

PERSPECTIVE PLAN - DPEP - II

MYSORE DISTRICT

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

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**DISTRICT PRIMARY EDUCATION PROGRAMME
(DPEP)**

DISTRICT PLAN-MYSORE DISTRICT

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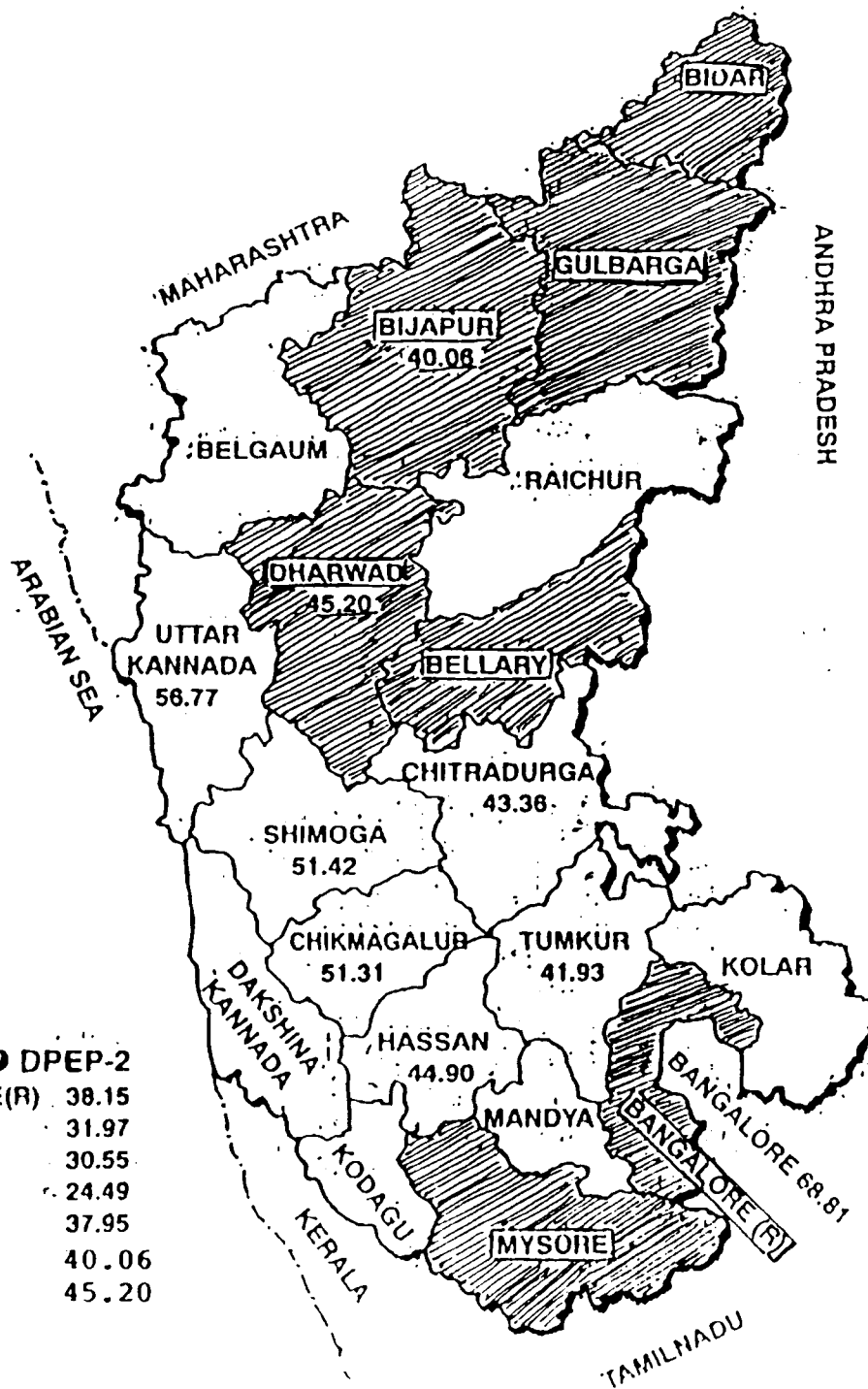
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MAP OF KARNATAKA SHOWING DPEP DISTRICTS

WITH FEMALE LITERACY (1991)

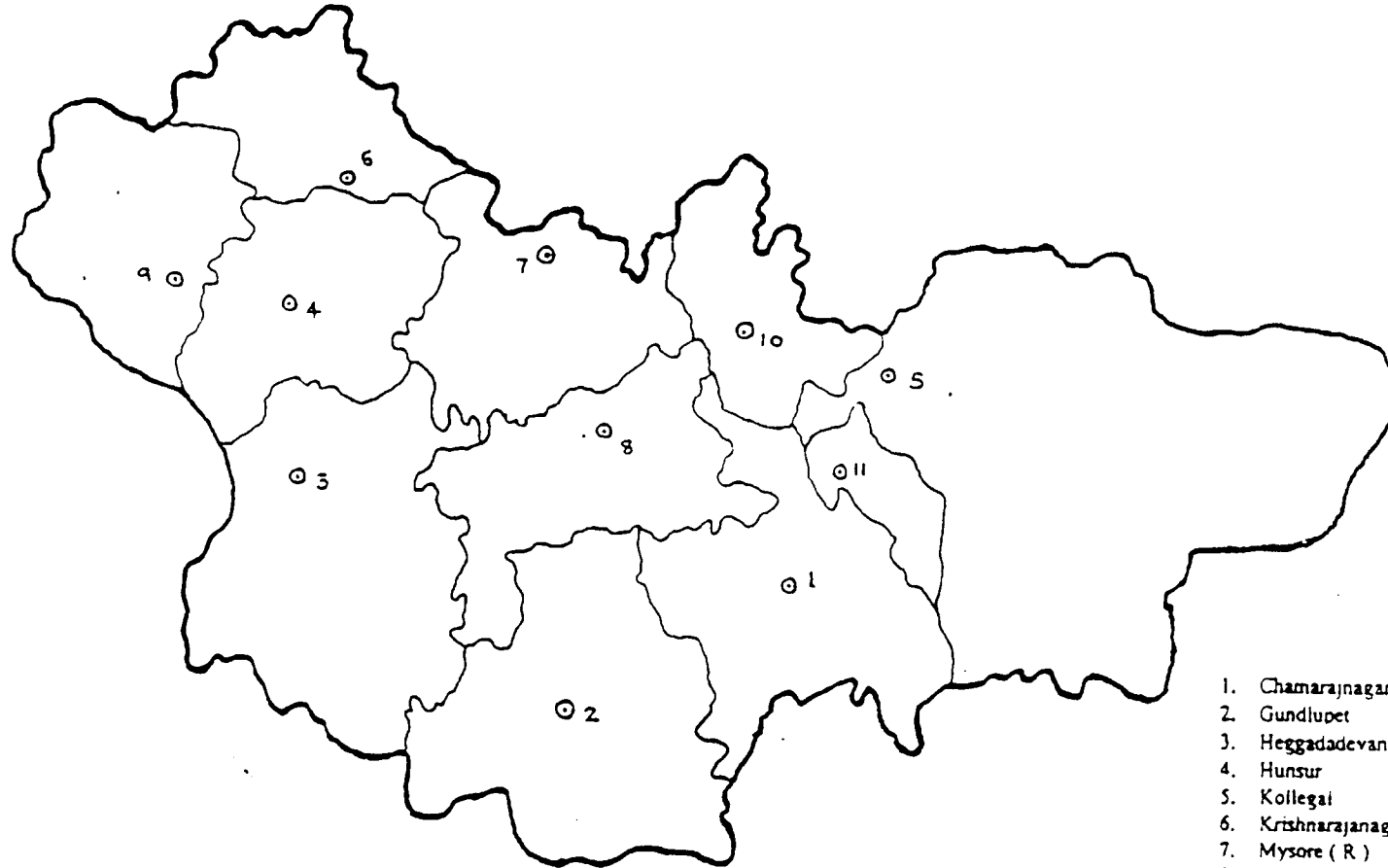
STATE : 44.34

NATIONAL : 39.42



PROPOSED DPEP-2	FEMALE LITERACY (%)
BANGALORE (R)	38.15
BELLARY	31.97
BIDAR	30.55
GULBARGA	24.49
MYSORE	37.95
BIJAPUR	40.06
DHARWAD	45.20

MYSORE



1. Chamarnagar
2. Gundlupet
3. Heggadadevankote
4. Hunsur
5. Kollegal
6. Krishnarajanagara
7. Mysore (R)
8. Nanjagud
9. Piriapatna
10. Tinmakudal Narsipur
11. Yelandur

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CHAPTER - I

INTRODUCTION

KARNATAKA STATE

The State of Karnataka, initially named as the State of Mysore was formed on 1st of Nov 1956 by bringing together all the Kannada speaking areas of the former Bombay, Hyderabad and Madras States and the then Union territory of Coorg, along with the princely State of Mysore. The new State was renamed as Karnataka on 1st Nov 1973.

The State called the "Roof of the South" is one of the oldest parts of India, situated in the middle of the western half of southern India. It covers an area of about 1,91,756,07 square kilometers extending itself from 14-12E longitude to 78-30E longitude and 11-30N latitude to 18-45N Latitude. It shares its land boundary with Maharashtra in the north, Andhra Pradesh in the east, Tamilnadu and Kerala in the south. To its West it has a lengthy coast of Arabian Sea.

Karnataka exemplifies practice of secularism. People of different religions like Hindus, Muslims, Sikhs and Christians have contributed greatly to the art and architectural richness of Karnataka with temples, Masjids, Gurudwaras and Churches. They have lived together and worked for the progress of the State.

Karnataka is a storehouse of minerals like manganese, iron ore and gold. It has fertile greenlands with rice, coffee, sugarcane, coconut, arecanut, maize, cotton, etc, "Malenadu" the land of hills located in western ghats with scattered valleys and gentle slope towards Arabian sea. This region has thick deciduous forest with rich flora and fauna. Though the coastline is about 40 miles broad in the south, it tapers towards north. It is drained by rivers Sharavathi, Netravathi, Kali, Bedti which rise in Western ghats. It has prominent ports like Mangalore and Karwar. While the Sahyadri Mountain ranges is rich in hardwood trees and minerals, the southern plateau has brownish soil which is not so fertile. The northern plateau is an extensive plain of black soil with seasonal agriculture.

A large part of Karnataka receives most of its rain by the south-west monsoon between June and September. The major industries of Karnataka include telephone, silk, iron and steel, sandalwood products, machine tools, paper, electronic goods and handicrafts.

As per 1981 census, more than 65 percent of people speak Kannada followed by Urdu spoken about 10 percent, Telugu by 8 percent, Marathi and Tamil a little less than 4 percent each Hindi and Malayalam, less than 2 percent each.

Territorially, the State is divided into four administrative divisions, namely (a) Bangalore, comprising of six districts, (b)Belgaum consists of four districts. (c)Gulbarga having four districts and (d) Mysore with six districts. Including the new district, namely Bangalore-rural which was formed in 1986, there are 20 districts in all. They are divided into 190 education blocks.

MYSORE DISTRICT

A. Mysore forms the southern most district of Karnataka State and is situated in the southern part of Deccan Peninsula. The name Mysore is said to be derived from Mahishasura, the buffalo-headed monster who lived in this area and came to be killed by Goddess Chamundi.

Mysore was the name by which Karnataka State was known prior to 1973. It is now the headquarters of the district and also the revenue division. It is also known as one of the garden cities of India and is famous for the pomp and gaiety of its traditional Dasara festival. It also has a historical significance during the days of Haider and Tipu. Some of the places belonging to the Mysore district are of great antiquity, Tirumakudla Narasipur, Hemmige etc, being pre-historic sites.

The prominent river of the district is Cauvery with its tributaries the Kabini, the Lakshmanatirtha and the Suvarnavati.

Considering its progress in respect of development and utilization of irrigational facilities, exploitation of forest wealth and its sericulture potential, Mysore district may be considered as one of the prosperous districts of the State.

B. General information about the District

Table 1

Sl. No.	Taluks (Blocks)	Hoblis	Villages		Towns	Gram Panchayats
			With habitation	No habitations		
1.	Chamarajanagar	5	173	15	1	43
2.	Gundlupet	4	144	14	1	30
3.	H.D. Kote	5	241	40	-	32
4.	Hunsur	4	188	22	1	30
5.	Kollegal	5	103	37	2	38
6.	K.R. Nagar	6	151	25	1	31
7.	Mysore	4	128	16	2	39
8.	Nanjangud	5	176	12	1	45
9.	Periyapatna	4	196	05	-	26
10.	T.N. Pura	5	123	09	1	36
11.	Yelandur	2	26	-	-	11
	Total	49	1649	195	10	361

There are 11 revenue administrative blocks and 12 educational blocks. Mysore block is divided into two educational blocks - Mysore City and Mysore rural.

C. Demographic Details

The total population of the district in 1990-91 as per 1991 census was 31.65 lakhs with decadal growth rate from 1981-91 of 20.8. However, the growth rate has reduced to 19.2 in the present decade. Details of demographic information of the district is given in Table - 2.

Table 2

Demographic Information of the District (1991 census)

Sl No	Name of State, District, Taluks	Area in Sq. Kms.	Total population	Rural	Urban	Male	Female	SC	St	Sex Ratio	Density per Sq. Km.	81 - 91 Decadal growth of population %
		1	2	3	4	5	6	7	8	9	10	11
	Karnataka		449.77	310.69	139.08			73.69	19.15	960	234	20.80
	Mysore District (Total)	11954	3165018	2224724	940294	1620624	1544394	597921	102102	953	265	21.92
	Taluks											
1	Chamarajanagar	1229	231323	266845	44478	159471	151852	69203	7175	952	253	13.91
2	Gundlupet	1406	195706	171772	23934	98703	97003	35823	2929	983	139	15.87
3	H. D. Kote	1618	216399	196288	20111	110312	106087	55818	11321	962	134	25.81
4	Hunsur	897	222173	187420	34753	113347	108826	39879	23457	960	248	23.84
5	Kollegala	2786	304621	257036	47585	157461	147160	77325	19563	935	109	15.12
6	K. R. Nagar	605	217370	191236	26084	110408	106962	27135	1465	969	359	18.26
7	Mysore	815	854499	201154	653345	439776	414724	105323	13210	943	1048	32.46
8	Nanjangud	982	324198	281600	42598	165589	158609	70579	2339	958	330	19.47
9	Periyapatna	815	188902	176894	12008	96455	92447	30484	6483	958	231	21.87
10	T. Narasipura	599	258112	230392	27720	132405	125707	62562	5124	949	430	17.11
11	Yelandur	265	71715	64037	7678	36698	35017	23790	9036	944	271	16.80

D. Location and Area

The district lies between 11^o 30' and 12^o 50' North latitude and 75^o 45' and 77^o 45' East Longitude. Physiographically it is partly maidan and semi-malnad.

The district covers a total geographical area of 12,46,283 hectares of which 3,38,461 hectares constitute forest land. The net cultivable land is to the tune of 4,83,709 hectares of which 22.7% (or 1,09,978 hectares) are irrigated. The potentially irrigable land is estimated to be 2,74,060 hectares.

It has the second biggest forest reserves in the State, the first being Uttara Kannada district. It is estimated that nearly 35% of the total geographical area of the district is under forests. Mysore district possesses 10.68% of the total forest area of Karnataka.

E. Agro-climatic conditions

The climatic conditions of the district are favourable to the crops like paddy, Jawar, Ragi, Pulses, sugarcane and tobacco. The district can be divided into two agro-climatic zones.

Southern dry zone comprising of 8 taluks namely, Chamarajanagar, Gundlupet, Nanjangud, Kollegal, Yalandur, T.Narasipur, Mysore and K.R.Nagar; and southern transition zones consisting of H.D.Kote, Hunsur and Periyapatna . Soil is red sandy loam in most of the areas of the district. The annual rainfall ranges from 670.6mm to 888.6mm in dry zones and from 611.7mm to 1053.9 mm in the transition zone. The average annual rainfall is 762 mm

Mysore is one of the districts of Karnataka situated at an altitude of about 1045 meters from the sea level with temperature ranging from 11^o C to 38^o C . Thus the climate of Mysore district is temperate with moderate variations in temperature in different seasons.

F. Transportation and communications

Mysore district has no national highways, since last three decades, there has been an increase of about 38% in the position of State highways and 87% increase in the position of major district roads, while the other districts roads showed a decrease of 23%.

About 50% of the 1649 villages in the district are connected by all weather roads, about 29% of the villages by fair weather roads and about 22% by katcha roads. Thus there is a good network of roads. The district occupies top place in road communication. But the district is poorly served by railways and air transport. Except Mysore, Chamarajanagar, Nanjanagud and K.R.Nagar taluks. No other taluk is connected by railways. Vayudoot air service between Mysore and Bangalore which operated previously is suspended presently.

The district is well served by postal services. A large number of villages and towns have telephones.

G. Public Health, Family welfare and Education

The Public health infrastructure of Mysore District consists of more than 600 public medical institutions, both government and private of which more than 250 are located in rural areas.

Apart from these about ten major hospitals and one sanitarium in the district, there are ten hospitals in taluk headquarters, 72 primary health centers in the district and more than 720 ANM subcenters in the rural areas, more than 320 private hospitals and clinics in the district. Some epidemic diseases like Malaria, Leprosy and Cholera are still persisting in the district.

The educational profile of the district is detailed out in chapter II.

Table 3 gives information about the number of educational institutions in the State and district.

Table 3**Educational Institutions in the District and the State**

Sl. No.	Educational Institutions	State	District
1	University	10	2*
2	Gen - colleges (Science & Arts)	679	40
3	Physical Edn. Colleges	30	2
4	Teacher Training Colleges	63	6**
5	High schools (93 - 94)	5732	364
6	Pre-university Colleges (92 - 93)	1458	65
7	Higher Primary Schools	19032	1172
8	Lower Primary Schools	23447	1658
9	TCH. Institutes	135	7
10	DIETS.	20	1
11	Medical College	19	2
12	Engineering College	52	4
13	Polytechnics	172	12
14	Research Centre		1
15	Central Education Institutes		1
16	Dental College	38	2
17	Colleges of Indian Medicines	37	2

* One of them is recently established Karnataka State Open University

** One of them is College of Teacher Education (Govt. College of Education)

H. Languages

Regarding speaking of Kannada language as mother tongue Mysore district stands third in the State with about 83% of Kannada speakers, Mandya district(about 92%) and Hassan (86%) in 1971. About 6% of persons speak Urdu, 3% Telugu, 4% Tamil, 1% Marathi, 0.55% Malayalam, 0.18% Tulu, 0.13% Konkani and 0,12% Lamani in the district, according to the 1971 census.

I. Religions

As per 1981 census, the notable religions in the district are Hinduism, Islam, Christianity, Jainism and Buddhism. Majority of Hindus and Buddhists are in rural areas, whereas majority of Muslims, Jains and Sikhs are found in urban areas. There are equal number of Christians in both rural and urban areas.

CHAPTER - II

EDUCATIONAL PROFILE OF THE DISTRICT

I. Literacy Profile of the District

a) **Growth of literacy** : Literacy level is one of the important indicators of development of the district. The table below gives decadal growth of literacy among urban - rural and male - female population.

Box 1: Decadal Growth of Literacy from 1951 to 1991 in the district

	1951	1961		1971		1981		1991	
	Rural Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Male	20.34 21.00	21.00	54.71	24.31	58.63	30.06	63.56	46.01	79.69
Female	5.04 5.21	5.21	35.76	8.83	43.80	12.96	49.74	25.53	66.91
Total	12.79 13.26	13.26	45.62	16.76	51.54	21.70	56.87	36.00	73.50

There has been a gradual increase in literacy rates in both rural and urban population as well as among females and males over four decades. However, the disparities in literacy between rural and urban population (more than 30%) and between male and female population (about 20%).

b) Recent Status of Literacy in the District :-

i) A comparison of literacy rates of India, Karnataka and the Mysore district can be had from the following table.

Table 1 : Literacy Rate in percentage of population (excluding 0 - 6 age group) among persons, Males & Females (1991 census)

	General	Rank	Male	Rank	Female	Rank
Mysore District	47.32	14	56.23	18	37.95	13
Karnataka State	55.98	20**	67.25*	17**	44.34	21**
India	52.11	-	63.86		39.42	

* * Rank within the state

As can be revealed from the table, the gender disparity in literacy is to the tune of 18.28%. The female literacy in the district is lower than both state and country's figures.

ii) Rural - Male-Female disparities in literacy within the district as well as 11 blocks (Taluks) of the district are shown in Table 2 below:

Table 2 : Literacy Rates In Different Taluks In Mysore District

Blocks/Taluks	General population	Male		Female		Rural total
		Rural	Total	Rural	Total	
1. Chamarajanagar	36.59	40.43 (47097)	44.96	23.58	27	32.17 (73502)
2. Gundlupet	37.93	45.94 (33961)	49.22	23.02 (16799)	26	34.56 (50760)
3. H.D. Kote	36.89 (65651)	44.58 (36508)	46.97 (42611)	23.90 (18874)	26 (23)	34.44 (55442)
4. Hunsur	43.59	50.77 (40295)	54.77	26.62 (20222)	31	38.96 (60517)
5. Kollegal	40.30	44.13 (49439)	48.89	26.02 (27120)	31	35.40 (76559)
6. K.R. Nagar	49.2	58.86 (48456)	61.61	32.25 (25754)	36	45.76 (74210)
7. Mysore	66.98	42.45 (36338)	73.47	21.41 (17130)	60	32.29 (53468)
8. Nanjangud	36.83	41.37 (50032)	45.77	22.53 (26110)	27.5	32.15 (76142)
9. Periyapatna	43.95 (69170)	54.83 (41295)	55.83 (44940)	30.10 (21668)	31.5 (24)	42.75 (62963)
10. T. N. Pura	37.73 (76483)	44.26 (44506)	46.51 (47710)	27.63 (26297)	28 (287)	36.17 (70803)
11. Yelandur	36.94 (22473)	43.14 (11907)	45.62 (14181)	25.78 (6850)	27.8 (829)	34.63 (18757)
Total District	47.32		56.23		37.9	
All India	52.2	57.8	64.2	30.3	39	44.5

Source 1991 census

iii) **TLC programmes in the district** : Total Literacy Campaigns during the first phase are complete in 5 of the 12 blocks of the district, where Post Literacy Programs are just initiated. In these taluks about 3,842 'margadarshis' guides are also been trained to use the primer in teaching neoliterates in Janavikasa Kendras. Right now 1,662 such post Literacy centres are opened in five taluks - Periyapatna, K. R. Nagar, T. Narasipur, H. D. Kote and Hunsur. -

During the second phase, in the remaining taluks, environment building activities and campaigns already have begun. To have a glimpse of the effectiveness of I phase some available data are presented.

Sakshara vahini of Mysore district had collected the data related to number of illiterates in each village before the implementation of I phase. Available data are given in Table - 3. It can be observed from the table that there are about 60,000 illiterates who constitute the non enrolled and dropouts from primary education.

Table 3 : Number Of Illiterates In The Non Tlc Blocks

Name of Taluk Block	Total population (1991 Census)	9 - 14 age group			15 - 35 age group			9 - 14		15 - 35	
		M	F	T	M	F	T	SC	ST	SC	ST
								SC	ST	SC	ST
H. D. Kote	198836	5171	7609	12780	22864	29310	52105	6484	12214	3155	6852
Hunsur	185920	3846	5911	9757	17835	23162	41091	1896		1806	3766
K.R. Nagar	177428	2656	4406	17548	25134	20206	29533	-	-	-	-
Periyapatna	127500	3729	5610	9337	18582	25154	40736	3124	6111	608	2603
T N Pur	250914	4348	5305	10511	25055	28592	53641	3127	12057	1248	5311
Grand total	940598	19800	48841	59930	109470	126415	215885				

Source : TLC Saksharavahini Mysore District 1994

The interim report of external evaluation of the program undertaken recently by the Department of Social Work, University of Mysore on a very small random sample of about 60 beneficiaries from each taluk revealed the following.

The percentage of neoliterates obtaining sixty percent marks and above in different taluks as well as in different age groups are given below.

Taluks	N	% (above 60%)
K.R. Nagar	60	18.3
Periyapatna	59	15.3
T. Narasipur	59	22.0
H.D. Kote	60	8.3
Hunsur	60	20.0
Overall	298	16.8

Age group	%
9 - 14	15.0
15 - 25	20.7
26 - 35	15.4

Thus it appears the overall percentage of neoliterates (out of 215885 illiterates initially existed) is less than 20% of these neoliterates. Their percentage in the age group 9-14 is only 15%.

During the II phase the survey conducted in the remaining 7 blocks has indicated that there are about 3,22,000 illiterates in different age groups

II a) Early child care and education : (ECCE)

ECCE is generally considered as a support system to primary education. The quality of input to primary education is to some extent influenced by effective ECCE facilities offered.

The ECCE facilities are offered in the district by different governmental schemes like Integrated Child Development Scheme (ICDS) by the Central Government, Shishuvihars, Balawadi's and creches of the Social Welfare Department.

The purposes of this programme are :

- i) To improve children's energy content and health conditions in the age group 0-6.
- ii) To lay strong foundation of physical, Social and mental development in children.
- iii) To reduce child mortality rate and to prevent drop out of the children from the school
- iv) To get inter-relation with other departments engaged in child welfare.
- v) To provide education to mothers of children to look after the health of the child and need for nutritious food

For realising the above objectives, the following services are rendered through anganwadi centres established at the rate of 1000 beneficiaries per centre

- Supplementary nutritious food
- Inoculations to prevent diseases
- Health examinations
- Information service
- Education on health and nutrition
- Pre-Primary education

b) Status of ICDS in the District :

As per the information available at the office of the Assistant Director of Women and child welfare, ICDS has been introduced in all the 12 educational blocks in the district. The details regarding number of Anganwadi centres and beneficiaries during 1996-97 are given in the following table.

**Table 4 : Details Of Integrated Child Development Scheme (Icds) In
The District**

Y. S. S.

Sl no	Blocks	No. of buildings sanctioned	Targeted beneficiaries					
			Age group 0-3	Age group 3-6	Pregnant women	Mothers	Anganawadi workers	Anganawadi helpers
1	Chamarajanagar	516	14971	15023	2711	2820	516	516
2	Gundlupet	205	7109	6453	1273	1282	205	205
3	H.D. Kote	188	5457	6176	1249	1179	188	188
4	Hunsur	197	6127	6592	1068	1011	197	197
5	Kollegal	289	10509	9047	1873	1982	289	289
6	K.R. Nagar	216	6696	8055	1123	1047	216	216
7	Mysore city	110	3834	3609	515	607	110	110
8	Mysore taluk	201	7344	7092	1294	1585	201	201
9	Nanjangud	516	17400	15310	3030	3020	510	510
10	Periyapatna	186	6783	6760	1400	1320	186	186
11	T. N. Pura	242	8482	8905	1764	1695	242	242
12	Yelandur	75	3233	2843	585	613	75	75

Discussions with a few officials at the office of Assistant Director of Women and Child Welfare at Mysore, revealed the following:

- The overall achievement in beneficiaries is to the tune of 91%.
- Although, generally, for every rural population size of 1000, one anganawadi centre is sanctioned, for hilly areas, thinly populated regions or for urban slums, this norm is relaxed to a size of 350.
- Anganawadi workers are generally SSLC passed / failed, but they must be local women. If qualified women are not available, even illiterate from the locality play the role of anganawadi workers.
- All anganawadi workers are given training (JTC) in the beginning for a period of 3 months. After 3 years they will be eligible for a refresher course of 5 days duration.
- Play and learning materials are supplied which includes some materials related to pre-school education (Concepts of colour, shape etc.). They are not adequate from the point of view of preschool education.
- The honorarium given to every anganawadi worker is very less which needs to be increased.
- Matching grant of Rs 30,000/- per building for anganawadi is offered if community constructs it. Now there are only 800 centres having their own building. Only 2% of the buildings have toilet facility and 80% of centres have water facility in the vicinity.

- More than 95% of the enrolled children above 3 years attend the centres.
- As far as preschool education component of the scheme is concerned, a few related books are available at each centre; it is felt that the staff is adequately, trained to offer preprimary education and closer supervision to strengthen this component is needed.

b) Status of preprimary centres in the district

The state government has started preprimary centres all over the district to impart preprimary education to the children of age group 3-6. They are housed in the same building of lower primary school with an additional room. It is however, not known whether they have helped in reducing dropout, increasing enrolment in general and girls in particular. It is observed as reported by educational officials on an average about 20 children per centre attend PPC and most of them continue with primary education. Tables below give information about preprimary centres in the district.

Table 5 - Pre-Primary Centres In Mysore District

Total	No. Of Pre-Primary Schools			Total
	Govt. Schools	Aided Schools	Unaided Schools	
1. Chamarajanagar	22	-	-	22
2. Gundlupet	18	1	-	19
3. H.D. Kote	28	-	-	28
4. Hunsur	18	-	-	18
5. Kollegal	20	1	4	25
6. K.R. Nagar	16	-	-	16
7. Mysore city	13	40	52	105
8. Mysore taluk	20	-	-	20
9. Nanjangud	20	1	-	21
10. Periyapatna	20	-	2	22
11. T. N. Pura	19	-	-	19
12. Yelandur	14	-	-	14
Total	228	43	58	329

Table 6 : Number of teachers and enrolment in PPC

Sl. No.	Block	No of PPC	No of teachers	No of children enrolled					
				General		S/C		S/T	
				Boys	Girls	Boys	Girls	Boys	Girls
1	CHN	22	24	124	87	49	31	-	-
2	GPT	18	18	260	261	36	31	2	4
3	HDK	28	22	365	300	54	46	35	25
4	HUN	18	16	298	274	57	46	29	28
5	KOL	20	17	226	141	69	72	21	15
6	KRN	16	14	220	226	41	41	24	16
7	MyC	13	13	300	334	20	15	-	-
8	MyR	20	20	847	675	118	105	35	29
9	NGD	20	20	308	308	56	56	8	16
10	PPT	20	17	242	250	41	34	10	8
11	TNP	19	19	453	504	100	80	-	-
12	YLN	14	13	173	162	80	72	3	6
	Dist. Total	228	213	3816	3522	721	629	167	147

III. Status of Primary Education in the District :

An assessment of status of primary education in Mysore District is made with respect to following issues.

- ⇒ Access to schooling facilities
- ⇒ Enrolment
- ⇒ Participation and Dropout
- ⇒ Alternative systems (Non - Formal) of Primary Education.

I) Access to schooling facilities :

a) Growth of Educational institutions in the last four decades.

Box 2 : No of Lower primary Upper Primary and Secondary Schools in Mysore District

	Upto 1950	1950-60	1960-70	1970-80	1980-90	1993 (Survey)	1996-97
Lower primary Schools	1300	1400	1500	1644	1839	1600	1658
Upper Primary Schools	250	300	400	542	804	1001	1172
High School	95	100	115	130	234	-	415

b) Schooling facilities in rural habitations in the district.

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

Box 3 : Rural habitations (all categories) with and without primary schools/sections in the district and the state

	Mysore District			State		
	No. Of habitation	Population of habitation	% of district population served	No. Of habitation	Population of habitation	% of district population served
Within the habitation	1907	2147556	92.89	29463	29474269	91.
Upto 0.5 km. But not within habitation	87	39699	1.72	4505	762705	2.
0.6 km. to 1.0 km.	187	51074	2.21	6913	1007166	3.
Upto 1.0 km.	2181	2238329	96.82	40561	31244140	96.
1.1 km. to 2.0 km.	156	33050	1.43	5483	781970	2.
Upto 2.0 km.	2337	2271379	98.25	46364	32026110	99.
More than 2 km.	132	40508	1.75	2449	322793	1.
Total	2469	2311887	100.00	48813	32348903	100.

Source : Sixth Educational Survey - CPI 's Office 1993

About 288 rural habitations in the District are served with a primary school at a distance more than one kilometer and about 132 out of 2469 habitations are served with a primary school at a distance more than 2 kilometers. This is probably because the density of population in these habitations may be very low (Refer Box 3).

About 34 rural habitations dominated by SC are served with a primary school at a distance more than one kilometer and about 12 out of 350 habitations are served with a primary school at a distance more than 2 kilometers. This suggests that 10% of the habitations dominated by scheduled castes still need to be served with primary schooling facility (Refer Table 7).

About 45 rural habitations dominated by ST are served with a primary school at a distance more than one kilometer and about 22 out of 180 habitations are served with a primary school at a distance more than 2 kilometers. This indicates that about 25% of the habitations dominated by ST are to be served by primary schooling facility (Refer Table 8).

Table 7 : Rural Habitations dominated by SC with and without Primary schools / Sections in the District and the State.

	District			State		
	No. of habitations	Population of habitation	% of District Population Served	No. of habitations	Population of habitation	% of State Population Served
within the habitation	280	291708	92.65	2876	1994169	85.65
upto 0.5 km but within habitation	10	5279	1.68	435	87801	3.77
0.6 km to 1.0 km	26	7413	2.35	753	132763	5.70
upto 1.0 km	316	304400	96.68	4064	2214733	95.13
1.1 km to 2.0 km	22	4759	1.51	498	78585	3.38
upto 2.0 km	338	309159	98.19	4562	2293318	98.50
more than 2.0 km	12	5693	1.81	181	34855	1.50
Total	350	314852	100.0	4743	2328173	100.0

Table 8 : Rural Habitations Dominated By St With And Without Primary Schools / Sections In The District And The State.

	District			State		
	No. of habitations	Population of habitation	% of District Population Served	No. of habitations	Population of habitation	% of State Population Served
within the habitation	101	94721	84.75	1469	1184359	90.00
upto 0.5 km but not within	17	3354	3.00	141	28750	2.18
0.6 km to 1.0 km	17	4020	3.60	296	42235	3.21
1.1 km to 2.0 km	23	4246	30.80	253	38244	2.91
upto 1.0 km	135	102095	91.35	1906	1255344	95.40
upto 2 km	158	106341	95.15	2159	1293588	98.30
More than 2.0 km	22	5421	4.85	154	22325	1.70
Total	180	111762	100.00	2313	1315913	100.00

Table 9 - Rural Habitations with or without Primary Schools/Sections having population 300 or more within the district.

Category	Total No of Habitations	Habitations Served within		Habitations Served upto 1 km	
		No.	%	No.	%
General					
District	1908	1740	91.19	1832	96.02
State	26596	24490	92.08	25837	97.15
Dominated by SC					
District	283	257	90.81	271	95.76
state	2555	2261	88.49	2458	96.20
Dominated by ST					
District	104	84	80.77	92	88.46
state	1333	1230	92.27	1282	96.17

Table 9 reveals that the Percentage of rural habitations with Population more than 300 served with Primary Schools within them is about 91% for the district which is slightly below the state norm. Similarly 96% of the habitations in the district are served with primary schools upto a distance 1 Km, which is also less than the state norm. Similar observations are made about the habitation dominated both scheduled castes and scheduled tribes. This indicates that the access to schooling facility is not 100%. For children of lower Primary school distance of 1 Km. is also not very convenient distance to reach the school.

The information regarding school-less villages in the different blocks of the district is given in Table 10.

Table - 10: Number Of Villages (Inhabited) Without Primary Schools (N-1649) In The District According To Population Size.

POPULATION SIZE					
Taluk	0-100	100-200	200-300	>300	Total
Chamarajanagar	9	8	0	3	20
Gundlupet	11	2	1	6	20
H.D.Kote	21	14	14	10	59
Hunsur	18	15	11	10	54
Kollegal	26	12	17	19	74
K.R.Nagar	3	12	3	3	21
Mysore Taluk	1	0	0	1	2
Nanjangud	5	1	1	7	14
Periyapatna	12	4	3	13	32
T.Narasipur	0	0	1	1	2
Yalundur	1	0	0	0	1
District Total	107	68	51	73	299

Table 11 : Rural Habitations with or without upper primary schools/Sections in the District and the State.

			Within the habit	upto 1 Km	1.1 to 2 Km	Upto 3 Km	3.1 to 4 Km	More than 5 Km
			District	State	District	State	District	State
General	No of Habitations	District	624	438	595	2056	176	126
		State	12060	10779	12197	41648	2916	2405
	% of population to Total population served in the District State	District	32.86	10.89	16.20	89.98	4.75	2.69
		State	60.86	10.45	12.83	91.42	3.42	2.86
Dominated by SC	No of Habitations	District	59	70	93	291	32	14
		State	573	1166	1385	3941	339	250
	% of population to Total population served in the District State	District	38.18	15.52	20.58	88.31	5.94	2.38
		State	33.66	17.45	22.25	86.51	5.25	4.23
Domina- -ted by ST	No of Habitations	District	25	33	38	128	14	28
		State	337	398	625	1701	194	276
	% of population to Total population served in the District State	District	41.34	13.65	18.83	84.22	4.80	7.47
		State	39.59	10.90	18.12	78.91	7.00	9.05

Source : Sixth Educational Survey CPI's Office, Bangalore

Table 11 reveals that only about 53% of the total population in the distance are served with a higher primary school within the habitations which is also much below the state norm. About 90% of the total population in the district are served with a higher primary school within habitations at a distance upto 3 kms.

This indicates that access to higher primary schools (class V to VII) is not adequate in the district. This however, is likely to lead to high dropout rate at the end of class IV itself.

Table 12 : Number of Lower and Upper Primary Schools in the District as well as in the State

		Primary Schools	%	Upper primary schools	T	%
Mysore District	Rural	1458	91	682	2140 461 261	68
	Urban	142	9	319		32
	Total	1600		1001		
Karnataka	Rural	20198	92	13566		74
	Urban	1758	8	4717		26
	Total	21956		18283		

Source : Sixth Educational Survey 1993

As can be seen from Table 12, the percentage of lower primary schools, especially in rural areas is almost on par with the state figures. However, it is not so with higher primary schools where district figures are much below that of the state.

Box 4 : Number of primary schools in the District according to different Management

Taluk	Government			Private aided		Private unaided	
	No. of LPS (1-4)	No. of HPS (1-7)	No. of HPS (5-7)	LPS (1-4)	HPS (1-7)	(1-4)	(1-7)
1. Chamarajanagar	160	75	5	2	4	10	6
2. Gundlupet	112	58	3	-	3	3	1
3. H.D. Kote	153	82	1	3	3	3	4
4. Hunsur	149	84	-	-	3	8	8
5. Kollegal	144	72	-	2	23	8	7
6. K.R. Nagar	137	77	5	-	6	9	13
7. Mysore city	47	72	5	7	71	5	71
8. Mysore taluk	141	63	-	-	3	14	4
9. Nanjangud	157	105	-	-	4	4	10
10. Periyapatna	165	58	5	-	1	5	5
11. T. Narasipura	150	64	7	-	1	7	9
12. Yelandur	37	16	2	-	2	-	1
District Total	1552	826	33	14	124	76	139

Source : DDPI, Mysore

Table 13 : Blockwise distribution of primary schools (both LPS & HPS) in Rural - Urban areas

Taluks	Urban	Rural	Total
1. Chamarajanagar	22	240	262
2. Gundlupet	16	164	180
3. H.D. Kote	9	240	249
4. Hunsur	17	236	252
5. Kollegal	14	242	256
6. K.R. Nagar	15	232	247
7. Mysore city	278	-	278
8. Mysore taluk	-	225	225
9. Nanjangud	25	255	280
10. Periyapatna	10	229	239
11. T. Narasipura	12	226	238
12. Yelandur	7	51	58
Total	422	2345	2764

Box 4 reveals that 65% of primary schools managed by government are lower primary schools and nearly 90% of privately managed schools are higher primary schools. Only a small number of higher primary schools have classes 5-7 and majority have classes 1-7

Box 4 & Table 13 reveal that primary education is mainly managed by government and more than 85% of the primary schools are in rural areas.

Access to Schooling with Respect to time taken to reach the school

One way to improve the access to schools is to reduce the time taken to reach the school. Time is a better indicator than distance to assess access provided. Many times barriers like forests, main roads, water logging, etc and the density of population increase the time taken to reach the school although the schooling facility may be available within a kilometer distance.

However the discussions held with Block Education Officers of the District reveals that more time is required for the child to walk long distance to reach the school rather than crossing any of the above physical barriers.

Further the base line study in the five selected taluks of Mysore district is likely to reveal what percentage of children take how much time on an average will children take to reach the school.

Summary of the observations related to access to schooling :

- * Primary schooling is not provided within all rural habitations. About 5% of habitations are served with lower primary schools at a distance more than 1 kilometer. About 35% of habitations are served with higher primary schools at a distance more than 3 kilometers.
- * About 65% of primary schools managed by government are lower primary schools and nearly 90% of privately managed schools are higher primary schools.
- * Primary Education is mainly managed by government and more than 85% of primary schools are in rural areas.

INFRASTRUCTURAL FACILITIES :

Providing access does not mean making a school building available but to provide each school with minimal infrastructural facilities including quality teachers.

The box below gives position of school buildings.

Box 5: Position of School buildings in the Primary Schools of the District & State.

	Managem nt	Area	Total no. Of schools	No. of schools accommodated in				
				Pucca Building	Partly Pucca	Tatched Huts	Tents	Open space
District	Govt + Local body	Rural	1434	1379	14	5	0	0
		Urban	110	88	12	1	0	
		Total	1544	1467	26	6	1	0
	Private Aided	Rural	7	7	0	0	0	0
		Urban	11	9	1	0	0	0
		Total	18	16	1	0	0	0
	Private Unaided	Rural	17	12	2	0	0	0
		Urban	21	12	6	1	0	0
		Total	38	24	8	1	0	0
	Total	Rural	1458	1398	16	5	0	0
Urban		142	109	19	2	1	0	
Total		1600	1507	35	7	1	0	
State	Govt + Local Body	Rural	19587	17173	629	135	27	0
		Urban	1249	945	87	40	4	0
		Total	20836	18118	716	175	31	0
	Private Aided	Rural	188	82	12	26	4	0
		Urban	178	126	18	6	0	0
		Total	366	208	30	32	4	0
	Private Unaided	Rural	423	234	45	27	1	0
		Urban	331	238	35	14	1	0
		Total	754	472	80	41	2	0
	Total	Rural	20198	17489	686	188	32	0
Urban		1758	1309	140	60	5	0	
Total		21956	18798	826	248	37	0	

Source :sixth Educational Survey 1993

**Table 14 : Number Of Schools With/Without Own Buildings And
Needing Major Repairs**

Taluk	LPS		HPS		
	* With no Building	Require major repair	Without building	Rented building	Requiring major repairs
Chamarajanagar	7	16	-	5	14
Gundlupet	2	12	-	-	18
H.D. Kote	6	2	-	-	28
Hunsur	3	6	-	-	24
Kollegal	8	11	-	1	19
K.R. Nagar	4	11	-	-	19
Mysore City	1	10	-	23	40
Mysore rural	2	13	-	-	17
Nanjangud	3	5	-	1	25
Periyapatna	7	17	-	-	13
T.N. Pur	2	13	-	3	17
Yalundur	1	3	-	-	22
District totals	46	119	-	33	256

Source : DDPI, Mysore.

Note : * Not rented but running in space/building available free. This number also includes branch schools.

Table 15 : Amenities available in Primary Schools in the District

Taluks	Number of schools					
	Without toilet facility		Without facility drinking water		Without electricity facility	
	LPS	HPS	LPS	HPS	LPS	HPS
Chamarajanagar	156	50	156	70	154	62
Gundlupet	110	41	67	11	94	35
H.D. Kote	150	68	143	54	140	61
Hunsur	144	54	137	56	143	64
Kollegal	134	55	127	56	130	70
K.R. Nagar	141	49	122	50	118	70
Mysore City	136	37	120	20	113	29
Mysore rural	139	47	134	42	140	50
Nanjangud	150	75	143	71	143	85
Periyapatna	163	45	157	42	165	63
T.Narasipur	148	46	140	43	148	58
Yalundur	36	15	36	15	37	12
District totals	1607	582	1482	530	1525	659

Year? - Table 16 Availability Of Rooms In Lps And Hps In Different Taluks

TLK	Number of Schools with class rooms																	
RNG	Lower primary school							Higher primary school										
	No Room	1 Room	2 Rooms	3 Rooms	4 Rooms	>4 Rooms	Total	2 Rooms	3 Rooms	4 Rooms	5 Rooms	6 Rooms	7 Rooms	8 Rooms	9 Rooms	10 Rooms	>10 Rooms	Total
CHN	7	22	95	20	8	8	160	2	4	14	15	17	3	4	7	4	10	80
GPT	2	13	82	11	2	2	112	2	5	6	13	9	10	4	4	5	3	61
HDK	6	31	90	21	4	1	153	4	21	21	2	11	12	3	3	4	2	83
HUN	3	27	93	18	5	3	149	5	14	22	4	12	11	5	4	4	3	84
KOL	8	34	92	8	2	-	144	9	11	16	9	7	2	6	3	2	7	72
KRN	4	21	89	12	6	5	137	7	9	11	8	16	10	7	2	3	9	82
MyC	1	9	17	5	7	8	47	-	2	11	7	12	4	9	4	7	21	77
MyR	2	21	103	10	3	2	141	2	3	5	13	12	7	8	4	5	4	63
NGD	3	14	129	9	1	1	157	15	19	13	18	7	8	5	6	2	12	105
PPT	7	32	105	15	15	2	165	1	13	10	10	7	13	5	1	2	1	63
TNP	2	21	101	16	16	2	150	1	7	12	9	15	10	7	5	2	3	71
YLN	1	3	24	6	6	2	37	-	2	4	2	3	2	2	2	-	1	18
Dist total	46	248	1020	151	44	43	1552	48	110	145	110	128	92	65	45	40	76	859

The following are the observations made on the existing infrastructural facilities available in primary schools of the district :-

- From box 5, it is revealed that about 95% of the primary schools in the district managed by the government have Pucca buildings, where as only 85% of the primary schools in the state have pucca buildings. Thus as far as school building construction is concerned the district is better than the state.
- Table 14, shows the results and the survey of the school with or without own buildings and those not in good condition and hence requiring major repairs.
- It is observed that 98% of the lower primary schools do not have toilet facility, 90% of the schools without drinking water facility with in the school premises and 93% are without electricity facility. In the case of Higher Primary schools 58% of the schools are without toilet facility 53% of the students without drinking water facility. 66% without electricity facility. From the records available at the DDPI's office 180 lower primary schools and 350 higher primary schools have playground facility.
- A survey of the number of schools with different number of class rooms in different blocks (Table 16) revealed there are 46 schools without any room which implies they do not have their own or rented building but they are new schools run in rent-free buildings. Majority of lower primary schools (65.72%) have two rooms. Single room schools (248) are being converted into two room schools. On an average, 400 class rooms are being constructed by the district administration. Most of the two room, three-room higher primary schools, are the upgraded lower primary schools where class V is added.

The above observations suggest the need to improve the basic amenities both in lower and higher primary schools. It is likely that by improving these facilities, especially in higher primary schools is likely to arrest drop-out rates, particularly girls.

Observations made from Baseline study regarding infrastructural (material) facilities :

One of the aspects covered in the baseline study in 47 schools in five taluks of Mysore District was availability of facilities in the schools. Out of the 87 teachers interviewed 91.85% of teachers had blackboard, 87.35% had dusters and 96.55% teachers were using chalks. As far as teaching aids are concerned 78.16% of teachers had the accessibility to the teachers guide, 62% were using dictionaries in their teaching, 78.16% had maps and 59.7% of teachers had books. About 30% of teachers expressed the non-availability of essential teaching aids.

The above observations need to be supplemented with the observations made in the base line study as per school record schedule.

Position Regarding Teachers

- a) **Growth of teachers:** Teacher is an important component of this project. There has been a substantial increase in number of primary school teachers over last five years in the district (Table 17) although not much growth in the number of schools could be observed.
- b) **Literacy rate Vs Number of teachers:** Similar to literacy rate, the number of teachers per unit population (10,000 can be taken as an unit) can be taken as one of the educational development indicators. Tables 18 and 19 give relative rank positions of number of primary schools teachers / 10,000 population and of literacy rate in different districts of the State and in different blocks within the district. There appears to be a strong relationship between number of teachers and literacy rate in a region.

Rank correlation between the two variables which is significant (excluding Mysore and H.D. Kote). By this it implies that by improving position of teachers in the primary schools is likely to improve literacy level and consequently level of educational development of the district.

In H.D. Kote about 200 teachers were posted as it is a hilly as well as tribal dominated block. This was done by the district administration to give special attention to such an area.

Table 17 : Number Of Teachers In Government Aided And Unaided Primary Schools From Class I-Vii

Year	Number of Teachers						
	1990-91	1991- 92	1992-93	1993-94	1994-95	1995-96	1996-97
Govt.	5893	6966	7179	7413	7413	7662	8492
Aided	885	845	846	852	897	897	938
Unaided	911	941	930	998	1157	1133	1176
Total	7689	8752	8955	9263	9467	9692	10606

Table - 18 : Statement showing Distribution of Primary School Teachers per unit population in different Districts of the State.

Sl. No.	District	Area in 100 SqKm	Estmtd populat ion in lakhs	No. of primary school teachers	No. of primary School teacher per 10000 population	Rank in no. of teachers	Lite-racy Rate	Ran k in Lite-racy Rate
1.	Bangalore (U)	22	53.04	17742	33.45	18	76.27	1
2.	Bangalore ®	58	18.34	7413	40.42	8	50.17	14
3	Belgaum	134	39.72	13612	34.27	16	5.00	12
4	Bellary	99	20.72	7737	37.35	12	45.57	17
5	Bidar	54	14.03	5564	39.66	9	45.11	18
6	Bijapur	171	32.04	11091	34.62	15	55.13	10
7	Chikamagalur	72	11.15	5514	49.46	1	61.05	6
8	Chitradurga	109	23.90	9921	41.51	7	55.48	9
9	Dakshina Kannada	84	29.53	11362	38.48	10	75.86	2
10	Dharwada	134	38.39	13410	34.93	13	58.88	7
11	Gulbarga	162	28.30	9820	34.70	14	38.54	19
12	Hassan	68	17.20	7485	43.51	4	56.85	8
13	Kodagu	41	5.35	2395	44.74	3	68.35	3
14	Kolar	82	24.30	10555	43.44	5	50.45	13
15	Mandya	50	18.02	6154	34.15	17	48.15	15
16	Mysore	120	34.69	*10606 + 380	30.57 (31.67)	19	47.32	16
17	Raichur	140	25.32	7312	28.88	20	35.96	20
18	Shimoga	106	20.93	7982	38.14	11	61.55	5
19	Tumkur	106	25.27	10745	42.52	6	54.48	11
20	Uttara Kannada	103	13.37	6446	48.20	2	66.73	4
	Total		493.61	182866	37.02			

* 380 additional posts sanctioned

(Rank difference correlation coefficient between number of teachers per unit population & literacy rate excluding Bangalore-Urban is 0.61 which is positive and moderate.)

Table - 19 : Statement showing distribution of Primary Schools Teachers per unit population in different Blocks of the District.

Sl. No.	Taluk /Block	Area in SqKm	Estmtd populat ion in 1996	No. of primary school teachers	No. of pry School teacher/ 10000 popultn	Rank in no. of teachers	Lite-racy Rate	Rank in Lite-racy Rate
1	Chamarajanagar	1229	341210	960	28.14	6	36.59	9
2	Gundlupet	1406	214494	533	24.85	8	37.93	5
3	H.D. Kote	1618	237173	783	33.00	-	36.89	-
4	Hunsur	897	243502	770	31.62	3	43.59	3
5	Kollegal	2786	333865	1037	31.06	4	40.30	4
6	K.R. Nagar	605	238238	858	36.01	1	49.20	1
7	Mysore	815	936531	2879	30.74	-	66.98	-
8	Nanjangud	982	355321	1038	29.21	5	36.83	8
9	Periyapatna	815	207037	715	34.53	2	43.95	2
10	T. Narasipur	599	282891	820	29.20	5	37.93	6
11	Yelandur	265	78600	213	27.10	7	36.94	7
	Total	11954	3468862	*10606 + 380	30.57 (31.67)			

* 380 additional posts, sanctioned in 1996.

[**Note** : Rank difference correlation co-efficient between number of Primary school teachers per unit population and literacy rate i.e 0.88 excluding H.D. Kote and Mysore which is positive and very high]

c) Teachers working in schools under different management:

From Table 20 it revealed that 80% of Primary school teachers are in Government Primary schools and the rest are in aided and unaided schools.

TABLE 20 : Number of Teachers

Sl. No.	Range	Number of Teachers			
		Government	Aided	Unaided	Total
1	CHN	856	31	73	960
2	GPT	500	17	16	533
3	HDK	718	30	35	783
4	HUN	669	25	76	770
5	KOL	777	187	73	1037
6	KRN	750	37	71	858
7	MYC	929	562	579	2070
8	MYR	751	14	44	809
9	NGD	947	15	76	1038
10	PPT	665	6	44	715
11	TNR	739	4	77	820
12	YLN	191	10	12	213
	Total	8492*	938	1176	10606

Of a total of 8492 teachers, 3586 teachers are working in lower primary schools; 2337 are working in lower primary sections of upper primary schools, thus making a total of 5923 teachers. The balance are working in upper primary sections.

d) Distribution of male/female teachers in Rural-Urban areas:

Tables 21 to 23 give the details. Following observations can be made from the survey report and the information available at the office of the DDPI, Mysore.

- Percentage of female teachers in both Primary and Higher Primary schools in Mysore district is much higher than the State figures.
- About 36% of teachers in rural Lower Primary schools and 74% in urban Lower Primary schools are female teachers. Similarly more than 30% of teachers in rural Higher Primary schools and more than 75% of teachers in urban Primary schools are female teachers. However, these figures are much higher than the State figures.

- Considering all the Primary schools - Lower and Higher and Government, aided and unaided, the overall student-teacher ratio is almost the same for both urban and rural areas (1:47). However, there have been disparities within the blocks ranging from 1:43 to 1:60.
- Examining the student-teacher ratio in rural Primary schools, it is observed that the student-teacher ratio in Lower Primary schools is only 1:35 whereas, in Higher Primary schools it is only 1:69.

Table - 21 : Sexwise, Areawise Number of Teachers in Schools

Sl. No.	District	School Category	Area	Schools		Number of full-time teachers									
						Total				SC		ST		OBC	
				Number	%	Total	%	Female	% of female teachers	Total	Female	Total	Female	Total	Female
16	Mysore		Rural	1458	91.13	2668	84.94	952	35.68	421	124	62	24	608	184
		Primary	Urban	142	8.87	473	15.06	350	74.00	53	34	3	1	71	50
			Total	1600		3141		1302	41.45	474	158	65	25	679	234
			Rural	682	68.13	2971	50.54	961	32.35	471	124	73	15	764	215
		Higher Primary	Urban	319	31.87	2907	49.46	2222	76.44	228	129	65	46	663	457
			Total	1001		5878		3183	54.20	699	253	138	61	1427	672
	State		Rural	20198	92.00	35290	86.60	9127	25.86	5208	1017	1365	284	13515	3177
		Primary	Urban	1758	8.00	5460	13.40	3588	65.70	671	369	146	68	1951	1300
			Total	21956		40750		12715	31.20	5879	1386	1511	352	15466	4477
			Rural	13566	74.20	61492	58.15	17216	28.00	8563	1827	2247	500	23064	5894
		Higher Primary	Urban	4717	25.80	44256	41.85	29947	67.70	4013	2194	1081	596	14915	9682
			Total	18283		105748		47163	44.60	12576	4021	3328	1096	37979	15576

Source: Sixth Educational Survey, 1993

TABLE - 22

Number Of Teachers, Number Of Students And Teacher - Student Ratios In Rural Primary Schools Of The District

	Teachers			Students			Teacher-Student Ratio
	Male	Female	Total	Male	Female	Total	
Govt.							
LPS	1965	1327	3292	59788	55895	115683	1:35
HPS	1869	1382	3251	117689	106700	224389	1:69
Aided							
LPS	-	-	-	-	-	-	
HPS	45	57	102	4140	3905	8045	1:79
Unaided							
LPS	37	54	91	1214	986	2200	1:24
HPS	49	100	149	6153	5047	11200	1:75

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Table - 23 : Number Of Schools, Teachers, Students, Student -Teacher Ratios In Different Taluks

Sl. No.	Taluk	Urban				Rural				Total			
		Schools	Teachers	Students	Teacher Student Ratio	Schools	Teacher	Student	Teacher Student Ratio	School	Teacher	Student	Teacher Student Ratio
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Chamarajanagar	22	186	8157	1:44	240	774	34236	1:48	262	960	42393	1:47
2	Gundlupet	16	91	3906	1:43	164	442	25140	1:55	180	533	29046	1:53
3	H D Kote	9	54	3466	1:64	240	729	31639	1:47	249	783	35105	1:48
4	Hunsur	17	90	4482	1:50	236	680	35583	1:54	253	770	40065	1:54
5	Kollegal	14	86	4706	1:55	242	951	38929	1:43	256	1037	43635	1:44
6	K R. Nagar	15	108	4731	1:44	232	750	32202	1:43	247	858	36933	1:43
7	Mysore City	278	2070	106708	1:47	-	-	-		278	2070	106708	1:47
8	Mysore Rural	-	-	-	-	225	809	42095	1:52	225	809	42095	1:52
9	Nanjangud	25	156	6702	1:43	255	882	43519	1:49	280	1038	50221	1:48
10	Periyapatna	10	62	3690	1:60	229	653	33610	1:56	239	715	37300	1:56
11	T. Narasipura	12	78	3753	1:48	226	742	32570	1:43	238	820	36323	1:44
12	Yelandur	7	35	1543	1:44	53	178	9081	1:52	60	213	10624	1:51
	Total	422	3016	151844	1:47	2345	7590	358604		2767	10606	510448	1:48

Source: DDPI Office, Mysore

Table 24 : Block Wise Primary Schools Teacher's Details As On 30.9.96

Sl. No	Name of the Block	NO. OF TEACHERS POSTS				NO. OF TEACHERS WORKING											
		SANCTIONED				Government						Aided			Unaided		
		Govt.	Aided	Un-aided	TOTAL	Trained			Untrained			M	W	T	M	W	T
1	CHAMARAJANAGAR	856	31	73	960	457	275	732	39	5	44	11	20	31	23	50	73
2	GUNDLUPET	500	17	16	533	361	104	465	16	1	17	3	11	14	7	9	16
3	H. D.KOTE	718	30	35	783	462	184	646	-	-	-	7	23	30	12	23	35
4	HUNSUR	669	25	76	770	383	220	603	14	8	22	8	17	25	44	32	76
5	KOLLEGALA	777	187	73	1037	427	265	692	36	1	37	8	80	168	36	37	73
6	K.R.NAGARA	750	37	71	858	532	187	719	12	1	13	13	20	33	17	54	71
7	MYSORE CITY	929	562	579	2070	199	730	929	-	-	-	54	494	548	59	520	579
8	MYSORE RURAL	751	14	44	809	256	483	739	-	-	-	4	10	14	13	31	44
9	NANJANAGUDU	947	15	76	1038	532	354	886	43	2	45	6	9	15	11	65	76
10	PERIYAPATNA	665	6	44	715	386	103	551	8	-	8	3	3	6	9	35	44
11	T.NARASIPUR	753	4	77	820	392	244	636	64	10	74	-	4	4	9	68	77
12	YALANDUR	191	10	12	213	110	71	181	-	-	-	4	4	8	3	9	12
	DISTRICT TOTAL	8492	938	1176	10606	4497	3220	7779	232	28	260	201	695	896	243	933	1176

Table - 25 : Number Of Schools Versus Number Of Teachers

Sl. No	TLK RNS	Lower Primary Schools									Higher Primary Schools									
		1	2	3	4	5	6	7	More than 7	Total	2	3	4	5	6	7	8	9	10	Total
		Teachers									Teachers									
1	CHN	1	125	26	5	1	-	2	-	160	1	8	26	10	4	6	5	5	15	80
2	GPT	-	79	30	3	-	-	-	-	112	1	14	13	10	2	9	8	2	2	61
3	HDK	1	108	43	-	-	-	1	-	153	7	27	19	14	4	2	7	2	1	83
4	HUN	3	109	35	2	-	-	-	-	149	8	26	23	8	1	5	2	2	9	84
5	KOL	6	112	25	1	-	-	-	-	144	4	16	13	13	4	6	4	1	11	72
6	KRN	6	112	13	-	2	2	2	-	137	-	11	27	12	8	2	6	3	13	82
7	MYC	2	9	11	15	8	1	1	-	47	-	-	1	2	11	17	14	2	30	77
8	MYR	2	95	41	2	1	-	-	-	141	-	2	7	13	14	13	6	2	6	63
9	NGD	2	107	44	4	-	-	-	-	157	6	22	21	17	12	8	5	3	11	105
10	PPT	1	118	41	2	2	-	-	-	165	1	3	24	15	10	3	3	1	3	63
11	TNP	7	105	29	4	3	-	-	-	150	1	12	20	13	2	8	7	5	3	71
12	YLN	3	17	16	1	-	-	-	-	37	-	-	4	4	2	3	3	2	-	18
Dist. Total		34	1096	354	39	17	6	6		1552	29	141	198	131	74	82	70	30	104	859

From some of the above observations it is implied that majority of female teachers are absorbed in Urban Primary schools. This is probably because pre-service teacher training facilities are concentrated only in Mysore City (6 out of 7 TTI's are in Mysore city alone). The Teacher Training Institute located in Chamarajanagar Taluk caters to the prospective teachers from both Chamarajanagar, Kollegal and Yalandur taluks. This institutions has helped the district administration in getting more female teachers from rural areas of these taluks who could be recruited in their respective taluks. This has a significant implication for offering pre-service teacher training facilities at block levels so that more female teachers in respective blocks could be produced. This facilitates recruitment of more female teachers in rural areas.

E. Number of teachers sanctioned versus in position in the District:

As can be revealed from the Table 24, majority (75%) of teacher posts sanctioned in the district, both in Lower Primary and Higher Primary schools have been filled. Hence there has not been any delay in the recruitment.

F. Adequacy of number of teachers:

Ideally one teacher per class with reasonable student - teacher ratio may be taken as adequate. Different indicators studied to find out the adequacy in the number of teachers are

- i) Number of schools versus number of teachers
- ii) Number of teachers versus number of classrooms both at district and block levels.

Table 25 gives details about number of schools versus number of teachers. The following are the observations.

- There are 34 single teacher schools. As reported by district education officials these are already converted into two-teacher schools.
- Majority (1096) of schools are two-teacher schools, thus revealing multigrade context as the present reality at Lower Primary stage. This implies that capacity building programmes for teachers are to be initiated such that they can manage at least two classes simultaneously.

As regards Higher Primary level, there are 29 two-teacher and 141 three-teacher schools. Action has already been taken by the district administration to convert them into four-teacher schools. This is not a very bad position keeping in mind student-teacher ratio which is around 1:49. However, less number of teachers in Higher Primary will adversely affect Lower Primary because of more teachers being deployed to handle Higher classes. Hence action should be taken to improve the position of teachers with respect to their numbers.

Annexure 4 gives the details about availability of number of teachers versus number of classrooms in both LPS and HPS in different blocks in the district. Table 26 gives consolidated information to the entire district.

Table - 26 : Number of Teachers Working vs Number of Classrooms Available In Mysore District

Lower Primary School	Number of Teachers								
	1	2	3	4	5	6	7	8 & above	Total
Number of Rooms									
1	94	165	-	-	-	-	-	-	259
2	171	752	134	-	-	-	-	-	1057
3	-	100	50	6	2	-	-	-	158
4	-	-	30	10	5	-	-	-	45
5 & above	-	-	5	12	5	3	3	5	33
Total	265	1017	219	28	12	3	3	5	1552
Higher Primary School	Number of Teachers								
	1	2	3	4	5	6	7	8 & above	Total
Number of Rooms									
1	-	-	-	-	-	-	-	-	-
2	-	-	39	-	-	-	-	-	39
3	-	-	90	23	16	-	-	-	129
4	-	-	56	51	42	-	-	-	149
5	-	-	29	39	25	29	-	-	122
6	-	-	-	53	18	36	-	-	107
7	-	-	-	20	25	46	-	-	91
8 & above	-	-	-	-	10	11	28	173	222
Total			214	186	136	122	28	173	856

Teachers' profile in the District

Profile of Primary school teachers in Mysore District has been mainly studied with respect to their professional and academic background.

a) Academic and professional background of teachers:

The following observations can be made from Tables 27 and 28 regarding professional and academic background of teachers.

- * 173 teachers at Primary and 124 at Higher Primary schools do not possess formal preservice training. However, these 297 teachers have been given an alternative inservice training by District Institute of Education and Training, Mysore, (C.C.V.C) on par with TCH. Formal certificates have not yet been issued (as reported by officials).
- * Appointment of teachers implies adequately qualified teachers. However, the survey indicated that the qualifications of teachers range from no teacher training (only SSLC/PUC/Degree) to Post-graduate degree with B.Ed. Earlier minimum qualification for recruitment was SSLC with TCH and recently, the expected minimum is PUC with TCH. About 80 % of teachers possess SSLC with TCH who need to be given content enrichment programmes.
- * There is a tendency for teachers to prefer certain subjects to teach in Primary classrooms. For example, teachers who have taken science stream in PUC prefer Science and Maths unlike those teachers who have taken Arts stream preferring to teach Social Studies. Since a Primary School Teacher is expected to have specialisation in all subjects - Science, Maths, Language and Social Science, adequate content enrichment programmes should be offered to all teachers in this regard so as to help them overcome their diffidence in teaching certain school subjects.

b) Social Background of Teachers:

From Table - 27, the following observations can be made. Slightly less than 2% of teachers belong to scheduled tribes of whom less

than 1% are females. About 17% of teachers belong to scheduled castes of whom about 6.4% are females.

The **baseline study** on a sample of teachers has also revealed that 42.52 % belonged to general category, 28.7% SC category, 6.89% ST category and the remaining 21.8% of teachers belonged to OBC category. This reveals that adequate representation has been given to disadvantaged group in the selection of teachers.

First generation learners as teachers: The **baseline study** has explored the percentage of teachers having both parents illiterate. It is found that 17.24% male and 6.9% female are first generation learners adopting teaching as their profession. It is observed that 39.47% female teachers and 14.28 male teachers belonged to families where both parents had atleast secondary education.

Teachers academic aspirations: The **baseline study** has revealed that about 75% of the teachers surveyed have not improved their original qualifications. Only 4.5% of them are doing B.Ed course whereas 16% of them are in the undergraduate courses such as BA and B.Sc. Those who are above the age of 35 years do not have any inclination towards improving their academic qualifications.

c) Gap between Training and appointment:

The **baseline study** on a sample of 87 teachers in 5 taluks revealed the following.

Number of years lapsed	Frequency	%
Less than 1 year	04	04.06
Between 1 & 2 years	11	12.64
Between 2 & 3 years	13	14.94
Between 3 & 4 years	14	16.09
Between 4 & 5 years	13	14.95
More than 5 years	23	26.44
No response	09	10.34
Total	89	100.00

From the above figure it is revealed that majority of persons already employed as teachers in Govt. schools have got the posting after a gap of 3 - 5 years.

Table - 27 : Particulars Of Trained And Untrained Teachers In Government Schools

Sl. No.	TLK RNG	LOWER PRIMARY SCHOOL												HIGHER PRIMARY SCHOOL											
		Trained Teachers						Untrained Teachers						Trained Teachers						Untrained Teachers					
		General		SC		ST		General		SC		ST		General		SC		ST		General		SC		ST	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	CHN	192	113	40	26	1	-	16	1	14	2	-	-	265	162	63	36	2	-	23	4	22	4	1	-
2	GPT	146	48	20	6	-	-	11	-	9	-	-	-	215	56	19	6	-	-	5	1	4	1	-	-
3	HDK	237	95	44	6	1	1	16	4	-	-	-	-	225	89	43	3	1	1	15	3	-	-	3	-
4	HUN	164	128	24	6	5	3	4	2	4	2	-	-	219	92	10	8	15	4	10	6	8	6	2	-
5	KOL	141	127	16	26	4	-	28	1	28	1	-	-	286	138	35	41	3	-	8	-	8	-	-	-
6	KRN	205	93	12	9	4	-	4	-	3	-	-	-	327	94	12	5	2	-	8	1	5	1	1	-
7	MYC	45	105	16	47	3	13	-	-	-	-	-	-	154	625	16	69	6	16	-	-	-	-	-	-
8	MYR	127	254	14	21	-	2	-	-	-	-	-	-	129	229	19	18	5	3	-	-	-	-	-	-
9	NGD	211	157	22	37	-	-	19	1	19	1	-	-	321	197	41	27	-	-	24	1	24	1	-	-
10	PPT	208	57	14	-	8	-	1	-	1	-	1	-	178	46	11	1	16	3	6	-	3	-	1	-
11	TNP	234	145	21	19	7	4	57	8	39	4	-	-	158	99	31	11	3	3	7	2	7	2	-	-
12	YLN	45	31	4	8	1	-	-	-	-	-	-	-	65	40	30	14	1	-	-	-	-	-	-	-
Dist. Total		1955	1353	247	211	34	23	156	17	117	10	1	-	2317	1778	320	238	54	30	106	18	81	15	8	-

Table : 29 : Details Of Qualification Of Government Primary School Teachers - Mysore District

Sl No.	RNG	Posts Sanctd.	Work- ing	Only SSLC	Only PUC	SSLC & TCH	PUC & TCH	PUC & CPed.	BA / B.Sc / B.Com	BA / B.Sc. / B.Com TCH	BA / B.Sc. / B.Com B.Ed.	MA / M.Sc. / M.Com	SSLC + C.PEd	B.PEd	M.Ed.
1	CHN	856	776	1	8	579	92	8	-	24	31	14	17	2	-
2	GPT	500	482	3	-	426	20	-	-	6	15	-	12	-	-
3	HDK	718	646	1	3	472	115	4	-	28	16	1	6	-	-
4	HUN	669	625	1	2	526	42	4	-	23	17	5	5	-	-
5	KOL	777	729	1	5	595	65	3	-	21	16	7	16	-	-
6	KRN	750	732	-	1	591	53	6	-	25	22	17	16	1	-
7	MYC	929	929	3	3	711	15	5	-	43	72	45	28	1	3
8	MYR	751	739	2	3	589	38	5	-	48	19	21	13	1	-
9	NGD	947	931	4	2	761	74	5	-	36	23	9	17	-	-
10	PPT	665	559	3	5	454	56	1	-	13	10	7	8	2	-
11	TNP	739	710	13	8	573	47	3	-	22	16	10	18	-	-
12	YLN	191	181	-	-	163	4	-	-	5	4	1	4	-	-
	Total	8492	8039	32	40	6440	621	44	-	294	261	137	160	7	3

Table 30 : Enrolment Ratios For 6 - 9 And 10 - 12 Age Groups For Three Years Since 1993

Year	Enrolment 1 to 4			Enrolment 5 to 7			Estimated child popu. 6 - 9			Estimated child popu. 10 - 12			Enrolment Ratio 6 - 11			Enrolment-Ratio 11-13		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1993 - 94	175501	169336	344837	97303	89222	186525	184106	174486	358592	107810	102502	210312	95.32	97.05	96.16	90.25	87.04	88.70
1994 - 95	177883	173278	351161	83011	83974	163985	187640	177836	365476	109880	104470	214350	94.80	97.44	96.10	75.60	80.40	76.50
1995 - 96	168737	159545	328282	98387	78858	177245	191141	181250	372391	111990	106476	218466	88.28	88.02	88.15	87.90	74.06	81.13

Source : i) Status report on Elementary Education, Education Department, Govt.of Karnataka September ' 96
 ii) CPI Office, Bangalore
 iii) National Institute of Adult Education, Statistical Database For Literacy
 (for projected growth rate 1.92 per year)

Table - 31 : Gross Enrolment Ratios - District & Blocks For Lower Primary Schools/Sections of Upper Primary Schools (As On 30 Sep '96)

Sl No	Taluk/ Rng.	Enrolment			Estimated Child population			Gross Enrolment Ratio		
		(1 - 4)			6 - 9 years					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	CHN	15109	14618	29727	15150	14358	29508	99.72	101.81	100.74
2	GPT	9842	9438	19280	9523	9026	18549	103.34	104.56	103.94
3	HDK	12204	12415	24619	10530	9980	20510	115.89	124.39	120.03
4	HUN	12657	12190	24847	10811	10247	21058	117.07	118.96	118.00
5	KOL	16079	14313	30392	14823	14050	28873	108.47	101.87	105.26
6	KRN	11904	12126	24030	10578	10026	20604	112.53	120.91	116.62
7	MYC	30601	30476	61077	41580	39410	80990	106.35	114.60	110.36
8	MYR	13620	14686	28306						
9	NGD	14004	17341	35345	15776	14952	30728	114.12	116.00	115.02
10	PPT	10509	10220	20729	9192	8713	17904	114.32	117.30	115.77
11	TNP	11407	11641	23048	12560	11905	24465	90.82	97.78	94.20
12	YLN	3093	3016	6109	3490	3308	6798	88.62	91.17	89.86
	Total	165029	162480	327509	154013	145975	299988	96.08	109.94	108.17

Table - 32 : Net Enrolment Ratios - District & Blocks For Lower Primary Schools And Lower Primary Sections of Upper Primary Schools (As on 30 Sep '96)

Sl No	Taluk Rng.	Enrolment (1 - 4)			Estimated Child population adjusted 20% 6 - 9 years			Net Enrolment Ratio		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	CHN	15109	14618	29727	18180	17230	35410	83.10	84.84	83.95
2	GPT	9842	9438	19280	11428	10831	22259	86.12	87.13	86.61
3	HDK	12204	12415	24619	12636	11976	24612	96.60	100.00	96.60
4	HUN	12657	12190	24847	12974	12296	25270	97.55	99.13	98.32
5	KOL	16079	14313	30392	17789	16860	34647	90.38	84.90	87.71
6	KRN	11904	12126	24030	12694	12031	24725	93.77	100.78	97.18
7	MYS	44221	45162	89383	49896	47292	97188	88.62	95.50	92.00
8	NGD	18004	17341	35345	18931	17942	36873	95.10	96.65	95.85
9	PPT	10509	10220	20729	11030	10455	21485	100.50	97.75	96.48
10	TNP	11407	11641	23048	15072	14286	29358	75.68	81.48	78.50
11	YLN	3093	3016	6109	4188	3970	8158	73.85	75.96	74.88
	Total	165029	162480	327509	184818	11199	356017	89.28	91.21	90.13

Table - 33

**Gross Enrolment Ratios - District & Blocks For Higher Primary Schools
(As On 30 Sep '96)**

Sl No	Taluk Rng.	Enrolment (1 - 4)			Estimated Child population adjusted 20% 6 - 9 years			(Net Enrolment Ratio)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	CHN	7745	6591	14336	11194	10643	21837	69.18	61.92	65.65
2	GPT	5319	4664	9983	7037	6691	13728	75.58	69.70	72.71
3	HDK	7004	5239	12243	7781	7398	15179	90.01	70.81	80.66
4	HUN	6304	5935	12239	7988	7596	15584	79.00	78.13	78.53
5	KOL	8759	7543	16302	10953	10414	21367	80.00	72.43	76.30
6	KRN	7328	7349	14677	7816	7431	15247	93.75	98.90	96.26
7	MYC	21846	20819	53619	30724	29214	59938	91.63	87.16	89.45
8	MYR	6309	4645							
9	NGD	8630	7280	15910	11657	11084	22741	74.03	65.68	69.96
10	PPT	5410	4397	9807	6792	6458	13250	79.65	68.08	74.01
11	TNP	6465	6106	12571	9281	8824	18105	70.00	69.20	69.43
12	YLN	1396	1357	2753	2579	2451	5030	54.12	55.36	54.73
	Total	92515	81925	174440	113802	108204	222006	77.90	72.48	75.24

The following observations are made from the above tables.

GER AND NER at Lower Primary:

- The gross enrolment ratio for lower primary schools varies from block to block. It is the lowest in Yelandur (89.86) and the highest in H.D. Kote (120). GER for the district is around 108.
- The gross enrolment of boys and girls in the age group 6 - 10 for lower primary schools also have a wide variation between the blocks. GER for boys is the lowest in Yelandur taluk (88.6) and highest in Hunsur taluk (116); for girls it is 91 at Yelandur taluk and more than 120 in H.D. Kote and K.R. Nagar taluks. GER for boys in the district is 96 and for girls it is around 110. Thus, enrolment of girls is slightly more than that of boys both within the blocks as well as the district.
- Net enrolment ratio in general for classes I to IV, in the district is 90. for boys it is around 89 and for girls it is 91. NER's for lower primary

school within blocks range from about 75 in Yelandur and 98 in Hunsur. Similarly NER is almost 100 for boys in Periyapatna taluk and girls in H.D. Kote, Hunsur and K.R. Nagar taluks. In T. Narasipur and Yelandur the NER for boys is around 75%. Girls NER is around 76% in Yelandur taluk.

GER and NER at Higher Primary:

- Gross enrolment ratios for Higher Primary schools within blocks for boys ranges from 54 to 94, for girls from 55 to 99 and in general from 55 to 96. For district as a whole GER in Higher Primary schools for boys is 78 and for girls around 72 and over all it is 75. Thus, although there is no difference in GER for boys and girls at Lower Primary schools there is a difference of about 6% in Higher Primary schools because of dropout at Lower Primary itself.
- As far as the NER is concerned for Higher Primary schools in the district in general it is 63%, for boys 65% and for girls it is around 60%. There are also a wide variation within blocks regarding NER at Higher Primary, it ranges from 45% to 80% (K.R. Nagar) in general. Similar observations are made both for boys and girls within the blocks.

RETENTION AND DROPOUT RATES

On the basis of the data available at the State office, a study of the different dropout rates in elementary grades at the district from 1990 -91 to 96 - 97, was made and the following observations are noted (Table 37).

- About 13% of children enrolled in 1990 - 91 in class I have dropped out during 1996 - 97 when they are in class IV. There is no gender disparity observed in dropout rate at the end of class IV. The total dropout rate from class I to IV at the State level is slightly higher (about 20%). Gender disparity to the tune of 7% is observed at the State level in the dropout rate from class I to IV unlike at the district level. From class IV to class V there is a sudden increase in the dropout rate which is about 20%. About 3% more boys dropout at class V as compared to girls. These figures are slightly higher than the State figures. Only 16% of children in general, 18% of boys, 15% of girls dropout from class IV to class V at the State level. Thus at the

State more boys dropout than girls during this transition period unlike the district.

- The dropout rates at the district level from class I to class V is about 31% with no significant gender disparity. These district figures are slightly lower than the State figures.
- The overall dropout rate from class I to class VII at the district level is about 46%. About 43% of boys and 49% of girls who are enrolled in 1990 - 91 at class I dropout when they are in class VII. Almost similar figures are observed at the State level.

Major trends observed

- i. Dropout rate at the district level in lower primary classes (about 13%) is much less compared to higher primary classes (about 46%).
- ii. No significant disparity is observed between boys and girls in dropout rates from class I to class IV.
- iii. From class IV to class V there is a sudden increase in the dropout rate. About 2% of more boys dropout than girls. However, this has to be studied separately for schools which have only lower primary classes from I to IV and for higher primary schools (classes I to VII).
- iv. Dropout rate from class I to VII is about 46% with 6% more girls dropping out than boys.

ADDITIONAL ENROLMENT REQUIRED

Lower Primary Schools (age group 6 - 10)

As can be seen from Table 35 estimated additional enrolment required at Lower Primary Schools for district as a whole is around 30,000. In Periyapatna, K.R. Nagar, Hunsur and H.D. Kote it is less than 400 each. These figures observed for Mysore City and Taluk, T.Narasipur, Chamarajanagar and Kollegal range from 3,500 to 6,500. These figures constitute the number of children either nonenrolled or dropped out in age group 6 - 10.

Higher primary schools (age group 10-13)

The number of out of school children in the age group 10-13 for district as a whole is around 77,000 (refer Table 36). These figures vary from block to block. More than 9,000 such children are found in Chamaraja Nagar, Mysore (City and Taluk) and Nanjangud; between 5,000 to 8,000 such children are estimated to be present in Gundlupet, H.D.Kote, Hunsur and Periyapatna. About 35 % of Boys and about 40% Girls in the district in this age group are out of school who need to be provided alternative systems for primary education (Non formal).

Table - 34 : Net Enrolment Ratios - District & Blocks For Higher Primary Schools (As on 30 Sep '96)

Sl No	Taluk / Rng.	Enrolment			Estimated Child population adjusted 20%			Net Enrolment Ratio		
		(5 - 7)			10 - 12 years			Boys	Girls	Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	CHN	7745	6591	14336	13433	12772	26205	57.66	51.60	54.70
2	GPT	5319	4664	9983	8444	8029	16473	63.00	58.09	60.60
3	HDK	7004	5239	12243	9337	8878	18215	75.01	59.01	67.21
4	HUN	6304	5935	12239	9586	9115	18701	65.76	65.11	65.44
5	KOL	8759	7543	16302	13144	12497	25641	66.63	60.35	63.57
6	KRN	7328	7349	14677	9379	8917	18296	78.13	82.41	80.21
7	MYS	37355	25464	53619	36869	35057	71926	74.20	72.63	74.54
8	NGD	8630	7280	15910	13988	13301	27289	61.70	54.73	58.30
9	PPT	5410	4397	9807	8150	7750	15900	66.38	56.73	61.67
10	TNP	6465	6106	12571	11137	10589	21726	58.04	57.66	57.86
11	YLN	1396	1357	2753	3095	2941	6036	45.10	46.14	45.60
	Total	92515	81925	174440	134067	126903	266408	64.69	60.40	62.69

Table - 35 : Estimation of Additional Enrolment Required at Lower Primary Schools/Lower Primary Sections of Upper Primary Schools (1996 - 97)

Sl no.	Taluk / Rng.	100 - NER (1 - 4)			Estimated Child population 6 - 9 years			Number of Dropouts		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		1	CHN	17.00	15.00	16.0	15150	14358	29508	2576
2	GPT	13.80	12.87	13.40	9523	9026	18549	1314	1161	2475
3	HDK	3.40	-	3.4	10530	9980	20510	358	-	358
4	HUN	2.45	1.00	1.68	10811	10247	21058	265	102	367
5	KOL	9.62	15.10	12.29	14823	14050	28873	1426	2121	3547
6	KRN	6.23	0.00	2.82	10578	10026	20604	659	-	659
7	MYS	11.38	4.50	8.00	41580	39410	80990	4732	1773	6505
8	NGD	4.90	3.35	4.15	15776	14952	30728	773	500	1273
9	PPT	0.00	2.25	3.52	9192	8713	17905	-	196	196
10	TNP	24.32	18.52	21.50	12560	11905	24465	3054	2204	5258
11	YLN	26.15	24.04	25.12	3490	3308	6798	912	795	1707
	Total	110.87	8.51	101.17	154013	145975	299988	16741	12425	29166

Table - 36 : Estimation Of Additional Enrolment Required At Higher Primary Schools (1996 - 97)

Sl no.	Taluk Rng.	100 - NER (5 - 7)			Estimated Child population 10 - 12 years			No. of Dropouts / non-enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	CHN	42.34	48.40	45.30	11194	10643	21837	4739	5151	9892
2	GPT	37.00	42.00	39.40	7037	6691	13728	2603	2810	5408
3	HDK	25.00	41.00	32.80	7781	7398	15179	1945	3033	4978
4	HUN	34.24	34.89	34.56	7988	7596	15584	2735	2650	5385
5	KOL	33.37	39.65	36.43	10953	10414	21367	3655	4129	7783
6	KRN	21.87	17.60	19.79	7816	7431	15247	1709	1307	3017
7	MYS	25.80	27.37	25.46	30724	29214	59938	7926	7996	15260
8	NGD	38.30	45.27	41.70	11657	11084	22741	4464	5017	9482
9	PPT	33.62	43.27	38.33	6792	6458	13250	2283	2794	5078
10	TNP	41.96	42.34	42.14	9281	8824	18105	3894	3736	7629
11	YLN	54.90	53.86	54.40	2579	2451	5030	1415	1320	2736
	Total	35.31	39.60	37.31	113802	108204	222006	37368	39943	76648

Estimated Child Population and GERs from 1991-92 to 2001-02 :

The above analysis is based on enrolments and estimated child population in the various block of Mysore district, separately for Classes I to IV (Lower primary schools) and Classes V to VII (Higher primary schools). However 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 enrolment in Classes I to V has been projected upto 2001-02.

Box 6 : Enrolment and G.E.R from 1991-92 to 2001-02 based on child population projections

Year	Boys 6-10	Girls 6-10	Boys Enrl. I - V	Girls Enrl. I - V	GER Boys	GER Girls	GER Total
1991-92	198714	201458	201082	172152	101.19	85.45	93.27
1992-93	203166	205970	193068	158927	95.03	77.16	86.03
1993-94	207615	210483	210131	201674	101.21	95.81	98.49
1994-95	212068	214996	209426	204220	98.75	94.99	96.86
1995-96	216519	219508	205664	189546	94.99	86.35	90.64
1996-97	220970	224020	201950	195505	91.39	87.27	89.32
1997-98	225422	228535	209951	202907	93.14	88.79	90.95
1998-99	229871	233046	218269	210589	94.95	90.36	92.64
1999-2000	234323	237561	226917	218562	96.84	92.00	94.40
2000-01	238776	242070	235908	226837	98.80	93.71	96.24
2001-02	243224	246584	243224	234254	100.00	95.00	97.48

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 enrolment 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. In the terminal year of the project i.e. 2001-02 the boys GER has been fixed at 100 and girls GER at 95. Enrolments have been projected keeping the terminal year in view, the additional enrolments required distributed on a prorata basis from 1997-98 to 2000-2001. The estimated child population is calculated as shown below :

$$P(1991+n) = P(1991) + P(1991) * n * r \text{ where}$$

$P(1991+n)$ is population in the 1991+nth 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 enrolment projections have been calculated as shown below :

$$E(n) = E(n-1) + E(n-1) * (r + d)$$

where

E(n) is the enrolment for year n : n > 1996

r is the decadal growth of population for the district between 1981-1991.

d is the additional percentage growth required to achieve the terminal target.

Table - 37 : Dropout Rates* from 1990 - 91 to 1996 - 97 in Primary classes in the District and the State.

Class -->	Class I to IV			Class IV to V			Class I to V			Class I to VII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
90 - 91 to 96 - 97	12.78	13.12	12.94	22.01	18.78	20.45	31.98	29.44	30.74	43.13	49.39	46.18
State	16.54	23.16	19.69	17.77	14.69	16.37	31.37	34.45	32.84	45.65	48.09	46.81

* Note: No correction is made for detention of children from class III onwards

ACHIEVEMENT STATUS

The ultimate goal of Universalisation of Elementary Education is to ensure that minimum essential levels of learning are achieved in all children in the age group 6 - 14 irrespective of caste, creed, sex or religion. Quality of primary education does not Improve only by providing access, enhancing children's participation by reducing dropout rate, but to ensure all children achieve MLL, thus ensuring equity in achievement.

Objective assessment of achievement levels will be obtained after the report on baseline study on school effectiveness is available. However an attempt was made to study the trends in achievement in Kannada Language and Maths among children in class 2 and class 4 in two blocks and five villages of the district. This was based on sample answer scripts of the baseline study.

Performance of 71 class II children from 5 schools (3 in H.D.Kote and 2 in Kollegal taluks) were tested for achievement of competencies in both Kannada language and Mathematics prescribed for class I. Similarly performance of 84 children of class IV of the same school were tested for achievement of competencies in both the subject expected at the end of class III. The results are given in the following tables.

Table 38: Genderwise Distribution of Percentage of Class II Children Achieving at Different Levels in Maths and Kannada Language.

Achievement Level	High			Middle			Low		
Marks range	> 70%			70 - 40 %			< 40 %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mathematics	27.6	14.3	19.7	27.6	28.6	28.2	44.8	57.1	52.1
Kannada	48.3	40.5	43.7	17.2	21.4	19.7	34.5	38.0	36.6

- More than 50% of children in class II have scored less than 40% of marks in Mathematics. Within high and low achievers in Mathematics boys have an edge over girls.
- More than 40% of children of class II are high achievers and more than 35% of children are low achievers in Kannada language. Within these two groups of high achievers and low achievers boys have performed better than girls in Kannada language.
- On the whole the performance of children in Kannada language is slightly better than Mathematics.

Table 39 : Castewise Distribution of Percentage of Class II Children Achieving at Different Levels in Mathematics and Kannada Language. ,

Achievement Level	High			Middle			Low		
Marks range	> 70%			70 - 40 %			< 40 %		
	Gen.	SC/ST	Total	Gen.	SC/ST	Total	Gen.	SC/ST	Total
Mathematics	33.33	34.04	33.80	29.16	25.53	26.76	37.50	40.42	39.43
Kannada	45.83	42.55	43.66	29.16	14.89	19.71	25.00	42.55	36.61

- Almost same percentage (i.e. 34.33) of children both SC/ST and General have scored more than 70% of marks in class II Mathematics. Whereas in the low achievement level, percentage of SC/ST children are higher than the General group.
- More than 40% of children both in General and SC/ST category of class II are high achievers in Kannada language. With in these two groups of high achievers and low achievers General category have performed better than SC/ST in Kannada language.
- On the whole the performance of SC/ST and General children in Kannada language is better than that of Mathematics.

Table - 40 : Genderwise Distribution of Percentage of Class IV Children Achieving At Different Levels in Mathematics and Kannada Language.

Achievement Level	High			Middle			Low		
	> 70%			70 - 40 %			< 40 %		
Marks range	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mathematics	2.22	-	1.19	15.55	7.69	11.90	82.22	92.30	86.90
Kannada	-	-	-	28.88	17.94	23.80	71.11	82.05	76.19

- More than 80% of children in class IV are low achievers in Mathematics. Within high and low achievers in Mathematics, boys have an edge over girls.
- Not even a single learner can be classified as a high achiever in Kannada language. More than 75% of children are low achievers although boys are better than girls.

The following are the implications:

1. The achievement of class II children on the whole are at better levels in both Kannada language and Mathematics. This may be due to the recent quality improvement projects in primary education like State initiated UNICEF Project on ensuring minimum levels of learning (MLL) at primary stage and UNICEF assisted project in H.D.Kote on improving quality of primary education.

2. The quality of classroom instruction in developing Minimum Learning Competencies especially in Mathematics is quite poor suggesting thereby need for strong input for teacher empowerment.

ORGANISATION OF PRIMARY EDUCATION

Primary Education was made compulsory for the age group 6 - 10 years subsequent to the Compulsory Primary Education Act of 1913. Most of the Primary schools are co-educational and the teacher pupil ratio in the district as a whole is 1:49. Out of 2411 schools no school is a single teacher school except the new ones started during the past two years. Provisions of compulsion have not been enforced. The primary schooling facility is available within a radius of one km for 95 percent of habitations. There are only 219 school less villages out of 1649 villages in all.

In all the schools, the medium of instruction is Kannada but a few private primary schools started long ago in urban areas continue to have English as medium of instruction.

Management and Administration of Primary Education

The educational administration in Karnataka has undergone significant changes. The State has witnessed changes in management from centralisation to decentralisation and vice-versa. The present administrative structure is as follows.

The Commissioner for Public Instruction is the controlling head of school education upto +2 stage. He is the Senior officer in IAS cadre. Under him the Director of Public Instruction (PE) functions as Head of the Department for Primary Education. At the district level the Deputy Director of Public Instruction (DDPI) is the controlling officer who is assisted by two education officers and 5 subject inspectors and a Supdt. of Physical Education. At the block level the Block Educational Officer (Group A) is the controlling officer who is assisted by an Asst. Educational Officer (Group B) and Inspectors of schools (Group C). Their blockwise break up is as below. In addition two inspectors of schools for Urdu medium schools assist the BEOs of the taluks (one per six taluks).

TABLE - 41

Sl. No.	Blocks	No. of Primary Schools		No. of High Schools J.C	No. of BEOs	No. of AEOs	No. of Inspectors of schools	
		LPS	HPS				K	U
1	Chamarajanagar	172	90	29	1	1	3	+ 1
2	Gundlupet	115	65	23	1	1	2	
3	H.D. Kote	159	90	25	1	1	3	
4	Hunsur	158	95	27	1	1	3	
5	Kollegal	154	102	40	1	1	3	
6	K. R. Nagar	146	101	32	1	1	3	
7	Mysore City	59	219	121	1	1	4	+ 1
8	Mysore Taluk	155	70	28	1	1	3	
9	Nanjangud	161	119	35	1	1	3	
10	Periyapatna	170	69	20	1	1	3	
11	T. Narasipur	157	81	27	1	1	3	
12	Yelandur	39	21	08	1	1	1	
	Total	1645	1122	415	12	12	34	+2

More than 200 school complexes are functioning with high schools as lead schools. The heads of lead schools are entrusted the responsibility of providing input for capacity building and sharing of resources with primary schools.

The Block Educational Officer is entrusted with the work of supervision and inspection of Primary and Secondary schools. He is the drawing and disbursing officer for primary schools except for model primary schools. He is also responsible for counter signing of salary bills of private aided primary and secondary schools of the block. The AEO is expected to assist the BEO in conducting inspection of secondary schools and conduct inspection of Higher Primary schools including Model HPS independently. The inspectors of schools are entrusted the responsibility of supervision and inspection of all lower primary schools independently and assist the BEOs and AEOs in respect of higher primary schools.

The Deputy Director of Public Instruction at the district level is responsible for selection and appointment, transfer and promotion of primary school teachers. He is ex-officio President of the committee which conducts district level VII th std. Public examination. His responsibility includes over all supervision of all primary and secondary schools and inspection of certain number of secondary and primary schools. The educational officers attached to the district office are expected to conduct inspection of certain number of secondary schools.

One of the two Education Officers is ex-officio secretary of VII th std. public examination. The subject inspectors attached to district office assist the DDPI and EOs for conducting inspections of secondary and primary schools.

Training of teachers

The district has an well established District Institute of Education and Training, situated at the district Head-quarters. In addition to the two-year preservice teacher education, the DIET at Mysore conducts broadly three types of inservice teacher training programmes. They can be classified as

- Main programmes of more than 10 days.
- Theme-specific programmes upto 6 days.
- Short-term programmes of 2-3 days duration.

For primary school teachers, they have conducted a number of programmes of the above types on content orientation in Mathematics and Science, SUPW, use of Science and Maths kits and on Integrated Education for disabled children. In addition, they have conducted the number of Programmes of three days duration for President and Secretaries on school complex and Institutional Planning.

The DIET has initiated an innovative training programme of content enrich and transactional approach, called Programme of Personal Contact (PCP) at Gundlupet taluk, wherein monthly meetings at Hobli level are held to improve the content and methodology of Primary school teachers.

District Resource unit team of the DIET assists in the capacity building of teachers of H.D.Kote taluk through developing a Central core of resource teachers and then expanding throughout the taluk in creating joyful learning experiences developing audio cassettes and other materials.

Existing State initiated programmes at the District:

- I. The State Government offers a number of incentive schemes at Primary stage for children in general and for children of schedule caste and tribes. The incentives include free text books, school bags, free uniforms and food grains.

The figures below indicate the number of beneficiaries during 1996 - 97.

Programmes	Beneficiaries
1. Supply of free text books to the students of .	2,43,645 children of classes I to IV and 41,436 children of classes V to VII
2. Supply of school bags to girls belonging to SC/ST	Out of 14,862 in Lower Primary classes and 31,678 in Higher Primary classes, about 5,500 school bags have been supplied.
3. Supply of uniforms to SC/ST children in classes I to V	Out of 3,94,356 children about 2,45,000 have been supplied.

- ii The State has initiated a scheme of providing drinking water and Sanitation facilities in Primary schools at a cost of 2.5 lakhs for five selected primary schools in the district.
- iii Under the scheme of constructing school rooms and undertaking major repairs of school buildings, 400 Primary schools will be receiving from the State Government additional rooms at the cost of 160 lakhs and 375 schools will be repaired at a cost of 18.75 lakhs.

Thus, the State Government is also making earnest efforts to improve enrollment and retention of children at Primary schools by incentives schemes and by improving infrastructural facilities.

CHAPTER - III

INNOVATIVE PROGRAMMES IN THE DISTRICT AND THEIR IMPLICATIONS FOR PLANNING

In order to improve the quality of primary education, a number of state initiated Programmes like supply for free text books, uniforms, food grains, etc. are already existing. Apart from this, a few innovations have also been tried only in this district of which three are worthy of mentioning. They have implications specifically for arresting dropout of girl children at lower primary level, improving achievement of minimum levels of learning at primary stage, strategy for inservice training and production of teaching-learning materials. They are enumerated below:

(i) OPENING OF CLASS V IN LOWER PRIMARY SCHOOLS

The enrollment figures during 1991-94 in classes 4 & 5 in the district are given below:

Year	Class 4		Total	Class 5		Total
	Boys	Girls		Boys	Girls	
1991-92	34426	28383	62809	29064	21283	50347
1992-93	34802	28290	63092	34096	21128	55224
1993-94	40447	38098	78545	34630	32338	66968
1994-95	36713	35907	72620	31543	30942	62485

These figures include enrollment in both LPS and HPS in respective classes. Bifurcated figures indicated that majority of dropouts at the end of class 4 were from LPS.

It was observed that about 17% of children in general and 10% in particular studying in class 4 in all LPS dropped out and did not continue in class 5 in the nearby higher primary schools. Hence the present DDPI, Mysore was prompted to upgrade 38 lower primary schools in 1994-95 and 88 in 1995-96 by adding class 5, to see if it reduced dropout of especially girl children. The average number of girl children attending class 4 in 38 schools from 1992-95 (i.e. before up gradation) and 88 schools during 1992-96 (i.e. before up gradation) at the end of respective academic years were recorded. Again the corresponding figures of the average number of girl children who continued in class 5

during 1992-95 and during 1992-96 were computed. The difference in the numbers indicated the number of dropout girls from class 4 to class 5.

After the up gradation of these 116 schools, the total number of girl children studying in class 4 in the month of March 1996 and the total number who continued in class 5 (attendance taken in September 1996) in those schools were observed.

The table below gives the details.

	Total No. of Schools	Av. No. of girl children in Class 4	Av.No of girl children continued in class 5	Av. No. of girl children dropouts	% of Dropouts
Before up gradation 1990-95	38	1223	832	391	32
1992-96	88			931	
After upgradation 1996	116	1401	1332	69	5%

Source: DDPI,Mysore

From the table it is revealed that in LPS where additional class 5 is introduced, the percentage of dropout of girl children has drastically reduced from 32% to 5%.

The findings are highly significant and imply that all lower primary schools where there are at least 10 girl children studying in class 4, be upgraded by adding class 5. Further it implies supply of one additional teacher and one additional room in all such schools.

(ii) NALI-KALI-UNICEF PROJECT IN H.D.KOTE ON QUALITY IMPROVEMENT IN PRIMARY EDUCATION

There is an ongoing innovative Project supported by UNICEF at H.D.Kote taluk which was launched in October 1995. The experiment is titled "NALI-KALI", mainly intended to improve the quality of Primary Education in terms of improved enrollment, retention and ensuring the achievement of Minimum Levels of Learning in the Primary Schools of the Taluk.

ABOUT THE TALUK:- Heggadadevana Kote(H.D.Kote) is spread over an area of 194138 hectares with forest cover 33031 hectares, it has 381 villages and 189 habitations. Nearly, 31% of the total Population of the taluk belonged to Schedule Caste and Schedule Tribe of which 5% belonged to Schedule Tribe. However, out of the total ST Population of the district 11% reside in this taluk. Out of the Total Population of 216399, 110312 are males and 106087 are females. This taluk was included for IPhase T.L.C. of the district. Before the launching of T.L.C., the literacy rate was about 37%.

OBJECTIVES OF THE PROJECT:- The objectives of the Project were evolved with a core group of teachers, educational officials and the D.I.E.T. faculty through Participatory Planning approach. Microplanning was done in 1993, prior to this Project. This helped in formulating the objectives of the project. The Project mainly focuses on issues of the dropout and improving school effectiveness especially with reference to curriculum transaction within the school.

DESIGN OF THE PROJECT: The project is extended to all the 279 primary schools of whom 257 are government schools and 22 schools managed by other agencies. There are 28 pre-primary centres attached to government schools.- About 36 clusters were formed in the taluk. Each cluster constituted a group of 4 to 12 schools within a manageable geographical unit. Within each cluster one teacher handling class I & II was selected as the cluster resource persons. These cluster resources persons were selected by the inspector of schools on the basis of teacher's professional competency, dedication, willingness to adopt new ideas and changes, leadership qualities, established capable of being a model teacher, able to interact with Peers. This core group of CRPs along with 4 DIET faculty members had academic interactions with the resource persons from Rishi Valley Public School of Madanapalli in a 10 days residential programme wherein they identified the learner competencies

in terms of milestones for standard I & II in different subject areas namely Language, Mathematics and EVS. They also prepared competency based teaching-learning materials which had the following features:

- * They included readiness exercises to create moderate learning demands on children
- * The activities were joyful, competency based, graded, manageable easily by learner
- * themselves, set to evaluate with building reinforcement and challenging.
- * They were graded in such a way that each child could proceed at his own pace through a achievement ladders built through graded competencies.
- * The activities had variety with outdoor activities and did not deliberately intend to use the prescribed text books.
- * The activities were designed to make use of low cost teaching aids.

II PHASE OF TRAINING :- The 36 CRPs were divided into 6 teams each entrusted with the responsibility of training other teachers of the taluk handling classes I & II on H.D.Kote (both government and private). All the teachers to be trained were divided into 6 batches and each batch was assigned to each team of CRPs. The training was conducted simultaneously at 3 separate venues. The training was for 10 days duration of residential type. During the training the following activities were done.

- * Decision about competencies to be covered during one term of the academic year.
- * Scaling down of each competencies into milestones.
- * Discussion, modification or addition of the activities designed by CRPs(during I phase) in developing different competencies.

Each training workshop was held in the presence of DRPs. Academic State of BEO and DIET faculty. The food and accommodation was provided at subsidized rate by MYRADA GROUP.

NATURE OF CLASSROOMS ACTIVITIES:-

- * The lower portion of the wall is painted black and used as wall black board by allotting some portion to each child.
- * Teaching-learning material developing sequence and placed according to the achievement ladder and arranged in the corner of the classroom.
- * The group of children can pick up classified activities and learn on their own without the help of teacher.
- * The bright children of the group function as facilitators of learning by slow learners.
- * Individual learners keep changing their groups depending upon their achievement in their learning ladder.
- * Teacher marks the progress of each child depending on the placement of the ladder both in the register as well as in the chart displayed. This helps the teacher student and the parent to know about the pace of progress of each child and develops in learners a spirit of healthy competition.
- * The evaluation activities are in the form of games.
- * Language activities are developed and managed to see that the skills of listening speaking , reading and writing are equally stressed.
- * Activities in math's are sequenced to see that each activity is presided by an outdoor activity to promote better understanding.
- * Activities in EVS are in the form of songs incorporating the Minimum Learning Competencies.

Thus the classroom activities promote self learning and each child can proceed at his own pace. Learning for any child always continues from the level of his previous accomplishments.

MONITORING AND EVALUATION:- Each CRC comprises of 4 to 12 schools. CRC would function as resource place wherein the teachers handling classes I & II can seek guidance in the usage of teaching-learning material/develop additional set, classroom management. The cluster resource person of the respective CRC has to visit all the schools in the cluster at least once in a month, which could be

more in the case of teacher who need more guidance. Each CRP is paid remuneration Rs.10/- per visit. Each visit will be for half-day to full-day. During the visit he verifies the progress chart and randomly checks the validity of the content. Good work is appreciated and success stories are disseminated to other schools in the cluster. Each CRP writes his visit report in a prescribed proforma covering various aspects like enrollment, attendance, storage and usage of teaching-learning materials, learners progress, usage of blackboards etc. He collects a copy of the progress report in the prescribed proforma from the teacher. On 28th of every month in the meeting of the CRPs, these reports will be scrutinized. These meetings will be attended by BEO and other academic staff. Schools which are not making good progress are enlisted and handed over to inspectors of schools for further action. An adhoc teacher is provided by MYRADA with a small honorarium to work in the place of CRPs during his absence because of his cluster visits.

ROLE Of DIET:- DIET staff function as district resource person during all training Programmes. They also visit schools to provide guidance to CRPs and other teachers.

COMMUNITY PARTICIPATION:- Monthly meetings are held on Saturdays of every month wherein convenient time slot is provided to the teachers to interact with the community members wherein low achievement, absentism, dropouts, stayouts and immediate needs of the schools are discussed.

TRENDS OF SUCCESS:- Although it is too early to assess the success of this project, some indicators like improved retention, teachers motivation, ability to manage multigrade class, increased enthusiasm of children in learning, as observed by the officials and those involved in the training programme at the block level suggest a note of optimism . However, on the basis of the analysis of achievement of students in classes II and IV in language and mathematics some hints could be obtained about the success of the project in developing minimum levels of learning.

(iii) MINIMUM LEVELS OF LEARNING AT PRIMARY STAGE-MHRD SPONSORED PROJECT AT DEPARTMENT OF STUDIES IN EDUCATION, UNIVERSITY OF MYSORE.

The project was essentially a development oriented, productive action project rather than a research project with a technical rigour initiated in 1991 and was extended upto 1996.

- * To seek to ensure achievement of MLL's almost upto mastery level by all children in primary schools especially the backward ones in Mysore city and taluk.
- * To change the content and complexion, structure and practices of the academic programme in standards I through IV in primary schools.
- * To improve teacher's perceptions, understanding competencies and attitudes in order to realize the above.

COVERAGE:- The project was delimited to 50 Kannada medium schools (all Govt.-40 Urban,10 rural) and Kannada medium classes I toIV of 10 reasonably good private and Govt. schools for purposes of comparison. During 1991-92 only class I of 40 schools and 54 teachers were included. During 1992-93 classes I and II of the same schools and 103(54+49)teachers were included. From 1993-96 all the children of all the four classes of all the 50 schools were involved.

GENERAL STRATEGY ADOPTED:- Detailed analysis of MLL's as defined by the MHRD committee, comparison with the existing syllabus and text books, and identification of the expected learning outcomes under each competency, designing a variety of appropriate teaching - learning activities and materials followed by evaluation procedures (including unit test) and techniques, annual work plan for the comprehensive and concrete guidance of teachers were prepared for all four classes in the subject areas - language, Maths and EVS. The preparation was mainly done through workshops at least two per book involving primary school teachers, teacher educators, personnel selected for field supervision, project team members and subject specialists.

TRAINING PROGRAMMES:-

- * Initially, heads of all the project schools were oriented to the concept of MLL, objectives of the project and needed Co-Operation. Over a period they were made to involve actively in the supervision of the teachers with respect to lesson plan and MLL based teaching-learning activities and evaluation using specially prepared programme. They were required to submit monthly reports on each teacher.
- * In the beginning of each academic year five day initial orientation - cum training programme for all the teachers of each class separately of the 60 schools was conducted. The thrust was on the MLL concept and strategy and use of the materials prepared. Emphasis was also given on the enrichment of content related to each competency as it was observed teachers were themselves lacking in the concepts/understandings prescribed especially for class IV
- * Bi-monthly review meetings one day for each of the four classes were held to promote sharing of experiences among teachers as well as to monitor the implementation of the project. During the third phase, the thrust was shifted to reflecting on the difficult spots of teaching and learning, exchanging ideas on new activities suggested in the teachers' guidebooks
- * Six to eight supervisors (retired, experienced education officials and teachers)
- * were appointed in each phase who visited each school once in 15 days guiding all the teachers I through IV classes and monitored MLL based teaching (Recurrent on the spot training)

EVALUATION:- Apart from the continuous evaluation of achievement of MLL done after completing every competency, all the teachers have done competency based evaluation using question papers during mid-term and annual examinations. Each child was supplied with a printed question paper cum-answer booklet. About 15 to 20 days were required to administer both oral and written competency based test. This however, could not have been done using black board.

TRENDS OF RESULTS:-

There has been positive shift in the performance of children in different classes and subjects in different schools every year.

- * Teachers were able to follow competency-based teaching with ease and the same has become part of their routine.
- * Teachers were able to internalize gradually the learner competencies, could see the relationship between competency, teaching-learning activities and evaluation of the competency, could develop their own competency based activities and teaching aids., as well as evaluation items.
- * Teachers and learners find teaching and learning enjoyable (reported by teachers)
- * There has been an improvement in retention of children especially in rural schools (reported by teachers)
- * Heads of institutions can be trained in competency based observation of teaching done by the teachers of their schools.
- * Educational officials of the district have expressed that there has been an overall improvement in the professional competencies and commitment of teachers.

IMPLICATIONS OF THE TWO PROJECTS ON ENSURING MINIMUM LEVELS OF LEARNING FOR PLANNING

For Teaching-Learning-Evaluation:-

- I. It is possible to develop learner competencies through developing desirable competencies and professional responsibility and commitment in teachers.
- II. Teacher competencies to develop MLL in learners can be developed through competency based inservice teacher education programmes.
- III. Competency-based teaching in the classroom helps in improved retention and achievement of primary school learners.
- IV. Teachers find teaching purposeful/goal directed and enjoyable, when it is competency-based. Learners also find learning enjoyable.

- V. MLL based teaching is not felt as a burden or strenuous; it can be made part and parcel of one's teaching style(after repeated use/guided practice).
- VI. Teachers, parents, learners and administrators appreciate learner progress as accountability being ensured in terms of well defined and sequenced learner competencies which can be objectively assessed
- VII. There is a need for drastic change in the evaluation system at primary classes as it exists today. Competency-based evaluations alone can objectively assess milestones of achievement by learners. Having such evaluation at midterm/end of the term will require much longer duration. Hence it has to be continuous in the form of unit tests. Oral tests require much longer time which need to be spread throughout the term.
- VIII. Printing of question paper-cum-answer sheet is not cost effective. Hence evaluation cards which are re-usable can be prepared. However, children can be trained to use them and respond on separate sheets(when it is a written test).

Preparation of Teaching Learning Materials:- If teachers have to be trained in competency-based approach to teaching and evaluation, they need to be involved right from analysis and sequencing of competencies through preparation/designing of teaching-learning activities. This would make them own the teacher's guide books produced. This participatory approach facilitates better involvement in the implementation/use of teacher's guide book for competency-based teaching in different classes. The guide books should always make a provision for teachers to prepare their own activities or design their own materials which could be frequently shared with other teachers.

For Training:-

- * Teacher training is more effective when it is participatory in approach, and when there is a lot of opportunities for teachers to think and reflect tight from the competency/learner objective, conceiving/designing relevant teaching-learning activities and evaluation procedures. Whatever curriculum that is conceived or interpreted by teachers generally can be implemented more effectively. Minimum learning competencies can be developed in learners only when teachers themselves have developed those Competencies at mastery level. Teachers not trained in MLL

approach found to be lacking in content especially in iv Maths and Language grammar).

Continuous teacher training provides opportunities for thinking, for creation, modification of teaching-learning activities after tryout is likely to lead to gradual transformation of teachers in developing professional competencies and commitment. This suggests a need for a forum/structure for continuous academic interaction leading to professional growth among teachers. This provides an opportunity for teachers to identify difficult spots of learning and prepare their own remedial materials/activities.

CHAPTER - IV

PROCESS OF PROJECT FORMULATION - IDENTIFICATION OF PROBLEMS AND ISSUES

The first initial meeting of all the State officials concerned with the II Phase of DPEP, Deputy Directors of Public Instruction and the consultants for the new DPEP districts was held at Bangalore, wherein the Under Secretary from the MHRD oriented the participants (especially from the new DPEP districts) to the concept, goals, parameters, project formation and other details concerning DPEP.

The Process of Project preparation for DPEP of Mysore district involved the following steps:

- I. Awareness building programmes
- II. Formation of core team
- III. Study of Quantitative data on status of Primary education
- IV. Study of qualitative data on status of Primary education through field consultations
- V. Identification of problems, issues and solutions

(I) Awareness building Programmes :

Initially the nucleus of the Planning group was formed consisting of the DDPI, Mysore, the Principal, DIET, Mysore and the Chief Executive Officer of the Zilla Parishad, Mysore. The first two of the above members had already undergone training on Planning and Implementation of district Primary Education Programme at Mussorie, and hence no orientation was required for these members.

Hence, informal discussions were first held with the DDPI, Mysore and the Principal, DIET, Mysore on 4-9-96. Tentative decisions were taken regarding the process of evolving the District Plan, the orientation programmes/consultative meetings to be held with all those concerned with the District Plan, namely, education officials, Zilla Parishad members, Taluk and Gram Panchayat members, and Voluntary organisations. These decisions were communicated by the DDPI to the CEO.

Meeting with Block Education Officers :

The first formal meeting of all the 12 Block Education Officers of the District under the Chairmanship of Chief Executive Officer of Zilla Parishad, Mysore District was held on 13-9-96. The DDPI, Mysore briefed the participants about the inclusion of Mysore District for the II phase of DPEP. The consultant for DPEP of Mysore district oriented the participants whole day about the DPEP goals in the perspective of the existing status of Primary education and discussed the possible programmes and strategies, the parameters for expenditure as well as cost limits to be ensured in the District Plan. The CEO offered to extend full co-operation in the preparation of project formulation for the district.

Meeting with Assistant Education Officers and Inspectors of Schools :

A one day orientation programme was conducted along with the DDPI, for all the AEO's and IOSs of the District. During the programme, discussions were held mainly to reflect on the status of primary education in the district with respect to enrolment, retention, achievement and the possible reasons for the same. This was followed by introducing to the concept of DPEP, its goals, its scope and perspective on comprehensive improvement of primary education in the district. They were also oriented to the needed statistics for the purpose of project formation.

Meeting with Voluntary Organisations :

All the 45 voluntary organisations in the district were invited by the DDPI, Mysore at his office to hold discussions regarding DPEP of the district. However, less than ten organisations could attend the meeting. Discussions were held with them regarding status of primary education in the district and the related issues, problems and solutions. They were sought information on what they have been doing so far with respect to primary education and how they would like to involve especially in providing alternative systems of primary education for the out of school children of age less than 14 years.

Meeting with Zilla Panchayat members :

The DDPI, Mysore held brief discussions on DPEP and its goals with the ZP members during their monthly meetings.

(ii) Formation of Core Team :

After building awareness about the District Primary Education Programme in the context of improving quality of primary education in the district, a core team was formulated at the district level consisting of the CEO, DDPI, Principal of DIET, all the education officials at the block levels, representatives from a few selected voluntary organisations, teacher representative, and the Chief Planning Officer of Zilla Parishad.

Meetings with Core team members :

Meeting were held with these members of the core team separately/in groups, both in formal as well as in informal meetings as and when required for different purposes - data collection, opinion seeking on problems, issues and solutions, nature of involvement, and so on - all contributing to the formulation of the district plan.

(iii) Study of Quantitative data on Primary education at the District :

Mainly there were two sources - (I) DDPI office and (ii) CPI's office (Sixth Educational Survey, 1993). The other sources were ZP Office, Mysore and the Census report. Firstly all the available data at the DDPI's office were collated with the help of Inspectors of Schools and Assistant Statistical Officer. For the data that were required but not available at the DDPI's Office three meetings with BEO's and two with AEO's and IOSs were held from Nov. 96 to Jan. 97 wherein they were oriented to the needed statistics for the purpose of project formulation which were subsequently sent to the DDPI's office.

The different types of information collected/collated at the DDPI's office included the following

- * Enrolment and retention of children - gradewise, sexwise, SC/ST/General, for classes 1 to 7 in different blocks of the district over 8 years.
- * The number and types of Primary schools - lower and upper, number of schoolless villages, amenities available at schools including number of classrooms, toilet and drinking water facilities, schools needing repairs, distribution of teachers - rural-urban, LPS-HPS, number of classrooms or classes Vs number of teachers, qualifications of teachers - professional

and academic; student teacher ratios, number of new schools to be opened and the reasons for the same.

- * Details about cluster resource centres and so on.

The other information related to preprimary education facilities and total literacy programmes in the district was collected from the office of the Assistant Director of Women and Child Welfare and Office of Sakshara Vahini.

(iv) Study of qualitative data on status of Primary education through field consultations :

In order to have an insight into the problems of primary education in the district with respect to universalising access, enrolment retention and achievement of minimum essential learning competencies, consultations were held at the district level as well as at block levels mainly initiated through education officials of the district.

At the district level, all the Inspectors of Schools of the district were invited for a meeting on 28-11-96. Blockwise all the Inspectors were asked to give their pooled opinion on the following :

- * What is the present status of enrolment in primary schools, especially girls and children belonging to SC/ST.
- * What are the reasons for the present status?
- * What are the solutions?
- * What is the present status about retention of children in Primary schools?
- * What are the reasons and solutions to improve the status?
- * What is the present status of children's achievement with respect to language, Maths and EVS in primary schools?
- * What are the reasons and solutions to improve the status?

The Assistant Education Officer of each block along with Inspectors of Schools were asked to hold block-level consultations with teachers, representatives from teacher's associations, NGO's, parents, village education committee members (with the help of teachers) and a few taluk Panchayat members. The focus of consultations was on the questions enumerated above. In addition, other questions that were discussed at grassroots included what roles have Govt. or NGOs have played in enrolment and retention of children to primary schools and to what effects.

All the voluntary organisations in the district were sent a questionnaire seeking information on (i) What specific activities and programmes they are concerned in improving primary education? (ii) Why do children dropout and what are their proposed solutions? (iii) What resource support can they offer in improving different aspects of primary education in the district especially girls and the out of school children? In addition, they were sought specific proposals including cost estimates for conducting a programme for alternative system of primary education to dropout and the nonenrolled.

In addition, other informal attempts were made by the consultant to initiate discussions and collect field level information on the above issues. One was done through the investigators who did base line study for Mysore district who were oriented and asked to collect the information through consultations. This, however, could not be done systematically. The other way was to orient the NSS volunteers of University of Mysore who were camping in different blocks of Mysore district. They in turn collected information through a questionnaire. This could be done at only two places - Chamarajanagar and Mysore taluks.

CHAPTER - V

GOALS AND TARGETS

The overall goal of the project is to achieve Universal Primary Education within a specified period of 5 years through people's mobilisation and participation and by building decentralised management structures and needed capacities to ensure sustainability of the outcomes.

Specific Goals:

- I. To improve access to primary schooling to serve the unserved disadvantage groups.
- II. To improve access to primary schooling especially for girls.
- III. To improve the quality of schooling facilities offered with respect to infrastructure.
- IV. To provide alternative system of comparable standards to out of school and disadvantaged group children, wherever necessary.
- V. To improve participation and school effectiveness by teacher empowerment and local community involvement.
- VI. To build local level capacity to manage primary education at the district, block and village levels

Identification of Targets

I Improving Access

General observations from the present status indicate that

- About 11% of rural habitations have primary schooling facility at a distance more than one kilometer.
- There are 300 schoolless villages/ habitation in the district, of which 124 villages/ hamlets have a population of 200 +.

- About 10% of rural habitations dominated by scheduled castes children and about 25% of rural habitations dominated by schedule tribe children, exist in the district.
- About 30,000 children in the 6-10 age group are either non enrolled or dropout who are present in different blocks of the district.
- The dropout rate of girls at lower primary schools can be reduced by more than 25% by adding 5th class in such schools (based on study report)

Hence based on the need assessment it is intended to

i) Improving access to un reached (girls and scheduled tribes)

- ◇ Open 97 new schools in different blocks of the district
- ◇ Opening of class V in 71 Lower primary schools.
- ◇ To initiate alternative system of primary education in 100 centres. (Initially 50 such centres will be tried out on experimental basis).
- ◇ To strengthen the existing anganwadi system by extending the working hours to coincide with primary school timings

ii) Improving Enrollment and Retention

General observation from the present status indicate the following

- The net enrollment ratio from class I to IV is 92%.
- The overall dropout rate is about 10% from class I to IV and more than 30% from class I to VII.

Hence it is intended to

- To improve overall enrollment rates to classes I to IV to almost cent percent
- Reduce dropout rates between classes I to IV from the existing levels to less than 5%.

iii) Improving participation and Achievement

The following are the major observations from the study of the present educational status in the district.

- The existing infrastructure in terms of number of classrooms, basic amenities like drinking water, toilet, playground, etc. number of teachers, teaching-learning materials, are inadequate.
- There is a need for improving teacher competencies..
- Participation of local community in the school programme is lacking.
- Achievement of minimum levels of learning (MLL) in both language and Mathematics are substantially low. Percentage of standard IV children scoring more than 60% is almost nil in both Kannada language and Mathematics competencies prescribed for third standards (sample study).
- Pre-school educational experience improves performance of children in primary education.

Hence it is intended to

- To provide grants to all teachers for producing low cost teaching aids.
- To improve classroom environment in all the existing lower primary schools.
- To organise a number of inservice teacher education programmes so as to their needed teacher competencies.
- To open 150 cluster resource centres to provide for continued enrichment/improvement of teacher competencies among all 6091 lower primary school teachers.
- To conduct campaigns for awareness building, including kala jathas, Chinnara Melas, VEC/Mahila melas at panchayat/ cluster level in all the blocks.
- To ensure that the overall performance levels of children in each grade level improves by 25% over measured baseline level.

iv) Capacity Building

- It is observed that there is no structure available at the village level to promote and monitor the quality of primary education.

Hence it is intended to

- To train the 16490 (approximately) village education committee members in 1649 villages of the district.
- To build capacities of head masters of primary schools and inspectors of schools in offering effective academic guidance and supervision in institutional planning and management.
- To conduct microplanning in 500 villages to improve capacities at village level to plan and manage programmes for universal primary education.

CHAPTER - VI

PROGRAMMES AND STRATEGIES

The need assessment in terms of improving different aspects of primary education facilities to all children below 14 years has been made using secondary data in terms of records and information available/sought as well as the primary data obtained from field consultations. On the basis of this, programme components have been identified and for each component justification, targets, intervention strategies, specific activities, physical and material requirements, management structures, implementation schedule and unit costs have been provided. The following are the programme areas where intervention strategies have been suggested.

1. Access

- Opening new schools
- Upgradation of lower primary schools to class V
- ECCE: Strengthening anganwadis
- Non-formal education

2. Retention

(a) Improving existing schools

- Providing health cards to children in primary schools and identifying disabled children
- Providing grants to teachers for low cost materials
- Providing grants to VECs for school improvement

(b) Mobilisation and awareness campaigns

- Kala Jathas
- Chinnara/ Shikshakara melas
- VEC melas
- Mobilisation & Enrolment Drives
- Production of brochures, posters and other print material
- Production of audio cassettes

3. Quality Improvement

- Providing activity cum work books and teachers guides
- Supplementary reading material
- Training structure and programmes
- Setting up of maths centres in BRCs and CRCs
- Setting up of Science centres in BRCs and CRCs

4. Capacity Building

- Microplanning
- VEC Training
- Training of Educational Administrators
Management Structure: DIC, DPO, BIC, VEC
A detailed description of each is given in the pages that follow

1 PROGRAMMES RELATED TO ACCESS :

1. IMPROVING ACCESS PRIMARY EDUCATION - FORMAL SYSTEM

Since elementary education as it is available to a child today is mostly in the form of a well organised network of formal schools, one of the major strategies to achieve goals of UPE will be through strengthening the existing system.

Keeping in mind the educational status of formal system of primary education in the district, different strategies are proposed.

i. Improving physical access to school:

It is observed that there are 300 schoolless habitations; of these 124 habitations have a population of 200 +. Ideally, all 124 habitations should be provided with a school under DPEP. However, due to overall ceiling constraints, the present project proposes to set up 97 schools under DPEP. The remaining will have to be set up from out of State Government funds. It is further observed that 11% of rural habitations in general and 25% of ST dominated habitations in the district are still unserved by a primary school within 1 Km. distance Therefore, the Block Education Officers were asked to make select 97 schools to be opened under DPEP keeping the following criteria in mind.

- a. Habitations without school, but with a population of 200 +
- b. Reducing of distance especially to girls and tribal children
- c. Overcoming natural constraints.

Out of the 97 proposed school, 84 of them will be opened in habitations having population more than 200. The remaining 11 new DPEP schools- 4 in Chamarajanagar and 8 in H . D. Kote taluks are proposed to be opened in clusters of 2-3 habitations, each having population <200 but together having >200 populations. Further, two schools each in Yalandur and Mysore taluk are proposed to be opened in schoolless habitations with <200 population for reasons of inaccessibility.

The table below gives the number of new schools to be opened in different blocks. The detailed habitation wise list is in **Annexure I**.

Proposed Number of New Schools in different schools

SL No	Block	No of schooless habitations	No of habitations >200	No of hab.s identified for DPEP schools
1	Chamarajanagar	20	3	7
2	Gundlupet	20	7	4
3	H.D.Kote	59	24	32
4	Hunsur	54	21	17
5	Kollegala	74	36	6
6	K.R.Nagar	21	6	3
7	Mysore(Rural)	2	1	3
8	Nanjangud	14	8	2
9	Periyapatna	32	16	17
10	T.Narasipur	2	2	4
11	Yalandur	2	-	2
	TOTAL	299	124	97

A building with 2 classrooms, 1 staff room, playground and all basic amenities are proposed for each of the 97 schools. All the new schools will also be supplied with minimum equipment, teaching aids and play materials. Two teachers will be appointed: one in the I year and one in the II year - in accordance with the normal recruitment procedures of the Dept of Education. Civil works will also be initiated - 50 schools in the I year and 47 schools in the II year. Procurement processes for furniture, equipment and teaching learning materials will be initiated in the II year of the project. Procurement of furniture, equipment and

teaching learning materials will be in accordance with the principles of child centred pedagogy.

ii. Opening of class V in all lower primary schools

Classes I to IV constitute lower primary stage in the State, unlike the national pattern of five years of lower primary schooling. Addition of Class V in the existing lower primary schools is likely to reduce the dropout rate of children in general and girls in particular at class IV itself. It may be noted that in the study initiated at district head quarters (refer chapter 3) wherein class V was added in 38 lower primary schools, the percentage of girls dropout was reduced from 32% to 5%. Thus in order to improve access to children for a longer duration of lower primary schooling, it is proposed to upgrade lower primary schools to class V. Information from each block was collected and need was assessed to open class V in the lower primary schools. In Mysore district there are 375 schools with a strength of 25 + in class IV and a total strength of 100 in classes I-IV. These schools are viable units for upgradation. However, since this figure represents too large a number for upgradation under DPEP, a prioritisation has been made by keeping additional criteria in view, such as nearest higher primary school, feeding lower primary schools and their strength especially of girls and the distance of such schools from the upgraded schools. Based on these criteria, 71 lower primary schools have been identified for upgradation to class V in the district as per the blockwise list given below and the detailed list given in **Annexure II**.

The details of such schools in different blocks are given in the table below.

Number Of LPS Where Class V is to be Added

Sl. No.	Block	No of LPS with strength of 20+ in class IV	No. Of LPS identified for upgradation under DPEP
1	Chamarajanagar	36	3
2	Gundlupet	33	8
3	H. D. Kote	37	4
4	Hunsur	27	9
5	Kollegal	21	6
6	K. R. Nagar	22	4
7	Mysore Rural	39	13
8	Nanjangud	43	6
9	Periyapatna	40	7
10	T. Narasipur	59	6
11	Yelandur	18	5
	Total	375	71

Location of such schools has already been identified and their mapping has already been done at the block level. No additional rooms are proposed. The additionality will be only in teacher component @ one extra teacher for each school. The schools will be upgraded in the first year of the project. Recruitment of teachers will be in accordance with the normal recruitment procedures of the Government.

iii. Strengthening of E.C.C.E facilities :-

The objective of Early Childhood Care and Education has been focused on the total development of young child in the age group 0 - 6, with special emphasis on children belonging to under privileged group and first generation learners. The role of E.C.C.E is envisaged in the context of:

- i. Preparation of children for primary education.
- ii. Support service of girls in UPE.
- iii. Support service for working woman in low income groups.

E.C.C.E takes up a holistic approach in developing a child in all dimensions. The contents of E.C.C.E include health care and nutrition supplemented by a programme of structured and unstructured play activities, play materials and learning experiences which promote all round development of the child in a natural, enjoyable and joyful environment.

Examining the facilities in the district it is reported that there are 27 creches functioning, anganawadi centres under the ICDS Scheme all over the district and 228 Pre-primary centres. As regards the functioning of anganawadi centres are concerned, a discussion with the officials revealed that these centres are managed by anganawadi workers who are generally S.S.L.C. failed/passed. There do not have adequate number of play and learning materials. However, most of the children enrolled continue with their Primary education. Hence, there is a need to strengthen these facilities in the district.

Further, a large of girls are unable to attend primary schools regularly - especially in the afternoon sessions - because they are required to return home to take care of the younger siblings. Moreover, very young children of < 3 years of age are not able to attend the anganwadi centre, since parents are normally in the field and there is nobody to take care of the under 3 year olds at home when the anganwadi centre closes. As a result these young children necessarily have to accompany the parents to the fields and are deprived of the benefits (nutrition, immunisation, health care etc) available in the anganwadi centre. This implies that extending the time of the working of the anganwadi centres may on the one hand facilitate girls to attend the primary school more regularly, and on the other hand enable parents to leave the younger children (below 3 year olds) in the care of the anganwadi worker at the centre for the duration of the whole day till they return from work. Therefore, it is proposed to extend the timings of the anganwadi centre to coincide with the primary school timings. Ideally, this should apply to all anganwadi centres in the district. However, as an experimental measure it is proposed to restrict the extension of time to 289 anganwadi centres in Kollegal block. This block has been identified because of the high concentration of SC/ST population. Kollegal has a SC/ST population of 32 %.

In order to operationalise this programme, DPEP will provide funding for additional honorarium to the anganwadi worker and the anganwadi helper. DPEP will in addition provide for appointment of an additional anganwadi worker to assist with the extended duration and

consequently the larger number of children who will be attending the centre. As a one time measure DPEP will also provide an equipment grant of Rs 5000/- to each centre in the block.

iv. Improving Access Through Alternative System of Primary Education

Improving access to Non-enrolled or Dropouts

Access to primary education to some extent can be improved by opening new schools at places where schooling facility does not exist. In spite of a strong network of primary schools (formal system) some percentage of children either stay-out or drop out. Status figures of GER in different blocks of the district which range from 90 to 108 and of NER which range from 75 to 98 in lower primary schools may be recalled here. Girls, however, have lower figures. The NER for the district is around 63 for higher primary classes. Dropout rate at the district level in lower primary classes is about 13% and in higher primary classes is about 46%. The estimated figures of out of school children in the district of age group 6-10 is around 30,000 and of age group 10-13 is around 77,000. About 35% of boys and 40% of girls of age group 10-13 are out of school. The above figures exist inspite of all efforts of the government and other organisations to hold them in the formal system. This implies that the present formal system is inadequate to cater to the problems of such children. One of the suggestions given by the people at grass roots as revealed from *Social Assessment Study* is to provide alternative timings and/or rescheduling of school calendar to accommodate the needs of out of school children involved in harvesting. The Social Assessment Study also makes reference to tribal children who are involved in gooseberry picking during seasons which clash with the academic calendar. Further, field consultations during the project planning process have revealed the following as the reasons for dropout.

- Some children are involved in house hold activities - girls usually taking care of siblings and boys engaged in home occupation or other house hold activities, such that both the parents are able to go out for work.
- Because of reasons of poverty some of these children, especially boys are engaged in agriculture and other labour to supplement family income.

- Girls, usually of the age 10+ are withdrawn from the school just before they reach puberty as well as for the reason of social attitude antithetical to girls education.

Thus, the non-enrollment can neither be made 100% nor can the drop out rate be reduced to zero because of the socio-economic factors which will be dominant for some more years to come which continue to encourage child labour or withdrawal from school. These necessitates providing alternative system in the form of NFE centres or any other mode - Presently, it is observed that most of the dropouts especially of the age group 9-14 are mixed up with adults in the learning centres during Total Literacy Campaigns in the district. The learning of these children at these learning centres cannot be on par with the children in the formal system so as to facilitate any kind of lateral entry to formal system. There are no non formal education centres presently established in the district. Each non-formal education centre should offer the primary education facility of the same quality as the formal system. The difference between an NFE centre and a primary school is in providing organisational flexibility, relevance of the curriculum to the contexts of their day to day experience, diversity in learning activities which are joyful. However, the learning outcomes expected from the children enrolled in these centres should not be less than the minimum levels of learning competencies in language, mathematics and environmental studies expected from the children enrolled in the formal primary school.

Involvement of Voluntary Organisations :

A questionnaire was sent followed by an initial meeting to all the 45 voluntary organisations in the district, seeking proposal for providing alternative systems to primary education for out of school children. Vivekananda Girijana Kalayana Kendra proposed to open 2 centres for 50 ST children of deep forest at Gombegallu and at Keredimba. With greater interaction and mobilisation it should be possible for other voluntary organisations to take over the responsibility of offering alternative systems to primary education to out of school children. It should also be possible to seek support from individual NGOs especially the educated and committed youth in this venture.

Production of NFE Primers/ need based curricular materials which competency based :

Since the socio psychological and cultural contexts of out of school children are so diverse that common text books/ the state text books cannot be relevant for these children. Since they could be overloaded, competency based curricular materials which draw the content from the texts of the respective groups need to be developed. Appropriate materials will be developed by resource institutions/persons or through DIET.

Proposed number of NFE centres & Phasing :-

There are about 30,000 out of school children in the age group 6-10 the District (Refer table 51). The probable number of children between 8 & 9 may be taken as around 15,000. Thus there is a need for opening 1,500, each centre covering about 10 children non enrolled or dropout Since so far no non formal education centre existed in the state, there is a high risk factor in opening NFE centres in large numbers. However, a humble attempt should be made through DPEP project of the district to offer such an alternative system by opening atleast 100 NFE centres throughout the district during the project period. If the experiment is proved a success, then the State and the Directorate of Mass Education can take up greater responsibilities in this regard. It is proposed to initiate such alternative system only from the second year, First year may be devoted to Planning, Preparing materials and training of instructors, during the second year about 100 centres could be opened which run for about 10 months. Thus every year from the second year 100 centres will run during the project period . The need for NFE centres, their location and the target group should be preceded by micro planning exercises.

Proposed Organisation of NFE Centres:

Proposals can be sought from the NGOs or the Voluntary Organisations or from Educational Institutions including the University to identify target groups of out of School Children in a specified area and offering Primary Education through a non-formal mode within a specified period. The proposal may include costing for appointment of NFE Instructors (@ RS 1000/- per Month) and scheduling could be for 10 Months split into convenient sessions (each session focusing on common competencies prescribed for class 1 & 2 and for classes 3& 4 respectively). No infrastructural facilities in terms of building can be proposed. It is further proposed in this project to offer training to NFE

instructors by the DIET. The teaching learning materials for NFE centres will be prepared by the DIET. Each of the NFE centres will be given one time grant of Rs.10,000/- for purchase of furniture / equipment. Since 100 centres per year are proposed to be opened from the second year, the grant will accompany the opening of each centre.

2. PROGRAMMES FOR IMPROVING PARTICIPATION

The main focus of the district plan is to ensure 100% enrolment, reduce dropout rate to less than 5% so as to enable children at primary stage to achieve minimum essential learning. Thus the quality of primary education can be improved by increasing the holding power of the school and by making it attractive which in turn lead to improved participation of children in the learning process. The responsibility for participating in the education process does not rest with only children or teachers, but with the entire community. Thus the main strategies to improve participation of all the concerned with the basic education of children include (i) improving infrastructural facilities in schools and (ii) mobilisation and environment building including microplanning in the community.

I. Improving infrastructure facilities in the Primary Schools

The survey done regarding available facilities (detailed in Chap. II) has pointed out that the number of teachers, availability of teaching-learning materials, basic amenities like drinking water, toilet facility, playground, etc., and number of rooms are inadequate.

Majority of lower primary schools are two teacher, two classroom schools. Majority of higher primary schools have 3-4 teachers which implies the lower primary classes of such schools will have dearth of teachers. The instructional time available for each child can be increased only by increasing the number of teachers. Since the State Government is making efforts to improve position of teachers in schools, no additionality in increasing number of teachers is proposed under DPEP, except for the new schools and the schools proposed to be upgraded to class V. Research evidences suggest that quality teaching and teaching tools also have substantial effect on school quality in terms of children's performance.

The following activities are therefore proposed to improve the facilities in schools.

i. Grants to teachers for low cost teaching learning aids

Field consultations have revealed that the quality of teaching determines enrollment and dropout rate. Studies have also shown that teachers can be extremely innovative and are capable of designing their own teaching learning materials which are local specific. If teachers are supplied grants to prepare their own low cost teaching aids, it will instill a sense of confidence and increase the teachers' self esteem in her ability to create her own teaching learning material which will have greater relevance to the local situation. It is expected teachers will have a greater sense of identification with the teaching learning aids they have created thus promoting better utilisation. The project therefore proposes that an annual grant of Rs 500/- be made available to all teachers in lower primary schools and lower primary sections of upper primary schools in the district.

ii. Grants to VECs for School Improvement:

VECs will be taking a big lead in the functioning of the school at the village level for the achievement of universal primary education. VECs can become effective only when they are enabled to take the initiative for decision making relating to improvement in the school environment. A small sum of Rs 2000/- per annum is therefore proposed to be placed at the disposal of the VEC for each school within its jurisdiction. This fund can be utilised for various purposes - including for example, purchase of a drum for storing drinking water, or undertaking minor repairs such as repainting the blackboard, or replacing broken tiles, bolts, latches, window panes, and for such other contingencies as may arise in the school. This fund will be placed in the joint account of the VEC Chairperson and the Head of the school. The fund will be utilised on the basis of resolutions passed by the VEC. This fund will be available for all schools - existing as well as the new DPEP schools.

iii. Providing Health Checkup for Children and identifying disabled children:

The Ministry of Health and Family Welfare has launched a major country wide campaign for school health check up since 1996-97. DPEP will converge with the school health check up programme of the Ministry of Health and Family Welfare by:

- providing health cards for all children in primary schools. This card will be valid for a duration of five years and will maintain a record of the child's health status
- early detection of childhood disabilities, which will on the one hand further converge with the training programmes imparted to teachers for integrated education of the disabled children (IEDC), and the other facilitate referral services, wherever required.

II Mobilisation and Awareness building

i. Organising kalajathas/ Awareness campaigns

Total literacy campaigns, launched in Mysore district have produced a unique confluence of creative forces and energies on a large scale. Creative writers, thinkers, artists, environmentalists, educationalists, social workers and women activists have come together to write songs, slogans and role plays and deliver them dramatically for the promotion of literacy. Mysore also has the unique distinction of having premier theatre institutions, such as *Rangayana*, which has in the past played a very active role in the creation of songs and dramas for the TLC. Kala Jatha teams have visited village after village to spread the message of literacy.

DPEP will build upon this experience for spreading the message of primary education in the district. With help of existing kala jathas resource groups, DPEP will involve teachers in the kala jatha teams to go from village to village, performing songs and plays, which will become the starting point for a discussion in the village for the need for primary education, especially for girls and socially disadvantaged children. These kala jathas will visit all the 361 gram panchayats over the duration of the project period, starting from the 2nd year @ 90 gram panchayats per year.

ii. Chinnara Melas:

Other forms of campaign activities have been tried out by different organisations for awareness and mobilisation. “Chinnara Mela” , are melas or the campaigns for children which have been organised in different parts of the state by the Bharath Gnan Vignan Samithi, an organisation which was responsible in mobilising and providing academic and management support to National Literacy Mission for the total literacy campaigns at National and State levels. The Chinnara Mela will be a 3- day mela organised at the cluster level. Children and teachers from schools within the cluster s will have an opportunity for different forms of teaching learning activities which are joyful and child centred. The members of the VEC will also participate in the Chinnara melas for exposure to various forms of activity based learning. The activities which will be taken up during the 3-day mela will include activity corner for story telling for language development, or games for understanding number related operations, or learning from the environment through a visit to a bird sanctuary, or a post office, or telephone exchange, if located in the host cluster. There will be chinnara melas organised in all the 150 clusters over the duration of the project, beginning from the 2nd year of the project. There will be 40 melas from the 2nd to the 4th year and 30 melas in the 5th year of the project.

iii. VEC / Mahila Melas:

The VEC Melas and Mahila Melas will also be organised on similar lines at the cluster level to mobilise the community to promote enrolment and retention of children in primary schools. Such campaign activities will provide a forum for exchange of experiences of VECs and Women’s Organisations with respect to promoting equity and quality primary education.

iv. Production of brochures and other media materials:

In order to support the above activities, a small budget will be provided for development of brochures, posters, pamphlets and other publicity material. This will help in the development of general awareness among the public. This will also help in the sharing of innovative experiences relating to primary education, for example creative classroom practices, or effective steps taken by a VEC in achieving a ‘dropout free’ village, or for disseminating information about the different activities under DPEP, etc.

v. Production of audio cassettes

Some of the competencies under language, maths and EVS require support in the form of audio cassettes for effective teaching learning. For example, listening and speaking skills in language, promoting mental maths are areas which would be greatly facilitated by such support materials. These will be prepared at the State level with help of the DSERT and other resource institutions. The materials will be duplicated for wide dissemination and use in primary schools in the district.

vi. Production of films:

During the process of implementation of DPEP activities through out the district, it is necessary to document some of processes in the form of video recordings. Such documentation will facilitate better sharing and dissemination of activities undertaken in the district with people within the district as well as with people in other districts of the state. For example, some of the activities which could be documented would be, microplanning, chinnara melas, VEC training, or HD Kote-type experiences, and any other innovative practices. A small sum of Rs 1 lakh will be earmarked for this purpose annually.

vi. Mobilisation / Enrolment Drives:

If the various mobilisation activities outlined above have to serve a purpose, they should be coupled with enrolment drives at the start of every academic year. Such drives will ensure that every child in the village is enrolled at the appropriate age for primary education and remains in the school till she completes at least the lower primary stage of education. These drives will involve Zilla Panchayat members, DIC members, VEC members, Gram Panchayat members, NGOs, representatives of teachers' associations, anganwadi workers and teachers. There is need for repeated drives of this kind, especially with first generation learners in order to create a situation where regular attendance in primary school becomes an accepted part of the daily life of the parents and the children. A small allocation of Rs 200/- per VEC per annum is proposed for this purpose.

supportive role in the conducting of training programmes, the capacity building in terms of augmenting infrastructural facilities a DIET, Mysore is proposed below.

Capacity Building for Training programmes :

a. Augmenting DIET

The DIET in Mysore is actively engaged in conducting both pre-service and inservice Teacher Education Programmes. In the context of D.P.E.P the institution will take additional responsibilities to work as the main training centre at the district level, mainly building block level capacities to undertake inservice training for primary school teachers, head teachers, NFE Instructors, Educational administrators and members of VECS. The BRCs at different blocks will function as the academic arm of the DIET, especially for continuous teacher training, VEC training and training of NFE instructors..

The DIET, Mysore is fully staffed and has built up resources and experience in undertaking the above responsibility. However, these resources will be further strengthened by the state component in training the D.I.E.T faculty and monitoring their functions. The DIET will also undertake at least five action research programmes per year related to the implementation of DPEP activities. For example, the effect of the new teaching learning materials introduced under DPEP, or the role of VEC in the promotion of better enrolment and retention, or the effect of microplanning strategies for improved attendance in schools, or case studies of innovative classroom practices, etc. Although no need is envisaged in seeking additional staff for these activities, improvement in the existing infrastructural facilities is required. These will include provision for building up a library, purchasing vehicles, zerox machines, etc. Grants will also be built in for conducting the action research outlined above and for involving resource persons for specific activities.

b. Formation Of Block Resource Centres

There will be 12 BRCs in the district - one for each block. Each BRC in the district will have one Coordinator and five faculty positions. Thus, in all there will be 72 BRC faculty members in the district. The BRC staff will be drawn from among the available staff of the education department with teaching experience in primary education. Each BRC will have to play a key role at the block level with respect to training of

teachers, NFE Instructors, Headmasters , CRC Coordinators and VEC members. Hence, all the faculty members of all the BRCs of the district have to be trained at district level. The overall responsibility for training BRC faculty may rest with DIET/DIC. However, the resource persons for training can be drawn from faculty members of DSERT, academic staff for DPEP, State Project office, Ed.CIL, and other academicians/experts from relevant resource institutions. Two types of training programmes for BRC faculty are proposed -- Induction training to various areas of concern and training in competency based teacher education. This will be followed by experience sharing workshops for BRC faculty. There can be atleast four experience sharing workshops per year of two days duration each. These workshops will be organised at the district level by the DIET.

Each BRC will have the responsibility of training of teachers, VEC members, NFE instructors, CRP's etc. Supervision of functioning of schools non-formal centres, etc; monitoring the implementation of various activities of the DPEP; Evaluating the effectiveness of training and other activities implemented through BRC's. Since, one of the major activities include training of different personnel at the block level and since such programmes are generally of residential tupe, a permanent structure for each BRC is proposed. Each BRC will be provided with necessary equipment (OHP, VCR, TV), furniture, Telephone including installation charges, library with reference books and periodicals and resource materials. As part of quality improvement programmes under DPEP, each BRC will have a maths centre and a science centre to provide the necessary resources for teachers and other personnel during the training programmes.

I. Induction training to BRC faculty:

It may be presumed that the faculty of the BRCs possess experience in elementary teacher education. However, in order to take-up the responsibility of training different types of personnel, the BRC faculty will need to be given induction training in different areas, especially for teachers. The objective of the teacher training programme for BRC will be as follows:

- Understand the various learner competencies to be developed at primary stage in different subject areas.

- Identify the various teacher competencies - content and methodology related to the various learner competencies at primary stage.
- Understand the training methodologies to develop the above teacher competencies
- Prepare teaching-learning materials in terms of -- teacher guide books, text books, workbooks and so on for the different learner competencies.
- Construct evaluation activities to assess both learner competencies as well as teacher competencies.

To this extent training will be imparted to include the following.

- UPE/DPEP aims, objectives and programme details.
- Understanding the learner at the elementary stage.
- Education of girl child and socially disadvantaged including tribals.
- Participatory Approach to training
- Activity based, child centred, competency based approach to teaching learning.
- Preparation of teaching learning materials/aids
- Evaluation techniques
- Action research.
- Role of NGO's VECs, in DPEP.
- Integrated Education for disabled children.

The Induction training programme for BRC faculty will be for 10 days and it will be of residential type. The training methodology will necessarily be participatory, activity based, involving the actual production of competency based teaching - learning materials/ activities and demonstrating their views in real situations. This programme will be under taken by the DIET, Mysore, involving experts from several resource institutions both at the State and at the District levels.

ii. Experience Sharing Workshops for BRC faculty :

Subsequent to the 10 days residential type monthly meetings for the BRC faculty members in the district, experience sharing meetings will be organised within each BRC on a monthly basis. The purpose of this meeting will be to reflect on the activities and the programmes conducted

during the month and to draw lessons for planning and management of training programmes to be conducted in the subsequent month.

Experience Sharing Workshops will also be conducted on a quarterly basis for a duration of 2 days for all BRC faculty. Representatives from CRCs and from among teachers, as well as some inspectors of schools will also be invited to participate in these meetings. The purpose of these meetings is to promote better co-ordination of programme activities between the blocks as well as to provide opportunities to learn from other blocks, difficulties faced in the implementation or any innovative activities tried out. These workshops will be co-ordinated at the district level by the DIET faculty members at DIET itself.

c. Establishment of Cluster Resource Centres:

Inservice teacher training programmes have always been inadequate in terms of both frequency and content. They have always been dogmatic in nature, where the expertise have flown from higher level (academicians or resource persons) to lower level (Primary school teacher). A primary school teacher has not been recognised for her resourcefulness and creativity and has never put in a position of a thinker in the profession so as to enable her to contribute her experience to so called higher level expertise. In other words, the training methodology generally involves giving lectures supplemented sometimes by reading material given by resource persons to the teachers. Since, such ideas given by the resource persons have never been the ideas generated from within teacher's experience, neither the ideas could be implemented nor the supplied instructional material could be utilised by the teacher in the class room. Thus, there has always been a gap between theory and practice without the involvement of the main actor mainly the teacher who has to bridge the gap. Further, such programmes have always been one-shot affair without adequate follow up an assessment of any type either immediately or after the programme or subsequently during the implementation of the ideas in practice. As regards duration and frequency of the in-service teacher training programmes, the base line study has pointed out that it is inadequate. Not all teachers have had the opportunity for some kind of inservice teacher training.

The innovative programmes tried out at the district level- (i) by the department of studies in Education University of Mysore and other (ii) UNICEF sponsored at the H.D. Kote Taluk (Chapter- 3 provides the details) have pointed out the effectiveness of involvement of teachers

right from the preparation of competency based teaching learning material, their implementation and so on, have transformed them into effective teachers. It was possible to develop in teachers an insight into competency based teaching-learning and evaluation, and teacher competencies to develop competency based activities and materials which they could own as there's and implement. The recurrent meetings have helped in continuous reflection on the competency based teaching-learning and have provided opportunities for even the non participant teachers to get activated. In a nutshell providing a forum for continuous reflection on curriculum preparation and transaction and evaluation and for co-operative peer learning on a continuous basis have helped primary school teachers to become better and more committed teachers.

Keeping the other points in view, the structure and approach to inservice teacher training needs overhauling in terms of establishing school clusters throughout the district. Each school cluster may include 18-20 schools with a cluster resource centre (CRC). It needs to be equipped with necessary books, journals, teaching learning equipment, materials. However, the location of CRC should be at a centre place within the cluster. A separate infrastructure will be provided under DPEP for housing the CRC, which will be complete with water and toilet facilities. Each cluster resource centre will be utilised by all the teachers of the cluster who meet periodically (once in a month), interact for sharing of experiences related to various aspects of teaching and learning. The personnel of the DIET or Block Resource Centres will provide the necessary resource support for these interactive sessions. One of the teachers of the cluster schools who is relatively possessing high level of professional competencies and commitment may be selected as cluster resource co-ordinator. The CRC will co-ordinate the different activities of the CRC's as well as will act as a resource teacher for other teachers of the cluster. Further, the CRC will have the responsibility of visiting the teachers of her cluster and provide peer- tutoring and guidance and help them to grow professionally. If need be CRC may have to provide demonstration lesson, or sort out difficulties in teaching in developing learner competencies in any school related subject. Over a period of time it may be possible for CRC's to develop capabilities of their colleagues who would themselves emerge as resource persons.

Formation of CRC's at the District:

There will be 150 CRCs in the district. Such schools include both Govt. or Privately managed primary schools as well as ashram schools. There are about 18-20 primary schools (both lower and higher) in each of the cluster. The table below gives the details about CRC's in each block. The details of the schools falling within each CRC is given in Annexure - III

Sl.No.	Name of the Taluk	Gram Panchayaths	No.of CRCs	No.of schools attached
1	Chamarajanagar	43	14	264
2	Gundlupet	30	10	185
3	H.D.Kote	32	22	279
4	Hunsur	30	12	251
5	Kollegala	38	15	164
6	K.R.Nagar	31	12	251
7	Mysore City	-	10	290
8	Mysore (Rural)	39	11	225
9	Nanjangud	45	15	280
10	Periyapatna	26	13	245
11	T.Narasipur	36	13	238
12	Yalandur	11	3	58
	Total	361	150	2830

In all the average distance of each of the school from CRC has been around 12-15 kms. However, this norm cannot be strictly followed in HD Kote, Yelandur and Kollegal taluk because of the fact of schools being spread out, particularly in the forest areas.

Identification of Cluster Resource Centre Co-ordinators:

For each CRC, cluster resource co-ordinator has tentatively been selected in different taluks. As far as possible each CRC co-ordinator should have the following characteristics.

- Has developed at mastery level - the competencies both content and its transaction in the classroom in different school subjects especially prescribed for classes I to IV.
- Has demonstrated creativity in designing teaching-learning activities to develop different learning competencies in different subjects among children.

- Has demonstrated professional commitment, willingness to adopt new ideas and leadership qualities.
- Capable of giving model lessons especially for hard spots of learning in different subjects of lower primary classes.
- Able to maintain friendly relationship with colleagues and interact with peers such that their professional growth could be enhanced.

Although all the above qualities may not be present to the highest degree in the same individual, the available human resources among primary school teachers should be tapped to the best possible extent. It is proposed here that the cluster resource persons be primary school teachers instead of a teachers from high schools. This is because competent primary school teacher is more competent to guide another primary school teacher instead of a high school teacher. Peer-teaching is found to be one of the effective ways of teaching which promotes co-operative learning.

Role of CRCs:

One of the major impediments in the promotion of quality of primary education is a poor and inadequate inspectorate system and infrequent and inadequate inservice teacher education programmes.

The present system of educational supervision involves, Assistant Education Officer at the Taluk level supported by 3 to 4 inspectors of schools having the responsibility of inspecting and supervising all the Government, Private aided and Private unaided institutions of the Taluk. Each inspector of school is expected to visit and supervise 50 to 75 schools in one academic year, He is expected to travel 30 to 35 kms for about 20 days in a month for purposes of supervising and guiding the teachers under his jurisdiction. Hence, it is obvious that effective monitoring and guidance of teachers functions in the schools especially as classroom teachers is almost impossible within the existing system. As a result the schools cannot be made effective in developing the needed learning competencies in children.

Hence, developing a structure at the cluster level with Cluster Resource Co-ordinator given the responsibility for continuous training, monitoring and guiding the other teachers would go a long way in improving achievement levels of children in primary schools.

Thus, the Cluster Resource Co-ordinator will play a major role in promoting teacher empowerment among other teachers such that they would continuously develop teacher competencies required to promote learner competencies among primary school child in different school subjects.

Another important role a Cluster Resource Co-ordinator will be playing is close monitoring, supervision and guidance to teachers during his monthly visits to schools in his cluster. The monthly meetings of cluster teachers conducted by the CRC will provide a forum for discussing academic issues related to curriculum and its transaction. Thus the infrastructure in terms of CRCs and CRCCs would supplement the functions of the inspectors of schools to a large extent.

Training of CRC Co-ordinators :

The training programmes for CRCCs will be organised to develop the needed capacities in them to undertake the above responsibilities. Prior to the organisation of these training programmes training modules to train CRC Coordinators will be developed. This will be followed by training programmes for all the CRC Coordinators and Inspectors of Schools. The details of each of the above programmes are given below.

I. Development of training modules to train CRC Coordinators:

The DIET, Mysore or any other Resource organisation, will take the responsibility of producing appropriate training modules and will conduct training programmes with the following objectives.

- To develop understanding about competency based teaching and evaluation
- To promote an understanding related to both content and process of developing minimum essential learner competencies among children of lower primary schools.

- To develop competencies in preparing competency based teaching-learning materials/activities.
- To develop competencies to prepare evaluation items/activities for all the learner competencies specified in different subjects from classes I to IV.
- To develop competency in monitoring the progress of learner achievement in different subjects and classes from I to IV.
- To develop competencies in identifying the difficult spots of learning, design remedial measures, demonstrate in action, implementation of such measures in different subjects and classes from I to IV.

The training methodology will be participatory and activity based which derives from the teachers experiences rather than making any prescriptions about what ought to be done or what ought not to be done. It could be highly practical oriented where teachers thoroughly understand, reflect and deliberate upon the learner competencies to be developed in different subjects in lower primary classes. Subsequently the teaching-learning activities and materials will be prepared themselves individually and in groups subject to modification and revision through a process of tryout and feed back.

Since, there is no right way or wrong way to teach which can be empirically supported, the activities designed by the trainees will carry a spirit of exploration and subsequent modification on the basis of experience. Since, the trainees themselves prepare there activities there is a spirit of ownership or in other words there is absolutely no alienation between the theory and from practice by the teacher.

The training modules can be prepared through participatory workshops. This means that a small sample of CRC Co-ordinators, teachers, DIET faculty and BRC faculty members will be involved in the preparation of these training modules. The total cost incurred for the preparation, tryout of modification and finalisation of the training module is estimated to be around Rs.2 lakhs.

ii. Training of CRC Coordinators, Teachers, Headmasters:

All CRC Coordinators, teachers and headmasters will undergo a 10 day training programme. The materials created by the DIET, Mysore will be used with all CRC Coordinators in the district for skill upgradation during the 10 day training and as follow up during the experience sharing workshops held once a quarter for a duration of 2 days each.

Sharing Of Experiences Meetings:

Subsequent to the training Programmes organized for CRC Coordinators and teachers, opportunities should be provided for continued interaction and reflection. Such opportunities lead to continued professional growth of all teachers both those who are enthusiastic as well as not so enthusiastic to start with.

- I. One-shot training without adequate follow-up has not led to desired effects in many training programmes. Thus, frequent meeting of different types of personnel in the entire training structure is envisaged so as to monitor as well as to enrich oneself. Apart from these kinds of meetings, Quarterly meetings are also envisaged to provide for integrative interaction of different types of personnel in the entire training structure namely, BRC faculty, AEO's, BEO's representatives of CRCCs and teacher representatives. Experience Sharing Workshop for CRC Co-ordinators will be organized once in a quarter months in a year each of two days' duration. These workshops will be coordinated at the block level by the BRC faculty which may be attended by the DIET faculty members also.

Monthly Meetings At Cluster Level:

Subsequent to the initial training Programmes by the CRCCs for the teachers of classes 1 and 2 and teachers of classes 3 and 4, separate monthly meetings are to be organized for one day each to share experiences among themselves especially regarding the use and implementation of competency based approaches to teaching. The meetings over a period of time can have the objective of reviewing and reflecting on the difficult spots of learning and teaching, exchanging ideas on new activities and materials tried out and on the feasibility of activities suggested in the teacher support materials. These meetings will be attended by the NFE instructors in the vicinity. These meetings are organized at cluster level and will be attended by the respective CRCCs and IOSs.

Quarterly Sharing Meetings of Different Types of Personnel:

A forum for experience sharing will be organized at the DIET will be attended by DIET faculty, 2 representatives from each BRC, 2 representatives of CRCCs from each block and 2 representatives of IOs from each block and one teacher from each block.

Setting up Maths Centres in BRC and CRCs

A special programme will be introduced to focus on maths learning in order to dispel the fear of maths that children often develop at a very young age. Maths phobia results from a lack of concept clarity, focus on the end result rather than on the process. Maths Centres will be established at BRCs and CRCs. A typical maths centre will provide for models for interaction through group and individual games, puzzles. It will contain approximately 100 maths models/ materials and worksheets to simplify the teaching of numbers, number related operations - shapes, sizes, distances, measurements, times, decimals, fractions etc. There will be card games, models made out of wood, rubber, cardboard etc. 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 maths centres will be set up with help of Suvidya, a voluntary agency, which has already been associated with the task of setting up maths centres at BRCs and CRCs in the DPEP I districts.

Setting Up Science Centres

Science Centres will also be set up in BRCs and CRCs with help of the Karnataka State Council for Science and Technology, which is involved in programmes of popular science. These centres will enable teachers in making science teaching more relevant to the everyday context of a child's life.

PROGRAMMES FOR CAPACITY BUILDING

i) Microplanning

Microplanning means taking up at the village level, (i) the identification of individual children who do not participate in education; (ii) motivating the non-participants to enrol in school; (iii) ensuring continuation of participation of all children in schools till they complete primary education; (iv) facilitating universal achievement of at least the minimum levels of learning by actively participating in the learning process.

In other words microplanning is the process for (a) identification of barriers to enrolment, retention and achievement in education, and (b) seeking solutions to overcoming these barriers. Traditionally, microplanning has been conducted with the help of teachers conducting a survey in the village and undertaking a school mapping exercise. The new microplanning approach seeks additionally, to involve the people of the village, the parents of the children and the children themselves through a process of discussion and activities, aimed at enabling people themselves identify the problems relating to enrolment, retention and achievement of children in education, and find likely solutions.

For example in the course of discussion questions may arise about how working children could be involved in education, or how girls could be freed from domestic work and sibling care in order to attend school, or the relevance and usefulness of education, etc. These questions will have to be discussed and solutions identified.

The entire microplanning exercise will be a process of environment building and mobilisation in order to mobilise the community to take responsibility for universal elementary education in the village. Every component, including access, participation, training, survey, monitoring will be a process of community participation and mobilisation.

Microplanning is an intensive exercise requiring continuous interaction with the members of the village community and follow-up activities to ensure universal elementary education for the identified village.

A group of 40 resource persons will be trained to undertake the responsibility for microplanning. Later they will be able to conduct the exercise of microplanning in different selected villages involving the community. Over the duration of the project period a total of 500 villages in the district will be covered. The first year will be devoted to understanding the microplanning processes, and consequently only 50 villages throughout the district will be taken up. From the second year onwards 150 villages will be taken up under microplanning for each of the three years. Each year there will be experience sharing workshops for resource persons for a duration of two days each.

ii. Training Of Vec Members:

There will be 1649 VECs constituted in Mysore district. Each VEC will have 7-14 members. For the purpose of planning, an average of 10 members per VEC has been considered. All VEC members will undergo a four day training programme. A training package has already been developed by the State Project Office along with two self reading materials for VEC members. On an average 3298 VEC members will undergo training each year for the entire project period. This training will also be imparted by the BRC faculty.

iii. Other Training Programmes For Capacity Building:

The DIET, Mysore and the District Project Co-ordinator have the responsibility for orienting as well as training different types of personnel involved in management, administration, training, monitoring and implementation of the different project activities. They can organize the following programmes at the district or block levels involving resource persons from the state level, from different resource institutions as well as from other DPEP districts of the I Phase.

iv. Orientation Programmes To The Members Of Dic:

The District Implementation Committee constitute 15 members with Zilla Panchayat CEO as chairman. These members have to be oriented to the goals and objectives of DPEP in the district in general, specific programme components and activities proposed to be implemented as well as to their specific roles and responsibilities. Although this programme is organized at the district level, the State Project Office, other resource persons from the state level will lead the discussions. This programme will be attended by all the members of the

team in the planning group. Such programmes can be conducted twice during the first year of one day each. In the subsequent years these programmes meant to monitor the overall implementation of the district plan and suggest any mid-course correction depending on the feed back received about the implementation of the project in different blocks

v. Orientation Programme for Members of Block Implementation Committee:

The Block Implementation Committee consist of about 15 members, secretary to taluk Panchayat Committee as chairman. This committee has a responsibility of understanding and implementing the district plan at the block level. They are also responsible for making mid-course correction depending on the effectiveness of the implementation of different programme component as proposed in the district plan. Hence these members also need to be oriented to the goals and targets of District Primary Education Programme specific to each of the block as well as to the different programme activities. During the first year there could be two such orientation programmes for all the BIC members of all the 12 blocks separately held at the block level. However, during the subsequent years the objectives of the programme, will be to review and modify /improve the various programmes proposed in the district plan.

vi. Orientationprogrammes to Educational Administrators:

The Educational Administrators at the block level in the district as a whole include 12 BEOs, 12 AEOs and 34 Inspectors of Schools. These members also form part of the block implementation Committee. However, they need to be separately trained/re-oriented to the new trends in pedagogy, training methodology and inspectorial approaches(educational administration). The thrust in teaching is child centered, activity based and making learning joyful. In the training methodology the trend has been not listening to lectures by expert resource person but participatory in approach where in the trainees work together with the resource persons through the activities either contrived or in real context. The role of educational administrator has also changed. He no longer should feel superior in the administrative hierarchy, dictating terms based on one's experience about what the teacher ought to do ought not to do in the classroom . Instead the approach should be friendly and feeling the need to recognize the importance of others ideas and experiences whatever be the cadre of the participant, the approach should be evolving ideas through free discussion

instead of dogmatically presenting ideas which need to be accepted by the participants. The Inspector of Schools will have to take up greater responsibilities of supervising thoroughly the academic activities by the teacher.

Thus there is a need to orient the educational administrators for the above ideas. Such Programmes can be at least 2 per year, each of 2 days duration. These workshops will be co-ordinated at the district level at DIET itself.

CHAPTER - VII

MANAGEMENT STRUCTURE INCLUDING MIS

The main philosophy of district primary education programme (DPEP) is to plan and administer primary education from the grass root level with complete participation and commitment of people from all walks of life, professionals, social workers, member of panchayats etc. There has to be a constant information flow to and fro right from secretarial, state head quarters and to all other levels of administration below. There has to be feed back of actual information of the plans and programmes. For this purpose there is a need for appropriate and sound management information system at the district level. Careful planning, sincere efforts, dedicated personnel and efficient management are essential to achieve the desired results out of the project.

As regards DPEP, planning is being done at the micro level (grass root level). There has to be a close linkage with the top managerial level at the state head quarters for this plan to be effective. Actual planning at the grass root level is already underway. The overall management structure from state through the district level would determine the quality of project implementation including monitoring and evaluation.

DISTRICT LEVEL MANAGEMENT STRUCTURE

District implementation committee (DIC) will be performed with chief executive officer of zilla panchayat as chairman.

The committee will have representation from women, NGO's, social activists and teachers. The Deputy director of public instruction of Mysore district will function as a District project co-ordinator, who will be directly reporting to the state project director about the progress in the implementation of the project and thus acts as a link between state and the district project teams.

The following members constitute DIC

- | | |
|--|------------------|
| • Zilla panchayat CEO | Chairman |
| • Chairpeson of the ZP Standing Committee on Education | Member |
| • President of the Teachers' Association | Member |
| • Deputy Director of Public Instruction & ex officio District project Co-ordinator | Member Secretary |
| • District Project Coordinator, Mahila Samakhya | Member |
| • Representatives of voluntary organisations (at least two) | Members |
| • Two women associated in any one of the field of primary education, health, women development | Members |
| • District heads of departments representing <ul style="list-style-type: none"> •Adult Education •social welfare •backward class minority •women and child welfare | Members |
| • Principal of DIET | Member |
| • Consultant of District plan (DPEP programme) | Member |

Functions of DIC:

The following are the important functions of DIC

- To review progress as per the district work plan
- To periodically visit the project implementation sites to watch the progress.
- To constantly monitor and evaluate the project implementation
- To plan, help, organise and co-ordinate the various activities incorporated in the approved work plan including in-service training of teachers, members of village education commitee,block level functionaries and women representatives.

ESTABLISHMENT OF DISTRICT PROJECT OFFICE:

At the district head quarters a separate office with the over-all responsibility of planning, implementing, managing and evaluating the entire district primary education programme will be established. All the activities of DIC will be under taken at this office. Since, DDPI of Mysore district is Ex-officio project co-ordinator, the above office will be located at the DDPI office itself. Hence the establishment of this office will not involve any civil works, except office renovation. Other expenditure involved for the establishment of the district office will include appointment of personnel and infrastructural facilities. The details of staff proposed for the district office are given below. Appropriate infrastructural facilities will be built into the costing sheets.

Establishment of District Project Office

PERSONNEL	UNITS
1) District Project Coordinator	1
2) Deputy Project Coordinator	1
3) Finance & Accounts Officer	1
4) MIS in charge	1
5) Research Assistants	2
6) Data Entry Operators	2
7) Civil Works incharge	1
8) Jr. Engineers	2
9) Draftsman	1
10) Women Development incharge	1
11) Teacher Training Incharge	1
12) Documentation &Media Incharge	1
13) Group'C'	4
14) Steno	2
15) Peon	6
16) Driver	6
17) Consultants (in man months)	36

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), computer room with air conditioner.

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:

In each of the 12 taluks/blocks, Block Implementation Committee will be established.

Each BIC will take overall responsibility for the implementation of DPEP at the block level. The Block Implementation Committee(BIC) will be formulated at the block level as follows:

- | | |
|---|-------------|
| • Block Education Officer | Chairperson |
| • Chairman of the Education Standing Committee of the Block Panchayat | Member |
| • Assistant Educational Officer | Secretary |
| • Representatives from Teachers Association and NGO's Members | |
| • Inspectors of Schools | Members |
| • Officers of taluk development departments | Members |
| • Four locally available experts(academicians) | Members |

The BIC will meet on a monthly basis to review the progress of DPEP implementation in the respective blocks.

VILLAGE EDUCATION COMMITTEE

Till 1985, Karnataka had a system of School Betterment Committees(SBCs) based on the suggestion made on the National Policy on Education, 1986 and its programme of action, Government of Karnataka in 1988 have reconstituted and re-designated these committees as School Education Committees. Since 1988, Government of Karnataka has adopted decentralised system of administration. Zilla Parishats and Mandal Panchayats were established and started functioning from first April 1988. Based on 72nd and 73rd amendments to the constitution, Karnataka has enacted Karnataka Panchayat Raj Act which provides scope for their decentralised administrative system namely, Zilla Panchayat(District Level), Taluk Panchayat(Taluk Level) and Gram Panchayat(Village/Group of Village Level). CABE Committee on decentralised Management of Education has prescribed the Management of Education, Management Structures and their

responsibilities. The report states "The Programme of action approved by the CABE attaches considerable importance to Village Education Committee(VECs). The village normally represents a cohesive community and is ideally suited for promoting programmes involving support of the community, such as Early Child Care and Education (ECCE), Primary Education, Non-formal Education and Adult Education.

VEC may be considered as an ideal organisation to mobilise and involve people in the educational efforts.

COMPOSITION:

On the basis of 72nd and 73rd amendment of the constitution, Government of Karnataka has already enacted Karnataka Panchayatraj Act 1993. This is a Gram Panchayat within which there is a social justice committee which looks after activities education, social welfare, health etc. VEC will work as a sub-committee of Panchayat whose membership will include not less than 7 and not more than 15.

MEMBERS:

- a) Chairman of Panchayat or a member of Panchayat from the village concerned.
- b) Members drawn from SC,ST,BC & Minority Communities.
- c) A representative of parents
- d) An anganwadi worker
- e) A person interested in education from the village
- f) Member Secretary - H.M. of the school
- g) Women representatives

ROLE & FUNCTIONS:

1. Supervision over adult education ECCE, non-formal and elementary education.
2. Generation and sustenance of awareness among the village community ensuring participation of all segments of population.
3. Promote enrollment drives in primary schools and persuade parents of non-attending children to send their wards to school.
4. Reduce drop-outs in primary schools by initiating measures and services for retention.
5. Assist in smooth functioning of primary schools.

6. Seek support of teachers, youth women and others for educational and other linked health and wealth programmes.
7. Maintenance and cleanliness of schools.
8. Prepare plans and proposals within their resources for development of education in the village and to attain total adult literacy and universal primary education.
9. Present reports and proposals at panchayat samities and make periodic self-assessment of progress of committee's efforts.
10. Coordination with other social service departments and committees
11. for mutual support.

POWERS:

- * To visit educational institutions .
- * To check attendance and other registers, to enquire and report to concerned authorities on educational deficiencies and requirements in the village.
- * To undertake construction and repairs work entrusted to them.
- * To report on the regularity of students, teacher attendance and school functioning.
- * To frame school calendar under the guidance of Zilla Parishad.
- * Resource Mobilisation.

FORMATION OF VEC:

The standing Committee on Education, Zilla Parishad (District Education Committee) has the responsibility of forming Village Education Committees. This process has already been initiated in the district. It may be noted that there are 1648 villages in the district.

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 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
ACCRES								
1001	NEW SCHOOL	220.740	250.000	81.400	81.400	81.400	349.200	715.860
1002	NON FORMAL EDUCATION	0.000	10.000	10.000	10.000	10.000	0.000	40.000
2002	IMPROVING EXISTING SCHOOLS	84.330	83.256	78.500	78.500	78.500	0.000	413.146
1003	UPGRADATION OF LPS TO CLASS V	29.820	29.820	29.820	29.820	29.820	0.000	149.100
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.000	92.150	0.000	0.000	0.000	0.000	92.150
1004	STRENGTHENING OF ANGANWADIS	0.000	36.992	22.542	22.542	22.542	0.000	104.618
EXTENSION								
2001	AWARENESS CAMPAIGNS	3.734	21.734	19.671	19.671	17.221	0.000	82.031
2004	PROVIDING FURNITURE /EQUIPMENT TO NPE CENTRES	0.000	5.000	0.000	5.000	0.000	0.000	10.000
QUALITY IMPROVEMENT								
3001	ACTIVITY BASED WORKBOOKS	0.000	114.621	114.621	114.621	114.621	0.000	458.485
3002	TEACHERS' GUIDES	0.000	6.679	0.000	6.679	0.000	0.000	13.358
3003	TRAINING PROGRAMMES	0.000	32.554	28.200	29.976	28.000	0.000	118.820
3004	IMPROVING TRAINING INFRASTRUCTURE	304.500	305.360	20.800	0.000	0.000	509.000	530.740
3005	TEACHING LEARNING MATERIALS FOR NPE	0.000	0.500	0.500	0.500	0.500	0.000	3.000
CAPACITY BUILDING								
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.280	20.280	20.280	20.280	20.280	0.000	101.400
4002	COST OF INFRASTRUCTURAL FACILITIES	24.650	3.150	3.150	3.150	3.150	0.000	37.250
4003	MANAGEMENT INFORMATION SYSTEM	10.250	2.700	2.700	2.700	2.700	0.000	21.350
4004	ENHANCING DIET	7.300	2.300	2.300	2.300	2.300	0.000	16.500

SUMMARY OF PROJECT COSTS

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
4005	ESTABLISHMENT OF BRCS	93.480	61.480	61.480	61.480	61.480	0.000	339.400
4006	ESTABLISHMENT OF CRCS	132.300	88.300	88.300	88.300	88.300	0.000	486.100
4007	VILLAGE EDUCATION COMMITTEES	13.192	13.192	13.192	13.192	13.192	0.000	65.960
4008	MICROPLANNING	6.400	14.400	14.400	12.400	0.400	0.000	48.000
TOTAL		961.638	1195.148	612.016	802.591	574.576	958.200	3945.967

Total Civil work is 24.283% of total Project cost

Project Costs

4PRP II - Karnataka

District : Mysore
Page 8 : 1

1001 - NEW SCHOOL

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 03	CONSTRUCTION OF NEW SCHOOL	50	150.000	47	141.000	0	0.000	0	0.000	0	0.000	231.000	10000
PPE 04	DRINKING WATER	50	17.500	47	16.450	0	0.000	0	0.000	0	0.000	33.950	35000
PPE 05	SANITATION TO NEW SCHOOLS	50	7.500	47	7.050	0	0.000	0	0.000	0	0.000	14.550	15000
PPE 04	ELECTRIFICATION IN SCHOOLS	50	5.000	47	4.700	0	0.000	0	0.000	0	0.000	9.700	10000
PPE 41	SALARY FOR TEACHER TO NEW SCHOOL	97	40.740	194	81.480	194	81.480	194	81.480	194	81.480	255.960	42000
TOTAL		220.740		250.680		81.480		81.480		81.480		715.860	

Project Costs

APRP II - Karnataka

1002 - NON 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.		
MPB A2	HONORARIUM TO MPB INSTRUCTORS	0	0.000	100	10.000	100	10.000	100	10.000	100	10.000	10.000	10000
TOTAL			0.000		10.000		10.000		10.000		10.000	10.000	

Project Costs

2002 - IMPROVING VISITING SCHOOLS

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 04	MEDICAL CHECKUP FOR CHILDREN	327609	16.375	0	0.000	0	0.000	0	0.000	0	0.000	16.375	5
PPE E2	ANNUAL GRANT @ RS. 500/- PER TEACHER	6091	30.455	6188	30.940	6188	30.940	6188	30.940	6188	30.940	154.215	500
PPE B1	ANNUAL GRANT @ RS.2000/-PER SCHOOL FOR IMPROVEMENT	2378	47.560	2378	47.560	2378	47.560	2378	47.560	2378	47.560	237.800	2000
PPE I4	PROVIDING SUPP. READING MATERIALS TO SCHOOLS	0	0.000	2378	4.756	0	0.000	0	0.000	0	0.000	4.756	200
TOTAL			94.390		83.256		78.500		78.500		78.500	413.146	

Project Costs

4PSP II - Karnataka

1003 - UPGRADEATION OF LPS 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.		
PPB A1	SALARY FOR TEACHER	71	29.820	71	29.820	71	29.820	71	29.820	71	29.820	149.100	42000
TOTAL			29.820		29.820		29.820		29.820		29.820	149.100	

Project Costs

2003 - PROVISION OF MATERIALS TO NEW 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 F1	EQUIPMENT TO NEW SCHOOL	0	0.000	97	33.950	0	0.000	0	0.000	0	0.000	33.950	35000
PPE F1	PLAT MATERIALS	0	0.000	97	48.500	0	0.000	0	0.000	0	0.000	48.500	50000
PPE F1	TEACHING AIDS	0	0.000	97	9.700	0	0.000	0	0.000	0	0.000	9.700	10000
TOTAL			0.000		92.150		0.000		0.000		0.000	92.150	

Project Costs

1004 - STRENGTHENING OF 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 A1	HONORARIUM TO ANGANWADI WORKER	0	0.000	289	8.670	289	8.670	289	8.670	289	8.670	34.646	3000
BCE A1	HONORARIUM TO ADDITIONAL ANGANWADI WORKER	0	0.000	289	13.872	289	13.872	289	13.872	289	13.872	55.444	1990
BCE F1	PROVIDING EQUIPMENT/FURNITURE TO ANGANWADI CENTRES	0	0.000	289	14.450	0	0.000	0	0.000	0	0.000	14.450	5000
TOTAL			0.000		36.992		22.542		22.542		22.542	104.610	

Project Costs

3001 - AWARENESS CAMPAIGNS

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.		
HED QC	EALA JATHA	0	0.000	90	4.500	90	4.500	90	4.500	91	4.550	18.050	5000
HED QB	CEINWARA / SHIESHARARA NBLA	0	0.000	40	2.000	40	2.000	40	2.000	30	1.500	7.500	5000
HED QB	VBC NBLAS	0	0.000	40	8.000	40	8.000	40	8.000	30	8.000	30.000	20000
HED QD	PRODUCTION OF BROCHURES	0	0.000	25	2.500	0	0.000	0	0.000	0	0.000	2.500	10000
HED QD	PRODUCTION OF AUDIO CASSETTES	250	0.438	250	0.438	500	0.875	500	0.875	500	0.875	3.500	175
HED Q9	PRODUCTION OF FILMS	0	0.000	1	1.000	1	1.000	1	1.000	1	1.000	4.000	100000
HED QC	MOBILISATION/ENROLLMENT DRIVES	1648	3.296	1648	3.296	1648	3.296	1648	3.296	1648	3.296	16.480	200
TOTAL			3.734		21.734		19.671		19.671		17.221	82.030	

Project Costs

2004 - PROVIDING FURNITURE /EQUIPMENT TO NPE CENTRES

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.		
NPE P1	FURNITURE/EQUIPMENT TO NPE CENTRES	0	0.000	100	5.000	0	0.000	100	5.000	0	0.000	10.000	5000
TOTAL		0.000		5.000		0.000		5.000		0.000		10.000	

Project Costs

District : Mysore

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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.		
TXT D2	KANNADA MEDIUM CLASS I - V	0	0.000	304347	106.521	304347	106.521	304347	106.521	304347	106.521	425.086	35
TXT D2	DRUDU MEDIUM CLASS I - V	0	0.000	20768	7.269	20768	7.269	20768	7.269	20768	7.269	29.075	35
TXT D2	TAMIL MEDIUM CLASS I - V	0	0.000	2374	0.831	2374	0.831	2374	0.831	2374	0.831	3.224	35
TOTAL		0.000		114.621		114.621		114.621		114.621		458.485	

Project Costs

dPEP II - 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.		
TXT DS	KANNADA MEDIUM CLASS I - V	0	0.000	6091	6.091	0	0.000	6091	6.091	0	0.000	12.182	100
TXT DS	URDU MEDIUM CLASS I - V	0	0.000	543	0.543	0	0.000	543	0.543	0	0.000	1.086	100
TXT DS	TAMIL MEDIUM CLASS I - V	0	0.000	45	0.045	0	0.000	45	0.045	0	0.000	0.090	100
TOTAL		0.000		6.679		0.000		6.679		0.000		13.358	

Project Costs

1PEP II - Karnataka

3003 - TRAINING PROGRAMMES

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.		
PPB T5	INSERVICE TEACHERS	0	0.000	3100	24.800	3100	24.800	3100	24.800	3100	24.800	99.200	800
PPB T9	HEADMASTERS	0	0.000	600	3.000	600	3.000	600	3.000	578	2.890	11.890	500
CRC T3	CRC CO-ORDINATORS	0	0.000	150	1.200	0	0.000	150	1.200	0	0.000	2.400	800
BRC T3	BRC CO-ORDINATORS	0	0.000	72	0.576	0	0.000	72	0.576	0	0.000	1.152	800
WPE T2	NON FORMAL EDUCATION INSTRUCTORS	0	0.000	100	0.400	100	0.400	100	0.400	100	0.400	1.600	400
SIT DA	DEVELOPMENT OF TRAINING MODULES FOR CBCCS	0	0.000	1	2.000	0	0.000	0	0.000	0	0.000	2.000	20000
BCE T5	TRAINING FOR ANGANWADI WORKERS	0	0.000	289	0.578	0	0.000	0	0.000	0	0.000	0.578	200
TOTAL			0.000		32.554		28.200		29.976		28.090	118.820	

Project Costs

JPRP 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.		
BRC C1	CONSTRUCTION OF BRCS	6	42.000	6	42.000	0	0.000	0	0.000	0	0.000	84.000	700000
CRC C1	CONSTRUCTION OF CRCS	75	262.500	75	262.500	0	0.000	0	0.000	0	0.000	525.000	350000
BRC D6	ESTABLISHMENT OF NATRS CENTRE AT BRCS	0	0.000	0	0.000	12	1.440	0	0.000	0	0.000	1.440	13000
CRC D6	ESTABLISHMENT OF NATRS CENTRE AT CRCS	0	0.000	0	0.000	150	9.000	0	0.000	0	0.000	9.000	6000
BRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT BRCS	0	0.000	0	0.000	12	1.440	0	0.000	0	0.000	1.440	12000
CRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT CRCS	0	0.000	0	0.000	150	9.000	0	0.000	0	0.000	9.000	6000
BRC L2	BOOKS AND EDUCATIONAL MATERIAL FOR BRCS	0	0.000	12	0.060	0	0.000	0	0.000	0	0.000	0.060	500
CRC L2	BOOKS AND EDUCATIONAL MATERIAL FOR CRCS	0	0.000	150	0.300	0	0.000	0	0.000	0	0.000	0.300	200
DIET L2	BOOKS AND EDUCATIONAL MATERIAL FOR DIET	0	0.000	1	0.500	0	0.000	0	0.000	0	0.000	0.500	50000
TOTAL		304.500		305.360		29.880		0.000		0.000		630.740	

Project Costs

APP II - Karnataka

3005 - TEACHING LEARNING MATERIALS FOR NPE

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.		
NPE 06	DEVELOPMENT OF TEACHING LEARNING AIDS FOR NPE	0	0.000	2000	0.500	2000	0.500	2000	0.500	2000	0.500	1.000	25
TOTAL			0.000		0.500		0.500		0.500		0.500	1.000	

Project Costs

4001 - DISTRICT PROJECT MANAGEMENT COSTS

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.		
NGT A3	DEPUTY PROJECT CO-ORDINATOR	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	108000
NGT A3	FINANCE & ACCOUNTS OFFICER	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	108000
NGT A3	HIS INCHARGE	1	0.960	1	0.960	1	0.960	1	0.960	1	0.960	4.800	96000
NGT A3	CIVIL WORKS INCHARGE	1	0.840	1	0.840	1	0.840	1	0.840	1	0.840	4.200	84000
NGT A3	WOMEN DEVELOPMENT INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	MEDIA AND DOCUMENTATION INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	TEACHER TRAINING INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DATA ENTRY OPERATORS	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	6.000	60000
NGT A4	RESEARCH ASSISTANTS	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DRAFTSMAN	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	JUNIOR ENGINEERS	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	GROUP D	4	1.680	4	1.680	4	1.680	4	1.680	4	1.680	9.400	42000
NGT A4	STENO	5	2.400	5	2.400	5	2.400	5	2.400	5	2.400	12.000	48000
NGT A4	PEON	6	1.800	6	1.800	6	1.800	6	1.800	6	1.800	9.000	30000
NGT A4	DRIVER	2	0.600	2	0.600	2	0.600	2	0.600	2	0.600	3.000	30000
NGT A4	CONSULTANTS	36	2.880	36	2.880	36	2.880	36	2.880	36	2.880	14.400	8000
TOTAL		20.280		20.280		20.280		20.280		20.280		101.400	

4002 - COST OF INFRASTRUCTURAL FACILITIES

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.		
NGT P2	FURNITURE - OFFICE TABLE	20	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.399	4000
NGT P2	FURNITURE - CHAIRS	25	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	800
NGT P2	FURNITURE - ALMIRAH	10	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	8000
NGT P2	FURNITURE - RACKS & SHELVES	10	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	10000
NGT B3	OFFICE EQUIPMENT - FAX	1	0.300	0	0.000	0	0.000	0	0.000	0	0.000	0.300	30000
NGT B3	OFFICE EQUIPMENT - TELEPHONE	1	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	20000
NGT B6	OFFICE EQUIPMENT - PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
NGT V1	OFFICE EQUIPMENT - VEHICLE	4	14.000	0	0.000	0	0.000	0	0.000	0	0.000	14.000	350000
NGT B8	OFFICE EQUIPMENT - TYPE WRITER	2	0.700	0	0.000	0	0.000	0	0.000	0	0.000	0.700	35000
NGT H3	REPAIRS AND MAINTENANCE VEHICLE	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	10.000	50000
NGT O4	STATIONARY FAX	1	0.050	1	0.050	1	0.050	1	0.050	1	0.050	0.250	5000
NGT O4	STATIONARY : OFFICE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
NGT O4	STATIONARY : PHOTOCOPIER	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	0.500	10000
NGT O5	MEETING COSTS : DIC, JWS, OTHERS	10	0.500	10	0.500	10	0.500	10	0.500	10	0.500	2.500	5000
NGT C9	REPAIRS OF OFFICE BUILDING	1	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.000	200000
TOTAL		24.650		3.150		3.150		3.150		3.150		37.250	

Project Costs

4003 - MANAGEMENT INFORMATION SYSTEM

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.		
MIS P2	FURNITURE - COMPUTER ROOM	1	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	80000
MIS P4	EQUIPMENT AIR CONDITIONER	1	0.750	0	0.000	0	0.000	0	0.000	0	0.000	0.750	75000
MIS B1	COMPUTER HARDWARE	1	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	500000
MIS P2	COMPUTER SOFTWARE	1	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	100000
MIS M1	HARDWARE MAINTENANCE	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS O4	CONSUMABLES	1	0.800	1	0.800	1	0.800	1	0.800	1	0.800	4.000	80000
MIS O6	DATA TRANSMISSION	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
MIS O8	DATA ENTRY CHARGES	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS 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		2.700		2.700		2.700		2.700	21.050	

Project Costs

APRP II - Karnataka

4004 - ADVERTISING BILT

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.		
DIT V1	VEHICLE	1	3.500	0	0.000	0	0.000	0	0.000	0	0.000	3.500	35000
DIT B6	PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	15000
DIT W3	VEHICLE OPERATION / MAINTENANCE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	5000
DIT A4	DRIVER'S SALARY	1	0.300	1	0.300	1	0.300	1	0.300	1	0.300	1.500	3000
DIT O4	PHOTOCOPIER STATIONARY	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	10000
DIT M1	PHOTOCOPIER MAINTENANCE	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	1.250	2500
DIT E1	ACTION RESEARCH	5	0.250	5	0.250	5	0.250	5	0.250	5	0.250	1.250	500
TOTAL			7.300		2.300		2.300		2.300		2.300	16.500	

Project Costs

4006 - ESTABLISHMENT OF BRCs

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.		
BRC A5	SALARY OF BRC CO-ORDINATOR	12	8.640	12	8.640	12	8.640	12	8.640	12	8.640	43.290	72000
BRC A5	SALARY OF 5 BRC FACULTY	60	36.000	60	36.000	60	36.000	60	36.000	60	36.000	100.000	60000
BRC O9	TA/DA FOR BRC FACULTY	72	3.600	72	3.600	72	3.600	72	3.600	72	3.600	18.000	5000
BRC A4	SALARY OF CLERK	12	5.040	12	5.040	12	5.040	12	5.040	12	5.040	25.200	42000
BRC A4	SALARY OF PEON	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	18.000	30000
BRC B7	EQUIPMENT : TELEVISION. VCR, OHP	12	6.000	0	0.000	0	0.000	0	0.000	0	0.000	6.000	50000
BRC B3	EQUIPMENT - TELEPHONE	12	2.400	0	0.000	0	0.000	0	0.000	0	0.000	2.400	20000
BRC B6	EQUIPMENT - PHOTOCOPIER	12	18.000	0	0.000	0	0.000	0	0.000	0	0.000	18.000	150000
BRC P2	FURNITURE	12	6.000	0	0.000	0	0.000	0	0.000	0	0.000	6.000	50000
BRC O6	TELEPHONE CHARGES	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	9.000	15000
BRC O4	CONSUMABLES & STATIONARY	12	2.400	12	2.400	12	2.400	12	2.400	12	2.400	12.000	20000
BRC V1	EXPERIENCE SHARING WORKSHOP (BRC)	0	0.000	4	0.400	4	0.400	4	0.400	4	0.400	1.600	10000
TOTAL		93.480		61.480		61.480		61.480		61.480		339.400	

4006 - ESTABLISHMENT OF CRCS

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	150	72.000	150	72.000	150	72.000	150	72.000	150	72.000	360.000	4000
CRC 09	TA,DA FOR CRC CO-ORDINATOR	150	3.000	150	3.000	150	3.000	150	3.000	150	3.000	15.000	2000
CRC P2	FURNITURE FOR CRCS	150	30.000	0	0.000	0	0.000	0	0.000	0	0.000	30.000	20000
CRC B8	EQUIPMENT FOR CRCS	150	15.000	0	0.000	0	0.000	0	0.000	0	0.000	15.000	10000
CRC 05	EXPENSES FOR MONTHLY MEETINGS	150	9.000	150	9.000	150	9.000	150	9.000	150	9.000	45.000	6000
CRC 04	STATIONARY	150	3.750	150	3.750	150	3.750	150	3.750	150	3.750	18.750	2500
CRC 04	HONORARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	150	0.150	150	0.150	150	0.150	150	0.150	150	0.150	0.750	100
CRC W1	EXPERIENCE SHARING WORKSHOP (CRC)	0	0.000	2	0.400	2	0.400	2	0.400	2	0.400	1.600	20000
TOTAL		132.000		88.300		88.300		88.300		88.300		468.100	

Project Costs

dPEP II - Karnataka

4007 - 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 TS	TRAINING FOR VBC MEMBERS	3298	13.192	3298	13.192	3298	13.192	3298	13.192	3298	13.192	55.560	100
TOTAL			13.192		13.192		13.192		13.192		13.192	55.560	

Project Costs

4002 - MICROPLANNING

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.		
MGT 25	CONDUCTING MICROPLANNING	50	4.000	150	12.000	150	12.000	150	12.000	0	0.000	40.000	8000
MGT 2A	TRAINING OF RESOURCE PERSONS FOR MICROPLANNING	40	2.000	40	2.000	40	2.000	0	0.000	0	0.000	4.000	5000
MGT VI	EXPERIENCE SHARING FOR MICROPLANNING	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2.000	10000
TOTAL		6.400		14.400		14.400		12.400		0.400		48.000	

Project Costs

JPEP II - Karnataka

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

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

(Rs. in Lakhs)

ACTVTY CODE	DESCRIPTION	AMOUNT
	ACCESS	
1001	NEW SCHOOL	220.740
1002	NON FORMAL EDUCATION	0.000
2002	IMPROVING EXSITING SCHOOLS	94.390
1003	UPGRADATION OF LPS TO CLASS V	29.820
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.000
1004	STRENGTHENING OF ANGANWANDIS	0.000
	RETENTION	
2001	AWARENESS CAMPAIGNS	3.734
2004	PROVIDING FURNITURE /EQUIPMENT TO NFE CENTRES	0.000
	QUALITY IMPROVEMENT	
3001	ACTIVITY BASED WORKBOOKS	0.000
3002	TEACHERS' GUIDES	0.000
3003	TRAINING PROGRAMMES	0.000
3004	IMPROVING TRAINING INFRASTRUCTURE	304.500
3005	TEACHING LEARNING MATERIALS FOR NFE	0.000
	CAPACITY BUILDING	
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.280
4002	COST OF INFRASTRUCTURAL FACILTIES	24.650
4003	MANAGEMENT INFORMATION SYSTEM	10.250
4004	AUGMENTING DIET	7.300

District : Mysore

Page 2 : 2

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

(Rs. in Lakhs)

ACTVTY CODE	DESCRIPTION	AMOUNT
4005	ESTABLISHMENT OF BRCS	93.480
4006	ESTABLISHMENT OF CRCS	132.900
4007	VILLAGE EDUCATION COMMITTEES	13.192
4008	MICROPLANNING	6.400
	TOTAL	961.636

District : Mysore

Page # : 3

1001 - NEW SCHOOL

Code	Description	Nos.	Rate	Amount (Rs)
PFE C3	CONSTRUCTION OF NEW SCHOOL	50	300000.00	15000000
	L			
PFE C4	DRINKING WATER	50	35000.00	1750000
PFE C5	SANITATION TO NEW SCHOOLS	50	15000.00	750000
PFE CA	ELECTRIFICATION IN SCHOOLS	50	10000.00	500000
PFE A1	SALARY FOR TEACHER TO NEW SCHOOL	97	42000.00	4074000
TOTAL (Rs. Lakhs)				220.740

District : Mysore
Page 4 : 4

2002 - IMPROVING EXSITING SCHOOLS

Code	Description	Nos.	Rate	Amount (Rs)
PFE Q4	MEDICAL CHECKUP FOR CHILD REN	327509	5.00	1637545
PFE E2	ANNUAL GRANT @ RS. 500/- PER TEACHER	6091	500.00	3045500
PFE E1	ANNUAL GRANT @ RS.2000/-P ER SCHOOL FOR IMPROVEMENT	2378	2000.00	4756000
TOTAL, (Rs. Lakhs)				94.390

District : Mysore
Page & : 5

1003 - UPGRADATION OF LPS TO CLASS V

Code	Description	Nos.	Rate	Amount (Rs)
PFE A1	SALARY FOR TEACHER	71	42000.00	2982000
TOTAL (Rs. Lakhs)				29.820

District : Mysore
Page # : 6

2001 - AWARENESS CAMPAIGNS

Code	Description	Nos.	Rate	Amount (Rs)
MED QD	PRODUCTION OF AUDIO CASSETTES	250	175.00	43750
MED QC	MOBILISATION/ENROLLMENT DRIVES	1648	200.00	329600
TOTAL (Rs. Lakhs)				3.734

District : Mysore
Page & : 7

3004 - IMPROVING TRAINING INFRASTRUCTURE

Code	Description	Nos.	Rate	Amount (Rs)
BRC C7	CONSTRUCTION OF BRCS	6	700000.00	4200000
CRC C7	CONSTRUCTION OF CRCS	75	350000.00	26250000
TOTAL (Rs. Lakhs)				304.500

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	5	48000.00	240000
MGT A4	PEON	6	30000.00	180000
MGT A4	DRIVER	2	30000.00	60000
MGT A4	CONSULTANTS	36	8000.00	288000
TOTAL (Rs. Lakhs)				20.280

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	4	350000.00	1400000
MGT B8	OFFICE EQUIPMENT - TYPE WRITER	2	35000.00	70000
MGT M3	REPAIRS AND MAINTENANCE VEHICLE	4	50000.00	200000
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)				24.650

District : Mysore

Page # : 10

4003 - MANAGEMENT INFORMATION SYSTEM

Code	Description	Nos.	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
TOTAL (Rs. Lakhs)				10.250

District : Mysore
Page & : 11

4004 - AUGMENTING DIET

Code	Description	Nos.	Rate	Amount (Rs)
DIT V1	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 SALARY	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
TOTAL (Rs. Lakhs)				7.300

District : Mysore

Page # : 12

4005 - ESTABLISHMENT OF BRCS

Code	Description	Nos.	Rate	Amount (Rs)
BRC A5	SALARY OF BRC CO-ORDINATOR	12	72000.00	864000
BRC A5	SALARY OF 5 BBRC FACULTY	60	60000.00	3600000
BRC O9	TA/DA FOR BRC FACULTY	72	5000.00	360000
BRC A4	SALARY OF CLERK	12	42000.00	504000
BRC A4	SALARY OF PEON	12	30000.00	360000
BRC B7	EQUIPMENT : TELEVISION, CR, OHP	12	50000.00	600000
BRC B3	EQUIPMENT - TELEPHONE	12	20000.00	240000
BRC B6	EQUIPMENT - PHOTOCOPIER	12	150000.00	1800000
BRC F2	FURNITURE	12	50000.00	600000
BRC O6	TELEPHONE CHARGES	12	15000.00	180000
BRC O4	CONSUMABLES & STATIONARY	12	20000.00	240000
TOTAL (Rs. Lakhs)				93.480

4006 - ESTABLISHMENT OF CRCS

Code	Description	Nos.	Rate	Amount (Rs)
CRC A5	SALARY OF CRC CO-ORDINATOR	150	48000.00	7200000
CRC O9	TA.DA FOR CRC CO-ORDINATOR	150	2000.00	300000
CRC F2	FURNITURE FOR CRCS	150	20000.00	3000000
CRC B8	EQUIPMENT FOR CRCS	150	10000.00	1500000
CRC O5	EXPENSES FOR MONTHLY MEETINGS	150	6000.00	900000
CRC O4	STATIONARY	150	2500.00	375000
CRC OA	HONARARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	150	100.00	15000
TOTAL (Rs. Lakhs)				132.900

District : Mysore
Page & : 14

4007 - VILLAGE EDUCATION COMMITTEES

Code	Description	Nos.	Rate	Amount (Rs)
VEC T6	TRAINING FOR VEC MEMBERS	3298	400.00	1319200
TOTAL (Rs. Lakhs)				13.192

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dPEP - Karnataka

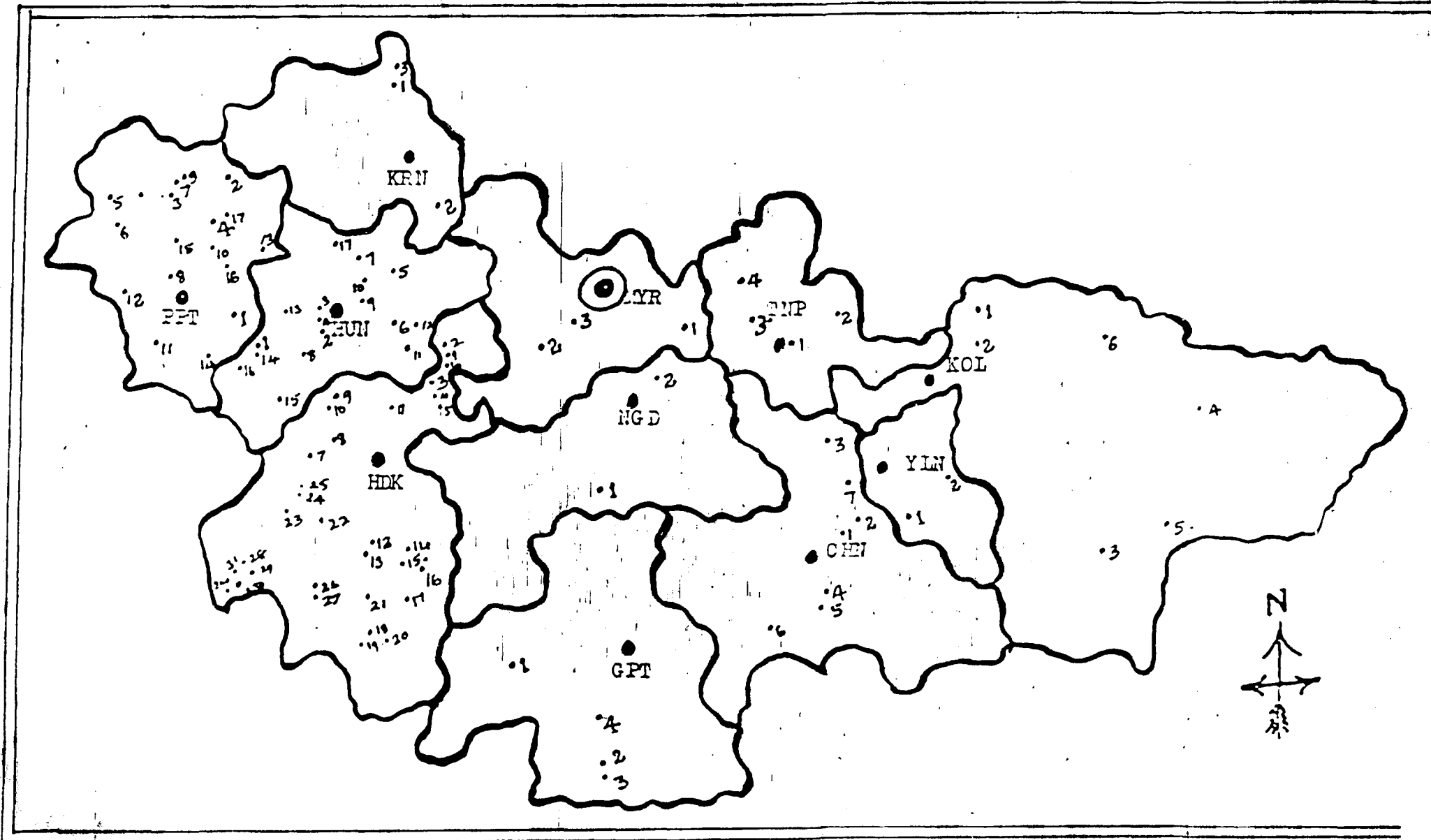
District : Mysore
Page & : 15

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

HABITATIONS WHERE SCHOOLS ARE TO BE OPENED UNDER D.P E P IN MYSORE DISTRICT



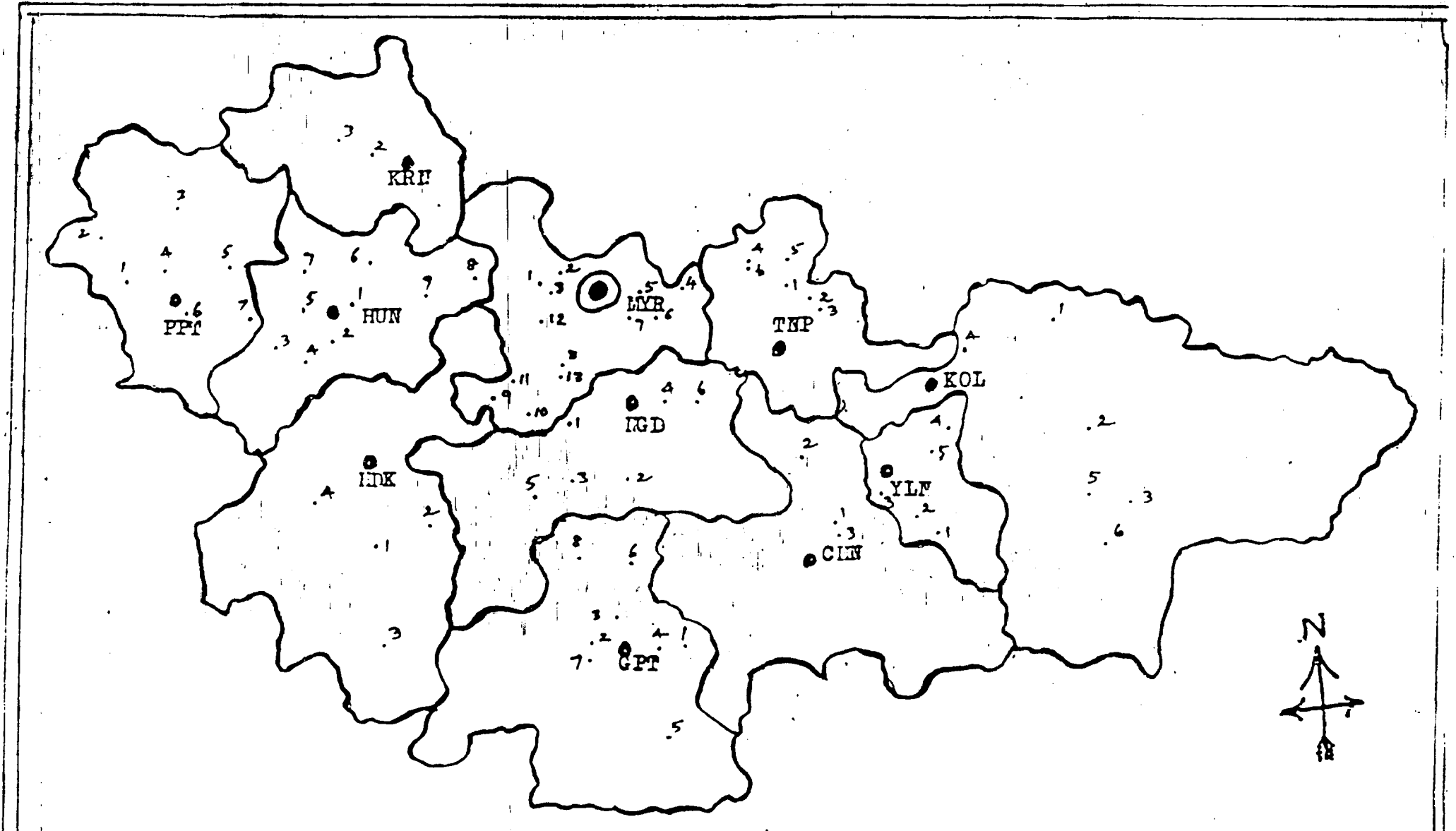
ANNEXURE I**LIST OF HABITATIONS WHERE SCHOOLS ARE TO BE OPENED**

NAME OF THE BLOCK	NAME OF THE HABITATION	ENROLLMENT
1 CHAMARAJANAGAR	1. Jalahallihundi Extension	28
2	2. Kurubaageri	30
3	3. Desavalli	30
4	4. Chandukattemole	35
5	5. Bandigere	40
6	6. Manchagundipura	30
7	7. Suttur	40
8 GUNDLUPET	1. Beechanahalli	20
9	2. Channikatte	25
10	3. Upakaracolony	20
11	4. Melukamanahalli Colony	20
12 H D KOTE	1. Kannegowdanapura	35
13	2. Bannawadi	35
14	3. K Kannenahalli	40
15	4. Avaregere	37
16	5. Karigala	40
17	6. Dasanapura	35
18	7. Hirehalli Girijanahadi	30
19	8. G M Hallihadi	35
20	9. Mushkere V K Colony	45
21	10. Sheriff Girijanahadi	40
22	11. Goolikatte	40
23	12. Bidugadahundi	35
24	13. Sagare hosacolony	35
25	14. Borehalla Alaganje	36
26	15. Mushkere Girijanahadi	36
27	16. MC Thalalawadi	30
28	17. Kallahalli	32
29	18. Nadahadi	40
30	19. Matakere Harijana Colony	30
31	20. Kudali	36
32	21. Malalagadde	25
33	22. C Nurlakuppe	35
34	23. N Belathur Halegate	23
35	24. Ragalakuppe	35
36	25. Sunkadakatte	30
37	26. Jaganakote	40
38	27. Hosakerehundi	38
39	28. Chikkabyrana Kuppe	40
40	29. Hosurhadi	36
41	30. Golur.	40
42	31. Bogepuradahadi	40
43	32. Vadakanamada	40
44 HUNSUR	1. Kalkada	28
45	2. Pakshirajapura	27
46	3. Shabbirnagara	25
47	4. Govidanahalli	20

Shunt?

48		5. Tulasikoppalu	31
49		6. Dasanapura	26
50		7. Maluganahalli	30
51		8. Kudlurhosuru	25
52		9. Sanjeevanagara	30
53		10. Madahalli	27
54		11. Kadavaddaragudi	26
55		12. Tarikalnala	32
56		13. Mutturayanahosahallikaval	26
57		14. Vodlimanuganahalli	25
58		15. Veeranahosahalli	27
59		16. Udavepura	26
60		17. Honnenahalli	26
61	KOLLEGAL	1. Satyagala Handpost	30
62		2. Anjaneyapura	35
63		3. Uyyalanattacolony	25
64		4. Melenurudantahalli	25
65		5. Anchipalya	25
66		6. Naganakattedoddi	30
67	K R NAGAR	1. Sambaravalli	25
68		2. Kempana Koppalu	30
69		3. Arakere	25
70	MYSORE	1. Ranganathapura	45
71		2. Thibbayannahundi	35
72		3. Parasayyanahundi	35
73	NANJANGUD	1. Srinagara	20
74		2. Kahalli	20
75	PERIYAPATNA	1. Chikkabyalalu	26
76		2. Moodalakoppalu	38
77		3. Ragialadamara	20
78		4. Thandregudikoppalu	32
79		5. Belagalubovicolony	20
80		6. Bylakuppa	30
81		7. Chikkanerale	30
82		8. Balekatte	25
83		9. Tarikallu	25
84		10. Aswalu	25
85		11. Alluru	30
86		12. Chikkamagadi	20
87		13. Mantikoppalu	35
88		14. Chowkuru	25
89		15. Konasuru Basaveswaranag	25
90		16. Doddavoddarakeri	20
91		17. Malegowdanakoppalu	20
92	T NARSIPURA	1. Triveni Nagara	20
93		2. Hosanaripura	20
94		3. Chikkalaxmipura	20
95		4. Bannurukandasari Karkhane	25
96	YALANDUR	1. Mellahalli	30
97		2. Shivakalli	30

LOWER PRIMARY SCHOOLS TO BE UPGRADED AS UPPER PRIMARY SCHOOLS IN MYSORE DISTRICT UNDER D.P.E.P



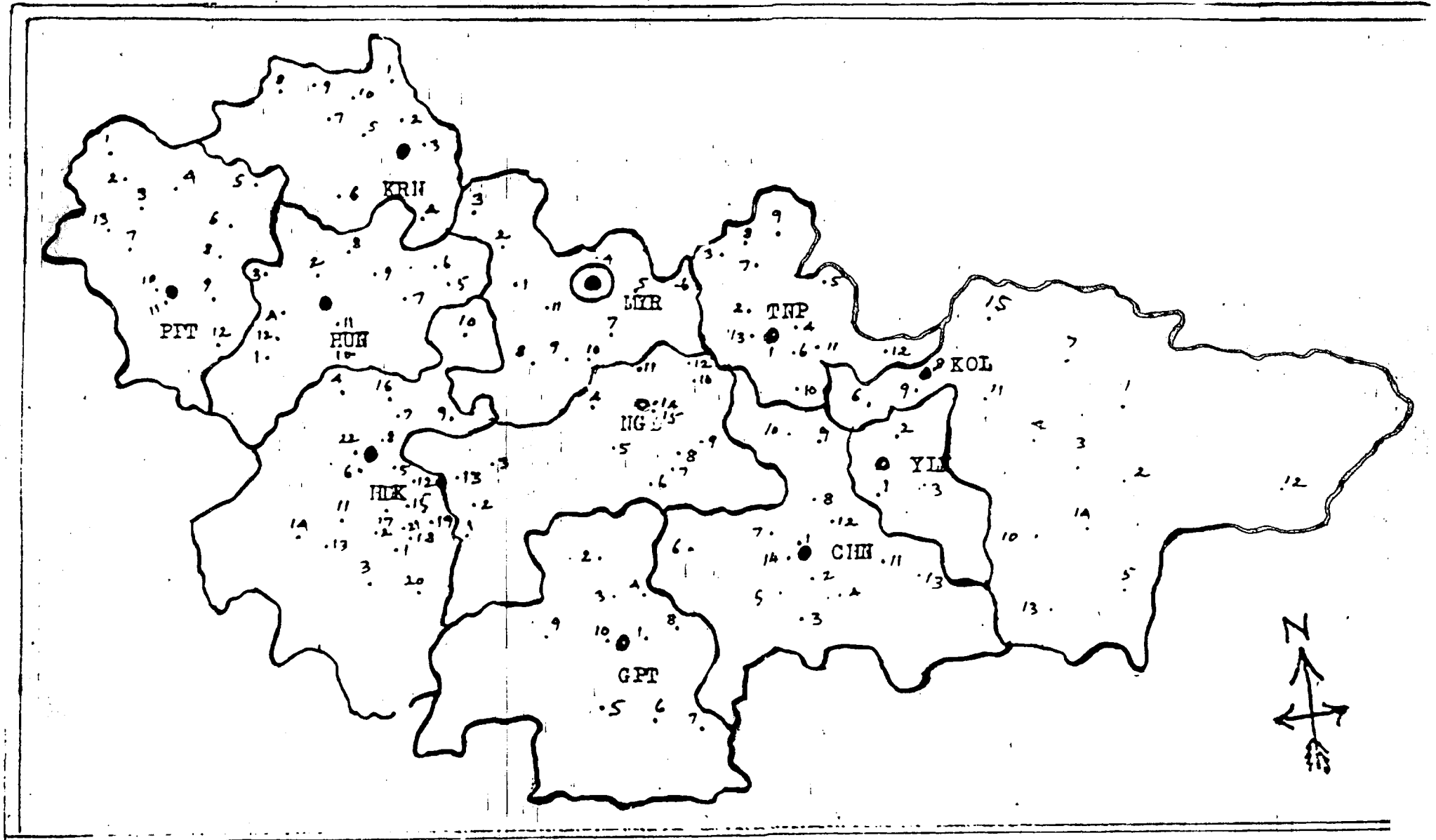
ANNEXURE - II

LIST OF LPS TO BE UPGRADED TO V STD

1	CHAMARAJANAGARA	1. Kariyanakatte
2		2. Jannuru Hosuru
3		3. Kudluru
4	GUNDLUPET	1. Kaggala
5		2. Madahalli
6		3. Malavalli
7		4. Doddathippuru
8		5. Yeriuru
9		6. Kodagapura
10		7. Mallayyanapura
11		8. Kotekere
12	H D KOTE	1. Agattur
13		2. Halasuru
14		3. Kadabeguru
15		4. Hirehalli - A
16	HUNSUR	1. Mookanahalli
17		2. Ummathur
18		3. BR Kavalu
19		4. Haralahalli
20		5. Yashodarapura
21		6. Biligere
22		7. Chittekyathanahalli
23		8. Bettathur
24		9. Rangayyanakopplau
25	KOLLEGAL	1. Banur
26		2. Chinchalli
27		3. Palanimedu
28		4. Halehampapura
29		5. Kanchalli
30		6. Dinnalli (urdu)
31	K R NAGARA	1. Beechnahalli Koppalu
32		2. Hebbalu Extension
33		3. Sriramapura
34		4. Dommnahalli
35	MYSORE	1. K Hemmanahalli
36		2. Hinkalhundi
37		3. Kumarabeedu
38		4. Hallikerehundi
39		5. Bhaktarahalli
40		6. Pillahalli
41		7. Marashettihalli
42		8. Kellahalli
43		9. Madduru
44		10. Mandanahalli
45		11. S Kallahalli
46		12. Anagalli
47		13. T Katooru
48	NANJANGUD	1. Ahalya
49		2. Navilooru
50		3. Haratale
51		4. Mulluru

52		5. Siddegowdanahundi
53		6. Gejjegannahalli
54	PERIYAPATNA	1. Navilooru
55		2. Doddaharave
56		3. Salukoppalu
57		4. Hemmige
58		5. Malaganakere
59		6. Abburu
60		7. Borehosahalli
61	T NARSIPUR	1. Vaddarakoppalu
62		2. Naragyathanahalli
63		3. Naripura (urdu)
64		4. Madigahalli
65		5. Nanjapura
66		6. Arahottigekopplau
67	YALANDUR	1. Gumballi
68		2. Y K Mole (2)
69		3. Duggatti
70		4. Bannisarige
71		5. Alkereagrahara

LOCATION OF CLUSTER RESOURCE CENTRES IN MYSORE DISTRICT UNDER D.P.E.P



ANNEXURE - III**CLUSTER RESOURCE CENTRES.**

Name of the Block	Name of Pry School C.R.C. will be located.	No. of Pry. Scis	Whether site attached to C.R.C is available.
1 CHAMARAJANAGAR	1) Chamarajanagara Town	36	Yes
2	2) Haradanahally	14	Yes
3	3) Arakalavady	13	Yes
4	4) Venkataiana chtra	25	Yes
5	5) Udigala	17	Yes
6	6) Harve	22	Yes
7	7) Badanaguppa	13	Yes
8	8) Mangala	23	Yes
9	9) Santhamarahally	12	Yes
10	10) Kuderu	25	Yes
11	11) Chandakavady	17	Yes
12	12) Kagalavady	23	Yes
13	13) Nagavalli	10	Yes
14	14) Chamarajanagara Urdu Main	20	Yes
15 GUNDLUPETE	1) Chikkathuppuru	15	Yes
16	2) Beguru	27	Yes
17	3) Agathagowdanahally	14	Yes
18	4) Kabbally	15	Yes
19	5) Hangala	20	Yes
20	6) Bommalapura	17	Yes
21	7) Vaddagere	10	Yes
22	8) Therekanambi	21	Yes
23	9) Bharagi	13	Yes
24	10) Gundlupet	31	Yes
25 HEGGADDEVANKOTE	1) Hegganuru Colony	7	Yes
26	2) Beechanahally	16	Yes
27	3) B. Matakere	11	Yes
28	4) Annuru	18	Yes
29	5) Manuganahally	9	Yes
30	6) Naganahally	19	Yes
31	7) Madapura	18	Yes
32	8) K.Belathuru	7	Yes
33	9) Hampapura	17	Yes
34	10) Alanahally	16	Yes
35	11) Antharasanthe	9	Yes
36	12) Nanjipura	7	Yes
37	13) M.Beguru	10	Yes
38	14) Magge	13	Yes
39	15) Thumbasoge	12	Yes
40	16) Savve	22	Yes
41	17) Anagatti	8	Yes
42	18) Dadanahally	13	Yes
43	19) Mulluru	5	Yes
44	20) M.C.Thalalu	11	Yes
45	21) Saraguru	10	Yes
46	22) H.D.Kote	18	Yes
47 HUNSUR	1) Hanagodu	26	Yes
48	2) Kattemalavadi	22	Yes
49	3) Chilkunda	15	Yes

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59	KOLLEGAL		
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4) Bilikere	23	Yes
5) Bolanahally	10	Yes
6) Challahally	13	Yes
7) Gavadagere	15	Yes
8) Bannikuppe	29	Yes
9) Karimuddanahally	13	Yes
10) Thattekere	19	Yes
11) Aspathrekaval	28	Yes
12) Kallahally	15	Yes
1) Bandahally	15	Yes
2) Cowdahally	25	Yes
3) Hanuru	15	Yes
4) Kamagere	20	Yes
5) Kuduru	18	Yes
6) Kunthuru	15	Yes
7) Kotthanuru	13	Yes
8) Kollegala Town	19	Yes
9) Mudigundam	16	Yes
10) Lokkanahally	15	Yes
11) Maduvinahally	11	Yes
12) M.M.Hills	16	Yes
13) Vodayarapalya	15	Yes
14) Ramapura	26	Yes
15) Sathegala	19	Yes
1) Beriya	26	Yes
2) Hampapura	15	Yes
3) Kaggere	13	Yes
4) Arakere Koppalu	21	Yes
5) Hebbalu	18	Yes
6) Mavathuru	11	Yes
7) Hosuru	32	Yes
8) Hanasoge	13	Yes
9) Saligrama	27	Yes
10) Mirle	24	Yes
11) Melur	24	Yes
12) Haradanalli	18	Yes
1) Beenhundi	21	Yes
2) Elavala	23	Yes
3) Kallurunaganahally	18	Yes
4) K.R.Mills	13	Yes
5) Varuna	20	Yes
6) Mellahally	21	Yes
7) Devalapura	21	Yes
8) Jayapura	18	Yes
9) Udburu	13	Yes
10) Kadakola	15	Yes
11) Shrirampura	12	Yes
1) Hediya	16	Yes
2) Pura	23	Yes
3) Hullahally	16	Yes
4) Debur	13	Yes
5) Kalale	15	Yes
6) Kudlapura	15	Yes
7) Hemmaragala	11	Yes
8) Badanavala	20	Yes
9) Thagaduru	24	Yes

Sheet1

106	10) Suthuru	21	Yes
107	11) Thandava pura	18	Yes
108	12) Hosakote	12	Yes
109	13) Kappasoge	16	Yes
110	14) Nanjangud Dalvayi	21	Yes
111	15) Nagamma Govt. Girls HRS.	18	Yes
112	MYSORE CITY		
113	1 GHPS Girls Laxmipuram	25	Yes
114	2 GHPS Sewage Farm Road K:	23	Yes
115	3 GHPS Model Ashokapuram	20	Yes
116	4 GHPS.Kuvempunagar	28	Yes
117	5 GHPS N.R.Mohalla	37	Yes
118	6 GHPS.Horselane, Jyothinaga	37	Yes
119	7 GHPS Urdu, Central	42	Yes
120	8 GHPS.Giriboipalya	24	Yes
121	9 GHPS. Hebbal	26	Yes
122	10 GHPS, Rajendranagar	30	Yes
123	PERIYAPATNA		
124	1) Kanagal	19	Yes
125	2) Harnahally	18	Yes
126	3) Bhuvanahally	17	Yes
127	4) Bettadapura	20	Yes
128	5) Kitturu	18	Yes
129	6) Ravandur	22	Yes
130	7) Hunasavady	17	Yes
131	8) Doddabyalalu	17	Yes
132	9) Kamalapura	11	Yes
133	10) (Kote) Periyapatna Town	20	Yes
134	11) (Pete) Periyapatna Town	16	Yes
135	12) Panchavalli	12	Yes
136	13) Bylakuppe	17	Yes
137	T.NARASIPURA		
138	1) T.Narasipura Town	14	Yes
139	2) Yadathore	13	Yes
140	3) Rangasamudra	14	Yes
141	4) Sosle	14	Yes
142	5) Chidrahally	24	Yes
143	6) Kodagahally	5	Yes
144	7) Musuvinakoppalu	8	Yes
145	8) Banuru	20	Yes
146	9) Menesikyathanahally	21	Yes
147	10) Muguru	21	Yes
148	11) Madapura	22	Yes
149	12) Talakadu	18	Yes
150	13) Gargeshwari	18	Yes
	YALANDUR		
	1) Amble	20	Yes
	2) Madduru	22	Yes
	3) Gumbally	18	Yes

ANNEXURE - IV

NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS AVAILABLE CHAMARAJANAGAR RANGE (MYSORE DISTRICT)

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	4	22	-	-	-	-	-	-	26
2	17	73	10	-	-	-	-	-	100
3	-	13	5	1	1	-	-	-	20
4	-	-	5	3	-	-	-	-	8
5 & above	-	-	3	-	2	1	-	-	6
Total	21	108	23	4	3	1			160
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-
3	-	-	5	-	2	-	-	-	7
4	-	-	4	7	3	-	-	-	14
5	-	-	4	5	3	4	-	-	16
6	-	-	-	10	2	3	-	-	15
7	-	-	-	-	1	2	-	-	3
8 & above	-	-	-	-	-	-	-	25	25
Total			13	22	11	9	-	25	80

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN GUNDLUPET RANGE (MYSORE DISTRICT)**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	4	3	-	-	-	-	-	-	07
2	12	64	10	-	-	-	-	-	86
3	-	10	5	-	-	-	-	-	15
4	-	3	-	-	-	-	-	-	3
5 & above	-	-	-	-	-	-	-	1	1
Total	16	80	15	-	-	-	-	1	112
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-
3	-	-	5	1	-	-	-	-	06
4	-	-	4	4	-	-	-	-	08
5	-	-	8	4	1	-	-	-	13
6	-	-	-	6	-	2	-	-	08
7	-	-	-	2	3	4	-	-	09
8 & above	-	-	-	-	-	-	5	12	17
Total	-	-	17	17	4	6	5	12	61

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN HEGGADADEVANA KOTE RANGE (MYSORE DISTRICT)**

Lower-Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	4	3	-	-	-	-	-	-	07
2	12	64	10	-	-	-	-	-	86
3	-	10	5	-	-	-	-	-	17
4	-	-	2	-	-	-	-	-	02
5 & above	-	-	-	1	-	-	-	1	02
Total	16	77	17	1	-	-	-	1	114
Higher Primary School									
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	3	-	-	-	-	-	03
3	-	-	18	1	2	-	-	-	21
4	-	-	10	8	2	-	-	-	20
5	-	-	1	-	2	1	-	-	04
6	-	-	-	10	-	1	-	-	11
7	-	-	-	5	2	5	-	-	12
8 & above	-	-	-	-	-	-	4	8	12
Total			32	24	08	07	04	08	83

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN KOLLEGAL RANGE (MYSORE DISTRICT)**

Lower Primary School	Number of Teachers									
	Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
	1	18	23	-	-	-	-	-	-	41
	2	19	59	16	-	-	-	-	-	94
	3	-	3	1	2	-	-	-	-	06
	4	-	-	3	-	-	-	-	-	03
	5 & above	-	-	-	-	-	-	-	-	-
	Total	37	85	20	2	-	-	-	-	144
Higher Primary School	Number of Teachers									
	Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
	1	-	-	-	-	-	-	-	-	-
	2	-	-	7	-	-	-	-	-	07
	3	-	-	8	4	-	-	-	-	12
	4	-	-	6	4	9	-	-	-	19
	5	-	-	3	4	2	3	-	-	12
	6	-	-	-	1	1	-	-	-	02
	7	-	-	-	2	-	-	-	-	02
	8 & above	-	-	-	-	2	-	2	14	18
	Total	-	-	24	15	14	03	02	14	72

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN HUNSUR RANGE (MYSORE DISTRICT)**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	7	20	-	-	-	-	-	-	27
2	15	75	13	-	-	-	-	-	103
3	-	12	4	-	-	-	-	-	16
4	-	-	2	1	-	-	-	-	03
5 & above	-	-	-	-	-	-	-	-	-
Total	22	107	19	1	-	-	-	-	149
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	6	-	-	-	-	-	06
3	-	-	16	-	2	-	-	-	18
4	-	-	10	8	3	-	-	-	21
5	-	-	3	5	2	1	-	-	11
6	-	-	-	6	1	2	-	-	09
7	-	-	-	-	1	5	-	-	06
8 & above	-	-	-	-	-	-	2	11	13
Total	-	-	35	19	09	08	02	11	84

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN K.R. NAGAR RANGE (MYSORE DISTRICT)**

Lower Primary School	Number of Teachers								
	1	2	3	4	5	6	7	8 & above	Total
1	14	8	-	-	-	-	-	-	22
2	2	84	6	-	-	-	-	-	92
3	-	10	3	-	-	-	-	-	13
4	-	-	5	-	1	-	-	-	06
5 & above	-	-	-	1	1	-	1	1	04
Total	16	102	14	1	2	-	1	1	137

Higher Primary School	Number of Teachers								
	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	7	-	-	-	-	-	07
3	-	-	8	1	1	-	-	-	10
4	-	-	2	8	5	-	-	-	15
5	-	-	2	3	-	1	-	-	06
6	-	-	-	8	1	3	-	-	12
7	-	-	-	2	3	6	-	-	11
8 & above	-	-	-	-	-	2	1	18	21
Total	-	-	19	22	10	12	01	18	82

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN MYSORE CITY**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	3	7	-	-	-	-	-	-	10
2	4	7	7	-	-	-	-	-	18
3	-	4	1	-	-	-	-	-	05
4	-	-	1	3	3	-	-	-	07
5 & above	-	-	2	3	1	-	1	-	07
Total	07	18	11	6	4	-	1	-	47
Higher Primary School									
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-
3	-	-	1	1	2	-	-	-	04
4	-	-	-	-	10	-	-	-	10
5	-	-	-	-	-	6	-	-	06
6	-	-	-	-	-	11	-	-	11
7	-	-	-	-	-	5	-	-	05
8 & above	-	-	-	-	-	2	2	37	41
Total	-	-	01	01	12	24	02	37	77

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN MYSORE TALUK RANGE**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	8	14	-	-	-	-	-	-	22
2	7	72	29	-	-	-	-	-	101
3	-	2	4	-	-	-	-	-	06
4	-	-	3	-	-	-	-	-	03
5 & above	-	-	-	1	1	-	-	-	02
Total	15	88	36	1	1	-	-	-	134
Higher Primary School									
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	1	-	-	-	-	-	01
3	-	-	1	1	1	-	-	-	03
4	-	-	2	2	2	-	-	-	06
5	-	-	-	4	4	5	-	-	13
6	-	-	-	2	4	7	-	-	13
7	-	-	-	1	2	5	-	-	08
8 & above	-	-	-	-	-	3	6	10	19
Total	-	-	04	10	13	20	6	10	63

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN NANJANGUD RANGE**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	6	12	-	-	-	-	-	-	18
2	21	91	15	-	-	-	-	-	127
3	-	6	4	1	-	-	-	-	11
4	-	-	-	1	-	-	-	-	01
5 & above	-	-	-	-	-	-	-	-	-
Total	27	109	19	2	-	-	-	-	157
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	12	-	-	-	-	-	12
3	-	-	16	5	3	-	-	-	24
4	-	-	6	4	3	-	-	-	13
5	-	-	4	4	6	4	-	-	18
6	-	-	-	2	3	1	1	-	07
7	-	-	-	-	4	3	-	-	07
8 & above	-	-	-	-	3	2	4	15	24
Total			38	15	22	10	6	15	106

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN PERIYAPATNA RANGE**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	12	16	-	-	-	-	-	-	28
2	17	86	11	-	-	-	-	-	114
3	-	10	7	1	-	-	-	-	18
4	-	-	1	-	1	-	-	-	02
5 & above	-	-	-	1	-	2	-	-	03
Total	29	112	19	2	1	2	-	-	165
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	2	-	-	-	-	-	02
3	-	-	8	5	1	-	-	-	14
4	-	-	5	-	3	-	-	-	08
5	-	-	3	6	1	1	-	-	11
6	-	-	-	5	1	-	-	-	06
7	-	-	-	5	4	3	-	-	12
8 & above	-	-	-	-	-	2	1	7	10
Total	-	-	18	21	10	6	1	7	63

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN T. NARASIPURA RANGE**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	8	17	-	-	-	-	-	-	25
2	31	62	5	-	-	-	-	-	98
3	-	15	2	-	-	-	-	-	17
4	-	-	1	1	-	-	-	-	02
5 & above	-	-	-	5	-	-	1	2	08
Total	39	94	8	6	-	-	1	2	150
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	1	-	-	-	-	-	01
3	-	-	4	3	1	-	-	-	08
4	-	-	7	4	-	-	-	-	11
5	-	-	1	3	2	2	-	-	08
6	-	-	-	3	5	5	-	-	13
7	-	-	-	2	3	8	-	-	13
8 & above	-	-	-	-	3	2	1	11	17
Total	-	-	13	15	14	17	1	11	71

**NUMBER OF TEACHERS WORKING VS NUMBER OF CLASSROOMS
AVAILABLE IN YELANDUR RANGE**

Lower Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	1	3	-	-	-	-	-	-	04
2	5	15	1	-	-	-	-	-	21
3	-	-	7	-	-	-	-	-	07
4	-	-	4	1	-	-	-	-	05
5 & above	-	-	-	-	-	-	-	-	-
Total	6	18	12	1	-	-	-	-	37
Higher Primary School	Number of Teachers								
Number of Rooms	1	2	3	4	5	6	7	8 & above	Total
1	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-
3	-	-	-	1	1	-	-	-	02
4	-	-	-	2	2	-	-	-	04
5	-	-	-	1	2	1	-	-	04
6	-	-	-	-	-	1	-	-	01
7	-	-	-	-	2	-	-	-	02
8 & above	-	-	-	-	-	-	-	5	05
Total	-	-	-	4	7	2	-	5	18

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