



PERSPECTIVE PLAN - DPEP - II
DHARWAD DISTRICT

NIEPA DC



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OFFICE OF THE STATE PROJECT DIRECTOR
DISTRICT PRIMARY EDUCATION PROGRAMME

Govt. Press Premises, Dr. Ambedkar Veedhi, Bangalore - 560 011

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**DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)
DISTRICT PLAN - DHARWAD DISTRICT**

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CHAPTER-I

DISTRICT PROFILE

Introduction

Available evidence show that Dharwad district was inhabited by people from early paleolithic age. A few places of antiquarian interest and several sites of historical importance are found in the district. Epics and puranas refer to this part of the country as a part of Kuntal Desha. Lakkundi which is situated in Gadag taluka is identified with the place which is described in the ancient records as Dhasharathi Vinimrita Mahagrama. Ron was known as Dronapur which was named after Dronachar, the great guru of the Pandavas and the Kauravas. Hangal is identified with Viratekote and Viratanagari, the place where the pandavas spent the last part of their unknown forest life.

The district has been ruled by various dynasties from V Century onwards. Important among them are Badami and Kalyan Chalukyas, Rastrakutas, Vijayanagar, Adilshahi, Mysore kingdom and Peshwais of Pune. Due to the rule of Peshwais, influence of Marathi is seen in the early decades of 19th century. During the British rule Dharwad became the divisional headquarters of educational administration and Kannada, the vernacular language of the people, gained prominence. Deputy Channabasappa who was the first Principal of the Government Teachers Training College (1857) was instrumental in establishing Kannada schools in the district. The spirit of Kannada movement which was kindled at Dharwad is considered to be the root cause of the creation of Karnataka State.

Dharwad lies in Belgauin division and has a special social, political, economic and educational background of its own. It has a remarkable contribution to Fine Arts and Literature. It has 17 revenue Talukas and 19 Educational blocks which is unique in the entire State.

Location

Dharwad district is situated in the Western section of the Northern half of the Karnataka state. This district is bounded on the north by Belgaum and Bijapur districts and on the south by Shimoga and Chitradurga districts, on the east by Raichur and Bellary districts and on the West by North Canara district. The district comprises of 1366 villages out of which 22 villages are uninhabited. The area of the district is 13738 sq.kms. The district is classified into three natural zones namely Malnadu, Malnadu Border and Maidan dry zone.

1.1 The Area and Population Profile of the Dharwad District.

S.No.	Name of the Block	Area Sq. (Kms)	Population Total As per 1991 census	Population Male	Population Female	Population Rural	Population Urban	Population SC	Population ST	Number of Workers	Density (Sq) Kms	Sex Ratio
1	Dharwad	1032.5	192843	99061	93782	178358	14485	13491	3389	69500	187	954
2	Hubli Taluka	631.8	113085	58322	54763	113085	0	7965	2257	191300	178	935
3	Kalgatgi	682.8	121248	62700	58548	121248	0	13437	1099	44400	177	930
4	Navalgund	1080.8	161471	82800	78671	116794	44677	16214	3119	66809	149	952
5	Kundgol	648.5	137950	71202	66748	123241	14709	11743	3220	62900	212	938
6	Hubli-Dharwad City	190.9	648298	336586	311712	0	648298	61795	10312	150000	3394	926
	Total	4267.3	1374895	710671	664224	652726	722169	124645	23396	584909	322	935
7	Gadag City	34.75	134051	68789	65262	0	134051	12352	1661	39350	3857	949
8	Gadag Taluka	162.65	155853	79762	76091	140093	15760	22677	3399	69950	264	952
9	Ron	1291.0	220973	110510	110463	163081	57892	29665	4797	93000	171	999
10	Mundargi	884.0	101794	51941	49853	85252	16542	19315	2240	41300	115	960
11	Shirahatti	949.2	159680	81429	78251	115912	43768	26406	4294	62100	168	926
12	Nargund	435.6	86691	43890	42801	56747	29944	8445	4143	32700	199	977
	Total	3757.2	859042	436321	422721	561085	297957	118860	20534	338400	228	969
13	Haveri	799.9	220476	113718	106758	175181	45295	27161	6364	82600	275	941
14	Shiggaon	588.6	147499	76208	71291	127690	19809	16980	1795	52200	250	935
15	Savanur	539.0	123674	63920	59754	93935	29739	16163	3257	45800	229	937
16	Bvadagi	436.6	111935	57729	54206	91361	20574	14851	12362	39100	256	939
17	Hirekerur	806.8	191956	99141	92815	191956	0	26521	11858	68400	237	940
18	Hangal	773.6	204408	105256	99152	183502	20906	30339	5379	70400	264	943
19	Ranebennur	907.0	269265	139454	129811	201823	67442	34989	20154	98300	297	932
	Total	4851.5	1269213	655426	613787	1065448	203765	167004	61169	456800	261	936
	Grand Total	13738.0	3503150	1802418	1700732	2279259	1223891	410499	105099	1229000	255	944

1.2. Decadel Growth of Population

1941-1951	1951-1961	1961-1971	1971-1981	1981-1991
16.66	23.80	20.01	25.76	18.93

Source: District Gazetteer 1995.

1.2. (a) Population, Inhabitation, Grampanchayats, etc., of Dharwad District.

S.No.	Name of the Block	Population Rural 1991 censuses	Population Urban 1991 censuses	Hobies	Inhabited village (1991)	Uninhabited villages (1991)	Towns & Cities (1991)	Number of Gram Panchayat	Number of Villages Coming under G.P.	Population G.P. 1991
1.	Dharwad	178358	14485	4	108	4	1	37	105	177967
2.	Hubli Taluka	113085	0	3	53	5	0	19	47	112579
3.	Kalghatgi	121248	0	3	87	0	0	28	87	121248
4.	Navalgund	116794	44677	2	58	0	2	21	37	116081
5.	Kundgol	123241	14709	2	56	1	1	22	55	120985
6.	Hubli-Dharwad City	0	648298	0	0	0	1	0	0	0
	Total	652726	722169	14	362	10	5	127	331	648860
7.	Gadag City	0	134051	0	0	0	1	0	0	0
8.	Gadag Taluka	140093	15760	2	55	1	1	25	53	139998
9.	Ron	163081	57892	3	91	0	3	30	91	163081
10.	Mundargi	85252	16542	2	48	0	1	15	48	85257
11.	Shirahatti	115912	43768	2	79	4	2	25	75	115210
12.	Nargund	56747	29944	2	34	1	1	12	30	56296
	Total	561085	297957	11	307	6	9	107	297	559842
13.	Haveri	175181	45295	3	86	2	1	32	86	175181
14.	Shiggon	127690	19809	3	93	0	1	25	93	127690
15.	Savanur	93935	29739	2	62	0	1	20	61	93807
16.	Byadgi	91361	20574	2	62	1	1	20	62	91361
17.	Hirekerur	191956	0	3	125	3	0	38	125	191956
18.	Hangal	183502	20906	3	144	1	1	40	144	183502
19.	Ranebennur	201823	67442	3	103	0	1	33	102	191062
	Total	1065448	203765	19	675	7	6	208	673	1054559
	Grand Total	2279259	1223891	44	1344	22	20	442	1321	2263236

Demographic details (Abstract) (1991 Census)

Total Population	:	3503150
Male Population	:	1802418
Female Population	:	1700732
Density	:	255
SC Population	:	410499
ST Population	:	105099
Rural Population	:	2279259
Urban Population	:	1223891

As per the 1991 census the density of population of the district is 255 per sq. km, whereas the density of the State is 235. Thus the density of Population in the district is higher than that of the state. This shows that there is a greater need for the number of schools in the District.

Within the district there are many inter taluka variations. The density of Population is the highest in proper Hubli-Dharwad city (3394), and the lowest in Mundargi taluka (115). The average decadal growth rate of Population of the district as a whole was the highest in 1951-61 (23.80) and the lowest in 1941-51 (16.66).

Population , Inhabitation, Gram Panchayats, etc. of Dharwad district.

Table 1.3 : Sex ratio in Dharwad District

Decades	Rural	Urban	Total
1901	982	984	983
1911	971	980	973
1921	970	939	962
1931	961	931	953
1941	951	946	950
1951	964	946	958
1961	962	921	951
1971	963	909	946
1981	959	929	948
1991	946	939	944

Source: Census, 1981 series-9 part-Karnatak

The sex ratio was 983 according to 1901 census which further decreased to 944 in 1991 census. This is much below the State average of 960 in 1991. The ratio in the District gradually decreased from 1901 to 1991 which is not at all an appreciable trend.

Literacy Rate

The literacy rate is 71.37% for males and 45.20% for females, the average literacy rate for the district being 58.68%. It is lowest (46.94%) in Dharwad taluka and the highest (62.09%) in Gadag taluka. (Gadag Taluka literacy rate includes Gadag city).

Agro-climatic Conditions

The climatic conditions of the District are favourable to the crops like cotton, chilli, sugarcane, wheat, maize, groundnuts, pulses, etc. The district can be divided into 3 agro-climatic zones, viz., Malnad, Malnad border and Maidan dry zone. The months October, November and to some extent December are known for dry wind. (There will be heavy rain during these months.) There are totally 4 kinds of climates in a year: Winter (Jan-Feb), Summer (March-May), Monsoon (West) (June to Sept), Monsoon (East) (Oct to Nov). During 1970 to 1992 the average rate of rainfall was 778.15 mm.

The temperature is maximum i.e., 42°C during April-May whereas it is minimum i.e., 16°C during December-January. Thus the climate of Dharwad district is temperate with moderate variations in temperature in different seasons.

Language

Language wise population and their percentage in Dharwad district as per the 1981 census is Gujarati - 3922 (0.13%), Hindi - 62304(2.11%), Kannada - 2308894 (78.34%), Marathi - 59569 (2.02%), Tamil - 12072(0.41%), Telagu - 45148 (1.53%), Malayalam - 1841 (0.06%), and Urdu - 383810 (13.20%). (Regarding speaking of Kannada language as mother tongue, the district stands in first place and Urdu in the second place.) This indicates that there is more demand for Kannada and Urdu medium schools in the District.

Religions

As per the 1981 census, the major religions in the district are Hindu, Islam, Jain and Christianity. The majority of Hindus are found in both Urban and rural areas. The proportion is Hindu (82.04%), Muslims (15.84%), Christianity (0.95%), Jains (1.03%), Buddhists (0.006%), Sikhs (0.02%) and others (0.056%).

(Source : Census, 1981)

Income and Occupation

13.50 lakhs of people out of the total population of the District are the main workers, 20.27 lakhs of them are non-workers and 1.26 lakhs are marginal workers. The per capita income at current prices is Rs.5,583/-, and at constant prices (1980-81) Rs.1961/-. Agriculture is the main occupation. Part of the district has irrigation facilities from the Malaprabha Right Bank Canal. The total area of land fed by this project is 58974 hectares. An area of 5,561 hectares is being irrigated by the Dharna Canal. The main Kharif crops are cotton, Chilli, Sugarcane and Groundnut. The main crops are jawar, wheat, rice, etc.

Transportation and Communication

Dharwad district has 164 kms of National Highway, 695 Kms of State Highway and 2102 Kms of village and other roads. There is 321 Km Railway line which has been recently converted into broadgauge line except the route between Gadag and Holealur of Ron Taluka. Bus linkage is set up to almost all villages. There are 645 Post offices and 129 Telephone Exchanges for communication facility.

Public Health, Family Welfare and Education

The public health infrastructure of Dharwad District consists of 25 Government Hospitals, 84 Primary Health Centres, 32 Health units, 23 Dispenseries, 16 Family Welfare Centres and 676 Sub FWC's. Some epidemic diseases such as Asthama, Leprosy, Cancer and Cholera are still persist in the District.

Educational Institutions in the District

With a focus on pre-primary and primary education in the District, it is noticed that the ratio between pre-primary and primary is uneven in the District. In spite of the expansion of primary education facilities in the District, there are still unserved areas like urban slums, rural remote areas, desert and hilly areas. This implies that (i) there is a need to expand pre-primary education facilities in the District, (ii) there is a need to accredate, expand, and equip primary education in the District. However, Higher Education facilities in the District are gradually expanding.

CHAPTER-II

EDUCATION PROFILE

Dharwad:

Dharwad district with a population of 3.58 million, is one of the largest districts in the country with as many as 17 blocks. It has an adverse sex ratio of 944, much below the state average of 960. Dharwad also has a low per capita income of 1949 against the state average of 2267. Dharwad has had uneven growth with Hubli town and the surrounding areas registering good progress. This however disguises the large pockets of underdevelopment and poor education facilities in the district.

Literacy

The overall rate of literacy in the District as per the 1991 census is 58.68%. When compared with the state average of 56.04% and all India average of 52%, there has been a gradual increase in the rates of literacy in rural and urban areas and among male and female in the District. During the last 4 decades the literacy percentage in rural areas is less than the urban areas in the District. The same trend is noticed even in case of rural male and rural female.

Table 2.1: Decadal Growth of Literacy from 1961-1991 (percentage)

	1961			1971			1981			1991		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	43.72	14.11	29.20	46.77	19.22	33.25	49.56	23.12	36.61	54.73	30.40	52.34
Urban	57.30	30.88	44.64	60.81	38.04	49.96	62.37	42.37	52.91	67.04	50.26	70.20
Total	47.43	18.55	33.35	51.28	25.03	38.51	54.25	29.83	42.36	71.37	45.20	58.68

Table 2.2: Education Block wise, Male & Female literary in Dharwad District - 1991 Census (excluding 0-6 age)

Sl. No.	Name of the Block	Male	Female	Total
1.	Dharwad Taluka	60.16	32.95	46.94
2.	Hubli Taluka	69.88	39.25	55.09
3.	Kalghatgi	56.54	30.54	44.00
4.	Navalgund	72.86	39.46	56.61
5.	Kundgol	70.49	40.32	55.92
6.	Hubli-Dharwad	83.21	65.82	74.56
7.	Gadag Taluka	75.91	47.59	62.09
8.	Gadag City	73.43	84.01	62.37
9.	Ron	72.84	35.68	54.20
10.	Mundargi	63.66	31.70	48.03
11.	Shirahatti	67.89	38.25	53.38
12.	Nargund	70.10	35.18	52.79
13.	Haveri	66.78	41.36	54.48
14.	Shiggaon	63.44	39.71	51.99
15.	Savanur	59.74	35.93	48.29
16.	Byadgi	68.89	42.13	55.93
17.	Hirekerur	72.63	46.88	60.20
18.	Hangal	67.67	45.35	56.89
19.	Ranebennur	71.99	46.44	59.72
	Total	71.37	45.20	58.68

It can be noticed from the table 2.2 that as per the 1991 census as many as 18 blocks out of 19 have female literacy rate below the State average of 56.04%. In the total literacy rate, 12 blocks out of 19 have a literacy rate below the state average. This clearly substantiate the idea that there is a need for further expansion of primary education facilities in the District.

Blockwise Female Literacy Rate in Dharwad District

Table 2.3: Female Literacy Ratio for 17 Revenue Talukas in Dharwad District

Sl. No.	Name of the block	Population		Literates		% of Literacy	
		Total	Female	Total	Female	Total	Female
1.	Dharwad taluk	145929	70866	66229	21983	45.38	31.02
2.	Hubli taluk	94060	45429	51818	17831	55.09	39.25
3.	Kalaghatagi	98681	47593	43425	14539	44.01	30.55
4.	Navalgund	96901	47219	54338	17874	56.08	37.85
5.	Kundagol	102658	49657	56941	19686	55.47	39.64
	Total	538229	240764	272751	91913	50.67	35.23
6.	Gadag	114827	56125	59674	19157	51.97	34.13
7.	Ron	133578	67141	69521	21876	52.05	32.58
8.	Mundargi	68302	33517	31206	9662	45.69	28.83
9.	Shirahatti	94827	46518	47266	15755	49.84	33.87
10.	Naragund	45940	22812	23686	7372	51.56	32.32
	Total	457474	226113	231353	73822	50.57	32.64
11.	Haveri	142313	68863	70124	24125	49.27	35.03
12.	Shiggoan	104918	50535	53977	19464	51.45	38.52
13.	Savnur	76394	36728	37220	12773	48.72	34.78
14.	Byadagi	75041	36252	39302	13753	52.37	37.94
15.	Hirekerur	159409	76962	95961	36082	60.19	46.88
16.	Hangal	149341	72113	83568	31633	55.96	43.87
17.	Ranebennur	165394	79184	93746	33391	56.68	42.17
	Total	872810	420637	473898	171221	54.29	40.70
	Grand total	1868513	907586	978002	336956	52.34	37.12

Source: CPI Office, Bangalore.

Note: Percentage of literacy in the taluka headquarters is conceived as urban for study purpose.

The total percentage of literacy in case of rural female excluding the literacy in the taluka (block) headquarters which is conceived as urban is presented in the following table:

Table 2.4 : Rural Female Literacy percentage excluding in Taluka Head quarters

Sl. No.	Name of the Block	Rural Literacy (%)
1	Dharwad taluk	31.02
2	Hubli taluk	39.25
3	Kalaghatagi	30.55
4	Navalgund	37.85
5	Kundagol	39.64
	Total	35.66
6	Gadag	34.13
7	Ron	32.28
8	Mundargi	28.82
9	Shirahatti	32.91
10	Naragund	32.31
	Total	32.9
11	Haveri	35.03
12	Shiggoan	38.51
13	Savanur	34.77
14	Byadagi	37.93
15	Hirekerur	46.88
16	Hangal	43.86
17	Ranebennur	42.16
	Total	39.88
	Grand Total	35.87

Even if the urban population is added, in as many as eight blocks the female literacy rate is below the national average. These eight blocks are Dharwad, Kalghatgi, Mundargi, Nargund, Navalgund, Ron, Savanur and Shirahatti. It is only on account of the high female literacy of 61.92% in Hubli block that the overall female literacy percentage in the district goes up

marginally above the national average. SC female literacy for the district is as low as 26.92%, ST female literacy is also low at 30.13%. Dropout rate for girls in the elementary stage is as high as 56.78%.

The literacy campaign has been initiated in the district. Extensive mobilisation work has also been undertaken by voluntary agencies, like India Development Society (IDS), FPAI etc. Dharwad has one of the strongest DIETs in the State, which will facilitate the initiation of quality improvement activities for universalising primary education.

The total percentage of literacy in case of rural female excluding the literacy in the town headquarters is presented in the following table.

Table 2.5 : Female Literacy Rate for Dharwad District (1991 census)

i. Female Literacy Rate for Dharwad District as a whole						
	Population		Literates		%of Literacy	
	Total	Female	Total	Female	Total	Female
Dharwad District	2895620	1404498	1699031	634835	58.68	45.20
ii. Female literacy rate for Hubli Town and Population: Not available; instead						
Hubli-Dharwad Town	549081	263655	411065	173548	74.86	65.82
iii. Female Literacy rate and Population for Hubli Taluk:						
Hubli Taluk	94060	45429	51818	17831	55.09	39.25
iv. Female Literacy Rates for other Towns: (Municipal Areas)						
1. Alnavar	11942	5897	7870	3314	65.90	56.19
2. Annigeri	20932	10166	11819	4196	56.46	41.27
3. Byadagi	17338	8498	12366	5102	71.32	60.04
4. Gajendragad	19757	9784	11836	4164	59.91	42.66
5. Hanagal	16961	8295	11039	4849	65.08	58.46
6. Haveri	37957	18347	28096	11946	74.02	65.11
7. Kundgol	12559	6001	7488	2756	59.30	45.93
8. Laxmeswar	24231	11800	15532	6017	67.09	50.99
9. Mulgund	13193	6449	6973	2502	52.85	38.79
10. Mundargi	13528	6564	8138	3045	60.16	46.39
11. Naregal	12348	6175	7680	2864	62.19	46.38
12. Nargund	24451	12096	13472	4909	55.09	40.58
13. Navalgund	15888	7711	9536	3621	60.02	46.96
14. Ranibennur	55521	26938	38187	15902	68.78	59.03
15. Ron	15727	7933	9281	3583	59.01	45.17
16. Savanur	23839	11490	11184	4556	46.91	39.65
17. Shiggaon	16167	7942	8974	3763	55.51	47.38
18. Shirahatti	12472	6081	7419	2847	59.49	46.82
19. Hubli-Dharwad	549081	263655	411065	173548	74.86	65.82
20. Gadag-Bettageri	113129	55161	83074	34375	73.43	62.31

It is revealed from the above table that female literacy rate for the Municipal Towns is below the national average in as many as 15 out of 20 towns. The lowest female literacy rates are in Mulagund and Savanur towns. In the light of these findings it is noticed that it is essential to provide primary educational facilities in the District, especially in the rural areas.

Total Literacy Campaign in the District :

Karnataka was one of the first States in the country to embark on programmes for total literacy. During 1993-94 in the first phase, 8 talukas in the Malnad region of the District viz., Dharwad, Kalghatagi, Hangal, Haveri, Hirekerur, Byadagi, Ranebennur and Shiggaon, the TLC programme was taken up. In the second phase of the TLC programme, the remaining talukas were covered during 1994-95. As many as 7,04,885 illiterate persons were identified. 82,580 illiterates were in the age group 9-14 Phase-wise information is given in the following table:

Table 2.6 : Illiterates covered under TLC- Phasewise.

Phase	Boys	Girls	Total
Phase-I	21,316	28,525	49,841
Phase-II	12,992	19,747	32,739

Table 2.7: Illiterates covered under TLC - Castewise.

Caste	Boys	Girls	Total
SC	4,295	5,830	10,125
ST	2,346	3,304	5,650
OBC	10,765	15,258	26,023
Minorities	5,966	6,803	12,769
Total	23,372	31,195	54,567

It is revealed from the above table that 10,125 SC's 5,650 ST's 26,023 Others and 12,769 Minorities were indentified from the illiterate group for NFE course. At present the number of illiterates in the District might have been further increased. Under the circumstance there is a need to

establish more number of NCC centres in the district to cater to the educational needs of these children.

Status of Primary Education in Dharwad District

The Status of Primary Education in Dharwad District is reviewed in the following paragraphs with reference to the following aspects:

Access

Access to Primary Education

Expansion of lower and Upper primary schools in the District during last five decades is shown in next page:

Table 2.8: Growth of Lower and Upper primary Schools (including Govt, Aided & Unaided)

Year	LPS	HPS	Total
1951	671	704	1375
1961	750	814	1564
1971	958	950	1908
1981	971	1013	1984
1991	912	1248	2160
1993	897	1304	2201
1996	1015	1508	2523

Source : DDPI Office, Dharwad

The figures reveal that from 1951 to 1981 there has been a significant increase in Lower Primary Schools. From 1991 and 1993 there has been a little decrease in the expansions of Lower Primary Schools as more number of Lower Primary Schools were upgraded as Higher Primary Schools

in the District. In 1996 there is an increase in Lower Primary Schools, whereas during 1951 to 1996 there has been a gradual increase in Higher Primary Schools. From 1951 to 1996 the total number of Primary school increased by 1148 in the District.

Schooling Facilities In Rural Area In the District

The rural habitation and primary schooling facility in the District is given in the following table:

Table 2.9 : Rural Habitations with / without Primary Schools

	No. of habitations	Population of habitation	% of district population served
within the habitation	1367	2325341	98.14
Up to 0.5 Km	33	22329	0.94
0.5 to 1 Km	38	13611	0.58
1 to 2 Km	21	5104	0.22
More than 2 Km	15	2945	0.12
Total	1474	2369330	100.00

Source: All India Educational Survey, 1993.

It is clear from the above table that 1438 rural habitations are served with a Primary School within a distance of one kilometer. 36 habitations are served with a Primary School at a distance of more than one kilometer. This shows that still 36 habitations are not properly served with Primary education facilities in the District. As per the recent norm every 200 population must be served with primary education facility within a walking distance of 1 Km.

Since 1993 with along an increase in population there has been an overall increase in the total number of habitations in the District. The total number of habitations now stands at 1784 against as 1474 at the time of the

survey in 1993. The box below gives the present position of habitations having a population more of than 200, not served by Primary Schools.

Table 2.10 : Habitations with Population > 200 not served by Primary Schools

Sl. No	Name of the Block	No. of habitations in the Block	No. of habitations with LPS within habitation /neighbouring habitations at a distance upto 1 km	No. of habitations without LPS	No. of habitations with population >200 without LPS
1.	Dharwad Taluka	157	110	47	41
2.	Hubli Taluka	71	52	19	17
3.	Kalgatagi Taluka	107	94	13	6
4.	Navalgund Taluka	69	58	11	7
5.	Kundgol Taluka	72	60	12	12
	Total	476	374	102	83
6.	Gadag Taluka	89	63	26	25
7.	Gadag city	-	-	-	6*
8.	Ron	108	97	11	8
9.	Mundargi	72	56	16	15
10.	Shirahatti	105	86	19	12
11.	Naragund	45	30	15	11
	Total	419	332	87	71+*6
12.	Haveri	101	93	8	8
13.	Shiggaon	129	93	36	31
14.	Savanur	85	64	21	14
15.	Byadagi	100	69	31	22
16.	Hirekerur	143	132	11	11
17.	Hanagal	187	163	24	23
18.	Ranebennur	144	118	26	22
	Total	889	732	157	131
	Grand Total	1784	1438	346	285+*6
		476			291

* 06 indicates new extensions, areas of Gadag City.

Source: DDPI Office, Dharwad.

Number of Primary Schools in the District According to Different Managements

As in the case of most of the other parts of the country, a large number of, Lower primary schools in Dharwad district are run by State Government. The following table gives the number of schools in Dharwad district according to area and managements.

Table 2.11: Primary Schools according to Managements

as on 30-9-1996

Lower Primary Schools					Higher Primary Schools			
Area	Govt.	PA	PUA	Total	Govt.	PA	PUA	Total
Rural	740	-	72	812	1058	12	44	1114
Urban	103	14	86	203	254	64	76	394
Total	843	14	158	1015	1312	76	120	1508

Source: DDPI Office, Dharwad.

There are 843 Govt. Lower Primary Schools and 1312 Govt Higher Primary Schools in the district. There is a very small percentage of private sector in respect of Lower Primary Schools. In the district only 14 Aided Lower Primary schools are run by Private managements. There are also 158 Private Un-Aided Lower Primary Schools. However in respect of Higher Primary Schools there are as many as 76 Aided Higher Primary Schools and 120 Un-Aided Higher Primary Schools in the district.

From the figures shown in the above table, it is clear that 83.05% of the Lower Primary Schools in the district are managed by State Government and only 16.95% are managed by Private Organisations. 87.00% of the Higher Primary Schools are run by Government and 13.00% of the HPS are managed by Private Managements.

As there are number of Private/Unaided Institutions which are coming up in the rural areas of the District, there is a need to provide support material in terms of building, AV equipment, teaching aids, etc to these institutions.

Table 2.12 : Government Higher Primary Schools in the District

Sl. No.	Standard	No. of Govt. schools
1	I to VII	1073
2	II to VI	92
3	III to V	139
4	IV to VII	03
5	V to VII	05
	Total	1312

The State Government has started nearly 1073 institutions in the District which take care of education from I to VII standards. However, proportionate institutions offering classes II to VI, III to V, IV to VII and V to VII are less in number. This implies that there is a need to convert these incomplete Primary Schools into fullfledged Primary Schools from I to VII standards to facilitate the easy flow of students.

2.13: The Distribution of Govt. Aided and Unaided Institutions in the District is given in the following table:

Sl. No	Name of the Block	Govt			Aided			Non Govt			Grant Total					
								Un-aided			Total					
		LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total			
1.	Dharwad Taluk	72	73	145	03	04	07	06	02	08	09	06	15	81	79	160
2.	Hubli Taluk	38	55	93	0	02	02	10	08	18	10	10	20	48	65	113
3.	Kalghatagi	41	58	99	0	02	02	03	0	03	03	02	05	44	60	104
4.	Nayalgund	25	65	90	0	03	03	09	03	12	09	06	15	34	71	105
5.	Kundagol	26	56	82	0	03	03	05	0	05	05	03	08	31	59	90
6.	Hubli Dharwad City	16	89	105	04	34	38	31	33	64	35	67	102	51	156	207
	Total	218	396	614	7	48	55	64	46	110	71	94	165	289	490	779
7.	Gadag Taluk	31	61	92	0	01	01	07	03	10	07	04	11	38	65	103
8.	Gadag City	32	30	62	02	05	07	18	11	29	20	16	36	52	46	98
9.	Ron	41	105	146	01	04	05	05	08	13	06	12	18	47	117	164
10.	Mundargi	31	52	83	0	0	0	05	04	09	05	04	09	36	56	92
11.	Shurahatti	55	60	115	0	05	05	04	03	07	04	08	12	59	68	127
12.	Naragund	11	33	44	0	0	0	06	03	09	06	03	09	17	36	53
	Total	201	341	542	3	15	18	45	32	77	48	47	95	249	388	637
13.	Haveri	76	73	149	01	02	03	10	08	18	11	10	21	87	83	170
14.	Shiggon	60	66	126	0	0	0	01	06	07	01	06	07	61	72	133
15.	Savanur	36	60	96	0	0	0	05	03	08	05	03	08	41	63	104
16.	Byadagi	34	59	93	0	02	02	0	04	04	0	06	06	34	65	99
17.	Hirekerur	77	102	179	0	01	01	05	01	06	05	02	07	82	104	186
18.	Hanagal	83	113	196	0	01	01	12	05	17	12	06	18	95	119	214
19.	Ranebennur	58	102	160	03	07	10	16	15	31	19	22	41	77	124	201
	Total	424	575	999	4	13	17	49	42	91	53	55	108	477	630	1107
	Grand Total	843	1312	2155	14	76	90	158	120	278	172	196	368	1015	1508	2523

Except in Hangal, Ranebennur and Hirekerur Blocks, the female literacy percentage is below the national average in almost all the blocks of the District. It is noticed from the above table that greater number of schools are concentrated in the above mentioned blocks. In order to enhance the rate of female literacy in the remaining blocks, it is essential to provide more access to primary education.

Minority Schools

Some segments of population, speaking Urdu, Marathi, Telugu, Hindi and Tamil languages are residing in the District. The following are the schools in the District which cater to the educational needs of minorities in the District.

Table 2.14: Minority Schools and Enrollments in Dharwad District

	Urdu		Marathi		Telgu		Hindi		Tamil		Total		
	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Total
LPS	197	4	2	1	-	-	-	-	-	-	199	5	204
HPS	140	7	8	-	1	5	-	3	-	2	149	17	166
Total	337	11	10	1	1	5	-	3	-	2	348	22	370
Enrollments (1 to 5th)													
Boys	24882		213		562		564		165		26386		
Girls	30209		284		534		587		177		31791		
Total	55091		497		1096		1151		342		58177		

Source: DDPI Office, Dharwad. (Enrollment includes HDMC area).

In the District, minority language speaking population amounts to Urdu - 13.20%, Marathi - 2.02%, Hindi - 2.11%, Telugu - 1.53% as per the 1981 census. From the above table 348, 11, 6, 3 and 2 institutions are catering to the educational needs of minorities in Urdu, Marathi, Telugu, Hindi and Tamil speaking areas in the District. The pupil school ratio in different minority schools indicates that there is more enrollment to Hindi and

Urdu schools: On an average the enrollment to Urdu, Marathi, Telugu, Hindi and Tamil language schools are 177, 64, 214, 498 and 105 respectively. The Urdu and Hindi minority schools are highly concentrated in towns and cities. Many of the LPS - Urdu schools are located in rural areas. With regard to Marathi schools there is a decreasing trend in enrollment. But the demand for Urdu school in rural area is gradually increasing.

Infrastructural Facilities

Providing access to schooling does not just mean providing a building nearby also means to providing minimum infrastructural facilities such as instructional aids, blackboard, drinking water, toilets, electrification, qualified teachers, etc.

The position regarding school buildings in rural and urban area of Dharwad District as per 6th All India Education Survey is as follows:

Table 2.15: Nature of Primary School Buildings

(Government and Private)

Area	Type of Building						Total
	Pucca	Partly pucca	Kacha	Hatched hut	Tents	Open space	
LPS							
Rural	708	60	39	1	1	-	809
Urban	111	12	29	1	-	-	153
Total	819	72	68	2	1	-	962
HPS							
Rural	881	38	37	2	-	-	958
Urban	271	28	48	1	-	-	348
Total	1152	66	85	3	-	-	1306

Source : Sixth All India Educational Survey, 1993

The above data reveals that 1 Lower Primary School was running in a tent during 1993, 2 lower primary schools and 3 upper primary schools were running in thatched huts, 68 Lower primary and 85 upper primary schools were housed in kacha buildings. Since 1993-94 the State has

embarked on a major programme of classroom construction from the State sector and the position has drastically changed. Today there is no school in a tent or in a thatched hut in the district.

The details of the classroom constructed in the District since 1993-94 is given in the following box:

Table 2.16 : Number of Class rooms Constructed Under Different Schemes

Sl No.	Schemes	1993-94	1994-95	1995-96	1996-97
1.	VIII Five Year Plan	713	451	420	900*
2.	Jawahar Rojgar Yojana	439	-	-	-
3.	Additional Jawahar Rojgar Yojana	274	359	027	-
4.	District sector	326	-	-	-
5.	Operation Black Board	308 +93 (double)	-	014	-
6.	Employment Assurance scheme	-	337	-	-
7.	Nemmadi yojana	-	015	-	-
8.	Malenadu Abhivridhli Yojana	-	013	-	-
9.	3rd Teacher 3rd Room	-	-	136	-
10.	Urban Area	-	-	-	050*
11.	Zilla Panchayat Scheme	-	-	-	38*
	Total	2060 + 93 (double)	1175	597	988

Source - DDPI office, Dharwad.

* Rooms under construction.

During the last 4 years nearly 4.828 +93 (double) classrooms were constructed in the District under different schemes. In constructing these rooms cooperation was sought from the various people in the villages. This shows that the local resources in the district were properly mobilized to contribute their best in the educational endeavour. Local elected bodies like Panchayats, Taluka Panchayats, Zilla panchayats, etc., evinced keen interest

in erecting the school buildings. Funds allotted for this purpose were properly and fully utilised by the administration.

Table 2.17: Schools According to Number of Rooms

(Government and Private)

Area	Zero	1	2	3	4	5	6.7	8.9	10+	Total	Average rooms per school
Lower Primary Schools											
Rural	6	91	587	84	33	4	1	1	2	809	2.11
Urban	4	15	42	25	32	17	10	5	3	153	3.48
Total	10	106	629	109	65	21	11	6	5	962	2.33
Higher Primary Schools											
Rural	6	4	100	168	170	118	187	103	102	958	5.50
Urban	7	-	12	18	36	25	75	67	108	348	8.55
Total	13	4	112	186	206	143	262	170	210	1306	6.31

Source: VI All India Educational Survey, 1993.

The average number of rooms for Lower Primary Schools in rural area in Dharwad District is 2.11 whereas for the State the rate is 1.89. In respect of urban area the average number of rooms is 3.48 as against the State average of 3.39. In respect of Upper Primary Schools the State average is 5.32 (rural area) and 10.10 (urban area) as against the district average of 5.50 (rural area) and 8.55 (urban area). The analysis reveals that, the number of classrooms constructed in case of LPS in rural and urban areas exceeds the State average. This is appreciable. In case of HPS, the number of rooms in rural area slightly exceeds the State average. However, it is lower than the State average in urban areas as in 1993. The position is further improved in coming years.

Table 2.18: School with Amenities**(Government and Private)**

Lower Primary Schools											
	No. of Schools	Drinking water	%	Urinal	%	Separate Urinal for Girls	%	Lavatory	%	Separate Lavatory for Girls	%
Rural	809	352	43.51	39	4.82	19	2.35	17	2.10	11	1.36
Urban	153	103	67.32	51	33.33	32	20.92	38	24.84	25	16.34
Total	962	455	47.30	90	9.36	51	5.30	55	5.72	36	3.74
Higher Primary Schools											
	No. of Schools	Drinking water	%	Urinal	%	Separate Urinal for Girls	%	Lavatory	%	Separate Lavatory for Girls	%
Rural	958	514	53.65	90	9.39	44	4.59	42	4.38	19	1.98
Urban	348	248	71.26	157	45.11	106	30.46	120	34.48	81	23.28
Total	1306	762	58.35	247	18.91	150	11.49	162	12.40	100	7.66

Source: All India Educational Survey, 1993.

It is observed that 47.30% of the LPSs have drinking water facility within the school premises, only 9.36% of the schools have urinals, very few i.e., 5.30% of the schools have separate urinals for girls, 5.72% of the schools have toilet facility and only 3.74% of schools have separate lavatory for girls. In the case of HPSs, 58.35% of the schools have drinking water facility, 18.91% of the schools have urinals, 11.49% of the schools have separate urinals for girls, 12.40% of the schools have lavatory facility and 7.66% of the schools have separate lavatory facilities for girls. In the existing facilities itself, HPSs in the District are better equipped with amenities than the LPSs. The primary schools in the District require higher support services to provide better amenities for children.

Table 2.19 : Position of class Rooms (Govt. Schools)

Sl. No	Name of the Block	Teachers	Class Rooms available existing	Additional Rooms 1996-97	Total Rooms
1.	Dharwad Taluk	695	603	61	664
2.	Hubli Taluk	555	557	68	625
3.	Kalaghatagi	406	427	53	480
4.	Navalagund	497	521	56	577
5.	Kundago	458	41	56	517
6.	Hubli Dharwad City	1050	634	11	645
	Total	3661	3203	305	3508
7.	Gadag Taluk	508	482	60	542
8.	Gadag City	353	221	10	231
9.	Ron	799	742	57	799
10.	Mundargi	361	364	56	420
11.	Shirahatti	552	544	64	608
12.	Naragund	268	299	26	325
	Total	2841	2652	223	2925
13.	Haveri	753	608	65	673
14.	Shiggon	520	477	54	531
15.	Savanur	400	444	54	498
16.	Byadagi	436	372	56	428
17.	Hirekerur	806	771	57	828
18.	Hanagal	756	699	64	763
19.	Ranebennur	942	820	60	880
	Total	4613	4191	410	4601
	Grand Total	11115	10046	988	11034

Source: DDPI office, Dharwad.

Although it is very impressive to note from the above figures that the District is quite ahead in providing classrooms at the Primary level, still 81 classrooms are to be constructed to fulfil the policy requirement, one classroom for one teacher as in 1996-97. Over and above as an infrastructural requirement, each school must be provided with additional rooms for Headmaster, Library, Laboratory, etc.

Position Regarding Teachers

Teacher is an important component in the educational scene. There has been a significant growth in the number of teachers. The situation regarding the number of teachers in LPSs and HPSs with regard to rural and urban areas is as follows:

Table 2.20 : Position Regarding Teachers

as on 30-9-93

Area	All Communities		Schedule cast		Schedule Tribes		Other Backward		Percentage of Teachers			
	Total	Female	Total	Female	Total	Female	Total	Female	SC	ST	OBC	Female
LPS												
Rural	1579	416	188	47	83	15	482	121	11.81	5.26	30.53	26.35
Urban	472	250	56	31	22	09	122	54	11.86	4.66	25.85	52.97
Total	2051	666	244	78	105	24	604	175	11.83	11.83	28.19	39.66
HPS												
Rural	4681	1000	547	114	306	43	1339	227	11.69	6.54	28.60	21.36
Urban	3263	1782	325	176	132	56	753	354	9.96	4.05	23.08	54.61
Total	7944	2782	872	290	438	99	2092	581	10.78	5.30	25.84	37.99

Source: VI All India Educational Survey, 1993.

Female teachers, are concentrated mainly in the urban areas of the district. In order to satisfy the Government policy regarding appointment of 50% female teachers at the primary level, there is a shortage to the extent of 34.50%. It may be noted that many of the teachers in higher primary schools are also teaching lower primary classes. The position regarding teachers has undergone a significant change with the recruitment of 3921 teachers in the district from 1993-94 to 1996-97.

The additional recruitment made from 1993-94 to 1996-97 is given below:

Table 2.21 : Recruitment of Teachers (1993-94 to 1996-97)

Sl.No	Years	Gm			SC			ST			Total of Sc & ST
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1.	1993-94	458	192	650	77	28	105	15	02	17	122
2.	1994-95	493	531	1024	64	101	165	13	10	23	188
3.	1995-96	384	359	743	55	44	099	11	9	20	119
4.	1996-97	704	810	1514	99	96	195	22	19	41	236
Total		2039	1892	3931	295	269	564	61	40	101	665

The above table shows that there has been a substantial increase in the number of Primary School teachers over the last four years in the District. Male teachers amount to 51.86% and female to 48.14%, teachers belonging to SC and ST categories amount to 16.92% in the District.

Table 2.22: Teachers Posts Sanctioned Recruitrd and Vacant in Govt. Institutions as on 31.3.1997

Category	Sanctioned	Filled	Vacant
LPS	2123	2075	48
H.P.S	9300	9040	260
Total	11423	11115	308

18.44% posts are sanctioned for LPS and 81.56% post are sanctioned for HPS. In the LPS 18.66% of the posts and in HPS 81.34% of the post are filledup. Still about 3.44% of the posts are vacant both in LPS and HPS in the District.

Table 2.23: The Present position of Teachers' According to Community and Sex (Government Schools only) (as on 31-3-97)

Sl.No.	Block	GM			SC			ST			Total		
		Men	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	LPS	1077	585	1662	167	118	285	101	27	128	1345	730	2075
2.	HPS	4756	2463	7219	806	538	1344	320	157	477	5882	3158	9040
3.	Total	5833	3048	8881	973	656	1629	421	184	605	7227	3888	11115

Source: D.D.P.I. Office, Dharwad

As on 31.3.97 the extent of male and female teachers in the District is 65.02% and 34.98% respectively. In order to strike a balance recruitment of female teachers must be increased by 17.56% in the District.

Table 2.23 (A) : Number of Teachers in LPS & LPS of HPS in Government Schools

Sl. No.	Name of the Blocks	No of Teachers Teaching in L.P.S	No of Teachers of LPS in HPS	Total Teacher
1.	Dharwad Taluka	184	379	563
2.	Hubli	90	315	405
3.	Kalghatgi	86	201	287
4.	Navalagund	65	311	376
5.	Kundgol	66	300	366
	Total	491	1506	1997
6.	Gadag Taluka	75	233	308
7.	Gadag City	113	181	294
8.	Ron	114	495	609
9.	Mundargi	64	229	293
10.	Shirahatti	117	315	432
11.	Naragund	30	185	215
	Total	513	1638	2151
12.	Haveri	63	375	438
13.	Shiggaon	150	274	424
14.	Savanur	77	266	343
15.	Byadgi	161	168	329
16.	Hirekerur	214	398	612
17.	Hangal	177	478	655
18.	Ranebennur	144	557	701
	Total	986	2516	3502
	Grand Total	1990	5660	7650

**Table 2.24: Current Position of Teachers in Dharwad District
(Education blockwise)**

Sl No.	Name of the Block	Govt			Non Govt									Grand Total		
		LPS	HPS	Total	Aided			Un-Aided			Total			LPS	HPS	Total
					LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total			
1.	Dharwad Taluk	184	511	695	04	31	35	15	10	25	19	41	60	203	552	755
2.	Hubli Taluk	90	465	555	0	14	14	16	52	68	16	66	82	106	531	637
3.	Kalaghatagi	86	320	406	0	15	15	09	0	09	9	15	24	95	335	430
4.	Navalagund	65	432	497	0	19	19	15	10	25	15	29	44	80	461	541
5.	Kundagol	66	392	458	0	07	07	10	0	10	10	07	17	76	399	475
6.	Hubli Dharwad City	85	965	1050	30	760	290	61	323	384	91	583	674	176	1548	1724
	Total	576	3085	3661	34	846	380	126	395	521	160	741	901	736	3826	4562
7.	Gadag Taluk	75	433	508	0	03	03	23	20	43	23	23	46	98	456	554
8.	Gadag City	113	240	353	11	49	60	55	95	550	66	144	210	179	384	563
9.	Ron	114	685	799	04	18	22	28	48	76	32	66	98	146	751	897
10.	Mundargi	64	297	361	0	0	0	12	29	41	12	29	41	76	326	402
11.	Shirahatti	117	435	552	0	13	13	06	21	27	06	34	40	123	469	592
12.	Naragund	30	238	268	0	0	0	12	36	48	12	36	48	42	274	316
	Total	513	2328	2841	15	83	98	136	249	785	151	332	483	664	2660	3324
13.	Haveri	63	690	753	04	22	26	15	96	111	19	118	137	82	808	890
14.	Shiggon	150	370	520	0	0	0	0	39	39	0	39	39	150	409	559
15.	Savanur	77	323	400	0	0	0	18	19	37	18	19	37	95	342	437
16.	Byadagi	161	275	436	0	10	10	0	13	13	0	23	23	161	298	459
17.	Hirekerur	214	592	806	0	11	11	20	07	27	20	18	38	234	610	844
18.	Hanagal	177	579	756	0	05	05	48	30	78	48	35	83	225	614	839
19.	Ranibennur	144	798	942	9	50	59	88	63	151	97	113	210	241	911	1152
	Total	986	3627	4613	13	98	111	189	267	456	202	365	567	1188	3992	5180
	Grand Total	2075	9040	11115	62	527	589	451	911	1362	513	1438	1951	2588	10498	13066

Table 2.25: Coefficient of Correlation between Number of Teachers and Literacy Rate in the District (Block wise)

Sl. No.	Blocks	No. of Teachers	Rate of Literacy
1.	Dharwad Taluka	755	46.94
2.	Hubli Taluka	637	44.00
3.	Kalghatagi	430	55.92
4.	Navalgund	541	59.72
5.	Kundgol	475	48.03
6.	Hubli-Dharwad City	1724	55.09
7.	Gadag Taluka	554	56.89
8.	Gadag City	563	62.09
9.	Ron	897	48.29
10.	Mundargi	402	52.79
11.	Shirahatti	592	58.68
12.	Naragund	316	56.61
13.	Haveri	890	60.20
14.	Shiggoan	559	53.38
15.	Savanur	437	51.99
16.	Byadagi	459	55.93
17.	Hirekerur	844	74.26
18.	Hangal	839	54.48
19.	Ranebennur	1152	54.20

Rank difference correlation coefficient between number of Primary School Teachers in the District and Rate of Literacy in different blocks of the District, is 164. This implies that there is no relationship between these two aspects and the increase in the number of teachers is not responsible for enhancing rate of literacy in the District.

Enrolment and Retention

Table 2.26 : Given below are the enrolment figures for the period 1980-1981 to 1996-1997 from class I to V. Including Hubli - Dharwad City.

Year	1st Std			2-std			3 std			4 std			5th Std			Total 1 to 5 Std		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
80-81	49530	41910	91440	48958	44991	93949	43541	36195	79736	41044	30304	71348	23684	15895	39579	206759	169295	376054
81-82	49778	44989	94767	46183	40620	86753	41943	34234	76177	41486	23016	64502	26033	15979	42012	205373	158847	364220
82-83	53103	45692	98795	45906	40805	86711	42581	34181	76762	34304	27726	62030	24827	17529	42356	200721	155933	366654
83-84	55220	48684	103904	50246	42070	92316	43106	35765	78871	34480	27872	62352	24935	15922	40857	207897	170313	378300
84-85	48399	44859	93258	48210	39442	87652	46434	39062	85496	36699	29773	66472	27864	19626	47490	207606	172752	380368
85-86	49737	46509	96246	48218	42026	90244	47921	40078	87999	40578	31381	71959	30175	20410	50585	216629	180434	397033
86-87	52084	47959	100043	46347	40346	86693	46473	38690	85163	40704	33010	73714	31371	22439	53810	216979	182444	399423
87-88	52299	49716	102015	53648	47381	100729	46523	39056	85579	41346	32613	73959	30563	22834	53397	224379	181370	415679
88-89	54983	53432	108415	53920	49279	103199	52688	46335	99023	44289	35200	79489	33366	24233	57599	239246	198479	447725
89-90	59164	55019	114183	52269	48899	101168	52048	46778	98826	45764	37942	83706	31930	24686	56616	241175	193324	454499
90-91	60654	56920	117574	56165	52189	108354	51503	47332	98835	46289	40119	86408	35207	26288	61495	249818	222848	472666
91-92	59671	55281	114952	57725	54399	111824	53766	49621	103387	46571	40273	86844	36060	28306	64366	253793	227580	481373
92-93	61138	57115	118253	56893	52233	109126	53863	47904	101767	47075	40175	87250	38362	29823	68185	257331	227250	484581
93-94	61243	56032	117275	59167	53307	112474	56646	50104	106750	51016	43183	94199	40628	31774	72402	268700	234430	503100
94-95	58407	54946	113353	59867	55760	115627	56894	51611	108505	51050	45563	96613	40756	33649	74405	266974	241529	508503
95-96	55656	52627	108283	55958	52468	109426	57191	52452	109643	58189	45494	103683	42950	34540	77490	269944	238581	508525
96-97	59175	55220	114395	53772	51653	105425	55086	50552	105638	50749	46817	97566	43412	37728	81140	262194	241970	504164

From 1980-81 to 1996-97 i.e., during the last 16 years, the enrolment and retention capacity of the Primary Schools in the District increased by 22, 955 at I std., 11,482 at II std., 25,902 at III std., and 26,218 at IV std. As far as the hike in the enrolment and retention figures are concerned the trend is notable in the District.

Gross Enrolment Ratio

Table 2.27: Enrolment and G.E.R. From 1991 - 92 to 2001 - 02 based on Child Projection

Year	Boys 6-10	Girls 6-10	Boys I-V	Girls I-V	B.GER	G.GER	T.GER
1991-92	276671	261053	253793	227580	91.73	87.17	89.52
1992-93	281982	266066	257331	227250	91.25	85.41	88.41
1993-94	287292	271076	268700	234400	93.52	86.47	90.10
1994-95	292604	276090	266974	241529	91.24	87.48	89.41
1995-96	297918	281099	269944	238581	90.61	84.87	87.82
1996-97	303228	286112	262194	241970	86.46	84.57	85.57
1997-98	308538	291124	285556	255025	92.55	87.60	90.15
1998-99	313850	296134	297560	265724	94.81	89.73	92.34
1999-00	319162	301147	308155	277510	96.55	92.15	94.41
2000-01	324472	306159	319930	287240	98.60	93.82	96.27
2001-02	329784	311171	329784	295615	100.00	95.00	97.57

Source: CPI office, Bangalore

The Gross Enrolment Ratio in the District shows increasing trend. In respect of estimated child projections 1991 census figures, age wise between 6 to 10 has been as base. The 1981-91 decadal growth rate of population has been used for calculating the projected child population for the year 1992-93 to 2001-02. In respect of boys and girls enrollment, the figures for 1991-92 to 1996-97 are the actual figures enrolled during these years. For the subsequent period 1997-98 to 2001-02 the GER have been calculated based on the 1981-91 decaded growth of population taking 1996-97 as the base. In the terminal year of the project i.e. 2001-02, the boys GER has been fixed at 100 and girls at 95. Enrollment have been projected

keeping the terminal year in view the additional enrollment required distributed on a prorata basis from 1997-98 to 2000-2001.

Distribution of Primary school teachers

Table 2.28 : The present position of Teachers in Primary schools run by all managements is as below:

Government	Aided	Un-Aided	Total
11115	589	1362	13066

From the above given table it is revealed that 85.00% of Primary School teachers are in Government schools, 10.42% are in Un-aided schools and 4.58% are in aided schools.

Table 2.29 : Distribution of Primary School teachers per unit Population.

Area in 100 sq.kms	Estd. population in lakhs	No. of primary school teachers (Sanctioned)	No. of primary school teachers per 10,000 population
137.38	39.17	Govt- 11423	29
		Non Govt- 2100	5
		Total 13523	34

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Table 2.30: Teacher Student Ratios in Primary Schools

(Including Government and Non-Government)

as on 30-9-96

Area/type	Teachers	Student	T.S. ratio
LPS			
Rural	1808	61333	1:34
Urban	638	21759	1:34
Total	2446	83092	1:34
HPS			
Rural	5782	338556	1:59
Urban	4121	204389	1:50
Total	9903	542945	1:55
Total Primary			
Rural	7590	399889	1:53
Urban	4759	226148	1:48
Total	12349	626037	1:51

Source: DDPI Office, Dharwad.

With the figures shown in the box it is clear that the Teacher student ratio is 1:34 in Lower primary schools and 1.55 in Higher primary schools. The position is improved with recruitment of more number of teachers since 1993-1994. The total figure indicates that in rural Primary Schools the ratio is 1:53, and in Urban Primary Schools the ratio is 1:48. The overall ratio between teacher and student is 1:51. This must be brought down to the national ratio of 1:40 by recruiting more teachers especially to Primary Schools in rural areas.

Trained Teachers in the District

The District is proud to put up on the record that there are no untrained teachers either in the Government sector or in the Private sector at

the Primary level. The backlog of untrained teachers in the District was cleared by organising correspondence cum vocational TCH course.

Pre-Primary Schooling Facilities

Table 2.31: Pre-Primary Education Institutions Teachers and Enrolment

(30-9-93)

Type	Area	No. of Institutions	No. of Teachers			No. of Students		
			Male	Female	Total	Boys	Girls	Total
1. Independent Pre-Primary Schools	Rural	57	2	59	61	1288	1165	2453
	Urban	32	-	35	35	1186	1015	2201
	Total	89	2	94	96	2474	2180	4654
2. Balawadi and Anganwadi	Rural	1543	-	1569	1569	49493	47685	97178
	Urban	254	-	258	258	8721	7853	16574
	Total	1797	-	1827	1827	58214	55538	113752
3. Pre Primary Classes attached to a school	Rural	47	3	65	68	1314	954	2268
	Urban	38	1	48	49	1462	1327	2789
	Total	85	4	113	117	2776	2281	5057

Source: All India VI Educational Survey, 1993.

The quality of Primary Education depends upon the Pre-Primary Education facilities in the District. As per the 1993 statistics only 1971 Pre-Primary institutions are catering to the needs of nearby 114952 children. As these institutions are insufficient and substandard, this issue must be considered on priority basis since Pre Primary Education is the base of the entire Education system.

CHAPTER-III

ORGANISATION OF PRIMARY EDUCATION

In the present administrative setup the Commissioner for Public Instruction is the controlling head of school education upto the +2 stage. The Director of Primary Education who is under the CPI functions as the head of the Primary Education in the State.

At the District level the D.D.P.I. looks after all aspects of the education upto class X. He/She is assisted by Educational Officers, 5 subject Inspectors and Physical Education Superintendent and the Assistant Statistical Officer in his office. At the block level, the Block Educational Officer (BEO) monitors Primary and Secondary education. The BEO is assisted by an Assistant Educational Officer (AEO) and Inspectors of Schools (IOS) and Educational Assistants (EAs).

The Block Educational Officer is entrusted with the responsibility of inspecting and supervising Primary and Secondary schools. He is the drawing and disbursing officer of Government primary school teachers' salary and is also responsible for counter signing the salary bills of Private Aided primary and secondary schools. The AEO under him is expected to assist him in the inspections of Primary and Secondary schools, BEO the conducts inspections of Higher Primary Schools also independently. The inspector of schools conduct inspections of Lower Primary Schools independently and assist the BEO and the AEO in the inspections of Higher primary schools. The Educational Assistant also conduct inspections of Same Lower Primary Schools and assist the BEO, AEO and IOS in inspections of academic and administrative aspects. The D.D.P.I. is responsible for the selection, appointment, transfer and promotion of primary school teachers. He is also responsible for the academic achievement of the children in the

district. He is also responsible for the conducting Public examination for class VII which has been introduced from 1996-97 onwards.

The block wise number of schools and officers in position is given below:

Table 3.1 :

Sl. No	Name of the Block	No of Govt Schools		No of		No of		No of	
		LPS	HPS	BEO	EO	AE O	SI	IOS	EA
1.	Dharwad Taluka	72	73	1		1		03	2
2.	Hubli Taluka	38	55	1		1		02	2
3.	Kalghatgi	41	58	1		1		02	2
4.	Navalgund	25	65	1		1		01	2
5.	Kundgol	26	56	1		1		02	2
6.	Hubli-Dharwad	16	89	1		1		04	2
7.	Gadag Taluka	31	61	1		1		02	2
8.	Gadag City	32	30	1		1		02	2
9.	Ron	41	105	1		1		02	2
10.	Mundargi	31	52	1		1		02	2
11.	Shirahatti	55	60	1		1		02	2
12.	Nargund	11	33	1		1		02	2
13.	Haveri	76	73	1		1		02	2
14.	Shiggaon	60	66	1		1		02	2
15.	Savanur	36	60	1		1		02	2
16.	Byadgi	34	59	1		1		01	2
17.	Hirekerur	77	102	1		1		02	2
18.	Hangal	83	113	1		1		02	2
19.	Ranebennur	58	102	1		1		03	2
20.	DDPI Office	-	-	-	3	-	5	-	-
	Total	843	1312	19	3	19	5	39	38

Training of Teachers

The DIET was established at Dharwad in 1993. This was established by elevating the Government Teachers Training Institute. The

DIET continues to run Pre-service Teacher's Course of two years duration. It also conducts various Inservice Training Programmes of different duration.

In addition, it conducts training programmes in IED, Gender sensitisation, Environmental education, Evaluation of classroom transaction and Educational technology. The English Language Teaching Campaign Centre for primary school teachers at Dharwad is also imparting English training for thirty days.

The DIET, at Dharwad has adequate hostel facility.

Academic Achievement:

A Review of Studies Baseline Assessment Study

The Regional Institute of Education, Mysore (RIE) was entrusted with the task of conducting a baseline assessment of the DPEP-II districts of Bidar, Mysore, Bangalore (rural), Gulbarga and Bellary. The survey was conducted during the months of August-September, 1996. The data analysis was completed by January, 1997. It has provided useful findings for the finalisation of investment plans and formulation of strategies even in respect of Dharwad district. The objectives of the study were: To study the achievement levels of Class IV students in Kannada and Mathematics. To study the achievement levels of class II and class IV students in Kannada and Mathematics in terms of gender differences, rural-urban differences and caste-wise differences. To study the achievement levels of class II students in literacy and numeracy. To study the socio-demographic characteristics of drop-outs along with their learning achievement. To study the present status of enrolment and retention in the Primary schools in terms of gender, and location differentials. To analyse school related, teacher related and family related factors that contribute to the differences in learning achievement levels of students at the Primary stage.

Added to this a research study was conducted by Raju Naik (1994) at the Department of studies in Education, Karnatak University, Dharwad on a comparative study of M.L.Ls in science at the Primary level among advantaged and disadvantaged students. Totaly 20 competencies in science at IV standard were selected from the 9 major areas in the study. An objective Type fort was developed by the investigator based on the selected 20 competencies involving 180 tests items. The item alalysis was carried out in two phases using tetrachoric correlation and by serial correlations. The difficulty indices for the competencies were between 0.40 to 0.86 and the discriminate indices for all the competencies was around 0.20.

A total of 261 students from IV th standard were drawn as sample. 133 students were from urban areas (58 boys 75 girls) 128 students were from rural areas (82 boys and 46 girls) studying in the schools and around the cities of Dharwad and Kumta constitute the sample for the study.

The study revealed that majority of the competenies in Science at IV standard were not attained by the disadvantaged students coming from rural areas, slum areas, SCs, STs, etc. This implies that focus must be given to the disadvantaged, deprived class in the District for improvement of educational standards.

Another study conducted by Zalaki, M.S. (1995) in the same Department of Education, Karnatak University, Dharwad compared the attainment of competencies in Mathematics at IV in the District. 20 competencies in Mathematics at IV standard were selected from the 5 major areas in the study. The test was developed by the Investigator based upon the selected 20 competencies consisting of 200 test items for determine the competency validity Tetra-Choric correlation technique was used, obtained value s ranged between 0.27. to 0.87.

A random sample of 259 students from IV standard were selected from Hubli-Dharwad area out of which 131 were advantaged and 128 were disadvantaged students. Among advantaged students 75 were boys and 56 were girls among disadvantaged.

This study also revealed that disadvantaged children of the District consisting of rural children, slum children, SC and ST children differ in their attainment of competencies in Mathematics at IV standard. This shows that it is essential to uplift educationally deprived classes in the District.

The findings of the baseline study in all the five districts have implications even for Dharwad district as well. On the basis of the available statistics in the District and on the basis of the above the following major study the following inferences could be drawn:

1. There is a marked decline in the enrolment from standards I to IV.
2. There is a paucity of adequate infrastructural facilities including drinking water, toilets, black boards and basic furniture and equipment.
3. Teachers need to be oriented in multigrade teaching and in the use of teaching aids to make teaching lively.
4. Achievement levels in case of dropouts is in the range of 25% to 49%.
5. Achievement of the non-scheduled students is better than the scheduled students.
6. Performance of the students in Urban area is better than the students in rural area.
7. Achievement of students in classes II and IV in language is better than their achievement in Mathematics.

Social Assessment Study

The Social Assessment Study, which was carried out for the districts of Mysore, Gulbarga and Bellary jointly by MYRADA and P&P group also points out to certain findings which have implications for Dharwad district. The Social Assessment study based its primary research with a focus on group discussion and semi-structured interviews. It also collected secondary data through the Annual Reports of the Dept of Education, gender and tribal studies and other research papers. The main recommendations of the study are:

- There is a need to improve infrastructural facilities, including providing classrooms, so that teachers are not forced to conduct 2-3 classes in the same room.
- There is also a need to improve infrastructural facilities for providing drinking water and toilets facilities.
- Teachers need to be reoriented to move away from the traditional practices of rote learning. Reorientation should include methods to make teaching-learning more interactive, including the use of interesting teaching aids.
- Textual materials need to be re-designed to incorporate workbooks for children so that parents do not have to spend on stationary materials which are expensive.
- There is also a need for re-structuring the curriculum so that children can learn from their immediate environment.
- Attention must be paid to enhance teacher motivation.

Many of these above concerns were also reflected in the meetings conducted at various levels in the district.

Zilla Panchayat

The functioning and supervision of the educational system is looked after by Zilla Panchayats at the district level, Taluka Panchayats at the Block Level and Gram Panchayat at the village level. The DDPI of the district reports to the Chief Executive Officer of the Zilla Panchayat. The matters relating to Education are considered by the Standing Committee of Education and Health, which comprises of selected members of Zilla Panchayat.

CHAPTER IV

EXISTING PROGRAMMES OF THE STATE GOVERNMENT

A large number of incentives have been given by the State government to promote, access, retention and achievement in primary education. Some of these are described below.

Construction of Classrooms

As a part of this State governments policy to provide one class room to each class, construction of class rooms have been taken up in the district. The State government provides Rs.40,000/- per classroom as its share to the Department of Education. The remaining amount is mobilized through local contribution/JRY/EAS.

Recruitment of Primary School Teachers

The State government has a programme to provide one teacher per class. As a part of this programme, Dharwad district has completed the recruitment of 3931 teachers in the last 4 years. As per the current record of recruitment during 1996-97, all sanctioned vacant posts of teachers have been filled except the retirement vacancies, which occurred recently.

Distribution of Free Uniform

The scheme under the title of Vidya Vikas has been in existence since 1983. Initially envisaged as a programme to provide welfare to the children of SC/ST families it was extended in 1993-94 to all children in classes I-IV, with a view to increasing retention of children in the school.

Supply of Text Books

Like uniforms, text books were initially given only to SC/ST children. In 1993-94 the scheme was extended to all children in class I-VI. During 1996-97, 10,54,220 free textbooks were distributed to all children studying in Classes I to IV and SC/ST children studying in Classes V to VII. The beneficiaries are 3,96,691 students.

Supply of School Bags

In order to improve retention level of girls in classes V-VII, particularly among SC/ST a new scheme of providing school bags and notebooks was introduced in 1996-97. Under this new scheme school bags and notebooks were supplied to 5564 SC/ST girl students.

Midday Meals

The scheme for providing midday meals was first introduced in the State in 1963 with the assistance from CARE. In addition, the State had an energy food programme. CARE assistance was gradually withdrawn. The Government of India launched its National Programme of Nutrition Support for Primary Education in 1995-96. Under this scheme children studying in Rural Government schools and aided institutions whose attendance is not below 80% are covered. Each child gets 3 Kg of Rice/Wheat if his attendance is 80% and above.

During 1996-97, 2,73,494 beneficiaries of 1634 schools were covered in Dharwad district. Under Punarroopita Akshaya Yojana children studying in I to IV standards from urban areas are covered to the tune of 96,495 beneficiaries during 1996-97. Each beneficiary gets 1 kg energy food under this scheme.

Supply of Equipment to Schools

Under Central, State and District plans various equipments are provided to the primary schools in the District. The details during 1995-96 are as follows:

Table 4.1

No. of HPS covered	1995-96	Amount in lakhs
Central plan	338	135.20
State plan	494	34.58
District plan	286	20.00
1996-97		
Central	—	—
State	450	31.50
District	214	15.00

- Under Centrally sponsored O.B.B. scheme, 338 schools were provided with books, science equipments, maps, charts, sport materials to worth Rs.40,000/- to each of them.
- Furniture worth Rs.7,000 to each of the schools was provided to 495 Higher Primary Schools Under state Scheme & to 286 Higher Primary Schools under Zilla Panchayat Scheme during 1995-96 & 1996-97.
- 700 tape recorders, 17 T.V.s were supplied under State scheme.

Minimum Levels of Learning

330 primary schools were identified in Dharwad district under the UNICEF sponsored project for introducing MLL scheme. The teachers identified were trained and MLL books were introduced up to class III. An

evaluation of the impact of the materials used on learning achievements was done.

Table 4.2 : M.L.L. Training Details agency-DIET.

Year	Teachers trained	IOS trained	Total
1995-96	635	19	654
1996-97	654	19	673
Books supplied during 1996-97			
	Ist Std.	IInd Std	IIIrd Std
1. Kannada Kali-Nali	12000	11000	11000
2. Parisar Adhyana	12000	11000	—
3. Ganita	12000	10000	11000
4. Vidnyana	—	—	11000
5. Social Science	—	—	11000

CHAPTER V

PROJECT FORMULATION PROCESS

In the non DPEP district, eight taluks in the state were selected for micro-planning. Mundargi is one of them. In Mundargi Taluka Muradi village was identified for Micro-planning. To collect information and analyse the data; survey work was taken up. To create awareness among people many cultural programmes like Kala Jatha, Beedi Nataka etc were organised people were enlightened about the importance of education, and the detailed project report was prepared. Deputy commissioner of the District and Executive Officer of the Zilla Panchayat visited the workshop and appreciated the programme.

In the light of this sample survey of Micro-planning, Awareness programme regarding the importance of education was conducted throughout the district at all level. For environment, building, Kala Jathas, Chinnara Melas, Beedi Natakas etc which high light the advantages and disadvantages of the education were organized.

Meetings of the elected representatives at village level Taluka level and District level were held. All the teachers, Anganawadi Workers, Basic health Workers, Volunteers of total Literacy campaign were involved in collecting necessary information regarding DPEP.

Necessary formats were prepared and distributed to all Block Educational Officers of the district. All the BEOs, AEOs, IOSs and Shikshana Sayaleas teachers were involved in the Preliminary work of project formation. The Representatives of teachers association were also participated. District Institute of Education & Training, Dharwad also shared its rich experience in the formation of the project.

One District Level Expert Committee was formed. The committee members worked continuously and prepared the plan.

All the Block Educational Officers identified the habitations without schooling facility, they also identified the lower primary schools to be upgraded to Vth standard. They have selected clustered Resource Centres, BRCs etc.

After this long process the draft was prepared. The Commissioner for Public Instruction had convened a joint meeting of Executive Officer of the Zilla Panchayat, Deputy Secretaries, three Executive Engineers of the Zilla Panchayat, Principal of DIET, all the BEOs of the district. He reviewed the project report prepared by the District Committee.

The budget for the project is restricted to 40 crores overall. It was decided to open 125 new Lower Primary Schools and Upgrade 150 Lower Primary Schools to Vth Standard in the district. It was also decided to establish 17 BRCs and 150 CRCs in the district. The idea of making the best use of existing Gurubhavanas in different blocks for BRCs was thought of to reduce the expenditure on Civil Works.

The Construction aspect under DPEP scheme was discussed with the Executive Engineers of Dharwad, Gadag and Haveri divisions along with Deputy Secretary for Development. Technicalities involved in assigning work were explained. It was suggested to depute one Engineer to study the details of the construction under DPEP scheme. It was agreed to conduct a workshop for Engineers and Administrators to acquaint them with the entire procedure of construction as per the World Bank norms. During the meeting the quality of construction and speedy construction were discussed in detail. It was assured that money earmarked, i.e., 24% of 40 crores is made available from the first day of inception of the project.

- It was agreed to set up one BRC for both Gadag City as well as Gadag rural in order to reduce the expenditure.
- 216 villages are selected for microplanning.
- Work books shall be provided even to IIDMC block and the cost may be borne under State Sector.

Data Sources

Village and cluster based data was used to cross-check and validate the data gathered from other sources. The major sources of data for project formulation were collected from following:

- Census reports
- Statistical Gazetteers
- All India Educational Surveys.
- Information maintained in the offices of the D.D.P.I.s and B.E.Os
- District Reports and Gazetteers
- NIC unit and CPIs office (Planning Unit)
- Data gathered in the workshops

Goals and Objectives

The overall goal of the project is to achieve UEE with in the specified period of 5 years through mobilization of local resources and organizations.

Specific Goals

1. To improve access to Primary Schooling to serve the unserved disadvantaged groups.
2. To improve access to Primary Schooling especially for girls, SC and ST students.
3. To improve the quality of Schooling facilities offered in respect of infrastructure.
4. To provide alternative system of comparable standards to out of School and disadvantaged group children wherever necessary.
5. To improve participation and School effectiveness by teacher empowerment and local community involvement.
6. To build local level capacity to manage Primary education at the district, block and village levels.

To achieve the above specific goals of the DPEP scheme, the present plan is drafted with the following objective in view:

I.A. Improve access by

- ensuring enrollment of all children in the 5+ age group in class-I.
- ensuring availability of schooling (either through formal or non-formal systems of education) to 90% of the children in the 6-10 age group.
- improving access to Primary Schooling for girls and SC/ST children.
- opening new Schools in Schoolless villages/hamlets habitations.
- upgrading LPS upto Class-V to ensure that all children get opportunity for education upto Class-V in accordance with the all India pattern.

B. Improve access to unreached

- Open 125 new Schools under DPEP and 166 new Schools under State Sector.
- Starting Class-V in 150 LPS in DPEP.
- To initiate alternative system of schooling in Primary Education in 100 centres.
- To strengthen the existing anganwadi system by extending the working hours to coincide with Primary School timings.

II. To improve overall enrolment rates to classes I to IV to almost cent percent.

- To ensure enrolment of all children in the 5+ age group in Class-I.
- To reduce drop out rates between Classes I to IV from the existing levels to less than 5%.
- To reduce SC/ST dropout rates between Classes I-IV to less than 10%.
- To reduce the girls dropout rate between classes I to IV to less than 5%.

III. To improve achievement levels of children

- To improve the classroom environment
- To provide opportunity for regular training of teachers to improve teacher competencies by opening 150 CRCs & 17 BRCs.
- To provide good quality teaching learning materials and supplementary reading material for classroom transaction.

Programme Undertakings

Access

1. Opening of New Primary Schools

There are 843 Govt Lower Primary Schools and 1312 H.P.S. in Dharwad districts. There is need for 291 new schools in unserved habitation (Table 2.10 page13), on the basis of the norm of one school for every habitation with population 200 and above. The block wise number of new schools proposed under DPEP and state plan is shown below:

Table 5.1:

Sl. No.	Block	No. of Habitations without School	New Schools under DPEP	New Schools Under State Scheme
1.	Dharwad Taluka	41	09	32
2.	Hubli Taluka	17	08	10
3.	Kalgahatgi Taluka	06	06	00
4.	Navalgund Taluka	07	06	01
5.	Kundgol	12	07	05
6.	Hubli-Dharwad city	00	00	00
	Total	83	35	48
7.	Gadag Taluka	25	08	17
8.	Gadag city	*06	02	04
9.	Ron	08	06	02
10.	Mundargi	15	07	08
11.	Shirahatti	12	07	05
12.	Nargund	11	07	04
	Total	77	37	40
13.	Haveri	08	06	02
14.	Shiggaon	31	09	22
15.	Savanur	14	06	07
16.	Byadgi	22	08	14
17.	Hirekerur	11	06	05
18.	Hangal	23	08	15
19.	Ranebennur	22	09	13
	Total	131	53	78
	Grand Total	291	125	166

* 6 indicates new extension areas of Gadag City.

The detailed block wise list of habitation where new schools will be located is given in the annexure.

The Schools will be provided with the teachers; two class rooms with varandha water facilities and separate toilet facilities for boys and girls. The design of new school will provide for learning corners for Maths, language and environment studies. There will be space along the lower position of the wall on all four sides for children to write and use as it blackboard. The new school will also be provided with adequate teaching learning materials, furnitures, equipment and play materials. The furniture, equipment and teaching learning materials provided to the new schools will be in keeping with the principles of the new activity based pedagogy. In other words the new schools will not be over-furnished with heavy furniture, such as dual desks, planks, benches etc., which force children to sit in rigid immobile state. The materials/equipment/furnitures purchased for the school will enable children to move around freely, interact with each other without feeling physically constrained. There will also be a library corner in every new school. The new schools will be complete in all respects within a year or two.

The new schools will be started in the first year of the project period. The works relating to construction of class rooms, appointment of teachers will also be started in the first year. Recruitment of teachers will be made in accordance with the regular recruitment procedures of the Education Department.

However budgeting for teachers salaries has been made only for a duration of six months in the first year of the project.

The Procurement process for purchase, equipments and teaching learning materials for the new schools will be initiated and completed in the second year of the project.

Table 5.2:

Sl. No	Activity	1st year	2nd year	3rd year	4th year	5th year
1	Opening of new schools	125	-	-	-	-
2	Appointment of new teachers, continuation of teachers, appointed to new schools	125	125 +125	- 250	- 250	- 250
3	construction of new school buildings with water facility, toilets and electrification	50	75			
4	Provision of TL materials		125			
5	Provision of play materials		125			
6	Provision of furniture and equipment.		125			

Non Formal Education

In Dharwad district the Total Literacy campaign has been launched in two phases. In the first phase, 54567 boys and girls between the age group of 9 to 14 were identified as illiterates and in the second phase, 32739 boys and girls were identified as illiterates. For these illiterates, 1819 Bala Sihi Kalika Kendras in the first phase and 1091 Bala Sihi Kalika Kendras in the second phase were started in the district and these illiterates were taught in NFE centres. The external evaluation results of TLC programme indicate that 42.33% in first phase and 61.46% in Second phase have completed the learning. A Sizable number of children in the age group of 9-14 remained as semilite-rates and illeterates. Hence, some programmes have to be undertaken to these unreached ones. Voluntary organisations like Belagavi Vibhagiya, Dalit Jana Jagrati Sanghatana India Development Service (IDS), Christian Misionary Institute, Kalaghatgi, ISARD, Chiniyard Shiggon, FPAI Dharwad, were also engaged in running non- formal centres successfully.

Other than these some organisations like BJVS, Rotary, Lions Clubs also gave massive support to run these NFE centres throughout the district.

Keeping in view the experience in running NFE centres & the availability of voluntary agencies in the District, it is proposed to open 100 NFE centres in a phased manner under DPEP. These centres will benefit children who are not able to regularly attend formal school or are forced to drop-out because of their involvement in domestic and farm work. Dharwad has a large number of children who are engaged in sibling, water/ fuel/ fodder fetching, and many more numbers are engaged in agricultural operations including sowing, weeding, harvesting. There are also children who are engaged in wage earning activities like cotton picking, Beedi packing, weaving and they also work as agriculture and other labourers. A large number of these children are girls and those belonging to the SC/ST category.

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

Table 5.3 :

Sl. No.	Activity	1st year	2nd year	3rd year	4th years	5th years
1	Opening NFE centres	-	50	50	-	-
2	Preparatory work of identifying agencies for NFE					
3	Obtaining approval for ToRs from DIC, SPO and Gol					
4	Operationalising NFE centres		50	100		
5	Monitoring and Supervision			100	100	100

Upgradation Of Lower Primary Schools To Class V

A Lower Primary School in Karnataka consists of classes I to IV, unlike the pattern followed in the rest of the country, where Lower Primary School consists of classes I to V. A large number of children especially girls, discontinue their education at class IV. Insecurity and reluctance to allow girls to travel to adjoining villages are often cited as the main reasons for girls to discontinue their education after the lower primary stage.

The enrolment figures during 1991-92 to 1996-97 in Classes IV and V in the district are given below:

Table 5.4:

Year	Class IV			Class V		
	Boys	Girls	Total	Boys	Girls	Total
1991-92	46571	40273	86844	36060	28306	60366
1992-93	47075	40175	87250	38362	29823	68185
1993-94	51016	43183	94199	40628	31774	72402
1994-95	51050	45563	96613	40756	33649	74405
1995-96	58189	45494	103683	42950	34540	77490
1996-97	50784	46817	97566	43412	37728	81140

During the year 1995-96 the total enrolment for the class IV was 103683 and during 1996-97 the enrolment was 81140 for the class V approximately 22% of the children did not enrol for the class-V during 1996-97. Enrolment difference in respect of SC/ST children between classes IV and V is equally startling as is evident from the figures below. 26% of the SC/ST children in class IV did not enrol in class V. AS many as 31.40% of the SC/ST girls in class IV did not enroll in class V.

Table 5.5:

Year	Class IV					Class V				
	SC	ST	SC	ST	Total	SC	ST	SC	ST	Total
	Boys	Boys	Girls	Girls		Boys	Boys	Girls	Girls	
1991-91	5526	1966	4267	1616	13375	3851	1603	2517	1014	8985
1992-93	5700	2742	4586	2047	15075	4089	2024	2961	1258	10332
1993-94	6407	3499	4814	2602	17322	4330	2739	3087	1591	11747
1994-95	6347	3461	5099	2652	17559	4717	2484	3076	1671	11948
1995-96	7702	3783	5906	3181	19870	5555	2763	3730	2116	14164
1996-97	7476	3659	5968	3108	20211	5589	3136	3838	2395	14958

Statement Showing the Dropout rates

Table 5.5 (a)

Sl. No	Base period	Drop Out Rates I to IV			Drop out Rates IV to V			Drop out Rates I to V		
		Girls	Boys	Total	Boys	Girls	Total	Boys	Girls	Total
1.	80-81 to 86-87	33.50	30.39	31.80	19.19	29.59	23.84	43.74	53.17	48.06
2.	81-82 to 87-88	33.82	26.88	29.86	17.78	31.45	23.90	39.38	54.63	46.62
3.	82-83 to 88-89	31.32	23.59	27.16	22.69	28.49	25.22	40.92	50.80	45.53
4.	83-84 to 89-90	32.20	26.29	29.06	24.91	30.83	27.56	44.65	53.10	48.61
5.	84-85 to 90-91	27.29	14.57	20.69	19.30	25.70	22.12	31.06	45.98	38.24
6.	85-86 to 91-92	24.32	10.95	17.41	27.91	29.87	28.78	35.80	46.92	41.18
7.	86-87 to 92-93	20.89	12.13	16.33	23.07	30.72	26.53	32.40	45.19	38.53
8.	87-88 to 93-94	19.39	11.49	15.30	22.10	29.44	25.51	31.05	43.06	36.91
9.	88-89 to 94-95	24.63	15.30	19.90	17.63	29.95	21.49	30.23	44.19	37.11
10.	89-90 to 95-96	26.98	20.43	23.59	13.70	20.91	17.02	31.33	42.25	36.59
11.	90-91 to 96-97	24.13	15.89	19.88	20.11	22.08	21.01	32.81	40.88	36.72

Source: D.D.P.I. Office, Dharwad.

With a view to reducing dropout rate between classes IV and V, especially among girls and SC/ST children, there is a need to upgrade 364 Lower Primary Schools to Class V. These schools have a strength of 15+ in class IV. The blockwise number of Lower Primary Schools need to be upgraded to class V is given in the table below:

ANNEXURE

Table 5.6:

Sl.No.	Name of Blocks	No. of LPS (Govt)	No. of LPS with an enrolment of 15+ in class IV	No. of Schools to be upgradation under DPEP
1.	Dharwad Taluka	72	33	10
2.	Hubli Taluka	38	08	07
3.	Kalghatgi	41	14	07
4.	Navalgund	25	12	07
5.	Kundgol	26	15	08
	Total	202	82	39
6.	Gadag Taluka	31	16	08
7.	Gadag City	32	06	01
8.	Ron	41	20	10
9.	Mundargi	31	11	07
10.	Shirahatti	55	30	10
11.	Naragund	11	11	07
	Total	201	94	43
12.	Haveri	76	38	12
13.	Shiggaon	60	31	09
14.	Savanur	36	17	08
15.	Byadgi	34	25	09
16.	Hirekerur	77	22	09
17.	Hangal	83	32	11
18.	Ranebennur	58	23	10
	Total	424	188	68
	Grand Total	827	364	150

At present 364 LPS have been identified for upgradation. It is proposed to upgrade 150 LPS under DPEP and remaining 214 LPS under state sector.

Retention

I. Mobilisation And Community Participation

Programmes for mobilization and community participation constitute an important component of retention. The community mobilization programme will take the form of Kala Jathas, Chinnar melas, Shikshakara melas and Mahila melas. Dharwad district has considerable experience in the Kala Jatha form of mobilization. Dharwad district was taken up for TLC in 1993-94 in first phase and during 1994-95 in second phase. The literacy activists travelled from village to village to spread the message of literacy and primary education.

a) Kala Jathas

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

Year	I	II	III	IV	V
Villages	50	100	100	150	150

b) Chinnara/Shikshakara melas

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

Year	I	II	III	IV	V
Clusters	18	30	45	30	45

c) VEC Melas:

The members of the VEC play an important role in the environment building for the success of Universalization of Primary Education. Hence VEC melas will be conducted from the second year of the project. Details are as follows:

Year	I	II	III	IV	V
VEC Melas	-	18	18	18	18

d) Media and communication materials for community mobilisation

Media materials print and non print form an important component of community mobilisation. While most of the materials generated from the State level will be utilised for this purpose, it is proposed to earmark a small budget for creating local specific media materials incorporating local forms, including lavani, gigipad, etc. Thus, the message of Primary Education comes closer to the people of the district.

e) Enrolment Drive

In order to achieve 100% enrolment target special Enrolment Drive will be taken up in the district. It is planned to create awareness among people regarding the importance of their children education. The Parents will be made known the inconvenience they faced if they do not educate children. If once they are convinced the hurdles like poverty will not come in the way of providing education to their children. The children will also be attracted to schools through Prabhat Feri, Door to door visit, Street Dramas, Geegi Pada, etc., regarding importance of education. The message of literacy will be propagated through mass media like Radio, T.V. etc.

II. Provision of Facilities in Existing Schools

a) Teacher Grant

There has been a long standing complaint that teachers do not have any funds for purchase of essential classroom teaching learning aids, coloured chalks, crayons, sketch pens, chart paper etc. These materials are required in adequate quantities if child-centred, activity based teaching is to be introduced in schools. For example, the teaching of language would be immensely facilitated through the use of flash cards or letter cards arranged in a matrix for the children to create as many words as possible out of the letter

cards put together. Similarly, the teaching of Maths through games may require number operations to be written on chart paper, etc. Such materials are also required for encouraging creativity in children through art and craft. Therefore, it is proposed to give each Lower Primary School teacher a grant of Rs.500/- per annum for purchase of materials to develop teaching- learning aids. This will be a recurring expenditure.

b) School Improvement Fund

There has been a long standing demand for provision of a school improvement fund. This fund will be placed at the disposal of the VEC for undertaking such activities as may be essential for the school. This may include minor repairs to the school, such as replacement of window shutters or whitewashing etc. It may also include purchase of material of use such as Jamkhanas (durries) for the children. The fund could also be utilised for purchasing a water drum where no drinking water facility exists, or for conducting a school mela with children and parents etc. The fund will be placed in the Joint Account of the VEC, Children and the Headmaster. It shall be used only as per the resolution of the VEC. There are 1366 revenue villages out of which 22 villages are uninhabited in the District. Hence in 1344 revenue villages VEC formation has been initiated and the work is under fast progress. Each school will be given an annual grant of Rs. 2000/- per year and 2150 schools are covered under this.

d) Early Childhood Care and Education

The objective of Early Childhood Care and Education is the overall development of the child in the 0-6 age group, especially children belonging to the underprivileged sections of the society. In Dharwad district there are 2837 anganawadi centres in 18 blocks. The anganawadi programme provides nutrition, immunisation and pre school education component of the

anganawadi programme, rather than to create a separate structure for promoting pre-school care and education.

The weakness of the Anganwadi programme is that it is not able to reach out to the children under three years old. This is because the timings of the Anganwadi Centre, being restricted to 1.00 pm, preclude the possibility of leaving younger children in the 0-3 age group are either taken to the mother's work site, (thus making the mother's productivity suffer) or the older girls in the family are pulled out of school to take care of the younger siblings. This is particularly true in all the three blocks of Dharwad district viz Mundargi, Kalghatagi and Byadagi. In Byadgi 112, In Mundargi 100 & in Kalghatgi 69 anganwadi centres are covered. Mundargi block has been already selected for universalisation of primary education in 1995-96. Byadagi block is a reserved constituency (SC) and is predominately populated by SC/ST. Kalghatagi block is an educationally backward block which covers hilly regions of Dharwad District. 281 Anganawadi Centres have been identified in these three blocks.

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

The identified Anganwadi Centres will work for 8 hours a day from 9.00 AM to 5.00 PM. This programme will only be applicable only to those villages where the Anganwadi worker is normally a resident. Under no circumstances will the facility be given to those villages where the Anganwadi worker commutes to her place of work. The work will be undertaken by the Anganwadi worker and helper who are already in position.

The Anganwadi worker will be given an additional honourarium of Rs.300/- PM. The Anganwadi helper will receive an additional honourarium of Rs.250/-pm. One additional Anganwadi worker will also be appointed for assistance. She will also be given a small honorarium of Rs.400/-pm. DPEP will also make provision of Rs.100/- per month for purchase of emergency medicines and will provide a one time grant for purchase of pre-school and play materials for Rs.5000/- to the Anganwadi Centres selected.

Additional nutrition support will not be available from DPEP. This will be provided from the Department of Women and Child Welfare Development.

The schedule of activities will be as follows:

Table 5.7:

Activity	1st year	2nd year	3rd year	4th year	5th year
Identification of AWCs	281				
Identification and appointment of addl. AWW	281				
Training of Addl AWW		281			
Providing Equipment to AWCs		281			
Providing medicines to AWCs		281			
Starting of programme		281			
Continuation of programme		281	281	281	281
Monitoring and supervision		281	281	281	281

III. Quality Improvement

a) Introduction of good quality teaching- learning materials for classroom transaction

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

Statement showing mediumwise enrollment in class I to V-Govt schools excluding HDMC area.

Enrolment			
Medium	Boys	Girls	Total
Kannada	178627	163636	342263
Urdu	20675	22222	42897
Marathi	85	97	182

The materials, which will be complex, will be activity based and child centred, enabling them to learn from their environment and constructed according to the tried and tested principles of learning from the simple to, difficult & from the known to unknown. The materials will be competency based, leading to specific learning outcomes. Assessment of learning outcomes will be part of the learning process, without creating either unnecessary fear in the minds of the children, nor creating additional burden for the teacher. These materials will be developed at State level. Production

costs will however, be met out of the district budget. The materials will be provided in Kannada, Urdu and Marathi languages.

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

b) Teachers guides

Teachers will be provided with a special teachers edition of the activity- cum-workbook, which will contain introductions and activity based teaching- learning transaction. 6390 Kannada, 753 urdu 7 Marathi teachers teaching class I to V will be provided with teachers guides at the rate of Rs 100/- per teacher during second & fourth year of the project.

c) Supplementary reading materials

In addition to providing equipment and play materials it is proposed to provide supplementary materials to all existing and new schools (2150 schools) at the rate of Rs.200 per school.

d) Establishing mathematics centres

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

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

These centres will be set up with the help of Suvidya. A voluntary organisation based at Raichur and Sikshana Sanjeevini Dharwad setup by an experienced educationists who have done significant work in this area.

The estimated cost of each mathematics centre will be Rs.12000/- per BRC and Rs.6000/- per CRC. The estimated requirement for this assignment will be Rs.12.60 lakhs in the 2nd, 3rd and 4th year of the project.

Activity schedule

Table 5.8:

Activity	1st year	2nd year	3rd year	4th year	5th year
Obtaining approvals for JOR/signing contract					
Development of prototype materials and users manual by agency.					
Establishment of maths centres in 17 BRCs.					
Establishment of maths centres in 150 CRCs					

e) Science Centres

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

Training

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

The training programme will cover the following categories of people:

- Teachers in the lower primary schools
- Headmasters of lower and upper primary schools
- DIET, BRC and CRC faculty

- NFE instructors.
- Anganwadi workers
- Village teacher motivators
- VEC members, members of Zilla Panchayats and Block Panchayats, DIC, Teachers' Associations, Voluntary Agencies, etc.

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

- Vision of a child centred activity based classroom
- Children learning process
- Low children learning discrimination
- Attitude towards teachers, their problems, difficulties in the multigrade context.
- VEC and Community involvement in creating support systems for the school and the teachers.
- Alternate/nonformal education for out of school children and children those who are unable to attend school regularly, especially girls and SC/ST children.

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

DIET

The T.T.I. for men was upgraded and designated as DIET since 12-2-92. It is located at Dharwad. Staff quarters (2) ladies hostel, conference hall and administrative block as per DIET norm are under construction. From 1992-93. 20,181 Primary school teachers have attended one or the other training programmes. During 1996-97, 4,352 teachers are covered under training. The following programmes are organised in this year: 1) SOPT 2) MLL 3) Multi graded teaching 4) Evaluation 5) Gender sensitisation 6) School Complex 7) School mapping 8) Work experience 9) Content enrichment programmes in various core subjects 10) Educational Administration 11) National integration 12) Moral and spiritual education 13) Physical Education and Yoga 14) FEEL 15) IED 16) PPT 17) Drama

In addition to teacher training, DIET, Dharwad took the responsibility of training 1600 Dharwad Gram panchyat elected lady members.

The DIET, Dharwad has prepared audio cassettes on gender sensitization for DSERT, Bangalore. It has developed batteries of tests for first and second standards based on MLL competencies. The project was funded by DPEP State project directorate. some Staff members have completed action reasearch projects programmes and broughtout some publications, also. There are 7 senior Lecturers and 18 Junior Lecturer sanctioned posts against which 5+13 Lecturers are working.

'Jeevana Shikshana', a Kannada Educational Monthly Magzine is published from DIET, Dharwad. This magzine reaches nearly 10000 primary schools and it is the oldest Kannada monthly magzine which was started during 1865. **Deputy Channabasappa Primary Educational Trust** is a part of DIET, Dharwad. It has a financial resources to the tune of Rs.10 lakhs. The trust has published 40 educational books which are useful for

primary school teachers and students. Jeevanashikshana Kannada educational monthly magazine and Deputy Channabasappa Primary Education Trust can be utilised as resource units for DPEP.

BRCs

BRCs are proposed to be set up in 17 blocks of Dharwad district in order to provide inservice teacher's training on an ongoing and regular basis. The Gadag city and the Gadag rural blocks will have one common BRC and 16 in rest of the blocks. The BRCs which will be set up with one co-ordinator and 5 faculty members will be a mix of persons with primary and high school teaching experience. The BRC staff will be oriented to work as a 'team' with a comprehensive approach to the whole training moving away from the conventional approach of individuals conducting single, compartmentalised sessions during the training.

BRCs will provide a 'home' for the teachers training. DPEP will, therefore, can take up construction of BRCs. The BRCs will be fully equipped for residential training with provisions for training aids, equipment, media materials, etc. The facilities available in existing Gurubhavans (6) will be utilized for the programmes.

CRCs - Shala Santasa

CRCs - Shala Santasa (Shala Sankula Tarabeti Samavesha) will be set up for a group of 10-15 schools covering 40-70 teachers in each cluster. In Dharwad district 150 CRCs will be set up. The block wise breakup of the CRCs proposed to be opened is given in the table given below. A detailed list indicating the schools attached to each CRC is shown in Annexure.

Block Wise Details of the CRCs Proposed

Table 5.9:

S.No	Block	No. of Cluster Centres
1.	Dharwad Taluka	11
2.	Hubli Taluka	08
3.	Kalaghatgi Taluka	06
4.	Navalgund Taluka	08
5.	Kundgol Taluka	07
Total		40
6.	Gadag Taluka	06
7.	Gadag City	05
8.	Ron Taluka	11
9.	Mundargi Taluka	07
10.	Shirahatti Taluka	08
11.	Nargund Taluka	05
Total		42
12.	Haveri Taluka	09
13.	Shiggaon Taluka	08
14.	Savanur Taluka	07
15.	Byadgi Taluka	08
16.	Hirekerur Taluka	12
17.	Hangal Taluka	12
18.	Ranebennur Taluka	12
Total		68
Grand Total		150

Shala Santasas are envisaged in order to provide technical resource support to teachers on a day to day basis. This is based on past

experience which reveals that for successful reform in the teacher education system, it is essential that there should be a regular and systematic follow up and interaction with teachers in schools. The Shala Santasa, therefore will be an institutional mechanism for reinforcing inservice training at the block level largely through peer group interaction.

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

1. Feedback sessions for teachers to share experiences and ideas on successful classroom teaching methods.
2. Planning sessions for the next month (competency wise) for each subject in the curriculum. This will include planning for teaching and for on going evaluation for each child.
3. Preparing low cost teaching aids from locally available resource aterials for the next months teaching.
4. Skill development for handling teaching or reading, writing, athematics and other hard spots.

In addition to the monthly interactive sessions with teachers, the Shala Santasa sanyojaka will also address the following:

- Improve the teaching skills of teachers through pedagogic support and academic counselling during visits to the school. The Shala Santasa Sanyojaka will visit each school in the cluster at least once in a month.
- Organise demonstration lessons with the help of DIET/BRC faculty and resource institutions in the area.
- Provide support to NFE centres in the area

- Work towards establishing a close link between the VEC and the school.
- Organise training of VEC members in the cluster.
- Undertake periodic visits to the schools for pedagogic guidance of teachers and oversee the functioning of the school with reference to enrolment attendance and achievement.
- Collect, maintain and disseminate Educational data for the cluster use the data collected to facilitate reflection and analysis among teachers and VEC members on the State of primary education in that area with a view to universalising primary education in the area.

In view of the enormity of the task a coordinator will be appointed to each Shala Santasa who will be drawn from the cadre of experienced primary school teachers. CRCs will be formed in existing higher primary schools.

Schedule of training at different levels

Table 5.10:

Category	No. of teachers	Training agency	1st year	2nd year	3rd year	4th year	5th year
Teachers (10 days)	7650	BRC(F)	650	2000	2000	2000	1000
Head Masters (5 days)	2155	BRC(F)	300	500	500	500	355
Educational administrators (4 days)	140	DIET	140	-	Refresher 140		Refresher 140
VEC members (4 days)	6830	BRC(F) + CRC(F)	720	2000 + 830	2000	2000	-
DIET/BRC/CRC (10 days)	313	DSERT	0	313	0	313	0
Anganwadi workers	281	DW & CD	0	281	0	0	0

Inter linkages between Resource Institutes

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

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

Table 5.11:

Sl. No.	Activity	1st Year	2nd Year	3rd Year	4th Year	5th Year
1.	Induction Training for DIET faculty by DSERT					
2.	Strengthening DIET: Purchase of essential equipment					
3.	Conducting Action Research					
4.	Indentification of BRC faculty and issuing placement order	102				
5.	Indentification of CRC faculty and issuing placement order		150			
6.	Orientation of BRC and CRC faculty to training					
7.	Identification of sites for construction of BRCs & CRCs	17 +150				
8.	Preparation of type designs, estimates and other preparatory work for construction of BRC and CRC					
9.	Initiation of construction of BRCs and CRCs					
10.	Completion of construction of BRCs and CRCs		17 +150			
11.	Initiation of procurement work for BRCs and CRCs					
12.	Completion of Procurement work for BRCs and CRCs					
13.	Making ad-hoc arrangement for conduct of residential training programmes at BRC					
14.	Initiating Interactive sessions for teachers at CRCs		12 per CRC			
15.	Establishing Interactive sessions for teachers as a system in CRCs and fully operationalising CRCs	12 prog/ CRC	12 prog/ CRC	12 prog/ CRC	12 prog/ CRC	12 prog/ CRC
16.	Fully operationalising BRCs	20 prog/	20 prog/	20 prog/	20	20

		BRC	BRC	BRC	prog/ BRC	prog/ BRC
17.	Establishing a system of experience sharing					
	• DIETs		6	6	6	6
	• BRCs		4	4	4	4
	• CRCs		2	2	2	2

Capacity Building

VEC Constitution and Training

Dharwad district has approximately 1344 VECs. The VECs will comprise of 7-15 members. One third of the total membership being that of women. The VEC will have membership of representatives of the SC/ST and BCM in the village. The Anganwadi worker, teacher parents from the village and persons interested in education, including Mahila Mahamandal women will be members of the VEC.

VEC will be constituted in the first year of the project. The process will build upon the effort to create cadres of people interested in education, initiated in 1995-96 as part of the post literacy programme. In this programme Jana Andolana Samities were constituted in every village through a process of intensive interaction between government officials at various levels and the people. The interaction took the form of village level meetings in which government officials mingled with the volunteer activities in the village. In DPEP an attempt will be made to re-vitalise these Jana Andolana Samitis and formalise them into VECs.

Systematic programmes for training of VEC members will be taken up in the district. For this materials created by SPO, entitled *Namma Ooru Shaale Heege Irali* as well as the training module, *Gram Shikshana Samiti-Tarbeti Kaipidi* will be used. The four day training module starts with

enabling members to reflect upon their problems in the village-introduces them to the concept of micro-planning and proceeds to the reflection and analysis of school problems, and possible local solutions to school problems, which could facilitate universalisation of primary education at the village. The training also focuses on equity issues for SC/ST children and girls. In addition, the VEC members are enabled to understand their roles and responsibilities and the use of the Annual School Improvement Fund of Rs.2000/- for primary schooling in the village.

Micro Planning

Microplanning will be the chief instrument for providing access and facilitating retention and participation in schools. The entire micro planning exercise will be a process of environment building and community mobilisation. Through the techniques of social and resource mapping, seasonal analysis, work time analysis with children and a house to house survey, it is proposed to create a childwise design for education. The micro planning exercise will aim at transferring the initiative for primary education among the people in the village.

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

Year	I	II	III	IV	V
Villages	18	36	54	54	54

Training of Educational Administrators

Dharwad has a modest size of educational administrators in keeping with the size of the District. This includes 19 BEOs, 19 AEOs, 30 IOSs, 38 Educational Assistants, 5 Subject Inspectors, 3 Educational Officers, 1 District Superintendent of Physical Education and 1 Asst. Statistical Officers. These persons are the principal persons in the day to day functioning of the education department. Practically all educational administrators are graduates, though many may not have had exposure to the new developments in the field of education administration or to the new thinking on child centred, activity based pedagogy. Most educational administrators approach the primary school teacher and the child with an 'inspectorial' attitude. Their visits to school generally consist of 'inspections' of attendance registers, stock books, cash books, or at best of the class-wise time-table created by the teacher. Their interaction with children consists of randomly picking on a child to recite 'something' which a child may have learnt so far (or may have failed to learn) by rote from a textbook. Such inspections, tend to leave both teacher and children nervous and tense.

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

The module which will be developed by the SPO will be used for the training of educational administrators. The training will be conducted in the second year of the project period.

Management Structure

District Implementation Committee

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

- Chairperson of Education standing Committee Zilla Panchayat,
- President of the teachers association,
- Principal, DIET.
- Two representatives of voluntary organisations from the district,
- Two women working in the area of primary education or literacy or community development or health or women's development.
- Officials from the following Departments:
 1. Women and Child Development,
 2. Social Welfare,
 3. Health and family welfare.

The DIC will meet at least once a month to review and take stock of the programme with reference to the annual work plan and budget of the DPEP. It will review the pace and progress of civil works, procurement items for schools. CRCs, BRCs, DIETs and DPO. It will also provide academic and technical resource support to programmes, such as

microplanning, VEC mobilisation, NFE functioning. It will also look into the pace and the equality of training programmes for all categories of persons to be trained under the project. All proposals involving an expenditure of more than Rs.1,00,000 and upto Rs.10,00,000 will be processed by the DPEP district office, and placed before the DIC for approval. The DIC may invite any other educationist / activist / official as special invitee to its meeting.

District Project Office

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

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

Block Implementation Committee

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

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

The BIC will review the pace and progress of work at the block level including the construction of school, water and toilet facilities, CRCs, BRC. It will pay special attention to training programmes being conducted at the block level for various categories of people. It will provide support for microplanning and community VEC mobilisation activities. The BIC will meet at least once a month. It may invite any other educationist/activist/official as special invitee to its meeting.

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

ANNEXURE - I

Opening of New Lower Primary Schools

I. Dharwad Taluka

1. Madanabhavi
2. Marewad
3. Kotabagi
4. Yadawad
5. Hebballi
6. Kambarganavi
7. Waddar Colony Nagalavi
8. Venkatapur
9. Tadakod

I. Hubli Taluka

1. Kiresur
2. Rayanal
3. Mantur
4. Ingalahalli
5. Shiraguppi
6. Sulla
7. Kusugal
8. Adaragunchi

III. Kalghatagi

1. Dombarkoppa
2. Bendigeri
3. Rangapur
4. Yalavadhala
5. Dasanur
6. Hulakoppa

IV. Navalgund

1. Annigeri
2. Alagawadi
3. Morab
4. Halkusugal
5. Navalagund Gollar Oni
6. Tirlapur (Urdu)

V. Kundagol.

1. B.koppa
2. ChikkaGunjal

3. Hirecharakuni
4. Dyavanur (urdu)
5. Betadur
6. Yeri Budihal (urdu)
7. Yeri Budihal (Kannada)

VI. Gadag Taluaka

1. Kadadi
2. Chinchali
3. Binkadakatti
4. Kurtakoti
5. Mulgund
6. Soratur
7. Beladadi
8. Lakkundi

VII. Gadag City

1. Ambedakar Nagar Gadag
2. Raghavadhutanagar Betageri

VIII. Ron

1. Bairapur
2. Shantageri
3. Kochalapur (Urdu)
4. Menasagi
5. Itagi
6. Kotabal

IX. Mundaragi.

1. Dambal
2. Hirewaddatti
3. Petalur
4. Yakalaspur (Urdu)
5. Meundi
6. Venkatapur
7. Doni

X. Shirahatti.

1. Jalageri Tanda
2. Waddarpale
3. Bellatti (Urdu)
4. Hebbal
5. Kalliganur
6. Holè Itagi
7. Laxmeshwar APMC

XI. Naragund.

1. Hirekoppa
2. Hadli
3. Shirol
4. Sankadal (Urdu)
5. Shirakod (Urdu)
6. Naragund (Urdu)
7. Konnur

XII. Haveri.

1. Mullanakeri Haveri
2. Anandavan Agadi
3. Haveri (Urdu)
4. Timmapur
5. Kittur
6. Melamuri

XIII. Shiggaon

1. Rajeeva Gram Shiggaon
2. Rajeeva Nagar Plot Shiggaon
3. Yatnalli Tanda
4. Kottigeri Plot
5. Shiggaon (Urdu)
6. Hiremallur
7. Bankapur (Urdu)
8. Bankapur S.C. Colony
9. Kabanur (Urdu)

XIV. Savanur

1. Savanur
2. Kunimellalli Plot
3. Yalavagi
4. Huralikuppi
5. Nadineeralagi (urdu)
6. Naik Kerur (Urdu)

XV. Byadagi.

1. Sangameshwar Nagar Byadagi
2. Kadaramandalgi
3. Shivapur Badawane Gundenhalli
4. Agasanahalli (Urdu)
5. Kaginele Plot (Urdu)
6. Bidarkatti
7. Hedigonda
8. Kalledevar

XVI. Hirekerur.

1. Dasanakoppa (Urdu)
2. Parwatahiddageri (Urdu)
3. Bellur
4. Medur
5. Hallur
6. Hirekerur (urdu) Azad nagar

XVII. Hanagal.

1. Hullatti (Urdu)
2. Kadashettihalli (Urdu)
3. Allapur (Urdu)
4. Nelliweed
5. Havanagi
6. Masanakatti Walageri
7. Hangal Kallehallikala
8. Konakoppa

XVIII. Ranebennur.

1. Chavadeshwar Badawane.
2. Halageri Plot
3. Hirebidari Plot
4. Yalabadagi
5. Hosachandapur
6. Tumminakatti
7. Maruti Nagar Ranebennur (Urdu)
8. Maduti Nagar Ranebennur
9. Konanatambagi (urdu)

ANNEXURE- II

List of Lower Primary Schools for Upgradation

I. Dharwad Taluka (10)

1. Yattinagudda
2. Navalur
3. Tadasinakoppa
4. Itigatti
5. Timmapur
6. Amminabhavi
7. Kadabagatti
8. Hindasageri
9. Benachi
10. Shinganalli

II. Hubli Taluka (8)

1. Bammamudra
2. Kotagondhunasgi
3. Budrasingi
4. Giriyal
5. Gangiwal
6. Devaragudihal
7. Gabbur
8. Adargunchi

III. Kalghatagi Taluka (7)

1. Kadanakoppa
2. Kalghatagi
3. Hirehonnihalli
4. Bisanalli
5. Ramana
6. Astakatti
7. Hindasageri

IV. Navalagund (7)

1. LPSNo. 2 Morab
2. LPSNo.4 Navalagund
3. LPSNo.3 Navalagund
4. LPKGS Tiralapur
5. UGS Navalagund
6. Bhoganur
7. Kodadalli

V. Kundagol (8)

1. Allapur
2. Mulloli
3. Chikkaharakuni
4. Ramapur
5. Mandiganal
6. Inamakoppa
7. Sultanpur
8. Kodliwad

VI. Gadag Taluka (8)

1. Chikoppa
2. Hulkoti Mill
3. Nagavi L.T.
4. LPKGS Balaganur
5. Adavisomapur L.T.
6. Basapur
7. Papnasi L.T.
8. Mahalingapur L.T.

VII. Gadag City

1. LPKGS No.4 Betageri (1)

VIII. Ron (10)

1. Megur
2. Banachamatti
3. Savadi
4. Kurudgi
5. Purtageri
6. Hirekoppa
7. Chilajari
8. Basarkod
9. Matarangi
10. LPKGS Belawanki (Urdu)

IX. Mundargi (7)

1. Virapur L.T.
2. H.Shingatalur

3. Dindur
4. Shingatarayankeri (Village)
5. Bidnal (L.T.)
6. Tambragundi
7. Murdi L.T.

X. Shirahatti (10)

1. Jelligeri
2. KGS Yalavatti
3. Haradagatti
4. KGS Suranagi
5. Adarahalli
6. Kundralli (LT)
7. Indra Nagar Laxmeshwar
8. Kusalapur
9. Belagatti
10. Hadagli bavanur

XI. Naragund (7)

1. LPS No.4 Naragund
2. LPS No.6 Naragund
3. Chikkanaragund
4. Konnur
5. Madagunki
6. Budihal
7. Lakamapur

XII. Haveri (12)

1. Guttal L.T.
2. Timmapur LT.
3. Shakar
4. Haunshi
5. Kerimattihalli
6. Benakanahalli
7. Gudur
8. Gudasalkoppa
9. Kerikoppa
10. Basavanakatti
11. Bommanakatti
12. Guilgundi.

XIII. Shiggaon (9)

1. Sheelavant Somapur
2. Hulagur (Girls)

3. Kamanalli
4. Kurasapur
5. Chikkabendigeri
6. Kunnur (Girls)
7. Jekanatti (L.T.)
8. Ankdakan (Bankapur)
9. UBS Bad

XIV. Savanur (8)

1. Hale halsur
2. LPS No.3 Savanur
3. LPKGS Hattimattur
4. Gonal
5. Bevinahalli
6. Waddinakoppa
7. Bhairapur
8. Allipur

XV. Byadagi (9)

1. Nallikoppa
2. Mallur
3. Katenhalli
4. Kasambi
5. Kalledevaru
6. Thimakapur
7. Hosagungarkoppa
8. Ramgondanahalli
9. Chatra

XVI. Hirekerur (9)

1. Karagi
2. Channalli L.T.
3. Yallapur
4. Dhoopadahalli
5. Gangaikoppa
6. Sannagubbi
7. Yalavadahalli
8. Mattihalli
9. Jogihalli

XVII. Hanagal (11)

1. Binagapur
2. Gejjihalli
3. Laxmipur

4. Somapur
5. Yettinahalli
6. Hotanahalli M.A.
7. Karagudri L.T.
8. Malapura
9. Kamanahalli colony
10. Inam Neeralagi
11. Savikeri

XVIII. Ranebennur (10)

1. Ravootanakatti
2. Gangajal L.T.
3. Basalikatti L.T.
4. Halehonnatti
5. ChikkaAralihalli
6. Karimallapur
7. Guddada Unaveri
8. Hunasikatti
9. Menasinahal
10. Fatepur

ANNEXURE - III

List of Block Resource Centres in Dharwad District. (17)

1. Dharwad Taluk
2. Hubli Taluk
3. Kalghatagi Taluk
4. Navalagund
5. Kundagol
6. Gadag Taluk and City
7. Ron
8. Mundaragi
9. Shirahatti
10. Naragund
11. Haveri
12. Shiggaon
13. Savanur
14. Byadagi
15. Hirekerur
16. Hanagal
17. Ranebennur

ANNEXURE - IV

List of Cluster Resource Centres

I. Dharywad Taluka (11)

1. Alanavar
2. Mugad
3. Nigadi
4. PHQ Dharwad
5. Navalur
6. Narendra
7. Garag
8. Amminabhavi
9. Uppina Betageri
10. Uppin Betageri (Urdu)
11. Alanavar (Urdu)

II. Hubli Taluk. (8)

1. Noolvi
2. Aralikatti
3. Rayanal
4. Bhairidevarakoppa
5. Navanagar
6. Byhatti
7. Shiraguppi
8. Hebasur

III. Kalghatagi Taluk (6)

1. Kalghatagi
2. Devakoppa
3. Mukkal
4. Mishrikoti
5. T.Honnihalli
6. Gambyapur

IV. Navalagund (8)

1. Navalagund
2. Navalagund
3. Annigeri
4. Annigeri
5. Shelawadi
6. Arekurahatti
7. Alagawadi
8. Morab

V. Kundagol (7)

1. Kundagol
2. Hirenarati
3. Saunshi
4. Harlapur
5. Kamadolli
6. Ingalagi
7. Yaliwal

VI. Gadag Taluk. (6)

1. Huilagol
2. Mulagund
3. Lakkundi
4. Hulakoti
5. Beladhadi
6. Hombal

VII. Gadag City (5)

1. HPKBS No.8 Gadag
2. MKBS No.10 Gadag
3. MKGS No.6 Gadag.
4. MKBS No.1 Betageri
5. MUBS No.2 Gadag

VIII. Ron (11)

1. MKBS Ron
2. MCS Abbigeri
3. MKBS Naregal
4. Sudi
5. Hirehal
6. Holealur
7. Savadi
8. Belavanaki
9. Rajoor
10. Mushigeri
11. MKBS Gajendragad

IX. Mundaragi (7)

1. Alur
2. Dambal
3. Bagewadi
4. Hammagi
5. Kalakeri
6. Mundaragi (Rural)
7. Mundaragi (urban)

X. Shirahatti (8)

1. Shirahatti
2. Magadi
3. Laxmeshwar
4. Hebbal
5. Badni
6. Doddur
7. Suranagi
8. Bellatti

XI. Naragund (5)

1. MKBS No.1 Naragund
2. MKBS No.2 Naragund
3. Chikkanaragund
4. Konnur
5. Shirol

XII. Haveri (9)

1. Sangur
2. Haveri
3. Haveri
4. Guttal
5. Marol
6. Aladakatti
7. Devagiri
8. Hosaritti
9. Agadi

XIII. Shiggaon (8)

1. Dhundasi
2. Hunagund
3. Narayanpur
4. Bankapur
5. Hirebendigeri
6. Hulagur
7. Konankeri
8. Shiggaon

XIV. Savanur (7)

1. Savanur
2. Karadagi
3. Tevaramallihalli
4. Hattimattur
5. Huralikoppa
6. Kadakol
7. Yealavagi

XV. Byadagi (9)

1. Byadagi
2. Motebennur
3. Kaginele
4. Mallur
5. Chikkabasur
6. Sudambi
7. Bisalalli
8. Hosa Shidenur
9. Kaginele (Urdu)

XVI. Hirekerur. (12)

1. Hirekerur
2. Rattihalli
3. Masur
4. Kod
5. Haunshabhavi
6. Chikkerur
7. Hosakatti
8. Kadur
9. Yattinahalli
10. Dudihalli
11. Kunchur
12. Hiregabbar

XVII. Hanagal (11)

1. Bammanahalli
2. Belagalpet
3. Naregal
4. Uppunashi
5. Tilavalli
6. Chikaunshi Hosur
7. Akki Alur
8. Sammasagi
9. Adur
10. Araleshwar

11. Kopparasikoppa

XVIII. Ranebennur (12)

1. Ranebennur-1
2. Ranebennur.-2
3. Kuppelur
4. Makanur
5. Halageri
6. Chalageri
7. Kakol
8. Joisarharalli
9. Gudihonnatti
10. Aremallapur
11. Itagi
12. Ranebennur (Urdu)

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