

SARVA SHIKSHA ABHYANA

2000-2010



2007

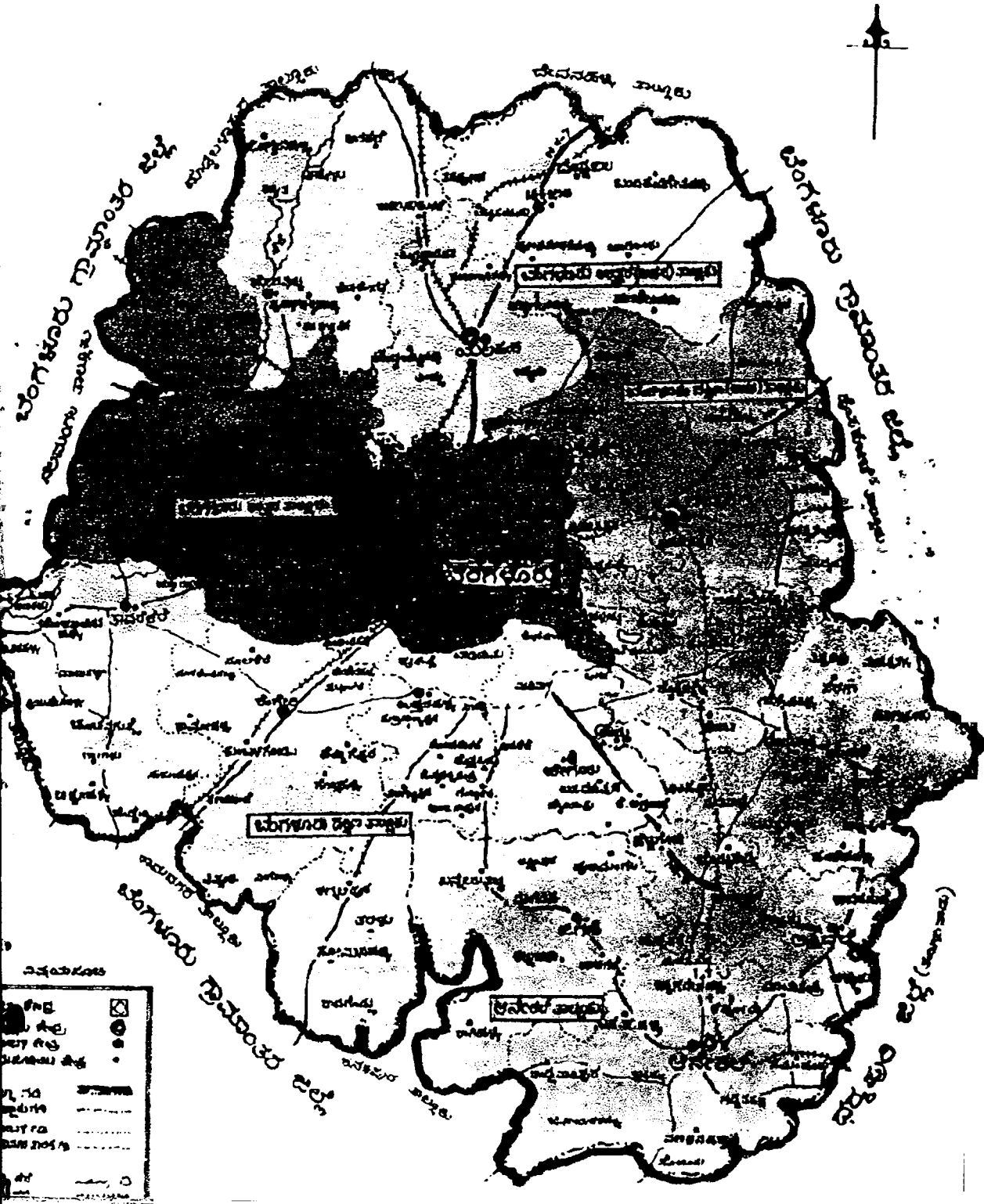


2001



**PERSPECTIVE PLAN
BANGALORE SOUTH
DISTRICT**

BANGALORE CITY DISTRICT



BANGALORE SOUTH DISTRICT



Sri M.Nataraju D.D.P.I.
BANGALORE SOUTH DISTRICT

C O N T E N T S

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PLANNING TEAM	ZILLA SARVA SHIKSHA ABHIYAN SAMITI DISTRICT PLANNING TEAM DISTRICT RESOURCE TEAM	
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“ Zilla Sarva Shiksa Abhiyana”Samiti

List of Members

- 1) **Sri A. Krishnappa.**
The Hon'ble Minister for Animal Husbandry
And Sugar, also the Hon'ble Minister for
Bangalore South district.: Honorary President
- 2) **Sri Basavaraj.**
President, Zilla Panchayat: President
- 3) **Smt Rathna G.Reddy.**
Presidet, Health and Education standing
Committee, Zilla Panchayat: Vice President
- 4) **Sri P.G Nayak**
Chief Executive Officer. Working President
- 5) **Sri M. Nataraju**
DDPI Bangalore south Member Secretary
- 6) **Sri C.V Thirumala Rao**
DDPI Development
(DIET Urban) Member
- 7) **Smt Yashoda Bopanna**
Educational Officer
Bangalore South district Nodal Officer
- 8) **Smt Geeta (Interested in education)**
Head Mistress
G.H.S Hombegowdanagar Member
- 9) **Sri V.S Krishna murthy. A.M(Interested in education)**
Sri swamy Vivekananda High School. Member
Banashankari I Stage
- 10) **Smt. Rashmi**
MAYA (NGO) Member
- 11) **Smt. Kanchan Banerji**

Akshara foundation (NGO)	Member
12) Smt. S.N Shylajamma Vice principal, Govt Jr college, Varthur	Member
12) Smt Padmashree .R.P. Subject Inspector O/O The DDPI, Bangalore south	Member
13) Sri Nanjeshha Gowda President, District Primary teachers Association, Bangalore South	Member

DISTRICT RESOURCE GROUP

1. Sri. M. Nataraju D.D.P.I (ADMIN)	President
2. Sri. Thirumala Rao. C.V. D.D.P.I(DEVELOPMENT) :	Member
3. Smt. Yashoda Bopanna. Educational Officer :	Member-Secretary
4. Smt.Padma Shree. R.P. Subject Inspector.	Member
5. Sri. Srinivasalu BEO, South Range I	Member
6. Sri. D. Venkateshah BEO, South Range II	Member
7. Sri. Nagarajan C. BEO, South Range III	Member
8. Sri. Hiremath S.C BEO, Anekal.	Member
9. Sri. Venkateshiah, BRC Coordinator,S 1.	Member
10. Smt. Shylajamma. S.N,	

BRC Coordinator, S 2.	Member
11. Sri. Muni Reddy, BRC Coordinator, Anekal.	Member
12. Smt. Veena Naik, Senior Lecturer, DIET.	Member
13. Smt. Kanchan Baneerji(NGO), Akshara Foundation	Member
14. Smt.Rashmi (NGO), MAYA.	Member
15. Smt.P.P. Soumya, Head Mistress, GHS, Sultanpet.	Member
16. Sri. Najesh Gowda, President, District primary teachers association.	Member
17. Sri. Shridhar Murthy, Secretary, District Saksharatha Samithi.	Member.
18. Sri. Krishnamurthy. V.S. Teacher & Computer Analyst.	Member

CHAPTER - 7

DISTRICT BACKGROUD

CHAPTER I

BACKGROUND – BANGALORE SOUTH DISTRICT

Historical Background:

Bangalore, is now what we call India's Silicon valley along with aerospace research, biotechnology and dozens of premier educational institutions. It is perhaps the most westernized city in India. Legend says that a prosperous king of the 11th century, Veera Ballala the 2nd, was on an expedition when he lost his way in the thick forest. After a tiring search for some habitation, he came across an isolated hut. He knocked on the door and was warmly welcomed by a poor woman. The woman had nothing to offer the king, except some boiled beans. The king sumptuously ate the humble meal and left the hut gratefully. He later named the town that sprang up in the region 'Bendakalooru' or the town of boiled beans. The name changed as time passed and we have a connoted version of the original today.

In the year 1537, Kempegowda founded the town of Bangalore and his son Kempegowda II built the famous towers at the four corners of the old city. In 1638, Shahaji Bhonsic, the father of Shivaji captured the city. In 1687, Aurangzeb's army captured the city and sold it to the Wodeyar's for the paltry sum of 3 lakhs, three years later the city was gifted to Wodeyar's in 1759, he built the famous Lal Bagh, one of the Bangalore's most beautifully laid out gardens. The British made an entry into Bangalore and took over administration in 1831. In 1864, the lovely Cubbon Park was built by Sankey.

The Bangalore district came into existence from August 15, 1986 with the division of the erstwhile district into Bangalore rural and Bangalore urban districts. The district is smallest in size but in its population, it stands first according to the census of 1981 and 1991. Bangalore district has 3 taluks namely, Anekal, Bangalore North (including Dasanpura Hobli from the old Nelamangala taluk and Jala Hobli from the old Devanahally), and Bangalore South(including Tavarekere Hobli from the old Magadi taluk and Bidarahalli

Hobli from the old Hosakote taluk). Bangalore city is part of the Bangalore North and Bangalore South taluks, the area being divided between these taluks. Bangalore being the head quarters of the state, the city is the chief administrative center clustered with numerous state and divisional level government departments and officers associated with the legislative, executive and judicial wings of administration. The city is the head quarters at both the Bangalore rural and Bangalore Urban districts.

Bangalore district is located in the south eastern corner of Karnataka state with a geographical area of 2,191 sq km. The district lies stretched between the latitudinal parallels of 12 degree N and 13 degree 18 minutes N on the one hand and the longitudinal meridians of 77 degrees 22 minutes E and 77 degrees 52 minutes E on the other . The maximum distance from the southern tip is about 58 km and that between western and eastern tip is abuth 50 km. The outline of the district roughly resembles an inclined rectangle which appears to be resting on its south east-corner. The district is surrounded by Banglaore rural district on the north west and east, except a part of the district on the south and east bounded by Dharmapuri district of Tamil nadu state.

The Bangalore district comprises of 3 revenue taluks, 17 hoblis, 718 inhabited and 52 uninhabited villages and 187 village panchayat. Quite a large number of villages have lost their independent village status as these have been included in urban areas. BMC and BDA with the out-growths thereof happened to be the single largest unit which accounts for a larger number of such villages. Though the geographical area of Bangalore city corporation and BDA spreads over the taluks of Bangalore north and Bangalore south, the city is for all administrative purposes reckoned as belonging for Bangalore north taluk. Bangalore city corporation and Bangalore Development Authority have been treaed as a separate units.

Bangalore South District is surrounded by –by north, North taluk, by south, Kanakapura and Ramanagara taluk of Bangalore rural district, by east Hosakote taluk of Bangalore rural district and Dharmapuri district of Tamil Nadu, by west Nelamangala and Magadi of Bangalore rural District. The district comprises of 11 hoblis, 485 villages, 2 TMC's, and 5 CMC's, and 74 Grama panchayats. Anekal Taluk consists of 4 Hobli's(Kasaba, Jigani, Attibele, Sarjapura) with 224 villages, one town and 32 panchayats. K.R.Puram hobli which comes under south III educational range, will be given the status of additional revenue taluk shortly. The district has 4 Education blocks namely South Range 1, South Range2, South Range3 and Anekal. For educational purpose the south taluk and Anekal are clubbed together in to Bangalore South educational district.

TABLE 1.1

The distribution of hobli's, coporation wards, tmc's, cmc's and village pancayats block wise in Bangalore south district

BLOCKS	HOBLIS	CORPORATION WARDS	TMC	CMC	VILLAGE PANCHAYAT
BLOCK RANGE I	3	23	1	2	21
BLOCK RANGE II	0	10	0	0	0
BLOCK RANGE III	4	21	0	3	21
ANEKAL	4	0	1	0	32
TOTAL	11	54	2	5	74

Source: BEO's 2001

The Bangalore district has an area of 2,191 sq.km. and it ranks 20th among the district and forms about 1.14 percent of the total area of state. The district stands first in population and density in the state. The district has 9.41 percent of the total population of the state and 27.41 percent of the total urban population of the state. The rural population of the district forms only about 2.1 percent of the total population of the state. The density of population of the district is about 2979 while the density of population of the city is 16399. The

urban population of the district forms about 84% of the total population of the district.

Table 1.2
The population growth of Bangalore South District from 1961

YEAR		BANGALORE SOUTH TALUK	ANEKAL	BANGALORE CITY AND BDA	TOTAL
1961	RURAL	98790	97594		196384
	URBAN	28362	14710	1093798	1136870
	TOTAL	124152	112304	1093798	1330254
1971	RURAL	225532	112296		337828
	URBAN	59024	17304	1540741	1617069
	TOTAL	284556	129600	15407414	15821570
1981	RURAL	224404	146273		370677
	URBAN	221177	19267	2476355	2716799
	TOTAL	445581	165540	2476355	3087476
1991	RURAL	171157	196221		196095
	URBAN	606256	24938	1684284	606256
	TOTAL	877413	221159		902351

Source: Karnataka Gazetteer 1991

SEX RATIO:

The number of females to one thousand males is the sex ratio of any given population. Sex ratio to some extent, is influenced by the rural-urban migration, preference of male to female children, maternal mortality, etc.

Table 1.4**The decade-wise sex ratio of the district from 1961 to 1999**

Years	Rural	Urban	Total
1961	960	875	890
1971	923	875	886
1981	922	896	900
1991	909	902	903
2001		906	906

Source: Karnataka Gazetteer

TOPOGRAPHY:

As far as topography is concerned Bangalore south district represents uneven landscapes with intermingling of hills and valleys. Bare rocky out crops of granites raising 30 to 70 mts above ground level are common in the southern portion. The highest point is 908 mts above mean sea level and lowest point 720 mts above mean sea level. Anekal taluk in Bangalore south district represents uneven landscapes with intermingling of hills and valleys. The ground is much dissected and is a region of rapid erosion. The eastern portion of the taluk forms a plain country. The western portion is jungle and marked by a continuous range of hills, through which several rivulets combine together and drain into the Arkavati. The water falling on the eastern portions of the taluk drain into the south Pinakini near Hosur

(Dharmapuri District) beyond the state boundary.

CLIMATE:

Bangalore is considered to be climatically well favoured district situated in the south Deccan Peninsular India. It is free from extremes and is classified with four seasons. The dry season with clear dry weather is from December to February, the summer season from March to May is followed by the South-West monsoon season from June to September. October and November constitute the post monsoon or retreating monsoon season. It has an agreeable range of

temperature from the highest maximum of 33 degrees Celsius in April to the lowest minimum of 14 degrees Celsius. The mean annual rainfall is 859.6mm and the mean number of rainy days is about 57. However, Bangalore climate is congenial for excellent functioning of schools and other institutions.

MAJOR OCCUPATION:

The major occupations in the district are agriculture, sericulture, horticulture, fishery, animal husbandry, poultry, trade, looms industry etc.,. Agriculture is the main occupation of the people in rural areas of the district. The major crops are paddy, ragi and pulses. In the urban area land has assumed different dimension on account of the ever-growing demand for land that is used for non-agricultural purposes. The net sown area stood at 1,02,333 hectares and constituted 47.07% of the total reported area of the district. Tank irrigation is mainly used for growing horticultural crops, which is a common feature in the district. The contribution of horticulture to the economy of the district is quite substantial. MAJOR crops of the district are Ragi, commercial crops, vegetables, fruits, flowers etc., are grown in the rural belt of the district.

BANKING, TRADE AND COMMERCE:

Bangalore is an important center of Banking, Trade and Commerce. By 1952 Bangalore city had in all 36 branches of commercial banks operated by 20 banking companies including one foreign bank that is the present Grindlay's Bank. Bangalore office of Reserve Bank of India was opened in 1953 in order to function mainly as Banker's Bank. Bangalore to its credit has Bangalore Stock Exchange, as it is the important segment of Capital Market which provides the liquidity for Shares, Debentures and gilt-edged securities.

ECONOMY:

Bangalore district has been economically a highly advanced region in Karnataka. The district derives lions share of its income from secondary and tertiary sectors, agriculture and allied activities. The vast growth of the city has created several socio-economic and ecological problems. The ecological

imbalance due to the increased vehicular traffic, high raised concrete building, polluted atmosphere, the congested habitations and slums have posed a threat to the planners of the city.

TOURISIM:

Bangalore district has abundant tourist importance with the state capital being included in it. Lai Bagh, Cubbon park, National park at Bannerghatta, Tippu's fort, IT Park, Big Banyan tree, Vishveshwaraiah industrial and technological museum, Vidhana Soudha, Iskon Temple, Someshwara temple etc.,

INDUSTRIES:

Industries enjoys pivotal place in the economy of the district. There are a large and medium scale industries in the district. Industrial units that are here came up during the last three decades especially in the private sectors. There are household industries like manufacturing of Agarbathis and petty household industries. Bangalore city is the most prominent trading and commercial center. It has major banking industries and there are as many as 586 branches of commercial banks. Transport and storage as well as communication sectors also make a significant contribution to the economy of the district. Bangalore city is one of the major stations on railways network of the country. It is linked with several important places by a good network of roads. Hotel industry is flourishing industry, which attracts the people from outside. Bangalore city is the nerve center of various religions, social and cultural organizations. Major industries of Bangalore are Techno park at Whitefield, Keonics, TVS, MICO BOSCH, BEML, REMCO, KAVIKA, BHEL, ITI, HAL, BPL, INFOSYS, NGEF, ITI, KHODAYS, UNITED BREWERIES, SONATA, TOYOTA –KIRLOSKAR, WIPRO, etc.

There are sufficient medical facilities in the district both in government and non government sectors.

Hospitals like NIMHANS, KIDWAI, MALLYA, JJAYADEVA, VICTORIA, VANIVILAS, HOSMAT, MINTO, SANJAY GANDHI ACCIDENT AND REHABILITATION CENTRE, MANIPAL CENTER, KIMS, ST. JOHNS, JINDAL

NATUROPATHY CENTER,NATIONAL TUBERCULOSIS INSTITUTE,BOWRING AND LADY CURSON HOPITAL,MINTO OPHTHALMIC HOSPITAL,K.C GENERAL HOSPITAL,LEPROSY HOSPITAL,ST.MARTHA'S HOSPITAL SATHYA SAI SUPER SPECIALITY HOSPITAL ETC are the most famous ones in the state.

Table 1.5
Number of hospitals. (block-wise)

Blocks	No of hospitals
South I	21
South II	30
South III	25
Anekal	11
Total	87

Source:BEO's 2001

Educational profile of Bangalore urban district

Bangalore urban district being in the state capital, clearly reflects the complex socio-economic factors affecting education. The majority of the people in Bangalore district(84.14%) live in urban areas and the population of the Bangalore Urban Agglomeration(BUA) constitutes 84% of the total population of the district. The composition of the population of the BUA is mixed and heterogeneous, consisting of the natives and migrants from both within the state and outside the state, presenting a mosaic picture of culture. The dress, food habits, working condition, the supra social factors like customs, traditions, rituals, languages they speak etc., are all heterogeneous. Still it has retained its original identity. The fast development of the city has resulted in the mushrooming of number of slums.

Table 1.5

The population of the Bangalore urban district from 1961 to 2001.

Years	Male	Female	Total
1961	1306230	1198232	2504462
1971	1164845	1032448	2197293
1981	1762186	1582664	3344850
1991	2542950	2296212	4839162
2001	3422797	3100313	6523110

Source: census of India and Makkala Samikshe.

The above table shows that there is increase in population over the years. Bangalore city has developed in every field, due to the expansion in industries, increase in educational facilities, increase in employment opportunities, the fact that information technology has risen to great heights, the climate of the place and the general belief that Bangalore city is a secure place to live in, people from different districts migrate and hence there is a constant rise in population.

Table 1.6

The literacy rate from 1961 to 2001

Years	Male	Female	total
1961	44.5	23.25	34.34
1971	52.89	36.85	45.54
1981	57.99	40.05	49.40
1991	71.34	58.68	65.34
2001	88.36	78.98	83.91

Source: census of India

The above table shows that there is a rise in the literacy in both male and female. To understand the literacy level in the district, the information published by the census department is taken for the years 1971 and 2001. The literacy data reveals that there is increase of literacy rate both in respect of male and female. In spite of the rise in literacy rate, between male and female the gap still exists. For the purpose of calculating the growth in population and literacy rate, Bangalore urban district is taken as a whole.

BANGALORE SOUTH DISTRICT EDUCATIONAL PROFILE

The Princely State of Mysore was the second in the country (the first being Baroda) to introduce the Compulsory Primary Education in 1913. To provide for the progressive expansion of primary education, schooling facilities are being provided both by government and private sectors. Apart from the state government, schools are also run and managed by corporation, Kendriya vidyalayas, Department of Social welfare, Department of Backward Classes and Minorities, Department of Women and Child Welfare, C.B.S.E and I.C.S.E and private recognized bodies.

Bangalore South district is one of the oldest educational districts. Bangalore urban district is divided into Bangalore north, south and Anekal revenue taluks. For the purpose of education Bangalore south taluk and Anekal are included under Bangalore south educational district. To improve the quality in educational administration the Bangalore south educational district is further divided into four educational ranges/blocks namely, South range I, South range II, south range III and Anekal. Due to the expansion of the city, increase in educational institutions and the demand for more schools, government is contemplating one more educational range in the South district. After creation of one more range there would be 5 educational ranges in the district. However the demarcation between Bangalore south and Bangalore north educational districts is not clear because certain areas which come under Bangalore south revenue taluk are in Bangalore north educational district and vice-versa.

Krishnarajapuram actually belongs to Bangalore south revenue taluk but, nearly 50% of Krishnarajapuram comes under Bangalore north Educational district. Like wise Binnypet Vidhana Sabha Constituency belongs to Bangalore north revenue taluk, but for educational administration purpose comes under south district. Hence it is very difficult to analyse the literacy rate exclusively for Bangalore south educational district.

In order to understand the literacy trend in Bangalore south educational district, the literacy of Bangalore south and Anekal has been taken for the purpose of interpretation.

Table 1.7
The literacy rate from 1971 to 2001

BLOCK AREA	1971			1981			1991			2001		
	M	F	T	M	F	T	M	F	T	M	F	T
BANGALORE total	46.94	29.21	38.49	56.20	37.09	47.09	83.06	54.81	69.90	88.36	65.98	83.79
ANEKAL Total	36.66	18.04	27.61	46.57	25.39	36.25	69.48	37.88	54.09	70.38	56.51	80.70

Source: gazetteer and census of India

The above table reveals that the literacy rate of Bangalore south district is on constant rise and also over the years the gap between male and female literacy is narrowing down.

In the following pages an attempt has been made to plot the growth of educational institutions with special reference to primary education in the district.

Table1.8

The different types of education facilities in the district

SLNO	TYPE OF INSTITUTION	NUMBER
1	PS	570
2	UPS	1267
3	HS	570
4	JR COLLEGE	86
5	DEGREE COLLEGES	52
6	TTI	11
7	B.ED	6
8	MEDICAL	24
9	TECHNICAL	29
10	DENTAL	3
11	PHARMACY COLLEGE	15
12	ENGINEERING	41
13	NURSING	9
14	CENTRES OF HIGHER LG	1

Source: Human Development in Karnataka.

Early childhood education is generally considered as the support system to primary education. The quality of input to primary education is to a great extent influenced by effective early child care education facilities that is being offered. There are 758 number of Pre-education schooling centers run and managed by the Corporation and Education department. Women and Child Welfare department run 388 number of Anganawadi's. The NGO's like Akshara Pratistana is running, Sumangali Sevashrama are running Anganavadi's. Yet it is not possible to meet the growing demand of the community. To cater to the needs of the community and keeping in mind the long term implications of pre primary centers in achieving the goals of UEE , it is felt by the planning team to undertake an innovation in ECCE.

Table 1.9

Number of pre-primary education centers in the district.

Blocks	Women and child welfare dept	Aided	Unaided
South I	84	48	324
South II	0	42	053
South III	85	16	273
Anekal	219	2	0
Total	388	108	650

Source: BEO's 2001

To manage the educational institutions in terms of access, enrolment, retention, achievement and capacity building, right from elementary education to secondary education, there is a well-established management structure from School Development and Monitoring Committees to Ministry Of Education. The structure is given below.

**MANAGEMENT STRUCTURE OF PRIMARY
EDUCATION**

GOVERNMENT OF KARNATAKA

**MINISTER
FOR
PRIMARY AND SECONDARY EDUCATION**

**SECRETARY
PRIMARY AND SECONDARY EDUCATION**

**ZILLA PANCHAYAT
&
COMMISSIONER FOR PUBLIC INSTRUCTION**

**DIRECTOR
PRIMARY EDUCATION**

DIVISIONAL JOINT DIRECTORS

DDPI(Admn)-01

**DDPI
(Academic)01**



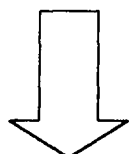
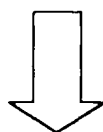
Educational Officers-2 BEO's 4

Senior lecturers 7



**SUBJECT
INSPECTORS**

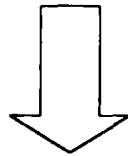
LECTURERS

**BLOCK LEVEL EDUCATION STRUCTURE IN
BANGALORE SOUTH DISTRICT****BLOCK EDUCATION OFFICER****EDUCATIONAL
CO-ORDINATORS****SCHOOL COMPLEX****SCHOOL DEVELOPING
& MONITARY
COMITTEE****LOWER & HIGHER PRIMARY SCHOOLS**

To achieve the goals of UEE the interventions by the state and the district along with the existing status is presented in the chapter that follows....

**BLOCK LEVEL EDUCATION STRUCTURE IN
BANGALORE SOUTH DISTRICT**

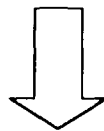
BLOCK EDUCATION OFFICER



**EDUCATIONAL
CO-ORDINATORS**

SCHOOL COMPLEX

**SCHOOL DEVELOPING
& MONITARY
COMITTEE**



LOWER & HIGHER PRIMARY SCHOOLS

To achieve the goals of UEE the interventions by the state and the district along with the existing status is presented in the chapter that follows....

CHAPTER - 2

EDUCATIONAL PROFILE OF THE DISTRICT -

A STATUS REVIEW

CHAPTER -2

EDUCATIONAL PROFILE OF THE DISTRICT-A STATUS REVIEW

Educational expansion took place as per the growing need of the district. The expansion of schools in the private sectors is growing rapidly when compared to the government sector. A city like Bangalore which is growing in a faster scale needs corresponding expansion of educational institutions. The glamour for education in English medium on the part of the parents, migratory population and out growth of city agglomeration are some of the contributory factors for the increased growth of schools in the private sector. Educational facility provided for every 1000 population is 0.5 in primary school.

In the following pages an attempt has been made to plot the growth of educational institutions with special reference to primary education in the district.

Table-2.1

The number of existing schools (blockwise) in the district

BLOCKS	LPS			UPS			HIGH SCHOOL		
	GOVT	AIDED	UNAIDED	GOVT	AIDED	UNAIED	GOVT	AIDED	UNAIDED
SOUTH I	180	0	0	113	128	324	15	59	187
SOUTH II	10	16	08	35	70	46	11	29	32
SOUTH III	145	04	03	122	56	228	26	26	146
ANEKAL	167	0	24	88	09	46	08	10	21
TOTAL	502	20	35	358	263	644	60	124	386

Source:DDPI and BEO 2001.

Towards the goal of achieving universalisation of elementary education Government has made sincere efforts to provide schools by opening new schools, up gradation of PS to UPS and UPS to High Schools. The details of the growth of primary education institutions during past 5 years (management wise) are given in the following table.

Table-2.2

Growth in number of Government and aided primary and secondary education institutions in the district-(Blockwise).

YEAR	1996-97			1997-98			1998-99			1999-00			2000-01			2001-2002		
	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	LPS	UPS	HS
SOUTH I	124	240	73	126	240	74	129	245	74	166	250	74	170	244	74	170	243	74
SOUTH II	37	115	39	37	111	39	34	109	39	34	109	39	28	105	40	26	105	40
SOUTH III	156	179	23	156	179	48	146	185	48	144	191	51	141	164	51	144	178	52
ANEKAL	163	94	16	163	94	16	167	96	16	167	96	16	167	96	16	167	97	18
TOTAL	480	628	151	482	624	177	476	635	177	511	646	180	506	609	181	507	623	184

Table 2.3

The growth of Private unaided primary schools

YEAR	1996-97			1997-98			1998-99			1999-00			2000-01			2001-2002		
	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS	PS	UPS	HS
SOUTH I	0	235	187	0	281	187	0	299	187	0	317	187	0	355	187	0	324	187
SOUTH II	0	46	30	0	46	30	0	46	31	4	49	30	4	32	31	8	46	32
SOUTH III	11	133	94	13	139	94	13	142	98	13	148	96	6	171	151	3	228	146
ANEKAL	0	57	12	0	65	12	0	54	14	0	65	18	0	71	21	24	46	21
TOTAL	11	471	323	13	531	323	13	541	330	17	579	331	10	629	390	35	644	386

Source: DDPI and BEO, 2001, VI All India Education Survey report.

The above table reveals significant increase in the number of primary schools since 1995. The demand and need for schools is increased because of the expansion of the city, increase in population, migration and awareness developed for the need for education among the masses. There is an increasing trend of demand for new schools. Due to the need of continuing education up to the class10, more schools were upgraded to higher primary and secondary or high schools.

In order to achieve the goals of UEE, the government has done sincere efforts in terms of opening of new schools in school less habitations, conducting enrolment drives, introduction of many incentive schemes for retention and conducting trainings to teachers to improve the quality of education. An effort is made in the following pages to review the existing status in terms of all the components of UEE.

Access:

COVERAGE OF SCHOOLING FACILITIES:

The VI All India education survey and the list of notified Villages/habitations maintained in the revenue department forms the basis for considering for schooling facilities. The VI All India education is updated regarding the coverage schools under access. The VI All India education survey report and the departmental data reveals the coverage of habitations with lower primary and upper primary schools in given in the following table.

Table-2.4

Blocks	Total habitations	With schools	Without schools	% of coverage
South I	284	212	72	74
South II	10	0	10	100
South III	220	180	40	81.81
Anekal	264	223	41	84.64

Source: VI AIES

After updation of the VI AIES the Gross access ratio is shown in the following table:

Table 2.5

Blocks	Total no of habitations		Covered with schools		Not covered with schools		% of coverage	
	Rural	Urban	Rural	Urban	Rural	urban	Rural	urban
South I	312	79	213	72	99	07	68.26	91.13
South II	0	10	0	10	0	0	0	100
South III	201	21	162	21	39	0	80.59	100
Anekal	295	0	234	0	61	0	79.32	0
Total	808	110	609	103	199	7	75.31	93.63

Source: All India Education Survey and BEO.

In south range I out of 99 rural school less habitations 13 new schools are proposed. 11 more schools are proposed in the urban habitations. In south III range, out of 39 school less habitations new schools are proposed in 8 habitations. Out of which 12 are in rural and 4 are in urban habitations. In Anekal out of 61 school less habitations, new schools are proposed in 14 habitations. In 47 school less habitations schools are not required because of less population and the dearth for school going children. It is urban phenomena where in some habitations more than one school is required and in some schools are not required. Following table shows the coverage of schooling facilities after new schools are proposed.

Table 2.6

Blocks	Total no of habitations		Covered with schools		Not covered with schools		% of coverage	
	Rural	Urban	Rural	Urban	Rural	urban	Rural	urban
South I	312	79	226	79	86	0	72.43	100
South II	0	10	0	10	0	0	0	100
South III	201	21	170	21	31	0	84.57	100
Anekal	295	0	248	0	47	0	84.06	0
Total	808	110	644	110	164	0	79.70	100

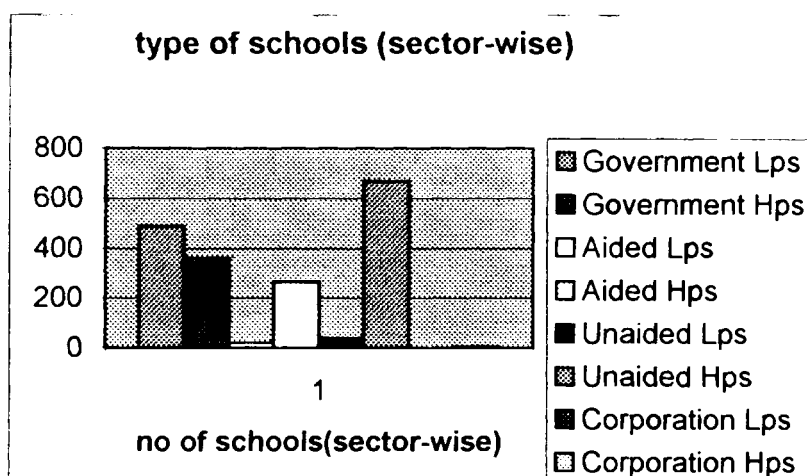
Source: BEO's 2001

In addition to the schools run by the government, schools are also run by Bangalore city corporation and private managements. The educational facilities available (sector-wise) towards the achievement of UEE in the district is given below.

Table-2.7
The number of primary schools (block wise)

Blocks	Government			Aided			Unaided			Corporation		
	LPS	UPS	TOT	LPS	UPS	TOT	LPS	UPS	TOT	LPS	UPS	TOT
South-1	180	113	285	0	129	129	0	336	336	0	0	0
South-2	10	35	45	16	70	86	8	49	57	0	0	0
South-3	145	122	267	4	56	60	3	228	231	0	5	5
Anekal	167	88	255	0	9	9	24	46	70	0	0	0
Total	502	358	852	20	264	284	35	659	694	0	5	5
%	89.94	27.95	66	4	21	16	7	51	42	0	0.38	0.27

Source-DDPI' office



The educational institutions are in a growing trend particularly in the private sector. This is due to the demand for medium of instruction in English. The expansion of

city also creates demand for more educational institutions. Though there is an increase in the educational institutions in the private sector and access is there, parents from the marginalized and poorer sections of the community are not in a position to afford education in private educational institutions due to socio economic factors. The helplessness of the parents was apparently observed in the interactive meetings and individual discussions held with them. Though schooling facilities are available within walkable distance, the need for new schools under the government sector was emerged in the meetings. Hence there is a need for relaxation of norms for providing schooling facilities in the urban area. In the city area because of density of population and vehicular traffic menace, every parent is concerned about the safety of his/her ward and would rather keep the child away from school, than risk the life of the child due to heavy traffic and the distance of the school from home. As such there is a great demand for opening of new schools.

In the district there are no unaided schools which cater to the needs of linguistic minority population, imparting education in their mother tongue. This is mainly because people who belong to the upper middle class and who are literate prefer English medium schools to their own mother tongue medium schools. However the state government has provided schools for the linguistic minorities. The details of linguistic minority schools are given below.

Table 2.8
Number of linguistic minority schools(govt/aided)

Blocks	Tamil	Urdu	Telugu	Malayalam
South I	03	32	0	0
South II	13	23	0	0
South III	09	36	3	2
Anekal	0	09	0	0
Total	25	100	3	2

Source: BEO's2001

Status review of class rooms.

It is needless to mention that providing class rooms to primary schools is an important and immediate requirement to achieve Universalization of Elementary Education. There are several types of school buildings in which primary schools are housed in the district. There are schools running in mosques, temple premises, rented private buildings, rentless buildings without land to put up permanent structure. The non availability of site for construction of class room is posing a challenge in the urban area. As a result still schools are made to function in the above said places. The efforts made by the government and various agencies is not matching the demand for class rooms on the ratio of one teacher one class room. Inadequate and non availability of suitable class rooms has an adverse effect on the enrolment and quality of teaching learning in primary schools. For want of adequate number of class rooms schools are made to run in make shift arrangement. The educational compulsions like providing continued education up to the age of 14;ie 8th class created further demand for additional rooms. Realizing the acute shortage of class rooms and it's implications on enrolment and in providing quality education, the state government has taken a policy decision to take up construction of class rooms on a massive scale under "**AKSHAYA**" scheme involving the Zilla panchayath. Under the scheme the construction of class rooms were taken up with the matching contribution of either Zilla panchayath or public contribution to the money released by the state government. The idea behind this matching- fund concept is to encourage community participation in the primary education through the Zilla panchayath. The budgetary allocations made towards this purpose both by the state and the Zilla panchayaths reiterates its commitment towards the cause of primary education. The details of the budget allocations in the last 6 years are self explanatory.

Table 2.9

Sector-wise outlays under Z.P sector plan scheme(amount in lakhs)

Area	Years	State	Central	Total
Primary and secondary education	1997-98	8227.29	2915.01	11142.3
	1998-99	10169.75	5668.34	15838.09
	1999-00	17189.89	7728.51	24918.4
	2000-01	23475.49	12104.49	35579.98
	2001-02	25147.35	13745.51	38892.86
	Total	84209.77	42161.86	126371.63
Adult education	1997-98	31.69	89.02	120.71
	1998-99	25.80	88.59	114.39
	1999-00	15.93	57.96	73.89
	2000-01	43.08	46.68	89.76
	2001-02	42.52	46.10	88.62
	Total	159.02	328.35	487.37

Source:link document

Table 2.10

Sector-wise outlays under Z.P sector non plan scheme(amount in lakhs)

Area	Years	State
Elementary education	1997-98	91999.18
	1998-99	107667.46
	1999-00	123506.62
	2000-01	132364.17
	2001-02	133688.97
Total	589226.4	

Source:link document

The sector wise outlays under Zilla panchayat sector for different categories like primary education and adult education shows an increasing trend in the allocation of funds. Further the schools are also provide with basic facilities for the retention of students. In spite of the budgetary increase for primary education every year, there is a need for additional financial resources to achieve the goals of UEE.

Apart from the state and Zilla panchayat the local bodies CMC, TMC, BMC's have done commendable efforts in providing school buildings. Given below is the table indicating block –wise position of class rooms constructed during the last 6 years.

Table 2.11

Construction of class rooms for the last five years.(block-wise)

Name of the block	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
South I	80	61	76	02	65
South II	00	00	00	06	02
South III	30	30	53	00	44
Anekal	140	72	35	43	44
Total	250	163	163	51	154

Source: DDPI and BEO's 2001

Class rooms were also constructed through the community contributions and M.P funds. Local legislators and elected representatives made liberal contributions to provide class rooms. The details of resource mobilization through the community is given in the annexure III.

The existing status of class rooms is given in the following table:

Table 2.12

Blocks	existing rooms in pri school	Existing rooms in UPS
South I	305	795
South II	36	325
South III	327	926
Anekal	279	547
Total	947	2593

Source: BEO's 2001

There are urdu schools running in mosques. The premises of the mosques are very congested and lot of disturbance is there to conduct classes. This prevailing situation is having direct implication on the quality of teaching and learning activities resulting in poor performance.

Table 2.13

Urdu linguistic minority schools running in mosque premises:(block –wise)

Blocks	No of schools run in mosques
South I	07
South II	01
South III	13
Anekal	02
Total	23

Source: BEO's 2001

During 2001-02, local M.P's, legislators and corporators, have mobilized the resources for construction of class rooms.

The state government in fulfillment of the constitutional obligations of providing free and compulsory education up to the age of 14, is considering the proposal to switch over to the new pattern as envisaged in the NPE 1986 and POA 1992. Accordingly the 5th class will be added to the lower primary and the 8th class to the middle section. Consequent to this changed pattern there is a corresponding increase in the demand for additional class rooms in the lower primary and upper primary class rooms.

Table 2.14

Blocks	Required rooms in pri school	Required rooms in UPS	total
South I	160	549	709
South II	03	58	61
South III	152	232	384
Anekal	117	122	239
Total	432	961	1393

Source: BEO's 2001

The need assessment survey data reveals the gap that exists in providing class rooms. In spite of continuous efforts on the part of the state government, Zilla panchayat and local bodies to provide class rooms, there is a dearth for class rooms in the district. The increase in the enrolment, retention, growing demand for additional classrooms, replacement of age old structure, substantiate the need for 1393 number of class rooms in the district.

School repairs:

In Bangalore south district a good number of class rooms were constructed long ago. The buildings constructed were not maintained regularly for want of adequate financial resources. Many of the class rooms in the district remain unattractive for want of maintenance and need major and minor repairs. The class rooms constructed during the early 40's are leaking, roofs are in a collapsible condition and floors completely chipped off. For want of regular maintenance and inadequacy of funds the school building remain unattractive to children. Every year considerable amount of money is being released for repairs of class rooms. In addition to this, repair works are also undertaken by donors and by local community under 'school adoption' programme,

In order to better the situation a special programme "PANCHAJANYA" was taken up in Anekal taluk. It was a 5 point programme and the following activities are undertaken.

- ❖ White washing of all the schools
- ❖ Adoption of all the schools
- ❖ Training package for teacher in Hindi and English language
- ❖ Nisarga: mass plantation of teak-wood ,Neem and peepal trees in all schools
- ❖ Health and hygiene: mass medical check up for children

The state and Zilla panchayath within their available resources are making sincere efforts to maintain the class rooms. After realizing the alarming situation in the field, government has taken this aspect very seriously along with construction of class rooms on a massive scale from 1995-1996. Separate funds were released by the

government to Zilla panchayath to take up urgent repairs. Similarly the Zilla panchayath, Taluk panchayath and Grama panchayths have also supplemented their efforts towards repairs of school buildings in the district.

The figures reflected in the table below is self explanatory in so far as the state, Zilla Panchayat and Taluk panchayat interventions towards school repairs in the district. The list of schools which require major and minor repairs is given in the AnnexureIV.

Table 2.15

Repairs undertaken over the years by different agencies(amount in lakhs)

Years	State	Zilla panchayat	Taluk panchayat
1996-97	3.0	6.0	0
1997-98	17.52	5.13	24.91
1998-99	3.05	6.10	0
1999-2000	5.0	6.80	0
2000-01	5.83	6.80	0

Source DDPI 2001

Many government school buildings do not have sanitation facilities. As a result, hygiene is not maintained in the schools and also the facility of toilets are not found in government schools. Over the years the state and Zilla panchayat have allotted funds to construct toilets in government schools.

Table 2.16

Number toilets constructed over the years

Years	Amount(in lakhs)	No of schools covered
1997-98	1.36	05
1998-99	2.50	07
1999-00	5.0	10
2000-01	5.83	76
Total	14.69	98

Source: DDPI and BEO's :2001

Under UNICEF special programme, construction of toilets, compound and facility of drinking water is in progress in 78 primary schools in the district. For the year 2002-03, another 100 schools will be provided with above facilities under this programme.

Apart from the Department of Education, various other departments are also contributing in achieving the goals of UEE

There are several schools running without buildings for want of land. In a growing city like Bangalore many high rise buildings are constructed. The parents who are construction workers need schools for their children. As the parents are engaged in the construction work, they are in the mobility from place to place after the construction work is completed. In such of those camps where these construction workers are there, there is felt need for providing schooling facilities for such worker's children. Hence there is need for transportation facilities.

Enrolment and retention :

The enrolment is not that constant in a city like Bangalore as the city is divided into blocks and parents are ready to send their wards to far off places for want of good education and change of residences very often. However the data available now from the KDP figures and school records maintained at Block level and at district level has been taken to calculate gross enrolment ratio of the district.

The class wise and sex wise enrolment for classes 1 to 7 is given in the following table.

Table-2.17

Category Class	Boys	Girls	Total
1	32416	31679	64095
2	31576	31024	62600
3	30995	31449	62444
4	31712	30197	61909
5	29693	29572	59265
Total	156392	153921	310313
6	24766	30167	54933
7	24732	26618	51350
8	24320	23830	48150
total	73818	80615	154433

Source: DDPI 2001

To compute the gross enrolment ratio it is necessary to have child population of the age group 5-11 and 12 to 14. For the purpose of calculation of GER, the enrolment data collected from schools and child population data has taken from the Makkala sameekshe-2001, a comprehensive survey conducted as a pre project activity of SSA.

(Children census-2001)

Table-2.18

Gross enrolment ratio:

Category	5-11 children	Enrolment I toV	GER	11-14 children	Enrolment VI-VIII	GER
SC						
Boys	27507	35303	128.34	14444	14953	103.52
Girls	27286	33789	123.83	13406	14854	110.80
Total	54793	69092	126.10	27850	29807	107.02
ST						
Boys	3673	4797	130.60	1895	1624	85.69
Girls	3570	4093	114.56	1742	2206	126.63
Total	7243	8890	122.74	3637	3830	105.30
All						
Boys	160399	156392	97.5	242610	240110	98.96
Girls	156338	153921	98.45	233570	234536	100.41
Total	316737	310313	97.97	476180	464746	97.60

Source: Enrolment- BEOs office, Child population – Children census

The above data reveals that more under age and over age children are in the enrolment of class 1 to 7 in case of SC and ST girls. The Gross Enrolment Ratio in case of ST boys and all children is less than 100 may be due to the non availability of enrolment data from unauthorized and central syllabus schools.

Regarding enrolment ratio the data reveals that the girl population is above that of boy population. For every 100 girls only 97 boys enrolled in the school as per the data. Where as in the completion rate for every boy only 0.79 girl completes elementary education. This indicates that girl education needs special focus and attention.

Retention:

The retention rate is calculated at 3 levels with the available KDP data. The enrolment data for the year 1994-95 to class I has taken for base year and retention rate is calculated at class IV, V, VII and V to VIII.

Table-2.19

	1 st	4 th	5 th	7 th	8 th
2001-02					B24320 70.29% G23830 64.66% T48150 67.39%
2000-01				B27022-78.1% G32285-87.6% T59307-82%	
1999-00		B30053 91.54% G29572 80.25% T59625 83.25%			
1998-99			B 28448- 82.2% G 28506- 77.3% T 56954 -79.7%		
1997-98					
1995-96	B 32829 G 34107 T 66936				
1995-96					
1994-95	B 34599 G 36849 T 71448				

The above table reveals the retention rate between classes 1 and 5 is 79.7% in case of total, 77.3% in case of girls and 82.2% in case of boys. With regard to classes between 1 and 5 retention is more in case of boys and girls drop out is more. Between classes 1 and 7 the drop out is more in case of boys, and retention is more in case of girls. Between classes 1 and 8 retention rate is more in case of boys than in girls. This is

due to socio economic factors. The retention rate will improve when the continued education facility is provided.

Among other things, the enrolment is more in private educational institutions than in the government and aided institutions. In other words, as there are more number of unaided schools, the enrolment is more in private educational institutions. The parental interest to give education in the medium of their choice is evident from the table below.

Table 2.20

Number of children in government, aided and unaided schools

BLOCKS	NO. IN GOVT	AIDED	NO. IN UNAIDED
SOUTH I	43672	48384	86356
SOUTH II	06836	21422	21392
SOUTH III	50337	24854	65187
ANEKAL	28022	02827	13290
TOTAL	128867	97487	186225
%	31.23	23.63	45.14

Source: BEO's 2001

The number of children studying in unaided schools is more due to various socio-economic reasons. The mad rush for English medium schools on the part of the parents has created demand for schools in English medium and thereby the student strength is decreasing in the government institutions.

TEACHER'S POSITION:

Teacher is an important input in the process of education. Towards the achievement of UEE, it has been the policy of the state government to provide teachers to schools. In order to improve quality, the State government has raised the entry qualification from SSLC to PUE to TCH course. And from 2001 to 2002 entrance examination is introduced for recruitment of teachers. On the lines of sound policy decision of the state government, massive recruitment of primary school teachers has taken place on a continuous basis from 1992-93 onwards.

The following table shows the number of teachers working in government primary and upper primary schools.

Table 2.21

Blocks	No of teachers in primary schools	No of teachers in upper primary schools	Total
South I	402	1008	1410
South II	40	241	281
South III	385	1106	1491
Anekal	331	582	0913
Total	1150	2942	4095
%	28.10	71.90	

Source: BEO's 2001

The mode of recruitment is on the basis of merit cum roaster and the placement was made through counselling. While making placement of selected teachers transparency has been maintained. As envisaged in the National Policy on Education, women teachers were given due consideration while recruiting teachers to primary schools. In each recruitment 50% ratio has been maintained. In terms male female teacher ratio, the female teachers are more than the male teachers in the district.

Table 2.22

Number of female and male teachers working in government primary schools.

Blocks	Female	Male	Total	Ratio(female : male)
South I	981	310	1301	3.16:1
South II	218	043	261	5:1
South III	1092	229	1321	4.76:1
Anekal	448	345	793	1.29:1
Total	2739	927	3676	1:0.33

Source: BEO's 2001

In order to avoid pressure for transfer on the part of teachers, the recruitment policy has been further decentralized to block level. Accordingly hence forth, recruitment of teachers will be at Block level instead of District level. This will ensure regularity of teachers to schools and avoid frequent pressure for transfer to urban areas.

Table 2.23

Number of teachers recruited in the district form 1992 to 1998-99

years	
1990-91	147
1991-92	098
1992-93	190
1993-94	262
1994-95	051
1995-96	030
1998-99	295
1999-00	021
Total	1094

Source:DDPI 2001

Normally there is a pressure from teachers seeking transfers from rural to urban. Vacancies occurred in the district are being filled by transfers leaving few vacancies for direct recruitment. Although the continuous growth of private sector has its own impact on the government schools, yet there was continuous demand for more government schools. Hence teachers were continued to be recruited.

As of now the teacher pupil ratio is 1:31 for all the schools in the district. Number of single teacher schools is 85 and the teacher class room ratio is 1.25:1.

Table 2.24

Number of single teacher schools(block-wise)

Blocks	Number of schools
South I	50
South II	0
South III	05
Anekal	32
Total	87
%	17.45

Table-2.25

Growth in the number of teachers in government schools.

Blocks	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
South I	1274	1295	1382	1390	1397	1397
South II	409	408	296	302	271	0292
South III	1356	1356	1356	1356	1476	1476
Anekal	732	732	774	918	906	0913
Total	3771	3791	3808	3966	4050	4070

Source:DDPI and BEO's 2001

Table-2.26

Number of teachers in different sectors.

Blocks	No of teachers		
	Govt	Aided	Unaided
South I	1407	841	2345
South II	0281	494	525
South III	1491	510	1428
Anekal	0913	53	138
Total	4092	1898	4436
%	39.24	18.20	42.60

Source. BEO's 2001

As the number of private schools are more in the district, the table above shows the number of teachers working in the private sector is more.

Makkala samikshe:

As back as 1961 compulsory primary education act came into being. Under this act house to house census has been a regular feature to know the number of 5+ to 6 age group in the district. This was being followed by enrolment drive at school level and some extent village level. Incentive schemes were introduced to attract children to school. The persistent efforts on the part of the state has made considerable progress in reducing the number of drop outs in the school. Comprehensive house hold survey was conducted in the month of January 2001 from age group 0 to 14.

According to the survey 719055 number of children are in the age group of 0-14. out of which 4.79 lakh children are in the age group of 6-14. out of these children 4.51 lakhs are in school and 21789 children are out of school including dropout children. The district survey data is given in the table below.

Table 2.27

Category wise non enrolled and dropped out children as per the Makkala Samikshe:

Category	Non enrolled		Dropped out	
	6 - 11 years	12 --14years	6 - 11 years	12--14years
SC boys	1448	296	488	682
SC girls	1511	294	509	620
ST boys	205	40	54	45
ST girls	75	69	213	52
Muslim boys	771	282	457	754
Muslim girls	678	216	312	544
Category1 boys	220	32	109	95
Category 1 boys	238	36	119	70
Other boys	3763	757	1488	1824
Other girls	3445	737	975	1222
Total boys	5636	1125	2150	2671
Total girls	5407	1119	1711	1970

Source:Makkala Samikshe 2001

Table-2.28

Age wise data of children available as per "Makkala Samikshe"

children	0-1	1-2	2-3	3-4	4-5	Total
male	21622	22899	23547	27075	28900	124043
Female	22635	21407	23006	25407	26357	118812
Total	44257	44306	46553	52482	55257	242855

Total no of children	Age	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
	Male	24983	27420	25958	26296	27023	28719	25826	26386	29999	242610
	Female	23616	25707	25513	25536	26259	29707	25328	25383	26521	233570
	total	48599	53127	51471	51832	53282	58426	51154	51769	56520	476180

Source: Makkala Samikshe 2001

The comprehensive survey data reveals the details about children in the school system and out of school in the district. As a part of follow up on the survey a specific programme was launched in the state to enroll dropout and non enrolled children in the age group of 6 to 11 under the back to school programme activity. One of the programmes to get the out of school children into school is "CHINNARA ANGALA".

CHINNARA ANGALA:

Chinnara Angala Programme is a bridge course programme for the children to link the gap of what children have learnt before they dropped out and what they are going to learn after re admission to the school.

Pre-programme activities conducted prior to Chinnara Angala program:

- ❖ Block wise chinnara angala centers were identified. A total of 43 centers were opened in the district.
- ❖ Children of age group 6-11 were targeted. And a total of 1998 children were given as target by the state office.

- ❖ Amount was released by the department for various activities, such as training for master trainers at the district level, training for teachers and volunteers at the block level, teaching learning material, food, remuneration of teachers and volunteers.
- ❖ Teachers were trained for 10 days in activity based teaching methods like songs, jingles, stories and games.
- ❖ Activities during Chinnara Angala was carried on between 8 am and 3 pm.
- ❖ The activities of the district was supervised by the DDPI's, DIET's and BEO's office.
- ❖ Even state level officers from the office of the Commissioner of Public Instruction inspected different centers of all the districts.

In the first round of this programme the target group was the out of school children in the age group of 6- 11. The district has conducted 60 days programme for identified children at the habitation level. The learning material was prepared at the state level in co-ordination with DPEP and training was given to the volunteers and teachers in a cascade model. The bridge course was conducted during summer holidays. The mission mode net work model has ended with fruitful results. The way the programme was conceived and implemented has gained much confidence both in the community and educational administrators. There were many surprises during the 60 day programme. The programme took off as a people's movement with the involvement and participation of community in the programme. The community participation has created a taste for further follow up activities for retention of those enrolled in the schools. The number of out of schools. The number of out of school/drop out children enrolled under Chinnara Angala is given in the table below.

Table 2.29
Block wise achievement of Chinnara Angala.

Sino	Blocks	No of children target	Achievement	%
1	South I	0890	641	72
2	South II	0060	060	100
3	South III	1038	1272	122.54
Total		1988	1973	99

In the first round 1988 children were covered and 1973 were admitted mainstream this year. Bangalore south district stands second in achieving the target of Chinnara Angala.

**In Arundhati nagar slum a child named Sapthagiri lived like a frog in the well in slum environment. Daily he used to be scolded by his parents. But the parents were least bothered about their child's education. When Chinnara Angala was started at that place, the child was attracted by the activities of Chinnara Angala. The teacher and volunteers met and convinced his parents and brought him to Chinnara Angala. The child flew like a bird and learnt the alphabets and mathematics. Now he is enrolled in Govt. Higher Primary School, Arundhatinagar.

**Ayesha is a small girl who used to make Beedis and add to the income of her family, thus she was an earning member of the family. When the teachers and volunteers visited her house, her parents shouted and did not show any interest in Chinnara Angala program. Even Ayesha herself did not show any interest but as she observed her friends going to Chinnara Angala and their activities tempted her to join the program. Later by convincing her parents she enrolled herself in the centre. At present she has joined the main stream of education.

**Having observed the activities of the department in bringing back the drop

out children to schools, community when approached by the department officials agreed to share the responsibility and came forward to give the most important requirement for every human being, that is food. The ISKON, KHODAY and some other School Betterment committees, NB finance etc., have joined their hearts and hands with that of department and are providing mid day meals for 6000 children. Thus the children who were out of the classes have started attending classes regularly.

“SAMUDAYADATTA SHALE”

In order to strengthen the participation of the community in the school activities, government has come out with novel schemes like “SAMUDAYADATTA SHALE” programme. The process of “samudayadatta shale” activities has created healthy atmosphere among the community to develop voluntarism in school activities. Right from the Hon’ble Education Minister all the officers and teachers of the department of public instruction will appraise one school of their choice. The observer appraise, conducts meeting of SDMC. Present the findings to the community and prepare a plan for the improvement of the school.

Objectives:

- To strengthen the bond between school and community.
- To appraise the school in terms of both infrastructure and academic excellence.
- To Discuss the roles and responsibilities of the local people in schools development.
- To conduct school vision work shops.
- To prepare the community action plan or Habitation plan.

During 2000-01 three such programmes were held through out Karnataka. A feast like atmosphere prevails in the habitations on those days.

Shikshana Samvaada:

The Hon'ble Education minister himself interacts with the community on the second Tuesday of every month over "PHONE-IN" programme on AIR. In order to discuss directly with the community the problems relating to the field of education and to feel the pulse of teachers, students and people in general, a programme called "SHIKSHANA SAMVADA" is being relayed live over Television on the 2nd Thursday of every month.

School Adoption programme:

The appeal made by the Hon'ble Chief Minister of Karnataka and the Hon'ble Minister for Primary and Secondary education regarding "SCHOOL ADOPTION" had a tremendous vibrant effect on the community in general and the philanthropic donors in particular.

Why ADOPTION?

Adoption is a first step in bringing the community closer to school. People's participation in all aspects of development including quality improvement and infrastructure development is a unique aspect of this program. It is quite thrilling to know that Community becomes an integrated part of the learning process and has major advantages, it ensures social commitment in order to bring about enrollment and attendance. Thinking of adopting a school means a spirit of dedication and love towards the school in turn induces the ownership and responsibility to the community. This program makes the community accountable in the process of school improvement.

Objective of the programme

- ❖ To appraise the community regarding the availability of infrastructure, progress of children, implementation of different schemes in the school.
- ❖ To make the community aware of the different activities conducted in the school.

- ❖ To prepare a community action plan in the Grama sabha for the school improvement.
- ❖ To share the responsibilities of the government in the improvement of the school.
- ❖ By motivating parents, community and children and creating awareness about the importance of schooling in the child's life.
- ❖ Activity oriented bridge course to be made more effective through preparation of materials according to the regional settings.
- ❖ To bridge the gap between school, community and voluntary servicing organization and to make an integrated effort in bringing about Universalisation of Elementary Education.
- ❖ To transmit and enhance opportunity of free and compulsory education among the restricted class of society .

Existing Ongoing schemes to universalize elementary education:

- ❖ Free Text books to all children of government schools studying in classes 1 to 7
- ❖ Free uniforms to class 1-4 children studying in government schools and SC ST children of 5-7 classes.
- ❖ Three kilograms of rice or wheat to the children studying in class 1-5 in government and aided schools.
- ❖ Scholar ships from different departments to the SC, ST, Girl child and financially weaker sections.
- ❖ Supply of TL materials to the schools
- ❖ Construction of building, Toilets, recruitment of teachers etc.,
- ❖ In service Training programmes from the DIET, DSERT
- ❖ Intervention of Chaithanya and textbook orientation trainings.

Table-2.30**Number of schools covered under OBB**

Blocks	No. of schools covered under OBB
South 1	90
South 2	16
South 3	105
Anekal	88
Total	299
%	83.05

Source: DDPI and BEO's 2001

Table 2.31**Number of schools which require TLM**

Blocks	Primary schools	Upper primary
South I	180	25
SouthII	010	19
SouthIII	145	17
Anekal	167	00
Total	502	61
%	100	17.5

For the purpose of retention and quality improvement, various activities and incentive schemes have been undertaken by the Department in convergence with other departments. The following table shows the amount spent on various activities to achieve UEE.

Table 2.32**Amount spent by department of social welfare under plan scheme(in lakhs)**

Particulars	1997-98	98-99	99-2000	2000-01	2001-02
Pre-matric fees	5.75	18.33	101.87	-	15.21
Merit awards	0.50	-	-	-	2.0
Scholarship	5.0	-	12.0	-	9.05
Pre-school child feeding	135.00	-	140	-	186
Morarji desai res school	-	-	10.00	9.75	10.00
Navodaya	-	-	-	-	4.00
SSLC prizes	-	-	0.40	0.38	2.38
Pre-matric scholarship (SC/ST)	-	-	0.04	1.40	1.40
Matric scholarship	0.60	-	4.00	-	4.00
Appointment of teachers	-	-	-	131.13	202.55

Source:link document

Under quality improvement programmes several creative activities are undertaken. Activities like music, drama, science exhibitions, quiz programmes, summer camps are organized by DSERT. These activities are in addition to organizing training for teachers on activity based teaching and content enrichment programmes.

The table given below indicates the financial and academic support given by the Department Of State Educational Research and Training.

Table 2.33

SIno	Activities	1999-2000		2000-01		2001-02	
		Elementary	secondary	Elementary	secondary	Elementary	Secondary
1	Dist. Level science seminar				2000	2625	
2	Chaitrada chiguru summer camp	68000		35500			
3	Dist level science club Activities				2000		1750
4	Co-curricular activities for teachers			1000	1000		
5	Dist. Level drawing competition			2000	2000		19700
6	Dist.level science exhibition				3000		3000
7	Dist. Level music,dance,drama competition				25875	22600	
8	Science seminar for teachers	2000	5000		4000		4000
9	Minority schools language competitions	13758		10055		3740	
10	Best sports man ship awards	58576					35714
11	Science quiz		2000				1750
12	Chaitanya training for teachers					1345000	
13	Text book analysis trg					230000	

Source: DSERT

Co ordination with other departments and NGO's :

Women and Child Welfare Department: Apart from running anganavadi's it is also undertaking several other programmes focusing women and child welfare involving local NGO's.

- Running play homes
- Special programmes for children of 6 to 16 years age group (out of school children)
- Parent guidance and motivation programmes.
- Programmes for school drop outs and who are irregular to school.
- Undertaking home visits
- Survey activities of street children.
- Attendance scholarships to 6 to 8 and PU students.
- Scholarships for disabled children from class 1 to PU level.
- Running orphanage centers (cottages through NGO's up to the of 14)
- Running NCLP centers for child labourers.
- Balika Samruddi yojane
- Namma Magalu and Namma Shakti exclusively for girls
- Jawahar Bal Bhavan society is established to conduct various activities for the allround development of children

Following are the activities undertaken in Jawahar Bal Bhavan

- Comprehensive programme
- Conducting bravery and nature awareness camps.
- Conducting summer camps
- Providing library activities
- Providing entertainment activities
- Celebrating National festivals
- Conducting competitions

Kannada and Culture Department:

This department is also working to promote the cultural heritage of the State. It encourages activities like folklore, dance, music and other activities. Janapada Lokha

which is set up on the Mysore Bangalore highway near Ramangar is a pioneer institution with full collections on folk lore. This center provides a rare opportunity for the students and persons interested in folk lore to unravel the various aspects. The department is interested in conducting the Summer camps for children to foster the creative abilities in children in convergence with the education department.

Department of youth services:

Apart from developing interest among children in their studies, it is important to develop their talent in the field of sports also. Organizations like Sports Authority of India, YMCA, YWCA work towards this goal. Children from schools can use the sports facilities in the above organizations and also undergo coaching in particular games. In order to encourage girls to take part in sports special action plans have to be made.

Department of Social Welfare: The Department of Social Welfare, apart from other welfare activities has its own programmes to promote education. The main activities are

- Programmes for drop out and non enrolled children.
- Mahila centers for the age group of 3 to 6 for SC\ST category children on the lines of Anganavadi's
- Running residential schools for SC\ST for classes 1 to 5
- Pre metric and metric scholarships to SC\ST children
- Special coaching classes to children studying in hostels engaging part time teachers.
- Financial support to private bodies interested to run hostels.
- Incentive to all girls studying at high school level (Rs 500 per child)
- Incentive scholarships to the poorest of the poor

There are a number of NGO's striving hard to achieve UEE. They have strengthened the hands of the Education Department in providing quality education and increasing the enrolment in schools. Some NGO's are working particularly for the children with special needs in the district, where as some others are working exclusively for children in slums and street children. Their work in the field of education is laudable. The work being done by some of the NGO's is given in the ensuing paragraphs.

Akshara prathistana: This is one of the NGO working hand in hand with the education department towards achieving the goal of universalisation of elementary education. They have opened number of Balavadi's and run bridge course programmes. To improve the quality of education they have a special remedial programme called "Jnana Jyothi" one of the reasons for drop out children is that they are not exposed to pre primary education before formal schooling. To attain this this organization has opened 880 Balavadi's in Bangalore district. Children between the age group of 3 and 5 are admitted to Balavadi's. these centers are run for 2 hours every day. Every center has more than 20 children. A volunteer is engaged to look after the Balavadi. They are mostly opened in slums like Gouripalya, Padarayanapura, Veerabhadranagara, Kaverinagara, Arabnagara, Ilyasnagara etc., Total number of children studying in the Balavadi's are 13000.

Bridge course: This programme is arranged for the drop out children between the age group of 6 to 11. 61 centers are run for 4 hours a day and one volunteer is incharge of the center. Teaching Learning materials are also provided. At the end of the end of the course these children are admitted to formal schools.

Jnanajyothi programme: This programme is intended to improve the achievement levels of children who have not achieve the Minimum levels of learning. These children are given remedial instruction everyday for 2 hours. Totally 51 schools are covered under this programme and 2172 children are benefited out of this programme.

PACER foundation: This organization has adopted many schools and are working towards the improvement of infrastructure and providing building and additional rooms to the existing schools. They conduct training programmes for the teachers and provide necessary TL materials. They have supplied computers to 20 schools and training is given to the teachers and students.

BOSCO: This organization was formed 20 years ago and has been working ever since to provide a better standard of life for street children and also enrolling these children to formal schools. The modus operandi is that the organization has opened an office called "Bosco Makkala Ashraya" in the Railway station. The children who need assistance

contact BOSCO from this office. This organization gathers all such children and admits them to their residential school there by providing a home for each of those children. The children who need to continue education are sent to formal schools and older children are given vocational training. Apart from these the organization also conducts street plays in slums, creating awareness for the need of education for children in slums. Added to all this they also conduct de-addiction campaigns and HIV prevention campaigns.

JEEVIKA: This organization mainly works for the welfare of the child labourers. They identify child labourers in rural parts and conduct bridge course for these children at two different levels. The basic bridge course is for three months for the age group of 6 to 11 years and the advanced bridge course for 6 months for the age group of 12 to 14 years. Later on these children are enrolled to the formal schools.

APD: (Association for the physically disabled)

This NGO runs a special school for the children with special needs from nursery to 7th standard. They mainly concentrate working in 9 slums. Out of the total number of children studying in their school 20% are normal and 80% of the children are with some disabilities. This is to bring in the concept of inclusive education. The facilities provide are disabled child friendly and they felt the need for constructing rooms which are child friendly even in the government schools.

They conduct monthly meetings of the mothers of these children and conduct workshops on various aspects. They also conduct fathers' meetings once in three months. For the children with speech and hearing problems, special therapy classes are conducted and later on they are admitted to formal schools. The department wants to converge with them in providing inclusive education.

Sumangali Sevashram: This organization is working mainly in the area of early child care and education. They have opened Anganavadi's and work in collaboration with the State government. They conduct health check up camps, parents meet and orientation programmes on food and nutrition. In addition to these they conduct vocational training for women.

India Literacy Programme: This NGO founded by NRI's in America mainly concentrates its activities in improving literacy. They concentrate on improving the

quality in education by conducting remedial instruction and special coaching classes by providing their own teachers. As an incentive programme for the mothers who send their children to schools, they run vocational training cum earning course on 'Karnataka Kasooti' at Hubli.

Society Of Neglected Children: This organization concentrates on improving literacy and adoption of schools. The organization has adopted many schools in the rural parts. In the adopted schools they are trying to provide infrastructure and quality education. To create a feeling of ownership among the school and the community, the contribution is made on matching basis.

NGO's like Maya, Prajayathna Apsa, Navajeevana, Awaz, Saheli, Janodaya, Samaja Seva Samsthe; Kids Care, Jain Milan, Canara Bank Samaja Seveghatka, Sai Samsthe, Adamyia Chetana, Ramana Maharshi Trust for the blind, Bhandavya, Sanjeevini Trust, Paraspara Trust etc., are involved in working for children.

Capacity building:

The complete responsibility of supervising and monitoring system is done by the DDPI administration and DDPI development with the assistance from other staff. The DDPI administration at the district level is assisted by two Educational officers, five subject Inspectors, one inspector for Urdu schools and one District superintendent for sports. At the block level BEO is assisted by 5 educational co-ordinators, one co-ordinator for physical education.

The DIET is headed by the DDPI development, is assisted by senior and junior lecturers. Their mission is to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the areas of elementary education and adult education. The main functions of the DIET is training of teachers, act as resource support and conduct action research.

The main programmes and activities of the DIET are:

- pre-service Teacher education programme
- in-service programme of primary Teachers, Headmasters, Heads of school complexes and Officers of the Department up to block level.
- Field interaction including extension work.
- Training programmes for personnel of adult and non-formal education
- Training to teachers regarding Inclusive Education.
- Workshops to develop curricula, teaching learning materials, low cost teaching aid etc.,
- Orientation programmes for members of VECs, community leaders, youth and other educational activities.
- Field studies, action research and experimentation.

Under inclusive education following programmes were under taken by the DIET.

The DIET has been training primary school teachers in Inclusive education for 42 days since 1996-97. So far it has trained 390 teachers of both government and aided institutions apart from this the DIET has involved NGO's working for the welfare of the disabled children. Following are the NGO's working in Bangalore south district.

- National Association for the blind-Jeevan Bhimanagar.
- J.S.S Sahana IED School-Jayanagar.
- R.V I.E.D school –V.V puram.
- Samarthana Trust –J.P nagar.
- Divine Light –White field.
- Ramakrishna Samagra Shikshna Kendra –Gottigere.

The details of schools covered by NGO's is given below.

No of NGO's	No of govt schools	No of aided schools	No of children covered
06	36	18	459

The details of schools covered directly through DIET.

Total no of schools	No of govt schools	No of aided schools	No of children covered
18	17	01	53

Impairment wise programmes conducted by the DIET and NGO's

Organization	Hearing impaired		Mentally challenged		Visual impairment		Orthopedically handicapped		total	
	Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	Girls
DIET	2	5	2	5	4	2	19	14	27	26
NGO's	91	74	87	55	27	29	62	32	268	191
total	93	79	89	60	31	31	81	46	295	217

Source :DIET

Data gaps:

While preparation of perspective plan, the available data is used. To assess the trends in the enrolment, retention and transition, the available KDP figures are used to calculate NER age wise data is required. To get 10 years data a format was designed and given to all the schools. But the data of unauthorized schools, ICSE and CBSE schools was not available. Efforts are being made at the block level to get data from these schools also. To calculate NER this data is very much essential. The NER will be calculated and is shown in the next year's AWP. Similarly COHORT analysis will be undertaken for the next year's AWP. as a part of pre project activities, the EMIS and achievement level assessed. These activities will be completed by the end of the academic year 2001-02. The data of disabled need to be updated.

The interactive meetings held at various levels to prepare habitation plans, block plans and the district plan is briefly discussed in the following chapter.

CHAPTER - 3

PROCESS OF PROJECT FORMULATION

Chapter - 3

Process of project formulation:

To provide education is the constitutional obligation. Social Justice and Equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well-being especially with regard to life expectancy, infant mortality, nutritional status of children etc. Studies have shown that universal basic education significantly contributes to economic growth.

The Sarva Shiksha Abhiyan is a 'historic stride' towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

The preparation for pre project activities were taken up immediately after the programme was initiated at the State level. The preparation for house hold survey work started in the month of November 2000. To make the educational planning more realistic and broad based, a comprehensive, elaborate and systematic house hold survey was undertaken as part of SSA pre-project activity.

To conduct house to house survey strategies were worked out right from designing of formats to that of training of the enumerators, supervisors, educational coordinators and other personnel.

In order to make this survey more comprehensive and accurate, it was planned to involve the teacher enumerator, local NGO with

supervisory assistance. For every 100 houses one teacher enumerator was in charge. One supervisor was made in charge to oversee the survey work. The survey was conducted with the co-ordination of the local community, block level and district level functionaries including the Grama Panchayaths, elected representatives and the Taluk Panchayaths.

The comprehensive children survey conducted in the district has formed the basis for the preparation of habitation plans, micro planning and DEEP project. The back to school programme was widely taken up in the district and 1973 out of school and dropped out children were enrolled in the school.

On 14th December 2000 the DDPI's and Nodal officers meeting was held at State level to prepare a proposal regarding pre project activities. The pre project activity proposal was prepared and submitted which was approved by the Government. On 16th May 2001, Nodal officers meeting was held at state level to discuss about the SSA frame work and the constitution of District and Taluk level planning teams.

As a pre project activity house to house survey was conducted on 18th, 19th, 20th January 2001. The data collected in the comprehensive survey was very useful to prepare habitation plans and organizing programmes for out of school and drop out children under "chinnara Angala" programme from the age group of 6 to 11. The data collection process was initiated at block and district level from the different departments for the purpose preparing the DEEP plan.

Broadly the formulation of DEEP plan activities under taken in the district are classified as follows.

- ❖ Conducting house to house survey.
- ❖ Collection of data and information directly from school.
- ❖ Collection of secondary data from various departments and agencies.
- ❖ Collection and use of data on the studies and researches made by NGO's and at the departmental level.

- ❖ Collection and use of data available with other departments.
- ❖ Meeting, work shops, trainings, discussions, interactive sharing meetings at various levels.
- ❖ Constitution of committees and planning teams and support groups for the purpose of DEEP planning.
- ❖ Consultation with various organizations and departments working for children
- ❖ Sharing experiences with the DPEP Directorate and DPEP districts.

The follow up on the meetings held at state level, project activities were initiated at the district level. On 22nd June 2001, the first meeting was organized for the ZP elected representatives, district and taluk level functionaries, NGO representatives, BRC and CRC co-coordinators, primary and High school teachers association representatives. The NGO's from Akshara foundation, Secretary Zilla Saksharata Samithi, Executive officer from PES PACER foundation, resource persons who worked in Bangalore rural DPEP project participated in the meeting. The president of ZP and council secretary of ZP actively participated in the meeting. In the meeting the salient features of SSA, participatory approach in the plan formulation and the activities to be under taken at the grass root level in the preparation and implementation of the project were discussed in detail. The experiences of the NGO's, teachers, elected representatives were documented for using them while preparing DEEP.

The state level two days workshop was organized by the state office from 27.6.2001 to 28.6.2001 for the district planning team. The resource persons from NIEPA discussed about the preparation of DEEP under SSA programme and guide lines were discussed in great detail. This was followed by a meeting for the BEO's educational co-ordinators of the district, BRC's and BRP's at DIET (urban) on 30.6.2001.

As a part of plan formulation, an officers meeting was held at district level to chalk out the programmes in collection of basic data directly from

schools and printing of posters, hand bills for publicity purpose at grass root level.

As per the guidelines of SSA " Zilla Sarvashiksha Abhiyan Implementation Committee" was constituted. On 10.7.2001 a one day orientation workshop was organized for education co-ordinators on collection of data in EMIS formats, coding of schools at different levels etc.,

The Zilla Sarvashiksha Abhiyan Samithi meeting was held on 12th JULY 2001 in the chambers of the Hon'ble minister for Animal Husbandry and sugar He expressed his concern to provide education for all and urged for detailed planning in achieving the goals of UEE. He also suggested to give importance to improve quality of performance of children in the school. He also expressed the need for sharing experiences with other states in improving the quality of education particularly Kerala where the literacy is very high. He also suggested to initiate planning from the grassroot level. After detailed discussion the pre project activity plan and out line strategies were placed before the committee which was approved.

On 14.7.2001 the local NGO;s organized a one day work shop on elimination of child labour at Mahatma Gandhi nagar, Alahalli extension Bangalore south range III. The sharing meeting of parents and local community leaders was held as part of project activity. In the said meeting the local community have put forth demand for a new school so that the dropout children can be sent to school.

One day training cum workshop was organized for BEO's and educational co-ordinators on 19.7.2001 on study of COHORT and its significance in educational planning with particular reference to DEEP project and preparation of habitation plans.

On 22.7.2001 an experience sharing meeting was organized for all the educational co-ordinators, BRC's and BRP's to share their experience in the preparation of habitation plans.

by the planning team. The planning team has also met at frequent intervals to review the progress made in the preparation of DEEP plan.

A 10 day plan preparation workshop of all the planning team members assisted by the educational co-ordinators was held from 10.8.2001 to 20.8.2001.

The planning team members attended the state level sharing meeting on 16.8.2001 at DSERT where an outline of DEEP plan was discussed and shared with the counter part districts DDPI's. on 17.8.2001, the district planning team met and reviewed the progress of the DEEP plan project. Apart from the above interaction meetings special awareness drives were undertaken in the district.

- Awareness and sharing workshops were organized to the urdu moulvis and mosque committee members.
- Sharing meetings with construction workers.
- Organized padayatras involving school children, NGO's local community leaders, women corporators, local MLA's to create awareness in the community.
- Meeting of parents and local community led by the chairman of Health and Education Committee of urban Zilla Panchayath.
- Interaction meetings with Karnataka Slum Clearance Board officials and the City Corporation authorities.
- Consultations with the Mass education directorate.

The reaction of women in one of the sharing meetings is note worthy and the planning team has acknowledged the feelings of Smt Geetanjali, mother from Tagachaguppe village, Bangalore south taluk. When asked whether her children are going to local government school, the reaction was no. Her's is a working class family with meagre income. But she is sending her child to a school other than the local government for the simple reason that her child needs 'Quality Education'. She has to incur educational expenses much beyond the capacity of the family income. She felt that if the quality of education and the infrastructure and other facilities were to be provided, to the local government school she would admit her wards to that school.

Another women of the same village by name Smt Kalavathi, said that parents had a responsibility to send their children neatly dressed to schools. Parent's sending their children to private schools always make it a point to send them neatly dressed. But when it comes government schools, no care is taken at home. It is parent's attitude!!!

During the interactive meetings with the community a dialogue was held with one of the boy's at Anadapura. When questioned as to why he was not attending school, his reply took us by surprise. He said that he was not able go to school as his house had no door facility. So he stayed back at home to look after the house.

Bangalore is a city which houses many high rise buildings. The construction workers of these buildings are nomadic by nature and move to a new habitation when the construction work is completed. One such construction worker at NANJAREDDY COLONY was spoken to and she requested that a school be given at big construction sites. Or else due to the nature of the parents occupation the children had to suffer without education. To cater to such group of parents mobile school had to be started.

The "Samudayadatta Shale" programme is a novel and unique programme to bridge the gap between the school and the community. This programme has helped to create the feeling of ownership of schools among the community.

The interactive meetings, discussions ,awareness campaigns organized at various level has helped the core planning team to identify the issues and problems.

CHAPTER - 4

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

CHAPTER 4

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

The present chapter deals with the problems and issues of primary education in Bangalore city ie. Bangalore South Education district. These problems and issues were articulated at the meetings, workshops, visits, interactive meetings at the local community, NGO's and the stake holders. The problems of primary education was also discussed with the parents, community leaders and people representatives at micro and macro levels. The feedbacks on the issues and problems of primary education emerged in the process of pre project activities undertaken as a part of plan formulation. In order to make the District Elementary Education plan a more realistic, area specific and participatory , several activities were undertaken at grass root level. The feedback at the time of comprehensive survey were, house to house meeting along with the local teacher, local NGO and peoples representative has helped the planning team to articulate the issues emerged there in. In the samudayadatta Shale(School towards community) program held on 8th August 2001 in all the schools of the district, issues pertaining to primary education were discussed with the community, parents, NGO's and students. Community mobilisation activities were conducted immediately after the childrens survey work was completed in the district. While preparing habitation plan at rural level and similar plan at ward level in corporation and city limits. To understand the ground realities and also to encourage peoples participation in the understanding of problems and issues of primary education workshops, meetings, interactive sessions were organised with parents, NGO's, planning team members, head masters of higher primary and high schools, educational coordinators, educational administrators, elected representatives at Zilla panchayat level. The experiences sharing meetings were also organised with the the NGO's who have worked on education with special focus on Child labour, and Girl child education.

The experiences gained by the educational administrators, educational coordinators, head masters, class room teachers, peoples representatives during the course of their school visits, inspections, contact with local community were also taken as the basis for identification of issues and problems of primary education in the district. The consultation process mentioned above have given an insight of the existing problems and issues in achieving universalisation of elementary education.

Access related issues:

- ❖ The community expressed the need for new government schools in some pockets by relaxing the distance and population norms.
- ❖ Class 5 was the termination class and most of the children used to discontinue the schooling due to distance or lack of security to the girl children. The community established the need for upgrading lower primary schools to upper primary schools.
- ❖ The community also expressed to convert all higher primary schools, composite highschools to provide continuous education to the children. The task force also recommended the inclusion of 8 standard in Higher primary school.
- ❖ Bangalore city is known for its reputation of having prestigious institutions which is a significant factor. In spite of the city being on reputation in terms of academic establishments there also exist areas of educational deprivations in the vicinity of the city. There are areas of slums and semi slums where construction workers, shelterless people are living in unhygienic atmosphere. The population mobility towards the new extensions adds to the problem of education.
- ❖ One of the major factor for the poor atmosphere and low quality in the learning achievement is lack of community-school linkages in the district. In some of the poorest and marginal areas, schools are not located with a safe reach of children for example passing national highways, heavy

vehicular traffic and overcrowding in the existing government schools with limited space and infrastructure.

Community related issues:

- ❖ Even today the community is under the impression that the government or department is responsible for their children's education. Even for the minute things the community will solely depend on the government. The planning team identified the need to empower the community to own the responsibility of the educational process of their village.
- ❖ Many schools especially schools in vulnerable areas, semi urban and villages are subjected to vandalism desperately or due to lack of awareness among the people.(eg:UPS Gangodanahally)
- ❖ Schools are often affected by the social and political tensions between different groups within a community.

Teacher related issues:

- ❖ Teachers expressed the need for their empowerment. In the changing world and latest developments in science and technology and to meet the challenges of present world they need training.

Curriculum related issues:

- ❖ The parents and the teachers expressed the need for a review of good old curriculum and to update that in the context of child, Local specific, and related to life.

Supervisory and Monitoring issues:

- ❖ The interacting sessions revealed poor performance in supervision, Monitoring and follow up which is resulted on the quality of the school. Hence, there is need for strengthening the monitoring system

Girl child related issues:

- ❖ The interactions with the parents of weaker sections developed the negative attitude towards the girl child education. They are of the opinion that education is not necessary for girl children.

- ❖ The education opportunities of girls are linked to the economic condition of the household and to the lack of civic amenities and resources in the region.
- ❖ In addition to the involvement of children in domestic and non-domestic chores and labour, the practice of child marriage and the subsequent retention of the girl within the home are the major reasons for girls to be withdrawn from school.
- ❖ The growth of private and aided schools has led to a gender based differentiation in school options within families. In urban areas where these options are more easily available, poor households send boys to aided or private schools and girls are enrolled in government or corporation schools.

Problem of Children with special abilities:

- ❖ Parents expressed their inability to provide education to their unfortunate wards and even they are not afford to send their children to special schools. They need education to their children in the normal schools itself.
- ❖ The need for community based approach to develop an elementary school system in the district is imperative in the context of contrasting problems and the conditions of schools in the district. This is because of the fact that the prevailing situation of child labour, children dropout of the school due to various reasons particularly the girl child. In the present context, community-school linkage is not there. Problems relating to elementary education needs to be addressed with the active involvement of the community.

Issues and problems in urban slums:

As discussed earlier there are 467 slums in Bangalore urban and semi urban areas as per the data available from Karnataka Slum Clearance Board, of which 224 are notified. Of the total slums 166 falls in the jurisdiction of Bangalore south educational district. The slum clearance board at present is concentrating on the following types of activities.

- Providing water, electricity and housing facilities.
- Individual amenities.
- Common amenities.
- Training on skill upgradation.
- Providing toilets.
- Providing Samudaya Bhavan.

But the slum clearance board is not providing any schooling facilities. Neither is land allotted for school construction purpose. KSCB is contemplating to undertake several measures under "Nirmala Jyothi" programme. The planning team has identified the following issues and problems in the following urban slums.

- Lack of awareness among the urban slums.
- Majority of the population in slum are from Muslim minority community, Tamil minority community and people on migration.
- Parents of children are in work force.
- Incidence of more child labour and rag picking.
- Non availability of land/building to house schools.
- Demand for pre primary schools
- Demand for mid day meals(cooked food) and incentives.
- Problems in keeping track with the children.
- Unwieldy geographical area of slums.
- Lack of consistent mechanism to address the issues and problems of the slums.

- The field reality calls for a 'comprehensive, convergent' approach rather than just 'education'.
- Wrong feelings among the parents that schooling to children fetch no financial benefits.
- Lack of awareness regarding hygienic habits.

Hence as a part of micro planning activity, school zone mapping is taken up in the district. In the rural areas since the habitation is the unit of planning, it is easy to identify the number of school going children and the non enrolled children. In urban areas as the ward is the unit of habitation it is difficult to fix the responsibility on one school or individual because of the vast area and no fixed demarcation.

Following are the objectives of the school zone:

- To determine the viable boundary limits for micro planning.
- To ensure decentralized planning.
- To fix the responsibility of achieving the goals of UEE on the teachers and CRC's .
- To ensure accountability.
- To make education planning more participatory by involving local community and NGO's.
- To ensure 100% enrolment and retention of children of that zone in school.
- To make school as an information center for that area.
- To speed up the process to attain UEE.

Hence School zone is an innovative micro planning activity in achieving UEE to be taken up in AWP.

CHAPTER - 5

GOALS AND OBJECTIVES

Chapter – 5

GOALS AND OBJECTIVES

The consultation process at the different levels has given insight to address different issues under the components. Access, enrolment, retention, achievement and capacity building. The above components are converted into achievable objectives and programmes.

Access:

- To open 44 new schools in the year 2001-02 with temporary arrangements along with teachers and sanction of building.
- To provide necessary furniture and equipments to these new schools in the second year.
- To provide 3rd and 4th teacher in subsequent years.
- To upgrade 50 lower primary schools as upper primary schools along with additional teachers and additional rooms.
- To provide Teaching learning materials to the upgraded schools which are not covered under any previous schemes.
- To provide transportation facilities for the children of uncovered habitations.

Enrolment:

- To enroll the eligible children identified in the “Makkala Samikshe 2001” after updating the available data.
- To organize enrolment drives every year to create awareness among the public.

- To initiate discussions in the community meetings, Grama panchayat meetings, School Development and Monitoring committees on the enrolment issues.
- To increase the attendance by 94% by 2004-05.
- To constitute the student task-force committee of NCC and NSS volunteers and involving them in the enrolment drives.
- To involve NGO's and educationists living in the local area in the enrolment drives.
- To bring back the out of school children to the schooling system.
- Conducting bridge course in the year 2001-02 for the out of school identified in "Makkala Samikhse" - 2001 and enrolling the children from the bridge course centers to formal schools in the year 2001-02.
- To organize special enrolment drives in the slums.

Retention:

- To organize awareness campaigns particularly in areas where the drop out rate is high.
- To provide additional inputs like additional class rooms,repairs,toilet,water, electricity and compound, TL materials and furniture like carpets, work tables, bench with desks, for the existing schools to improve in terms of quality and quantity.
- To provide teacher grant and school grant to all the primary and upper primary schools.
- To provide required facilities for the children with " Special Needs" under inclusive education.
- To organize "Chinnara Melas" at cluster level.
- To organize study tours for the students.
- To increase the retention rate by 85% by 2001-02.

- To increase the retention rate by 100% by 2004-05.
- To provide transportation facilities for the out of school children to bring them back to bridge course centers.
- To conduct health check up camps in the slums and rural pockets.
- To provide work books for all the children.
- To provide soaps, towels and other toilet materials in slum schools.
- To provide counseling centers in the slums and backward pockets.

Quality improvement:

- To conduct the base-line assessment study to plan pedagogy.
- To provide need based in-service training to teachers.
- To review the existing curriculum and text books.
- To increase the achievement level of students by 94% by 2002-03.
- To increase the achievement level of students by 98% by 2004-05.
- To organize sharing workshops at different levels like teachers at CRC level, Headmasters at BRC level, educational administrators at the district level.
- To organize study tours for BRC's, CRC's and administrators to share the experiences with other districts and states.
- To develop an academic structure at the district level by involving the activities of DSERT, DIET, RIE and other institutions.

- To establish BRC's at the block level.
- To establish CRC's at the cluster level

- To construct buildings for the BRC's
- To construct rooms for the CRC's
- To provide equipment for BRC's and CRC's
- To provide staff for BRC's and CRC's.

Capacity building:

- To establish district office for the planning and implementation of the programme.
- To establish MIS unit both at district and block level.
- To constitute and empower SDMC at habitation level.
- To strengthen the supervisory and monitoring system.

Innovative studies:

- It is proposed to undertake the following studies in the perspective plan.
- To undertake a survey of disabled children agewise, caste-wise, sex wise and disability wise.
- To undertake a study on rag pickers, street children and child labourers in the city in collaboration with the NGO's.
- To study the impact of TL materials already supplied under OBB.
- Impact of chinnara Angala on enrolment.
- To assess the Quality and type of TL materials to be supplied to uncovered schools.
- Impact of chaitanya training on the achievement level of students.
- Impact of mid day meals (cooked food) on retention.
- Impact of adoption programme in achieving UEE.
- Impact of Samudayadatta shale in improving the quality in schools.
- To undertake a study on drop out rate in slums.

CHAPTER - 6

PROGRAMMES AND STRATEGIES

Chapter - 6

Programmes and strategies:

The planning core team along with District and Block Resource Groups, analyzed the existing educational scenario of the district. The outcomes of this analysis enabled to plan the following programmes to address the different issues and problems identified. The programmes are discussed under the components - Access, Enrolment, Retention, Achievement and Capacity building.

Access:

1.0 Opening of new schools:

The analysis of 6th All India Education Survey Report, habitation planning and field visits of the DRG and core team revealed the necessity of opening of 44 new schools in the district.

Table 6.1

Number of New schools to be opened block-wise.

Sino	Name of the Blocks	No of schools
1	South I	17
2	South II	0
3	South III	11
4	Anekal	16
	Total	44

Opening of new schools is the package of teachers, building, TL materials, furniture and equipments. These schools will commence from 1.11.2001 and the building work will be completed by 2003. Until then the schools will run on the temporary arrangements made by the community. The list of schools is given in the Annexure.-1

To open the new school the following activities are to be taken up.

Activity	Action	Agency and time
Identification of habitations to open the schools	Analysis of AIES and habitation planning	BEO, community and the planning team.- Completed
Identification of the site	Mobilisation from the community	Community and the department –Before March 2002
Formalities of handing over the Site	Registration of the site	Department and the community- Before March 2002
Preparation of the estimates	Estimate preparation and Administrative approval	Department- Construction agency – Before March 2002
Deployment of Teachers	2 Teachers are to be posted	Department –2 Teachers before December 2001.
Temporary arrangement of Place	Place has to be identified to run the school	Community and the department –before May 2002
Commencement of School	School has to be opened	Department on 1-11- 2001
Identification of Required furniture and equipment	The required materials are to be identified	District office.

The District and the block level offices will monitor the activities and see that the commencement of the schools on 1-11- 2001. The type of design for the building has been taken from the DPEP. These schools will be provided with Carpets for class 1 to 4 children along with work tables for group work and writing. TL materials

identified for the classes 1 to 5 will be provided during 2nd year after the completion of building.

Providing transportation facilities:

Some of the habitations like slums and rural pockets are not served with schools because the school going children population is less and opening a school in such habitations is unviable. Hence it is proposed to pick the children from their habitations and drop them to the nearest school.

1.1 Up-gradation of Lower primary schools:

The Consultation process revealed the fact that 4th standard is the termination class at the lower level and most of the children especially girl children drop out at this level. In some cases the distance also acted as a barrier and resulted in more dropout rate. The Analysis of AIES and the habitation planning demands to upgrade 50 lower primary schools as higher primary schools. These higher primary schools are likely to have 8th standard to fulfill the constitutional obligation of providing free and compulsory primary education up to the age of 14, which is reiterated by the Educational Task force committee headed by DR.Rajaramanna. These upgraded schools are also provided with additional teachers, Additional classrooms, Facilities, Furniture and equipment. The following activities will have to take up by the district and block level offices to upgrade the schools

Table 6.2

Number of schools to be upgraded block-wise.

Sino	Name of the Blocks	No of schools
1	South I	19
2	South II	02
3	South III	15
4	Anekal	14
	Total	50

Source: BEO's 200

To upgrade the existing schools following activities are taken up.

Activity	Action	Agency and Time
Identification of schools to be upgraded	Schools having more than 15 enrolment in class 5 are to be listed out	BEOs and community Action Completed
Estimating the required teachers, rooms , facilities and equipment	List of schools has to be prepared along with requirements	BEOs Action completed

Estimating the required teachers, rooms , facilities and equipment	List of schools has to be prepared along with requirements	BEOs Action completed
Providing teachers	Teachers are to be deployed as per the formula	District office and block office by June 2002
Providing additional class rooms	Construction of the Class rooms as per the requirement	District office by the end of 2003 as per the requirement
Providing Facilities	Providing the required facilities	District office by the end of 2003
Providing TGT	Starting 8 th class and Recruitment or re deployment of trained graduate teachers	District office and BEO on the introduction of 8 th class.

2.1 Chinnara Angaa:

As per the "Nakkala Samikshe" 2001, data 21789 children in the age group of 6-14 are found to be out of school. Out of which it is expected 7779 children are enrolled as they were in the age group of 5-6. The updating exercise is in progress and they will be enrolled. 1973 children in the age group of 6-11 were brought back to school during current year after 60 days bridge course "CHINNARA ANGALA". One of the objective of SSA is to bring back all the children in the age group of 6-11 into the purview of education by 2003. The perspective plan proposes the bridge course programme for 7123 children during the current year. Remaining 3214 children in the age group of 12-14 require bridge course for longer duration. The available learning materials are suitable for the children in the age group of 6-11 studying in classes 1 to 4. The children in the age group of 12-14 need upgraded learning materials suitable to class 5 to 7. The district needs state intervention in preparing the TL materials.

The budget for CHINNARA ANGALA is as follows.

- ❖ Refreshment charges Rs 5 per child per day.
- ❖ Honorarium Rs 1000 per teacher/volunteer per month.
- ❖ TL materials Rs 100 per child.
- ❖ Training to teachers and volunteers as per norms.
- ❖ Rs 1100 for each center for TL materials.
- ❖ Rs 465 CG for each center.

3.0 Retention:

Quality of the school can be determined on the basis of facilities available in the school. The analysis of the existing status insist for the following additional inputs for the existing primary schools.

- ❖ Additional input to existing primary schools.
- ❖ School buildings to the building less schools:

The habitation planning exercised reveals 48 schools have no class rooms and running in temporary arrangements. It is proposed to provide school building as package consisting of rooms, water, toilet, electricity, compound.

Table 6.4

Block-wise requirements of School Buildings

Sino	Name of the blocks	No. of building less schools
1	South I	31
2	South II	00
3	South III	08
4	Anekal	09
	Total	48
%		5.66

3.1 Additional rooms:

The analysis of the existing status developed the need for 1393 additional class rooms.

Table 6.5

Number of additional rooms required block-wise.

Blocks	Requirement of addl.class rooms in PS	Requirement of addl.class rooms in UPS	Total
South I	160	549	709
South II	03	58	61
South III	152	232	384
Anekal	117	122	239
total	432	961	1393

Source: BEO's 2001

3.2 Compound:

The analysis demands the security to schools in terms of compound. Compound is very essential to curb encroachment of government land, to provide security for children, to create congenial environment for teaching learning activity, to avoid misuse of school premises after school hours. It is proposed to construct 37027 sq mtrs of compound. The list of schools which require compound is given in the following table.

Table 6.6

* Blocks	No of schools having compound	No of schools required compound in meters
South I	046	208-21830mts.
South II	019	9schools-11015 sq.ft.
South III	133	129 schools -36947sq.ft.
Anekal	061	194 schools-29100mts.
Total	259	99027sq mtrs.
%	30.58	98.72

Source: BEO's 2001

3.3 Toilet and water:

The field visits and habitation planning exercise revealed the fact that toilet and water are the basic needs of a school. The analysis of the existing status shows lack of these basic facilities. Also it is noticed that when there is no toilet and water facility, girl children do not attend school regularly. Hence it results increase in dropouts in the upper primary stage. The construction of toilet activities needs to be tied up with other departments and other organizations like UNICEF, local bodies, NGO's etc.,

The following table shows block-wise requirement of toilet and water facilities in schools.

Table 6.7

Blocks	Schools with toilet Facilities	Schools requiring additional toilets	Schools without toilet facilities
South I	092	092	193
South II	024	039	020
South III	122	122	140
Aneka	023	023	232
Total	261	276	585
%	30.81	32.58	69

Source: BEO's 2001

3.4 Electricity :

The latest development in pedagogy, demands the need of multi media in education. In the recent past all the schools are provide with RCCP sets, TV and VCR to model schools. The materials are lying idle for want of electricity. Even the schools having electricity are unable to sustain the facility for want of funds. It is proposed to provide electricity to 501 schools and also maintenance is taken care.

The table given below shows the number of schools block-wise which require electricity :

Table 6.8

Blocks	No of schools having the facility of electricity	No of schools requiring the facility of electricity
South I	143	142
South II	026	024
South III	107	155
Anekal	075	180
Total	351	501
%	41.44	59.15

Source : BEO's 2001

3.5 Repairs to school buildings:

The present scenario shows the conditions of very many school buildings are in bad shape. The money made available for undertaking the repairs of these school buildings is inadequate. Out of the meagre amount, it is possible to repair only selected few rooms. It is proposed to take up repairs of all the schools every year in a phased manner.

Table 6.9

Number of schools block-wise which need repairs:

Blocks	No of schools which need repairs	New schools
South I	254	17
South II	045	00
South III	262	11
Anekal	255	16
Total	816	44
%	96.34	

Source: BEO's 2001

The newly constructed buildings during the programme requires maintenance after 3 years of construction. It is proposed in the budget.

3.6 Furniture and equipment:

To strengthen the existing schools the following furniture and equipments are proposed to provide during 2002-2003.

- ❖ Carpets to children studying in class I to IV.
- ❖ Work tables to children studying in class I to IV.
- ❖ Bench with desks to children studying in class V to VIII.
- ❖ A set of table, chair, steel almairah, slotted angles to all the schools.
- ❖ A set of TL materials worth of Rs 10000 to all primary schools and materials worth of Rs 50000 to all upper primary schools which are not covered under OBB.

Table 6.10**Number of schools which require TLM.**

Blocks	No of schools which require TLM	
	PS	UPS
South 1	180	025
South 2	010	019
South 3	145	017
Anekal	167	000
Total	502	061
%	100	16.94

Source:DDPI and BEO's 2001

Table6.11**Requirement of furniture to the schools block-wise.**

	req	req	Req	req	req	req
South I	2173	5415	1946	500	993	1295
South II	0649	0787	0576	027	101	0074
South III	1592	7754	4359	262	600	0567
Anekal	1054	5272	1674	422	255	0255
Total	5468	19228	8555	1211	1949	2191

Source: BEO's 2001

Additional teachers:

Present scenario shows shortage of teachers in the existing government schools when compared to private schools. To fulfill the constitutional obligation to provide compulsory primary education to the age group 6-14 years, and also as per the recommendation of the task force committee headed by DR. Rajaramanna to include 8th standard in elementary level, it is proposed to provide 2 Trained graduate teachers one for arts and one for science. It is proposed to provide 273 elementary level teachers and 754 Trained Graduate Teachers.

Table 6.12
Requirement of teachers (block-wise)

Blocks	Elementary level	TGT's
South I	98	226
South II	010	048
South III	60	284
Anekal	105	196
Total	273	754

Source: BEO 2001

3.8 School grants:

The analysis of existing educational scenario developed the need for caution amount to meet the needs of schools like necessary stationary, electricity charges and maintenance of equipments already provided. It is proposed to provide school grant of Rs 2000 per school per year for 539 primary schools and Rs 4000 for 356 upper primary schools(with 1st to 8th std) and Rs 2000 for 4 upper primary schools(with 6th to 8th std) for the year 2001-02. From the academic year 2004-05 it is proposed to provide school grant of Rs 2000 to 489 primary schools and Rs 4000 to 410 upper primary schools. This is because out of the existing primary schools 50 schools are going to be upgraded. This grant will be operated through the SDMC of the school and this grant is proposed from the year 2001-02.

3.9 Teacher grants:

The interaction with the teachers revealed the necessity of freedom in preparing TL materials of their choice to make their teaching effective. Hence it is proposed to provide Rs 500 to each teacher every year. Teacher empowerment programmes will give necessary training to teachers in this regard. The perspective plan proposes to provide teacher grants to 4402 teachers during 2001-02, for 5256 teachers from the year 2002-03 and 5358 teachers from the year 2005 onwards.

Table 6.13

Number of teachers proposed for teacher grants(block-wise)

Blocks	Existing teachers	New school teachers	Additional teachers to upgraded schools	Additional teachers to existing schools	TGT's	TGT'S FOR UPGRADED SCHOOLS (2004-05)	Total
South I	1410	34	38	100	226	38	1846
South II	0281	0	04	010	048	04	347
South III	1491	22	30	60	284	22	1909
Anekal	0913	32	28	49	196	28	1246
Total	4095	88	100	219	754	92	5348

SOURCE: BEO's 2001

3.11 Inclusive education:

Universalization of elementary education is meaningful only when all the children of the age group 6-14 are in schools irrespective of caste, creed, sex and other physical defects. Though there are special schools for the children with physical and mental disabilities, all such children are not brought into such schools due to various reasons like lack of awareness, social stigma, economic conditions etc., It is proposed to provide education to such children in normal schools. The survey conducted in the year 1991 reveals that there are 9537 differently disabled children in Bangalore south district. (source: survey of persons with disability in Karnataka 1991). The government of Karnataka is contemplating to launch a special rehabilitation programme for the disabled in the state. The department is proposing to undertake study cum survey of disabled-sex-wise, caste-wise and disability wise in convergence with the concerned departments and NGO's working in this field.

The planning core team is of the opinion to go for a survey of children having different abilities during the year 2001-02 in co-ordination with Women and Child Welfare Department and Department for Disabled Welfare. For the year 2002-03 it

s proposed Rs 1200 per child for 873 children. The activities proposed under this intervention are:

- ❖ Identification of disabled children in the age group of 0-14 years.
- ❖ To conduct health camps for identified children.
- ❖ To impart training to teachers in handling these children in normal schools.
- ❖ To provide aids and appliances.
- ❖ To prepare multi sensory TL materials.

Keeping the data given by the DIET and the survey which is conducted already, the perspective plan proposes to conduct re-survey in the year 2001-02, conducting health check-up and providing aids and appliances for the needy children in convergence with WCD, DDW and NGO's like ALIMCO.

3.12 School assessment programme:

The Department of Public Instruction in view of appraising the standard of the schools and to strengthen schools through sustainable monitoring proposed to conduct a school assessment programme with the help of a team of retired teachers. This team will visit the schools, conduct inspection and take up regular follow up activities. It is proposed to pay an honorarium of Rs 100 per working day and actual conveyance charges not exceeding Rs 50 per working day.

3.13 Leave reserve teachers:

It is observed that the teaching days are running short due to the different leave facilities given to teachers. In case of long leave, para- teachers are proposed. The block level officers will prepare a list of interested teachers which will work out to 2% of the existing teachers (retired, unemployed trained teachers etc.,)

and deploy them as and when the situation demands. It is proposed to pay an honorarium of Rs 100 per working day.

3.14 Awareness campaigns:

The planning core team after series of interaction sessions felt the need for conducting awareness campaigns in slum and backward areas in the year 2001-2002 in addition to pre project activities. The media selected are printing and electronic media. The District team will prepare the script and translate that into printing and electronic media. It is also proposed to form a campaign group at the district level.

3.15 Upgradation of upper primary school to High school:

GHPS Yellakunte is located in Bommanahalli CMC. The enrolment in the school is 460/432. After 7th standard the children have to go to Madivala or Singasandra which is 4 km's away from Yellakunte. The problem that the children face is that they have to go on NH 7, which is very crowded and full of traffic. Due to this girls are dropping out at the 7th class. The interaction and consultation process with the people of that area resulted in arriving at the conclusion that upgradation of this school to composite high school was necessary. The local CMC has come forward to share the cost of building construction. In view of adding 8th standard to upper primary, it is proposed to start 9th and 10th standards. Under the SSA facilities will be provided up to 8th standard. The State government will provide facilities to 9th and 10th standards.

On going incentive schemes of both the State and Central governments will be continued.

3.16 Publication students Magazine:

The planning core team after detailed interaction with the teachers and children noticed the need for reading material in the form of publication. A team will be

constituted at the district level and it is proposed to publish 2000 copies quarterly 4 times per year.

1.17. Chinnara Mela :

The DPEP experience reveals that the chinnra mela will develop the sociability and to make the children happy. This activity will create joyful learning attitude in children. This activity will be provided a budget of Rs 10000/- per Chinnaramela for the group of children 50. The strategy of DPEP will be followed to conduct the activity.

Interventions to girl child related issues:

As revealed in the interaction meeting, there is lack of awareness among parents regarding the importance of education for the girl child. Hence to create awareness among the parents special programmes are proposed under SSA.

- ❖ Under "Marali Shalege" programme, for the out of school and the dropped out girls of the age group 12-14, a special bridge course programme is planned for 12 months.
- ❖ The timings are flexible to suit the needs of these children.
- ❖ This model will function like distance education for the children in the age group of 12-14.
- ❖ Special counselling programme for the adolescent girls and their parents regarding the health and hygiene.
- ❖ Organizing retention drives to put pressure on parents and the school system to ensure the retention of girls.
- ❖ Follow the Uttar Pradesh experiment of awarding graded colour for monthly attendance and felicitating the children with good attendance and their parents in the "Samudayadatta Shale Programme."
- ❖ Remedial classes / special coaching classes for SC/ST girls.
- ❖ A forum of women teachers to involve themselves actively in achieving the goals of UEE.

- ❖ To enthuse motivation among girls through the stories and film shows of women achievers .
- ❖ Appeals by religious heads to create awareness among the masses.

Education for SC/ST children

The interventions for children belonging to SC/ ST communities are based on the data available in the "Makkala Samikshe" of 2001, an unique house to house survey conducted as a pre project activity of SSA.

- ❖ A committee of SC/ST members to monitor the enrolment and retention of their wards
- ❖ Empowerment programme for women to remove the misconception they have about girl children
- ❖ Special training for community leaders
- ❖ Special coaching classes/remedial instruction for SC/ST children
- ❖ A forum of women (mothers)

Special interventions for early childhood care and education:

Early child care center is a crucial input in the process of providing education for all. It is a support programme for working women in general and particularly the disadvantaged section of the society. The existing support system under ICDS programme is quite insufficient to provide wide coverage as there are still areas which have not been covered with Anganvadi centers.

During interaction meetings with parents, community leaders and mothers, one of the main demands proposed was the Early Child Care Centers in the places where there are no ICDS centers at present.

Realizing the crucial importance of ECCE centers, community has come forward to extend support in this regard. In south range III, in four schools the ECCE centers are opened on experimental basis. In the primary schools where these centers are attached, there is increase in enrolment and drop out rate is reduced. Teachers at these primary schools feel that these children participate actively in the

learning process. Hence, to strengthen the existing system and to increase the enrolment, retention and to improve achievement, the planning team felt the need for setting up of ECCE centers in the district. The following activities are proposed in the project to strengthen the Early childhood care and education.

- To strengthen the pre school centers by giving orientation training to the Anganawadi workers, providing additional persons and learning materials.
- Setting up of balwadis as pre school centers in needy areas.
- Promoting convergence between the school system and the ECCE arrangement.
- Periodical health check ups for children

In this context it is note worthy to take the experience of an experiment undertaken at Halgur in Malavalli taluk of Mandya district.

EQUIP an all India based NGO working for child development, has done innovative experiment on child development in Halagur, Malavalli taluk of Mandya district. The project is under implementation in 22 villages under close monitoring system. Local women were trained who work as facilitators in the ECCE centers. The experiences and the module developed are worth replicated in the proposed ECCE centers proposed under SSA.

4.0 Quality improvement:

- The DPEP experience established the need for regular academic support in the form of training, monitoring and guidance. The habitation planning exercise also revealed the need for regular in-service training and follow up activities. The perspective plan proposes to establish BRC's at block level and CRC's at the grass root level.

4.3 Study tours for BEO's, BRC's, educational co-ordinators and CRC's :

To improve the quality of education, sharing of experience with other districts is very much required. Hence study tours are proposed under the perspective plan.

4.4 Innovative approaches in education:

To assess the impact of various methodologies in teaching to improve the quality of education, it is proposed to experiment in 40 schools, teaching without text books.

- To conduct workshops for selected teachers
- To visit "NALI_KALI" schools in H.D Kote.
- To conduct work shops for preparing TL materials.
- To conduct study tours for students of these selected schools.
- To undertake studies on different components of UEE.

Capacity building:

4.1 Establishment of BRC at the block level:

The BRC's are established to provide academic support like in service training, action research, to study the problems in achieving the UEE and other guidance. The BRCs will be provided with building, Computers, Xerox, phone, OHP, TV, VCP, carpets, water Filter etc., The BRP's will also visit the schools, conduct sharing meetings in addition to the trainings. It is proposed to provide

- ❖ 20 days in service training each year for all the teachers.
- ❖ 30 days induction training to freshly recruited teachers.
- ❖ 60 days refresher course to untrained teachers.
- ❖ Monthly sharing work shops for all the teachers at the cluster level.
- ❖ Quarterly sharing meeting for Headmasters.

A gap between school and the district level offices is observed in the planning process. In order to establish the linkages within the system and outside the system this academic structure is very much needed.

4.2 Establishment of Cluster resource center:

It is proposed to establish 72 Cluster resource centres in the district and each CRC will be provided with a co-ordinator who is a primary school teacher. The CRC co-ordinator is an academic supporter and visits the schools in their cluster and offer suggestions to the teachers. In addition to the school visits the co-ordinator conducts the sharing meetings and develops linkage between school, community and the department. The CRC co-ordinator will be paid TA and DA as per the KCSR rules.

5.0 "ZILLA SARVA SHIKSHA ABHIYAN SAMITHI":

A Committee has been constituted under the chairman ship of Honorable District Minister. The CEO will be the acting chairman of the committee. This committee consists, Chairperson of the Education committee of the ZP, DDPI , DDPI DIET, Educationists and NGOs. The planning and the implementation of the programme is the responsibility of the committee. This committee will meet every month and review the progress of the programme. The committee will tour the district and monitor the activities of the programme. They will be paid TA and DA for their visits according to the KCSR.

5.1 District resource committee:

To prepare the plan and to appraise the implementation, a committee is constituted under the chairmanship of the DDPI. This committee will tour the district and participate in the programmes and participate in the planning process. They will be paid the TA and DA as per the KCSR.

5.2 Block level SSA Committee:

To monitor the activities at the block level a committee was constituted under the chairman ship of Taluk panchayat president. The BEO and other taluk level officers and other representatives will be in this committee . They will monitor the activities of the programmes at the block level.

5.3 School Development and Monitoring Committee(SDMC): A committee is constituted at the habitation /School level to plan and monitor the school development activities. It is proposed to give two days training to the members regarding their goals and responsibilities.

5.4 Establishment of District office to monitor the SSA programme:

It is observed that the nodal officer is over burdened with different works. With that work load proper planning and monitoring will become a problem. Thus it is proposed to strengthen the district office by providing the required staff. 1 Group A officer and 2 group B officers, ministerial staff of 2 group C, 1 MIS in-charge, 2 Data entry operators, 1 Account superintendent, Assistant executive engineer and 2 group D employees will be employed from within the department itself. This office will have the responsibility of preparation of annual plan and implementing the programme and monitoring. The office will be provided with following facilities.

- ❖ Furniture for the staff
- ❖ Xerox Fax, Phone, OHP, TV
- ❖ Vehicle to monitor the programme on hire basis.
- ❖ Computer, Ac, UPS. Printer
- ❖ Office maintenance
- ❖ Maintenance of the equipments

5.5 Establishment of MIS:

No proper data base is available at any level to main stream the data at all levels. It is proposed to establish MIS unit at district level and to provide computers to the block level office. Every year the data will be collected, computerized reports are generated and distributed to the concern agencies. The budget is proposed for this activity.

5.6 Training for SDMC members:

It is proposed to provide 2 days training every year for all the SDMC members.

CHAPTER - 7

INTERVENTIONS AT A GLANCE

INTERVENTIONS

AT

A

GLANCE

**INTERVENTION WISE AND YEARWISE BUDGET ESTIMATES OF BANGALORE SOUTH DISTRICT
FOR THE DISTRICT ELEMENTRY EDUCATION PLAN UNDER SSA**

ABSTRACT					
	INTERVENTIONS			PERCENTAGE	AMOUNT
1	ACCESS TOTAL			4.99	639
2	RETENTION TOTAL			75.22	9624.6
3	ENROLMENT TOTAL			5.57	713.1
4	ACHIEVEMENT TOTAL			9.83	1267.5
5	Capacity Building TOTAL			2.70	346.0
6	PLANNING AND MANAGEMENT TOTAL			1.69	216.6
	GRAND TOTAL			100.00	12795
NATURE OF WORK					
	AREAS OF BUDGET			PERCENTAGE	AMOUNT
1	CIVILWORKS			32.47	4154
2	MANAGEMENT			1.69	216
3	QUALITY IMPROVEMENT			65.85	8425
	TOTAL			100.00	12795

**INTERVENTIONS, COSTING
AND
YEAR WISE BUDGET**

**INTERVENTION WISE AND YEARWISE BUDGET ESTIMATES OF BANGALORE SOUTH DISTRICT
FOR THE DISTRICT ELEMENTRY EDUCATION PLAN UNDER SSA**

SLNO	INTERVENTIONS	Total	UNIT	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total
				Quant	COST	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	
I	ACCESS																					
1	Opening of New schools																					
a	Building (Non recurring)	44	3.6000			44	158.40		0.0		0.0		0.0		0.0		0.0		0.0		0.0	158.40
b	Teachers' Salary @ # Trs /School (R)	88	0.0520			88	4.57	88	5	88	6	88	6	88	7	88	7	88	8	88	9	44.20
c	carpet(10x12)Sq ft @ 8/Per School	352	0.0240			352	8.45		0.0		0.0		0.0	352	8.4		0.0		0.0	352	8.4	25.34
d	writing desk class 1-4 @20/school	880	0.0100			880	8.80				0.0		0.0		0.0		0.0		0.0		0.0	8.80
e	Bench with desk 5 to 8th @ 30/School	1320	0.0250				0.00		0.0		0.0	1320	33.0		0.0		0.0		0.0		0.0	33.00
f	table 2.5X4' @ 3tables /School	132	0.0150			132	1.98		0.0		0.0				0.0		0.0		0.0		0.0	1.98
g	chair(S Type) @ 3 /School	132	0.0080			132	1.06		0.0		0.0				0.0		0.0		0.0		0.0	1.06
l	Teaching learning Material PS	44	0.1000			44	4.40		0.0		0.0		0.0		0.0		0.0		0.0		0.0	4.40
j	Additional Class Rooms @ 3 Rooms /School	132	1.5000				0.00		0.0		0.0	156	234.0		0.0		0.0		0.0		0.0	234.00
k	school grant	44	0.0200			44	0.88	44	0.9	44	1.1	44	0.9	44	0.9	44	0.9	44	0.9	44	0.9	6.48
ii	Upgradation of existing Pry.schools						0.00		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.00
a	Additional Teachers::pry.schools	50	0.0520	50	3	100	5.20	100	6	100	6	100	7	100	8	100	8	100	9	100	10	52.82
b	Trained graduate teacher for 8th	92	0.0750				0.00		0.0	92	7	92	8	92	8	92	9	92	10	92	11	43.14
g	Teaching learning materials UPS	50	0.5000			50	25.00		0.0		0.0		0.0		0.0		0.0		0.0		0.0	25.00
	Transportation hiring of buses Rs 1000/-perday/bus	15	0.1500	15	2	15	2.25	15	2.3	15	2.3	15	2.3	15	2.3	15	2.3	15	2.3	15	2.3	18.00
	ACCESS TOTAL						335.36		45.2		48.5		331.6		62.3		86.7		66.3		108	639

r	School Grant UPS	354	0.0400	354	14.2	354	14.2	354	14.2	354	14.2	354	14.2	354	14.2	354	14.2	354	14.2	354	14.2	113.28		
s	School grant Middle school	4	0.0200	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	0.64		
s	Teachers' Grant	5358	0.0050	4402	22.0	5256	26.3	5256	26.3	5358	26.8	5358	26.8	5358	26.8	5358	26.8	5358	26.8	5358	26.8	208.52		
t	Inclusive Education IE		0.0000		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.00		
	i. Conducting Survey		0.5000		0.3		0.3		0.3		0.3		0.3		0.3		0.3		0.3		0.3	2.00		
	ii. Health Check-up Camp	873	0.0008	873	0.7	1000	0.8	1000	0.8	1000		1000	7.2	1000	7.2	1000	7.2	1000	7.2	1000	7.2	1000	0.0	23.61
	iii. Providing Aids and Appliances	873	0.0100	873	8.7	1000	10.0	1000	10.0	1000		1000	95.4	1000	95.4	1000	95.4	1000	95.4	1000	95.4	1000	0.0	114.84
	iii Preparation of TLM @ 120 /Child	873	0.0012	873	1.0	1000	1.2	1000	1.2	1000		1000	11.4	1000	11.4	1000	11.4	1000	11.4	1000	11.4	1000	0.0	37.78
u	School Assessment	903	0.014		0.0	903	12.6	903	13	903	13	903	13	903	13	903	13	903	13	903	13	903	13	88.49
v	Leave reserve Teachers @ Rs 100/working day	120	0.02	120	2.4	120	2.4	120	24	120	24	120	24	120	24	120	24	120	24	120	24	120	24	148.80
w	Awareness Campaign(Printing & Electronic)		2.0000		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.00	
x	FREE work books in lakhs	3.27	120.00	3.27	392.4	3.29	394.8	3.29	394.8	3.32	399.3	3.46	415.7	3.56	428.3	3.68	442.1	3.69	443.6	3.71	445.5	3312.97		
y	Publication of student magazine (Qty)	2000	0.0001	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	2000	0.2	1.60
z	Chinnara Mela	17	0.1000	17	1.7	72	7.2	72	7.2	72	7.2	72	7.2	72	7.2	72	7.2	72	7.2	72	7.2	72	7.2	52.10
	Chinnara Mela Traing cost		0.2700	17	4.6	72	19.4	72	19.4	72	19.4	72	19.4	72	19.4	72	19.4	72	19.4	72	19.4	72	19.4	140.67
	RETENTION TOTAL				708.3		3206.8		2258.5		634.3		777.6		796.8		822.3		834.3		733.9	9624.5		

**INTERVENTION WISE AND YEARWISE BUDGET ESTIMATES OF BANGALORE SOUTH DISTRICT
FOR THE DISTRICT ELEMENTRY EDUCATION PLAN UNDER SSA**

SL	INTERVENTIONS	Total	UNIT	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total
IV	ACHIEVEMENT	Quantit	COST	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	
	Teacher Trainings	0			0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.00
a	20 days inservice Training for all teachers	5358	0.0007		0.0	4402	57.1	4402	80.9	5358	82.9	5358	24.9	5358	24.9	5358	24.9	5358	24.9	5358	24.9	320.44
c	Bi monthly Sharing Work Shops For Teacher at CRC	5358	0.0002		0.0	4402	5.2	4402	5.2	5358	5.3	5358	17.8	5358	17.8	5358	17.8	5358	17.8	5358	3.8	72.59
d	Quarterly Sharing Work Shops For HM's at BRC	903	0.0002		0.0	903	0.7	903	0.7	903	0.7	903	0.7	903	0.7	903	0.7	903	0.7	903	0.7	5.12
e.	30 days training for freshly recruited trs	1653	0.0007		0.0	1653	38.7		0.0		0.0		0.0		0.0		0.0		0.0		0.0	38.72
g	60 Days for Untrained teachers	50	0.0007		0.0	50	2.1		0.0		0.0		0.0		0.0		0.0		0.0		0.0	2.10
l	Module Preparation for e & g	50	0.5000				0.5															0.50
l	Appointment of staff TO BRC		0.0000		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.00
f	salary for BRC CO-ORDINATOR	4	0.1000	4	2.4	4	4.8	4	5.3	4	5.8	4	6.4	4	7.0	4	7.7	4	8.5	4	9.4	48.79
g	salary for BRP's(HIGH SCHOOL 2 ASSISTANTS)	8	0.0750	8	3.6	8	7.2	8	7.9	8	8.7	8	9.6	5	10.5	5	4.5	5	5.0	5	5.4	57.50
h	salary for BRP's (PRI SCH 3 ASST)	12	0.0660	12	4.8	12	9.5	12	10.5	12	11.5	12	12.6	6	13.9	6	4.8	6	5.2	6	5.7	73.28
l	salary for program lassistant	4	0.0650	4	1.8	4	3.6	4	4.0	4	4.4	4	4.8	7	5.3	7	6.3	7	6.9	7	7.6	37.70
j	salary for group 'D'	4	0.0400	4	1.0	4	1.9	4	2.1	4	2.3	4	2.6	8	2.8	8	3.8	8	4.2	8	4.8	21.17
k	Appointment of CRC	72	0.0660	72	28.5	72	57.0	72	62.7	72	69.0	72	75.9	72	83.5	72	91.8	72	101.0	72	111.f	579.61
	ACHIEVEMENT TOTAL				42.0		187.9		179.3		190.7		155.2		166.4		162.3		174.2		173.1	1257.5

**INTERVENTION WISE AND YEARWISE BUDGET ESTIMATES OF BANGALORE SOUTH DISTRICT
FOR THE DISTRICT ELEMENTARY EDUCATION PLAN UNDER SSA**

CI	INTERVENTIONS	Total	UNIT	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total
				PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN	PHY	FIN			
IV	Capacity Building	Quantity	COST																			
a	Establishment of BRC's																					0.00
b	Building	4	6.0000	4	24.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	24.00
c	Furniture	4	0.2500	4	1.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	1.00
d	Equipment- TV,OHP,VCR,TELEPHONE	4	0.5000	4	2.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	2.00
e	Library & ALMAIRAH	4	0.2500	4	1.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	1.00
f	Purchase computers UPS,LASER PRINTER	4	2.0000	4	8.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	8.00
g	Purchase of xerox machine	4	1.0000	4	4.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	4.00
h	Office maintenance	4	0.1250	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4.00
i	xerox maintenace AMC	4	0.1500	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4.80
j	computer AMC	4	0.2000	4	0.8	4	0.8	4	0.8	4	0.8	4	0.8	4	0.8	4	0.8	4	0.8	4	0.8	6.40
k	Stationery to computer	4	0.2500	4	1.0	4	1.0	4	1.0	4	1.0	4	1.0	4	1.0	4	1.0	4	1.0	4	1.0	8.00
l	Stationery to Office	4	0.0300	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	4	0.1	0.96
m	Duplicating Machine	4	0.1500	4	0.6		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.60
n	Carpets 12 X 10' 10 No	4	0.0240	4	0.1		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.10
o	Water filters 2 No	8	0.0010	8	0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.01
p	Conveyance Charges for Sch Visits(10 Months)	24	0.0200	24	0.5	24	0.5	24	0.5	24	0.5	24	0.5	24	0.5	24	0.5	24	0.5	24	0.5	3.84
q	maintenance-Building	4	0.1000		0.0		0.0	4	0.4	4	0.4	4	0.4	4	0.4	4	0.4	4	0.4	4	0.4	2.40
r	Establishment of CRC's		0.0000		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.00
s	Building	65	2.0000		0.0	65	130.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	130.00
t	Furniture Table,chair,almirah	72	0.2500		0.0	72	22.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	22.00
u	Carpets 12 X 10' 4 No	440	0.0250		0.0	440	8.8		0.0		0.0		0.0		0.0		0.0		0.0		0.0	8.80
v	Water filters 1 no	72	0.0100		0.0	72	0.9		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.88
w	Library	72	0.0200		0.0	72	1.8		0.0		0.0		0.0		0.0		0.0		0.0		0.0	1.76
x	maintenance-Building	72	0.0500		0.0		0.0		0.0		0.0		0.0	72	5.5		0.0		0.0		0.0	5.50
z	Innovative Reserch on Girls Education		1.5000				15.0		15.0		15.0		15.0		15.0		15.0		15.0		15.0	105.00
	Innovative activities in ECCE				15.0		15.0		15.0		15.0		15.0		15.0		15.0		15.0		15.0	
	Capacity Building TOTAL				59.2		196.9		33.9		33.9		33.9		39.4		33.9		33.9		33.9	345.0

r	Duplicating Machine	1	0.2000		0.0	1	0.2		0.0		0.0		0.0		0.0		0.0		0.0	0.2
s	Office maintenance	1	0.5000		0.0	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	4.0
t	xerox and fax maintenace	1	0.0800		0.0	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	0.6
u	computer AMC	1	0.0800		0.0	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	0.6
v	Stationery to computer	1	0.1500		0.0	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1.2
w	Stationery to Office		0.1000		0.0		0.1		0.1		0.1		0.1		0.1		0.1		0.1	0.8
x	TRAINING OF BEO'S,BRC'S,EC'S.CRC'S.BRP'S, HM'S	410	0.0040		0.0	410	8.2		0.0		0.0		0.0		0.0		0.0		0.0	8.2
y	Satinoary,training Kit,TA FOR 5 DAYS	410	0.0020		0.0	410	4.1		0.0		0.0		0.0		0.0		0.0		0.0	4.1
z	Training for SDMC memebers		0.1362		0.0		0.1		0.1		0.1		0.0		0.1		0.0		0.1	0.7
aa	EMIS PRINTING & DATA PROCESSING/peryear		1.0000		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0	9.0
ab	AT District level /year		0.0000		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	0.0
	PLANNING AND MANAGEMENT TOTAL				8.1		42.9		18.2		19.7		21.3		23.3		25.3		27.7	30.1 216.6

ANNEXTURES

LIST OF PRE PRIMARY CENTRES

SL NAME OF THE CENTRES SL NAME OF THE CENTRE SL NAME OF THE CENTRE SL NAME OF THE CENTRE

SOITH-1		SOUTH-2		SOUTH-3		ANEKAL	
1	VEERABHADRA NAGARA	1	K.P AGRAHARA	1	GORAVIGERE	1	DOMMASANDRA
2	HOSKERE HALLY	2	KADAPASWAMYMAT	2	VEERENA HALLI	2	ATTIBELE
3	SRIIAGAR	3	COTTONPET	3	KURUDUSUNNENAHALLI	3	HEBBAGODI
4	AVAAHALLI	4	GAVIPURAM	4	BALATHURU COL	4	JIGANI
5	ANJANAPURA	5	ANANDAPURAM TAMIL	5	KUNBENA AGRAHARA	5	KUDLU
6	MAFENA HALLI (MPS)	6	KALASIPALYAM URDU	6	RAME GOWDA NAGAR	6	HUSKUR
7	JARIGANAHALLI	7	TIPPUNAGAR URDU	7	SULEKUNTE DENNE	7	SARJAPURA
8	TALGHATTA PURA	8	BARLINE URDU	8	BHYRATHI BANDE	8	BANNERGHATTA
9	KETHO HALLI	9	V.V.PURAM URDU	9	KASAVANA HALLI	9	BALARBANDE
10	NACARABHAVI			10	ANAGALA PURA	10	VIVEKANANDAPURA
11	MAFENA HALLI (HPS)			11	BEVENA MARA COL	11	BAGGANADODDI
12	ULLLU NEW TOWN			12	BEGURU	12	H.MANCHANAHALLI
13	MAIAGALU			13	MARAGODANA HALLI	13	NARAYANAPURA
14	PAPAREDDY PALYA			14	THURUMANENHALLI	14	PUMP HOUSE
15	HOSAHALLI			15	KOONADASA PURA	15	KYASARAGUPPE
16	SUNKADAKATTE			16	KOONAPPAN AGRAHAR	16	AMRUTH NAGAR
17	RAGANATHA PURA			17	BERATANA AGRAHAR	17	MYSORAMMANADODI
18	GOVINDA RAJA NAGAR (UR)			18	SUBHANAGAR		
19	ARUNDATHI NAGAR (UR)			19	MAHADEVA PURA		
20	HOSAHALLI (UR)			20	KUNDALA HALLI COL		
21	TAVREKERE			21	AMBEDKER NAGAR		
22	HONIGANA HATTI			22	CHENNAPPANA HALLI		
23	DEVAMACHO HALLI			23	MARATH HALLI		
24	CHLANAYAKANA HALLI			24	BATTRA HALLI		
25	THIIPAGONDANA HALLI			25	TRIVENE NAGAR		
26	YELACHAGUPPE			26	BENDEN PALYA		
27	GIDDAKONENA HALLI			27	PARAGIPALYA		
28	RAMASANDRA			28	MAGAMMA PALYA (Ur)		
29	GUIAGANJANA HALLI			29	BOMMANA HALLI (Ur)		
30	DOIDAGOLLARA HATTI			30	HONGASANDRA		
31	GOTIGERE			31	BOMMANA HALLI		
32	HAFINAGAR			32	MADIVALA (Ur)		
33	DOIDAKALLASANDRA			33	AGARA		
34	JAMBUSAVARI DINNE			34	ISLLAMPURA		
35	VAIDARAPALYA			35	SEEGEHALLI		
36	PILIAGANAHALLI			36	K.R PURAM		
37	KEMBATHA HALLI			37	CHIKKADEVA SANDRA		
38	THIIPASANDRA			38	SEGASANDRA		
39	SAFAKKI			39	MARFI TOWN (TML)		
40	PUTTENA HALLI			40	GURAPPANA PALYA		
41	UTHARI			41	KADERAYANA PALYA		
42	GUIIKAMALE			42	KAGGADASA PURA		
43	VATERA HALLI			43	MADIVALA		
44	DOIDABELECOLONY			44	KORAMANGAL		
				45	MARP AUDUGODI		
				46	SG PALYA		
				47	BELERUSRINIVAGILU		
				48	MALLESHNA PALYA		
				49	AKKITIMMANA HALLI		
				50	NAGAVARA PALYA		
				51	VENKATAPURA		
				52	MRFI TWON (TUL)		

LIST OF CLUSTER RESOURCE CENTRES

SLNO	SOUTH I	SLNO	SOUTH II	SLNO	SOUTH III	SLNO	ANEKAL
1	ATTIGUPPE	1	SULTHANPET	1	CHANNA SANDRA	1	ATTIBELE
2	BYATARAYANAPURA	2	K.P.AGRAHARA	2	MANDURU	2	ANEKKAL
3	RAMOHALLI	3	CHAMARAJAPET	3	BIDARAHALLI	3	SARJAPURA
4	K GOLLAHALLI	4	TINSCHOOL BASAVANAGUD	4	DODAGUBBI	4	HEBBAGODI
5	KENGERI	5	PURNAIAH CHATRA	5	VARTHUR	5	JIGANI
6	HOSAKEREHALLI	6	BARLINE [URDU]	6	BELLANDUR	6	CHIKKAHOSAHALLI
7	KAGGALIPURA	7	KUMBARPET URDU	7	DODAKANNAHALLI	7	HARAGADDE
8	SOMANAHALLI			8	BERATENAAGRAHARA	8	BYAGADADENAHALL
9	CHUNCHANAKUPPE			9	BEGURU	9	BANNERGHATTA
10	CHIKKANAHALLI			10	BOMMANA HALLI	10	HARAPPANAHALLI
11	BYADARAHALLI			11	HULIMAVU	11	NERALURU
12	GOVINDARAJANAGARA			12	MARATH HALLI	12	HUSKAR
13	THAVAREKERE			13	HOODI	13	KUGUR
14	GOTTIGERE			14	NARAYANAPURA.B	14	DOMMASANDRA
15	KONANAKUNTE			15	K.R.PURA	15	ANEKAL URDU
16	JAYANAGARA			16	JEEVANBHIMA NAGAR		
17	UTTARAHALLI			17	ASHOKNAGAR		
18	ANCHEPALYA			18	EJIPURA		
19	PADARAYANAPURA[URDU]			19	ADUGODI		
20	YARAB NAGARA [URDU]			20	MADIVALA		
21	THILAKANAGAR [URDU]			21	HOMBEGOWDANAGAR		
22	JARAGANA HALLI			22	YELLAGONDANA PALYA (UR)		
23	GUDDADA HALLI[URDU]			23	CHINNAIAHNAPALYA (UR)		
24	SARAKKI			24	HOODI (UR)		
25	DODDAGOLLARA HATTI			25	AUSTION TOWN(TAM)		

LIST OF SLUMS AND BACKWARD POCKETS

SL NO	NAME OF SLUM/BACKWARD POCKET	STRTEGY	POPULATION
ANEKAL			
1	HALEMANCHANAHALLI	OPENING OF NEW SCHOOL	
2	BALARBANDE	OPENING OF NEW SCHOOL	
3	KORATAGEREDODDI	OPENING OF NEW SCHOOL	
4	JAIPURADODDI	OPENING OF NEW SCHOOL	
5	KYASARAGUPPE	OPENING OF NEW SCHOOL	
6	BYALAMARADADODDI	OPENING OF NEW SCHOOL	
7	AMRUTHNAGARA	OPENING OF NEW SCHOOL	
8	NARAYANAPURA ANEKAL TOWN	OPENING OF NEW SCHOOL	
9	PUMP HOUSE ANEKAL TOWN	OPENING OF NEW SCHOOL	
10	KALANAYAKANAHALLI	OPENING OF NEW SCHOOL	
11	BAGGANADODDI	OPENING OF NEW SCHOOL	
12	THIMMAIAHNADODDI	OPENING OF NEW SCHOOL	
13	VIVEKANANDAPURA	OPENING OF NEW SCHOOL	
SOUTH 1			
1	MARKANDEYANAGAR		1090
2	BINNY COLONY		1110
3	BINNYPET		17500
4	RPCLAYOUT SLUM		1930
5	HOSAHALLI		1095
6	KANAKANAGAR		1635
7	GOVINDARAJNAGAR COLONY		1990
8	CAVERY PURA		500
9	CHOLURUPALYA		815
10	PANCHA SHEEL NAGAR		1000
11	JANATHA COLONY		2105
12	KANAKA NAGAR		740
13	ADARSHA NAGAR		1000
14	MOODALAPALYA		1305
15	MOODALAPALYA		917
16	NAGARA BHAVI		1090
17	AMBEDKAR NAGAR		637
18	BYATARAYANA PURA		1830
19	KIMCO (VENKATESHWARA)		650
20	MCT QUARTERS		295
21	NARASIMHAIAH COLONY		1120
22	SANJAYANAGAR		3345
23	VENKATESHWARA SLUM		1090
24	CHANDRA LAYOUT		585
25	AHAMAD NAGAR		855
26	JANATHA NAGAR		1405
27	GANGONDA HALLI		5705
28	GANGONDA HALLI (BANDE)		1750
29	ARUNDHITHI NAGAR		1090
30	PANTHARA PALAYA		2500
31	PATHANA KOTE		1125
32	SHAMANNA GARDEN		6345
33	HANDIJOGALI		1445
34	ANANTHARAMA NAGAR		1940

35	MARUTHI NAGAR		1300
36	MARUTHI NAGAR (COLONY)		1750
37	AZADNAGR		2025
38	KASTHURABANAGAR		2210
39	VITTALANAGAR		1605
40	KARITHIMMANA HALLI		2750
41	TOLGATE SLUM		1505
42	PADARAYANA PURA		5750
43	JAGAJEEVANARAMNAGAR		8425
44	GORIPALYA		4400
45	JANATHA COLONY	OPENING OF NEW SCHOOL	10635
46	MOOVENA PURA	OPENING OF NEW SCHOOL	1750
47	VALMIKINAGAR		2000
48	KABARSTHAN SLUM	OPENING OF NEW SCHOOL	4000
49	PRIYADARSHINI COLONY		336
50	RAGIGUDDA SLUM		4880
51	BHUVANESHWARI SLUM		455
52	SARAKKI SLUM		2215
53	CORPORATION SLUM (JAYANAGAR)		2265
54	SHASTRI NAGAR		120
55	AK COLONY (YEDIYUR)		1311
56	CAVERY SLUM (BYRASANDRA)		1080
57	SWAGATH SLUM		772
58	M S BUILDING SLUM		832
59	KATERAMMA SLUM		90
60	TILKNAGAR		1088
61	BHAVANI LAYOUT		1250
62	BHUVANESHWARI COLONY		1500
63	WEAVERS COLONY		1500
64	PIPELINE ROAD (SRINAGAR)		5000
65	RAGAVENDRA COLONY		3000
66	T R SHAMANNA SLUM		3000
67	MANJUNATHA SLUM		4000
68	KATHRIGUPPE (SIDDARTHANAGAR)		450
69	KASTHURABA COLONY		5000
70	VINAYAKA NAGAR		2000
71	HOSAKERE HALLI		3000
72	GURUDATTA NAGAR		3000
73	BANASHANKARI NAGAR 3RD STAGE		150
74	DODDA BHAVI (SRINIVASANAGAR)		1000
75	DASARA PURA (HOSAKEREHALLI)		735
76	GOWDANA PALYA		750
77	ITTAMADU		4500
78	KADIRENAHALLI		3000
79	ILIAS NAGAR		800
80	RAFSARY FACTORY BEHIND		1545
81	KALIDAS NAGAR		1535
82	AK COLONY (HOSAKEREHALLI)		1535
83	CHIKKLASANDRA		1560
84	RAMACHANDRA PURA		2560
85	CAVERY NAGAR (GANESHA MANDIRA)		20000

86	SARABANDE PALYA		10000
87	HARI COLONY		5000
88	KUMARSWAMY LAYOUT		2250
89	ILIYAS NAGAR		800
90	FAYAZABAD		2500
91	RAGAVENDRA COLONY		500
92	THYAGARAJANAGAR		5000
93	BHAVANI NAGAR		3750
94	YARUB NAGAR		10000
95	NEHARU COLONY		1250
96	AMBEDKAR COLONY		4500
97	KARISANDRA		1500
98	PRAGATHIPURA		5000
99	KANAKANA PALYA		1500
100	LAKSHMIPURA		210

LIST OF THE MAJOR REPAIR BUILDINGS

SL.NO.	NAME OF THE SCHOOL	NO. OF ROOMS	NATURE OF REPAIRS	EST.AMO UNT LAKHS
MAJOR REPAIRS -- SOUTH-1				
1	GUHPS PANTHARAPALYA	4	NEW CONSTRUCTION	6
2	GMPS KENGERI	8	NEW CONSTRUCTION & REPAIR	8
3	GHPS RAVUGODLU	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
4	GLPS UDIPALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
5	GLPS NELAGULI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
6	GMPS KAGGALIPURA	4	ROOF, FLOOR, WINDOWS, DOORS	2
7	GHPS SOMANAHALLI	4	ROOF, FLOOR, WINDOWS, DOORS	2
8	GLPS RACHANA MADU	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
9	GLPS NETTIGERE	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
10	GLPS NAGANAYAKANA HALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
11	GLPS GIRIGOWDANA DODDI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
12	GLPS NAGEGOWDANA PLAYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
13	GHPS AGARA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
14	GHPS OB CHUDANA HALLI	2	ROOF, FLOOR, WINDOWS, DOORS	1
15	GLPS GADIPLYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
16	GHPS MUKKODLU	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
17	GHPS GOVINDA RAJ NAGAR	5	ROOF, FLOOR, WINDOWS, DOORS	2.5
18	GMPS SARAKKI	4	NEW CONSTRUCTION	6
19	GMPS KONANAKUNTE	4	NEW CONSTRUCTION	6
20	GLPS SARABANDE PALYA	4	NEW CONSTRUCTION	6
21	GLPS YELLAPPANAPALYA	1	NEW CONSTRUCTION	1.5
22	GHPS HOSOKEREHALLI	2	NEW CONSTRUCTION	3
23	GLPS ITTAMADU	1	NEW CONSTRUCTION	1.5
24	GHPS KUMBALAGODU	2	ROOF, FLOOR, WINDOWS, DOORS	1
25	GLPS SONNENA HALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
26	GLPS ANCHEPALAYA	2	ROOF, FLOOR, WINDOWS, DOORS	1
27	GLPS HEMMIGEPURA	2	ROOF, FLOOR, WINDOWS, DOORS	1
28	GHPS VARAHA SANDRA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
29	GHPS THAGACHAGUPPE	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
30	GLPS HAMPAPURA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
31	GLPS GOLLAHALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
32	GLPS R. CHIKKANA HALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
33	GLPS KENGERI NEW TOWN	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
34	GLPS GIDADAPALYA	2	ROOF, FLOOR, WINDOWS, DOORS	1
35	GLPS GANAKALLU	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
36	GLPS VARTHURU	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
37	GLPS NAGANA HALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
38	GLPS LAKSHMI PURA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
39	GLPS JOGERAHALLI	2	ROOF, FLOOR, WINDOWS, DOORS	1
40	GHPS GANGENANHALLI	2	ROOF, FLOOR, WINDOWS, DOORS	1
41	GLPS VADAHALLI	2	ROOF, FLOOR, WINDOWS, DOORS	1
42	GLPS PEDDANA PALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
43	GLPS PUTTAIAHNA PALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
44	GHPS CHENNENA HALLI	2	ROOF, FLOOR, WINDOWS, DOORS	1
45	GHPS HONNIGANA HATTI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5

46	GLPS MUDDAIAHNA PALYA	2	ROOF, FLOOR, WINDOWS, DOORS	1
47	GLPS HALUBHAVI PALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
48	GMPS YEDIYURU	2	ROOF, FLOOR, WINDOWS, DOORS	1
49	GLPS SABARA PALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
50	GMPS HOSAHALLI	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
51	GLPS GANIGARA PALYA	1	ROOF, FLOOR, WINDOWS, DOORS	0.5
52	GHPS GANGONDA HALLI	4	NEW CONSTRUCTION	6
53	GLPS MALAGALU COLONY	3	NEW CONSTRUCTION	4.5
54	GOWDANA PALYA	5	NEW CONSTRUCTION	7.5
55	JANATHACOLONY OLD G HALL	5	NEW CONSTRUCTION	7.5
56	MAHATMA GANDHI NAGARA	3	NEW CONSTRUCTION	4.5
57	MARIYAMMA TEMPLE	2	NEW CONSTRUCTION	3
MAJOR REPAIRS -- SOUTH-2				
1	GHPS G.K.R.N. GALLI	8	Replastering, Doors & Windows	0.5
2	GHPS K.P. AGRAHARA	15	Replastering, Doors & Windows	2
3	GHPS SULTHAN PET	4	Demolition	4
4	GHPS COTTONPET	3	Demolition	3.1
5	GLPS K.GUNDI	2	Flooring	0.2
6	GTHPS BELEMUT	6	Flooring & Replastering	0.5
7	GMPS BASVANGUDI (TIN)	13	RCC Required	5
8	GHPS CARP LINE	8	Roof leakage repair	2
9	GUHPS CARP LINE	4	Roof leakage repair	1
MAJOR REPAIRS -- SOUTH-3				
1	GMPS AKKITHIMANAHALLI	8	ROOF	1
2	GUHPS SHANTHINAGAR	4	Window, doors	0.5
3	GHPS THMIL PUDUPARACHER	8	ROOF, FLOOR, WINDOWS, DOORS	0.5
4	GHPS YALLAGONDANAPALYA	5	Roofs, Doors & Windows	0.25
5	GHPS THMIL AUSTIN TOWN	8	Roofs, Doors & Windows	0.5
6	GUHPS ARABLINE	5	Roofs,	0.25
7	GHPS KONENA AGRAHARA	2	Roofs, Doors & Windows	0.5
8	GHPS KODIHALLI	4	Roofs,	0.5
9	GTHPS ANANDAPURA	5	Roofs,	0.5
10	GLPS BINNAMANGALA	2	Roofs	0.5
11	GHPS J.B. NAGAR	16	Roofs,	2
12	GHPS MURPHY TOWN	6	Roofs, Doors & Windows	0.8
13	GHPS THAMIL MURPHY TOWN	9	Roofs, walls	0.5
14	GLPS THIPPASANDRA	2	DEMOLISH, RECONSTRUCTION	3
15	GLPS JOGUPALYA	4	Roofs, Doors & Windows	0.6
16	GHPS UBOYS JOGUPALYA	5	DEMOLISH, RECONSTRUCTION	4
17	GHPS TH. VIVEKANAGARA	3	ROOF, FLOR, WINDOWS	0.4
18	GHPS k. VIVEKANAGARA	3	ROOF, FLOR, WINDOWS	0.4
19	GHPS TH. VIVEKANAGARA	3	ROOF, FLOR, WINDOWS	0.4
20	GHPS ASHOKNAGARA (TH)	8	ROOF	0.8
21	GHPS ASHOKNAGARA (UR)	7	ROOF	0.6
22	GHPS ASHOKNAGARA (telugu)	6	ROOF, FLOR, WINDOWS	0.5
23	GHPS NEELASANDRA	6	ROOF, FLOR, WINDOWS	0.5
24	GHPS NEELASANDRA (URDU)	6	ROOF, FLOR, WINDOWS	0.5
25	GHPS MARP LANE	8	Roofs, Doors & Windows	5
26	GHPS EJIPURA	8	Roofs, Doors & Windows	1
27	GLPS BELURU SRINIVAGILU	1	ROOF	0.5
28	GLPS MESTHRI PALYA	1	Roofs, Doors & Windows	0.5

29	GHPS KORAMANGALA	8	Roofs	0.5
30	GMPS MUNICHI. AUDUGODI	6	Roofs,	0.5
31	GHPS VENKATAPURA	3	Roofs,	0.8
32	GHPS S.R.NAGARA	10	Roofs, Doors & Windows	2
33	GHPS TAVAREKERE	1	R C C Roof required	0.5
34	GHPS N.S. PALYA	1	Roof	0.5
35	GHPS OLDGURAPPANA PALYA	3	R C C Roof required	2
36	GHPS S.G. PALYA	4	Doors & Windows	0.2
37	GHPS WILLSON GARDEN	8	ROOF, FLOR, WINDOWS	2
38	GHPS DODDAMAVALLI	6	Roofs, Doors & Windows	2
39	GUHPS DODDAMAVALLI	5	Roofs, Doors & Windows	1.5
40	GLPS BYRASANDRA	1	DEMOLISH, RECONSTRUCTION	3
41	GLPS MALLESHANAPALYA	2	Roofs,	0.5
42	GLPS GARAKAMANTHANA PAL	2	Roofs,	0.5
43	GLPS KADIRAIYANAPALYA	2	Roofs, Doors & Windows	0.5
44	GHPS NAGAVARA PALYA	7	, Doors & Windows	0.2
45	GHPS BIDARA HALLI	6	Roofs, Doors & Windows	0.5
46	GHPS DODDAGUBBI	5	Roofs, Doors & Windows	1
47	GHPS RAM PURA	3	Roofs,	0.6
48	GLPS KADAAGRAHARA	2	Roofs, Doors & Windows	0.5
49	GHPS KADUSONNAPANAHALLI	1	Roofs,	0.2
50	GHPS ERAPPANAHALLI	2	Roofs,	0.4
51	GHPS BYYAPANAHALLI	3	Roofs, Doors & Windows	0.6
52	GHPS GUNDUR	1	Doors & Windows	0.2
53	GHPS HIRANDAHALLI	2	Roofs, Doors & Windows	0.4
54	GHPS DODDABANAHALLI	1	Doors & Windows	0.4
55	GLPS MITTAGANAHALLI	1	Doors & Windows	0.2
56	GLPS KANNUR	2	Roofs,	0.4
57	GLPS N.G. GOLLAHALLI	1	Roofs, Doors & Windows	0.2
58	GLPS ADUR	1	Roof	0.5
59	GLPS AVALAHALLI	2	Roofs	0.4
60	GLPS BANDAPURA	1	Walls, Floors & Doors	0.2
61	GLPS CHIKKABANAHALLI	2	Doors & Windows	0.2
62	GLPS GORAVEGERE	2	Doors & Windows	0.4
63	GLPS KAJISONNENEHALLI	2	Doors & Windows	0.4
64	GHPS HANCHARAHALLI	1	ROOF TO BE CHANGE	0.6
65	GHPS GUNJUR	4	WHITEWASH	0.2
66	GLPS KACHAMARANAHALLI	3	Roofs, Doors & Windows	0.6
67	GHPS KAIKONDARAHALLI	2	Roofs, Doors & Windows	0.4
66	GLPS KASAVANAHALLI	2	Roofs	0.5
67	GLPS CHIKKANAYAKANAHALLI	1	Roof	0.2
68	GLPS DODDAKANNAHALLI	3	FLOUR	0.6
69	GHPS VARTHUR	3	Roofs	0.3
70	GLPS ARALURU	1	Roofs, Doors & Windows	0.5
71	GLPS KARIYAMMANA AGRAHA	1	Roof	0.2
72	GLPS BALAGERE	2	Roofs, walls	0.5
73	GLPS BOGANAHALLI	3	Roofs, Doors & Windows	0.4
74	GHPS SORAHUNESE	3	Roofs	0.6
75	GHPS KODATHI	2	Roofs, Doors & Windows	0.5
76	GHPS SULIKUNTE	1	Roofs, Doors & Windows flour	0.25
77	GLPS JUNNASANDRA	2	Roofs, Doors & Windows	0.2

78	GLPS KADABISANAHALLI	1	Roof	0.2
79	GHPS BELLANDURU	3	Roofs, whitewash	0.3
80	GLPS SIDDAPURA	1	Roof	0.2
81	GUHPS VARTHUR	3	Roofs	0.25
82	GHPS RAMAGONDANAHALLI	8	Doors & Windows	0.2
83	GLPS VALEPURA	2	roof ,walls	0.2
84	GHPS PANATHUR	3	Roofs	0.2
85	GHPS BEGUR	4	Roofs, whitewash	0.5
86	GHPS DODDATHOGUR	2	Roofs, whitewash	0.4
87	GHPS KONAPPANA AGRAHARA	4	Roofs,	0.5
88	GHPS BERETANA AGRAHARA	5	Roofs,	0.5
89	GHPS BETTADASANAPURA	2	Roofs,	0.4
90	GLPS CHIKKABEGUR	2	Roofs,	0.4
91	GHPS MYLASANDRA	2	Roofs,	0.4
92	GLPS DODDAMMANAHALLI	2	Roofs,	0.4
93	GLPS GANDHIPURA	2	Roofs,	0.4
94	GLPS NAGONDANAHALLI	4	Roofs,	0.8
95	GMPS IMMADIHALLI	6	Roofs,	1
96	GLPS IBBALUR	2	Roofs, Doors & Windows	0.4
97	GLPS BELEKAHALLI	1	Roof	0.4
98	GHPS HULIMAVU	5	roof,flour, windows	1
99	GLPS SARAKKI AGRAHARA	2	Roofs,	0.4
100	GHPS ARAKERE	3	Roofs,	0.8
101	GHPS DEVARACHIKKANAHALLI	3	Roofs, Doors & Windows, flour	0.6
102	GHPS BOMMANAHALLI	2	Roofs,	0.8
103	GHPS SINGASANDRA	3	roof, flour, windows, walls	0.8
104	GHPS HONGASANDRA	2	old rooms roof	0.5
105	GUHPS MEDAHALLI	4	R C C ROOF REQUIRED	3
106	GHPS MEDAHALLI	4	old rooms roof	0.5
107	GHPS K.R. PURAM	6	Windows , whitewash	0.2
108	GHPS KADUGODI	8	Roofs, Doors & Windows, flour	0.7
109	GHPS YAMALURU	2	Roofs, flour	0.4
110	GHPS HOODI	10	R C C ROOF REQUIRED	2.5
111	GHPS A. NARAYANAPURA	4	Roofs,	0.5
112	GHPS KAVERINAGARA	4	Roofs,	0.5
113	GHPS MARATHHALLI	4	Roofs, wall	0.8
114	GLPS NALLURAHALLI	2	Roofs, Doors & Windows	0.25
115	GLPS SADARAMANGALA	2	Roofs,	0.4
116	GLPS KODIGEHALLI	2	Roofs,	0.4
117	GLPS SANJAYANAGARA	3	Roofs, whitewash	0.25
118	GLPS CHINNAPANAHALLI	2	NEW CONSTRUCTION	4

ANEKAL

1	GHPS MAYASANDRA	11	Roof, Replasting door. Windows	0.75
2	GHPS SARJAPURA (B)	10	Roof, Replasting door. Windows	0.7
3	GHPS SARJAPURA (G)	10	Roof, Replasting door. Windows	0.7
4	GHPS KUGUR	7	Roof, Replasting door. Windows	0.5
5	GHPS THYAVAKANAHALLI	6	Roof, Replasting door. Windows	0.45
6	GHPS THINDLU	6	Roof, Replasting door. Windows	0.45
7	GHPS BIDARAGUPPE	12	Roof, Replasting door. Windows	0.8
8	GHPS BYAGADENAHALLI	3	Roof, Replasting door. Windows	0.25

9	GHPS HUSKUR	12	Roof, Replasting. door. Windows	0.8
10	GHPS HENNAGARA	7	Roof, Replasting. door. Windows	0.5
11	GHPS BALLUR	7	Roof, Replasting. door. Windows	0.5
12	GHPS N.DOMMASANDRA	6	Roof, Replasting. door. Windows	0.45
13	GLPS S.MEDAHALLI	2	Roof, Replasting. door. Windows	0.2
14	GLPS KODALIPURA	1	Roof, Replasting. door. Windows	0.15
15	GLPS GANTHAGONDANAHALLI	2	Roof, Replasting. door. Windows	0.2
16	GLPS GONIGHATTAPURA	1	Roof, Replasting. door. Windows	0.15
17	GLPS MADAPPANAHALLI	1	Roof, Replasting. door. Windows	0.15
18	GLPS PANDITHANAAGRAHARA	2	Roof, Replasting. door. Windows	0.2
19	GLPS BILLAPURA	2	Roof, Replasting. door. Windows	0.2
20	GLPS KRISHNADODDI	3	Roof, Replasting. door. Windows	0.25
21	GLPS HAROHALLI	1	Roof, Replasting. door. Windows	0.15
22	GLPS KANNAYAKANAAGRAHARA	3	Roof, Replasting. door. Windows	0.25
23	GLPS K.VADDARAPALYA	2	Roof, Replasting. door. Windows	0.2

OFFICE OF THE DEPUTY DIRECTOR OF PUBLIC INSTRUCTION BANGALORE CITY SOUTH DISTRICT

KALASIPALYAM BANGALORE-560 002

UPGRADATION OF GLPS TO GHPS IN SOUTH RANGE-I,II,III AND ANEKAL ANNEXER 1/2

SLNO	NAME OF THE SCHOOL	STRENGTH		NO. OF FEEDING	NO. OF STUDENTS FROM	DISTANCE FROM
		ENROLLMENT	ATTENDANCE	SCHOOLS	FROM FEEDING	NEAREST UPS
SOUTH - I						
1	SARABANDEPALYA	612	578	0	0	2.K.M
2	CHILLSKALSANDRA	231	226	0	0	1.K.M.
3	KARISANDRA	260	224	0	0	0.5.K.M.
4	KOTHANOR	219	215	0	0	0.5K.M.
5	KUMARASWAMY LAYOUT	160	136	0	0	1K.M.
6	GUBBALALA	128	120	0	0	1 .K M.
7	THIPPASANDRA	129	117	0	0	2 K.M.
8	VAJARAHALLI	146	144	0	0	1 .K M.
9	VASANTHAPURA	149	140	0	0	1.5.K.M.
10	HALEGUDDADAHALLI	266	208	0	0	0.5K.M.
11	FAIZLABAD(URDU)	287	260	0	0	1 .K M.
12	DODDABELE COLONY	102	100	0	0	1 .K M.
13	VEERABHADRANAGARA	222	0	0	0	1 .K M.
14	ARUNDHATHI NAGAR (URDU)	300	0	0	0	1 .K M.
15	ULLALU UPANAGAR(U)	98	0	0	0	1 .K M.
SLNO	NAME OF THE SCHOOL	STRENGTH		NO. OF FEEDING	NO. OF STUDENTS	DISTANCE FROM
		ENROLLMENT	ATTENDANCE	SCHOOLS	FROM FEEDING	NEAREST UPS
16	MALAGALA COLONY	110	0	0	0	1.5.K.M.
17	SHAMANNA GARDEN (U)	340	320	0	0	1.K.M.
18	NAGANAYAKANA HALLI	82	79	0	0	3K.M.
19	YALCHAGUPPE	130	120	3	30	3KM
20	ANJANAPPA GARDEN K&Tm	186	145	0	0	1.5K.M.
21	CHAMARAJPET(TAMIL)	89	82	1	56	0.5K.M.
22	NALLURAHALLI	83	83	1	25	2 K.M.
23	KUNDALAHALLI	128	126	1	25	2.K.M
24	BELATHUR	155	154	3	90	1.5K.M.

25	KADUGODI PLANTATION	202	202	0	0	2K.M.
26	IBBALUR	155	155	1	20	2.5K.M.
27	THRIVENI NAGARA	207	207	0	0	2K.M.
28	N.S. PALYA	107	97	0	0	2K.M.
29	GARVEBHAVIPALYA	210	210	0	0	2K.M.
30	SANJAYA NAGARA	153	153	1	28	2K.M.
31	PARAPPANA AGRAHARA	77	77	1	28	2K.M.
32	GOVINDA SHETTY PALYA	121	121	0	0	2K.M.
33	BELTHUR COLONY(U)	100	100	0	0	2K.M.
34	MADIVALA(U)	45	42	0	0	2K.M.
35	DEVASANDRA(URDU)	200	200	0	0	4K.M.
36	SEEGEHALLI	180	180	2	40	2.2KM
ANEKAL						
37	ADIGARA KALLAHALLI	175	171	5	35	3.5K.M.
38	SHIKARIPALYA(U)	179	174	4	43	7.8K.M.
39	GOWRENAHALLI(URDU)	225	216	3	54	4.5K.M.
40	KUVEMPUNAGARA	105	101	2	26	3.5K.M.
41	THAMMANAYAKANA HALLI	99	95	3	18	3.5K.M.
42	THIRUPALYA	127	114	2	21	4.5K.M.
43	KANNAYAKANA AGRAHARA	123	118	3	24	5.6K.M.
SLNO	NAME OF THE SCHOOL	STRENGTH		NO. OF FEEDING	NO. OF STUDENTS	DISTANCE FROM
		ENROLLMENT	ATTENDANCE	SCHOOLS	FROM FEEDING	NEAREST UPS
44	JANATHA COL DOMMSANDP	181	173	2	10	3.9K.M.
45	MAHANTHA LINGAPURA	64	61	2	21	3.4K.M.
46	MARAGONDANA HALLI	128	125	3	33	3.4K.M.
47	BOMMANDAHALLI	75	73	3	21	3.4K.M.
48	MYSORAMMANADODDI	69	65	3	19	3.4K.M.
49	YADAVANAHALLI	115	110	4	35	2K.M.
50	DASANAPURA	103	102	2	18	2K.M.

Note : JUSTIFICATION FOR UP GRADATIONS OF SCHOOLS ARE GIVEN IN NEXT PAGE.

UPGRADATION OF GLPS TO GHPS IN SOUTH RANGE-I,II,III AND ANEKAL ANNEXER 2/2

SLNO	NAME OF THE SCHOOL	JUSTIFICATION	COMMENCING
			YEAR
SOUTH - I			
1	SARABANDEPALYA	MORE IN NUMBER OF STUDENTS	2002-03
2	CHILLSKALSANDRA	PROPOSED	2002-03
3	KARISANDRA	LINK ROAD EXISTS	2002-03
4	KOTHANOR	STRENGTH OF THE CHILREN INCREASES	2005-06
5	KUMARASWAMY LAYOUT	SLUM AREA AND ROAD CROSSING	2002-03
6	GUBBALALA	FAR FROM H.P.S.	2005-06
7	THIPPASANDRA	GIRLS ARE MORE IN NO.	2005-06
8	VAJARAHALLI	CHILREN ARE MORE IN NO.&MORE ROOMS ARE AVAILABLE	2002-03
9	VASANTHAPURA	SC/ST ARE MORE IN NO.	2005-06
11	HALEGUDDADAHALLI	SC/ST CHILDREN EXISTS & DIFFICULT TO CROSS MYSORE ROAD	2002-03
12	FAIZLABAD(URDU)	CROSSIN RING ROAD,SLUM & MINORITY PEOPLE EXISTS	2002-03
13	DODDABELE COLONY	PROPOSED	2002-03
14	VEERABHADRANAGARA	PROPOSED	2002-03
15	ARUNDHATHI NAGAR (URDU)	PROPOSED	2002-03
16	ULLALU UPANAGAR(U)	PROPOSED	2002-03
SLNO	NAME OF THE SCHOOL	JUSTIFICATION	COMMENCING
			YEAR
28	MALAGALA COLONY	FAR FROM H.P.S.& DEVELOPING AREA	2002-03
29	SHAMANNA GARDEN (U)	THICKLY POPULATED ARA	2002-03
31	NAGANAYAKANA HALLI	PROPOSED	2002-03
32	YALACHAGUPPE	3 KM'S FAR FROM HPS	2002-03
33	ANJANAPPA GARDEN K&Tml	SLUM AREA	2002-03
34	CHAMARAJPET(THAMIL)	NO THAMIL H.P.S.	2002-03
35	NALLURAHALLI	DIFFICULT TO CROSS ROAD	2002-03
36	KUNDALAHALLI	DIFFICULT TO CROSS ROAD	2002-03
37	BELATHUR	DIFFICULT TO CROSS ROAD	2002-03

38	KADUGODI PLANTATION	DIFFICULT TO CROSS RAILWAY TRACK	2002-03
39	IBBALUR	ROMMS ARE AVAILABLE & CHILDREN ARE MORE	2002-03
40	THRIVENI NAGARA	FAR FROM H.P.S. & CHILDREN ARE MORE IN NO.	2002-03
41	N.S. PALYA	FAR FROM H.P.S.	2002-03
42	GARVEBHAVIPALYA	FAR FROM H.P.S. & DIFFICULT TO CROSS ,CHILREN ARE MORE IN NO.	2002-03
43	SANJAYA NAGARA	DIFFICULT TO CROSS ROAD	2002-03
44	PARAPPANA AGRAHARA	FAR FROM H.P.S.	2002-03
45	GOVINDA SHETTY PALYA	FAR FROM H.P.S.	2002-03
46	BELTHUR COLONY(U)	FAR FROM H.P.S.& DIFFICULT TO CROSS ROAD	2002-03
47	MADIVALA(U)	DIFFICULT TO CROSS ROAD	2002-03
48	DEVASANDRA(URDU)	DIFFICULT TO CROSS RAILWAY TRACK & FAR FROM H.P.S.	2002-03
		TO BE CROSSTHE HILLY ROOT	2002-03
ANEKAL			
49	ADIGARA KALLAHALLI	DIFFICLULT TO WALK & STATE BORDER	2002-03
50	SHIKARIPALYA(U)	FAR AWAY FROM URDU H.P.S.	2002-03
51	GOWRENAHALLI(URDU)	FAR AWAY FROM URDU H.P.S.	2002-03
52	KUVEMPUNAGARA	FAR AWAY FROM H.P.S.	2002-03
53	THAMMANAYAKANA HALLI	FAR AWAY FROM H.P.S.	2002-03
54	THIRUPALYA	HILLY AREA & FAR AWAY FROM H.P.S.	2002-03
55	KANNAYAKANA AGRAHARA	FAR AWAY FROM THE H.P.S. & TALUK BORDER	2002-03
SLNO	NAME OF THE SCHOOL	JUSTIFICATION	COMMENCING
			YEAR
56	JANATHA COL DOMMSANDRA	DEMAND FROM THE BACKWARD& POOR PEOPLE	2002-03
59	MAHANTHA LINGAPURA	POOR COMMUNITY DEMAN D & FAR FROM H.P.S.	2003-04
61	MARAGONDANA HALLI	FAR AWAY FROM H.P.S.	2003-04
62	BOMMANDAHALLI	DEMND FROM THE BACKWARD& POOR PEOPLE ,DROP OUT OF GIRLS	2003-04
64	MYSORAMMANADODDI	HIILY & FOREST AREA	2003-04
67	YADAVANAHALLI	INDUSTRIAL AREA &NH7 TRAFFIC BARRIER	2003-04
69	DASANAPURA	BORDER OF KARNATAKA DEMOND FROM THE TVS LABOURERS	2003-04

ANNUAL

WORK

PLAN

BANGALORE SOUTH

DISTRICT

CHAPTER I

BACKGROUND – BANGALORE SOUTH DISTRICT

Bangalore district came into existence from August 15, 1986 with the division of the erstwhile district into Bangalore rural and Bangalore urban districts. The district is smallest in size but in its population, it stands first according to the census of 1981 and 1991. Bangalore district has 3 taluks namely, Anekal, Bangalore North and Bangalore South. Bangalore city is part of the Bangalore North and Bangalore South taluks, the area being divided between these taluks. Bangalore being the head quarters of the state, the city is the chief administrative center clustered with numerous state and divisional level government departments and officers associated with the legislative, executive and judicial wings of administration. The city is the head quarters at both the Bangalore rural and Bangalore Urban districts.

The Bangalore district has an area of 2,191 sq.km. and it ranks 20th among the district and forms about 1.14 percent of the total area of state. The district stands first in population and density in the state. The district has 9.41 percent of the total population of the state and 27.41 percent of the total urban population of the state. The rural population of the district forms only about 2.1 percent of the total population of the state. The density of population of the district is about 1595 while the density of population of the city is 16399. The urban population of the district forms about 84% of the total population of the district.

Educational profile of Bangalore urban district

Bangalore urban district being in the state capital, clearly reflects the complex socio-economic factors affecting education. The majority of the people in Bangalore district(84.14%) live in urban areas and the population of the Bangalore Urban Agglomeration(BUA) constitutes 84% of the total population of the district. The composition of the population of the BUA is mixed and heterogeneous, consisting of the natives and migrants from both within the state and outside the state, presenting a mosaic picture of culture. The dress, food habits, working condition, the supra social factors like customs, traditions, rituals, languages they

speak etc., are all heterogeneous. Still it has retained its original identity. The fast development of the city has resulted in the mushrooming of number of slums.

Table 1.1

The population of the Bangalore urban district from 1961 to 2001.

Years	Male	Female	Total
1961	1306230	1198232	2504462
1971	1164845	1032448	2197293
1981	1762186	1582664	3344850
1991	2542950	2296212	4839162
2001	3422797	3100313	6523110

Source: census of India

The table above, shows that there is increase in population over the years. The development in the field of science and technology and the general belief that Bangalore is a secure place to live in, people from different districts migrate and hence there is a constant rise in population. The decadal growth rate being 34.80 from 1991 to 01.

Table 1.2

The literacy rate from 1961 to 2001

Years	Male	Female	total
1961	44.5	23.25	34.34
1971	52.89	36.85	45.54
1981	57.99	40.05	49.40
1991	71.34	58.68	65.34
2001	88.36	78.98	83.91

Source: census of India

The above table shows that there is a rise in the literacy rate in both males and females. In spite of the rise in literacy rate, the gap still exists between males and females.

SEX RATIO:

The number of females to one thousand males is the sex ratio of any given population. Sex ratio to some extent, is influenced by the rural-urban migration, preference of male to female children, maternal mortality, etc.

Table 1.3

The decade-wise sex ratio of the district from 1961 to 1999

Years	Rural	Urban	Total
1961	960	875	890
1971	923	875	886
1981	922	896	900
1991	909	902	903
2001			906

Source: Karnataka Gazetteer and census of India

For the purpose of calculating the growth in population and literacy rate, Bangalore urban district is taken as a whole. However the demarcation between Bangalore south and Bangalore north educational districts is not clear because certain areas which come under Bangalore south revenue taluk are in Bangalore north educational district and vice-versa. Krishnarajapuram actually belongs to Bangalore south revenue taluk but, nearly 50% of Krishnarajapuram comes under Bangalore north Educational district. Like wise Binnypet Vidhana Sabha Constituency belongs to Bangalore north revenue taluk, but for educational administration purpose comes under south district. Hence it is very difficult to analyze the literacy rate exclusively for Bangalore south educational district.

BANGALORE SOUTH DISTRICT EDUCATIONAL PROFILE

Bangalore South district is one of the oldest educational districts. Bangalore urban district is divided into Bangalore north, south and Anekal revenue taluks. For the purpose of education Bangalore south taluk and Anekal are included under Bangalore south educational district. To improve the quality in educational administration the Bangalore south educational district is further divided into four educational ranges/blocks namely, South range I, South range II, south range III and Anekal. Due to the expansion of the city, increase in educational institutions and the demand for more schools, government is contemplating one more educational range in the South district. After the creation of an additional range there would be 5 educational ranges in the south district.

TABLE 1.4

The distribution of hobli's, coporation wards, tmc's, cmc's and village pancayats block wise in Bangalore south district.

BLOCKS	HOBILIS	CORPORATION WARDS	TMC	CMC	VILLAGE PANCHAYAT
BLOCK RANGE I	3	23	1	2	21
BLOCK RANGE II	0	10	0	0	0
BLOCK RANGE III	4	21	0	3	21
ANEKAL	4	0	1	0	32
TOTAL	11	54	2	5	74

Source: BEO's 2001

Table 1.5

The different types of education facilities in the district

SLNO	TYPE OF INSTITUTION	NUMBER
1	PS	542
2	UPS	1267
3	HS	570
4	JR.COLLEGE	86
5	DEGREE COLLEGES	52
6	TTI	11
7	B.ED	6
8	MEDICAL	24
9	TECHNICAL	29
10	DENTAL	3
11	PHARMACY COLLEGE	15
12	ENGINEERING	41
13	NURSING	9
14	CENTRES OF HIGHER LG	1

Source: Human Development in Karnataka.

In order to achieve the goals of UEE and to improve the quality of education right from elementary education to secondary, there is a well established management structure from School Development and Monitoring Committees to the Ministry of Education. The structure is given below.

MANAGEMENT STRUCTURE OF PRIMARY EDUCATION

GOVERNMENT OF KARNATAKA

**MINISTER
FOR
PRIMARY AND SECONDARY EDUCATION**

**SECRETARY
PRIMARY AND SECONDARY EDUCATION**

**ZILLA PANCHAYAT
&
COMMISSIONER FOR PUBLIC INSTRUCTION**

**DIRECTOR
PRIMARY EDUCATION**

DIVISIONAL JOINT DIRECTORS

DDPI(Admin)-01

**DDPI
(Academic)01**

Educational Officers-2 BEO's 4

Senior lecturers 7

SUBJECT INSPECTORS

LECTURERS

BLOCK LEVEL EDUCATION OFFICERS IN PANGATERE SOUTH DISTRICT
BLOCK EDUCATION OFFICER

**EDUCATIONAL
CO-ORDINATORS**
SCHOOL COMPLEX
**SCHOOL DEVELOPING
& MONITARY
COMITTEE**

CHAPTER –2

EDUCATIONAL PROFILE OF THE DISTRICT-A STATUS REVIEW

Educational expansion took place as per the growing need of the district. Early childhood education is generally considered as the support system to primary education. The quality of input to primary education is to a great extent influenced by effective early child care education facilities that is being offered. There are 758 number of Pre-education schooling centers run and managed by the Corporation and Education department. Women and Child Welfare department run 388 number of Anganawadi's.

To increase enrolment, retention and quality ,the early child care centers are very much essential. Hence there is need for opening more pre primary centers. It is proposed to 122 ECCE centers in the district under innovation activities for Early childhood care and education.

In order to achieve UEE, the government has made sincere efforts by opening schools in school less habitations. Enrolment drives are conducted to create awareness for the need for education particularly in slums and rural areas. Many incentive schemes are introduced to help retention in schools. Special training programmes are organized to improve the quality of education. An effort is made in the following paragraphs to review the existing status with regards to all the components of UEE.

Access:

COVERAGE OF SCHOOLING FACILITIES:

The VI All India education survey and the list of notified Villages/habitations maintained in the revenue department forms the basis for considering for schooling facilities. In addition to the schools run by the government, schools are also run by Bangalore city corporation, Kendriya Vidyalayas, Department of Social Welfare, Department of Backward classes and Minorities, Department of Women and Child welfare, CBSE ,ICSE and schools run by private managements. Though there is an increase in the educational institutions in the

private sector and access is there, parents from the marginalized and poorer sections of the community are not in a position to afford education in private educational institutions due to socio economic factors. Though schooling facilities are available within walkable distance, the need for new schools under the government sector was emerged in the meetings. Hence there is a need for relaxation of norms for providing schooling facilities in the urban area. In the city area because of density of population and vehicular traffic menace, every parent is concerned about the safety of his/her ward and would rather keep the child away from school, than risk the life of the child due to heavy traffic and the distance of the school from home. As such there is a great demand for opening of new schools.

The VI All India education is updated regarding the coverage schools under access. Th VI AIES is updated and the status regarding the coverage of schools is shown in the table below:

Table 2.1

Blocks	Total no of habitations		Covered with schools		Not covered with schools		% of coverage	
	Rural	Urban	Rural	Urban	Rural	urban	Rural	urban
South I	312	79	213	72	99	07	68.26	91.13
South II	0	10	0	10	0	0	0	100
South III	201	21	162	21	39	0	80.59	100
Anekal	295	0	234	0	61	0	79.32	0
Total	808	110	609	103	199	7	75.31	93.63

Source: All India Education Survey and BEO.

The following table shows the coverage of schooling facilities after new schools are proposed under SSA.

Table 2.2

Blocks	Total no of habitations		Covered with schools		Not covered with schools		% of coverage	
	Rural	Urban	Rural	Urban	Rural	urban	Rural	urban
South I	312	79	226	79	86	0	72.43	100
South II	0	10	0	10	0	0	0	100
South III	201	21	170	21	31	0	84.57	100
Anekal	295	0	248	0	47	0	84.06	0
Total	808	110	644	110	164	0	79.70	100

Source: BEO's 2001

School repairs:

In Bangalore south district a good number of class rooms were constructed long ago. The buildings constructed were not maintained regularly for want of adequate financial resources. Many of the class rooms in the district remain unattractive for want of maintenance and need major and minor repairs. The class rooms constructed during the early 40's are leaking, roofs are in a collapsible condition and floors completely chipped off. For want of regular maintenance and inadequacy of funds the school building remain unattractive to children. Every year considerable amount of money is being released for repairs of class rooms. Total number of schools where major repairs are proposed to be taken up are 210.

Table 2.3

Major repairs to be undertaken block wise

Blocks	No of schools	Estimated cost in lakhs
South I	57	103
South II	09	18.3
South III	121	85.8
Anekal	23	8.95
Total	210	216.05

Source: BEO's 2001

Enrolment and retention ::

The enrolment is not constant in a city like Bangalore as the city is divided into blocks and parents are ready to send their wards to far off places for want of good education and change of residences very often. To compute the gross enrolment ratio it is necessary to have child population of the age group 5-11 and 12 to 14. For the purpose of calculation of GER, the enrolment data collected from schools and child population data has taken from the Makkala sameekshe-2001, a comprehensive survey conducted as a pre project activity of SSA.

Table-2.4

Gross enrolment ratio:

Category	5-11 children	Enrolment I to V	GER	11-14 children	Enrolment VI-VIII	GER
SC						
Boys	27507	35303	128.34	14444	14953	103.52
Girls	27286	33789	123.83	13406	14854	110.80
Total	54793	69092	126.10	27850	29807	107.02
ST						
Boys	3673	4797	130.60	1895	1624	85.69
Girls	3570	4093	114.56	1742	2206	126.63
Total	7243	8890	122.74	3637	3830	105.30
All						
Boys	160399	156392	97.5	242610	240110	98.96
Girls	156338	153921	98.45	233570	234536	100.41
Total	316737	310313	97.97	476180	464746	97.60

Source: Enrolment- BEOs office, Child population – Children census 2001

Regarding enrolment ratio the data reveals that the girl population is above that of boy population. For every 100 girls only 97 boys enrolled in the school as per the data. Where as in the completion rate for every boy only 0.79

girl completes elementary education. This indicates that girl education needs special focus and attention.

Retention:

The retention rate is calculated at 3 levels with the available KDP data. The enrolment data for the year 1994-95 to class I has taken for base year and retention rate is calculated at class IV, V, VII and V to VIII.

Table-2.5

	1 st	4 th	5 th	7 th	8 th
2001-02					B24320 70.29% G23830 64.66% T48150 67.39%
2000-01				B27022-78.1% G32285-87.6% T59307-83%	
1999-00		B30053 91.54% G29572 80.25% T59625 83.25%			
1998-99			B 28448- 82.2% G 28506- 77.3% T 56954 -79.7%		
1997-98					
1995-96	B 32829 G 34107 T 66936				
1995-96					
1994-95	B 34599 G 36849 T 71448				

The table reveals the retention rate between classes 1 and 5 is 79.7% in case of total, 77.3% in case of girls and 82.2% in case of boys. With regard to classes between 1 and 5 retention is more in case of boys and girls drop out is more. Between classes 1 and 7 the drop out is more in case of boys, and

retention is more incase of girls. Between classes 1 and 8 retention rate is more incase of boys than in girls. This is due to socio economic factors. The retention rate will improve when the continued education facility is provided.

TEACHER'S POSITION:

Teacher is an important input in the process of education. Towards the achievement of UEE, it has been the policy of the state government to provide teachers to schools. In order to improve quality, the State government has raised the entry qualification from SSLC to PUE to TCH course. And from 2001 to 2002 entrance examination is introduced for recruitment of teachers. On the lines of sound policy decision of the state government, massive recruitment of primary school teachers has taken place on a continuous basis from 1992-93 onwards.

The following table shows the number of teachers working in government primary and upper primary schools.

Table 2.6

Blocks	No of teachers in primary schools	No of teachers in upper primary schools	Total
South I	402	1008	1410
South II	40	241	281
South III	385	1106	1491
Anekal	331	582	0913
Total	1150	2942	4095
%	28.10	71.90	

Source: BEO's 2001

Although the continuous growth of private sector has its own impact on the government schools, yet there was continuous demand for more government schools. Hence teachers were continued to be recruited.

As of now the teacher pupil ratio is 1:31 for all the schools in the district. Number of single teacher schools is 85 and the teacher class room ratio is 1.25:1.

Makkala samikshe:

As back as 1961 compulsory primary education act came into being. Under this act house to house census has been a regular feature to know the number of 5+ to 6 age group in the district. This was being followed by enrolment drive at school level and some extent village level. Incentive schemes were introduced to attract children to school. The persistent efforts on the part of the state has made considerable progress in reducing the number of drop outs in the school. Comprehensive house hold survey was conducted in the month of January 2001 from age group 0 to 14.

According to the survey 719055 number of children are in the age group of 0-14. out of which 4.79 lakh children are in the age group of 6-14. out of these children 4.51 lakhs are in school and 21789 children are out of school including dropout children. The district survey data is given in the table below.

Table-2.7

Age wise data of children available as per "Makkala Samikshe"

children	0-1	1-2	2-3	3-4	4-5	Total
male	21622	22899	23547	27075	28900	124043
Female	22635	21407	23006	25407	26357	118812
Total	44257	44306	46553	52482	55257	242855

Total no of children	Age	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	Total
	Male	24983	27420	25958	26296	27023	28719	25826	26386	29999	242610
Female	23616	25707	25513	25536	26259	29707	25328	25383	26521	233570	
total	48599	53127	51471	51832	53282	58426	51154	51769	56520	476180	

Source: Makkala Samikshe 2001

The comprehensive survey data reveals the details about children in the school system and out of school in the district. As a part of follow up on the survey a specific programme was launched in the state to enroll dropout and non enrolled children in the age group of 6 to 11 under the back to school programme activity. One of the programmes to get the out of school children into school is "CHINNARA ANGALA".

CHINNARA ANGALA:

Chinnara Angala Programme is a bridge course programme for the children to link the gap of what children have learnt before they dropped out and what they are going to learn after re admission to the school.

Pre-programme activities conducted prior to Chinnara

Angala program:

- ❖ Block wise chinnara angala centers were identified. A total of 43 centers were opened in the district.
- ❖ Children of age group 6-11 were targeted. And a total of 1998 children were given as target by the state office.
- ❖ Amount was released by the department for various activities, such as training for master trainers at the district level, training for teachers and volunteers at the block level, teaching learning material, food, remuneration of teachers and volunteers.
- ❖ Teachers were trained for 10 days in activity based teaching methods like songs, jingles, stories and games.
- ❖ Activities during Chinnara Angala was carried on between 8 am and 3 pm.
- ❖ The activities of the district was supervised by the DDPI's, DIET's and BEO's office.
- ❖ Even state level officers from the office of the Commissioner of Public Instruction inspected different centers of all the districts.

In the first round of this programme the target group was the out of school children in the age group of 6- 11. The district has conducted 60 days programme for identified children at the habitation level. The learning material was prepared at the state level in co-ordination with DPEP and training was given to the volunteers and teachers in a cascade model. The bridge course was conducted during summer holidays. The mission mode net work model has ended with fruitful results. The way the programme was conceived and implemented has gained much confidence both in the community and educational administrators. There were many surprises during the 60 day programme. The programme took off as a people's movement with the involvement and participation of community in the programme. The community participation has created a taste for further follow up activities for retention of those enrolled in the schools. The number of out of schools. The number of out of school/drop out children enrolled under Chinnara Angala is given in the table below.

Table 2.8
Block wise achievement of Chinnara Angala.

Sino	Blocks	No of children target	Achievement	%
1	South I	0890	641	72
2	South II	0060	060	100
3	South III	1038	1272	122.54
Total		1988	1973	99

In the first round 1998 children were covered and 1973 were admitted mainstream this year. Bangalore south district stands second in achieving the target of Chinnara Angala.

Existing Ongoing schemes to universalize elementary education:

- ❖ Free Text books to all children of government schools studying in classes 1 to 7
- ❖ Free uniforms to class 1-4 children studying in government schools and SC ST children of 5-7 classes.
- ❖ Three kilograms of rice or wheat to the children studying in class 1-5 in government and aided schools.
- ❖ Scholar ships from different departments to the SC, ST, Girl child and financially weaker sections.
- ❖ Supply of TL materials to the schools
- ❖ Construction of building, Toilets, recruitment of teachers etc.,
- ❖ In service Training programmes from the DIET, DSERT
- ❖ Intervention of Chaithanya and textbook orientation trainings.

Table 2.9

Number of schools which require TLM

Blocks	Primary schools	Upper primary
South I	170	25
SouthII	010	19
SouthIII	140	17
Anekal	167	00
Total	487	61
%	100	16.94

For the purpose of retention and quality improvement, various activities and incentive schemes have been undertaken by the Department in convergence with other departments.

Under quality improvement programmes several creative activities are undertaken. Activities like music, drama, science exhibitions, quiz programmes, summer camps are organized by DSERT. These activities are in addition to

organizing training for teachers on activity based teaching and content enrichment programmes under “chaitanya”

Chaitanya training programme:

The NPE 1986 and the POA 1992 has clearly spelt out the need for child centered approach of education, competency based teaching, inculcation of core values etc,. As a result the SOPT programme was launched by the Government of India. Under this programme many teachers were trained regarding the competency based teaching. After the intervention of DPEP both in 1st phase and the 2nd phase only in 16 districts teachers were trained in the concept of MLL's and the text books were changed as per the need.

On par with this an experiment was undertaken in H.D Kote under the name “Nali-Kali”. This experiment was made to study the impact of teaching-learning without text books. In the state there are DPEP districts which followed “Kali_Nali” text books, in Mysore district the system of teaching_ learning process is without text books.

To make the teaching –learning methodology more concrete, need based and learning oriented the experiences of SOPT, Kali-Nali and Nali-Kali was taken and a comprehensive training package was developed by DSERT called “Chaitanya”. This activity based teaching learning process is being followed in the entire state in this current academic year 2001-2002. Since November 2000 training was given to all the elementary school teachers right from music teacher to the head teacher. Based on the Chaitanya package the text books from standard 1 to 5 was revised. Orientation training to use the revised text books is being given to all the teachers.

To impart Chaitanya training the BRC's and CRC's were established temporarily at the block level. the block resource co-ordinators and the cluster resource co-ordinators are working on deputation basis. This hampers the work at schools and proper follow up activities cannot be taken up. Hence it is proposed in the annual plan to establish permanent BRC and CRC's under SSA programme.

Capacity building:

The complete responsibility of supervising and monitoring system is done by the DDPI administration and DDPI development with the assistance from other staff. The DDPI administration at the district level is assisted by two Educational officers, five subject Inspectors, one inspector for Urdu schools and one District superintendent for sports. At the block level BEO is assisted by 5 educational co-ordinators, one co-ordinator for physical education.

The DIET is headed by the DDPI development, is assisted by senior and junior lecturers. Their mission is to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the areas of elementary education and adult education. The main functions of the DIET is training of teachers, act as resource support and conduct action research.

The main programmes and activities of the DIET are:

- pre-service Teacher education programme
- in-service programme of primary Teachers, Headmasters, Heads of school complexes and Officers of the Department up to block level.
- Field interaction including extension work.
- Training programmes for personnel of adult and non-formal education
- Training to teachers regarding Inclusive Education.
- Workshops to develop curricula, teaching learning materials, low cost teaching aid etc.,
- Orientation programmes for members of VECs, community leaders, youth and other educational activities.
- Field studies, action research and experimentation.
- Under inclusive education following programmes were under taken by the DIET.

The DIET has been training primary school teachers in Inclusive education for 42 days since 1996-97. So far it has trained 390 teachers of both government and aided institutions apart from this the DIET has involved NGO's working for the welfare of the disabled children. Following are the NGO's working in Bangalore south district.

- National Association for the blind-Jeevan Bhimanagar.
- J.S.S Sahana IED School-Jayanagar.
- R.V I.E.D school –V.V puram.
- Samarthana Trust –J.P nagar.
- Divine Light –White field.
- Ramakrishna Samagra Shikshna Kendra –Gottigere.

The details of schools covered by NGO's is given below.

No of NGO's	No of govt schools	No of aided schools	No of children covered
06	36	18	459

The details of schools covered directly through DIET.

Total no of schools	No of govt schools	No of aided schools	No of children covered
18	17	01	53

Impairment wise programmes conducted by the DIET and NGO's

Organization	Hearing impaired		Mentally challenged		Visual impairment		Orthopedically handicapped		total	
	Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	Girls
DIET	2	5	2	5	4	2	19	14	27	26
NGO's	91	74	87	55	27	29	62	32	268	191
total	93	79	89	60	31	31	81	46	295	217

There are a number of NGO's striving hard to achieve UEE. They have strengthened the hands of the Education Department in providing quality education and increasing the enrolment in schools. Some NGO's are working particularly for the children with special needs in the district, where as some others are working exclusively for children in slums and street children. Their work in the field of education is laudable. The work being done by some of the NGO's is given in the ensuing paragraphs.

Akshara prathistana: This is one of the NGO working hand in hand with the education department towards achieving the goal of universalisation of elementary education. They have opened number of Balavadi's and run bridge course programmes. To improve the quality of education they have a special remedial programme called "Jnana Jyothi" one of the reasons for drop out children is that they are not exposed to pre primary education before formal schooling. To attain this this organization has opened 880 Balavadi's in Bangalore district. Children between the age group of 3 and 5 are admitted to Balavadi's. these centers are run for 2 hours every day. Every center has more than 20 children. A volunteer is engaged to look after the Balavadi. They are mostly opened in slums like Gouripalya, Padarayanapura, Veerabhadranagara, Kaverinagara, Arabnagara, Ilyasnagara etc., Total number of children studying in the Balavadi's are 13000.

Bridge course: This programme is arranged for the drop out children between the age group of 6 to 11. 61 centers are run for 4 hours a day and one volunteer is incharge of the center. Teaching Learning materials are also provided. At the end of the end of the course these children are admitted to formal schools.

Jnanajyothi programme: This progrmme is intended to improve the achievement levels of children who have not achieve the Minimum levels of learning. These children are given remedial instruction everyday for 2 hours. Totally 51 schools are covered under this programme and 2172 children are benefited out of this programme.

PACER foundation: This organization has adopted many schools and are working towards the improvement of infrastructure and providing building and additional rooms to the existing schools. They conduct training programmes for the teachers and provide necessary TL materials. They have supplied computers to 20 schools and training is given to the teachers and students.

BOSCO: This organization was formed 20 years ago and has been working ever since to provide a better standard of life for street children and also enrolling these children to formal schools. The modus operandi is that the organization has opened an office called “Bosco Makkala Ashraya” in the Railway station. The children who need assistance contact BOSCO from this office. This organization gathers all such children and admits them to their residential school there by providing a home for each of those children. The children who need to continue education are sent to formal schools and older children are given vocational training. Apart from these the organization also conducts street plays in slums, creating awareness for the need of education for children in slums. Added to all this they also conduct de-addiction campaigns and HIV prevention campaigns.

JEEVIKA: This organization mainly works for the welfare of the child labourers. They identify child labourers in rural parts and conduct bridge course for these children at two different levels. The basic bridge course is for three months for the age group of 6 to 11 years and the advanced bridge course for 6 months for the age group of 12 to 14 years. Later on these children are enrolled to the formal schools.

APD: (Association for the physically disabled)

This NGO runs a special school for the children with special needs from nursery to 7th standard. They mainly concentrate working in 9 slums. Out of the total number of children studying in their school 20% are normal and 80% of the children are with some disabilities. This is to bring in the concept of inclusive education. The facilities provide are disabled child friendly and they felt the need for constructing rooms which are child friendly even in the government schools.

They conduct monthly meetings of the mothers of these children and conduct workshops on various aspects. They also conduct fathers' meetings once in three months. For the children with speech and hearing problems, special therapy classes are conducted and later on they are admitted to formal schools. The department wants to converge with them in providing inclusive education.

Sumangali Sevashram: This organization is working mainly in the area of early child care and education. They have opened Anganavadi's and work in collaboration with the State government. They conduct health check up camps, parents meet and orientation programmes on food and nutrition. In addition to these they conduct vocational training for women.

India Literacy Programme: This NGO founded by NRI's in America mainly concentrates its activities in improving literacy. They concentrate on improving the quality in education by conducting remedial instruction and special coaching classes by providing their own teachers. As an incentive programme for the mothers who send their children to schools, they run vocational training cum earning course on ' Karnataka Kasooti ' at Hubli.

Society Of Neglected Children: This organization concentrates on improving literacy and adoption of schools. The organization has adopted many schools in the rural parts. In the adopted schools they are trying to provide infrastructure and quality education. To create a feeling of ownership among the school and the community, the contribution is made on matching basis.

The interactive meetings held at various levels to prepare habitation plans, block plans and the district plan is briefly discussed in the following chapter.

Chapter - 3

Process of project formulation:

. It is an established fact that basic education improves the level of human well-being especially with regard to life expectancy, infant mortality, nutritional status of children etc. Studies have shown that universal basic education significantly contributes to economic growth. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

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The preparation for pre project activities were taken up immediately after the programme was initiated at the State level. The formulation of DEEP activities undertaken in the district are classified as follows.

- ❖ Conducting house to house survey.
- ❖ Collection of data and information directly from school.
- ❖ Collection of secondary data from various departments and agencies.
- ❖ Collection and use of data on the studies and researches made by NGO's and at the departmental level.
- ❖ Collection and use of data available with other departments.
- ❖ Meeting, work shops, trainings, discussions, interactive sharing meetings at various levels.

- ❖ Constitution of committees and planning teams and support groups for the purpose of DEEP planning.
- ❖ Consultation with various organizations and departments working for children
- ❖ Sharing experiences with the DPEP Directorate and DPEP districts.
- ❖ Awareness and sharing workshops were organized for the urdu moulvis and mosque committee members.
- ❖ Sharing meetings with construction workers.
- ❖ Organized padayatras involving school children, NGO's local community leaders, women corporators, local MLA's to create awareness in the community.
- ❖ Meeting of parents and local community led by the chairman of Health and Education Committee of urban Zilla Panchayath.
- ❖ Interaction meetings with Karnataka Slum Clearance Board officials and the City Corporation authorities.
- ❖ Consultations with the Mass education directorate.

The "Samudayadatta Shale" programme is a novel and unique programme to bridge the gap between the school and the community. This programme has helped to create the feeling of ownership of schools among the community.

The interactive meetings, discussions, awareness campaigns organized at various level has helped the core planning team to identify the issues and problems.

CHAPTER 4

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

The present chapter deals with the problems and issues of primary education in Bangalore city ie. Bangalore South Education district. These problems and issues were articulated at the meetings, workshops, visits, interactive meetings at the local community, NGO's and the stake holders. In order to make the DEEP a more realistic, area specific and need based, several activities were undertaken at grass root level. In the samudayadatta Shale(School towards community) program held on 8th August 2001 in all the schools of the district, issues pertaining to primary education were discussed with the community, parents, NGO's and students. The experience sharing meetings were also organized with all the NGO's who have worked on education with special focus on child labour, need for pre-primary education, girl child education, rag pickers and street children who live in slums. The experiences gained by the educational administrators, educational coordinators, head masters, class room teachers, peoples representatives during the course of their school visits, inspections, contact with local community were also taken as the basis for identification of issues and problems of primary education in the district. The consultation process mentioned above have given an insight of the existing problems and issues in achieving universalisation of elementary education.

Access related issues:

- ❖ The community expressed the need for new government schools in some pockets by relaxing the distance and population norms.
- ❖ Class 5 was the termination class and most of the children used to discontinue the schooling due to distance or lack of security to the girl children. The community established the need for upgrading lower primary schools to upper primary schools.
- ❖ The community also expressed to convert all higher primary schools composite high schools to provide continuous education to the children.

The task force also recommended the inclusion of 8 standard in upper primary school.

- ❖ Bangalore city is known for its reputation of having prestigious institutions which is a significant factor. In spite of the city being reputed in terms of academic establishments there also exist areas of educational deprivations in the vicinity of the city. There are areas of slums and semi slums where construction workers, shelter less people are living in unhygienic condition. The mobile population in new extensions adds to the problem of education.
- ❖ One of the major factors for the poor educational environment and low quality in the learning achievement is lack of community-school linkages in the district. In some of the poorest and marginal areas, schools are not located within a safe reach of children. For example passing national highways, heavy vehicular traffic and overcrowding in the existing government schools with limited space and infrastructure.

Community related issues:

- ❖ Even today the community is under the impression that the government or department is responsible for their child's education. Even for the minute facilities the community will solely depend on the government. The planning team identified the need to empower the community to own the responsibility of the educational process of their village.
- ❖ Many schools, especially schools in vulnerable areas, semi urban and villages are subjected to vandalism due to lack of awareness among the people.(eg:UPS Gangodanahally)
- ❖ Schools are often affected by the social and political tensions between different groups within a community.

Teacher related issues:

- ❖ Teachers expressed the need for their empowerment. In the changing world and latest developments in science and technology and to meet the challenges of present world they need to be trained.

Curriculum related issues:

- ❖ The parents and the teachers expressed the need for a review of age old curriculum and to update that in the context of child, Local specific, and related to life.

Supervisory and Monitoring issues:

- ❖ The interacting sessions revealed poor performance in supervision, Monitoring and follow up which has resulted on the quality of the school. Hence, there is need for strengthening the monitoring system

Girl child related issues:

- ❖ The interactions with the parents of weaker sections revealed that there was negative attitude towards the girl child education. They are of the opinion that education is not necessary for girls.
- ❖ The education opportunities of girls is linked to the economic condition of the household and to the lack of civic amenities and resources in the region.
- ❖ In addition to the involvement of children in domestic and non-domestic chores and labour, the practice of child marriage and the subsequent retention of the girl within the home are the major reasons for girls to be withdrawn from school.
- ❖ The growth of private and aided schools has lead to a gender based differentiation in school options within families. In urban areas where these options are easily available, poor households send boys to aided or private schools and girls are enrolled in government or corporation schools.

Problem of Children with special needs:

- ❖ Parents expressed their inability to provide education to their wards with special needs and expressed their inability send their children to special schools whose cost they could not bear. So there is need to provide education for children with special needs in formal schools.

The need for community based approach to develop an elementary school system in the district is imperative in the context of contrasting problems and the conditions of schools in the district. This is because of the fact that the prevailing situation of child labour, children dropout of the school due to various reasons particularly the girl child. In the present context, community-school linkage is not there. Problems relating to elementary education needed to be addressed with the active involvement of the community.

District specific issues and problems:

The Bangalore south educational district is a mixture of urban, semi urban, rural and semi rural population. The problems and the needs of each category are different. The major problems are the education of street children, rag pickers, child labourers and the children of slums. It is rather difficult to assess the exact number of child labourers, street children and the rag pickers. Apart from these, there is the problem of floating population. Every now and then the population of the slums keep on changing. Due to this, it is difficult to assess the exact number of non enrolled children and the dropped out children.

Bangalore is a city which houses many high rise buildings. The construction workers of these buildings are nomadic by nature and move to a new habitation when the construction work is completed. One such construction worker at NANJAREDDY COLONY was spoken to and she requested that a school be given at big construction sites. Or else due to the nature of the parents occupation the children had to suffer without education. To cater to such group of children, transportation facilities are proposed in the AWP and the perspective plan.

Girl child related issues:

The planning team has identified that sibling care is one of the major reason for girls dropping out of schools. It was also observed that the non enrolment in backward pockets, especially the slums, is due to the lack of pre primary centers in their locality. In some minority communities, on an average each family consists more than 4 to 5 children. The care of the younger children usually falls on the

elder daughters. The hygienic conditions are very bad and children are prone to many diseases. Due to lack of awareness, even the vaccinations which are administered freely at the primary health centers are not utilized by these groups. Hence as an innovation to provide early child care and education, it is felt by the planning team to start pre primary centers in the slums and backward pockets. It is proposed in the AWP and in the perspective plan also.

Issues and problems In urban slums:

As discussed earlier there are 467 slums in Bangalore urban and semi urban areas as per the data available from Karnataka Slum Clearance Board, of which 224 are notified. Of the total slums 166 falls in the jurisdiction of Bangalore south educational district. The slum clearance board at present is concentrating on the following types of activities.

- Providing water, electricity and housing facilities.
- Individual amenities.
- Common amenities.
- Training on skill upgradation.
- Providing toilets.
- Providing Samudaya Bhavan.

But the slum clearance board is not providing any schooling facilities. Neither is land allotted for school construction purpose. KSCB is contemplating to undertake several measures under "Nirmala Jyothi" programme. The planning team has identified the following issues and problems in the following urban slums.

- Lack of awareness among the urban slums.
- Majority of the population in slum are from Muslim minority community, Tamil minority community and people on migration.
- Parents of children are in work force.
- Incidence of more child labour and rag picking.
- Non availability of land/building to house schools.
- Demand for pre primary schools
- Demand for mid day meals(cooked food) and incentives.

- Problems in keeping track with the children.
- Unwieldy geographical area of slums.
- Lack of consistent mechanism to address the issues and problems of the slums.
- The field reality calls for a 'comprehensive, convergent' approach rather than just 'education'.
- Wrong feelings among the parents that schooling to children fetch no financial benefits.
- Lack of awareness regarding hygienic habits.

Hence as a part of micro planning activity, school zone mapping is taken up in the district. In the rural areas since the habitation is the unit of planning, it is easy to identify the number of school going children and the non enrolled children. In urban areas as the ward is the unit of habitation it is difficult to fix the responsibility on one school or individual because of the vast area and no fixed demarcation.

Following are the objectives of the school zone:

- To determine the viable boundary limits for micro planning.
- To ensure decentralized planning.
- To fix the responsibility of achieving the goals of UEE on the teachers and CRC's .
- To ensure accountability.
- To make education planning more participatory by involving local community and NGO's.
- To ensure 100% enrolment and retention of children of that zone in school.
- To make school as an information center for that area.
- To speed up the process to attain UEE.
- To include every slum in the school zone.

Hence School zone is an innovative micro planning activity in achieving UEE in slums and rural areas. The activities to be taken up are proposed in the AWP.

Chapter – 5

GOALS AND OBJECTIVES

The consultation process at the different levels has given the district planning team an insight to address different issues under the components. Access, enrolment, retention, achievement and capacity building. The above components are converted into achievable objectives and programmes are planned under each component.

Access:

- ❖ To provide transportation facilities to bring children of slums which are not served with primary schools to the nearby formal schools.
- ❖ To provide 88 elementary teachers to the existing primary schools.
- ❖ To Provide 219 elementary teachers to the existing upper primary schools.
- ❖ To undertake major repairs in the needy schools.

Enrolment:

- ❖ To enroll 4000 out of school and dropped out children of the age group 6 to 14 years.
- ❖ To conduct 90 days bridge course programme for the age group 6 to 11 years from December to February 2002.
- ❖ To provide transportation facilities to dropped out and non enrolled children from the slums to nearby Chinnara Angala Centers.
- ❖ To increase the attendance by 90% by 2001-02.
- ❖ To conduct studies to assess the exact number of children with disabilities.
- ❖ To conduct studies to assess the number of street children, rag pickers and slum children.
- ❖ To open 122 pre primary centers in the district.

Retention:

- ❖ To undertake remedial instruction programme for 302700 SC\ST and girls.
- ❖ To provide schools grant @ Rs 2000 each for 502 schools.
- ❖ To provide school grant @ Rs 4000 each for 356 upper primary schools.(the upper primary school with 1st std to 7th std)
- ❖ To provide school grant @ Rs 2000 each for 4 upper primary schools.(upper primary schools with 5th to 7th std only).
- ❖ To undertake door to door campaign on every second Saturday of each month by all the teachers.(parent contact Programmes)
- ❖ To increase the retention rate by 85% by 2001-02.
- ❖ To conduct chinnara melas in 17 CRC centers.

Quality Improvement:

- ❖ To construct buildings for 4 BRC centers.
- ❖ To provide equipment to all the BRC centers.
- ❖ To provide staff to all the 4 BRC centers.
- ❖ To establish 72 CRC centers.
- ❖ To provide one teacher of primary cadre with graduate qualification as co-ordinator to each CRC.
- ❖ To organize sharing workshops at different levels like teachers at CRC level, Headmasters at BRC level, educational administrators at the district level.

Capacity building:

- ❖ To strengthen district office for the planning and implementation of the programme.
- ❖ To establish MIS unit both at district and block level.
- ❖ To constitute and empower SDMC at habitation level.
- ❖ To strengthen the supervisory and monitoring system.

Innovative studies:

It is proposed to undertake the following studies in the annual plan.

- ❖ To undertake a survey of disabled children age-wise, caste-wise, sex-wise and disability wise.
- ❖ To undertake a study on rag pickers, street children and child labourers in the city in collaboration with the NGO's.
- ❖ To study the impact of TL materials already supplied under OBB.
- ❖ Impact of chinnara Angala on enrolment.
- ❖ To assess the Quality and type of TL materials to be supplied to uncovered schools.

Chapter - 6

Programmes and strategies:

The planning core team along with District and Block Resource Groups, analyzed the existing educational scenario of the district. The outcomes of this analysis enabled to plan the following programmes to address the different issues and problems identified. The programmes are discussed under the components - Access, Enrolment, Retention, Achievement and Capacity building.

Access:

1.0 Opening of new schools:

During the current academic year it is proposed to start 44 new schools. It is also proposed to provide transportation facilities to the children of unserved habitations like slums and other non viable areas.

To provide transportation facilities, the following activities are to be taken up.

Activity	Action	Agency and time
Identification of habitations to provide transportation facility	Analysis of AIES and habitation planning	BEO,community and the planning team.- Completed
Identification of the mode of transportation	Consultation with the community and the planning team at the habitation level	BEO's and the community. 30 th of Sept 2001
Calling for quotations	Quotations called	Department and the community- Before October 2001

2.0 Enrolment:

The SSA is very particular about 100% enrolment of children in the age group of 6-14 years. In this context, the state has conducted a survey of 0-14 years age group population caste-wise and sex-wise.

2.1 Chinnara Angala:

As per the "Makkala Samikshe" 2001, data 21789 children in the age group of 6-14 are found to be out of school. Out of which it is expected 7779 children are enrolled as they were in the age group of 5-6. The updating exercise is in progress and they will be enrolled. 1973 children in the age group of 6-11 were brought back to school during current year after 60 days bridge course "CHINNARA ANGALA". One of the objective of SSA is to bring back all the children in the age group of 6-11 into the purview of education by 2003. The annual plan proposes the bridge course programme of 90days for 4000 children of the age group 6 to 11 during the current year.

The budget for 90 days CHINNARA ANGALA is as follows.

SIno	Item	Primary level center	Total cost
1	Honorarium to educational volunteers	Rs.1000/- p.m	27000
3	TLM for the learner	Rs.100/-learner	400000
4	TLM equipment in the center	Rs 1100/- center	148500
5	Contingency	Rs. 465/- center	62775
6	Remedial instruction	Rs 500/- educational volunteer	202500
7	Refreshment charges	@ Rs 5/-child per day	1800000
8	Honorarium to CRP's	@ Rs 500/ month	10500
	Total		2651275

Training of educational volunteers of Chinnara Angala:

S/no	Item	Unit cost	Total
1	TLM per trainee	@ Rs 100 each	27000
2	CG per trainee	@ Rs 30 each	8100
3	Refreshment	@ Rs 75 each	202500
4	Honorarium for RP's	@ Rs 50each for 120	6000
5	FDA	@ Rs 500 per programme	3000
6	Group D	@ Rs 500 per programme	3000
7	Miscellaneous	@ Rs 500 per programme	3000
8	Conveyance allowances for EV's	@ Rs 15 per volunteer	40500
	Total		293100

Enrolment drives:

It is proposed to undertake special enrolment drives in 166 slums and backward pockets. A sum of Rs 5000 is proposed for each slum in the annual plan.

In order to create an awareness among the people in slums regarding health and hygiene, it is proposed to conduct health camps regarding hygiene and also medical check ups for the children in the slums by a medical practitioner.

For all the adolescent girls and SC\ ST children as an innovation activity, it is proposed to set up counseling centers in all the slums and backward pockets.

Retention:

The following activities are proposed under retention in the annual work plan.

Repairs to school buildings:

Quality of the school can be determined on the basis of facilities available in the school. The analysis of the existing status insists for the following additional inputs for the existing primary schools.

The present scenario shows the conditions of very many school buildings are in bad shape. The money made available for undertaking the repairs of these school buildings is inadequate. Out of the meagre amount, it is possible to repair only selected few rooms. It is proposed to take up major repairs of all the schools every year in a phased manner. In this annual work plan based on the priority, schools needing major repairs is taken up.

Blocks	No of schools which need major repairs	Estimated amount in lakhs
South I	57	103
South II	9	18.3
South III	121	85.8
Anekal	23	8.95
Total	210	216.05

Source: BEO's 2001

Chinnara mela:

It is proposed to conduct 17 Chinnara Melas in the district this year. This programme will be organized at cluster level taking one boy and one girl from each school. This is a residential programme wherein these children will stay in the houses of host children. Under this activity subject wise learning corners are created to engage the children in learning which is attractive and joyfull. The resource persons who are trained in the conduct of chinnara mela will monitor the activities in each corner there by creating an environment for children to come out with their creative abilities. As these chinnara melas are planned to conducted in the slums and the backward pockets, it helps in creating an awareness in the

community and attracts of the children who are out of school. In this whole programme parents, community, NGO's and all the local leaders will participate their by creating a festive learning atmosphere.

**Budget for chinnara Mela:
Training of resource persons**

S/no	Activity	Unit cost	Total cost
1	TLM for the trainees	@ Rs 100/- per trainee	10200
2	Refreshment charges	@ Rs 50/-per day	15300
3	Honorarium to RP's	@ Rs 100per day	1200
4	Programme assistant	Rs 200	200
5	Helper	@ Rs 100	100
6	Total		27000

For each chinnara mela Rs 10000 each total Rs 170000 is proposed in the annual plan.

Inclusive education:

Universalization of elementary education is meaningful only when all the children of the age group 6-14 are in schools irrespective of caste, creed, sex and other physical defects. Though there are special schools for the children with physical and mental disabilities, all such children are not brought into such schools due to various reasons like lack of awareness, social stigma, economic conditions etc., It is proposed to provide education to such children in normal schools.

Blocks	Male	Female	Total
South I	124	85	209
South II	50	18	68
South III	192	124	316
Anekal	182	98	280
Total	548	325	873

Survey: BEO's 2001

To update the existing data and to get the disability wise requirement a study is planned in this annual plan. It is proposed to conduct this survey in collaboration with the NGO's. Hence Rs 50000 is proposed in the annual plan towards printing of questionnaires, training of volunteers, execution of the survey and finally for the consolidation and computerization of the data. In the annual plan, apart from the above study, to assess the status of street children, rag pickers and children of slums, studies are proposed in the annual plan. These studies will be undertaken taking the help of NGO's who are working the these areas like BOSCO. The cost is met under innovation activities.

Quality improvement:

School grants:

The analysis of existing educational scenario developed the need for caution amount to meet the needs of schools like necessary stationary, electricity charges and maintenance of equipments already provided. It is proposed to provide school grant of Rs 2000 per school per year for 502 primary schools, Rs 4000 for 353 upper primary schools(1st to 7th std) and Rs 2000 for 4 upper primary schools(6th to 8th std). This grant will be operated through the SDMC of the school and this grant is proposed from the year 2001-02.

Teacher grants:

The interaction with the teachers revealed the necessity of freedom in preparing TL materials of their choice to make their teaching effective. Hence it is proposed to provide Rs 500 to each teacher every year. Teacher empowerment programmes will give necessary training to teachers in this regard. The annual plan proposes to provide teacher grants to 4402 teachers during 2001-02.

Special interventions for early childhood care and education:

Early child care center is a crucial input in the process of providing education for all. It is a support programme for working women in general and particularly the disadvantaged section of the society. The existing support system under ICDS programme is quite insufficient to provide wide coverage as there are still areas which have not been covered with Anganvadi centers.

During interaction meetings with parents, community leaders and mothers, one of the main demands proposed was the Early Child Care Centers in the places where there are no ICDS centers at present.

Realizing the crucial importance of ECCE centers, community has come forward to extend support in this regard. In south range III, in four schools the ECCE centers are opened on experimental basis. In the primary schools where these centers are attached, there is increase in enrolment and drop out rate is reduced. Teachers at these primary schools feel that these children participate actively in the learning process. Hence, to strengthen the existing system and to increase the enrolment, retention and to improve achievement, the planning team felt the need for setting up of ECCE centers in the district. The following activities are proposed in the project to strengthen the Early childhood care and education.

- To strengthen the pre school centers by giving orientation training to the Anganawadi workers, providing additional persons and learning materials.
- Setting up of 122 balwadis as pre school centers in needy areas.
- Promoting convergence between the school system and the ECCE arrangement.
- Periodical health check ups for children.

Number of preprimary centers proposed to be opened block wise.

Blocks	No of PPC centers proposed
South I	44
South II	09
South III	52
Anekal	17
Total	122

Source: BEO's 2001

The implementation schedule of the above activities is discussed in the next chapter.

Chapter 7

Implementation schedule:

The activities proposed to be undertaken in the Annual Work plan need to be implemented on a time bound basis. It is also necessary to fix up the responsibility of implementing each activity to some agency there by enabling the proper execution of activities at the field level. Hence the planning team felt the need for implementation schedule chart. The following table gives a broad outline of execution of different activities that are undertaken in the Annual work plan.

Sino	Activity	Agency	Time
1	Identification of the new schools to be opened urgently.	BEO's	October
A	Identification of a temporary structure	BEO's	October
B	Making a list of children of eligible age	Educational coordinators and community	October
C	Procuring the necessary infrastructure.(most essential only)	BEO's,EC's & community	October
D	Appointment of teachers(on deputation or by recruitment)	DDPI & JDPI	November
E	Formal inauguration of the schools	DDPI, BEO's & community	November
2	Providing school grants	DPO and the BEO's	December
3	Providing teacher grants	DPO and the BEO's	December
4	Conducting bridge course programme		
A	Identification of number of centers to be opened block-wise	BEO's & EC's	September

B	Identification of educational volunteers	BEO	October
C	Training to educational volunteers	DPO & BRC's	November
D	Providing transportation facilities for children from slum to centers.	DPO	November
E	Inauguration of the centers	DDPI, DPO, BEO's & community	December
F	Issue of cheques to each center as per norms(TLM, CG, refreshment etc.,)	DPO, BEO	November
G	Making arrangements for providing refreshment	DPO, BEO's, and the community	October
H	Monitoring and supervision	DPO, BEO'S, EC'S, BRC'S & CRC'S & SDMC	Continuous process
5	Establishment of BRC's Construction of the building		
A	Identification of the site	BEO	September
B	Preparation of plan and estimate	ZSSA	November
C	Identification of implementing agency	ZSSA	November
D	Execution of the civil work	ZSSA	DEC
E	Procuring equipment to BRC	ZSSA	February
F	Setting up of BRC	DDPI & DPO	November
6	Establishment of CRC's		
A	Setting up of CRC's	DDPI & DPO	November
7	Chinnara mela		
A	Training of resource teachers	DDPI & DPO	December
B	Conducting of Chinnara Melas	BEO, BRC & CRC	December

8	Undertaking studies		
A	Identification of studies to be undertaken	DDPI, DPO, BEO, NGO's	November
B	Execution of the studies	DDPI,DPO,BEO's BRC, NGO's	December
9	Training of teachers		
A	Special training for teachers working in slums	DDPI & DPO, BRC	December
B	Training of teachers on conducting studies	DDPI & DPO, BRC	
10	Opening of pre primary centers		
A	Identification of places where the centers are to be opened.	BEO's	September
B	Training to volunteers	DDPI, DPO & BRC	November
C	Setting up of centers	BEO's	December
D	Execution process	DDPI,DPO & BRC, EC's	Continuous process

AWP 2001-2002 ABSTRACT

	INTERVENTIONS	PERCENTAGE	AMOUNT IN LAKHS
1	ACCESS TOTAL	0.57	4.85
2	RETENTION TOTAL	82.63	708.26
3	ENROLMENT TOTAL	4.05	34.71
4	ACHIEVEMENT TOTAL	4.90	42.02
5	CAPACITY BUILDING TOTAL	6.91	59.20
6	PLAN AND MANAG TOTAL	0.94	8.08
	GRAND TOTAL	100.00	857.13
	NATURE OF WORK		
	AREAS OF BUDGET	PERCENTAGE	AMOUNT IN LAKHS
1	CIVILWORKS	31.97	274.00
2	MANAGEMENT	0.94	8.08
3	QUALITY IMPROVEMENT	67.09	575.05
	TOTAL	100.00	857.13

ANNUAL WORK PLAN OF THE YEAR 2001-2002

(Amt in Lakhs)

SLNO	INTERVENTIONS	Total Quantity	UNIT COST	2001-02	
				PHY	FIN
I	ACCESS				
1	Opening of New schools				
a	Building (Non recurring)	44	3.6000		
b	Teachers' Salary @ # Trs /School (R)	88	0.0520		
c	carpet(10x12)Sq ft @ 8/Per School	352	0.0240		
d	writing desk class 1-4 @20/school	880	0.0100		
e	Bench with desk 5 to 8th @ 30/School	1320	0.0250		
f	table 2.5X4' @ 3tables /School	132	0.0150		
g	chair(S Type) @ 3 /School	132	0.0080		
l	Teaching learning Material PS	44	0.1000		
j	Additional Class Rooms @ 3 Rooms /School	132	1.5000		
k	school grant	44	0.0200		
II	Upgradation of existing Pry.schools				
a	Additional Teachers::pry.schools	50	0.0520	50	3
b	Trained graduate teacher for 8th	92	0.0750		
g	Teaching learning materials UPS	50	0.5000		
	Transportation hiring of buses Rs 1000/-perday/bus	15	0.1500	15	2
	ACCESS TOTAL				5
l	Additional inputs for existing Pry. schools		0.0000		0.0
a	School Building for the Existing Building		0.0000		0.0
	less School	48	3.6000		0.0
b	Additional rooms	1393	1.5000		0.0
c	compound 3.3x6 Sqft	35027	0.0200		0.0
d	Drinking water & Toilet facility	859	0.7500		0.0
e.	ELECTRICITY	501	0.2000		0.0
f	School Repairs	904	0.0500		250.0
g	Carpet (10x12)sq ft	5468	0.0240		0.0
h	writing desk class 1-4	19228	0.0100		0.0
l	Bench with desk 5 to 8th	8555	0.0250		0.0
n	Teaching learning materials PS	502	0.1000		0.0
o	UPS	61	0.5000		0.0
p	Additional Teachers at elementary level	273	0.0520		0.0
q	Additional Teachers to 8th Std	754	0.075		
	school grant PS	502	0.0200	502	10.0
r	School Grant UPS	354	0.0400	354	14.2
	School grant Middle school	4	0.0200	4	0.1
s	Teachers' Grant	5358	0.0050	4402	22.0
t	Inclusive Education IE		0.0000		0.0
	i. Conducting Survey		0.5000		0.3
	ii. Health Check-up Camp	873	0.0008	873	0.7
	iii.Providing Aids and Appliances	873	0.0100	873	8.7
	iii.Preparation of TLM @ 120 /Child	873	0.0012	873	1.0

u	School Assessment	903	0.014		0.0
v	Leave reserve Teachers @ Rs 100/working day	120	0.02	120	2.4
w	Awareness Campaign(Printing & Electronic)		2.0000		0.0
x	FREE work books in lakhs	3.27	120.00	3.27	392.4
y	Publication of student magazine (Qty)	2000	0.0001	2000	0.2
z	Chinnara Mela	17	0.1000	17	1.7
	Chinnara Mela Traing cost		0.2700	17	4.6
	RETENTION TOTAL				708.3
	ENROLMENT	Quantity	COST	PHY	FIN
	CHINNARA ANGALA -Bridge course(90 DAYS)		0.0000		0.0
a	Refreshment charges for Children	7123	0.0001	4000	18.0
b	TLM for learner	7123	0.0005	4000	4.0
c	Honarourium to Ednl volunteers	476	0.0100	270	0.1
d	Training to Ednl Volunteers	476	0.0010	270	0.3
	Refreshment charges for Teacher	476		270	2.3
e.	CG PER TRAINEE @Rs 30	476	0.0003	270	0.1
f	Honarourium to RP'S FOR 10 DAYS	20	0.0010	16	0.01
g	Group "D"	5	0.0050	5	0.025
h	FDA	2	0.0050	2	0.01
l	MISC		0.0000		0.03
	Local allowances @ Rs15/day	476		270	0.41
j	TL materials in Training	476	0.0010	270	0.5
k	Followup Activities	7123	0.0001	4000	0.7
	CHINNARA ANGALA -Bridge course(360 DAYS)				
a	Refreshment charges for Children	3214	0.0005		0.0
b	Learning materials(TLM)	3214	0.0005		0.0
c	Honarourium to teachers & volunteers	130	0.0100		0.0
d	Training to Teachers and Volunteers	130	0.0010		0.0
e.	TL materials in Training	130	0.0010		0.0
f	Preparation of TL materials		1.0000		0.0
g	Followup Activities	3214	0.0001		0.0
	Community Mobilisation Programs in 166 Slums	166	0.0500	166	8.3
	ENROLMENT TOTAL				34.7
IV	ACHIEVEMENT	Quantity	COST	PHY	FIN
	Teacher Trainings	0			0.0
a	20 days inservice Training for all teachers	5358	0.0007		0.0
c	Bi monthly Sharing Work Shops For Teacher at CRC	5358	0.0002		0.0
d	Quarterly Sharing Work Shops For HM's at BRC	903	0.0002		0.0
e.	30 days training for freshly recruited trs	1653	0.0007		0.0
g	60 Days for Untrained teachers	50	0.0007		0.0
l	Module Preparation for e & g	50	0.5000		
	Appointment of staff TO BRC		0.0000		0.0
f	salary for BRC CO-ORDINATOR	4	0.1000	4	2.4
g	salary for BRP's(HIGH SCHOOL 2 ASSISTANTS)	8	0.0750	8	3.6
h	salary for BRP's (PRI SCH 3 ASST)	12	0.0660	12	4.8
l	salary for program lassistant	4	0.0650	4	1.8
j	salary for group ' D'	4	0.0400	4	1.0

k	Appointment of CRC	72	0.0660	72	28.5
	ACHIEVEMENT TOTAL				42.0
IV	Capacity Building	Quantity	COST	PHY	FIN
a	Establishment of BRC's				
b	Building	4	6.0000	4	24.0
c	Furniture	4	0.2500	4	1.0
d	Equipment-TV,OHP,VCR,TELEPHONE	4	0.5000	4	2.0
e.	Library & ALMAIRAH	4	0.2500	4	1.0
f	Purchase computers UPS,LASER PRINTER	4	2.0000	4	8.0
g	Purchase of xerox machine	4	1.0000	4	4.0
h	Office maintenance	4	0.1250	4	0.5
l	xerox maintenace AMC	4	0.1500	4	0.6
j	computer AMC	4	0.2000	4	0.8
k	Stationery to computer	4	0.2500	4	1.0
l	Stationery to Office	4	0.0300	4	0.1
m	Dulicating Machine	4	0.1500	4	0.6
n	Carpets 12 X 10' 10 No	4	0.0240	4	0.1
o	Water filters 2 No	8	0.0010	8	0.0
p	Conveyance Charges for Sch Visits(10 Months)	24	0.0200	24	0.5
q	maintenance-Building	4	0.1000		0.0
r	Establishment of CRC's		0.0000		0.0
s	Building	65	2.0000		0.0
t	Furniture :: Table,chair,almirah	72	0.2500		0.0
u	Carpets 12 X 10' 4 No	440	0.0250		0.0
v	Water filters 1 no	72	0.0100		0.0
w	Library	72	0.0200		0.0
x	maintenance-Building	72	0.0500		0.0
z	Innovative Reserch on Girls Education		1.5000		
	Innovative activities in ECCE				15.0
	Capacity Building TOTAL				59.2
e.	PLANNING AND MANAGEMENT				
f	AT DISTRICT LEVEL		0.0000		0.0
a	Salary for Nodal officer	1	0.1500	1	0.9
b	Salary for Assistant Nodal officer(planning & Research))	1	0.1200	1	0.7
c	Salary for Assistant Nodal officer(Media & Documentation)	1	0.1200	1	0.7
d	Salary for MIS INCHARGE	1	0.1200	1	0.7
f	Salary for Data entry Operators	2	0.0800	2	1.0
g	Salary for engineer	1	0.1500	1	0.9
h	salary for Group "C" assistants	2	0.0800	2	1.0
l	salary for Accounts Superintendent	1	0.1000	1	0.6
j	Group "D"	2	0.0500	2	0.6
k	Purchase of Vehicles district SSA office	2	5.0000		0.0
l	Appointment of drivers and maintenance of	2	0.0300		0.0
m	vehicles operaation & maintence	1	0.5000		0.0
n	Sterengthening of district level office		0.0000		0.0
o	Purchase computers UPS,LASER PRINTER	1	2.0000		0.0
p	Purchase of xerox machine	1	1.0000		0.0
q	Fax and Telephone	1	0.3500		0.0
r	Furniture	1	0.2500		0.0
s	Duplicating Machine	1	0.2000		0.0

t	Office maintenance	1	0.5000		0.0
u	xerox and fax maintenace	1	0.0800		0.0
v	computer AMC	1	0.0800		0.0
w	Stationery to computer	1	0.1500		0.0
x	Stationery to Office		0.1000		0.0
y	TRAINNING OF BEO'S,BRC'S,EC'S.CRC'S.BRP'S,HM'S	410	0.0040		0.0
z	Satinaory,training Kit,TA FOR 5 DAYS	410	0.0020		0.0
aa	Training for SDMC memebbers		0.1362		0.0
ab	EMIS PRINTING & DATA PROCESSING/peryear		1.0000		1.0
	AT District level /year		0.0000		0.0
	PLANNING AND MANAGEMENT TOTAL				8.1
	GRAND TOTAL				857.1