

Publication No.80

GOVERNMENT OF KARNATAKA

REPORT ON THE QUICK EVALUATION STUDY OF
ADULT EDUCATION CENTRES IN KARNATAKA

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DOC. No. 3275
Date 28/8/86

FOREWORD

Educating the masses is an important prerequisite for socio-economic development. Despite the various education programme under implementation in the past 30 years or so, the literacy rate has not gone beyond 40 per cent in Karnataka. In this context, the concept of non-formal education gains much importance. Consistent with the national policy on Adult Education, Karnataka is also implementing the National Adult Education Programme.

Nearly, 10,000 Adult Education Centres are functioning in the State. The Directorate of Adult Education and the Karnataka State Adult Education Council together share the major responsibilities for implementation of the programme. Besides these two agencies, three Universities of the State, three voluntary agencies, four Nehru Yuvaka Kendras and the Department of Social Welfare under Integrated Child Development Programme are also engaged in implementing the programme, even though their involvement is somewhat limited.

The Economic & Planning Council of Karnataka desired that a detailed evaluation study should be made of this programme. Accordingly, the Evaluation Division of the Institutional Finance and Statistics Department, has taken up a full length

study to assess the impact of adult education programmes in the State. As a prelude to the main study, a quick study was taken up to assess the functioning of Adult Education Centres in the State. However good a programme may be, its proper implementation determines the final outcome of the programme. Impediments, if any, to implementation can only lead to frustration.

In the course of field visits by the investigating staff, it was found that several centres were not functioning on the day of the visit, which of course was clearly a working day for the centres. When this was brought to the notice of the Directorate of Adult Education, they were helpful in giving their initial reaction and the same have been incorporated. It is hoped that the preliminary findings will enable the Directorate to take remedial action wherever required without loss of time.

This quick study was undertaken by Shri G.N.Gopalakrishna, Director (I/c) of Evaluation Division and he was assisted in tabulation work by Shri M.S.Vasudeva Murthy, Senior Investigator. I am thankful to both of them and to all others who have extended their co-operation in carrying out this study.

BANGALORE,
19-10-1984.

D.M. NANJUNDAPPA,
Commissioner & Secretary,
Institutional Finance & Statistics
Department.

REPORT ON THE QUICK EVALUATION STUDY OF
ADULT EDUCATION CENTRES IN KARNATAKA

1. SUMMARY

- 1.1 The National Adult Education Programme was launched by the Government of India in October, 1978 with the avowed objective of eradicating the illiteracy among the Adult population in the age group of 15-35 years. In the execution of this Programme besides the Central Government all the State Governments/Union Territories and large number of voluntary agencies are taking active role. As far as Karnataka is concerned, it has also fallen in line with the National Policy, even though the State had taken good strides in tackling the problem of adult illiteracy through its own programme executed by the Karnataka State Adult Education Council. Now a separate Department of Adult Education has been created to implement the programme. With a view to assess the impact of the programme, the Economic and Planning Council, Government of Karnataka, has entrusted an evaluation study to the Evaluation Division. As a prelude to the main study, the Division undertook this quick study to evaluate the functioning of the Adult Education centres in the State, covering 16 districts in the process. In all 87 centres were visited by the staff of the District Planning Office for this purpose.
- 1.2 Out of the total 87 AE centres visited, 22 centres i.e., about 25 per cent were reported to be not functioning on the date of the visit. Out of 16 districts, only in 9 districts all the centres

visited were functioning on the day of visit. However, in case of Dharwad and Shimoga districts out of 7 centres visited none was functioning on the day of visit. Between the two main agencies viz., Directorate of Adult Education and Karnataka State Adult Education Council, the centres coming under the control of the former were reported to be working in a better way comparatively. Though there was not much difference between the male and female centres, the latter were functioning in a slightly better way. Though majority of the centres had been visited frequently by the supervisors it appears that there was no effectiveness in the art of supervision. It has also revealed that distance from the taluk headquarters was not a major constraint for the proper functioning of the centres. Untrained teachers have also contributed to some extent for the non-functioning of some of the centres. Though each centre was having a sanctioned capacity of 30 adults, the study has revealed that average daily attendance during April, 1984 was just 18 and in fact on the day of visit the average attendance was a meagre 14. The reasons given for non-functioning of the centres were mostly evasive in nature. As far as local opinion is concerned, it appears the general public has taken keen interest in the functioning of AE centres. The programme has helped them in understanding the various types of assistance provided by the Government under different developmental schemes.

1.3 In order to derive maximum benefits out of this programme, it is absolutely necessary to give strict guidelines for the supervisors to effectively carry out their work in not only overseeing the proper functioning of the centres but also to attract maximum number of adults to the courses by proper motivation. The agencies concerned should see that all the instructors appointed are trained suitably. The departmental officers, both at the State and District level should take up effective supervision during the actual working of the centres and try to improve the performance of the centres including their attendance. In order to provide little more incentives to the instructors, it may be considered for the enhancement of the present honorarium from Rs.50/- to Rs.100/- per month.

2. Background:

2.1 Adult Education has to play a significant role in a developing country. No closer integration of the indigenous people is possible without permeation of education amongst them. Secondly, no motivated desire for social change and higher standard as well as improved quality of living can be generated without their awareness of cultural independence which emanates from widespread education alone.

2.2 Educating the illiterates by way of free and compulsory general education for children up to the age of 14 years as envisaged under the Constitution

of India is an educational effort on the part of planners to achieve a rapid socio-economic development of the Country.

2.3 Despite such a policy, the country is having a sizeable portion of illiterates both children up to age of 14 years as well as adults. In this context, Government of India launched the National Adult Education Programme (NAEP) on 2nd October, 1978, with the aim of providing adult education, including literacy, to about 100 million illiterate persons, mainly in the age group of 15-35, within a period of five years. This is a joint programme involving Central Government, State Government and Voluntary Agencies. The conceptual frame work envisaged for the NAEP is to ensure;

- i) imparting literacy skills to the target illiterate population;
- ii) their functional development in order to enable them to actively participate in the various development programmes; and
- iii) creation of awareness among them regarding laws and policies of the Government with a view to implementing the strategy of redistributive justice.

2.4 Even prior to NAEP, Karnataka was in the limelight in attacking the problem of illiteracy through its own programme. Infact, Karnataka has pioneered the programme. Adult Education in the State dates as far back as 1912. The foundation was laid by Sir M. Visveswaraya, who organised a net work of

night schools and rural libraries in the State. The thread was picked up in 1940 by students of Mysore University who started night schools for educating adults in the slum and labour areas. The Adult Education Council was started in 1940 with literacy as its core programme and soon it took over publication of follow-up literature, establishment of libraries, starting of Vidyapeethas and Audio-Visual Education Programmes etc. In line with the National Policy, Karnataka is also implementing the NAEP since 2nd October, 1978. A separate Department viz., Department of Adult Education (DAE) has also been created to implement the programme.

2.5 In order to assess the impact of the NAEP, the Evaluation Division of the Institutional Finance and Statistics Department has been entrusted with the evaluation study by the Economic & Planning Council. For this purpose, a full length study is being undertaken. As a prelude to the main study, this quick study was initiated with the sole objective of finding the actual implementation of the programme viz., the functionality of the programme.

2.6 For the purpose of this quick study, all the District Planning Officers were requested to select 5 - 6 villages randomly after obtaining the list of villages from the concerned District Adult Education Officers. The selected villages were visited

by the staff of the District Planning Office independently during the actual working hours of the Adult Education (AE) centres. In all 87 AE centres were visited during May-June 1984. Major findings of this study are given in the following paragraphs:

3. Functioning/non-functioning of AE centres according to districts & agencies:

- 3.1 Out of 87 AE centres visited, it was revealed that 22 centres (about 25 per cent) were not functioning for one or the other reason. Inspection was carried out in 16 districts, of which non-functioning of AE centres was observed in case of Bidar, Chikmagalur, Dharwad, Hassan, Shimoga, Tumkur and Uttara Kannada districts. In case of Dharwad and Shimoga districts all the AE centres visited were reported to be non-functioning on the day of visit. In case of Chikmagalur District out of 8 centres visited only one was found to be functioning. In case of Tumkur and Uttara Kannada districts proportionately equal number of AE centres were not functioning compared to the working centres.
- 3.2 The non-functioning of AE centres was more prominent in case of centres coming under the administrative control of Karnataka State Adult Education Council (KSAEC), since out of 40 centres 14 (35%) were not functioning whereas in case of DAE controlled centres, the non-functioning was only 8 (17%) out of 47. The district-wise analysis of non-functioning of the AE centres (table-1) revealed that

in case of Chikmagalur, Dharwad and Shimoga districts, the selected centres coming under DAE were totally not functioning. In case of Tumkur District 50 per cent of the selected centres were reported to be non-functioning and in case of Bidar District

Table-1: Distribution of AE centres according to districts & agencies

Sl. No.	District	DAE		KSAEC		Total		Total centres
		F	NF	F	NF	F	NF	
1	2	3	4	5	6	7	8	9
1.	Belgaum	5	-	2	-	7	-	7
2.	Bellary	4	-	2	-	6	-	6
3.	Bidar	3	1	-	-	3	1	4
4.	Bijapur	4	-	-	-	4	-	4
5.	Chikmagalur	-	2	1	5	1	7	8
6.	Chitradurga	1	-	2	-	3	-	3
7.	Dakshina Kannada	-	-	4	-	4	-	4
8.	Dharwad	-	1	-	2	-	3	3
9.	Gulbarga	7	-	4	-	11	-	11
10.	Hassan	4	-	-	3	4	3	7
11.	Kodagu	7	-	-	-	7	-	7
12.	Mysore	-	-	4	-	4	-	4
13.	Raichur	2	-	5	-	7	-	7
14.	Shimoga	-	2	-	2	-	4	4
15.	Tumkur	2	2	-	-	2	2	4
16.	Uttara Kannada	-	-	2	2	2	2	4
Total		39	8	26	14	65	22	87

Note: F = Functioning, NF = Not Functioning

only one out of 4 selected centres (25 per cent) was non-functioning. In case of selected AE centres coming under the control of KSAEC total

non-functioning was noticed in case of Dharwad, Hassan and Shimoga districts. More number of non-functioning centres (5 out of 6) was noticed in case of Chikmagalur District whereas in case of Uttara Kannada District 50 per cent of the selected centres were non-functioning.

4. Functioning/non-functioning of AE centres according to agencies and type of centres:

- 4.1 An attempt was made to find out whether there was any significant relationship between the type of centre and its functionality. Though the study did not reveal any significant relationship between the male centres and female centres as far as non-functioning is concerned, it has revealed that female centres were functioning in a slightly better way (77%) compared to male centres (75%).
- 4.2 In case of AE centres coming under the control of DAE, as against 19 per cent of non-functioning male centres only 13 per cent of the female centres were not functioning. In case of centres coming under KSAEC, as against 35 per cent non-functioning male centres, 31 per cent of female centres were non-functioning (table-2).

Table-2: Distribution of AE centres according to agencies and type of centres

Sl. No.	Agencies	Type of centres								Out of which SC/ST	
		Male		Female		Com-bined		Total		F	NF
		F	NF	F	NF	F	NF	F	NF		
1	2	3	4	5	6	7	8	9	10	11	12
1.	DAE	26 (81)	6 (19)	13 (87)	2 (13)	-	-	39 (83)	8 (17)	4	1
2.	KSAEC	15 (65)	8 (35)	11 (69)	5 (31)	-	1	26 (65)	14 (35)	4	1
	Total	41 (75)	14 (25)	24 (77)	7 (23)	-	1	65 (75)	22 (25)	8	2

(Figures within brackets indicate percentages)

Note: F = Functioning, NF = Not Functioning

4.3 Only one combined centre, coming under the control of KSAEC was visited during the course of inspection and it was found to be non-functioning. Out of the total 87 centres, 10 centres were exclusively meant for SC/STs and 8 of them (80%) were functioning and the credit for that has gone equally to both DAE & KSAEC.

5. Functioning/non-functioning of AE centres according to distance from taluk headquarters & intensity of supervision:

5.1 Since about 25 per cent of the AE centres were not functioning, an attempt was made to find out the possible reasons for the same. In the first instance it was thought of testing the effectiveness of the supervision. Each supervisor had been allotted with 30 centres for purpose of supervision.

The supervisors were full time workers, whereas the instructors were working on an honorarium basis. It is generally understood that the proximity of the centres to the taluk headquarters, where supervisors are stationed, will have an encouraging effect on the functioning of the centres. To test the above hypothesis the number of visits paid by the supervisors to each centre during the course was collected and this was correlated with the proximity of the centre to the taluk headquarters. The findings are presented in table-3.

Table-3: Distribution of AE centres according to distance from taluk headquarters and intensity of supervision

Sl. No.	Distance from taluk headquarters (kms.)	Number of visits made								Total		
		Not visited		1 - 5		6 - 10		11 - 15		F	NF	
		F	NF	F	NF	F	NF	F	NF			
1	2	3	4	5	6	7	8	9	10	11	12	
1.	Less than 10	-	1	5	3	19	6	-	2	24	12	(37)(55)
2.	11 - 20	-	-	6	3	9	6	2	-	17	9	(26)(41)
3.	21 - 30	1	-	4	-	9	-	2	-	16	-	(25)
4.	Above 30	-	-	-	-	6	1	2	-	8	1	(12)(1)
Total		1	1	15	6	43	13	6	2	65	22	(2)(5)(23)(27)(66)(59)(9)(9)

(Figures within brackets indicate percentages)

Note: F = Functioning, NF = Not functioning

- 5.2 As could be seen from table-3, majority (65%) of the centres had been visited between 6 & 10 times and about 24 per cent of the centres between 1 and 5 times. Considering the number of visits by supervisors in the range of 6 to 10, the percentage of functioning centres was 66 against 59 per cent of non-functioning centres. Similarly in case of supervision between 1 and 5, 23 per cent of the centres were functioning as against 27 per cent on non-functioning centres. This indicates that supervision was not effective in certain centres. It could be further seen that in case of 2 centres even though number of supervisions was more than 10 still the centres were not functioning. This calls for effective supervision by the supervisors as well as by the officers in charge of the programme.
- 5.3 When the question of functioning and non-functioning was examined in the light of data relating to the distance of the centres from the taluk headquarters, it was revealed that functionality of the centres was independent of the proximity of the centres to the taluk headquarters. This is substantiated by the fact that as against 37 per cent of the functioning centres which were within 10 kms. from the taluk headquarters, 55 per cent of the centres were not functioning even though they were also within the same distance. Similarly, in case of centres situated between 11 and 20 kms. from the

taluk headquarters, 26 per cent of the centres were functioning whereas 41 per cent were not functioning. In case of centres situated beyond 30 kms. from the headquarters, as against 12 per cent of the functioning centres, only 4 per cent were not functioning. As such, it can be concluded that the distance from the taluk headquarters was not a major constraint for the proper functioning of a centre.

6. Functioning/non-functioning of AE centres according to qualification and training of Instructors

- 6.1 Training of personnel before entrusting any type of work is always desirable. The capacity of a person increases by exposing him to the various tools during the course of the training. It is more so in the field of education. The success of the programme also depends on the basic qualification one has acquired. The level of education of the tutor may have a telling effect on the taught. Keeping these two criteria in view, the functionality of the AE centres was examined.
- 6.2 As could be expected nearly 94 per cent of the instructors had been trained in the method of handling the course. However, when the functionality of the centres was examined in the light of trained and untrained instructors, it was revealed that as against 3 per cent of functioning centres with untrained instructors the percentage of non-functioning

centres with untrained instructors was 14, giving an impression that non-training of instructors though little microscopic in nature might be one of the reasons for non-functioning of the centres (table-4).

Table-4: Distribution of AE centres according to qualification and training of instructors

Sl. No.	Educational qualification	Trained		Untrained		Total	
		F	NF	F	NF	F	NF
1	2	3	4	5	6	7	8
1.	Below SSLC	19	6	1	1	20 (31)	7 (32)
2.	SSLC	34	9	1	1	35 (54)	10 (45)
3.	PUC	7	4	-	1	7 (11)	5 (23)
4.	Degree	3	-	-	-	3 (4)	-
Total		63 (97)	19 (86)	2 (3)	3 (14)	65	22

(Figures with brackets indicate percentages)

6.3 When the functionality of the AE centres was examined in the light of the basic qualification possessed by the instructors, it has come to the light that qualification has no direct bearing on the functioning of the AE centres. The percentage of centres, whether functioning or non-functioning was almost the same with instructors having qualification less than Matriculation. However, in case of centres having SSLC passed

instructors, 54 per cent of them were functioning and 45 per cent were not functioning. The situation of the centres which had PUC completed instructors was worse in the sense that as against 11 per cent functioning centres there were 23 per cent non-functioning centres. This may give an impression that instructors having higher qualification might not be showing any interest in running the centres. However, there were three AE centres which were running successfully by degree holders. In the final analysis, it cannot be concluded that higher qualification of the instructor is an impediment in the successful running of the AE centres.

7. Functioning/non-functioning of AE centres according to location and availability of electricity:

7.1 It is envisaged that by providing suitable environment and certain modern facilities, it will have a salutary effect on the proper functioning of any programme. Taking the two factors into consideration viz., location of the AE centres and availability of electricity for the centre, the functionality of the centres was examined.

7.2 The study has revealed that nearly 45 per cent of the total number of AE centres were located in private buildings, 22 per cent in temples, 18 per cent in school buildings and 11 per cent in community halls. Only about 5 per cent were located in instructors' house. As far as the functioning or non-functioning of the AE centres is concerned, the data

have not thrown any significant light on the part played by the location. In other words, location of centres had nothing to do with the non-functioning (table-5).

Table-5: Distribution of AE centres according to location and availability of electricity

Sl. No.	Location	Availability of electricity				Total	
		Yes (55)		No (45)		F	NF
		F	NF	F	NF		
1	2	3	4	5	6	7	8
1.	School building	6	1	8	1	14 (22)	9 (9)
2.	Temple	8	5	4	1	12 (18)	6 (27)
3.	Community Hall	2	2	5	1	7 (11)	3 (14)
4.	Private building	16	5	13	5	29 (45)	10 (45)
5.	Instructors' House	2	1	1	-	3 (4)	1 (5)
	Total	34 (71)	14 (29)	31 (79)	8 (21)	65	22

7.3 It appears that availability of electricity had also no bearing on the working of AE centres. Out of 87 AE centres, 48(55%) had the facility of electricity and 39(45%) were without electricity. Further, out of 48 electrified centres, 34(71%) were functioning and 14(29%) were not functioning. In case of 39 non-electrified centres, 31(79%) were functioning

and 8(21%) were non-functioning.

8. Functioning of AE centres according to average daily attendance during April 1984 and attendance on the day of visit:

8.1 Success of any programme depends, among other things, on the capacity utilisation created under the programme. In case of underutilisation of the capacity, any expenditure incurred on the creation of the needed infrastructure becomes infructuous. In this context, it was planned to study the utilisation aspect of AE centres.

8.2 The visiting officials of the District Planning Office were requested to ascertain the average daily attendance of the centre during April 1984 and to obtain the attendance on the day of their visit during May-June 1984. Data collected on these two counts are given in table-6.

Table-6: Distribution of functioning of AE centres according to average daily attendance during April 84 and attendance on the day of visit

Sl. No.	Average daily attendance during April 1984	Attendance on the day of visit			Total
		Less than 10	11-20	21-30	
1	2	3	4	5	6
1.	Less than 10	3	3	-	6 (10)
2.	11-20	9	21	6	36 (55)
3.	21-30	6	12	5	23 (35)
Total		18 (28)	36 (55)	11 (17)	65

(Figures within brackets indicate percentages)

8.3 Majority of the centres (55%) were in a position to attract adults in the range of 11 to 20 only as against the sanctioned capacity of 30, either during April 1984 or on the inspection day. In fact, the overall average attendance during April 1984, was only 18 and the inspection day's average was still further down, viz., 14. This clearly shows the underutilisation of the capacity created. Whatever the reasons for this unusual phenomenon, the authorities concerned should take corrective measures to attract more number of adults to the centres in future.

9. Reasons for non-functioning of AE centres:

9.1 As nearly 25 per cent of the AE centres are reported to be not functioning on the inspection day, it is relevant to know the reasons for the same. Out of the 22 non-functioning centres one was not functioning due to repairing work undertaken to the building and the other due to inclement weather. These could be considered as genuine, but in case of 20 other centres, the reasons were: the instructor was out of headquarters (5), marriage in the village (4), to attend the meeting at taluk headquarters (2), students not attending the classes regularly (2), marriage of instructor's brother (1), sports meeting in the village (1), death in the village (1), substitution of date for conducting classes (1), disconnection of electricity (1) and instructor's carelessness (2).

9.2 As stated, except for the two reasons the other ten reasons are mostly evasive in nature. It may be concluded that due to the negligence of the instructors in discharging their duties properly the non-functioning of the AE centres had happened. It also speaks about the role of the supervisors in carrying out the programme successfully.

10. Local opinion about the AE centres:

10.1 It appears the general public has taken keen interest in the functioning of the AE centres. They have opined that the programme was not only useful in the method of learning to read and write, but it has also provided them to know how to get the benefits from various developmental schemes of the Government such as IRDP, Minor Irrigation, etc. They have also opined that it has benefited scheduled castes and scheduled tribes as well as weaker sections immensely in the pursuit of knowledge. One Panchayat Chairman was of the opinion that even though the centre was not functioning regularly it would be better to continue it in the village so that the eligible adults will not be deprived of the facilities. In that sense the programme has caught the imagination of the public and it is for the concerned officials to see that the centres work without any hindrance. Some have opined to the effect that wide publicity should be given in order to attract more

number of adults for the programme. Some others have opined for the change of the timings of the programmes. Some of them have questioned the integrity of the instructors in conducting the classes. Regarding remuneration paid to the instructors some have suggested to increase it to Rs.100/- p.m. from the present Rs.50/-p.m.

10.2 The programme has done well in the centres where the instructor was sincere in discharging his duties. The supervisors also could play a significant role in the proper functioning of the centre. Since only 30 centres are allotted to each supervisor he could easily make a minimum of 7-8 visits to the centres at regular intervals in order to achieve 100 per cent functioning of the centres.

10.3 This study has revealed that nearly 25 per cent of AE centres were not functioning on the day of visit. This is very much on a higher side compared to the findings (only about 5 per cent) of a similar study conducted by the Indian Institute of Management, Ahmedabad*. The supervisors should also take concrete steps, with the help of the local leaders to motivate eligible adults to take maximum advantage of the programme.

10.4 It may also be considered to enhance the remuneration paid to the instructors from the present

*Adult Education for Social change, Indian Institute of Management, Ahmedabad, 1980.

Rs.50/- to Rs.100/- provided Government of India agrees to meet the additional expenditure on this account.

11. Acknowledgements:

11.1 To complete a study of this nature, covering 87 AE centres, mostly in rural areas, spread over in 16 districts, in a limited time span of 2 months, without having its own field agency is a herculean task. But for the unstinted co-operation extended by the District Planning Officers and their staff, it would not have been possible for the Evaluation Division to complete this study in a record time and for that due credit should go to the District Planning Officers. Similarly, the District Adult Education Officers are also to be complemented for their timely assistance in supplying the list of AE centres to the concerned District Planning Officers without any delay whatsoever.

Quick Study of Adult Education Centres

1. Name of the village, where the Adult Education Centre is located :
2. Name of the Taluk :
3. Distance from Taluk Headquarters (in kms.) :
4. Under which Agency it is functioning. : DAE/KSAEC/UNI/Vol. Agency (Specify)
5. i) Type of AE centre : Male/Female/SC/ST
ii) Since when it is working? :
6. i) Name of the Instructor :
ii) His qualification :
iii) Whether he has undergone any training in AE?:
7. i) Name of the Supervisor :
ii) No. of visits to AE centres during the current course :
8. i) Whether the centre was functioning or not, at the time of visit of the DPO~~AD~~ADPO/SSA (indicate the time)? :
ii) If not reasons for the same :
9. i) Sanctioned strength of the Centre :
ii) Attendance on the day of visit :
iii) Average attendance during April, 1984 :

10. Actual location of the Centre : School building/Panchayat Hall/Chavadi/Private Building
11. Availability of electricity to the Centre : Yes/No
12. Nature of teaching/learning materials supplied:
13. Local opinion about the programme :
14. Visiting officers/officials remarks :
15. Name & designation of the visiting officer/official :

Date.....

Signature.....

LIST OF PUBLICATIONS BROUGHT OUT BY THE EVALUATION DIVISION

1. Setting up of Seed Farms and Distribution of Improved Seeds*
2. Soil Testing Arrangements
3. Arecanut Development Programme*
4. Minor Irrigation Tank Work in Kamarahalli*
5. Roads Programme*
6. Investment for Infrastructure in the Tungabhadra Project Ayacut*
7. Kharland Reclamation Scheme*
8. Loans for Irrigation Wells
9. Lokakarya Kshetras
10. Organisation of Hosiery Co-operative
11. Nature and Extent of time-lag in Crop Forecasts and Agricultural Statistics Reporting.
12. Principles of Evaluation-A Manual*
13. Publicity Programme in C. D. Blocks
14. Applied Nutrition Programme in Anekal Block
15. Sub-Regional Employment Exchange, Bangalore
16. Working of Agricultural Schools*
17. Soil Conservation Programme in Tungabhadra Project Catchment Area*
18. Returned USAID Participants
19. Agricultural Engineering Organisation—Part I and II.
20. Pepper Development Programme*
21. Report on Industrial Estates*
22. Feeds and Fodder Development Scheme*
23. Work turned out by the District Publicity Organisation*.
24. Sheep Development Programme*
25. Artificial Insemination Centres
26. Indo-Danish Dairy Project*
27. Housing Colonies*
28. Community Irrigation Wells*
29. Utilisation of Irrigation Facilities in Chincholi*
30. Land Utilisation in Mysore State
31. Coconut Development Programme
32. Soil Conservation Programme (Contour-bunding)*
33. Structure of Finances and Development of Non-tax Revenues in the State*
34. Production and Consumption of Foodgrains in Mysore State.
35. Drought Prone Area Programme*
36. Fisheries Co-operative Societies*
37. Agricultural Refinance Corporation Scheme in T. B. P. area.
38. Growth of Development Expenditure.
39. Pilot study of Marconahalli Medium Irrigation Project.
40. Cardamom Development Programme.
41. Drought Employment Programme.
42. Land Army Programme
43. Artisan Training Institute*
44. Poultry Development Programme
45. Soil Conservation Programme—Karnataka
46. Crash Scheme for Rural Employment in Karnataka.
47. Returns from Minor Irrigation (Tanks) in Kolar District*
48. Scheme for the supply of Improved Appliances to Weavers' Co-operative Societies—Karnataka.
49. Karnataka State Lottery
50. Major Irrigation Projects*—
(i) Bhadra Reservoir Project
(ii) Ghataprabha Project (Stage I and II).
51. Industrial Estate Programme
52. Half-a-million Jobs Programme
53. Pilot Intensive Rural Employment Project, Harihar.
54. Primary Health Centres
55. Review of Public Distribution System in Bangalore District*.
56. Adult Education Programme
57. Small Farmers' Development Agency, Bidar
58. Industrial Training Institute and Basic Training Centre, Bangalore.
59. Strengthening of the Divisional Establishment of the Department of Agriculture
60. CARE Assisted Suraksha Programme
61. CARE Assisted Balahar Programme
62. Primary Educational Institutions in Bangalore*
63. Fish Farmers' Development Agency, Mysore District.
64. CARE Assisted Poshak Programme.
65. Small Farmers' Development Agency, Bidar District (Follow-up Study).
66. Working of Employment Exchanges.
67. Area Reporting in Minor Irrigation (Tanks).
68. Bhadravati Dairy Project.
69. Plan for the Development of Hinterland of New Mangalore Port.
70. Food-for-Work Programme-Major and Medium Irrigation Projects.
71. Medium Irrigation Projects.
72. Food-for-Work Programme-Soil Conservation Works.
73. Industrial Estates Programme.
74. Lokavastra Unit.
75. National Rural Water Supply Scheme.
76. Applied Nutrition Programme.
77. World Food Programme for Hostels.
78. Vidyapeethas in Karnataka.
79. Collective Weaving Centres.

NOTE.—*Copies Exhausted.

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DOC. No. 327
Date 28/8/76

NIEPA DC



D08158