

PERSPECTIVE PLAN - DPEP - II
GULBARGA DISTRICT

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

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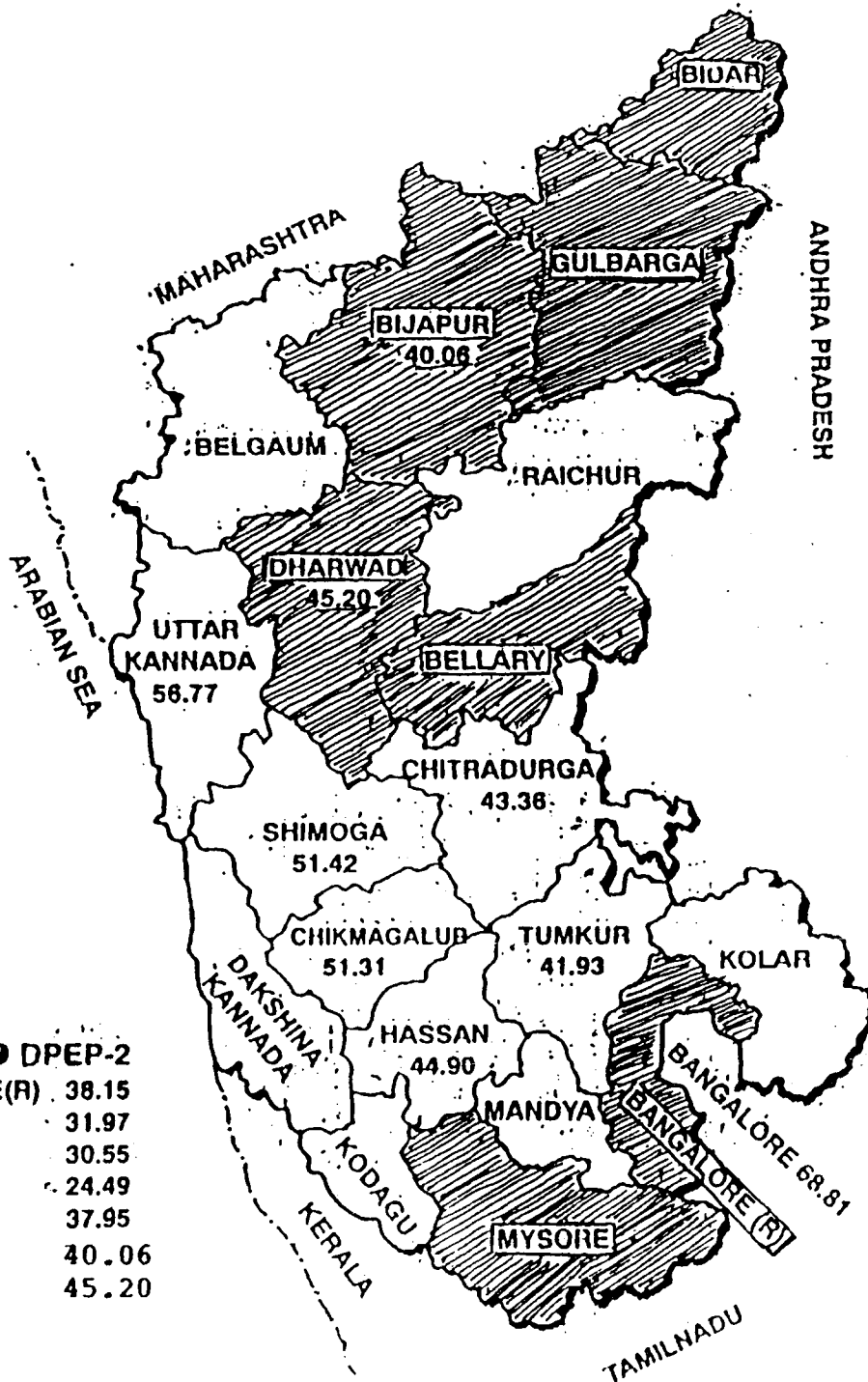
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MAP OF KARNATAKA SHOWING DPEP DISTRICTS

WITH FEMALE LITERACY (1991)

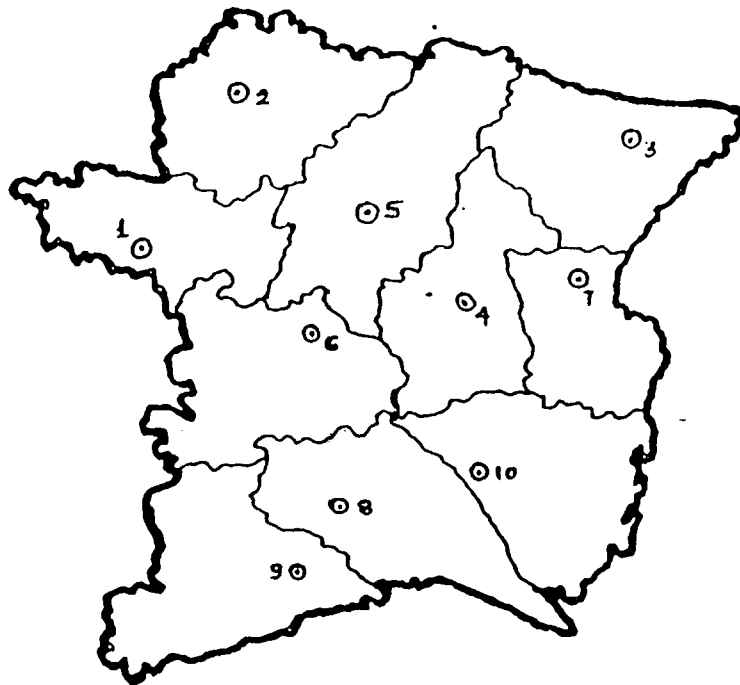
STATE : 44.34

NATIONAL : 39.42



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

GULBARGA



1. Afzalpur
2. Aland
3. Chincholi
4. Chitapur
5. Gulbarga
6. Jevargi
7. Sedam
8. Shahpir
9. Shorapur
10. Yadgir

CHAPTER - I

DISTRICT PROFILE

Status

Gulbarga district lies between longitude 76.04' and 77.42' and latitude 16.12' and 17.46' on the globe. It is situated in the northern part of Karnataka. 'Gulbarga' is formed of two Persian words 'Gul' and 'Burg' which mean flower and leaf. Hence Gulbarga means a leaf with flower. The name of the region before the Shahi Sultans began to rule it was Kalburgi in Kannada which meant a rocky area or stony land. Even now many people refer to it by its original name as is being done even in the Gulbarga Railway Station.

At the time of independence, Gulbarga was part of the erstwhile princely State of Hyderabad, the regional language being Kannada. At the time of reorganisation of States in India in 1956, Gulbarga was integrated with other Kannada speaking regions when it became part of Karnataka State. Now, it is the divisional headquarters for 4 out of a total of 20 districts in the State viz., Gulbarga, Bidar, Bellary and Raichur, together known as the Hyderabad Karnataka region.

Demography

Gulbarga district occupies 16242 square kilometers area. It is the second largest district in the State with 1/12th of the total area. It has a low density of population. The total population of the district as per the 1991 Census of India was 25.82 lakhs with 13.17 lakh men and 12.65 lakh women. The sex ratio was 962 in favour of men. The density of population was 158 persons per square kilometer area while the State average was 234 persons. The decadal growth rate of population of the district during 1971 to 1981 was 19.63 (State : 26.75) and the same during 1981 to 1991 was 23.71 (State : 20.69). It may be noted that the decadal growth rate during 1981 to 1991 was very much higher than the State average while it was far below the State average during 1971 to 1981. Obviously the population growth has been quite fast during 1981 to 1991. In fact the decadal variation in population growth from 1931 to 1981 was invariably close to lower than the State average. Hence, the growth behaviour during 1981 to 1991 is quite puzzling. One explanation may be the increase in irrigation because of the Upper Krishna Project.

Gulbarga District is sub-divided into 2 revenue sub-divisions viz., Gulbarga and Yadgir. There are 1298 villages and 10 towns in the 10 taluks of the district. 5 taluqs namely, Gulbarga, Chithapur, Afzalpur, Aland and Sedam with 572 villages constitute the Gulbarga sub-division while 5 other taluqs namely, Yadgir, Chincholi, Jevargi, Shahpur and Shorapur with 726 villages constitute the Yadgir sub-division.

The population of Scheduled Castes and Scheduled Tribes in the district as per the 1991 Census is 23.65 and 4.14 while their proportion in the State as a whole is 16 and 5. Obviously, the SC/ST population is quite high in the District. There is a high concentration of SCs and STs in Shahbad taluq.

Minorities constitute a large and significant chunk of the population. There are two types of minorities, religious and linguistic. Muslims constitute a highly significant proportion of religious minorities. The linguistic minorities are mainly the Telugu and Urdu speaking population. This is natural as the District is in the northern part of Karnataka State and shares its borders with the Medak and Mahboobnagar taluqs of Andhra Pradesh and in a split pattern the Osmanabad and Shorapur district of Maharashtra State as the Bidar district of Karnataka lies in between the split.

Climate and Rainfall

The climate of Gulbarga district is generally dry and healthy. The seasons are as follows: July to September - South West Monsoon (Schools reopen in May/June); October and November - Post Monsoon; December and January - cold season; February to June - summer. During the peak rainy season the tributaries and streams get overflowing. They separate villages/habitations on their two banks. The school facilities are situated on one of the banks. Students have to walk 3 to 4 kilometers to reach school (during this heavy rainy season) by crossing a bridge which is located only at a district/State highway. Students become irregular during this season and lose continuity in the teaching-learning process.

Economic Development

Gulbarga is primarily an agricultural district. The net sown area in the district is 85.1 per cent of the total cultivable land area which is 1610 square kilometers. In fact the net sown area has increased from 81.2 per cent of total area in 1976-77 to 85.1 per cent in 1991-92. The net sown area in the State is 56.2 per cent of the total land area. Hardly 10.1 per

cent of the net area is irrigated which works out to be 11.9 per cent of net sown area. Hence, much of the sown area is under dry land agriculture. There is hardly any forest with only 4.2 per cent of the land area being forest. 10.7 per cent or 173 square kilometers of land is wasted wherein 3.4 per cent is cultivable waste while 7.3 per cent is barren and uncultivable waste.

Cattle, Poultry, Sheep, Goats and Buffaloes constitute the major livestock of the district. Keeping 1961 as base and reference year, it is observed that the poultry and goat rearing have significantly increased by 1990 though all other species also have registered considerable increase. (14th Quinquennial Livestock Census, Dept. of Animal Husbandry and Veterinary Services, Bangalore, 1990). It is to be noted that poultry and goat-rearing activities will increase the burden of work for children.

In general the work-participation rates have decreased during the period 1961 to 1991 from 49.75 to 47.99, though the female work participation rates have registered an increase from 37.16 to 41.98 during the same reference period. This is so in spite of the fact that the volume of net out migrants for employment was positive during 1981-91. The District showed that during 1971-81, 85600 persons used to go out for employment. From the base year out-migrants for 1981 of 85600, actually 58400 persons came back to the district with the availability of additional employment opportunities. This is how the net volume of migration during 1981 to 1991 was positive and 58400. This may be explained partly by the increase in irrigation for net sown area from 1.4 per cent to 10.1 per cent because of the extension of Upper Krishna Project to Gulbarga district.

Though Gulbarga is an agricultural district, the proportion of cultivators in the district among male workers is 24.25 per cent which is lower than the State average of 28.06 per cent while that of Agricultural labourers is 18.73 per cent which is higher than the State average of 14.48 per cent. Number of cultivators actually decreased during the period 1961 to 1991 while the number of male agricultural labourers increased from 13.73 per cent in 1961 to 18.73 per cent in 1991. Even the female agricultural labourers increased from 14.87 per cent in 1961 to 25.86 per cent in 1991. Every fourth female worker in the district is an agricultural labourer. This is explained by the fact that Gulbarga district came under the Upper Krishna Irrigation Project. In the initial stages of implementation of the UKP the local farmers who were all along used to dry land cultivation did not realise the potential value of their land once irrigation reaches them. The coastal Andhra farmers who were used to wet

land cultivation bought large tracts of land from the local farmers at what may now be called as throw-away prices. The new landlords hired the local farmers who had owned marginal farms earlier as their agricultural labourers. The lands that had been sold then are now habitations cum agricultural farm lands for the Andhra landlords and the local agricultural labourer families. They are referred to as camps. They are not villages. There is no schooling facility in these camps though there are significant school-going population. There are a large number of such camps in Gulbarga district. The landlords have no problem of schooling for their children as they can afford to send them to study even in far off places.

Though 18.73 per cent of men and 25.86 per cent of women are agricultural labourers, they do not have year-long employment. The problem is compounded by recurrent droughts experienced by the district. This is a major factor in temporary migration of full families or male workers. In the former case, children get enrolled to school but fail to attend thereafter when they move out of their villages with their parents who resort to temporary migration for employment. In the latter case, females left behind by the males in the family hardly evince any interest in schooling of their children or participate in Gramsabha meetings, school betterment meetings etc.,.

It is not that there is no irrigation in the district except the Upper Krishna Project. There are a number of medium irrigation projects in the State apart from the UKP Phase I which started in 1969 and benefits Jevargi, Shahpur and Shorapur taluqs. The other medium irrigation projects for the tributaries to major rivers are the Soudagar Project (1973) in Yadgir taluk, Lower Mullamari Project (1975) in Chincholi taluk, Amarja Project (1975) in Aland taluk and Bennythora Project (1969) in Chitapur and Sedam taluqs. In fact the net irrigated area went up from 1.4 per cent in 1956, the time of reorganisation of States and integration of the district from Hyderabad Karnataka region into the present Karnataka State, to 2.5 per cent in 1983-84 and 14.1 per cent in 1991-92. It is only Afzalpur taluk in the district which does not have any major/medium irrigation project.

The whole of Gulbarga district is classified as industrially backward. The infrastructure facilities such as roads are also poor. The district has 412.47 kilometers of road (1991-92) for every 1000 square kilometers area while the State average is 698.60 kilometers of road. The percentage of villages connected by all weather motorable roads is 42.70 while those which are connected by fair weather motorable roads are 22.90 per cent as on 31.03.1994. The per cent of villages with non-motorable

roads are 33.90 per cent, no roads at all being 0.50 per cent. It is reported that for the children of these 34.40 per cent of villages, it is extremely difficult to commute to schools during rainy season, even if the schools are within 1.5 kilometers range.

Though 98.33 per cent of the villages are electrified (1989) which is insignificantly higher than the State average of 97.09 per cent, still electric connections per 1000 population is 94 while the State average is 160. There is a thermal plant in the neighbouring Raichur district. The district does not experience any power cuts. Still per capita domestic consumption of power (1993-94) is 22 KWH in the district while the State average is 48 KWH. In effect, though villages may be electrified, there may be no access to electricity for a large number of school children in their homes.

Taluq Profile

It is worthwhile to get a taluq-wise picture of the district. As may be observed from the table, there are ten taluks in the district, namely, Afzalpur, Aland, Chincholi, Chitapur, Gulbarga, Jevargi, Sedam, Shahpur, Surpur and Yadgir.

Gulbarga taluq has the highest population of 5.239 lakh persons (1991). It is followed by Chitapur, Shorapur, Yadgir, Aland and Shahpur.

Afzalpur has the lowest population preceded by Sedam, Jevargi and Chincholi. Population distribution in relation to village-size shows that Gulbarga, Chitapur, Yadgir and Aland have large sized villages. Organisation of higher primary education would be easier in such a geographical context. Villages are small in Jevargi, Chincholi and Sedam.

No where in the district 50 per cent of persons are working. High work-participation rates are observed throughout the district except in Gulbarga and Chitapur taluks.

There is a little forest area in Chincholi and Yadgir taluks. High range of net sown area is in Afzalpur, Aland, Shahpur and Jevargi taluks. Yadgir, Shorapur and Chincholi have low coverage of net sown area. Table No. 2 on page 15 shows the agricultural crops grown across the district in the various taluqs. It may be observed that cotton is grown throughout the district. The Black soil of the district is congenial for cotton cultivation. This is followed by Jowar (7 taluqs), Wheat (6 taluqs), Sunflower, Paddy, Linseed Oil and Pulses (5 taluqs), Fruits and Vegetables (4 taluqs) and Chillies (3 taluqs). It is common knowledge that

cotton, sunflower, chillies and horticultural crops provide ample scope for child labour, cotton picking, cotton seed separation, sunflower pounding to get sunflower seeds, plucking chillies, fruits and vegetables are tasks in which it is considered profitable to engage children. Though it is difficult to draw inferences regarding the extent and magnitude of child labour in the district which may affect school participation, still the scope for child labour and non-participation in schooling cannot be ruled out. Incidentally, it is also noted that leather tanning is one of the significant occupations in this area which provides ample scope for child labour.

Intra-district backwardness

The entire Gulbarga district except Shorapur is a backward sub-region. Among the ten taluks, Jevargi, Chitapur and Chincholi are the most backward taluks in agricultural development. In terms of industrial development the following taluks are classified as highly backward: Jevargi, Shahpur, Yadgir, Chincholi, Afzalpur and Aland. Sedam is classified as an industrially backward district while Gulbarga and Chitapur taluqs are considered to be of average performance. The whole district is classified as backward in regard to communication facilities.

When all the taluks in the district were assigned index numbers on 36 indicators of development and a composite index was derived for each one of them, the following profile emerged. The taluks of the State are classified as falling into 5 ranges on the basis of their levels of development/backwardness (Dr Hemlata Rao's study). The taluks of Gulbarga district falling in various categories are shown in Table No.1.

TABLE No.1

{PRIV TE }Groups	Levels of Development	Taluks	Number
I	Highly Developed	Gulbarga	1
II	Developed	Chitapur	1
III	Average	Sedam, Yadgir, Afzalpur	3
IV	Backward	Shorapur, Aland, Shahpur	3
V	Highly Backward	Jevargi, Chincholi	2

It is observed that only 2 out of 10 taluks are in developed/highly developed category. The backwardness of the district in the State is further confirmed by the fact that at four points of time 1960-61, 1971-72, 1974-75 and 1979-80, the district registered 60.10, 63.2, 67.0 and 65.77 out of an index of development of 100 (State average) [Planning Department, Sixth Five Year Plan, 1980-85; Draft Eight Five Year Plan 1990-95 Vol. I, GOK, Table 11]. The rank of the district at all these four reference periods among the 20 districts of the State was 19.

Cultural Profile

Gulbarga district has its own historical and cultural heritage. The present Gulbarga city, was the capital of Bahamani Kingdom. The fort which was built by Raja Gulchand and later on developed and extended by Allauddin Bahamani, still today stands as a monument of historical heritage. There is Jumma Masjid in the middle of the fort, which was built by Hassan Ganju Bahamani. Its plan and sculpture resembles that of 'Kardoba' of Spain.

Khaja Bande Nawaz Darga of Sufi Saint Nazrat Khaja Bande Nawaz, who was the disciple of Delhi's Khaja Naseeruddin known as "Chirag-E.Delhi", is a famous place of pilgrimage situated in Gulbarga City. Another famous centre of pilgrimage in the heart of the city is "Sharanabasweshwar" Temple. Sharanabasweshwara was a 'Saint' Sharana and 'Darshanik' of 19th Century. There is a 'Dasoha Peetha' attached to this temple, which celebrates Jatra for 15 days attracting lakhs of people.

Another historical place is "Nagavi" temple, which is situated a few miles away from Chittapur Town. Once upon a time, 'Nagavi' was a famous University, a seat of learning, in Vedic Shastras.

Language

The Kannada language forms the major regional language spoken by 80% of the population. Other languages spoken by the people, are Urdu, Marathi and Telugu; Marathi about 1% in the border of Aland and Afzalpur Taluks and Telugu 1% in the border areas of Chincholi, Sedam and Yadgir taluks.

Arts, Music and Drama

Gulbarga district has produced eminent Artists such as Sri S M Pandit and his Guru late Shanker Rao Alandkar whose paintings have been regarded as classic paintings in the country and abroad. Today the college of the Visual Art is serving this area in the field of visual arts. The district has also produced, several Dramatic Troupes such as 'Ranga Madhyama', 'Ranga Bharathi' etc., Bailata and Doddata are played even today as village folk art. Classical Hindustani Music has universal appeal to the music minded people of the district.

The district has a glorious literary tradition. Nrupathunga, the Rashtrakuta king of 8th Century AD (between 8th & 10th AD), who wrote 'Kaviraja Marga' had his capital at Manyakhata, Malkhed of Sedam taluq. Ponna, a noted Kannada Poet of 2nd quarter of 10th Century AD belonged to Shantipuram of Malkhed in Sedam taluq. Devara Dasimaya, a well known Vachanakara belonged to Mudmur of Shorapur taluq. Lakshmisha, the well known Kannada Poet who wrote the Jaimini Bharatha belonged to Devapura of Shorapur taluq. Khwaja Bande Nawaz of this district was the first prose writer in Urdu language.

NGOs

Non-governmental developmental organisations are conspicuous by their thin spread. Hardly a couple of such organisations are there. However, there are voluntary social service organisations which have started educational institutions/hostels. Caste-based organisations are included here. Even here, the participation is mostly in post-primary levels of education. The noted organisations are listed here:

HKE Society - Veeramm a College, Gulbarga, 1965-66

- Seth Shah lal Lahsi Law College, 1960

- Engg. College - 1958

- Medical College - 1963

Govt. College - Gulbarga - 1955.

Kannada Sahitya Sangh, Gulbarga, 1932.

Basava Samithi, Gulbarga, 1964.

Maruthi Sahitya Mandal, Gulbarga, 1944.

Anjuman-E-Tariqi Urdu, Gulbarga, 1957.

Vol. Social Service Organisations

Sharana Basaweshwar Vidya Vardhaka Sangha, Gulbarga, HKE Society.
Mahatma Hostel, Kamlapur
Lamani Sevak Sangha, Gulbarga
Lamani Vidyarthi & Vidyarthini Vasathi Gruhas.
Harijan Sevak Sangha, Gulbarga
Backward Classes Association, Gulbarga
Tatwa Prachar Kendra, Gulbarga
Bharath Sevak Samaja, Gulbarga
Rotary Club, Indian Red Cross Society, Lions, Bharat Seva Dal.
Sri Nagareswaran Balavikas Mandir - Pre Primary Education, Gulbarga
Muslim Orphanage, Gulbarga
Rampyari Bai Balvikas Mandir, Gulbarga.

Present day situation

The world-view of the people appears to be pervaded by fatalism. The district lacks a pragmatic outlook which is also reflected in low levels of enterprenuership. There is hardly any non-governmental activity in the district which has made its dent in rural life. A large number of persons are not only illiterate but also inflicted by superstitions. One of the leading pilgrimage centres, Ganagapura on the banks of Bhima river in Gulbarga taluk is a den and rallying point of superstitions and magic healing. Most of the villages are in the grip of dominant castes. This is reflected in the 1994 elections to Panchayat bodies in the district. All these facts merit attention in building a new environment in the district which must essentially be friendly to education, literacy and schooling.

Women's status is very low as reflected on several indicators of development, such as literacy, drop-out behaviour/school participation, college enrolment, proportion of agricultural women labourers, purdah practices, differential infant mortality rates, neo-natal maternal mortality rates, differential birth-weights of children, differential wage-rates etc.,. The mean age at marriage in the district is 15.27 years. It is lower still for girls while the stipulated ages for boys and girls by the State are 21 and 18.

TABLE No.2

BLOCK	Jowar	Cotton	Sun flower	Wheat	Paddy	Chillies	Linseed Gram	Fruit & Veg.	Pulses
Afzalpur	-	-	-	-	-	-	-	-	-
Aland	-	-	-	-	-	-	-	-	-
Chincholi	-	-	-	-	-	-	-	-	-
Chitapur	-	-	-	-	-	-	-	-	-
Gulbarga	-	-	-	-	-	-	-	-	-
Jevargi	-	-	-	-	-	-	-	-	-
Sedam	-	-	-	-	-	-	-	-	-
Shahpur	-	-	-	-	-	-	-	-	-
Surpur	-	-	-	-	-	-	-	-	-
Yadgir	-	-	-	-	-	-	-	-	-
10 taluks	7	10	5	6	5	3	5	4	5

Note: Cotton, Sunflower, Chillies & Horticultural crops provide ample scope for child labour. Cotton picking, cotton seed separation, sunflower pounding to get sunflower seeds, plucking chillies, fruits and vegetables plus leather tanning in the district.

CHAPTER - II

EDUCATIONAL PROFILE

Gulbarga is an educationally backward district. The choice of Gulbarga district for DPEP is based primarily on female literacy rate which is obviously quite low. The district has a low profile on all other indicators of educational development also.

Gulbarga is the division headquarters for the four districts namely Raichur, Gulbarga, Bidar and Bellary, whose rank positions in literacy rates in 1991 among 20 districts in the State are 20, 19, 18 and 17 respectively. This position has not changed for several decades. Gulbarga district has all along occupied the 19th rank in literacy rates in the State.

Literacy Performance

The district recorded 38.54 per cent literacy in 1991. This was relatively a better performance during the decade 1981 to 1991 as the base figure in 1981 was 24.94 per cent. There was an increase of 13.60 per cent even after keeping pace with a high rate of population growth of 23.71 during the decade 1981 to 1991 or net addition of 5 lakh persons. In contrast, the literacy rate had grown from 18.74 per cent in 1971 to 24.94 per cent in 1981 which is an increase of 6.20 per cent in 10 years. Hence, it is noted that while the crude annual average literacy rate in the district during 1971 to 1981 was 0.620, it had more than doubled to 1.360 during 1981 to 1991. This is partly explained by the fact that both the State Adult Education Projects of the Karnataka State and the Rural Functional Literacy Projects of the Union Government were in operation during 1981 to 1990 while there were no such projects during 1971 to 1980. This is also due to increasing enrolments and reducing drop-outs rates in primary education during the reference periods.

Box 1: Decadal growth rate of literacy from 1961-91 in the district.

	1961		1971		1981		1991	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Male	19.10	9.03	27.99	61.47	34.76	65.20	44.32	75.86
Female	2.88	3.20	5.66	31.36	9.02	37.29	16.06	51.87
Total	11.05	6.13	16.88	46.91	21.90	51.79	30.36	64.36

Performance of Gulbarga district in Total Literacy Campaigns was also uneven. As per 1995 data, 5.98 lakh persons had been identified as the target illiterate group for coverage under TLC. As against this figure, the achievement of literacy was only among 1.50 lakh persons thereby leaving a gap of 4.48 lakh persons to be covered under restoration programmes.

TABLE No.3 : Blockwise Progress of Literacy

Block	1971	1981	1991	Rank
Afzalpur	16.02	23.70	37.62	4
Aland	18.53	24.80	39.12	2
Chincholi	16.81	21.30	33.41	6
Chitapur	18.71	25.46	38.72	3
Gulbarga	31.05	38.65	57.38	1
Jewargi	15.24	20.87	32.84	8
Sedam	15.75	21.67	34.50	5
Shahpur	12.65	16.91	29.14	9
Shorapur	15.65	21.24	32.74	7
Yadgir	14.00	18.36	25.88	10
DISTRICT	18.74	24.94	38.54	19

Table No.4 : Average annual crude growth rate in literacy

Taluks	1971-81 (difference)	CGR	1981-91 (difference)	CGR
Afzalpur	7.68	0.768	13.92	1.392
Aland	6.33	0.633	14.32	1.432
Chincholi	4.49	0.449	12.11	1.211
Chitapur	6.75	0.675	13.26	1.326
Gulbarga	7.60	0.760	18.73	1.873
Jevargi	5.64	0.564	11.98	1.198
Sedam	5.92	0.592	12.83	1.283
Shahpur	4.26	0.426	12.23	1.223
Shorapur	5.59	0.559	11.50	1.150
Yadgir	4.36	0.436	7.52	0.752
DISTRICT	6.20	0.620	13.60	1.360

Male-Female Differentials in Literacy :

The female literacy rate is quite low in the district. It recorded 24.49 per cent in 1991, while that of males was 52.08 per cent. The gap is more than double. However, it is also to be noted that this gap has widened from what it was during the preceding decade. The male literacy rate in 1981 was 36.4 per cent while that of females was 13.3 per cent.

Sex differentials in literacy rates for Scheduled Castes and Scheduled Tribes are also quite high. Male literacy rates for the two groups are 40.76 and 34.89 respectively while the female rates are 15.56 and 10.61. Only one out of 10 tribal women is literate.

Inter-taluk differentials in literacy rates

The literacy rates of the district during 1971, 1981 and 1991 have been 18.74, 24.94 and 38.54 per cent respectively. In 1971, only Gulbarga taluk recorded a rate higher than the district average. In 1981, both Gulbarga and Chitapur taluks recorded rates higher than the district average. By 1991, Gulbarga, Chitapur and Aland taluks registered higher than district average literacy rates. Otherwise, all the other 7 out of 10 taluks have both low levels of literacy rates and lower than district average.

Yadgir, Shahpur, Sedam, Shorapur, Chitapur and Jewargi are highly backward in literacy rates. Among them, the rural female literacy rate in Yadgir is a single digit figure.

Rural-urban differentials in literacy rates do not have much significance as there is very little urbanisation in the district.

Low profiles of the district in literacy rates are significant in explaining low levels of school participation. In fact research studies have discovered that a threshold level of 40 per cent of literacy is the basic minimum level for any thrusts for social and economic development including educational development. Large regions of Gulbarga district are way behind this threshold level or triggering range. (Study by Mary Jean Bowman & Charles Anderson : "Education, Manpower & Economic Growth", John Wiley, 1964).

Schooling Facilities/Access

A. Early Childhood Care and Education : (ECCE)

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

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

No. of PPCs				Enrolment				No. of Teachers			
Govt	PA	PUA	Total	Govt	PA	PUA	Total	Govt	PA	PUA	Total
227	NA	NA	227	8272	NA	NA	8272	216	NA	NA	216

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

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

The purposes of this programme are :

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

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

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

Status of ICDS in the District :

As per the information available at the office of the Assistant Director of Women and Child Welfare, ICDS has been introduced in all the 10 educational blocks in the district. The details regarding number of Anganwadi centres and beneficiaries during 1996-97 are given in the following table.

Table No. 4(A) : Details of ICDS in the District

Name of the Block	No. of the Aganwadi Centres
1. Chitapur	305
2. Jewargi	187
3. Yadgir	273
4. Shorapur	244
5. Afzalpur	143
6. Chincholi	174
7. Sedam	142
8. Gulbarga (Urban)	116
9. Aland	279
10. Shahapur	248
11. Gulbarga (Rural)	239
TOTAL	2350

Source: ?

B. Primary Education

Growth of schooling facilities in the district has to be looked at from two perspectives: the absolute and the relative. In an absolute sense, when the number of schools/institutions are considered as a ratio to the total population in the district and such a ratio is compared with a similar ratio for the State as a whole, it is observed that the facilities are grossly inadequate.¹ However, when the growth of school facilities are considered on a time-span of 45 years from 1951 to 1996, the progress is quite impressive.

Box 2: Growth of lower and upper primary schools in the last five decades:

Year	All Managements			Government		
	LPS	HPS	Total	LPS	HPS	Total
1971	1236	325	1561	1154	336	1490
1981	1292	426	1718	1198	444	1642
1991	1344	633	1977	1150	585	1735
1993	1322	764	2086	1195	586	1781
1996	1375	750	2125	1158	628	1786

Source: AIES 1993

¹ See A S Seetharamu: Educational Development (in Hyderabad Karnataka Region) Constraints and Prospects in Abdul Aziz and Sudhir Krishna: Regional Development Concept, 1996

The following table gives a picture of growth of lower primary schools in the taluks over the years. The total number includes schools both in rural and urban areas of the taluks.

Box 2A: Block wise position of LPS and HPS (Govt Sector) as on 30.9.1996.

Block	LPS	HPS	Total
Afzalpur	52	53	105
Aland	51	119	170
Chincholi	119	47	166
Chithapur	141	60	201
Gulbarga	131	78	209
Jeyargi	113	49	162
Sedam	96	40	136
Shahapur	142	47	189
Shorapur	164	84	248
Yadgir	149	51	200
Total	1158	628	1786

Table No.5 : Growth in the Number of Lower Primary Schools

Taluk	1981 No. of Villages	1991 No. of Villages	1991 No. of Towns	1951	1961	1971	1981	1991	1996
Afzalpur	91	87	-	40	40	50	44	47	52
Aland	129	128	1	100	95	80	75	74	51
Chincholi	118	131	-	105	120	130	126	124	119
Chitapur	121	118	5	100	110	122	117	132	141
Gulbarga	118	135	1	121	127	145	151	129	131
Jevargi	120	146	-	91	98	105	111	108	113
Sedam	111	102	3	60	78	90	93	93	96
Shahpur	122	143	2	96	105	120	145	142	142
Shorapur	121	175	4	110	137	165	172	166	164
Yadgir	112	130	2	127	134	147	164	135	149
Total	1163	1295	18	950	1044	1154	1198	1150	1158

As of 1991 Census, there are 1295 villages in the district. There has been variations in the number of villages in the taluks between 1981 and 1991. The number has increased from 1163 in 1981 to 1295 in 1991, which is an increase of 132 villages in 10 years. Many of these new villages are perhaps rehabilitated splinter villages.

There are 1735 primary schools in 1991 of which 1150 are lower primary schools. There are 1786 primary schools in 1996 of which 1158 are LPs and 628 are HPs.

It is clear from the tables that there was an addition of around 100 lower primary schools during both the decades 1951 to 1961 and 1961 to 1971. Thereafter the increase in lower primary schools is marginal and it nominally declined during 1981 to 1991. The number of primary schools increased only marginally by 23 schools. The total number of schools by 2002 may stabilise around 1980 including LPs+HPs. This is partly explained by the growth of higher primary schools which grow on the base of lower primary schools when lower primary schools are counted as higher primary schools which include the earlier lower primary schools.

There has also been a steadily growing demand for higher primary education. It has increased from 197 higher primary schools in 1951 to 585 higher primary schools by 1991. The increase in the five decennial periods from 1951 to 1991 are 62, 77, 108 and 141. In future, the trend in demand will be for conversion of lower primary schools into higher primary schools.

What are the implications of conversion of lower primary schools into higher primary schools? One of the benefits of such conversion would be the optimisation of efficiency in utilisation of the facilities of the schools for both lower primary schools and higher primary schools. Another advantage would be a richer fellowship, role-models, community life and interactions for the students of lower primary schools as well as all the school teachers and the larger community outside the school. There is also a potential danger for the lower primary schools in such mergers/extensions. The lower primary school loses its identity. Problems of higher primary schools stage in the higher primary schools may get higher priority and attention than those of lower primary schools. In such a case, it is essential to be conscious of and deliberately plan for the specific interests of the lower primary schools.

Box 3: Rural Habitations with and without primary schools in the district

	No of habitations	Population of habitation	% of population served
Within the habitation	1625	2025515	98.79
Upto 0.6 km but not within the habitation	33	6362	0.31
0.6 km to 1 km	39	8138	0.40
1 km to 2 km	28	7326	0.36
More than 2 kms	11	2979	0.15
Total	1736	2050320	

Source: AIES 1993

Box 3A: Habitations without primary schools by size and population

Block	Schoolless habitations			
	0-100	100-200	200-300	300+
Afzalpur		1	1	
Aland				
Chincholi	1	4	3	4
Chithapur		2	3	2
Gulbarga		1		
Jevargi				
Sedam	1			1
Shahapur			1	
Shorapur	4	1	1	1
Yadgir	1			
Total	7	8	9	8

Source: AIES 1993

Since the All India Education Survey in 1993, there has been an increase in the number of habitations in the district. These habitations include Thandas and camps as well as extensions in urban areas. The table below shows gives the current status of the number of habitations without schools based on the population of > 200.

Box: 3 B : Particulars of Habitations as on 30.9. 1996

BLOCK	No. of habitations		
	Total	without schools	with >200 population without schools
Afzalpur	178	12	12
Aland	256	2	2
Chincholi	222	41	16
Chittapur	247	30	22
Gulbarga	247	17	17
Jeevargi	146	33	14
Sedam	190	31	22
Shahpur	207	6	6
Shorapur	224	11	11
Yadgir	243	11	6
Total	1860	194	128

Box 4: No of Primary Schools in the district according to different managements

Area	LPS					HPS				
	Govt	LB	PA	PUA	Total	Govt	LB	PA	PUA	Total
Rural	1130	0	49	39	1218	502	0	14	5	521
Urban	65	0	8	31	104	84	2	93	64	243
Total	1195	0	57	70	1322	586	2	107	69	764

AIES: 1993

Growth of Minority Schools

As has already been noted, there are both religious and linguistic minorities in Gulbarga district. Muslims, the religious minorities in Gulbarga district. Muslims, the religious minorities are spread all over the district. The urdu primary schools are also spread all over the district. There are 71 lower primary schools and 57 higher primary urdu schools in the district which will be a total of 128 schools. The language minority schools are very marginal. There are 13 Marathi Medium schools in Aland, Chitapur and Gulbarga taluks. There are 15 Telugu medium schools, most of them located in Chincholi taluk. There is also a Hindi Medium school in Yadgir. In total there are 157 schools exclusively serving the minority communities. In addition, there will also be children from minority communities attending regular schools.

A perspective plan for quality improvement of primary education should keep in view the special needs of the minority schools and especially the Urdu primary schools. Training needs of teachers, supply of work books for children, teacher training manuals, teacher guide books, micro-planning exercises, environment building programmes will all bear differential implications for minority institutions.

Box 5: Minority Schools in the District (Government) as on 30.9.1996

Taluks	Urdu		Marathi		Telugu		Hindi		Total		
	HPS	LPS	HPS	LPS	HPS	LPS	HPS	LPS	LPS	HPS	Total
Afzalpur	3	13	-	-	-	-	-	-	13	3	16
Aland	5	4	3	3	-	-	-	-	7	8	15
Chincholi	5	4	-	-	2	11	-	-	15	7	22
Chitapur	8	5	1	-	-	-	-	-	5	9	14
Gulbarga	14	15	4	2	-	-	-	-	17	18	35
Jevargi	1	10	-	-	-	-	-	-	10	1	11
Sedam	3	8	-	-	-	-	-	-	8	3	11
Shahpur	5	6	-	-	-	-	-	-	6	5	11
Shorapur	6	3	-	-	-	-	-	-	3	6	9
Yadgir	7	3	-	-	1	1	-	-	4	9	13
District	57	71	8	5	3	12	1	1	88	69	157

Facilities in Schools

Instructional rooms, play ground, toilet facilities, teaching equipment will all constitute the facilities in schools. The status of schooling in the district in regard to all these facilities will be examined.

Box 6 (a): Position of primary school buildings as per the Sixth All India Education Survey

Area/Type	Type Of Building						
	Pucca	Partly Pucca	Kacha	Thatched Hut	Tents	Open Space	Total
LPS							
Rural	958	81	118	50	11	0	1218
Urban	71	9	17	6	1	0	104
Total	1029	90	135	56	12	0	1322
HPS							
Rural	443	40	34	4	0	0	521
Urban	198	13	31	1	0	0	243
Total	641	53	65	5	0	0	764

Box 6 (b) : Primary school classrooms constructed since 1993-94

Year	Numbers constructed
1993-94	300
1994-95	-
1995-96	89
1996-97	73+507 under construction

Instructional Rooms

Though there has been an all-round improvement in school facilities all over the country, though the official position in regard to provision of teachers and instructional rooms under the Operation Black Board or otherwise is that there are no single teacher or single instructional room LPs, still they exist in Gulbarga district. Table above shows the LPs and HPs in taluks with grossly inadequate infrastructure facilities. Even by September 1996, there are 388 LPs school buildings with only one instructional room. It constitutes over 34 per cent of the total LPs. Likewise, more than fifty per cent of the HPs have inadequate infrastructure facilities. In 11 per cent of the HPs, seven grades of children are given instruction in only 2 rooms. If schools with 3 rooms also are considered, then HPs with 2 or 3 rooms only constitute over 28 per cent of the total HPs. The situation is quite bad in Yadgir, Chitapur, Aland and Chicholi in that order.

Box 7: Schools according to total number of rooms

Area	0	1	2	2	4	5	6-7	8-9	10+	total	Av.
LPS											
Rural	54	601	444	72	29	9	6	1	2	1218	1.59
Urban	4	26	21	11	9	14	10	6	3	104	3.51
Tota	58	627	465	83	38	23	16	7	5	1322	1.74
HPS											
Rural	3	14	74	79	66	74	107	51	53	521	5.27
Urban	1	1	3	3	15	12	52	50	106	243	10.19
Tota	4	15	77	82	81	86	159	101	159	764	6.83

Source: AIES 1993

Since 1993-94 a major construction programme has been taken up in this district as is evident from box 6 (b). The current position regarding instructional rooms is given in the table below.

**Table No.7 : Table showing schools by Instructional Rooms
(as on 30.9.1996)**

Taluks{P RIVATE }	LPS		HPS				
	with 1 room	Total	with 2 rooms	with 3 rooms	with 4 rooms	with 5 rooms	Total
Afzalpur	14	52	5	8	7	6	53
Aland	26	51	26	18	19	10	119
Chincholi	60	119	5	9	6	9	47
Chitapur	86	141	-	11	10	20	60
Gulbarga	10	131	4	12	5	13	78
Jevargi	50	113	2	10	10	4	49
Sedam	34	96	5	7	4	6	40
Shahpur	11	142	-	1	4	7	47
Shorapur	-	164	16	26	12	5	84
Yadgir	97	149	7	9	8	8	51
District	388	1158	70	109	85	88	628

1158 LPS + 628 HPS = 1786 Primary Schools

Water and Toilet for LPS and HPS.

Box 8: Schools having ancillary facilities

Area	Without Toilets		Without drinking water	
	Rural	Urban	Rural	Urban
LPS	1209	72	979	54
HPS	505	106	361	66
Total	1714	178	1340	120

TABLE No.8
(Government)

Taluks	LPS with Playground	Total LPS	HPS with Playground	Toilet Facility	Total HPS
Afzalpur	30	52	26	0	53
Aland	21	51	58	0	119
Chincloli	20	119	17	0	47
Chitapur	18	141	12	0	60
Gulbarga	40	131	27	0	78
Jevarg	70	113	30	0	49
Sedar	9	96	15	2	40
Shahpur	50	142	20	0	47
Shorapur	20	164	30	4	84
Yadgi	30	149	20	0	51
District	308	1158	255	6	628

The schools in Gulbarga district have poor infrastructure facilities. Hardly 6 out of 628 higher primary schools, not even 1 per cent, have toilet and sanitary facilities. A higher primary school will be in a medium sized village to which children in the age-range of 10 to 13 from the same as well as neighbouring cluster of villages attend. If girls have to commute by walk to the higher primary schools village from neighbouring villages leaving homes by 10.00 am; stay in the school for the whole day and reach back home by 6.00 pm; the question remains as to where will they attend nature calls during 10.00 a.m. to 6.00 p.m. It is also the age (11 to 14 years) when they grow and attain puberty. Boys are habituated to use open fields, but what about girls? This is one of the strong reasons for village societies to withdraw their girl children from schools. DPEP which has a gender focus must seriously consider this problem of upward mobility on the ladder of schooling for girls. Toilet with sanitary facility will facilitate higher enrolment of girls in higher primary schools.

Further, the supply is mostly in Gulbarga and Shahpur taluqs and to some extent in Aland taluq.

Teachers in Gulbarga District

There will be 7772 teachers by 1997 April in primary schools in the district (see table No.10). They are working in 1158 LPs and 628 HPs. If one were to look at the supply of teachers from a normative perspective of a minimum of one teacher per standard of instruction as is available in many advanced countries of the world, then there is a shortfall of nearly 13 per cent of teachers in the district (see Table No.13). This estimate does not take into account, the balanced distribution of teachers. The effectiveness of DPEP may be affected by this shortage. However, the challenge is one of improving quality and realising UPE objectives with the existential realities.

Box 9: Position regarding teachers as per Sixth All India Education Survey (All managements)

Area	Sex			Community			Percentage	
	Female	Male	Total	SC	ST	OBC	Female	SC/ST
LPS								
Rural	289	1913	2202	323	59	767	13.12	17.35
Urban	197	130	327	37	14	91	60.24	15.59
Total	486	2043	2529	360	73	858	19.22	17.12
HPS								
Rural	496	2174	2670	375	65	947	18.58	16.47
Urban	1372	931	2303	254	37	832	59.57	12.64
Total	1868	3105	4973	629	102	1779	37.53	14.70

Box 10: Recruitment of teachers since 1993-94

Year	No recruited
1993-94	351
1994-95	912
1995-95	-
1996-97	1019
Total	2282

Table No.10 : Teachers in Gulbarga District

Tauk	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	Final Tally April 1997
Aralpur	-	-	-	-	-	23	-	-	2	14	724
	-	-	-	-	-	360	-	-	648	60	
	420	380	363	400	375	383	387	650	650	74	
Alind	-	-	-	-	-	33	-	-	-	01	1080
	-	-	-	-	-	566	-	-	-	98	
	595	573	580	616	584	599	596	981	981	99	
Chncholi	-	-	-	85	-	-	-	-	16	32	630
	-	-	-	396	-	-	-	-	481	101	
	429	397	325	481	470	394	441	497	497	133	
Chtapur	-	-	-	-	-	304	-	-	17	08	753
	-	-	-	-	-	423	-	-	635	93	
	489	519	646	512	515	727	527	652	652	101	
Gulbarga	-	-	-	-	-	-	-	-	12	01	1081
	-	-	-	-	-	-	-	-	1019	50	
	1090	1090	1090	1090	1096	1098	1096	1031	1031	51	
Jeargi	-	-	-	-	-	76	-	-	19	18	677
	-	-	-	-	-	255	-	-	559	71	
	330	388	304	363	360	331	384	578	578	89	
Selam	-	-	-	65	-	-	-	-	5	18	536
	-	-	-	358	-	-	-	-	422	91	
	367	367	336	423	418	402	372	427	427	109	
Shahpur	-	-	107	-	-	-	-	-	13	22	694
	-	-	481	-	-	-	-	-	546	113	
	487	462	588	555	566	535	510	559	559	135	
Siorapur	-	-	-	-	-	140	-	-	15	12	837
	-	-	-	-	-	413	-	-	684	126	
	509	568	553	553	544	553	485	699	699	138	
Ydgir	-	-	-	112	-	-	-	-	13	07	769
	-	-	-	490	-	-	-	-	632	117	
	586	510	510	602	766	684	605	645	645	124	
District	-	-	-	262	-	576	-	-	112	133	7772
	-	-	-	5275	5594	5139	-	-	6607	920	
	5302	5208	5295	5537	5594	5715	5872	6719	6719	1053	
TOTAL	5302	5208	5295	5537	5594	5715	5872	6719	6719		7772

Row No.1 in each box = Teachers under OB Scheme; Row No.2 in each box = Teachers under normal recruitment; Row No.3 in each box = Total of Rows 1 and 2

OB Years = 1989-90, 90-91, 92-93, 95-96, 96-97; Column of 96-97 shows teachers already recruited under OB and normal recruitment by the DLRC and being posted to taluks.

The status of the district in regard to availability of teachers has improved (see Table No.10) over the period 1986-87 to 1996-97 taking 1986 as a cut-off year when the National Policy on Education was adopted in the country. The number of schools increased from 1622 to 1786 during this period, an increase of 164 schools. In the same period the number of teachers increased from 5302 to 7772 an increase of 2470 teachers. The growth of teachers has been faster than the growth of schools as the base year position was quite weak. This increase of 2470 teachers comprises of 1190 teachers appointed under the OB scheme and 1280 teachers in the normal course. Actually there was no recruitment during 1987-88 and 1988-89 while 107 teachers must have retired resulting in negative growth (see Table No.11). The OB supply of teachers actually began in 1989-90, and increased thereafter though not steadily year after year. Clear trends are not discernible in the supply of teachers to the district. Only a crude annual average of the growth of teachers for the period 1987 to 1996 can be assumed to be the general trend during the period 1997 to 2002, that is the next seven years. The crude annual average growth rate during 1987 to 1997 has been a figure of around 250 teachers. There is a shortfall of around 1300 teachers in the district as per 1 teacher per 1 standard norm. It is possible that another 1000 teachers may be supplied in the next 7 years.

Inter-taluk Comparisons

The position in regard to availability of teachers is not balanced in the district. Teachers under OB scheme was given only in 5 years during 1989-90 to 1996-97, the years being 1989-90 (107 teachers), 1990-91 (262), 1992-93 (576), 1995-96 (112 teachers) and 1996-97 (133 teachers). Out of the total of 1190 OB teachers supplied to the district, Chitapur has got 329 teachers. More than hundred teachers have been given to Shorapur (167), Shahpur (142), Yadgir (132) and Chincholi taluks (133). Looking at the shortage of teachers in a normative perspective, the supply of OB teachers has been by and large justified to Chitapur, Shorapur and Yadgir taluks. Even after the supply of teachers the shortage of teachers in Shorapur is 44 per cent and in the other four taluks Chitapur, Sedam, Yadgir and Jevargi, it is 37, 36, 32 and 27 per cent respectively, the district position being 24 per cent.

It is to be noted that two major grants of the DPEP are linked to schools and teachers. Every school will get Rs.2,000 per annum and every teacher will get Rs.500 per year for quality improvement. Already the taluks which are handicapped with shortage of teachers and schools will be

at a further disadvantage. They will get lower than optimum support. This is a serious matter for consideration of the DPEP.

Teachers by Sex

The Programme of Action of the National Policy on Education, 1986, stipulated that at least 50 per cent of teachers in primary schools should be women (see Table No.12). The position in Gulbarga district even by 1990-91 in regard to women teachers was that 16.98 per cent of the total number of teachers were women. The position improved to 25.2 per cent by 1995-96. In general, there was a total addition of 1182 teachers during this period out of which 462 were males and 720 were females. Much of this increase has been in Afzalpur and Chitapur taluks. Actually, the proportion of women teachers in Afzalpur taluk increased from 9.5 per cent in 1990-91 and 12.14 per cent even in 1993-94 and to 44 per cent in 1995-96. This is quite significant when it is observed that even by 1995-96 the following taluks do not have even 20 per cent women teachers : Aland (16.4 per cent), Chincholi (18.3), Shorapur (19.45) and Yadgir (18.75). Chitapur has a better profile in regard to proportion of women teachers (35.42 per cent).

Gender focus is the genesis of DPEP. It is in the context of promoting higher enrolment, retention and attainment levels that emphasis was laid on supply of women teachers in primary schools. The present position in regard to women teachers in Gulbarga district needs to be noted in efforts at UPE in the district.

Table No.11 : Table showing growth of teachers

Year	No.	Growth	OB Growth	LPS+HPS
1986-87	5302	-	-	1622
1987-88	5302	-	-	1622
1988-89	5208	-94	-	1660
1989-90	5295	+87	107	1682
1990-91	5537	+342	262	1682
1991-92	5594	+57	-	1703
1992-93	5715	+121	576	1713
1993-94	5872	+157	-	1755
1994-95	6719	+847	-	1753
1995-96	6719	0	112	1786
1996-97	7772	1053	133	1786
TOTAL	-	2470	1140	164

1996-97 minus 1986-87 = 2470; 1989-90 to 1996-97 OB Growth = 1190
 Growth outside OB = 2470-1190 =1280; Growth during 1986-87 to 1996-97 = 7772-5302 = 2470

Table No.12 : Table showing number and percentage of women teachers

Taluks	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Afzalpur	38 9.5	41 10.93	49 12.5	47 12.14	113 20.9	113 20.9
Aland	81 13.4	100 17.1	114 19	119 19.9	161 16.4	161 16.4
Chincholi	77 16	41 8.7	44 11.2	41 9.29	91 18.3	91 18.3
Chitapur	112 21.8	133 25.8	161 21.7	136 25.8	231 35.42	231 35.42
Gulbarga	323 29.6	321 29.2	323 29.4	321 29.2	321 31.13	294 28.5
Jevargi	52 14.32	62 17.2	43 12.9	66 17.18	142 24.56	142 24.56
Sedam	80 12.26	80 19.1	72 17.9	73 19.62	118 27.6	118 27.6
Shahpur	97 17.47	99 17.49	92 17.1	83 16.27	114 20.39	114 20.39
Shorapur	64 11.5	85 15.62	72 13	52 10.72	136 19.4	136 18.75
Yadgir	109 18.1	137 17.8	140 20.46	135 22.3	121 18.75	121 18.75
District	974 16.98	1099 19.65	1107 20.05	1542 17.6	1721 25.36	1694 25.21

Note: The number of teachers in the taluks and the District includes OB teachers for the years 1989-90, 90-91, 92-93 and 95-96.

Row 1 in the boxes = Numbers

Row 2 in the boxes = Percentage of total number of teachers.

During 1996-97, out of 1053 teachers selected, 495 are women.

Table No.13 : Table showing balance in supply of Teachers

Taluks	No. of LPS	No. of HPS	Teachers Required	Teachers Supplied	Gap %
Afzalpur	52	53	579	724	+25
Aland	51	119	1037	1071	+4.14
Chincholi	119	47	805	630	-21.7
Chitapur	141	60	984	753	-23.5
Gulbarga	131	78	1070	1081	+1.02
Jevargi	113	49	795	677	-14.84
Sedam	96	40	664	536	-19.27
Shahpur	142	47	617	694	+11.1
Shorapur	164	84	1244	837	-32.7
Yadgir	149	51	953	769	-19.30
DISTRICT	1158	628	9098	7772	-14.57

Table No.14 : Teachers in position as on 31.3.1997

Taluks	LPS with 1 teacher	HPS with			HPS without Phy. Edn. Trs.
		2 trs	3 trs	4 trs	
Afzalpur	3	10	-	16	50
Aland	6	6	16	28	30
Chincholi	17	1	2	9	35
Chitapur	13	1	14	13	25
Gulbarga	10	-	-	-	30
Jevargi	12	-	1	2	20
Sedam	2	-	4	4	20
Shahpur	6	1	7	5	30
Shorapur	14	4	10	92	41
Yadgir	0	2	4	7	30
DISTRICT	83	25	58	176	321

Total LPS in the District 1158

Total HPS in the District 628

Note: 1019 teachers already recruited have to be posted.

Teachers in Position in Gulbarga District

In spite of an increase of 1417 teachers during 1987-88 to 1995-96, still there are 83 out of 1158 LPs which are single teacher schools, and 25 out of 628 HPs which have only 2 teachers. If HPs with only 3 teachers are also considered, then the total number of HPs with severe shortage will be 83. Any meaningful teaching-learning process will be hard to take place with this position in regard to teachers in schools. 1053 teachers recruited during 1996-97 have to be posted keeping these shortages and imbalances in full view.

It is also to be noted that though there is a provision for a physical education teacher to higher primary schools, still nearly fifty per cent of HPs do not have a physical education teacher.

DPEP has to take note of the availability of needs of physical education teachers to promote joyful schooling for children.

Box 13: Teacher-Student Ratio in primary schools

Area	Teacher	Student	T-S Ratio
LPS			
Rural	2202	110825	1:50
Urban	327	16998	1:52
Total	2529	127823	1:50
HPS			
Rural	2670	180693	1:68
Urban	2303	124010	1:54
Total	4973	304705	1:61

Table No.15 : Student-Teachers Ratios (30.09.1996)

Taluk	General		Minority	
	LPS	HPS	LPS	HPS
Afzalpur	65	56	46	48
Aland	75	51	50	51
Chincholi	58	56	48	46
Chitapur	75	73	47	49
Gulbarga	52	47	47	47
Jevargi	54	63	47	31
Sedam	58	38	43	43
Shahapur	50	43	45	40
Shorapur	78	62	44	44
Yadgir	52	55	41	43
District	62	57	46	42

Shortage of teachers in the district as well as their imbalanced distribution is very much reflected in the high (very much higher than the State and national averages) student-teacher ratios. At LPS, while the district ratio is 1:62, there are some taluks like Shorapur, Aland and Chitapur, which have 78, 75 and 75 students per teacher.

The student-teacher ratios are high at the HPS also. The district average is 1:57 while some taluks like Chitapur, Jevargi and Surpur have 73, 63 and 62 students. It is only in Gulbarga, Yadgir, Shahpur and Sedam that the position is relatively better.

DPEP has to take note of these high student-teacher ratios. Distribution of work-books, teacher-grants and other resource support will not make much headway in improvement of teaching-learning process with this type of schooling situation.

It is also true that student-teacher ratios do not have much meaning in schools with considerable irregularity in attendance and drop-out rates. The effective student-teacher ratios will be 40 to 50 per cent lower than that obtained with figures of enrolment. In fact, should distribution of work-books be based on enrolment, attendance or retention is also a meaningful question to be considered.

Teachers by Qualification

Qualifications of teachers is one of the structural variables that determine the quality of the schooling process. Qualifications has assumed added significance in view of the upgradation of the primary curriculum in recent years. Keeping in view the explosions of knowledge and challenging requirements of a primary educated person from his immediate social, economic, political, cultural and technological environment, there has been a revision and upgradation in school curriculum, syllabi and textbooks. As of now several State Governments including Karnataka State have raised the minimum admission requirements for Teacher's Certificate Courses at primary level from the then existing ten years to twelve years of general education. It is in this context, that an analysis of qualification of teachers has been made.

Table No.16 : Teachers by SSLC and TCH (1995-96)

Taluks	LPS (Percentages)			HPS (Percentages)		
	Total	Women	SC/ST	Total	Women	SC/ST
Afzalpur	86	84	87	94	90	91
Aland	81	77	74	89	87	79
Chincholi	81	66	83	86	78	87
Chitapur	86	76	74	61	57	81
Gulbarga	88	76	70	95	93	74
Jevargi	64	73	71	79	77	79
Sedam	74	61	81	91	88	80
Shahapur	90	82	85	90	88	92
Shorapur	94	85	72	95	88	44
Yadgir	90	85	76	86	89	87
DISTRICT	85	78	83	87	86	80

Note: 1996-97 Recruitment : 669 teachers are SSLC and TCH.

It may be observed from the table 16 that throughout the district, hardly do we find teachers with class XII and above qualification. They are hardly 15 per cent at the LPS stage and 13 per cent at the HPS stage. One may reconcile with class X completed teachers to teach standards I to IV. But it is pitiable that teachers with class X qualifications of 1970s and 1980s are teaching classes VI and VII students of 1996 when the whole curricula have been upgraded. It is only in Jevargi at lower primary level and in Chitapur at higher primary level that there are considerable percentage of teachers who have completed class XII.

Taking as a proposition of their category the women, the SCs and STs are relatively better qualified than men. This is true in many taluks of the district. Such a relatively better profile could be because of the recruitment under OB provisions in recent years when candidates with class XII are available in larger numbers.

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The findings on qualifications of teachers has implications for training programs under DPEP. All the teachers with SSLC and TCH have to be provided Refresher Courses in school subjects on top priority.

It is ideal to code all the schools and all the teachers taluk-wise, collect information regarding their qualifications, training, length of service, previous exposure to training programmes, subjects studied at class XII, subjects teaching at present, etc;. Information on sex, caste-status, place of work and its distance from taluk headquarters have also to be collected. The coded information has to be computerised and maintained both at the DIET and in the proposed BRCs and CRCs. This would enable a balanced coverage of teachers in the District in various training/ orientation programmes.

Table No.17 : Teachers without training (TCH)

Taluks	LPS			HPS		
	Male	Female	Total	Male	Female	Total
Afzalpur	8	-	8	19	-	19
Aland	17	-	17	29	-	29
Chincholi	15	-	15	14	-	14
Chitapur	8	-	8	11	-	11
Gulbarga	16	1	17	20	6	26
Jevargi	2	-	2	21	-	21
Sedam	15	-	15	14	1	15
Shahapur	12	-	12	14	-	14
Shorapur	7	-	7	8	-	8
Yadgir	6	3	9	12	1	13
DISTRICT	106	4	110	162	8	170

It is observed that 110 teachers at LPS and 170 teachers at HPS are not having certificates for teaching in schools. Almost all of them are men. They have been trained under CCVC.

Training Needs

Training needs are at three levels within the District, in a cascading effect model. There is a full-fledged DIET at Kamalapur, 40 kilometers from Gulbarga town. Apart from a standard TYPE building, it has 3 PCs with a computer operator. IT will serve as a nodal centre for resource persons who function at sub-district levels.

Apart from the DIET, there is also a Science Centre which includes a Science Park, a Science Museum and facilities for in-service training of teachers. With a little support from DPEP, it can coordinate some of its functions with the DIET in promoting science education in lower primary schools in the district. Organisation of District and taluk level science exhibitions, science quiz, nature study tours, science fairs, teachers' training can all be taken up through this centre.

There are 10 taluks in the District where Block Research Centres will be located. The BRCs organise orientation programmers for resource persons of cluster resource centres apart from other services.

The BEOs were advised to get a plan of training of all teachers prepared in a consultative way through the formation of village clusters, known as cluster resource centres. A CRC is supposed to accommodate 25 to 30 teachers from 10 to 15 schools in one training programme. However, keeping in view the large size of the district, which has already been referred to in the district profile, many of the taluks have submitted a cluster resource centre plan wherein the number of teachers and schools is more than expected per centre. Table No.18 provides the distribution of schools and teachers in the district among CRCs.

Table No.18 : Distribution of the schools & teachers in the district among CRCs

	Afzalpur	Aland	Chincholi	Chitapur	Gulbarga	Jevargi	Sedam	Shahapur	Shorapur	Yadgir	District
No. of Teachers	724	1080	630	753	1081	677	536	694	837	769	7772
No. of Schools	105	170	166	201	209	162	136	189	248	200	1786
No. of CRCs	10	12	12	12	14	12	12	12	12	12	120

Inspection Of Schools

Table No.19 : Villages without Motorable Roads and Transport

	Afzalpur	Aland	Chincholi	Chitapur	Gulbarga	Jevargi	Sedam	Shahapur	Surpur	Yadgir	District
Reported	50	46	48	NA	52	47	52	9	41	32	491
Total Villages	90	128	131	-	118	120	102	122	175	130	1295
Percentage	55%	37%	37%	-	43%	40%	50%	7.4%	24%	24.6%	37.9%

Note: As reported in 1991-92 District Statistical Hand Book.

One of the several types of information that had been sought from the Block Education Officers was : 'Confer with your Inspectors of schools and AEOs and collectively identify the number of schools/villages which do not have approach roads and transport facility; that is, roads where you find it extremely difficult to do periodical/regular inspection.' In response to this question 9 out of 10 taluks gave information. At the time of collecting the information, again a clarification was sought regarding the veracity of the information. The BEOs after due consultation with their colleagues have not only reported on the number of villages but also given the list of (names) such villages. They have been submitted to the State DPEP Office. The number of villages identified, total number of villages in the taluk/block is given in table 19.

It is observed from the table that the position in regard to access to villages in almost all the taluks is quite bad and in some of them it is distressing. In this state of access to villages both supervision and inspection would be a difficult proposition. The objective of supervision is basically to improve the quality of teaching-learning process while that of inspection is to tone up the efficiency of the school. Both of them appear to be affected by the existing conditions.

DPEP provides for Rs.2000 per school and Rs.500 per teacher and workbooks for all children. It is necessary to create conditions wherein there is a dependable mechanism to oversee that schools are regularly functioning, children and teachers attend school, teaching-learning functions are carried out, work books are used, learning is monitored and UPE objectives are realised. This question is relevant even when an overestimation in BEOs reports is conceded.

Performance of the District in UPE

Enrolment, Retention and Attainment levels constitute the dimensions of UPE. The performance of Gulbarga district in regard to enrolment and retention will be examined here, on which data are available.

Enrolment data have been collected from all the taluks separately as well as at the District level. It has not been possible to calculate net

enrolment in the district. Hence, analysis is confined to gross enrolment only. It is not intended to neglect problems in enrolment when it is observed that the serious problem in Gulbarga District is that of high drop-out rates in general and higher still among girls. That will be discussed later. As of now, the latest data on enrolment in primary schools, submitted by the DDPI's Office to the Minister of Human Resources Development, Government of India, during his visit in December 1996 is presented in table 20.

Table No.20 : Enrolment in Gulbarga District as on 30.9.1996

Taluks	Istd	IIstd	IIIstd	IVstd	Vstd	VIstd	VIIstd	Total
Afzalpur	7490	6273	6171	4333	2917	2332	1730	30942
Aland	12248	10704	10124	7705	5482	4461	3859	54583
Chincholi	10957	7661	6232	4265	3144	2565	2187	37011
Chitapur	13680	12501	10407	9318	6165	4409	3800	60259
Gulbarga	13312	11266	10715	8025	4423	4444	4250	57445
Jevargi	12404	12222	12785	7271	4602	2877	3242	53001
Sedam	8102	5617	4665	3022	1911	1464	1067	25848
Shahpur	7862	8518	8674	7359	7156	4540	5272	49381
Shorapur	11513	9467	9399	7955	6624	3922	3799	52679
Yadgir	6760	6335	6377	5582	6008	4758	4208	40028
DISTRICT	104328	88564	85549	64835	48432	35772	33414	464608

It is observed from the table that there are 5,02,255 children enrolled in primary schools in the district during 1996-97. However, an enrolment of 1,11,000 children in Gulbarga taluk includes 52,200 children enrolled in Gulbarga town (urban children including those in private aided and unaided schools) which have been omitted from consideration. Hence, the enrolment in the district comes down to 4,50,000 children. The break-up of these children between LPS and HPS is 3.4 lakh at LPS and 1.1 lakh in HPS. 3.4 lakh children have been taken as the base year figure for perspective plan. Trends in growth rates in enrolment are considered for projecting enrolments in the next seven years.

Table No.20 - A : Enrolment of Boys & Girls in Gulbarga District as on 30.9.1996 - (I to IV Std.)

Taluks	I Std.			II Std.			III Std.			IV Std.			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Afzalpur	3898	3592	7490	3159	3114	6273	3136	2632	5868	2406	1927	4333	12699	11265	23964
Aland	6260	5988	12248	5514	5190	10704	5220	4904	10124	4216	3489	7705	21210	19571	40781
Chincholi	5558	5379	10937	4018	3580	7661	3593	2639	6232	2462	1803	4265	15694	13401	29095
Chitapur	9631	4049	13680	6786	5715	12501	5747	4665	10407	5232	4065	9297	27391	18494	45885
Gulbarga	7026	6286	13312	6150	5116	11256	5745	4970	10715	4533	3492	8025	23454	19864	43138
Jevargi	8466	3938	12404	8653	3569	12222	8843	3942	12785	5393	1876	7269	31355	13325	44680
Sedam	4173	5929	8102	3039	2578	5617	2487	2178	4665	1765	1297	3012	11454	9942	21396
Shahpur	4757	3125	7862	4910	3608	8518	4954	3720	8674	3806	3593	7359	18407	14006	32413
Shorapur	6180	5333	11513	4822	4645	9467	4886	4513	9399	4893	3062	7955	20781	17553	38334
Yadgir	3650	3110	6760	3467	2868	6335	3349	3028	6377	3045	2537	5582	13511	11543	25054
DISTRICT	59579	44729	104308	50581	39983	90554	48055	37191	85246	37751	27061	64812	195956	148964	344920

Table No.20 - B : Enrolment of Boys & Girls in Gulbarga District as on 30.9.1996 - (V to VII Std.)

Taluks	V Std.			VI Std.			VII Std.			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Afzalpur	1728	1189	2917	1444	888	2332	1101	629	1730	4273	2706	6979
Aland	3076	2406	5482	1886	4575	6461	1319	3540	4859	6281	10521	16802
Chincholi	2012	1132	3144	1616	949	2565	1457	730	2187	5085	2811	7896
Chitapur	3530	2635	6165	2564	1845	4409	2272	1528	3800	8366	6008	14374
Gulbarga	3083	2340	5423	2503	1941	4444	2488	1762	4250	8074	6043	14117
Jevargi	2776	826	3602	2172	705	2877	1673	569	2242	6621	2100	8721
Sedam	1194	717	1911	876	588	1464	664	403	1067	2734	1708	4442
Shahpur	4129	3027	7156	2516	2024	4540	3901	1315	5216	10546	6366	16912
Shorapur	3454	3170	6624	2483	1439	3922	2411	1388	3799	8348	5997	14345
Yadgir	3169	2839	6008	2428	2330	4758	2289	1919	4208	7792	7542	15334
DISTRICT	28151	20281	48432	20488	17284	37772	19575	13783	33358	69765	46892	116657

Table No.21 : Trends In Enrolment (I To VII Std).

Year	Enrolment (in lakhs)	GR	Year	Enrolment	GR
1985-86	3.28	-	1991-92	3.96	4.79
1986-87	3.30	0.81	92-93	4.09	3.27
1987-88	3.46	4.62	93-94	4.19	2.51
1988-89	3.64	5.26	94-95	4.29	2.46
1989-90	3.76	3.24	95-96	4.73	10.15
1990-91	3.76	0.44	96-97	5.02	6.20

Note: Figures on enrolment include urban areas also.

Variation in enrolment rates are in the range of 0.44 per cent in 1990-91 to 10.15 per cent in 1995-96. Estimation of these trends with reducing rates of drop-out rates gives a general figure of 4 per cent growth rate per year. The break-up of enrolment between LPS and HPS in 1996-97 has been in the ratio of 34:11. It is assumed that in future HPS enrolment will be picking up bringing this ratio to 30:15 in the next seven years. That is, out of every 45 additional children in primary schools, 30 will be for lower primary and 15 will be for HPS. This will be a 2:1 ratio by 2002 AD. As such enrolments in LPS in the district for the next seven years, keeping 3.40 lakh children as the base figure would be increasing on an average by 12000 children every year giving an enrolment of approximately 4 lakh children by 2002 AD.

Sex Differentials in Enrolment

The gaps in enrolment between boys and girls in the I to VII standards in terms of percentages are 8, 12, 13, 17, 16, 9 and 18. 1 per cent gap in enrolment means a shortfall of over 1040 girls at the I standard itself. Allowing a margin of 400 girls for unfavourable sex ratios in birth rates for girls, still, the 1 per cent gap will still be over 1000 girls. Bringing down the gap to 5 per cent at the I standard level, which is a UPE/DPEP objective would mean additional efforts to enrol a minimum of 3000 more girls. This may not be much of a problem. The real problem would be to retain them in school as may be observed from increasing gaps at higher classes of LPS. Enrolment and retention drives as well as Village Education Committee should take note of this.

Inter-Taluk Differentials in Enrolment

Table No.22 : Growth rates in Enrolment - I to IV Standards Enrolment growth rates

Taluks	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97
Afzalpur	-	2.48	-2.84	7.5	-0.6	2.34	0.06	-0.4	-1.1	0.8
Aland	5.66	6.94	4.41	4.01	4.06	6.48	4.05	6.75	4.26	6.35
Chincholi	6.55	2.18	0.39	1.06	10.43	3.93	9.72	0.18	4.77	-
Chitapur	-	-	-	-	-	-	-	-	-	-
Gulbarga	-1.71	4.59	-2.47	0.07	0.51	3.08	-5.19	11.77	-0.43	3.15
Jevargi	6.24	9.26	20.2	0.60	5.34	5.55	12.94	2.50	24.24	3.02
Sedam	1.93	5.17	1.76	3.57	1.65	0.79	23.8	-2.55	6.39	2.23
Shahapur	-	4.14	4.67	-1.58	0.13	2.60	2.35	3.18	8.90	15.5
Shorapur	10.63	32.83	21.05	1.11	3.68	16.42	1.79	3.54	21.12	12.88
Yadgir	-	-	-	-	-	-	-	-	-	-

Table No.23 : V to VII Standard Growth rate in Enrolment

Taluks	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97
Afzalpur	-	-	-	-	-	-	-	-	-	-
Aland	6.39	7.26	2.46	4.35	7.24	4.46	3.72	9.59	3.32	7.04
Chincholi	1.95	2.63	7.15	11.74	5.52	7.91	3.19	8.91	15.94	-
Chitapur	-	-	-	-	-	-	-	-	-	-
Gulbarga	-0.76	1.86	-5.5	-1.10	-1.19	0.66	-11.32	11.52	-5.39	11.08
Jevargi	6.24	9.26	20.20	0.59	5.34	5.55	12.94	2.51	24.24	3.02
Sedam	-	-	-	-	-	-	-	-	-	-
Shahapur	-	-	-	-	-	-	-	-	-	-
Shorapur	16.99	5.78	19.12	30.67	71.07	2.22	0.35	18.97	16.44	10.44
Yadgir	-	-	-	-	-	-	-	-	-	-

District profile in growth of enrolment at the LPS stage across the taluks reveals a high instability in the taluks except in Aland taluk. It has been negative also in some years in some of the taluks. Consistently high rates are recorded in Shorapur taluk. In the absence of reliable data on enrolment as revealed by different estimates from the same sources, that is BEOs offices, at different points of time for diverse purposes, further analysis is not made. It is also noted that by and large, enrolment rates are higher at the higher primary stage than at the lower primary stage every year. This is also the expected trend in future.

Retention Rates in Gulbarga District

It is a known fact that in comparison, the educational performance of Gulbarga District is far below that of State average in general. This is true of Drop-out rates. Average drop out rates for the years 1987-88 to 1993-94 has been quite high at 54 to 58 per cent till 1992-93 since when it has come down to around 40 per cent.

Among the taluks, Gulbarga has a remarkably low record of drop-out rates. On cross examination, the B.E.O and his staff attributed this phenomenon to high literacy rates (58 per cent in 1991) and high level of urbanisation in the taluk. The drop-out situation is alarming in Chincholi, Sedam and Aland taluks. It is understood that the position is quite alarming in both Chitapur and Yadgir taluks also from where data are not available.

There is a reducing gap between drop-out rate of boys and girls. Though this is a welcome phenomenon, still it is also to be noted that there is a high degree of non-enrolment among girls.

Indications are there that the drop-out rates at the LPS may stabilise at 20 per cent by 2002 AD, which is currently the figure of drop-out rate at the State level.

Hence, the perspective plan will begin with the base level enrolment in I to IV standards in 1997 which is 3.30 lakh children, assume a growth rate of 4 per cent in enrolments on an average in the next seven years and also assume a drop-out rate of 25 per cent on an average during this period, which will stabilise at 20 per cent by the end of the DPEP period.

Universalisation of Access to Primary Education

Access to Primary Education is of three types : (a) there are habitations with more than 200 population which do not have a school and feel the need for a school, (b) there are habitations like (tribals) lambanis, agricultural labourers on camps for whom it is unviable to open a school and it is feasible to open Non-Formal Education Centres and (c) there are habitations where there is already a large contingent of children completing LPS and demand a higher primary school.

Three types of children have to be provided opportunities for schooling. The BEOs had been advised to furnish information on the needs for differentiated access on the three types after due consultations with their block level educational officers and concerned public. The information provided by the BEOs are presented in table 24.

Table No.24 : No. of New schools, NFE Centres & School proposed for upgradation

Taluks	Afzal pur	Aland	Chin-choli	Chita pur	Gul barga	Jeva rgi	Sedam	Shah pur	Sur pur	Yad gir	Dist.
New Schools	12	2	16	22	17	14	22	6	11	6	128
NFE	5	10	15	10	5	5	10	10	15	15	100
V Std.	4	11	14	47	57	4	19	23	33	35	247

It is observed that 128 new schools are proposed in the district in habitations with more than 200 population. There are 100 habitations where there is a need for opening NFEs. 247 lower primary schools have been identified in the district where there is a felt need for opening V Standard. It may be observed that the needs of the taluks in the district vary.

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

Since the focus of DPEP will cover Classes I to V, at the district level estimated child population in the 6 to 10 age group and enrolment in Classes I to V has been projected upto 2001-02 in Box 12.

Box : 12 Enrolment and G.E.R. from 1991-92 to 2001-02 based on projected child population

Year	Boys 6-10	Girls 6-10	Boys Enrl. 1- V	Girls Enrl. I - V	GER Boys	GER Girls	GER Total
1991-92	199198	199670	174671	122188	87.69	61.19	74.43
1992-93	204058	204541	189281	138652	92.76	67.79	80.26
1993-94	208919	209415	209650	146772	100.35	70.09	85.20
1994-95	213779	214285	203214	157985	95.06	73.73	84.38
1995-96	218639	219159	192841	198900	88.20	90.76	89.48
1996-97	223499	224029	224107	169345	100.27	75.59	87.91
1997-98	228359	228901	229575	180051	100.53	78.66	89.59
1998-99	233221	233775	235176	191433	100.83	81.88	91.35
1999-2000	238082	238645	240915	203536	101.19	85.29	93.24
2000-01	242943	243518	246793	216403	101.58	88.86	95.22
2001-02	247803	248390	252815	235970	102.02	95.00	98.51

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

$$P(1991+n) = P(1991) + P(1991) * n * r$$

where

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

$P(1991)$ is the population of 1991

n is Number of years since 1991

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

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

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

where

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

BASELINE ASSESSMENT STUDY

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

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

A multi stage sampling procedure was adopted for the study. 40 schools of Bidar District were included for the study, which works out to 10 % of the lower primary schools in the District (excluding the upper primary schools). NCERT's language and mathematics achievement tests was used. A far shorter and simplified test was developed for the drop outs.

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

Table 25 : Total enrolment and percentage of children in schools

Class	Boys		Girls		Total
	No.	%	No	%	
I	702	31.71	694	36.97	1396
II	629	28.41	519	27.65	1148
III	497	22.45	399	21.26	896
IV	386	17.43	265	14.12	651
Total	2214		1877		4091

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

Table 26 : Area-wise enrolment and percentage of children

Class	Rural		Urban		Total
	No	and %	No	and %	
I	1035	35.03	361	31.78	1396
II	811	27.45	337	29.67	1148
III	627	21.22	269	23.68	896
IV	482	16.31	169	14.88	651
Total	2955	100	1136	100	4091

The decline is also visible across all categories as may be seen in table 3 below.

Table 27 : Total enrolment and percentage of children across categories

class	SC		ST		OBC		Others		Total
	No &	%	No &	%	No &	%	No &	%	
I	569	31.26	86	40.57	504	32.58	237	46.29	1396
II	529	28.85	58	27.36	448	28.96	117	22.85	1152
III	408	22.42	39	18.40	358	23.14	91	17.77	896
IV	318	17.47	29	13.68	237	15.92	67	13.09	651
Total	1820		212		1547		512		4091

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

Dropout rate

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

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

where x=enrolment in class I

and y=enrolment in class V after 4 years.

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

Table 28 : Dropout rate in sampled schools in Gulbarga

1987-88	Boys	65.06
	Girls	81.32
	Total	73.00
1996-97	Boys	25.35
	Girls	40.42
	Total	32.13

Though the dropout rate in the sampled schools have come down appreciably the rate is still considerably high, and is well above the state average. The survey showed that topping the list of reasons for dropping out of school are i) parents do not want them to study, ii) they will have to earn a living and iii) they have to assist in the household and iv) school is too far.

Learning Achievement

Table 5 below gives the mean achievement of class II students in language and mathematics. In the test administered the number of items in language were 20 and there were 14 items in numeracy. The mean scores therefore given below are out of 20 and 14 respectively.

Table 29 : Mean scores of class II students in language and mathematics

Sample size	Mean in language/20	Mean in numeracy/14
460	9.64	6.33

Table 30 below gives the levels of achievement of class II students in language and numeracy, gender-wise and category-wise.

Table 30 : Levels of achievement of class II students in language and numeracy

Levels	Boys	%	Girls	%	SC/ST	%	Others	%	Total
Language									
<25%	36	16.60	19	13.10	25	18.00	30	13.50	55
25-49%	36	16.60	16	11.00	20	14.40	32	14.40	52
50-79%	62	28.60	56	38.60	41	29.50	77	34.50	118
80%>	83	38.20	54	37.30	53	38.10	84	37.60	137
Total	217	59.90	145	40.10	139	38.40	223	61.60	362
Numeracy									
<25%	44	21.20	25	17.70	24	19.10	45	20.20	69
25-49%	26	12.50	12	8.50	14	11.10	24	10.80	38
50-79%	68	32.70	52	36.90	35	27.70	85	38.10	120
80%>	70	33.60	52	36.90	53	42.10	69	30.90	122
Total	208	59.60	141	40.40	126	36.10	223	63.90	349

The above shows that 16.60% of the boys and 13.10% of the girls scored less than 25% in language; in numeracy 21.20% of the boys and 17.70 % girls scored less than 25%. There does appear to be a significant difference in the achievement as between boys and girls.

Table 31 below gives the mean achievement of class IV students in language and numeracy. The test administered 44 items in language and 40 in numeracy.

Table 31 : Mean scores of class IV students in language and mathematics

Sample size (language)	Mean in language/44	Sample size (Maths)	Mean in numeracy/40
394	18.80	387	10.20

Table 32 below gives the levels of achievement of class IV students in language and numeracy, gender-wise and category-wise.

Table 32 : Levels of achievement of class IV students in language and numeracy

Levels	Boys	%	Girl	%	SC/ST	%	OBC	%	Other	%	Total	%
Language												
<25%	20	8.03	10	6.90	13	6.84	7	5.00	10	15.63	30	7.61
25-49%	159	63.86	91	61.76	133	70	77	55.00	40	62.50	250	63.46
50-79%	50	20.08	34	23.46	33	17.37	42	30.0	9	14.06	84	21.32
80%>	20	8.03	10	6.90	11	57.89	14	10.0	5	7.81	30	7.61
Total	249	63.2	145	36.8	190	51.35	140	35.5	64	16.2	394	100
Numeracy												
<25%	142	57.49	62	44.29	103	55.38	60	43.80	41	64.06	204	52.71
25-49%	66	26.72	54	38.57	53	28.49	53	38.68	14	21.88	120	31.01
50-79%	39	15.79	23	16.43	29	15.59	24	17.52	9	14.06	62	16.02
80%>	0	0	1	0.71	1	0.64	0	0	0	0	1	0.26
Total	247	63.80	140	36.20	186	48.06	137	35.40	64	16.50	387	100

The above table shows that 8.03% of the boys and 6.90% of the girls scored less than 25% in language. In respect of numeracy as high as 57.49% of the boys and 44.29% of the girls scored less than 25%. There is a significant difference between achievement levels of boys and girls. Across SC/ST and OBC categories also there does not appear to be any significant difference. Levels of achievement in language are considerably better compared to numeracy, where the levels of achievement are extremely poor.

Findings of the Social Assessment Study:

The Social Assessment Study for the DPEP II districts in Karnataka was taken up by MYRADA and P&P Group. MYRADA provided the institutional base, while P&P group provided the resource support for the study. The study was taken up in the districts of Bellary, Gulbarga and Mysore. Primary research was conducted through Focus Group discussions (FGDs) and through Semi Structured Interviews (SSIs). Secondary data was collected through the Annual Reports of the Dept of Education, the gender and tribal studies conducted for DPEP I, as well as from other research papers.

The main recommendations of the SAS include :

- Improvement in the infrastructural facilities, particularly in the buildings provided, so that 2-3 classes are not conducted together. The study also recommends provision of toilet and water facilities for schools
- Improvement in the quality of instruction: The study emphasises the need for improving teacher training processes, so that teachers are enabled to get away from the traditional rote memorisation methods of instruction to methods that make learning more interesting and interactive. The study also recommends use of teaching aids that would make learning processes more discovery oriented.
- Restructuring the Curriculum: Curriculum needs to be restructured and made relevant to the immediate environment, so that children are enabled to learn by association and experience
- Textual materials should be re-designed to include work books, since children cannot afford separate stationary material
- The study also recommends interventions for teacher motivation and teacher development.

CHAPTER - III

PARTICIPATORY PROCESS IN PERSPECTIVE PLANNING

This perspective plan is neither a bureaucratic desk-top exercise nor an academician's library extract. It has evolved through interactive experiences with a variety of persons in Gulbarga District representing diverse cross-sections of life and society in both rural and urban contexts. This method underscores a 'Learning Process Approach' for Perspective Planning. It explores the constraints and highlights the opportunities for UPE through DPEP. A concise documentation of such an interactive exercise follows. The participative exercise comprised of four types of activities:

- Meetings with diverse interest groups;
- Interviews of distinguished persons;
- Visits to schools in remote rural areas
- A 3 day workshop of BEOs with some of their colleagues.

Meetings

Meetings with diverse interest groups are as follows: the Block Education Officers of 7 out of 10 taluks along with the Joint Director of Public Instruction (Mr. Scindia), the Deputy Director of Public Instruction (Mr. Hiremath), the Principal of the District Institute of Education and Training (Dr C S Swamy), the DAEO (Mr Mohadevappa), the AEO attached to the DDPI's Office (Mr. Shankara Mulabharathi). It is noted that the DAEO, the DIET Principal and the AEO had received DPEP training at Mussoorie. The BEOs reported on the performance and problems of their respective taluks. The problems by and large, were administrative in nature.

A citizen's meeting was held on 9.9.1996 at Gulbarga in one of the educational institutions. In every meeting including this one the participants were appraised in brief about the launching of DPEP, its objectives, programmes and perspectives. The issues raised at the citizen's meeting centred around:

- infrastructure facilities for schools,
- unsuitability of textbook language to the spoken language of the region,
- need for decentralisation of production of textbooks and workbooks,

- dysfunctionalities in the existing delivery system of incentives and facilities,
- motivation of teachers for regularity of work,
- problem of approach roads to schools etc.

A meeting with the Zilla Panchayat Gulbarga had been organised on 10.09.1996. Attendance and participants of ZP personnel was very poor. Not being satisfied with this meeting the consultant (Prof A S Seetharamu) got another meeting of the ZP through his own efforts during his second visit to Gulbarga District. This meeting, held on 17.10.1996 was chaired by the CEO of the district (Mr Govinda Bhat). Among others, it was attended by the President of the ZP (Smt.Pramila Bai), Sri Mukhran Khan (Education Committee member and opposition leader in the ZP, Sri Gundanna Bali (member, Education Committee) of the ZP, all the BEOs of the district and District heads of concerned departments like the Departments of Social Welfare, Women and Children's Welfare, Health (DHO), Minorities and Backward classes etc. Two issues occupied much of the time in this meeting, namely, shortage and balanced distribution of teachers in the District and school buildings. There was also a discussion on laxity in inspection of schools which is also traced to poor status of village roads and inter-village transport.

A meeting of all District level officers of the Government including those of Agriculture/Horticulture, DHO, Social Welfare, Women and Children's Welfare, Backward Classes and Minorities, PWD, Police (DSP), Deputy Secretaries to the CEO, Information and Publicity, DIC, CPO, etc., was held on 10.09.1996 with the CEO in the chair. A sitting opposition MLC of the district also attended the meeting. The Consultant briefed the meeting regarding the DPEP. He highlighted the need for orchestration efforts of various department for DPEP which is a district programme and not just another Education Department Programme. The type of support that is already being given and that may be needed in future were also identified. The significance of their involvement in environment building campaigns for enrolment and retention drives were also discussed.

There was a meeting of Non-governmental organisations and voluntary organisations on 11.09.1996. NGO activity in the District being quite sparse: the attendance at this meeting was not significant. However, there was adequate participation among those who attended. The meeting identified the need to develop a Directory of NGOs, VOs, activitywise and specialisation-wise; a need to develop a Directory of Resource Persons

who will be useful for environment building campaigns, for training programmes, for Micro-planning exercises, for taking up responsibility for NFE and creches etc.,. HUMAN AGE Association, Gulbarga, AGE being an acronym for Awareness Generation referred to their Resource Centre which produces instructional materials for schools. The Jaji Institute of Management referred to their work with school children wherein they have produced audio cassettes for creative learning. Phonetic methods are employed for development of communication abilities among lower primary school children. Representatives of URDU teachers' association of the district, of the SC/ST teachers' association, also participated in this meeting. Need for lowering student-teacher ratios, diversity of responsibilities other than teaching for teachers, need for craft teachers, library and reading rooms, strengthening of inspection etc; were some of the other issues discussed at this meeting.

The district authorities had also organised a press meet and a radio recording and broadcast, in which the poor educational status of Gulbarga District, the need for gender focus and quality improvement of Primary Education, the distinctive features of the DPEP, the last and final opportunity for UPE/EFA in the District during the 20th Century through the DPEP were highlighted. It is learnt that there has been wide publicity in the District regarding the heralding of the DPEP which may prove to be useful for organising environment building programmes and Micro-planning exercises.

Visits

1. The Consultant, the DIET Principal, the DAEO and the AEO attached to DDPI Office visited a school at KURIKOTA. This school is in Mahagaon Hobli of Gulbarga taluk. A meeting of all the teachers of a higher primary school at Kurikota was held on 07.09.1996. Along with the Head Master of this Government school which is located on a District highway at a distance of 25 kilometers from Gulbarga town on road, 8 HPS teachers, 2 Urdu primary school teachers, the President of the Village Education Committee Smt. Aminabi attended the meeting.

A brief report of the visit to Kurikota school in telegraphic language has been presented here.

Table No. 33 : Kurikota Government Higher Primary School

Standard	Enrolment			Attendance		
	Boys	Girls	Total	Boys	Girls	Total
I	44	26	70	18	18	36
II	30	18	48	25	13	38
III	29	17	46	28	14	42
IV	18	16	34	17	15	32
V	47	37	84	22	28	50
VI	26	22	48	22	17	39
VII	19	22	41	12	13	25

Visit was on a Saturday

Weekly sandy (Santhe) in that area on Monday.

Drastic reduction in enrolment from I to II Standard. Very low attendance. After admission parents migrate to Bombay for wage work. 'GULE HOGUVUDU' Increase in enrolment from IV to V, possibly because of children joining in from feeder schools, but significant dropout from V to VI (reduction in enrolment). Children from feeder schools have to cross the Bennithora river; nearly 100 children from V, VI, VII standards; If they have to cross the bridge, they have to walk 10 kms.

Teachers————→ HPS 8 + 1 Phy. Edn. + 1 PPC

 / \ \
 4M 5W Vacant
 + 2 Urdu trs.

Kurikota Urdu Primary School

VEC President ---> Muslim ---> expressed lot of concern about the Urdu primary school. HM of HPS ---> Hindu ---> did not refer to us at all about the Urdu primary school. School ---> No water, no compound, no benches.

No teacher trained in MLL, SOPT; of Urdu school.

What will you do with Rs.2,000=00 (to the VEC President), it is given to your school?

President : I will effect repairs to Urdu Primary School.

To the teachers ---> what will you do, if you are given Rs.500 for improving process.

Teachers: The school does not have even coloured chalks, dusters, maps, charts,.....

VEC/SBC both have been formed.

2. The team visited a tribal school for Lambanis at Maramanchi Tanda, 52 kilometers from Gulbarga town. Unlike the Kurikota school whose walls were bare and black, the Maramanchi school which is a I to IV lower primary school with an anganwadi attached to it presented a better learning atmosphere. The following maps and charts had been hung on the walls: Maps- of India/Bharatha, Karnataka, Gulbarga District, World; charts- personal cleanliness, care of the teeth, alphabets, calendar, etc,. School has 1 building with 2 rooms for 1 to 4 standards with a separate room for Anganwadi. It has 2 teachers including a HM who is nearing his retirement and hence on leave for past 2 months. Effectively 1 teacher is managing I to IV standards. This teacher has been serving the Tanda school without any transfer for last 14 years. The advantage has been that he has picked up Lambadi dialect and is able to communicate effectively with the students in their own dialect. He gives Lambadi equivalent words for the textual words to the students. The Consultant examined the children on their reading ability. While in a unsystematic and stray sample, couple of boys could read, girls could not do so. The Tanda school has no VEC. VEC has been formed at the Maramanchi village school to which village this Tanda is attached. The HM of the Tanda school is not a member of the VEC formed at the Maramanchi village. DPEP has to note these phenomenon.

3. The DPEP team visited Chnicholi taluk and remote rural areas therein. Chincholi is a educationally backward taluk located at a distance of 60 kilometers from Gulbarga town.

Sulepet is a large village in Chincholi taluk. It has a Panchayat and a higher secondary school. A Citizens' meeting was held at this school premises. 32 persons attended this meeting including 3 women, Senior Citizens, Panchayat members, social workers, women Panchayat members and others attended the meeting. There was wide participation form the group. A divergent view on the utility of schooling for girls was also

heard. There was a complaint regarding the undemocratic way in which the HM constituted the VEC for the school. There was a view that problems of the school have not merited any discussion in the past in gramsabha meetings. The team visited the old LPS school at Sulepet from which the present higher secondary school has evolved over a period of time. The LPS is at a distance of 2 kilometers from the main village. It is in a dilapidated condition. It is made of mud walls from which mud spills over even on a simple pat. The school had been established in 1935 AD. The sand map on the floor of the compound is of undivided India which includes Pakistan and Bangladesh. It has 5 rooms like structures. One of them has a half-blown out roof. In this building I to IV standards of LPS and I to III standards of Urdu primary school are run. The gross violation of basic human rights and utter lack of concern for children can only be believed only after a visit to this school.

4. The team visited a Women's Association at Chincholi. President Chaaya Deshpande, Secretary Soudamani Kulkarni and other members were present. This women's association (Mahila Mandal) is a member of a Women's Consortium (Mahila Okkuta) of the District which has several associations spread all over the District. It has nothing to do with Mahila Samakhya Programme. The women's association at Chincholi has engaged in several activities such as running adult literacy centres, women and youth camps to fight alcoholism, door-to-door counseling for drop-out families to promote school participation, cultural programmes, folk-mela, night school for street children etc.,. Among all these activities, the one which has significance for DPEP is the organisation of creches for agricultural labourer women which enables them to send their elderly daughters to lower primary classes. 30 to 40 agricultural labourer women will leave their 0 to 4 year old children for 10 months in a year without any cost. The association runs 8 such centres 2 of which get grants from Bharath Sevak Samaj, a secular, national level voluntary organisation. Each centre will have a female teacher and an ayas (female attender) at a cost of Rs.24,000 per centre per annum. Children get nutrition, education and health care. The association makes a 4 per cent contribution. The unit cost of the creche is between Rs.60 to Rs.80. The Consultant also visited the office of the Women's Consortium (Mahila Okkuta) at Sangameshwara Colony, Gulbarga. Indira Manviker, wife of a retired Additional Director General of Police, is its President (Ph.21952). Of the several women's association who are members of the Gulbarga based women's consortium, the following are notable: Bhangi association. Jangama association (both backward caste association), Bamboo dealers association, vegetable association, Muhammad Mahila Mandal. They get support from the women's consortium.

It is pertinent to take note of the fact that the women's consortium at Gulbarga as well as the women's association at Chincholi are willing and have the capabilities to run creches with financial support from DPEP for the girl children of women agricultural labourers, construction workers, slum dwellers engaged in petty trades so that their school-aged girl children can be relieved of the responsibilities of sobbing care and attend school. A surveys to identify such families and women in distress can be undertaken through their assistance and creches can be run whenever they are necessary and feasible.

5. Visit to DIET

A visit was made to the DIET at Kamalapur on 07.09.1996. It is noted that a new building is nearing completion for the DIET as per the national (NCERT) DIET development programme. It may be ready for use by the time DPEP is implemented in the District. 3 PCs with a computer operator is also provided for the DIET. The efforts of the Principal Mr. Swamy in all these activities deserves appreciation. The Principal was advised to give a separate note on the needs for capacity building for the DIET along with a plan of action for the next few years. Codification of teachers and schools as has been referred to earlier was also suggested.

6. There is a Science Centre in Gulbarga town which is a distinctive institution. It has a Science Park and Science Museum attached to it. A mini-planetarium is also set up at the centre. Apart from being a tourist spot for touring educational institutions and students, the centre also has conducted workshops for secondary school teachers in the past. The centre has useful infrastructure facilities for workshops, training/orientation programmes, seminars, meetings etc; for popularisation of science education in schools. Dr Ekbote, Department of Education, Gulbarga University, who is on the Governing Council of the Science Centre introduced the Science Centre to the team. It is learnt that the centre has problem of funds for recurring expenditure; that is for organisation of programmes. It is a quasi-government institution. It would be worthwhile for the DPEP to involve the Science Centre in school-centred, teacher-centred programmes of activities and training programmes. Specifically the centre would be of value for organisation of inter-taluk science exhibitions, taluk-level science museums, debates, quiz, essay competitions in popularisation of science at lower and higher primary stages of school education. The Science Centre may be associated with the DIET for functional purposes.

Interviews

A number of persons of Gulbarga District distinguished in diverse field of life and society were also interviewed. The following are prominent among them. No order is followed in presentation. The list does not cover persons who have already been referred to during visits. Sri S K Kantha, Ex-Labour Minister of Karnataka State; Dr Sharanabasavappa Appa who is the Mahadasoha Peetadhipathi of Sharanabasaweshwara Charitable Trust, President of All India Veera Saiva Mahasabha, runs a number of prestigious educational institutions under Sharanabasaweshwara Vidya Vardhaka Sangha; Smt. Komalabai Patil, Member, Education and Health Sub-Committee of the Zilla Panchayat; Sri Meghraj Kathari, ZP Member from Aland taluk; Presidents of various teachers' associations; Smt. Indira Manvikar, President, Women's Associations Consortium; a number of administrators. The Consultant also attended a public function with the DDPI at Harasur village, Gulbarga taluk which had been put up to commemorate Dr S Radhakirshnan's birthday. Sri Malikaiah Guttedar, Minister, Government of Karnataka, Sri Babu Rao Chittapur, MLA; Smt. Nagaveni, Corporator Gulbarga and others spoke. They referred to achievements in education in the District. At another public function in Gulbarga town, the Consultant met Sri S G Namoshi MLC, from teachers' constituency, Vice-President HKE Society, Gulbarga.

It is not proposed to reproduce excerpts of interviews with all these persons. The impressions gathered about the issues and problems of school education gathered from these meetings/ interviews that are of relevance to our concerns will be reproduced here. Some of them are common knowledge.

Infrastructure facilities are poor. Posting of teachers nearer their villages should be done; provide quarters to SC teachers; quality of education is poor in the district; check communal tendencies, socialise children to human history, initiate them into Mahatma Gandhi's philosophy; even new school building built under OB are also falling.

Workshop:

A three-day workshop of BEOs and their officers was held at Gulbarga on 8th, 9th and 19th January 1997. The draft report had been submitted and presented at DPEP State level meeting on 02.01.1997. a number of data confusions and gaps had been identified then. This

workshop was used to update data, clarify confusions, prepare cluster resource maps with list of villages therein and discuss strategies and programmes.

Concluding Observations

The meetings, visits, interviews and workshop were extremely useful in throwing light on grassroots realities. They have brought into relief not only the felt problems and issues in school education but also the constraints and facilitators for success of DPEP efforts. They have already been discussed in appropriate places in this write-up. It is only noted here that there are several constraints embedded in the historical growth and development of school education in the district which may interfere with the objectives of DPEP. They should be considered as 'given' situations for realistic expectations from DPEP. They should not be mixed up with DPEP efforts and taken as reflections of DPEP therein.

CHAPTER - IV

A PLAN FOR UPE IN 5 YEARS

Looking at the profiles of life, society and education in the district, it is quite clear that UPE is a very challenging proposition in the district. Enrolments are low, regular attendance is poor, drop-out rates are high, infrastructure facilities are far from being adequate, imbalances are there in both teacher supply and distribution, teacher quality is far below normative expectations, gender disparities are quite conspicuous on all these indicators, minority school problems are there, the incidence of single teacher and single instructional room schools persist, provision of anganwadi schools is incomplete, a large number of agricultural camps and tribal Lambadi tandas are there which do not have schools and which do not have viable population for schools, considerable proposition of untrained teachers, low percentage of women teachers in several taluks, large-scale inter-taluk disparities, very low female literacy rates, large scope and practice of child labour, heavy migration of families for wage employment, relatively poor condition in regard to roads, transport and communications, low degree of NGO participation superstitious and distressing cultural practices like child marriages and several other similar problems constitute the challenges for UPE. Taking the existing problems as 'given conditions', one has to look to a variety of alternatives for UPE in the district. The challenges should provide the excitement for concerted and committed action.

Strategies

The following strategies will be used to achieve the objectives of DPEP in Gulbarga district.

1. Access

- Opening new schools
- Non-formal education
- Upgradation of lower primary schools to class V

2. Retention

(a) Mobilisation and awareness campaigns

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

(b) Improving existing schools

- Providing furniture and equipment to existing schools
- Providing health cards to children in primary schools and identifying disabled children
- Providing grants to teachers for low cost materials
- Providing grants to VECs for school improvement
- ECCE: Strengthening anganwadis

3. Quality Improvement

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

4. Capacity Building

- Microplanning
- VEC Training
- Training of Educational Administrators
- Management Structure: DIC, DPO, BIC, VEC

A detailed description of each is given in the pages that follow.

CHAPTER - V

PROGRAMME UNDERTAKINGS

1. ACCESS

1. New Schools

Even by 1996, if villages are there without a school, it only implies, as is also borne out by facts, that these schools are needed in remote, inaccessible, unserved, predominantly SC/ST areas where social habits for girls' schooling may be non-existent. In Gulbarga district there are 194 school-less habitations. While many of these are too small to sustain a school, there are 128 habitations with a population of 200 + where a new school can be opened. The blockwise numbers of habitations with a population of 200 + is given below:

Table No. 34 : Nos of villages with population >200 where new schools will be opened

BLOCK	No. of habitations		
	Total	without schools	with >200 population without schools
Afzalpur	178	12	12
Aland	256	2	2
Chincholi	222	41	16
Chittapur	247	30	22
Gulbarga	247	17	17
Jevargi	146	33	14
Sedam	190	31	22
Shahpur	207	6	6
Shorapur	224	11	11
Yadgir	243	11	6
Total	1860	194	128

A detailed blockwise list of habitation where the new DPEP schools will be opened is at Annexure - I

What is a school? Descriptions vary. In the given context of existential realities, it should mean a minimum of 2 instructional rooms, 2 teachers one of whom shall be a women, minimum teaching aids, maps and charts, specimens, wall hangings/ photographs/ drawings of great personalities and language textbooks, play materials, furniture, a mini-library including children's encyclopedia, water & sanitary facilities especially for girls, a compound, a playground, a small self-developed and self-maintained garden, etc;. There should be child centric planning of the institution.

In Gulbarga district, the list supplied for new schools is not high. Hence, they can be provided in the first year of DPEP. Once, a new school is opened, there is a need for an integrated, comprehensive, holistic package. There is no use in constructing a building and providing 2 teachers while indefinitely postponing the provision of facilities and equipment. Therefore, construction of building will be initiated in the first year itself. Schools will be started in makeshift accommodation in the first year. Recruitment of teachers will be made in accordance with the recruitment procedures of the Education Department. Procurement processes for teaching-learning materials, equipment and furniture will be initiated and completed in the second year of the project.

Table No. 35 : Time schedule for Opening new schools

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Opening new schools	128				
2.	Appointment of teachers Continuation of teachers	128	128 128	256	256	256
3.	Construction of school buildings	64	64			
4.	Procurement of TL material		128			
5.	Setting up of Library Corners		128			
6.	Procurement of furniture & equipment		128			

2. Non-Formal Education

The importance of Non-Formal Education as a complement to formal primary education in UPE is well known. There are a large number of children who do not enrol themselves to school or fail to complete grades I to IV as they are required for household chores or to supplement family income. There are studies [1] to show that 20 per cent of children in rural areas and 25 per cent of children in urban areas are engaged in paid/or wage employment. These children are in school going age-groups.

Rest of them are not idlers as is generally assumed. 94 per cent of non-school going population are engaged in useful work in rural areas including those engaged in paid work. Sibling care, carrying water, collection of fuel and fodder, cooking, washing utensils, clothes, house keeping, agricultural work, cattle-rearing, etc; are the variety of engagements for children. The incidence of girls sharing these responsibilities is quite high. In fact, low participation of girls in schooling can be attributed relatively to a higher degree to child labour rather than purely cultural factors. It is also true, that more than 30 per cent of our rural agricultural families are those who do not possess land and work as agricultural labourers. The Scheduled Castes are predominant among them. Poverty is so high in these families that both husband and wife need to take up wage employment. Naturally, responsibility for household management falls on the shoulders of older children and specifically the girls. The income earned by children is highly essential for the children to meet their daily needs. In these appalling and depressing conditions of rural socio-economic life, the right to food overtakes the duty to attend school. It is better we think of alternative strategies to complement the goal of UEE. NFE is one such strategy. In fact, there are also habitations which do not have adequate number of children to start a school. Normally, tribal populations are illustrative of such habitations. They also require NFE Centres.

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[[i] A S Seetharamu (main author) : "Education in Rural Areas " Constraints and Prospects" and (ii) A S Seetharamu : "Education in Slums" both published from Ashish Publishing House, New Delhi, in 1984 and 1980 respectively]

In Gulbarga district 38 villages/ habitations have been identified which need NFE Centres. NFE can be conceived in the following phases: (a) Phase I wherein non-enrolled children as well as children dropped out from I and II standard can be given an exposure of 8 to 10 months wherein through a sandwich curriculum the minimum learning competencies of II standard is achieved; (b) Phase II wherein only drop-outs from III and IV standards are covered in a period of 8 to 10 months through a sandwich curriculum which ensures MLL competencies of IV standard; In both phases, testing certification - lateral entry to formal stream should be facilitated. NFE will be meaningless unless it provides opportunity and capacity for lateral entry into the formal stream.

There is a need to develop and field test integrated NFE primers for all the three phases. Teacher guides for use of primers are also required. All NFE teachers have to be given a minimum orientation for use of primers, child psychology, rhythms of child development, learning and motivation, group dynamics, social context of learning, democratisation of classroom processes, NFE management, language learning problems, use of simple low-cost, no-cost audio-visual media etc.

The NFE programme will be entrusted to NGOs in the district, preferably women's organisations, wherever such organisations exist. The Women's Associations Consortium in the district, to which a reference has been in this report will be involved in this work.

This plan has proposed the need for 50 NFE Centres in the second year of DPEP, which will increase to 100 over the period of the project.

Table No. 36 : Time schedule for opening of NFE centres

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Opening NFE centres		50	100	100	100
2.	Preparatory work for identification of agencies					
3.	Approvals for TORs from DIC, SPO, GoI					

3. Towards a National Pattern of Lower Primary Education: Upgrading lower primary schools to class V:

In most parts of the country, lower primary school extends from I to V standards. It is so in Assam, Bihar, Punjab, Rajasthan, West Bengal, Jammu & Kashmir, Madhya Pradesh, Tamil Nadu, Orissa, Uttar Pradesh, Delhi, Manipur, Tripura etc. But in States like Karnataka and Kerala, the lower primary education is only for 4 standards. In the interests of uniformity of structures all over the country, it is suggested that the existing lower primary schools be upgraded to the V standard in due course. In fact, even the fifth and sixth All India Educational Survey Statistics published by the GOI present data as per the national pattern. Hence it is high time that lower primary schools of the State are upgraded to have V standard. Still, all schools cannot be upgraded to V standard at a time. The table below shows the blockwise number of lower primary schools with a strength of 20 + in class IV. These schools are proposed to be upgraded to class V and an additional teacher provided under DPEP.

Table No. 37 : No. of LPS to be upgraded to V Std.

BLOCK	Total LPS	No. of LPSs to be upgraded to V std
Afzalpur	52	4
Aland	51	11
Chincholi	119	14
Chittapur	141	47
Gulbarga	131	57
Jeevargi	113	4
Sedam	96	19
Shahpur	142	23
Shorapur	164	33
Yadgir	149	35
Total	1158	247

The detailed blockwise list of school which are proposed to be upgraded to class V is at Annexure II.

2. **RETENTION**

1. **Mobilisation and Awareness Campaigns**

One of the first and foremost strategies is to build an environment for learning, for community acceptance of schooling of children as an integral component of everyday living irrespective of its potential and promise for upward educational mobility, employment and income or social status. Survival strategies in the trying contexts of life, full-fledged and constructive participation in the organisation of social, economic, political and cultural life, acquiring communication skills, a confidence in oneself, an identification with one's own community, awareness of the various forms of discrimination and the non-violent methods by which they can be circumscribed, specific issues concerning women's status/gender discrimination, containing superstition and promoting rational and scientific culture, use of scientific health care and nutrition, peaceful methods of conflict resolution, awareness of human rights and many other similar concerns can be drawn for environment building activities, therein emphasising the values of schooling for leading a life of meaning and direction.

(a) **Kalajathas:**

The literacy campaigns statewide and countrywide have shown that it is possible to organise a peoples' movement and sustain it to kindle an enthusiasm among people for education. In Gulbarga peoples' groups and teachers will be organised to move from village to village with the message of education for all - focusing on villages of high dropouts and low enrolment, especially among the most backward groups, the scheduled castes and tribes and girls. It is proposed to cover 400 villages @ 100 villages per year from the 2nd year onwards with intense programmes of environment building

The kalajathas will be organised as a District/Taluk level programme with widest participation and not just be an Education Department Programme.

Table No. 38 : Time schedule for Awareness building activities

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Identification of Kala Jatha teams					
2.	Production of literature: print, non-print, media & training material					
3.	Training of RPs					
4.	Preparation of route maps/time charts					
5.	Conduct of Kala jatha (400 villages)		100	100	100	100
6.	Supervision & monitoring					

(b) Chinnara/Shikshakara melas:

Chinnara/Shikshakara melas will provide a forum for children and teachers to be exposed to forms of joyful, child centred teaching learning. Also associated with the melas will be members of the VECs who will along with children and teachers from their villages visit a host village at the cluster level for a duration of 3 days. The mela will have several activity corners, including a language corner for story telling, songs and riddles, a maths corner for exposure to games and activities to promote number related operations, an EVS corner, which will enable children to be exposed to say, the functioning of a cooperative milk society or to observe the difference between a simple and a whorled leaf etc. There will also be other corners, including a dance and drama corner, an art and crafts corner, etc. The melas will give VEC members an opportunity to be exposed to the new activity based, child centred pedagogy. It will also give them an opportunity to interact with VEC members from other villages.

It is proposed to organise these melas at the cluster level: all clusters will be covered over the five year project period in the following phased manner:

- 1st year: preparatory activities
- 2nd year: 20 clusters
- 3rd year: 30 clusters
- 4th year: 30 clusters
- 5th year: 40 clusters

(c) VEC melas

VEC melas will also be organised cluster wise basically to enable VEC members to interact with each other on issues relating to universalising primary education in their village. Over the duration of the project, each VEC will have opportunity for participating in such melas at least twice in the following phased manner:

- 1st year: Preparatory activities
- 2nd year: 20 melas
- 3rd year: 30 melas
- 4th year: 30 melas
- 5th year: 40 melas

(d) Mobilisation and Enrolment drives

A mobilisation and enrolment drive will be organised throughout the district at the beginning of every academic year in order to generate a better awareness for enrolment and participation in schools. The mobilisation and enrolment drive will involve people from all walks of life, including Zilla Panchayat members, DIC members, VEC members, representatives of NGOs to spread the message of education, especially for children from SC/ST families and for girls.

(e) Production of brochures, posters and other print media material

DPEP will produce brochures, pamphlets, posters and other print material in order to supplement the efforts of the above campaigns for VEC members, kala jathas, chinnara/shishakara melas etc. The focus of all these materials will be on girls and SC/ST children.

(f) Production of audio cassettes

Audio cassettes on songs for education will be produced and widely distributed throughout the district. The audio cassettes produced by the DSERT for facilitating teaching learning to cover language, maths and EVS competencies will also be duplicated for use in the district.

2. Improving existing schools

There will be a series of programmes taken up in the district to improve existing schools. This will also over the years impact retention levels.

(a) Providing furniture and equipment to existing schools

Most schools do not have basic furniture and equipment. Basic and simple furniture and equipment will be provided to all schools in the district. The furniture and equipment will be designed in accordance with the principles of child centred pedagogy. Thus, there will be no dual desks or wooden planks for children to sit on in rigid, immobile formations. Instead, schools will be provided with jamkhanas to be spread on the floor for children to sit on while participating in activity based learning. Wherever possible work tables will be fixed along the wall for children to use for writing and drawing work. The procurement of these items will be initiated and completed in the second year of the project.

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

With a view to strengthening national efforts at providing systematic health checkup for primary school children, a programme taken up by the Ministry of Health and Family Welfare, DPEP will provide a health card which will keep a record of the child's health status through the five period. This will also provide an opportunity for early identification of childhood disabilities. Health cards will be provided for all 343276 children in class I-IV.

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

In order to facilitate teachers improve classroom processes, a sum of Rs 500/- will be provided annually as grant to each teacher in lower primary schools and lower primary sections of upper primary schools. This amount will be utilised by teachers for purchase of materials to improve teaching learning. The materials may include for example, chart paper, stationary, beads, sketch pens, crayons, marbles, blocks - all of which could be put to use in a variety of ways for language, maths and EVS teaching-learning.

(d) Providing grants to VECs for school improvement:

Each VEC will also be provided a small grant of Rs 2000/- annually for improvement in the school environment. The funds could be used, for example for effecting minor repairs such as providing bolts and latches to the doors and windows, or for purchasing a drum for drinking water, or for painting a blackboard on all four sides of the wall for children to practice writing and drawing, etc.

(e) ECCE: Strengthening Anganwadis:

For a long time the values of early childhood care and education per se and in relation to formal primary education had not been recognised. It is only during the fifth five year plan that an explicit strategy for development of children was provided known as the Integrated Child Development Services. This strategy included the opening of centres for provision of health care, nutrition and education for children in the 0-6 age group through a chain of institutions known as Anganwadis.

The significance of ICDS in child development in a country where more than 40 percent of population live below the poverty line cannot be over-emphasized. Maternal under-nutrition and malnutrition, under-nutrition and malnutrition among children, low birth weight of children, early onset of poor vision leading to partial and later total blindness are all largely caused by poverty. Child mortality, skin diseases (such as scabies), Protein Energy Malnutrition (PEM), measles, tuberculosis, diarrhoea etc; are all health problems of children. Both nutrition and health problems affect the children in such a way that they do not remain fit for any meaningful school education.

Further, there are a large volume of first generation learners in whose life space school has no meaning. Hence, it is difficult for them to adjust to school. They need exposure to a school atmosphere before they enter the schooling process. This atmosphere should be enjoyable to children. It should dispel any fears or misconceptions they may have about schooling. They should be prepared for school. This is known as school readiness. Anganwadis should act as platforms for delivery of health and nutrition programmes along with preparing children for school.

Another significant value of Anganwadis lies in providing relief to girls of school age from sibling care so that they can attend school. In this way, the multiple values of the ICDS Anganwadis should be recognised for UPE.

DPEP has an advantage in UPE as there is already an established interest in the State in ECCE/ICDS/Anganwadis. As of 1996 November, there are 2350 Anganwadi Centres in Gulbarga district. The taluq-wise break-up is as follows:

Table No. 39 : No. of Anganwadi Centres

1.	Afzalpur	143	5417
2.	Aland	279	10014
3.	Chincholi	174	6126
4.	Chitapur	305	11038
5.	Gulbarga	239	9118
6.	Jevargi	187	6983
7.	Sedam	148	5192
8.	Shahpur	248	9920
9.	Surpur	244	9961
10.	Yadgir	273	9828
	Total	2350	83627

One of the problems faced is that the timings of AWCs do not coincide with that of the formal primary schools. In such a situation, girls of school going age will not get adequate relief from sibling care. Hence, it is essential to orchestrate the functioning of AWCs with that of formal primary schools. While DPEP cannot support/strengthen all anganwadi centres in the district, it is proposed to make a beginning through supporting 248 anganwadi centres located in Shahpur block to extend the timings to coincide with the primary school timings. DPEP will provide support through providing an additional honorarium of Rs 250/- to the anganwadi worker, Rs 400/- to the additional anganwadi worker. In addition, DPEP will support the appointment of an additional anganwadi worker from the village to help the existing staff carry on activities with children through the forenoon and afternoon. DPEP will also provide a one time grant of Rs 5000/- per anganwadi to procure adequate equipment. With this support it is expected that a large number of children, especially girls who are not able to attend school in the afternoon session because of sibling care duties, will be freed from this work to attend school.

Table No. 40 : Time schedule for Strengthening of Anganwadis

Sl No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Identification of AWCs					
2.	Identification & appointment of addl AWWs					
3.	Training of addl AWWs					
4.	Providing equipment to AWCs					
5.	Starting of programme					
6.	Monitoring and Supervision					

3. QUALITY IMPROVEMENT STRATEGIES

1. Activity cum Work books for children and teachers' edition of activity cum work book:

Providing good quality materials for teaching learning transaction is the key to universalisation of primary education. The process of curriculum transaction, hitherto dominated by rote learning and memorisation of information and facts, and characterized by monotony, drabness need to be transformed into an interactive, joyful and spontaneous process. Materials therefore are a crucial component.

It is proposed to provide child centred, activity based materials for teaching learning activities in the classroom. The materials, created as part of DPEP I, which are competency based, leading to specific learning outcomes and have a built in assessment of learning outcomes will be used for teaching learning transaction for class I-IV.

In addition a teachers' edition of the activity cum work book will also be provided to teachers to facilitate teaching learning processes. The teachers' edition contains instructions and hints to further activity based teaching. These materials will be provided to all teachers in lower primary schools and lower primary sections of upper primary schools.

Both the activity cum work books for children and the teachers' edition will be provided in the standard kannada language as well as in minority languages of Urdu, Marathi, and Telugu. The numbers of children who will be covered will be :

- Kannada: 319012
- Urdu: 20768
- Marathi: 3496

2. Supplementary Reading materials for children

Supplementary reading materials will be provided to schools for opening library corners. A large number of materials for children are available with the National Book Trust, Nehru Bal Pustakalaya, Children's Book Trust, Kannada Book Authority, etc. These materials are already available in Kannada. Each school in the district will be supplied with books valued at Rs 200/-. The selection of books will be made by the DIC at the district level.

3. Training Strategy

The values of Micro-Planning, Capacity building through DIETs/BRCs/CRCs, supply of teaching-learning materials, teacher grants, school grants have already been discussed. In addition, it is noted that the DIETs, BRC's, CRC's may promote mathematics centres, science centres and language laboratories. The exact way in which it should be done is to involve working teachers for the purpose. A workshop mode should be followed which would be democratic. Resource support can be obtained from Karnataka Rajya Vijnana Parishat, BJVS, Indian Institute of Science, Kannada and Linguistics Departments of Universities and Central Institute of Indian Languages.

Training Programmes and structure

The importance of training the personnel who manage the system of primary education at various levels has been well recognised. Training is the most critical part of DPEP. There are several categories of people in the programme whose competence, motivation and commitment will determine the outcomes of the programme. Training will be a continuous and on-going process; it will not be a single one-time event. Training for all categories of people will be guided by the DPEP vision of a child centred, activity based classroom. It will be participatory, not lecture

dominated, process oriented, rather than content based. Training will cover the following categories of people:

- Teachers of lower primary schools and lower primary sections of upper primary schools
- Headmaster of lower and upper primary schools
- DIET, BRC and CRC faculty
- VEC members
- Member of Zilla and block panchayats, DIC members, representatives of teachers' associations
- Anganwadi workers
- NFE instructors
- Educational Administrators

Training programmes will be separately tailored to the needs of different categories of people involved in the programme. However, the following common element will cut across all training:

1. Vision of an activity based classroom
2. Children's learning processes
3. How children learn discrimination
4. Attitudes towards teachers - their problems, difficulties in a multigrade context
5. VEC and community involvement : creating support systems for the school and the teacher
6. Alternate and Non formal education for out of school children

The training programmes are to be given by DIET, BRC and CRC faculty.

DIET

The DIET for Gulbarga is located at Kamalapur, about 60 kms from Gulbarga town on the Gulbarga-Hyderabad Highway. The NCERT type of building is nearing completion. There are three PCs in the DIET along with a computer operator. About 80% staff are in position..

The DIET faculty will undergo Induction Training designed by the DSERT. The programme is designed for developing skills for planning and management of training and research programme. The DIET faculty will also participate/ organise DPEP training programmes. It will form the forum for experience sharing between BRC faculty on a bimonthly basis.

DIET faculty will also be nominated as nodal officers for overseeing the training of teachers conducted by the BRC faculty.

The DIET will begin with a codification of all teachers in the district and information on the training they have received so far, their qualifications, experience, age etc.

DPEP will strengthen the DIET in terms of supply of additional equipment, furniture, resource support for developing a library and taking up action research.

BRCs

There are 10 blocks in Gulbarga district. BRCs are proposed in all the taluks. BRC will be set up with one coordinator and five faculty member. They will be drawn from among teachers with experience of primary school teaching. The BRCs will conduct teachers' training as well as provide leadership to CRCs. The BRC will be housed in a separate building, specifically designed for residential training. BRCs will be fully equipped for residential training with provisions for training aids, equipment, media materials. BRC faculty will be oriented to work as a 'team' with a holistic approach to training - rather than viewing training from the conventional approach of individual faculty taking separate, compartmentalised sessions.

CRCs

Cluster Resource Centres will be set up for a group of 18-20 schools for a coverage of 40 to 50 teachers. Each CRC will have a full time Coordinator. The CRC Coordinator will be a person who has experience of primary school teaching. In Gulbarga district it is proposed to set up 120 CRCs. Cluster Resource Centre maps also been drawn up indicating the location of the central village. The block wise numbers of CRCs are given in the table below:

Table No. 41 : Total No. of CRCs proposed to be opened

BLOCK	No. of CRCs proposed
Afzalpur	10
Aland	12
Chincholi	12
Chittapur	12
Gulbarga	14
Jeevargi	12
Sedam	12
Shahpur	12
Shorapur	12
Yadgir	12
Total	120

The names of the locations of the CRCs are given in Annexure III.

CRCs will be the Think Tanks for and of teachers: experience sharing, feed back on problems, performance and school-community related issues; planning forums for school subjects; inter-school networking; production of low-cost teaching learning materials, etc. All teachers of the cluster will meet once a month for an interactive session. The monthly interactive day will have the following four components:

1. Feedback sessions from teachers to share experiences and ideas on successful classroom methods
2. Planning sessions for the following month
3. Making and sharing low cost teaching learning materials
4. Skill development for handling teaching of reading, writing, maths and other hard spots.

The CRC will also address the following :

1. Discussion of existing and new village level strategies for dealing with non-enrolment, drop-out rates and poor attainment levels among children.
2. Provide support to NFE
3. Networking of schools and VECs
4. Training of school teachers, head masters, VEC members.
5. Data bank for member schools.
6. Library Resource support Centre.

Table No. 42 : Schedule of Training at Different Levels :

Category	Total Number	Trainers	I Year	II Year	III Year	IV Year	V Year
Teachers (1 days)	7760	BRCs		3880 No.1	3880 No.1	3880 No.2	3880 No.2
Hd Masters (5ays)	1786	BRCs	()	446	447	446	447
Administrators (2 ays)	80	DIET	80 No.1	-	80 No.2	-	80 No.3
DIT/BRC/CRC(faculty (7 ays)	200	DSERT DIET BRC	25 (DIET)	60 (BRC) + 120 (CRC)	-	-	-
VE Members (4 ays)	12950	BRCs CRCs	2590	2590	2590	2590	2590
DI(members (1 ay)	100	SPO	100 No.1	-	-	100 No.1	-
AWW	2300	Dept. Of W & CD	1000	1300	-	-	-
NFI instructors	100	BRC		50	100	100	100
Expreience sharig workshop (BR)	60	DIET & DPO		4	4	4	4
Expreience sharig workshop (CR)	120	DIET & DPO		2	2	2	2

4 Setting Up Maths Centres in BRCs and CRCs

A special programme will be introduced to focus on maths learning in order to dispel the fear of maths that children often develop at a very young age. Maths phobia results from a lack of concept clarity, focus on the end result rather than on the process. Maths Centres will be established at BRCs and CRCs. A typical maths centre will provide for models for interaction through group and individual games, puzzles. It will contain approximately 100 maths models/ materials and worksheets to simplify the teaching of numbers, number related operations - shapes, sizes, distances, measurements, times, decimals, fractions etc.

be card games, models made out of wood, rubber, cardboard etc. An orientation and training programme will also be conducted at the maths centres to enable teachers to replicate maths materials in their own schools by using locally available materials.

These maths centres will be set up with help of Suvidya, a voluntary agency, which has already been associated with the task of setting up maths centres at BRCs and CRCs in the DPEP I districts.

5. Setting up Science Centres

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

4. CAPACITY BUILDING

1. Microplanning:

Microplanning is envisaged as a tool of mobilisation and capacity building. It is a process to identify barriers to education, and enable members of the community to seek solutions to overcoming these barriers. In microplanning, the techniques of social and resource mapping, seasonal analysis and time-work analysis will be undertaken. Also a detailed house to house survey will be conducted to enable people to create a child be child design for learning. Microplanning will concentrate in educationally backward areas with low levels of retention and high non-enrolment.

Microplanning will be conducted with help of NGOs, who will help train 40-50 resource persons to take on the actual microplanning process in the district. It will be conducted in a phased manner to cover 400 villages in the entire district. Attention will be focused on the villages with high dropout and low enrolment rates.

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

The following schedule of activities will be followed in order to operationalise microplanning:

SI No	Activity	1st year	2nd year	3rd year	4th year	5th year
1.	Understanding microplanning processes					
2.	Selection of resource persons					
3.	Training of resource persons	40				
4.	Conducting micro planning	50	50	100	100	100
5.	Refresher training and experience sharing	2	2	2	2	2
6.	Monitoring & Supervision					

2. Training of VEC members:

The training of VEC members will also constitute an important aspect of capacity building. In Gulbarga, 1295 VECs will be constituted. Each VEC will have membership of an average of 10 members. Thus the total number of VEC members to be trained has been estimated at 12950. Training of VEC members will be for a duration of four days. It will be conducted as per the training module already developed as part of DPEP I. The training will cover (a) prioritisation and analysis of village level problems, (b) understanding processes involved in social mapping for identifying barriers to education, (c) understanding problems of the school and teachers (d) identification of roles and responsibilities of the members of the VEC in providing a support system for the school and universalising primary education in their respective villages. Training of VEC members will commence in the first year of the project itself; training will be conducted in a phased manner, so that all members of the VEC complete one round of training in the project period.

3. Training of Educational Administrators:

Training programmes will also be conducted for all educational administrators in the district - Inspectors of Schools, Asst Educational Officers and Block Education Officers - with a view to re-orienting them from the inspectorial approach to primary education to an approach which provides academic resource support. This necessarily implies that educational administrators must be exposed to child centred, activity based teaching learning methodologies.

4. Management Structure:

District Implementation Committee:

There will be a District Implementation Committee (DIC) constituted at the district level under the chairpersonship of the Chief Executive Officer (CEO) of the Zilla Panchayat. The chairperson of the Education Standing Committee of the Zilla Panchayat will also be a member of the DIC. In addition the president of the district primary school teachers' association, representatives of voluntary organisations, two women associated in any one of the fields of primary education, health, women's development or community development will be members. There will also be representatives of the departments of Women and Child Development, Social Welfare and Health and Family Welfare. The DDPI in charge of the district will be the member secretary of the DIC.

District Project Office

The DDPI will be assisted by a small team for carrying out the day to day functions of the project. The staff will consist of the following:

1. DDPI, being ex-officio District Project Coordinator	
2. Deputy Project Coordinator	- 1
3. Finance & Accounts Officer	- 1
4. Training Incharge	- 1
5. Women & Child Incharge	- 1
6. Media & Documentation In charge	- 1
7. Computer Programmer	- 1
8. Data Entry Operators	- 2
9. Civil Works Incharge	- 1
10. Junior Engineers	- 2
11. Draftsman	- 1
12. Research Assistant	- 1
13. Group C	- 4
14. Steno	- 5
15. Peon	- 6
16. Driver	- 4
17. Consultants	36 person months

The existing office of the DDPI will be renovated /altered to house the District Project Office. Appropriate equipment, furniture will also be provided to the District Project Office.

Management Information Systems (MIS)

A sound MIS at district level is extremely important to plan, implement and monitor the implementation of various programme components the desired results of the project. Information of various types related to the programmes, personnel, finance, time scheduling of implementation of different programme components, continuous evaluation of progress of implementation, mid-course correction undertaken action research studies undertaken, etc. which flows to and from state level to grass root level has to be stored, monitored, retrieved and utilised as and when required. For establishing such a management system at the district level, additional infrastructural facilities including personnel are required. Proposal for personnel like MIS in-charge, research assistants ,data entry operators , peons are already shown under personnel for district management. In addition to the general furniture and equipment, the following facilities are proposed specially for MIS at the district head quarters. It may be noted that the DDPI office already possesses a computer(pentium).

It is necessary to computerise at Primary level as the present system of data collection is time consuming and does not yield reliable and accurate data in time for effective educational planning and decision making. To begin with, the following aspects will be covered by MIS.

- * Regular School Statistics- The formats that are already develop[ed at the State level for collection of educational statistics by Districts of States will be used.
- * Project Scheduling, Implementation/Monitoring of Outcomes- Software will be developed for scheduling the project activities, their implementation and monitoring of various inputs in the
- * project area will be developed.
- * Evaluation/Assessment Studies - MIS will provide the necessary background information to undertake such studies.

The main objectives of implementing the Computer based MIS at primary level of education are as follows:-

- To create a comprehensive data base at Primary level of Education in the state
- and to review its status every year.
- To review the data concerning the problems of dropouts and stagnation and suggest appropriate measures to remedy the situation.
- To monitor school programmes in respect of students achievement level in MLL in general and in particular for girls, teacher training, education of backward communities, student welfare schemes and programmes etc.
- To enable the planners to obtain updated information every year as when needed.

Block Implementation Committees

The Block Implementation Committees (BIC) will be similar in constitution to the DIC. The BICs will be constituted for each block in the district. The BIC will be headed by the BEO. The Chairperson of block Education Standing Committee will be a member of the BIC, as will the President of the block level teachers association.. There will be representation of at least two women in the BIC - these will be women who are active in the area of primary education, or health, or women's development or community development. There will also be representatives of the block level offices of women and child development, health, social welfare.

Village Education Committees

Village Education Committees (VECs) will be constituted for every revenue village in the district. There will be 1295 VECs. The VEC will be headed by the chairperson or a member of the Gram Panchayat residing in the village. There will also be two parents, the anganwadi worker, representatives of SC/ST community, women's representatives interested in promoting primary education. Wherever possible, members of the Mahila Samakhya Sanghas will also be members of the VECs. The headmaster of the school will be member secretary of the VEC. On an average there will be ten members in the VEC - the range varying from 7 - 15 depending on the size of the village.

**COSTING FOR PROJECT
PERIOD**

SUMMARY OF PROJECT COSTS

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
ACCESS								
1001	NEW SCHOOL	257.280	337.920	107.520	107.520	107.520	460.800	917.760
1002	NON FORMAL EDUCATION	0.000	5.000	10.000	10.000	10.000	0.000	35.000
1003	UPGRADATION OF LPS TO CLASS V	51.660	103.740	103.740	103.740	103.740	0.000	466.620
1004	STRENGTHENING ANGANWADIS	0.000	31.744	19.344	19.344	19.344	0.000	89.776
1005	ESTABLISHMENT OF BRCS	77.900	51.300	51.300	51.300	51.300	0.000	283.100
1006	ESTABLISHMENT OF CRCS	48.720	70.720	70.720	70.720	70.720	0.000	331.880
RETENTION								
2001	AWARENESS CAMPAIGNS	3.028	16.528	16.965	16.965	19.465	0.000	72.950
2002	IMPROVING VISITING SCHOOLS	83.509	193.865	68.845	66.345	66.345	0.000	478.909
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.000	121.600	0.000	0.000	0.000	0.000	121.600
QUALITY IMPROVEMENT								
3001	ACTIVITY BASED WORKBOOKS	0.000	120.147	125.639	128.639	125.639	0.000	506.064
3002	TEACHERS' GUIDES	0.000	6.727	0.000	6.872	0.000	0.000	13.599
3003	TRAINING PROGRAMMES	0.200	35.406	33.675	35.110	33.675	0.000	139.066
3004	IMPROVING TRAINING INFRASTRUCTURE	280.000	210.790	16.800	0.000	0.000	490.000	507.590
3005	TEACHING LEARNING MATERIALS FOR NFE	0.000	0.250	0.500	0.500	0.500	0.000	1.750
CAPACITY BUILDING								
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.880	20.880	20.880	20.880	20.880	0.000	104.400
4007	VILLAGE EDUCATION COMMITTEES	10.360	10.360	10.360	10.360	10.360	0.000	51.800
4002	COST OF INFRASTRUCTURAL FACILITIES	24.650	3.150	3.150	3.150	3.150	0.000	37.250

SUMMARY OF PROJECT COSTS

(Rs. in Lakhs)

ACTIVITY CODE	DESCRIPTION	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02	PROJECT PERIOD	
							CIVIL	TOTAL
4001	MICROPLANNING	6.400	4.400	10.400	8.400	10.400	0.000	40.000
4003	MANAGEMENT INFORMATION SYSTEM	10.250	2.700	2.700	2.700	2.700	0.000	21.050
4004	ADJUSTING DIST	7.700	2.700	2.700	2.700	2.700	0.000	18.500
TOTAL		882.636	1349.926	678.238	665.246	661.438	950.000	4237.383
Total Civil work is 22.438% of total Project cost								

Project Costs

DPRP II - Karnataka

1001 - NEW SCHOOL

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPB C3	NEW SCHOOL BUILDING	64	192.000	64	192.000	0	0.000	0	0.000	0	0.000	384.000	300000
PPB C4	DRINKING WATER	64	22.400	64	22.400	0	0.000	0	0.000	0	0.000	44.800	35000
PPB C5	SANITATION TO NEW SCHOOLS	64	9.800	64	9.600	0	0.000	0	0.000	0	0.000	19.200	15000
PPB CA	ELECTRIFICATION IN SCHOOLS	64	6.400	64	6.400	0	0.000	0	0.000	0	0.000	12.800	10000
PPB A1	SALARY FOR TEACHER - HON. TO SHIKSA KARNI	64	26.880	256	107.520	256	107.520	256	107.520	256	107.520	456.960	42000
TOTAL		257.280		337.920		107.520		107.520		107.520		917.760	

Project Costs

dPEP II - Karnataka

1002 - NON FORMAL EDUCATION

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NPE A2	REMUNERATION FOR INSTRUCTOR & SUPERVISOR	0	0.000	50	5.000	100	10.000	100	10.000	100	10.000	35.000	10000
TOTAL			0.000		5.000		10.000		10.000		10.000	35.000	

Project Costs

JBPB II - Karnataka

1003 - UPGRADATION OF LPS TO CLASS V

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPB A1	SALARY FOR TEACHER - NON. TO SHIESA KARNI	123	51.660	247	103.740	247	103.740	247	103.740	247	103.740	466.620	42000
	TOTAL		51.660		103.740		103.740		103.740		103.740	466.620	

Project Costs

dPEP II - Karnataka

1004 - STRENGTHENING ANGANWADIS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BCE A1	HONORARIUM TO ANGANWADI WORKERS	0	0.000	248	7.440	248	7.440	248	7.440	248	7.440	29.760	3000
BCE A1	SALARY FOR TEACHER - NOM. TO SHISSA KAMHI	0	0.000	248	11.904	248	11.904	248	11.904	248	11.904	47.616	4800
BCE P1	PROVIDING EQUIPMENT/FURNITURE TO ANGANWADI CENTRES	0	0.000	248	12.400	0	0.000	0	0.000	0	0.000	12.400	5000
TOTAL		0.000		31.744		18.344		19.344		19.344		89.776	

Project Costs

dPRP II - Karnataka

2001 - AWARENESS CAMPAIGNS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NED QC	KALA JATHA	0	0.000	100	5.000	100	5.000	100	5.000	100	5.000	20.000	5000
NED Q8	CHINNARA / SHIKSHAKARA MELA	0	0.000	20	1.000	30	1.500	30	1.500	40	2.000	6.000	5000
NED Q8	VEC MELAS	0	0.000	20	4.000	30	6.000	30	6.000	40	8.000	24.000	20000
NED QD	PRODUCTION OF BROCHURES	0	0.000	25	2.500	0	0.000	0	0.000	0	0.000	2.500	10000
NED QD	PRODUCTION OF AUDIO CASSETTES	250	0.438	250	0.438	500	0.875	500	0.875	500	0.875	3.500	175
NED Q3	PRODUCTION OF FILMS	0	0.000	1	1.000	1	1.000	1	1.000	1	1.000	4.000	100000
NED QC	MOBILISATION/ENROLLMENT DRIVES	1295	2.590	1295	2.590	1295	2.590	1295	2.590	1295	2.590	12.950	200
TOTAL			3.028		16.528		16.965		16.965		19.405	72.960	

Project Conts

dPRP [I - Karnataka

2002 - IMPROVING EXISTING SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPB Q4	PROVIDING HEALTH CARDS AND IDENTIFICATION OF DISABLED CHILDREN	343276	17.164	0	0.000	0	0.000	0	0.000	0	0.000	17.164	5
PPB E2	ANNUAL GRANT @ RS. 500/- PER TEACHER	6125	30.625	6125	30.625	6125	30.625	6125	30.625	6125	30.625	153.125	500
PPB E1	ANNUAL GRANT @ RS.2000/-PER SCHOOL FOR IMPROVEMENT	1786	35.720	1786	35.720	1786	35.720	1786	35.720	1786	35.720	178.600	2000
NPB P1	PROVIDING FURNITURE/EQUIPMENT TO NPB CENTRES	0	0.000	50	2.500	50	2.500	0	0.000	0	0.000	5.000	5000
PPB P1	FURNITURE TO EXISTING SCHOOLS	0	0.000	1786	35.720	0	0.000	0	0.000	0	0.000	35.720	2000
PPB P1	PROVIDING EQUIPMENT TO EXISTING SCHOOLS	0	0.000	1786	89.300	0	0.000	0	0.000	0	0.000	89.300	5000
TOTAL			83.509		193.865		66.846		66.345		66.346	478.909	

Project Costs

4PBP II - Karnataka

2003 - PROVISION OF MATERIALS TO NEW SCHOOLS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.	Phy.	Pla.		
PPB P1	FURNITURE TO NEW SCHOOLS	0	0.000	120	44.800	0	0.000	0	0.000	0	0.000	44.800	35000
PPB P1	EQUIPMENT TO NEW SCHOOLS	0	0.000	128	64.000	0	0.000	0	0.000	0	0.000	64.000	50000
PPB P1	TEACHING AIDS TO NEW SCHOOLS	0	0.000	128	12.800	0	0.000	0	0.000	0	0.000	12.800	10000
TOTAL			0.000		121.600		0.000		0.000		0.000	121.600	

Project Costs

DPEP II - Karnataka

3001 - ACTIVITY BASED WORKBOOKS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TXT D2	KANNADA MEDIUM CLASS I - V	0	0.000	319012	111.654	343276	120.147	343276	120.147	343276	120.147	472.094	35
TXT D2	DRUDO MEDIUM CLASS I - V	0	0.000	20768	7.269	20768	7.269	20768	7.269	20768	7.269	29.075	35
TXT D2	HARATHI CLASS I- V	0	0.000	3496	1.224	3496	1.224	3496	1.224	3496	1.224	4.894	35
TOTAL			0.000		120.147		120.639		120.639		120.639	506.064	

Project Costs

dPEP II - Karnataka

3002 - TEACHERS' GUIDES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
TXT D5	KANNADA MEDIUM CLASS I - V	0	0.000	6125	6.125	0	0.000	6270	6.270	0	0.000	12.395	100
TXT D5	URDU MEDIUM CLASS I - V	0	0.000	521	0.521	0	0.000	521	0.521	0	0.000	1.042	100
TXT D5	KARATHI MEDIUM CLASS I - V	0	0.000	81	0.081	0	0.000	81	0.081	0	0.000	0.162	100
TOTAL		0.000		6.727		0.000		6.872		0.000		13.599	

Project Costs

DPSP II - Karnataka

3003 - TRAINING PROGRAMMES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
PPB T5	INSERVICE TEACHERS	0	0.000	3880	31.040	3880	31.040	3880	31.040	3880	31.040	124.160	800
PPB T9	HEADMASTERS	0	0.000	446	2.230	447	2.235	446	2.230	447	2.235	8.930	500
CRC T3	CRC CO-ORDINATORS	0	0.000	120	0.960	0	0.000	120	0.960	0	0.000	1.920	800
BRC T3	BRC CO-ORDINATORS	0	0.000	60	0.480	0	0.000	60	0.480	0	0.000	0.960	800
WPE T2	NON FORMAL EDUCATION INSTRUCTORS	50	0.200	50	0.200	100	0.400	100	0.400	100	0.400	1.600	100
BCE T5	TRAINING FOR TEACHERS/SUKSHA KARNIS	0	0.000	248	0.496	0	0.000	0	0.000	0	0.000	0.496	200
TOTAL			0.200		35.406		33.679		35.110		33.675		138.966

Project Costs

dPEP II - Karnataka

3004 - IMPROVING TRAINING INFRASTRUCTURE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BRC C7	CONSTRUCTION OF BRCS	10	70.000	0	0.000	0	0.000	0	0.000	0	0.000	70.000	700000
CRC C7	CONSTRUCTION OF CRCS	60	210.000	60	210.000	0	0.000	0	0.000	0	0.000	420.000	350000
BRC D6	ESTABLISHMENT OF MATHS CENTRE AT BRCS	0	0.000	0	0.000	10	1.200	0	0.000	0	0.000	1.200	12000
CRC D6	ESTABLISHMENT OF MATHS CENTRE AT CRCS	0	0.000	0	0.000	120	7.200	0	0.000	0	0.000	7.200	6000
BRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT BRCS	0	0.000	0	0.000	10	1.200	0	0.000	0	0.000	1.200	12000
CRC D6	ESTABLISHMENT OF SCIENCE CENTRE AT CRCS	0	0.000	0	0.000	120	7.200	0	0.000	0	0.000	7.200	6000
BRC L2	BOOKS AND EDUCATIONAL MATERIAL FOR BRCS	0	0.000	10	0.050	0	0.000	0	0.000	0	0.000	0.050	500
CRC L2	BOOKS AND EDUCATIONAL MATERIAL FOR CRCS	0	0.000	120	0.240	0	0.000	0	0.000	0	0.000	0.240	200
DIT L2	BOOKS AND EDUCATIONAL MATERIAL FOR DIST	0	0.000	1	0.500	0	0.000	0	0.000	0	0.000	0.500	50000
TOTAL		280.000		210.790		16.800		0.000		0.000		597.590	

Project Costs

dPRP II - Karnataka

3005 - TEACHING LEARNING MATERIALS FOR NPE

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NPE 06	DEVELOPMENT OF TEACHING LEARNING AIDS FOR NPE	0	0.000	1000	0.250	2000	0.500	2000	0.500	2000	0.500	1.750	25
TOTAL			0.000		0.250		0.500		0.500		0.500	1.750	

Project Costs

DPEP II - Karnataka

4001 - DISTRICT PROJECT MANAGEMENT COSTS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT A3	DEPUTY PROJECT CO-ORDINATOR	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	108000
NGT A3	FINANCE & ACCOUNTS OFFICER	1	1.080	1	1.080	1	1.080	1	1.080	1	1.080	5.400	108000
NGT A3	MIS INCHARGE	1	0.960	1	0.960	1	0.960	1	0.960	1	0.960	4.800	96000
NGT A3	CIVIL WORKS INCHARGE	1	0.840	1	0.840	1	0.840	1	0.840	1	0.840	4.200	84000
NGT A3	WOMEN DEVELOPMENT INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	MEDIA AND DOCUMENTATION INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A3	TEACHER TRAINING INCHARGE	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DATA ENTRY OPERATORS	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	6.000	60000
NGT A4	RESEARCH ASSISTANTS	1	0.720	1	0.720	1	0.720	1	0.720	1	0.720	3.600	72000
NGT A4	DRAFTSMAN	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	JUNIOR ENGINEERS	2	1.440	2	1.440	2	1.440	2	1.440	2	1.440	7.200	72000
NGT A4	GROUP C	4	1.680	4	1.680	4	1.680	4	1.680	4	1.680	9.400	42000
NGT A4	STENO	5	2.400	5	2.400	5	2.400	5	2.400	5	2.400	12.000	48000
NGT A4	PEON	6	1.800	6	1.800	6	1.800	6	1.800	6	1.800	9.000	30000
NGT A4	DRIVER	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	6.000	30000
NGT A4	CONSULTANTS	36	2.880	36	2.880	36	2.880	36	2.880	36	2.880	14.400	8000
TOTAL			20.880		20.880		20.880		20.880		20.880	104.400	

4002 - COST OF INFRASTRUCTURAL FACILITIES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.		
NGT P2	FURNITURE - OFFICE TABLE	20	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	4000
NGT P2	FURNITURE - CHAIRS	25	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	800
NGT P2	FURNITURE - ALMIRAH	10	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	8000
NGT P2	FURNITURE - RACKS & SHELVES	10	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	10000
NGT B3	OFFICE EQUIPMENT - FAX	1	0.300	0	0.000	0	0.000	0	0.000	0	0.000	0.300	30000
NGT B3	OFFICE EQUIPMENT - TELEPHONE	1	0.200	0	0.000	0	0.000	0	0.000	0	0.000	0.200	20000
NGT B6	OFFICE EQUIPMENT - PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
NGT V1	OFFICE EQUIPMENT - VEHICLE	4	14.000	0	0.000	0	0.000	0	0.000	0	0.000	14.000	350000
NGT H8	OFFICE EQUIPMENT - TYPE WRITER	2	0.700	0	0.000	0	0.000	0	0.000	0	0.000	0.700	35000
NGT M3	REPAIRS AND MAINTENANCE VEHICLE	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	10.000	50000
NGT O4	STATIONARY FAX	1	0.050	1	0.050	1	0.050	1	0.050	1	0.050	0.250	5000
NGT O4	STATIONARY : OFFICE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
NGT O4	STATIONARY : PHOTOCOPIER	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	0.500	10000
NGT O5	MEETING COSTS : DIC, JSMS, OTHERS	10	0.500	10	0.500	10	0.500	10	0.500	10	0.500	2.500	5000
NGT C9	REPAIRS OF OFFICE BUILDING	1	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.000	200000
TOTAL			24.650		3.150		3.150		3.150		3.150	37.250	

Project Costs

dPRP II - Iarantaha

4003 - MANAGEMENT INFORMATION SYSTEM

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
MIS P2	FURNITURE - COMPUTER ROOM	1	0.800	0	0.000	0	0.000	0	0.000	0	0.000	0.800	30000
MIS B4	EQUIPMENT AIR CONDITIONER	1	0.750	0	0.000	0	0.000	0	0.000	0	0.000	0.750	75000
MIS B1	COMPUTER HARDWARE	1	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	500000
MIS B2	COMPUTER SOFTWARE	1	1.000	0	0.000	0	0.000	0	0.000	0	0.000	1.000	100000
MIS W1	HARDWARE MAINTENANCE	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS O4	CONSUMABLES	1	0.800	1	0.800	1	0.800	1	0.800	1	0.800	4.000	80000
MIS O6	DATA TRANSMISSION	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
MIS O8	DATA ENTRY CHARGES	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1.000	20000
MIS TA	TRAINING AND WORKSHOP	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
TOTAL			10.250		2.700		2.700		2.700		2.700	21.050	

Project Costs

dPEP II - Karnataka

4004 - AUGMENTING DIST

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
DIT V1	VEHICLE	1	3.500	0	0.000	0	0.000	0	0.000	0	0.000	3.500	350000
DIT B6	PHOTOCOPIER	1	1.500	0	0.000	0	0.000	0	0.000	0	0.000	1.500	150000
DIT W3	VEHICLE OPERATION / MAINTENANCE	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500	50000
DIT A4	DRIVER'S SALARY	1	0.300	1	0.300	1	0.300	1	0.300	1	0.300	1.500	30000
DIT O4	PHOTOCOPIER STATIONARY	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000	100000
DIT W1	PHOTOCOPIER MAINTENANCE	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	1.250	25000
DIT R1	ACTION RESEARCH	5	0.250	5	0.250	5	0.250	5	0.250	5	0.250	1.250	5000
DIT O4	HONORARIUM TO RESOURCE PERSONS	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	2.000	40000
TOTAL			7.700		2.700		2.700		2.700		2.700	18.500	

Project Costs

dPRP II - Karnataka

4005 - ESTABLISHMENT OF BRCS

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
BRC A5	SALARY OF BRC CO-ORDINATOR	10	7.200	10	7.200	10	7.200	10	7.200	10	7.200	36.000	72000
BRC A5	SALARY OF 5 BBRC FACULTY	50	30.000	50	30.000	50	30.000	50	30.000	50	30.000	150.000	60000
BRC O9	TA/DA FOR BRC FACULTY	60	3.000	60	3.000	60	3.000	60	3.000	60	3.000	15.000	5000
BRC A4	SALARY OF CLERK	10	4.200	10	4.200	10	4.200	10	4.200	10	4.200	21.000	42000
BRC A4	SALARY OF PEON	10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	15.000	30000
BRC B7	EQUIPMENT : TELEVISION, VCR, OHP	10	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	50000
BRC B3	EQUIPMENT - TELEPHONE	10	2.000	0	0.000	0	0.000	0	0.000	0	0.000	2.000	20000
BRC B6	EQUIPMENT - PHOTOCOPIER	10	15.000	0	0.000	0	0.000	0	0.000	0	0.000	15.000	150000
BRC F2	FURNITURE	10	5.000	0	0.000	0	0.000	0	0.000	0	0.000	5.000	50000
BRC O6	TELEPHONE CHARGES	10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	7.500	15000
BRC O4	CONSUMABLES & STATIONARY	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10.000	20000
BRC V1	SHARING EXPERIENCE WORKSHOP (BRC)	0	0.000	4	0.400	4	0.400	4	0.400	4	0.400	1.600	10000
TOTAL		77.900		51.300		51.300		51.300		51.300		283.100	

Project Costs

4006 - ESTABLISHMENT OF CRCs

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.	Phy.	Pin.		
CRC A5	SALARY OF CRC CO-ORDINATOR	0	0.000	120	57.600	120	57.600	120	57.600	120	57.600	230.400	48000
CRC 09	TA. DA FOR CRC CO-ORDINATOR	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400	12.000	2000
CRC P2	FURNITURE FOR CRCs	120	24.000	0	0.000	0	0.000	0	0.000	0	0.000	24.000	20000
CRC B8	EQUIPMENT FOR CRCs	120	12.000	0	0.000	0	0.000	0	0.000	0	0.000	12.000	10000
CRC 05	EXPENSES FOR MONTHLY MEETINGS	120	7.200	120	7.200	120	7.200	120	7.200	120	7.200	36.000	6000
CRC 04	STATIONARY	120	3.000	120	3.000	120	3.000	120	3.000	120	3.000	15.000	2500
CRC 0A	HONORARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	120	0.120	120	0.120	120	0.120	120	0.120	120	0.120	0.600	100
CRC W1	SHARING EXPERIENCE WORKSHOP (CRC)	0	0.000	2	0.400	2	0.400	2	0.400	2	0.400	1.600	20000
TOTAL		48.720		70.720		70.720		70.720		70.720		331.600	

Project Costs

dPEP II - Intake

4007 - VILLAGE EDUCATION COMMITTEES

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
VBC T6	TRAINING FOR VBC MEMBERS	2590	10.360	2590	10.360	2590	10.360	2590	10.360	2590	10.360	51.800	400
TOTAL			10.360		10.360		10.360		10.360		10.360	51.800	

Project Costs

dPRP II - Karnataka

4000 - MICROPLANNING

ACTIVITY CODE	DESCRIPTION	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001 - 02		PROJECT PERIOD AMOUNT	RATE (in RS.)
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
NGT A5	CONDUCTING MICROPLANNING	90	4.000	50	4.000	100	8.000	100	8.000	100	8.000	32.000	8000
NGT TA	TRAINING OF RESOURCE PERSONS FOR MICROPLANNING	40	2.000	0	0.000	40	2.000	0	0.000	40	2.000	6.000	5000
NGT W1	EXPERIENCE SHARING FOR MICROPLANNING	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2.000	20000
TOTAL			6.400		4.400		10.400		8.400		10.400	40.000	

Project Costs

dPEP II - Karnataka

**ANNUAL WORK PLAN
AND BUDGET - 1997-98**

SUMMARY OF ANNUAL WORK PLAN & BUDGET
1997 - 98

(Rs. in Lacs)

ACTVTY CODE	DESCRIPTION	AMOUNT
	ACCESS	
1001	NEW SCHOOL	257.80
1002	NON FORMAL EDUCATION	0.00
1003	UPGRADATION OF LPS TO CLASS V	61.80
1004	STRENGTHENING ANGANWADIS	0.00
4006	ESTABLISHMENT OF BRCS	77.00
4006	ESTABLISHMENT OF CRCS	48.20
	RETENTION	
2001	AWARENESS CAMPAIGNS	3.28
2002	IMPROVING EXISTING SCHOOLS	83.09
2003	PROVISION OF MATERIALS TO NEW SCHOOLS	0.00
	QUALITY IMPROVEMENT	
3001	ACTIVITY BASED WORKBOOKS	0.00
3002	TEACHERS' GUIDES	0.00
3003	TRAINING PROGRAMMES	0.20
3004	IMPROVING TRAINING INFRASTRUCTURE	280.00
3006	TEACHING LEARNING MATERIALS FOR NFE	0.00
	CAPACITY BUILDING	
4001	DISTRICT PROJECT MANAGEMENT COSTS	20.88
4007	VILLAGE EDUCATION COMMITTEES	10.36
4002	COST OF INFRASTRUCTURAL FACILITIES	24.65

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

(Rs. in Lakhs)

ACTVTY CODE	DESCRIPTION	AMOUNT
4 008	MICROPLANNING	6.400
4 003	MANAGEMENT INFORMATION SYSTEM	10.250
4 004	AUGMENTING DIET	7.700
TOTAL		882.636

AWPB 87-98 DPEP - Karnataka

1001 - NEW SCHOOL

Code	Description	Nos.	Rate	Amount (Rs)
PFE C3	NEW SCHOOL BUILDING	64	300000.00	1920000
PFE C4	DRINKING WATER	64	35000.00	2240000
PFE C5	SANITATION TO NEW SCHOOLS	64	15000.00	960000
PFE CA	ELECTRIFICATION IN SCHOOL S	64	10000.00	640000
PFE A1	SALARY FOR TEACHER HON. TO SHIKSA KARMI	64	42000.00	2688000
TOTAL (Rs. Lakhs)				257.280
APPD 97-98				PFP - Karnataka

1003 - UPGRADATION OF LPS TO CLASS V

Code	Description	Nos.	Rate	Amount (Rs)
PFE A1	SALARY FOR TEACHER HON. TO SHIKSA KARMI	123	42000.00	5166000
TOTAL (Rs. Lakhs)				51.660
AMPB 97-98				dPRP - Karnataka

4005 - ESTABLISHMENT OF BRCS

Code	Description	Nos.	Rate	Amount (Rs)
BRC A5	SALARY OF BRC CO-ORDINATOR	10	72000.00	720000
BRC A5	SALARY OF 5 BBRC FACULTY	50	60000.00	3000000
BRC O9	TA/DA FOR BRC FACULTY	60	5000.00	300000
BRC A4	SALARY OF CLERK	10	42000.00	420000
BRC A4	SALARY OF PEON	10	30000.00	300000
BRC B7	EQUIPMENT : TELEVISION, V CR, OHP	10	50000.00	500000
BRC B3	EQUIPMENT - TELEPHONE	10	20000.00	200000
BRC B6	EQUIPMENT - PHOTOCOPIER	10	150000.00	1500000
BRC F2	FURNITURE	10	60000.00	600000
BRC O6	TELEPHONE CHARGES	10	15000.00	150000
BRC O4	CONSUMABLES & STATIONARY	10	20000.00	200000
TOTAL (Rs. Lakhs)				77.900

4006 - ESTABLISHMENT OF CRCS

Code	Description	Nos.	Rate	Amount (Rs)
CRC 09	TA.DA FOR CRC CO-ORDINATOR	120	2000.00	240000
CRC F2	FURNITURE FOR CRCS	120	20000.00	2400000
CRC B8	EQUIPMENT FOR CRCS	120	10000.00	1200000
CRC 05	EXPENSES FOR MONTHLY MEETINGS	120	6000.00	720000
CRC 04	STATIONARY	120	2500.00	300000
CRC 0A	HONARARIUM FOR GUEST SPEAKERS/RESOURCE PERSONS	120	100.00	12000
TOTAL (Rs. Lakhs)				48.720

2001 - AWARENESS CAMPAIGNS

Code	Description	Nos.	Rate	Amount (Rs)
MED QD	PRODUCTION OF AUDIO CASSETTES	250	175.00	43750
MED QC	MOBILISATION/ENROLLMENT DRIVES	1295	200.00	259000
TOTAL (Rs. Lakhs)				3.08
APR 97-98				DPBP Karnataka

2002 - IMPROVING EXSITING SCHOOLS

Code	Description	Nos.	Rate	Amount (Rs)
PFE Q4	PROVIDING HEALTH CARDS AN D IIDENTIFICATION OF DISAB LED CHILDREN	343276	5.00	1716380
PFE E2	ANNUAL GRANT @ RS. 500/- PER TEACHER	6125	500.00	3062500
PFE E1	ANNUAL GRANT @ RS.2000/-P ER SCHOOL FOR IMPROVEMENT	1786	2000.00	3572000
TOTAL (Rs. Lakhs)				83.509

MPD 97-98 dPEP - Karnataka

3003 - TRAINING PROGRAMMES

Code	Description	Nos.	Rate	Amount (Rs)
NFE T2	NON FORMAL EDUCATION INST RUCTORS (No. 1 days)	50	400.00	20000
TOTAL (Rs. Lakhs)				0.200
AVPB 97-98				dPEP - aradaka

3004 - IMPROVING TRAINING INFRASTRUCTURE

Code	Description	Nos.	Rate	Amount (Rs)
BRC C7	CONSTRUCTION OF BRCS	10	700000.00	7000000
CRC C7	CONSTRUCTION OF CRCS	60	350000.00	21000000
TOTAL (Rs. Lakhs)				280.000

4001 - DISTRICT PROJECT MANAGEMENT COSTS

Code	Description	Nos.	Rate	Amount (Rs)
MGT A3	DEPUTY PROJECT CO-ORDINATOR	1	108000.00	108000
MGT A3	FINANCE & ACCOUNTS OFFICER	1	108000.00	108000
MGT A3	MIS INCHARGE	1	96000.00	96000
MGT A3	CIVIL WORKS INCHARGE	1	84000.00	84000
MGT A3	WOMEN DEVELOPMENT INCHARGE	1	72000.00	72000
MGT A3	MEDIA AND DOCUMENTATION INCHARGE	1	72000.00	72000
MGT A3	TEACHER TRAINING INCHARGE	1	72000.00	72000
MGT A4	DATA ENTRY OPERATORS	2	60000.00	120000
MGT A4	RESEARCH ASSISTANTS	1	72000.00	72000
MGT A4	DRAFTSMAN	2	72000.00	144000
MGT A4	JUNIOR ENGINEERS	2	72000.00	144000
MGT A4	GROUP C	4	42000.00	168000
MGT A4	STENO	5	48000.00	240000
MGT A4	PEON	6	30000.00	180000
MGT A4	DRIVER	4	30000.00	120000
MGT A4	CONSULTANTS	36	8000.00	288000
TOTAL (Rs. Lakhs)				20.880
AVPD 97-98				4PBP - Lakhs

4007 - VILLAGE EDUCATION COMMITTEES

Code	Description	Nos.	Rate	Amount (Rs)
VEC T6.	TRAINING FOR VEC MEMBERS	2590	400.00	1036000
TOTAL (Rs. Lakhs)				10.360
AVPD 91-98				dPSP - Karnataka

4002 - COST OF INFRASTRUCTURAL FACILITIES

Code	Description	Nos.	Rate	Amount (Rs)
MGT F2	FURNITURE - OFFICE TABLE	20	4000.00	80000
MGT F2	FURNITURE - CHAIRS	25	800.00	20000
MGT F2	FURNITURE - ALMIRAH	10	8000.00	80000
MGT F2	FURNITURE - RACKS & SHELVES	10	10000.00	100000
MGT B3	OFFICE EQUIPMENT - FAX	1	30000.00	30000
MGT B3	OFFICE EQUIPMENT - TELEPHONE	1	20000.00	20000
MGT B6	OFFICE EQUIPMENT - PHOTOCOPIER	1	150000.00	150000
MGT V1	OFFICE EQUIPMENT - VEHICLE	4	350000.00	1400000
MGT B8	OFFICE EQUIPMENT - TYPE WRITER	2	35000.00	70000
MGT M3	REPAIRS AND MAINTENANCE VEHICLE	4	50000.00	200000
MGT O4	STATIONARY FAX	1	5000.00	5000
MGT O4	STATIONARY : OFFICE	1	50000.00	50000
MGT O4	STATIONARY : PHOTOCOPIER	1	10000.00	10000
MGT O5	MEETING COSTS : DIC, JSMS, OTHERS	10	5000.00	50000
MGT C9	REPAIRS OF OFFICE BUILDING	1	200000.00	200000
TOTAL (Rs. Lakhs)				24.650

4008 - MICROPLANNING

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

4003 - MANAGEMENT INFORMATION SYSTEM

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

4004 - AUGMENTING DIET

Code	Description	Nos.	Rate	Amount (Rs)
DIT V1	VEHICLE	1	350000.00	350000
DIT B6	PHOTOCOPIER	1	150000.00	150000
DIT M3	VEHICLE OPERATION / MAINT ENANCE	1	50000.00	50000
DIT A4	DRIVER'S SALARY	1	30000.00	30000
DIT O4	PHOTOCOPIER : STATIONARY	1	100000.00	100000
DIT M1	PHOTOCOPIER MAINTENANCE	1	25000.00	25000
DIT R1	ACTION RESEARCH	5	5000.00	25000
DIT OA	HONORARIUM TO RESOURCE PE RSONS	1	40000.00	40000
TOTAL (Rs. Lakhs)				7.700

ANNEXURES

ANNEXURE - 1

HABITATIONS WHERE NEW SCHOOLS ARE PROPOSED

NAME OF THE BLOCK	NAME OF THE VILLAGE	NAME OF THE HABITATION
1. AFZALPUR	1 AFZALPUR	1 Mahatma Gandhi Nagar
		2 Harizana Wada
	2 Sonna	3 Hosabadavane
	3 Balurgi	4 Harizanawada
	4 Ghattarga	5 Harizanawada
	5 Ankalga	6 Hosabadavane
	6 Gobbur (B)	7 Gobbur Thanda
	7 Madara (B)	8 Madara Thanda
	8 Atnoor	9 Harizanawada
	9 Udachanahatti	10 Hosabadavane
	10 Dikasanga (B)	11 Hosabadavane
11 Bhairamadgi	12 Harizanawada	
2 ALAND	1 Dannur	13 Gaimalathana
	2 Aland	14 New Ansari Mohalla
3 CHINCHOLI	1 Venkatapur (K)	15 Gopinaik Thanda
	2 Shadipur	16 Bhikkunaik Thanda
	3 Chikkalingadahalli	17 Chikkalingadahalli Thanda
	4 Chintapalli	18 Chintapalli Thanda
	5 Chendankere	19 Khuni Thanda
	6 Chengta	20 Jamjinal Thanda
	7 Pastpur	21 Thavarunaik Thanda
	8 Hoovinabhavi	22 Huliyaik Thanda
	9 Mogha	23 Dhari Thanda
	10 Seri	24 Bada Thanda
	11 Sasargaon	25 Dhondunaik Thanda
	12 Dolakpalli	26 Dolakpalli (U)
	13 Nagaidlai	27 Nagaidlai (U)
	14 Chimmanchod	28 Chimmanchod (U)
	15 Dastapur	29 Dastapur (U)
	16 Neemahosahalli	30 Neemahosahalli (U)
4 CHITAPUR	1 Bhimanahalli	31 Bhimanahalli Thanda
	2 Belgera	32 Hiremani Thanda
	3 Yagapur	33 Chandunaik Thanda
	4 Nalwar	34 Subbunaik Thanda
		35 Balisahukar Thanda
		36 Gurujinaik Thanda
	37 Buddunaik Thanda	
5 Ladlapur	38 CRajunaik Thanda	
6 Balwadgi	39 Balwadgi Thanda	

	7 Ramthirth	40 Ramthirth Thanda
	8 Hulandgera	41 Hulandgera Thanda
	9 Rawoor	42 Bargakeri
	10 Shahbad	43 Ashokiagar
	11 Shampurhalli	44 Pushkasomala Thanda
	12 Korwar	45 Korwar Thanda
	13 Mangalgi	46 Harijanwada
	14 Mogla	47 Mogla Thanda No. 2
	15 Chitapur	48 Diggam Road
		49 B.R. Malkhed Road
	16 Kalgi	50 Subbuaik Thanda
	17 Yagapur	51 Jayarana Thanda
	18 Gaddagi Alahalli	52 GA Thanda
5 GULBARGA	19 Gulbarga	53 Nizamur
		54 Biddapur Colony
		55 Karunewarnagar
		56 P & T Quarters
		57 OM Ngar
		58 CIB & Ghatge Layout
		59 Adarshagar (U)
	20 Sardgi (B)	60 Sardgi (B) Khani
	21 Nandur	61 NandurS
	22 Tilgul	62 Tilgul (J)
	23 Pattan	63 Pattan (U)
	24 Savalagi (B)	64 Savalg(B) (U)
	25 Malgatti	65 Malgati (U)
	26 Jaferabad	66 Jaferabd (U)
	27 Nagur	67 Nagur (U)
	28 Kavalaga (B)	68 Kavalaa (B) (U)
	29 Aurad (B)	69 Aurad B) (U)
6 JEVARGI	1 Jevargi	70 Vidyangar Colony
		71 Jopadiptti
		72 Housin Board Colony
		73 Teachers' Colony
		74 Jopadptti Colony(U)
	2 Gawwar	75 Harijanwada
	3 Nelogi	76 Harijanwada
	4 Ijeri	77 Harijanwada
	5 Aurad	78 UKP Cmp
	6 Hippargi	79 SN Thada
	7 Malur	80 New Cony
	8 Yedrami	81 New Cony
	9 Yalwar	82 YalwarU)
	10 Bilwar	83 Bilwar J)
7 SEDAM	1 Gorigudda	84 Goriguda Thanda
	2 Adaki	85 Adaki Tanda
	3 Sedam	86 Chote Ese HW

4 Huda (M)1)
5 Udagi

6 Jakanpallili
7 Konapur
8 Chandapur
9 Itkal
10 Kadtai
11 Beeranahalli
12 Nadepallili
13 Huda (B)3)
14 Madana
15 Batgera E B
16 Lingampalli
17 Ranjol
18 Handerkiki
19 Kurkuntata
20 Kuntanpalli

87 Vasudatta Factory
88 Janata Colony
89 Udagi Thanda
90 Udagi (U)
91 Jakanapalli Thanda
92 SN Thanda
93 Chandunaik Thanda
94 Itkal HW
95 Kadtai (U)
96 Beeranahalli (U)
97 Nadepalli (U)
98 Huda (B) (U)
99 Madana (U)
100 Batgera B (U)
101 Lingampalli (U)
102 Ranjol (U)
103 Handerki (U)
104 Kurkunta (U)
105 Kuntanpalli (U)

8 SHAHPUR

1 Hallisagar
2 Shakapur r
3 Pinjardoddi
4 Wanadurga
5 Wadagera
6 Domahalli

106 Hallisagar
107 Shakapur Thanda
108 Pinjardoddi
109 Wanadurga
110 Basaveswaranagar
111 Domahalli (U)

9 SURPUR

1 Mudnoor r K

2 Mudnoor r B
3 Murkanal D
4 Kembhavvi
5 Rayangol
6 Chikkanahalli B
7 Neelakantarayana Gaddi
8 Guddakai Doddi
9 Dalar Dooddi
10 Shorapur r

112 Mudnoor Thanda
113 Mudnoor K
114 Janata Colony Camp
115 Murkanal D
116 Kelageri
117 Dasangot
118 Doddi
119 Neelakantarayana Gaddi
120 Guddakai Doddi
121 Dalardoddi
122 Palledkeri

10 YADGIR

1 Lingeri
2 Madampur

123 Lingeri Thanda
124 Madampur Thanda
125 Kemunaik Thanda
126 Wari Thanda
127 Gopunaik Thanda
128 Sawarynaik Thandam

ANNEXURE - 2

STATEMENT SHOWING THE LPS TO BE UPGRADED TO V STANDARD

NAME OF THE BLOCK	Sl. No.	NAME OF THE LPS TO BE UPGRADED
1 AFZALPUR	11	Gour (K)
	22	Sonna
	33	Shivapur
	44	Kallur tanda
2 ALAND	55	Babaleshwar
	66	Tugaon
	77	Nasirwadi
	88	Savalgi c
	99	Gulhalli
	100	Mamadapur
	111	Allapur
	112	Nanalegaon
	113	Wagadhari
	144	Apachand
	115	Kulakutaga
3 CHINCHOLI	166	Bhuyar (K)
	177	Benakepalli D.Tanda
	188	Chindrapalli camp
	199	Pastapur
	200	Ganjagera
	211	Goudappagudi Tanda
	222	Gondal seth Tanda
	233	Hode Biranahalli
	244	Khanapur Tanda
	255	Korvi Tanda
	266	Mukaramba
	277	Suntan
	288	Yethbaspur
299	Dharam sagar	

4 Chittapur	30	Yagapur B Thanda
	31	Bedasur K Thanda
	32	Bugudi Thanda
	33	Jeevangi
	34	Muttaga
	35	Margol
	36	Dongaon
	37	Ittaga
	38	Mutchkhed
	39	Hanikera
	40	New Hebbal
	41	SawalKhed
	42	Kundanur
	43	Vaddaragera Hongunta
	44	Ashok Nagar Korwar
	45	Karekal
	46	Mallag K
	47	Salahalli
	48	Banahatti
	49	Chowkhandi Tanda
	50	Kanganhalli
	51	Hulandagera
	52	Rampurhalli
	53	Shampurhalli
	54	Tarkaspet
	55	Balunayak Thanda
	56	Kadehalli
	57	Dharmanayak Thanda
	58	Somla Nayak Thanda
	59	Bennur B
	60	Madbool Thanda
	61	Alur
	62	Bommanahalli
	63	Rawoorpet
	64	Seetaramwadi
	65	Shankarwadi
	66	Sulahalli
	67	Yargal
	68	Arijambaga
	69	Donnur
	70	Malgan
	71	Tansenhalli T

	72	Basavakaniwadi
	73	Vijayanagar Thanda
	74	EK Kamand Chittapur
	75	Lower Muddi Shahabad
	76	Urdu Girls Chittapur
5 Gulbarga		Name of LPS
	77	Belur J
	78	Yelavanthagi (B)
	79	Kagganamadi
	80	Upalaon
	81	Busanagi
	82	Keroor
	83	Hatagunda
	84	Melakunda (K)
	85	Sirasagi (S)
	86	Peth Ferozabad
	87	Hasanapur
	88	Tadategnoor
	89	Nadi-Sinnur
	90	Navadagi
	91	Girls Kamalapur
	92	Dinsi (K)
	93	Dinsi (K) Thanda
	94	Kamalapur Thanda
	95	Hadigil Haruthi
	96	Malli
	97	Machanal Thanda
	98	Kadanal
	99	Hosawadi
	100	Gutti Thanda
	101	Panegaon
	102	Sitanur
	103	Kusnur
	104	Kesavatgi
	105	Naganalli
	106	Nandikol
	107	Ankalaga
	108	Kanadal Thanda
	109	Siranur
	110	Maramanchi Vaddara Colony

	111	Malasapura
	112	Harji Thandla
	113	Kinni SarfoshThanda
	114	Hala Sulthampr
	115	Nandurbi
	116	Dharmapur Tanda
	117	Keri Bosaga
	118	Kalaganur
	119	Srinivasa Sardagi Thanda
	120	Borewad
	121	Girls Harasoo
	122	Venkat Bennu
	123	Azadpur
	124	Tharfile Gulbrga
	125	Kari Bowalii, Gulbarga
	126	Sanjeeva nagar, Gulbarga
	127	KEB Colony, Gulbarga
	128	Gullabawadli, Gulbarga
	129	HanumanagarThanda, Gulbarga
	130	Rosatain, No.2 Gulbarga
	131	(CPS)Momiinapura, Gulbarga
	132	Girls Hapta gbaz, Gulbarga
	133	Siragapur
6 Jewargi	134	Karkihalli
	135	Wastasi
	136	Mavnoor
	137	Murganoor
7 Sedam	138	Arebommanaatti
	139	Bidarchad
	140	Bodanpalli
	141	Hanganahalli
	142	Imadapur
	143	Kishan Thana
	144	Konganalli
	145	Madar Nagasnpalli
	146	Malkhed
	147	Medak Thana
	148	Nachawad
	149	Rajolla
	150	Samekhed Thnda
	151	Sathpatnallii
	152	Urdu(Girls), sedam

	5353	Urdu school no.2, Sedam
	5454	Kan school no.2, Sedam
	5555	Yanagundi
	5656	Yaddalli
8 Shahapur	5757	Rajapur
	5858	Chennura K
	5959	Aldala
	6060	Madnala
	6161	Saidapura
	6262	Naduvina Thanda
	6363	Hurasagundagi
	6464	Saradapura
	6565	Thippanalli
	6666	Zafanayaka Thanda
	6767	Mamadapura
	6868	Markal
	6969	Maramakal
	7070	Gundalli Thanda
	7171	Babalad
	7272	Managanala
	7373	Nalwadagi
	7474	Rotnadagi
	7575	Jolada Hedagi
	7676	T Wadagera
	7777	Haiyyala K
	7878	Urdu (Girls), Sagara
	7979	Mahal Roza
8 Shorapur	8080	Devikera
	8181	Rattala
	8282	Deevala gudda
	8383	Krishnapura camp
	8484	Kawadimutti
	8585	Karnala
	8686	Kupugal
	8787	Bandoli
	8888	Nagarala
	8989	Hullikera
	9090	R Dasaragota
	9191	Basarigidada Thanda
	9292	Farath nayaka Thanda

	193	Rajawala
	194	Geddalamari Thanda
	195	Yedulabhavi
	196	Maralabhavi
	197	Hebbala K
	198	R N Thanda
	199	Kolihala N Thanda
	200	Kudalagi
	201	Theggelli
	202	Mudunura B
	203	Yevoora Thanda
	204	Dandasolapura
	205	Vandaganur
	206	Siddapura Gudisau
	207	Bommanalli
	208	Mevaragalli
	209	Bhovigalli
	210	Kurubaragalli
	211	Havinala
	212	Kolihal Tanda
10 Yadgir	213	Ashanal
	214	Ashanal Thanda
	215	Bachavar
	216	Budur
	217	Chamanahalli
	218	Chintanakalli
	219	Dharmapur
	220	Devarahalli
	221	D G Thanda
	222	Gajarkot (Girls)
	223	Ganapur
	224	Gopalpur
	225	Kakalavar base grumatkal
	226	Narayapur base grumatkal
	227	Mominapur gurumatkal
	228	Mallayakatta gurumatkal
	229	Harijanaz gurumtkal
	230	Kathalger gurumtkal
	231	Vimalapur
	232	Jaigram
	233	Kuyilur

2234	Kudlur
2235	Lingeri
2236	Mylapur
2237	Mudnadod Thanda
2238	Madepalli
2239	Masalwadi
2240	Neelahalli
2241	Saidapur station (Girls)
2242	Saidapur halli
2243	Workkanalli
2244	Muslimpur, Yadgir
2245	Boyiwad, Yadgir
2246	Yedlapur
2247	Yedepalli

ANNEXURE - 3

STATEMENT SHOWING LOCATION OF CRCs

Block	Sl No	Name of school where CRC will be located	No of primary schools attached to CRC
1. AFZALPUR	1	Govt.Compsite Jr.College,Afzalpur	31
	2	Govt.High School,Bandarwad	12
	3	Govt.High School, Byramudagi	8
	4	Govt.High School, D Gangapur	17
	5	Govt.High School, Gatarga	12
	6	Govt.High School, Gobbur (B)	14
	7	Govt.Jr.College,Karajagi	14
	8	Govt.High School, Mannur	12
	9	Govt.High School,Mashyal	13
	10	Govt.High School, Station Garapur	13
2. ALAND	11	Govt.PU College for boys, Aland	21
	12	Govt.PU College, Yelasang	10
	13	Govt.PU College, MadanHirparagi	13
	14	Govt PU College, Nimbarga	14
	15	Govt PU College, Dattangan	18
	16	Govt PU College, Norana	23
	17	Govt PU College, VK Solegr	26
	18	Govt PU College,Khajuri	22
	19	Govt High School, Sarasama	16
	20	Govt High School, Jidaga	15
	21	Govt PU College, Chinchaur	13
	22	Govt PU College, Munnolli	23
3. CHINCHOLI	23	Govt.HPS, Ainapura	17
	24	Govt.HPS,Inoli	13
	25	Govt. HPS, Chincholi	32
	26	Govt. HPS,Chimmanchol	28
	27	Govt. HPS, Chandankera	10
	28	Govt. HPS, Changala	5
	29	Govt. HPS, Degalmadi	7
	30	Govt. HPS, Gadikeshwara	15
	31	Govt. HPS, Kochavaran	25

	32	Gov. HPPS, Kodli	13
	33	Gov. HPPS, Ratakal	6
	34	Gov. HPPS, Sulepet	30
4. CHITTAPUR	35	Gov. Higgh School, Revanki	13
	36	Gov. HPPS, Kolagi	20
	37	Gov. HPPS, Hebbal	12
	38	Gov. HPPS, Korwar	16
	39	Gov. HPPS, Gundgurthi	19
	40	Gov. HPPS, Bankur	17
	41	Gov. HPPS, Gunj Shahabad	39
	42	Govt Girrls HPS, Chittapur	29
	43	Govt HPPS (B), Wadi	48
	44	Govt HPPS, Nalwar	26
	45	Govt HPPS, Alarhalli	10
	46	Govt HPPS, Bhimanahalli	10
5. GULBARGA	47	Govt High School, Aurad	56
	48	Govt School, Dongargaon	13
	49	Govt Comp Jr. College, Farathabad	19
	50	Govt High School, Hagargundagi	10
	51	Govt High School, Harsur	12
	52	Govt High School, Kalangarga	25
	53	Govt High School, Kalmud	11
	54	Govt Com Jr. College, Kamalapur	26
	55	Govt High School, Kanadal	68
	56	Govt High School, Kiranagi	7
	57	Govt Com Jr. College, Magaon	10
	58	Govt High School, Nagoor	11
	59	Govt High School, Sonth	17
	60	Govt High School, Srinivasharadagi	81
6. JEWARGI	61	Govt. High School, Andola	18
	62	Govt. High School, Ankalagi	14
	63	Govt. High School, Aralgundagi	8
	64	Govt High School, Bilwara	15
	65	Govt High School, Hipparagi (SN)	9
	66	Govt High School, Hijeri	20
	67	Govt High School, Jewargi	26
	68	Govt High School, Kolkur	11
	69	Govt High School, Malli	17
	70	Govt High School, Mandewad	13

	71	Govt High School, Nelogi	19
	72	Govt Jr. College, Yedrami	17
7. SEDAM	73	Govt. HPS, Adki	17
	74	Govt. HPS, Kanagadda	12
	75	Govt. HPS, Kolakunda	12
	76	Govt. HPS, Kurkunta	12
	77	Govt. HPS, Kodla	10
	78	Govt. HPS, Madana	11
	79	Govt. HPS, Malke	21
	80	Govt. MPS, Motakapalli	11
	81	Govt. HPS, Mudhol	14
	82	Govt. HPS, Ranjol	13
	83	Govt. HPS, Sedam	14
	84	Govt. BBVM, Sedam	6
8. SHAHAPUR	85	Govt. High School, Bendemembli	16
	86	Govt. PU College, Bimarayanagudi	19
	87	Govt. High School, Darshanapur	13
	88	Govt. High School, Theranahalli	12
	89	Govt. PU College, Gogi	14
	90	Govt. High School, Nayyal (B)	18
	91	Govt. High School, Nayakal	22
	92	Govt. High School, Sagar	12
	93	Govt. Com. Jr. College, Shahapur	32
	94	Govt. High School, Sirawal	10
	95	Govt. PU College, Vadagera	22
	96	Govt. High School, Vanadurga	11
9. SHORAPUR	97	Govt.High School, Devapur	24
	98	Govt.High School, Kakkera	16
	99	Govt.High School, Narayanapura	26
	100	Govt.High School, Hunasagi	24
	101	Govt.High School, Vajjala	14
	102	Govt.High School, Kodekal	22
	103	Govt.High School, Kebhavi	24
	104	Govt.High School, Hegganadoddi	19
	105	Govt.High School, Munnura (K)	18
	106	Govt.High School, Malya (B)	12
	107	Govt.High School, Devaragonala	10
	108	Govt. high school (Boys), Surapur	64

100. YADGIR	109	Govt. High School, Balichakkar	17
	110	Govt. High School, Gajarkote	16
	111	Govt. High School, Gurumatkal	24
	112	Govt. High School, Hattikuni	11
	113	Govt. High School, Kadechur	26
	114	Govt. High School, Kandakur	12
	115	Govt. High School, Konkal	17
	116	Govt. High School, Madhavar	18
	117	Govt. High School, Yeragol	24
	118	Govt. High School, Yelhar	12
	119	Govt. High School, Koliwad, Yadgir	25
	120	Govt. Girls High School, Yadgir	25

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