

DISTRICT PRIMARY EDUCATION  
PROGRAMME

KOLAR DISTRICT

NIEPA DC



D10735

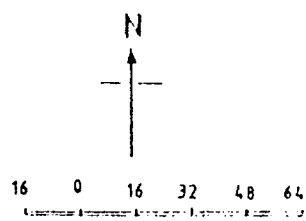
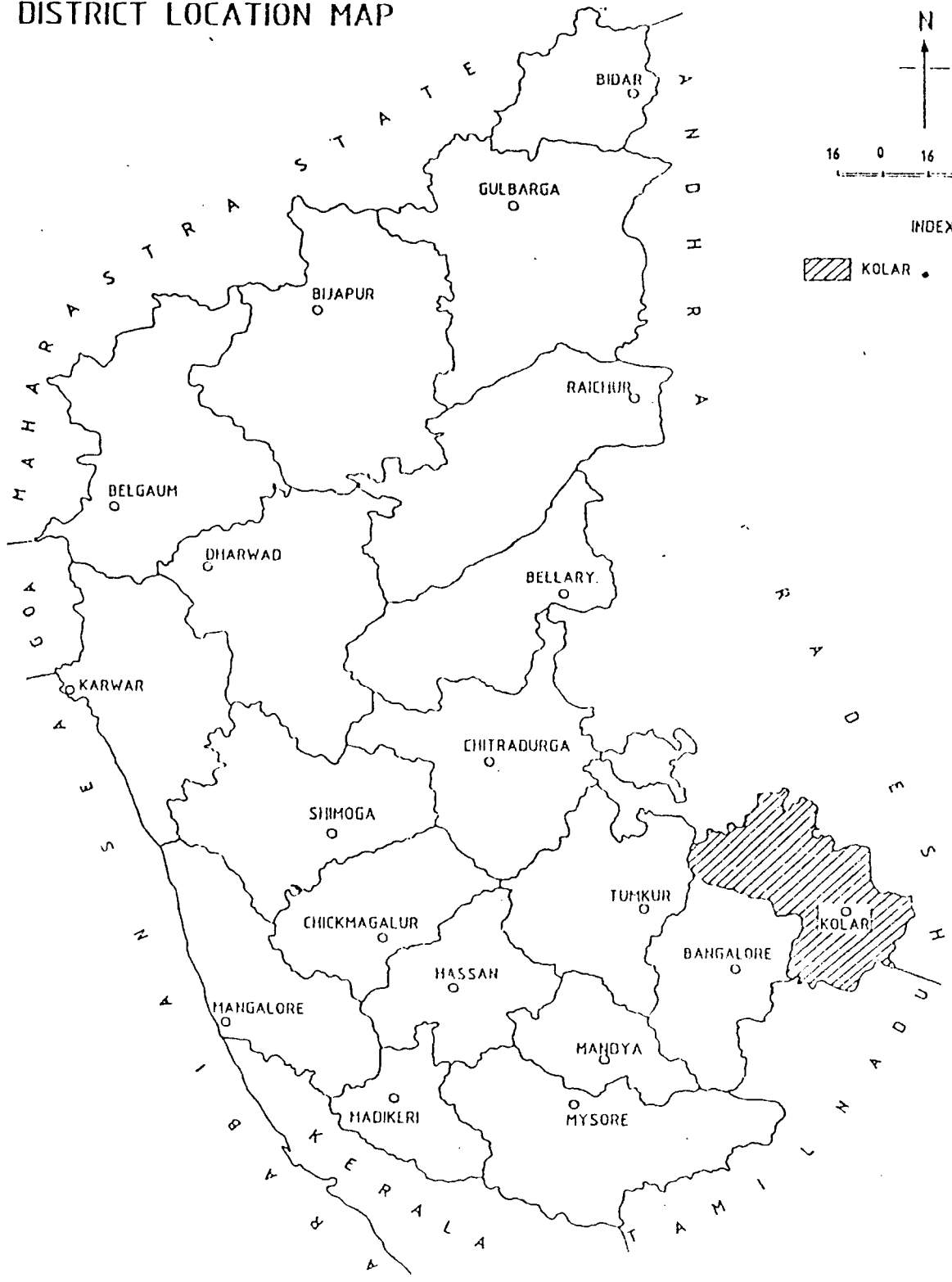
DISTRICT PLAN

- 548714  
372  
KOL-D

JINJIJI DOCUMENTATION CENTRE  
Faculty of Educational  
Technology and Administration.  
7-B, Sri Aurobindo Marg,  
New Delhi-110016 D-10735  
DOC, No .....  
Date ..... 22-06-2000

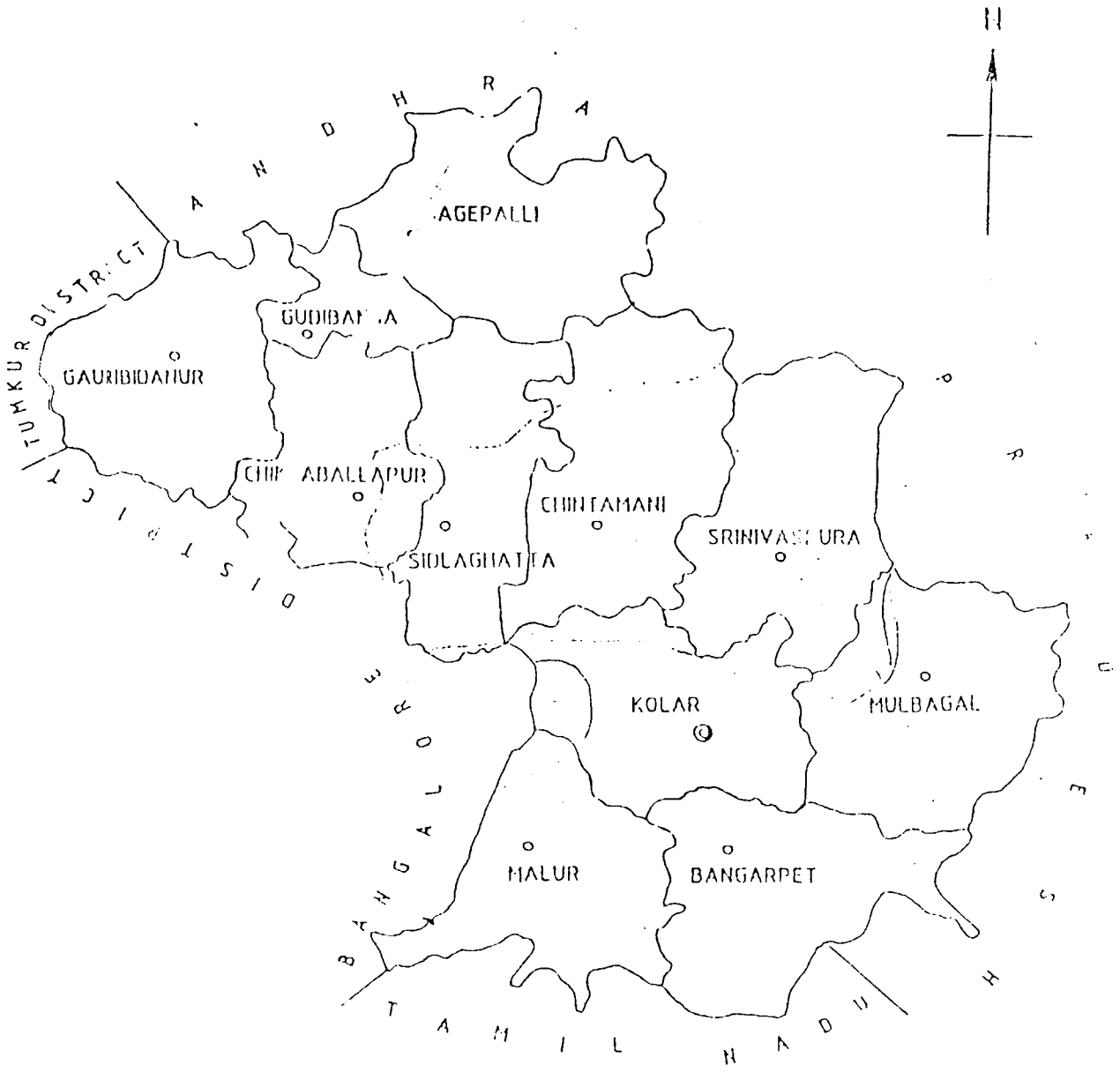
# KARNATAKA STATE

## KOLAR DISTRICT LOCATION MAP



INDEX  
[Hatched box] KOLAR

# KOLAR DISTRICT



DISTRICT PRIMARY EDUCATION PROGRAMME .

PROJECT REPORT PREPARED BY

DISTRICT CORE TEAM KOLAR

MEMBERS OF THE CORE TEAM:

SRI/SMT.

1. SANJOY DAS GUPTA I.A.S.  
Deputy Commissioner &  
Administrator  
Zilla Panchayath, KOLAR.
2. V.MANJULA I.A.S.  
Chief Executive Officer,  
Zilla Panchayath, KOLAR.
3. G.CHANDRA SEKHAR K.E.S.  
Dy.Dr.of Public Instruction,  
K O L A R.
4. P.V.LAKSHMAIAH K.E.S.  
Educational Officer  
O/o the D.D.P.I. Kolar.
5. M.A. VENKATASWAMY M.A. B.Ed.  
Educational Officer,  
O/o the D.D.P.I Kolar.
6. R.VENKATARAM K.E.S.  
Senior Lecturer  
D.I.E.T., Kolar
7. C. BYRAPPA M.A. B.Ed.  
Principal, Sabaramathi P.U.college,  
Sugutur, Kolar Tq.
8. KODI RANGAPPA  
Lecturer, Municipal College of Education,  
Chikkaballapur.
9. M.K.ALI  
Myrada, Kamasamudram,  
Bangarapet Tq.
10. DR. JAYASHREEELA  
Head Mistress, B.C.M.L. High School  
BEMLNagar, K.G.F.
11. A.A.MULLA  
Assistant Director for Women and  
Child Welfare Department, Kolar.
12. MANJULA  
Child Development Project Officer,  
HALUR.

CONSULTANT:

1. DR. S. NAYANA TARA  
Assistant Professor,  
Indian Institute of Management,  
BANGALORE.

OFFICE ASSISTANTS

1. SRI. MOHAMMED YOSUF  
Assistant Statistics Officer,  
O/o the D.D.P.I.,  
KOLAR.
2. SRI. NAZKER AHMED  
First Division Assistant  
O/o the D.D.P.I., KOLAR.
3. SRI. A.S.HOJAN  
Stenographer, O/o the  
Dy.Dr.of Public Instruction,  
KOLAR.
4. SRI. K.JAYAPAL  
Typist,  
O/o Dy.Dr.of Public Instruction,  
KOLAR.
5. SRI. G.K.SURESH  
First Division Assistant  
O/o the D.D.P.I.,  
KOLAR

DOCUMENTATION AT: NATIONAL INFORMATICS CENTRE, KOLAR



CHAPTER - I

DISTRICT BACKGROUND



# DISTRICT PRIMARY EDUCATION PROGRAMME

## CHAPTER I

### DISTRICT BACKGROUND

#### SIZE

Kolar District is situated in the South of Karnataka, surrounded by Bangalore District in the west, Andrapradesh in the north-east and Tamil nadu in the South. The District has eleven Talukas (Twelve educational ranges) namely, Dagepalli, Bangarpet, Chinthamani, Chikkaballapur, Gudibande, Gowribidanur, Kolar, Malur, Mulbagal, Shidlagatta and Srinivaspur. The area of this District is 8,223 Sq.Kms. which is 4.29% of the total area of its State. Most of the land is hilly. Shathashruna Mountains (Mountain having hundred peaks) in the western part of Kolar extend towards north along the border of the Bangalore District. Near Chikkaballapur there is a Giridhama called Nandi Hills which attracts thousands of visitors and VIPs every year. Incidentally Nandi Hills is the birth place of river Palar. In addition to Palar river Chitravathy and Pennar also originate in the District. These rivers are however not perennial. Kolar is therefore categorised as a droughtporne district, getting only 74.3 cm of rainfall in a year.

## POPULATION:

The total population of the District is 22,11,300. Out of this the male population is 11,24,800 and female population is 10,86,500. The total rural population is 17,03,100 i.e., more than 77 % of population live in rural areas. The SC population of the district is 4,71,000 and ST population is 1,13,900. The District accounts for 4.93% of the total population of the State. Demographic studies show that the density of population is 232 per sq.km. A large part of its population is at KGF wherein the Kolar Gold Mines and Bharat Earth Movers Limited, Public Sector Undertakings are situated. A characteristic feature of the District is its large SC/ST population.

## AGRO-CLIMATIC CONDITIONS:

The primary occupation of the people is Agriculture and allied occupations i.e., Sericulture and Dairy Farming. As already mentioned, the district is not endowed with perennial sources of water. In the past most of the irrigation was through tanks. Kolar has 4479 tanks, the highest in Karnataka. With the passage of time there has been a general decline in the maintenance and utility of tanks. The underground water potential was exploited to the hilt - the district has more than one lakh irrigation borewells. The over-exploitation of the water table has now brought the district to a stage where water has become scarce and costly commodity. The irrigation borewells have however helped the district to make great strides in agriculture, horticulture and sericulture. The district stands first both in the production of silk and milk.

## INDUSTRIAL SENARIO:

The growth of urban centres is slow in this district as very few industries have been set up. A few areas can be cited as areas of development viz., B.E.M.L.Nagar between Bangarpet and K.G.F.; where Bharat Earth Movers factory is located. It produces Agro\_based heavy machinery, such as Bulldozers and Defence machinery. A sugar factory near Gowribidanur has contributed for modernisation of Gowribidanur town. Bangarpet and Chinthamani are famous as Trade Centres. Sidlaghatta has the biggest silk cocoon market.

## Language:

The people of this border district speak Telugu, Kannada, Urdu and Tamil. Almost all parts of the district have Kannada as medium of instruction in schools. The major religion prevalent here is Hinduism. Jainism, Islam and Christianity are the other religions in the district.

## GENDER AND RURAL / URBAN DISPARITIES :

The female population is comparatively lesser than males and are deprived of many opportunities. A majority of women have not availed of educational opportunities & are engaged as agricultural labourers & household work. The percentage of illiteracy is high among SC/STs and other disadvantaged sections; especially girls and women. The current rate of literacy among the females is 32.25% as against male literacy figure of 53.08% Thus minimisation of gender disparities is one of the priorities of the district primary education programme.

Most of the land is owned by big farmers, the extent ranging from 50 to 100 acres. A large population of this district constitute marginal farmers and agricultural labourers. This group is weak both economically and socially. Out of the 3724 villages, 2842 villages are electrified. Health, education and other infrastructural facilities are available at the taluka level. More and more emphasis is being laid on the development of infrastructural facilities in the rural areas.

#### CULTURAL PEOPLE:

This district has produced outstanding personalities in the past in various fields. Bharat Ratna Sir. M. Vishweswaraiah was a noted engineer and an able administrator; Sri Chengalaraya Reddy, a freedom fighter and the first Chief Minister of Karnataka; Gnanapeet Award Winners - Sri. Masthi Venkatesha Iyengar and Dr. D.V. Gundappa, noted poets, hail from this district.

#### VOLUNTARY ORGANISATION IN THE DISTRICT:

A few voluntary organisations have made significant contribution to the the development of the district. Some of them are MYRADA, LIMDET, TREE GROWERS FEDERATION, SUNANDA, RORES, SURD, GRAMAVIKKAS and F.P.A.I etc.

CHAPTER - II  
EDUCATIONAL SCENARIO -  
A STATUS REVIE

## CHAPTER II

### EDUCATIONAL SENARIO- A STATUS REVIEW

Kolar is an educationally backward district. It is evident from the low female literacy rates. Though the initial enrolment is about 70%, the dropout rates are high. The dropout rates among girls is 35% in the age group of 6 to 10 and 53 % in the age group of 11 to 14. Among SC/ST the dropout rate is higher. The district still has 49 single teacher schools, not covered under the Operation Black Board scheme. There are also number of schools, where the number of teachers is less than the Government norm of one teacher per class.

The number of Educational Institutions is as follows:

---

SL.NO.	CATEGORY OF INSTITUTIONS	NO.OF INSTITUTIONS.
1.	NURSERY SCHOOLS	213
2.	ANGANAWADI CENTRES	2082
3.	LOWER PRIMARY SCHOOLS	1920
3a.	LOWER PRIMARY BRANCH SCHOOLS	108
4.	HIGHER PRIMARY SCHOOLS	988
5.	HIGH SCHOOLS	248
6.	JUNIOR COLLEGES	36
7.	FIRST GRADE COLLEGES	15
8.	TEACHERS TRAINING INSTITUTES (PRIMARY)	14
9.	B.Ed. COLLEGES (SECONDARY)	03
10.	MEDICAL COLLEGES	01
11.	ENGINEERING COLLEGES	02
12.	NURSARY TRAINING INSTITUTES	07
13.	C.P.ED. COLLEGES	03
14.	B.P.ED COLLEGES	02
15.	POLYTECHNIC INSTITUTIONS	07
16.	PHARMACY COLLEGES	06

---

THE GROWTH OF LITERACY RATES IS AS FOLLOWS ( DECADE WISE ) :

YEAR	GENERAL		S.C.		S.T.		TOTAL
	M	F	M	F	M	F	
1961	30.93	11.33	-	-	-	-	21.29
1971	36.57	17.15	-	-	-	-	27.06
1981	44.21	22.61	29.77	21.23	25.28	7.29	33.57
1991	53.08	32.02	-	-	-	-	42.73

The literacy rate among men has increased from 30.93 in 1961 to 53.08 in 1991. There is a net growth rate of 22.15 in four decades. The female literacy rate has increased from 11.33 in 1961 to 32.02 in 1991 i.e., a net growth rate of 20.69 in four decades. The growth of literacy is indicated in Graph No.1.

II. NUMBER OF PRIMARY EDUCATION INSTITUTIONS:

a) Growth of Primary Schools

YEAR	LPS	HPS
1951	904	232
1961	1262	349
1971	1502	473
1981	1798	628
1991	1945	846
1993	1920	988



There is a constant increase in the number of institutions in the district.

b) Adequacy of spatial coverage:

Number of habitations served with schooling facilities is as follows:

1. Within the habitation - 2313
2. Uncovered habitations - 1411

PARTICULARS OF UNCOVERED HABITATIONS:

Schooling facility	within 2 kms	1309
	beyond 2 kms	102

PARTICULARS OF CHILD POPULATION IN THE DISTRICT:

III a) Projected child Population : (upto 1993)  
(based on 1986 education survey)

	6 to 10 years	11 to 14 years
Overall (Gen)	307199	189410
Boys	155435	96064
Girls	151764	93346
Overall SC	76800	47354
Boys	38859	24016
Girls	37941	23337
Overall ST	24576	15453
Boys	12435	7685
Girls	12141	7468

III. b) Enrollment:

Category	6 to 10 years	Percentage of Enrollment	11 to 14 Years	Percentage of Enrollment
Overall (Gen)	222751	72.51	131390	67.36
Boys	117578	75.64	71071	73.98
Girls	105173	69.30	60319	64.61
Overall SC	63286	82.40	34717	73.34
Boys	33851	87.11	19345	80.55
Girls	29435	77.58	15372	65.86
Overall ST	17487	71.15	9038	59.64
Boys	9226	74.19	5135	66.81
Girls	8201	67.54	3903	52.26

III c) Retention (1993)

	6 to 10 Yrs.	Percentage	11 to 14 yrs	Percentage
Overall (Gen)	209093	68.06	98654	52.08
Boys	110449	71.09	55257	57.52
Girls	98644	64.99	43397	46.49
Overall SC	57097	74.34	24274	51.26
Boys	31401	80.80	14325	60.48
Girls	25696	67.72	9749	41.77
Overall ST	16552	67.35	6292	41.52
Boys	9126	73.38	3914	50.93
Girls	7426	61.16	2378	31.84

III. b) Dropout:

---

	6 to 10 Yrs.	%	11 to 14 Yrs.	%
Overall (Gen)	78106	31.94	70756	47.91
Boys	44986	28.94	40807	42.47
Girls	53120	35.00	49749	53.50
Overall SC	19703	25.65	23079	48.73
Boys	7458	19.19	9491	39.51
Girls	12245	32.27	13588	58.22
Overall ST	8024	32.64	8861	58.47
Boys	3309	26.61	3771	49.06
Girls	4715	38.83	5090	68.15

---

NET ENROLLMENT RATE FOR THE YEAR 1992 - 68.06%

ADDITIONAL ENROLLMENT REQUIRED - 31.94%

The reasons for the low enrolment and high dropout are:

1. Lack of access to Primary School.
2. Lack of achievements of pupils
3. The parents find that no meaningful instruction is being imparted in the school.
4. Wide spread illiteracy, ignorance, and poverty among the parents.
5. Child labour.

IV. a) TOTAL NUMBER OF TEACHERS DECADE WISE

YEAR	MALE	FEMALE	TOTAL
1951	2076	610	2686
1961	2574	1025	3599
1971	3280	1466	4746
1981	3757	2126	5883
1991	4735	2519	7254
1993	5528	3073	8601

b) PARTICULARS SHOWING NUMBER OF SINGLE, TWO THREE, FOUR, FIVE AND FIVE PLUS TEACHER SCHOOLS:-

YEAR	SINGLE	TWO	THREE	FOUR	FIVE	TOTAL
1951	640	215	71	88	122	1136
1961	847	278	134	164	186	1611
1971	1031	368	152	181	243	1975
1981	1245	451	193	259	278	2426
1991	999	951	228	255	354	2791
1993	49	1899	252	279	429	2908
Branch Primary Schools						108
Total Schools						3016

The decadal growth rate of the teachers is shown in Graph No.2.

SOURCE:

SOURCE:

The source data available with the Department of Public Instruction, ie., Deputy Director of Public Instruction, Kolar District, Kolar, as on 31-03-93

1. Information from the Assistant Educational officers in the Districts.
2. Institutions Data Base.
3. All India Educational Survey report
4. Departmental enumeration and enrolment and attendance ( C.P.E. )
5. Sample Survey of school.
6. School wise Retention information collected from schools in the District.
7. Community meet reports.

## CHAPTER III

### COMMUNITY PARTICIPATION

For decades, a centralised and micro\_level & economic exercise was being undertaken in India. This kind of top\_down approach did not succeed and hence a multilevel decentralised planning process is slowly emerging, with delegation of authority to democratic institutions at the district and lower levels.

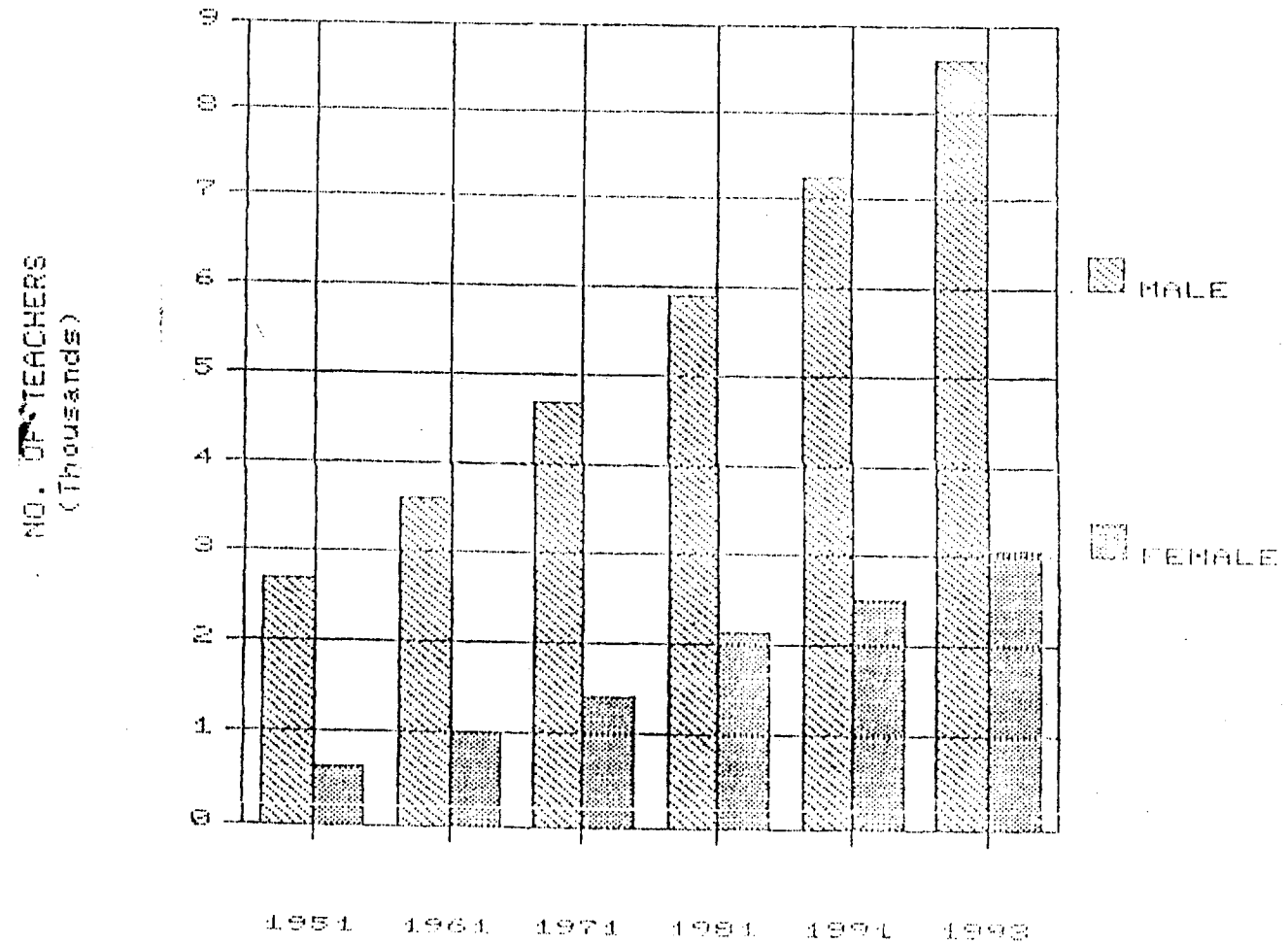
The planners have now recognised, that local level participatory process in planning is the key to success. This can also accelerate regional development. Community participation assumes significance in this regard.

Thus Community Participation took centre stage in the preparation of DPEP. The process was set in motion by the Chief Executive Officer, Kolar; D.D.P.I.; Consultant, AEOs and others. The objective of such meetings were:

1. To initiate discussion on the status of pre primary and primary education in the village.
2. To elicit from the community, the help they can offer in the improvement of the existing facilities.
3. To evolve ways and means to improve the teaching learning process.
4. To form village education committee and to define its role and responsibility.

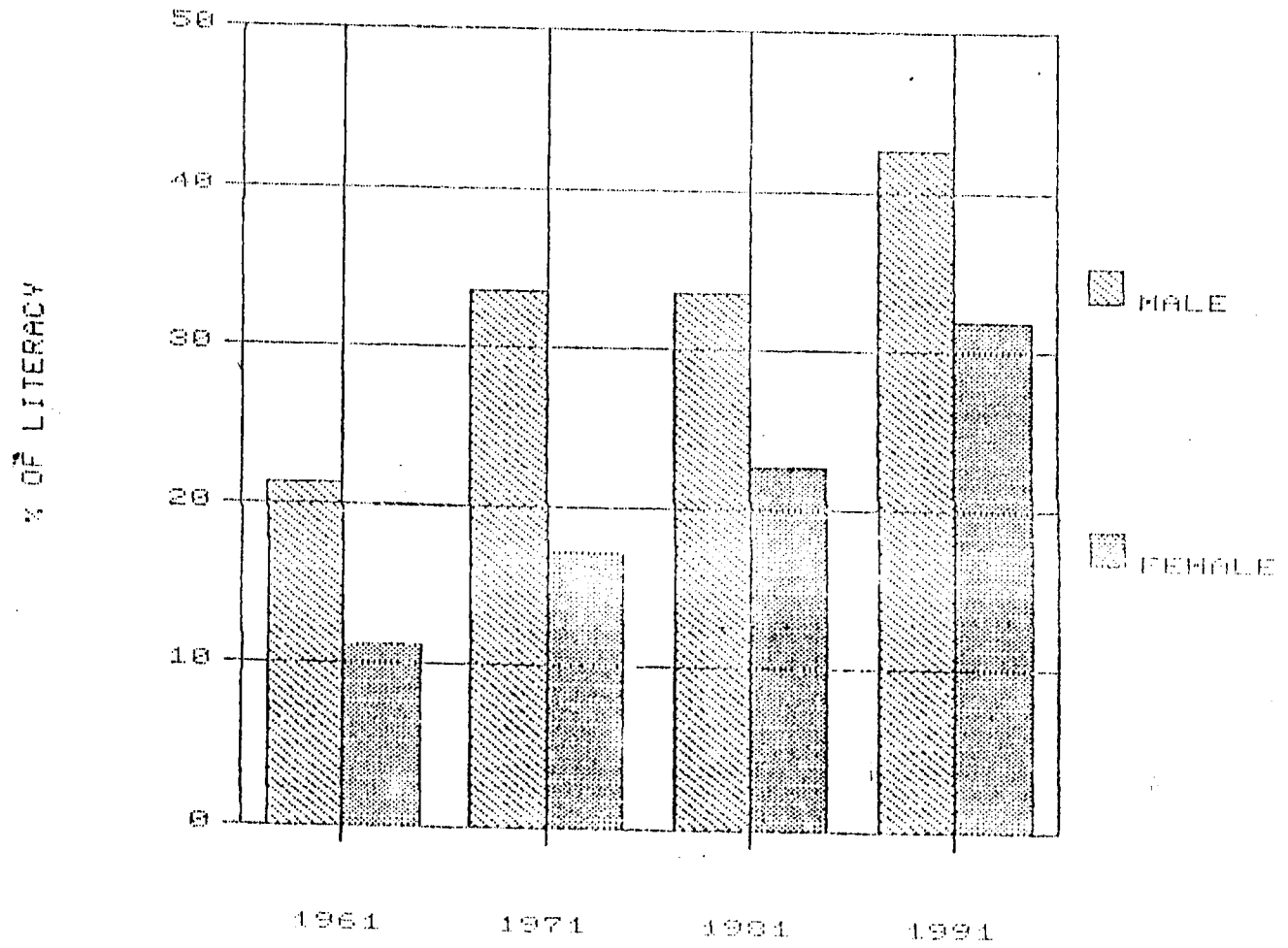
CHAPTER - III  
COMMUNITY PARTICIPATION.

# DECADAL GROWTH RATE OF TEACHERS





# DECADAL GROWTH OF LITERACY RATE IN KOLAR DIST.



CHAPTER - V

APPROACH AND STRATEGIES

Proposed Target for Increasing the Enrollment in Kolar District during the project period ( 6 to 10 years )

Sl. No.	Category	Present rate of Enrollment 1992-93	Proposed target of Enrollment rate 94-95	95-96	96-97	97-98	98-99
01.	Boys	75.64	80.64	85.64	90.64	95.64	100%
02.	Girls	69.30	75.30	81.30	87.30	93.30	100%
03.	Overall	72.51	77.00	82.50	88.00	93.50	100%

Proposed Target for Reduction in Dropout Rate in Kolar District during the Project period ( 6 to 10 years )

Sl. No.	Category	Present rate of Dropouts 1992-93	Proposed target of Dropout rate 94-95	95-96	96-97	97-98	98-99
04.	Boys	28.94	24.94	19.94	14.94	9.94	5%
05.	Girls	33.00	29.00	23.00	17.00	11.00	5%
06.	Overall	31.94	25.94	20.94	15.44	9.94	5%

Community meets are being conducted all over the district. The meetings are held after 7.00 PM. The village elders, AWWs, teachers, women, etc., were present at such meetings. Significant feature of such meetings was the active participation of women in the discussions. The meets have also been scientifically documented. Nature of documentation includes written record of discussions held, video & audio recording.

The composition of the group varied from place to place. Generally they were from low Socio\_economic status; Some how were illeterate and some have studied 1st or 2nd grade. There were a few villages where it was found that atleast half a dozen men had gone abroad and these people were rendering different kinds of help to the village, and school in particular. In one village the retired headmaster and alumni of the school are extremely active and are striving to improve the schooling facilities. In other areas women were very active and had formed women's groups and readily came forward to help. DWARCA groups are also very active. Generally the younger women participated in the discussions. The men & women were quite vocal about various issues related to the teaching\_learning process.

In order to achieve the objectives of the community meet, the following issues were taken up for discussion:

1. Adequacy of schooling facilities.
2. Teacher's punctuality
3. Learning achievement of their wards;
4. Opinion regarding adequacy of curricular and co-curricular activities of the school;
5. Necessity of additional coaching after school hours;
6. Availability/willingness of educated personnel for conducting NFE;
7. Reasons for not sending their wards to school;
8. Opinion regarding necessity of girls education;
9. Additional facilities required for girls participation in schools;
10. Reasons for dropping out of children from schools, especially girls;
11. Formation of VEC & their roles & functions;
12. Role of community in achieving UFE.

Significant issues that emerged out of the community meets include:

Community is well aware of the importance of the pre-primary and primary education and is willing to supplement the efforts of the government. They were willing to donate sites, furniture and equipment and take up construction of class rooms.

Shortage of teachers and lack of proper infrastructure in the schools are according to the community, responsible for the school being less effective. The community recommended that there should be one teacher and one room for each class. The community also felt that sufficient furniture, library, laboratory, water supply and electrification facilities and play grounds should be provided on top priority.

There was a wide spread demand for providing quarters for teachers in the villages to enable them to reside in the villages.

The educated youth in the village were willing to provide free remedial coaching to the children who are slow learners and enable them to attain minimum levels of learning.

The high dropout rate among girls is found to be due to child marriage and the need to take care of the younger siblings. The community suggested that non formal educational centres be opened for girl children to enable them to acquire literacy and numeracy skills. Some of



The community also came forward to motivate the girl children who have dropped out of the school or non enrolled in the schools & to send their wards to regular schools or NFE centres. The unanimous feeling of the community was that the teacher can play a very important role in improving the quality of education and that teachers should be properly motivated and trained.

The Community were willing to put up one classroom in some places. In some others, they offered to monitor the work of the school and also to pay household visits to ensure that there were no absentees or dropouts. In quite a few places land has been donated to the school by the community. Women came forward to cook and serve food at school provided mid day meal was provided to children. They felt that this scheme would be most beneficial.

On the whole constant interaction with the community will prove to be an asset in the successful implementation of the programme.

\*\*\*\*\*



CHAPTER - IV  
GOALS AND TARGETS

## CHAPTER IV

### GOALS AND TARGETS

The main goal of District Primary Education Programme is to achieve Universalisation of Primary Education Quantitatively and Qualitatively within a specific period of 5 years, through a process of people's mobilisation and participation. Keeping in view the above goal, following specific objectives are planned. They are:

- I. The project will provide access to primary school or NFEC to all children in the age group of 6 to 14 years. By this, we will bring all the children of age group 6 to 14 years within the fold of either formal or Non-formal education. There are 3,07,199 children in the District in the age group 6 to 14 years (Boys=1,55,435 and Girls 1,51,764). Among them, 60,850 boys and 81,618 girls are not enrolled in the schools. It is also found that there are 102 habitations without schooling facility. Hence it proposed to open 102 lower primary schools. These 102 schools (LPS) will be opened in a phased manner. There are habitates where schools are functioning, but still children have not enrolled in schools. In such habitats, the children will be motivated to enroll either in LPS or NFEC. Some of the existing branch schools will be converted into regular schools.
- II. There are 1,88,862 children who have dropped out of school or have not joined school. The rate of dropout is 37.92%. It is proposed to reduce the drop rate to less than 5%. 1,03,069 girls are out of school as compared to 85,793 boys. Dropout rate is high among

girls because they have to look after younger siblings and assist their mothers. Whenever there is higher dropout rate among girls, Creches will be opened to relieve them off this responsibility.

III. The project proposes to increase the enrolment and retention of girl children in the primary schools. A residential school will be opened for girls in each taluk. It is hoped that this would help in promoting the education of girls.

IV. This project proposes to increase the enrolment and retention of SC/ST children. The percentage of dropouts among SC/ST is more when compared to the general category. Dropouts among SC is 37.4% and among ST it is 45.5%. Special attention will be paid to these disadvantaged group of children.

The project proposes to improve the infrastructural facilities like play ground, classrooms, toilets, drinking water supply etc., to all the schools. 204 classrooms for new schools will be provided. 3448 schools will be provided with sports materials, drinking water facilities, sanitary facilities and teaching learning materials. Funds will be provided for the improvement of 3448 playgrounds.

- VI. The project proposes to equip and upgrade the skills of the NFE instructors, and Primary School teachers, through periodic training. They will be trained in a phased manner. Resource units/centres will be setup at different levels for this purpose.
- VII. The project proposes to ensure attainment of Minimum Levels of Learning of all children in Primary Schools and Non-formal education centres.
- VIII. The project proposes to sensitise the community towards the need for education and to involve them in planning for universal elementary education.
- IX. The project aims to bring about allround development of children. For this purpose the formal mode of teaching cum learning will be supplemented with use of media, field trips, Quiz, Sports, Music etc. This activity\_based process will ensure better learning and achievement on the part of children. This also aids identification and development of the latent potentialities of children.
- X. The project will try to build strong linkages between Pre-primary education and Primary Education.

## PHYSICAL TARGETS FIXED

A) New schools in un served habitations	-	102
B) Non-Formal Centres	-	5000
C) Dropouts to be brought to the fold of education	-	1.88 lakhs
D) Creches	-	500
E) Centre for physically disabled	-	Guidance to voluntary organisations & teachers
F) Enrollment in primary schools	-	100%
Dropout rate to be reduced to	-	5%
G) Number of teachers to be trained	-	9395
Number of VEC members to be trained	-	40000
H) No. of resource units to be established		
(i) District level	-	01
(2) Taluk level	-	12
(3) Nodal level	-	100
I) Supply of learning materials to	-	3118 schools
K) Construction of school buildings	-	131
L) Toilets and Water supply to	-	500
M) Residential Schools for girls	-	11
N) Construction of Teachers' Quarters	-	500

---

## CHAPTER V

### APPROACH AND STRATEGIES

In Chapter IV, the objectives of this project have been outlined. In the current chapter, the various approaches and strategies to be followed to achieve the objectives have been enunciated. They are:

1. Community mobilisation
2. Focus on Girls
3. Training of teachers
4. Reduction in disparities
5. Innovative initiatives.
6. Research.

A brief description of each one of these strategies follows:

#### 1. Community mobilisation:

To mobilise the men and material resources of the community in the District, this Primary education project proposes to:

- a) conduct enrollment drives through the village education committees. The VEC members alongwith NGO's, teachers, Anganawadi workers, etc., will conduct house visits to build up an awareness for the need of education among the parents.

b) form village education committees with village elders, teachers, anganawadi workers, ANMs, parents NGOs, as members. This committee would be responsible for planning, implementation and monitoring of this project. This is to ensure that decision making rests with the community itself and that plans are not imposed from above.

c) utilise media like news papers, television, radio, dramas, street plays, jathas, etc., to promote awareness and to ensure community participation. Local talent will be utilised for this purpose.

d) actively involve personnel from other Government Departments in environment building activities.

e) institute incentives for villages which attain cent percent enrollment and retention in anganawadi centres, formal schools and NFE centres.

f) orient the members of VEC regarding the aims and objectives of the project and their role in it.

#### Focus on Girls:

The very thrust of this project is to improve access, participation and achievement of girl children especially SC and ST. To meet this objective it is proposed to:

1) open primary schools on a priority basis in areas where enrollment is low;

2) open creches so that the girl children will be relieved of the responsibility of taking care of their younger siblings.

- c) upgrade lower primary schools to higher primary schools wherever high dropout rates are noticed due to non\_availability of a HPS within a reasonable distance.
- d) open NFE centres.
- e) build awareness among mothers for the need to educate their girl children by involving Mahila Mandals, AWWs, DWACRA groups, etc.,
- f) open residential schools for girls hailing from poorer sections of the society.

### 3. Training of teachers:

Teachers play a crucial role in improving retention and achievement of children in schools. To enable the teachers to play their role effectively it is proposed to:

- a) orient teachers about new methodologies of teaching like minimum levels of learning.
- b) conduct periodic training programmes to upgrade their skills.
- c) provide all peripheral facilities like classrooms, equipment, teaching aids, etc., to enable teachers to function efficiently.
- d) recognise innovative strategies adopted by the teachers and to disseminate such information.
- e) involve the teachers in planning and management of primary education as a member of village education committee.



#### 4. Reduction in disparities:

Focus will be on reduction of disparities between the socially and economically deprived sections and other sections of the society. Sensitising the teachers and the community towards gender issues will be the major task of the project.

#### 5. Innovative initiatives:

A large number of educational institutions, voluntary agencies and activist groups are taking a lead in educational activities. Many projects initiated by them have yielded cost-effective alternatives. It is proposed to encourage such organisations as also creative artists, writers and media persons to make their valuable contribution to education.

#### 6. Research:

Research will form a major component of DPEP. Action research projects; impact studies of certain new components which will be introduced; surveys to collect statistical information; correlational & experimental research; followup studies, etc., will be undertaken throughout the project period.

Evaluation Research will be undertaken concurrently and annually. This would be done by Government as well as private agencies.

The outcome of such research will be utilised for making mid-course corrections in programme planning and implementation. It is also proposed to document the research studies and store the data for any experts who may want to utilise such information for research purposes.

Statistical brochures and annual reports are proposed to be brought as one of the outcomes of the research endeavour.

\*\*\*\*\*

CHAPTER - VI

PROGRAMMES

- a) EARLY CHILDHOOD CARE  
EDUCATION
- b) GIRLS EDUCATION
- c) PRIMARY EDUCATION
- d) NON FORMAL EDUCATION
- e) SPECIAL COMPONENTS

## CHAPTER VI

### A) EARLY CHILDHOOD CARE AND EDUCATION

Several research studies have proved conclusively that the cognitive and psychological development of the children takes place within the first three years. Hence, there is a felt need for E.C.C.E.

The Government of India and the State Government, taking cognisance of the need for E.C.C.E., have launched a massive scheme of Integrated Child Development Services. This is a package of services comprising pre\_school education, health and nutrition.

There are 3325 Villages and 399 hamlets in Kolar District. Out of these, 1954 villages have been covered under this scheme. There are 2082 Anganawadi Centres in the District. 48 more Anganawadi centres are proposed to be opened during the current year. The Government of India is planning to cover the remaining vil lages under the I.C.D.S. in a phased manner.

DPEP also proposes to improve ECCE in the district. Towards this end, it proposes to:

1. build up an awareness among the community for the need for ECCE.
2. open 500 creches for children in the age group of 0 \_ 3 years in villages where drop\_out rate among girls is high.
3. provide resource materials for creches & AWCs.
4. ensure AWCs are located close to the primary schools.
5. Provide infrastructural facilities for AWCs.  
The cost will be met by the State Govt./Z.P.
6. ensure that timing of AWCs, Creches & formal schools, coincide.

\*\*\*\*\*

## B) GIRLS EDUCATION

The economic and social returns to education for women are substantial and on the whole probably greater than those for men. Education raises the productivity of men and women both at home and in the work place. Macroeconomic policies obviously are critical in expanding economic opportunities, but education permits individuals, especially women, to respond more effectively to such opportunities. Education for women has an even greater payoff. It influences birth rate, IMR, health and influences girls' education. These returns justify greater investment in schooling for girls.

The female literacy rate of Kolar District is 32% (overall) 21% (SC) and 7.29% (ST). The dropout rates of girls in classes I to IV is 35% (overall) 32% (SC) 38% (ST). Besides, there is a large percentage of girls who have not joined school at all.

### BARRIERS TO GIRLS EDUCATION

As per the survey conducted in some villages of Kolar District, the barriers to girls' participation in education are as follows:

1. care of younger siblings at home.
2. household work.
3. low levels of awareness among parents for the need for girls education.
4. belief among rural parents that girls should not attend schools after they attain puberty.

5. poor quality of education being imparted in schools
6. mother's illiteracy
7. poverty
8. child labour

#### STRATEGIES TO OVERCOME BARRIERS TO GIRLS EDUCATION

In order to tackle some of the problems facing girls education, the Government of Karnataka has introduced many schemes such as providing Free Text books, Free Uniforms, and Mid-day Meals to all Children in Classes I to IV. Efforts are also being made to recruit 50% female teachers.

The Directorate of Text Books has a programme of identifying gender bias in Text books and rewrite the lessons accordingly.

In addition, the current programme envisages adopting the following strategies:

- a) Creches to be opened in the areas where there is more concentration of SC/ST and labour class population.
- b) Residential schools for poor girls, one each in every taluk.
- c) Improving the quality of schooling.
- d) Awareness building among parents regarding the importance of girls education, through special drives, street plays and cultural programmes. It will be organised through village education committee, (cultural troupes). Non-Governmental organisations, Mahila mandals, DWACRA groups etc.

- e) Non\_formal education centres will be opened wherever there is high percentage of dropouts among girl children.
- f) Posting one female teacher to every primary school
- g) Lady Nodal organisers, one each for every taluk, will be appointed.
- h) Co-operation will be sought from other Government departments like Women & Child Welfare, Health, Backward classes,
- i) Taluk Chief Executive Officers will be directed to ensure that girls get maximum benefits from the the schemes of different departments.
- j) Fair representation to lady members will be given in the VEC.
- k) Teachers will be specially trained to enroll and retain girl children in the classes and improve their learning achievements by adopting MLL.
- l) Mother's committees will be formed in every village to educate the mothers (parents) regarding the importance of the girls education.
- m) To provide separate toilets with water facilities for girls in every primary school.
- n) Resources will be mobilised to give training to girls in Karate, Yoga, Judo, etc. Co\_curricular activities will be encouraged as one of the means of motivating girl children.

\*\*\*\*\*



### C. PRIMARY EDUCATION:

The Constraints to Universalisation of Primary Education in Kolar District have been, inadequate number of teachers, over\_crowded classes, teacher absentism, poor quality of teaching, poverty etc. Illiteracy is a great hindrance to all developmental activities in the district.

The project aims to provide opportunity for enrolment and retention. It proposes to create active and motivated village education committees in each village. The members of the Village Education Committee would be given orientation and training to enable them to perform the tasks assigned to them. The village education committee would conduct survey to identify the children in the age group of 6-14 years, who have not enrolled in the school or have dropped out and motivate parents to enroll their children in the schools. It would identify areas where N.F.E. Centres have to be opened. The village education committee would meet the parents frequently and make them understand the importance of education. They will also initiate enrollment drives.

Secondly, schools have to be opened in eligible schoolless villages. At present the district has 102 schoolless villages. School mapping exercise was done to arrive at this list of 102 new schools to be opened. For details refer supplementary booklet on SCHOOL MAPPING.

The next step in D.P.E.P. is to retain the children who are enrolled in the school, for a period of 14 years or till the children complete 5th standard. The existing schemes of the State Government like provision of free uniforms, textbooks etc., will be utilised to motivate such children to attend schools and reduce drop\_out rates.

#### ACHIEVEMENT:

It is proposed to appoint 204 teachers needed for the new primary schools. Preference will be given to lady teachers. The State Government's clearance would be obtained to fillup existing vacancies and create 170 additional posts so that there would be one teacher per class. All the teachers will be trained in a phased manner in the modern techniques and strategies of teaching.

The project aims to ensure that all children attain the minimum levels of learning. To start with every teacher will conduct a pre\_test for the children of the school to ascertain the existing competency of each child. The teacher would then plan his teaching strategy so that 80% of the pupils achieve 100% mastery over the competencies defined for each standard.

The teacher will make use of the teaching aids, audio\_visual media, paper cuttings etc., to make the children learn effectively. In addition to this, the teacher will take children on field trips to enable them to gain knowledge about the environment.

Emphasis would be laid on co-curricular activities and sports.

## INFRASTRUCTURE:

The District Primary Education Programme authority proposes to improve Physical facilities for education as follows:

### 1. CONSTRUCTION OF BUILDINGS FOR 102 NEW SCHOOLS:

The total number of eligible school less villages identified in the district are 102. Buildings for these villages are to be provided in a phased manner in two years and the schools would be started from first year with the available buildings in the villages. At present 73 classrooms are existing and remaining 131 classrooms will be constructed from the project fund.

### 2. PROVIDING TEACHING - LEARNING AIDS TO 102 NEW SCHOOLS:

The following teaching learning materials will be supplied to 102 new schools in a phased manner.

Sl.	Items	Qty No.	Amount Rs.
1.	Chairs	2	500-00
2.	Table	1	1,000-00
3.	Desks	10	15,000-00
4.	Almirah	1	3,000-00
5.	Playmaterials		5,000-00
6.	Teaching aids		3,500-00
Rs.			28,000-00

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016 D-10735  
DOC, No.....  
Date..... 22-06-2012

**5. STREAMLINING THE DISTRIBUTION OF TEXT BOOKS: \_**

Action will be taken to distribute free text books well in time to the SC/ST and Girls through the village education committee.

**7. PROVIDING SANITARY FACILITIES TO 500 SCHOOLS:**

Sanitary and drinking water facilities are essential in the premises of Schools. Rs.15,000/- will be provided for Sanitary purpose and Rs.10,000/--for drinking water supply. Borewells and pipelines will be provided wherever possible by Zillapanchayath.

**3. RESIDENTIAL ACCOMADATION FOR TEACHERS:**

To reduce the dropout rate one of the strategies proposed is to provide free accommodation to teachers working in backward areas. Quarters will be provided in 500 villages.

**7. PROVIDING PLAY GROUNDS AND SPORTS MATERIALS:**

Playgrounds will be provided by making use of the land available in the vicinity of the village. Proper levelling and fencing will be done with the co-operation of the village education committee. 3148 schools will be given Rs.2000/- each for the improvement of the playgrounds.

#### 10. ELECTRIFICATION OF SCHOOLS:

2800 schools have to be electrified at the cost of Rs.2,000-00 for each school. This would enable the teacher to show film strips and other aids to make teaching-learning process more effective. Besides these, electrified school rooms will be utilised to conduct NFE classes during the night times.

#### 11. HYKES AND TOURS:

3118 schools will be provided Rs.500-00 each for undertaking educational tours and hykes each year.

#### 12. EQUIPMENT AND FURNITURE:

3016 schools will be provided equipment and furniture worth Rs.15,000-00 each, to make the schools more attractive.

3016 schools will be provided one Almirah each at a cost of Rs.4,000-00.

102 new schools will be provided Rs.500-00 each every year for contingency.

Laboratory equipment at Rs. 3,000-00 will be provided for 3118 schools.

Children's library books worth Rs.2,200-00 will be provided for 3118 schools.

#### 13. MEDICAL EXAMINATION:

The medical checkup component of the schools will be strengthened to ensure physical fitness of the children.

\*\*\*\*\*

## D. NON FORMAL EDUCATION

The formal education system has failed to retain all the school age children in the classroom due to various reasons such as poverty, ignorance of parents, social dogmas, poor quality of teaching, unsuitable school timings etc., resulting in high rate of dropout. Hence, alternate modes of delivery have to be used and one such could be opening of non-formal centres.

At present, we have 3016 schools and 8601 teachers in our district. But still the dropout rate is as follows: (a) 31.94% for the general category, 35% among girls and 32.64% among SC/ST in the age group of 6-10 years. (b) 47.91% in general category, 53.50% among girls and 58.25% among SC/ST in the age group of 11-14 years.

We require 5000 non formal centres to educate 1,25,000 dropouts and non-school going children. These centres will serve the purpose of educating the children of deprived and disadvantaged groups.

### GOALS AND OBJECTIVES

1. To Cover all the children in the age group of 6-14 years.
2. To develop minimum levels of learning among dropouts and non-attending children.
3. To facilitate lateral entry of children from the NFE stream to formal schools.

## STRATEGIES

1. Total literacy campaign will be launched in the district from the year 1994\_95. TLC also proposes to provide NFE for the children in the age group of 9\_14 years. Therefore the first year of NFE will be taken up as a part of the TLC in the district. From the second year onwards, NFE will become a component of DPEP.
2. Timings of the Centres would be as per the convenience of children.
3. One and half hours to Two hours instruction would be imparted daily.
4. The Instructor would be a suitable local person, preferably a woman or an unemployed youth.
5. The teaching learning materials used for NFE during TLC in the District would be used.
6. The assistance from NGOs, youth clubs, yuvaka mandals and Mahila mandals would be enlisted for NFE.
7. Suitable place like schools/Anganawadi centres could be used for conducting NFE classes. It is proposed to have 25 children per centre.

8. Efforts will be intensified in remote villages and pockets where dropout phenomena is high among girls & SC/ST.
9. The duration of NFE will be two years.
10. Lateral entry into the formal system will be provided for the children of NFE centre.
11. Voluntary Organisations will be motivated to adopt NFE centres.

#### STEPS

1. Survey will be conducted in the villages to identify NFE beneficiaries.
2. Opening of centres with the co-operation of village education committee.
3. Selection of volunteers by the VEC.
4. Training the NFE volunteers/instructors.
5. Periodic inspection by Government Officials, resource persons and Village Education Committee.



## MANAGEMENT

The village level committee will manage the centre. A co-ordinator will be selected to monitor NFE. He/She will be paid TA/DA.

## EVALUATION

Taluk level education officer and inspectors and NGOs will be assigned the responsibility of evaluating the NFE centres. This evaluation will be conducted once in two months.

## E. SPECIAL COMPONENTS

The project aims at providing primary education to disabled children. The voluntary organisations will be identified to open special schools if need be for physically handicapped, mentally retarded children in the district and encourage such institutions. Further guidance will be given to such disabled children to get education in such special schools in other parts of the state. Some teachers would be given specialised training in the education of the special groups. TOTAL BUDGET REQUIRED IS RS.180 Lakhs.

\*\*\*\*\*

CHAPTER - VII  
TRAINING

## CHAPTER VII

### TRAINING

Training of personnel is the top priority of the District Primary Education Programme. For the qualitative improvement of the programme, a comprehensive and integrated teacher training is essential. The competence, motivation and participation of teachers can be improved through continuous and comprehensive training and periodic monitoring.

#### OBJECTIVES OF THE TRAINING PROGRAMME

1. To impart periodic training to all primary school teachers and other personnel working in the field of N.F.E
2. To develop the competencies of teachers to develop minimum levels of learning (MLL) among students.
3. To monitor the training programmes throughout the project period and to make improvements wherever necessary.
4. To form district and nodal level training centres with adequate facilities in all taluks.

#### TRAINING TARGETS

Basic training will be given to all teachers working in the primary schools, non-formal education instructors, V.E.C. members, and supervisory staff i.e., Educational Officers, Subject Inspectors, Assistant Educational Officers, Inspector of Schools and Nodal level organisers.

CATEGORY OF PERSONS TO BE TRAINED NUMBER OF PERSONS

---

A)	Members of Dist.,Resource Unit	25
B)	Taluk Resource Unit(High School Teachers) 30x12	360
C)	Nodal Level Organisers + Headmasters	200
D)	Teachers (8601+204+190+400) (Existing+New School+Addl.School+Vacancies)	9375
E)	VEC Members	40000
F)	NFE Instructors	5000
G)	Cultural Troupes(2 groups, 15 Members each taluk)30x11	330
H)	Field level Staff (AEO/IOS/Gr.Head Master, EO's/Subject Inspectors)	169

---

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

(D I E T) AND

**DISTRICT LEVEL TRAINING GROUP**

The DIET will act as district resource and documentation centre. The District Training Group will give basic training to EO's/AEO's/ Subject Inspectors and IOS's. It will also give training for Taluk Level Resource Persons. Inturn, the taluk level Resource Unit will give training to teachers, members of VEC and NFE Instructors. The Training Subcommittee will plan training programmes and develop modules. They will supervise and monitor nodal level training programmes.

## NODAL CENTRE FOR TRAINING

For integrated, comprehensive and continuous training programme, the nodal training centres will be formed. Four Panchayaths comprising of 75 to 100 teachers will be considered as one Nodal Centre. Hundred such Nodal Centres will be formed in suitable High Schools having library & laboratory facility. Refresher courses will be held for primary school teachers, in such schools.

These centres will be started to facilitate teachers training. The Nodal Organisor will conduct sectoral meetings at the nodal centres for review, training, monitoring and evaluation purposes.

These meetings will be utilised for planning the topic for training in the subsequent meeting. Resource persons for such training would also be identified and intimated. During the course of training some skilled/competent primary school teachers will be identified. Such teachers will also be used as resource persons for training.

Graduate Head masters already working in Model Schools will be the co-ordinators of the nodal centres. The salary component will be met out of the State Government funds and this system will be sustained even after the project period.

A team of 30 High School teachers (5 for each subject) will constitute the resource group at the taluk level. The co-ordinators at the taluk level will coordinate with this group and organise training programmes. The Assistant Educational Officer will act as the Taluk Level Co-ordinator.

#### NATURE OF TRAINING AT NODAL LEVEL:

Initial training of five days duration will be given to all the primary school teachers.

DIET along with district level training group will be responsible for training the taluk level resource persons. It is proposed to be of 5 days duration. Further refresher courses of one day duration will be organised twice a year in this unit. The assistance of District Science Forum will be enlisted.

#### TRAINING MANAGEMENT

1. The district level core team, Educational Officers, Subject Inspectors, Assistant Educational Officers, Inspector of schools and Nodal level Co-ordinators will be given training initially for a period of three days. Refresher training will be given subsequently.
2. The members of the VEC., taluk management committee, and District Management Committee will be given one day Orientation with respect to their roles and responsibilities.

3. Master trainers trained in Total Literacy Campaign will continue to be used in training NFE Instructors in the subsequent years. Refresher courses for Master trainers will be organised once a year. The NFE Instructors will be given training for a period of nine days from the second year onwards.

#### 4. TRAINING OF CULTURAL TROUPES:

The identified talented artists in the District will be given training. Two cultural troupes with fifteen members each per taluk will be trained for a period of seven to ten days. Refresher training of five days will be given every year.

Study Tours for members of the project committee will be arranged to the states where the project work is in progress for the induction of innovative approaches in the implementation of the DPEP.

#### PRIORITY COMPONENTS IN BASIC TRAINING

The nodal level teachers training will concentrate on the following essential components which are helpful for the qualitative improvement of the skills of the primary school teachers.

1. Basic knowledge and skills for achieving MLL.
2. Innovative techniques of teaching.
3. Child-centred and activity based approaches.
4. Environmental awareness.
5. Craft.
6. Child care.
7. Health and nutrition.
8. Music.
9. Using of mass media etc.,
10. Basic knowledge and skills in multi\_class teaching.
11. Preparation and effective use of low cost teaching aids.
12. Personal and enviornmental hygiene.
13. Teaching of Languages, Maths, Science and Environmental studies
14. Continuous and comprehensive evaluation of learning achievement.
15. Gender sensitisation.
16. Collection of data in prescribed proformas.
17. M.I.S.

The training programmes will be periodically evaluated and teaching modules will be modified/new ones prepared as and when found necessary.

\*\*\*\*\*



CHAPTER - VIII  
MANAGEMENT

## CHAPTER VIII

### MANAGEMENT OF DISTRICT PRIMARY EDUCATION PROJECT

Investment on education needs priority. It aims at development of human resources. Hence all eligible children should be brought to the school, retained and exposed to minimum levels of learning. Literacy rate of Kolar district is 42.83% which confirms that it is lagging behind in education, particularly of female and disadvantaged groups. Efforts made since independence have yielded results, but not to the fullest extent. Hence careful planning, sincere efforts, service minded personnel and efficient management are essential to achieve the desired result. For effective management of the programme, it is proposed to form an autonomous committee at the district level with due representation to all sections of the community.

The structure and functions of the committees are as detailed below:

#### DISTRICT ORGANISATION:

It is named as District Primary Education Project:

- i) District Panchayath President : Patron
- ii) Deputy Commissioner : Chairman
- iii) Chief Executive Officer : Vice Chairman
- iv) Deputy Director of Public Instruction : Chief Project Officer cum Treasurer
- v) Members:
- a) Educational Administrators:-

Educational Officers  
Subject Inspectors  
Assistant Educational Officers

b) Teachers:-

One Nursery Teacher  
Two Primary Teachers  
One High School Teacher

c) Elected People's Representatives:

One Member of Parliament  
One Member of Legislative Assembly  
One Member of Legislative Council  
One Zilla Panchayath Member

d) Voluntary Organisation:

e) Social Worker: One ( S.C. )

f) Principal: District Institute of Education  
Training.

g) District Adult Education Officer

h) Executive Engineer, District Panchayath

i) Assistant Director, Women and Child Welfare

j) District Social Welfare Officer

k) District B.C.M. Officer

l) Social Worker ( Woman)

m) Educationist : One

MEMBERS: at least 30% of the membership will be filled by women members.

#### FUNCTIONS OF THE DISTRICT COMMITTEE :

1. Formulation of policies and implementation of programmes
2. Initiating Research programmes
3. Providing amenities like buildings, learning materials, sanitary facilities, play materials, etc.,
4. Supervise, assist and guide the functions of block level and village level committees
5. Organising training programmes for taluk resource units and others
6. Supply of training modules
7. Conduct of survey & providing additional facilities wherever necessary after review.
8. Providing incentives to the teachers and students

9. Implementing the schemes formulated by the State Committee if any
10. Financing and Monitoring
11. Monitoring & Evaluation

#### EXECUTIVE COMMITTEE

It is proposed to set up an Executive Committee with the following Organisation structure:

Chief Executive Officer, Zilla Panchayat : Chairman

Deputy Director of Public Instruction : Treasurer\_cum\_  
Secretary

#### Members:

1. Educational Officer
2. Assistant Educational Officers
3. A Member of Legislative Council
4. District Adult Education Officer
5. Assistant Director, Women and Child Welfare
6. Principal, D.I.E.T.
7. Voluntary agency representatives
8. Social activists

Further, it is also proposed to form the following Sub\_Committees from the members of Executive Committee with specific responsibility:

1. Training & Research
2. Monitoring &
3. Finance
4. Environment Building

**FUNCTIONS OF THE EXECUTIVE COMMITTEE:**

The Executive Committee will formulate the policies and programmes for the district under District Primary Education Programme. Further, the programmes of sub\_committee will be reviewed and implemented.

**FORMULATION OF TALUK LEVEL MANAGEMENT COMMITTEE:**

This committee consists of the following members:

President of Taluk Panchayath	: Chairman
Educational Officer/Assistant	: Project Officer
Educational Officer	cum Treasurer
Inspector of Schools	: Asst. Project Officer

**Members:**

Five Chairmen of selected Gram Panchayath

Education Committee

One Representative from SC/ST Group

Two Women Members

Chief Executive Officer, Taluk Panchayath

Child Development Project Officer

**FUNCTIONS:**

1. To supervise, assist and guide the Village level Committee
2. To organise Training programmes for teachers and others
3. To maintain the accounts
4. To monitor the programme

**VILLAGE LEVEL COMMITTEE:**

Village level committee consists of the following members:

Chairman/Member of the Grama Panchayath :	Chairman
Headmaster / Teacher :	Co_ordinator

**Members:**

1. Doctor locally available
2. Leading person of the village interested in education
3. Lady Member
4. Retired Service Personnel
5. Parent representatives

Male=2, Female=3 ( One from SC/ST)

## FUNCTIONS

1. To assist the teachers to enrol all eligible children
2. To provide attractive school environment
3. To equip the school with necessary facilities (playground, furniture, sanitary facility accommodation, staffing pattern, etc.,)
4. To assist the teacher to retain the enrolled students
5. To establish non\_formal education centres for the drop\_outs.
6. To supervise the formal and non formal education components to ensure satisfactory achievement of the children.

## MONITORING AND EVALUATION OF D.P.E.P. :

For effective and efficient management of DPEP, the management structure proposed for different components have been given in the Flow chart No.1.

**Nodal Centre:** These centres would be responsible for monitoring the performance of the schools, teachers & students and training of teachers.

**School:** At the school level, the Head Master would be responsible for management of student flows; achievement levels of students and keeping records.



Data will be collected monthly, quarterly and annually; resulting in

- a) statistical brochure
- b) research output
- c) assesment of system efficiency and school effectiveness
- d) financial data
- e) feedback to officials for implementing mid course corrections

For more effective monitoring of the system, certain improvements over the existing Inspectorate have been proposed in the flow chart no.3. The flow chart no.3A shows the pattern of existing inspectorate.

The success of DPEP depends upon the efficient monitoring and periodic evaluation. This will be undertaken at three levels i.e., District, Taluk (Range) and Village level, both for formal and nonformal education. The proposed Management Information System to be put in place is as given in Flow Chart no.2.

**District Level:** Monitoring cell will be created at the DDPI's office. Computers will be used for creating databases for monitoring purposes. Proformas will be developed, printed and given to all concerned personnel. The data will be collected within a specific time frame. For this purpose a matador van with a driver will be provided for the efficient and timely supervision of the project activities.

The existing Stastical Officer and the typist of the DDPI's office will be given additional work as Senior Statistical ,Officer and Data Entry Operator respectively, with an allowance of Rs.500-00 per month each.

The DDPI and the officers in the office of the DDPI, Chairman and Members of the District Level Coregroup, will visit the talukas and the villages, to monitor and evaluate the programme. Suitable suggestions and guidance will be given for smooth functioning.

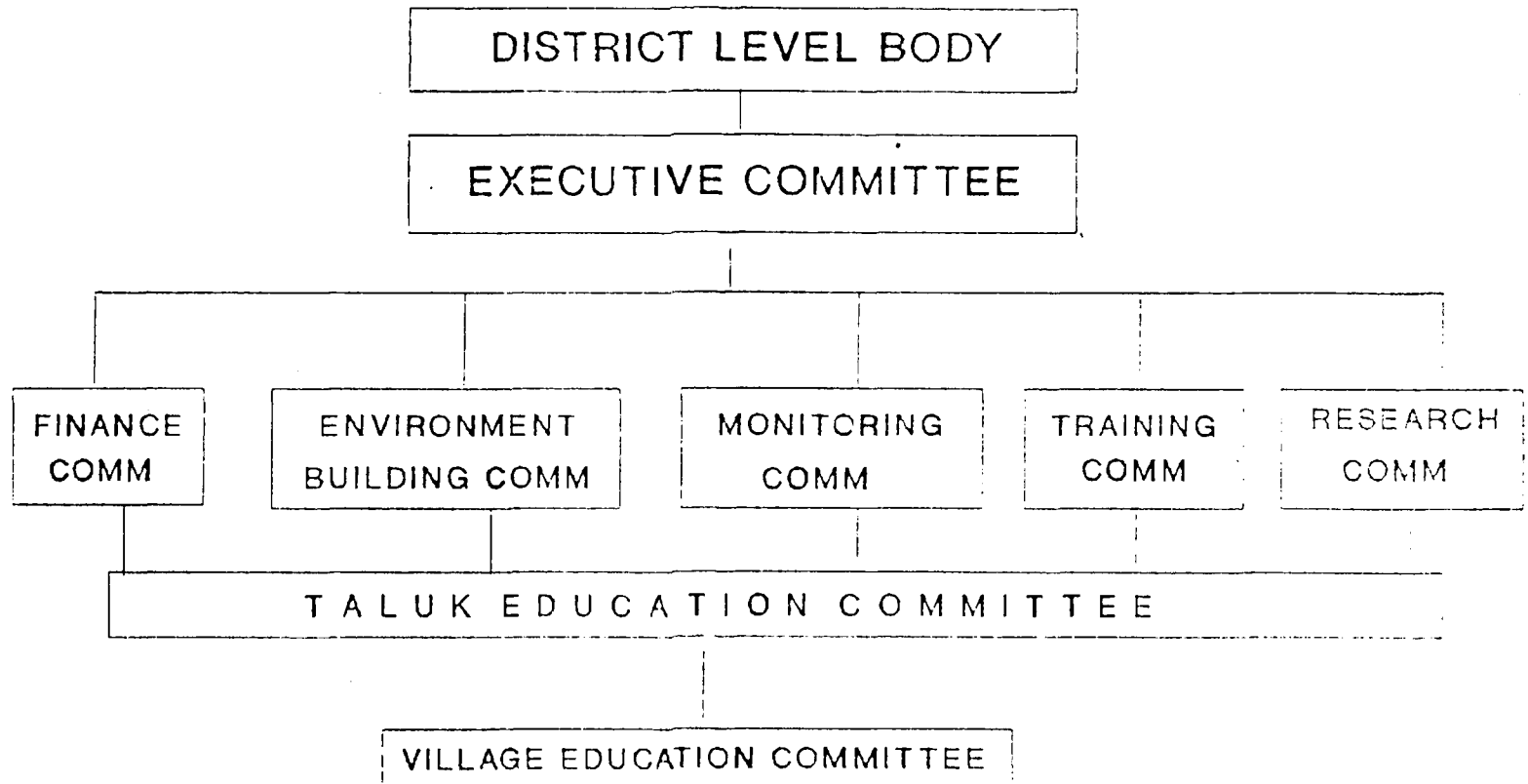
**Taluk Level:** The Assistant Education Officer with the assistance of Project Co\_ordinator, Inspectors and Taluk level core group will monitor at the taluk level. Taluk level inspectorate will visit the schools periodically and meet the village education committees, guide them for the smooth implementation of the programme. Twelve jeeps with drivers, for each range, will be provided for efficient supervision and evaluation at the grass root level. Each Taluk Project Office will be equipped with computer systems. The existing clerk and Typist of the AEO's office will be given additional work as Junior Statistical Assistant and Data Entry Operator with an allowance of Rs.500-00 per month each.

Village Level: The village education committee with the assistance of concerned teachers will monitor enrolment, retention and achievement. Learning process will be evaluated continuously. Common evaluation forms for all the schools in the village panchayaths will be supplied periodically and the levels of achievement of the M.L.L. will be assessed. The parents will be kept informed of the scholastic progress of their wards. If children do not master 80% of the competencies, remedial work will also be taken up.

The implementation of the project will be evaluated once in three months at District, Taluks and Village level by the members of the core committee. The work will also be entrusted to the external agencies such as Indian Institute of Management, Institute for Socio Economic Change Etc. Such agencies will evaluate the progress of the Project once a year.

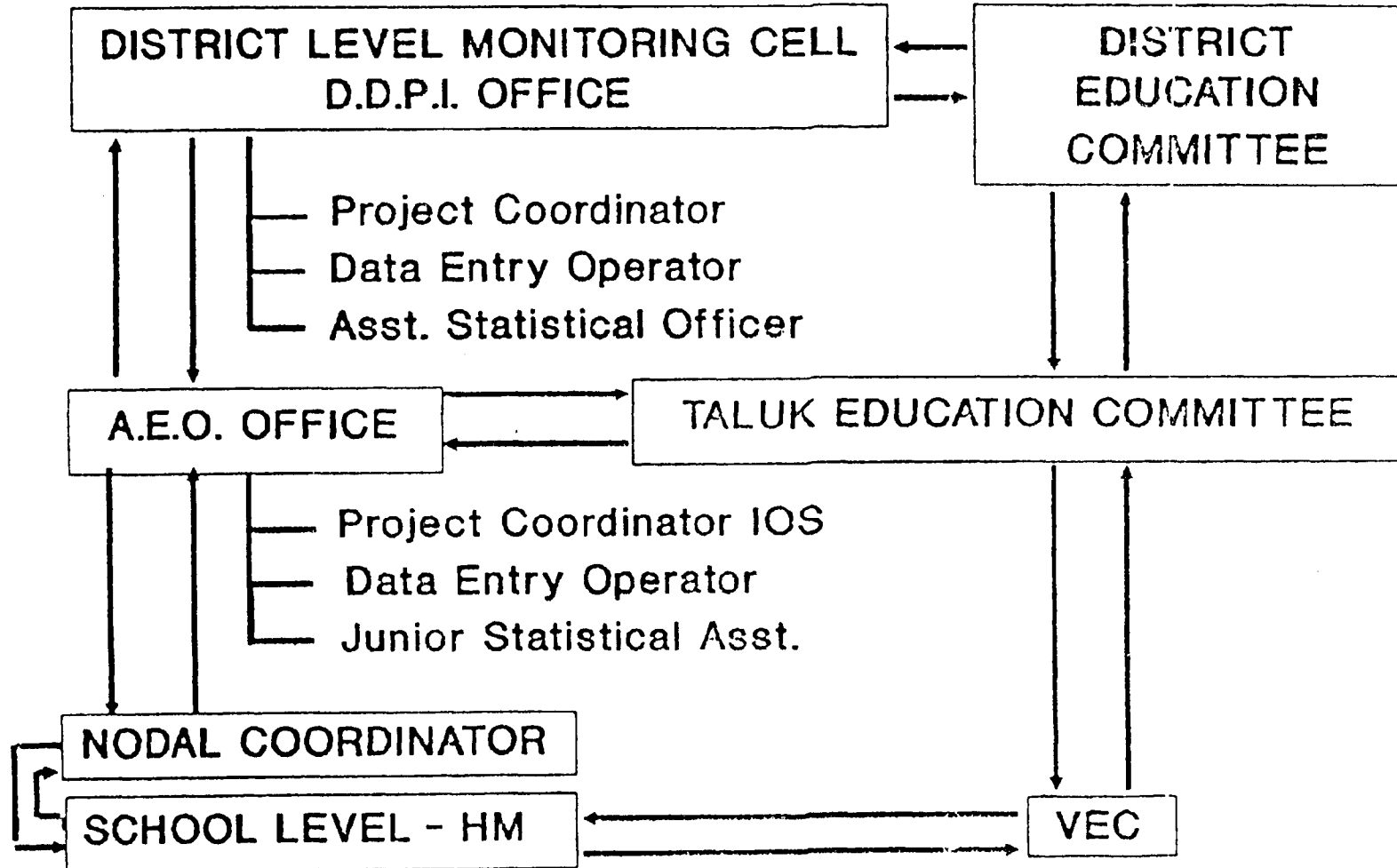
\*\*\*\*\*

FLOW CHART 1  
MANAGEMENT MODEL OF DPEP



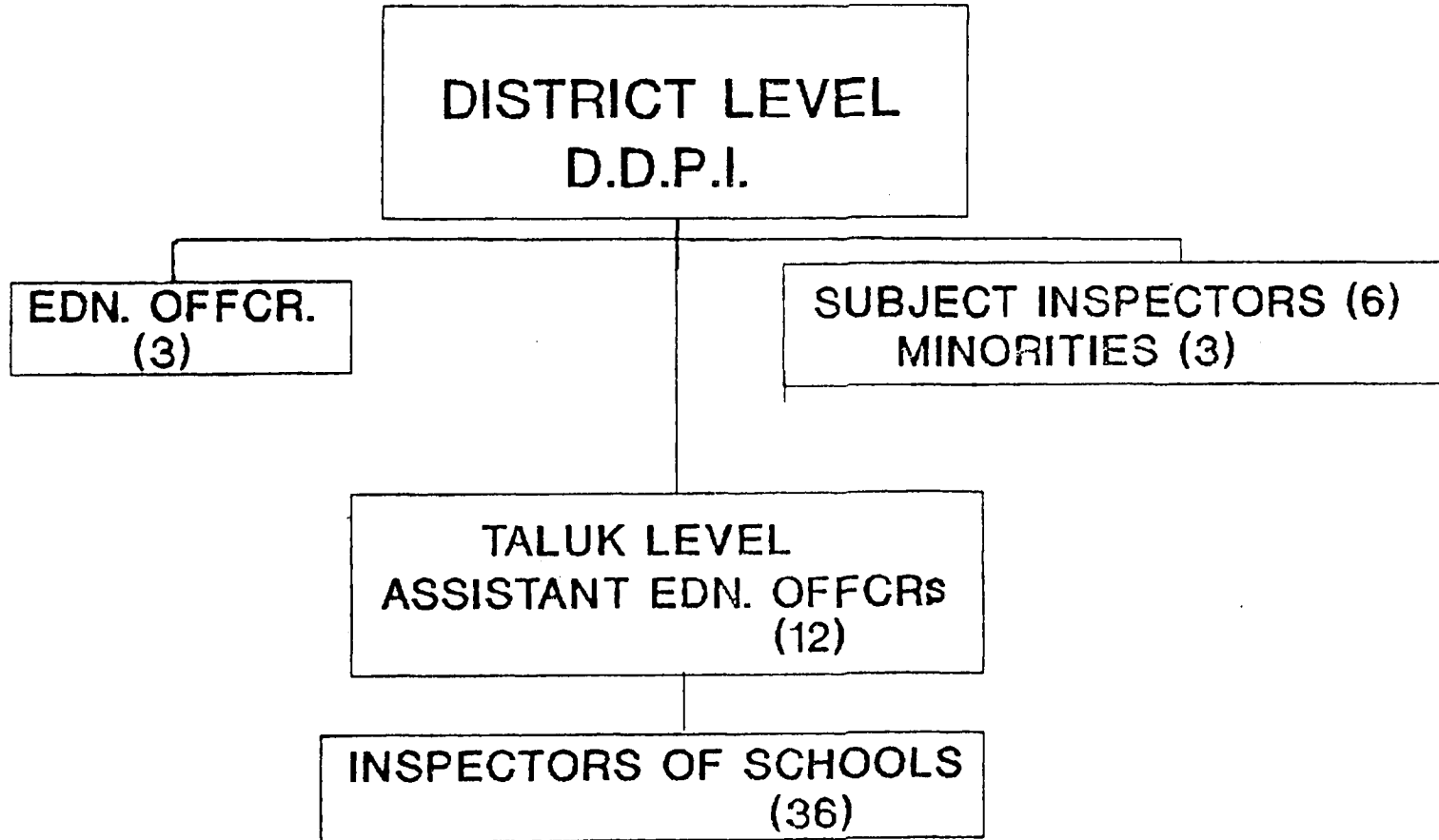
# FLOW CHART - 2

## MANAGEMENT INFORMATION SYSTEM

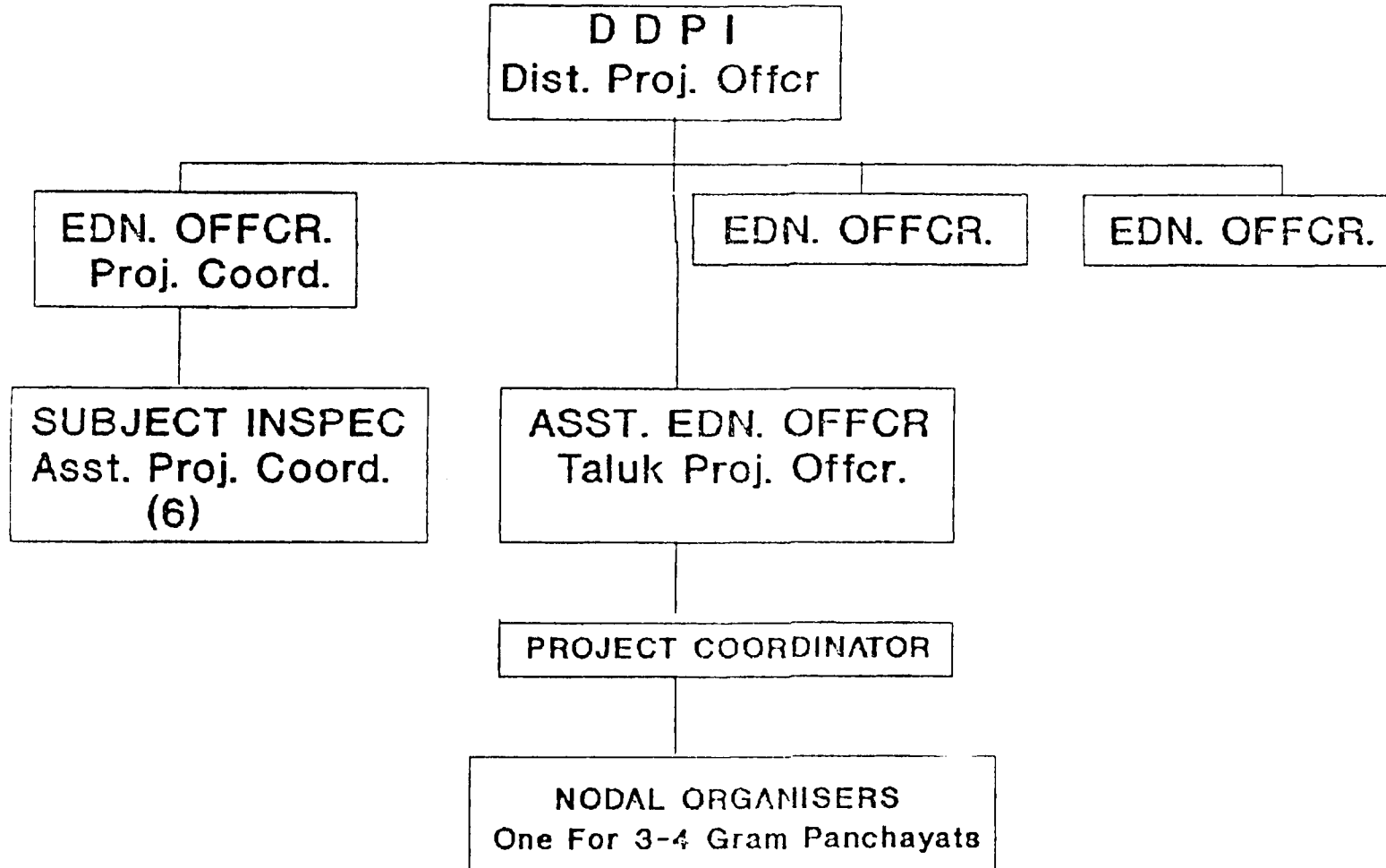


# FLOW CHART - 3A

INSPECTORATE  
(EXISTING)



**FLOW CHART - 3 B**  
**INSPECTORATE**  
(PROPOSED)



CHAPTER - IX  
RISKS AND BENEFITS



## CHAPTER IX

### RISKS AND BENEFITS

The object of DPEP is to improve access, participation and achievement. The schools are to be made more attractive for children by providing required infrastructure like buildings, furniture, library, laboratory, sports and play materials. The success also depends upon the effective supervision and monitoring of DPEP. At present each IOS has to supervise 80-100 schools and AEO has 250 and 300 schools with 800-1000 teachers in his jurisdiction. This makes it virtually impossible for the AEOs and IOS to spend sufficient time and energy in bringing about qualitative changes in each and every school in their jurisdiction.

The inspectorate has to periodically visit the VEC and meet the parents to motivate them to send their children to formal schools. They have to conduct meetings with the parents along with the VEC members to persuade them to send the dropouts to the NFC without hindering the normal productive work of the child.

The burden of supervising the Anganwadi centres, creches, Residential Schools for girls to be opened during the project period and their continuation afterwards also lies on the AEO and Inspectorate. Proper utilisation of infrastructural facilities provided and organisation of training to members of VEC, teachers workers, workers of A.W, and instructors of NFC, is another important responsibility of the AEO and the Inspectorate.

They have to also undertake visits to NFC centres during night times after school hours. In the circumstances mentioned above the AEO and Inspectorate play a vital role at the taluka level in the implementation of the project. Hence a jeep for each AEO is very essential.

The state government has to bear the responsibility of funding various programmes started by the project after the end of the project period like construction of classrooms, salaries to the new teachers, drivers, POL for jeeps and maintenance of equipments provided to district and taluks.

Implementation of the DPEP results in the increase of enrollment rate to 100% and decrease the dropout rate to 5%. The literacy rate will be enhanced. Socially weak and disadvantaged groups will get better opportunities for their education. Gender disparities will be reduced as the project lays stress on the girls education.

The Project aims at the alround development of the child with focus on development of scientific thinking and interest in sports and cultural spheres. This project results in the development of human resources and involvement of community in planning and development.

#####

IMPLEMENTATION SCHEDULE FOR THE YEAR 1994 D P E P FOUR

Sl No.	Project Activities	Agency involved in execution of work	TIME SCHEDULE														
			1993		1994												
			NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
1	Preparation of project	Dist. core team	XXXX	XXXX													
2	Community meets/Formation of VEC's	AEO along with Dist. core team members	XXXX	XXXX	XXXX												
3	Printing of proformas for collection of information child population dropouts etc.	D.D.P.I			XXXX	XXXX	XXXX										
4	Conventions-NGO's peoples representatives	Dist. core team			XXXX												
5	Formation D.R.U	DIET			XXXX												
6	Formation of Block level committee	D.D.P.I			XXXX												
7	Identification of Artists Jatha groups	Dist core team												XXXX			
8	Identification of Nodal centres for Trg	D.D.P.I		XXXX													
9	Training for Jatha Cultural troupes	D R U												XXXX	XXXX		
10	Formation of taluk Resource unit (TRU) & training (initial)	D R U		XXXX	XXXX												
11	Training for VEC members	T R U				XXXX											
12	Training for Block level committee	D R U				XXXX											
13	Training for field staff/Nodal organisers	D R U					XXXX										
14	Initial training for Pry. Teachers	T R U										XXXX	XXXX	XXXX			

IMPLEMENTATION SCHEDULE FOR THE YEAR 1994

Sl. No.	Project Activities	Agency involved in execution of work	TIME SCHEDULE													
			1993		1994											
			NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
15	Construction of 58 new school buildings	Dist. committee ZP division							XXXX	XXXX	XXXX	XXXX	XXXX			
16	Providing sports materials to 500 schools	Dist. committee										XXXX	XXXX			
17	Improvement of play grounds for 500 schools	Dist. committee									XXXX	XXXX				
18	Electrification of 800 pry. schools	Dist. committee ZP division								XXXX	XXXX					
19	Appointment (102) teachers for new schools	State Govt							XXXX	XXXX						
20	Hykes and tours	Dist. committee													XXXX	XXXX
21	Supply of Ahmirals for 500 schools	Dist. committee											XXXX	XXXX		
22	Training for data entry operator & Statistical Assts.	D R U							XXXX	XXXX						
23	Opening of (100) creches	Dist. committee											XXXX	XXXX		
24	Appointment of (100) supervisors of creches	State Govt											XXXX	XXXX		
25	Appointment of (200) helpers of creches	State Govt											XXXX	XXXX		
26	Resource materials for creches and A.W.C	Dist. committee											XXXX	XXXX		
27	Purchase of equipments to Dist. levees project office DHP etc.	Dist. committee							XXXX	XXXX						
28	Study tours of the project members to other stats	Dist. committee							XXXX	XXXX						
29	Equipments to range offices Teachers	Dist. committee											XXXX	XXXX		
30	a)Construction of nodal Trg centres by ZP b) by project funds	ZP. division							XXXX	XXXX						
		Dist. com ZP div.									XXXX	XXXX	XXXX			
31	Purchase equipments to nodal Trg centres like TV,VCP,library etc.	Dist. committee											XXXX	XXXX		

IMPLEMENTATION SCHEDULE FOR THE YEAR 1994

SL No.	Project Activities	Agency involved in execution of work	TIME SCHEDULE														
			1994												1995		
			JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	
32	Purchase of vehicles for Dist. project office Taluk projects	Dist. committee										XXXX	XXXX				
33	Appointment of drivers to metadors & 12 Jeeps	State Govt									XXXX	XXXX					
34	Opening of girls Residential schools Appointment of one teacher for each school	State Govt						XXXX	XXXX								
35	Appointment of cooks and helpers	State Govt				XXXX	XXXX	XXXX									
36	Supply of furniture, library laboratory etc	Dist. committee										XXXX	XXXX				
37	Construction of R.S. building with hostel	ZP division												XXXX	XXXX		
38	Evaluation	Outside agencies fixed by Dist committee														XXXX	XXXX
39	Research/ Development of training modules	DIET			XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX

Net amount required for the implementation of project programmes during 1 year ie. 1994-95 is Rs. 554.646 Lakhs.

CHAPTER - X  
BUDGET

DISTRICT PRIMARY EDUCATION PROGRAMME

PROJECT COST COMPONENTWISE

	Rs. in lakhs
1. Environment building	66.910
2. Civil Works - a) Project funds	967.700
b) Z.P. funds	103.900
3. Salary	419.970
4. Equipments & Educational material	1061.426
5. Items of qualitative improvement	1390.377
6. Research	80.000
7. Evaluation	7.500
8. Misc. - other expenditure	5.845
	-----
	4103.628
Z.P. Contribution for Civil works	103.900
	-----
Net Budget	Rs. 3999.728
	-----

ANNUAL IMPLEMENTATION COSTS - D.P.E.P., KOLAR

Rs. in lakhs

<i>Pre-Project</i>	<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>	<i>1997-98</i>	<i>1998-99</i>	<i>Total</i>
<i>15.460</i>	<i>538.747</i>	<i>1017.584</i>	<i>1094.267</i>	<i>891.765</i>	<i>545.805</i>	<i>4103.628</i>



DISTRICT PRIMARY EDUCATION PROJECT - K O L A R

B U D G E T

Rs. In Lakhs

SL.NO	PARTICULARS	PRE PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
I	ENVIRONMENT BUILDING:							
	a) Printing of proformas for 3325 Villages and enrolment drive jathas, Lithos, banners @ Rs.450 per village in pre project period @ Rs. 300 during Project	14.960	10.000	10.000	10.000	10.000	0.000	54.960
	b) project preparation cost (Ground work)	0.500						0.500
	c) Conventions & committee meetings of NGO's/peoples representatives		0.130	0.130	0.130	0.130	0.130	0.550
	d) Remuneration to artists, jatha groups, 2 groups per Taluk consisting of 15 members @ Rs.200 for 15 days		2.160	2.160	2.160	2.160	2.160	10.800
	TOTAL	15.460	12.290	12.290	12.290	12.290	2.290	66.910

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1974-75	1975-76	1976-77	1977-78	1978-79	TOTAL
II	OPENING OF 500 CRECHES in areas where the dropout rate of girls is high							
	a) Consolidated salary to 500 supervisors @ Rs.200		2.400 (100)	7.200 (200)	12.000 (500)	12.000 (500)	12.000 (500)	45.600
	b) Salary for 1000 helpers 2 helpers per crech @ Rs. 100 P.M		2.400 (200)	7.200 (400)	12.000 (400)	12.000 (1000)	12.000 (1000)	45.600
	c) Contingency @ Rs.25 per crech per month		0.300 (100)	0.900 (200)	1.500 (500)	1.500 (500)	1.500 (500)	5.700
	d) Medicine @ Rs.25 per crech per month		0.300 (100)	0.900 (200)	1.500 (500)	1.500 (500)	1.500 (500)	5.700
	e) Supplementary nutrition @ Rs.2 per day per child to a crech consisting of 25 babies for 300 days		15.000 (100)	45.000 (200)	75.000 (500)	75.000 (500)	75.000 (500)	285.000
	f) Non recurring expenditure @ Rs. 5000 per centre		5.000 (100)	15.000 (200)	25.000 (200)	25.000 (500)	25.000 (500)	95.000
	g) Resource materials for 500 crechs and 2130 A W C @ Rs. 2000 per centre ( Rs.1000 during 1st year and additional of Rs.1000 during IIIrd year)		22.300 (2230)	0.000	26.300 (2630)	0.000	0.000	48.600
	TOTAL	0.000	47.700	76.200	153.300	127.000	127.000	531.200

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
III	PRIMARY EDUCATION							
	1. Construction of new school buildings - 131 rooms for 102 new schools @ Rs. 55,000 I year * 58 rooms 60,000 II year * 73 rooms		31.900 (58)	43.800 (73)	0.000			75.700
	2. Providing equipments to 102 new schools @ Rs.28,000 each			14.280	14.280			28.560
	3. Providing equipments and educational materials to existing 3016 schools @ Rs. 15,000 each			150.000 (1000)	152.400 (1016)	150.000 (1000)		452.400
	4a. Providing sanitary facility to 500 schools @ Rs. 15000 each			22.500 (150)	22.500 (150)	30.000 (200)		75.000
	b. Drinking water facility 200 schools @ Rs.10,000 each			15.000	15.000	20.000	30.000	80.000
	5. Providing Teachers Quarters in 500 backward villages @ Rs.1,25,000 each			187.500 (150)	187.500 (150)	156.250 (125)	93.750 (75)	625.000
	6. Providing funds for improvement of playgrounds and purchase of sports materials for 3118 schools @ Rs.4000 each.		20.000 (500)	30.000 (750)	30.000 (750)	44.720 (1118)		124.720

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
7.	Electrification of 2800 schools @ Rs.2000 each		16.000 (800)	20.000 (1000)	20.000 (1000)			56.000
8.	Salary to 204 new teachers @ Rs.2200 PM  1 year 102 teachers 2200*102*12 11 year 204 teachers		26.728 (102)	53.856 (204)	53.856 (204)	53.856 (204)	53.856 (204)	242.352
9.	Providing funds for hykes and tours to 3118 schools @ Rs. 500 each		15.590	15.590	15.590	15.590	15.590	77.950
10.	Supply of Almirahs to 3016 schools @ Rs.4000		20.000 (500)	20.000 (500)	40.720 (1060)	20.000 (500)	20.000 (500)	120.720
11.	Contingency for new 102 schools @ Rs. 500 each		0.365 (73)	0.510 (102)	0.510 (102)	0.510 (102)	0.510 (102)	2.405
12.	Providing laboratory Operalus to 3118 Schools @ Rs.3000/-			30.000 (1000)	30.000 (1000)	33.540 (1118)		93.540
13.	Providing Childrens Library books for 3118 schools @Rs.2200 /-				22.000 (1000)	22.000 (1000)	24.596 (1118)	68.596
TOTAL			130.783	603.036	604.356	546.466	238.302	2122.943

Rs. in Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
IV	NON-FORMAL EDUCATION							
	a. Opening of New centres and appointment of 5000 instructors @ Rs. 200 /- PM			10.000 (5000)	10.000 (5000)			20.000
	b. Supply of learning materials and stationary @ Rs.50 per student for 1.25 Lakh students			62.500	62.500			125.000
	c. Teaching learning aids to 5000 centres @ Rs. 500 each.			25.000				25.000
	d. Contingency @ Rs. 200 per centre for 2 years to 5000 centres		5.000	5.000				10.000
	<b>TOTAL</b>		5.000	102.500	72.500	0.000	0.000	180.000

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
V	TRAINING							
	a. Training for District core team 25 members for 3 days @ Rs. 50 day.		0.038					0.038
	b. Refresher Course for one day for 25 members @ Rs. 50 per head			0.013	0.013	0.013	0.013	0.052
	c. Taluk resource unit 360 High school teachers for 5 days @ Rs.50 each.		0.900					0.900
	d. Refresher courses 360 persons 2 times per year of 1 day @ Rs.50 each			0.360	0.360	0.360	0.360	1.440
	e. Training 100 nodal level organisers/ IOG and 100 IM's of Nodal centre @ Rs.50 per head for 3 days		0.300					0.300
	f. Refresher Course of 1 day 2 times in year for 200 persons @ Rs. 50 each			0.200	0.200	0.200	0.200	0.800
	2. Training of Field level staff 70 members for 3 days @ Rs.50 per head		0.105					0.105
	b. Refresher course of 1 day @ Rs.50 for 70 members 2 time a year.			0.070	0.070	0.070	0.070	0.280

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
	c. TRAINING AT NODAL LEVEL Training for 9395 teachers for 5 days @ Rs.25 each		10.878	0.865				11.743
	d. Refresher Course for 2 days every year for 9395 teachers @ Rs.25 per day			4.697	4.697	4.697	4.697	18.788
	e. Sectoral meetings of 9395 teachers once in a month @ Rs.10 5 years		8.700	9.395	9.395	9.395	9.395	46.280
	3. Training for V E C members in 3724 villages 12 members in each- 40,000 @ Rs. 20 per head for 1 day		8.000	8.000	8.000	8.000	8.000	40.000
	4. Training for 5000 N F E for 7 days @ Rs. 20 per day			5.000	4.000			9.000
	b. Refresher course for 500 master trainers for 3 days @ Rs.50 each			0.750	0.750			1.500
	5. Cultural troupes 24 groups * 15 members each for 10 days @ Rs.60 per day.		2.160					2.160
	b. Refresher course for 3 days 360* 60			0.648	0.648	0.648	0.648	2.592

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
	6. Preparation of Training modules in each subject 10,000 @ Rs.50		2.000	8.000				10.000
	b. Preparation of multi media packages		2.000	2.000	2.000	2.000	2.000	10.000
	7. Contingency for 100 nodal centres @ Rs.5000 each per year		5.000	5.000	5.000	5.000	5.000	25.000
	8. FTA for 100 Nodal Organisers @ Rs.150 per month		1.800	1.800	1.800	1.800	1.800	9.000
	9. TA & DA for 360 resource persons who give initial training for Teachers @ Rs.50 per day 360*5*50		0.900					0.900
	10. TA & DA for 360 resource persons who give refresher course to teachers 2days in a year @ Rs. 50 per day			0.360	0.360	0.360	0.360	1.440
	11. Training for Data Entry Operators and Statistical Assistant for 2 days & one day refresher course every year @ Rs.50 for 26persons		0.026	0.013	0.013	0.013	0.013	0.072
	12. TA & DA to Artists to give training for cultural troupes @ Rs.100 for 12 members for 10 days & refresher course for 3 days		0.120	0.036	0.036	0.036	0.036	0.264
	<b>TOTAL</b>		<b>42.727</b>	<b>47.207</b>	<b>37.342</b>	<b>32.592</b>	<b>32.592</b>	<b>192.659</b>



Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1974-75	1975-76	1976-77	1977-78	1978-79	TOTAL
VI.	MANAGEMENT OF THE PROJECT							
	DISTRICT LEVEL PROJECT OFFICE							
	Equipments:-							
	computers - one - 1.25							
	calculators _ two - 0.005							
	DHP -1 0.08							
	Slide projectors -1 0.03							
	Furniture- 0.300		1.670					1.670
	Contingency & maintenance, @ Rs.0.500 per year		0.500	0.500	0.500	0.500	0.500	2.500
	Allowance to a) Data-Operator @ Rs.500		0.120	0.120	0.120	0.120	0.120	0.600
	b)Senior Statistical Assistant @ Rs.500 /-							
	Study Tours of the Project Members to other states 10 Members twice during the period @ rs.10,000 per head		1.000		1.000			2.000
	TOTAL		3.270	0.620	1.620	0.620	0.620	6.770

Rs. in Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
VII	RANGE LEVEL PROJECT EXPENSES							
	12 Ranges in the district							
	Equipments for Range:-							
	Computer - 1	1.25	15.000					15.000
	Calculators -2	0.03	0.360					0.360
	Duplicating Machine -1	0.2	2.400					2.400
	Tables -2	0.04	0.480					0.480
	Chairs -10	0.04	0.480					0.480
	Almirahs 2	0.08	0.960					0.960
	Contingency @ Rs.5000 per year		0.600	0.600	0.600	0.600	0.600	3.000
	Allowance for Data Entry operator allowance to existing Jr.Stat.Assist. Rs.500		1.440	1.440	1.440	1.440	1.440	7.200
	TOTAL		21.720	2.040	2.040	2.040	2.040	29.880

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
VIII	NODAL CENTRES							
	Equipments							
	T.V & V.C.P for 100 Nodal centres @ 40000*100		40.000					40.000
	Almirhas 3 *100 *4000		12.000					12.000
	Duplicating Machine 1*100*20000		20.000					20.000
	Library initial Rs.10000*100		10.000					10.000
	Recurring 5000*100			5.000	5.000	5.000	5.000	20.000
	Laboratory 20000*100		20.000					20.000
	Recoring 5000*100			5.000	5.000	5.000	5.000	20.000
	Furniture 50 chairs @ Rs. 400*100		20.000					20.000
	5 Tables @ Rs.1000*100		5.000					5.000
	Stationary Maintainance @ Rs.5000 per year 5 * 100		5.000	5.000	5.000	5.000	5.000	25.000
	Nodal Training Centres Buildings @ Rs. 1,40,000 hall out of 100 rooms 12 will be taken up by ZP		16.800 (12)	44.800 (32)	61.600 (44)			123.200
	TOTAL		118.800	59.800	76.600	15.000	15.000	315.200

Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
IX	VEHICLES FOR DISTRICT AND AND RANGE PROJECT OFFICES DISTRICT							
	Metadors 1 with 2 seators		5.000					5.000
	@ Rs. 1000 PM for Drivers		0.120	0.120	0.120	0.120	0.120	0.600
	P.O.L & Maintenance @ Rs.5000/- PM		0.600	0.600	0.600	0.600	0.600	3.000
	RANGES							
	Jeeps 12 @ Rs.3.25		39.000					39.000
	Salary for drivers 1000*12*12		1.440	1.440	1.440	1.440	1.440	7.200
	P.O.L & Maintainence @ Rs. 2500 PM for 12 ranges		3.600	3.600	3.600	3.600	3.600	18.000
	TOTAL		49.760	5.760	5.760	5.760	5.760	72.800



Rs. In Lakhs

SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1974-75	1975-76	1976-77	1977-78	1978-79	TOTAL
	iii) 2 Chairs for each school in 11 taluks		0.066	0.066	0.066	0.066	0.066	0.330
	iv) Black boards- 2 * 11		0.055	0.055	0.055	0.055	0.055	0.275
	v) Almirahs 8 * 11 @ Rs.4375 each		0.770	0.770	0.770	0.770	0.770	3.850
	f. Library worth Rs.2000/- * 11		0.220	0.220	0.220	0.220	0.220	1.100
	g. Laboratory ( Rs.5000/- in 4th year) (Rs.15000/- in 5th year)					0.550	1.650	0.000 2.200
	h. Sports & Play materials @ Rs.5000 * 11		0.550	0.550	0.550	0.550	0.550	2.750
	i. Boarding @ Rs.200/- PM Perchild		13.200 (550)	26.400 (1100)	39.600 (1650)	52.800 (2200)	66.000 (2750)	198.000
	j. Uniforms & bedding		1.650	3.300	4.950	6.600	8.250	24.750
	k. Contingency @ Rs.300 * 11		1.320	1.320	1.320	1.320	1.320	6.600
	i. one school building with hostel for 11 taluks @ Rs.15 Lakhs each		30.000 (2)	45.000 (4)	45.000 (3)	45.000 (3)		165.000
	TOTAL		57.808	89.462	107.79	131.328	103.532	491.920

							Rs. In Lakhs	
SL.NO	PARTICULARS	PRE-PROJECT ACTIVITIES	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
XI	EVALUATION : by outside agencies through out the project period		1.500	1.500	1.500	1.500	1.500	7.500
XII	RESEARCH ACTIVITIES		16.000	16.000	16.000	16.000	16.000	80.000
XIII	MISCELLANEOUS		1.169	1.169	1.169	1.169	1.169	5.845
	TOTAL		18.669	18.669	18.669	18.669	18.669	93.345
	GRAND TOTAL	15.460	538.747	1017.584	1094.267	891.765	545.805	4103.628
							-ZP Contribution for civil works:	103.900
							NET BUDGET	3779.728

Note : 1. Figures in Brackets indicate phasing of the project.

2. Expenditure on Maintenance of Existing School Buildings will be out of ZP Funds.

CHAPTER - XI  
ANNEXURES



DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

ANNEXURE - I

UNIT COST TO OPEN A NEW PRIMARY SCHOOL

Project years

A)	1	2	3	4	5
Number of schools to be constructed	58	73			
B) Categories of expenditure	Unit cost	Quantity	Total cost (in lakhs)		
1. School building with two rooms	57500	2	1.150		
2. Sanitation & drinking water	25000	1	0.250		
3. Electrification	2000	2	0.020		
4. Furniture	20000	1 set	0.200		
5. Teachers salary for one unit 2220 x 12 x 2 x 5	13200	2	0.528		
6. Sports and improvement of playgrounds	4000	1	0.040		
7. Laboratory Apparatus	3000	1 set	0.030		
8. Children's Library Books	2200	1 set	0.022		
<b>Total:</b>			<b>2.320</b>		

## ANNEXTURE - II

## DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

## UNIT COST TO OPEN A NON-FORMAL CENTRE

Categories of expenditure	Unit cost	Quantity	Total cost
1. Civil works & Furniture	Existing formal school building		----
2. Honorarium to instructors	200 X 12	1	2400-00
3. Teaching learning aids	500	1	500-00
4. Learning materials at Rs.50 per child for 25 children in a centre.	1250	1	1250-00
5. Contingency	200	1	200-00
Total:			4350-00

## ANNEXURE - III

## DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

## UNIT COST TO OPEN A CRECHE

Categories of Expenditure	Unit cost	Quantity	Total cost
1. Consolidated salary for supervisor	200 X 12	1	2400-00
2. Salary of helpers	200 X 12	2	2400-00
3. Contingency	25 X 12	1	300-00
4. Medicine	25 X 12	1	300-00
5. Supplementary nutrition (for 300 days)	2 X 300	2	15000-00
6. Non-recurring	5000	1	5000-00
Total:			25400-00

## ANNEXURE - IV

## DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

## UNIT COST OF NODAL CENTRE

(Rs.in lakhs)

Categories of Expenditure	Unit Cost	Quantity	Total cost
1. Building	--	1	1.400
2. Equipments:			
a) Educational materials	90000	1 set	0.900
b) Recurring	15000	1 year	0.150
c) Furniture	37000	1 set	0.370
d) FTA to Nodal co-ordinator/ ICS	1200	1 year	0.012
Total:			2.832

ANNEXURE - V

DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

UNIT COST OF RANGE LEVEL PROJECT OFFICE

Categories of expenditure	Unit cost	Quantity	Total cost
1. Equipment:			
a) Software	1.300	1 set	1.300
b) Duplicator	0.200	1	0.200
c) Furniture	0.140	1 set	0.140
d) Jeep	3.250	1	3.250
2.a) Salary of driver	0.120	1	0.120
b) Allowance for typist	0.060	1	0.060
3.a) Stationery	0.050	1 year	0.050
b) POL & Maintainance	0.300	1 year	0.300
Total:			5.440

## ANNEXURE - VI

## DISTRICT PRIMARY EDUCATION PROGRAMME KOLAR

UNIT COST OF EQUIPPING WITH EDUCATIONAL MATERIALS TO  
EXISTING SCHOOLS

Categories of Expenditure	Unit cost	Quantity	Total cost
1. Equipment (Mini desks, Chair, Table Almirah)	0.140	1 set	0.140
2. Educational materials likw Maps, Charts, Books	0.050	1 set	0.050
3. Sanitary facility and drinking water	0.250	1	0.250
4. Sports materials and playground improvement	0.040	1	0.040
5. Electrification	0.020	1	0.020
6. Hykes & Tours	0.005	per year	0.005
<b>Total:</b>			<b>0.505</b>

ANEXURE - VII

UNIT COST OF OPENING A RESIDENTIAL GIRLS SCHOOL

Categories of Expenditure	Unit Cost	Quantity	Total Cost
1. Civil Works	15,00,000	5 class rooms 1 hostel	15,00,000
2. Furniture	24,000	1 set	24,000
3. Equipment	32,000	1 set	32,000
4. Teachers	24,000	2	48,000
5. Cooks	12,000	2	24,000
6. Helpers	9,000	1	9,000
7. Uniforms & bedding	2,500	1 set	2,500
8. Contingency	12,000	per year	12,000
9. Boarding	1,00,000	per year	1,00,000
<b>Total Cost</b>		<b>Rs.</b>	<b>17,51,500</b>

ANNEXURE-VIII

LIST OF NODAL CENTRES

SLNO	NAME OF THE NODAL CENTRES	NAME OF THE PANCHAYATHS TAGED ON TO THE N.CENTRES
BEGEPALLY TALUK		
1	Govt. Junior College Begepally	1. Town 2. Paragodu 3. Hosa Hudva 4. Guntamvaripally
2.	Govt. Girls High School Begepally	1. Devaragudipally 2. Nallappareddipally 3. All urdu schools
3.	Govt. High School, Goolur	1. Goolur 2. Manganukunte 3. Kothakota 4. Gorthapally 5. Thimmampally
4.	Govt. High School, Mittenari	1. Yallampally 2. Mittenari 3. Kanagamakarahally 4. Joulapalya
5.	Govt. High School, Pathapalya	1. Pathapalya 2. Somanathapura 3. Tholappally 4. Narimaddepally 5. Singappavaripally
6.	Govt. High School, Billur	1. Billur 2. Nallaguttapally 3. Pulugal 4. Rathicheruvu
7.	Govt. Junior College, Chelur	1. Chelur 2. Hosahudya 3. Palyakere 4. Doravaripally 5. Sherkhankota
8.	Govt. High School, Chakavelu	1. Chakavelu 2. Voddivandlapally 3. Adireddipally 4. Maddireddipally 5. Rajavandlapally.



BANGARAPET TALUK

9	Govt Girl High School Bangarapet	1. Town 2. Urdu Schools 3. ChikkaAnkaudahally 4. Doddur Karapanahally
10.	Govt. Junior Collage Bangarapet	1. Inam Hosally 2. Desihally 3. Votra kunte 4. Balamande 5. Kada hally
11.	Govt. High School Budikote	1. Budikote 2. Hagundi 3. Almbodi Jyothanahalli 4. Yella sandra.
12.	Govt High School S. Madamangala	1. Solikunte 2. Hulibehe 3. Hanchala 4. Hageri 5. Palamadagu 6. Gullahally
13.	Govt. High School Kyasambally	1. Kysambally 2. Parandally 3. Kangandla hally 4. Karadagoor 5. Gatti madamangala 6. Jakkarasana Koppa
14.	Govt. High School Sundrapalya	1. Sundrapalya 2. N.G.Hulkur 3. Vengasandra 4. Ramasagara
15.	Govt.Model Higher Primary School Bethamangala	1. Bethamangala 2. Kammasandra 3. T.Gollahally 4. Hulkur
16.	Govt. High School Kamasandra	1. Kamasandra 2. Kalavanchi 3. Kethaganahally
17.	Govt. Girls P U Collage K .G .F	1. City 2. BEML Nagara
18.	Govt. H.P.S B E M L	1. Robertsonpet 2. Dodda valagamadi 3. Doddachinna hally 4. Hunakunda
19.	Govt. P U Collage for Boys K G F	1. City 2. Havally 3. Gatta kamadenahally
20.	Govt Model H P S Uorgaum pet	1. Urdu Schools 2. Tamil Schools 3. Uorgaum

---

CHINTAMANI TALUK

21.	Govt. Girls P U Collage Chintamani	1. Town
22.	Govt. Model H P S Kaivara	1. Kaiwara 2. Masthenahally 3. Hirekattigenahalli 4. Chinnasandra
23.	Govt. High School Santhekallahalli	1. Santhekallahalli 2. Thalagavara 3. Perumachanahally
24.	Govt. High School Raguttahally	1. Raguttahally 2. Kencharlahally 3. Mittahally 4. Kotagal 5. Settihally
25.	Govt. H P S Chilakalanerpu	1. Chilakalanerpu 2. Buradagunte 3. Yenigadale 4. Korlaparthi
26.	Govt. High School Balla hally	1. Ballahally 2. Iragampally 3. Kadadalamerri 4. Munganahally 5. Bhoomisetti hally
27.	Govt. High School Yagavakote	1. Yagavakote 2. Peddur 3. M.Gollahally 4. Muragamala
28.	Govt. High School for Boys Chintamani	1. Upparpet 2. Konappally 3. Kathriguppe 4. Part of Town
29.	Govt. Junior Collage Euragamakanahally	1. Dolavadi 2. Anoor 3. Kagathi 4. Kurubur 5. Dodda Vengur

---

CHIKKABALLAPUR TALUK

30. Govt. Junior Collage  
C.B.Pur
1. Town
  2. Patrenahally
  3. Hosahudya
  4. Ajjavara
31. Govt High School  
Nandi
1. Nandi
  2. Agala gurki
  3. Kothanoor
  4. Doddamarali
  5. Kondenahally
32. Govt. High School  
Mandikal
1. Mandikal
  2. Kammagutta hally
  3. Papenahally
  4. Ramapatna
33. Govt. P U Collage  
Peresandra
1. Peresandra
  2. Kakalachinta
  3. Dodda Pylagurki
34. Govt.H P S  
Marasanahally
1. Marasanahally
  2. Gollahally
  3. Harobande
  4. Avalagurki
35. Govt.H P S  
Dibbur
1. Dibbur
  2. Angarohena hally
  3. Manchanabale
36. Govt. H P S  
Posettihally
1. Posettihally
  2. Thippenahally
  3. Balakuntahally
  4. Gurukula nagihally
-

GUDIBANDE TALUK

- |     |                                      |   |
|-----|--------------------------------------|---|
| 37. | Govt. P U Collage<br>Gudibande       | 1. Town<br>2. Ullodu  |
| 38. | Govt. High School<br>Hampasandra     | 1. Hampasandra<br>2. Dapparthi<br>3. Yellodu                          |
| 39. | Govt. High School<br>Beechaganahally | 1. Beechagana hally<br>2. Palara pally<br>3. Chendur<br>4. Varlakonda |
| 40. | Govt. High School<br>Somenahally     | 1. Somenahally<br>2. Someshwara<br>3. Thirumani                       |
-

GOWRIDIDANUR TALUK

- |     |                                       |  |
|-----|---------------------------------------|--|
| 41. | Govt.High School<br>Gowribidanur      | 1. Town  |
| 42. | Govt. Model H P S<br>Gowribidanur     | 1. Part of Town<br>2. Urdu Schools<br>3. Gangasandra<br>4. Hirebidnur                        |
| 43. | Govt.Model H P S<br>Thondebhavi       | 1. Thonde Bhavi<br>2. Alekapura<br>3. Kalinayakanahally<br>4. Bevinahally,                   |
| 44. | Govt.High School<br>Nagaragere        | 1. G.Kothur<br>2. Nagaragere   |
| 45. | Govt. P U Collage<br>Valada Hosahally | 1. Valada Hosahally<br>2. Mudalodu<br>3. Malya<br>4. Nukkala Hally                           |
| 46. | Govt. High School<br>D.Palya          | 1. D.Palya<br>2. Hudagur<br>3. Bellalabommasandra  |
| 47. | Govt. High School<br>Namagondlu       | 1. Namagondlu<br>2. Kolloodi<br>3. Eychapura<br>4. Dodda kurubur                             |
| 48. | Govt. High School<br>Alipura          | 1. Alipura<br>2. Theridalu<br>3. Gedare  |
| 49. | Govt.Model H P S<br>Hosur             | 1. Hosur<br>2. Sannagana hally<br>3. Mudigere<br>4. Kadal veni                               |
| 50. | Govt.Model H P S<br>Idagur            | 1. Idagur<br>2. Kurudi<br>3. Ramapura<br>4. Halaganahally                                    |
| 51. | Govt. H P S<br>Manchenahally          | 1. Manchenahally<br>2. Thorabanda hally<br>3. Minakana Gurki<br>4. Gowdagere<br>5. Halehally |
-

## KOLAR TALUK

52.	Govt. P U Collage Kolar	1. Town
53.	New Govt. High School Kolar	1. Town 2. Arahally
54.	Govt. H P S Katari Palya	1. Town 2. Keelakote
55.	Govt. Urdu Boys Schools Kolar	1. Town
56.	Govt. High School Holur	1. Holur 2. Mudavadi 3. Itharasanahally
57.	Govt. High School Annihally	1. Annihally 2. Harati 3. Shapur 4. Marjenahally
58.	Govt. Model H P S Vadagur	1. Vadagur 2. Uthur 3. Yamaka
59.	Govt. H P S Begli Hosahally	1. Begli hosahally 2. Boddahasala 3. Muduvathi
60.	Govt. H P S Vokkaleri	1. Vokkaleri 2. Arabikothanur
61.	Govt. Model H P S Narasapura	1. Narasapura 2. Sulur 3. Bellur
62.	Govt. P U Collage Vemagal	1. Vemagal 2. Cowdadenahally 3. Belamaranahally 4. Settihally
63.	Govt. High School Kylanur	1. Kylanur 2. Channasandra 3. Kuragal
64.	Govt. High School Madderi	1. Madderi 2. Ammanallur 3. Chenjimale
65.	Govt. High School Madanahally	1. Madanahally 2. Thotli
66.	Govt. H P S Sugatur	1. Sugatur 2. Urigili
67.	Govt. H P S Thoradevanda hally	1. Thoradevanda hally 2. Jannaghatta.

---

MULBAGAL TALUK

68.	Govt. High School Mulbagal	1. Town 2. Kappalamadagu
69.	Govt. Model H P S Mulbagal	1. Town 2. Urdu Schools
70.	Govt. Junior Collage Thayalur	1. Thayalur 2. Emmenaththa 3. Dhoolapally 4. Mothaka pally
71.	Govt. High School Mallanayakanahally	1. Mallanayakanahally 2. Thimmaravuthanahally 3. Sannavadi 4. Pichchaguntahally
72.	Govt. H P S Nandali	1. Nangali 2. Alangoor 3. Amblikal 4. Gunkal 5. Mustoor 6. Gaddur
73.	Govt. H P S Byrakur	1. Byrakur 2. Habbani 3. Rajendra hally 4. Gudipally
74.	Govt. High School Avani	1. Gorukunte Mittur 2. Anugowda hally 3. Avani 4. Balla
75.	Govt. H P S Devarayasamudra	1. Uthunur 2. Hanumana hally
76.	National High school Mudiyanur	1. Mudiyanur 2. Agara 3. Kurudamale 4. H.Gollahalli

---

MALUR TALUK

77. Govt. Ju. Collage  
Malur 1. Town
78. Govt. Girls High Schools  
Malur 1. Kudiyanur  
2. Arakeri  
3. Hulimangala Hosakote  
4. Nosagere
79. Govt. Junior Collage  
Lakkur 1. Lakkur  
2. Baliganahally  
3. Jayamangala  
4. Chikka Thirupathi  
5. D.N. Doddi
80. Govt. Junior Collage  
Masthi 1. Masthi  
2. Rajenahally  
3. Hasandahally  
4. Thirunasi  
5. Dinnahally
81. Govt. High School  
Tekal 1. Tekal  
2. K.G. Hally  
3. Huladenahally  
4. Danahally  
5. Nootway
82. Govt. High School  
Chikka Kuntur 1. Chikka kuntur  
2. Konda setty hally  
3. Santha hally  
4. Dodda shivara
83. Govt. Junior Collage  
Shivara patna 1. Shivarapatna  
2. Hungena hally  
3. Thorna hally  
4. Madivala  
5. Abbena hally
-



SIDDLA GHATTA TALUK

84. Govt. Ju.Collage  
Siddla ghatta 1. Town
85. Govt. H.P.S  
Y.Hunasanahally 1. Hunasana hally  
2. Kothanur  
3. Devaramallur  
4. Thummanahally
86. Govt.High School  
Jangamakote 1. Jangamakote  
2. Hospet  
3. J.Venkatapura
87. Govt.H P S  
Malamachana Hally 1. Malamachana hally  
2. Cheemangala  
3. Hemarla Hally
88. Govt. High School  
Basettihally 1. Basettihally  
2. Dodda Tekahally  
3. Abloodu  
4. Palicherlu
89. Govt. High School  
Melur 1. Melur  
2. Mallur  
3. Hundiganahally  
4. Anoor  
5. Bhaktara hally
90. Govt. Ju. Collage  
Sadali 1. Sadali  
2. S.devaganahally  
3. E. Thimmasandra
91. Govt. H.P.S  
Dibbura Hally 1. Dibbura hally  
2. Thimma nayakana hally  
3. Ganjigunte
-

SRINIVASAPURA TALUK

92.	GOVT. P.U.Collage Srinivasapura	1. Town
93.	Govt High School Royalpad	1. Royalpad 2. Mudimadagu 3. Yerramvaripally 4. Addagal
94.	Govt. Ju.Collage Gownipally	1. Gownipally 2. Kurigepally 3. Byraganahally 4. Kodipally
95.	Govt. High School Lakshmipura	1. Lakshmipura 2. Nelavanki 3. Pulugurkote 4. Thadigol
96.	Govt. High School Somayajalapally	1. Somayajalapally 2. Muthakapally 3. Hodali
97.	Govt. High School	1. Ronur 2. Arikunte 3. J.Thimma Sandra
98.	Govt. H P S Yeldur	1. Yeldur 2. lakshmisagara 3. Kolathur
99.	Govt. Ju. Collage Dalasanur	1. Dalasanur 2. Masthenahally
100.	Govt. High School Nambihally	1. Palya 2. Nambihally 3. Chaldiganahally

---

PROPOSED NEW SCHOOLS IN KOLAR DISTRICT

BAGEPALLY TALUK

- |                            |                          |
|----------------------------|--------------------------|
| 01. Gurraldinna (B)        | 02. Kamelavaripalli      |
| 03. Myakarapalli           | 04. Manjunathapura       |
| 05. Marasanapalli          | 06. Yerrapentla          |
| 07. Bellampally (B)        | 08. Doodadigaddapalli(B) |
| 09. Dugginayakanapalli (B) | 10. Yelagalapalli (B)    |
| 11. Maddalashane (B)       | 12. Jeekevandlapalli (B) |
| 13. Narayanaswamykote (B)  | 14. Madappalli (B)       |
| 15. Chinthamakaladinne (B) | 16. Kachapura (B)        |
| 17. Gownapalli (B)         | 18. M.Cheriopalli (B)    |
| 19. Guttamidapalli         |                          |

BANGARPET TALUK

- |                  |                         |
|------------------|-------------------------|
| 20. Alikallu (B) | 21. Garudadhrihalli (B) |
|------------------|-------------------------|

CHIKKABALLAPUR TALUK

- |                       |                      |
|-----------------------|----------------------|
| 22. Cheemanahalli (B) | 23. Muddenahalli (B) |
| 24. Chikkanahalli (B) | 25. Addagal (B)      |

CHINTHAMANI TALUK

- |                            |                            |
|----------------------------|----------------------------|
| 26. Pottagundiahalli (B)   | 27. Minchalalahalli (B)    |
| 28. Konapalli (B)          | 29. Anupalli (B)           |
| 30. N.Muddalahalli         | 31. Harabahalli (B)        |
| 32. Chinthamakalahalli (B) | 33. Ranchorayakanahalli(B) |
| 34. Tulagundiahalli (B)    | 35. Gudasalalahalli (B)    |
| 36. Opparalahalli (B)      | 37. Srinivasapura          |
| 38. Lakshmidewanakote (B)  | 39. Ranganahalli           |
| 40. Eukkanahalli (B)       | 41. Booraganakanahalli(B)  |
| 42. Shymarao Hosapete (B)  | 42. Hosur (B)              |
| 44. Dhramanara Dinne (B)   | 45. Bandarlahalli (B)      |

GOWRIBIDANUR TALUK

- |                            |                        |
|----------------------------|------------------------|
| 46. Bandemelina Thanda (B) | 47. Hakki pikki colony |
|----------------------------|------------------------|

KOLAR TALUK

- |                            |                             |
|----------------------------|-----------------------------|
| 48. Karadi Bande (B)       | 49. Korati Mallandahalli(B) |
| 50. Chandrasekharapura (B) | 51. Iragasandra (B)         |
| 52. Girnahalli (B)         | 53. Gutlur (B)              |
| 54. Ramasandra (B)         | 55. Settikunte (B)          |
| 56. Kootandahalli (B)      |                             |

K. G. F.

- |                    |                     |
|--------------------|---------------------|
| 57. Bynahalli      | 58. Thirumalapalli  |
| 59. Dasegowdanooru | 60. Doddabommapalli |
| 61. Goondarlahalli | 62. Battlahalli     |

HALUR TALUK

63. Eiesandra

MULBAGAL TALUK

64. Doddamadenahalli (B)	65. Kothuru (B)
66. Putteri (B)	67. Thattanagunte (B)
68. Alaganahalli (B)	69. Maralamedu (B)
70. Chikkanahalli (B)	71. Gujjamarandahalli(B)
72. Nagenahalli	72. Kammasanahalli
74. C. Hosahalli (B)	75. Poojarahalli (B)
76. R. Kothuru (B)	77. B. Kurubarahalli (B)
78. Chikka negavara	79. N.Venkatapura (B)
80. Allalasanra (B)	81. Doddabandahalli
82. Nernahalli	83. Batavarahalli (B)
84. Basavarajapura	85. M.Athikunte
86. Kunnatha (B)	87. Thoradi
88. Kashi-pura (B)	89. Kondihalli (B)

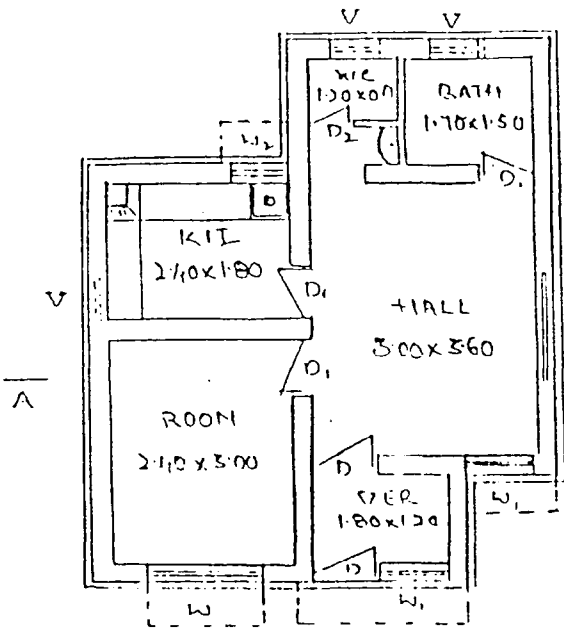
CHIDLACATTA TALUK

90. Koothandlahalli (B)	91. G.Nakkalahalli (B)
92. Somnahalli (B)	93. M. Venkatapura (B)
94. Siddapura (B)	95. Chinna Uhadapi (B)
96. Thataparthi (B)	97. Chokkanahalli Cross(B)
98. Darga Mohalla (B)	99. Fakirana hosahalli

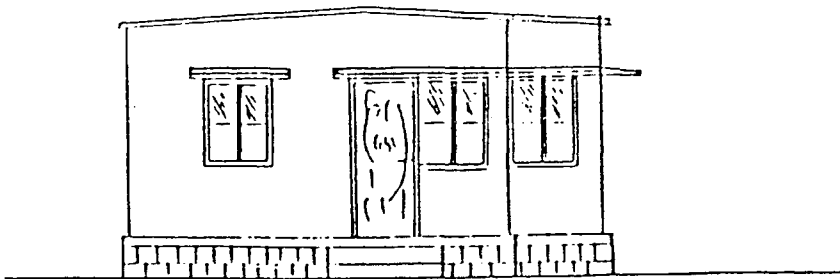
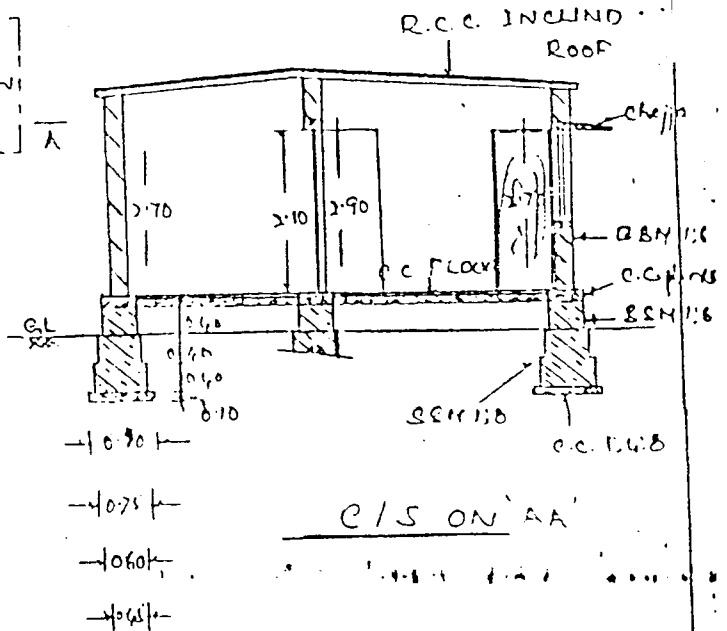
SRINIVASAPUR TALUK

100. Batavariballi (B)	101. Kolluru Colony (B)
102. Ubenahalli (B)	

# PRIMARY SCHOOL TEACHERS QUARTERS.



PLAN



ELEVATION

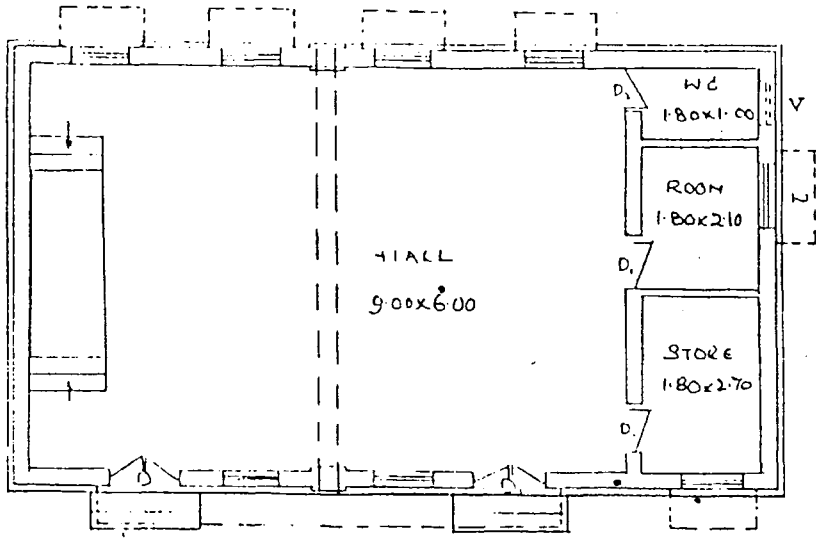
## INDEX

- D - DOOR - 0.90 x 2.10
- D<sub>1</sub> - " - 0.75 x 2.00
- W - WINDOW - 1.50 x 1.20
- W<sub>1</sub> - " - 0.90 x 1.20
- W<sub>2</sub> - " - 0.75 x 1.20
- V - VENTILATOR  
0.60 x 0.65
- D<sub>2</sub> - DOOR - 0.60 x 1.80

Building for Nodal Centre.  
~~ಶ್ರೀ ಸತ್ಯೇಶ್ವರ ಎಂಜಿನಿಯರಿಂಗ್ ಕಾಲೇಜ್~~

SCALE

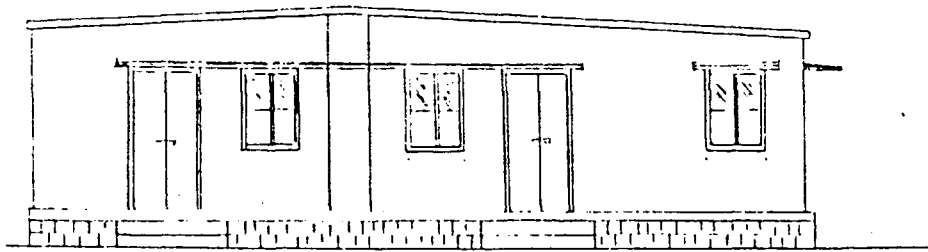
1 CM : 1 MTR



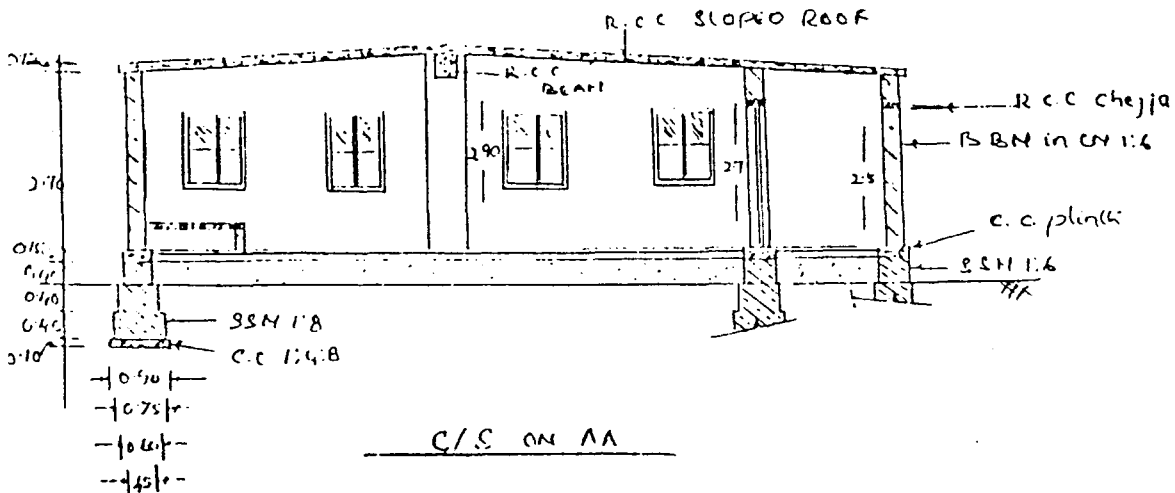
PLAN

INDEX

- D - DOOR - 1.65 x 2.10
- D<sub>1</sub> - DOOR - 0.75 x 2.00
- D<sub>2</sub> - DOOR - 0.60 x 1.80
- W - WINDOW - 0.90 x 1.20
- V - VENTILATOR - 0.60 x 0.45

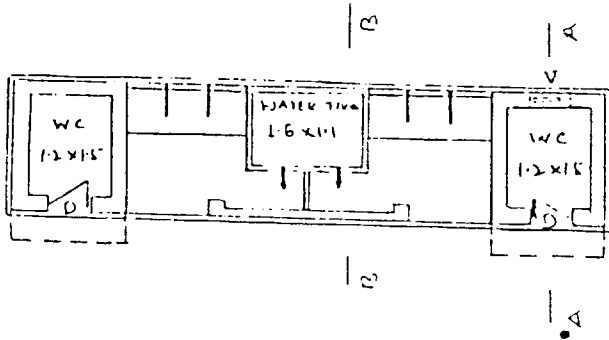


ELEVATION

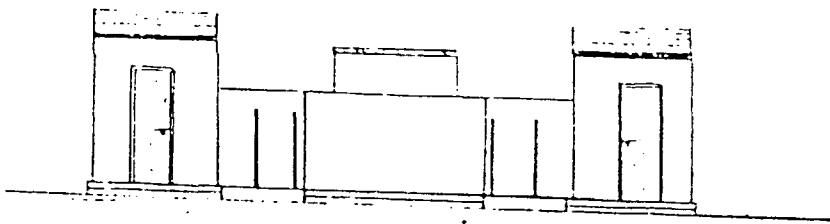
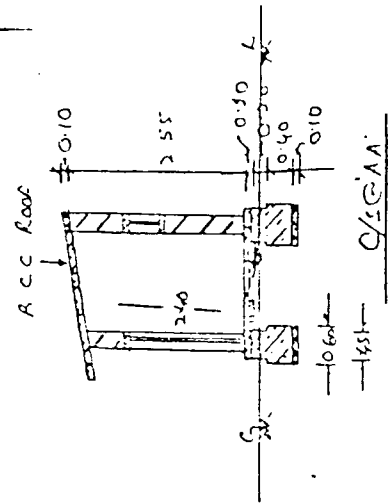


# Toilets for primary schools.

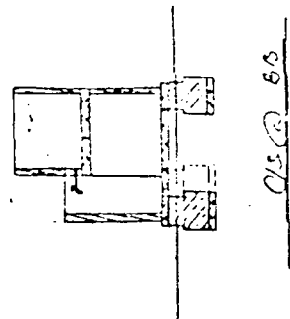
ಶಿಕ್ಷಣ - 84/386. 6/2/06 ರಂದು



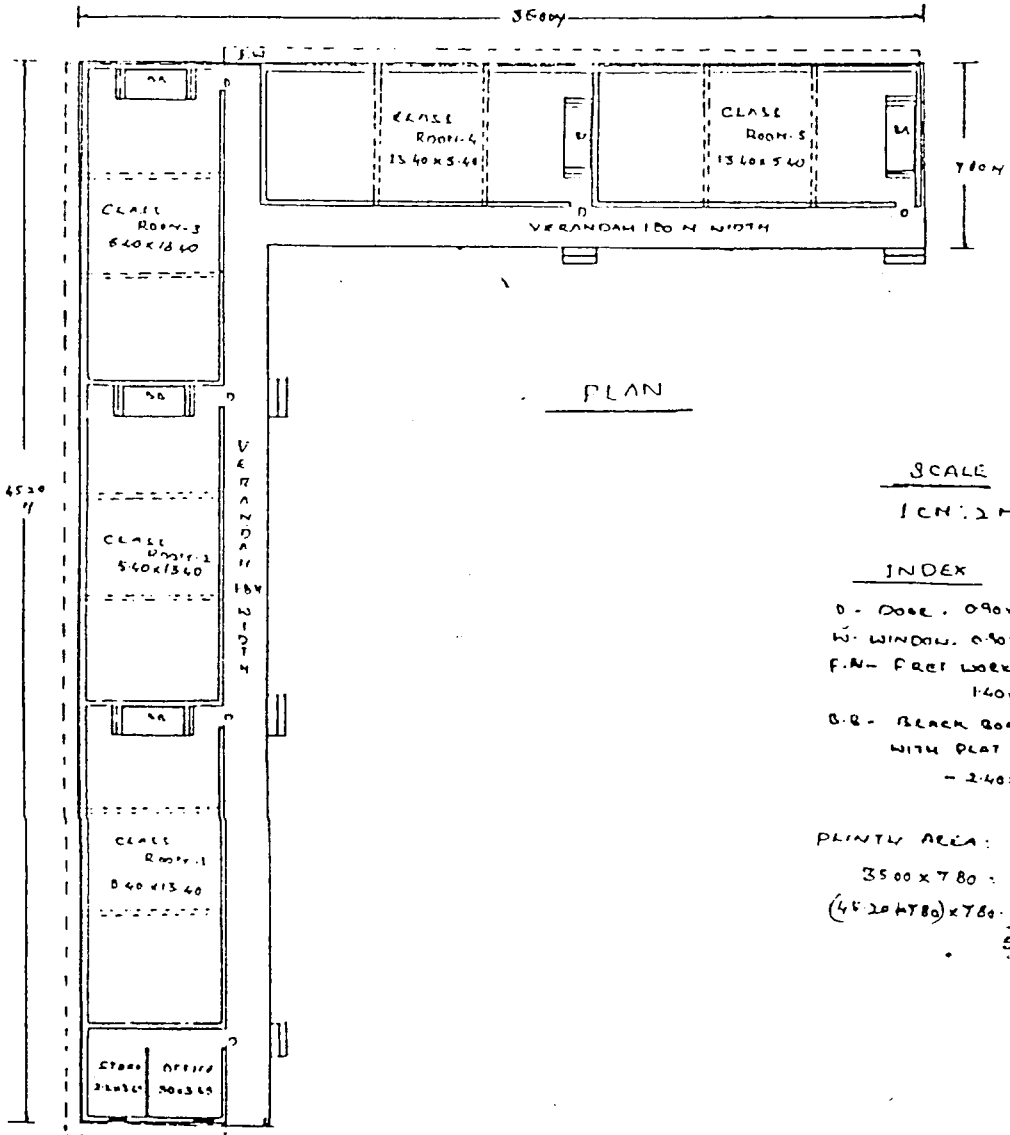
PLAN



ELEVATION



RESIDENTIAL SCHOOL BUILDING



SCALE

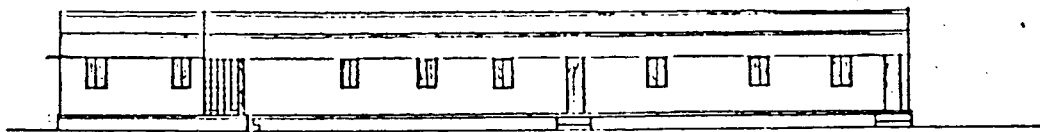
1 CM = 2 MET

INDEX

- D - DOOR - 090 x 210
- W - WINDOW - 640 x 120
- F.N - FRET WORK - 140 x 300
- B.B - BLACK BOARD WITH PLAT FORM - 240 x 120

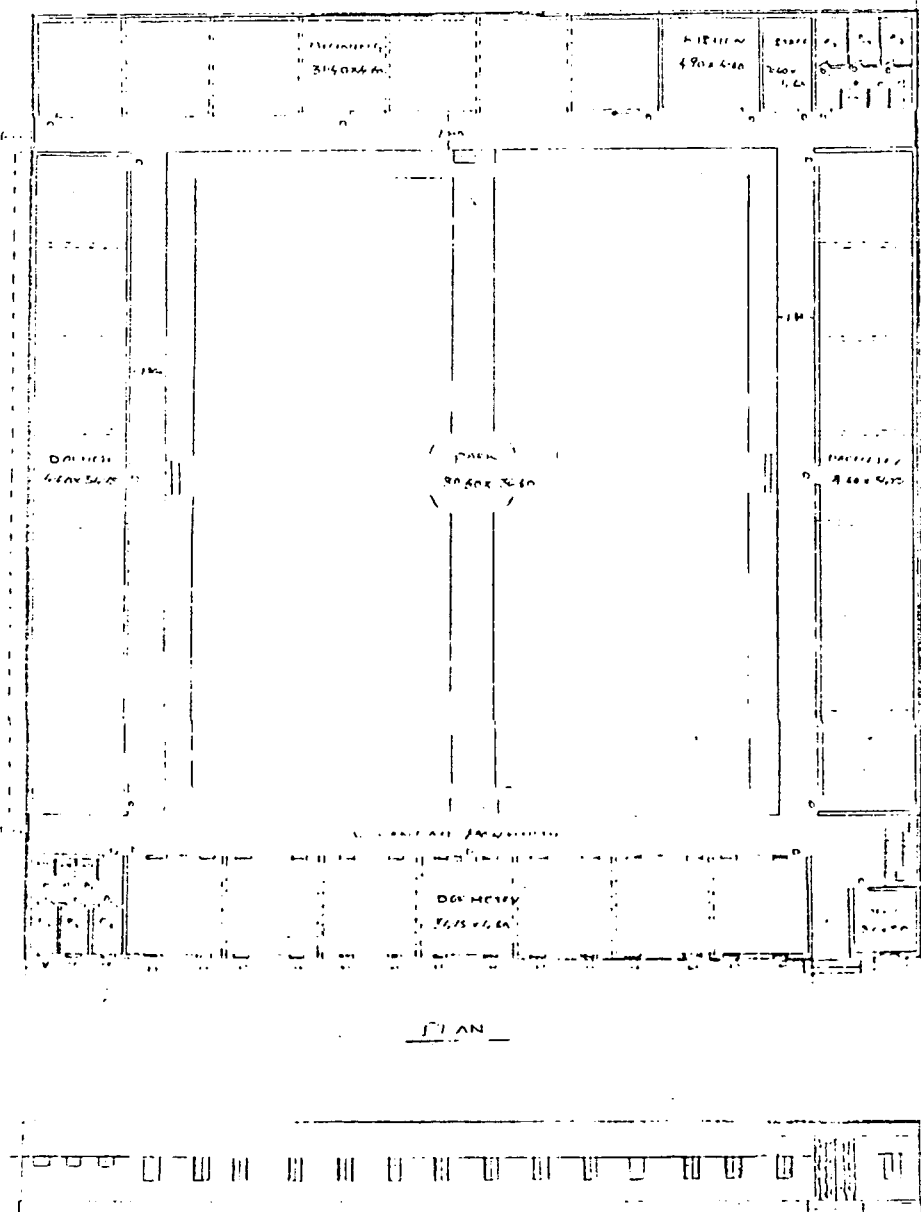
PLINTH AREA:

$3500 \times 780 = 273.00 \text{ Sq.}$   
 $(4520 + 780) \times 780 = 291.72 \text{ Sq.}$   
564.72 Sq.



ELEVATION





SCALE  
1/4" = 1'

- INDEX
- O - WALL
  - C - COLUMN
  - M - WINDOW
  - V - VENTILATOR
  - INT. DOOR
  - EXT. DOOR
  - STAIR
  - ROOF
  - ME. STAIR
  - PL. STAIR

PLINTH  
 (2) 6" x 10"  
 - 2 (7-0)  
 120"

PLAN

REVISION

NIEPA DC



D10735

NATIONAL INSTITUTE OF EDUCATION  
 National Institute of Educational  
 Planning and Administration  
 17-B, Sri Aurobindo Marg.  
 New Delhi-110016  
 DOC, No. D-10735  
 Date 22-06-2000