

**PERSPECTIVE PLAN - DPEP - II**  
**BANGALORE RURAL DISTRICT**

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

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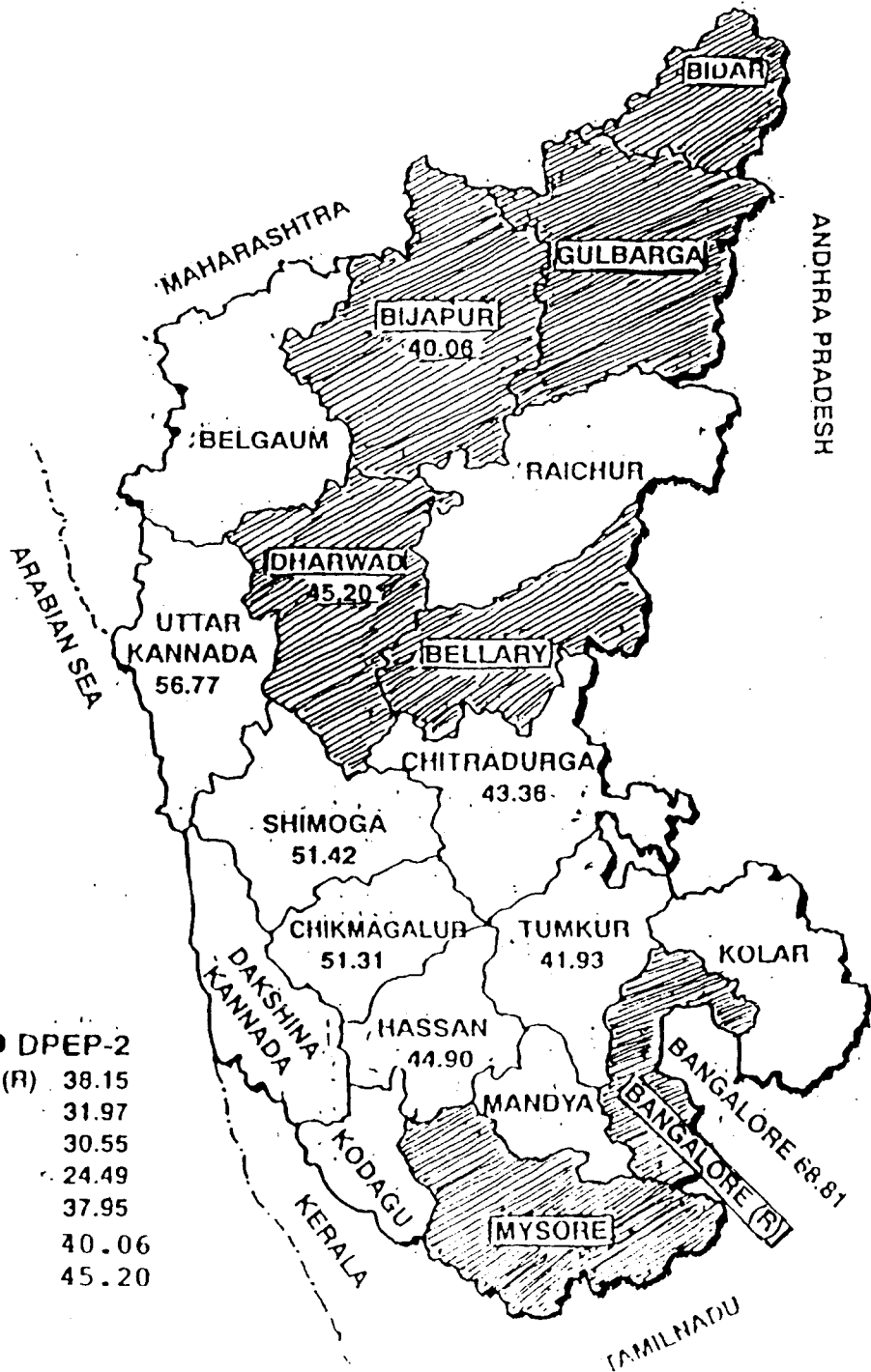
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# MAP OF KARNATAKA SHOWING DPEP DISTRICTS

WITH FEMALE LITERACY (1991)

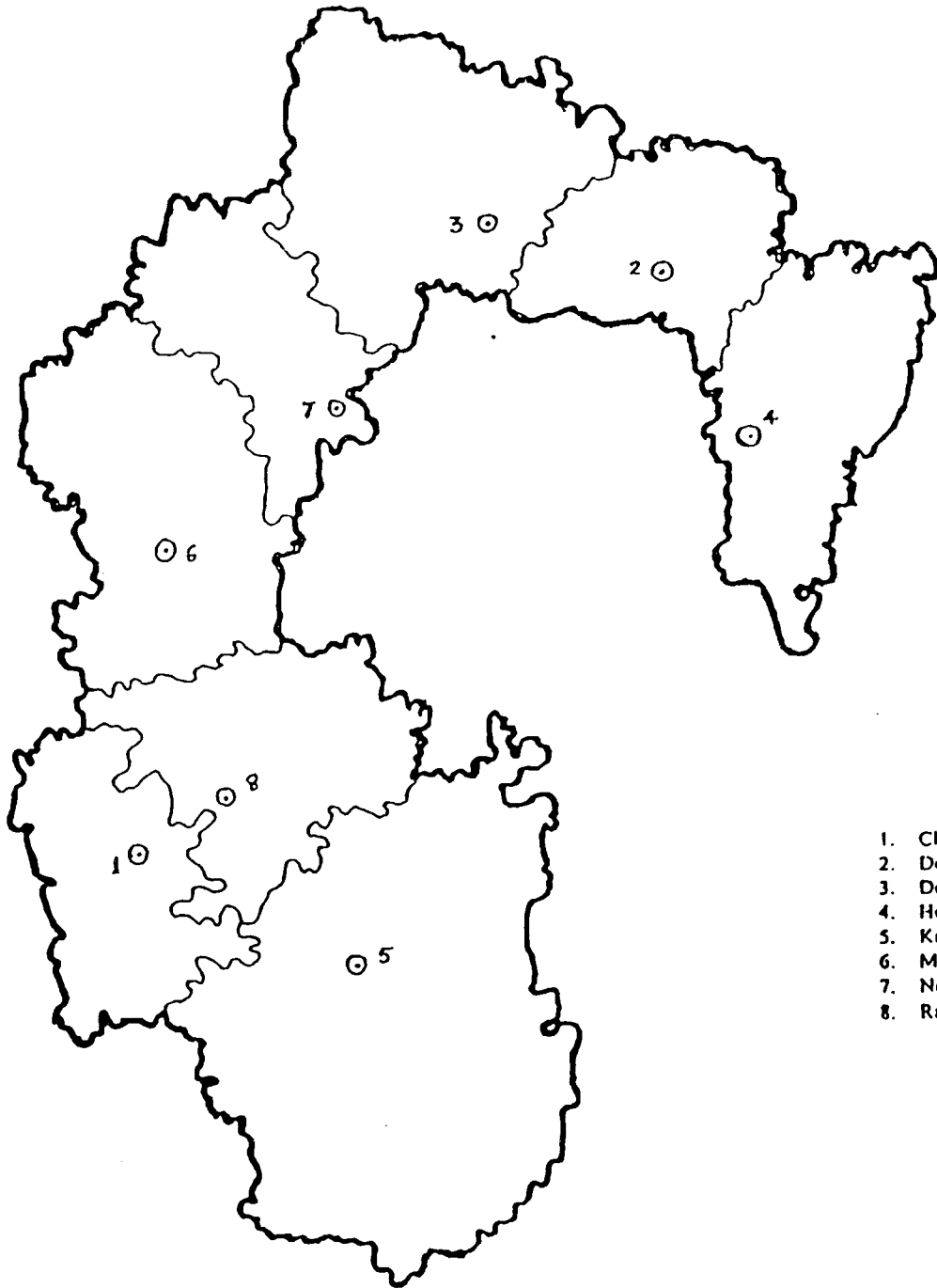
STATE : 44.34

NATIONAL : 39.42



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

# BANGALORE RURAL



1. Channarayana
2. Devanahalli
3. Doddaballapura
4. Hosakote
5. Kannapura
6. Magadi
7. Nelamangala
8. Ramanagara

## CHAPTER - I

### INTRODUCTION

At the time of independence there existed a single district of Bangalore. In 1948, it was divided into Bangalore Urban and Bangalore Rural districts. The Bangalore Rural district consisted of the taluks of Doddaballapur, Nelamangala, Hoskote, Devanahalli, Anekal, Kanakanahalli, Clospet (Ramanagaram) and Magadi, while the Bangalore Urban district was left with the then civil station and the taluks of Bangalore North and Bangalore South (including Bangalore City). When the Bangalore City Corporation was formed, the urban district was considered unnecessary, and in 1950 the two taluks of Bangalore North and Bangalore South were re-amalgamated with the Bangalore Rural district. Seven villages surrounding Marsur, enclaves in Anekal taluk and part of Madras Presidency were also merged with Anekal taluk in about 1950. After the states reorganization in 1958 and consequent to the rapid expansion of the city, a proposal was mooted to bifurcate the district once again. In 1962, the district was divided into Bangalore Urban district consisting of Bangalore North and Bangalore South taluks, and Bangalore Rural district with the remaining nine taluks. After four years in 1966, the Bangalore Urban district was again merged with the rural district. The main reason behind this amalgamation was the constitution of the City Improvement Trust Board. Nearly two decades after the second merger, in August 1986 Bangalore Urban and Rural district was again bifurcated.

The Bangalore Rural district with its headquarters at Bangalore is now organized into eight taluks, namely Channapatna, Ramanagaram, Kanakapura, Doddaballapur, Hoskote (excluding Bidarahalli hobli), Magadi (excluding Tavarekere hobli), Devanahalli (except Jala hobli) and Nelamangala (except Dasanapura hobli) taluks. These taluks are grouped into two sub-divisions namely Doddaballapura Sub-division, comprising of Doddaballapura, Hoskote, Devanahalli and Nelamangala taluks, and Ramanagaram Sub-division comprising of Ramanagaram, Channapatna, Magadi and Kanakapura taluks.

The history of bifurcations and amalgamations of Bangalore have impacted the various interventions in the education system. This history also has implications for the understanding of the present education profile of the district, and how the existing data base could be utilised for future planning. While the relevant figures and statistics relating to the last four decades have found mention in the district and the education

profile, the data generated from the 1991 census and the Sixth All Educational Survey, 1993, would form the basis for future planning and interventions.

### **District Profile:**

The Bangalore (Rural) district is located in the south-eastern corner of Karnataka spanning a geographical area of 5,814 sq.km. and it forms about 3 per cent of the total area of the state. The total population of the district is 16,65,468 as per the 1991 census.

Bangalore district is composed of 8 taluks, 35 hoblies, 707 inhabited and 177 uninhabited villages, 9 towns and 103 mandal panchayats. Kanakapura taluk is the largest taluk with an area of 1,590.50 sq.km. while Devanahalli is the smallest taluk in the district with an area of 451 sq.km. as per 1991 census.

The density of population in Bangalore rural district is 309 persons per sq.km. Taluk- wise density of population is shown in Table 1.

**Table 1 - Taluk-wise Density of Population (1994-95)**

<b>Sl.No.</b>	<b>Taluk</b>	<b>Density of population (per sq.km.)</b>
1.	Channapattana	439
2.	Devanahalli	356
3.	Doddaballapura	284
4.	Hoskote	344
5.	Kanakapura	199
6.	Magadi	242
7.	Nelamangala	281
8.	Ramanagaram	326

It is evident from the above table that Channapatna Taluk has a very high density of population. This may be due to Channapatna being a centre for handicraft industries. Kanakapura taluk has the lowest density of population.

The following table shows the decadal growth of the population in the district.

**Table 2 - Decade-wise Growth of Population (1961 to 1991)**

Year	Male	Female	Total	% of decadal Variation
1961	5,12,678	4,92,109	10,04,787	
1971	5,97,680	5,67,542	11,68,222	16.22
1981	7,42,581	7,09,463	14,52,044	24.30*
1991	8,60,231	8,12,963	16,73,194	14.70

The sex ratio of Bangalore ® district as per the 1991 census was 945 females per 1000 males. Majority of women are engaged in household and other agricultural works. Out of the total population about 81.87 per cent live in rural areas. The SC/ST population constitutes 22.46% of the total population in the district. In 1991 census the population in the age group 2,60,977, of which male were 1,33,378 and females were 1,27,599, constituting 15.60% of the total population in the district.

The central, northern and eastern portion of the district are characterized by a country side consisting of vast stretches of undulating plains. The uplands are often bare or covered with low serup jungles and low lands and are dotted with series of irrigation tanks. It represents an uplifted peneplain at an elevation of about 900 meters. The surface has been dissected on the western and southern parts of the district giving rise to a broken and rugged topography in the west, the terrain is rugged and broken and is composed of a succession of hills and valleys intersected by rocks and rapid streams with sandy beds. In south the hills get closer, the lands are covered with denser vegetation and the general level declines as one moves south towards the Cauvery. A range of hills from Kanakapura in the south to Nijagal in the north, which is formed of coarse grained granite, is a prominent topographic feature. The hills are fertile tract with abundant supplies of water harnessed by means of wells. The low lying plain country is marked by a series of tanks varying in size from small ponds to considerable lakes. There are no natural lakes in the district, but some of these tanks like Hoskote, Madhure, Doddaballapur etc., adorn the countryside forming beautiful spreads of water. These tanks serve to store rain water for a temporary period. In some places granitic hills abruptly rise from the surrounding plains, forming conspicuous landmarks. The valley in between the granite hills vary. hills The following are some notable hills:



Shivaganga Betta	1,380 Meters
Savanadurga Betta	1,207 "
Nijagal Betta	1,070 "
Ramagiri Betta	919 "
Kabaldurga Betta	1,050 "
Bananthimari Betta	1,043 "

The Savanadurga Betta is an enormous mass of granites which stands on a base of about 12 km in circumference and rises to a height of 1,207 meters above MSL. The hill consists of two peaks i.e., one is called Bili betta or white peak and another Kari betta or black peak. Former names of the place were Savandi Durga and Krishnaraj giri later named as Savandurga and it is about 8 km from Mergadi. The Shivaganga hill conical shaped, rises to a height of about 1,380 meters above MSL. The Puranas give it the name of Kakugiri.

The district is mainly fed by the river Arkavathi, and its tributaries Kanva and Dakshina Pinakini. They flow through the district in the general direction from north to south. The district forms a part of Deccan Plateau and the rock formation belongs to the category of peninsular gneiss. Granite grisses that are found in Kanakpur, Nelamangala, Devanahalli and Ramanagaram taluks have created captivating landscapes. The soils of the district are highly porous and sandy in nature. The Bangalore ® district is not rich in mineral resources. The important minerals found in the district are asbestos, clay, granite, lime stone quartz, ornamental and building stones. Bangalore ® district receives rainfall for practically eight months in a year. It receives 15 per cent of its total annual rainfall from the south-west monsoons during June to September.

Irrigation facilities are unevenly distributed in Bangalore® district. However, there is an unexplored potential of underground water.

The climate of the district is moderate throughout the year i.e 18 degrees Celsius to 40 degrees Celsius temperature. April month is usually the hottest month in the year The mean daily maximum temperature is 33.4 degrees Celsius and the mean daily minimum temperature is 21.2 degrees Celsius.

According to the land utilization data for the year 1994-95, the net area cultivated was 3,10,828 hectares which constituted 54.10 percent of the total geographical area of the district. The position regarding the other type of land use is as follows:

- Forest 13.90 percent
- Non-agricultural uses 8.60 percent
- Permanent pastures 4.80 percent
- Land under miscellaneous trees and other growth 2.40 percent
- Barren & uncultivable land 6.50 percent

The major crops grown in the district are ragi, horse gram, paddy, tredgram, field bean and bengal gram. The important oil seeds are groundnut, niger and castor. The important commercial crop is ugar cane. Food grain production has shown a declining trend over the past 12 years because of poor water resources, and the ever increasing trend of converting agricultural land for commercial and industrial purposes.

The size of land holding is one of the important factors which influence the farmers decisions regarding agricultural occupation and determines family income from agricultural farming. The possibility of increasing the size of an operated holding of land by each family is a rare thing, if not impossible. Uneven distribution of land to farmers affects the economic status of each family. During 1994-95 the Bangalore rural district's total land was 3,45,925 hectares. This total land was distributed among the farmers in the following manner-

**Table 3 - Distribution of land size holdings in Bangalore @ District in 1994-95**

Farmers owning < 1 hectare	70,271 (20.31)
Farmers owning between 1 and 2 hectares	85,889 (24.82)
Farmers owning between 2 and 4 hectares	90,839 (26.26)
Farmers owning between 4 and 10 hectares	75,121 (21.71)
Farmers owning > 10 hectares	23,805 (06.90)

Figures in brackets shows percent.

The Table 3 shows that marginal and small farmers form around 45 per cent of the total farmers, followed by 26 per cent medium farmers and remaining 29 per cent large farmers in the district. But the dependence of the population on agriculture is relatively low in the district. A change in an agrarian society, by and large, depends upon two factors: viz.,- population growth and literacy rate. They subsequently affect land use. In Bangalore rural district the relationship between

population and land use is very close. For instance, changes in population pattern influences land use. The high rate of rural migration is always related to the spurt in agricultural activity in the recipient area

**Table 4 - Total workers and agricultural labourers (1984-85 to 1994-95)**

Blocks	Total Workers	Agricultural Workers (% to the total workers)	Others (in %)
1. Channapatna	1,03,400	43.20	56.80
2 Devanahalli	72,100	44.86	55.14
3 Doddaballapura	96,200	42.83	57.12
4 Hoskote	82,100	43.53	56.47
5 Kanakapura	1,33,700	42.26	57.74
6 Magadi	89,600	46.18	53.82
7 Nelamangala	54,800	38.13	61.87
8 Ramanagaram	87,600	42.54	57.46

The above table reveals that more than half of the workers are engaged in non-agriculture occupation, while 41.49 per cent are engaged in agricultural activities. Many of the blocks of Bangalore rural district are on the fringes of Bangalore metropolis and many industries are coming up in such blocks. Hence, most of the non-agricultural workers are likely to be working in industrial or service sectors. This section of people is exposed to the available opportunities for education and is likely to demand education beyond the lower primary stage. The entire district, except Channapatna, lacks in alternate occupations which limits the sources of income. As a result, they move to the nearest urban belt for survival.

Kannada is the language predominantly spoken in the district. The percentage of Kannada speaking vary from 88.74 per cent in Nelamangala to 56.41 per cent in Devanahalli. Out of total urdu speaking people in the entire district more than 50 per cent of the Urdu speaking people are found in Ramanagaram, Channapatna, and Hoskote taluks. About 77 per cent of the people speak Telugu in Hoskote, Devanahalli and Doddaballapur taluks, approximately 45 per cent of the people in Hoskote alone speak Tamil.

**Table 5 : Type of Institutions**

Sl. No	Type of Institutions	No.of Institutions	No.of Students
1.	Nursery Schools	130	8,579
2.	Anganawadi Centres	1,891	1,17,492
3.	Lower Primary Schools	1,603	1,69,373
4.	Higher Primary Schools	819	1,09,085
5.	High Schools	288	61,936
6.	Junior Colleges	48	10,874
7.	First Grade Colleges	12	5,621
8.	Teacher Training Institutions (Primary)	3	200
9.	P.G.Centre Channapatna, B'lore University	1	40
10.	C.P.Ed. Colleges	1	30
11.	B.P.Ed. Colleges	-	-
12.	Engineering Colleges	1	1,009
13.	Polytechnic Institutions	2	407
14.	Pharmacy Colleges	1	60
15.	I.T.Is	3	200

There have been many eminent personalities in Bangalore ®, who have made significant contributions in their fields. Sri. Kengal Hanumanthaiah, former chief-minister of Karnataka and architect of present beautiful Vidhana Soudha, Sriyuts Kariyappa (Kanakpur), Kongadiappa (Doddaballapur) and Ramalingappa (Channapatna) are the chief promoters of social and educational progress in the district. Noted poets and Kannada writers are Dr.K.S.Nisar Ahmad, Dr. Anupama Niranjana, Dr.Kalegowda Nagawar, T.K. Rama Rao, Dr. Siddalingaiah, Dr. D.R. Nagaraj, Sri. V. Seetharamaiah, Dr. D. Jaware Gowda, Dr. C.D.Narasimhaiah, and others.

A number of voluntary organisations have made considerable contribution to the development of Bangalore ® district, including for example Ravindranath Tagore Memorial Graminabhidhi and education and cultural centre-Hoskote, Balakarmika Virodhi Kriya Samithi, Magadi, Samasthi Trust, Bangalore, Bharath Jnana-vijnana Samithi, Doddaballapur, S.L.V. Kshemabhidhi-Kanakapura etc.



## CHAPTER - II

### EDUCATIONAL PROFILE : A STATUS REVIEW

The proximity of Bangalore ® district to the state capital has not impacted on the education levels in the district. The district education profile clearly reflects the complex socio-economic factors affecting education.

The following table gives the status of literacy in the district.

**Box 1 : Status of literacy**

Category	1961	1971	1981	1991
Total	34.34	42.72	51.32	76.27 50.17 ®
Male	44.50	51.33	59.64	82.94 61.51 ®
Female	23.26	33.26	42.24	68.81 38.15 ®
Rural	17.45	24.70	31.50	56.68 46.37 ®
Rural - Male	27.27	34.74	42.70	57.20 49.53 ®
Rural-Female	7.26	14.10	19.68	36.69 28.20 ®
Urban	48.61	57.21	62.21	79.33 67.39 ®
Urban-Male	58.43	64.20	68.71	73.61 62.90 ®
Urban-Female	37.44	49.27	54.98	62.22 50.18 ®

The above figures shows that, the literacy percentage has not crossed 50% for women in any of the above decades. In 1991 female literacy has reached 50.18 % in the urban areas of the district. In the case of the male population the literacy rate has consistently increased. Based on the total literacy percentage it is evident that Bangalore ® district has a large population which has not been exposed to literacy. Given below are the blockwise literacy percentages.

**Table 6 : Literacy percentage of Male, Female, Rural and Urban population**

Sl	Block	Urban		Rural		Overall		Total
		Male	Female	Male	Female	Male	Female	
1	Channapatna	55.50	44.49	65.83	34.16	23.86	12.38	36.24
2.	Devanahalli	59.59	40.40	64.84	35.15	26.51	14.37	40.88
3.	Doddaballapura	57.90	42.09	64.69	35.30	28.91	15.77	44.68
4.	Hoskote	55.98	44.01	64.08	35.91	27.62	15.48	43.10
5.	Kanakapura	58.42	41.57	66.93	33.96	21.01	10.37	31.39
6.	Magadi	58.67	41.32	64.40	35.59	26.09	14.42	40.51
7.	Nelamangala	56.43	43.56	62.06	37.93	30.62	18.71	49.34
8.	Ramanagaram	56.62	43.37	64.86	35.13	24.38	13.20	37.59

The above table shows that female population, whether rural or urban, has less number of literate in all the blocks. But male population, either rural or urban, has more number of literate. The literate section varies from 49.34% in Nelamangala to 31.39% in Kanakapura. The percentage of illiteracy is high among SC/STs and Other Backward Classes, especially girls and women.

### Status of Education

The educational facilities provided for every 10,000 population of the district amount to approximately 12.07 anganwadi centres, 14.47 lower and higher primary schools. In the following pages an attempt is being made to plot the growth of elementary education in the district.

#### A. Early Childhood Care and Education ( ECCE )

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

Details of Preprimary Centres run by different agencies in the district during 1993-94 are given below:

#### Pre Primary Centres in Bangalore Rural District

No. of PPCs				Enrolment				No. of Teachers			
Govt	PA	PUA	Total	Govt	PA	PUA	Total	Govt	PA	PUA	Total
83	12	NA	95	3012	1197	NA	4209	72	15	NA	87

Source: Educational Statistics at a Glance 1993-94; CPI

The ECCE facilities are also offered in the district by Integrated Child Development Scheme (ICDS).

The purposes of this programme are :

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

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

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

#### **Status of ICDS in the District :**

As per the information available at the office of the Assistant Director of Women and Child Welfare, ICDS has been introduced in all the 8 educational blocks in the district. The details regarding number of Anganwadi centres and beneficiaries during 1996-97 are given in the following table.



### Details of ICDS in the District

Name of the Block	No. of the Aganwadi Centres
1 Kanakapura	299
2 Nelamangala	157
3 Devanahalli	232
4 Hoskote	268
5 Chennapatna	262
6 Magadi	224
7 Ramanagaram	205
8 Doddaballapur	224
<b>TOTAL</b>	<b>1891</b>

### B. Growth of Primary Schools

#### Box 2: Decadal growth in number of Primary Schools in Bangalore® District (1971-1991 and 1996)

Year	LPS	HPS	TOTAL
1961	1193	172	1365
1971	1800	406	2206
1981	1828	515	2343
1991*	1666	585	2241
1993**	1437	719	2156
1996	1603	819	2422

Source : DDPI's, Bangalore ® office, 1996

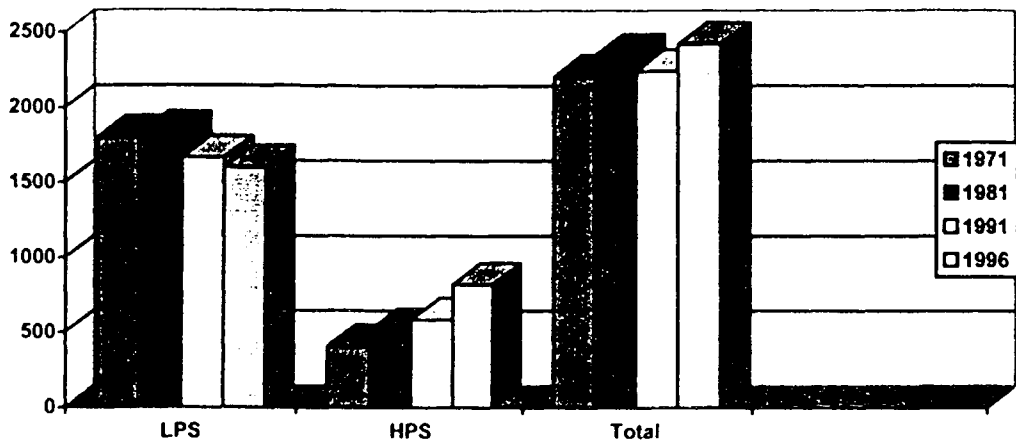
\*In 1986-87 some areas became part of Bangalore (Urban ) district, hence there is a reduction since 1981; \*\*Based on Sixth All India Education Survey and does not include unauthorised schools.

The above table shows that the number of primary schools have increased significantly since 1961. However, since 1971 there has not been appreciable increase. with minor fluctuations in the past 25 years. Approximately 216 schools have been added in the last 25 years, while the school going population has increased manifold. The number of higher primary schools have almost doubled while the lower primary schools have decreased.. Since all higher primary schools have classes I to VII in the district, the demand for HPS has resulted in upgradation of lower primary to higher primary schools.

**Table : 7 - Number of Schools**

Lower Primary					Higher Primary			
Area	Boys	Girls	Co-ed	Total	Boys	Girls	Co-ed	Total
Rural	6	6	1349	1361	4	3	602	609
Urban	5	6	65	76	14	11	85	110
Total	11	12	1414	1437	18	14	687	719

Source: Sixth All India Educational Survey: 1993



The above figures regarding the number of schools have been culled out of the data obtained from the Sixth All India Educational Survey, 1993. Since 1993 there has been an increase in the total number of schools in the district from 1437 lower primary and 719 higher primary to 1603 lower primary and 819 higher primary schools in 1996. For the purpose of planning DPEP interventions, the later figure of 1996 will be taken into account.

Given below are further details obtained from the Sixth All India Educational Survey, 1993 regarding the status of primary education in Bangalore ® district. The action points obtaining from this data will be reflected in the Action Plan for DPEP.

## Habitations without Primary schools

Box 3 below gives the rural habitations with and without primary schools in the district as on 30.9.93.

**Box 3: Rural Habitations with/ without primary schools**

	No of habitations	Population of habitation	% of population served
Within the habitation	1813	1229445	86.36
PTO 0.6 km but not within the habitation	404	67710	4.76
0.6-1 km	539	76587	5.38
1-2 km	268	42776	3.00
More than 2 km	59	7184	0.50
<b>Total</b>	<b>3083</b>	<b>1423702</b>	<b>0.50</b>

Source: Sixth All India Educational Survey, 1993.

**Box: 3(a): Habitations not served by primary schools by size and population**

Block	School less Habitations			
	0-100	100-200	200-300	300+
Ramanagara	8	7	7	6
Channarayana	8	0	2	1
Kanakpura	60	39	17	9
Magadi	38	19	1	3
Nelamangala	17	8		
Hosakote	3	5	4	2
Doddaballapur	15	14	5	5
Devanhalli	4	7	5	1
<b>Total</b>	<b>153</b>	<b>99</b>	<b>41</b>	<b>29</b>

It may be seen above that even in 1993 96.50 % of the population had been served by a primary school within one kilometer, and there were only 70 habitations with a population greater than 200 without schools. Since then 217 new habitations have been established, and there are now 3300 habitations. The total number of habitations with a population greater than 200 without primary schools is 135. The blockwise position of such habitations is given in the table below:

**Table 8 : No. of habitation with population >200 without schools**

Sl No	Block	No of habitations with population > 200 without schools
1	Ramanagara	21
2	Channapatna	11
3	Kanakpura	30
4	Magadi	34
5	Nelamangala	7
6	Hosakote	13
7	Doddaballapur	9
8	Devanhalli	10
9	Total	135

### Schools according to area and management

Box 4 below gives the number of primary schools in the district in urban and rural areas according to different managements.

**Box 4: No of Schools according to area and management**

Area	Lower Primary					Higher Primary				
	Govt	LB	PA	PUA	Total	Govt	LB	PA	PUA	Total
Rural	1354	1	0	6	1361	583	0	7	19	609
Urban	68	0	1	7	76	63	1	8	38	110
Total	1422	1	1	13	1437	646	1	15	57	719

**Table No. 9 : No of girl schools according to area and size**

Area	Lower Primary					Higher Primary				
	Govt	LB	PA	PUA	Total	Govt	LB	PA	PUA	Total
Rural	6	0	0	0	6	3	0	0	0	3
Urban	6	0	1	0	6	10	0	0	1	11
Total	12	0	0	0	12	13	0	0	1	14

**Table No. 10 : Schools according to area and sections**

Area	Lower Primary (I to IV)	Middle (V to VII)	Higher Primary (I to VII)
Rural	1361	3	606
Urban	76	9	101
Total	1437	12	707

### Minority Schools

Apart from one Telugu school, there are 180 Urdu schools in the district. There are no Marathi, Hindi or Tamil Schools. The position of minority schools in the district is given in Box 5 below:

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

	Urdu	Marathi	Telugu	Hindi	Tamil	Total
LPS	132	-	-	-	-	132
HPS	48	-	1	-	-	49
Total	180	-	1	-	-	181

### Schools according to type of building:

The Sixth All India Education survey, 1993, gives the position of primary school buildings. As the table shows there were as many as 135 upper primary and 331 lower primary schools in temporary or kacha structures as on 30.9.93.

#### Box 6 : Schools according to type of building

Area	Pucca	Partly Pucca	Kacha	Thatched Hut	Tent	Open space	Total
<b>Lower Primary</b>							
Rural	1021	24	308	7	1	0	1361
Urban	57	4	14	1	0	0	76
Total	1078	28	322	8	1	0	1437
<b>Higher Primary</b>							
Rural	482	6	119	2	0	0	609
Urban	91	5	13	1	0	0	110
Total	573	11	132	3	0	0	719

**Table No.11 : Girls' Lower Primary Schools**

Area	Pucca	Partly Pucca	Kacha	Thatched Hut	Tent	Open space	Total
Rural	6	0	0	0	0	0	6
Urban	4	1	1	0	0	0	6
Total	10	1	1	0	0	0	12

Since 1993 the district has taken up a major programme of construction of primary schools. Box 6 (a) gives the position:

**Box 6(a): Number of Schools taken up for construction since 1993-94**

Year	Numbers Constructed
1993-94	-
1994-95	159
1995-96	101
1996-97	238+ 457*

\* Under various stages of construction

Source: CPI's office

**Schools with number of rooms available**

Box 7 below gives the number of LPS and HPS according to number of rooms available as on 30.9.93. As can be seen only 19 schools did not have even a single room available. This position has since improved.

**Box 7: Schools according to total number of rooms**

Area	Zero	1	2	3	4	5	6-7	8-9	10+	total	Av. room per school
<b>Lower Primary</b>											
Rural	13	656	624	56	8	0	3	0	1	1361	1.57
Urban	2	15	21	15	10	6	3	1	3	76	3.07
Total	15	671	645	71	18	6	6	1	4	1437	1.65
<b>Higher Primary</b>											
Rural	3	19	85	97	130	94	103	46	32	609	4.82
Urban	1	1	1	2	2	9	24	30	40	110	9.54
Total	4	20	86	99	132	103	127	76	72	719	5.54

### Box 8 - Schools with ancillary facilities

Area/Type	Without Toilets		Without Drinking Water	
	Rural	Urban	Rural	Urban
LPS	1349	62	1020	49
HPS	554	45	385	34
Total	1903	107	1405	83

As part of the preparatory activities for DPEP another survey was carried out for all the 2422 primary schools in the district in 1996-97. The survey showed that out of the total 2422 Primary Schools:

1. Schools do not have toilet facility : 2125
2. Schools do not have drinking water facility : 1845
3. Schools do not have Play ground facility : 1889
4. Schools do not have electrification : 2099

### Position regarding Teachers

Box 9 below gives the position regarding teachers (including in private schools). These figures are based on the All India Educational Survey of 1993.

### Box 9 - Teachers (including private schools) as on 30.09.93

Area	Sex			Community			Percentage	
	Female	Male	Total	SC	ST	OBC	Female	SC/ST
<b>EPS</b>								
Rural	551	1472	2023	311	72	1087	27.24	18.93
Urban	135	68	203	19	02	112	66.50	10.35
Total	686	1540	2226	330	74	1199	30.82	18.15
<b>HPS</b>								
Rural	546	1711	2257	325	68	1107	24.19	17.41
Urban	547	378	925	88	22	510	59.14	11.89
Total	1093	2089	3182	413	90	1617	34.35	15.81

Since 1993 there has been a massive programme of recruitment of teachers. The total number of teachers recruited yearwise since 1993-94 is given in Box 10.

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

Year	No recruited
1993-94	690
1994-95	1594
1995-96	413
1996-97	1548
<b>Total</b>	<b>4245</b>

The present position of teachers in government schools in the district may be seen from the Box 11 below

**Box 11: Teachers posts sanctioned and vacant as on 31.3.97 in primary schools**

Category	Teachers Posts		
	Sanctioned	Filled	Vacant
LPS	3436	3420	16
HPS	3749	3730	19
<b>Total</b>	<b>7185</b>	<b>7150</b>	<b>35</b>

As can be seen from the above figures there are 3436 sanctioned posts in lower primary schools and 3749 sanctioned posts in upper primary schools. Of the 3749 (3730 in position), there are 1417 teachers working in lower primary section of upper primary schools. Thus the total number of teachers in lower primary schools and lower primary sections of upper primary schools are 4853. These teachers are currently teaching classes I-IV. In addition there are 706 teachers teaching class V in upper primary schools.

**Table 12 : Annual Growth of Primary School Working Teachers (1990-91 to 1996-97)**

Sl.No.	Year	LPS			HPS			Grand Total
		Male	Female	Total	Male	Female	Total	
1	90-91	2425	411	2836	640	860	1500	4336
2	91-92	2370	466	2836	700	862	1562	4398
3	92-93	2396	547	2943	745	878	1623	4566
4	93-94	2548	740	3288	704	925	1629	4917
5	94-95	2670	929	3599	883	952	1835	5434
6	95-96	2480	883	3363	1115	1421	2536	5929
7	96-97	2264	1156	3420	1713	2015	3730	7150



## Distribution of primary schools per unit population

### Box 12 : Distribution of primary schools per unit population

Area in 100 Sq Kms	Estd popln in lakhs	No of primary school teachers	No of primary school teacher per 10000 population
58	18.40	7185	38.70

### Teacher- Student Ratio in primary schools

Based on the above data the teacher student ratio in primary schools as on 30.9.93 is given below.

### Box 13 : Teacher-Student Ratio

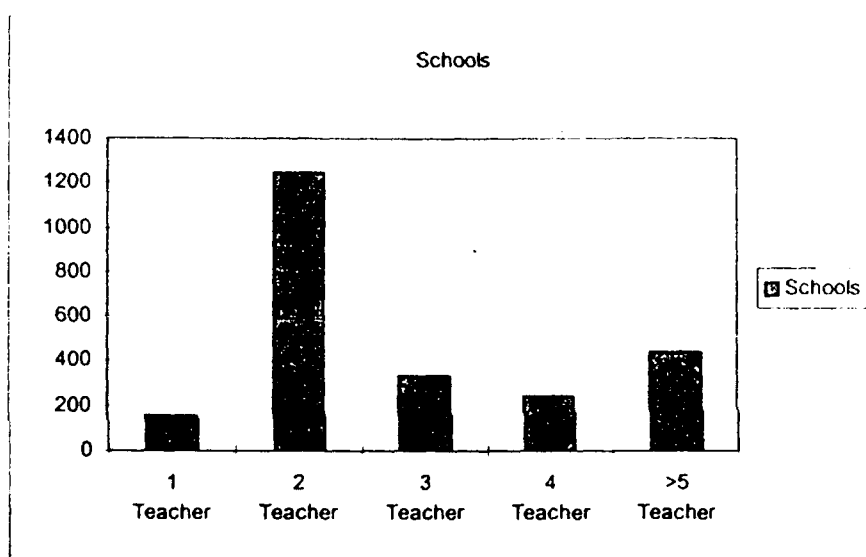
Area	Teachers	Student	T-S Ratio
<b>LPS</b>			
Rural	2023	74730	1:37
Urban	203	8630	1:43
Total	2226	83360	1:37
<b>HPS</b>			
Rural	2257	145802	1:65
Urban	925	45173	1:49
Total	3182	190975	1:60

The above figures show that number of teachers working in LPS is more when compared to number of teachers working in HPS. The present pupil teacher ratio amounts to 1:37 in LPS. In respect of HPS it amounts to 1:60.

However, there is a multigrade system and as the table below indicates there are as many as 1081 lower primary schools with only 2 teachers in position, and only 15 lower primary schools in the district have an optimum of 5 teachers. Moreover, 152 schools are single teacher schools.

**Table 13 : Teacher-School Status in Bangalore ® District**

Schools with Class	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers and above
I	21	-	-	-	-
I - II	-	5	2	-	-
I - III	31	93	3	-	-
I - IV	100	1081	47	13	15
I - V	-	6	35	3	4
I - VI	-	12	7	-	-
I - VII	-	53	237	224	424
<b>Total Schools</b>	<b>152</b>	<b>1250</b>	<b>331</b>	<b>240</b>	<b>443</b>



### Teachers by Qualification

There has been a revision and significant upgradation in the school syllabi, curriculum and textbooks. Karnataka, which previously had a basic qualification for primary school teachers as 10 years of general education + TCH has now increased the basic qualification to 12 years of schooling plus TCH.

As regards teachers working in the district 25 teachers have post-graduation, 680 are graduates and 220 teachers are trained-graduates, 1240 teachers have PUC + TCH and rest of them are matriculation with TCH qualification. There are 163 teachers, who were appointed as local candidates in the mid seventies who do not possess a certificates that qualifies them for teaching. The number of these teachers is however, small, and many are close to retirement.

## Enrollment:

During recent times Bangalore rural district has shown a declining trend in the enrolment rates at Class I level.

**Table 14 : Number of children enrolled in class I and correspondingly retained in class IV**

Year	Class I			Year	Class IV		
	Boys	Girls	Total		Boys	Girls	Total
1990-91	28307	27924	56231				
1991-92	28003	27845	55848				
1992-93	21193	27457	48650				
1993-94	26098	25241	51339				
1994-95	26916	21853	48769	1994-95	20677	19234	39911
1995-96	27243	22035	49278	1995-96	21712	19348	41060
1996-97	21614	20810	42424	1996-97	20492	20219	40711

Source:

During 1990-91 to 1996-97 the rates of enrollment declined by 24.66%. In the case of girls there has been a decline by 25.48 %, while in the case of boys the decline has been by 23.65%.

The above table gives information on the enrollment in class I and consequent retention in class IV. The dropout phenomena of the students over the years has been constructed based on these records as an approximation attrition of children when they move from class to class using apparent cohorts. The magnitude of the attrition can be taken to approximate the dropout rate.

**Retention:**

**Table 15 : Enrollment and Retention percentage of students during 1990-91 to 1996-97**

Year/ Category	Enrollment I-IV			Attendance I-IV			Number of absentees and Per cent
	Boys	Girls	Total	Boys	Girls	Total	
90-91 Gen	98793	90618	189685	85032	75032	160064	29621 (5.61)
SC	20498	18150	38538	17480	14391	31871	6667 (17.29)
ST	3394	3394	3028	6422	2916	2398	5314 (17.23)
91-92 Gen	97439	89848	187278	84896	74933	159829	27449 (14.65)
SC	21275	18985	40260	18497	15665	34162	6098 (15.14)
ST	3468	3009	647	3032	2516	5548	929 (14.34)
92-93 Gen	95000	88133	183133	84780	76851	161631	21502 (11.74)
SC	21423	19302	40725	19053	16706	35759	4966 (12.19)
ST	3373	2919	6392	3070	2573	5643	749 (11.71)
93-94 Gen	93369	88347	181716	83960	78337	162297	19419 (10.68)
SC	21348	18997	40345	19407	17631	37038	3307 (8.19)
ST	3194	2986	6180	2839	2527	5366	814 (13.17)
94-95 Gen	92338	86988	179326	83145	78677	161822	17504 (9.76)
SC	20934	20319	41253	18818	18226	37044	4209 (10.20)
ST	3376	3148	6524	2998	2813	5811	713 (10.92)
95-96 Gen	87659	84735	172394	80326	77291	157617	14777 (8.57)
SC	20192	19745	39937	18603	18041	36644	3293 (8.24)
ST	3368	3158	6526	3044	2914	5958	568 (8.70)
96-97 Gen	85851	83522	169373	80674	78185	158859	10514 (6.20)
SC	19391	19474	39410	18734	18281	37015	2395 (6.07)
ST	3216	3026	6242	3021	2555	5575	667 (10.68)

The above table reveals that over the years attendance is improving and at present around 8 to 10 per cent of the enrolled are not attending the school. But the above information do not reflect the dropout phenomenon of the student over the years during their transition. True dropout rate requires longitudinal tracer studies and such data is not available in the records. Instead, as an approximation attrition of children when they move from standard to standard using apparent cohorts can be constructed from the available data. The magnitude of the attrition can be taken to approximate the dropout rate.

The following table provides attrition rates for three cohorts through their passage from I to V standard and one cohort through their passage from I to IV standards. The cohorts are constructed for General boys, General girls, SC/ST boys and SC/ST girls separately.

**Table 16 : Dropout rates for Cohorts who enrolled in I Standard During 1990-91, 1991-92, 1992-93 (I to V stds) and 1993-1994 (I to IV std) for boys and girls**

Year	I to II	II to III	III to IV	IV to V	Total dropouts from I to IV
<b>Cohort of Boys</b>					
1990-91	13.98	7.11	5.81	2.16	29.06
1991-92	16.18	-0.54	10.01	2.41	28.05
1992-93	14.53	-4.44	13.52	0.65	24.26
1993-94	9.31	5.29	3.32		
<b>Cohort of Girls</b>					
1990-91	22.92	8.37	6.55	3.55	41.40
1991-92	22.66	2.43	6.87	4.41	36.37
1992-93	15.91	5.59	6.61	1.58	29.68
1993-94	14.13	3.99	4.12		

From the above two things may be noted .First, the dropout rate for girls is higher than the boys and second, the dropout rates in the case both boys and girls are reducing in recent years.

**Table 17 : Dropout rates for SC/ST Cohort who enrolled in I Standard During 1990-91,1991-92, 1992-93 (I to V stds) and 1993-1994 (I to IV std ) for boys and girls**

Year	I to II std	II to III std	III to IV std	IV to V std	Total dropout from I to V std
<b>Cohort of Boys</b>					
1990-91	17.05	6.86	7.11	0.39	31.42
1991-92	21.01	3.81	5.93	1.53	32.28
1992-93	17.11	2.75	7.61	-1.01	26.46
1993-94	13.46	3.18	2.82		
<b>Cohort of Girls</b>					
1990-91	27.04	10.23	8.41	2.44	48.12
1991-92	25.17	-1.54	13.80	5.10	42.53
1992-93	13.40	8.18	7.78	4.06	33.41
1993-94	11.13	5.12	4.45		

A similar trend with higher magnitude is observed for SC/ST students. Dropout rates are higher for girls than boys and by and large the rates are falling in recent years. As compared to general population of which SC/ST is a part, the rates are far higher for the exclusively SC/ST cohorts. The government has introduced many incentives, including free text books and uniforms, during the period in which above cohorts were

in school. In spite of these incentives more than 30% of SC/ST girls, and about 25% of the SC/ST boys dropped out of school. A similar trend with slightly reduced percentage is also observed in general.

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

Since the focus of DPEP will cover Classes I to V, at the district level estimated child population in the 6 to 10 age group and enrolment in Classes I to V has been projected upto 2001-02 may be seen in Box 14.

#### Box 14 - Enrolment and G.E.R from 1991-92 to 2001-02 based on child population projections

year	Boys 6-10	Girls 6-10	B.Enrl I-V	G.Enrl I-V	GER Boys	GER Girls	GER Total
1991-92	109387	111318	117251	106615	107.19	95.78	101.43
1992-93	109934	111874	106952	106272	97.29	94.99	96.13
1993-94	110480	112433	114302	101088	103.46	89.91	96.63
1994-95	111028	112987	112793	102709	101.59	90.90	96.20
1995-96	111574	113545	116046	100557	104.01	88.56	96.22
1996-97	112122	114103	104097	100463	92.84	88.05	90.42
1997-98	112669	114658	106106	102361	94.17	89.28	91.70
1998-99	113214	115215	108154	104296	95.53	90.52	93.00
1999-00	113764	115770	110242	106267	96.90	91.79	94.33
2000-01	114315	116329	112370	108275	98.30	93.08	95.67
2001-02	114858	116885	114858	111041	100.00	95.00	97.48

In respect of estimated child projections the actual 1991 census figures, agewise between 6 to 10 has been taken as the base. The 1981-91 decadal growth rate of population has been used for calculating the projected child population for the years 1992-93 to 2001-02. In respect of boys and girls enrolment the figures for 1991-92 to 1996-97 are the actual figures compiled by the Planning Section of CPI's Office. For the subsequent period 1997-98 to 2001-02 the GERs have been calculated based on the 1981-1991 decadal growth of population, taking 1996-97 as the base. In the terminal year of the project i.e. 2001-02 the boys GER has been fixed at 100 and girls GER at 95. Enrolments have been projected keeping the terminal year in view, the additional enrolments required distributed on a prorata basis from 1997-98 to 2000-2001. The estimated child population is calculated as shown below :

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

$P(1991+n)$  is population in the 1991+nth year.  
 $P(1991)$  is the population of 1991

n is Number of years since 1991  
r is the decadal growth of population for the district between 1981-1991.

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

$E(n) = E(n-1) + E(n-1) * (r + d)$  where  
E(n) is the enrolment for year n : n > 1996  
r is the decadal growth of population for the district between 1981-1991.  
d is the additional percentage growth required to achieve the terminal target.

### **Baseline Assessment Study**

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

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

A multi stage sampling procedure was adopted for the study. 45 schools of Bangalore ® District were included for the study, which works out to 10 % of the lower primary schools in the District (excluding the upper primary schools). NCERT's language and mathematics achievement tests was used. A far shorter and simplified test was developed for the drop outs.

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

**Table 17 : Total enrolment and percentage of children in schools**

Class	Boys		Girls		Total
	No.	%	No.	%	
I	347	27.26	306	25.69	653
II	344	27.02	265	22.25	609
III	288	22.62	353	29.64	641
IV	294	23.10	267	22.42	561
Total	1273		1191		2464

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

**Table 18 : Area-wise enrolment and percentage of children**

Class	Rural		Urban		Total
	No and	%	No and	%	
I	427	26.10	226	27.29	653
II	396	24.21	213	25.72	609
III	431	26.34	210	25.36	641
IV	383	23.35	179	21.62	561
Total	1636		828		2464

The decline is also visible across all categories as may be seen in table 19 below.



**Table 19 : Total enrolment and percentage of children across categories**

class	SC		ST		OBC		Others		Total
	No & %	No & %	No & %	No & %	No & %	No & %	No & %		
I	248	26.84	26	26.53	297	28.83	82	19.90	653
II	233	25.22	25	25.51	259	25.15	92	22.33	609
III	236	25.54	24	24.49	252	24.47	129	31.31	641
IV	207	22.40	23	23.47	222	21.55	109	26.46	561
Total	924		98		1030		412		2464

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

### **Dropout rate**

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

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

where  $x$ =enrolment in class I

and  $y$ =enrolment in class V after 4 years.

In the sampled schools the enrolment in class I in 1992-93 was compared with the enrolment in class V in 1996-97. Table 4 below gives the dropout rate for 1987-88 and 1996-97.

**Table 20 : Dropout rate in sampled schools in Bangalore @ district**

1987-88	Boys	46.01
	Girls	60.58
	Total	53.13
1996-97	Boys	6.21
	Girls	32.91
	Total	21.28

The dropout rate in the sampled schools have come down appreciably, especially amongst boys and it is much below the state average. In the case of girls although the dropout rate has come down significantly, the gap between reduction levels between boys and girls is very high.

## Learning Achievement

Table 21 below gives the mean achievement of class II students in language and mathematics. In the test administered the number of items in language were 20 and there were 14 items in numeracy. The mean scores therefore given below are out of 20 and 14 respectively.

**Table 21 : Mean scores of class II students in language and mathematics**

Sample size	Mean in language/20	Mean in numeracy/14
479	10.67	5.59

Table 22 below gives the levels of achievement of class II students in language and numeracy, gender-wise and category-wise.

**Table 22 : Levels of achievement of class II students in language and numeracy**

Levels	Boys	%	Girls	%	SC/ST	%	Others	%	Total
<b>Language</b>									
<25%	32	12.80	29	15.76	28	17.60	33	12.00	61
25-49%	54	21.60	38	20.65	42	26.40	50	18.20	92
50<79%	79	31.60	64	34.78	51	32.10	92	33.50	143
>=80%	85	34.00	53	28.81	38	23.90	100	36.30	138
<b>TOTAL</b>	<b>250</b>	<b>57.60</b>	<b>184</b>	<b>42.40</b>	<b>159</b>	<b>36.60</b>	<b>275</b>	<b>63.40</b>	<b>434</b>
<b>Numeracy</b>									
<25%	59	24.10	48	28.10	48	32.00	59	22.20	107
25-49%	64	26.10	49	28.70	50	33.30	63	23.70	113
50-79%	81	33.10	43	25.10	33	22.00	91	34.20	124
>=80%	41	16.70	31	18.10	19	12.70	53	19.90	72
<b>Total</b>	<b>245</b>	<b>58.90</b>	<b>171</b>	<b>41.10</b>	<b>150</b>	<b>36.10</b>	<b>266</b>	<b>63.90</b>	<b>416</b>

The above shows that 12.80% of the boys and 15.76% of the girls scored less than 25% in language; in numeracy 24.10% of the boys and 28.10% scored less than 25%. Children who achieved more than 80% in Bangalore ® both in language and in mathematics are considerably higher in number, compared with the children in the other Districts.

Table 23 below gives the mean achievement of class IV students in language and numeracy. The test administered 44 items in language and 40 in numeracy.

**Table 23 : Mean scores of class IV students in language and mathematics**

Sample size	Mean in language/44	Mean in numeracy/40
489	19.44	14.68

Table 24 below gives the levels of achievement of class IV students in language and numeracy, gender-wise and category-wise.

**Table 24 : Levels of achievement of class IV students in language and numeracy**

Levels	Boys	%	Girls	%	SC/ST	%	OBC	%	Others	%	Total	%
<b>Language</b>												
<25%	10	3.95	4	1.69	5	2.46	8	4.23	1	1.03	14	2.86
25-49%	159	62.85	145	61.44	127	62.56	125	66.14	52	53.61	304	62.17
50-79%	81	32.01	84	35.59	66	32.51	55	29.10	44	45.36	165	33.74
80%>	3	1.19	3	1.29	5	2.46	1	.53	0	0	6	1.23
Total	253	51.70	236	48.30	203	41.51	189	38.70	97	19.80	489	100
<b>Numeracy</b>												
<25%	24	9.49	28	11.86	23	11.33	24	12.70	5	5.15	52	10.63
25-49%	205	81.03	175	74.15	162	79.80	146	77.25	72	74.23	380	77.71
50-79%	24	9.48	32	13.56	18	8.87	18	9.52	20	20.62	56	11.45
80%>	0	0	1	0.43	0	0	1	0.53	0	0	1	0.21
TOTAL	253	51.70	236	48.30	203	41.51	189	38.70	97	19.80	489	100

The above table shows that 3.95% of the boys and 1.65% of the girls scored less than 25% in language. In respect of numeracy as high as 9.49% of the boys and 11.86% of the girls scored less than 25%. There are no significant differences between boys and girls. Across SC/ST and OBC categories also there does not appear to be any significant difference. Levels of achievement in language are considerably better compared to numeracy, where the levels of achievement are extremely poor.

### Social Assessment Study

The Social Assessment Study (SAS) was conducted for the districts of Bellary, Gulbarga and Mysore. The study was undertaken jointly by MYRADA and the P&P Group. The primary research was conducted through focus group discussion and semi structured interviews;

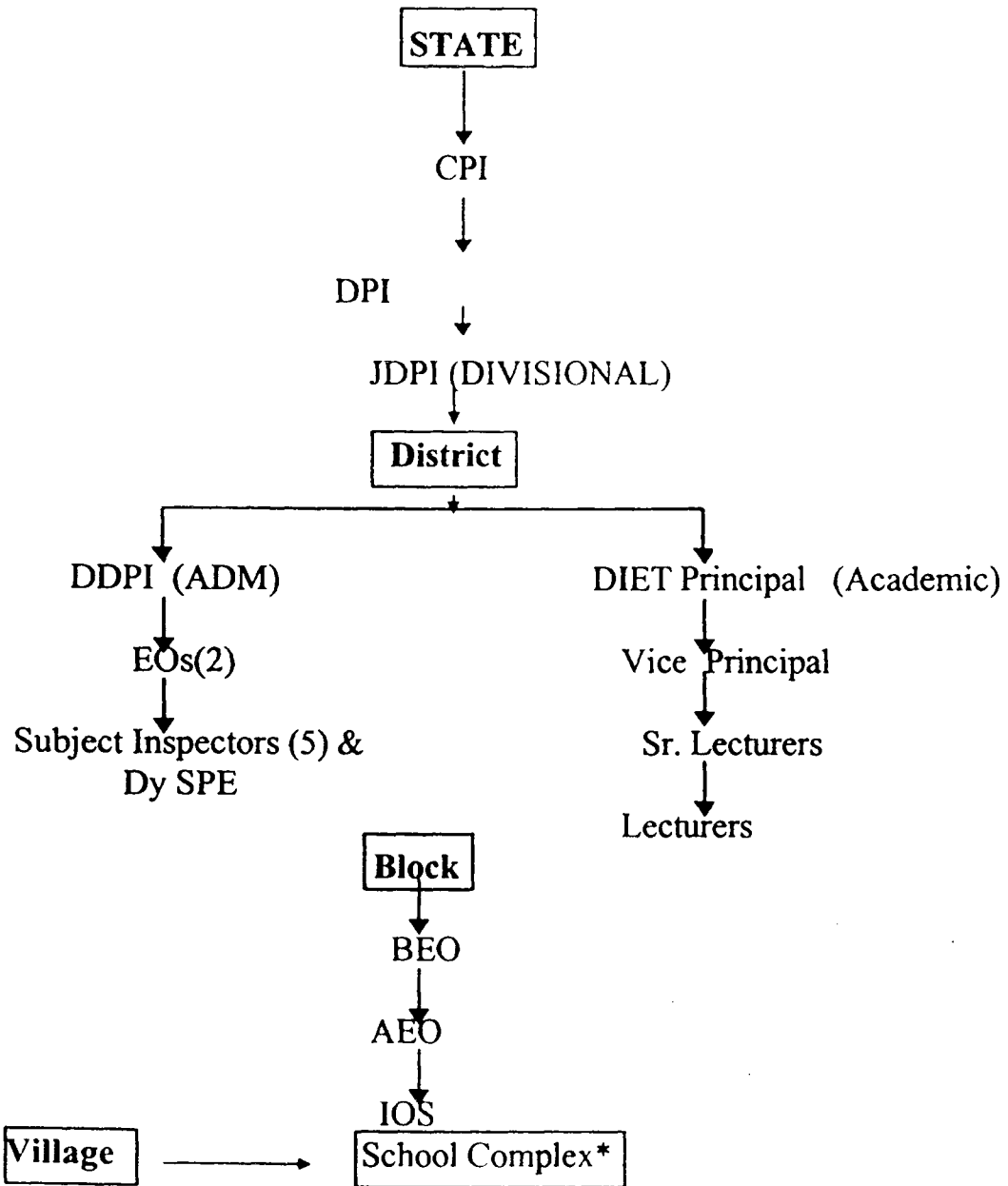
the secondary data was analysed from available Annual Reports of the Dept of Education, gender and tribal studies and other research papers. The findings of the SAS have a bearing on Bangalore ® district. The main findings relate to:

- Need for improvement in infrastructural facilities, such as providing more rooms, toilets and drinking water for schools
- Need for improving training methods and processes for teachers, so that they get away from the traditional practices of teaching which focus on rote learning
- Need for improving textual materials to incorporate workbooks for children
- Improving teacher motivation and developing teacher potential.

**CHAPTER - III**  
**MANAGEMENT SYSTEM**

The following figure gives a comprehensive picture of the existing structures for primary education.

**Management System for Primary Education**



\* The Head Master of the lead school looks after the functioning of LPS and HPS at village level

At the state level the Commissioner for Public Instruction handles primary, secondary and higher secondary education. The Commissioner for Public Instruction is assisted by the Director of Primary Education. At the district level the Deputy Director of Public Instruction handles primary and secondary education. The DDPI is supported by two Education Officers. At the block level there is the Block Education Officer, who is responsible for all aspects of primary education and he is assisted by the Assistant Education Officer.

In Bangalore ® there are 27 Inspectors of Schools (IoSs). Each IoS covers on an average 80 schools. At the district level supervision and monitoring is undertaken by Subject Inspectors. Generally the Inspector of Schools are required to prepare month-wise supervisory programmes in the jurisdiction with an approval from the concerned BEO. In addition to academic supervision, the IoSs are required to monitor different state and Central Govt. Schemes like Mid day meals, distribution of uniforms, text books etc. As a result of the heavy work load IoS are not able to concentrate much on quality improvement programme. Added to this IoS lack opportunity for training to improve the standard of primary education. In absence of separate recruitment for IoS, teachers working in secondary schools are generally posted without primary school experience.

The following table gives the blockwise distribution of IoS and the corresponding primary schools.

**Table 25 : Blockwise distribution of IOS and the corresponding primary schools**

SI No	Name of the block	BEO	AEO	IOS	No of LPS	No of HPS	Total Schools
1	Channapatna	1	1	3	158	193	251
2	Devanahalli	1	1	2	132	79	211
3	Doddaballapura	1	1	4+1	221	134	355
4	Hosakote	1	1	2	181	96	277
5	Kanakapura	1	1	4	298	125	423
6	Magadi	1	1	4	267	105	367
7	Nelemangala	1	1	3	177	91	268
8	Ramanagar	1	1	3+1	169	96	265
	<b>DISTRICT</b>	<b>8</b>	<b>8</b>	<b>25+2</b>	<b>1603</b>	<b>819</b>	<b>2422</b>

## **Existing Programmes and incentive schemes to support primary education**

The following programmes/schemes are in operation under CSS and state sector through Zilla Panchayat.

1. Construction of Classrooms
2. Repairs of classrooms
3. Providing TL materials like Charts, Maps, Science and Maths Kits
4. Training programmes like preparation of question banks, evaluation
5. Residential school -I) Minority urdu school , II) Morarji Desai school
6. Incentive schemes, including
  - Midday meals: Children in classes I to IV having 80 % attendance in rural areas are given 3 Kgs of rice per month in rural areas and 1 Kg of nutrition food in urban areas respectively
  - Free Textbooks and uniforms: Children in classes I to IV and SC/ST children in V-VII
  - School Bags: for SC/ ST children and girls in class V to VII

## **Existing Programmes of other government departments to support education**

### Social Welfare Department

- Scholarships: For SC, ST students at the rate of Rs 75 per year
- Running hostels and residential schools for both boys and girls

### Backward Class and Community Department

- As per the income norms scholarship @ Rs 75 per year
- Running hostels for OBC communities

### Women & Child Development

- Scholarships for rural girls for continuing education beyond class V.

## CHAPTER -IV

### PROCESS OF PROJECT FORMULATION

This chapter deals with procedure adopted for the preparation of this project. DPEP emphasizes location-specific planning in a participatory manner. This kind of approach helps to identify not only basic needs, but also local problems influencing primary education. Community participation at all levels, is a crucial factor for the success of any plan. Thus, the planning team undertook to organize activities for community involvement in a phased manner. This was undertaken with the following objectives:

1. to activate VEC members, teachers, parents, youths, women and leaders of various sections of the society in order to link-up their efforts for the improvement of primary education.
2. to initiate a dialogue on the status of pre-school, primary education and literacy campaigns at the village level.
3. to seek help from the community in the form of active participation and offer suggestions for improvement of existing conditions of primary education.
4. to find out required methods for the qualitative improvement of primary education.
5. to appraise the VEC members of their roles, rights and responsibilities.

Keeping the above objectives in view, a preliminary meeting of all educational administrators of the district was held on 9.9.96 at DDPI's office, Bangalore. BEO's/AEOs/IOSs/ and SIs were invited for the meeting. In this meeting after a orientation on DPEP the draft educational data proforma was discussed. Suggestions were given to BEOs to collect the authentic information from their blocks about the following:

- Total number of Anganwadi centres and total children in the age group of 0-3 and 3-5.
- Number of schools having teachers 1, 1-2, 1-3, 3-5, 5 and above along with classes and number of class-rooms (1, 2, 3, 4, 5, 6, 7 room/s)
- Number of schools required additional class-rooms, schools required up gradation (LPS to HPS) and number of school-less habitations etc.



- Number of teachers working in LPS and HPS (male-female) along with the number of times they attended training program for the last 5 years.
- Number of teachers with SSLC+TCH, PUC +TCH and teachers with higher qualifications like B.A/B.Sc./B.Ed./M.Ed. etc.
- IOSs in each block were requested to give their week-wise program of school visit along with the number of schools they are expected to visit with minimum and maximum of distance from their head-quarters.
- BEOs were requested to indicate the vacancy position as against to sanctioned posts in their block.

This was followed by exploratory visits to as many as 35 villages in all 8 taluks in the district between 12.9.96 and 25.9.96. In the selection of villages for visit, preference was given to predominantly SC/ST and remote villages, and places of minority concentration. Gramsabhas (citizens meetings) were held in all the places. A few selected school-less habitations, like Chakkeru doddi in Ramanagaram taluk, were also visited. The meetings were attended in large numbers by village panchayat leaders, VEC members, anganawadi workers, religious leaders, youths, mahila mandal members and dalit sanghthanas, etc. The size of the group attended gramasabha meetings, varied from place to place. Retired teachers also attended the meetings in certain places and expressed their solidarity for education.. Several voluntary organisations like, 'Samasthi' came forward to take active participation in the programs of primary education. Small group discussions were also held with the students and teachers separately for a first hand impression about problems of enrollment, drop out and irregular attendance, and the problems of class room teaching learning transaction, etc. The focus of the discussion was on making education accessible to dalit children and girls.

Meetings of elected representatives of taluk panchayaths were held in Ramanagaram, Magadi, Kanakapura and Hoskote between 3.10.96 and 19.10.96.. Discussions were also held with prominent writers of Kannada literature, journalists, educationists, social workers and people with an interest in education . Elected members, including women representatives, offered their suggestions. Concern for education of SC/ST children, especially girls, was a prime focus in all these meetings.

Meetings with district level officers and representatives of teachers associations at taluk levels were held separately.

The proceedings of all meetings were recorded and documented including video recording at few places. Some of the persons who were not able to attend the meetings submitted written memoranda with suggestions for the improvement of primary education. Overall the community meetings shows a common concern for the following issues:

1. Schooling facilities provided for primary education are inadequate.
  2. Primary school teachers are not regular to their duty.
  3. Poor management of ongoing incentive schemes in the district.
  4. The problem of low-performance of children.
  5. Inappropriate organization of curricular and co-curricular programs in the school.
  6. Inadequate support for home-assignments within the households.
  7. Inadequate health-check programs of children.
  8. The need of night-classes for educationally backward children.
  9. Reasons for irregularity in attendance of the students .
  10. Special problems of the branch-schools.
  11. The problem of multi-grade teaching.
  12. Inadequate supply of furniture and other equipment to the school.
  13. In-effective non-formal education programs.
  14. Creation of conducive environment to encourage girls' education.
  15. The problems regarding the formation of VECs.
  16. Ways and means of seeking community participation.
  17. Issues related to school inspection.
  18. Physical conditions of school building.
  19. Provision of basic facilities like drinking water, playground etc.
- Pressure of work on schools due to demands on teachers in extraneous, non-teaching activities, including elections, census, cattle census, etc.

## CHAPTER- V

### PROBLEMS AND ISSUES IN PRIMARY EDUCATION

The present chapter deals with the problems and issues of primary education in Bangalore rural district that were articulated at the community meetings.

#### ACCESS:

##### 1. Infrastructural Limitations:

1.1 Planning and maintenance of the school buildings is generally poor. In one of the villages visited in Hoskote taluk (Sidhartha Nagar) the school building was in a serious state of disrepair. As a result, classes were held in a neighbouring house. Teachers often experience helplessness in handling such situations.

1.2 Toilet facilities in the schools are a great concern of the community. Few schools, have these facilities. Some schools have separate toilets for girls but are poorly maintained. These are mainly found in urban and private schools. In a few cases toilets are locked and meant for the use of only staff-members.

1.3 Out of 2422 primary schools only 297 schools have drinking water facility, 123 schools have electrification, 158 schools have playground. Often, only one or the other of these facilities exists in a given school.

1.4 Schools have not been properly equipped with basic equipment, like blackboards tables, chairs, etc. The physical environment in primary schools is also not appealing for teaching learning processes.

##### 2. School Management:

2.1. The practice of 'branch school' system still exists in Bangalore rural district. Such branch schools offer instruction from classes I to IV. Teachers working in branch school are posted from the main school on deputation basis. Most of these schools are single teacher schools. If the teacher goes on leave the functioning of this school comes to a standstill.

2.2. A Government Higher Primary (girls school) school in Hoskote town alone has 932 students where regular posting of teachers requirement is partially fulfilled. In the same town 15 teachers are posted in a government Urdu model school which has 558 students. In Doddaballapur two LPSs are functioning within the radius of few yards. The uneven placement of teachers affects the overall functioning of the schools

2.3. Science and Mathematics Kits have been provided to many schools. But, very few schools make use of them. Some schools have also been given transistors and cassette players, but due to inadequate safe storing spaces, these are generally not kept in the school premises.

2.4. The supply of text books is not systematic. Generally, teachers are asked to collect the textbooks from the Block level offices. Provision for meeting the costs of distribution of books from Block to village is generally not made. Therefore teachers are invariably required to meet the expenses from their own resources. Contingencies earmarked for this purpose are not based on a clear criterion.

2.5. Parents opine that HPS if given in the same village girls find it convenient and problems can be reduced to minimum.

### **3. Pre Primary Centres and Anganawadi Kendras:**

3.1 Pre-primary education centres, creches, balwadis and anganwadi centres function as support systems for education. Inadequate functioning of these support systems was observed in the district. A large number of girls, who could be attending primary school are unable to do so, because the support systems do not match the needs of the people.

### **Enrollment and Retention**

#### **1. Teacher Related Factors:**

- 1.1 Out of sanctioned 7185 teacher posts for government primary school only 7150 teachers are working.
- 1.2 Most of the teachers come from a distance of more than 5 kms. Few teachers are from the local area. This distance commuted varies from 5 to 30 kms. This often results, in teacher absenteeism

- 1.3 Teachers are drawn into non-educational works like census, preparation of voters list, and check-up of ration cards, sericulture, cattle census etc.
- 1.4 The wide-spread need for teachers quarters was found in most places of the district. The few places where teachers quarters were provided, were not occupied due to a variety of reasons, ranging from gender specific problems to class and caste problems.
- 1.5 Supervisory programs were found ineffective in the district. Most of the IOSs fail to give necessary feed-back to the teachers. In a few places, IOS have not paid visits to the school at all. Consequently, teachers' efforts for increasing pupils' performance are rarely noticed.

## **2. Problems of Girls' Education:**

A positive attitude towards girls education is gradually growing in Bangalore rural district. The demand for education for girls is also being increasingly articulated. The major problems found with girls education are demands of the household, lack of resources and the existing social and cultural practices which preclude the possibility of their entering and completing even the primary stage of education.

- 2.1. Effective and flexible programs for formal and non formal education are necessary for girls.

## **3. Education of SC/ST children:**

- 3.1 Parents of SC/ST children find it difficult to provide note-books and other instructional material for their children due to poverty.
- 3.2 Scholarships are not distributed to SC/ST students in time. Some schools do not take interest in getting incentive schemes to them.
- 3.3 SC/ST children have expressed a desire for 'night classes' within the school, because of the circumstances prevailing in the house, including parents being first generation learners, or not having enough time to supervise their wards, or because of lack of space and lighting in the house, or because of lack of conducive atmosphere for learning.

#### **4. Curriculum Related Factors:**

- 4.1. Majority of schools do not have a copy of the syllabus prescribed for primary classes. Neither do they have other instructional material, leading to disorganised learning and teaching.
- 4.2. A large number of teachers have not undergone the required training/ orientation programs to meet the new tasks of primary education. For example, competency based teaching learning methodology has been introduced in selected schools, but this is being transacted by untrained teachers in this method. The few teachers who have trained are on the verge of retirement.
- 4.3. Parents felt that more attention needs to be paid to children's homework. Teachers are also required to work out the day-to-day lesson plans more systematically.
- 4.4. The existing text-books do not reflect their local characteristics, customs, festivals etc. As a result there is a feeling that curriculum is not related to the local conditions.
- 4.5. There is a growing concern among parents that school is not training their wards in an occupation which would support the family. Therefore, parents do not always insist on their children's regular attendance in school.
- 4.6. Due to decontextualised content and curriculum, children are not adequately stimulated and often experience isolation.
- 4.7. The text-books do not always reach the children at the beginning of the academic year. Therefore, children tend to be demotivated and lag behind. Also, in the case of loss of text books, there is no alternative arrangements provided in the school for replacing the material.

#### **5. Community Related Factors:**

- 5.1. Community participation at the school level is limited to Independence and Republic Day celebrations. Till date there has been very little scope for day-to-day participation in the functioning of the school.
- 5.2. There exists a gap between the school and community due to misconceptions and misplaced expectations of each other's roles and

responsibilities. These are further aggravated by the larger power dynamics of caste and class in the villages.

5.3. Social and cultural beliefs and practices of the communities often disallow girls entry and / or continuation in the school.

#### **Attainment and quality improvement:**

1. Each block has 3 IOSs except in Kanakapura taluk. Each IOS has to supervise about 80 schools which is impracticable. As a result, supervisory measures are not effective in the district.

2. The specialization-wise posting of IOSs is not in practice. Generally 2 Arts graduates and 2 Science graduates are to be posted in each block, so that teachers teaching these subjects will get advantage out of the supervision. But, there are few blocks which do not have IOS with science background.

3. Proper training or orientation for IOS is not provided. Their duties are confined to paying visits to the schools. Few IOSs attend the teachers problems and offer suggestions.

#### **4. Teaching and Training:**

4.1. Most of the LPSs follow multigrade teaching. But there is no uniformity in the practice of this method. A separate training for multigrade teaching is not available for all the teachers.

4.2. Teachers' selection for various training programs requires a clear cut criterion and policy.

#### **Sources of information:**

The information available with the Deputy Director of Public Instruction, Bangalore rural district as on 15.12.96.

1. Information from the Block Educational Officers in each Block.
2. Institutional Data Base
3. Sixth All India Education Survey-1993
4. Departmental enumeration and enrollment and attendance.
5. Census Report-1991

6. Sample survey of schools
7. School-wise retention information from each school
8. Citizens' meeting reports
9. Bangalore Rural district : Gazetteer of India-1989
10. District statistics at a glance-District statistical office, Bangalore rural district.



## **CHAPTER - VI**

### **GOALS AND OBJECTIVES**

The proposed plan under DPEP has the following objectives:

1. To provide access to primary school or alternative school system to all children in the age group of 6 to 14
2. To bring down the disparity in attendance among girls and boys and SC/ST girls.
3. To bring coordination in working hours of Anganawadi and Primary Schools to enable girls to attend the class regularly.
4. To create conducive atmosphere in the primary school by providing minimum facilities like drinking water, teaching learning aids and equipment, toilet etc.
5. To promote awareness among the community to ensure active participation in the school programmes.
6. To raise the level of pupils' achievement on par with the MLL requirements.
7. To strengthen the existing capacity of district primary education system
8. To train supervisory personnel.

## CHAPTER VII

### STRATEGIES AND PROGRAMME COMPONENTS

In this chapter, programme strategies and components have been described. The project intends to utilize all the possible resources to realize multi-dimensional goals of primary education in the district. Different objectives and goals set in the previous chapter helped to identify major programme components of the project. These are mentioned in the following paragraphs.

#### 1. PROGRAMMES FOR ACCESS

##### 1. Opening new schools

At present there are 3593 habitations in Bangalore Rural District, out of which 2219 have been provided with schooling facilities. Even though 1374 habitations do not have schools in them, many of these habitations have too low a population to sustain a school. There are however, 135 habitations with a population of 200 + where schools need to be opened within the habitation. The distance to the school in such places prevents girls from attending the school as parents are reluctant to send the girls across to distant locations. Moreover, all small children, whether boys or girls find it difficult walk 2 to 3 kms to attend school. Therefore, it is proposed to open new schools in these 135 habitations. A blockwise list of these habitations is given below. These schools will be complete in all respects: with two teachers, two rooms, teaching learning materials, equipment and furniture, play materials, drinking water and toilet facilities.

**Table 25 : Blockwise number of habitations with a population of 200 + where new schools are proposed**

Sl No	Block	No of habtns in the block	No of habtns with LPS (include LP sections of UPS) within the habtn	No of habtns without LPS	Out of (e) no of habtns with popln of 200 +
1.	Chennapatna	256	197	59	10
2.	Devanahalli	220	186	34	10
3.	Doddaballapur	433	326	107	9
4.	Hoskote	299	241	58	13
5.	Kanapura	884	399	485	30
6.	Magadi	764	390	374	34
7.	Nelamangala	331	267	64	7
8.	Ramanagar	406	213	193	21
	<b>Total</b>	<b>3593</b>	<b>2219</b>	<b>1374</b>	<b>135</b>

A blockwise, habitation wise list of new schools proposed under DPEP is at Annexure I.

The new schools will be designed in such a way that the children find adequate space for engaging in activities without feeling physically constrained: the walls would provide working place for children to draw and write. The rooms will have sufficient ventilation and natural light. There will be adequate storing spaces and browsing corners (library corner) for children. The new school building design will keep the children in mind. The new schools will be provided with adequate furniture specially designed for the working needs of the children. The new schools will also be provided with play materials such as tennicoit, football, Frisbees for field games, and rings for group exercises, etc. There will be teaching aids like charts, models maps, science and mathematics kits, and child literature like illustrated story books and comics.

The new schools will be started in the first year of the project; initially in makeshift accommodation with teachers appointed on deputation basis. Recruitment of teachers to the new primary schools opened under DPEP will be made in accordance with the normal recruitment procedures of the Education Department of the state government. Processes for recruitment of teachers, construction of school rooms and provision of drinking water and toilets will be initiated in the first year of the project. Processes for procurement of TL

materials, furniture and play materials will be initiated in the second year of the project.

**Table 26 : Time schedule for opening of new schools**

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Opening new schools	135				
2.	Appointing teachers Continuing teachers	135	135 135	270	270	270
3.	Constructing school rooms	60	75			
4.	Providing water and toilets	60	75			
5.	Providing TL aids		135			
6.	Providing furniture and equipment		135			
7.	Providing play materials		135			
8.	Providing supplementary literature		135			

## 2. Alternate Schooling.

There are still many habitations which can not sustain a regular primary school because of the population size. Also, in many habitations, a large number children are not in a position to attend schools during the peak agricultural seasons. Moreover, at all other times of the year children are required to participate in economic and household activities. This is especially so in the case of girls, who have to stay at home to look after younger siblings, and also participate in household chores of fuel, fodder and water fetching. Such children normally come from poor and social categories like SC and ST population. Many of these children attend the school, if available, within the locality for one or two years and then drop out when they attain the age of 8 or 9. In order to reach these children, it is necessary to develop alternate schooling which can be adapted to their living and working conditions. Efforts have to be made to develop suitable strategies for non-formal education and opening of learning centers to be run by a local person and managed by local institutions like the Village Education Committee (VEC). The project proposes to **start 50 centers in**

**the second year of the project to be increased to 100** in subsequent years. The NFE instructors will be selected from within the community where the NFE centre is proposed to be opened. Training of these facilitators will be undertaken by the BRC as per training packages specifically developed for this purpose by the State Project Office.

Each center will be provided with teaching learning materials prepared at the state level. It is expected that the materials developed would be integrated in nature for language, mathematics and Environmental Studies. The local facilitator will be paid an honorarium of Rs 1000 per month for ten months in a year.

Each center will also be provided basic facilities, including roller boards, petromaxes, chalks, crayons, sketch pens, writing materials, stationary, etc.

Every year a experience sharing work shop will be organized at the BRC for facilitators of the NFE programme.

**Table 27 : Time schedule for opening of NFE**

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1	Preparatory activities for starting NFE: dialogue and discussion with VECs for starting NFE centres					
2.	Starting NFE centres		50	50		
3.	Continuing NFE centres			50	100	100
4.	Provision of equipment and TL materials to NFE centre		50	50		
5.	Training of and experience sharing with NFE facilitators		50	100	100	100
6.	Supervision & monitoring		50	100	100	100

### 3. Up-gradation of Lower primary schools upto Class V

Achieving MLLs as per the national policy requires a minimum of five years of schooling. But in Karnataka all the LPSs terminate at the class IV. This is resulting in incomplete schooling for most of the children who leave the school at the end of class IV. Ideally, all lower primary

schools should be upgraded to class V. However, as a first step schools with a strength of 20 children in class IV will be upgraded to class V. The project proposes to up-grade 163 schools, which have been identified as having a strength of 20 children in class IV, upto class V by providing an additional teacher to these schools. The table below gives the blockwise numbers of schools proposed to be upgraded to class V.

**Table 28 : No. of LPS proposed to be upgraded to class V**

SI No	Block	No of LP schools	No of LP schools with a strength of 20 in class IV
1.	Chennapatna	143	44
2.	Devanhalli	124	18
3.	Doddabalapur	210	11
4.	Hoskote	173	25
5.	Kanakpura	288	32
6.	Magadi	265	11
7.	Nelamangala	168	5
8.	Ramanagar	157	17
	<b>Total</b>	<b>1528</b>	<b>163</b>

The blockwise schoolwise list of lower primary schools proposed to be upgraded to class V is given in **Annexure II**.

Table 29 : The time schedule of activities under this activity is given below.

SI No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Initiating processes for recruitment of additional teachers	163				
2.	Upgrading LPS to class V	163				
3.	Continuation of LPS upto class V		163	163	163	163

## **2. PROGRAMMES FOR RETENTION:**

### **1. Awareness Campaigns**

All forms of mobilisation and awareness campaigns will be used in order to create a movement for primary education in the district. Among some of the forms used will be:

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

Bangalore Rural district has completed the first phase of the total literacy campaign. This has thrown up many Kalatandas (troupes specialised in street plays and songs). The literacy campaigns have shown that kala jathas are an effective tool of creating and sustaining peoples' mobilisation. DPEP proposes to tap this resource for the awareness campaign. Most of the troupes, currently involved in literacy are drawn from NGOs working in community and rural development. Additionally, it is proposed to involve teachers in the programme of community mobilisation and awareness generation. After identifying the troupes, they will be invited to a workshop in which the themes, scripts and songs will be developed to create awareness about DPEP objectives and initiate discussions about the issues related to primary education. Kala jathas will over the period of the project cover 700 villages in Bangalore district. The coverage will be as follows:

- 1st year: 0 villages
- 2nd year: 100 villages
- 3rd year: 150 villages
- 4th year: 200 villages
- 5th year: 250 villages

#### **(b) Chinnara/Shikshakara melas:**

Chinnara (children's) melas will be organised at the cluster level for a group of children from schools within the cluster, their teachers and VEC members. Typically, a chinnara/shikshakara mela will have a group of 50 guest children visiting a host village for a duration of 3 days. During this period, children will be exposed to a variety joyful, child centred activity based 'corners', including a *language corner* for story telling, songs and poetry, riddles, etc, *maths corner* for games to strengthen learning of number operations, *environment corner*, which will

include study visits, such as how does a telephone exchange or post office function, a *dance and drama* corner etc. The mela will also give opportunity for shikshakaras (teachers) and VEC members to interact with other teachers and VEC members from the area. The melas will be designed so that teachers and VEC's members also have opportunity to discuss issues relating to universalising education in their schools/villages. Over the period of the project chinnara/shikshakara melas will be held in all the 112 clusters in the district. The year wise coverage will be as follows:

- 1st year: 0
- 2nd year: 10 clusters
- 3rd year: 20 clusters
- 4th year: 40 clusters
- 5th year: 42 clusters

**(c) VEC melas:**

VEC melas will also be organised cluster wise. These melas will give opportunity to all members of the VEC in the district to interact with each other on issues relating to universalising primary education. Over the duration of the project, each VEC will have opportunity for participating in a VEC mela twice as follows:

- 1st year: 0
- 2nd year: 66 melas
- 3rd year: 66 melas
- 4th year: 66 melas
- 5th year: 66 melas

**(d) Mobilisation/Enrolment drives:**

With a view to ensuring universal enrolment and better participation in schools, there will be a mobilisation campaign launched throughout the district at the beginning of every academic year. The mobilisation campaign will involve persons from all walks of life, who will move from house-to-house in order to spread the message of primary education especially for girls and SC/ST children. The mobilisation/enrolment drives will give opportunity for a face to face contact and discussion with family members of children who have not been attending school.



**(e) Production of brochures, posters & other print media material:**

In order to facilitate all the activities mentioned above, a series of brochures and posters on universalising primary education, girls and SC/ST education, role of VECs, etc will be brought out. Approximately, 25,000 brochures will be produced in the first year of the project.

**(f) Production of audio cassettes:**

The DSERT has been producing a series of cassettes to facilitate teaching learning activities in the classroom. The audio cassettes cover language competencies through songs and stories. These audio cassettes will be duplicated for wider dissemination in schools.

**2. Improving Existing Schools:**

Programmes to improve existing schools and thereby impact retention levels will include:

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

Basic and simple furniture and equipment will be provided to all schools. The furniture, equipment supplied will be in accordance with the principles of child centred pedagogy. The furniture supplied will include, for example jamkhanas for children to participate in activity based learning (rather than heavy, immovable desk desks), work tables fixed along the wall for children to write, draw. The project aims at providing such simple equipment to all schools in the district during the second year.

**(b) Providing health cards for children in primary schools and identifying disabled children:**

For the past 2-3 years the Dept of Health and Family Welfare has been conducting a health check-up of all children in primary schools. With a view to reinforcing and strengthening the work of the Health Dept, DPEP will provide for a 5-year health card for all children. This will ensure that every child's health record is maintained and is available. This will also help in the early identification of disabilities among children.

### **(c) Providing grants to teachers for low cost teaching learning aids**

Each teacher teaching in lower primary schools and in lower primary sections of upper primary schools will be provided grants (a) Rs 500 per year for materials required for classroom teaching learning processes. For example, this amount may be utilised by teachers for purchase of chart paper and stationery for creation of flash cards for language, maths and EVS games, or for purchase of marbles, beads, bangles, sketch pens, crayons, blocks, etc all of which could be put to use in a variety of ways in teaching learning processes. The project has budgeted for providing these grants annually to 5123 teachers.

### **(d) Providing grants to VEC for school improvement**

The VEC will be provided a small grant of Rs 2000 every year. This amount will be utilised for the improvement of the school environment, including small and minor repairs, purchase of jamkhanas for children to sit on, or a small drum for storing drinking water, etc. Provision has been made for 2234 VECs annually.

## **3. Strengthening Anganwadis**

The analysis involving three cohorts of 1990-91 to 1992-93 has revealed that the retention of boys varies from 71 to 79 percent and that of girls varies from 54 to 71 percent at the primary school stage. There is special need to ensure that retention of girls in schools is improved. The reasons for children not completing the primary stage are many, including the need for children to work on the family farm, sibling and domestic chores especially in the case of girls and social factors of gender and caste discrimination.

With a view to facilitating girls to attend the school more regularly and freeing them from the responsibility of sibling care, the project proposes to co-ordinate with the functioning of existing ICDS centers. At present, the anganwadis (ICDS center) are functioning during the morning hours from 9 am to 1 pm. Priority in these centers is given to nutrition and immunisation components. Pre-primary education leading to school readiness is a somewhat neglected area. The project proposes that the timings of the anganwadis be extended to coincide with the primary school timings, so that younger children who cannot be left alone after the anganwadi centre closes can stay on in the anganwadi centre and the older girls who are otherwise required to stay home to look after the younger children, can attend primary school. The anganwadi workers will be

provided additional honorarium from the DPEP project for the extended working hours. Each center will also be provided equipment for this purpose. The Anganavadi workers will be trained for engaging the children in pre-primary education activities. This will be organized in 232 anganwadi centers. The training of Anganavadi workers and supervisors will be undertaken by the ECCE wing of the DIET who would also involve the staff of the Anganavadi Training Centers in imparting the training.

**Table 30 : Strengthening of Anganwadis**

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Identification of Anganwadi centres	232				
2.	Training of AWWs		232		232	
3.	Initiating processes for appointment of additional AWWs		232			
4.	Procuring equipment/ play materials for AWCs		232			
5.	Operationalising AWCs with extended timings		232			
6.	Continuing AWCs with extended timings			232	232	232
7.	Supervision & monitoring					

### **3. QUALITY IMPROVEMENT**

#### **1. Activity cum workbooks for children and teacher's edition of activity cum workbook**

At present materials supplied to the children are subject oriented and information dominated. Their production also appears forbidding. The project would develop/adopt competency oriented, activity based learning materials. An attempt will be made to create integrated activity cum work books covering different subjects and keeping in mind the holistic nature of daily life and the experiences of children. The materials will provide work space for children to master the competencies. Effort will be made to integrate self assessment within the materials to remove the threatening nature of present day assessment procedures. These materials will be

provided from the second year of the project period to all children from Class I-V. The materials will also be provided to children studying in Kannada, Urdu and Telugu medium.

The numbers of children who will be covered will be:

- Kannada medium: 156640
- Urdu medium: 12103
- Telugu medium: 257

## **2. Teachers' Guides:**

An integrated activity cum work book and teachers' guide will also be provided to all teachers to facilitate transaction of teaching learning in schools. These materials will be provided in the second and fourth years of the project.

## **3. Supply of supplementary reading materials:**

Materials for use in teaching learning processes: At present almost all investment in education is going towards teachers salaries and very little is left for enriching the teaching learning process of the schools. The materials now available in schools are meagre and appear like an attic accumulation of unwanted and worn out materials. It is proposed under the project to provide a minimum essential store of teaching learning materials. These materials would include books created for children in Kannada by National Book Trust, Children's Book Trust, Nehru Bal Pustakalaya, etc. The materials will be provided in the second year of the project period.

## **4. Training Strategy:**

All activities related to access and retention become meaningful only when they result in the learning outcomes. Achievement levels in school at present are very low. This is essentially because of the absence of good quality training for updating the competencies of the teacher. The pre-service training programmes are not only poor in quality, but also lack relevance in the context of schools having multi-grade teaching learning situations. Hence a strong and relevant programme of inservice

training is proposed through establishing a training structure with well defined functions of training to different personnel of the structure.

(a) **DIET**

The training structure comprises a central institution at the district level, namely the **DIET**, which would cater to the training needs of Block Resource Centres (BRCs) located in each of the eight blocks. The DIET faculty will be nominated nodal officers for overseeing the training imparted at block level by the BRCs. In addition the DIET would co-ordinate other training and orientation programmes for educational administrators at all levels in the district.

The role of DIET becomes crucial at the district level for qualitative inputs. DPEP will provide support for strengthening of the DIET. The DIET will be provided with a vehicle to facilitate school visits as well as visits to training programmes being conducted in the district.

The DIET would also be provided with grants for acquiring books and other form of printed materials related to the pedagogy, planning and management at primary education level. The staff of the DIET and other academic institutions would be encouraged to take up action research projects with the objective of improving the functioning of primary schools.

(b) **BRC**

There will be eight BRCs, one for each block in the district. The **BRCs** will fulfill the training needs of all teachers in the block, periodically also interacting with the Coordinators of the Cluster Resource Centers (CRCs). Each BRC would have one coordinator and 5 resource persons. All teachers in the block would be given one training of 10 days duration every two years at the BRC in batches of 40 to 50. On an average each BRC would conduct 20-24 training programmes every year. The teacher training programme will focus on activity based, child centered learning processes to attract children and to make the school environment more child friendly. The BRC will also conduct training programmes for the headmasters as well as VEC members and NFE instructors. In addition the BRCs will conduct training of CRC coordinators and arrange for experience sharing workshops of CRC personnel at least twice a year.

Initially, training programmes will be conducted in makeshift accommodation. Construction of all eight BRCs will however, commence

in the first year of the project. The BRCs will be provided with furniture, equipment and training aids for conducting residential training programmes. The BRCs will also house a small library for use of teachers being trained.

**Table 31 : The BRC Training Calendar**

Sl No	Training	Nos	1st year	2nd year	3rd year	4th year	5th year
1.	Teachers	5123	0	2561	2562	2561	2562
2.	HMs	2234	0	558	558	558	560
3.	CRCC	112	0	112	0	112	0
4.	NFE	100		100	100	100	100
5.	VEC	18830	3766	3766	3766	3766	3766

**(c) CRC**

There will be 112 **CRCs**. The number of CRCs in each block would range from 11 to 22 and each CRC will cover approximately 18-20 schools and catering to the needs of 30 to 40 primary school teachers. Each CRC will have one full time coordinator. The CRC coordinator will arrange for monthly interactive sessions with all the teachers working in the cluster and provide on the spot guidance and academic counseling through school visits. The monthly interactive sessions will take the form of an experience sharing and planning programme. The monthly interactive day will have four major components, namely:

1. Feedback sessions for teachers to share experiences and ideas on successful classroom methods
2. Planning sessions for the next month for each subject in the curriculum: this will include planning for teaching and on-going evaluation for each child
3. Making low cost TL aids from locally available materials for the next month's teaching
4. Skill development for handling teaching of reading, writing, maths and other hard spots.

### No of CRCs per block

Sl No	Block	No of Cluster Resource Centres in the block
1.	Chennapatna	11
2.	Devanahalli	11
3.	Doddabalapur	16
4.	Hoskote	15
5.	Kanakpura	22
6.	Magadi	15
7.	Nelamangala	10
8	Ramanagara	12
	<b>Total</b>	<b>112</b>

The details of the location of each CRC and the number of schools attached to it are shown in Annexure. The construction of CRCs will commence in the first year of the project. CRCs will also be provided with adequate furniture, equipment and teaching learning aids. It will also house a small library for use of teachers assembling there.

All faculty at the BRC and DIET level will also visit schools in a systematic manner for a first hand impression and feed back on the training programmes.

All training programmes at all levels will have a gender and equality focus.

#### **5. Maths Centers in BRCs and CRCs**

Teaching and learning of mathematics is often a frightening and awesome experience for both, teachers and children. In order to remove such fear and make maths learning interesting, a maths center will be established in each BRC and CRC. These centers would contain simple teaching aids and models, which would facilitate a more comprehensive understanding of various number related operations, as well as concepts of time, distance, size, shape and measurements. The models would be simple enough for adaptation and re-creation by teachers with locally available materials for use in the classrooms. All BRC and CRC faculty will be trained in replicating such models and aids using local materials. The CRC coordinator will provide on the spot training to the teachers in their own schools during school visits. Occasionally, visits by school children could also be organised to the CRC for seeing and understanding the models at the maths centres. The teacher grants, mentioned earlier,

could also be utilised for duplicating these models for the classroom. These maths centres will be set up with help of Suvidya, a voluntary agency, which has done significant work in this area.

**Table 32 : Time schedule for setting up of Maths Centres**

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Development of prototype materials for maths centres					
2.	Setting up of maths centres in BRCs					
3.	Setting up of maths centres in CRCs					
4.	Training BRC faculty in the use of maths models					
5.	Training CRC faculty in the use of maths models					
6.	Organising visits by children to maths centres at CRCs					

## 6. Science Centers in BRCs and CRCs

The Karnataka State Council for Science and Technology is involved in popularising science among people. It is proposed to take help of KSCTC to open science centers in each BRC and CRC. It is also proposed to train the resource persons from BRC and CRC faculty for helping the teachers in making the science teaching more relevant in the real contexts of the child's life.

## 4. CAPACITY BUILDING

### 1. Micro planning

The kala jatha technique of community mobilisation will be further strengthened by microplanning at the village level. The microplanning process will in each village, include social and resource mapping, seasonal analysis, time & activity charts with children and a house to house survey in order to understand and make visible the social, economic and cultural barriers which come in the way of children's participation in



education. The process will further include the creation of a community action plan which will enable all children to participate in formal or non formal primary education.

Microplanning will be carried out with the help of NGOs active in the district. Approximately 40 resource persons will be identified for the purpose. The resource persons will be intensively trained. Their role will be to initiate the exercise with the help of the local leaders and school teachers and transfer the initiative for universal primary education to the village community. Microplanning coverage will be as follows:

- 1st year: 50 villages
- 2nd year: 50 villages
- 3rd year: 100 villages
- 4th year: 100 villages
- 5th year: 100 villages

**Table 33 : Time schedule for Micro Planning**

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Understanding microplanning processes	50 villages				
2.	Selection of resource persons for microplanning	40				
3.	Conducting training programmes for resource persons (5days)	40		IInd round	IIIrd round	
4.	Conducting microplanning	50	50	100	100	100
5.	Conducting refresher training & experience sharing workshops	2 work-shops	2 work-shops	2 work-shops	2 work-shops	2 work-shops
6.	Monitoring and supervision					

## 2. Training of Educational Administrators

DPEP activities will be managed and administered by a group of full time staff under the DDPI. The team will also coordinate activities being implemented by the regular administrative structure in the district. The ZP secretariat is also responsible for planning and administering the education in the district. All educational administrators and other persons

involved in the programmes of the education department will be given orientation on the participatory, child centred approach of DPEP. The officers included in such orientations are BEOs AEOs, Inspector of Schools, Block Development Officers, Child Development officers and functionaries of the Department of Backward Classes, Department of Social Welfare etc who in their official capacities are responsible for different aspects of implementation and running of primary schools.

### **3. District Implementation Committee**

The management system for DPEP will comprise a District Implementation Committee (DIC) at the district level. The DIC will be headed by the Chief Executive Officer of the Zilla Panchayat. The chairperson of the Education Standing Committee of the zilla panchayat, the president of the teachers' association, representatives of voluntary agencies, two women active any one of the fields of primary education, literacy, community development, health will also be members of the DIC. In addition there will be representatives from the departments of social welfare, women and child development and health and family welfare on the DIC.

The DDPI in charge of the district will be member secretary of the DIC.

The day to day functioning of the project will be carried out by a lean managerial staff comprising:

- |  |     |
|--|-----|
| 1. Deputy Director Public Instruction, being the ex-officio District Project Coordinator |     |
| 2. Deputy Project Coordinator  | - 1 |
| 3. Finance and Accounts Officer  | - 1 |
| 4. Training Incharge   | - 1 |
| 5. Media & documentation incharge  | - 1 |
| 6. Women and child development in charge   | - 1 |
| 7. Computer programmer   | - 1 |
| 8. Data Entry operator   | - 2 |
| 9. Civil Works incharge  | - 1 |
| 10. Junior Engineers   | - 2 |
| 11. Draftsman  | - 1 |
| 12. Research Assistants  | - 1 |
| 13. Group C  | - 4 |
| 14. Steno  | - 5 |

- 15. Peon
- 16. Driver
- 17. Consultants

- 6  
- 13  
- 36 person months

The existing office of the DDPI will be renovated to house the DPEP office. Appropriate equipment, furniture will also be supplied to the DPEP office.

#### 4. Management Information System

DPEP of Bangalore Rural district proposed here is a medium term plan based on the current status of primary education in the district. It has to be implemented through short term annual plans. Obtaining information on the changing status of the situation as the result of interventions in a given year becomes vital for planning each succeeding year's efforts. An efficient management information system becomes vital for implementing as well as for making mid course corrections. Hence the project proposes to have a system established to collect, analyse and give feedback on the implementation. The system will be established at the district level and proposes to obtain frequent information on the status of various programmes through structured monitoring schedules and education information from each school/learning center on the indicators of enrollment, training and educational process and outcomes on an annual basis. One qualified person will be appointed and trained for this purpose. The system will be equipped with a computer, a computer programmer and two data entry operators. The center will be equipped with the required furniture for computer and required computer software will be acquired to manage the information and obtain outputs whenever they require.

#### 5. Block Implementation Committees

Similar in constitution to the DIC will be a Block Implementation Committee (BIC) in each block. The BIC will be headed by the Block Education Officer. The representative of Taluk Panchayat Education Standing Committee and the block level teachers' association representative will be members of the BIC. There will be representation of at least two women in the BIC - women who are active in the area of primary education, literacy, community development or in health related areas. There will also be representation of block level officials representing the departments of social welfare, women and child development and health & family welfare.

## 6. Village Education Committees

The Education Department of the Government of Karnataka has already initiated processes for forming Village Education Committees. In Bangalore @ district VEC's will be formed in all the 1883 villages. The VEC will be headed by the chairperson or member of the gram panchayat residing in the village. It will have as members elected representatives residing in the village, two parents, Anganavadi Worker, representatives of SC/ST communities, women representatives and a couple of community members interested in the promotion of primary education. The Head Master of the school will be the member secretary of the Committee. The VEC will take responsibility for ensuring that all children in the village participate in formal or non formal education. On an average there will be 10 members per VEC.

VEC members will be imparted a four day residential training to focus on the need for universalizing primary education in their village. The training package created as part of DPEP I will form the basis of the training programme. This training programme focuses on analysing and prioritising villages level problems, gives an overview of the processes involved in microplanning, enables participants to understand problems relating to the school and the teachers in their village, and identifies the VEC members role and responsibilities for universalising primary education in the village. Training of VEC members will commence in the first year of the project itself. Each year 3766 VEC members will be trained, so that all VEC members are given one round of training during the course of the project.

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC. No ..... 2-9548  
Date ..... 16-7-97

**COSTING FOR PROJECT  
PERIOD**

SUMMARY OF PROJECT COSTS

		(Rs. in Lakhs)					PROJECT PERIOD	
ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	CIVIL	TOTAL
<b>ACCESS</b>								
1001	NEW SCHOOLS	272.700	383.400	113.400	113.400	113.400	486.000	996.300
1002	NON FORMAL EDUCATION	0.000	5.000	10.000	10.000	10.000	0.000	35.000
1003	UPGRADATION OF LPS	60.460	60.460	60.460	60.460	60.460	0.000	342.300
1004	STRENGTHEN ANGLAVADI	0.000	29.696	18.096	18.096	18.096	0.000	83.984
1005	EQUIPMENT FOR NFE	0.000	2.500	2.500	0.000	0.000	0.000	5.000
<b>RETENTION</b>								
2001	AWARENESS CAMPAIGNS	3.852	26.052	26.989	30.483	33.029	0.000	120.405
2002	IMPROVING EXISTING SCHOOL	79.045	226.675	70.295	70.296	70.295	0.000	516.605
2003	MATERIALS TO NEW SCHOOLS	0.000	128.250	0.000	0.000	0.000	0.000	128.250
<b>QUALITY IMPROVEMENT</b>								
3001	ACTIVITY BASED WORKBOOKS	0.000	59.150	59.150	59.150	59.150	0.000	236.600
3002	TEACHERS GUIDES	0.000	5.119	0.000	5.119	0.000	0.000	10.238
3003	TEACHING LEARNING MATERIAL FOR NFE	0.000	0.250	0.500	0.500	0.500	0.000	1.750
3004	TRAINING PROGRAMMES	0.000	25.430	23.678	24.966	23.688	0.000	97.762
3005	IMPROVING TRAINING INFRASTRUCTURE	252.000	196.040	15.860	0.000	0.000	448.000	163.900
<b>CAPACITY BUILDING</b>								
4001	DISTRICT PROJECT MANAGEMENT COST - SALARIES	20.280	20.280	20.280	20.280	20.280	0.000	101.400
4002	COST OF INFRASTRUCTURAL FACILITIES	19.750	1.150	1.150	1.150	1.150	0.000	24.350
4003	COST OF MANAGEMENT INFORMATION SYSTEM	10.250	2.700	2.700	2.700	2.700	0.000	21.050
4004	AUGMENTING DIET	1.400	2.400	2.400	2.400	2.400	0.000	17.000

Project Costs

DRP (C - Karnataka

SUMMARY OF PROJECT COSTS

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
4005	ESTABLISHMENT OF BRCS	51.820	41.120	41.120	41.120	41.120	0.000	216.300
4006	ESTABLISHMENT OF CRCS	65.632	99.632	66.032	66.032	66.032	0.000	353.350
4007	VILLAGE EDUCATION COMMITTEES	15.064	15.064	15.064	15.064	15.064	0.000	75.320
4008	MICROPLANING	6.400	4.400	10.400	8.400	10.400	0.000	49.000
	TOTAL	872.653	1342.768	568.074	557.621	555.824	934.000	3896.919
Total Civil work is 23.9683 of total Project cost								

Project Costs

dPRP II - Karnataka

1001 - NEW SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE 01	CONSTRUCTION OF NEW SCHOOLS	60	180.000	75	225.000	0	0.000	0	0.000	0	0.000	405.000	300000
PPE 04	DRINKING WATER IN SCHOOL	60	21.000	75	26.250	0	0.000	0	0.000	0	0.000	47.250	35000
PPE 05	SANITATION	60	9.000	75	11.250	0	0.000	0	0.000	0	0.000	20.250	15000
PPE 0A	ELECTRIFICATION IN SCHOOLS	60	6.000	75	7.500	0	0.000	0	0.000	0	0.000	13.500	10000
PPE 41	SALARY FOR TEACHER	135	56.700	270	113.400	270	113.400	270	113.400	270	113.400	510.300	42000
<b>TOTAL</b>		<b>272.700</b>		<b>383.400</b>		<b>113.400</b>		<b>113.400</b>		<b>113.400</b>		<b>996.300</b>	

Project Costs

dPEP II - Karnataka





District : Bangalore(R)

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1002 - NON FORMAL EDUCATION

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NFE A2	HONORARIUM TO NFE INSTRUCTORS	0	0.000	50	5.000	100	10.000	100	10.000	100	10.000	35.000	10000
TOTAL			0.000		5.000		10.000		10.000		10.000	35.000	

Project Costs

dPEP II - Karnataka

1993 - UPGRADEATION OF LPS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE A1	SALARY TO TEACHER	163	68.460	163	68.460	163	68.460	163	68.460	163	68.460	342.300	42000
TOTAL			68.460		68.460		68.460		68.460		68.460	342.300	

Project Costs

JPEP II - Karnataka

## 1004 - STRENGTHEN ANGANWADI

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.		
BCS A1	BONORARIUM TO ANGANWADI WORKERS	0	0.000	232	6.960	232	6.960	232	6.960	232	6.960	27.840	3000
BCS A1	APPOINTING ADDITIONAL ANGANWADI WORKER/HELPER	0	0.000	232	11.136	232	11.136	232	11.136	232	11.136	44.544	4800
BCR P1	PROVIDING EQUIPMENT/FURNITURE TO ANGANWADI CENTRES	0	0.000	232	11.600	0	0.000	0	0.000	0	0.000	11.600	5000
TOTAL (Rs Lakhs)			0.000		29.696		18.096		18.096		18.096	83.984	

Project Costs

4PEP II - Karnataka

## 1005 - EQUIPMENT FOR NFE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	ESTD (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NFE P1	EQUIPMENT FOR NFE	0	0.000	50	2.500	50	2.500	0	0.000	0	0.000	5.000	5000
	TOTAL		0.000		2.500		2.500		0.000		0.000	5.000	

Project Costs

1PEP II - Karnataka

2001 - AWARENESS CAMPAIGNS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.		
NED QC	EALA JATHAS	0	0.000	100	5.000	150	7.500	200	10.000	250	12.500	35.000	5000
NED QB	CHENNARA / SHIKSHAKARA NELA	0	0.000	10	0.500	20	1.000	40	2.000	42	2.100	5.600	5000
NED QB	VEC NELAS	0	0.000	66	13.200	66	13.200	66	13.200	66	13.200	52.800	20000
NED QD	PRODUCTION OF BROCHURES	0	0.000	25	2.500	0	0.000	0	0.000	0	0.000	2.500	10000
NED QD	PRODUCTION OF AUDIO CASSETTES	250	0.438	250	0.438	500	0.875	500	0.875	500	0.875	3.500	175
NED QD	PRODUCTION OF FILMS OF ANY TYPE	0	0.000	1	1.000	1	1.000	1	1.000	1	1.000	4.000	100000
NED QC	MOBILISATION / ENROLMENT DRIVES	1707	3.414	1707	3.414	1707	3.414	1707	3.414	1707	3.414	17.070	200
TOTAL			3.852		26.052		26.989		30.489		33.089	120.470	

Project Costs

2002 - IMPROVING EXISTING SCHOOL

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPB P1	PROVIDING FURNITURE AND EQUIPMENT TO EXISTING SCHOOL	0	0.000	2234	156.380	0	0.000	0	0.000	0	0.000	156.380	1000
PPB Q4	PROVIDING HEALTH CHECKUP FOR CHILDREN	175000	8.750	0	0.000	0	0.000	0	0.000	0	0.000	8.750	5
PPB B2	PROVIDING GRANTS TO TEACHER	5123	25.615	5123	25.615	5123	25.615	5123	25.615	5123	25.615	128.075	500
PPB B1	PROVIDING GRANTS TO VEC FOR SCHOOL IMPROVEMENT	2234	44.680	2234	44.680	2234	44.680	2234	44.680	2234	44.680	223.400	2000
TOTAL		79.046		226.875		70.295		70.295		70.295		516.605	

Project Costs

2001 - MATERIALS TO NEW SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE 01	SUPPLY OF FURNITURE/EQUIPMENT/TEACHING AIDS TO NEW SCHOOLS	0	0.000	135	128.250	0	0.000	0	0.000	0	0.000	128.250	35000
TOTAL			0.000		128.250		0.000		0.000		0.000	128.250	

Project Cost :

dPBP II - Karnataka



3001 - ACTIVITY BASED WORKBOOKS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	LATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TIT 08	WORKBOOK FOR KANNADA MEDIUM CLASS I TO V	0	0.000	156640	54.824	156640	54.824	156640	54.824	156640	54.824	219.296	35
TIT 08	WORKBOOK FOR URDU MEDIUM CLASS I TO V	0	0.000	12103	4.236	12103	4.236	12103	4.236	12103	4.236	16.944	35
TIT 08	WORKBOOK FOR TELUGU MEDIUM CLASS I TO V	0	0.000	257	0.090	257	0.090	257	0.090	257	0.090	0.360	35
TOTAL			0.000		59.150		59.150		59.150		59.150	236.600	

Project Costs

JPSF II - Karnataka

3002 - TEACHERS GUIDES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TYT DS	TEACHER GUIDE FOR KANNADA MEDIUM CLASS I TO V	0	0.000	4703	4.703	0	0.000	4703	4.703	0	0.000	9.406	100
TYT DS	TEACHER GUIDE FOR URDU MEDIUM CLASS I TO V	0	0.000	416	0.416	0	0.000	416	0.416	0	0.000	0.832	100
TOTAL		0.000		5.119		0.000		5.119		0.000		10.238	

Project Costs

3003 - TEACHING LEARNING MATERIAL FOR NPE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NPE 04	TEACHING LEARNING MATERIAL FOR NPE	0	0.000	1000	0.250	2000	0.500	2000	0.500	2000	0.500	1.750	25
TOTAL			0.000		0.250		0.500		0.500		0.500	1.750	

Project Costs

SRP II - Karnataka

## 3004 - TRAINING PROGRAMMES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPE T5	INSERVICE TRAINING FOR TEACHERS	0	0.000	2562	20.496	2561	20.488	2562	20.496	2561	20.488	31.968	500
PPE T9	TRAINING FOR HEADMASTERS	0	0.000	558	2.790	558	2.800	558	2.790	560	2.800	11.170	500
CRC T3	TRAINING FOR CRC COORDINATORS	0	0.000	112	0.896	0	0.000	112	0.896	0	0.000	1.792	800
BRC T3	TRAINING FOR SRC COORDINATORS	0	0.000	48	0.384	0	0.000	48	0.384	0	0.000	0.768	800
NPE T2	TRAINING FOR INSTRUCTOR (ALS & NPE)	0	0.000	100	0.400	100	0.400	100	0.400	100	0.400	1.600	400
BCE T4	ANGANWADI WORKERS	0	0.000	232	0.464	0	0.000	0	0.000	0	0.000	0.464	200
<b>TOTAL</b>			<b>0.000</b>	<b>25.430</b>		<b>23.678</b>		<b>24.966</b>		<b>23.688</b>		<b>97.762</b>	

Project Costs

dPEP II - Karnataka

## 3005 - IMPROVING TRAINING INFRASTRUCTURE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BRC C7	CONSTRUCTION OF BRC	8	56.000	0	0.000	0	0.000	0	0.000	0	0.000	56.000	700000
CRC C7	CONSTRUCTION OF CRC	56	196.000	56	196.000	0	0.000	0	0.000	0	0.000	392.000	350000
BRC D6	ESTABLISHMENT OF MATHS CENTRE AT BRC	0	0.000	0	0.000	8	0.960	0	0.000	0	0.000	0.960	12000
CRC D6	ESTABLISHMENT OF MATHS CENTRE AT CRC	0	0.000	0	0.000	112	6.720	0	0.000	0	0.000	6.720	6000
BRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT BRC	0	0.000	0	0.000	8	0.960	0	0.000	0	0.000	0.960	12000
CRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT CRC	0	0.000	0	0.000	112	6.720	0	0.000	0	0.000	6.720	6000
BRC L2	BOOKS AND EDUCATIONAL MATERIAL	0	0.000	8	0.040	0	0.000	0	0.000	9	0.000	0.040	500
CRC L2	BOOKS AND EDUCATIONAL MATERIAL	0	0.000	0	0.000	200	0.000	0	0.000	0	0.000	0.000	0.00
DIT L2	BOOKS AND EDUCATIONAL MATERIAL	0	0.000	0	0.000	1	0.500	0	0.000	0	0.000	0.500	50000
<b>TOTAL</b>		<b>252.000</b>		<b>196.040</b>		<b>15.860</b>		<b>0.000</b>		<b>0.000</b>		<b>463.900</b>	

Project Costs

JPBP II - Karnataka

4001 - DISTRICT PROJECT MANAGEMENT COST - SALARIES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT A3	DISTRICT PROJECT COORDINATORS	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	100000
NGT A3	FINANCE AND ACCOUNTS OFFICERS	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	100000
NGT A3	HIS INCHARGE	1	0.960	1	0.960	1	0.960	1	0.960	1	0.960	4.800	96000
NGT A3	CIVIL WORKS IN CHARGE	1	0.840	1	0.840	1	0.840	1	0.840	1	0.840	4.200	84000
NGT A3	WOMEN DEVELOPMENT INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	MEDIA & DOCUMENTATION INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	TEACHER TRAINING INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DATA ENTRY OPERATORS	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	6.000	60000
NGT A4	RESEARCH ASSISTANTS	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DRAFTSMAN	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	JUNIOR ENGINEERS	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	GROUP 'C'	4	1.680	4	1.680	4	1.680	4	1.680	4	1.680	6.400	42000
NGT A4	STENO	5	2.400	5	2.400	5	2.400	5	2.400	5	2.400	12.000	48000
NGT A4	PEON	6	1.800	6	1.800	6	1.800	6	1.800	6	1.800	9.000	30000
NGT A4	DRIVER	2	0.600	2	0.600	2	0.600	2	0.600	2	0.600	3.000	30000
NGT A4	CONSULTANTS	36	2.880	36	2.880	36	2.880	36	2.880	36	2.880	14.100	8000
TOTAL			20.280		20.280		20.280		20.280		20.280	101.400	

Project Costs

dPEP II - Karnataka

4002 - COST OF INFRASTRUCTURAL FACILITIES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATY (in Rs.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT P2	FURNITURE: OFFICE TABLE	20	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	4000
NGT P2	FURNITURE: CHAIRS	25	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	800
NGT P2	FURNITURE: ALMIRAH	10	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	3000
NGT P2	FURNITURE: RACKS & SHELVES	10	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0.100	1000
NGT B3	EQUIPMENT - FAX	1	0.300	0	0.000	0	0.000	0	0.000	0	0.000	0.300	30000
NGT B3	EQUIPMENT - TELEPHONE	1	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	20000
NGT B6	EQUIPMENT PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
NGT V1	PURCHASE OF VEHICLE	3	10.500	0	0.000	0	0.000	0	0.000	0	0.000	10.500	350000
NGT B8	OFFICE EQUIPMENTS: TYPEWRITER	2	0.700	0	0.000	0	0.000	0	0.000	0	0.000	0.700	35000
NGT B3	REPAIRS AND MAINTENANCE VEHICLE	3	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	50000
NGT O4	STATIONERY - FAX	1	0.050	1	0.050	1	0.050	1	0.050	1	0.050	0.250	5000
NGT O4	STATIONERY : OFFICE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
NGT O4	STATIONERY : PHOTOCOPIER	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	0.500	10000
NGT O5	MEETING COSTS : DIC, JSMS, OTHERS	10	0.500	10	0.500	10	0.500	10	0.500	10	0.500	2.500	5000
NGT C9	REPAIRS OF OFFICE BUILDING	1	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.000	200000
		0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.00
TOTAL			19.750		1.150		1.150		1.150		1.150	24.350	

Project Costs

DPBP II - Karnataka

## 4003 - COST OF MANAGEMENT INFORMATION SYSTEM

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
MIS P2	FURNITURE - COMPUTER ROOM	1	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	80000
MIS B4	EQUIPMENT AIR CONDITIONER	1	0.750	0	0.000	0	0.000	0	0.000	0	0.000	0.750	75000
MIS B1	EQUIPMENT COMPUTER HARDWARE	1	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	500000
MIS B2	EQUIPMENT - COMPUTER SOFTWARE	1	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	100000
MIS B1	HARDWARE MAINTENANCE	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS B4	CONSUMABLES	1	0.800	1	0.800	1	0.800	1	0.800	1	0.800	4.000	80000
MIS G6	DATA TRANSMISSION	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
MIS G6	DATA ENTRY CHARGES	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS O4	TRAINING AND WORKSHOPS	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
TOTAL			10.250		2.700		2.700		2.700		2.700	21.050	

Project Costs

dPBP [1 - Karnataka



4004 - AUGMENTING DIET

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	LATS (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
DIT V1	PURCHASE OF VEHICLE	1	3.500	0	0.000	0	0.000	0	0.000	0	0.000	3.500	35000
DIT B6	EQUIPMENT PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	15000
DIT M3	REPARES AND MAINTENANCE VEHICLE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	5000
DIT O4	PHOTOCOPIER STATIONERY	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	10000
DIT M1	MAINTENANCE PHOTOCOPIER	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	1.250	2500
DIT OA	FEEES FOR RESOURCE PERSONS	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	2.000	4000
DIT R1	ACTION RESEARCH	5	0.250	5	0.250	5	0.250	5	0.250	5	0.250	1.250	5000
TOTAL		7.400		2.400		2.400		2.400		2.400		17.000	

Project Costs

4006 - ESTABLISHMENT OF CRCS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
CRC A5	SALARY FOR CRC CO ORDINATORS	112	53.760	112	53.760	112	53.760	112	53.760	112	53.760	268.800	48000
CRC O9	TRAVEL FOR CRC CO ORDINATORS	112	2.240	112	2.240	112	2.240	112	2.240	112	2.240	11.200	2000
CRC F2	FURNITURE FOR CRC	0	0.000	112	22.400	0	0.000	0	0.000	0	0.000	22.400	20000
CRC B8	EQUIPMENT FOR CRC	0	0.000	112	11.200	0	0.000	0	0.000	0	0.000	11.200	10000
CRC G5	EXPENSES FOR MONTHLY MEETINGS	112	6.720	112	6.720	112	6.720	112	6.720	112	6.720	32.600	6000
CRC G4	STATIONERY	112	2.800	112	2.800	112	2.800	112	2.800	112	2.800	14.000	2500
CRC GA	HONORARIUM FOR GUEST SPEAKERS	112	0.112	112	0.112	112	0.112	112	0.112	112	0.112	0.560	100
CRC V1	EXPERIENCE SHARING WORKSHOP - CRC	0	0.000	2	0.400	2	0.400	2	0.400	2	0.400	1.600	20000
TOTAL			65.632		99.632		66.032		66.032		66.032	363.360	

Project Costs

4PEP II - Karnataka

4006 ESTABLISHMENT OF BCS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	LATS (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BRC A5	SALARY FOR BRC CO ORDINATORS	8	5.760	8	5.760	8	5.760	8	5.760	8	5.760	28.800	72000
BRC A5	SALARY OF BRC FACULTY	40	24.000	40	24.000	40	24.000	40	24.000	40	24.000	120.000	50000
BRC 09	TRAVEL FOR BRC FACULTY	48	2.400	48	2.400	48	2.400	48	2.400	48	2.400	12.000	5000
BRC A4	SALARY FOR CLERK	8	3.360	8	3.360	8	3.360	8	3.360	8	3.360	16.800	42000
BRC A4	SALARY FOR PEON	8	2.400	8	2.400	8	2.400	8	2.400	8	2.400	12.000	30000
BRC B7	EQUIPMENT TELEVISION VCR & ORP	8	4.000	0	0.000	0	0.000	0	0.000	0	0.000	4.000	50000
BRC B3	EQUIPMENT - TELEPHONE	8	1.600	0	0.000	0	0.000	0	0.000	0	0.000	1.600	20000
BRC B6	EQUIPMENT PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
BRC P2	FURNITURE	8	4.000	0	0.000	0	0.000	0	0.000	0	0.000	4.000	50000
BRC 06	TELEPHONE CHARGES	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	5.000	15000
BRC 04	CONSUMABLE OFFICE EXPENSE (STATIONERY ETC.)	8	1.600	8	1.600	8	1.600	8	1.600	8	1.600	8.000	20000
BRC V1	EXPERIENCE SHARING WORKSHOP - BRC	0	0.000	4	0.400	4	0.400	4	0.400	4	0.400	1.600	10000
TOTAL		51.820		41.120		41.120		41.120		41.120		216.300	

Project Costs

## 4008 - MICROPLANNING

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT 15	CONDUCTING MICROPLANNING	50	4.000	50	4.000	100	8.000	100	8.000	100	8.000	32.000	8000
NGT 1A	TRAINING RESOURCE PERSONS FOR MICROPLANNING	40	2.000	0	0.000	40	2.000	0	0.000	40	2.000	6.000	5000
NGT 11	EXPERIENCE SHARING FOR MICROPLANNING	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2.000	10000
TOTAL		6.400		4.400		10.400		8.400		10.400		40.000	

Project Costs

GPBP II - Karnataka

4007 - VILLAGE EDUCATION COMMITTEES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
VBC 16	TRAINING FOR VEC MEMBERS	3766	15.064	3766	15.064	3766	15.064	3766	15.064	3766	15.064	75.320	400
TOTAL			15.064		15.064		15.064		15.064		15.064	75.320	

Project Costs

IPBP 11 - Enclosure

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

SUMMARY OF ANNUAL WORK PLAN & BUDGET  
1997 - 98

(Rs. in Lakhs)

ACTVTY CODE	DESCRIPTION	AMOUNT
4005	ESTABLISHMENT OF BRCS	51.820
4006	ESTABLISHMENT OF CRCS	65.632
4007	VILLAGE EDUCATION COMMITTEES	15.064
4008	MICROPLANNING	6.400
<b>TOTAL</b>		<b>872.653</b>

SUMMARY OF ANNUAL WORK PLAN & BUDGET  
1997 - 98

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	AMOUNT
<b>ACCESS</b>		
1001	NEW SCHOOLS	272.700
1002	NON FORMAL EDUCATION	0.000
1003	UPGRADATION OF LPS	68.450
1004	STRENGTHEN ANGANWADI	0.000
1005	EQUIPMENT FOR NFE	0.000
<b>RETENTION</b>		
2001	AWARENESS CAMPAIGNS	3.852
2002	IMPROVING EXISTING SCHOOL	79.045
2003	MATERIALS TO NEW SCHOOLS	0.000
<b>QUALITY IMPROVEMENT</b>		
3001	ACTIVITY BASED WORKBOOKS	0.000
3002	TEACHERS GUIDES	0.000
3003	TEACHING LEARNING MATERIAL FOR NFE	0.000
3004	TRAINING PROGRAMMES	0.000
3005	IMPROVING TRAINING INFRASTRUCTURE	252.000
<b>CAPACITY BUILDING</b>		
4001	DISTRICT PROJECT MANAGEMENT COST - SALARIES	20.280
4002	COST OF INFRASTRUCTURAL FACILITIES	19.750
4003	COST OF MANAGEMENT INFORMATION SYSTEM	10.250
4004	AUGMENTING DIET	7.400



District : Bangalore(R)

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1003 - UPGRADATION OF LPS

Code	Description	Nos.	Rate	Amount (Rs)
PFE A1	SALARY TO TEACHER	163	42000.00	6846000
	TOTAL (Rs. Lakhs)			68.460

AWPB 97-98 DPBP - Karnataka

District : Bangalore(R)  
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1001 - NEW SCHOOLS

Code	Description	Nos.	Rate	Amount (Rs)
PFE C3	CONSTRUCTION OF NEW SCHOOLS	60	300000.00	18000000
PFE C4	DRINKING WATER IN SCHOOL	60	35000.00	2100000
PFE C5	SANITATION	60	15000.00	900000
PFE CA	ELECTRIFICATION IN SCHOOLS	60	10000.00	600000
PFE A1	SALARY FOR TEACHER	135	42000.00	5670000
TOTAL (Rs. Lakhs)				272.700

2002 - IMPROVING EXISTING SCHOOL

Code	Description	Nos.	Rate	Amount (Rs)
PFE Q4	PROVIDING HEALTH CHECKUP FOR CHILDREN	175000	5.00	875000
PFE E2	PROVIDING GRANTS TO TEACH ER	5123	500.00	2561500
PFE E1	PROVIDING GRANTS TO VEC F OR SCHOOL IMPROVEMENT	2234	2000.00	4468000
TOTAL (Rs. Lakhs)				79.045

AWPB 97-98 dPRP - Karnataka

2001 - AWARENESS CAMPAIGNS

Code	Description	Nos.	Rate	Amount (Rs)
MED QD	PRODUCTION OF AUDIO CASSE TTES	250	175.00	43750
MED QC	MOBILISATION / ENROLMENT DRIVES	1707	200.00	341400
TOTAL (Rs. Lakhs)				3.852

AWPB 97-98 dPBP - Karnataka

## 4001 - DISTRICT PROJECT MANAGEMENT COST - SALARIES

Code	Description	Nos.	Rate	Amount (Rs)
MGT A3	DISTRICT PROJECT COORDINATORS	1	108000.00	108000
MGT A3	FINANCE AND ACCOUNTS OFFICERS	1	108000.00	108000
MGT A3	MIS INCHARGE	1	96000.00	96000
MGT A3	CIVIL WORKS IN CHARGE	1	84000.00	84000
MGT A3	WOMEN DEVELOPMENT INCHARGE	1	72000.00	72000
MGT A3	MEDIA & DOCUMENTATION INCHARGE	1	72000.00	72000
MGT A3	TEACHER TRAINING INCHARGE	1	72000.00	72000
MGT A4	DATE ENTRY OPERATORS	2	60000.00	120000
MGT A4	RESEARCH ASSISTANTS	1	72000.00	72000
MGT A4	DRAFTSMAN	2	72000.00	144000
MGT A4	JUNIOR ENGINEERS	2	72000.00	144000
MGT A4	GROUP 'C'	4	42000.00	168000
MGT A4	STENO	5	48000.00	240000
MGT A4	PEON	6	30000.00	180000
MGT A4	DRIVER	2	30000.00	60000
MGT A4	CONSULTANTS	36	8000.00	288000
TOTAL (Rs. Lakhs)				20.280

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3005 - IMPROVING TRAINING INFRASTRUCTRE

Code	Description	Nos.	Rate	Amount (Rs)
BRC C7	CONSTRUCTION OF BRC	8	700000.00	5600000
CRC C7	CONSTRUCTION OF CRC	56	350000.00	19600000
TOTAL (Rs. Lakhs)				252.000

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## 4002 - COST OF INFRASTRUCTURAL FACILITIES

Code	Description	Nos.	Rate	Amount (Rs)
MGT F2	FURNITURE: OFFICE TABLE	20	4000.00	80000
MGT F2	FURNITURE: CHAIRS	25	800.00	20000
MGT F2	FURNITURE: ALMIRAH	10	8000.00	80000
MGT F2	FURNITURE: RACKS & SHELVES	10	1000.00	10000
MGT B3	EQUIPMENT - FAX	1	30000.00	30000
MGT B3	EQUIPMENT - TELEPHONE	1	20000.00	20000
MGT B6	EQUIPMENT PHOTOCOPIER	1	150000.00	150000
MGT V1	PURCHASE OF VEHICLE	3	350000.00	1050000
MGT B8	OFFICE EQUIPMENTS: TYPEWRITER	2	35000.00	70000
MGT M3	REPAIRS AND MAINTENANCE VEHICLE	3	50000.00	150000
MGT O4	STATIONERY : FAX	1	5000.00	5000
MGT O4	STATIONERY : OFFICE	1	50000.00	50000
MGT O4	STATIONERY : PHOTOCOPIER	1	10000.00	10000
MGT O5	MEETING COSTS : DIC, JSMS, OTHERS	10	5000.00	50000
MGT C9	REPAIRS OF OFFICE BUILDING	1	200000.00	200000
TOTAL (Rs. Lakhs)				19.750

4003 - COST OF MANAGEMENT INFORMATION SYSTEM

Code	Description	Nos.	Rate	Amount (Rs)
MIS F2	FURNITURE - COMPUTER ROOM	1	80000.00	80000
MIS B4	EQUIPMENT AIR CONDITIONER	1	75000.00	75000
MIS B1	EQUIPMENT COMPUTER HARDWARE	1	500000.00	500000
MIS B2	EQUIPMENT - COMPUTER SOFTWARE	1	100000.00	100000
MIS M1	HARDWARE MAINTENANCE	1	20000.00	20000
MIS O4	CONSUMABLES	1	80000.00	80000
MIS O6	DATA TRANSMISSION	1	100000.00	100000
MIS O8	DATA ENTRY CHARGES	1	20000.00	20000
MIS OA	TRAINING AND WORKSHOPS	1	50000.00	50000
TOTAL (Rs. Lakhs)				10.250



4005 - ESTABLISHMENT OF BRCS

Code	Description	Nos.	Rate	Amount (Rs)
BRC A5	SALARY FOR BRC CO ORDINAT ORS	8	72000.00	576000
BRC A5	SALARY OF BRC FACULTY	40	60000.00	2400000
BRC O9	TA/DA FOR BRC FACULTY	48	5000.00	240000
BRC A4	SALARY FOR CLERK	8	42000.00	336000
BRC A4	SALARY FOR PEON	8	30000.00	240000
BRC B7	EQUIPMENT TELEVISION VCR & OHP	8	50000.00	400000
BRC B3	EQUIPMENT - TELEPHONE	8	20000.00	160000
BRC B6	EQUIPMENT PHOTOCOPIER	1	150000.00	150000
BRC F2	FURNITURE	8	50000.00	400000
BRC O6	TELEPHONE CHARGES	8	15000.00	120000
BRC O4	CONSUMABLE OFFICE EXPENSE (STATIONERY ETC.)	8	20000.00	160000
TOTAL (Rs. Lakhs)				51.820

District : Bangalore(R)

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4004 - AUGMENTING DIET

Code	Description	Nos.	Rate	Amount (Rs)
DIT V1	PURCHASE OF VEHICLE	1	350000.00	350000
DIT B6	EQUIPMENT PHOTOCOPIER	1	150000.00	150000
DIT M3	REPAIRS AND MAINTENANCE V EHICLE	1	50000.00	50000
DIT D4	PHOTOCOPIER STATIONERY	1	100000.00	100000
DIT M1	MAINTENANCE PHOTOCOPIER	1	25000.00	25000
DIT DA	FEEES FOR RESOURCE PERSONS	1	40000.00	40000
DIT R1	ACTION RESEARCH	5	5000.00	25000
TOTAL (Rs. Lakhs)				7.400

4007 - VILLAGE EDUCATION COMMITTEES

Code	Description	Nos.	Rate	Amount (Rs)
VEC T6	TRAINING FOR VEC MEMBERS	3766	400.00	1506400
TOTAL (Rs. Lakhs)				15.064

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4006 - ESTABLISHMENT OF CRCS

Code	Description	Nos.	Rate	Amount (Rs)
CRC A5	SALARY FOR CRC CO ORDINATORS	112	48000.00	5376000
CRC O9	TA/DA FOR CRC CO ORDINATORS	112	2000.00	224000
CRC O5	EXPENSES FOR MONTHLY MEETINGS	112	6000.00	672000
CRC O4	STATIONERY	112	2500.00	280000
CRC OA	HONARARIUM FOR GUEST SPEAKERS	112	100.00	11200
TOTAL (Rs. Lakhs)				65.632

4008 - MICROPLANNING

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

**ANNEXURE - I****List of Habitations where new schools are proposed****Bangalore Rural District**

<b>Sl. No</b>	<b>Name of the Block :</b>	<b>Name of Habitation Where New LPS Is proposed</b>
	<b>CHANNAPATNA</b>	
1		Banagahalli Extn.
2		Kuridoddi
3		Masigowdana doddi
4		Doddamalur Extn.
5		Illagaradoddi
6		Mallayyanadoddi
7		Hanumanthanagar
8		Keremegaladoddi
9		Jeevanapura
10		Kendabhavidoddi
11		Kodipura
12	<b>DEVANAHALLI</b>	Bhovipalya
13		Dinnur
14		Inda hosur
15		Iraganahalli
16		Jogihalli
17		Papanalli
18		Singawara
19		Kodimanchenahalli
20		Mallenahalli
21		Hittarahalli
22	<b>DODDABALLAPURA</b>	Allalasangra
23		Sothenahalli
24		Dyavasandra
25		Singenahalli
26		Thippayyanapalya
27		Palanahalli
28		Obenahalli
29		Sonnenahalli
30		Chikkavadagere
31	<b>HOSAKOTE</b>	Ambedkar colony,Hoskote
32		Chowdappanapalya
33		Sarkanur
34		Geddalapura
35		Siddapura
36		Ekarajapura
37		Devanagundi
38		Doddeganahalli
39		Chennabyregowdara colony
40		Laxmipura

41		Nayaka Colony
42		Geddalapura
43		S Daddihalli
44	<b>KANAKAPURA</b>	Shankaladasa doddi
45		Aragaku
46		Halehebbadi
47		Kandakanadoddi
48		Bhokipura
49		Thimmanadoddi
50		Balemaradadoddi
51		Ramadevaradoddi
52		Bhokinayakana halli
53		Yavadi doddi
54		Harijan Colony Uyyamballi
55		Muradihosahalli
56		Rachayyanadoddi
57		Madagaradoddi
58		Kittappanadoddi
59		Lingegowdanadoddi
60		Maligegowdanadoddi
61		Mathikunte
62		Chikkakurubarahalli
63		Alligudda Thandya
64		Hosakabbalu
65		Kalegowdanadoddi
66		Makkalanda
67		Kapanigowdara doddi
68		Veeregowdanadoddi
69		Erehalli
70		Kabbedoddi
71		Bananayakana doddi
72		Thimmabhovi doddi
73		Puttadasana Doddi
74	<b>MAGADI</b>	K V Thandya
75		Kuvempupura
76		Ukkada
77		A K Colony
78		Huchchanaya Bhavi
79		Kalli Palya
80		Mangi Palya
81		Mallana Palya
82		Gollarahatti
83		Chikkayyana Palya
84		Thattikere Colony
85		Narayanapura
86		ChikkappanaPalya
87		Kodihalli Colony
88		Kali Palya
89		Tuppana halli
90		Veerapura Gollarahatti



91		Gollarahatti
92		Girijapura
93		Hosapalya
94		Rajanapalya
95		Subbannana palya
96		Rangayyana Palya
97		Shetti Palya
98		Hakkinalu Colony
99		Venkatayyana Palya
100		Singrigowda Palya
101		Ankanapalya
102		G V Palya
103		Honnapura
104		Ranganathapura
105		Jyothi Palya
106		Karagana Halli
107		Byrasandra
108	<b>NELAMANGALA</b>	Anandanagara
109		Huriyappana Palya
110		Annayyana Palya
111		Chennappana Palya
112		Burugada marada Palya
113		Kallayyana Palya
114		Arivesandra
115	<b>RAMANAGARA</b>	Chennegowda Doddi
116		Rayaradoddi
117		Karadidoddi
118		Chamundipura
119		Hanumanthanagar
120		Sheshagirihalli
121		Billidoddi
122		Ambedkar Colony,R Nagar
123		Yarab Nagar,Ramanagar
124		Anagarahalli
125		Byravanadoddi
126		Sabbakere
127		Hanumanthegowdanadoddi
128		Gollaradoddi
129		Cholappanhalli
130		Bevinamaradadoddi
131		Devisiddanadoddi
132		Bemenahalli
133		Kempashetti doddi
134		Karekaldoddi
135		Janathacolony

**ANNEXURE - II****List of LPS proposed for upgrading to V Std.****DISTRICT : BANGALORE (RURAL)**

Sl. No.	Name of the Block	Name of the School / Village	Enrolment In Class IV
<b>HOSAKOTE</b>			
1		Banahalli	24
2		Bellikere	26
3		Bhavapura	30
4		Cheemasandra	23
5		Chikka Nallala	35
6		chikkagattiganabbe	20
7		Chokkasandra	21
8		D Shettihalli	20
9		Doddadenahalli	20
10		Ganagaluru	24
11		Gundooru	21
12		Janatha Colony, Sulibele	28
13		Kalappana halli	32
14		Kammasandra	28
15		Karahalli	20
16		Koralooru	23
17		Kurubara Halli	23
18		Medimallasandra	21
19		Mothakadahalli	25
20		Nagarenahalli	20
21		Obalahalli	25
22		S Guttahalli	22
23		soluru	24
24		Karabahalli	25
25		Thavatahalli	24
<b>NELAMANGALA</b>			
26		Bhinnamangala	20
27		Bugudihalli	25
28		Jayanagara	23
29		Kotetyamagondlu	24
30		Vajarahalli	27
<b>DEVANAHALLI</b>			
31		Aluru	22
32		Anighatte	22
33		Beediganahalli	29
34		Bidalupura	32
35		Chikkasanni	23
36		Devanayakana halli	27
37		Doddasagara halli	26
38		Gobbaragunte	28
39		Gokere	30
40		Haliyuru	21
41		Koyira Colony	27
42		Kurubarakunte	23
43		Naganaykana halli	20
44		Pandithapura	22

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45	Ramanathapura	20
46	Rayasandra	20
47	Venkatelahalli	25
48	Yambrahalli	20
<b>MAGADI TALUK</b>		
49	Adakamarana Halli	25
50	Bychapura	39
51	Gummasandra	24
52	Hombalammanapete, Magadi To	35
53	Koramangala	22
54	Kotekuduru	29
55	Matha	21
56	Shambhudevana Halli	28
57	Thattekere	23
58	Tubinakere	20
59	Uduvegere	27
<b>CHANNAPATNA</b>		
60	Abburu	36
61	Akkuru Hosahalli	20
62	Ambadahalli	34
63	Appara Daira (Boys,URDU)	39
64	Appara Daira (Girls,URDU)	25
65	Ballapatna	22
66	Banchahalli	22
67	Byrashettahalli	25
68	Chikkaboregowdana Doddi	28
69	Dyavapattana	27
70	Haniyuru	35
71	Harisandra	20
72	Hodemadu Town	40
73	Honniganahalli	20
74	Hosadaira(URDU)	30
75	Huchchainadoddi	22
76	Indira Cottage(URDU)	52
77	Jagadapura	20
78	Kadaramangala	20
79	Kendra, Town	44
80	KGS, Fort(URDU)	26
81	Kote, Town	35
82	Krishnapura	40
83	Kunthurdoddi	22
84	Madapura	23
85	Mangalwarapete	29
86	Neelakantanahalli	24
87	Palidoddi	23
88	Patanawadi (URDU)	34
89	Petta, Town	29
90	Sadarahalli	23
91	Samandipura	20
92	Saraguru	36
93	Sayyadwadi (UGLPS)	20
94	Senabanahalli	51
95	Shahimohalla (URDU)	20
96	Sogalapalya	33
97	Sunnaghatta	20
98	Sunnur	23

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99	Thattekere, Town	46
100	Thoutanahalli	25
101	Tippu Nagar(URDU)	23
102	Veeregowdanadoddi	46
103	Virupakshipura	20
<b>KANAKAPURA</b>		
104	Alagadakallu	21
105	Alugondanahalli	28
106	Channasandra	24
107	Chowkasandra	18
108	Devarahalli	26
109	Doddakalbalu	23
110	Erangere	30
111	Ganganahalli	26
112	Giriyahalli	20
113	Gollahalli	21
114	Gowdahalli	21
115	Gugaradoddi	25
116	Gulaganahalli	28
117	Haroshivanahalli	25
118	Kebre	28
119	Kokkarehosahalli	21
120	Konamaranahalli	24
121	Kuchuvanahalli	26
122	Kuremande Doddi	20
123	Kurubarahalli	21
124	Mahimanahalli	35
125	Maralawadi (Urdu)	23
126	Maralebekuppe	25
127	Melekote (Urdu)	27
128	Nayakanahalli	25
129	Kanchanahalli	29
130	Pichchanakere	27
131	Salabanni	29
132	Sarahina Doddi	27
133	Sasalapura	22
134	T Gollahalli	21
135	Therindoddi	29
<b>RAMANAGARAM</b>		
136	Anchipura Colony	23
137	Aralalusandra	21
138	Billakempanahalli	21
139	Dyavarasegowdana doddi	29
140	Hombegowdanadoddi	20
141	Hosurudoddi	24
142	Ijur	37
143	Kempanahalli	29
144	Kenchanakuppe	57
145	Kethaganahalli	21
146	M.K.Mohalla, Urdu	23
147	M.N.Block, Ramanagar	22
148	PWD Colony	23
149	Rahamaniyanagar	81
150	Sangabasavanadoddi	34
151	Thammayanahalli	23
152	Thimmegowdanadoddi	28

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DODDABALLAPURA		
153	M M Gudipalya	23
154	Urdu Darga Mohalla	50
155	Varadanahalli	23
156	Mallathhalli	20
157	Puttayyana Agrahara	27
158	Madagondanahalli	23
159	Naranahalli	20
160	Sunnaghattahalli	21
161	Rojipura	26
162	Kacheripalya	32
163	Urdu chikkapete	34

ANNEXURE - III

SLNO	NAME OF THE BLOCK	NAME OF THE LPS	NO.
<b>CLUSTER RESOURCE CENTRES</b>			
1	<b>CHANNAPATNA</b>	HPS,Elethotadahalli	20
2		HPS, Kodamballi	20
3		HPS,Honganooru	20
4		HPS,Thagachagere	19
5		HPS,Beguru	20
6		HPS, Chakkere	20
7		HPS, Shettihalli	20
8		HPS,Mynayakanahosahalli	19
9		HPS,Dashavara	20
10		HPS,Rampura	19
11		HPS,Akkuru	20
12	<b>DEVANAHALLI</b>	HPS,Vishwanathpura	20
13		HPS,Koyira	18
14		HPS,Bettakote	18
15		HPS,Nalluru	19
16		HPS,Yaliyuru	18
17		HPS,Channarayapatna	18
18		GKBMS,Vijayapura	22
19		GKBMS,Devanahalli	18
20		GKBMS,Avathi	18
21		GKBMS,Bijjapura	21
22		GKBMS,Sadahalli	18
23	<b>DODDABALLAPURA</b>	Bashettihalli	20
24		Dargajogihalli	19
25		Arudi	19
26		Hadonahalli	19
27		Hanabe	20
28		Kanasavadi	20
29		Madhurekodihalli	20
30		Doddabelavangala	20
31		Hulikunte	19
32		Tubakere	19
33		Sakkaregollahalli	19
34		Kadathippuru	18
35		Rajaghatta	19
36		Melekote	20
37		Thippuru	20
38		Doddaballapura Town	25
39	<b>HOSAKOTE</b>	Alappanahalli	18
40		Beguru	18
41		Doddagattiganabbe	18
42		Devanagundi	19
43		Samothanahalli	19
44		Kalkunte	18
45		Vagata	19
46		Jadigenahalli	22
47		Thavarekere	20
48		Korati	20
49		Nandagudi	23
50		Karapanahalli	18

Sheet3

51		Soolibele	18
52		Bendiganahalli	20
53		Hosakote Town	28
54	<b>KANAKAPURA</b>	Kaggalahalli	18
55		Harohalli	18
56		Chilooru	18
57		Tungani	18
58		Anidoddi	18
59		Maralawadi	20
60		Banavasi	18
61		Bandaganahalli	17
62		Chikkamuduvadi	20
63		Venkatarayaradoddi	20
64		Shivanahalli	18
65		Sathanooru	20
66		Halasooru	20
67		Alahalli	21
68		Kodihalli	22
69		Narayanapura	20
70		Herandapanahalli	17
71		Hunasanahalli	18
72		Hegganuru	20
73		D Gollahalli (Hukunda)	18
74		Kanakapura Town	20
75		Chowkanahalli	18
76	<b>MAGADI</b>	Hulikal	25
77		Sankighatta	25
78		Hullenahalli	26
79		Motaganahalli	21
80		Kalani	21
81		Hosapalya	24
82		Narasandra	26
83		Bachenahatti	19
84		Veeregowdanadoddi	22
85		Mudabalu	20
86		Chakrabhavi	26
87		Byalakere	29
88		Banawadi	31
89		Soluru	30
90		Kuduru	27
91	<b>NELAMANGALA</b>	T Beguru	19
92		Yantaganahalli	20
93		Basavanahalli	20
94		Kuluvanahalli	18
95		Narasipura	15
96		Sompura	16
97		Shivagange	18
98		Thamagondlu	18
99		Doddabele	16
100		Manne	12
101	<b>RAMANAGARA</b>	Jalamangala	17
102		Kutagal	20
103		Sugganahalli	18
104		Lakshmiपुरa	18
105		Bannikuppe	20
106		Avarehalli	22

Sheet3

107	Mayaganahalli	15
108	Bidadi	2
109	Byramangala	2
110	Annahalli	18
111	Manchanayakanahalli	18
112	Ramanagar Town	26

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