



**GOVERNMENT OF KARNATAKA**

**EDUCATION DEPARTMENT**

**STATE COMPONENT**

under

**DPEP**

MARCH 1994

5487  
372  
KAR-S



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# MAP OF SOUTH INDIA



# MAP OF KARNATAKA INDICATING DPEP DISTRICTS



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## 1. BACKGROUND

Kannada speaking areas of the former Bombay, Hyderabad and Madras States, the whole of former Mysore State and the district State of Kodagu were brought together to form the New Mysore State, on 1st Nov. 1956. The New State was named Karnataka, on 1st Nov.1973. The State comprises nine revenue districts of former Mysore, four of former Bombay, three of former Hyderabad, two of former Madras, and Kodagu state. Bangalore district is further divided into Urban and Rural districts, resulting in 20 revenue districts. Bangalore urban district is bifurcated into South and North City Districts. Educational districts are coterminus with revenue districts to facilitate better planning, monitoring, evaluation and intervention- wherever necessary. During 1988-89 the State Administration was decentralised, with the introduction of Panchayat Raj and Zilla parishat system. Primary and secondary Education became the responsibility of these agencies. The Karnataka Panchayat Raj Act 1993 (following the 73rd Amendment to the Indian constitution) also provides for the same decentralised administration and management of school education to the district and block level bodies.

The formation of the new State in 1956, brought in its wake a number of problems from the educational point of view. The schooling pattern, management, administration, facilities and resources, percentage of school going children among different sections of the community, varied from area to area. With a view to bring about uniformity, the Government of Mysore set up an Educational Integration Advisory Committee in 1956. As recommended by the committee a common seven year primary system was brought in to force throughout the state. Classes I to IV are designated Lower Primary and Classes V to VII As Higher Primary.

The State enacted the Compulsory Primary Education Act in August 1961, under which all parents are obliged to send their children (in the age group 6-10) to schools. This Act is a significant step in promotion of primary education. While it became incumbent on the part of parents to send the children to school, it became obligatory for the administration to provide schools. A Statewise enumeration of children in the school-going age group was also undertaken, and this is now being done on an annual basis.



To cope with the increased number of students and teachers, the educational administration was reorganised first in 1961-62 and again in 1970-71. The increase in number has been fairly high over the years. There has been a corresponding increase in expenditure on primary education also. At this stage it may be pertinent to point out that expenditure on education is not an indicator of facilities provided or interest generated. J.P. Naik points out that the "cost of the plan, rather than the content has become more important to us and has become an integral part of our thinking. Consequently we were fairly successful in implementing simple expansions which depend essentially on monetary investment. But when expansion programmes had other dimensions that could not be met by expenditure of money alone, our success has been limited.... it is much easier to spend money than thought, especially if it is somebody else money" (Naik J.P.-Education in the Fourth Plan, Nachiketa Publication Bombay 1968-pp 16-17.) Naik feels that even in the absence of a development plan, this expansion would still have taken place in response to the strong social demands for primary education.

## **2. STATE PROFILE**

Karnataka is located on the Deccan plateau, covering an area of 1,92,204 sq. kms. It measures roughly 700 k.m. north-south and 400 k.m. east west. Besides a coastline of about 400 k.m. on the West Karnataka has common Borders with Goa, Maharashtra, Andhra Pradesh, Tamil Nadu and Kerala.

Karnataka's population stood at 488 Lakhs in 1991 comprising of 288 lakh males and 200 lakhs females. The density of population is 234 people per sq.k.m. as against the National Density of 267. p.p.sq. k.m. The twenty revenue districts mentioned earlier are further subdivided into 176 Taluks (Blocks).

### **2.1 BRIEF HISTORY OF EDUCATIONAL EFFORTS.**

Each of the different areas constituting Karnataka State has its own educational history and achievements. In the former State of Mysore, the first school for modern education was set up in 1833 in the Mysore palace. A full time Director of public Instruction was appointed in 1866, and hobli (a unit of taluk) schools were established by 1868. Compulsory primary Education was introduced in 1913 in selected areas. The minimum qualification for a teacher was eight years of schooling, with or without training.

In the Madras State, missionary societies were actively involved in education from as early as 1838. The first Director of public Instruction was appointed in 1854. District Boards and Municipalities which came into existence in 1871 were encouraged to open primary schools.

In the Bombay presidency, the first formal school was set up by Rev. Cobb in 1719. The Bombay Education society's school for Europeans and Anglo Indians came into being in 1815. " The Native school book and school committee " (1820) was also training teachers for primary schools. English Schools were opened in Dharwad (1848) and Belgaum (1850) The bill regarding compulsory primary Education (1912) failed, as expected, because of the Government's opposition, which would never accept the principle of universal education for Indians. The Bombay Primary Education Act (1918) popularly known as Patel act empowered municipalities to introduce compulsory

primary Education within the municipal limits. The minimum qualification for a teacher was primary Education only, with or without training.

The Education Department in Hyderabad was setup in 1870, but the compulsory Primary Education Act was introduced only in 1952.

These historical highlights are mentioned to point out that there is a tradition of formal Modern Education of about 150 years. The passage and progress have not been uniform. What has been achieved in the past is impressive, but what remains to be done is staggering

## **2.2 EDUCATION IN KARNATAKA TODAY**

Karnataka was one of the earliest states to accept 10 + 2 + 3 pattern of education. The primary school extends for seven years (4 years lower primary plus 3 years Higher primary), followed by three years of secondary Education.

Today there are 23810 lower primary Schools, 16966 higher primary schools and 5987 secondary schools. There are 74.78 lakh children in primary (51.17 + 23.61) and 13.95 lakh children in the secondary schools. The number of teachers is also steadily going up, and at present there are 142599 in primary and 40199 in the secondary cadres.

93. 51 percent of primary schools are run by the Karnataka Government, less than 2 percent are aided and about 4.5. percent are unaided ones. Among secondary schools, 29.2 percent are Government, 40.37 percent aided, and about 30 percent are unaided schools.

## **2.3 ACCESS TO PRIMARY EDUCATION**

The V All India Education Survey reveals that over 97 percent habitations with population of over 300 and about 74 percent of habitations with population below 300 have lower primary schooling facilities at about a kilometer distance. Similarly 96 percent of village with population of over a thousand have higher primary facilities in about 3 k.m. distance. About 82 percent of habitations with population of less than 100 enjoy this facility.

## **2.4 NON-FORMAL EDUCATION (NFE)**

Experience has shown that mere expansion of schooling facility will not ensure universal primary education. The highly structured formal schooling is neither affordable, nor attractive to many, and not meaningful to a larger number. Again there is no alternate route available for children who are forced to drop out due to various reasons. According to a projection, by 2001 there will be 20 lakh children who have dropped out of the educational system. The non enrolment and drop-out rate is significantly higher among disadvantaged sections of the community, and among girls.

An alternate delivery system becomes imperative if UPE is to succeed. Non-formal education offers the only hope, at present, to cover all children under the educational umbrella. Non formal system offers education of comparable quality with formal schooling to dropouts and nonstarters.

The special features of NFE are;- a learner centred approach- emphasis on learning rather than teaching-learning at one's own pace-provision for lateral entry into formal stream at appropriate level. Teaching- learning material appropriate to individual district can also be developed. All things considered, a well planned NFE is absolutely necessary to realise UPE atleast by the turn of the century.

## **2.5 DROPOUTS**

Provision for access and enrolment alone can not bring down dropout rate. Due to a combination of various reasons- social, economic and educational, the dropout rate is quite high. This is an economic and human resource loss, which the country can not afford. The staggering rate of dropout is detailed in the table below.

**DROPOUT ~~FIGURES~~ AT STANDARD I, IV AND VII (YEARS 1981-1993)**

*(figures in lakhs)*

YEAR	STANDARD-I			STANDARD-VI			STANDARD -VII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1981	7.01	6.61	13.63	3.72	2.85	6.57	2.00	1.49	3.49
1982	7.12	6.66	13.79	3.78	2.86	6.64	2.04	1.52	3.57
1983	7.13	6.80	13.93	4.45	2.94	7.40	2.19	1.56	3.75
1984	7.17	6.81	13.99	4.47	3.33	7.80	2.48	1.65	4.13
1986	86	5.89	12.75	4.46	3.26	7.72	2.47	1.64	4.11
1986	6.83	6.02	12.85	4.60	3.39	7.99	2.55	1.64	4.19
1987	7.13	6.28	13.41	4.73	3.58	8.31	2.57	1.90	4.47
1988	7.64	6.86	14.50	5.07	3.99	9.06	3.09	2.14	5.23
1989	7.44	6.98	14.42	5.15	4.09	9.24	2.96	2.08	5.04
1990	7.55	6.82	14.37	5.32	6.82	4.35	9.67	3.25	2.33
1991	7.87	6.92	14.79	5.62	4.50	10.12	3.29	2.30	3.59
1992	7.29	7.03	14.32	5.86	4.79	10.55	3.50	2.57	6.07
1993	7.52	6.61	14.13	6.14	4.99	11.13	3.99	2.88	6.87

**TABLE SHOWING DROP-OUT OF CHILDREN STUDYING IN CLASSES IN I-IV V- VII THROUGH YEARS**

Year	Drop-out	Drop-out	Drop-out
	I-IV	V-VII	I-VII
1980-81	50.68	41.85	71.93
1985-86	42.06	26.24	67.75
1990-91	30.16	17.34	56.24
1992-93	22.55	9.87	48.81

By the end of VIII plan, it is proposed to reduce the dropout rate in I to VII standards to 35% and by 2000 AD to less than 10%. To move in this direction, intensive enrolment drives in addition to incentives and efforts to make schools attractive are being organised.

#### **WHAT NEXT ?**

While the importance of facilities, incentives, appropriate curriculum, attractive text books etc., cannot be under estimated, our focus should be an improving the human factor i.e. the teacher. A teacher who is competent, has good communicative skills and is confident, can inspire and motivate the children. Only when the teacher enjoys teaching will the children enjoy learning. Operation Black Board has made its presence felt in the state. A record number of 13923 posts of teachers have been sanctioned, and over 18500 class rooms have been taken up for construction. About 22000 primary schools are being supplied teaching- learning materials. The goal is to have at least a three room school with separate toilets for boys and girls, for every school with an enrolment of 100 children. Attention will also be paid to retention and attainment, in addition to enrolment.

In DPEP, we now have opportunity to implement various incentive schemes, innovative programmes, better organised MLL efforts and provide better facilities, motivated teachers and improved supervision, so that UPE becomes a reality. This may also show us the most appropriate strategies that can be followed for the development of education in the entire state.

### 3. IMPORTANT EDUCATIONAL STATISTICS

#### 3.1 GROWTH SO FAR

There are three phases in Educational growth of a developing country/state. First is the quantitative phase of expansion of education, followed by the phase of consolidation of the gains of educational growth, and finally the phase of qualitative improvement. They are generally sequential, but also overlapping in many aspects. Karnataka has completed the first phase, is moving through the second and getting ready for the third phase.

From the time of reorganisation of the state till today, there has been a steep increase in the number of schools, teachers and school going children, as indicated in the table below.

<i>Year</i>	<i>No. of Primary Schools</i>	<i>Teachers</i>	<i>Children</i> <i>(in lakhs)</i>
1956	22250	58204	18.31
1961	28924	78165	28.35
1966	31664	92627	35.36
1971	32692	97604	39.21
1976	33158	93437	46.01
1981	35143	117686	51.74
1986	38993	135746	56.60
1991	40207	140530	69.54
1993	40776	142599	74.78

Consequently the direct expenditure on education by Government is also sharply on the increase. While the expenditure on primary education was 145.64 lakhs during 1983-84, by 1993-94 it has gone up to Rs. 753.71 lakhs. However, the percentage of expenditure on primary education in the total outlay on education continues to be between 52-54 percent.

The progressive increase in expenditure on primary education is presented in the following table.

### EXPENDITURE ON PRIMARY EDUCATION

(Rs. in crores)

<i>Year</i>	<i>Non-plan</i>	<i>Plan</i>	<i>Total</i>
1980-81	90.72	2.77	93.49
1981-82	104.61	3.73	108.34
1982-83	126.64	6.84	130.48
1983-84	134.48	11.16	145.64
1984-85	154.49	15.89	170.38
1985-96	192.69	9.75	202.44
1986-87	224.15	7.16	231.31
1987-88	275.92	16.97	292.89
1988-89	311.32	13.27	324.89
1989-90	315.41	18.90	369.35
1990-91	374.22	33.35	407.57
1991-92	410.47	57.88	468.35
1992-93	478.47	147.43	625.90
1993-94	551.64	202.07	753.71

### 3.2 VII PLAN, OBJECTIVES AND ACHIEVEMENT

As the level of literacy and level of development are linked, top priority was given to eradicate illiteracy and promote literacy. The following specific targets were laid down.

- i) 100 percent enrolment in the age group 6-10
- ii) 50 percent enrolment in the age group 11-14
- iii) total literacy in the age group 15-35

On the performance side, enrolment by the end of 1989-90 was 47.21 lakhs in the 6-10 age group (90.96%) and 20.44 lakhs in the 11-14 age group (100%). During



1990-91 the enrolment for the two age groups was 48.32 and 21.19 lakhs. Between 20-25 percent of children enrolled are either below or above the prescribed age group. The dropout rate at this point of time was as high as 57 percent. This means that enrolment of specific age group was incomplete, and a high percentage of enrolled students did not complete primary education, but dropped out.

### 3.3 VIII PLAN - APPROACH : KARNATAKA

The main approach in VIII Plan as regards primary education is

- i) Full enrolment in the age group 6-10
- ii) 75% enrolment in the age group 11-13
- iii) total literacy in the 15-35 age group
- iv) Reduction in dropout rate from 57 to 35%
- v) Quality improvement.

Full coverage would imply enrolment of 58-84 lakhs children in the lower age group and 26.72 lakhs children in the higher age group. The year wise enrolment targets for the VIII plan (1992-1997) are as follows.

Age Groups	Sex	Enrolment During	Projected Popn. 2000
		1992-93	AD
6-10	Boys	27.72	30.78
	Girls	23.45	30.37
	Total	51.17	61.15
11-13	Boys	13.63	18.57
	Girls	9.98	18.47
	Total	23.61	37.04

The strategies for achieving quantitative targets and quality goals include strengthening the taluk level administration, inservice training programmes, providing facilities in schools, posting required number of teachers, opening pre-primary centres, providing various incentives, construction of more class rooms and facilities for teachers.

### 3.4 PROJECTED POPULATION OF CHILDREN

Given the present level and growth rate of population, it is projected that there would be a little over 98.00 lakhs of children, by the end of 2000 AD who need schooling facility as shown below.

#### PROJECTED AGE GROUP POPULATION OF CHILDREN

The projected population by age group in the year 2000 AD is as follows:

YEAR	6-10 AGE GROUP (1-4 classes)			11-13 AGE GROUP (57 classes)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1992-93	27.89	27.52	55.41	16.83	16.73	33.56
1993-94	28.34	27.97	56.61	17.10	17.00	34.10
1994-95	28.78	28.40	57.18	17.36	17.21	34.63
1995-96	29.20	28.87	58.02	17.62	17.52	35.14
1996-97	29.62	29.22	58.84	17.87	17.77	35.64
1997-98	30.02	29.62	57.64	18.11	18.01	36.12
1998-99	30.40	30.00	60.40	18.34	18.24	36.58
99-2000	30.78	30.37	61.15	18.57	18.47	37.04

This implies that the state would need 46280 additional teachers, the same number of additional class rooms, and corresponding equipment and teaching aids. This is really staggering, considering the fact that there is already a backlog of appointment of teachers and civil works.

### 3.5 COST ESTIMATE - BUDGET OUT LAY

#### COST ESTIMATE - BUDGET OUTLAY

Approximate cost involved for providing above services till 2000 AD would be:

		(Rs. in lakhs)
1.	Teachers (at Rs. 0.25 lakhs per teacher)	68,260-00
2.	Class rooms (calculated at Rs. 2200/- per school space for 23.41 lakhs spaces)	51,502-00
3.	Equipment (Calculated at Rs. 10,000/-per unit of 50 students - 46820 units)	4,682-00
		1,24,444-00

			(Rs. in lakhs)
Year	Number of Teachers	Amount	Total Amount
1994-95	7800	$7800 \times 0.25$	= 1950.00
1995-96	7800	$15600 \times 0.30$	= 4680.00
1996-97	7800	$23400 \times 0.35$	= 8190.00
1997-98	7800	$32200 \times 0.40$	= 12480.00
1998-99	7800	$39000 \times 0.45$	= 17550.00
1999-2000	7800	$46820 \times 0.50$	= 23410.00
			68,260.00

The budget projections for Primary Education upto 2000 A.D. at 8 percent annual increase would be as follows.

*(Rs. in lakhs)*

<i>Year</i>	<i>Non-plan</i>	<i>Plan</i>	<i>Total</i>
1993-94	551.64	202.07	753.71
1994-95	596.00	218.00	808.00
1995-96	644.00	235.00	879.00
1996-97	695.00	253.00	948.00
1997-98	751.00	273.00	1024.00
1998-99	811.00	295.00	1106.00
1999-2000	975.00	319.00	1194.00
2000-01	985.00	345.00	1290.00

If 10 percent annual increase is assumed, the projected budgetary figures would be as follows:

*(Rs. in lakhs)*

<i>Year</i>	<i>Non-plan</i>	<i>Plan</i>	<i>Total</i>
1993-94	551.64	202.07	753.71
1994-95	607.00	222.00	829.00
1995-96	667.00	244.00	911.00
1996-97	734.00	268.00	1002.00
1997-98	807.00	295.00	1102.00
1998-99	888.00	324.00	1212.00
1999-2000	977.00	356.00	1333.00
2000-01	1075.00	392.00	1467.00

The state is committed to provide "EDUCATION FOR ALL" and is trying to make the child's education less of a burden to parents, in addition to making schools more attractive. For this purpose incentive programmes like free supply of textbooks and uniforms, provision of nutritious meal, school improvement programmes, con-

struction and maintenance of school buildings, provision of play-fields, organising excursions and recreational activities have been introduced in 1993-94.

The steps taken by the State to expand and improve primary schooling facilities are significant and demonstrate a serious commitment. Karnataka has decided to provide one teacher and one class room for each class by 2000 A.D. As per the estimates made, 83247 classrooms are to be constructed and 70370 teachers are to be recruited. The cost requirement to provide 70370 teachers would be Rs. 17412.35 lakhs and to construct 83347 classrooms would be Rs. 91571.70 lakhs. This means that to fulfill this objective, the amount required by 2000 A.D. would be Rs. 1089.84 crores.

The allocations for the incentives work out to around 25 percent of the total Plan outlay during 1993-94. These incentives are to be continued either on selective basis or its scope has to be expanded. It has been decided that these incentives will be continued at the present level.

The State Government is committed to achieve universalisation of elementary education by 2000 A.D. and total literacy by the end of 1994-95. But, in view of other high priority sectors, it is difficult at present, to enhance the level of allocations to education sector. Since there is considerable gap between requirement level and availability of funds, the time schedule can be met only with external assistance either fully or in part.

## **4. MANAGEMENT STRUCTURE OF DPEP**

The Primary Education Development programme, the Prathamika Shikshana Vikasa Yojane (PSVY) will be implemented by PSVY Samithi. The specific objectives pursued by the samithi are UPE, modification of education to serve the objectives of women's equality and their empowerment, ensuring equal educational opportunities to the disadvantaged sections of society, and provision of continuing education and skill development programmes for youth.

The PSY samiithi will have a governing body with the Chief Minister of the State as president, Minister in charge of primary education as vice president, the State chief secretary, 6 secretaries to Government in charge of development departments, 21 nominated members representing various educational interests, heads of departments whose function relate interests, heads of departments whose functions relate to primary education, representatives of Central Government, all members of the Executive Committee and the project director.

### **4.1 FUNCTIONS AND POWERS - STATE LEVEL**

It shall be the responsibility of the Executive Committee to endeavour to achieve the objects of the Society and to discharge all its functions. The Executive Committee shall exercise all administrative, financial and academic authority in this behalf, including powers to create posts of all description and make appointments thereon in accordance with the regulations.

The Executive Committee shall have under its control the management of all the affairs and funds of the Society.

The Executive Committee shall have the powers and responsibilities in respect of the following.

- i) To frame regulations with the approval of the State Government.
- ii) To frame bye-laws for the conduct of activities of the Society in furthering its objects.

The Executive Committee shall have the power to enter into arrangement with other public or private organisations or individuals for furtherance of its objects.

The Executive committee shall have powers for securing and accepting endowments, grants-in-aid, donations, or gifts to the Society on mutually agreed terms and conditions of gifts not inconsistent or in conflict with the objects of the Society or with the provisions of these rules.

The Executive Committee shall have the power to take over and acquire by purchase, gift or otherwise from Government and other public bodies or private individuals, movable and immovable properties or other funds together with any attendant obligations, and engagements not inconsistent with the objects of the Society and the provisions of these rules.

The Executive Committee shall have powers to undertake or give contract for construction of the building required for use of the society and to acquire stores and services required for the discharge of the functions of the society.

Subject to the provisions of Article 5 of the Memorandum of Association, the Executive Committee shall have the power to sell on lease any movable or immovable property of the society provided, however that no assets of the Society created out of Government grants shall without the prior approval of Government be disposed of encumbered or utilised for purposes other than those for which the grant was sanctioned.

The Executive Committee shall have powers to establish and spell out the membership of standing/adhoc committees or task forces/groups etc., for various areas of the Basic Education Programme and decide in regard to their membership, powers and functions.

The Executive Committee may by resolution, appoint advisory boards or other special committees for such purpose and with such powers as the Executive Committee may think fit and Executive Committee may also dissolve any of the committees and advisory bodies, set up by it.

The Executive Committee may delegate, to the chairman, state Project Director, or any of its members and/or to a committee/group or any other officer of the Society such administrative, financial and academic powers and impose such duties as it deems proper and also prescribe limitations within which the powers and duties are to be exercised and discharged.

#### **4.2 DISTRICT LEVEL**

The District Management Structure as specified in the Memorandum of Association (MOA) is presented below:

##### ***District Management Structure***

The Zilla Samithi at the district level will review the progress of the work of the Society and widen involvement of participating agencies. It will be headed by the Deputy Commissioner concerned, with representation of interested agencies and persons directly involved in the implementation of the Society. Nominations for the Zilla Samithi will be made by the Deputy Commissioner in consultation with interested agencies.

The Zilla Samithi will be the executive body at the district level to whom well defined powers will be delegated, which shall include the powers of all heads of departments concerned with basic education. The Chairman of the Zilla Samithi will be decided by the Executive Committee and its membership will include district level officials and representatives of interested agencies. The total membership of the Zilla Samithi shall not exceed 15.

The District Programme Co-ordinator shall be appointed by the Executive Committee. He shall have the same powers and responsibilities in relation to the Society at the district level as the State Programme Director has at the State level. He shall set up Steering Groups for each programme component and functional area. The heads of the Steering Groups will together constitute the Zilla Samithi (District Task Force) which shall work as an organic team of furthering work of the Society.



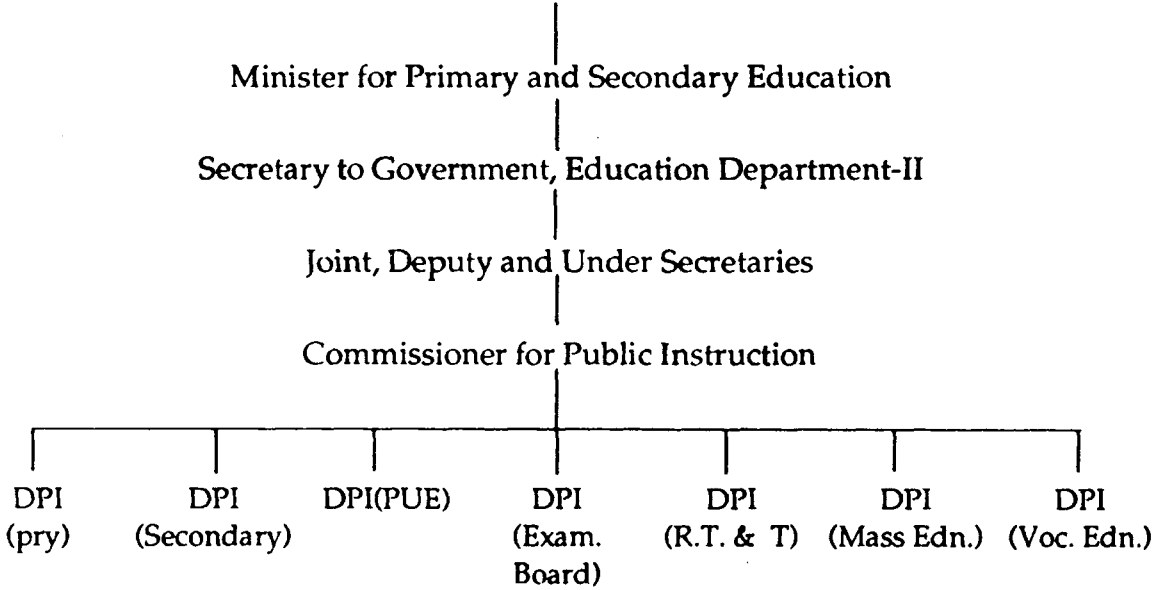
### 4.3 ESTABLISHING LINKAGES

The samithi, the Department of Public Instruction, Government in Education Department are the three agencies which would be in charge of planning, processing and implementing educational activities leading to UPE, at the state level. Establishment of necessary linkages between these three agencies among themselves and with other national agencies contributing management expertise is absolutely necessary. The Governing council has Heads of departments related to primary education, Directors of NCERT, NIEPA and NIAE as members. The Executive committee has also provision for 2 GOI nominees. But these are broad based committees. To facilitate consultation and coordination on a day to day basis, compact working groups for specific areas of operation will be set up. However the decision of the Executive Committee shall be final, at the operational level.

Similarly linkages among the Deputy Director of Public Instruction, and the Zilla Panchayaths which are in charge of primary education, and DIET, the nodal agency for training are necessary at the district level. Here also small working groups will be set up for coordination, under the overall control of the district task force. Linkages between the nodal training agency at the district, ie, DIET, DSERT and other district based organisations will be established on a continuous basis to ensure that programmes envisaged are effective, relevant and also to avoid possible duplication.

4.4 The administrative setup-existing as well as proposed for DPEP, is presented below:

## ADMINISTRATION OF SCHOOL EDUCATION IN KARNATAKA



Division Level Joint Directors

District Level Deputy Directors (Assisted by Education Officers)

Block level Assistant Educational Officers(Assisted by Inspectors of Schools)

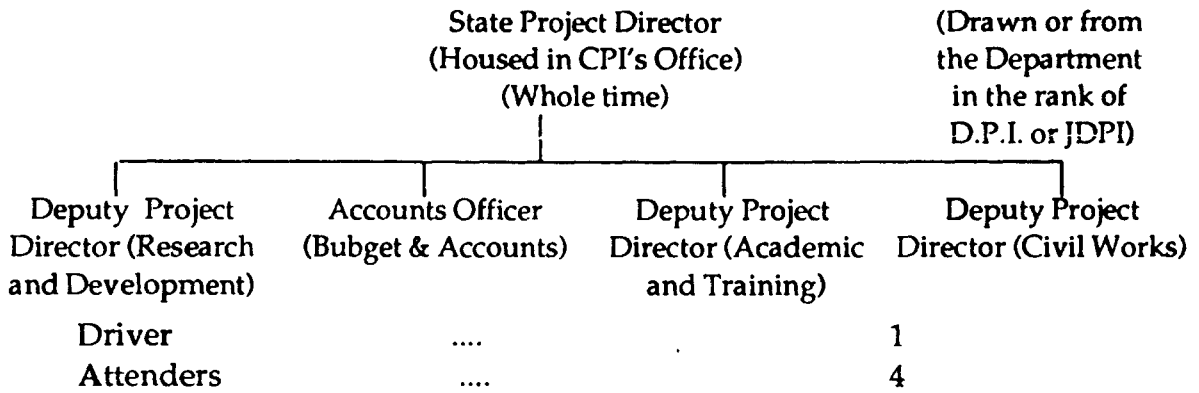
It is also proposed to constitute a small task force with the following members at the State level.

- a) Commissioner for Public Instruction *Chairman*
- b) Directors of Primary Education, Research and Training, and Mass Education.
- c) Chief Executive Officers of Four Zilla Panchyats (covered under DPEP)
- d) Deputy Directors of Public Instruction and Project Co-ordinators of Four DPEP districts.
- e) State Project Director. *Convenor*

This task force will meet periodically, review the progress made, and problems if any, for placing before the Executive Committee. This body will also be in a position to take quick decisions on day-to-day matters regarding the project, within the approved frame-work, and report to the Executive Committee.

## STATE PROJECT DIRECTOR

There will be a whole time State Project Director assisted by a supporting staff as shown below.



DPEP management structure at the district level & below.

## DISTRICT DPEP IMPLEMENTATION COMMITTEE

- |  |      |                                |
|--|------|--------------------------------|
| 1. Deputy Commissioner   | .... | Chairperson                    |
| 2. Zilla Panchayath C.E.O.   | .... | Vice-Chairperson               |
| 3. Deputy Director of Public Instruction   | .... | District Project Co-ordinator. |
| 4. Deputy Secretary (Development)  |      |                                |
| 5. Executive Engineer  |      |                                |
| 6. District Adul Education Officer   |      |                                |
| 7. District Social Welfare Officer   |      |                                |
| 8. District Officer for Backward Classes & Minorities                                |      |                                |
| 9. District Women & Child Welfare Officer  |      |                                |
| 10. Principal of DIET  |      |                                |
| 11. Representatives of NGO's and Teachers Association                                |      |                                |
| 12. 3 Non-Official Members (1 Women , 1 SC & 1 Head of Z.P. Committee of Education). |      |                                |

One Educational Officer working will exclusively look after DPEP work.

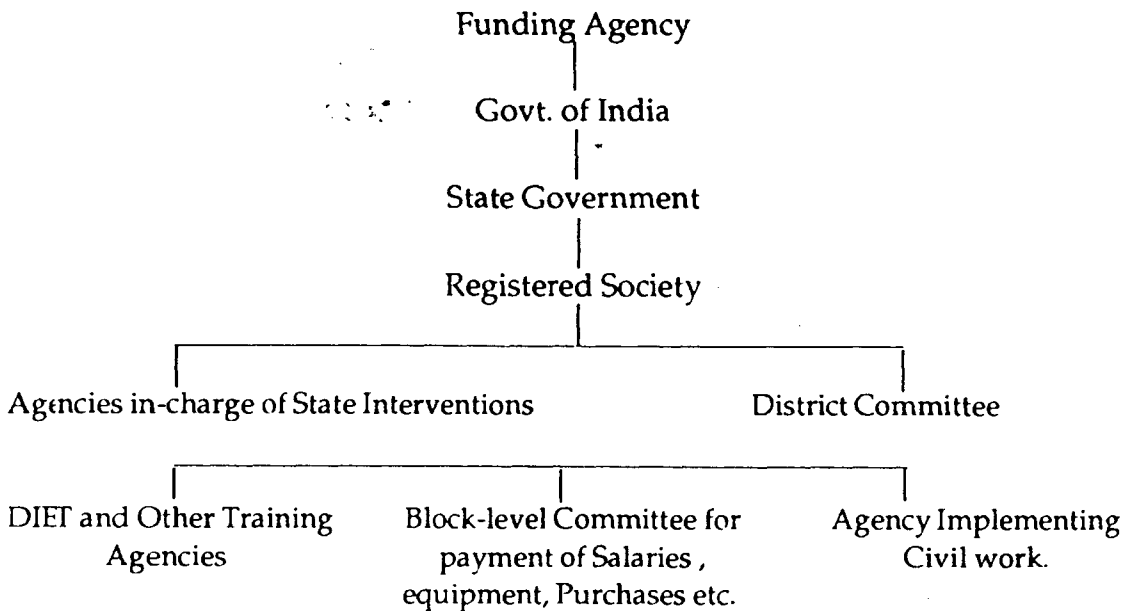
## TALUK / BLOCK LEVEL

1. Secretary of Taluk Panchayat Samithi .... Chairman
2. Assistant Educational Officers .... Convenor
3. Officers of Taluk Development Departments. .... Members
4. Representatives of NGO's / Teachers Associations.

## SCHOOL LEVEL

Head Master of the School and  
VEC Members and  
NGO's

### Proposed flow of funds:



## 5. GOALS AND PROGRAMME INPUTS

Universal access, retention and attainment of minimum levels of learning are the accepted goals of primary education. The State government is committed to this policy and budgetary support is being extended for appointment of additional teachers, construction of additional class-rooms, revision of curriculum and text-books and supportive activities. The government is also aware, that simultaneously, qualitative improvement programmes also need to be implemented. The state intervention, therefore, focusses on training, both pre-service and in-service, improving curriculum, improving competence and confidence of teachers and related areas.

### A. *Teacher Training*

Any attempt in improving quality of education must start from improving teacher training programme. It has been realised from a fairly long time that the teacher training curriculum is information biased, and two important aspects of teacher preparation, viz., skill development and attitudinal changes do not get the attention that is required.

This lacunae will be overcome by organising well structured orientation programmes in DSERT as well as DIETS. The programme will help to develop positive attitude like self confidence, tolerance, scientific outlook, a sense of curiosity, creativity, a thirst for knowledge and self improvement. The orientation will also help to develop essential skills of communication, class-room management, multigrade teaching, student motivation and related areas.

The observations of the Education Commission, 1966

“In all professions there is a need to provide further training and special courses of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession, because of the rapid advance in all fields of knowledge and continuous evaluation of pedagogical theory and practice”

are valid even after three decades.

The recent BASE LINE ASSESSMENT STUDY conducted in the four districts selected for the implementation of District Primary Education Programme reveals that the achievement levels of children in both the language and mathematics are very low and a lot is needed to raise the achievement level; in way of training teachers in competency-based teaching multigrade teaching; and improving 'active instruction time'. Besides, it is also very much necessary to provide a constant academic guidance to teachers, Hence, a "Four-tier training" system is planned.

1. DSERT (State) Level.
2. DIET (District) Level
3. BRC (Block ) Level, and
4. Cluster (Nodal Centre) Level.

It is proposed to conduct a series of inservice programmes for teachers in areas like leadership training, human relations, motivation, group dynamics and related areas, in addition to content enrichment and methodology. It is also proposed to arrange visits of selected groups of teachers and teachers and teacher educators to educational institutions, places of historical and environmental interest in and out side the state.

This is expected to give them a better perspective of their profession and also broden their mental horizon. Teacher associations at the division, district and block levels will be encouraged to invite distinguished persons in other areas, like performing arts, jounalism, commerce and industry, community leaders, etc., to address them to have a broader understanding of the world we live in.

## 5.1 AT DSERT (STATE) LEVEL

Activities will be taken up at the state level for pre- service and inservice teacher training as under :

### 1 . REVISION OF PRIMARY TEACHER TRAINING CURRICULUM

A committee to revise the curriculum will be set up and eminent teacher educators, teachers, people working in the areas of personality development and personnel counselling will be invited to be on the committee. The present curriculum will be thoroughly revised keeping in view the attainment of Minimum Levels of

Learning and reducing the burden on children (Yashpal Committee Report) discussed in seminars with teacher educators, trainees and educational administrators and will be introduced from 1995-96. The revised curriculum will include the very philosophy of DPEP and the essence of teacher training. Regular and meaningful supervision of primary teacher training institutions, an area totally neglected now, needs immediate attention. Most of the present institutions have not been inspected for several years. Where there have been inspections by the District Officers, they are mostly non-academic in nature. The inspections taken up by DSERT, though academically very useful, have been a few.

## 2. *DISTANCE EDUCATION FOR UNTRAINED IN-SERVICE TEACHERS:*

There are about 3200 untrained in-service primary teachers in the state. Out of this 1012 are in the four districts (Kolar 322, Raichur 66, Mandya 391 and Belgaum 233) covered under DPEP. It is necessary that these teachers are given training, so that the quality of teaching-learning improves. Keeping this in view an abridged course has been designed by DSERT and will be implemented from 1994-95. While the participating teachers follow the same curriculum as regular students, they will be assisted through guidance-cum-coaching by correspondence, radio lessons and contact programmes during vacations. The DIETs will be the centres for all activities in the district. The participating teachers will be tagged on to selected, experienced local teachers who will guide and supervise their class room teaching. The trainees under this programme will commence their course in June 1994 and will take their final examinations in 1996. Beyond this date, there will be no "untrained" teacher in Karnataka. These will be meshed in with the activities of BRCs and Nodal centres proposed in the DPEP districts.

## 3. *INTERNSHIP FOR PRIMARY TEACHER TRAINEES:*

The recent attempt of Karnataka at improving the teacher training qualitatively includes raising the entry level qualification from SSLC to PUC and reducing the number of trainees per section, from 40 to 30. However, it must be admitted that the fresh trainees have no exposure to field conditions. Thus when appointed, though trained, they take one or two years to adjust to the field conditions.

To overcome this, it is proposed that all trainees who successfully complete the two-year training will be given field training (internship) for one academic year. The certificate will be awarded to those who satisfactorily complete this internship. This is not employment but only a pre-requisite for employment. The scheme is proposed to be introduced from admission to be made from the academic year 1994-95. A detailed plan of action for this programme will be finalised during 1994-95 after consulting all appropriate authorities.

This scheme is of special significance to the DPEP districts, since a large number of trained persons will be available to supplement the teaching force, assist in conducting surveys, micro-planning and other curricular activities.

#### 4. *NON-MONETARY INPUTS IN IMPROVING THE QUALITY OF TEACHER TRAINING*

As already mentioned in Chapter-1, expenditure alone will not guarantee success of any development programme. Non-monetary inputs play a crucial role in ensuring that monetary investment yield optimum returns.

The non-monetary input includes posting of the most suitable persons to key posts, improving the morale and self confidence of teachers and their supervisors, making curriculum more relevant to the lives of children, better and more attractive text books, making inspections more interactive and productive and the administration more humane and open to teacher's problems. Even a simple act like solving the day to day service problems of teachers will help improve the morale and quality of their work.

Modification of rules, to post the right kind of teacher in the right place, based only on the basis of qualification and performance and not on seniority alone, will also go a long way in motivating the teachers. A good rapport between the officers of the education department and the teachers, by itself can greatly improve the atmosphere and help teaching-learning.

Community participation cannot be taken for granted. It has to be ensured through sustained and sincere efforts.

Educational efforts, now an almost impersonal giant, will be given a human face and heart, within the frame work of approved administrative policy of the state.



5. *DEVELOPMENT OF TRAINING PACKAGE:*

The prototype material to be developed by the NCERT will be customised and adapted to the state by translating and after field testing. However state will prepare its own package regarding its specific requirements pertaining to the languages- Kannada and other minority languages, like, Marathi and Urdu which take a lion's share among them in some of the DPEP districts. For this purpose Rs.5.50 lakhs are to be allocated.

6. *TRAINING*

Capable persons will be identified at the state level from the DSERT and also from the directorates and from the DIETs and will be trained at DSERT level in collaboration with NCERT; who will work as MASTER TRAINERS later on.

No. of trainees	25
No. of days	6
Approximate cost	Rs. 0.75 lakhs

Recurring training will also be provided to them at intervals to have a feed back and to restructure the training modalities, for which Rs. 0.50 lakhs are to be provided.

7. *STRENGTHENING OF DSERT:*

Eventhough DSERT doesnot have any shortage of man power, it suffers due to lack of accommodation, equipment, library and documentation centre which are essential. Hence, it is proposed with necessary furniture and public address system, latest AV aids library and a well equiped documentation centre.

- 1 Conference hall 30' x 80'  
Wall panelling  
Furniture  
Public Address System  
Large screen projection system Rs. 40.00 lakhs.
- 2 LIBRARY:  
Providing books  
Furniture and equipment Rs. 15.00 lakhs.

3. Documentation centre:	
Subscription to journals	
Photo copies (MODI)-2	
Furniture and equipment	Rs. 20.00 lakhs.
4. Computer unit:	
PC/AT 486-2	Rs. 3.00 lakhs
Printer ..	Rs. 0.40 lakhs
Laser Printer	Rs. 0.60 lakhs
UPS	Rs. 0.60 lakhs
Modem	Rs. 0.15 lakhs
Tape drive	Rs. 0.40 lakhs
Furniture	Rs. 0.65 lakhs
AC unit(1.5 tons)	Rs. 0.45 lakhs
Software	Rs. 0.75 lakhs
Consumables	Rs. 0.75 lakhs
Contingency	Rs. 0.40 lakhs
Maintainance	Rs. 0.35 lakhs
<b>TOTAL</b>	<b>Rs. 93.50 lakhs</b>

## CONDUCT OF EVALUATION STUDIES

Various evaluation studies will be conducted to find out the influence of training on improving the students' achievement levels for which Rs. 0.50 lakhs may be kept annually.

## B. TEXT BOOKS

1993-94 saw the successful implementation of the experiment of partial privatisation of text books publication in Karnataka. For the books required during 1994-95, work is in full swing. The Printing capacity of Government Text Book Press - Mysore will be utilised to the full extent (67.85 lakh copies). The balance requirement of 473.45 lakh text books are being printed and published by private publishers.

### 1. REVISION OF PRIMARY TEXT BOOKS

The present primary text books were developed during 1989. There are several new ideas/concepts introduced subsequently, like child centred approach and MLLs, which warrant a revision of these text books.

It is proposed to set up a committee of teachers, psychologists, writers and publishers to help revise and design the primary text books. The new books will have, as suggested by UNESCO, lesson options, will encourage small group work, help children develop skills of reading and writing, involve the family in learning activities and help the children use the building block of learning. This is easier said than done. Composition of the committee therefore assumes immense importance.

These text books will have MLLs as the broad framework. Within this, four to six versions of the books will be brought out and tried out in 94-95. After extended trial and feedback, two or three versions will be authorised for publication by reputed publishers.

### 2. HELD TRIALS

For the first time in the history of text book production in Karnataka, all language titles were sent out for field trial and feedback in 1992-93. This helped the department to bring out qualitatively good text books. All books of Standards. I, II & V will be revised, tried out and evaluated during 1994-95. These will be introduced during 1995-96 Books of III, IV, VI & VII will be revised, tried out and evaluated during 95-96 and introduced during 96-97. DTP units, baby offset printing machine, resograph and related peripherals will be procured for this purpose.

### 3. *PRODUCTION & DISTRIBUTION*

During earlier discussions, the WB team felt the quality of books is poor. This is inevitable since selling price of books was a major criterion for consideration.

Karnataka Government will be distributing text books to all the students in Standards I-IV in Government Schools under the "AKSHAYA" programme. It is proposed to try out books printed on better paper with appropriate stitching. The idea here is that the children will be encouraged to keep a book clean and the same book will be used by at least three batches of students. Though the initial cost of books may be higher by about 50% its use for three years will mean a net saving.

### 4. *TRAINING FOR TEXT BOOK WRITERS, DESIGNERS AND ARTISTS*

A good text book is not a matter of chance. It has to be clearly thought out, meticulously designed and carefully produced. A training programme for text book writers was organised in collaboration with British Council last year. Mr. Allan Melay Director General, Bell Ed. Trust Cambridge (UK) conducted the programme. It was found to be of immense help. We have made use of the trainees of this programme for writing, reviewing and revising English readers, published during 1993-94 and to be published in 94-95. Similar work shops will be organised in other subjects also.

Besides, training programmes for text book designers and artists are also planned with the guidance of reputed publishing houses and printing establishments. Study visits to their establishment are also to be arranged.

### 5. *TEACHER SUPPORT MATERIAL*

During 1993-94 under a State funded programme 18 booklets were published on subjects which are useful to the class room teachers, on a trial basis. These were received by teachers with enthusiasm and interest. Similar booklets will be brought out exclusively for use of primary teachers, and distributed to all primary schools.

### 6. *DEVELOPMENT OF SUPPLEMENTARY MATERIAL BY TEACHERS THEMSELVES*

A small attempt was made a decade ago to help teachers to develop their own source materials from easily available sources. Newspaper clippings, magazine cutouts, information from product brochures, advertisement handouts, etc. can help teachers to

## 5. MANAGEMENT INFORMATION SYSTEM (MIS)

While computerization of data certainly helps quick retrieval, the quality of data is just as good or as bad as the person who furnishes the primary data. The reliability also suffers when the person who gathers and transmits primary data is not aware of how the final computed data decides planning and investment process.

### 6.1 STATUS

Monitoring of the education system currently is four fold.

- reviewing the quantitative data.
- requesting quantitative data on special topics of interest.
- monitoring the visits and inspections done by inspecting officers and feed back thereon, and
- visiting the local areas.

The reporting system regarding management information should be regular whereas special requests for data is intermittent. The inspection system should be of regular nature and the state visits which are intermittent provide lot of experience from the field.

Department of Public Instruction has made a maiden effort towards developing Management Information System using NICNET during 1988-89 itself; computerizing data regarding child population, their enrollment, functioning of Non-Formal and Adult Education centers, and so on. Efforts were also made to assess the various incentive schemes existing in the state. Compilation of data was done at district level and consolidation and generation of reports was done at state level using NICNET.

Besides, the department has already made a beginning in collecting the information pertaining to institutions starting from primary to +2 stage, creating Institution Data Base (ID Base) since 1990-91. A third major step was taken in using computers for monitoring the visits and inspections made by various inspecting officers using NICNET.

NIC has already provided a NICNET center at the office of the Commissioner for Public Instruction, with access to all district centres through MES.

Even though there has been significant progress regarding MIS, the system does possess a couple of problems too.

- As the district centres of NIC are providing computer assistance to many departments, Department of Public Instruction hardly gets sufficient time for using district centers to update the data. The district officer does not have full control over the system at the district level. Hence, it is necessary to have a separate system at the disposal of the Deputy Director of Public Instruction.
- The Department doesn't have its own staff either at the district level or at the state level for data entry, programming and for generating reports ; even the staff provided by NIC at the district level is quite meagre to cater to the needs of various departments. Due to this lacuna, the data is not getting updated from time to time.

Keeping all these aspects in view, the main objectives of MIS now proposed are as under :

- To create a comprehensive data base at primary level of education in the State.
- To monitor enrolment and retention.
- To monitor performance in respect of students achievement with respect to achievement of minimum levels of learning in general and that of girls and deprived groups in particular.
- To monitor all programmes and schemes of DPEP.
- To enable the planners to obtain updated information as and when required.

## **6.2 ENVISAGED MODEL**

The current system of statistical returns required by Government of India for routine collection and reporting of school statistics is the backbone of MIS.

The State of Karnataka will formulate its MIS in consistency with National system.

- In the first phase, emphasis will be on improving the routine collection of data through training and supervision and on computerizing data collection for the onward reporting through NICNET.
- In the second phase more frequent reporting followed by more complex data collection instruments will be introduced. That is, COPE will be introduced in the four districts selected for DPEP in the first instance and later be extended to all the districts.

## **6.3 TRAINING OF DISTRICT AND TALUK LEVEL FUNCTIONARIES**

A number of training programmes - one in each of the four districts selected for implementation of District Primary Education Programme will be organised. Teachers, Inspector of Schools and the Block Educational officers will be given orientation in

- handling of computers,
- basic data entry, storage and retrieval,
- need for correct and reliable data,
- primary and consolidated data - applications,
- verification of irregularities, and
- using the basic data and indices for evaluation.

The training of these functionaries will be conducted utilising the service of National Informatics Center (NIC) and also the COPE team of National Institute of Educational Planning and Administration.

These activities require strengthening of Department of State Educational Research and Training. In addition to some basic equipment, consultants will be appointed

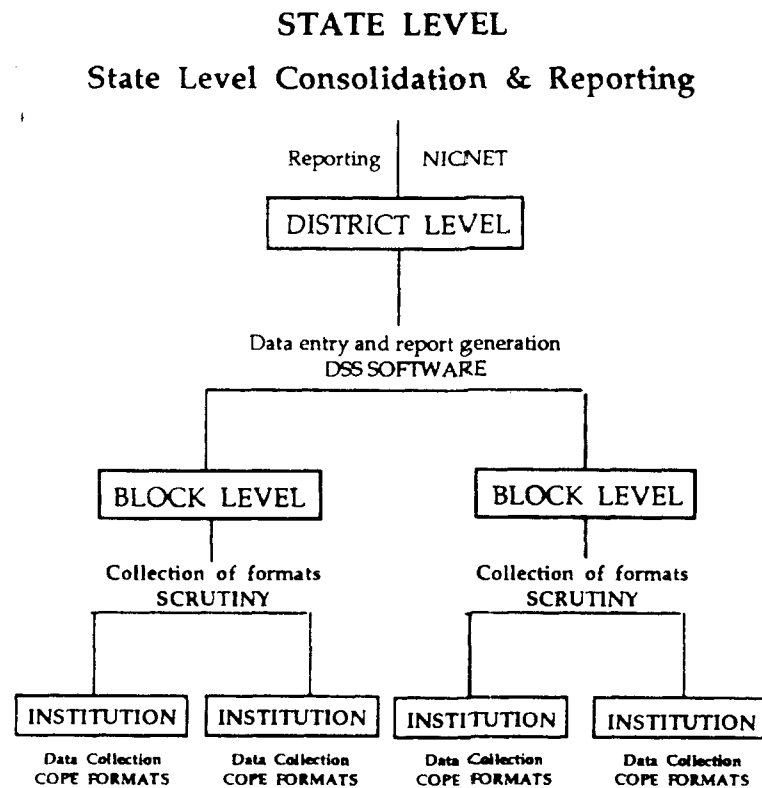
on a retainer basis to help train the DIET and district functionaries of the districts selected for implementing District Primary Educational Programme and to evaluate and suggest mid-term corrections where required.

In a nut-shell, the state's model of MIS will be

- Introduction of COPE and its extension to all the districts;
- having its own network at the district level at the disposal of the District Deputy Directors of Public Instruction;
- Using NICNET service for transfer of information ; and
- training of district functionaries in using MIS.



## 6.4 MANAGEMENT INFORMATION SYSTEM (MIS) — FLOW CHART



LIBRARY & DOCUMENTATION CENTRE  
 National Institute of Education  
 Planning and Administration  
 17-B, Sei Aurobindo Marg,  
 New Delhi-110016  
 DOC. No. .... 84-9-98  
 Date ..... 84-9-98

## Annexure to MIS

### 1. INFRASTRUCTURE

#### 1.1 Computer Room (Civil Works)

A space of 2 rooms of 200 square each and one cabin for system analyst. Dust free room should be provided. The room must possess three phase wiring i.e. separate phases for Air conditioning. General lighting and Computer is necessary. A specially dug pit with damp soil and salt outside the computer room will provide the correct earthing. Ensure that each electrical switch-board has proper fuses. The cost of preparing computer room will be estimated by the state.

1.2 One A/c. for Computer Room including stabilizer (1.5 Tonnes) Rs. 45,000/-

#### 1.3 FURNITURES

The following furnitures are necessary to make the computer centre operational.

	<i>Items</i>	<i>Nos.</i>	<i>Cost</i>
a)	Computer Table	3	
b)	Computer Chair	6	
c)	Printing Table	3	
d)	Tables	4	
e)	Chairs	12	
f)	Almirah	4	
g)	Racks	2	
h)	Pedestial fans	2	
i)	Vaccum Cleaner	1	
j)	Fire extinguisher	2	
	<b>Total</b>		<b>Rs. 90,000/- (Estimated)</b>

## 1.4 HARDWARE

The hardware required for the computer centre at state level.

i)	PC'AT 486	One	Rs. 3,50,000/-
	— 486 DX		
	— 1.2 GB Hard Disk		
	— 32 MB RAM		
	— Colour VGA		
	— Ethernet Card		
	— Gist Card		
	— Key Board 101		
	— Mouse		
	— One Floppy Drive (5 1/4")		
	— One Floppy Drive (3 1/2")		
	— Tape Drive		
	— PC/AT 386 DOS with four terminals		
	— Terminal Controller		

ii)	Intelligent terminals	5 Nos.	Rs. 2,40,000/-
	— Terminal with 386 DX at 33 Mhz		
	— 4 MB RAM		
	— Mono VGA		
	— Ethernet Card (16 bit)		
	— Gist Card		
	— Key Board 101		
	— Mouse		
	— One Floppy Drive (5 1/4")		
	— Two serial & parallel port		

iii)	Printer	Two	Rs. 60,000/-
	— 132 Column Dot matrix (One 9 Pin and 2nd 24 Pin)		
	— Printer Share		
	— Necessary Cables		

iv)	Laser Printer		Rs. 70,000/-
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v)	UPS	2 KVA	Rs. 75,000/-
	— Two hours backup		
	— UPS is highly recommended		

vi)	Modem		Rs. 15,000/-
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	Total		Rs. 8,10,000/-
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## 1.5 SOFTWARE

The following software(s) will be developed at NIEPA and distributed to all states participating in DPEP.

- a) School statistics
- b) Project monitoring

The software to be purchased are :

i) MS-Windows for work group	Rs. 10,000/-
ii) MS-OFFICE	Rs. 40,000/-
iii) UNIX (run time)	Rs. 60,000/-
iv) Foxpro under Windows	Rs. 25,000/-
v) Regional language WP	Rs. 5,000/-
vi) Link software	Rs. 5,000/-
vii) Anti-virus software	Rs. 10,000/-
<b>Total</b>	<b>Rs. 1,55,000</b>

## 1.6 INSTRUMENTS FOR TRAINING

- i) Large Screen Projection System
- ii) Overhead Projection Unit

## 1.7 TELEPHONE

A telephone with STD facilities required to communicate with the districts as well as the centre. Provision for sharing data through modem exists in the hardware.

Installation Cost :	Rs. 8,000/-
Recurring (p.a.)	Rs. 10,000/-

## 1.8 MAINTENANCE

Generally every vendor gives at least one year warranty of its product. So there will be no maintenance cost of the hardware for the one year but in subsequent years it should be borne which is normally 10 percent of the total hardware cost for one year.

For 2nd and 3rd year	Rs. 75,000/- p.a.
For 4th and 5th year	Rs. 90,000/- p.a.

## 1.9 CONSUMABLE

- i) 30 Boxes DS-HD (5 1/4") Rs. 1,50,000/- p.a.
- ii) 30 Boxes of DS-HD (3 1/2")
- iii) 10 Cartridge tape (60 MB and above)
- iv) 50 Reams of 132 Column Computer Papers
- v) 50 Reams of 80 Column Computer Papers
- vi) Printer Ribbon
- vii) Other Stationery/Binders/Stand etc.,

## 1.10 CONTINGENCY Rs. 40,000/- p.a.

## 2. PRINTING OF DATA CAPTURE FORMATS

The states have to print data capture formats and distribute to the districts units depending upon the number of schools in each district.

Rs. 80,000/- p.a.

## 3. MANPOWER REQUIREMENT

- i) System Analyst 1 Rs. 72,000/- p.a.
- ii) Programmer Cum Training Officer 2 Rs. 96,000/- p.a.
- iii) Data Entry Operators 2 Rs. 48,000/- p.a.

## 4. TRAINING

<i>Topic</i>	<i>Person to Be trained</i>	<i>Training Authority</i>	<i>Duration</i>	<i>Location</i>
1. Orientation on EMIS	DDPI & BEOs	State EMIS cell	3 days Rs. 15,000/-	State Hq
2. Operation of Software	Programers	State EMIS cell NIEPA	5 days Rs. 11,000/-	State Hq
3. Training on EMIS	System Analysts and training Officers	NIEPA	1 week	NIEPA Rs. 9,000/-

## 5. WORKSHOP Rs. 20,000/- p.a.

Two workshops per year on the usage of EMIS

## 7. STRENGTHENING PLANNING AND MANAGEMENT TRAINING

It is an accepted view, that education needs to be planned meticulously to achieve the results expected of it. Education is an integral part of economy and society. Educational planning has therefore to be effectively integrated with economic planning as a whole.

Planning not only helps us focus attention on things to be done, it also helps us to prioritise the activities. In the present project, planning needs to be carried out at different levels as also different spheres. Planning is required at the State level, District level and Block level to identify needs, select the best possible strategies, and spend the scarce resources for optimum results. Academic planning as well as Process planning are important priority areas.

Similarly, Management - an activity involving planning, resources mobilisation, selecting the most appropriate strategy, monitoring and evaluation, is extremely important in Project implementation. Educational functionaries at the Taluk, District and State level have come mostly from the tutorial cadre and are not exposed much to the planning process. These are the people to implement the DPEP project, and success depends on how well these people manage the process.

Functionaries who are involved in implementing the programme will be trained at the State level for ten days and District and Taluk levels for a week each, during the first year. All of them will be given a reorientation for at least a week annually. The training programmes includes, Lecture-discussions, case studies, field visits and analysis of actual DPEP programmes. A Trainer and a Training guide will also be developed and made available before the training programme commence.

### 2. AGENCIES FOR CO-ORDINATION OF TRAINING

The need for establishing a separate agency like SIEMT for training has been examined and found that it is not immediately required. DSERT at present does not have the infrastructure or expertise for imparting different levels of training. It is proposed to avail the infrastructure and expertise available at IIM, Bangalore, ISEC., Bangalore, SDM Institute of Management, Mysore and Management Departments of

Universities for preparing the training packages and undertake necessary training programmes.

A small committee consisting of the Commissioner for Public Instructions and representatives of these premier institutions will be set up to work out organisational and financial implications involved in this arrangement.

It is proposed not to have any full time additional staff for this purpose, but to invite one of the above agencies to organise the training programmes.

The financial outlays required are indicated separately.

## 8. IMPROVING RESEARCH & EVALUATION:

That continuous research is a prerequisite for planned development is an accepted idea. But, after the D.S.E.R.T. was set up in 1976, the focus has however been on training, both preservice and inservice. Curriculum development, text book preparation and production, development of teacher support material and related activities have also been stressed. Though the importance and need for research were realised all along, only Action Research Projects were taken up on a small scale.

To chalkout a programme of action for research activities, D.S.E.R.T. has had a series of meetings with principals of colleges of Education, Department of Education in Universities, the Institute of Social and Economic Change, the Indian Institute of Management Bangalore and some educationists. These discussions have been documented and used as broad guidelines for future action.

A small committee of four consultants drawn from the education department of the Training Colleges and Universities, N.C.E.R.T. and other organisations to advice will be setup on a continuing basis. The Committee will help plan research activities that can be initiated in D.S.E.R.T., DIET and CTE. It will also screen proposals, guide and help device ways and means to promote research. Under this scheme, the selected scholars can work for their doctoral degrees in any of the Universities in the State, on topics of immediate relevance to primary education to be decided by consultant Committee.

A data base will be setup at D.S.E.R.T., with information on research in the Universities and other institutions in the State. Research scholars will have access to this data bank. This data bank will be useful to all the districts in general, and the four DPEP districts in particular. Research/Action research programmes can be launched in these 4 districts with little loss of time. Part time research scholars will be appointed, at the rate of three per university (6 Universities), to compile, classify and report research activity pertaining to education in these Universities. The information will be published in one volume (upto 1992) and up-dated biannually. Topics of special importance or immediate relevance to the DPEP, districts will be listed and made available to the district administration and DIET of DPEP districts.



It is absolutely necessary that the programmes undertaken by DPEP districts, or at the state level in connection with this are continuously monitored and evaluated. Both the process and product of the programme will be constantly evaluated. The process includes various training programmes, expenditure, time schedule, placement of teachers and construction activities. Evaluation of product includes development of skills in teachers, attitudinal changes, performance of children, enrolment and retention, and finally influence of all these on related areas of women's welfare, adult edn., and non formal education. Evaluation will indicate whether the project has been proceeding on right lines, its effects are in the desired direction, and are fulfilling the expectations.

Specific indices will be listed for consideration during evaluation. Quantifiable indices are comparatively easy to evaluate- like number of additional teachers, increase in enrolment and physical facilities. Skill and attitudinal scales are required for the evaluation of items which cannot be quantified. A core team of officers selected from DPEP district and state administration will be oriented in the use of these tests. A fairly big sample of teachers-upto 25%, will be administered this test once during 1994-95, again half way through the project, and finally at the end of the project. This would help not only the DPEP districts but non DPEP districts also to charter their course, or for midterm course correction.

Consultants will be appointed on a retainer basis to help out in test construction, test administration, evaluation and for training DIET staff of DPEP districts in these areas.

## 9. EDUCATION FOR WOMEN'S EQUALITY

“Women's Equality” is to be construed as ‘Human Equality’ and this can not be achieved by sheer participation of more and more women in educational as well as developmental activities. Provision of access and creation of opportunities only results in the quantitative achievement. Enhancing quantity sacrificing quality is not the need of the day but to ensure proper utilisation of the potentialities, both explicit and hidden in the human beings, is the goal. This building up of human resources aims at national development. Therefore women's equality is a value to be developed through the medium of education. Among the series of strategies to be developed, “equity” is the most important one.

Female seclusion from all areas of development is a global phenomenon. There are a multitude of causes for these and they can be broadly classified into two categories.

- 1) Created as a result of the prevalent patriarchal values, and
- 2) self imposed by females by conferring secondary status to themselves under the influence of traditional values, and out of ignorance.

Therefore, the immediate and the most essential requirement is to provide women with educational opportunities, develop skills, enable access to economic resources. In the process of imparting these measures, the purpose is to empower women. Besides, it is necessary to develop the needed social attitudes for human equality through the content and process of education.

### 9.1 EDUCATIONAL SCENERIO FOR GIRLS IN KARNATAKA

Literacy and attainment of education is one of the demographic indicators suggested by Ashok Mitra to assess the Women's status. According to 1991 census reports, the female literacy rate is 44.34 % compared to 67.25% for males. There is definitely an increase in the percentage of literates from the earlier years. Yet it is interesting to note that the difference in male and female literacy rates is almost constant from 1961 till this date. Again the difference in rural and urban female literacy rate is 33.98.[ Rural 34.76, Urban-65.74]

	1961	1971	1981	1991
Male	34.44	89.45	58.72	67.35
Female	12.95	18.69	33.16	44.34

In Karnataka the female literacy rate ranges from 21.1% in Raichur, being, the lowest to 82.5% in Bangalore Urban, being the highest. Karnataka is categorised as B group state as far as female literacy percentage is concerned, placing the state in the 21st place on the national map. 15 districts out of 21 in Karnataka are covered under TLC.

The gross enrolment ratio for girls is 85.21 at the primary level, and to 56% at the hr. pry. level and further reduces to 30% at the secondary level. The participation of women at the hr. education level is 27.7% of the total participation. This is concentrated in the humanities to the extent of 55.71%. In science and technology it is only 20.88% and 12.88% respectively. Participation in professional courses is in the ratio of 3:96 for females and males.

The participation proportion of girls/women is lower, higher the educational ladder, but girls have proved better in performance than the male counterparts. The percentage of female teachers is 33% with larger concentration in the primary teachers cadre. The placement of female teachers is mainly in urban areas. Therefore, the impact the female teachers can make on the community is of a very small measure in the rural areas. The total number of officers in the administration of the Educational sector stands at 2000 as on today and out of this, around 200 are women officers.

## 9.2 PROPOSALS FOR KARNATAKA

Before attempting a comprehensive proposal based on POA it is essential to identify the new dimensions of education which stretches out of the classrooms and out grows the boundaries of prescribed subject areas. Education is not just imparting instruction to the motivated interested students to improve their scholastic abilities and to equip them to take up white collar jobs. The demands on education are to develop individuals with adequate skills to confront the real life and inculcate values for human equality national integration, protection of environment, prevention and control of

diseases etc., In the process of doing so it is essential to develop the latent abilities, empower the disadvantaged sections of the population and integrate in development activities. All capable individuals without making a compromise with quality. Perfection endeavoured to be achieved needs to be on par with International standards to face the world wide competitions.

### **9.3 STRATEGIES**

Given the above background, given above the foremost need is to consolidate and coordinate the various sectors operating for women's education and involving the agencies controlling the mass media. ie. T.V., AIR. For this the following actions be taken.

- 9.3.1** A high power gender sensitive management and planning structure will be set up
- 9.3.2** To create awareness among parents community, teachers through campaigns, audio, video material specifically in the Districts covered under DPEP & all over the state, will be launched.
- 9.3.3.** To recruit Locally available women to work as teachers in the LPS of the DPEP districts at the rate of 100 per block in the needy areas. (over and above the teacher ratio on voluntary basis).
- 9.3.4** Children's literature with new roles for men & women
- 9.3.5** A state level cell at DSERT to monitor the programmes, build up a database and undertake research activities on women's issues will be created.
- 9.3.6** The role of rural female teacher will be redefined so as to attract girls to schools and to motivate village population for creating a supportive environment.
- 9.3.7** Multi category trained teachers will be provided to identify the disability among girl students at the at the primary level.
- 9.3.8** Both in service and pre-service training on gender issues will be given to help them to eliminate gender disparities in the transaction of school curriculum.

- 9.3.9** School text books will be reviewed from the gender perspective and a hand book will be prepared to assist teachers in handling the books.
- 9.3.10** Parent-teacher-associations be made compulsory and the involvement of mothers in many activities of the school ensured.
- 9.3.11** Special Officers of education and allied departments at the field level will be identified and given training on gender issues with the involvement under the Gender-Planning-Training (GPT) project at the Administrative Training Institute - Mysore.

## 10. COST ESTIMATES AND FINANCING

### 10.1 Unit costing

The cost of training one person per day has been calculated, on the basis of travel allowances, supply of study material, light refreshments, honorarium to consultants guest lectures/other resource persons. The average cost works out to be Rs. 125/=, per person per day. This rate has been used for costing all training programmes.

### 10.2 State share of expenditure

The state share, wherever applicable, are provided under primary, DSERT or Zilla Parishat allocations. It would be possible to present scheme-wise state share, once the 94-95 state budget is placed before the legislature. Care will also be taken to ensure that there is no duplication of activities and consequent duplication of expenditure, in the state and district proposals.

Details of costing indicating recurring and non recurring expenditure, on an annual and project basis have been worked out and are presented in the following tables.

## Cost Estimates

### I ADMINISTRATION (Ref chapter 4)

(Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
1	Project Director	3.50	3.50	1.20	8.40	4.70	11.90
2	Supporting staff						
	Accounts Officer      1						
	Dy. Project Director    3						
	Stenographer            1						
	Clerk/Typist            1						
	Driver                    1						
	Attenders                2	3.50	3.50	6.60	46.20	10.10	49.70
3	Contingency, Rent, Maintenance, Travel Expenses			4.50	31.50	4.50	31.50
	Total	7.00	7.00	12.30	86.10	19.30	93.10

## Cost Estimates

### II GOALS AND PROGRAMME INPUTS (Ref chapter 5) (Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
A	Teacher Training						
1	Development of Training Package			5.50	12.50	5.50	12.50
a)	Customising the prototype material						
b)	Adaptation						
c)	Translation						
d)	Reprography						
e)	Field Testing						
f)	Revision & Printing						
g)	State's specific in languages						
h)	Reprography						
i)	Field Testing						
j)	Revision & Printing						
2	Training of Master Trainers			1.25	8.75	1.25	8.75
3	Strengthening of DSERT						
a)	Addn. Accommodation	40.00	40.00			40.00	40.00
b)	Library	15.00	15.00			15.00	15.00
c)	Documentation Centre	20.00	20.00			20.00	20.00
d)	Computer Unit	7.00	7.00	1.50	10.50	8.50	17.50
4)	Evaluation Studies			0.50	3.50	0.50	3.50
	Total (A)	82.00	82.00	8.75	35.25	90.75	117.25



## Cost Estimates

II GOALS AND PROGRAMME INPUTS (Ref chapter 5) (Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		I Year	Project period	I Year	Project period	I Year	Project period
B	Text Books						
1	Development of MLL based curriculum (I to IV Std.)			6.00	6.00	6.00	6.00
2	Development of Text Books, Work Books, Supplementary readers, Teacher's guides & Other allied materials			4.00	28.00	4.00	28.00
3	Production of Instructional Materials	6.00	6.00	39.00	447.00	45.00	453.00
4	Setting up of a Central Co-ordination Unit			1.00	7.00	1.00	7.00
	Total (B)	6.00	6.00	50.00	488.00	56.00	494.00
	Total (A+B)	88.00	88.00	58.75	523.25	146.75	611.25

## Cost Estimates

III M I S (Ref chapter 6)

(Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
A	Infrastructure						
1	Computer room						
2	A.C. (1.5 tonnes)	0.45	0.45			0.45	0.45
3	Furniture	0.90	0.30			0.90	0.90
4	Furnishing	0.30	0.30			0.30	0.30
5	Hardware	8.10	8.10			8.10	8.10
6	Software	1.55	1.55			1.55	1.55
7	Training Material		2.00				2.00
8	Telephone	0.08	0.08	0.10	0.70	0.18	0.78
9	Hardware maintenance				3.30		3.30
10	Salaries			2.16	11.43	2.16	11.43
11	Training & Workshops			0.35	1.05	0.35	1.05
12	TA & DA			0.25	1.75	0.25	1.75
13	Data transmission			1.00	7.00	1.00	7.00
14	Consumables			1.50	10.50	1.50	10.50
15	Contingency			0.40	2.80	0.40	2.80
16	Printing of formats			0.80	5.60	0.80	5.60
	Total	11.38	13.38	6.56	44.13	17.94	57.51

## Cost Estimates

III M I S (Ref chapter 6)

(Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
A	Infrastructure						
1	Computer room						
2	A.C. (1.5 tonnes)	0.45	0.45			0.45	0.45
3	Furniture	0.90	0.30			0.90	0.90
4	Furnishing	0.30	0.30			0.30	0.30
5	Hardware	8.10	8.10			8.10	8.10
6	Software	1.55	1.55			1.55	1.55
7	Training Material		2.00				2.00
8	Telephone	0.08	0.08	0.10	0.70	0.18	0.78
9	Hardware maintenance				3.30		3.30
10	Salaries			2.16	11.43	2.16	11.43
11	Training & Workshops			0.35	1.05	0.35	1.05
12	TA & DA			0.25	1.75	0.25	1.75
13	Data transmission			1.00	7.00	1.00	7.00
14	Consumables			1.50	10.50	1.50	10.50
15	Contingency			0.40	2.80	0.40	2.80
16	Printing of formats			0.80	5.60	0.80	5.60
	Total	11.38	13.38	6.56	44.13	17.94	57.51

## Cost Estimates

### IV EDUCATION FOR WOMEN'S EQUALITY (Ref chapter 9) (Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
1	Appointment of Project Staff			1.80	9.00	1.80	9.00
2	Preparation of materials for environment building			0.25	0.25	0.25	0.25
3	Printing			4.00	4.00	4.00	4.00
4	Training of Master Trainers			0.30	1.50	0.30	1.50
5	Conduct of compaigns			2.00	2.00	2.00	2.00
6	Preparation of Teacher's Hand books			0.10	0.10	0.10	0.10
7	Preparation of officers training manual			0.60	0.06	0.06	0.06
8	Preparation of teacher's training manual			0.60	0.06	0.06	0.06
9	Training of officers/ DIET staff			1.14	1.14	1.14	1.14
10	Preparation of hand book for administrators			0.08	0.08	0.08	0.08
11	Appointment of female voluntary teachers			72.00	360.00	72.00	360.00
12	Preparation of children's literature			5.50	5.50	5.50	5.50
13	Publication and supply of the material			100.00	100.00	100.00	100.00
14	Evaluation			0.15	0.15	0.15	0.15
	Total (A)	0.00	0.00	185.64	474.84	185.64	474.84

## Cost Estimates

### IV EDUCATION FOR WOMEN'S EQUALITY (Ref chapter 9)

(Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		1 Year	Project period	1 Year	Project period	1 Year	Project period
15	Monitoring and performance analysis			0.50	2.50	0.50	2.50
16	Preparation of slides				5.00		5.00
17	Preparation of films				2.00		2.00
18	Co-ordination committee quarterly meeting			1.00	1.00	1.00	1.00
19	Preparation of multiple copies of films	1.60	1.60			1.60	1.60
20	Higher Primary curriculum renewal				0.13		0.13
21	Preparation of hand books for LPS teachers				0.13		0.13
22	Purchase of equipment	5.50	5.50			5.50	5.50
23	Data entry and processing			0.10	0.50	0.10	0.50
24	Research Activity				0.25		0.25
25	Mid-term External Evaluation and Analysis				4.00		4.00
26	Implementation of research findings				5.00		5.00
27	Final Evaluation				5.00		5.00
28	Post project programmes CG miscellaneous				5.00		5.00
	Total (B)	7.10	7.10	1.60	30.51	8.70	37.61
	Total (A+B)	7.10	7.10	187.24	505.35	194.34	512.45

## Cost Estimates

**V STRENGTHENING PLANNING AND MANAGEMENT  
TRAINING (Ref chapter 7)**

(Rs. in lakhs)

	Activities	Non-recurring		recurring		Total	
		I Year	Project period	I Year	Project period	I Year	Project period
1	Infrastructure Computer, Software, Indexing facility of other materials	2.00	2.00			2.00	2.00
2	Consultation fees (includes training)			2.00	14.00	2.00	14.00
	Total	2.00	2.00	2.00	14.00	4.00	16.00

## Cost Estimates

### ABSTRACT

(Rs.in lakhs)

	Activities	Non-recurring		recurring		Total	
		I Year	Project period	I Year	Project period	I Year	Project period
I	Administration	7.00	7.00	12.30	86.10	19.30	93.10
II	Goals & Programme Inputs						
A	Teachers Training	82.00	82.00	8.75	35.25	90.75	115.25
B	Text Books	88.00	88.00	58.75	523.25	146.75	611.25
III	M I S	11.38	13.38	6.56	44.13	17.94	57.51
IV	Education for Women's Equality	7.10	7.10	187.24	505.35	194.34	512.45
V	Strengthening of Planning and Management Training	2.00	2.00	2.00	14.00	4.00	16.00
	Total	197.48	199.48	275.60	1208.08	473.08	1407.56

## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
<b>I</b>	<b>ADMINISTRATION</b>												
1	Appointment of Project Director & supporting staff	xxx											
2.	Procurement of vehicles, etc.	xxx											
<b>II</b>	<b>GOALS AND PROGRAMME INPUTS</b>												
<b>A</b>	<b>Teachers Training</b>												
1	Customising the prototype material					xxx							
2	Adaptation					xxx							
3	Translation						xxx						
4.	Reprography						xxx						
5.	Field Testing						xxx						
6.	Revision & Printing							xxx					
7.	State's specific in languages		xxxxx	xxxxx	xxxxx	xxxx							
8.	Reprography					xxx							
9.	Field Testing					xxx							
10	Revision & printing							xxx					
11.	Training of Master Trainers							xxxxx	xxxxx				



## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
B	Strengthening of DSERT												
1.	Additional Accommodation			xxxxxx	xxxxxx	xxxxxx	xxxxxx						
2.	Library								xxxxxx	xxxxxx			
3.	Documentation Centre								xxxxxx	xxxxxx			
4.	Computer Unit								xxxxxx	xxxxxx			
C.	Evaluation Studies										xxxxxx	xxxxxx	xxxxxx
D.	Text Books												
1.	Development of MLL - based curriculum (I to IV)	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx			
2.	Development of text books, work books, supplementary readers, teacher guides (I Std.)				xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx			
3.	Govt. funding	xxx											
4.	Procurement of paper								xxx				
5.	Production of instructional material									xxx	xxx	xxx	
6.	Storage of printed material											xxx	

## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
7.	Distribution a) Free b) Sale			June 1995									
8.	a) Setting up of a central co-ordination unit for co-ordination of text book production, distribution and quality control  b) Training		xxx										
9.	Computerisation of production			xxxxx	xxxxx	xxxxx							
III	MIS												
A	Infrastructure												
	1. Preparation of computer room	xxxxxx	xxxxx										
	2. Electrification and furnishing		xxxxx	xxxxxx									
	3. Procurement of furniture			xxxxxx	xxxxxx								
	4. Procurement and installation of computers (hardware & software)				xxxxxx	xxxxxx							

## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
B	Data capture format												
	1. Printing	xxxxxx	xxxxxx										
	2. Distribution to districts		xxxxxx	xxxxxx									
C	Manpower												
	1. Recruitment				xxxxxx	xxxxxx							
D.	Training					xxxxxx							
E.	Operation of EMIS					xxxxxx	xxxxxx						
IV.	<b>EDUCATION FOR WOMEN'S EQUALITY</b>												
	1. Appointment of project staff	xxx											
	2. preparation of materials for environment building	xxxxxx	xxxxxx	xxxxxx									
	3. Printing & distribution						xxx						
	4. Traing of Master Trainers							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
	5. Conduct of campaigns									xxxxxx	xxxxxx	xxxxxx	

## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
6.	Preparation of Teachers Hand book		xxxxxx	xxxxxx									
7.	Preparation of officers training manual				xxx								
8.	Preparation of teacher's training manual						xxx						
9.	Training of officer's DIET staff					xxx							
10.	Training of teachers through DIETs							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
11.	Preparation of hand book for administrators									xxx			
12.	Appointment of female voluntary teachers							xxx					
13.	Monitoring training programme				xxx			xxx			xxx		xxx
14.	Preparation of children's literature									xxxxxx	xxxxxx	xxxxxx	xxxxxx
15.	Evaluation											xxx	
16.	Performance analysis												xxx

## 11. Time frame of operations

Ref. No.	Activities	1994									1995		
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
17.	Co-ordination committee quarterly meeting			xxx			xxx			xxx			xxx
18.	Purchase of computer equipment										xxx		
19.	Data entry and processing												xxx
V.	<b>STRENGTHENING PLANNING &amp; MANAGEMENT TRAINING</b>												
1.	Infrastructure			xxxxxx	xxxxxx								
2.	Training Programmes In management				xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx



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