

**PERSPECTIVE PLAN - DPEP - II**  
**BIDAR DISTRICT**

**OFFICE OF THE STATE PROJECT DIRECTOR**  
**DISTRICT PRIMARY EDUCATION PROGRAMME**  
**Govt. Press Premises, Dr. Ambedkar Veedhi, Bangalore - 560 001**

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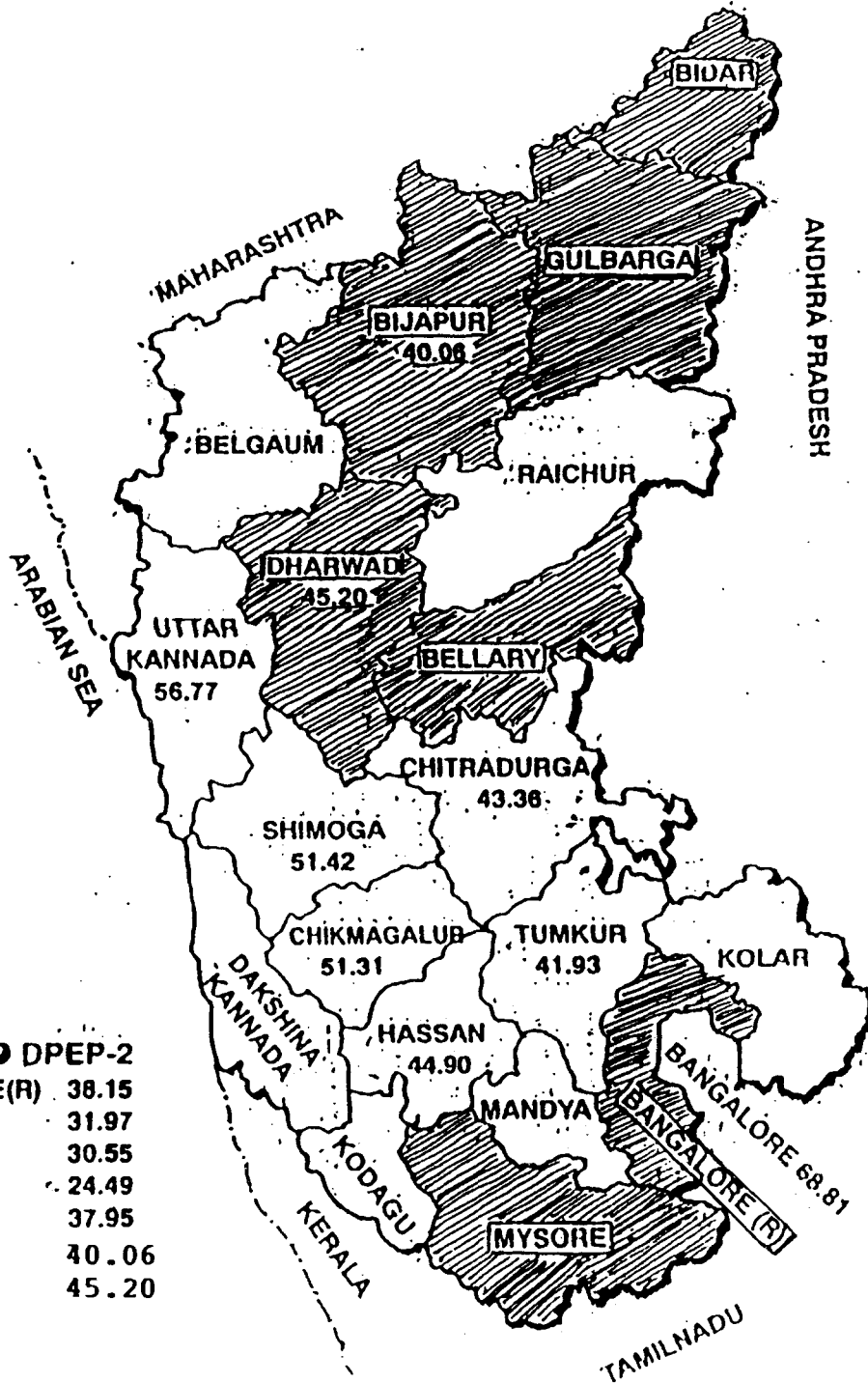


# MAP OF KARNATAKA SHOWING DPEP DISTRICTS

WITH FEMALE LITERACY (1991)

STATE : 44.34

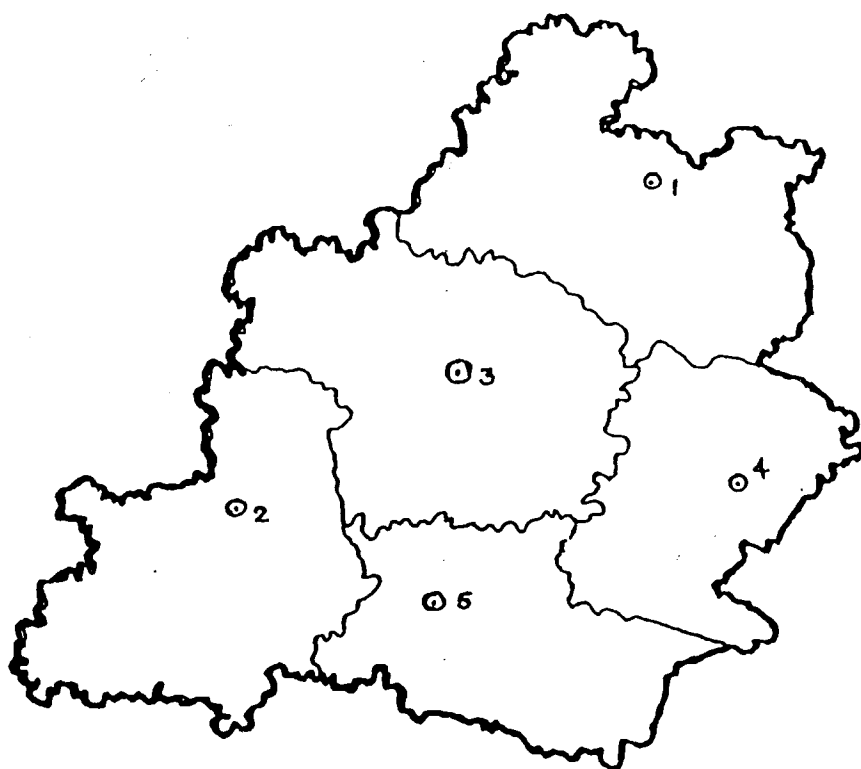
NATIONAL : 39.42



PROPOSED DPEP-2	Female Literacy Rate (%)
BANGALORE(R)	38.15
BELLARY	31.97
SIDAR	30.55
GULBARGA	24.49
MYSORE	37.95
BIJAPUR	40.06
DHARWAD	45.20



## BIDAR



1. Aured
2. Basavakalyan
3. Bahilki
4. Bidar
5. Homnabad





## CHAPTER I

### DISTRICT PROFILE

#### 1. Brief background

Bidar district is a small but complex district of Karnataka with a unique history and culture. Prior to independence it was part of the erstwhile Nizam state and later became part of Mysore, now renamed Karnataka.

The Bidar area had a great past. It was the nucleus of some important dynasties which held sway in the ancient and medieval period and witnessed several upheavals. The important dynasties were the Satavanahas, Chalukyas, Rashtrakutas, Kakatiyas, Kalachuryas, and the Bahamanis. In the 12th century AD it was the immediate scene of the rise of the Sharana (Veerashaiva) movement led by Basaveshwara Allma Prabhu and others, which brought about a new epoch with far reaching consequences in social, religious, literary, cultural and economic fields. Later during the reign of King Hassan Gangu Bhaman Shaha, his Minister-in-chief Md. Gawan gave a tremendous boost to education by establishing a college called Madarsa-e- Md. Gawan ; the building of the college can still be seen in Bidar town..

There are interesting versions on how the District derives its name. The name of the place appears to be derived from the word "Bidaru", which is the local name for bamboo, which was known to have grown in plenty in the District in earlier times. The District was earlier called Vidhur Nagar. According to another version the name Bidar is derived from the famous Bidari work prevalent in the District since a long time.

#### 2. Location

Bidar is located in the northern most part of Karnataka. It borders Maharashtra in the North-West and Andhra Pradesh in the North East. Its exact location is between 17.35 and 18.25 degrees North latitude and between 76.42 and 77.39 degrees East longitude. The District is 2330 feet above the sea level and has a salubrious climate throughout the year.

### 3. Area and population

Table I.1 below give the block-wise Area and Population profile of the District .

**Table I.1 Area and population of Bidar District**

Sl. No.	Item	Aurad	B'kalyan	Bhalki	Bidar	H'bad	Total
1.	Area (sq. km)	1224	1206	1117	926	985	5458
2.	Pop (T)	210040	246340	222918	331452	245049	1255799
3.	Pop (M)	106926	124969	114038	172361	124898	643192
4.	Pop(F)	103114	121371	108880	159091	120151	612607
5.	Pop(R)	210040	203592	196042	199044	201378	1010096
6.	Pop(U)	0	42748	26876	132408	43671	245703
7.	Pop(SC)	56346	52076	47260	51339	53012	260033
8.	Pop(ST)	12457	25842	12725	21942	31249	104215
9.	Pop (Workers)	92291	105942	89618	115901	96887	500639
10.	Density (sq. Kms.)	172	204	199	358	249	231
11.	Decadal growth of Pop. (81-91)	20.85	23.05	22.31	33.70	27.92	26.12

### 4. General information

Table I.2 below gives the block-wise profile of the District.

**Table I.2: Block-wise general Information**

Sl. No.	Block	Popn.	Hobbils	Inhabit.ed Villages	Uninhab. Villages	Towns
1.	Aurad	210040	6	149	0	0
2.	B'kalyan	246340	6	113	1	1
3.	Bhalki	222918	6	120	2	1
4.	Bidar	331452	6	123	8	1
5.	H'bad	245049	6	84	3	2
Total	District	1255799	30	589	14	5

### 5. Income and Occupational Pattern

Per capita income in the District is the lowest in the state at current prices. At constant prices it is a little better than Kolar which is the lowest in the state. At current prices (1991-92) the per capita income was Rs.2725 and at constant prices (1980-81) it is Rs.1461. The 1991 census states that there are 467000 main

workers and 34000 marginal workers. However, 755000 have been noted as non-workers, This means that for every one employed person there were over 34000 people unemployed according to the official registers. This fact together with the low per capita income pushes down Bidar to the bottom rung of the ladder in terms of backwardness.

Agriculture is the occupation for 70% of its people. Land is fertile. The district gets moderate rainfall between 800-850 mm. Tur, black gram (urad), green gram, and sugar cane are the main crops in Kharif, and jowar, gram, and sunflower are the principal crops in Rabi.

The Bidari artisans of the District are famous all over the country. Pottery, carpentry, black-smithy, and gold smiths are the traditional occupations of the District. There has been some efforts at industrialisation since 1981 and Bidar has a major industrial estate.

## 6. Climate

The climate of the District is characterized by general dryness throughout the year except during the South-West monsoon season. The summer season is from about the middle of February to about the first week of June. This is followed by the South-West monsoon season which continues till the end of September. The months of October and November constitute the post monsoon or retreating monsoon season. The cold season is from December to the middle of February. The average annual rainfall at Bidar is 907.5 mm (35.73 inches).

## 7. Educational Institutions

Table I.3 gives the category-wise number of Educational institutions in Bidar District.

**Table I.3 Educational Institutions in Bidar**

Sl. no.	Type of institution	Number
1.	Pre-primary	52
2.	Primary	931
3.	High Schools	172
4.	Junior Colleges	29
5.	Degree Colleges	23
6.	Engineering Colleges	2
7.	Polytechnics	6
8.	B. Ed. Colleges	2
9.	Ayurvedic Medical Colleges	1
10.	Dental Colleges	2

## **8. Religions and Languages**

About 83% of the population of the District are Hindus, 14.75% are Muslims, 2% Christians, and the balance are Sikhs and Jains. In view of the fact that the District borders Andhra Pradesh and Maharashtra, people of the District generally speak Urdu, Telugu, and Marathi in addition to Kannada, which is the mother tongue for the majority of the population.

## **9. Communications**

The following are the important roads in the District:

1. Hyderabad - Sholapur - Pune road which is the National highway No.9 connecting Pune and Hyderabad.
2. Zahirabad - Nanded road which is a State highway and passes through Bidar town and leaves the District near Kamalanagar.
3. Srirangapatna - Bidar road which passes through the District for a distance of 60 kms.

There are also eleven Major District roads, twenty-two Other District roads, and over forty Village roads in the District. Bidar the headquarters town is connected by road with Bangalore via Gulbarga and is also connected by road, rail and air with Hyderabad. A broad gauge line passes through the District; there are seven railway stations in the District, including Bidar.

## CHAPTER II

### EDUCATIONAL PROFILE

#### 1. Education in the early periods in the District

In the early times education was in the hands of religious leaders and priests, and it was encouraged with endowments by kings, chiefs, noblemen, merchants and the like. The Brahmanic system of education which was prevalent in other parts was also in vogue in Bidar District. The teaching was largely oral and the curriculum included the learning of grammar, literature, mathematics, logic, astronomy, philosophy, the Vedas and other religious lore, Yoga, Ayurveda, etc, and sometimes the art of dancing, singing and other fine arts. The students had to remain in the gurukulas of their teachers under rigorous discipline and had to imbibe a love of knowledge and a spirit of devotion to duty. Agrahars and Brahmapuris were settlements of learned men. Education was imparted in monasteries and temples also. The medium of higher education was Sanskrit. Crafts were taught by father to son and to other apprentices generation after generation. While Viharas were the centres of Buddhistic learning, monasteries and Basadis were the centres of Jain learning. Mainly Prakrit and Sanskrit were used by them as media. The Jainas preached to the people through Kannada and also composed works in Kannada.

From the 9th century onwards, Shaivism wielded a good deal of influence in Karnataka. The priests of Kalamukha Shaiva sects were great educationists and religious preachers. From about the middle of the 12th century, the Sharana movement played a highly important role in the spread of education to large sections of people. The Sharanas of this reformist group (both men and women) preached ethics, religion, philosophy, etc, in common man's language and created a new unique literature called the Vichanas by outpouring of their hearts. The Mathas became the centres of literary, social and spiritual activities.

In the 14th century after the Bahamani rule was established in the District, the mosques became the centres of instruction and of literary activity for the Muslims. While the Maktabs were their primary schools which gave instruction in portions of the Koran, reading, writing and simple arithmetic, the Madrasas were higher institutions of study. Md. Gawan, a scholar-statesman of repute was a great patron of education under the Bahamanis. He established his famous college at Bidar where men of high learning were teaching. The library built up by him contained

about 3000 volumes. Kalyana and Bidar, which were capitals of large kingdom in the ancient and medieval periods respectively, were also distinguished for learning.

Before 1854, Pandits, Jangamas, and Maulavis were imparting education. Besides the State Government, sometimes the Jagirdars, Mansabdars, Deshmukhs, Deshpandes, merchants and the public were also extending assistance for running of educational classes but there was no well defined and organised common system of courses and education was in a haphazard state.

The modern system of education commenced in the District only after 1854 after the famous Wood's despatch, and in 1859 the Government issued a notification ordering the opening of two schools in each taluk and district headquarters, one in Persian and the other in the vernacular language.

## 2. Literacy

The overall literacy rate of the district as per the 1991 census is 45.11 % compared with the state average of 56.04% and the all India average of 52%. Though the literacy rate is well below the state average, it is the highest in Gulbarga division. There has been a steady increase in literacy rates in both rural and urban among males and female population in the district.

**Box - 1: Decadal growth of literacy from 1961 to 1991**

	1961		1971		1981		1991	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Male	24.37	53.62	32.71	60.70	38.68	68.18	53.85	78.86
Female	3.24	21.94	6.92	31.87	11.25	41.00	24.51	55.91
Total	13.95	38.46	20.04	47.03	25.09	55.15	39.43	68.03

Source: Census of India.

But there is also a continuing gap between male and female literacy rates.

**Table II.1: Block-wise Male-Female Literacy in Bidar (1991)**

Sl No	Block	Male	Female	Total
1.	Aurad	53	25.48	39.5
2.	Basavakalyan	57.71	27.77	42.95
3.	Bhalki	61.92	30.26	46.47
4.	Bidar	62.91	37.92	50.96
5.	Humnabad	57.1	28.07	42.87
6.	District	58.97	30.53	45.11

### **3. Total Literacy Campaign**

The total literacy campaign in Bidar was launched on 8th September 1990. There were an estimated 2.70 lakh illiterates identified in the District in the age group 9-35. The achievement was a commendable 57% by 1994. However some of the neo-literates may have now relapsed into illiteracy. The post-literacy programme was started throughout the district in 1995. During the TLC campaign, mobilisation was done by harnessing all kinds of cultural groups in the district: kala jatha activists went from village to village and held large audiences spell bound by the performance of plays and songs, which reflected their own reality. Gigipada and Kolata were popular folk forms in which messages relating to education of the girl child, equality of wages between men and women were incorporated. The need for literacy was repeated in many forms - through role play in the street theatre, posters, campaigns and marches through the village. The programme had the support of voluntary organisations. Officials and non-officials mingled together - the programme had the feel of a festival. A large cadre of volunteers were trained and people enrolled in the literacy centres.

The Bidar Literacy Campaign saw 1.53 lakh persons achieving the pre-determined levels of literacy. Apart from the obvious gains of the literacy effort, the campaigns have also led to an increased demand for education in the District.

### **4. Status of Primary Education in Bidar**

In the following paras an assessment of the status of primary education in Bidar is made with reference to the following issues:

- Access to school facilities
- Enrollment
- Participation and Dropout

## Access to school facilities

### Growth of primary schools

Box 2 below gives the growth of lower and primary schools (including private aided and unaided schools) in the District in the last five decades.

**Box - 2 : Growth of lower and upper primary schools**

YEARS	ULPS	HPS	Total
1951	129	65	194
1961	195	112	307
1971	451	265	716
1981	510	244	754
1991	521	340	861
1993	408	524	932
1996	403	552	955

(Source: DDPI's office)

Between 1951-1991 there has been a significant spatial increase of both lower and upper primary schools. However, between 1991-1996 the focus was on upgrading lower to upper primary schools in the district. The figures below will give the schooling facilities available in rural areas in the district.

### Schooling facilities in rural areas in the district

The number of rural habitations and how they are served by primary schooling facilities is given in the tables below:

**Box - 3 : Rural habitations with/without primary schools**

	No of habitations	Popln of habtn.	% of dt popln served
Within the habtn	671	1058205	98.39
Upto 0.6 km	11	7096	0.66
0.6-1 km	4	1059	0.10
1-2 km	33	7486	0.70
more than 2 km	9	1632	0.15
Total	728	1075478	100

Source 1993 All India Education Survey

It is clear from the above table that 686 rural habitations are served with a primary school within a distance of one kilometer; 42 habitations are served with a primary school at a distance of more than one kilometer.



Since 1993 with an increase in population there has been an overall increase in the total number of habitations in the district. The total number of habitations now stands at 816 against 728 at the time of the Survey in 1993. The Box below gives the present position of habitations having a population more than 200, not served by primary schools.

**Box 3A: Habitations with population >200 not served by primary schools**

Sl.no	Name of the Block	No. of habitations in the Block	No. of habitations with LPS within habitation	No. of habitations without LPS	No. of habitations with Population >200
1	Airad	244	152	92	34
2	Bkalyan	178	173	5	4
3	Bhalki	139	134	5	5
4	Bidar	140	138	2	5
5	Humnabad	115	102	13	11
	District	816	699	123	59

**Number of primary schools in the district according to different management**

As in the case of most other parts of the country a large number of lower primary schools in Bidar are run by Government. The following table gives the number of schools in Bidar according to area and management:

**Box 4 : Primary schools according to management**

Area	Lower Primary					Higher Primary				
	Govt	LB	PA	PUA	Total	Govt	LB	PA	PUA	Total
Rural	391	0	2	3	396	318	2	45	37	402
Urban	10	0	0	2	12	35	4	61	22	122
Total	401	0	2	5	408	372	6	106	59	524

(Source: Sixth All India Educational Survey: 1993)

As per the Sixth All India Educational Survey there are 401 government lower primary schools and 372 government higher primary schools in the district. There is a very small presence of the private sector in respect of lower primary schools in the District, with only 2 aided lower primary schools run by private management and 5 unaided private management lower primary schools. However, in respect of upper

primary schools, there are as many as 106 aided higher primary schools and 59 unaided higher primary schools. All higher primary schools have classes I-VII. Thus, 98.28% of the lower primary schools in the district are managed by government, and only 1.72% are privately managed schools. 70.99% of the higher primary schools are managed by government. 20.23% are managed by aided institutions and 11.26% are managed by unaided institutions. There is no higher primary schools with classes only from V-VII, and all upper primary schools have classes I-VII.

**Table II.2: Current Position of Schools in Bidar District**

Sl.	Block	Govt.			Non-Govt.						Grand Total		
		LPS	HPS	TOT	Aided			Un-aided			LPS	HPS	TOTAL
		LPS	HPS	TOT	LPS	HPS	TOT	LPS	HPS	TOT	LPS	HPS	TOTAL
1	Aurad	99	76	175	-	20	20	-	03	03	99	99	198
2	B.Kalyan	95	77	172	-	20	20	-	03	03	95	99	194
3	Bhalki	70	85	155	-	28	28	-	05	05	70	118	188
4	Bidar	91	73	164	-	57	57	-	12	12	91	142	233
5	Humnabad	48	61	109	-	26	26	-	07	07	48	94	142
	<b>TOTAL</b>	<b>403</b>	<b>372</b>	<b>775</b>	-	<b>151</b>	<b>151</b>	-	<b>29</b>	<b>29</b>	<b>403</b>	<b>552</b>	<b>955</b>

### Minority Schools

Box 5 below gives the minority schools in the district. As may be seen most of the minority schools are Marathi and Urdu medium schools, which reflects the influence from the Maharashtra and Andhra Pradesh borders.

#### Box 5 : Minority Schools in the district

	Urdu	Marathi	Telugu	Hindi	Tamil	Total
<b>LPS</b>	45	91	-	1	-	137
<b>HPS</b>	69	145	-	5	-	219
<b>Total</b>	114	236	-	6	-	356

Source: DDPI's office

### Infrastructural facilities

Providing access to schooling not only means making a school building available, but also includes providing minimal infrastructural facilities, such as drinking water, toilets, electrification, and quality teachers.

The position regarding school buildings in rural and urban areas of Bidar as per the Sixth All India Education Survey is as follows:

**Box 6 : Position of primary school buildings**

Area	Type of Building						total
	pucca	partly pucca	kacha	thatched hut	tents	open space	
<b>LPS</b>							
Rural	340	24	19	11	2	0	396
Urban	10	1	1	0	0	0	12
<b>Total</b>	<b>350</b>	<b>25</b>	<b>20</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>408</b>
<b>HPS</b>							
Rural	317	29	49	2	5	0	402
Urban	84	15	21	1	1	0	122
<b>Total</b>	<b>401</b>	<b>44</b>	<b>70</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>524</b>

(Source: Sixth All India Educational Survey: 1993)

The above data reveals that 2 lower primary schools and 6 upper primary schools were running in tents in 1993. 11 lower primary schools and 3 upper primary schools were running in thatched huts. 20 lower primary and 70 upper primary schools were in kacha buildings. Since 1993-94 the state has embarked on a major programme of school construction from the state sector and the position has been drastically altered. There is today no school in tents or in thatched huts in the District. In Bidar 1454 school rooms have been taken up for construction and 791 rooms have been constructed in the district since 1993-94.

**Box 6(a) : Number of Class rooms constructed since 1993-94**

Year	Numbers constructed
1993-94	244
1994-95	200
1995-96	
1996-97	347 + 663*

\*construction under various stages

Source : CPI's office

## Schools according to total number of rooms,

### Box 7 : Schools according to number of rooms

#### Lower Primary

Area	Zero	1	2	3	4	5	6-7	8-9	10+	total	Average. rooms per school
Rural	2	86	185	96	20	5	1	1	0	396	2.13
Urban	0	1	2	2	3	4	0	0	0	12	3.58
Total	2	87	187	98	23	9	1	1	0	408	2.17

#### Higher Primary

Rural	0	2	23	35	49	63	106	66	58	402	6.80
Urban	11	0	0	2	4	4	24	31	46	122	10.21
Total	11	2	23	37	53	67	130	97	104	524	7.59

(Source: Sixth All India Educational Survey: 1993)

The average number of rooms in Bidar for primary schools is higher than the state average number of 1.89 for rural areas, 3.39 for urban areas and 2.01 for rural and urban areas. In respect of upper primary schools also, the district compares favourably with the state average of 5.32 rooms in rural areas, 10.10 in urban areas, and 6.55 rooms per schools for rural and urban areas.

### Schools having ancillary facilities

Box 8 below gives the schools without toilet and drinking water and toilet facilities in the District. As may be seen a majority of schools in the district do not have toilet and drinking water facilities.

### Box 8 : Schools having ancillary facilities

Area / Type	Without toilets		Without drinking water	
	Rural	Urban	Rural	Urban
LPS	380	8	303	4
HPS	186	30	333	56
Total	566	38	636	60

## Position regarding teachers

There has been a significant growth in the number of teachers. The situation regarding the number of teachers in lower primary schools in rural and urban areas is as follows:

### Box 9 : Position regarding teachers as on 30/09/93

Area	All Community			SC	ST	OBC	%	
	female	male	total				female	SC/ST
<b>LPS</b>								
<b>Rural</b>	97	626	723	107	24	402	13.42	18.12
<b>Urban</b>	27	15	42	8	0	29	64.29	19.07
<b>Total</b>	124	641	765	115	24	431	16.21	18.17
<b>HPS</b>								
<b>Rural</b>	449	1932	2381	449	74	1354	18.86	21.97
<b>Urban</b>	721	603	1324	197	25	853	54.46	16.77
<b>Total</b>	1170	2535	3705	546	99	2207	31.58	17.41

(Source: Sixth All India Educational Survey: 1993)

The total number of female teachers, although mostly concentrated in urban areas in the district at 31.58%, is still short of the Government's policy to appoint 50 % female teachers for primary schools. It is also pertinent to note that the percentage of female teachers in lower primary school is only 16.21%. The state average for appointment of female teachers stands at 31.20 %

It may be noted that many of the teachers teaching in higher primary schools are also teaching lower and higher primary classes.

The position regarding teachers has undergone a significant change with the recruitment of 1765 teachers in Bidar district between the years 1993-94 to 1996-97. The additional recruitment made since 1993-94 to 1996-97 is given below.

**Box 10 : Recruitment of Teachers since 1993-94**

Year	No. recruited
1993-94	50
1994-95	519
1995-96	372
1996-97	824
<b>Total</b>	<b>1765</b>

In view of the large scale recruitment all Government primary schools have a minimum of 2 teachers. The position of teacher posts sanctioned and filled as on 31.03.97 in government primary school is given at Box 11 below.

**Box 11 : Govt. Teacher posts sanctioned and vacant as on 31.03.97**

	Sanctioned	Filled	Vacant
LPS	1091	1033	58
HPS	3272	3209	63
<b>Total</b>	<b>4363</b>	<b>4242</b>	<b>121</b>

**Current position of Teachers in Bidar**

The present position of teachers according to community and sex is given below.

**Table II.3: Current position of teachers**

	General		SC		ST		Total	
	M	F	M	F	M	F	M	F
<b>LPS</b>	1140	496	176	87	-	9	1344	592
<b>HPS</b>	1314	606	234	97	41	14	1589	717
<b>Total</b>	2454	1102	410	184	69	23	2933	1309

The Table below gives the present position of teachers Block-wise, in Government and private schools, separately in respect of lower primary and upper primary schools.

**Table II.4: Block-wise position of teachers**

Sl.	Block	Govt.			Non-Govt.									Grand Total		
		LPS	HPS	TOTAL	Aided			Un-aided			Total			LPS	HPS	TOTAL
					LPS	HPS	TOTAL	LPS	HPS	TOTAL	LPS	HPS	TOTAL			
1	Aurad	353	599	952	-	203	203	-	21	21	-	224	224	353	823	1176
2	B.Kalyan	227	568	795	-	201	201	-	14	14	-	215	215	227	783	1010
3	Bhalki	150	654	804	-	353	353	-	42	42	-	395	395	150	1049	1199
4	Bidar	280	929	1209	-	469	469	-	98	98	-	567	567	280	1496	1776
5	Humnabad	81	522	603	-	206	206	-	49	49	-	255	255	81	777	858
	TOTAL	1091	3272	4363	-	1432	1432	-	224	224	-	1656	1656	1091	4928	6019

\* includes 4242 in position & 121 vacant.

## Enrollment & Retention

Given below are the enrollment figures for the period 1980-81 to 1996-97 in classes I-IV.

**Table II.5: Enrollment in classes I-IV from 1980-81 to 1996-97**

Year	1 std boys	1 std girls	1 std total	2 std boys	2 std girls	2 std total	3 std boys	3 std girls	3 std total	4 std boys	4 std girls	4 std total	5 std boys	5 std girls
80-81	29159	24670	53839	17236	13584	30820	11458	9155	20613	8665	4813	13478	8365	3335
81-82	29207	27540	56747	17471	14013	31484	11900	9303	21203	8599	6586	15185	8972	5266
82-83	29665	27754	57419	17608	14085	31693	12029	9348	21377	8728	6608	15336	9246	5536
83-84	32795	31292	64087	19130	15534	34664	14160	10598	24758	11255	7430	18685	10250	6458
84-85	31167	24212	55379	21490	15794	37284	16578	12208	28786	18532	7584	26116	8334	4853
85-86	28210	21396	49606	20485	11677	32162	15113	7556	22669	11623	4806	16429	8162	2025
86-87	28796	17715	46511	23233	12319	35552	18355	9610	27965	14910	8278	23188	8882	4122
87-88	35007	32506	67513	27029	19034	46063	20729	12788	33517	15349	10460	25809	11274	6730
88-89	31819	25729	57548	25596	18778	44374	22380	15871	38251	17494	11891	29375	10624	7508
89-90	27006	26693	53699	22622	20241	42863	18693	17539	36232	15918	13840	29758	12490	8461
90-91	25163	24021	49184	20842	18002	38844	19137	15581	34718	15000	12923	27923	27923	8207
91-92	32521	31257	63788	28679	25720	54399	26588	22391	48979	23282	19306	42588	17968	12318
92-93	26069	25904	52000	23486	22799	46285	23151	19205	42356	19803	16276	36079	15882	11611
93-94	39436	35655	75091	30192	26125	56317	27098	21763	48861	21186	15849	37034	16181	11784
94-95	42812	32380	75198	26745	25880	52625	20700	23685	44385	21175	14875	36050	12214	15280
95-96	33218	33110	66328	30459	28515	58974	25650	22590	48240	22340	18280	40620	13130	13960
96-97	30577	31263	61840	29308	25720	55028	28470	24010	52480	24056	19412	43468	15651	13695

## Enrollment and G.E.R. from 1991-92 to 2001-02 based on projected child population

Since the focus of DPEP will cover Classes I to V, at the district level estimated child population in the 6 to 10 age group and enrollment in Classes I to V has been projected upto 2001-02 in box 12.

### Box 12: Estimated child population and GER

Year	Estimated Popn.		Enrollment		GER		
	Boys 6-10	Girls 6-10	Boys I-V	Girls I-V	Boys	Girls	Total
1991-92	98819	98821	129048	110992	130.59	112.32	121.45
1992-93	101418	101420	108418	95795	106.90	94.45	100.68
1993-94	104016	104017	134093	111175	128.92	106.88	117.90
1994-95	106616	106617	123646	112100	115.97	105.14	110.56
1995-96	109216	109218	124797	116455	114.27	106.63	110.45
1996-97	111814	111817	128062	114100	114.53	102.04	108.29
1997-98	114412	114416	131431	117100	114.88	102.35	108.61
1998-99	117012	117014	134886	120180	115.28	102.71	108.99
1999-00	119610	119614	138434	123340	115.74	103.12	109.43
2000-01	122209	122211	142074	126584	116.25	103.58	109.92
2001-02	124810	124810	145811	129913	116.83	104.09	110.46



In respect of estimated child projections the actual 1991 census figures, agewise between 6 to 10 has been taken as the base. The 1981-91 decadal growth rate of population has been used for calculating the projected child population for the years 1992-93 to 2001-02. In respect of boys and girls enrollment the figures for 1991-92 to 1996-97 are the actual figures compiled by the Planning Section of CPI's Office. For the subsequent period 1997-98 to 2001-02 the GERs have been calculated based on the 1981-1991 decadal growth of population, taking 1996-97 as the base. The estimated child population is calculated as shown below :

$$P(1991+n) = P(1991) + P(1991) * n$$

where

$P(1991+n)$  is population in the 1991+ $n$ th year.  
 $P(1991)$  is the population of 1991  
 $n$  is Number of years since 1991  
 $r$  is the decadal growth of population for the district between 1981-1991.

In respect of child enrollment projections have been calculated as shown below :

$$E(n) = E(n-1) + E(n-1) * r \text{ where}$$

$E(n)$  is the enrollment for year  $n : n > 1996$   
 $r$  is the decadal growth of population for the district between 1981-1991.

The enrollment figures are based on figures supplied by the DDPI for the years 1991-92 to 1996-97. The practice in some of the schools is to include in the enrollment register even children who do not attend school. In the District a large number of children who are both under age as well as overage are enrolled in each school. A combination of these two factors, explains the reason for a high GER in the district.

### **Dropout Rate in the District**

To calculate the dropout rates in the District for boys, girls and separately at classes IV and V the enrollment figures given in the above Tables have been relied on. For calculation of the I-IV dropout rate the enrollment in 1993-94 in class I was compared with the class IV enrollment in 1996-96. Similarly for calculation of the I-V dropout rate the 1992-93 class I enrollment has been compared with the class V

enrollment. The dropout rate between classes IV and V has been calculated by comparing the class V enrollment in 1996-97 with the enrollment in the previous year.

The results may be seen in the table below.

**Table II.6: Dropout Rate**

Year	Std	Boys	Girls	Total	Dropout Rate (I-IV)			Dropout Rate (I-V)			Dropout Rate (IV-V)		
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1992-93	I	26096	25904	52000									
1993-94	I	39436	35655	75091									
1995-96	IV	22340	18280	40620									
1996-97	IV	24056	19412	43468									
1996-97	V	15651	13695	29346	38.99	45.55	42.11	40.00	47.13	43.56	29.94	25.08	28.00

As may be seen the dropout rates calculated using enrollment figures give very similar rates, as compared to those calculated using samples in the baseline study. These dropout rates can therefore be considered to be quite reliable. It is seen that between classes I to V the drop out rate is 40% among boys, 47.15 among girls and the total dropout rate is 43.5%. What is even more revealing is that between classes IV to V the dropout rate is a high 29.94% among boys, 25.08% among girls and 28.00 is the overall dropout rate. This again justifies the need to upgrade lower primary schools by adding a class V section.

### **Distribution of primary school teachers**

The present position of teachers in primary schools is as below:

**Table II.7: Total primary school teachers presently in position**

Govt.	Aided	Unaided	Total
4242	1432	224	5898

The total number of primary school teachers in the district (including those working in private schools) is 5898. The distribution of these teachers per unit population is given in box 12 below.

**Box 12 : Distribution of primary school teachers per unit population**

Area in 100 sq.kms	Estd. Population in lakhs	No. of primary school teachers	No. of primary school teachers per 10000 population
54.58	13.81	5898	42.71

**Box 13 : Teacher - Student ratios in primary schools**

Area / Type	Teachers	Student	T-S ratio
<b>LPS</b>			
Rural	723	46891	1:65
Urban	42	2040	1:49
<b>Total</b>	<b>765</b>	<b>48931</b>	<b>1:64</b>
<b>HPS</b>			
Rural	2381	160586	1:67
Urban	1324	60078	1:45
<b>Total</b>	<b>3705</b>	<b>220664</b>	<b>1:59</b>

The above box shows the Teacher Student ratio in the district as on 30.09.93. As may be seen the ratio is 1:63 in lower primary schools and 1:59 in higher primary schools. The position has improved with recruitment of teachers since 93-94.

**Trained teachers in the district & requirement of training.**

The District has no untrained teacher in the District and all the 4242 teachers in Govt. Primary schools are trained teachers. However, after receiving professional training prior to joining service, most teachers have not undergone systematic inservice training. The following is the number of teachers who will require inservice training:

- 1091 teachers in government lower primary schools
- 1854 teachers taking LPS sections in upper primary schools
- 118 teachers proposed for 59 new schools
- 278 teachers proposed for upgraded Lower primary schools
- Total : 3341 teachers

**5. Pre-primary education facilities in the District**

There are only 52 pre-primary centres managed by the education department in the District. Pre-primary education is principally managed by the Department of Women and Child Development, through Anganwadis. The block-wise no. of Anganwadis in the District is given below.

**Table II.8: Block-wise Anganwadis in Bidar District**

Sl No.	Block	Number
1.	Bidar	329
2.	Basavakalyan	220
3.	Aurad	191
4.	Bhalki	200
5.	Humnabad	211
6.	District	1151

### **6. Baseline Assessment Study**

Regional Institute of Education Mysore (RIEM) was entrusted with the task conducting a baseline assessment study for the DPEP II districts of Bidar, Mysore, Bangalore rural, Gulbarga and Bellary. The Survey was conducted during the months of August-September 1996. The data analysis, computerisation and preliminary analysis was completed by January 1997 and has provided useful inputs for the finalisation of investment plans and formulation of strategies for Bidar district. The objectives of the Study were:

- To study the achievement levels of class IV students in Kannada and Mathematics.
- To study the achievement levels of class II and class IV students in Kannada and Mathematics in terms of gender differences, rural-urban differences and caste-wise differences.
- To study the achievement levels of class II students in literacy and numeracy.
- To study the socio-demographic characteristics of drop outs along with their learning achievement.
- To study the present status of enrollment and retention in the primary schools in terms of gender, location and gender differentials.
- To analyse school related, teacher related and family related factors that contribute to the differences in learning achievement levels of students at the primary stage.

A multi stage sampling procedure was adopted for the study. 40 schools of Bidar District were included for the study, which works out to 10 % of the lower primary schools in the District (excluding the upper primary schools). NCERT's language and mathematics achievement tests was used. A far shorter and simplified test was developed for the drop outs.

The total strength of children and their percentage in classes I to IV in the sampled schools is shown in the Table below.

**Table II.9: Total enrollment and percentage of children in schools**

Class	Boys		Girls		Total	
	No.	%	No.	%	No.	%
I	928	32.00	898	34.57	1826	33.21
II	731	25.21	673	25.90	1404	25.53
III	654	22.55	603	23.21	1257	22.86
IV	587	20.24	424	16.24	1011	18.40
Total	2900	100.00	2598	100.00	5498	100.00

As may be seen above the decline in the number of children is marked as one goes from class I to IV. The area-wise enrollment also shows a decline as may be seen in the table below. The decline is particularly sharp in urban areas.

**Table II.10: Area-wise enrollment and percentage of children**

Class	Rural		Urban		Total	
	No.	%	No.	%	No.	%
I	1801	33.06	25	49.02	1826	33.21
II	1391	25.54	13	25.49	1404	25.53
III	1251	22.97	6	11.76	1257	22.86
IV	1004	18.43	7	13.73	1011	18.40
Total	5446	100.00	51	100.00	5498	100.00

The decline is also visible across all categories as may be seen in the table below.

**Table II.11: Total enrollment and percentage of children across categories**

class	SC-		ST-		OBC-		Others-		Total
	No	%	No	%	No	%	No	%	
I	512	31.03	128	37.76	990	33.36	196	36.23	1826
II	411	24.91	70	20.65	791	26.65	132	24.40	1404
III	387	23.45	73	21.53	681	22.94	116	21.44	1257
IV	340	20.61	68	20.06	506	17.05	97	17.93	1011
Total	1650	100	339	100	2968	100	541	100	5498

The decline in the enrollment and class size reflect the poor retention as well as the increase in enrollment over successive years.

### Dropout rate

The Survey has calculated the dropout rate in the sampled schools on the basis of the following formula:

$$\text{Drop out rate} = (x-y/x)\%$$

where x=enrollment in class I

and y=enrollment in class V after 4 years.

In the sampled schools the enrollment in class I in 1992-93 was compared with the enrollment in class V in 1996-97. The table below gives the dropout rate for 1987-88 and 1996-97.

**Table II.12: dropout rate in sampled schools in Bidar**

1987-88	Boys	65.62
	Girls	78.49
	Total	71.91
1996-97	Boys	46.21
	Girls	47.13
	Total	44.10

Though the dropout rate in the sampled schools have come down appreciably the rate is still considerably high, and is well above the state average. The survey showed that topping the list of reasons for dropping out of school are, i) parents do not want them to study, ii) they will have to earn a living, iii) they have to assist in the household, and, iv) school is too far.

### Learning Achievement

The table below gives the mean achievement of class II students in language and mathematics. In the test administered the number of items in language were 20 and there were 14 items in numeracy. The mean scores therefore given below are out of 20 and 14 respectively.

**Table II.13: Mean scores of class II students in language and mathematics**

Sample size	Mean in language/20	Mean in numeracy/14
549	6.97	5.92

The table below gives the levels of achievement of class II students in language and numeracy, gender-wise and category-wise.

**Table II.14: Levels of achievement of class II students in language and numeracy**

Levels	Boys	%	Girls	%	SC/ST	%	Others	%	Total
<b>Language</b>									
<25%	64	27.20	54	29.50	35	29.40	83	27.80	118
25-49%	68	28.90	51	27.90	33	27.70	86	28.80	119
50<79%	54	23.00	49	26.80	29	24.40	74	24.70	103
80%>	49	20.90	29	15.80	22	18.50	56	18.70	78
	235	56.20	183	43.80	119	28.50	299	71.50	418
<b>Numeracy</b>									
<25%	52	20.20	48	22.10	32	23.20	68	20.20	100
25-49%	78	30.20	63	29.00	41	29.70	100	29.70	141
50-79%	67	26.00	77	35.50	46	33.30	98	29.10	144
80%>	61	23.60	29	13.40	19	13.80	71	21.00	90
	258	54.30	217	45.70	138	29.10	337	70.90	475

The above shows that 27.20% of the boys and 29.50% of the girls scored less than 25% in language; in numeracy 20.20% of the boys and 22.10% scored less than 25%. There does not appear to be a significant difference in the achievement as between boys and girls.

The table below gives the mean achievement of class IV students in language and numeracy. The test administered 44 items in language and 40 in numeracy.

**Table II.15: Mean scores of class IV students in language and mathematics**

Sample size	Mean in language/44	Mean in numeracy/40
625	17.33	10.14

The table below gives the levels of achievement of class IV students in language and numeracy, gender-wise and category-wise.

**Table II.15: Levels of achievement of class IV students in language and numeracy**

Levels	Boys	%	Girls	%	SC/ST	%	OBC	%	Others	%	Total	%
<b>Language</b>												
<25%	19	5.12	12	4.72	12	4.87	15	5.75	4	3.39	31	4.96
25-49%	307	82.75	204	80.31	190	77.23	216	82.76	105	88.98	511	81.76
50-79%	34	9.16	31	12.20	32	13.01	26	9.96	7	5.93	65	10.4
80%>	11	2.96	7	2.77	12	4.87	4	1.53	2	1.7	18	2.88
	371	59.40	254	40.60	246	39.36	261	41.8	118	18.9	625	100
<b>Numeracy</b>												
<25%	685	44.57	492	40.16	669	50.49	347	39.52	261	46.94	1177	42.61
25-49%	713	46.39	619	50.53	635	47.92	444	50.57	253	45.50	1332	48.23
50-79%	130	8.46	104	8.49	115	8.67	77	8.77	42	7.56	234	8.47
80%>	9	0.58	10	0.82	9	0.68	10	1.14	0	0	19	0.69
	1537	55.65	1225	44.35	1325	47.97	878	31.79	556	20.13	2762	100

The above table shows that 5.12% of the boys and 4.72% of the girls scored less than 25% in language. In respect of numeracy as high as 44.57 of the boys and 40.16% of the girls scored less than 25%. There are no significant differences between boys and girls. Across SC/ST and OBC categories also there does not appear to be any significant difference. Levels of achievement in language are considerably better compared to numeracy, where the levels of achievement are extremely poor.



## CHAPTER III

### ORGANISATION OF PRIMARY EDUCATION

#### 1. Administrative Structure

The Commissioner for Public Instruction is the controlling head of school education upto the +2 stage. Working below the Commissioner is the Director of Primary Education, who functions as the head of the Department of Primary Education.

At the district level there is the Deputy Director of Public Instruction (DDPI) who handles all aspects of education upto class X. The DDPI is assisted by two Education Officers, five Subject Inspectors and one Physical Education Superintendent in his office. At the block level there is a Block Education Officer (BEO), who is the Controlling Officer. The BEO is assisted by one Assistant Education Officer and 2-3 Inspectors of Schools and Shikshana Sahayaks. The blockwise number of schools and officers in position is given below:

Block	No of schools		No of BEOs/EOs	No of AEOs/SIs	No.of IOSs/EAs
	LPS	HPS			
<b>Aurad</b>	99	99	1	1	2+2
<b>B'kalyan</b>	95	99	1	1	2+2
<b>Bhalki</b>	70	118	1	1	2+2
<b>Bidar</b>	91	142	1	1	3+2
<b>Humnabad</b>	48	94	1	1	2+2
<b>DDPI office</b>	0	0	2	7	0
<b>Total</b>	<b>403</b>	<b>552</b>	<b>7</b>	<b>12</b>	<b>21</b>

The BEO is entrusted with the responsibility of inspecting and supervising primary and secondary schools. He is the drawing and disbursing officer for primary schools, and is also responsible for countersigning salary bills of private aided primary and secondary schools. The AEO working with him is expected to assist the BEO in conducting inspections of secondary schools, independently conduct inspections of Higher Primary Schools. The Inspectors of Schools conduct inspections of lower primary schools independently, and assist the BEO and AEO in the inspections of higher primary schools

The DDPI is responsible for the selection, appointment, transfer and promotion of primary school teachers. He is also responsible for the conduct of Class VII public examination, a measure introduced in 1996-97.

## **DIET**

A DIET has been established at Bidar, on the outskirts of the town. This was established by converting a government Teachers' Training Institute to DIET. The DIET continues to run pre-service teachers' courses of two years duration. About 60% of the sanctioned teaching posts have been filled.

It also conducts inservice training programmes as per the SOPT package created by the NCERT. The duration of the SOPT package is 7 days. During 196-97, over 800 teachers have undergone inservice training in Bidar. In addition it conducts training programmes for IED, Gender, Environment Education, Evaluation of classroom transaction and Education Technology. The duration of each of these courses varies from 3-5 days, except IED which is a 42 day training programme.

DIET Bidar has a newly built hostel with twenty double rooms.

## **Zilla Panchayat**

The functioning and supervision of the educational system is looked after by the Zilla Panchayats at the district level, Taluk Panchayats at the block level and Gram Panchayats at the villages level. The DDPI of the district also reports to the Chief Executive Officer of the Zilla Panchayat. Matters relating to education are considered by the Standing Committee on Education & Health, which comprises a select number of Zilla Panchayat members.

## **CHAPTER IV**

### **EXISTING PROGRAMMES OF THE STATE GOVERNMENT**

A large number of incentives have been given by the state government to promote access, retention and achievement in primary education, some of which are described below:

#### **1. Construction of classrooms:**

As part of the state government's policy to provide one classroom to each class, 1439 classrooms have been taken up for construction in the district. The state government gives Rs 40,000/- per classroom as the Education Department's share. The remaining amount is mobilised through local contribution / JRY /EAS.

#### **2. Recruitment of primary school teachers**

The state government has a programme to provide one teacher per class. As part of this programme Bidar district has completed recruitment of 1765 teachers in the last 4 years. With the current round of recruitment in 1996-97 all sanctioned vacant positions of teachers have been filled, except some retirement vacancies which have recently come.

#### **3. Distribution of free uniforms**

This scheme, under the name of Vidya Vikasa has been in existence since 1985. Initially, envisaged as a programme to provide welfare to children of SC/ST families, the scheme was expanded in 1993-94 to all children in class I-IV, with a view to keep caste branding out of the classroom. In 1995-96 the scheme was further expanded to cover all girls in class V-VII. In 1996-97 a further thrust was given to provide children with more durable polyester uniforms. In Bidar 118524 children received uniforms in 1996-97; this comprised 63446 boys and 55078 girls.

#### **4. Supply of text books**

Text books, like uniforms were initially given to SC/ST children only. In 1993-94 the scheme was expanded to all children in class I-IV. However, only language primers are provided for class I-III. There are no primers for maths and EVS for these classes. In Bidar, all the Vidya Vikas beneficiaries received the primers in 1996-97.

#### **5. Supply of school bags**

In order to improve retention levels among girls - particularly SC/ST girls in class V-VII, a new scheme of providing school bags and note books was introduced in 1996-97. This new scheme will be continued in the coming years. In Bidar district 2276 girls received school bags in the current year.

#### **6. Midday meals**

The scheme of providing midday meals was first introduced in the state in 1963 with assistance from CARE. In addition, the state had an energy food programme. CARE assistance was gradually withdrawn. The Government of India launched its National Programme of Nutrition Support for Primary Education in 1995-96. All 5 blocks in Bidar district are covered under this programme. The scheme provides 3 kgs of foodgrains per child per month provided that the child has 80% attendance every month. In Bidar all the eligible children received benefit of foodgrains in 1996-97.

#### **7. Supply of equipment to schools**

Equipment has recently been provided under the centrally spender scheme of Operation blackboard to 327 schools at a total expenditure of Rs.1.30 crores.

#### **8. Minimum levels of learning**

50 schools were identified in Bidar (10 in each block) under the UNICEF sponsored project of introducing MLLs in schools. The teachers identified were trained and MLL books have been introduced upto class III. An evaluation to assess the impact of the materials on learning achievements is also being funded by UNICEF.

## **CHAPTER V**

### **PARTICIPATORY PROCESSES, PROBLEMS AND ISSUES, GOALS AND OBJECTIVES**

#### **1. Cluster Workshops**

The Project document has been formulated keeping in view the specific needs of the District. A very intensive participatory process was adopted in Project formulation. This was achieved by holding day-long workshops at the cluster level. For every group of 25-30 villages, a workshop was held in which a cross-section of people were invited to discuss issues relating to UEE and identify their village school needs. The people who participated in these workshops included elected representatives, parents, teachers, head masters, representatives of DIET and other educational administrators, and where available, voluntary agencies.

After an initial presentation by the Block Education Officer(BEO), the representatives of each village were made to sit together in groups. They were given a simple questionnaire, one for each village school. The representatives were asked to discuss the issues raised in the questionnaire, and fill and return the questionnaire at the end of the day. These questionnaires were carefully tabulated and formed an important basis for identifying the village school needs. The workshops were coordinated by the Hyderabad based "Centre for Policy Studies".

In all 32 cluster-wise peoples participation workshops were held in the month of December 1996. Village and cluster based data served to cross-check and validate the data gathered from other sources. The major sources of data used for Project formulation were as follows:

- Census data
- Statistical Gazetteers
- The All India Educational Surveys. In view of the need to have authentic school-wise data, reliance was placed on the latest 1993, VI AIES.
- Information maintained by the Block Education Offices and office of the DDPIs.
- District Reports and Gazetteers
- NIC unit and the Planning unit in the CPI's office

- data gathered in the workshops.
- Bidar District Gazetteer
- Base line Study
- Social Assessment Study

### 3. Problems and Issues

The Social Assessment study, the Baseline Survey and the Cluster Workshops have brought to the fore the major problems and issues in the area of universalisation of elementary education in Bidar District.

#### Social Assessment Study

MYRADA and the P&P Group carried out a Social Assessment study in the context of DPEP-II formulation. For the study samples were drawn from Mysore, Gulbarga and Bellary. Though Bidar was not included in the selected samples, in educational terms all these Districts, especially Gulbarga and Bellary have a lot of commonality with Bidar. The major findings of the Study were:

- Education was accorded great importance by over 75% of the villagers met during the study. However, the baseline study did point out that indifference among parents in sending their children to school continues to remain an important factor in explaining poor enrollment and high drop out rates. Mobilisation activities will therefore require to occupy an important place in the programme.
- Education was highly valued mainly because it had a significant impact on the quality of life in the following ways:
  1. Getting employment and becoming independent
  2. More effective communication abilities
  3. Improving social status
  4. Building awareness about the world around
- In the Focus Group Discussion parents as well as teachers reported that **girls seem to drop out at class IV. For example, if there is a higher primary school in the village itself the likelihood of a girl continuing to higher classes is more.** The responses in the semi-structured findings support this finding. Parents expressed their anxiety about sending girls to another village. This anxiety has been expressed by girl dropouts as well.
- Lack of toilet facilities and inadequate classrooms and furniture, and lack of play ground facilities was mentioned as a major problem by all the groups.

- Economic reason - the need to work was cited as an important reason for children being irregular from school. The RIE Baseline survey also confirms this finding. Education involves costs; parents of the SC category in particular have mentioned this as a problem. The need to continue incentives such as free uniforms, free text books, etc. gets strengthened by this finding.
- Care of siblings- girls are often kept back at home to look after their siblings while their parents are away at work.
- Curriculum- All the respondent groups expressed the need to simplify and vary the current syllabus.
- Need for teacher training- Though most teachers have undergone professional training the teachers have expressed the need for training to improve the quality of teaching, specially when there is a change in syllabus.
- Both parents and teachers felt that the existing incentive scheme were good and they led to increase in enrollment.

#### **Findings of Cluster Workshops**

The cluster level workshops confirmed that the above mentioned issues are critical in the context of Bidar District. In addition some additional issues were highlighted:

- Village with lesser number of households are left to access adjacent households as Government provides a school with a norm of distance of 1 km and over 300 household. This serves as a disincentive to parents who feel that their children are at a disadvantage as there is no school in their own habitation.
- Parents also feel that the timings are rigid and unfavourable.
- The above findings points to not only relaxing existing norms in opening new schools, it also indicates there is a need to evolve alternative schooling or non-formal centres, specially in smaller habitations or in tribal pockets.

The above problems and issues themselves lead to the strategies and goals that need to be set for the project.

#### **4. Goals and Objectives**

The overall goal of the project is to universalise primary education in Bidar district over a period of 6 years starting 1997-98. This will be done through a process of peoples' mobilisation involving

panchayati raj institutions, voluntary organisations, literacy activists and the district and education administration.

### **Specific goals**

The specific goal of the project will be to:

#### **1. Improve access by**

- ensuring enrollment of all children in the 5+ age group in class I
- ensuring availability of schooling (either through formal or non-formal systems of education) to 90% of the children in the 6-10 age group
- improve access to primary schooling for girls and SC/ST children
- opening new schools in schoolless villages/ hamlets
- upgrading lower primary schools upto class V to ensure that all children get opportunity for education upto class V in accordance with the all India pattern

#### **2. Improve retention and participation of children in primary school by:**

- reducing the overall dropout rate between classes I-V to less than 5 %.
- reducing the SC/ST dropout rate of between class I-V to less than 10 %
- reducing the girls dropout rate of % between class I-V to less than 5 %.

#### **3. Improve achievement levels of children by 25% of baseline levels:**

- improving the classroom environment
- providing opportunity for regular training for teachers to improve teacher competencies
- provide good quality teaching learning materials and supplementary reading material for classroom transaction



## CHAPTER VI

### PROGRAMME UNDERTAKINGS

#### ACCESS

#### 1. Primary Formal Schools : Opening New Schools

There are 403 lower primary schools and 552 higher primary schools in Bidar district. There is need for 59 new schools in unserved villages, based on the norm of a school for every habitation more than 200. The blockwise numbers of new schools proposed to be opened is given in the table below:

**Table VI.1: New primary schools to be opened**

SI No	Name of the block	New LPS proposed
1	Aurad	34
2	Basavakalyan	4
3	Bhalki	5
4	Bidar	5
5	Humnabad	11
6	Total	59

The detailed blockwise list of habitations where the new schools will be located is given in Annexure I.

The new schools will be complete in all respects: they will be provided with two teachers, two rooms with a verandah and with water and toilets separately for girls and boys. The design of the new school will provide for learning corners for maths, language and environment studies. There will be space along the lower portion of the wall on all four sides for children to write and use as blackboard. The new school will also be provided adequate teaching-learning materials, furniture /equipment and play materials. The furniture, equipment and teaching learning materials provided to the new schools will be in keeping with the principles of the new activity based pedagogy. In other words the new schools will not be over-furnished with heavy furniture, such as dual desks, planks, benches, etc. which force children to sit in rigid, immobile formations. The materials/ equipment/ furniture purchased for the school will enable children to move around freely, interact with other children without

feeling physically constrained. There will also be a library corner in every new school.

The new schools will be started in the first year of the project period. The works relating to construction, appointment of teachers will also be started in the first year. Recruitment of teachers will be made in accordance with the regular recruitment procedures of the Education Department. Budgeting for teachers' salaries has been however made only for a duration of six months in the first year of the project. Procurement processes for furniture, equipment and teaching learning materials for the new schools will be initiated and completed in the second year of the project.

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Opening new schools (59)	59				
2.	Appointing new teachers (118): Continuing teachers appointed to new schools	59	59			-
			59	118	118	118
3.	Constructing new school buildings with water, toilets and electrification	34	25			
4.	Providing TL Materials		59			
5.	Providing play materials		59			
6.	Providing furniture and equipment		59			

## 2. Non Formal Education

Bidar district has had little experience of non-formal education. However, in the Bidar Integrated Rural development Project (BIRD) implemented between 1981-86, innovative pre-primary and adult literacy centres were opened. Mahila Samakhya has a limited presence in Bidar and Aurad Talukas and they are running about 30 NFE centres. Maria Seva Ashrama, is an NGO which is running 16 literacy centres for rural working girls in Humnabad Taluka.

There are also other voluntary organisations in the district, such as MARG which is running literacy-cum-health care centres in rural areas. Yuvaka Sanghas, Mahila Mandals, etc, are also active in some parts of the District.

Keeping in view the availability of voluntary agencies in the district, it is proposed to open 100 NFE centres in a phased manner under DPEP. These centres will benefit children who are not able to regularly attend formal school or are forced to drop-out, because of their involvement in domestic and farm work. Bidar has a large number of children who are engaged in sibling care, water, fuel and fodder fetching. Children are also engaged in agricultural operations, including sowing, weeding, harvesting. There are also children who are engaged in wage earning activities, such as cotton picking, weaving, etc. A large number of these children are girls, and those belonging to the SC/ST category.

The following schedule of activities is proposed in order to operationalise NFE centres in Bidar

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Opening NFE centres		50	50		
2.	Preparatory work of identifying agencies for NFE					
3.	Obtaining approvals for ToRs from DIC, SPO and GoI					
4.	Operationalising NFE centres					
5.	Monitoring and Supervision					

### 3. Upgradation of Lower Primary Schools to Class V

Lower primary schooling in Karnataka terminates at Class IV, unlike the pattern followed in the rest of the country, where lower primary schooling goes up to class V. A large number of children, especially girls therefore terminate their education at class IV. Insecurity and reluctance to allow girls to travel to adjoining villages has been cited in the Social Assessment Study as the main reason for making girls discontinue their education beyond the lower primary stage.

The enrollment figures during 1991-92 and 1996-97 in classes IV and V in the district is given below:

DISTRICT IMPLEMENTATION CENTRE  
 National Institute of Educational  
 Planning and Administration,  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC, No ..... D-9550  
 Date ..... 16-7-97

**Table VI.2: Enrollment in classes IV and V**

Year	Class IV			Class V		
	Boys	Girls	Total	Boys	Girls	Total
1991-92	23282	19306	42588	17968	12318	30286
1992-93	19803	16276	36079	15882	11611	27493
1993-94	21186	15849	37034	16181	11784	27965
1994-95	21175	14875	36050	12214	15280	27494
1995-96	22340	18280	40620	13130	13960	27090
1996-97	24056	19412	43468	15651	13695	29346

In 1996-97 approximately 28 % of the children enrolled in class IV in the previous year did not enroll in class V. In respect of girls 25% enrolled in class IV did not enroll in class V. The Social Assessment finding also shows that one of the principal reasons for a high dropout rate between classes IV and V is the non-availability of a school in the habitation. There is need to upgrade 278 lower primary schools to class V. These schools have a strength of 15 + in class IV. The blockwise numbers of the lower primary schools proposed to be upgraded to Class V is given in the table below. The detailed blockwise list of schools is in Annexure II.

**Table : VI.3 : Schools to be upgraded to Class V**

SI No	Name of block	No of Govt. LPS	No of LPS with an enrollment of 15 + in class IV	No. proposed for upgradation under DPEP
1	Aurad	110	45	45
2.	Basavakalyan	108	86	86
3.	Bhalki	61	52	52
4.	Bidar	83	54	54
5.	Humnabad	41	41	41
6.	Total	403	278	278

If the results of this measure show a significant improvement in enrollment and retention rates in class V, additional schools will be identified for upgradation during the mid project review. Each of these schools will require an additional teacher as well as an additional class room to accommodate class V. Under DPEP II out of these 278 schools proposed to be upgraded, 105 schools (21 in each block) have been identified, based on strength and need, that are proposed to be provided

with additional class rooms. The list of these 105 schools is given in Annexure III.

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Upgrading new schools (278)	278				
2.	Appointing new teachers (278): Continuing teachers appointed to new schools	278	278	278	278	278
3.	Constructing new school buildings with water, toilets and electrification	50	150	78		

## **RETENTION**

### **1. Mobilisation and Community Participation**

Programmes for mobilisation and community participation constitute an important component of retention. The community mobilisation programme will take the form of kala jathas, chinnara melas, shikshakara melas, mahila melas. Bidar district has considerable experience in the kala jatha form of mobilisation. Bidar district was taken up for TLC in 1990-91. The literacy activists traveled from village to village to spread the message of literacy and primary education.

#### **(a) Kala Jathas**

It is proposed to take up an intensive programme for kala jatha - with the involvement of teachers covering approximately half the villages in the district during the entire campaign period. It has been seen from the DPEP I districts that the involvement of teachers in Kala Jathas imbues teachers with commitment to primary education, and contributes tremendously to the growth of their own self esteem and respect in the eyes of the community. The performance of the songs/plays becomes the starting point for a face to face discussion with the community on primary education, especially regarding primary education for girls and SC/ST children. The kala jathas will also aim at mobilising the VEC members to take responsibility for primary education in their villages. The villages covered by kala jathas will be as follows:

- 1st year: Preparatory activities
- 2nd year: 75 villages
- 3rd year: 75 villages
- 4th year: 75 villages
- 5th year: 75 villages

**(b) Chinnara/ shikshakara melas**

In addition it is proposed to organise chinnara / shikshakara melas in a phased manner at the block or cluster level. The Chinnara mela will provide opportunity to children from within the cluster to attend a 2-3 day mela at the cluster, where they will be exposed to a variety of activities through for example, the language corner (stories, songs, poems), the science corner (visit to a post office or local dairy or public health unit), the maths corner (maths games, including kere-dada for multiples or magic stones for various number operations), the arts and crafts corner for origami, hand puppets, the song and dance corner etc. The chinnara mela will attempt to create an ambiance for primary education. It will also involve the VEC and community members and teachers of the host cluster, as well as selected VEC members and teachers from the visiting schools/villages and provide them opportunity for interacting with each other. The chinnara melas will be organised cluster wise as follows:

- 1st year: Preparatory activities
- 2nd year: 15 clusters
- 3rd year: 20 clusters
- 4th year: 20 clusters
- 5th year: 18 clusters

**(c) Media and communication materials for community mobilisation:**

Media materials - print and non-print form an important component of community mobilisation. While most of the material generated from the state level will be utilised for this purpose, it is proposed to earmark a small budget for creating local specific media materials - incorporating local forms, including lavani, gigipada, etc. so that the message of primary education becomes closer to the people of the district.

## **2. Provision of facilities in existing schools**

### **(a) Providing equipment and furniture to existing schools:**

Under OBB in 1987-88, lower primary schools in the District were provided some teaching aids and play materials. Recently, 327 higher primary schools have been provided teaching learning equipment, play materials and library books. There are at present 372 Govt. higher primary schools in the district besides 403 government lower primary schools. For the 45 higher primary schools not provided equipment under OBB and all the 403 government lower primary schools will be provided furniture and equipment, play materials and library materials at the following rate:

- furniture : Rs. 3000
- equipment: Rs. 7000
- play materials: Rs. 5000
- total per school : Rs.15000.

### **(b) Teacher Grant**

There has been a long-standing complaint that teachers do not have any funds for purchase of essential classroom teaching learning aids - coloured chalk, crayons, sketch pens, chart paper. These materials are required in adequate quantities, if child centred, activity based teaching is to be introduced in schools. For example the teaching of language would be immensely facilitated through the use of flash cards, or letter cards arranged in a matrix for the children to create as many words as possible out of the of letter cards put together. Similarly, the teaching of maths through games may require number operations to be written on chart paper, etc. Such materials are also required for encouraging creativity in children through art and craft. It is therefore proposed to give each lower primary school teacher a grant of Rs 500/- per annum for purchase of materials to develop teaching learning aids. This will be a recurring activity.

**(c) School Improvement Fund**

Also a long standing demand is a provision of a school improvement fund. This fund will be placed at the disposal of the VEC for undertaking such activities as may be essential for the school. This may include minor repairs to the school, such as replacement of window shutters or whitewashing. It may also include purchase of material of use for the children, such as jamkhanas (durries). The fund could also be utilised for purchasing a water drum where no drinking water facility exists, or for conducting a school mela with children and parents etc. The fund will be placed in the joint account of the VEC chairman and the Headmaster. It shall be used only as per the resolution of the VEC.

There are 603 revenue villages in the district. Already in 546 villages VECs have been formed. In the remaining villages also the process or VEC formation has been initiated. Each VEC will be given an annual grant equal to the number of schools falling within its jurisdiction.

**(d) Early Childhood Care and Education**

The objective of Early Childhood Care and Education is the overall development of the child in the 0-6 age group, especially children belonging to the underprivileged sections of the society. In Bidar district there are 782 anganwadi centres in the 5 blocks. The anganwadi programme provides nutrition, immunisation and pre-school education services to the children. It is proposed to strengthen the pre-school education component of the anganwadi programme, rather than create a separate structure for promoting pre-school activities among children.

A weakness of the anganwadi programme is that it is not able to reach out to the under three year olds. This is because the timings of the anganwadi centre, being restricted to 1.00 pm, preclude the possibility of leaving younger children in the centre while the mothers are out at work. Consequently, the younger children in the 0-3 age group are either taken to the mother's work site, (thus making the mother's productivity suffer) or the older girls in the family are pulled out of school to take care of the younger siblings. This is particularly true of all the Blocks in the District in view of the high concentration of SC/ST people. In consultation with the Department of Women and Child Development all 211 Anganwadi centres of Humnabad block have been identified for providing the extended Anganwadis.



It is therefore proposed to provide support from DPEP for extending the timings of 211 anganwadi centres to be coterminous with the primary school timings. This measure will go a long way in freeing older girls from the chore of sibling care, and will improve female school attendance. Anganwadi workers and helpers will also be given training in psycho motor stimulation and early childhood education in order to upgrade these centres into meaningful ECCE centres.

The identified anganwadi centres will work for 8 hours a day from 9.00 am to 5.00 pm. This programme will only be applicable to those villages where the anganwadi worker is normally resident. Under no circumstances will the facility be given to those villages where the anganwadi worker commutes to her place of work. The work will be undertaken by the anganwadi worker and helper who are already in position. The anganwadi worker will be given an additional honorarium of Rs 300 pm. The anganwadi helper will receive an additional honorarium of Rs 250/- pm. One additional anganwadi worker will also be appointed for assistance. She will also be given a small honorarium of Rs 400/- pm. DPEP will also make provision of Rs 100/- per month for purchase of emergency medicines and will provide a one time grant for purchase of pre-school and play materials for Rs 5000/- to the anganwadi centres selected.

Additional nutrition support will not be available from DPEP. This will be provided from the Dept of Women & Child Development.

The schedule of activities will be as follows:

Activity	1st year	2nd year	3rd year	4th year	5th year
Identification of AWCs					
Identification & appointment of addl AWW					
Training of Addl AWW					
Providing Equipment to AWCs					
Starting of programme					
Continuation of programme					
Monitoring & Supervision					

### **3. QUALITY IMPROVEMENT**

#### **(a) Introduction of good quality teaching learning materials for classroom transaction:**

The key to universalisation of primary education and improvement in quality of education lies in making learning by children and facilitation of learning by teachers a spontaneous, joyful and exciting venture. The process of curriculum transaction aimed at rote learning of facts and memorisation of information, and characterized by monotony, drabness and authoritarianism needs to be transformed into an interactive, participatory, interesting and enjoyable process. Materials created constitute an important component of this process.

The materials, which will be used will be activity based and child centred, enabling children to learn from their environment, and constructed according to the tried and tested principles of learning from the simple to the difficult, known to unknown. The materials will be competency based, leading to specific learning outcomes. Assessment of learning outcomes will be part of the learning process, without creating unnecessary fear in the minds of the children, nor creating additional burden for the teacher. These materials will be developed at state level. Production costs will however, be met from out of the district budget. The materials will be provided in Kannada, Urdu and Marathi languages.

The district will take responsibility for ensuring that the materials created for children and guides for teachers reach all children and teachers in time, so that no part of the academic year is not lost, due to untimely supply of teaching learning materials.

#### **(b) Teachers' Guides**

Teachers will be provided with a special teachers' edition of the activity cum work book, which will contain instructions/ hints for activity based teaching learning transaction.

#### **(c) Supplementary materials**

In addition to providing equipment, and play materials it is proposed to provide supplementary materials to all existing and new schools at the rate of Rs. 500 per school.

#### (d) Establishing Maths Centres

A special programme will be introduced to focus on maths learning. This is because most children develop a fear of maths at a very young age, and often teachers also have a somewhat negative attitude towards maths. The emphasis in maths teaching is generally on rote learning, not on understanding of concepts. The lack of concept clarity and the focus on the end result, rather than on the process in the system of evaluation and awarding of marks results in an under-confidence among children about their ability to handle maths.

It is therefore proposed to open maths centres in the BRCs and the CRCs in the district. These maths centres will provide for lively interaction through individual and group games and puzzles, eventually contributing to improved teaching learning transaction and greater conceptual clarity. A typical maths centre will contain approximately 100 maths material/ worksheets to simplify the teaching of numbers, number related operations, shapes, sizes, distances, measurements, time, decimals, fractions. The maths centre will contain a variety of card games, models made out of rubber, wood, cardboard, games using plastic or wooden counters, marbles, glass beads, which encourage children to touch, feel, sort out, re-arrange and enable them to understand mathematical concepts better. An orientation and training programme will also be conducted at the maths centres to enable teachers to replicate maths materials in their own schools by using locally available materials.

These centres will be set up with help of Suvidya, a voluntary organisation, based in Raichur, which has done significant work in this area. The estimated cost of each maths centre will be Rs 12,000/- per BRC and Rs 6,000/- per CRC.

#### Activity Schedule:

Activity	1st year	2nd year	3rd year	4th year	5th year
Obtaining approvals for ToR/ signing contract					
Development of prototype materials and Users' Manual by agency					
Establishment of maths centres in 63 CRCs					
Establishment of maths centres in 63 BRCs					

### **(e) Science Centres**

Science Centres will also be set up at the BRCs and the CRCs to promote science learning. This will be done with help of the Karnataka State Council of Science and Technology.

### **Training**

The critical role of training in universalising primary education can hardly be overstated. The competence, motivation and commitment of the various actors determine the outcomes of the programmes. The training will not be a single one time event, but will be seen as an on-going and continuous process.

Training programme will cover the following categories of people:

- Teachers in the lower primary schools
- Headmasters of lower and upper primary schools
- DIET, BRC and CRC faculty
- NFE Instructors
- Anganwadi Workers
- VEC members
- Members of Zilla and Block Panchayats, DIC, Teachers' Associations, Voluntary Agencies, etc.

Training programmes will be specific to different groups; however all training will be guided by the DPEP vision of child centred, activity based teaching learning. Training will be participatory and activity based, not lecture oriented. They will be experiential, building upon the knowledge base of trainees. They will be process oriented, rather than content based. Training programmes will therefore include, among others:

- vision of a child centred, activity based classroom
- children's learning processes
- how children learn discrimination
- attitudes towards teachers - their problems, difficulties in the multi-grade context
- VEC and community involvement: creating support systems for the school and the teacher

- alternate/ non formal education for out of school children, and children who are unable to attend school regularly, especially girls and SC/ST children

It would be appropriate to arrange institutional support for training. Wherever such institutional arrangements exist, for example DIET, these would have to be considerably strengthened.

## **DIET**

The DIET for Bidar district is located in the district headquarters itself. DIET has a sanctioned staff of 7 Senior Lecturers and 17 Lecturers. As against this 4 Senior lecturers and 8 Junior lecturers are in position, which is at present adequate in view of the small size of the District. The staff will undergo the Induction Training programme designed by the DSERT. This programme is designed for developing skills for planning and management of training and research programmes. The DIET faculty will organise /participate in the DPEP training programmes. It will provide the forum for experience sharing between BRC faculty on a bimonthly basis, some of which may be converted in vertical integration programmes, involving a mix BRC faculty, CRC Coordinators and Teachers. DIET will also take on action research on some of the activities initiated in the district.

DPEP will facilitate the strengthening of the DIET through provision of essential office equipment. It will also provide funding for action research taken up by the DIET. Wherever necessary fees for Resource Persons appointed by the DIET will also be met from out of DPEP.

## **BRC**

BRCs are proposed to be set up in all 5 blocks of Bidar district in order to provide in-service teachers' training on an ongoing and regular basis. The BRC will be set up with one coordinator and five faculty members. The coordinator and faculty members will be a mix of persons with Primary and High School teaching experience. The BRC will be oriented to work as a 'team' with a comprehensive approach to the whole training, - moving away from the conventional approach of individuals conducting single, compartmentalised sessions during the training.

BRCs will provide a 'home' for the teachers training. DPEP will therefore take up construction of BRCs; the BRCs will be fully equipped for residential training - with provisions for training aids, equipment, media materials, etc.

### **CRCs**

CRCs will be set up for a group of 18-20 schools covering 40-50 teachers in each cluster. In Bidar District 63 CRCs will be set up. The blockwise breakup of the CRCs proposed to be opened is given in the table below. A detailed list indicating the schools attached to each CRC is in Annexure IV.

**Table : VI.4 : No. of CRCs to be opened**

<b>Sl No</b>	<b>Block</b>	<b>No of CRCs</b>
1.	Aurad	15
2.	Basavakalyan	15
3.	Bhalki	11
4.	Bidar	12
5.	Humnabad	10
6.	Total	63

CRCs are envisaged in order to provide technical resource support to teachers on a day to day basis. This is based on past experience which tells us that for successful reform in the teacher education system, it is essential that there is regular and systematic follow up and interaction with teachers in schools. The CRCs will therefore be an institutional mechanism for reinforcing in-service training at the block level - largely through peer group interaction.

All teachers will assemble once a month at the CRCs for a full day interaction and sharing of experiences. The training day will have four major components:

1. Feedback sessions for teachers to share experiences and ideas on successful classroom methods
2. Planning sessions for the next month (competency wise) for each subject in the curriculum: this will include planning for teaching and for on-going evaluation for each child

3. Making low cost teaching learning aids from locally available materials for the next month's teaching
4. Skill development for handling teaching of reading, writing, maths and other hard spots

In addition to the monthly interactive sessions with teachers, the CRC Coordinators will also address the following:

- Improve the teaching skills of teachers through pedagogic support and academic counseling during visits to the school. The CRC Coordinator will visit each school in the cluster at least once a month
- organise demonstration lessons with help of DIET/ BRC faculty and resource institutions in the area
- provide support to NFE centres in the area
- work towards establishing a close link between the VEC and the school
- organise training of VEC members in the cluster
- undertake periodic visits to the schools for pedagogic guidance of teachers and oversee the functioning of the school with reference to enrollment, attendance and achievement.
- collect, maintain and disseminate educational data for the cluster; use the data collected to facilitate reflection and analysis among teachers and VEC members on the state of primary education in that area with a view to universalising primary education in the area

In view of the enormity of the task one coordinator will be appointed to each CRC, who will be drawn from the cadre of experienced primary school teachers. CRCs will be constructed in existing higher primary schools.

### Schedule of Training at different levels

Category	Total No.	Who will train ?	1st year	2nd year	3rd year	4th year	5th year
Teachers (10 days)	3341	BRC (F)		1500	1841	1500	1841
Headmasters (5 Days)	775	BRC (F)		200	200	200	200
Educl. Adm'tors (4 days)	40	DIET	40		40 (Refresher)		40 (Refresher)
VEC members (4 days)	6030	BRC (F) + CRC (F)	700	1300	1300	1300	1430
DIET/ BRC/ CRC (10 days)	113	DSERT	0	113	0	113	0
Anganwadi Worker	211	DW&CD	0	211	0	0	0

### Inter linkages between Resource Institutions

It is necessary to spell out the system of inter linkages between the resource institutions, viz. DIET, BRC and CRC. While the CRC will provide a forum for monthly interaction with teachers, the CRC Coordinators will also have a regular system of visiting all schools within their area. BRCs will conduct training programmes for teachers, but the BRC faculty will also plan for school visits, and most importantly provide a forum for experience sharing with CRC Coordinators on a bi-monthly basis. Similarly DIET faculty would participate regularly in training of teachers conducted by the BRC. However, DIETs would play an important role in providing a forum for experience sharing among BRC faculty. DIETs would also organise sharing programmes which include a mix of BRC faculty, CRC Coordinators and teachers.



A schedule for operationalising the institutional support system for training is given below:

SI No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Induction Training for DIET faculty by DSERT					
2.	Strengthening DIET : Purchase of essential equipment					
3.	Conducting Action Research					
4.	Identification of BRC faculty and issuing placement order					
5.	Identification of CRC faculty and issuing of placement orders					
6.	Orientation of BRC and CRC faculty to training					
7.	Identification of sites for construction of BRCs & CRCs					
8.	Preparation of type designs, estimates and other preparatory work for construction of BRC & CRC					
9.	Initiation of construction work on BRCs and CRCs					
10.	Completion of construction of BRCs and CRCs					
11.	Initiation of procurement work for BRCs and CRCs					
12.	Completion of Procurement work for BRCs and CRCs					
13.	Making ad-hoc arrangement for conduct of residential training programmes at BRC					
14.	Initiating Interactive sessions for teachers at CRCs					
15.	Establishing Interactive sessions for teachers as a system in CRCs and fully operationalising CRCs					
16.	Fully Operationalising BRCs					
17.	Establishing a system of experience sharing <ul style="list-style-type: none"> <li>• DIETs,</li> <li>• BRCs</li> </ul>					

## **CAPACITY BUILDING**

### **VEC Constitution and Training:**

Bidar district will have approximately 603 VECs (one for each revenue village). The VECs will comprise of 7-15 members, one third of the total membership being that of women. The VEC will have membership of representatives of the SC/ST and BCM in the village; the anganwadi worker, teacher, parents from the village, and persons interested in education, including Mahila Samakhya Sangha women will be members of the VEC.

VECs will be constituted in the first year of the project. The process followed for VEC constitution will be unique. The process will build upon the effort to create cadres of people interested in education, initiated in 1992-1993 as part of the post literacy programme. In this programme Jana Andolana Samitis were constituted in every village through a process of intensive interaction between government officials at various levels and the people. The interaction took the form of village level meetings in which government officials mingled with the volunteer activists in the village. In DPEP an attempt will be made to re-vitalise these Jana Andolana Samitis and formalise them into VECs.

Systematic programmes for training of VEC members will be taken up in the district. For this materials created by the SPO, entitled *Namme Ooru Shaale Heege Irali*, as well as the training module, *Gram Shikshana Samiti - Tarbeti Kaipidi* will be used. The four day training module starts with enabling members to reflect upon their problems in the village - introduces them to the concept of micro-planning - and proceeds to reflection and analysis of school problems, and possible local solutions to school problems, which could facilitate universalisation of primary education for the village. The training also focuses on equity issues for SC/ST children and girls. In addition VEC members are enabled to understand their roles and responsibilities and the use of the Annual School Improvement Fund of Rs 2000/- for primary schooling in the village.

### **Microplanning**

Microplanning will be the chief instrument for providing access and facilitating retention and participation in schools. The entire microplanning exercise will be a process of environment building and community mobilisation. Through the techniques of social and resource

mapping, seasonal analysis, work-time analysis with children, and a house to house survey, it is proposed to create a child-by-child design for education. The microplanning exercise will aim at transferring the initiative for primary education to the people in the village.

Microplanning is an intensive exercise, requiring groups of resource persons committed to primary education. In the first year therefore, an attempt will be made to identify and train such persons, drawn from the cadre of teachers, literacy volunteers, BRC and CRC faculty. As part of the training each resource person team will conduct microplanning in two villages. The number of villages proposed to be covered by microplanning would be increased each year, as more and more experience is gained in the district. There will be repeat training for resource persons every year from the second year onwards, which will take the shape of experience sharing. There will be teams of 40 resource persons, who will also be imparted training as per the training module developed by the state office. The number of villages proposed to be covered by microplanning will be:

1st year:	50 villages
2nd year:	50 villages
3rd year:	75 villages
4th year:	75 villages
5th year:	75 villages

### **Training of Educational Administrators:**

Bidar has a modest size of educational administrators in keeping with the small size of the District.. This includes 5 BEOs, 5 AEOs, 11 IOSs, 10 Education Assistants, 7 Subject Inspectors and 2 Education Officers. These persons are the principal actors in the day to day functioning of the education department. Practically all educational administrators are graduates, though many may not have had exposure to the new developments in the field of education administration or to the new thinking on child centred, activity based pedagogy. Most educational administrators approach the primary school, teacher and the child with an 'inspectorial' attitude. Their visits to school generally consist of 'inspections' of attendance registers, stock books, cash books, or at best of the class-wise time table created by the teacher. Their interaction with children consists of randomly picking on a child to recite 'something' which a child may have learnt ( or may have failed to learn) by rote from a text book. Such inspections, tend to leave both teacher and children nervous and tense.

There is need to move away from the 'inspectorial' approach to schools, teachers and children, so that educational administrators become a source of support, rather than threat to the teacher. This will be done through a series of training programmes, in which educational administrators will be enabled to understand the circumstances in which teachers function, (multigrade, multilevel situations, poor physical conditions of the classrooms, distance which teachers have to commute, etc) and thereby view them differently. The training will also enable educational administrators to understand the principles of the new child centred, activity based pedagogy. The module which will be developed by the SPO will be used for the training of educational administrators.

### **Management Structure**

#### **District Implementation Committee:**

At the district level there will be a District Implementation Committee (DIC) headed by the Chief Executive Officer (CEO) of the Zilla Panchayat. The DDPI will be the Member-Secretary. The DIC will also have the following members:

- Chairperson of the Education Standing Committee, Zilla Panchayat,
- President of the teachers association,
- District Programme Coordinator, Mahila Samakhya,
- Principal, DIET,
- Two representatives of voluntary organisations from the district,
- Two women working in the area of primary education or literacy or community development or health or women's development,
- Officials representing the Depts of:
  1. Women & Child Development,
  2. Social Welfare,
  3. Health & Family Welfare

The DIC will meet at least once a month to review and take stock of the programme with reference to the annual work plan and budget of the DPEP. It will review the pace and progress of civil works, procurement items for schools, CRCs, BRCs, DIETs and DPO. It will also provide academic and technical resource support to programmes, such as microplanning, VEC mobilisation, NFE functioning. It will also look into the pace and the quality of training programmes for all categories of persons to be trained under the project. All proposals

involving an expenditure of more than Rs 1,00,000 and upto Rs 10,00,000 will be processed by the DPEP district office, and placed before the DIC for approval. The DIC may invite any other official as special invitee to its meetings.

### **District Project Office:**

There will be a small project staff to handle the day to day running of the project. The project office will be headed by the DDPI, who will be the ex-officio District Project Coordinator. The District Project Coordinator will be assisted by a small team comprising:

Sl No	Category	No of posts
1.	Deputy Project Coordinator	One
2.	Finance & Accounts Officer	One
3.	MIS In charge	One
4.	Research Assistants	One
5.	Data Entry Operators	Two
6.	Civil Works In charge	One
7.	Junior Engineers	Two
8.	Draftsman	One
9.	Women Development In charge	One
10.	Training In charge	One
11.	Media & Documentation In charge	One
12.	Group C	Four
13.	Steno	Five
14.	Driver	One
14.	Peon	Six
15	Consultants	36-person months

### **Management Information Systems (MIS)**

A sound MIS at district level is extremely important to plan, implement and monitor the implementation of various programme components the desired results of the project. Information of various types related to the programmes, personnel, finance, time scheduling of implementation of different programme components, continuous evaluation of progress of implementation, mid-course correction undertaken action research studies undertaken, etc. which flows to and from state level to grass root level has to be stored, monitored, retrieved and utilised as and when required. For establishing such a management

system at the district level, additional infrastructural facilities including personnel are required. Proposal for personnel like MIS in-charge, research assistants, data entry operators, peons are already shown under personnel for district management. In addition to the general furniture and equipment, the following facilities are proposed specially for MIS at the district head quarters. It may be noted that the DDPI office already possesses a computer(pentium).

It is necessary to computerise at Primary level as the present system of data collection is time consuming and does not yield reliable and accurate data in time for effective educational planning and decision making. To begin with, the following aspects will be covered by MIS.

- \* Regular School Statistics- The formats that are already developed at the State level for collection of educational statistics by Districts of States will be used.
- \* Project Scheduling, Implementation/Monitoring of Outcomes- Software will be developed for scheduling the project activities, their implementation and monitoring of various inputs in the project area will be developed.
- \* Evaluation/Assessment Studies - MIS will provide the necessary background information to undertake such studies.

The main objectives of implementing the Computer based MIS at primary level of education are as follows:-

- To create a comprehensive data base at Primary level of Education in the state
- and to review its status every year.
- To review the data concerning the problems of dropouts and stagnation and suggest appropriate measures to remedy the situation.
- To monitor school programmes in respect of students achievement level in MLL in general and in particular for girls, teacher training, education of backward communities, student welfare schemes and programmes etc.
- To enable the planners to obtain updated information every year as when needed.

## **Block Implementation Committee**

At the block level also there will be a Block Implementation Committee (BIC). The BIC will be headed by the Block Education Officer. It will have as members:

1. Chairperson of the Education Standing Committee of the Block Panchayat
2. Chairperson of the Teachers' Association at the block level
3. BRC Coordinator
4. Two Sahayoginis representing Mahila Samakhya
5. Two women working in the area of primary education or literacy or community development or health and family welfare
6. Two representatives of voluntary agencies working in the area
7. Officers representing the following Departments:
  - Women & Child Development (CDPO)
  - Social Welfare (SW Inspector)
  - Health & Family Welfare

The BIC will review the pace and progress of work at the block level, including the construction of schools + water and toilets, CRCs, BRC. It will pay special attention to training programmes being conducted at the block level for various categories of people. It will provide support for microplanning and community/ VEC mobilisation activities. The BIC will meet at least once a month.

Work at the block level will be undertaken with the existing staff of the BEO's office.

IMPLEMENTATION CENTRE  
National Institute of Educational  
Planning and Administration,  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC, No. D-9550  
Date 16-7-97





**COSTING FOR PROJECT  
PERIOD**



SUMMARY OF PROJECT COSTS

		(Rs. in Lakhs)						
ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
<b>ACCESS</b>								
1001	NEW SCHOOL	147.180	139.560	49.560	49.560	49.560	212.400	435.420
1002	NON FORMAL EDUCATION	0.000	5.060	10.000	10.000	10.000	0.000	35.000
1004	CONSTRUCTION OF ADDL. CLASSROOMS	16.000	81.500	0.000	0.000	0.000	137.500	137.500
1005	PROVIDING WATER & TOILETS TO EXISTING SCHOOLS	25.000	27.500	0.000	0.000	0.000	52.500	52.500
1006	STRENGTHENING OF ANGANWADIS	16.450	16.450	16.450	16.450	16.450	0.000	82.290
<b>RETENTION</b>								
2001	AWARENESS CAMPAIGNS	12.400	20.990	22.805	25.185	24.185	0.000	105.550
2002	IMPROVING EXISTING SCHOOLS	47.263	102.353	32.655	32.655	32.655	0.000	247.581
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.000	56.050	0.000	0.000	0.000	0.000	56.050
2004	EQUIPING ANGANWADIS	0.000	10.550	0.000	0.000	0.000	0.000	10.550
<b>QUALITY IMPROVEMENT</b>								
3001	ACTIVITY BASED WORKBOOKS	0.000	74.486	74.486	74.480	74.480	0.000	297.942
3002	TEACHERS' GUIDES	0.000	3.424	0.000	3.424	0.000	0.000	6.848
3002	UPGRADATION OF LPS TO CLASS V	116.760	116.760	116.760	116.760	116.760	0.000	583.800
3003	TRAINING PROGRAMMES	0.440	13.704	15.900	13.504	15.900	0.000	59.504
3004	IMPROVING TRAINING INFRASTRUCTURE	105.000	151.151	0.760	0.000	0.000	255.500	264.911
3005	TEACHING LEARNING MATERIALS FOR NFE	0.250	0.500	0.500	0.500	0.500	0.000	2.250
3006	PROVIDING SUPPLEMENTARY READING MATERIAL TO SCHOOLS	0.000	4.170	0.000	0.000	0.000	0.000	4.170
<b>CAPACITY BUILDING</b>								
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.500	20.500	20.500	20.500	20.500	0.000	102.900

**SUMMARY OF PROJECT COSTS**

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
4002	COST OF INFRASTRUCTURAL FACILITIES	20.650	2.650	2.650	2.650	2.650	0.000	31.250
4003	MANAGEMENT INFORMATION SYSTEM	10.250	2.700	2.700	2.700	2.700	0.000	21.050
4004	AUGMENTING DIET	2.700	2.700	2.700	2.700	2.700	0.000	18.500
4005	ESTABLISHMENT OF BRCS	38.950	26.250	26.250	26.250	26.250	0.000	142.950
4006	ESTABLISHMENT OF CRCS	55.818	37.118	37.118	37.118	37.118	0.000	294.290
4007	VILLAGE EDUCATION COMMITTEES	2.800	5.200	5.200	5.200	5.200	0.000	24.120
4008	MICROPLANNING	6.400	6.400	6.400	6.400	6.400	0.000	34.000
<b>TOTAL</b>		<b>108.997</b>	<b>928.763</b>	<b>453.430</b>	<b>446.130</b>	<b>444.690</b>	<b>877.900</b>	<b>2982.009</b>

Total Civil work is 22.733% of total Project cost

1001 - NEW SCHOOL

ACTIVITY CODE	DESCRIPTION	1997 - 00		1998 - 00		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE C1	CONSTRUCTION OF NEW SCHOOL	34	100.000	26	70.000	0	0.000	0	0.000	0	0.000	177.000	300000
PPE C4	DRINKING WATER	34	11.000	26	0.750	0	0.000	0	0.000	0	0.000	20.650	36000
PPE C5	SANITATION TO NEW SCHOOLS	34	5.100	26	3.750	0	0.000	0	0.000	0	0.000	0.050	15000
PPE C4	ELECTRIFICATION IN SCHOOLS	34	3.400	26	2.500	0	0.000	0	0.000	0	0.000	5.900	10000
PPE A1	SALARY FOR TEACHER TO NEW SCHOOL	50	26.700	110	49.000	110	40.500	110	40.500	110	40.500	323.020	42000
<b>TOTAL</b>			<b>147.100</b>		<b>139.500</b>		<b>40.500</b>		<b>40.500</b>		<b>40.500</b>	<b>435.420</b>	

Project Costs

4PEP II - Karnataka

1002 - 000 FORMAL EDUCATION

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NFE 12	HONORARIUM TO NFE INSTRUCTORS	0	0.000	50	0.000	100	10.000	100	10.000	100	10.000	35.000	10000
TOTAL		0.000		5.000		10.000		10.000		10.000		35.000	

Project Costs

4PEP II - Karnataka

1003 - UPGRADEMENT OF LPI TO CLASS V

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in Rs.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE A1	SALARY FOR TEACHERS	278	116.760	278	116.760	278	116.760	278	116.760	278	116.760	583.000	2000
TOTAL		116.760		116.760		116.760		116.760		116.760		583.000	

Project Costs

DPEP II - Karnataka

1004 - CONSTRUCTION OF ADDL. CLASSROOMS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPF C1	CONSTRUCTION OF ADDITIONAL CLASSROOM	50	70.000	55	92.500	0	0.000	0	0.000	0	0.000	157.500	150000
TOTAL			70.000		92.500		0.000		0.000		0.000	157.500	

Project Costs

4PSP II - Saravali



District : Bidar

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1006 - PROVIDING WATER & TOILETS TO EXISTING SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 99		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE C4	DRINKING WATER IN SCHOOL	50	17.500	55	19.250	0	0.000	0	0.000	0	0.000	38.750	35000
PPE C5	TOILETS IN SCHOOL	50	7.500	55	9.250	0	0.000	0	0.000	0	0.000	15.750	15000
TOTAL		25.000		27.500		0.000		0.000		0.000		52.500	

Project Costs

dPRP II - Karnataka

1006 - STRENGTHENING OF ANGAWADIS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (In Rs.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BCE A1	NOVARIUM TO ANGAWADI WORKERS	211	6.330	211	6.330	211	6.330	211	6.330	211	6.330	31.650	3000
BCE A1	NOVARIUM TO WORKERS/HELPERS	211	10.120	211	10.120	211	10.120	211	10.120	211	10.120	50.040	4000
TOTAL		16.450		16.450		16.450		16.450		16.450		81.690	

Project Costs

4PEP II - Karnataka

201 - AWARENESS CAMPAIGN

ACTIVITY CODE	DESCRIPTION	1997 - 00		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
RED QC	KALA JATRA	0	0.000	50	2.500	100	5.000	150	7.500	150	7.500	22.500	5000
RED Q1	CHITHARA / SHIKSABARA BELA	0	0.000	10	0.500	15	0.750	15	0.750	11	0.550	2.550	5000
RED Q1	YBC BELAS	0	0.000	10	2.000	15	3.000	15	3.000	11	2.200	10.200	20000
RED Q0	PRODUCTION OF BROCHURES	0	0.000	25	2.000	0	0.000	0	0.000	0	0.000	2.500	10000
RED Q0	PRODUCTION OF AUDIO CASSETTES	250	0.400	250	0.400	000	0.075	000	0.075	000	0.075	3.500	175
RED Q3	PRODUCTION OF FILMS	0	0.000	1	1.000	1	1.000	1	1.000	1	1.000	1.000	100000
RED QC	MOBILISATION/ENROLLMENT DRIVES	603	12.000	603	12.000	603	12.000	603	12.000	603	12.000	60.300	2000
TOTAL			12.400		20.990		22.005		25.185		24.185	100.800	

Project Costs

dPRP II - Karnataka

2002 - IMPROVING EXISTING SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (IN RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE Q4	MEDICAL CHECKUP FOR CHILDREN	242162	12.100	0	0.000	0	0.000	0	0.000	0	0.000	12.100	5
PPE E2	ANNUAL GRANT @ RA. 500/- PER TEACHER	3431	17.155	3431	17.155	3431	17.155	3431	17.155	3431	17.155	85.775	500
PPE B1	ANNUAL GRANT @ RS.2000/-PER SCHOOL FOR IMPROVEMENT	775	15.500	775	15.500	775	15.500	775	15.500	775	15.500	77.500	2000
PPE P1	PROVIDING FURNITURE/EQUIPMENT TO NFE CENTRES	50	2.500	50	2.500	0	0.000	0	0.000	0	0.000	5.000	5000
PPE P1	FURNITURE TO EXISTING SCHOOLS	0	0.000	448	13.440	0	0.000	0	0.000	0	0.000	13.440	3000
PPE P1	EQUIPMENT TO EXISTING SCHOOLS	0	0.000	448	31.360	0	0.000	0	0.000	0	0.000	31.360	7000
PPE P1	PLAY MATERIALS TO EXISTING SCHOOLS	0	0.000	448	22.400	0	0.000	0	0.000	0	0.000	22.400	5000
TOTAL			47.203		102.355		32.655		32.655		32.655	347.503	

Project Costs

DEP II - Karnataka

2003 - PROVISION OF MATERIALS TO HIV SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 00		1998 - 00		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.		
PPF P1	FURNITURE	0	0.000	53	20.650	0	0.000	0	0.000	0	0.000	20.650	35000
PPF P1	PLAY MATERIALS	0	0.000	50	29.500	0	0.000	0	0.000	0	0.000	29.500	50000
PPF P1	TEACHING AIDS	0	0.000	53	5.000	0	0.000	0	0.000	0	0.000	5.900	10000
TOTAL		0.000		56.050		0.000		0.000		0.000		36.050	

Project Costs

dPRP II - Karnataka

2004 - EQUIPING ANGANWADIS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BCE P1	EQUIPMENT TO ANGANWADIS	0	0.000	911	10.550	0	0.000	0	0.000	0	0.000	10.550	5000
TOTAL			0.000		10.550		0.000		0.000		0.000	10.550	

Project Costs

DPEP II - Karnataka

3001 - ACTIVITY BASED WORKBOOKS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (In RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TET 02	DEVELOPMENT OF CURRICULUM / NLL	6	0.000	157405	55.092	157405	55.092	157405	55.092	157405	55.092	228.367	35
TET 02	OSUDD MEDIUM CLASS I - V	0	0.000	24769	8.668	24769	8.668	24769	8.668	24769	8.668	34.877	35
TET 02	KARATHI MEDIUM CLASS I - V	0	0.000	30642	10.725	30642	10.725	30642	10.725	30642	10.725	42.009	35
TOTAL			0.000	74.486	74.486	74.486	74.486	74.486	74.486	74.486	74.486	297.943	

Project Costs

4PEP 11 - Karnataka

3002 - TEACHERS' GUIDES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TIT 05	KANNADA MEDIUM CLASS I - V	0	0.000	2644	2.644	0	0.000	2644	2.644	0	0.000	5.200	100
TIT 05	KANAYBI MEDIUM CLASS I - V	0	0.000	402	0.402	0	0.000	402	0.402	0	0.000	0.904	100
TIT 05	URDU MEDIUM CLASS I - V	0	0.000	808	0.208	0	0.000	808	0.208	0	0.000	0.516	100
TOTAL			0.000		3.454		0.000		3.454		0.000	0.940	

Project Costs

4PEP II - Karnataka



2003 - TRAINING PROGRAMMES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in Rs.)
		Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.		
PPE T5	INSERVICE TEACHERS	0	0.000	1500	12.000	1041	14.720	1500	12.000	1041	14.720	53.456	000
PPE T9	HEADMASTERS	0	0.000	200	1.000	200	1.000	200	1.000	200	1.000	4.000	500
CRC T3	CRC CO-ORDINATORS	0	0.000	03	0.904	0	0.000	03	0.504	0	0.000	1.000	000
BRC T3	BRC CO-ORDINATORS	30	0.240	0	0.000	30	0.240	0	0.000	30	0.240	0.720	000
NPE T2	NON FORMAL EDUCATION INSTRUCTORS	50	0.200	50	0.200	0	0.000	0	0.000	0	0.000	0.400	400
		0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.00
TOTAL			0.440		13.704		15.960		13.504		15.960	58.584	

Project Costs

4PBP II - Karnataka

3004 - IMPROVING TRAINING INFRASTRUCTURE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BEC C1	CONSTRUCTION OF BECS	5	35.000	0	0.000	0	0.000	0	0.000	0	0.000	35.000	700000
CRC C1	CONSTRUCTION OF CRCS	20	70.000	42	150.500	0	0.000	0	0.000	0	0.000	220.500	350000
BEC D6	ESTABLISHMENT OF NATURE CENTRE AT BECS	0	0.000	0	0.000	5	0.000	0	0.000	0	0.000	0.000	12000
CRC D6	ESTABLISHMENT OF NATURE CENTRE AT CRCS	0	0.000	0	0.000	63	3.700	0	0.000	0	0.000	3.700	6000
BEC D6	ESTABLISHMENT OF SCIENCE CENTRE AT BECS	0	0.600	6	0.000	5	0.600	0	0.000	0	0.000	0.000	12000
CRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT CRCS	0	0.000	0	0.000	63	3.700	0	0.000	0	0.000	3.700	6000
BEC L2	BOOKS AND EDUCATIONAL MATERIAL FOR BECS	0	0.000	0	0.025	0	0.000	0	0.000	0	0.000	0.025	500
CRC L2	BOOKS AND EDUCATIONAL MATERIAL FOR CRCS	0	0.000	63	0.126	0	0.000	0	0.000	0	0.000	0.126	200
DIT L2	BOOKS AND EDUCATIONAL MATERIAL FOR DIET	0	0.000	1	0.500	0	0.000	0	0.000	0	0.000	0.600	50000
<b>TOTAL</b>		<b>105.000</b>		<b>151.151</b>		<b>0.700</b>		<b>0.000</b>		<b>0.000</b>		<b>204.911</b>	

Project Costs

JPRP II - Karnataka

3005 - TEACHING LEARNING MATERIALS FOR NPE

ACTIVITY CODE	DESCRIPTION	1997 - 92		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NPE 04	DEVELOPMENT OF TEACHING LEARNING AIDS FOR NPE	1000	0.250	2000	0.500	2000	0.500	2000	0.500	2000	0.500	1.250	25
TOTAL			0.250		0.500		0.500		0.500		0.500	1.250	

Project Costs

dPEP II - Karnataka

3006 - PROVIDING SUPPLEMENTARY READING MATERIAL TO SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 99		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE II	PROVIDING SUPPLY. READING MATERIALS TO SCHOOLS	0	0.000	024	4.170	0	0.000	0	0.000	0	0.000	4.170	900
TOTAL		0.000		4.170		0.000		0.000		0.000		4.170	

Project Costs

4PPE II - Karnataka

4001 - DISTRICT PROJECT MANAGEMENT COSTS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD MONTH	RATE (in Rs.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
UGT A3	DEPUTY PROJECT CO-ORDINATOR	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.400	100000
UGT A3	FINANCE & ACCOUNTS OFFICER	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.400	100000
UGT A3	HIS INCHARGE	1	0.950	1	0.950	1	0.950	1	0.950	1	0.950	4.000	90000
UGT A3	CIVIL WORKS INCHARGE	1	0.840	1	0.840	1	0.840	1	0.840	1	0.840	4.200	80000
UGT A3	WOMEN DEVELOPMENT INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.900	3.000	72000
UGT A3	MEDIA AND DOCUMENTATION INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.000	72000
UGT A3	TEACHERS TRAINING INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.000	72000
UGT A4	DATA ENTRY OPERATORS	2	1.200	2	1.000	2	1.200	2	1.000	2	1.200	6.000	80000
UGT A4	RESEARCH ASSISTANTS	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.000	72000
UGT A4	BRAPTSMAN	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
UGT A4	JUNIOR ENGINEERS	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
UGT A4	GROUP C	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	8.400	42000
UGT A4	STENO	5	2.400	0	0.400	0	2.400	5	2.400	5	2.400	12.000	48000
UGT A4	PEON	6	1.000	0	1.000	0	1.000	6	1.000	6	1.000	6.000	30000
UGT A4	DRIVER	3	0.900	2	0.900	3	0.900	3	0.900	3	0.900	4.900	30000
UGT A4	CONSULTANTS	30	2.000	30	2.000	36	2.000	36	2.000	36	2.000	14.400	8000
TOTAL			20.500		20.980		20.900		20.000		20.500	102.000	

Project Costs

4PSP II - Karnataka

4002 - COST OF INFRASTRUCTURAL FACILITIES

ACTIVITY CODE	DESCRIPTION	1997 - 00		1998 - 01		1999 - 00		2000 - 01		0001 - 00		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.		
BGT F2	FURNITURE - OFFICE TABLE	20	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	4000
BGT F2	FURNITURE - CHAIRS	25	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.200	000
BGT F2	FURNITURE - ALMIRAH	10	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0000
BGT F2	FURNITURE - BACKS & SEATYERS	10	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	10000
BGT B3	OFFICE EQUIPMENT - FAX	1	0.300	0	0.000	0	0.000	0	0.000	0	0.000	0.000	30000
BGT B3	OFFICE EQUIPMENT - TELEPHONE	1	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.000	00000
BGT B6	OFFICE EQUIPMENT - PHOTOCOPIER	1	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
BGT V1	OFFICE EQUIPMENT - VEHICLE	3	10.000	0	0.000	0	0.000	0	0.000	0	0.000	10.500	350000
BGT B4	OFFICE EQUIPMENT - TYPE WRITER	2	0.700	0	0.000	0	0.000	0	0.000	0	0.000	0.700	35000
BGT B3	REPAIRS AND MAINTENANCE VEHICLE	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	7.500	50000
BGT 04	STATIONARY FAX	1	0.050	1	0.050	1	0.000	1	0.050	1	0.000	0.250	5000
BGT 04	STATIONARY : OFFICE	1	0.500	1	0.000	1	0.000	1	0.500	1	0.500	2.500	50000
BGT 04	STATIONARY : PHOTOCOPIER	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	0.500	10000
BGT 05	MEETING COSTS : DIC, JUNE, OTHERS	10	0.000	10	0.500	10	0.000	10	0.500	10	0.000	2.500	5000
BGT C3	REPAIRS OF OFFICE BUILDING	1	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.000	200000
TOTAL		20.050		2.050		2.050		2.050		0.000		31.200	

Project Costs

dPSP II - Karnataka

4003 - MANAGEMENT INFORMATION SYSTEM

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in Rs.)
		Phy.	Pln.	Phy.	Pln.	Phy.	Pln.	Phy.	Pln.	Phy.	Pln.		
NIS P2	FURNITURE - COMPUTER ROOM	1	0.000	0	0.000	0	0.000	0	0.000	0	0.200	0.000	00000
NIS B4	EQUIPMENT AIR CONDITIONER	1	0.750	0	0.000	0	0.000	0	0.000	0	0.000	0.750	75000
NIS B1	COMPUTER HARDWARE	1	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	500000
NIS B2	COMPUTER SOFTWARE	1	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	100000
NIS B1	HARDWARE MAINTENANCE	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
NIS C4	CONSUMABLES	1	0.000	1	0.000	1	0.000	1	0.000	1	0.200	4.000	80000
NIS C6	DATA TRANSMISSION	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
NIS C8	DATA ENTRY CHARGES	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
NIS TA	TRAINING AND WORKSHOP	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
TOTAL			10.250		2.200		2.700		2.700		2.700	21.000	

Project Costs

4PEP II - Karnataka

4004 - ADVERTISING BUDGET

ACTIVITY CODE	DESCRIPTION	1997 - 99		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
B17 Y1	VEHICLE	1	3.500	0	0.000	0	0.000	0	0.000	0	0.000	3.500	352500
B17 B6	PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.000	150000
B17 B3	VEHICLE OPERATION / MAINTENANCE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
B17 A4	DRIVER'S SALARY	1	0.300	1	0.300	1	0.300	1	0.300	1	0.300	1.500	30000
B17 O4	PHOTOCOPIER STATIONARY	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
B17 B1	PHOTOCOPIER MAINTENANCE	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	1.250	25000
B17 B1	ACTION RESEARCH	5	0.250	5	0.250	5	0.200	1	0.250	0	0.250	1.250	5000
B17 O4	ONHARARIUM TO RESOURCE PERSONS.	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	2.000	40000
TOTAL			7.700		2.700		2.200		2.700		2.700	10.200	

Project Costs

4PEP II - Karnataka



005 - ESTABLISHMENT OF BRCs

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (In Rs.)
		Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.		
BRC A5	SALARY OF BRC CO-ORDINATOR	5	3.600	5	3.600	5	3.600	5	3.600	5	3.600	10.000	72000
BRC A5	SALARY OF 5 BRC FACULTY	25	15.000	25	15.000	25	15.000	25	15.000	25	15.000	75.000	60000
BRC 09	TA/DA FOR BRC FACULTY	30	1.500	30	1.000	30	1.500	30	1.500	30	1.600	7.500	5000
BRC A4	SALARY OF CLERK	5	2.100	5	2.100	5	2.100	5	2.100	5	2.100	10.500	42000
BRC A4	SALARY OF PDSW	5	1.500	5	1.500	5	1.500	5	1.500	5	1.500	7.500	30000
BRC 07	EQUIPMENT - TELEVISION, VCR, CDP	0	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.500	60000
BRC 03	EQUIPMENT - TELEPHONE	5	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	20000
BRC 06	EQUIPMENT - PHOTOCOPIER	5	1.500	0	0.000	0	0.000	0	0.000	0	0.000	7.500	150000
BRC P2	FURNITURE	5	1.500	0	0.000	0	0.000	0	0.000	0	0.000	2.500	50000
BRC 04	TELEPHONE CHARGES	5	0.750	5	0.750	5	0.750	5	0.750	5	0.750	3.750	15000
BRC 04	CONSUMABLES & STATIONARY	5	1.000	5	1.000	5	1.000	5	1.000	5	1.000	5.000	20000
BRC W1	STARTING EXPERIENCE WORKSHOP - BRC	0	0.000	4	0.000	4	0.000	4	0.000	4	0.000	3.200	20000
TOTAL		30.950		20.250		20.250		20.250		26.200		143.950	

Project Costs

4PRP II - Karnataka

(006 - ESTABLISHMENT OF CBCS)

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
CRC 45	SALARY OF CRC CO-ORDINATOR	03	30.240	03	30.240	03	30.240	00	30.240	03	30.240	151.200	40000
CRC 09	Td. DA FOR CRC CO-ORDINATOR	03	1.200	03	1.800	03	1.200	03	1.800	03	1.200	6.300	2000
CRC P2	FURNITURE FOR CBCS	03	12.000	0	0.000	0	0.000	0	0.000	0	0.000	12.000	20000
CRC B8	EQUIPMENT FOR CBCS	03	6.300	0	0.000	0	0.000	0	0.000	0	0.000	6.300	10000
CRC 05	EXPENSES FOR MONTHLY MEETINGS	03	3.700	03	8.700	03	3.700	03	3.700	03	8.700	10.900	8000
CRC 01	STATIONARY	03	1.576	03	1.976	03	1.576	03	1.576	03	1.576	7.075	2500
CRC 04	HONORARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	03	0.063	03	0.003	03	0.063	03	0.063	03	0.063	0.315	100
CRC V1	SEMINAR EXPERIENCE WORKSHOP - CRC	0	0.000	2	0.200	2	0.200	2	0.200	2	0.200	0.800	10000
<b>TOTAL</b>			<b>55.818</b>		<b>27.110</b>		<b>37.110</b>		<b>37.110</b>		<b>37.110</b>	<b>204.200</b>	

Project Costs

4PDP II - Karnataka

1997 - VILLAGE EDUCATION COMMITTEES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
VBC 16	TRAINING FOR VEC MEMBERS	700	8.800	1300	5.200	1800	5.200	1800	5.200	1430	5.720	28.120	400
<b>TOTAL</b>		<b>9.500</b>		<b>8.200</b>		<b>8.200</b>		<b>6.200</b>		<b>6.720</b>		<b>24.120</b>	

Project Costs

4PEP II - Karnataka

4000 - MICROPLANNING

ACTIVITY CODE	DESCRIPTION	1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATS (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT 25	CONDUCTING MICROPLANNING	50	4.000	75	6.000	70	6.000	75	6.000	20.000	8000
NGT 7A	TRAINING OF RESOURCE PERSONS FOR MICROPLANNING	40	2.000	0	0.000	40	2.000	0	0.000	4.000	5000
NGT VI	EXPERIENCE SHARING FOR MICROPLANNING	2	0.100	2	0.100	2	0.100	2	0.100	2.000	20000
<b>TOTAL</b>			<b>6.100</b>	<b>0.100</b>	<b>0.100</b>	<b>0.100</b>	<b>0.100</b>	<b>0.100</b>	<b>0.100</b>	<b>34.000</b>	

Project Costs

dPEP II - Karnataka

**ANNUALWORK PLAN  
AND BUDGET-1997-98**



SUMMARY OF ANNUAL WORK PLAN & BUDGET  
1997 - 98

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	AMOUNT
<b>ACCESS</b>		
1001	NEW SCHOOL	147.100
1002	NON FORMAL EDUCATION	0.000
1004	CONSTRUCTION OF ADDL. CLASSROOMS	75.000
1006	PROVIDING WATER & TOILETS TO EXISTING SCHOOLS	25.000
1006	STRENGTHENING OF ANGANWADIS	16.150
<b>RETENTION</b>		
2001	AWARENESS CAMPAIGNS	12.498
2002	IMPROVING EXISTING SCHOOLS	47.263
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.000
2004	EQUIPING ANGANWADIS	0.000
<b>QUALITY IMPROVEMENT</b>		
3001	ACTIVITY BASED WORKBOOKS	0.000
3002	TEACHERS' GUIDES	0.000
3003	UPGRADATION OF LPS TO CLASS Y	116.700
3003	TRAINING PROGRAMMES	0.140
3004	IMPROVING TRAINING INFRASTRUCTURE	105.000
3005	TRAINING LEARNING MATERIALS FOR NFE	0.250
3006	PROVIDING SUPPLEMENTARY LEARNING MATERIAL TO SCHOOLS	0.000
<b>CAPACITY BUILDING</b>		
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.500

District : Bidar  
Page & : 2

**SUMMARY OF ANNUAL WORK PLAN & BUDGET  
1997 - 98**

(Rs. in Lakhs)

ACTVTY CODE	DESCRIPTION	AMOUNT
4002	COST OF INFRASTRUCTURAL FACILTIES	20.650
4003	MANAGEMENT INFORMATION SYSTEM	10.250
4004	AUGMENTING DIET	7.700
4005	ESTABLISHMENT OF BRCS	38.950
4006	ESTABLISHMENT OF CRCS	55.818
4007	VILLAGE EDUCATION COMMITTEES	2.800
4008	MICROPLANNING	6.400
	<b>TOTAL</b>	<b>708.997</b>



1001 - NEW SCHOOL

Code	Description	Nos.	Rate	Amount (Rs)
PFE C3	CONSTRUCTION OF NEW SCHOOL	34	300000.00	10200000
	L			
PFE C4	DRINKING WATER	34	35000.00	1190000
PFE C5	SANITATION TO NEW SCHOOLS	34	15000.00	510000
PFE CA	ELECTRIFICATION IN SCHOOLS	34	10000.00	340000
PFE A1	SALARY FOR TEACHER TO NEW SCHOOL	59	42000.00	2478000
TOTAL (Rs. Lakhs)				147.180

APPE 97-98 GPEP - Karnataka

District : Bidar  
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1003 - UPGRADATION OF LPS TO CLASS V

Code	Description	Nom.	Rate	Amount (Rs)
PFE A1	SALARY FOR TEACHER	278	42000.00	11676000
TOTAL (Rs. Lakhs)				116.760
1003 97-98				dPEP - Sarwatals

1004 - CONSTRUCTION OF ADDL. CLASSROOMS

Code	Description	Nos.	Rate	Amount (Rs)
PFE C1	CONSTRUCTION OF ADDITIONAL CLASSROOM	50	150000.00	7500000
TOTAL (Rs. Lakhs)				75.000

UPP 37-38 DPSP - Karnataka

1005 - PROVIDING WATER & TOILETS TO EXISTING SCHOOLS

Code	Description	Nos.	Rate	Amount (Rs)
PFE C4	DRINKING WATER IN SCHOOL	50	35000.00	1750000
PFE C5	TOILETS IN SCHOOL	50	15000.00	750000
TOTAL (Rs. Lakhs)				25.000

1973 11-71

JPEP - Karnataka

1006 - STRENGTHENING OF ANGANWADIS

Code	Description	Nos.	Rate	Amount (Rs)
ECE A1	HONARARIUM TO ANGANWADI WORKERS	211	3000.00	633000
ECE A1	HONARARIUM TO WORKERS/HELPERS	211	4800.00	1012800
TOTAL (Rs. Lakhs)				16.458

1978 11-98 4782 - Karnataka

2001 - AWARENESS CAMPAIGNS

Code	Description	Nos.	Rate	Amount (Rs)
HED QD	PRODUCTION OF AUDIO CASSE TTES	250	175.00	43750
HED QC	MOBILISATION/ENROLLMENT D RIVES	603	2000.00	1206000
TOTAL (Rs. Lakhs)				12.498

MPB 51-31 dPEP - Karnataka

2002 - IMPROVING EXSITING SCHOOLS

Code	Description	Nos.	Rate	Amount (Rs)
PFE Q4	ORAGANISATION OF SPACIAL CAMPAIGNS(BACKWARD WOMEN)	242162	5.00	1210810
PFE E2	ANNUAL GRANT @ RS. 500/- PER TEACHER	3431	500.00	1715500
PFE E1	ANNUAL GRANT @ RS.2000/-P ER SCHOOL FOR IMPROVEMENT	775	2000.00	1550000
NFE F1	PROVIDING FURNITURE/EQUIP MENT TO NFE CENTRES	50	5000.00	250000
TOTAL (Rs. Lakhs)				47.263

AVPB 97-98 dPBP - Karnataka

3003 - TRAINING PROGRAMMES

Code	Description	Nos.	Rate	Amount (Rs)
BRC T3	BRC CO-ORDINATORS	30	800.00	24000
NPE T2	NON FORMAL EDUCATION INST RUCTORS	50	400.00	20000
TOTAL (Rs. Lakhs)				0.440
1971 11-11				DPEP - Karnataka



3004 - IMPROVING TRAINING INFRASTRUCTURE

Code	Description	Nos.	Rate	Amount (Rs)
BRC C7	CONSTRUCTION OF BRCS	5	700000.00	3500000
CRC C7	CONSTRUCTION OF CRCS	20	350000.00	7000000
TOTAL (Rs. Lakhs)				105.000

IVPI 17-91 472 - Lakhs

3005 - TEACHING LEARNING MATERIALS FOR NFE

Code	Description	Nos.	Rate	Amount (Rs)
NFE D6	DEVELOPMENT OF TEACHING L EARNING AIDS FOR NFE	1000	25.00	25000
TOTAL (Rs. Lakhs)				0.250

1991 11-98 4787 - Lakhs

4001 - DISTRICT PROJECT MANAGEMENT COSTS

Code	Description	Nos.	Rate	Amount (Rs)
MGT A3	DEPUTY PROJECT CO-ORDINATOR	1	108000.00	108000
MGT A3	FINANCE & ACCOUNTS OFFICER	1	108000.00	108000
MGT A3	MIS INCHARGE	1	96000.00	96000
MGT A3	CIVIL WORKS INCHARGE	1	84000.00	84000
MGT A3	WOMEN DEVELOPMENT INCHARGE	1	72000.00	72000
MGT A3	MEDIA AND DOCUMENTATION INCHARGE	1	72000.00	72000
MGT A3	TEACHER TRAINING INCHARGE	1	72000.00	72000
MGT A4	DATA ENTRY OPERATORS	2	60000.00	120000
MGT A4	RESEARCH ASSISTANTS	1	72000.00	72000
MGT A4	DRAFTSMAN	2	72000.00	144000
MGT A4	JUNIOR ENGINEERS	2	72000.00	144000
MGT A4	GROUP C	4	42000.00	168000
MGT A4	STENO	6	48000.00	240000
MGT A4	PEON	6	30000.00	180000
MGT A4	DRIVER	3	30000.00	90000
MGT A4	CONSULTANTS	36	8000.00	288000
<b>TOTAL (Rs. Lakhs)</b>				<b>20.580</b>

4002 - COST OF INFRASTRUCTURAL FACILITIES

Code	Description	Nos.	Rate	Amount (Rs)
MGT F2	FURNITURE - OFFICE TABLE	20	4000.00	80000
MGT F2	FURNITURE - CHAIRS	25	800.00	20000
MGT F2	FURNITURE - ALMIRAH	10	8000.00	80000
MGT F2	FURNITURE - RACKS & SHELVES	10	10000.00	100000
MGT B3	OFFICE EQUIPMENT - FAX	1	30000.00	30000
MGT B3	OFFICE EQUIPMENT - TELEPHONE	1	20000.00	20000
MGT B6	OFFICE EQUIPMENT - PHOTOCOPIER	1	150000.00	150000
MGT V1	OFFICE EQUIPMENT - VEHICLE	3	350000.00	1050000
MGT B8	OFFICE EQUIPMENT - TYPE WRITER	2	35000.00	70000
MGT M3	REPAIRS AND MAINTENANCE VEHICLE	3	50000.00	150000
MGT O4	STATIONARY FAX	1	5000.00	5000
MGT O4	STATIONARY : OFFICE	1	50000.00	50000
MGT O4	STATIONARY : PHOTOCOPIER	1	10000.00	10000
MGT O5	MEETING COSTS : DIC, JSMS, OTHERS	10	5000.00	50000
MGT C9	REPAIRS OF OFFICE BUILDING	1	200000.00	200000
TOTAL (Rs. Lakhs)				20.650

## 4003 - MANAGEMENT INFORMATION SYSTEM

Code	Description	No.	Rate	Amount (Rs)
MIS F2	FURNITURE - COMPUTER ROOM	1	80000.00	80000
MIS B4	EQUIPMENT AIR CONDITIONER	1	75000.00	75000
MIS B1	COMPUTER HARDWARE	1	500000.00	500000
MIS B2	COMPUTER SOFTWARE	1	100000.00	100000
MIS M1	HARDWARE MAINTENANCE	1	20000.00	20000
MIS O4	CONSUMABLES	1	80000.00	80000
MIS O6	DATA TRANSMISSION	1	100000.00	100000
MIS O8	DATA ENTRY CHARGES	1	20000.00	20000
MIS TA	TRAINING AND WORKSHOP	1	50000.00	50000
<b>TOTAL (Rs. Lakhs)</b>				<b>10.250</b>
APR 17-18				6/12 - Lakshya

4004 - AUGMENTING DIET

Code	Description	Nos.	Rate	Amount (Rs)
DIT VI	VEHICLE	1	350000.00	350000
DIT B6	PHOTOCOPIER	1	150000.00	150000
DIT M3	VEHICLE OPERATION / MAINT ENANCE	1	50000.00	50000
DIT A4	DRIVER'S SALARYF	1	30000.00	30000
DIT O4	PHOTOCOPIER STATIONARY	1	100000.00	100000
DIT M1	PHOTOCOPIER MAINTENANCE	1	25000.00	25000
DIT R1	ACTION RESEARCH	5	5000.00	25000
DIT OA	HONARARIUM TO RESOURCE PE RSONS.	1	40000.00	40000
<b>TOTAL (Rs. Lakhs)</b>				<b>7.700</b>

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4005 - ESTABLISHMENT OF BRCS

Code	Description	Nos.	Rate	Amount (Rs)
BRC A5	SALARY OF BRC CO-ORDINATOR	5	72000.00	360000
BRC A5	SALARY OF 5 BBRC FACULTY	25	60000.00	1500000
BRC O9	TA/DA FOR BRC FACULTY	30	5000.00	150000
BRC A4	SALARY OF CLERK	5	42000.00	210000
BRC A4	SALARY OF PEON	5	30000.00	150000
BRC B7	EQUIPMENT : TELEVISION, V CR, OHP	5	50000.00	250000
BRC B3	EQUIPMENT - TELEPHONE	5	20000.00	100000
BRC B6	EQUIPMENT - PHOTOCOPIER	5	150000.00	750000
BRC F2	FURNITURE	5	50000.00	250000
BRC O6	TELEPHONE CHARGES	5	15000.00	75000
BRC O4	CONSUMABLES & STATIONARY	5	20000.00	100000
TOTAL (Rs. Lakhs)				38.950

4006 - ESTABLISHMENT OF CRCS

Code	Description	Nos.	Rate	Amount (Rs)
CRC A5	SALARY OF CRC CO-ORDINATOR	63	48000.00	3024000
CRC O9	TA.DA FOR CRC CO-ORDINATOR	63	2000.00	126000
CRC F2	FURNITURE FOR CRCS	63	20000.00	1260000
CRC B8	EQUIPMENT FOR CRCS	63	10000.00	630000
CRC O5	EXPENSES FOR MONTHLY MEETINGS	63	6000.00	378000
CRC O4	STATIONARY	63	2500.00	157500
CRC OA	HONARARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	63	100.00	6300
TOTAL (Rs. Lakhs)				65.818



4007 - VILLAGE EDUCATION COMMITTEES

Code	Description	Nos.	Rate	Amount (Rs)
VEC T6	TRAINING FOR VEC MEMBERS	700	400.00	280000
TOTAL (Rs. Lakhs)				2.800

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4008 - MICROPLANNING

Code	Description	Nos.	Rate	Amount (Rs)
MGT R5	CONDUCTING MICROPLANNING	50	8000.00	400000
MGT TA	TRAINING OF RESOURCE PERSONS FOR MICROPLANNING	40	5000.00	200000
MGT W1	EXPERIENCE SHARING FOR MICROPLANNING	2	20000.00	40000
TOTAL (Rs. Lakhs)				6.400

# **ANNEXURES**



**ANNEXURE - I****List of new lower primary schools proposed**

<b>Name of block</b>	<b>Name of habitation where new LPS is required</b>	<b>Estimated Population</b>	<b>Medium</b>
1 <b>AURAD</b>	1 Basavanawadi Tanda	209	Kannada
2	2 Kishan Tanda	212	Kannada
3	3 Bakku Tanda	218	Kannada
4	4 Kharu Tanda	315	Kannada
5	5 Badalgaon Tanda	225	Kannada
6	6 Ambedkar colony, Ekalara	384	Kannada
7	7 Gopi Tanda	219	Kannada
8	8 Bargaon Tanda	221	Kannada
9	9 Shankar Tanda	204	Kannada
10	10 Janatha Colony Vadagaon	348	Kannada
11	11 Narsing Tanda	218	Kannada
12	12 Ghama Tanda	207	Kannada
13	13 Laxminarayan Tanda	213	Kannada
14	14 Ambedkar Colony, Balath	413	Kannada
15	15 Dongaon Tanda	216	Kannada
16	16 Toma-wadi Tanda	224	Kannada
17	17 Dongaon wadi	234	Kannada
18	18 Bhavani Tanda	261	Marathi
19	19 Somatanda	210	Marathi
20	20 Rama Tanda	218	Marathi
21	21 Lashkar Tanda	318	Marathi
22	22 somala Tanda	201	Marathi
23	23 Murki Tanda	236	Marathi
24	24 Shivpurwadi Tanda	205	Marathi
25	25 Murkiwadi Tanda	391	Marathi
26	26 Ganganbeed Tanda	339	Marathi
27	27 Dasavalli Tanda	334	Marathi
28	28 Kishan nayak Tanda	217	Marathi
29	29 Sonewadi Tanda	211	Marathi
30	30 Basavangaon Tanda	213	Marathi
31	31 Ramasing Tanda	213	Marathi
32	32 Baban Tanda	203	Marathi
33	33 Harijanwadi - Santpur	248	Kannada
34	34 Kumar Tanda	236	Marathi
35 <b>BasavaKalyan</b>	1 Gadalegaon B Tanda	200	Kannada
36	2 Korlgonda Tanda	275	Kannada
37	3 Maisalaga Tanda	250	Kannada
38	4 Attur Tanda	212	Kannada
39 <b>BHALKI</b>	1 Pandari Tanda	200	Kannada
40	2 Balur Tanda	200	Kannada
41	3 Karanja _ project (Halahalli)	300	Kannada
42	4 Dhannur Tanda	400	Kannada
43	5 New Gunj Bhalki	200	Kannada
44 <b>BIDAR</b>	1 Shivanagar, Bidar	250	Kannada
45	2 Gurunagar, Bidar	230	Kannada

Sheet1

46	3	Multani colony, Bidar	280	Ka&Urdu	
47	4	Ganesh nagar, Bidar	217	Kannada	
48	5	Faizpur, Bidar	233	Ka&Urdu	
49	<b>HUMNABAD</b>	1	Gandhinagar, (Thalmandagi)	300	Kannada
50		2	Indiranagar, (Hudugi)	300	Kannada
51		3	Nimboor- extension	280	Kannada
52		4	Dubalgundi extension west	250	Kannada
53		5	Chandranalli extension	250	Kannada
54		6	Ghodwadi extension	225	Kannada
55		7	Maniknagar extension west	225	Kannada
56		8	Markhandeshwar gali, chitguppa	300	Kannada
57		9	Hussaini alam gali, chitguppa	250	Urdu
58		10	Dastgir Mohalla, chitguppa	230	Urdu
59		11	Chitguppa sugar factory	250	Kannada

**ANNEXURE - II****List of LPS to be upgraded to class V**

<b>Name of block</b>	<b>Name of LPS</b>	<b>Strength in Class IV</b>
1 AURAD	1 LPS, Tulajapur	21
2	2 Jamalpur	40
3	3 Mamadapur	31
4	4 Harijanwada- Aurad	26
5	5 Beldal	27
6	6 Naganapalli	46
7	7 Itagiyal	24
8	8 Jakanal	21
9	9 Borai	65
10	10 Raipalli	30
11	11 Kamalnagar (Girls)	37
12	12 Horandi	37
13	13 Budaknal	30
14	14 Allapur	20
15	15 Kotgyal	41
16	16 Dongargaon	37
17	17 Tapsyal	31
18	18 Murag-k	36
19	19 Savargaon	29
20	20 Ganganbeed	23
21	21 Hangarga	41
22	22 Hulyal	25
23	23 Wagangera	25
24	24 Mahadonagaon	28
25	25 Naiktanda	29
26	26 Bonthi Tanda	34
27	27 Linggl	34
28	28 Bontai	37
29	29 Nagoor - W	29
30	30 Nagoor - B	51
31	31 Balatker	27
32	32 Jeerga - K	21
33	33 Begur - N	25
34	34 Jeerga - B	30
35	35 Damala Tanda	34
36	36 Chatnal	40
37	37 Shorhalli	47
38	38 Maharajwadi	35
39	39 Munganal	37
40	40 Jonnekeri	32
41	41 Kondgol	45
42	42 Ganeshpur - A	22
43	43 Narayanpur	21
44	44 Rakshal - B	34
45	45 Bedkunda	35
46 BASAVAKALYAN	1 LPS, Hanamanthwadi	23
47	2 Bandenawaz-wadi	15
48	3 Kambale-wadi	31
49	4 Mantala (girls)	25

50	5 Soldabaka	43
51	6 Kinni-wadi	18
52	7 Mudbi-wadi	23
53	8 Bagduri	59
54	9 Gutti	33
55	10 Chogga	22
56	11 yadlapur	15
57	12 mannalli	30
58	13 Halli	34
59	14 Ummapur	35
60	15 Khanapur - K - wadi	15
61	16 Rajeshwar (girls)	30
62	17 Rampurwadi	22
63	18 Hanmanthwadi R	31
64	19 Mallikarjunwadi	21
65	20 Mirzapur	28
66	21 Atalapur	28
67	22 Yaladgundi Tanda	22
68	23 Siruri	16
69	24 Waddaragaon	31
70	25 Sarjawalga	25
71	26 Badarwadi - K	52
72	27 Islampur	40
73	28 Lingadhalli	15
74	29 Mangaloor	16
75	30 Gundteerthwadi	22
76	31 Hulgutti	23
77	32 Shivapur	17
78	33 Jarewadi	15
79	34 Uraki	16
80	35 Kadarabadwadi	23
81	36 Anandwadi - B	25
82	37 Wanjarwadi	15
83	38 Sirgapur	22
84	39 Hatiyal-Tanda	20
85	40 Kherda K	34
86	41 Harkood Tanda	15
87	42 Ramtheerth- D	18
88	43 Hatiyal	32
89	44 Chltkotta - K	18
90	45 Pandergera	26
91	46 Pandargera tanda	36
92	47 Dhangerwadi	16
93	48 Dasarwadi	15
94	49 Ekloorwadi	15
95	50 Ekioor Tanda	18
96	51 Yalwantagi	20
97	52 Limbapur	19
98	53 Dhannur K Wadi	20
99	54 Gour Tanda	17
100	55 Kalkhora Tanda	20
101	56 Neelkanthwadi	17
102	57 Jogewadi	25
103	58 Sungthana	15
104	59 Khandikherwadi	20
105	60 Bhakannal	15



Sheet2

106	61 Gadlegaon K	15
107	62 Hanmanthwadi H	19
108	63 Batgerawadi	20
109	64 Sirgur	15
110	65 Rolla	20
111	66 Kowdiyal R	20
112	67 Chowkiwadi	15
113	68 hulgutti	23
114	69 Hanmanthwadi M	23
115	70 Morkhandiwadi	15
116	71 Handral K	15
117	72 Banjara Tanda	22
118	73 Kherda B Tanda	15
119	74 B Kalyan (girls)	21
120	75 Khannapur K	15
121	76 Nawachandwadi	15
122	77 Dhamari	15
123	78 Khandikerwadi	16
124	79 Chiknagaonwadi	20
125	80 Ambewadi	15
126	81 Bandegarwadi	16
127	82 Bedarwadi G	17
128	83 Handral R	20
129	84 Chitta K Tanda	16
130	85 Khanapur K	20
131	86 Neelkanth	17

**ANNEXURE - III****List of Schools Proposed for an Additional Class Room**

SL.NO	BLOCK	NAME OF THE SCHOOL
1	AURAD	LPS, Tulajapur
2		LPS, Mamadapur
3		LPS, Harijanwada, Aurad
4		LPS, Nagampalli
5		LPS, Borai
6		LPS, Kotgyal
7		LPS, Dongargaon
8		LPS, Tapsyal
9		LPS, Savargaon
10		LPS, Hangarga
11		LPS, Bonthi Tanda
12		LPS, Bonthi
13		LPS, Chatnal
14		LPS, Maharajwadi
15		LPS, Munganai
16		LPS, Kandagol
17		LPS, Belkunda
18		LPS, Jeerga B
19		LPS, Nagur B
20		LPS, Lingee
21		LPS, Nayakthanda
22	BASAVAKALYAN	LPS, Hanumanthwadi
23		LPS, Matala
24		LPS, Soldarka
25		LPS, Mudblwadi
26		LPS, Bagduri
27		LPS, Gutti
28		LPS, Mannahalli
29		LPS, Umapur
30		LPS, Rajeshwar (girls)
31		LPS, Hanmanthwadi R
32		LPS, Islampur
33		LPS, Hulguthi
34		LPS, Sirgapur
35		LPS, Pandaragera
36		LPS, Yelavantagi
37		LPS, Nimbapur
38		LPS, Kalkura Tanda
39		LPS, Suntana
40		LPS, Rolla
41		LPS, Kowdiyal R
42		LPS, Kerda B Tanda
43	BHALKI	LPS, Byalahalli W
44		LPS, Gornal
45		LPS, Haliparga
46		LPS, Khanapur
47		LPS, Mural
48		LPS, Marur
49		LPS, Nelgi

Sheet4

50	LPS, Thegampur
51	LPS, Tharnolli
52	LPS, Kuntansirsi
53	LPS, Basavanwadi
54	LPS, Korur
55	LPS, Gunjarga
56	LPS, Bajolga
57	LPS, Hupla
58	LPS, Khudampur
59	LPS, Unaji A
60	LPS, Kotagira
61	LPS, Dharojwadi
62	LPS, Jainapur
63	LPS, Nagaral
64	BIDAR LPS, Andurwadi
65	LPS, Athiwal
66	LPS, Baridabad
67	LPS, Bellura
68	LPS, Benakanahalli
69	LPS, Byranahalli
70	LPS, Chintalagera
71	LPS, Chondi
72	LPS, Godepalli
73	LPS, Hippalgaon
74	LPS, Honnaddi
75	LPS, Honnikeri
76	LPS, Kashampur C
77	LPS, Kolar B
78	LPS, Mirjapur M
79	LPS, Mogadal
80	LPS, Nelwad
81	LPS, Shahapur
82	LPS, Secundarapur
83	LPS, Jamistanpur
84	LPS, Thadapalli
85	HUMNABAD LPS, Basanthpur
86	LPS, Mustarwadi
87	LPS, Vittalpur
88	LPS, Govindtanda
89	LPS, Karpakpalli
90	LPS, Basheerpur
91	LPS, Merkal
92	LPS, Shakkargunj
93	LPS, Nagankera
94	LPS, Mamadapur
95	LPS, Chinkera
96	LPS, Othagi
97	LPS, Sonkera
98	LPS, Ameerabad
99	LPS, Nirnawadi
100	LPS, Madargi
101	LPS, Kattahalli
102	LPS, Borampalli
103	LPS, Badalapur
104	LPS, Mudanal
105	LPS, Rampur

**ANNEXURE - IV****Location of Cluster Resource Centres**

Name of the Block	Name of primary school where CRC will be located	No of Pry.schools attached to CRC	Whether site available
1 <b>AURAD</b>	1 HPS, Basavanagalli, Aurad	19	Available
2	2 HPS, Belkuni (ch)	16	Available
3	3 HPS, Chinthaki	11	Available
4	4 HPS, Dabka	20	Available
5	5 HPS, Murki	11	Available
6	6 HPS, Kamalnagar	11	Available
7	7 HPS, Holesamundar	10	Available
8	8 HPS, Khushanoor	12	Available
9	9 HPS, Ekamba	13	Available
10	10 HPS, Santhapur	22	Available
11	11 HPS, Wadagaon D	20	Available
12	12 HPS, Saundhal	12	Available
13	13 HPS, Torana	10	Available
14	14 HPS, Dhonagaon M	9	Available
15 <b>BASAVAKALYAN</b>	1 HPS, Basavakalyan.	16	Available
16	2 HPS, Rajeshwar	23	Available
17	3 HPS, Sastapur	14	Available
18	4 HPS, Mudbi	19	Available
19	5 HPS, Harkood	15	Available
20	6 HPS, Kohinoor	13	Available
21	7 HPS, Ghotala	10	Available
22	8 HPS, Ujalam	10	Available
23	9 HPS, Hulsur	11	Available
24	10 HPS, Belura	13	Available
25	11 HPS, Matala	13	Available
26	12 HPS, Chandikapur	10	Available
27	13 HPS, Muchalam	10	Available
28	14 HPS, Kitta	15	Available
29 <b>BHALKI</b>	1 HPS, Mekher	20	Available
30	2 HPS, Saigaon	11	Available
31	3 HPS, Lokangaon	14	Available
32	4 HPS, Batambra	14	Available
33	5 HPS, Nittur B	16	Available
34	6 HPS, Halbarga	13	Available
35	7 HPS, Kanaji	10	Available
36	8 HPS, Halahalli	14	Available
37	9 HPS, Katakchincholi	14	Available
38	10 HPS, Waravatti	17	Available
39	11 HPS, Ambesangavi	17	Available
40	12 HPS, Bhalki	23	Available

Sheet3

41	<b>BIDAR</b>	1 HPS, Bagdal	12	Available
42		2 HPS, Chidri	20	Available
43		3 HPS, Nawbad	21	Available
44		4 HPS, Janawada	11	Available
45		5 HPS, Malegaon	19	Available
46		6 HPS, Gadagi	20	Available
47		7 HPS, Kamtana	20	Available
48		8 HPS, Manhalli	20	Available
49		9 HPS, Andoora	20	Available
50		10 HPS, Mangalpet, Bidar	19	Available
51		11 HPS, Shahagunj, Bidar	21	Available
52		12 HPS, Aliyambar	9	
53		13 HPS, Ranjolkeni	8	
54	<b>HUMNABAD</b>	1 HPS, Bhemalkhed	13	Available
55		2 HPS, Chataguppa	16	Available
56		3 HPS, Dubalgundi	14	Available
57		4 HPS, Ghatboral	11	Available
58		5 HPS, Hallikhed B	15	Available
59		6 HPS, Humnabad	17	Available
60		7 Manikprabhu Hindi HPS, Mani	13	Available
61		8 HPS, Mannayekhelli	11	Available
62		9 HPS, Hudgi	12	Available
63		10 HPS, Nima	12	Available

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