Mysore
18.	Haveri	Dr. Biradar, R.R., Karnataka University, Dharwad.
19.	Kodagu	Dr. BalaSubramanyam, (Grassroots Research And Advocacy Movement), V-LED, # CA-2, KIADB Industrial Housing Area Ring Road, Hebbal, Mysore-570 016
20.	Kolar	Dr. Balasubramanyam, (Grassroots Research And Advocacy Movement), V-LED, # CA-2, KIADB Industrial Housing Area Ring Road, Hebbal, Mysore-570 016
21.	Koppal	Prof. Pushpalatha Trivedi, Centre for Multi Disciplinary Resource, Dharwad
22.	Mandya	Prof. M. Devaraj, IDS, Mysore
23.	Mysore	Dr. B.K. Tulasimala, University of Mysore, Manasa Gangotri, Mysore.
24.	Raichur	Dr. S.T. Bagalakoti Economics Division Karnataka University, Dharwad
25.	Ramanagar	Prof. Devendrababu, ISEC, Nagarabhavi, Bangalore-72.
26.	Shimoga	Dr. Keerthishekar, Inter Phase, India Development Consultant, No. 5/11, 1st Floor, 15th Cross, Lakkasandra, Wilson Garden, Front of Ganesha Temple, B'lore-30.
27.	Tumkur	Dr. Keerthishekar, Inter Phase India Development Consultant, No.5/11, 1 st floor, 15 th Cross, Lakkasandra, Wilson Garden, Front of Ganesha Temple, B'lore-30.
28.	Udupi	Dr. N.S. Shetty, Professor, Justice K.S. Hegde Institute of Management, Nitte, Udupi District.
29.	Uttara Kannada	Prof. Pushpalatha Trivedi, Centre for Multi-disciplinary Resource, Dharwad
30.	Yadagir	(Represented by Shivakumar and Sri. S. Ramesh) Kalike – Sir Ratan Tata Trust, Yadagir

Annexure 4(1)



ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ

542, 5ನೇ ಮಹಡಿ, 2ನೇ ಹಂತ, ಬಹುಮಹಡಿ ಕಟ್ಟಡ,

ಡಾ.ಅಂಬೇಡ್ಕರ್ ವೀಧಿ, ಬೆಂಗಳೂರು - 560 001

ದೂರವಾಣಿ ಸಂ: 080 22353938, 22389874; ಫ್ಯಾಕ್ಸ್: 22032561

ಇಮೇಲ್: keapd2011@gmail.comಪರ್ಯಾಯ ಇಮೇಲ್: knmurthy2005@gmail.comಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ
Karnataka Evaluation Authority

ಸಂಖ್ಯೆ: ಪಿಡಿ 51 ಇಎಎನ್ 2012

ದಿನಾಂಕ: 24.09.2012

ವಿಷಯ: ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸುವ ಕಾರ್ಯಕ್ಕೆ ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳಿಗೆ ಮೊದಲನೇ ಕಂತಿನ ಅನುದಾನ ಹಣ ಬಿಡುಗಡೆ ಮಾಡುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಪಿಡಿ 08 ಪಿಎಸ್‌ಡಿ 2008 ದಿನಾಂಕ 06.03.2008.

2. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಪಿಡಿ 77 ಪಿಎಸ್‌ಡಿ 2007 ದಿನಾಂಕ: 05.01.2009.

3. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಪಿಡಿ 09 ಪಿಎಸ್‌ಡಿ 2010 ದಿನಾಂಕ: 20.02.2010.

4. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಪಿಡಿ 29 ಪಿಎಸ್‌ಡಿ 2010 ದಿನಾಂಕ: 31.08.2010.

5. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ: ಪಿಡಿ 29 ಪಿಎಸ್‌ಡಿ 2010 ದಿನಾಂಕ: 28.09.2010.

6. ದಿನಾಂಕ: 07.12.2011 ರಂದು ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕರ್ನಾಟಕ ಸರ್ಕಾರ ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ನಡೆದ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಸಾಮಾನ್ಯ ಮಂಡಳಿಯ ಮೊದಲನೇ ಸಭೆಯ ನಡವಳಿಗಳು.

7. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ದಿನಾಂಕ: 11.07.2012ರಂದು ನಡೆದ ಸಭೆಯಲ್ಲಿ ತೆಗೆದುಕೊಂಡ ತೀರ್ಮಾನಗಳು.

8. ಲೀಡ್ ಏಜೆನ್ಸಿ ಆಯ್ಕೆ ಕುರಿತು ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳಿಗೆ ಬರೆದಿರುವ ಪತ್ರ ಸಂ. ಪಿಡಿ 73 ಹೆಚ್‌ಡಿಡಿ 2012 ದಿನಾಂಕ: 02.08.2012.

9. ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ನ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು ಗುರುತಿಸಲಾದ ಲೀಡ್ ಏಜೆನ್ಸಿಗಳ ಮುಖೇನ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಲು ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆಗೆ ಕರ್ನಾಟಕ ಸಾರ್ವಜನಿಕ ಸಂಗ್ರಹಣೆಗಳಲ್ಲಿ ಪಾರದರ್ಶಕತೆ ಅಧಿನಿಯಮ-1999ರ ಕಲಂ 4(ಬಿ) ರಡಿ ಆರ್ಥಿಕ ಇಲಾಖೆ (ಸಂಗ್ರಹಣಾ ಕೋಶ) ವಿನಾಯಿತಿ ನೀಡಿದ ಬಗ್ಗೆ ಸರ್ಕಾರದ ಅಧಿಸೂಚನೆ ಸಂ. ಆಇ 775 ವೆಚ್ಚ -12/12 ದಿನಾಂಕ: 28.08.2012.

ಪ್ರಸ್ತಾವನೆ:

ಯೋಜನಾ ಆಯೋಗ, ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ವಿಶ್ವಸಂಸ್ಥೆ ಅಭಿವೃದ್ಧಿ ಕಾರ್ಯಕ್ರಮ (ಯುಎನ್‌ಡಿಪಿ) ಸಹಯೋಗದಲ್ಲಿ ಮಾನವ ಅಭಿವೃದ್ಧಿಗಾಗಿ ರಾಜ್ಯ ಯೋಜನೆಗಳನ್ನು ಬಲಪಡಿಸುವಿಕೆ (ಎಸ್‌ಎಸ್‌ಪಿಹೆಚ್‌ಡಿ)

ಯೋಜನೆಯಡಿಯಲ್ಲಿ ಮೊದಲನೇ ಹಂತವಾಗಿ ರಾಜ್ಯದ ಬಿಜಾಪುರ, ಗುಲ್ಬರ್ಗಾ, ಮೈಸೂರು ಹಾಗೂ ಉಡುಪಿ ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಲಾಗಿತ್ತು.

ಉಲ್ಲೇಖ (1) ರ ಸರ್ಕಾರದ ಆದೇಶದನ್ವಯ ಹನ್ನೊಂದನೇ ಪಂಚವಾರ್ಷಿಕ ಯೋಜನೆಯ ಅವಧಿಯೊಳಗೆ ಉಳಿದ ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಬೇಕೆಂಬ ಮಹತ್ವಾಕಾಂಕ್ಷೆಯಿಂದ ಎರಡನೇ ಹಂತದಲ್ಲಿ, ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹಿಂದುಳಿದ ಪ್ರದೇಶಗಳ ಅನುದಾನ ನಿಧಿ (ಬಿಆರ್‌ಜಿಎಫ್)ಯಡಿಯಲ್ಲಿ ಘೋಷಿಸಿರುವ ಜಿಲ್ಲೆಗಳ ಪೈಕಿ ಕರ್ನಾಟಕದ ದಾವಣಗೆರೆ, ರಾಯಚೂರು, ಚಿತ್ರದುರ್ಗ, ಬೀದರ ಮತ್ತು ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆಗಳನ್ನು ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಗೆ ಆಯ್ಕೆ ಮಾಡಿ ಪ್ರತಿ ಜಿಲ್ಲೆಗೆ ರೂ.5.00 ಲಕ್ಷಗಳ ಒಟ್ಟು ಅಂದಾಜು ವೆಚ್ಚದ ಪೈಕಿ ರೂ.1.00 ಲಕ್ಷವನ್ನು ಮೊದಲ ಕಂತಾಗಿ ಸದರಿ ಜಿಲ್ಲೆಗಳಿಗೆ ಸರ್ಕಾರವು ಬಿಡುಗಡೆ ಮಾಡಿತ್ತು.

ಉಲ್ಲೇಖ (2) ಸರ್ಕಾರದ ಆದೇಶದನ್ವಯ ಎರಡನೇ ಹಂತದ ಜಿಲ್ಲೆಗಳಾದ ದಾವಣಗೆರೆ, ರಾಯಚೂರು, ಚಿತ್ರದುರ್ಗ, ಬೀದರ ಮತ್ತು ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆಗಳಿಗೆ ಒಟ್ಟು ಅಂದಾಜು ವೆಚ್ಚ ರೂ.5.00 ಲಕ್ಷಗಳ ಪೈಕಿ ಪುನಃ ರೂ.1.50 ಲಕ್ಷಗಳನ್ನು ಸರ್ಕಾರವು ಎರಡನೇ ಕಂತಾಗಿ ಬಿಡುಗಡೆ ಮಾಡಿದೆ.

ಉಲ್ಲೇಖ (1) ಸರ್ಕಾರದ ಆದೇಶದೊಂದಿಗೆ ಮೊದಲ ಕಂತಾಗಿ ಬಿಡುಗಡೆ ಮಾಡಿದ ರೂ.1.00 ಲಕ್ಷಗಳನ್ನು ತಾಂತ್ರಿಕ ಕಾರಣಗಳಿಂದಾಗಿ ಬೀದರ ಹಾಗೂ ಚಿತ್ರದುರ್ಗ ಜಿಲ್ಲೆಗಳಿಗೆ ಖಜಾನೆಯಿಂದ ಸೆಳೆಯಲು ಸಾಧ್ಯವಾಗದೇ ಇದ್ದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬೀದರ ಹಾಗೂ ಚಿತ್ರದುರ್ಗ ಜಿಲ್ಲೆಗಳಿಗೆ ಉಲ್ಲೇಖ (3) ಸರ್ಕಾರದ ಆದೇಶದನ್ವಯ ಬಾಕಿಯಿರುವ ಮೊದಲನೇ ಕಂತಿನ ರೂ.1.00 ಲಕ್ಷಗಳನ್ನು ಬಿಡುಗಡೆ ಮಾಡಲಾಯಿತು.

ಪ್ರಥಮ ಹಂತದ ಬಿಜಾಪುರ, ಗುಲ್ಬರ್ಗಾ, ಮೈಸೂರು ಹಾಗೂ ಉಡುಪಿ ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳು ಮುದ್ರಣಗೊಂಡು ಓದುಗರ ಕೈ ಸೇರುವ ಪೂರ್ವದಲ್ಲಿ, ದಿನಾಂಕ: 11ನೇ ಜನವರಿ 2010ರಂದು ಆಯೋಜಿಸಲಾದ ಸದರಿ 4 ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳ ಬಿಡುಗಡೆ ಸಮಾರಂಭದಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಆಗಿನ ಸನ್ಮಾನ್ಯ ಮುಖ್ಯ ಮಂತ್ರಿಗಳು, ಹನ್ನೊಂದನೇ ಪಂಚವಾರ್ಷಿಕ ಯೋಜನೆ ಅವಧಿಯೊಳಗೆ ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಬೇಕು ಎಂದು ತೆಗೆದುಕೊಂಡ ನಿರ್ಣಯವನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ, ಉಲ್ಲೇಖ (4) ರ ಸರ್ಕಾರಿ ಆದೇಶದ ಮೇರೆಗೆ ಕೋಲಾರ, ಶಿವಮೊಗ್ಗ, ತುಮಕೂರು, ದಕ್ಷಿಣ ಕನ್ನಡ, ಕೊಡಗು, ಮಂಡ್ಯ, ಬೆಳಗಾವಿ, ಧಾರವಾಡ, ಉತ್ತರ ಕನ್ನಡ ಮತ್ತು ಬಳ್ಳಾರಿ ಹಾಗೂ ಉಲ್ಲೇಖ (5) ರ ಸರ್ಕಾರಿ ಆದೇಶದ ಮೇರೆಗೆ ಗದಗ ಹೀಗೆ 11 ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸುವ ಸಲುವಾಗಿ ಮೂರನೇ ಹಂತದಲ್ಲಿ ಆಯ್ಕೆ ಮಾಡಲಾಯಿತು ಹಾಗೂ ಸದರಿ ಹನ್ನೊಂದು ಜಿಲ್ಲೆಗಳಿಗೆ ಉಲ್ಲೇಖ (4) ಹಾಗೂ (5) ರ ಸರ್ಕಾರದ ಆದೇಶಗಳ ಮೇರೆಗೆ ಪ್ರತಿ ಜಿಲ್ಲೆಗೆ ನಿಗದಿ ಪಡಿಸಿದ ಒಟ್ಟು ರೂ.5.00 ಲಕ್ಷಗಳ ಅಂದಾಜು ವೆಚ್ಚದ ಪೈಕಿ ರೂ.1.00 ಲಕ್ಷವನ್ನು ಮೊದಲನೇ ಕಂತಾಗಿ ಬಿಡುಗಡೆ ಮಾಡಲಾಯಿತು.

ಉಲ್ಲೇಖ (6) ರನ್ವಯ ದಿನಾಂಕ: 07.12.2011 ರಂದು ಮುಖ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕರ್ನಾಟಕ ಸರ್ಕಾರ ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಜರುಗಿದ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಸಾಮಾನ್ಯ ಮಂಡಳಿಯ ಮೊದಲನೇ ಸಭೆಯಲ್ಲಿ 'ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು (ಪ್ರತಿ ಜಿಲ್ಲೆಗೆ ರೂ.9.00 ಲಕ್ಷಗಳ ಒಟ್ಟು ಆಯವ್ಯದಲ್ಲಿ) ತಯಾರಿಸಲು ಹಾಗೂ ಅದಕ್ಕೆ ತಗುಲುವ ವೆಚ್ಚ (ಒಟ್ಟು ರೂ.270.00ಗಳ ಮಿತಿಗೊಳಪಟ್ಟು) ವನ್ನು ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಆಯವ್ಯಯದಿಂದ ಭರಿಸಬೇಕೆಂದು ನಿರ್ಣಯಿಸಲಾಯಿತು.

ಉಲ್ಲೇಖ (7) ರನ್ವಯ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ದಿನಾಂಕ: 11.07.2012ರಂದು ನಡೆದ ಸಭೆಯಲ್ಲಿ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ಏಕಕಾಲದಲ್ಲಿ ತಯಾರಿಸಲು ಹಾಗೂ ಒಂದು ವರ್ಷದೊಳಗಾಗಿ ಪೂರ್ಣಗೊಳಿಸಲು ತೀರ್ಮಾನಿಸಲಾಗಿದೆ.

ಉಲ್ಲೇಖ (8)ರನ್ವಯ ಲೀಡ್ ಏಜೆನ್ಸಿ ಆಯ್ಕೆ ಹಾಗೂ ಅನುಸರಿಸಬೇಕಾದ ಮಾರ್ಗಸೂಚಿಗಳ ಬಗ್ಗೆ ಪರಿಷ್ಕೃತ ಸೂಚನೆಗಳನ್ನು ನೀಡಲಾಗಿದೆ.

ಉಲ್ಲೇಖ (9) ಸರ್ಕಾರದ ಅಧಿಸೂಚನೆಯನ್ವಯ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ನ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು ಗುರುತಿಸಲಾದ ಲೀಡ್ ಏಜೆನ್ಸಿಗಳ ಮುಖೇನ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಲು ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆಗೆ ಕರ್ನಾಟಕ ಸಾರ್ವಜನಿಕ ಸಂಗ್ರಹಣೆಗಳಲ್ಲಿ ಪಾರದರ್ಶಕತೆ ಅಧಿನಿಯಮ-1999ರ ಕಲಂ 4(ಜಿ) ರಡಿ ಆರ್ಥಿಕ ಇಲಾಖೆ (ಸಂಗ್ರಹಣಾ ಕೋಶ) ಯು ವಿನಾಯಿತಿ ನೀಡಿರುತ್ತದೆ.

ಪ್ರಸ್ತುತ ಜಿಲ್ಲೆಗಳಿಗೆ ಪರಿಷ್ಕರಿಸಲಾದ ಅಂದಾಜು ವೆಚ್ಚವನ್ನು ಎರಡು ಕಂತುಗಳಲ್ಲಿ ಬಿಡುಗಡೆ ಮಾಡಲು ನಿರ್ಧರಿಸಲಾಗಿದೆ. ಜಿಲ್ಲೆಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸುವ ಸಲುವಾಗಿ 30 ಜಿಲ್ಲೆಗಳ ಪೈಕಿ 16 ಜಿಲ್ಲೆಗಳಿಗೆ ಪ್ರತ್ಯೇಕ ಕಂತುಗಳಲ್ಲಿ ಉಲ್ಲೇಖ 1 ರಿಂದ 5ರವರೆಗಿನ ಸರ್ಕಾರದ ಆದೇಶಗಳನ್ವಯ ಒಟ್ಟು ರೂ.23.50 ಲಕ್ಷಗಳನ್ನು ಈಗಾಗಲೇ ಬಿಡುಗಡೆ ಮಾಡಲಾಗಿದ್ದು, ಸದರಿ ಜಿಲ್ಲೆಗಳಿಗೆ ಈಗಾಗಲೇ ಬಿಡುಗಡೆ ಮಾಡಲಾದ ಮೊತ್ತವನ್ನು ಪ್ರತಿ ಜಿಲ್ಲೆಯ ವರದಿ ತಯಾರಿಕೆಗೆ ನಿಗದಿ ಪಡಿಸಿದ ಪರಿಷ್ಕೃತ ಒಟ್ಟು ಅಂದಾಜು ವೆಚ್ಚ ರೂ.9.00ಗಳಲ್ಲಿ ಕಳೆದ ನಂತರ ಉಳಿಯುವ ಮೊತ್ತದಲ್ಲಿ ಮೊದಲನೇ ಕಂತಿನ ಹಣದ ಮೊತ್ತವನ್ನು ರೂ.4.50 ಲಕ್ಷಗಳ ಮಿತಿಗೊಳಪಟ್ಟು ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರವು ತನ್ನ ಆಯವ್ಯಯದ ಮೊತ್ತದಿಂದ ಬಿಡುಗಡೆ ಮಾಡಬೇಕಾಗಿದೆ.

ಅದರಂತೆ ಈ ಕೆಳಕಂಡ ಆದೇಶ.

ಆದೇಶ ಸಂಖ್ಯೆ ಪಿಡಿ 51 ಇವಿಎನ್ 2012 ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 24.09.2012

ಮೇಲ್ಕಂಡ ಪ್ರಸ್ತಾವನೆಯನ್ನು ಕೂಲಂಕಷವಾಗಿ ಪರಿಶೀಲಿಸಿದ ನಂತರ, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರವು ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳಿಗೆ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳ ತಯಾರಿಕೆಗೆ ಪರಿಷ್ಕೃತ ಒಟ್ಟು ಅಂದಾಜು ವೆಚ್ಚ ರೂ.9.00 ಲಕ್ಷಗಳ ಪೈಕಿ ಪ್ರತಿ ಜಿಲ್ಲೆಗೆ ಈಗಾಗಲೇ ಬಿಡುಗಡೆ ಮಾಡಿದ ಮೊತ್ತವನ್ನು ಕಳೆದು, ಉಳಿದ ಹಣದ ಮೊತ್ತದ ಪೈಕಿ ಮೊದಲನೇ ಕಂತಾಗಿ ರೂ.4.50 ಲಕ್ಷಗಳ ಮಿತಿಗೊಳಪಟ್ಟು (ರೂಪಾಯಿ ನಾಲ್ಕು ಲಕ್ಷದ ಐವತ್ತು ಸಾವಿರಗಳು ಮಾತ್ರ) (ಈಗಾಗಲೇ ಬಿಡುಗಡೆ ಮಾಡಿದ ಹಣವನ್ನೂ ಸೇರಿದಂತೆ) ಅನುಬಂಧ-1ರಲ್ಲಿ ತೋರಿಸಿದ ಪ್ರಕಾರ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ತಯಾರಿಕೆಗೆ ಸಂಬಂಧಿಸಿದ ವೆಚ್ಚಗಳನ್ನು ಭರಿಸುವ ಸಲುವಾಗಿ ಬಿಡುಗಡೆಗೊಳಿಸಿದೆ.

ಸದರಿ ವೆಚ್ಚವನ್ನು 2012-13ನೇ ಸಾಲಿನಲ್ಲಿ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರಕ್ಕೆ ಲೆಕ್ಕಶೀರ್ಷಿಕೆ "2515-00-101-0-26(ಯೋಜನೆ)-101-ಸಹಾಯಾನುದಾನ" ದಡಿ ಒದಗಿಸಲಾದ ಆಯವ್ಯಯದ ಅನುದಾನದಲ್ಲಿ ಭರಿಸತಕ್ಕದ್ದು.

ಜಿಲ್ಲೆಗಳಿಗೆ ಬಿಡುಗಡೆ ಮಾಡಲಾದ ಮೊತ್ತವನ್ನು ಸಂಬಂಧಿಸಿದ ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳ "ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು" ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರಕ್ಕೆ ಸ್ವೀಕೃತನ ರಸೀದಿ ಬಿಲ್ಲನ್ನು ಸಲ್ಲಿಸಿ, "ಕ್ರಾಸ್ಡ್ ಚೆಕ್" ಮುಖಾಂತರ ಸೆಳೆಯಬಹುದಾಗಿದೆ.

ಈ ಸಂಬಂಧಿತವಾಗಿ ಸಂಬಂಧಿಸಿದ ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳ "ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು" ಇವರು ಸಲ್ಲಿಸಲಿರುವ ಸ್ವೀಕೃತನ ರಸೀದಿ (Payee Receipt Bill) ಬಿಲ್ಲಿಗೆ 'ಖಜಾನೆಗಳು, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು' ಇವರು ಮೇಲರುಜು ಮಾಡುವ ಅಧಿಕಾರಿಯಾಗಿರುತ್ತಾರೆ.

ಸದರಿ ಮೊತ್ತವನ್ನು ಸಂಬಂಧಿಸಿದ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳು ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಯ ಉದ್ದೇಶಕ್ಕಾಗಿ ಪ್ರತ್ಯೇಕವಾದ ಬ್ಯಾಂಕ್ ಖಾತೆಯನ್ನು ತೆರೆದು, ಸದರಿ ಖಾತೆಯಲ್ಲಿ ಜಮೆ ಮಾಡಿದ ನಂತರ, ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಯ ಉದ್ದೇಶಕ್ಕಾಗಿ ಮಾತ್ರ ವಿನಿಯೋಗಿಸತಕ್ಕದ್ದು.

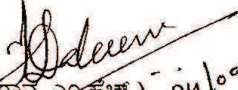
ಕರ್ನಾಟಕ ಸಾರ್ವಜನಿಕ ಸಂಗ್ರಹಣೆಗಳಲ್ಲಿ ಪಾರದರ್ಶಕತೆ ಅಧಿನಿಯಮ 1999 ಮತ್ತು ಸಂಬಂಧಪಟ್ಟ ಇತರೆ ನಿಯಮಗಳು 2000 ರಡಿ ವಿಧಿಸಲಾಗಿರುವ ವಿಧಿವಿಧಾನಗಳನ್ನು ಹಾಗೂ ಸಂಬಂಧಪಟ್ಟ ಇತರೆ ಉಪನಿಯಮ ಹಾಗೂ ನಿಬಂಧನೆಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಿ ವೆಚ್ಚ ಮಾಡಲು ಸಂಬಂಧಿತ "ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು, ಜಿಲ್ಲಾ ಪಂಚಾಯತ್" ಇವರಿಗೆ ಅನುಮತಿ ನೀಡಿ ಆದೇಶಿಸಿದೆ.

ಬಿಡುಗಡೆ ಮಾಡಲಾದ ಹಣವನ್ನು ಖರ್ಚು ಮಾಡಿದ ಕುರಿತು ನಿಯಮಾನುಸಾರ ಹಣ ಬಳಕೆ ದೃಢೀಕರಣ ಪತ್ರ (Utilisation Certificate)ವನ್ನು ವರದಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಯ ಅಂತ್ಯದೊಳಗೆ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರಕ್ಕೆ ಸಲ್ಲಿಸತಕ್ಕದ್ದು. ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ನ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು, ಆಯಾ ಜಿಲ್ಲೆಗೆ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ತಯಾರಿಕೆ ಉದ್ದೇಶಕ್ಕಾಗಿ ಈಗಾಗಲೇ ಬಿಡುಗಡೆ ಮಾಡಿದ ಹಾಗೂ ಇನ್ನು ಮುಂದೆ ಬಿಡುಗಡೆ ಮಾಡಲಾಗುವ ಮೊತ್ತಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ವೆಚ್ಚದ ವಿವರಗಳನ್ನು ಸ್ಥಳೀಯ "ನೋಂದಾಯಿತ ಲೆಕ್ಕ ತಪಾಸಣಾಗಾರ: Chartered Accountant" ರಿಂದ (ಆಡಿಟೆಡ್ ಸ್ಟೇಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಕ್ಸ್‌ಪೆಂಡಿಚರ್) ದೃಢೀಕರಿಸಿ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರಕ್ಕೆ ಕಳುಹಿಸುವುದು.

ಮೊದಲನೇ ಕಂತಿನ ಹಣದಲ್ಲಿ ಶೇ.75.00 ರಷ್ಟು ಬಳಕೆ ಬಳಕೆಯಾದ ಬಗ್ಗೆ ದೃಢೀಕರಣ ಪತ್ರ (Utilisation Certificate)ವನ್ನು ಜಿಲ್ಲೆಗಳು ಕಳುಹಿಸಿದ ನಂತರ ಎರಡನೇ ಕಂತಿನ ಹಣವನ್ನು ಬಿಡುಗಡೆ ಮಾಡಲಾಗುವುದು.

ಸದರಿ ಆದೇಶವನ್ನು ಸರ್ಕಾರದ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ ಆಇ 775 ವೆಚ್ಚ-12/12 ದಿನಾಂಕ: 28.08.2012ರ ಮೇರೆಗೆ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ನ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು ಗುರುತಿಸಲಾದ ಲೀಡ್ ಏಜೆನ್ಸಿಗಳ ಮುಖೇನ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಗಳನ್ನು ತಯಾರಿಸಲು ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆಗೆ ಕರ್ನಾಟಕ ಸಾರ್ವಜನಿಕ ಸಂಗ್ರಹಣೆಗಳಲ್ಲಿ ಪಾರದರ್ಶಕತೆ ಅಧಿನಿಯಮ-1999ರ ಕಲಂ 4(ಬಿ) ರಡಿ ಆರ್ಥಿಕ ಇಲಾಖೆ (ಸಂಗ್ರಹಣಾ ಕೋಶ) ಯು ವಿನಾಯಿತಿ ನೀಡಿರುವ ಅನ್ವಯ ಹೊರಡಿಸಿದೆ.

ಸದರಿ ಆದೇಶವನ್ನು ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ ಪಿಡಿ 20 ಇವಿಎನ್ 2011 ದಿನಾಂಕ 05.09.2011ರ ಅನುಬಂಧ -1ರ (ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ ಪಿಡಿ 8 ಇವಿಎನ್ (2) 2011 ದಿನಾಂಕ 11.07.2011ರ) ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಮೆಮೋರಾಂಡಮ್ ಆಫ್ ಅಸೋಸಿಯೇಷನ್ ಅಡಿಯಲ್ಲಿ ಸೊಸೈಟಿಯ ಚಟುವಟಿಕೆಗಳು ಎಂಬ ಕಂಡಿಕೆ 5ರ ಕಲಂ 7ರ ಅನ್ವಯ ಹಾಗೂ ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ: ಎಫ್‌ಡಿ 1 ಟಿಎಫ್‌ಪಿ 2008 ದಿನಾಂಕ 16.05.2008ರಲ್ಲಿ ಸರ್ಕಾರದ ಕಾರ್ಯದರ್ಶಿ/ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳಿಗೆ ಪ್ರತ್ಯಾಯೋಜಿಸಲಾದ ಆರ್ಥಿಕ ಅಧಿಕಾರಗಳಿಗೆ ಸಮನಾದ ಅಧಿಕಾರವನ್ನು ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಬೈಲಾಗಳ ಅಡಿಯ ನಿಯಮ 19(ಡಿ) ರಡಿ ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಆಡಳಿತ ಮಂಡಳಿಯ ಅಧ್ಯಕ್ಷರಿಗೆ ಪ್ರತ್ಯಾಯೋಜಿಸಿದ್ದು ಅದರ ಅನುಸಾರವಾಗಿ ಹೊರಡಿಸಿದೆ.


(ದಿವಾಕರರಾವ್ ಎಂ.ಹೆಚ್.) - 24/09/2011

ಆಡಳಿತಾಧಿಕಾರಿಗಳು
ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ,

ಇವರಿಗೆ:

1. ಮಹಾಲೇಖಪಾಲರು, (ಲೆಕ್ಕಪತ್ರ) / (ಲೆಕ್ಕಪರಿಶೋಧನೆ 1 ಮತ್ತು 2) ಕರ್ನಾಟಕ, ಬೆಂಗಳೂರು-1.
2. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ ಹಾಗೂ ಅಧ್ಯಕ್ಷರು, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರದ ಆಡಳಿತ ಮಂಡಳಿ ಬೆಂಗಳೂರು.
3. ಮುಖ್ಯ ಮೌಲ್ಯಮಾಪನಾಧಿಕಾರಿಗಳು, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
4. ಖಜಾಂಚಿಗಳು, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
5. ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಹಣಾಧಿಕಾರಿಗಳು, ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳು.
6. ಮುಖ್ಯ ಲೆಕ್ಕಪತ್ರಾಧಿಕಾರಿಗಳು, ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳು.
7. ಮುಖ್ಯ ಯೋಜನಾಧಿಕಾರಿಗಳು, ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಎಲ್ಲಾ 30 ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್‌ಗಳು.
8. ಲೆಕ್ಕಪತ್ರಾಧಿಕಾರಿಗಳು, ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
9. ಸರ್ಕಾರದ ಉಪಕಾರ್ಯದರ್ಶಿಗಳು (ಆಡಳಿತ), ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ.
10. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿಗಳು (ಎಫ್‌ಆರ್ & ಬಿಸಿಸಿ), ಆರ್ಥಿಕ ಇಲಾಖೆ, ವಿಧಾನಸೌಧ, ಬೆಂಗಳೂರು.
11. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು (1 & 2) / (5), ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ.
12. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು (ವೆಚ್ಚ-5) / (ವೆಚ್ಚ-6), ಆರ್ಥಿಕ ಇಲಾಖೆ, ವಿಧಾನಸೌಧ, ಬೆಂಗಳೂರು.
13. ಜಂಟಿ ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಹುಜೂರ್ ಖಜಾನೆ, ಬೆಂಗಳೂರು.
14. ಉಪ ನಿರ್ದೇಶಕರು, ಟಿ.ಎನ್.ಎಂ.ಸಿ. ಖನಿಜ ಭವನ, ರೇಸ್‌ಕೋರ್ಸ್ ರಸ್ತೆ, ಬೆಂಗಳೂರು.
15. ಬಿಡಿ ಪ್ರತಿಗಳು/ತಾಖಾ ರಕ್ಷಾ ಕಡತ.

ಕ್ರ. ಸಂ.	ಜಿಲ್ಲೆ	ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಯ ಸಲುವಾಗಿ ನಿಗದಿ ಪಡಿಸಲಾದ ಪರಿಷ್ಕೃತ ಅಯವ್ಯಯ	ಕರ್ನಾಟಕ ಜಿಲ್ಲಾ ಮಾಹಿತಿ ಕೇಂದ್ರ (ಸಂಬಂಧಿತ ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ ಮತ್ತು ದಿನಾಂಕ)	ಕರ್ನಾಟಕ ಜಿಲ್ಲಾ ಮಾಹಿತಿ ಕೇಂದ್ರದ ಸಂಖ್ಯೆ (ಕಾಲಂ 5 = ಕಾಲಂ 3 - ಕಾಲಂ 4)	ಪ್ರಸ್ತುತ ಮೊದಲ ಕಂತಿನಲ್ಲಿ ಜಿಲ್ಲಾ ಮಾಹಿತಿ ಕೇಂದ್ರದ ಮೊತ್ತ	2ನೇ ಮತ್ತು ಅಂತಿಮ ಕಂತಿನಲ್ಲಿ ಜಿಲ್ಲಾ ಮಾಹಿತಿ ಕೇಂದ್ರದ ಮೊತ್ತ
1	2	3	4	5	6	7
17	ಗುಲ್ಬರ್ಗ	9.00	-	9.00	4.50	4.50
18	ಬಿಜಾಪುರ	9.00	-	9.00	4.50	4.50
19	ಮೈಸೂರು	9.00	-	9.00	4.50	4.50
20	ಉಡುಪಿ	9.00	-	9.00	4.50	4.50
21	ಬೆಂಗಳೂರು (ಗ್ರಾ)	9.00	-	9.00	4.50	4.50
22	ಬೆಂಗಳೂರು (ಸ)	9.00	-	9.00	4.50	4.50
23	ಚಿಕ್ಕಮಗಳೂರು	9.00	-	9.00	4.50	4.50
24	ಕಾಸರಗೋಡು	9.00	-	9.00	4.50	4.50
25	ಯಾದಗಿರಿ	9.00	-	9.00	4.50	4.50
26	ಬಾಗಲಕೋಟೆ	9.00	-	9.00	4.50	4.50
27	ಕಾವೇರಿ	9.00	-	9.00	4.50	4.50
28	ಕೊಪ್ಪಳ	9.00	-	9.00	4.50	4.50
29	ರಾಮನಗರ	9.00	-	9.00	4.50	4.50
30	ಚಿಕ್ಕಬಳ್ಳಾಪುರ	9.00	-	9.00	4.50	4.50
	ಒಟ್ಟು	270.00	23.50	246.50	111.50	135.00

ಟಿಪ್ಪಣಿ:

- (1) * : ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ 2008, 06ನೇ ಮಾರ್ಚ್ 2008 ರನ್ವಯ ದೂ.1.00 ಲಕ್ಷಗಳನ್ನು ಒಡಗೂಡಿಸಿದೆ.
- (2) ** : ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ 2007, 20ನೇ ಜನವರಿ 2009 ರನ್ವಯ ದೂ.1.50 ಲಕ್ಷಗಳನ್ನು ಒಡಗೂಡಿಸಿದೆ.
- (3) \$: ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ 2010, 20ನೇ ಜನವರಿ 2010 ರನ್ವಯ ಒಟ್ಟು 2008 ರನ್ವಯ ದೂ.1.00 ಲಕ್ಷಗಳನ್ನು ಒಡಗೂಡಿಸಿದೆ.
- (4) # : ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ 2010, 20ನೇ ಜನವರಿ 2010 ರನ್ವಯ ದೂ.1.00 ಲಕ್ಷಗಳನ್ನು ಒಡಗೂಡಿಸಿದೆ.
- (5) @ : ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ 2010, 20ನೇ ಜನವರಿ 2010 ರನ್ವಯ ದೂ.1.00 ಲಕ್ಷಗಳನ್ನು ಒಡಗೂಡಿಸಿದೆ.

(Signature)
ಅಧೀಕ್ಷಕರು

ಕರ್ನಾಟಕ ಮಾನ್ಯಮಂತ್ರ ಸಚಿವರು
ಯೋಜನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು
ಪಾಲನೆ, ಕಾರ್ಯಕ್ರಮ ಸಂಯೋಜನೆ ಮತ್ತು
ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಅನುಬಂಧ-1

(ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)

ಕ್ರ. ಸಂ.	ಜಿಲ್ಲೆ	ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ತಯಾರಿಕೆ ಪ್ರಕ್ರಿಯೆಯ ಸಲುವಾಗಿ ನಿಗದಿ ಪಡಿಸಲಾದ ಪರಿಷ್ಕೃತ ಆಯವ್ಯಯ	ಈಗಾಗಲೇ ಒಡುಗಡೆ ಮಾಡಿದ ಹಣದ ಮೊತ್ತ (ಸಂಬಂಧಿತ ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ ಮತ್ತು ದಿನಾಂಕ)	ಈಗಾಗಲೇ ಒಡುಗಡೆ ಮಾಡಿದ ನಂತರ ಉಳಿಯುವ ಹಣದ ಮೊತ್ತ (ಕಾಲಂ 3 - ಕಾಲಂ 4)	ಪ್ರಸ್ತುತ ಮೊದಲ ಕಂತಾಗಿ ಒಡುಗಡೆ ಮಾಡುವ ಮೊತ್ತ	2ನೇ ಮತ್ತು ಅಂತಿಮ ಕಂತಾಗಿ ಒಡುಗಡೆ ಮಾಡಲು ಉದ್ದೇಶಿಸಿದ ಮೊತ್ತ
1	2	3	4	5	6	7
1	ದಾವಣಗೆರೆ	9.00	2.50 (* ಮತ್ತು **)	6.50	2.00	4.50
2	ರಾಯಚೂರು	9.00	2.50 (* ಮತ್ತು **)	6.50	2.00	4.50
3	ಚಿತ್ರದುರ್ಗ	9.00	2.50 (* ಮತ್ತು **)	6.50	2.00	4.50
4	ಬೀದರ	9.00	2.50 (* ಮತ್ತು **)	6.50	2.00	4.50
5	ಚಾಮರಾಜನಗರ	9.00	2.50 (* ಮತ್ತು **)	6.50	2.00	4.50
6	ಕೋಲಾರ	9.00	1.00 (#)	8.00	3.50	4.50
7	ಶಿವಮೊಗ್ಗ	9.00	1.00 (#)	8.00	3.50	4.50
8	ತುಮಕೂರು	9.00	1.00 (#)	8.00	3.50	4.50
9	ದಕ್ಷಿಣ ಕನ್ನಡ	9.00	1.00 (#)	8.00	3.50	4.50
10	ಕೊಡಗು	9.00	1.00 (#)	8.00	3.50	4.50
11	ಮಂಡ್ಯ	9.00	1.00 (#)	8.00	3.50	4.50
12	ಬೆಳಗಾವಿ	9.00	1.00 (#)	8.00	3.50	4.50
13	ಧಾರವಾಡ	9.00	1.00 (#)	8.00	3.50	4.50
14	ಉತ್ತರ ಕನ್ನಡ	9.00	1.00 (#)	8.00	3.50	4.50
15	ಬಳ್ಳಾರಿ	9.00	1.00 (#)	8.00	3.50	4.50
16	ಗದಗ	9.00	1.00 (@)	8.00	3.50	4.50

[APPROVED BY PD, GOK ON 22-09-2012]

**MEMORANDUM OF UNDERSTANDING FOR DHDR
(To be signed on non-judicial stamp paper of Rs. 200/-)**

Memorandum of Understanding between Zilla Panchayat _____ District, and _____
_____ (Authorised representative of University/ Research Institution identified as Lead Agency) for
preparing District Human Development Report of _____ District.

1. This Memorandum of Understanding (MoU) made and executed at _____
(District Headquarter) on this__ (day) of _____(month) 20__(year) between Zilla Panchayat, _____ District, Govern-
ment of Karnataka represented by the Chief Executive Officer, Zilla Panchayat, (herein after called the First Party)
and the _____(Lead Agency) registered as a _____ (legal status), having its office
at _____(address of Lead Agency), and represented by its _____(faculty/
person(s) who have been identified and appointed by the Chief Executive Officer of Zilla Panchayat to prepare District
Human Development Report (DHDR) (herein after called Second Party),

2. Whereas the _____ (District) Zilla Panchayat, has decided to prepare the DHDR in
collaboration with _____(Lead Agency), and whereas the _____(Lead Agency) has agreed
to conduct the said evaluation study for an amount of Rs. _____ (Rupees _____ Only) and which shall
be paid by _____(District) Zilla Panchayat to _____(Lead Agency).

3. The title of the assignment is "Preparation of District Human Development Report of _____ District".
The duration of the study is twelve months from the date of signing this MoU/one year from the date of completion of
the training.

4. **Background:** Karnataka has been successfully strengthening its plans for human development and has
initiated projects for preparing DHDRs. The main objective of preparing the DHDRs is to:

- i) Capture the variations in status of human development at the district level;
- ii) Enable Government to take a holistic view of the State's development outside the normal governmental
functioning and;
- iii) Assess the strengths and weaknesses of existing departmental policies.

Accordingly, on behalf of the Government of Karnataka, _____ District Zilla Panchayat is prepar-
ing the DHDR of _____ District.

5. Scope of the assignment:

- (i) The assignment relates to preparation of DHDR for _____ District, based on a critical study
of all available secondary data, as well as primary data collected as part of the assignment. The as-
signment is spread over a period of twelve months.
- (ii) The DHDR is to be prepared by assessing human development through the use of certain indicators
which are measurable and quantifiable. Proxy indicators may be used when direct indicators reflect-
ing human development are not available.

- (iii) For the preparation of DHDRs, a detailed list of indicators affecting Human Development based on the availability of reliable secondary data at Taluk and Grama Panchayat levels are to be used. These data will be used in the relevant chapters for understanding the position of Taluk and Grama Panchayats in the respective districts. Based on these indicators, tables have to be generated. Chapters as indicated in para 11 need to be prepared.
- (iv) The Second party is expected to follow more or less the same format/pattern. However, in certain cases, additional tables, graphs and charts may be generated to enhance the quality of chapter contents and analysis. A majority of these indicators are also used for the radar methodology and estimation of Multi Poverty Index (MPI).
- (v) The Second Party compulsorily shall attend the training programme organised by Human Development Division, Planning Department.
- (vi) The Second party will conduct a minimum of five workshops (two) at the district and (three) at taluk levels for people representatives, officials, NGOs media, students and general public.
- (vii) The Second party will have a consultative approach with the district core committee at all important stages in the preparation of DHDR.

6. The following indicators should be used to prepare the DHDR:

- (i) **Livelihood:** Percentage of Landless Households, Percentage of BPL Households (HHs), Percentage of BPL HHs provided with BPL ration cards; Average quantity of food grains supplied to BPL HHs in a year; number and proportion of beneficiaries by gender and social category registered under MGNREGS; Wage level-Ratio of average wage to State norms; Percentage of land less HHs; Percentage of SHGs formed and active, Social Security Measures including Old Age Pension, Widow Pension, Physically Handicapped Pension and other social security measures.
- (ii) **Demography:** Decadal Population Growth Rate; Percentage of Population by sex, residence and social groups; Percentage of Population by age, 0-1, and seven and above; Sex ratio; Child sex ratio; infant mortality rate (IMR); under-5 child mortality; maternal mortality ratio (MMR); Percentage of Women Headed Households; Percentage of couples protected by any contraceptive method
- (iii) **Health and Nutrition:** Percentage of pregnant women receiving full ANC; Percentage of pregnant women with severe Anaemia; Percentage of Institutional deliveries; Percentage of children fully Immunized; Percentage of Children born underweight; Percentage of people affected by major communicable diseases.
- (iv) **Health and Nutrition Infrastructure:** Average Population served by sub-centers; Average Population served by Primary Health Centres (PHCs), Average Population served by Community Health Centres (CHCs), Availability of Doctors per 1000 population, Availability of Nurses per 1000 population; Average Health Expenditure; Average population served by Anganawadi centres; Coverage of Anganawadis; Percentage of villages having Anganawadis within one km. distance
- (v) **Education:** Percentage of Literacy by sex, residence, and social groups and religion of population aged 7 and above; Number of habitations served by school as per RTE norms; Gross Enrolment Rate (6-14) by sex, residence, and social group-wise; Net Enrolment Rate (6-14) by sex, residence, and social group-wise; Dropout rate by sex, residence and social group-wise, (6-14 years); Aver-

age Distance to the Primary School; Percentage of Out-of-School Children; Teacher-Pupil ratio for Elementary Education; Transition Rate from Primary to Upper Primary, and from Upper Primary to Secondary stage; Elementary Education Completion Rate; Elementary Education School Infrastructure Index as per RTE norms; Secondary school Gross and Net Enrolment rate (15 -18 years) by sex, residence and social group-wise; Drop-out rate in secondary school by sex, residence and social group-wise; SSLC pass-out rate; Teacher-Pupil ratio for Secondary Education; PUC pass-out rate; Average Education Expenditure.

(vi) **Housing and Infrastructure:**

Housing - Percentage of Households without Pucca houses; Percentage of Site-less Households, Percentage of Households provided with house sites; Percentage of Houses constructed for house-less poor families;

Assets - Percentage of Households with Cycles; Percentage of Household with two-wheelers; Percentage of Household with other Assets

Sanitation - Percentage of villages covered under Total Sanitation Campaign to total villages; Percentage of Households without toilet by social groups; Percentage of Households provided with toilet (under various schemes); Percentage of Villages with drainage facility

Drinking Water - Percentage of Households provided with safe drinking water

Electricity and Fuel - Percentage of Households without electricity; Percentage of Households dependent on fuel type

(vii) **Employment:** Decadal Growth of Employment; Work Participation rate by sex, residence and social groups; Child Work Participation Rate; Percentage of main and marginal Workers; Agriculture and allied sector labour force by sex, residence and social groups; Percentage of Employment in the organized and unorganised sector by sex, residence and social groups; Employment by level of education by sex, residence and social groups.

(viii) **Decentralised Governance:**

Percentage of women elected representatives; Percentage of elected SC/ ST representatives;

7. At the Taluk level, the following indicators should be used to develop the Radar Scale -

- (i) **Livelihood and Employment:** Wage level Ratio of average wage to State norms; Agriculture and allied sector labour force by sex, residence and social groups, Percentage of BPL households; number and proportion of beneficiaries by gender and social category registered under MGNREGS; Average quantity of food grains supplied to BPL HHHs. in a year
- (ii) **Assets and Amenities:** Percentage of HHHs without land; Percentage of Households without pucca houses; Percentage of Households dependant on fuel type (Traditional sources like wood, dung fuel for cooking); Percentage of HHHs with electricity connection.
- (ii) **Education:** Percentage of Literacy by sex, residence, and social groups and religion of population aged 7 and above; Number of habitations served by school as per RTE norms; Gross Enrolment Rate (6-14) by sex, residence, and social group-wise; Net Enrolment Rate (6-14) by sex, residence,

and social group-wise; Dropout rate by sex, residence and social group-wise, (6-14 years); Percentage of Out-of-School Children; Teacher-Pupil ratio for Elementary Education; Transition

Rate from Primary to Upper Primary, and from Upper Primary to Secondary stage; Elementary Education Completion Rate; Elementary Education School Infrastructure Index as per RTE norms; Secondary school Gross and Net Enrolment rate (15 -18 years) by sex, residence and social group-wise; Drop-out rate in secondary school by sex, residence and social group-wise; SSLC pass-out rate; Teacher-Pupil ratio for Secondary Education; PUC pass-out rate.

- (iii) **Health:** Percentage of children born underweight; Percentage of children fully immunised; Percentage of Institutional Deliveries; Percentage of women using full ANC; Percentage of villages covered under Total Sanitation Campaign to total villages; Percentage of Households without Toilets; Percentage of HHs provided with safe Drinking water facility with average 40 LPCD
 - (iv) **Governance:** Percentage of Women elected representatives; Percentage of members elected from SC/ST sections of society
 - (v) At the Taluk level, Multi-Dimensional Poverty Index (MPI) should be calculated by using indicators relating to Health, Education and Living Standards, following the Guidelines made available during the Training referred to in para 5(v).
8. At the Gram Panchayat level, human development should be assessed by using the following indicators–
- (i) **Livelihood and employment:** Percentage of BPL households to total households; number and proportion of beneficiaries by gender and social category registered under MGNREGS; Average quantity of food grains supplied to BPL HHs.
 - (ii) **Assets and Amenities:** Percentage of Households without pucca houses; Percentage of Households dependant on fuel type (Traditional sources like wood, dung fuel for cooking); Percentage of HHs with electricity connection
 - (ii) **Education:** Number of habitations served by school as per RTE norms; Gross Enrolment Rate (6-14) by sex, residence, and social group-wise; Net Enrolment Rate (6-14) by sex, residence, and social group-wise; Dropout rate by sex, residence and social group-wise, (6-14 years); Percentage of Out-of-School Children; Teacher-Pupil ratio for Elementary Education; Transition Rate from Primary to Upper Primary, and from Upper Primary to Secondary stage; Elementary Education
Completion Rate: Elementary Education School Infrastructure Index as per RTE norms; Secondary school Gross and Net Enrolment rate (15 -18 years) by sex, residence and social group-wise; Drop-out rate in secondary school by sex, residence and social group-wise; SSLC pass-out rate; Teacher-Pupil ratio for Secondary Education; PUC pass-out rate.
 - (iii) **Health and Sanitation:** Percentage of health staff working against the sanctioned posts; Percentage of villages covered under Total Sanitation Campaign to total villages in Grama Panchayat, Percentage of households with toilet facilities to total households; Percentage of households having access to safe drinking water (at 40 LPCD) to total households
 - (iv) **Governance:** Percentage of elected women representatives to total GP members; Percentage of SC/ST population to total population; Percentage of SC/ST members to total GP members; Num-

ber of Grama Sabha meetings held in a given year; Percentage of own financial resources to total resources; Percentage utilisation of funds earmarked for SC/ST welfare

9. Area Studies or Surveys should be conducted at the District level in areas related to Education, Health, Poverty and Livelihood, Migration, Displacement, Access to Services, Gender and Social Category Exclusion, and other issues specific to the district. Some of these could specifically address issues related to urbanisation, such as Slum Studies

10. Deliverables of the assignment: The deliverable of the assignment would be a single DHDR document which has two parts, both in Kannada and English versions.

The first part will present an executive summary report which shall be brief and to the point. The second part which shall be crisp and to the point along with chapters, digitised maps, diagrams, graphs, figures with tables etc., on certain key issues/indicators the overall framework suggested in the training manual may be adopted in preparing the chapters.

11. The Contents of the DHDR will be presented in the following manner

PART – I Executive Summary

PART – II

- Chapter 1: Introduction and Approach
- Chapter 2: District Overview
- Chapter 3: Literacy and Education
- Chapter 4: Health and Nutrition
- Chapter 5: Livelihood, Employment and Poverty
- Chapter 6: Housing, Drinking Water and Sanitation
- Chapter 7: Human Development Indices
- Chapter 8: Gender Development
- Chapter 9: Development Status of Scheduled Castes and Scheduled Tribes
- Chapter 10: District Special Focus issues (Small Area Studies)
- Chapter 11: Governance Issues
- Chapter 12: Synthesis and Way Forward

12. Methodology of the Study & Data Sources

- A. The Second Party shall conduct the study as given in the Manual on Preparation of DHDR and, as indicated during the training program organized by the Human Development Division, Planning Department, Government of Karnataka.

- B. The first and foremost activity in the DHDR exercise is the collection of data on different indicators. Census 2011 data is available in respect of several demographic indicators; all the departments have maintained data online and these are available below the district level. These include Health Management Information System (HMIS) (nrhm-mis.nic.in), RDPR (rdpr.kr.nic.in) and SSA (ssakarnataka.gov.in). Data can be accessed at the taluk level with specific approval of the departments concerned. Therefore, the investigators have to ascertain the availability and access to data sources.
- C. After collecting information, the accuracy of data must be ensured. If some particular data on an indicator are found to be unreliable, their authenticity must be discussed with the departments concerned. Accordingly, necessary corrections may be made before using the data for analysis.
- D. It is possible that for some indicators there are different sources from which data can be gathered. In such cases, data should be sourced from the primary data collection agency, and data from other sources can be used for validation. If the data quality of indicators is found to be poor from the primary sources, other sources of data can be explored.

13. Schedule of Deliverables:

- A. The Second Party shall submit an Inception Report after one month of signing the MoU.
- B. The Second Party shall submit progress report after 4 months of signing of the MoU. The progress report should contain details of all the data collected as part of the assignment.
- C. The Second Party shall deliver the draft analytical report by the end of the tenth month from the date of signing of the MoU.
- D. Based upon feedback (on the draft report) received from the Zilla Panchayat or its representative, the Second party shall prepare the Final Report and submit the same within a period of two months from the date of receipt of the feedback.
- E. The second party shall submit a print-ready final report with photos, tables and box items in a format as indicated during the training program organized by the Human Development Division, Planning Department, Government of Karnataka.

14. Budget & Payment Schedule: Separate Bank Account has to be maintained

- 14.1 The Karnataka Evaluation Authority will release funds in two instalments to the Chief Executive Officer, Zilla Panchayat as per the recommendations of the HDD and with the prior approval of the Principal Secretary, Planning Department.
- 14.2 The CEO of the ZP in turn will release the funds to the respective University/Research Institution as stated below. The Lead Agency will draw funds from their institutions as per the procedure and further release it to the second party.
- 14.3 The unit cost per district Rs. 9,00,000/- (Rupees Nine Lakhs Only). An indicative break up of the unit cost is attached at Annexure -1 . Claims for additional amount will not be entertained.
- 14.4 Terms of Payment: The output linked Payment Schedule is as stated below:

Sl. No.	Deliverables	Timeline	Instalment	Amount (Rs.)
1.	Signing the MoU		1st Instalment	40% Rs. _____
2.	Submission of progress report and certification of all collected data	At the end of 4 months	2nd Instalment	40% Rs. _____
3	Submission of the final report and acceptance of the final report by the government	At the end of 12 months	3rd and Final Instalment	20% Rs. _____

Note: The CEOs will verify the amount already released before releasing the instalment.

15. Accounts & Maintenance

- a. The accounts for the grant shall be maintained separately by the Second Party as per actual expenditure duly supported by bills and vouchers.
- b. The accounts pertaining to the project shall be open to audit by the authorised representatives of the State Government at its discretion with appropriate notice of at least one week's time period;
- c. The grants shall be utilised exclusively for carrying out this research study only;
- d. The Second Party is authorised to make necessary changes between the line items of the approved budget without crossing the total budget limit.
- e. The Second Party has to submit the 'Utilisation Certificate' within 60 days of completion of the study period. The Certificate of Utilisation will be issued by the head of the organisation or an officer of the organisation nominated for the purpose; and
- f. The subsequent instalments to be released on the production of bills and vouchers for the instalment released already.

16. The First Party or its representatives is not liable for payment of any amount separately by way of wages, salaries and any other expenditure if any, incurred for the services of personnel engaged by the Second Party, for the purposes of the study assigned and it is the sole responsibility of the Second Party.

17. The First Party shall be fully within its right to recover the amount received by the Second Party fully or in part in case of delay or non-completion of the study as per the terms of MoU or non-conformity to the expected standards. The Second Party hereby declares and assures the First Party that the report submitted by them is the sole work and would not infringe the copyright of another and does not contain any matter prejudicial, obscene, injurious or prohibited by law. And in case the circulation/printing of the project report is stopped outright or for a period by any person or authority for any cause mentioned in the Para, the Second Party shall if so adjudged be liable to refund the money received under this MoU to the First Party, and shall be responsible for all losses and damages sustained by such stoppage.

18. The Second Party shall furnish an audited statement of expenditure on completion of the project.

19. Technical Conditions

- i. The Second Party has to complete the study as per the methodology indicated in this MoU as well as the manual that would be provided at the time of training. The Second Party is also required to carry out the study as indicated during the training program that would be organized by the Human Development Division, Planning Department, Government of Karnataka, to which a representative of the Second Party would be invited to participate at no additional cost.
- ii. The First Party and its representatives will be free to carry out periodical checks as deemed necessary in order to ascertain the progress and may conduct mid-term project review.
- iii. The study will be completed within the stipulated time from the date of signing of this MoU and no request for extension of time limit will be considered. In case the study is not completed in the stipulated time, justification for the delay has to be given by the Second Party. The Second Party will submit a progress report to the first party, at the end of fourth months after the date of this MoU. However the second party will also give quarterly progress report to the concerned CEO of ZP marking a copy to the Human Development Division, Planning Department.
- iv. The Second Party shall give information to the First Party as regards visits undertaken for conducting programs during the period of contract.
- v. All information, documents, reports and other material prepared, obtained or produced during the course of implementation of the project shall be the property of the First Party. Use of such information, documents, reports and other material for purposes other than those envisaged under the MoU may be done by the Second Party only with prior written permission of the First Party.
- vi. The Second Party however, can be given authorship for the research report to be submitted by them on the condition that they will not publish them without prior written permission from the First Party.
- vii. The Second Party cannot make use of the information generated under the project for an MoU with any third party or transfer the information privately or go for patenting of any output from the project whatsoever, without prior written permission from the First Party.
- viii. The Second Party will be fully responsible for the successful and timely completion of the project, failing which it shall refund the amounts received till then from the First Party with interest at prevailing bank rates.
- ix. The second party which has taken up for preparation of DHDRs for two districts, shall be responsible for completing the assignment simultaneously with in the stipulated time.

20. Performance Standards

The Second Party undertakes to perform the study with the highest standards of professional and ethical competency and integrity.

21. Force Majeure

Neither party will be liable for any delay in performing nor its failure to perform any of its obligations under this MoU, if such delay or failure is caused by 'force majeure', such as civil disorder, military action, natural disaster and others which are beyond the control of the party in question. In such event, the party will give immediate notice in

writing to other party of existence of such cause or event and the likelihood of delay that may take place.

22. Confidentiality

The Second Party shall not disclose any confidential information related to the study, without the prior consent of the First Party.

23. Termination

- i. Either party may terminate this MoU without cause or liability to the other party upon 60 days written notice. Any project Agreement(s) pending at the time of termination in accordance with this paragraph shall remain in effect and the terms of this MoU will continue to apply to such project Agreement(s) until they are completed.
- ii. Either party may terminate this MoU if the other party fails to cure a material breach of this MoU within 30 days of written notice thereof; or in the event the other party becomes the subject of proceeding in bankruptcy/insolvency or its equivalent.

24. Dispute Resolution

The decision of the Human Development Division, Planning Department on the subject matter of any dispute should be final and binding on both the parties.

Signed by	Signed by
For and on behalf of _____ (the First Party)	For and on behalf of _____ (the Second Party)
Name:	Name:
Designation:	Designation:
Seal	Seal

Date:

Date:

Place:

Place:

Witness:

Witness:

Name & Address:

Name & Address:

Date

Date

Place:

Place:

**Taluk-wise and District Data for Indicators
to be used in the DHDR**

Sl. No	Indicators	District										
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)
Indicators for Human Development Index (HDI)												
1	Percentage of HHs having access to Cooking fuel											
2	Percentage of HHs having access to Toilet											
3	Percentage of HHs having access to Water											
4	Percentage of HHs having access to Electricity											
5	Percentage of HHs having access to Pucca house											
6	Percentage of Non agricultural workers (main + marginal)											
7	Per-capita Income											
8	Child Mortality Rate											
9	Maternal Mortality Rate											
10	Literacy Rate											
11	Gross Enrolment Rate (Primary+secondary) Schools											

Sl. No	Indicators	District										
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)
Indicators for Gender Inequality Index (GII)												
12	Maternal Mortality Rate (MMR)											
13	Share of Institutional deliveries (ID)											
14	Share of pregnant women with Anemia (ANE)											
15	Share of female elected representatives in PRIs and ULBs (PR _F)											
16	Share of male elected representatives in PRIs and ULBs (PR _M)											
17	Share of female children in the age group 0-6 years (CHLD _F)											
18	Share of male children in the age group 0-6 years (CHLD _M)											
19	Share of female literacy (LIT _F)											
20	Share of male literacy (LIT _M)											
21	Share of female Work Participation Rate (WPR _F)											

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
22	Share of male Work Participation Rate (WPR _M)												
23	Share of female workers in the non agricultural sector (NAG _F)												
24	Share of male workers in the non agricultural sector (NAG _M)												
25	Female Agricultural wage rate (WAGE _F)												
26	Male Agricultural wage rate (WAGE _M)												
Indicators for Child Development Index (CDI)													
27	Child Mortality Rate												
28	Percentage of Malnourished Children												
29	Percentage of Primary and Secondary School Children out of school												
Indicators for Food Security Index (FSI)													
30	Cropping Intensity												
31	Percentage Change in NSA(Net Sown Area) over the years (2001 - 2011)												

Sl. No	Indicators	District										District * (Not the totals of the Taluks)
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	
32	Per capita food grain production											
33	Per Capita forest cover											
34	Irrigation Intensity											
35	Percentage of area degraded to TGA											
36	Percentage of leguminous crops in the GCA											
37	Percentage of BPL families in the Taluk											
38	Per capita income											
39	Percentage of Non-agricultural workers to total workers											
40	Average size of holdings											
41	Percentage of Agricultural labourers to total workers											
42	Percentage of population in non-crop agricultural enterprises											
43	Percentage of villages having PDS outlets within the village											
44	Child Mortality Rate											
45	Percentage of households with access to safe drinking water											

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
46	Percentage of pregnant women with Anemia												
47	Percentage of Malnourished Children												
48	Female Literacy Rate												
Indicators for Urban Development Index (UDI)													
49	Percentage of urban population to total population												
50	No. Households without Own Houses												
51	Percentage of Slum Population to total population												
52	Water Supply												
53	Sewerage/ Drainage												
54	No. of Hospital Beds per 1000 population in urban area												
55	Growth Rate of Own Resources Mobilisation												
56	Per capita expenditure on Development Works												
57	Road Kms per sq. Km												

Sl. No	Indicators	District										
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)
58	Crime Rate per 10000 Population											
59	Road accidents per 10000 population											
Indicators for Composite Taluk Development Index (CTDI)												
60	Decadal population growth rate											
61	Population Density											
62	Sex ratio											
63	Percentage of Slum Population											
64	Percentage of Population in the age group of 0-6											
65	Child sex ratio											
66	Infant mortality rate(IMR)											
67	Child Mortality Rate											
68	Maternal Mortality Rate (MMR)											
69	Percentage of women headed households											
70	Percentage of BPL Households (HHs)											
71	Percentage of BPL HHs provided with BPL ration cards											

Sl. No	Indicators	District										
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)
72	Cropping Intensity											
73	Irrigation Intensity											
74	Percentage of Households provided employment to total number of households registered under MGNREGS											
75	Ratio of average agricultural wage to Minimum wages prescribed by the State											
76	Percentage of land less HHs.											
77	Work participation rate											
78	Decadal Growth rate of Employment											
79	Percentage of Cultivators to Total workers											
80	Percentage of main workers to total workers											
81	Percentage of workers in Household Industries											
82	Percentage of Agriculture labourers											
83	Percentage of Employees in the organized sector											

Sl. No	Indicators	District										
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)
84	Percentage of Households with Pucca houses											
85	Percentage of Site less Households											
86	Percentage of Households provided with house sites											
87	Percentage of Houses constructed for houseless poor families											
88	Percentage of households with cycles											
89	Percentage of households with two-wheelers											
90	Percentage of households with other assets such as Telephone, Computer, TV, 2 Wheelers and 4 Wheelers											
91	Percentage of Households with electricity											
92	Percentage of Households dependent on traditional fuel type											
93	Percentage of women elected representatives in rural local bodies											

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
94	Percentage of elected SC/ST representatives in rural local bodies												
95	Percentage of women elected representatives in urban local bodies												
96	Percentage of elected SC/ST representatives in urban local bodies												
97	Percentage of active SHGs												
98	Percentage of pregnant women receiving full ANC												
99	Percentage of pregnant women with Anemia												
100	Percentage of Institutional deliveries												
101	Percentage of children fully Immunized												
102	Percentage of Children born underweight												
103	Percentage of Malnourished Children												
104	Percentage of people affected by major communicable diseases												

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
105	Average Population served by sub-centres												
106	Average Population served by Primary Health Centres (PHCs)												
107	Availability of Doctors per 1,000 population												
108	Availability of nurses per 1000 population												
109	Average population served by Anganwadi centres												
110	Percentage of Pregnant women and Children covered by Anganwadis												
111	Coverage of Anganwadis												
112	Percentage of villages having Anganwadis within a km. distance												
113	Percentage of couples protected by any contraceptive method												
114	Average Health Expenditure												
115	Percentage of Gram Panchayats Selected for Nirmal Gram Puraskar Awards												

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
116	Percentage of Households with toilets												
117	Percentage of villages with drainage facility												
118	Percentage of Households provided with safe drinking water												
119	Percentage of Literacy												
120	Percentage of villages and habitations served by school as per RTE norms												
121	Gross Enrolment rate – Elementary School												
122	Net Enrolment rate												
123	Dropout rate in Elementary education												
124	Percentage of Out-of-School Children mainstreamed												
125	Student – Teacher ratio for elementary education												
126	Transition rate from primary to upper primary, and from upper primary to secondary stage												
127	Secondary school Gross Enrolment Rate (15-16 years)												

Sl. No	Indicators	District											
		Taluk 1	Taluk 2	Taluk 3	Taluk 4	Taluk 5	Taluk 6	Taluk 7	Taluk 8	Taluk 9	Taluk 10	District * (Not the totals of the Taluks)	
128	Drop-out rate in secondary education												
129	SSLC pass percentage												
130	Student - Teacher ratio for secondary education												
131	PUC pass percentage												
132	School Completion Ratio												
133	School Infrastructure Index												
134	Average Education Expenditure												
135	Percentage of villages having a Primary School within 1 km. distance												

Annexure 6

Values of Major Indices of DHDR and Ranking of Taluks within the District and across all the 176 Taluks

Names of Taluks	HDI			GII			CDI			FSI			UDI			CTDI		
	Value	Rank within the district	Rank across 176 Taluks	Value	Rank within the district	Rank across 176 Taluks	Value	Rank within the district	Rank across 176 Taluks	Value	Rank within the district	Rank across 176 Taluks	Value	Rank within the district	Rank across all ULBs	Value	Rank within the district	Rank across 176 Taluks
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

Note: Please mention the Names of Taluks in the district

Name of the District –

District-wise Index Values

An attempt has been made in the preparation of District Human Development Report to compute the District level index for the following. In order to facilitate this, the values for the district as a whole will have to be collected for each of the indicators to calculate the final index value. The data collected at the district level for each of the indicators shall be sent to slcc.hdd@gmail.com and the district values would be used to arrive at the observed minimum and the maximum values for each of the indicators and the same would be communicated to the lead agencies. These should be used for computing the following index at the district level.

SI. No.	Index	Value
1	Human Development Index	
2	Gender Inequality Index	
3	Child Development Index	
4	Food Security Index	
5	Urban Development Index	
6	Composite District Development Index (The Average of CTDI in the district)	

Indicator Values of the ULBs

Sl.No	Indicators	Name of the District :										
		ULB 1	ULB 2	ULB 3	ULB 4	ULB 5	ULB 6	ULB 7	ULB 8	ULB 9	ULB 10	11 and So..on
Urban Development Index												
1	Percentage of urban population to total population											
2	No. Households without Own Houses											
3	Percentage of Slum Population to total population											
4	Water Supply											
5	Sewerage/ Drainage											
6	No. of Hospital Beds per 1000 population in urban area											
7	Growth Rate of Own Resources Mobilisation											
8	Per capita expenditure on Development Works											
9	Road Kms per sq. Km											
10	Crime Rate per 10000 Population											
11	Road accidents per 10000 population											

Resource Persons involved in Basic and Technical Training Programmes

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Prof. K Nagaraj, Asian College of Journalism, Taramani institutional area, Chennai,

Sri. A. Srinivasa Rao, Chief Planning Officer, Kodagu,

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Smt. Poornima, Directorate of Census Operations, Bangalore,

Smt. M. G. Mangala, Senior Geographer, Directorate of Census Operations, Bangalore, Sri. Subrahmanyam K. V ,
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And many others who have directly and indirectly helped.