

Bellary
Intensive Educational
District Development
Project

PRELIMINARY REPORT

by

S. N. SARAF



सत्यमेव जयते

of Education and Youth Services
Government of India

1970

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PRELIMINARY REPORT
ON
INTENSIVE EDUCATIONAL
DISTRICT DEVELOPMENT
PROJECT
BELLARY

by
Dr. S. N. Saraf

February 20, 1970

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FOREWORD

Educational Planning in India has suffered because of hasty implementation of too many new ideas and programmes without their first being tried out on the ground. It was to correct this trend that as early as June 1965, Prof. V.K.R.V. Rao, who was then Member-in-Charge of Education, Planning Commission, suggested to the Conference of State Education Ministers, which met in Srinagar, that "in each district, there should be a district plan, setting out the increases in various educational institution and what is required in terms of staff, equipment, building, etc., and linking up that programme with the programme of agriculture, industry, transport and with all other developmental programmes that are going to be in that particular district." The Education Commission (1964-66) endorsed this suggestion and observed that "as time passes, the district will assume still greater importance. To-day a district has an average population of about 1.5 million and enrolment of 200,000, about 7,000 teachers and a total educational expenditure of about Rs. 20 million. By 1986, the population of the average district will be about 2.5 million, its enrolment may rise to about 500,000 with a total cadre of about 20,000 teachers and a total educational expenditure of about Rs. 125 million".

2. It was during 1969-70 that the first concrete steps were taken to implement these ideas. It is now being increasingly realised that educational programmes should be treated as projects in the same way in which industrial or irrigation or power projects are drawn up. This involves clarity of objectives, time phasing, advance action, inputs needed in terms of materials, skills and incentives, administrative machinery and coordination, and the dovetailing of all these in both time and space to ensure that the desired targets are achieved.

3. Four Intensive Educational District Development Projects in four districts of the country have accordingly been taken up on an experimental basis, to begin with. Before

(ii)

these pilot projects can be put on the ground, base line surveys and studies are necessary. The task of preparing the preliminary report for one such project in Bellary District was assigned to Dr. S. N. Saraf, Director, Bureau of Planning and Coordination. This report, which is the result of his dedicated work over a number of months, gives a comprehensive picture of the whole district including its demographic, physico-geographic and economic position and trends and developments, and highlights the types of educational development programmes which need to be taken up to link education effectively with social development and economic growth. A large number of appendices, maps and tables annexed to the Report, provide valuable information.

4. I would like to commend this excellent report for the consideration of education planners and administrators in India. I hope that this important first step will result in the effective implementation of the Pilot Project in Bellary and provide a model for similar projects elsewhere.

NEW DELHI;

August 4, 1970.

S. CHAKRAVARTI

Secretary

Ministry of Education and Youth Services

CONTENTS

	PAGE
INTRODUCTION	v
PART I	
SECTION I : Objectives of the Project	1
SECTION II : Educational Developments—Review of Projects & Programmes	4
SECTION III : Organisation, Evaluation & Financing.	22
PART II	
1. Annexure	33
2. Appendices	40
3. Maps	44
4. Tables	52

INTRODUCTION

The Union Education Minister had suggested that I may prepare a preliminary report on the Intensive Educational District Development Project (I.E.D.D.P.) of Bellary, on the basis of materials available and after having discussions with the State Government and District authorities. I have studied all the relevant documents relating to Bellary District and had detailed discussions with the State and District authorities. The Preliminary Report gives an idea about the steps which need to be taken to initiate the Project and the types of programmes which could be taken up. Part I of the Report deals with the objectives and content of the Project and its organisation, evaluation and financing. Part II of the Report contains Appendices, Maps and Tables. Shri R. B. Gupta of the Statistics and Information Division of the Ministry of Education and Youth Services helped me in preparing Part II of the Report.

I would like to express my gratitude to the Mysore Government authorities who were co-operative throughout the period of this study, provided necessary facilities and made available all possible materials. Shri N. Nanjundaswamy, Deputy Director of Education (Planning) was helpful in making available the necessary materials. I am grateful to the District authorities and especially Shri D. Balagopalan, I.A.S., Deputy Commissioner, Bellary and the various Heads of Development Departments for the co-operation which they extended to me during my stay at Bellary from 29th December, 1969 to 1st January, 1970, and for the assurance which they gave to make the Project a success. I was deeply overwhelmed by their enthusiasm. Shri K. V. Shankar Gowda, Education Minister, Mysore and Shri N.M. K. Sogi, Deputy Education Minister, Mysore, promised all possible collaboration on behalf of the State Government in implementing the Project.

S. N. SARAF

February 20, 1970.

PART I

SECTION I

Objectives of the Project

1. The general objectives of the Intensive Educational District Development Project are :

- (a) To identify and try out concrete programmes for linking up the educational structure in the district with its overall economic and social development, with special reference to employment, productivity and social justice.
- (b) To start an experiment in the vocationalisation of education imparted in the district in its elementary schools and high schools.
- (c) To start experiments in dealing with the problems of wastage and stagnation in schools, the lag in girls education, the handicaps faced in the education of scheduled castes and tribes and other backward communities, of continuing education for school drop-outs and of liquidating adult illiteracy.
- (d) To experiment with ways and means for attaining these objectives with minimum additional financial inputs while making maximum use of existing facilities and mobilising public co-operation and support for the different items in the programme.

The project should provide an adequate educational base for more rapid economic development and social betterment.

2. This project relates to Bellary District which has been selected for intensive educational development. Annexure I in Part II of the Report gives, in a brief form, the current position about demographic, socio-economic, physico-geographic data and an idea about the trends of development

in Bellary District as a result of the plans proposed to be implemented during the Fourth Plan. Tables 1 to 28 in Part II contain important data about demography and socio-economic position of Bellary District.

3. What emerges from a review of the existing economic position, as explained in Annexure I and Tables 1 to 28 is that Bellary District is faced with a massive agricultural development programme, consequent to progressive utilisation of irrigation potential, created in Tungabhadra Ayacut. Bellary District has :

- (1) 2.99 lakh acres under Tungabhadra Ayacut where irrigation potential is increasingly being utilised,
- (2) a host of other minor and medium irrigation works in western taluks of the district,
- (3) vast stretch of arable land,
- (4) about 16 per cent of forest, and
- (5) a very rich schist Belt of Sandur Iron and Manganese ore.

It is a region which offers immense opportunity for economic development. Production of principal crops has been increasing. Total area under intensive agricultural programmes has been increasing. Even though it has a predominantly agricultural economy, it is getting modernised. Tractors and modern agricultural implements are being used now. The number of irrigation pump sets has been increasing. Co-operative movement is expanding. Mineral production is going up. Bellary District is known for rich deposits of iron ore. The ore ranks as one of the highest quality ores in the world, showing a recovery of as much as 60—65% iron. The number of factories is increasing. Credit facilities have increased during the last 12 years and such facilities will be augmented with the recent development of nationalisation of banks. There are a number of small agro-based industries which are likely to develop further in the future. This will make an impact on agricultural and industrial production.

4. Electrification has helped in modernisation and has brought about many changes in the social and economic life of Bellary. The consumption of electrical energy which was only 43,25,000 KWHs in 1955 has increased to 3,26,55,000 KWHs. in 1968-69. The location of a 10 million ton Steel Plant in Hospet region, which is supposed to be one of the best sites in India, will result in unprecedented load o growth in Bellary. The other types of power loads likely to come up are those of mining industries, agrobased industries, lift irrigation schemes on river banks, rural electrification and energising of irrigation pump sets. Electrification can promote small scale industry and generate employment in tertiary sector. Small power driven machines will grow. All these will need various types of skilled personnel in the form of electricians, machinists, mechanics etc.

5. If the trend of modernisation of agricultural practices, which has already begun, is to be speeded up, modern science and technology is to be used increasingly. This can be done by training necessary personnel, both in and outside schools, in modern agriculture, in the maintenance, repairs and even production of different categories of tools, equipment and machinery required for various types of agricultural operations. It is in the light of these emerging trends in Bellary District, that an attempt is to be made to try out and demonstrate effective ways of relating educational development with economic and social growth.

SECTION II

Educational Developments—Review of Projects and Programmes

6. Tables 29 to 55, in Part II of the Report, contain important data about educational developments in Bellary. It will be seen that the number of institutions has grown from 839 in 1960-61 to 1231 in 1969-70 ; enrolment has grown from 70,434 to 1,46,448 ; the number of teachers has grown from 2,934 to 4,160. The direct expenditure increased from Rs. 38 lakhs in 1960-61 to Rs. 94 lakhs in 1967-68. The percentage of trained primary, middle and high/higher secondary schools teachers in 1965-66 was 76.4, 87.4 and 65.3 respectively. The enrolment in the polytechnic increased from 307 in 1960-61 to 413 in 1967-68. The enrolment in Industrial Training Institute, Junior Technical School, Rural Artisan Centre, Modern Carpentry and Smithy Centre in 1967-68 was 93, 112, 42 and 35 respectively.

7. According to 1961 Census, the percentage of literates was 20.9 ; 32.1 per cent male literates and 9.2 per cent female literates. The corresponding figures in 1951 were 12.5 per cent ; 19.9 per cent male literates and 4.6 per cent female literates.

8. During the last seven years, all the eight taluks of the district have been covered with elementary and high schools. For one primary school, there is one middle school and for about nine middle schools, there is one high/higher secondary school. Education has expanded rapidly no doubt but it has suffered in quality. This is evident from the high rate of failures at various public examinations, increasing incidence of wastage and stagnation, inadequate provision of buildings for institutions already set up, inability of the educational system to provide requisite personnel in adequate numbers for various developmental tasks, lack of vocationalisation of education, absence of programmes relating to functional literacy, non-student youth etc.

9. Comprehensive Education Plan : In a comprehensive plan of educational development in a district, a suggestive list of programmes which could be taken up for implementation is indicated below :

- (i) Education of selected number of children in pre-primary schools ;
- (ii) Extending education for all children in the age-group 6—14 through provision of additional schooling facilities and by plugging wastage and stagnation, introduction of continuation classes, education of girls and children of scheduled castes and other backward classes;
- (iii) Introduction of work experience;
- (iv) Vocationalisation of education at the school stage with a view to making education employment-oriented for middle-level jobs;
- (v) Pre-service and in-service training programme for teachers ;
- (vi) Provision of higher education, general and professional in relation to the requirement of district-economy ;
- (vii) Literacy and education of the adults in the age-group 15—44-initial phase and functional literacy;
- (viii) Introduction of programme of National Social Service, National Sports Organisation in selected institutions;
- (ix) Organisation of youth activities directly beneficial to the community and of welfare programmes directly beneficial to the youth;
- (x) Development of a few selected institutions for talented students ;
- (xi) Organisation of library services; and

- (xii) improvement of standards of education at all levels through the provision of additional physical facilities and adequate teaching staff of the requisite level.

Organising programmes, covering all the above areas, would involve large financial commitments and may not be feasible of implementation without adequate preparation and working out of pilot projects under varying conditions.

10. Selective Approach : While the ultimate objective of the I.E. D.D.P. will have to be kept in view, it has to be recognised that everything need not be taken up at the same time in a district. A scheme of priorities based on objective study of local conditions, and then to evolve a strategy of maximising the benefits from the inputs of given resources, will have to be laid down. The I.E.D.D.P. would also envisage a careful scheduling of different programmes in the light of potentials and availabilities not only within the immediately concerned departments but also in other departments. It would not be possible to take up all expansion and qualitative programmes in the first phase of district plan, but it is desirable to prepare, to begin with, a less ambitious but practicable plan, implement it successfully and then widen the scope of planning and bring in other educational parameters into consideration.

11. Coverage of Population under Pilot Programmes : Any programme of education, training and extension, to be effective, will have to cover the following categories of persons :

1. Students who are enrolled in various stages of education ;
2. Persons, up to the age-group of 18 or so, who have dropped out of schools at various levels and are engaged in farming and allied occupations and non-farming vocations ; and
3. Persons, of the age-group 14—45, who have not attended schools and are illiterate and are working on farms, factories and other occupations.

The educational system will have to be so remodelled so that all these categories of persons in Bellary get requisite training and education.

12. Surveys and Studies:—In order to formulate educational development programmes on sound lines, which can meet the requirements of the district in the light of the three broad population categories indicated in para 11, it would be necessary to take up the following two types of surveys and studies. In fact the findings of these surveys should be available before the programmes are formulated and implemented.

- (1) Survey of the extent to which areas or communities, within the district are served with facilities for various levels of education, including collection of information about over-sized and under-sized classes classwise enrolment, details of staff, enrolment of girls and of children of scheduled castes, class by class and institution by institution, preparation of a fairly rough inventory of the needs of each institution and survey of the local resources available for building up/supporting/improving the proposed structure of education and training.
- * (2) Survey of the type conducted by the Maharashtra Government in respect of the Osmanabad District which, among others, indicates the position of shortage and surplus categories of personnel, emerging, developing and dying occupations, the current occupational status of the persons who have either dropped out of schools in some class or have not gone to school at all, and their needs for occupational education and training.

13. Pending the finalisation of these two comprehensive surveys, some of the important programmes of development, for which necessary preliminary work may be initiated urgently, are discussed in the following paras. The programmes, as mentioned in para 11, have been designed for three groups of persons in the district.

*The expenditure involved in carrying out this survey and the scheduling of the programme is shown in Appendix 1

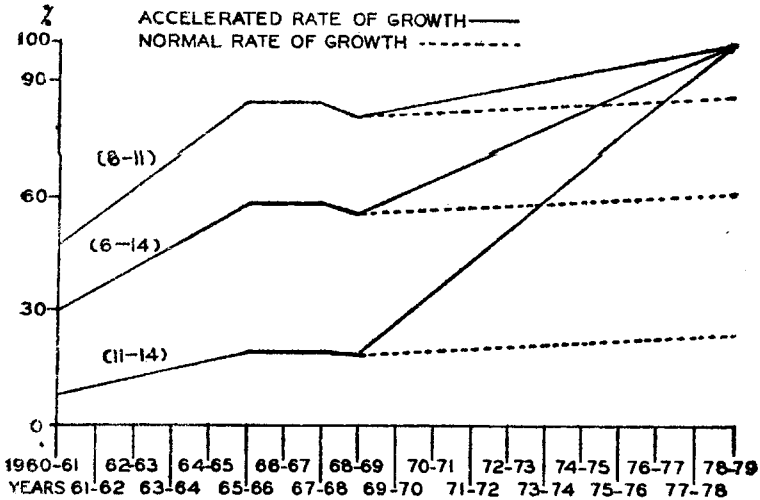
I. EDUCATIONAL PROGRAMMES FOR SCHOOL-GOING STUDENTS

14. The programmes of expansion of schooling facilities, qualitative improvement of education and vocationalisation of education are very much interlinked and an attempt has been made to identify some selected programmes which are immediately relevant to the social and economic development of Bellary District.

15. **Expansion of Elementary Education:**—Provision of universal elementary education for children up to the age of 14 is one of the important Constitutional Directives. During 1968-69, in Bellary 77.6 per cent of the children in the age-group 6—11 were attending classes I—V and 19.0 per cent of the children in the age-group 11—14 were studying in classes VI—VIII. In other words, the percentage of children in the age-group 6—14 studying in classes I—VIII, in 1968-69, was 54.3. This low proportion of children, attending elementary schools, indicates the magnitude of the task ahead. *It is suggested that the percentage of students, enrolled in classes I—VIII, may be raised from 54.3 in 1968-69 to 100 in 1978-79 i.e. the end of the Fifth Plan.*

16. The graph on page 9 indicates year-wise targets which could be aimed at to achieve the objective of Constitutional Directive. The targets set out mean that the enrolment in classes I-VIII will have to be increased from 1.32 lakhs in 1968-69 to 3.06 lakhs by 1978-79 or an annual additional admission of about 17,000 students. Some rough calculations, working out the financial implications of enrolling 1.32 lakhs additional children in classes I—VIII in Bellary indicate that, during the Fourth Plan alone, the outlay required would be about Rs. 1 crore. This outlay is just not available. At the present rate of growth of enrolment, it may be possible to enrol only about 60 per cent of the children in the age-group 6—14 by 1978-79, but this also will involve considerable effort and a provision of at least Rs. 50 lakhs during the Fourth Plan. The outlay provided in the Fourth Plan is hardly Rs. 20 lakhs which is far from adequate to achieve these targets.

**PERCENTAGE OF ENROLMENT
IN CLASSES I-V, VI-VIII AND I-VIII TO POPULATION
IN THE AGE-GROUP 6-11, 11-14 AND 6-14**



17. In the graph, an attempt has also been made to indicate enrolment targets separately for the age-groups 6—11, 11—14 and 6—14. The major tasks involved in achieving the targets would be :

- (a) reducing wastage and stagnation,
- (b) enrolling girls in the age-group 6—14 in larger numbers,
- (c) providing schooling facilities for a large number of children in the age-group 11—14, and
- (d) extending educational facilities for the children of scheduled castes.

The approach, which could be adopted, is indicated below :

18. Wastage and Stagnation : Reduction of wastage and stagnation, as early as possible, is a condition precedent for accelerating the pace of expansion. In Bellary, out of 100 students, who are admitted in Class I, only 37 students reach class V (Table 37). The incidence of wastage and stagnation is larger in the case of girls. As against 100 girls, who are enrolled in class I, only 27 girls reach class V. Various steps will have to be taken to reduce wastage and stagnation so that the target of providing universal education is achieved speedily. *In order to identify precisely the reasons responsible for wastage and stagnation and try out various remedial measures, it is suggested that a pilot project may be taken up in two or three talukas.*

19. Education of Girls : The education of girls is lagging behind. In 1968-69, at the primary stage, 91 per cent boys, 63.3 per cent girls, in the age-group 6—11, would be attending schools. In 1968-69, the total population of girls in the age-group 6—11 was 71,900 and the number of those who were attending the schools was 45,612. By 1973-74, the total population of girls in the age-group 6—11 will increase to 82,065. Thus the number of additional girls to be enrolled would be 36,453 (82,065—45,612). This will not, however, be possible to achieve. At the middle stage, in 1968-69, only 4,309 girls or 9.1 per cent of the total population of girls, in the age-group 11—14, would be studying in schools. In order to reach the target of enrolling 100 per cent of girls, in this age-group, by 1978-79, enrolment of girls will have to be raised from 4,309 in 1968-69 to 28,103 by 1973-74 and to 59,619 by 1978-79. At the present rate of growth of educational facilities for girls, it will not be possible to achieve this target. *In order to find out the various methods of accelerating the rate of growth of girls education and their efficacy under different conditions, it is suggested that a pilot project may be taken up in typical areas with high percentage of non-attending girls.*

20. Part-time and Continuation Education : The number of middle schools has, no doubt, increased, but the enrolment of children in classes VI—VIII, as a percentage of the

population in the age-group 11—14, is only 20. This is mainly responsible for the low percentage of children in the age-group 6—14 attending schools. A number of methods will have to be found out to accelerate the expansion of middle school education. One such method is that of part-time and continuation education. *In order to work out the details of this programme and to find out its effectiveness in accelerating education at the middle stage specially both among boys and girls, it is suggested that a pilot project may be initiated, in two or three talukas.*

21. Education of Scheduled Castes : According to 1961 census the population of scheduled castes and scheduled tribes was 1.25 lakhs or 13.67 per cent of the total population of 9.15 lakhs in the entire district of Bellary. The population of scheduled tribes was only 647. In 1968-69, the enrolment of children in classes I—V, VI—VIII and IX—XI was 18,453, 1,301 and 423 respectively and the percentage of the children enrolled in these classes, to the population in the respective age-groups, was 72%, 9.8% and 4.6%. This indicates that the education of scheduled castes and scheduled tribes children is lagging behind.

22. Under the State Social Welfare Department, there are a number of programmes which are specially meant for the promotion of educational facilities among scheduled castes children. There is a residential school in Kudligi Taluk for children of the age-group 6—12, with a strength of 50 students. There are Government boys and girls hostels in various taluks which have a strength of 382 providing lodging and boarding facilities for school students. The strength of hostels is proposed to be increased by additional 71 seats. In addition to this, there are 12 boys hostels managed by voluntary organisations and assisted by the Government. The capacity of the hostels will be increased to 308. There are already programmes for the award of stipends to students in industrial training institute, pre-matric merit scholarships, grants for purchase of books, equipment, clothing etc. About 3,000 students will benefit under this programme. In addition to this, there is also a programme of post-matric stipends for scheduled castes students staying in hostels.

23. In spite of various programmes which have been initiated in the past, the progress of education, among scheduled caste population, is slow. *In order to identify the major reasons which are impeding the progress and to find out the efficacy of various methods of promoting the education of scheduled castes, it would be useful to initiate pilot projects in two or three talukas of the district.* The projects can be taken up under varying conditions like scheduled caste population living in mixed groups, exclusive groups, predominantly agricultural areas, urban areas etc. The results of these pilot projects would be helpful in formulating concrete proposals for implementation on a big scale within the constraint of resources. The project will also try to find out the effective means of linking programmes of Education Departments with Social Welfare and other departments which deal with scheduled castes and scheduled tribes.

24. On the basis of the experience of the pilot projects, mentioned in paras 18, 19, 20 and 23, it should be possible to find out the efficacy of various methods and then take up these programmes in a big way so that the target of achieving the Constitutional Directive is realised earlier than expected at the existing rate of growth.

26. **Secondary Education :** In 1968-69, there were 7822 students enrolled in classes IX to XI and they formed 11.6% of the population in the age-group 14—17. In the case of girls, the enrolment was 1,477 or 4.5 per cent of the population. This means that 58,554 children in the age-group 14—17 or 89% of this population are still outside the schools. Training facilities are available only for 300 students who may roughly be in the age-group 14—17, in industrial training institutes, rural artisan centre, modern carpentry, smithy centres, etc. The rest are without any education or training facilities. There were 64 high schools in Bellary in 1968-69 and they were located in all the talukas. The second educational survey has suggested the addition of 2 more high schools.

QUALITY PROGRAMMES

27. **Intensive Teaching of Weaker Students :** One important index of the effectiveness of an educational system is the

percentage of students who pass in various examinations. In 1960-6, in Bellary District, the pass percentage in the S.S.L.C. and equivalent examination was 55.7 per cent and this percentage in 1967-68 decreased to 35.9 per cent. This indicates that there is need for qualitative improvement of education at the secondary stage. This has to be more in the direction of improving the quality of teaching than increasing the number of teachers. In 1967-68, the teacher-pupil ratio in secondary schools was 1 : 23 and perhaps in the secondary sections, it was even better. *As an immediate programme, it is suggested that, on an experimental basis, special coaching classes may be organised for the Xth class students of a few high schools, to begin with, in subjects where deficiency is anticipated and the results of these schools may be watched.*

28. Special Facilities for Talented Students: While general improvement of the standard of high schools is necessary, it is suggested that *special facilities may be made available for talented children at the secondary stage.* One good school having adequate facilities of laboratories and libraries may be selected for arranging the schooling of talented students of the district. A hostel building with a capacity of 100 seats will have to be provided. The Government may bear boarding charges of the students at the rate of Rs. 50 per month. To increase the admission capacity for 100 additional students, the school will have to be provided additional staff etc. The annual intake capacity will be 30 students and students in classes VIII, IX and X will be admitted to the school. The admission to the school should be on the basis of a special entrance test, to be confined to all the successful class VII students of the district which would attempt to identify the talented students.

29. Teacher Education : There is no denying the fact that the percentage of trained teachers in various types of schools, especially in middle schools is high. The percentage of trained teachers in high and higher secondary schools is, however, only 65. The training of 200 and odd secondary school teachers will not pose any problem and this will have to be taken up on a priority basis. One important problem

which, however, needs to be tackled early is the low educational qualifications of teachers. According to Second Educational Survey, there were 2,343 teachers in primary sections and 1,051 or 45 per cent were those who were either primary pass or middle pass. In the middle sections, the bulk of teachers *i.e.* about 86%, were matriculates and about 8 per cent were non-matriculates. In the secondary sections 60 per cent of teachers were graduates and only about 8 per cent were post-graduates. The rest were either matriculates or intermediates. This low input of teaching competence is likely to effect the standard of education adversely.

30. In-service Programme for Teachers : It is an urgent task to reduce the number of underqualified teachers working in schools. This can be done by having a systematic programme of allowing the existing teachers to improve their academic qualifications and by inducting qualified teachers in place of those who either retire, die or leave the teaching profession. Various types of in-service programmes connected with the improvement of the academic and professional competence of all teachers, especially science and mathematics teachers, would have to be organised by the existing training institutions. The training institutions will have to be strengthened for this purpose. Further, the Mysore State Institute of Education will have to take up in-service programmes with Bellary as the main focus of attention. The overall supervision of the programme of in-service education of teachers in Bellary could be entrusted to the Regional College of Education, Mysore.

31. School Complexes and Institutional Planning : Some of the qualitative programmes, not involving major financial commitments, which could be taken up to begin with, relate to 'School Complex' and 'Institutional Planning.' A beginning could be made with a few complexes where the necessary leadership is available and the programme extended to other complexes as experience and resources become available. To try out the idea of institutional planning, it would be useful to take up four or five institutions, with varying facilities, and in different areas where the whole concept could be worked out in very specific details.

WORK EXPERIENCE AND VOCATIONALISATION

32. **Agricultural Courses :** Schools can make a substantial contribution to agricultural progress, they can help extension in promoting immediate improvements in agriculture and more importantly can help raise a new generation of farmers better prepared to understand and to practise scientific farming. The impact of the schools can be made much stronger through introduction of "work experience". This would mean introduction of systematic instruction in the principles and practices of modern agriculture. The agricultural course in 'work experience should prepare the students to operate with improved methods their family farms; start their own modern enterprises in such fields as poultry, fruit and vegetable production, operate nurseries for fruit trees or farms to produce certified seeds, operate hatcheries for selling chicks; produce and distribute mixed feeds ; operate tractors and other farm machinery ; work as agents in the distribution of fertiliser, pesticide and machinery; work in co-operatives or private firms engaged in agro-industries and farm-services. "Work experience" is proposed to be introduced soon as a subject in the schools of Mysore(See Appendix I) and a higher allocation of time to its needs to be considered keeping in view the objective of the programme.

33. It would, however, be desirable first to introduce "work experience" programme in agriculture in about 10 of the larger high schools having requisite facilities of land, irrigation and trained personnel. The institutions which are in close proximity to agricultural demonstration farms, seed multiplication farms and the U.S.A.I.D. Pilot Projects will have to be selected in the first phase. The number of schools can be increased when the results of the first experiment become available after a couple of years. In the next phase, additional 20 schools could be covered under the programme.

34. **Non-agricultural Vocations and Trades:** Along with the agricultural revolution, which is taking place in Bellary, as a result of the progressive utilisation of irrigation potential created and other facilities provided, another trend noticeable is the tempo of activities in industrial and allied fields con-

sequent to agricultural development. Development of power, industry and electricity will require an increasing number of trained personnel in non-agricultural fields. The types of skills and the approximate number of personnel, required in the non-agricultural sector, can be known after an intensive survey of the changing occupational pattern is carried out and requirements of various establishments are known. Work experience programmes for students in elementary schools and in secondary schools will be confined to handicraft lessons in wood and metal work etc. to selected fields and subjects of technology, engineering, like electrical and mechanical engineering including courses in metal work etc. This work experience programme, to begin with, may be taken up in five or six schools which are in the vicinity of various types of industrial enterprises like power houses, industrial estates etc.

35. Vocational Courses for S. S. L. C. Pass Students : It would be useful to have courses of varying durations relating to vocational and industrial trades, commercial, secretarial, occupational, small scale industries and other areas like home science, nursing, para-medical and educational personnel, for such persons who have completed their S.S.L.C. or equivalent examinations. These courses will be of a terminal character. The types of courses and the number to be trained will depend on the results of the survey. Some of these courses may lead to certificates or diplomas. For those who have completed secondary school courses, such courses may be on part-time basis or through part-time courses.

II. PROGRAMMES OF CONTINUATION EDUCATION FOR SCHOOL DROP-OUTS

36. Terminal Vocational Courses in Agriculture : An important category of persons, who need to be given agricultural education on scientific lines, would be those who have dropped out of schools at various stages. In Bellary, the number of such persons is quite large. For these drop-outs, there will be terminal vocational courses in agriculture, with some amount of general education, meant for only such

boys who are already engaged in farming. These will be of varying durations depending on the type of competencies required. The facilities provided in the high schools as part of the "work experience" programme, as suggested earlier, could be utilised for this category of persons. Such boys may also be allowed, through part-time and adjustment courses, to improve their educational qualifications. For them, night schools may be established.

37. Terminal Courses Non-agricultural Fields : Courses for drop-outs, in non-agricultural fields, will also be of a terminal character and of varying durations. These courses could be provided in the existing junior technical schools, industrial training institutes etc. But these institutions are located only in one taluk. It is, therefore, suggested that provision for these courses may also be made in three or four schools where 'work experience' in non-agricultural fields is introduced. This will also ensure further utilisation of facilities developed in the schools. The trainees could also be helped to improve their educational qualifications by organising adjustment and part-time courses.

38. Agro-industrial Courses : Intensification of agriculture in Bellary is reflected in the new expanding agro-services to distribute fertilizers, pesticides and farm equipments. Agricultural industries are also expected to expand as increasing farm production provides growing surpluses for marketing and processing. Sugar refining and rice milling are being expanded and co-operative societies are planning new plants for cotton seed pressing, wheat milling, feed mixing, and fertilizer granulation. Tractors have been brought in large numbers. Their number in 1966 was 194 as against 98 in 1961 and 27 in 1956. The development has been helped by extensive credits, which have been made available for levelling irrigable land. Shortages of operators and mechanics have been reported and are likely to persist with the increasing demands. The industrial training institutes will have to organise training courses for tractor mechanics in close co-operation with the representatives of tractor manufacturers. The agricultural polytechnic, proposed to be set up, will also train this category of personnel.

39. Part-time and Continuation Education Courses : For such of the persons, who are already engaged on farms and factories, and are desirous of improving their academic qualifications, it may be useful to organise part-time and continuation courses in general education. These could be organised in the existing general education institutions.

III. PROGRAMMES FOR YOUTHS AND ADULTS

40. Short-term Courses for Farmers : An important category of persons, to be given short-term training courses in farming, would be the young illiterate farmers in the age-group 14—45. This group is very important from the point of view of influencing both the quantity and quality of agricultural production. The number of workers, according to 1961 Census was 4.22 lakhs ; 2.74 lakhs males and 1.48 lakhs females. They formed 46 per cent of the total population. Out of 4.22 lakhs workers, 3.04 lakhs or 72.0 per cent were engaged in agricultural occupation and the rest were engaged in mining, quarrying, household industry, manufacturing industry, construction work, trade and commerce, transport and other services. Assuming, however, that the present proportion of agricultural workers to the total working class population would be slightly less than what it was in 1961, say around 60 or so, the number of workers engaged in agricultural operation, in view of increase in population from 9.15 lakhs in 1961 to 10.33 lakhs in 1969, would be still about 2.8 lakhs. The number of persons, in the age-group 14—45 who constitute an important age-group from the point of view of production on the farms and fields would be about 2 lakhs. To improve the competence of these agricultural workers in scientific agriculture, it would be necessary to :

- (a) organise various types of agricultural extension programmes through some of the existing agencies or new agencies to be created for the purpose. The State Agricultural Department and the University of Agricultural Sciences, Bangalore could devise suitable programmes for the training of young farmers. Besides these programmes, the University of Agricultural Sciences, Bangalore would be prepared

to establish an Agricultural Polytechnic in Bellary for training special category of agricultural personnel ; and

- (b) cover the adult farmers under the joint programme of Farmers' Education and Functional Literacy sponsored by the Ministries of Education and Youth Services, Food and Agriculture and Information and Broadcasting in high yielding varieties areas in 100 districts. This scheme is already in operation in Raichur District and could be implemented in Bellary District where already 4 taluks of Siruguppa, Bellary, Hospet and Harpanahalli are covered under the high-yielding variety area programme.

41. **Adult Literacy :** The rate of growth of literacy has been slow ; it increased from 12.5 per cent in 1951 to 20.9 in 1961. At the same time, the number of illiterates also increased; the major increase was in the case of women. The total illiterate population in 1969 is expected to be 7 lakhs and the number of illiterates in the age-group 14—45 would be roughly over 2 lakhs. While about 20,000 adults could be covered under the programme of Farmers' Education and Functional Literacy, it is suggested that during the next four years, a mass programme of making about 50,000 illiterate adults literates may be taken up, on a campaign basis, on the lines of Gram Shikshan Mohim of Maharashtra supported by follow-up programme of books, literature, libraries etc. The Education Department, in close collaboration with local educational institutions through the programme of national social service and village adoption scheme and other development departments, could organise this programme.

42. **Rural Youth Centres :** Bulk of the youth in Bellary are non-student. They require guidance in selecting suitable occupations, pre-service and in-service training or opportunities either in family occupations or outside. The setting up of agro-industrial centres and better provision of recreational facilities could make rural life more attractive for these youth who will otherwise drift towards the urban areas and contribute to the raising of the level of unemployment, and consequently social problems in the cities. It would be useful

to set up one or two rural youth centres on the campus of existing educational institutions where facilities would be provided for an open-air auditorium and an open air gymnasium, akhara and for playing various games and sports. Arrangement could be made, at these centres, for rendering assistance in teaching occupational skills to both male and female youths. Folk dances, community singing and indigenous games will receive special attention at these centres. In this programme, the Department of Social Welfare and Community Development and the Directorate of Employment could collaborate.

43. Summary of Programmes : The following programmes for three categories of persons are suggested to be taken up, in a phased manner, in a few institutions, as a part of the Intensive Educational District Development Project of Bellary :

I. PROGRAMMES FOR STUDENTS ENROLLED IN EDUCATIONAL INSTITUTIONS

1. Pilot Projects in wastage and stagnation, education of girls, and education of scheduled castes.
2. Intensive teaching of weaker and talented secondary school students.
3. In-service programme of teachers.
4. Pilot Projects in School Complexes and Institutional Planning.
5. Work Experience in selected institutions.
6. Courses of the duration of six months to two/three years in health, commerce, administration, small scale industries and the services, leading to certificate or diploma qualifications, on part-time basis or through correspondence courses for those who have completed their secondary school courses.

II. PROGRAMMES OF CONTINUATION EDUCATION AND VOCATIONAL TRAINING FOR SCHOOL DROP-OUTS

1. Terminal vocational programmes of varying durations, through part-time and other courses.

2. Short-term training courses for young farmers in the age-group 14—45 in agricultural polytechnics and other similar institutions for upgrading their skills.

3. Short-term courses, in various non-agricultural vocations and trades, for the upgrading of skills of those who have entered employment.

4. Part-time and Continuation Education at the middle and secondary stages.

III. PROGRAMMES FOR YOUTH AND ADULTS

1. Farmers Education & Functional Literacy in High Yielding Variety Areas as part of integrated programme.

2. Pilot Projects of literacy in non-High Yielding Variety Areas.

3. Two or three Rural Youth Centres.

SECTION III

Organisation Evaluation & Financing

44. A number of departments are concerned with the economic and social development of Bellary District. The present proposals, contained in this Report, visualise an integrated approach whereby education and training could be related to various development programmes and different departments can help in the promotion of these programmes. Extraordinary organisational and administrative measures are required to carry out the programmes visualised in the Project.

45. **District Level** : For the success of the project, it is necessary that there should be an effective co-ordination body at the district level comprising officers of various concerned departments to serve as the brains trust for those who are in charge of the implementation of the programme. This Committee of Direction will have to function under the Chief Administrative Officer (Deputy Commissioner) of the district who will be its Chairman and the officer-in-charge of the Project will be the Secretary of the Committee.

46. **District Project Officer** : The primary responsibility of implementing the various phases of the project will be that of the State Education Department, and an officer, to be named as the Project Officer, will be designated by them. It is suggested that an officer of the level of Joint Director, having sufficient experience of field, and fully committed to the programmes, should be the Project Officer. This Officer should be senior to the District Education Officer, who will be incharge of the current administration of the district, so that his services etc. are available to the Project Officer. For watching the implementation of the Project in various areas, the Project Officer will have to be assisted by a number of supervisors of the requisite qualifications. The success of

the whole project will depend on the Project Officer who will be the key man. It is essential that the Project Officer should be an educationist having sufficient experience of field work. He should have a sense of commitment and be efficient in discharging his responsibilities. He should have faith in the project and the vision which foresees various eventualities so that the problems are tackled before they become pressing. He must possess an experimental mind and have a complete understanding of the developmental and the educational process. He must be fully conversant with human and public relations and be able to generate enthusiasm for promoting public co-operation and local participation which is so very essential for the progress of the project.

47. Supporting Staff of the Project Officer : The supporting staff for the Project Officer will be specialists in the following fields :--

- (1) Curriculum development and materials preparation.
- (2) Training and orientation of teachers, supervisory, administrative and key personnel.
- (3) Vocational (Occupational) Education and Training.
- (4) Evaluation Research and Dissemination.
- (5) Planning, administration and implementation.

Some of these functions could be combined depending on the availability of the personnel. At best, it is suggested that there may be three or four officers who would be specialist in the above fields. Some positions can be filled by reassignment of present staff while others will call for additional staff. Clear identification of individual and joint responsibilities and relationships will be important. The District Education Officer and his staff will have to work with the Project Officer directly and they will assist him especially in planning, administration and implementation.

48. All project personnel should be retained for the entire period of the Pilot Programme if they prove capable of efficiently carrying out their assignment.

49. **Mobility** : One or two vehicles, along with facilities for maintenance, will have to be provided to permit the Project staff to supervise and carry out the programmes in the selected taluks and institutions.

50. **State level** : At the State level, the State Education Minister will be the Chairman of the State Co-ordination Committee which will have representatives of various departments on it including the Vice-Chancellor, University of Agricultural Sciences and Principal, Regional College of Education, Mysore. In order to provide liaison with the thinking at the Centre, the officer in charge of Intensive Educational District Development Projects in the Ministry of Education and Youth Services should be a member of the Committee. In addition, the Chief Administrative Officer (Deputy Commissioner of Bellary District), the Education Secretary, the Director of Education and Project Officer should be the members of the State Co-ordination Committee. The Director of Education and the Project Officer could serve as the Secretary and Joint Secretary respectively of the State Co-ordination Committee. The first task of the Committee should be to examine the proposals contained in this Report and suggest suitable suggestions, modifications, additions, deletions, etc. with a view to immediate implementation of the agreed proposals.

51. **Central level** : At the Centre, there will be a Central Co-ordination Committee headed by the Union Minister of Education and Youth Services with representatives from State Governments concerned which will provide guidance and policy directive. A unit, to be headed by Chief Project Officer, of the requisite status, may provide the secretariat to the Central Co-ordination Committee. This unit could be located in the N.C.E.R.T. The Central Unit, through specially designated working groups, should assist in the selection of institutions etc. in the district, preparation of preliminary estimates of programme needs, development of bench mark forms and necessary instructions for their use ; preparation of handbooks and guides for staff workers at all levels; planning and expediting provision of resource needs of the programme and development of training plans for all types of personnel involved in the Project.

EVALUATION OF PILOT PROJECTS

52. In order to measure the effectiveness of the project, it would be desirable to carry out a continuous analysis and evaluation, by a competent organisation, of the performance of the projects in relation to its objectives. As experience is gained during operations and as additional data become available, it is expected that there may be need to revise and modify the project plan. The plan will have to be reviewed periodically, at least annually by the Project staff and others concerned and revised as necessary.

FINANCIAL ESTIMATES

53. This Preliminary Report indicates some high priority programmes which need to be taken up in the Bellary Intensive Educational District Development Project in the first phase. These programmes are subject to the scrutiny by various technical bodies and can be modified, and revised. Assuming, however, that the projects suggested in this preliminary report are acceptable, some tentative estimates of the financial requirements of the projects have been worked out, along with its phasing. The table below indicates the financial requirements of items like staff, surveys, training and orientation and the programmes to be implemented like work experience and vocationalisation and other pilot projects.

Tentative Estimates of Financial Requirements

(Rs. in lakhs)

Sl. No.	Items	1970-71	1971-72	1972-73	1973-74	1970-74
1	2	3	4	5	6	7
1.	Staff-Technical and administrative	1.00	1.05	1.10	1.25	4.40
2.	Surveys	0.50	0.50	..	..	1.00
3.	Training & Orientation	0.50	0.20	0.20	0.20	1.10

1	2	3	4	5	6	7
4.	Work Experience & vocationalisation .	3.00	2.00	2.00	2.00	19.00
5.	Pilot Projects in the field of wastage and stagnation, girls education, adult literacy etc.	0.50	2.00	2.50	3.00	18.00
6.	Teacher Education and other improvement programmes .	0.70	1.60	1.00	1.00	4.30
		6.20	7.35	6.80	7.45	27.80

Roughly, the requirements of the Project, during the next four years, may be between Rs. 25 lakhs to Rs. 30 lakhs.

54. As mentioned earlier, these estimates are highly tentative and have been worked out only as indicative. It has been assumed that the salaries of the staff working in the institutions which will be covered under various projects, will continue to be paid by the existing authorities. The financial requirements have been worked out only in regard to additional services, equipment and other promotional activities, which are directly connected with the project and which will have to be financed under the head 'Education'. There are a few programmes like agricultural extension, agricultural polytechnic, extension in the facilities of polytechnic, junior technical school, I.T.I., which will have to be met from the resources of the respective departments. As far as agricultural polytechnic is concerned, the Vice-Chancellor, University of Agricultural Sciences, Bangalore promised that the University would find the necessary resources if the Project authorities make specific proposals. Similarly it should be possible for other departments to extend their financial and technical support to the implementation of the Project. That is why inter-departmental coordination at the State and district levels is very important.

PART II
Annexure, Appendices, Maps & Tables

CONTENTS

	PAGE
<i>ANNEXURE</i> : Demographic, Physico-Geographic & Economic positions and trends of development.	33
 <i>APPENDICES</i>	
1. <i>APPENDIX I</i> : Schedule of Survey Programmes	40
2. <i>APPENDIX II</i> : Weekly distribution of periods between various subjects in different classes of schools	42
 <i>MAPS</i>	
1. Map of Bellary District by taluks—Literacy Rates (As per 1961 Census)	44
2. Map of Bellary District : Density of Population per sq. K.M.	45
3. Map of Bellary District : Percentage of Area under Intensive Agricultural Programme	46
4. Map of Bellary District : Percentage of Area under High Yielding Variety Programme, 1967-68	47
5. Map of Bellary District : Percentage of villages electrified as at end of March 1969	48
6. Map of Bellary District : Number of Institutions in different Taluks 1960-61	49
7. Map of Bellary District : Number of Institutions in different Taluks 1967-68	50
8. Map of Bellary District : Location of Industries. Important Institutions etc. 1968-69	51
 <i>TABLES</i>	
<i>Socio-Economic Data</i>	
1. Administrative set-up of Bellary District-1967-68	52
2. Variation in Population during sixty years in Bellary	53

	PAGE
3. Taluk-wise Estimate of Population upto 1974	53
4. Taluk-wise Population—Males & Females and Rural and Urban (1961 Census)	54
5. Area of various Taluks in Sq. Kilometers (1961)	55
6. Number of villages in different Taluks (1961 Census)	56
7. Classification of inhabited villages according to various population slabs (1961 Census)	57
8. Break-up of Population—Sexwise and according to workers and non-workers and urban and rural classification (1961 Census)	58
9. Livelihood Classes—Males & Females (1961 Census)	59
10. Livelihood Classes—Urban and Rural (1961 Census)	60
11. Classification of area & land utilisation	61
12. Area under different crops	62
13. Taluk-wise break-up of area under different crops (1967-68)	63
14. Production of principal crops—1955-56 and 1966-67	64
15. Average yield of principal crops	65
16. Area under Intensive Agricultural Area Programme—1967-68	66
17. Area under High-Yielding Variety Programme, 1967-68	67
18. Growth in the number of agricultural implements	68
19. Net area irrigated under various sources (1967-68)	69
20. Consumption of electricity—1955-68	70
21. Increase in the number of villages electrified	71
22. Number of Irrigation Pump Sets serviced	72
23. Forest Production	73
24. Growth of Co-operative Societies	74
25. Reserve, Deposits & Loan Advances by Co-operative Societies	75

	PAGE
26. Production of Minerals in Bellary District (in Metric Tons)	76
27. Average daily number of workers employed in manufacturing industries.	76
28. Growth in the number of Motor-Vehicles	78
Educational Statistics	
29. General Summary of Educational Institutions, Pupils, Teachers and expenditure for Bellary District	79
30. Number of Recognised Institutions by Type of Education in Bellary District	80
31. Comparative position about expansion—Bellary, Mysore and India	81
32. Percentage of Enrolment in Classes I—V to population in age-group 6-11	82
33. Percentage of Enrolment in Classes VI—VIII to population in the age-group 11-14	83
34. Percentage of Enrolment in Classes I—VIII to population in age-group 6—14	84
35. Percentage of Enrolment in Classes I—V to population in 6—11 age-group (Taluk-wise) 1968-69	85
36. Percentage of Enrolment in Classes VI—VIII to population in the age-group 11—14, (Taluk-wise) 1968-69	86
37. Rate of Retention from Classes I—IV	87
38. Rate of Retention from Classes VI—X	88
39. Percentage of Enrolment in Classes IX—XI to Population in 14—17 age-group	89
40. Percentage of Enrolment in Classes IX—XI to Population in 14—17 age-group (1968-69) Taluk-wise	90
41. Examination Results of S.L.C. & Equivalent	91
42. Expansion of Enrolment at the University Stage (Arts, Science & Commerce)	91
43. Results & Strength of PUC and XI Standard	92

	PAGE
44. Examination Results of First Degree	93
45. Number of Students in Recognised Institutions in Bellary	94
46. Teachers by Types—Men, Women and Percentage Trained	95
47. Distribution of teachers in elementary Sections according to their qualifications (1965-66)	96
48. Distribution of teachers in secondary Sections according to qualifications (1965-66)	97
49. Number of Scholars in Recognised Institutions in Bellary District	98
50. Total Literacy by Taluks (Urban and Rural) (1961 Census)	99
51. Literacy by Educational Standards (1961 Census) ..	100
52. Illiteracy among workers (1961 Census)	100
53. Illiteracy among workers by Industrial Classification (1961 Census)	101
54. Growth of Literacy in Bellary—1951-61	102
55. Total population of Scheduled Castes, Scheduled Tribes and Percentage to total population (1961 Census)	103

ANNEXURE

Demographic, Physico-Geographic and Economic position and trends of development

1. Bellary, which has been selected for the Pilot Project of Intensive Educational District Development had, in 1960-61 a population of 9·15 lakhs, with 585 inhabited villages, an enrolment of 70,434 students, about 839 institutions, about 2,934 teachers and a total direct expenditure of Rs. 38 lakhs on education. In 1967-68, the population of Bellary was estimated to be 10·2 lakhs, an enrolment of 1·54 lakhs students, about 1,222 institutions, 4,000 teachers and a total direct expenditure of Rs. 95 lakhs on education.

2. According to 1961 Census, the total population of Bellary was 9·15 lakhs ; 2·06 lakhs (22·5 per cent) in urban areas and 7·09 lakhs (77·5 per cent) in rural areas. The total area of Bellary is 9,896 sq. kilometers; 153 sq. kilometers (1·6%) in urban area and 9,743 sq. kilometers (98·4%) in rural area. The number of workers in 1961 was 4·22 lakhs. Of these, 2·10 lakhs (49·6%) were cultivators and 0·95 lakhs (22·4%) were agricultural labourers. Thus 72·0 per cent of the working population were engaged in agriculture.

3. Total geographical area of Bellary is 25,07,715 acres and total cropped area is 14,77,584 acres. The rest is forest land, permanent pastures and grazing land, land under grovers etc. The barren and uncultivable area, cultural waste, fallow lands accounts for about 4 lakhs acres. The total cropped area in 1967-68 was 12,72,439 acres.

4. The area under different crops during the period 1960-61 and 1967-68 has undergone some changes. Production of principal crops has been increasing. This increase is registered mainly in rice, jowar, bajra, cotton and sugarcane. The average yield of principal crops per hectare has increased in the case of rice, ragi small millets, tur, cotton and jowar.

5. In 1967-68, the total area under intensive agricultural area programme was 2,50,713 acres and under high yielding variety programmes was 22,913 acres. The area has further increased during the last year.

6. Modern agricultural practices involve use of non-traditional equipment and greater use of electricity. This trend of change is reflected in the growth of modern implements and use of electric power in Bellary. While the number of wooden ploughs has decreased, the number of iron ploughs has increased. The number of sugarcane crushers and irrigation pumps run by power, has increased considerably. The number of Government and non-Government tractors has gone up. During the Fourth Plan, it is proposed to add 1,000 tractors to meet the need for mechanization of agriculture as a result of the target area coming under high level canal and low level canal of Tungabhadra and Bhadra Projects.

7. Another important trend to be noticed in Bellary is that electricity generation has increased during the last 10 years or so. The increase has been from 1,89,595.500 mgw. units in 1960-61 to 3,04,536.950 mgw units in 1968-69. In 1965, the consumption of electricity was 43,25,000 kw hours and it rose to 496,06,000 kw hours in 1968 i.e. more than ten times. In absolute terms the consumption of electricity has increased for domestic, commercial, industrial power, public light, industrial and sewage pumping. The percentage increase in the consumption has, however, been marked in domestic light and fan, industrial power (high voltage) and industrial and agricultural dewatering. Hardly any electricity was consumed in 1955 for commercial purposes but in 1968, the percentage consumption was 4.5.

8. The number of irrigation pump sets serviced increased from 1870 in 1966 to 3702 in 1968. All the taluks have irrigation pump sets. The State Electricity Board has a programme of energising 30,000 pump sets every year during the Fourth Plan.

9. The total number of inhabited villages in Bellary is 585 and the number of villages electrified upto the end of 1968 was 240 or 41 per cent villages had been electrified. All the talukas have been covered under the rural electrification programme though the percentage of villages electrified would vary from taluk to taluk. By the end of the Fourth Plan, more than 90 per cent of the villages will be having electricity.

10. The area under forest land in Bellary is 3,78,320 acres and the forest production has increased from Rs. 48,267 in 1955-56 to Rs. 1,14,040 in 1966-67. In order to be self-sufficient in firewood etc., the Forest Department has taken up large scale afforestation works under the Plan scheme.

11. In Bellary, the number of co-operative societies has increased during the last decade or so. The number of primary credit societies, non-agricultural credit societies, primary marketing societies, milk supply societies, non-agricultural non-credit societies, consumers stores, wholesalers and retail, housing societies, weavers and industrial societies has increased from 242, 16, 6, 3, 11, 17, 1, 16 and 42 in 1955-56 to 425, 31, 9, 7, 20, 97, 28, 20 and 59 in 1967-68 respectively. The membership of these societies has also increased during this period.

12. Similarly, the loan advanced by these societies has also increased. For instance, the primary credit societies advanced loans of Rs. 6.88 lakhs in 1955-56 and Rs. 87.65 lakhs in 1967-68 ; non-agricultural credit societies advanced loans of Rs. 6 lakhs in 1955-56 and Rs. 18.51 lakhs in 1967-68 ; primary land development banks advanced loans of Rs. 1 lakh in 1955-56 and Rs. 27.83 lakhs in 1967-68. Housing Societies advanced loans to the tune of Rs. 11.33 lakhs in 1967-68.

13. The production of minerals has been increasing. The production of iron ore in 1958-59 was 6,80,446 metric tons and increased to 23,04,051 metric tons in 1967-68 ; the manganese production increased from 62,384 metric tons to 1,93,546 metric tons and red oxide from 5,014 metric tons to 15,764 metric tons. Important minerals are found in Sandur Schist* (Ore) belt, Siruguppa Schist belt and Harapanahalli Schist belt. Out of these three district belts, the Sandur belt is very rich, with basic metalliferous minerals such as iron ore and manganese. In addition, red oxide of iron, galena, copper, gold etc. are the other ores found in the belt.

14. During the last six years, there has been considerable growth in the number of factories. The total number of various types of factories in 1962 was 159 and the daily number of workers employed by them was 2,024 ; in 1968 the number of factories increased to 515 and the daily number of workers employed was 4,673. The highest increase in the number of factories was in automobiles, tailoring and ready-made garments, gins and presses, sawing and wood works, paper printing and binding works and paper-bag making. There are now 26 automobile factories, 4 foundry works, 65 agricultural implements and consumer goods factories, 4 metal production factories, 26 tailoring, hoisery and ready-made garments factories, 39 gins and presses, 15 vegetable oil and oil mills, 4 tobacco production factories,

*Crystalline rock.

4 confectionaries, 6 soap factories, 24 sawing and wood works factories, 4 glass and glass-ware factories, 26 paper printing and binding works and paper-bags making, 62 plastic goods factories.

15. Bellary District authorities have drawn up Fourth Plan proposals in regard to the overall development of the economy. The approach in the Fourth Plan is to achieve an annual average growth rate of gross agricultural income of 15% in the Plan period. The strategy deployed for achieving this target is :

- (1) To increase the present utilisation of potential of about 70,000 acres to 2.99 lakh acres in Tungabhadra Project Ayacut.
- (2) To utilise to the maximum extent the irrigation potential under present and proposed medium and minor irrigation schemes and irrigation wells, etc., and to spread electricity rapidly to facilitate lift irrigation.
- (3) To establish a seed multiplication farm (double unit) so as to make the district self-sufficient in respect of improved strains by the end of the Plan period through supply from this farm and three existing farms.
- (4) To include in the I.A.A.P. Programme two new crops viz. ragi and wheat along with existing crops viz. paddy, khariff jowar, rabi jowar, groundnut and cotton and to cover 100% of the area.
- (5) To cover by high yielding hybrid varieties—
 - (i) 100% of area under paddy and maize
 - (ii) 33½% of area under jowar and bajra
 - (iii) Bring an area of 13,000 acres under Mexican wheat.
- (6) To continue the schemes of local manurial resources.
- (7) To bring an area of 4,48,350 acres under plant protection measures.
- (8) To adopt multiple cropping pattern in irrigated areas as under :

Triple Crop Programme :

- (a) 60% of the area under dry-cum-wet under the low level canal.
- (b) 25% of the area under wells.

Double Cropping Programme :

- (a) 25% of the area under wet and dry-cum-wet under low level canal.
 - (b) 75% of the area under Bhadra Project.
 - (c) 25% of the area under Hagari-Bomanahalli Project.
 - (d) 25% of the area under wells and tanks.
 - (e) 25% of the area under lift irrigation.
- (9) To reclaim waste and alkaline soils and to adopt soil conservation measures etc.
- (10) To extend credit facilities to farmers through various institutions such as co-operatives, scheduled banks, and A.R.C., etc., for development of land in irrigated areas as well as for adoption of improved practices in cultivation.
- (11) To carry out agricultural commodity development programmes such as :
- (i) Sugarcane programme for increasing present yield of 35 tonnes to 40 tonnes.
 - (ii) Oil seed development programme with the object of achieving additional yield of 8000 M. Tonnes.
 - (iii) Cotton development programme to give an additional yield of 11,000 bales of lint and to provide training facilities to farmer's sons, etc.

16. The approach in other spheres of economic activities is explained below :

Mining.—The rich mineral wealth of the district is sought to be exploited through the programme of National Mineral Development Corporation and by provision of ore-carrying loads, etc., to help the mine owners.

Irrigation.—(a) *Major Irrigation.*—Under the Tungbhadra Project low level canal, the marginal potential of 421 acres which remains to be created in the total potential of 91,854 will be created ; and under the high level canal a potential of 11,23,280 acres will be created, leading to an overall creation of potential of 1,99,540 acres. From these works, the existing potential of 1,96,640 acres under Tungbhadra Project Ayacut and Bhadra and Vijayanagar channel will be increased to 3,20,836 acres under all these major projects by the end of Fourth Five Year Plan.

(b) *Medium Irrigation.*—Under medium irrigation a potential of 7,350 acres and 5,247 acres will be created under Hagaribommanahalli Project and Gundabommanahalli Tank a new medium irrigation project called the Narshalla Tank Project will be taken up under which an irrigation potential of 7,500 acres will be created leading thereby to creation of an overall potential of 20,097 acres.

(c) *Minor Irrigation.*—Under minor irrigation viz. under Tanks, Anicuts, Pick-ups, 1 ft irrigation schemes and irrigation wells the existing potential of 38,727 acres will be raised to 95,375 acres.

Thus under all types of irrigation, the existing potential of 2,35,371 acres will be raised to 4,36,308 acres.

Horticulture.—In horticulture, it is the broad policy objective to extend the area under existing fruits and vegetables and to bring in new plantation such as that of cashew nuts and the strategy for implementation being starting 7 new seed farms, in order to make the district self-sufficient in requirement of seed and to become capable of catering to the needs of other districts in some cases.

Animal Husbandry.—In addition to tackling the routine problems of breeding bulls, castration, development of poultry etc., a new scheme that is to be taken up is establishment of fodder bank to be established with the help of Forest Department to meet the exigencies of shortage of fodder both within and outside the State. There is a proposal to start a fodder seed farm at the existing combined sheep and cattle farm at Kurekuppa.

Fisheries.—Towards the development of inland fisheries, proposals exist for construction of fish nurseries and fish transport facilities.

Communications.—To develop the communication infrastructure in such a way that it meets the geared-up demands of increasing utilisation of irrigation potential and mineral exploitation.

Industries.—The main work to be done in small scale industries is to help the handloom industries by providing a dye house, improved appliances and housing facilities, etc. The 2 industrial estates are sought to be improved upon.

Power (Electricity).—Towards the spread of power, the necessities such as, transmission lines, step down stations, communications and buildings for staff are proposed. 194 villages are sought to be electrified and 4,000 pump sets are sought to be energised.

Housing.—Low income group, middle income group and subsidised rental housing schemes will be under operation by Mysore State Housing Board during IV Five Year Plan period at Bellary, Sandur, Siruguppa, Hospet, Harapanahalli and Kudligi; 256 houses and 100 tenements will be put up,

Community Development—Under Community development programme in addition to continuing routine developmental activities in the fields of agriculture, animal husbandry, L. D. Works, a new feature which will be extended is the Applied Nutrition Programme, objective of which is to change the food habits of the people and to produce more nutritious foods like fish, poultry eggs and vegetables.

APPENDIX I
Schedule of Survey Programmes

Sl. No.	Item of Programme	Dates
1	2	3
1	Devising of schedules, tables, instructions to enumerators and supervisors, selection of villages and towns.	March 11-7 ¹ , 1970
2	Drafting of teachers as enumerators, supervisors etc.	March 8-15, 1970
3	Printing of Schedules and instructions etc. .	March 15—30, 1970
4	Training of survey personnel	April 10—15, 1970
5	Enumeration	April 16—26, 1970
6	Scrutiny of schedules by Supervisors . .	April 26—30, 1970
7	Consolidation and Compilation of data .	May 1—10, 1970
8	Writing of report	May 11—20, 1970
9	Printing of report	May 21—June 1 1970

Cost of the Survey

	Rs.
1 100 Enumerators @ Rs. 50 : allowance . .	5,000
2 25 Supervisors @ Rs. 150 : allowance . .	3,750
3 5 Inspectors @ Rs. 200 : allowance . . .	1,000
4 Travelling allowance for 130 Supervisors and Enumerators @ Rs. 10 (for training) .	1,300

1	2	3
5	Daily allowance @ Rs. 4 for 130 for 7 days (for training)	3,640
6	T. A for 30 Supervisors and Inspectors @ Rs. 10 (for enumeration work)	300
7	Daily allowance @ Rs. 5 per day for 30 Supervisors and Inspectors for 10 days (for enumeration work)	1,500
8	Daily allowance for 100 Enumerators @ Rs. 3 per day for 10 days (for Enumeration work)	3,000
9	T. A for such of the Enumerators who are drafted from outside the station of survey	1,000
10	Technical team (3 persons) 1000×3	3,000
11	Printing of schedules, reports and fair copying charges	10,000
12	Unfereseen	1,510
	TOTAL COST	35,000

Assumption

It is assumed that the present population is one million and for 5% sampling 50,000 individuals or 10,000 families will be contacted. For 10,000 families 100 enumerators will be appointed i.e. each enumerator will have to interview 100 families.

APPENDIX II

Weekly Distribution of Periods between various Subjects in Different Classes of Schools.

Sl. No.	Subject	Standards										
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Mother Tongue or Regional Language	14	14	10	10	10	9	9	..	..	..	3
2	Regional Language or Classical Language or Modern Language	..	..	..	..	..	..	..	5	5	5	3
3	English	..	..	..	..	6	6	6	5	5	5	7
4	Hindi	..	..	..	..	..	3	3	3	3	3	..
5	Social Studies/History, Geography, Civics	4	4	6	6	5	5	5	5	5	5	..
6	General Science/Physics, Biology, Chemistry	4	4	6	6	5	5	5	6	6	6	..
7	General Maths./Arithmetic, Algebra, Geometry	6	6	6	6	6	6	6	5	5	5	..
8	Arts & Crafts	13	13	12	12	9	8	8	..	..	..	..
9	Practical work	8	8	..	..	..	..	..	..	..	..	..

1	2	3	4	5	6	7	8	9	10	11	12	13
10	Work experience / Drawing & Art / Music & Dance .	*	*	*	*	*	*	*	4	4	4	..
11	Moral Education / School Broadcasting .	*	*	*	*	*	*	*	1	1	1	..
12	Library work .	..	..	..	..	..	..	..	1	1	1	..
13	Physical Education.	6	6	5	5	4	3	3	2	2	2	..
14	Games . . .								2	2	2	..
15	Electives† (four)											26
TOTAL		55	55	45	45	45	45	45	40	40	40	..
Duration of period .		30	30	40	40	40	40	40	35	periods of 45 mins. (in minutes) & 5 pds. of 40 mins.		

*proposed to be introduced in classes I-VII with the framing of new syllabus

†Group I—

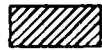
Physics	=6
Chemistry	=6
Mathematics	=8
Biology	=6

Group II—

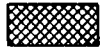
History	=7
Political Science or Commerce	=7
Economics	=6
Logic	=6

BELLARY DISTRICT

LITERACY RATES
(AS PER 1961 CENSUS)



BELOW 15%



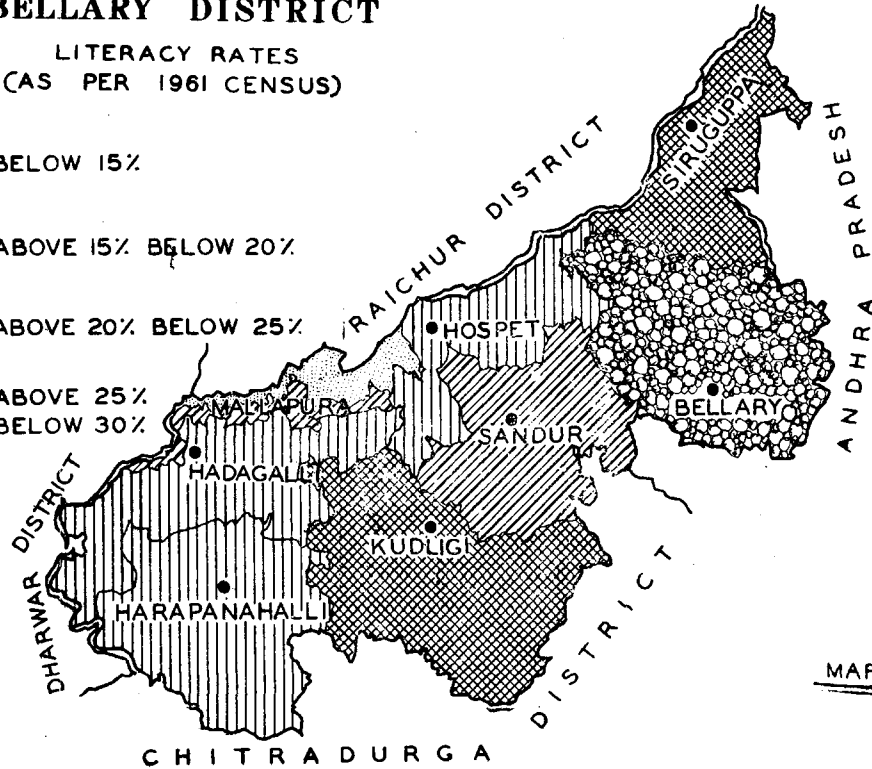
ABOVE 15% BELOW 20%



ABOVE 20% BELOW 25%

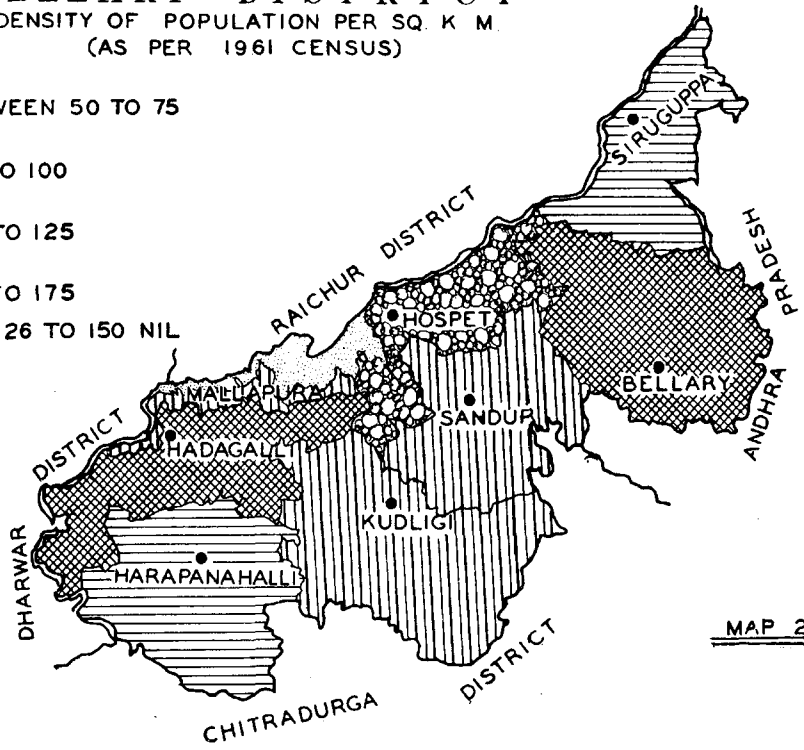
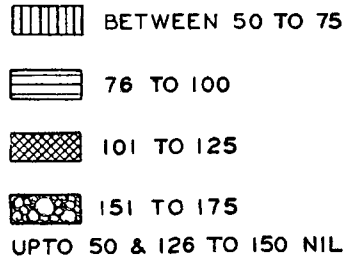


ABOVE 25%
BELOW 30%



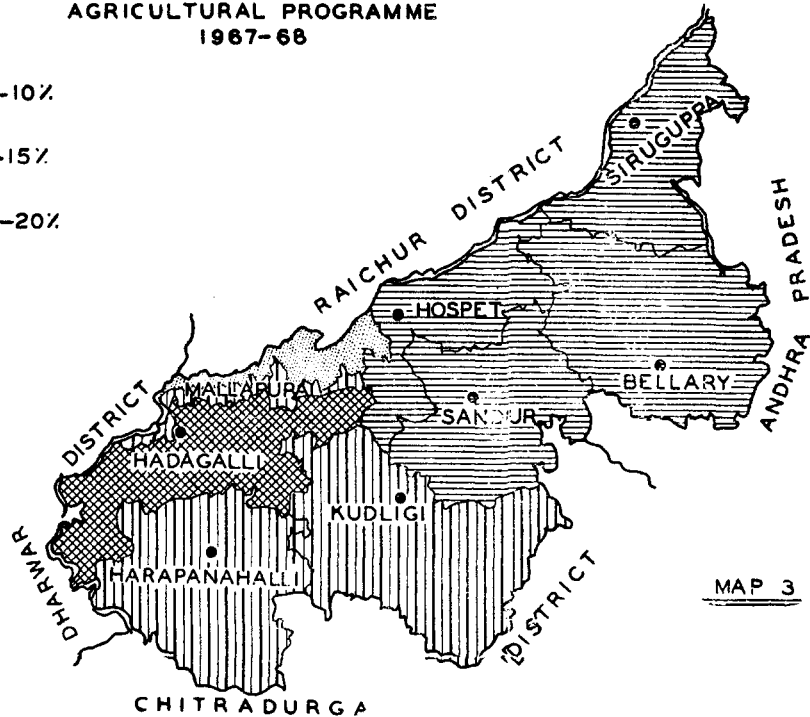
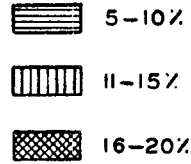
BELLARY DISTRICT

DENSITY OF POPULATION PER SQ. K M
(AS PER 1961 CENSUS)



MAP 2

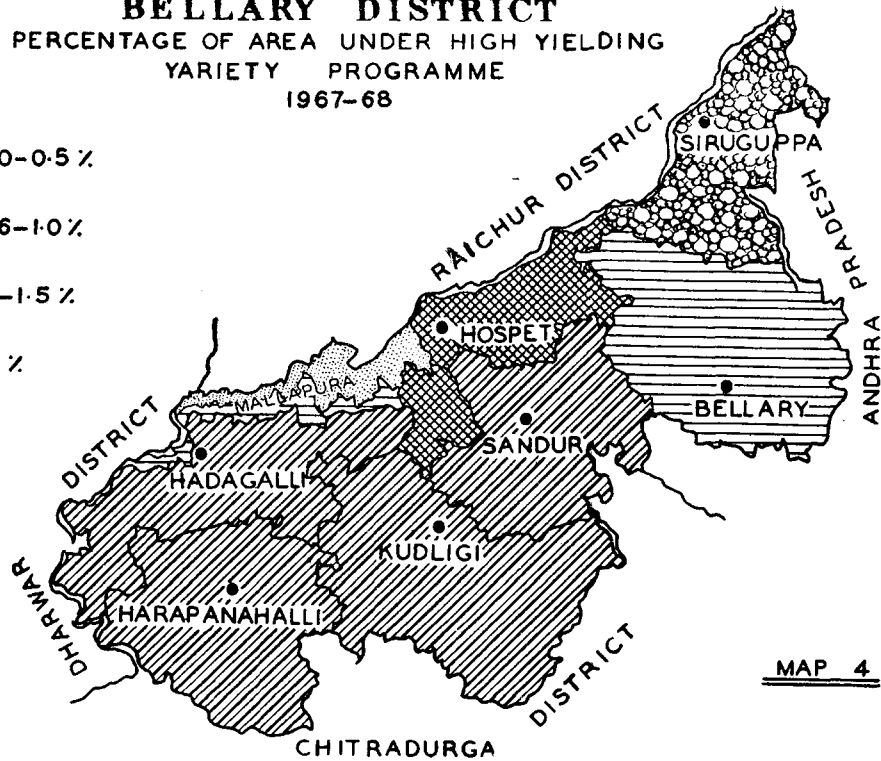
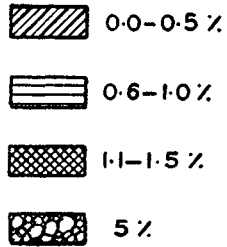
BELLARY DISTRICT
PERCENTAGE OF AREA UNDER INTENSIVE
AGRICULTURAL PROGRAMME
1967-68



MAP 3

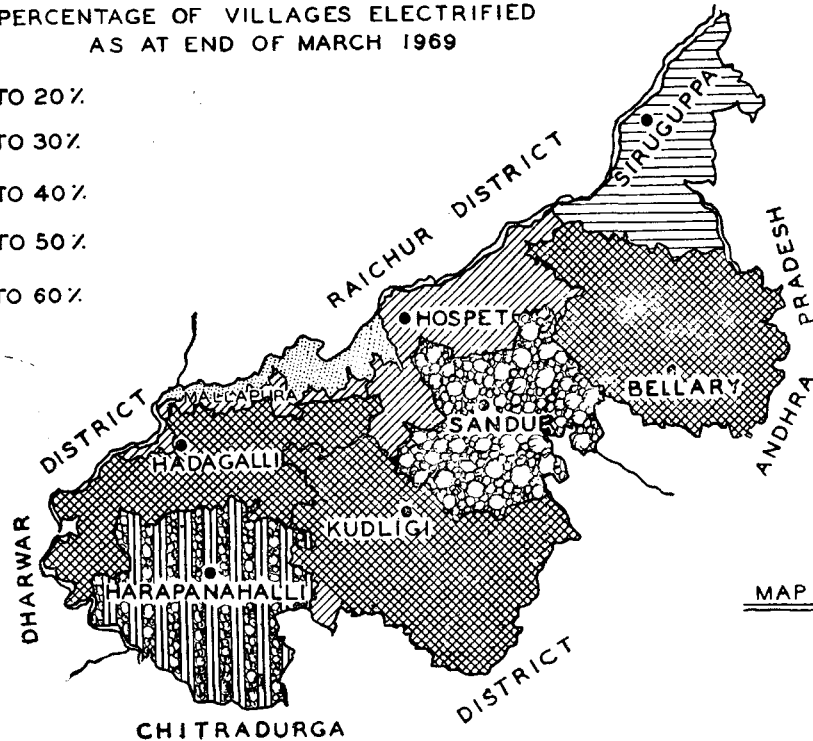
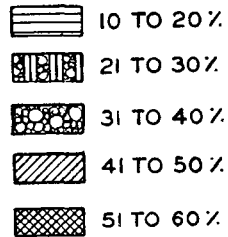
BELLARY DISTRICT

PERCENTAGE OF AREA UNDER HIGH YIELDING
VARIETY PROGRAMME
1967-68



MAP 4

BELLARY DISTRICT
 PERCENTAGE OF VILLAGES ELECTRIFIED
 AS AT END OF MARCH 1969



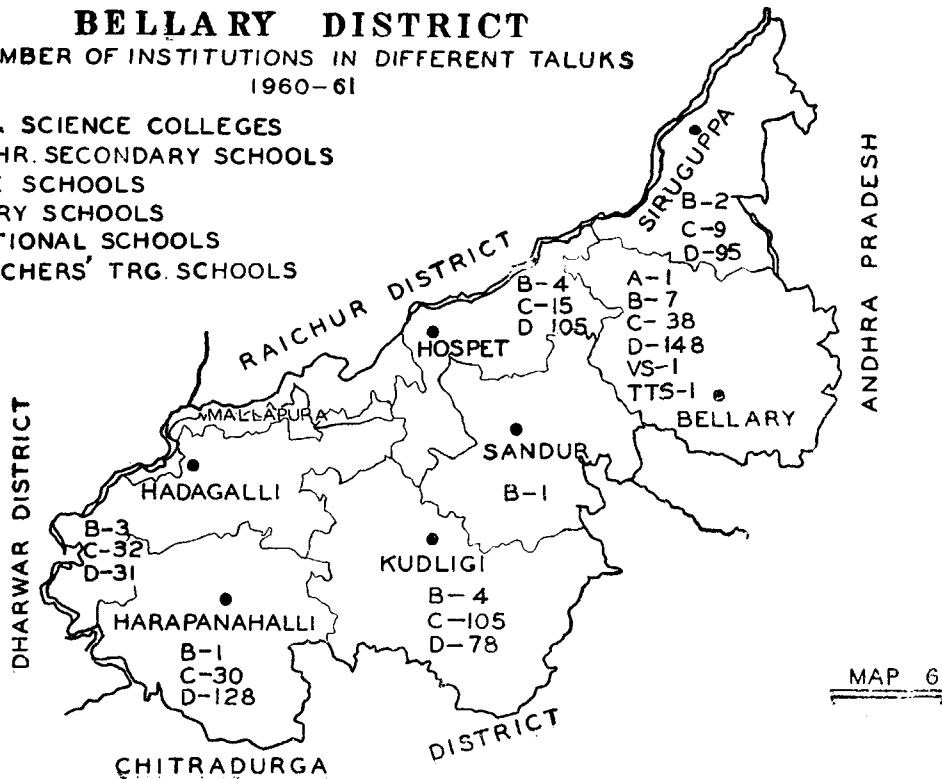
MAP 5

BELLARY DISTRICT

NUMBER OF INSTITUTIONS IN DIFFERENT TALUKS

1960-61

- A-ARTS & SCIENCE COLLEGES
- B-HIGH/HR. SECONDARY SCHOOLS
- C-MIDDLE SCHOOLS
- D-PRIMARY SCHOOLS
- VS-VOCATIONAL SCHOOLS
- TTS-TEACHERS' TRG. SCHOOLS

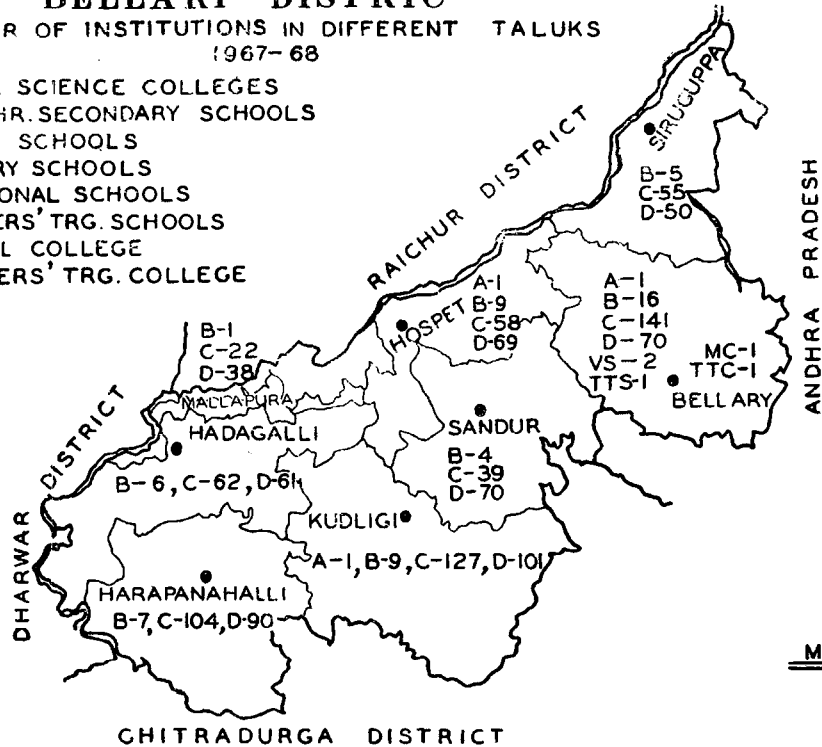


MAP 6

BELLARY DISTRICT

NUMBER OF INSTITUTIONS IN DIFFERENT TALUKS
1967-68

- A—ARTS & SCIENCE COLLEGES
- B—HIGH/HR. SECONDARY SCHOOLS
- C—MIDDLE SCHOOLS
- D—PRIMARY SCHOOLS
- VS—VOCATIONAL SCHOOLS
- TTS—TEACHERS' TRG. SCHOOLS
- MC—MEDICAL COLLEGE
- TTC—TEACHERS' TRG. COLLEGE

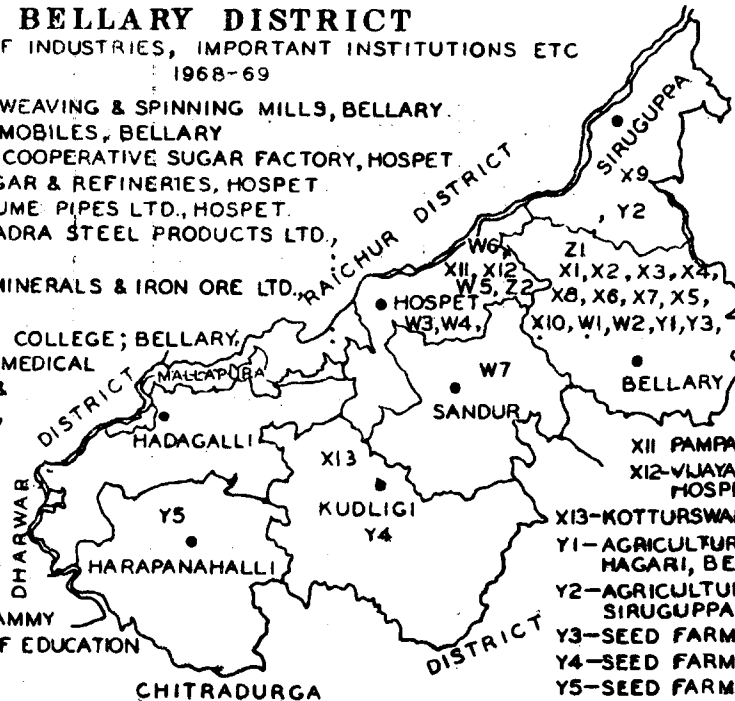


MAP 7

BELLARY DISTRICT

LOCATION OF INDUSTRIES, IMPORTANT INSTITUTIONS ETC
1968-69

- W1-BELLARY WEAVING & SPINNING MILLS, BELLARY.
- W2-M.G. AUTOMOBILES, BELLARY
- W3-KAMPALI COOPERATIVE SUGAR FACTORY, HOSPET
- W4-INDIA SUGAR & REFINERIES, HOSPET.
- W5-INDIAN HUME PIPES LTD., HOSPET.
- W6-TUNG BHADRA STEEL PRODUCTS LTD., HOSPET.
- W7-SANDUR MINERALS & IRON ORE LTD., SANDUR.
- X1-VEERSAIVA COLLEGE; BELLARY.
- X2-BELLARY MEDICAL COLLEGE & HOSPITAL, BELLARY.
- X3-KOTTURSWAMMY COLLEGE OF EDUCATION BELLARY.



- X4-POLYTECHNIC BELLARY.
- X5-MODEL CARPENTRY & BLACK SMITH CENTRE BELLARY.
- X6-I.T.I, BELLARY.
- X7-JUNIOR TECH. SCHOOL, BELLARY
- X8-TEACHERS' TRG. SCHOOL, BELLARY
- X9-RURAL ARTISAN TRG. CENTRE, SIRUGUPPA.
- X10-HORTICULTURE TRG. CENTRE, BELLARY.
- X11-PAMPA VIDYAPEETH, HOSPET.
- X12-VIJAYANAGARA COLLEGE, HOSPET.
- X13-KOTTURSWARA COLLEGE, MUDLIGI.
- Y1-AGRICULTURAL RESEARCH FARM, HAGARI, BELLARY.
- Y2-AGRICULTURAL RESEARCH FARM, SIRUGUPPA.
- Y3-SEED FARM, MOGA, BELLARY.
- Y4-SEED FARM GUNDANHOLE, KUDLIGI.
- Y5-SEED FARM, HARAPANAHALLI.
- Z1-INDUSTRIAL ESTATE, BELLARY.
- Z2-INDUSTRIAL ESTATE, HOSPET.

TABLE 1

Administrative set up of Bellary District 1967-68

Sl. No.	Name of Taluk	No. of inhabited villages	No. of Hob-lies	No. of C.D. Blocks	No. of Municipalities	Panchayats			No. of V.L. Total W. Circles
						Town Panchayats	Vill- age Panchayats	Total	
1	2	3	4	5	6	7	8	9	10
1	Bellary	102	5	2	1	3	68	71	18
2	Siruguppa	82	4	1	..	2	41	43	10
3	Sandur	76	3	1	..	1	27	28	10
TOTAL		260	12	4	1	6	136	142	38
4	Hospet	63	4	1	1	4	28	32	10
5	Mallapura	27	2	1	..	..	12	12	10
6	Hadagali	68	4	2	..	2	42	44	20
7	Harapanahalli	73	4	2	..	1	48	49	20
8	Kudligi	94	4	2	..	2	53	55	20
		325	18	8	1	9	183	192	80
TOTAL FOR DISTRICT 585			30	12	2	15	319	334	118

TABLE 2

Variation in Population during sixty years in Bellary

Year	Population			Variation	Percentage Variation
	Males	Females	Total		
1901	30,9,019	29,9,104	60,8,123	..	..
1911	30,6,114	29,8,920	60,5,034	(-)3,089	(-)0.51
1921	26,6,541	25,7,087	52,3,628	(-)81,406	(-)13.45
1931	30,2,448	29,1,322	59,3,770	(+)70,142	(+)13.40
1941	32,9,990	31,9,038	64,9,028	(+)55,258	(+)9.31
1951	39,5,034	37,8,678	77,3,712	(+)1,24,684	(+)19.21
1961	45,6,923	44,8,338	91,5,261	(+)1,41,549	(+)18.29

TABLE 3

Taluk-wise estimate of Population upto 1974

Sl. No.	Taluk	1961 (As per Census)	1969	1971	1974
1	Bellary . . .	2,02,837	2,44,376	2,56,382	2,78,925
2	Siruguppa . . .	87,547	1,05,584	1,10,771	1,20,511
3	Sandur . . .	67,595	81,422	85,422	92,933
4	Hospet . . .	1,53,713	1,85,351	1,94,457	2,11,555
5	Hadagali . . .	1,10,334	1,32,945	1,39,476	1,51,740
5	Harapanahalli . . .	1,28,705	1,55,231	1,62,857	1,77,177
7	Kudligi . . .	1,35,971	1,63,947	1,72,000	1,87,125
8	Mallapura . . .	28,559	34,422	36,116	39,288
	TOTAL . . .	9,15,261	11,03,278	11,57,481	12,59,254

TABLE 4
Taluk-wise Population—Males & Females and Rural and Urban
(1961 Census)

Sl. No.	Taluk	Urban Population			Rural Population			Total Population		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1	Bellary	45,243	40,430	85,673	59,003	58,161	1,17,164	1,04,246 (51·4)	98,591 (48·6)	2,02,837 (22·15)
2	Siruguppa	..	..	..	43,825	43,722	87,547	43,825 (50·0)	43,722 (50·0)	87,547 (9·57)
3	Sandur	..	..	..	34,522	33,073	67,595	34,522 (51·1)	33,073 (48·9)	67,595 (7·38)
4	Hospet	47,430	44,178	91,608	32,006	30,090	62,105	79,436 (51·7)	74,277 (48·3)	1,53,713 (16·80)
5	Mallapura	..	..	..	14,210	14,349	29,559	14,210 (49·7)	14,349 (50·3)	28,559 (3·12)
6	Harapanahalli	9,195	8,658	17,763	56,477	54,465	1,10,942	65,672 (51·0)	63,123 (49·0)	1,28,795 (14·07)
7	Hadagalli	..	..	..	55,842	54,492	1,10,334	55,842 (50·6)	54,492 (49·4)	1,10,334 (12·05)
8	Kudligi	5,890	5,890	14,493	63,370	61,108	1,24,478	69,260 (50·9)	66,711 (49·1)	1,35,971 (14·86)
TOTAL		1,07,668	98,869	2,06,537	3,59,255	3,49,469	7,08,724	4,66,923	4,48,338	9,15,261

(Figures within brackets in columns 9 & 10 indicate percentages to total population in the taluk and in column 11 to total population of the district).

TABLE 5

Area of various Taluks in Sq. kilometers (1961)

Sl. No.	Taluks	Area in Sq. kilometers		
		Urban	Rural	Total
1	2	3	4	5
1	Bellary . . .	25.9 (0.3)	1,662.5 (16.8)	1,688.4 (17.1)
2	Siruguppa . . .	..	1,042.5 (10.5)	1,042.5 (10.5)
3	Sandur . . .	..	1,245.8 (12.6)	1,245.8 (12.6)
4	Hospet . . .	50.6 (0.5)	944.6 (9.5)	995.1 (9.5)
5	Mallapura . . .	..	485.9 (4.9)	485.9 (4.9)
6	Harapanahalli . . .	40.9 (0.4)	1,540.8 (15.6)	1,581.7 (16.0)
7	Hadagalli . . .	..	1,035.0 (10.4)	1,035.0 (10.4)
8	Kudligi . . .	35.2 (0.4)	1,786.3 (18.0)	1,821.5 (18.4)
	TOTAL . . .	152.5 (1.6)	9,743.4 (98.4)	9,895.9 (100.0)

(Figures within parenthesis indicate percentages to total area)

TABLE 6

Number of Villages in different Taluks—1961 Census

Sl. No.	Taluks	No. of villages			No. of towns	Population	Density per Sq. Km.
		Inhabited	Uninhabited	Total			
1	2	3	4	5	6	7	8
1	Bellary . . .	102	2	104	1	2,02,837	120
2	Siruguppa . .	82	4	86	..	87,547	84
3	Sandur . . .	76	9	85	..	67,595	54
4	Hospet . . .	63	11	74	4	1,53,713	154
5	Mallapura . .	27	5	32	..	28,559	59
6	Harapanahalli .	73	2	75	1	1,28,705	81
7	Hadagalli . .	68	2	70	..	1,10,334	107
8	Kudligi . . .	9	3	97	1	1,35,971	75
DISTRICT TOTAL .		585	38	623	7	9,15,261	92

TABLE 7

Classification of inhabited Villages according to various Population slabs. (1961 Census)

Villages with Population	Number	Population		
		Males	Females	Total
1	2	3	4	5
(i) Less than 200	47 (8.0)	2,751 (0.8)	2,544 (0.7)	5,204 (0.7)
(ii) 200—499	99 (16.9)	17,472 (4.8)	17,007 (4.8)	34,479 (4.9)
(iii) 500—999	162 (27.7)	60,602 (16.9)	59,058 (16.9)	1,19,660 (16.9)
(iv) 1000—1999	137 (32.0)	1,33,023 (37.0)	1,29,633 (37.1)	2,62,656 (37.0)
(v) 2000—4999	82 (14.0)	1,15,717 (32.2)	1,12,269 (32.1)	2,27,986 (32.1)
(vi) 5000—999	8 (1.4)	29,690 (8.4)	28,958 (8.3)	58,648 (8.3)
TOTAL	585 (100.0)	3,59,255 (100.0)	3,49,469 (100.0)	7,08,724 (100.0)

(Figures within brackets indicate percentages of the respective column)

TABLE 8

Break-up of Population—Sexwise and according to workers and non-workers and urban and rural Classification. (1961 Census)

Sl. No.	Population of the District	Classification	Males	Females	Total
1	2	3	4	5	6
1	Urban Population.	(i) Workers .	57,676	17,100	74,776
		(ii) Non-Workers	49,992	81,769	1,31,761
		(iii) Total .	1,07,668	98,869	2,06,537
		% of workers .	53.56%	17.29%	36.20%
2	Rural Population.	(i) Workers .	2,16,822	1,13,752	3,47,574
		(ii) Non-Workers.	1,42,433	2,18,717	3,61,150
		(iii) Total .	3,59,255	3,49,469	7,08,724
		% of workers	60.35%	37.41%	49.04%
3	Total Population.	(i) Workers .	2,74,498	1,47,852	4,22,350
		(ii) Non-Workers.	1,92,425	3,00,486	4,92,911
		(iii) Total .	4,66,923	4,48,338	9,15,261
		% of workers	58.78%	32.97%	46.14%

TABLE 9

Livelihood Classes—Males & Females 1961 Census

Sl. No.	Livelihood Classification	Males	Females	Total
1	2	3	4	5
1	Cultivators	1,40,782 (51·3)	68,835 (46·5)	2,09,617 (49·6)
2	Agricultural Labourers	45,446 (16·5)	49,281 (33·3)	94,727 (22·4)
3	Mining, Quarrying, Livestock, Forestry, Fishing, Hunting & Allied activities.	2,901 (1·0)	1,117 (0·7)	4,018 (0·9)
4	Household industry	16,076 (5·8)	7,071 (4·8)	23,147 (5·5)
5	Manufacturing Industry	9,781 (3·6)	816 (0·5)	10,597 (2·5)
6	Construction	7,319 (2·7)	2,614 (1·8)	9,933 (2·3)
7	Trade & Commerce	12,566 (4·6)	2,982 (2·0)	15,548 (3·7)
8	Transport	4,731 (1·7)	81 (0·05)	4,812 (1·1)
9	Other Services	34,896 (12·7)	15,955 (10·2)	49,951 (11·8)
10	Total Workers	2,74,498 (100·0)	147,852 (100·0)	4,22,350 (100·0)
11	Total Non-workers	1,92,425	3,00,486	4,92,911
12	TOTAL POPULATION	4,66,923	4,48,338	9,15,261

(Figures within brackets indicate percentages)

TABLE 10

Livelihood classes—Urban and Rural (1961 Census)

Sl. No.	Livelihood classes	Urban		Rural		Urban & Rural	
		Total %age	Total %age	Total %age	Total %age	Total %age	Total %age
1	2	3	4	5	6	7	8
1.	Cultivators .	11,124	14.9	198,493	57.1	209,617	49.6
2.	Agricultural labourers .	9,926	13.3	84,801	24.4	94,727	22.4
3.	Mining, quarrying, live-stock etc. .	972	1.3	3,046	0.9	4,018	0.9
4.	Household industry .	3,450	4.6	19,697	5.7	23,147	5.5
5.	Manufacturing industry	9,941	13.3	656	0.2	10,597	2.5
6.	Construction	4,497	6.0	5,436	1.5	9,933	2.4
7.	Trade and Commerce .	8,744	11.7	6,804	1.9	15,548	7.3
8.	Transport .	3,480	4.6	1,332	0.4	4,812	1.1
9.	Other Services .	22,642	30.3	27,309	7.8	49,951	11.8
10.	Total workers	74,776	100.0	347,574	100.0	422,350	100.0
11.	Total non-workers .	131,761		361,150		492,911	
12.	TOTAL POPULATION .	206,537		708,724		915,261	

TABLE 11

Classification of Area and Land Utilisation

Sl. No.	Classification	1958-59		1966-67	
		Area	Percentage to total	Area	Percentage to total
1	2	3	4	5	6
1	Total geographical area	2,448,507 +		2,448,507 +	
2	Forest land	378,368	15.4	378,320	15.4
3	Barren and uncultivable area	137,455	5.6	136,810	5.6
4	Land put to non-agricultural use	183,179	7.5	191,155	7.8
5	Cultural waste	104,810	4.3	96,305	3.9
6	Permanent pastures and grazing lands	15,600	0.6	17,290	0.7
7	Land under growers etc.	1,720	0.07	12,284	0.5
8	Fallow lands	145,169	5.9	166,451	6.8
9	Net area sown	1,473,795	60.2	1,449,092	59.2
10	Total cropped area	1,522,885	62.2	1,477,584	60.3

+By village papers.

TABLE 12

Area under different Crops

Sl. No.	Crop	1960-61		1967-68	
		Area	Percentage to total	Area	Percentage to total
1	2	3	4	5	6
1	Rice	35,079	2.8	61,710	4.8
2	Jawar				
	(i) Kharif	389,412	30.6	274,623	21.6
	(ii) Rabi	112,619	8.8	140,340	11.0
3	Bajra	54,897	4.3	70,170	5.5
4	Small millets	146,465	11.5	211,276	16.6
5	Groundnut	236,782	18.6	218,466	17.2
6	Cotton	278,683	21.9	275,919	21.7
7	Sugarcane	20,079	1.6	19,935	1.6
	TOTAL	1,274,016		1,272,439	

Taluk-wise break-up of area under different Crops (1967-68)

(figures in acres)

Sl. No.		Jowar			Bajra	Small Millets	Ground-nut	Cotton	Sugar-cane	Total
		Rice	Khariff	Rabi						
1	2	3	4	5	6	7	8	9	10	11
1	Bellary . .	8,626	26,450	96,250	18,550	71,250	26,910	1,08,250	1,037	3,57,323
2	Siruguppa . .	33,616	16,647	31,363	5,210	23,675	3,549	70,931	2,495	1,87,486
3	Sandur . .	3,583	23,076	..	18,787	19,338	5,826	2,684	1,179	84,473
4	Hospet . .	10,003	20,023	68	2,930	18,760	4,954	13,226	14,513	94,477
5	Hadagalli . .	1,200	62,905	42	2,825	18,283	69,112	32,776	275	1,87,418
6	Harapanahalli . .	1,679	70,810	1,716	1,868	20,356	44,150	29,454	143	1,70,176
7	Kudligi . .	2,589	46,295	10,901	18,088	31,964	42,439	18,016	190	1,70,482
8	Mallapura . .	414	8,417	..	1,912	7,650	21,526	582	103	40,604
DISTRICT TOTAL . .		61,710	2,74,623	1,40,340	70,170	2,11,276	2,18,466	2,75,919	19,935	12,72,439

TABLE 14

Production of principal Crops—1955-56 and 1966-67

(Figures in M. Tonnes)

Sl. No.	Crop	1955-56	1966-67	1956-57 difference
1	2	3	4	5
1	Rice	16,680	69,130	52,450
2	Ragi	6,825	10,986	4,161
3	K. Jowar	1,11,965	1,58,080	46,115
4	Bajra	16,231	51,070	34,839
5	Wheat	656	623	—53
6	Small Millets	43,885	20,490	—23,395
7	Gram	745	3,803	3,058
8	Tur	5,248	6,377	1,129
9	Sesamum	1,003	734	—269
10	Groundnut	92,980	28,553	—64,427
11	Cotton	56,719	39,885	16,834
12	Tobacco	834	350	—484
13	Chillies	1,851	714	—1,137
14	Sugarcane	3,85,525	6,79,853	2,94,328
15	R. Jowar	9,392	49,591	40,199
	TOTAL .	7,50,539	11,20,219	3,69,648

TABLE 15

Average yield of Principal Crops

(Kilograms per hectare)

Sl. No.	Crops	1955-56	1967-68
1	2	3	4
1	Rice	1,847	2,976
2	Ragi	723	868
3	K. Jowar	680	598
4	Bajra	551	444
5	Wheat	443	368
6	Small millets	412	632
7	B. Gram	367	417
8	Tur	491	809
9	Sesamum	333	302
10	Ground nut	1,014	314
11	Cotton	77	359
12	Tobacco	1,079	284
13	Chillies	615	281
14	Sugarcane	92,900	81,993
15	R. Jawar	318	1,309

TABLE 16
Area under Intensive Agricultural Area Programme—1967-68

Sl. No.	Taluk	Paddy (GFB-24)	K. Jowar (D-340)	Ground-nuts (TMV 2)	Total	Total Taluk Area	Percentage to area of Taluk
1	2	3	4	5	6	7	8
1	Bellary	3,050	11,605	7,432	22,087	4,17,396	5.3
2	Hospet	8,103	11,500	2,450	22,053	2,19,908	10.0
3	Siruguppa	10,154	8,301	1,870	20,325	2,60,354	7.8
4	Mallapura	..	7,094	8,494	15,588	1,28,877	12.1
5	Sandur	1,032	13,671	4,280	18,983	3,07,987	6.2
6	Hadagalli	306	29,200	31,190	60,696	3,09,988	19.6
7	Harapanahalli	212	16,127	26,196	42,535	3,53,873	12.0
8	Kudligi	2,310	26,688	19,448	48,446	4,50,124	10.8
TOTAL		25,167	1,24,186	1,01,360	2,50,713	24,48,507	10.2

TABLE 17
Area under High-Yielding Variety Programme—1967-68

(figures in acres)

Sl. No.	Taluk	T.N.I. Paddy	H. Jowar	Hybrid Maize	Hybrid Bajra	Total Area	Total Taluk Area	Percentage to area of Taluk
1	2	3	4	5	6	7	8	9
1	Bellary . . .	1,370	605	1,315	820	4,110	4,17,396	1.0
2	Hospet . . .	1,415	102	1,047	4	2,568	2,19,908	1.2
3	Siruguppa . . .	6,211	2,835	1,985	1,967	12,998	2,60,354	5.0
4	Sandur . . .	86	79	704	5	874	3,07,987	0.2
5	Kudligi . . .	5	23	718	4	750	4,50,124	0.05
6	Harapanahalli . . .	5	347	494	..	836	3,53,873	0.15
7	Hadagalli . . .	6	76	434	3	519	3,09,988	0.3
8	Mallapura . . .	5	39	205	299	258	1,28,877	0.7
	TOTAL . . .	9,103	4,106	6,892	2,812	22,913	24,48,507	0.9

TABLE 18

Growth in the number of Agricultural Implements

Sl. No.	Implements	1956	1961	1966
1	2	3	4	5
1	Ploughs			
	(i) Wooden	66,245	80,215	61,000
	(ii) Iron	8,221	10,366	10,664
2	Carts	30,289	32,838	31,780
3	Sugarcane crusher			
	(i) By power	67	54	215
	(ii) By bullocks	555	566	677
4	Oil engines (Irrg.) pump	238	225	385
5	Electric (Irrg.) Pump	121	479	1,174
6	Persian Wheel	Nil	336	718
7	Tractors			
	Government	25	22	152
	Private	2	76	42
8	Ghanis			
	5 seers and above	45	10	9
	Less than 5 seers	1	5	2

TABLE 19

Net area Irrigated under various sources (1967-68)

(Area in acres)

Sl. No.	Sources	1960-61	1967-68
1	2	3	4
1	Government canals	52,422	83,215
2	Private canals	..	18
3	Tanks	18,298	17,651
4	Wells	3,316	13,175
5	Other sources	891	1,183
TOTAL		74,927	1,14,242

TABLE 20
Consumption of Electricity—1955-68

Sl. No.	Consumers	(In 1,000 Kw. hours)			
		1955	Percentage to total	1968	Percentage to total
1	2	3	4	5	6
1	Electricity Consumption (Domestic)				
	(i) Heat & small power	25	0.6	477	1.0
	(ii) Light and fan	40	0.9	5,950	12.0
2	Commercial				
	(i) Heat and small power (Heat and domestic pump) . . . . .	..	..	508	1.0
	(ii) Light and fan . . . . .	..	..	1,754	3.5
3	Industrial Power				
	(i) Low and medium voltage	2,100	48.5	7,776	15.7
	(ii) High voltage	960	22.2	24,891	50.2
4	Public Light	660	15.3	1,924	3.9
5	Industrial and Agricultural dewatering	234	5.4	4,996	10.1
6	Public water works and Sewage pumping	306	7.1	1,281	2.6
	Total energy sold to ultimate consumers	4,325	100	49,606	100

TABLE 21

Increase in the number of Villages Electrified

Sl. No.	Taluq	Upto 1955	Upto the end of March 1969	Total in-habited villages	Percentage electrified villages
1	2	3	4	5	6
1	Bellary . .	8	61	102	59.8
2	Siruguppa . .	..	14	82	17.1
3	Sandur . .	1	26	76	34.2
4	Kudligi . .	2	56	94	59.6
5	Harapanahalli .	..	17	73	23.3
6	Hadagalli . .	1	40	68	58.8
7	Hospet . .	2	30	63	47.6
8	Mallapura . .	..	12	27	44.4
TOTAL .		14	256	585	43.8

TABLE 22

No. of Irrigation Pump Sets serviced

S. No.	Taluq	Total Irrigation Pump Sets serviced upto the end of March, 1966	Percentage to total	Total upto the end of 1968	Percentage to total
1	2	3	4	5	6
1	Bellary	241	12.9	476	12.8
2	Siruguppa	25	1.3	112	3.0
3	Sandur	315	16.8	527	14.2
4	Kudligi	431	23.0	959	25.9
5	Harapanahalli	140	7.5	313	8.5
6	Hadagalli	227	12.1	504	13.6
7	Mallapura	83	4.4	211	5.7
8	Hospet	408	21.8	600	16.2
	TOTAL	1870	100.0	3,702	100.0

TABLE 23
Forest Production

Sl. No.	Forest Produce	1955-56	1966-67
1	2	3	4
I Timber			
	C. Meter	26.51	26.23
	C. F. T.	937	927
	Value (Rs.)	788.78	2,432.63
II Fire Wood			
	Quantity (in M. ton)	2938	10286
	Value (Rs.)	45,497.40	73,733.40
	Total Value (I & II) Rs.	46,286.18	76,166.03
III Bamboos & Canes			
	Numbers	45400	4962
	Value (Rs.)	1,981.56	595.50
IV Others			
	Value (Rs.) . . . . .	..	37,278.84
	Total Value (III & IV) Rs.	1,981.56	37,874.34

TABLE 24
Growth of Co-operative Societies

S. No.	Type of Society	Number		Membership	
		1955-66	1967-68	1955-66	1967-68
1	2	3	4	5	6
1	B.D.C.C. Bank . . .	1	1	527	792
2	District Industrial Bank . . .	..	1	..	163
3	Primary Credit Societies .	242	425	24770	89098
4	Non-Agricultural Credit Societies.	16	31	5052	13000
5	Primary Land Development Banks.	2	7	1208	12000
6	Primary Marketing Societies	6	9	1311	10951
7	Milk Supply Societies .	3	7	111	267
8	Farming Societies . . .	..	15	..	198
9	Sugar Factories . . .	..	2	..	7494
10	Other non-agricultural non-credit societies.	11	20	845	663
11	Consumers stores Wholesalers & Retailers.	17	97	4234	17315
12	Housing Societies . . .	1	28	22	4000
13	Weavers Societies . . .	16	20	8651	3740
14	Industrial Societies . . .	42	59	10345	30283
15	Fisheries Societies . . .	1	3	20	183

TABLE 25

Reserves, Deposits & Loan Advances by Co-operative Societies

(Figures in Rs.)

Sl. No.	Society	Reserves and other Funds		Deposits		Loans advances	
		1955-56	1967-68	1955-56	1967-68	1955-56	1967-68
1	2	3	4	5	6	7	8
1	B.D.C.C. Bank	1,41,977	12,23,000	25,15,534	11,92,000	..	1,35,60,000
2	District Indl. Bank . . . . .	..	33,000	..	32,000	..	3,47,000
3	Non-Agri. Credit Societies	1,12,200	2,91,000	4,60,000	8,77,000	6,00,168	18,51,000
4	Primary Credit Societies . . . . .	..	6,97,000	5,313	3,75,000	6,88,000	87,65,000
5	Primary Land Dev. Bank	2,850	47,000	..	7,000	1,01,166	27,83,000
6	Primary Marketing Societies . . . . .	..	8,56,000	..	67,000	..	10,57,000
7	Milk Supply Societies	1,400	6,000	..	..	..	10,000
8	Farming Societies . . . . .	..	..	..	..	..	..
9	Sugar Factories . . . . .	..	1,000	..	..	..	..
10	Other Non-Agri. . . . .	..	6,000	1,19,000	16,000	..	4,000
<i>Non-Credit Societies</i>							
11	Housing Societies	5,65,000	6,37,000	..	..	..	11,33,000
12	Weavers Societies	1,312	1,35,000	62,336	29,000	3,18,141	..
13	Industrial Societies	2,09,600	1,37,000	85,467	23,000	..	2,000
14	Fisheries Societies	1,56,600	1,83,000	..	..	..	..

TABLE 26

Production of Minerals in Bellary District (in Metric tons)

S. No.	Year	Iron Ore	Manganese	Red Oxide
1	2	3	4	5
1	1958-59 . .	6,80,446.09	62,384.00	5,014.00
2	1960-61 . .	15,84,269.02	1,34,402.15	4,956.12
3	1965-66 . .	24,25,779.00	1,24,120.00	4,468.00
4	1967-68 . .	23,04,051.00	1,93,546.00	15,764.00

TABLE 27

Average daily number of Workers employed in manufacturing industries

S. No.	Type of Industry	1962		1968	
		Number of factories	Number of workers	Number of factories	Number of workers
1	2	3	4	5	6
1	Automobile . . .	7	81	26	1464
2	Foundry Works . . .	2	28	4	61
3	Machine Tools . . .	..	..	..	..
4	Agricultural implements and consumer goods.	57	277	65	268
5	Metal products . . .	3	31	4	12
6	Cotton Textiles . . .	1	16	1	185

1	2	3	4	5	6
7	Tailoring, Hosiery, ready-made garments.	2	36	26	422
8	Ginns & Press	8	201	39	282
9	Vegetable oils, oil mills etc. .	11	213	15	155
10	Tobacco products	3	601	4	615
11	Confectionaries . . . .	..	..	4	63
12	Coffee Works	3	12	6	16
13	Soaps	1	10	6	44
14	Perfumes & Allied Products .	12	78	..	..
15	Campher products	7	37	..	..
16	Match works	1	25	1	8
17	Sawing & Wood Works	1	10	24	126
18	Glass & Glassware	3	16	4	12
19	Non-metallic products	1	39	..	..
20	Paper printing and binding works and paper-bag making.	6	69	26	124
21	Electrical appliances	1	7	..	..
22	Plastic goods	24	124	62	248
23	Betelnut powder manufacturing industries.	2	100	4	123
24	Cement-tiles industries	1	6	3	59
25	Miscellaneous	2	7	191	386
TOTAL .		159	2024	515	4673

TABLE 28

Growth in the number of Motor-vehicles

S. No.	Type of vehicles	1959-60	1966-67
1	2	3	4
1	Motor cycles	69	430
2	Motor cars	354	549
3	Jeeps . . . . .	..	233
4	Motor auto rickshaws . . . . .	..	1
5	Motor cabs	1	6
6	Omnibuses	5	14
7	Stage coaches	168	219
8	<i>Goods vehicles</i>		
	Private	476	398
	Public . . . . .	..	522
9	Tractors . . . . .	..	58
10	Trailers . . . . .	..	58
11	Articulated . . . . .	..	1
12	Others	72	9
		1,145	2,498

TABLE 29

General Summary of Educational Institutions, Pupils, Teachers & Expenditure for Bellary District, Mysore State

Sl. No.	Item	1960-61			1965-66			1967-68		
		Bellary	Mysore	3 as % age of 4	Bellary	Mysore	6 as % age of 7	Bellary	Mysore	9 as % age of 10
1	2	3	4	5	6	7	8	9	10	11
1	Institutions (Number).	839	33,628	3.3	1,256	36,631	3.4	1,222	35,010	3.5
2	Enrolment	70,434	23,94,466	3.0	1,44,273	42,51,492	3.4	154,114	43,67,932	3.3
3	Teachers	2,934	93,939	3.1	4,018	1,23,756	3.2	41.8	..	3.3
4	Exp. per head of Popln.	4.2	5.8	72.4	7.6	10.1	75.2	8.8	N.A.	N.A.
5	Total Direct Expenditure	38,19,620	13,56,61,322	2.8	77,59,362	26,70,91,822	2.9	94,49,472	N.A.	N.A.
	Percentage of expenditure source-wise.									
	(a) Govt. Funds	84.4	75.5	..	82.6	76.2	..	N.A.	N.A.	..
	(b) Local Bodies Funds.	9.7	4.5	..	5.9	3.2	..	N.A.	N.A.	..
	(c) Fees	5.5	13.4	..	3.7	13.9	..	N.A.	N.A.	..
	(d) Other Sources	0.4	6.6	..	2.8	6.7	..	N.A.	N.A.	..

TABLE 30

Number of Recognised Institutions by Type of Education in Bellary District

Name of Taluk	University Education				Schools for General Education						Schools for Professional & Tech. Edu.			
	For General Education		For Professional Education		High Schools		Middle Schools		Primary and Nursery		Total		1960-61	1967-68
	60-61	67-68	60-61	67-68	60-61	67-68	60-61	67-68	60-61	67-68	1960-61	1967-68		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bellary	1	1	1	2	7	16	38	141	148	70	193	227	2	3
Hospet	..	1	..	..	4	9	15	58	105	69	124	136	..	..
Harapanahalli	..	..	..	..	1	7	30	104	128	90	159	201	..	..
Hadagalli	..	..	..	..	3	6	32	62	31	61	66	129	..	..
Kudligi	..	1	..	..	4	9	105	127	78	101	187	23	..	..
Sandur	..	..	..	..	1	4	..	39	..	70	..	113	..	..
Siruguppa	..	..	..	..	2	5	9	55	95	50	106	110	..	..
Mallapura	..	..	..	..	..	1	..	22	..	38	..	61	..	..
DISTRICT	1	3	1	2	21	57	229	608	585	549	835	1,214	2	3

NOTE. --Since the recognised Nursery institutions were only 4 in 1960-61 and 13 in 1967-68, they were included with Primary.

TABLE 31

Comparative position about expansion—Bellary, Mysore and India

	1960-61	1965-66	1968-69
	1	2	3
1. Enrolment (in lakhs)			
(a) Classes I—V :			
India	350.00	497.20	559.28
%	(62.4)	(75.6)	(78.0)
Mysore	17.26	31.36	34.5
%	(55.0)	(89.3)	(89.0)
Bellary . . . . .	.55	1.13	1.14
%	(45.3)	(82.9)	(77.6)
(b) Classes VI—VIII :			
India	67.05	103.46	127.17
%	(22.5)	(30.3)	(34.0)
Mysore	3.07	5.78	7.39
%	(14.8)	(24.9)	(36.0)
Bellary . . . . .	.07	.18	.18
%	(8.6)	(20.2)	(19.0)
(c) Classes IX to XI :			
India	28.87	48.8	65.94
%	(10.6)	(15.7)	(19.0)
Mysore	1.69	2.88	3.19
%	(11.8)	(17.9)	(18.0)
Bellary . . . . .	.04	.07	.08
%	(7.8)	(11.0)	(11.6)
(d) University Stage :			
India	10.95	13.25	20.92
%	(2.3)	(2.4)	(3.6)
Mysore . . . . .	.53	.84	1.4
%	(2.0)	(2.9)	(4.5)
Bellary . . . . .	.019	.024	0.3
%	(0.9)	(2.1)	(2.5)

(Figures within brackets indicate percentage to the population in the corresponding age-group).

TABLE 32

Percentage of Enrolment in Classes I—V to Population in the age-group 6—11

Year	Population (6—11) age-group			Enrolment I—V Classes			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1960-61 . . .	62,100	59,630	1,21,730	37,495	17,628	55,123	60·4	29·6	45·3
1965-66 . . .	69,550	66,780	1,36,330	68,066	44,927	1,12,993	98·0	67·3	82·8
1967-68 . . .	73,173	70,227	1,43,400	71,890	47,806	1,19,696	98·2	68·1	83·5
1968-69 . . .	74,835	71,900	1,46,735	68,266	45,612	1,13,878	91·2	63·3	77·6
1973-74* . . .	85,415	82,065	1,67,480	81,144	66,238	1,47,382	95·0	81·0	88·0
1978-79* . . .	93,784	90,106	1,83,890	93,784	90,106	1,38,890	100·0	100·0	100·0

*Proposed.

TABLE 33

Percentage of Enrolment in Classes VI—VIII to Population in the age-group 11—14

Year	Population (6-11) age-group			Enrolment VI-VIII classes			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1960-61 . .	41,090	39,450	80,540	5,486	1,453	6,339	13.4	3.7	8.6
1965-66 . .	46,020	44,190	90,210	13,491	4,767	18,258	29.3	10.8	20.2
1967-68 . .	48,395	46,465	94,860	14,098	4,853	18,951	29.1	10.4	20.0
1968-69 . .	49,515	47,573	97,088	14,184	4,309	18,493	28.6	9.1	19.0
1973-74* . .	56,515	54,299	1,10,814	36,169	28,103	64,272	64.0	51.7	58.0
1978-79* . .	62,053	59,619	1,21,672	62,053	59,619	1,21,672	100.0	100.0	100.0

*Proposed.

TABLE 34

Percentage of Enrolment in Classes I—VIII to Population in age-group 6—14

Year	Population in 6-14 Age Group			Enrolment in I-VIII Classes			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1960-61 . .	1,03,190	99,080	2,02,270	42,981	19,081	62,062	41·6	19·2	30·7
1965-66 . .	1,15,570	1,10,970	2,26,540	81,557	49,694	1,31,251	70·6	44·8	57·9
1967-68 . .	1,21,568	1,16,692	2,38,260	85,988	52,659	1,38,647	70·7	45·1	58·2
1968-69 . .	1,24,350	1,19,473	24,3,823	82,450	49,921	1,32,371	66·3	41·8	54·3
1973-74* . .	1,41,930	1,36,364	2,78,294	1,17,802	96,484	2,14,286	83·0	70·7	77·0
1978-79* . .	1,55,837	1,49,725	3,05,562	1,55,837	1,49,725	3,05,562	100·0	100·0	100·0

*Proposed.

TABLE 35

Percentage of Enrolment in Classes I—V to Population in 6—11 Age-group (Taluk-wise) 1968-69*

Sl. No.	Name of the Taluk	Population 6-11 Age-group			Enrolment I-V			Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	2	3	4	5	6	7	8	9	10	11
1.	Bellary . . .	16,706	15,796	32,502	16,746	10,789	27,535	100.2	68.3	84.7
2.	Siruguppa . . .	7,021	7,021	14,042	5,114	2,939	8,053	72.8	41.8	57.3
3.	Sandur . . .	5,533	5,296	10,829	2,822	2,716	7,538	87.1	51.3	69.6
4.	Hospet . . .	12,744	11,907	24,651	8,676	6,651	15,327	68.1	55.8	62.2
5.	Hadagalli . . .	8,947	8,734	17,681	8,728	5,945	14,673	97.5	68.1	82.9
6.	Harapanahalli . . .	10,529	10,117	20,646	10,596	8,253	18,849	100.6	81.6	91.2
7.	Kudligi . . .	11,098	10,706	21,804	11,463	8,712	20,175	103.3	81.4	92.5
8.	Mallapura . . .	2,257	2,323	4,580	3,370	2,555	3,925	149.3	110.0	129.4
	TOTAL . . .	74,835	71,900	1,46,735	69,515	48,560	1,18,075	93.0	67.5	80.5

*Taluk-wise totals are different from the overall totals for the District. The discrepancies between the two sets of figures are being reconciled.

TABLE 36

**Percentage of Enrolment in Classes VI—VIII to Population in the age-group 11—14—1968-69
(Taluk-wise)**

Sl. No.	Taluk	Population in (11—14) Age-group			Enrolment in VI—VIII Classes			Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Bellary . .	11,053	10,452	21,505	4,799	2,018	6,817	43.4	19.3	31.7
2.	Siruguppa . .	4,645	4,646	9,291	764	159	923	16.4	3.4	9.9
3.	Sandur . .	3,661	3,504	7,165	672	174	846	18.4	5.0	11.8
4.	Hospet . .	8,433	7,878	16,311	2,316	950	3,266	27.5	12.1	20.0
5.	Hadagalli . .	5,920	5,779	11,699	1,756	376	2,132	29.7	6.5	18.2
6.	Harapanahalli	6,967	6,693	13,660	1,618	443	2,061	23.2	6.6	15.1
7.	Kudligi . .	7,343	7,084	14,427	1,872	553	2,425	25.5	7.8	16.8
8.	Mallapura . .	1,493	1,537	3,030	734	238	972	49.2	15.5	32.1
	TOTAL . .	49,515	47,678	97,088	14,533	4,911	19,444	29.3	10.3	20.0

*Taluk-wise totals are different from the overall totals for the district. The discrepancy between the two sets of figures are being reconciled.

TABLE 37

Rate of Retention in Classes I to V

7-14 M. of Edu./70

Year	Enrolment														
	I			II			III			IV			V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1963-64.	21,468	17,197	38,665	16,913	13,626	30,539	11,765	6,387	18,152	7,972	3,568	11,540	6,788	2,432	9,220
1964-65.	19,158	15,228	24,386	16,620 (77·4)	14,139 (82·2)	30,759 (79·6)	13,719	8,847	22,566	9,735	4,826	14,561	7,602	2,883	10,485
1965-66.	18,164	13,811	31,975	16,452 (85·9)	12,503 (82·1)	28,955 (84·2)	14,835 (69·1)	10,425 (60·6)	25,260 (65·3)	11,006	6,581	17,587	7,801	3,403	11,204
1966-67.	18,775	14,040	32,815	16,239 (89·4)	11,754 (85·5)	27,993 (87·5)	14,724 (76·8)	10,768 (70·7)	25,492 (74·1)	11,809 (55·0)	7,667 (44·6)	19,476 (50·4)	8,686	4,197	12,883
1967-68.	18,500	13,891	33,391	15,405 (82·1)	11,480 (81·7)	26,885 (81·9)	15,191 (83·6)	9,850 (71·3)	25,041 (78·3)	13,024 (68·0)	7,884 (73·2)	20,908 (60·8)	9,770 (45·5)	4,701 (27·3)	14,471 (37·4)
1968-69.	19,654	14,279	33,933	15,793 (85·4)	10,849 (78·1)	26,642 (79·8)	13,409 (71·4)	8,874 (63·2)	22,283 (67·9)	11,290 (62·1)	7,367 (53·3)	18,657 (58·3)	8,120 (42·4)	4,243 (27·9)	12,363 (35·9)

NOTE :—Figures in brackets indicate the percentage of enrolment to corresponding feeding enrolment in class I.

TABLE 38

Rate of Retention from Class VI to X

Year	VI			VII			VIII			IX			X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1963—64.	6,435	1,540	7,975	5,293	1,060	6,353	4,324	580	4,904	1,598	195	1,793	1,310	210	1,520
1964—65.	5,322	1,525	6,847	4,712 (73·2)	1,189 (77·2)	5,901 (74·2)	3,429	748	4,177	3,459	817	4,276	1,283	324	1,607
1965—66.	4,980	1,048	6,628	3,661 (68·8)	1,087 (71·3)	4,748 (69·3)	3,246 (50·4)	755 (49·0)	4,001 (50·2)	3,107	713	3,820	2,752	588	3,340
1966—67.	5,793	2,062	7,855	4,767 (95·7)	1,357 (82·5)	6,126 (92·4)	3,890 (73·1)	662 (43·4)	4,552 (66·5)	3,099 (48·1)	754 (48·9)	3,854 (48·2)	1,958	603	2,561
1967—68.	5,700	2,076	7,776	4,824 (83·3)	1,895 (91·9)	6,719 (85·5)	3,574 (71·8)	882 (53·4)	4,456 (67·2)	3,118 (58·6)	826 (54·2)	3,944 (57·6)	2,302 (35·8)	557 (36·2)	2,859 (35·8)
1968—69.	5,523	1,834	7,357	4,763 (83·6)	1,514 (72·9)	6,277 (80·7)	3,898 (67·3)	957 (46·4)	4,855 (61·8)	3,273 (65·7)	779 (47·3)	4,052 (61·1)	2,343 (44·0)	573 (37·6)	2,916 (42·6)

(Figures within brackets indicate percentage to corresponding enrolment in the feeding class No. VI).

TABLE 39

Percentage of Enrolment in Classes IX to XI to Population in 14—17 age-group

Year	Population 14—17 age-group			Enrolment in IX to XI Classes			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1960-61 . . .	28,482	27,349	55,831	3,639	709	4,348	12·8	2·6	7·8
1965-66 . . .	31,942	30,690	62,632	5,609	1,252	6,861	17·6	4·1	11·0
1967-68 . . .	33,502	32,194	65,696	5,743	1,463	7,206	17·1	4·5	11·0
1968-69 . . .	34,323	32,977	67,300	6,345	1,477	7,822	18·5	4·5	11·6

NOTE.—Excludes Enrolment in P. U. Classes.

TABLE 40

Percentage of Enrolment in Classes IX to XI to Population in 14—17 age-group (1968-69)
(Taluk-wise)

Sl. No.	Taluk	Population 14—17 age-group			Enrolment IX—XI Classes			Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Bellary . .	7,662	7,245	14,907	2,239	829	3,068	29.2	11.4	20.6
2.	Siruguppa . .	3,220	3,220	6,440	274	20	294	8.5	0.6	4.6
3.	Sandur . .	2,538	2,428	4,966	336	35	371	13.2	1.4	7.5
4.	Hospet . .	5,845	5,461	11,306	929	372	1,301	15.9	6.8	11.5
5.	Hadagalli . .	4,103	4,006	8,109	895	68	963	21.8	1.7	12.0
6.	Harapanahalli	4,829	4,640	615	107	722	722	12.7	2.3	7.6
7.	Mallapura . .	1,034	1,069	2,103	155	73	228	15.0	6.8	10.8
8.	Kudligi . .	5,990	4,910	10,000	760	141	901	14.9	2.9	9.0
	TOTAL . .	34,323	32,977	67,300	6,203	1,645	7,848	18.1	5.0	11.6

TABLE 41

Examination Results of S. L. C. & Equivalent

Sl. No.	Taluk	1960-61		4 as % age of 3	1967-68		7 as % age of 6
		Ap- peared	Passed		Ap- peared	Passed	
1	2	3	4	5	6	7	8
1.	Bellary .	508	301	59.2	921	424	46.0
2.	Hospet .	221	143	64.7	554	185	33.4
3.	Harpanahalli	84	54	64.3	242	82	33.9
4.	Hadagalli .	76	50	65.7	356	107	30.0
5.	Kudligi .	149	87	58.4	272	71	26.1
6.	Sandur .	30	20	66.6	97	47	48.4
7.	Sirugappa .	37	11	29.7	145	16	11.0
8.	Mallapura .	..	..	..	15	2	13.3
District .		1105	616	55.7	2,602	934	35.9

TABLE 42

Expansion of Enrolment at the University Stage
(Arts, Science and Commerce)

Year	Male	Female	Total
1	2	3	4
1960-61	408	47	455
1965-66	885	125	1,010
1967-68	1,683	176	1,859

TABLE 43

Results & Strength of P.U.C. and XI Standard

Sl. No.	Year	Strength of PUC and XI Standard			Students appeared for PUC and XI Standard Examination			Students passed in PUC and XI Standard Examination		
		Students in PUC	Students in XI standard	Total Strength	Students appeared for PUC examination	Students appeared for XI standard examination	Total appeared	Students passed in PUC	Students passed in XI	Total passed
1	2	3	4	5	6	7	8	9	10	11
1	1967-68	874	413	1,287	854	382	1,236	293	125	418
2	1968-69	704	697	1,401	692	692	1,384	251	237	488
TOTAL		1,578	1,110	2,688	1,546	1,074	2,620	544	362	906

TABLE 44

Examination Results of First Degree

Name of Taluk	B.A.		B.Sc.		B. Com.							
	1960-61	1967-68	1960-61	1967-68	1960-61	1967-68						
	Ap-pear- ed	Pas-sed ed	Ap-pear- ed	Pas-sed ed	Ap-pear- ed	Pas-sed ed						
1	2	3	4	5	6	7	8	9	10	11	12	13
Bellary	20	13	16	8	38	10	50	41	29	6	15	7
Hospet	..	..	43	36	..	..	186	109	..	..	43	16
Harpanahalli	..	..	..	..	..	..	..	..	..	..	..	..
Hadagalli	..	..	..	..	..	..	..	..	..	..	..	..
Kudligi	..	..	..	..	..	..	..	..	..	..	..	..
Sandur	..	..	..	..	..	..	..	..	..	..	..	..
Siruguppa	..	..	..	..	..	..	..	..	..	..	..	..
Mallapura	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL	20	13	57	44	38	10	236	150	29	6	58	23

TABLE 45

Number of Students in Recognised Institutions in Bellary

Name of Taluk	University Education									
	General Education Arts & Science Colleges				Professional & Tech. Education					
					M.B.B.S.		B.Ed.			
	1960-61		1967-68		1960- 61	1967- 68	1960-61		1967-68	
	M	F	M	F			M	F	M	F
1	2	3	4	5	6	7	8	9	10	11
Bellary . . .	604	49	922	96	..	786	..	..	94	4
Hospet . . .	..	..	566	80	..	..	..	..	..	..
Harnapahalli . . .	..	..	..	..	..	..	..	..	..	..
Hadagalli . . .	..	..	..	..	..	..	..	..	..	..
Kudligi . . .	..	..	195	..	..	..	..	..	..	..
Sandur . . .	..	..	..	..	..	..	..	..	..	..
Siruguppa . . .	..	..	..	..	..	..	..	..	..	..
Mallapura . . .	..	..	..	..	..	..	..	..	..	..
District . . .	604	49	1,683	176	..	786	..	..	94	4

TABLE 46

Teachers by Types—Men, Women and Percentage Trained

Sl. No.	Type	1960—61						1965—66						1967—68					
		Numbers			Percentage Trained			Numbers			Percentage Trained			Total			Percentage Trained		
		M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Pre-Primary Schools	..	..	..	..	..	..	..	3	3	..	66.7	66.7	..	4	4	..	75	75
2	Primary Schools	1,289	167	1,456	76.8	81.4	77.4	547	140	687	84.5	45.0	76.4	619	68	687	NA	NA	75
3	Middle Schools	749	144	893	90.0	66.7	86.2	2,057	291	2,348	86.8	91.4	87.4	1,936	611	2,547	NA	NA	89
4	High/Higher Secondary Schools	327	65	392	74.0	66.2	72.7	526	93	619	63.9	73.1	65.3	568	117	685	68	75	69
		2,365	376	2,741	..	..	..	3,130	527	3,657	..	..	..	3,123	800	3,923	..	..	..

TABLE 47

Distribution of Teachers in Elementary Sections according to their qualifications (1965-66)

Category	Below Middle passed		Middle Pass		Matriculates		Intermediate and above		Others		All categories		Total
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Primary Section—													
Men	106	21	698	32	902	218	23	9	..	..	1,729	280	2,009
Women	13	3	157	21	100	33	1	6	..	..	271	63	334
TOTAL	119	24	855	53	1,002	251	24	15	..	..	2,000	343	2,343
2. Middle Section—													
	Below Matric	Matriculates		Intermediate		Graduate and above		Others		All Categories			
Men	38	6	515	31	18	3	..	3	15	1	586	44	630
Women	7	4	73	10	5	1	..	1	2	..	87	15	102
TOTAL	45	10	588	41	23	4	..	4	17	1	673	59	732

TABLE 48

Distribution of Teachers in Secondary Sections according to qualifications (1965-66)

Sl. No.	Qualifications	Men			Women			Total		
		Trai- ned	Un- trai- ned	To- tal	Trai- ned	Un- trai- ned	To- tal	Trai- ned	Un- trai- ned	To- tal
1	2	3	4	5	6	7	8	9	10	11
1	Less than Matriculate	.	..	..	..	..	..	..	..	..
2	Matriculate . . .	27	6	33	4	..	4	31	6	37
3	Intermediate . . .	8	13	21	..	3	3	8	16	24
4	Graduate . . .	147	89	236	31	10	41	178	99	277
5	Post-Graduate . . .	26	9	35	..	..	..	26	9	35
6	Others . . .	68	17	85	3	..	3	71	17	88
All Categories . . .		276	134	410	38	13	51	314	147	461

TABLE 49

Number of Scholars in Recognised institutions in Bellary District

Sl. No.	Name of the Taluk	Schools for Professional & Technical Education								OTHERS							
		Polytechnic				I.T.I.		J.T.S.		Rural Artisan Centre		Modern Carpentry (Smithy) Centre		TOTAL			
		1960-61		1967-68		1960-61	1967-68	1960-61	1967-68	1960-61	1967-68	1960-61	1967-68	1960-61		1967-68	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Bellary	298	9	385	28	57	93	..	112	..	..	21	35	376	9	625	28
2	Hospet	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	Harapanhalli	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	Hadagalli	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	Kudligi	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	Sandur	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	Siruguppa	..	..	..	..	..	..	..	..	34	42	..	..	34	..	42	..
8	Mallapura	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	DISTRICT	98	9	385	28	57	93	..	112	34	42	21	35	410	9	667	28

TABLE 50
Total Literacy by Taluks (Urban and Rural)

(1961 Census)

Sl. No.	Taluk	Urban Literate			Rural Literate			Total Literate		
		Male	Females	Total	Male	Females	Total	Male	Females	Total
1.	Bellary .	24,585 (54·3)	12,030 (29·7)	36,615 (42·7)	16,327 (27·7)	2,340 (4·0)	18,667 (15·9)	40,912 (39·2)	14,370 (14·6)	55,282 (27·2)
2.	Hadagalli .	..	..	..	19,841 (35·5)	4,859 (8·9)	24,700 (22·4)	19,841 (35·5)	4,859 (8·9)	24,700 (22·4)
3.	Harapanahalli	3,457 (37·9)	1,560 (18·0)	5,107 (28·2)	17,273 (30·6)	3,619 (6·6)	20,892 (18·8)	20,730 (31·6)	5,179 (8·2)	25,909 (20·1)
4.	Hospet .	17,828 (37·6)	6,931 (15·7)	24,759 (27·0)	6,564 (20·5)	1,231 (4·1)	7,795 (12·5)	24,392 (30·7)	8,162 (11·0)	32,554 (21·2)
5.	Kudligi .	3,398 (57·7)	1,283 (22·9)	4,681 (41·0)	17,954 (28·3)	3,295 (5·4)	21,249 (17·1)	21,352 (30·8)	4,578 (6·8)	25,930 (19·1)
6.	Mallapura .	..	..	..	3,214 (22·6)	569 (3·9)	3,783 (13·2)	3,214 (22·6)	569 (3·9)	3,783 (13·2)
7.	Sandur .	..	..	..	8,142 (23·6)	1,581 (4·8)	9,723 (14·4)	8,142 (23·6)	1,581 (4·8)	9,723 (14·4)
8.	Siruguppa .	..	..	..	11,582 (26·4)	1,925 (4·4)	13,507 (15·4)	11,582 (26·4)	1,925 (4·4)	13,507 (15·4)
	TOTAL .	49,268 (45·7)	21,804 (22·0)	71,072 (34·4)	100,897 (28·1)	19,419 (5·5)	120,316 (17·0)	150,165 (32·1)	41,223 (9·2)	191,388 (20·9)

TABLE 51

Literacy by Educational Standards (1961 Census)

Sl. No.	Educational Standard	Urban		Rural		Total	
		Total	Percentage	Total	Percentage	Total	Percentage
1	2	3	4	5	6	7	8
1.	Literates with no educational level.	40,124	56.45	1,08,332	90.04	1,48,456	77.57
2.	Primary	21,939	30.87	8,939	7.43	30,878	16.13
3.	Matriculation	7,491	10.54	3,045	2.53	10,536	5.51
4.	Technical Diploma.	296	0.42	..	..	296	0.15
5.	Non-Technical Diploma.	33	0.05	..	..	33	0.02
6.	University Degrees.	892	1.25	..	..	892	0.46
7.	Technical Degrees.	297	0.42	..	..	297	0.15
TOTAL		71,072	100.0	1,20,316	100.00	1,91,388	100.0

TABLE 52

Illiteracy among Workers

(1961 Census)

S. No.	Areas	Total population of workers	Illiterate workers	4 as % age of 3
1	2	3	4	5
1.	Rural areas	3,47,574	2,71,200	78
2.	Urban areas	74,776	44,866	60
TOTAL		4,22,350	3,16,066	74

TABLE 53

**Illiteracy among Workers by Industrial Classification
(1961 Census)**

Sl. No.	Category	Illiterate	Literate	Total	3 as percentage of 5
1	2	3	4	5	6
1.	Cultivator . . .	1,57,821	51,806	2,09,617	75·40
2.	Agricultural labour .	85,961	8,766	94,727	90·74
3.	Mining, Quarrying etc.	3,109	999	4,018	75·13
4.	Household Industry .	16,646	6,491	23,147	71·94
5.	Manufacturing and other Household .	5,341	5,256	10,597	50·40
6.	Construction . . .	7,722	2,211	9,933	75·24
7.	Trade & Commerce .	5,484	10,064	15,548	35·27
8.	Transport, Storage and Consumption .	1,868	2,944	4,812	38·81
9.	Other Services .	32,204	17,747	49,951	64·47
	TOTAL .	3,16,066	1,06,284	4,22,350	74·83

TABLE 54

Growth of Literacy in Bellary—(1951—61)

Unit	Year 1951	Year 1961	Increase
1	2	3	4
I. (a) Total Population	7,73,712	9,15,261	1,41,549
(b) Males	3,95,034	4,66,923	71,889
(c) Females	3,78,678	4,48,338	69,660
II. (a) Literate Population	96,350	1,91,388	95,038
(b) Males	78,977	1,50,165	71,188
(c) Females	17,373	41,223	23,850
III. (a) Illiterate Population	6,77,362	7,23,873	46,511
(b) Males	3,16,057	3,16,758	701
(c) Females	3,61,305	3,07,115	45,810
IV. (a) Total Literacy	12.5	29.9	8.4
(b) Literacy among Males	19.9	32.1	12.2
(c) Literacy among Females	4.6	9.2	4.6

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Road, New Delhi-110016
DCC. No. 9/7
Date.....16/12/83

NIEPA DC



D00917

TABLE 55

**Total Population of Scheduled Castes, Scheduled Tribes and Percentage to Total Population
(1961 Census)**

Sl. No.	Taluk	Population of the District	Scheduled Castes Population	Scheduled Tribes Population	Total Scheduled Castes and Scheduled Tribes	6 as percentage to Total	Percentage of S. C. & S.T. to Total Population
1	2	3	4	5	6	7	8
1.	Bellary	2,02,837	24,484	334	24,818	19·8	12·23
2.	Hadagalli	1,03,334	15,697	..	15,697	12·5	14·22
3.	Harapanahalli	1,28,705	21,337	8	21,337	17·0	16·57
4.	Hospet	1,53,713	18,311	272	12,603	14·9	12·10
5.	Kudligi	1,35,971	18,271	16	18,287	14·6	13·44
6.	Mallapura	28,559	5,439	..	5,439	4·3	19·04
7.	Sandur	67,595	11,313	20	11,333	9·1	16·76
8.	Siruguppa	87,547	9,640	1	9,641	7·7	11·01
		9,15,261	1,24,492	647	1,25,139	100·0	13·67