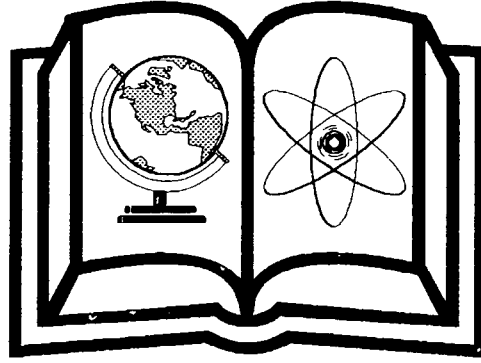


**SARVA SHIKSHA ABHIYAN
-KARNATAKA**

**UTTARA KANNADA DISTRICT
DEEP PERSPECTIVE PLAN
2001-2010**



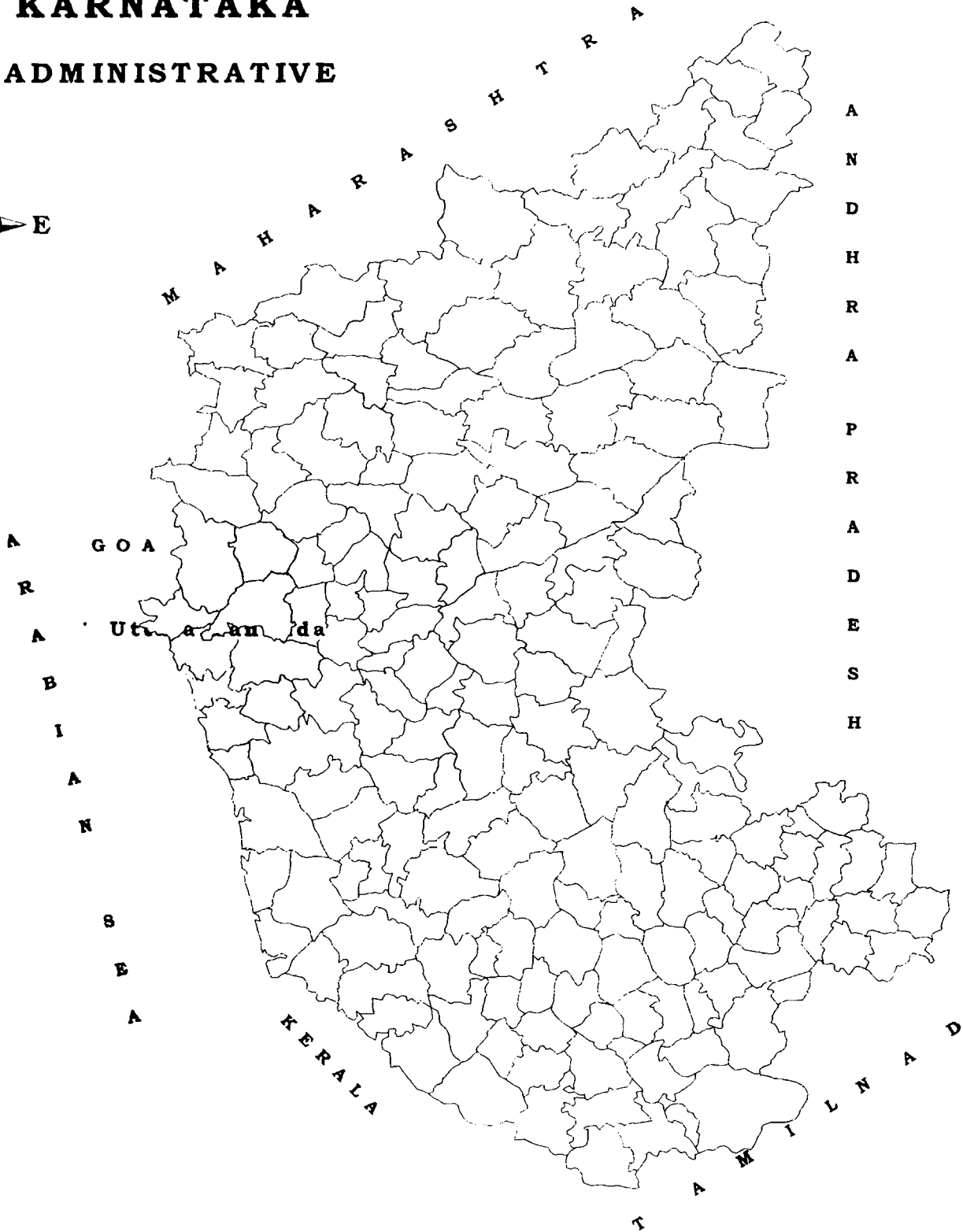
**UTTARA KANNADA SARVA SHIKSHA ABHIYANA - SAMITHI
UTTARA KANNADA**

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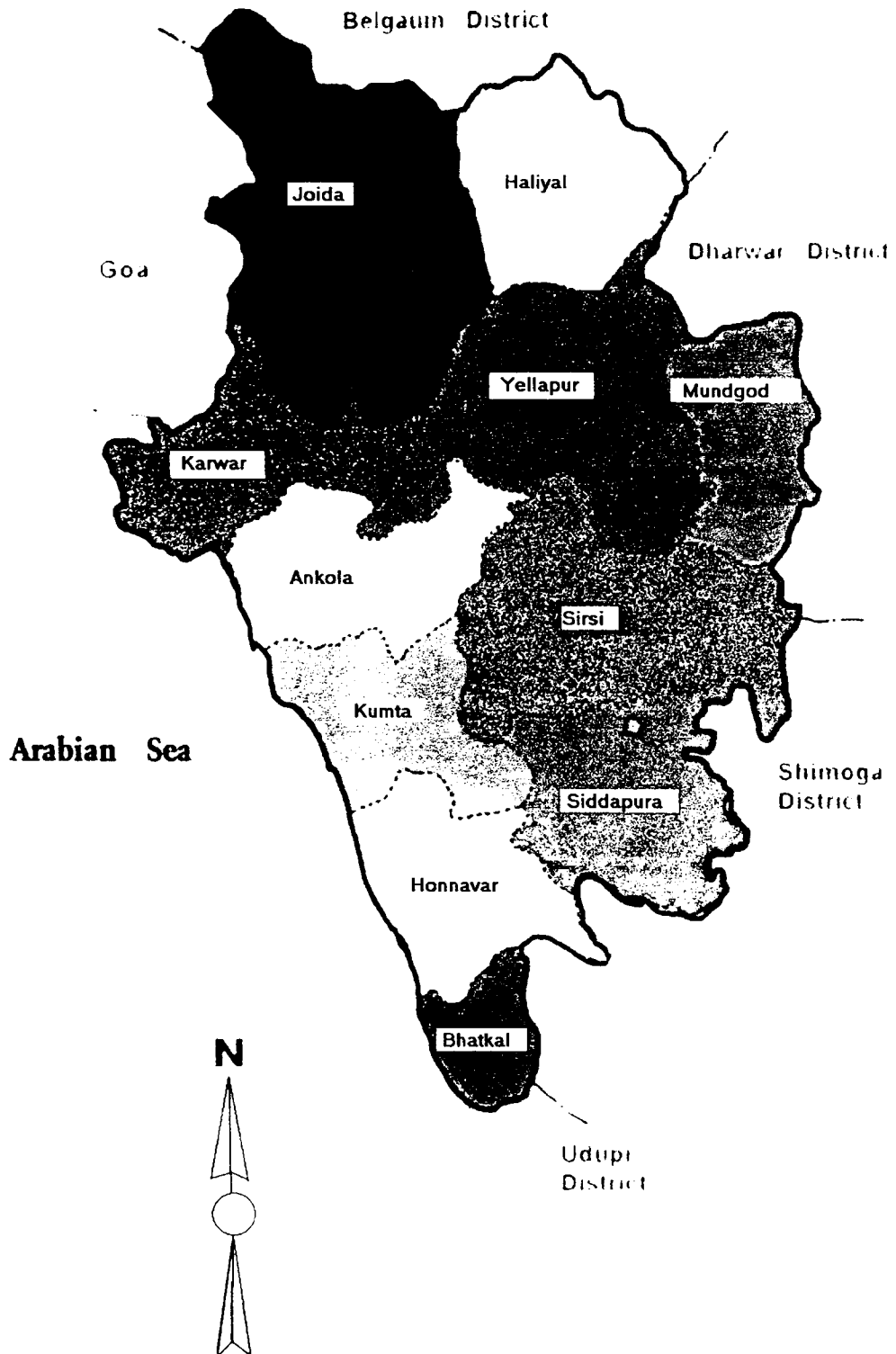
- FOREWORD
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- PROCESS OF PROJECT FORMULATION
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KARNATAKA

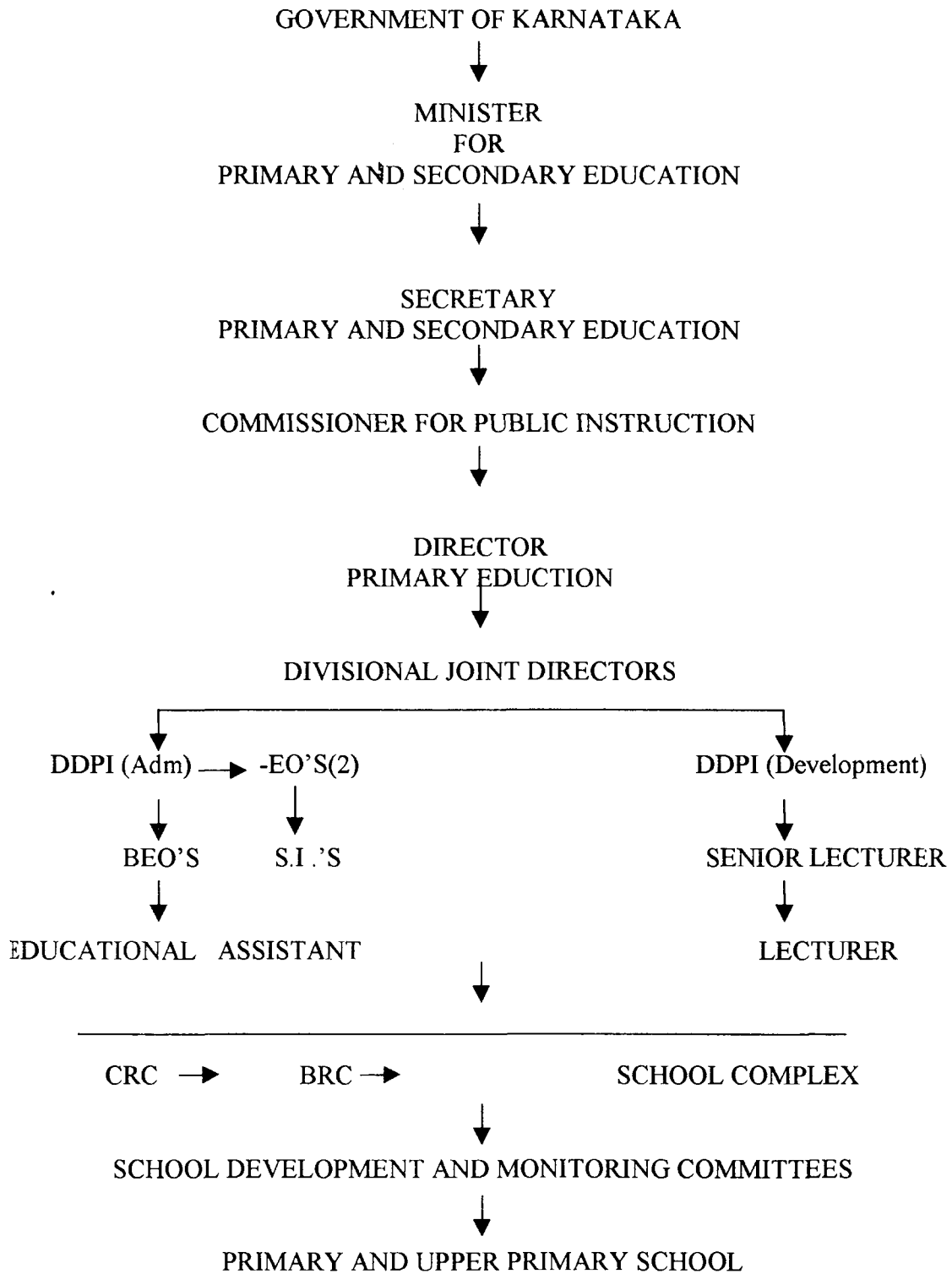
ADMINISTRATIVE



UTTARA KANNADA DISTRICT



MANAGEMENT STRUCTURE OF PRIMARY EDUCATION



FOREWORD

Hitherto many experiments have been tried out to achieve universalisation of primary education. The constitutional provisions which envisaged to achieve this goal but for lack of foresight and also without time frame ,all programmes lost their vigour early. Sarva Shiksha Abhiyan, which is in vision has been brought out with criterias like

- which is target oriented
- which has defenite time frame
- which has support of community
- which is economically viable.

The planning by the grass root level implementing team is a major break through here.

Analysing ,UEE in four components –

- Universal Access
- Universal Enrolment
- Universal Retention
- Universal Acheivement

And developing a need based habitation plan has all meant a very important strategies that SSA has in its philosophy.

In toto SSA is an “Andolan” which is as ambitious,as challanging equally it is practical solution that for decades had kept the community in a dark side.

**DEPUTY DIRECTOR OF PUBLIC INSTRUCTION
KARWAR U.K.**

DISTRICT IMPLEMENTATION COMMITTEE

District Uttar Kannada

1. Shri. R.V.Deshpande
Minister for Medium and Large
Scale Industries
Govt. Of Karnataka, Bangalore.
U.K. District Incharge Minister
Honourary President
2. Shri R.S.Raikar
President Zilla Panchayat U.K
Patron President
3. Shri Nilay Mitash I.A.S
Deputy Commissioner U.K
President
4. Shri Umesh Kusugal
I/C Chief Executive Officer
Zilla Panchayat U.K
Working President
5. Shri Shripad Kamat
President. Education -Sub Committee
Zilla Panchayat U.K
Vice President
6. Shri M.S.Patil
Deputy Director of Public Instruction
Karwar U.K
Member Secretary
7. Shri. G.A.Gaonkar
Principal DIET Kumta
Member
8. Shri. G.S.Naik
Educational Officer Dy.D.P.I.'S office
Karwar.
Modal Officer and Member
9. Shri. B.V. Inamdar
Senior Lecturer D.I.E.T Kumta
Member
10. Shri N.G. Nayak
HeadMaster G.H.S Kathinkon
Karwar
Member

- | | |
|--|--------|
| 11. Shri Nazir Shaikh
Karwar. | Member |
| 12. Shri M.R.Naik
President, Rotary Club
Karwar. | Member |
| 13. Shri. H.N.Nayak
President District Primary School
Teacher's Association
Karwar. | Member |
| 14. Shri. G.M Borkar
Retd. Teacher. Karwar. | Member |
| 15. Smt. Sumati Nayak
Retd. Lecturer. Karwar | Member |

DISTRICT PLANNING TEAM

- | | |
|------------------------------------|------------------------------------|
| 1. Shri. M. S. Patil | DDPI Uttara Kannada |
| 2. Shri G. A. Gaonkar | Principal DIET Kumta |
| 3. Shri. G. S. Naik | EO & Nodal Officer SSA |
| 4. Shri. B. V. Inmadar | Scenior Lecturer DIET Kumta |
| 5. Shri. S.T. Vaidya | BEO Kumta |
| 6. Shri. Divakar Shetti | BEO Mundagod |
| 7. Shri. Harish Gaonkar | Subject Inspector |
| 8. Shri. V. R. Naik | Subject Inspector |
| 9. Shri N. G. Nayak | Head Master GHS Kathinkon |
| 10. Shri. S. M. Hakkimane | AM GHS Kathinkon |
| 11. Shri. M. P. Naik | HM Model School Karwar |
| 12. All BEOs | |
| 13. Shri Shambu Hegade | Computer Faculty |
| 14. Miss. Prajna N. Kamat | Computer Faculty |
| 15. Mrs. Varsha M. Pawuskar | Computer Faculty |

CHAPTER-1

INTRODUCTION

Uttara Kannada one of the coastal districts, is well known as Kashmir of Karnataka. Available evidence shows that U.K. district was inhabited by people from early Paleolithic age. A few places of historical importance are found in the district. Epics and puranas record to this part of the country as part of Kunthala Desha. Banavasi which is situated in Sirsi taluk is identified with the place which is described in the history ruled by Kadambas. Adikavi Pumpa the great an inhabitant of Banavasi so also a renowned poet Bhattkala devaru who is known for his contribution. Shabdaratnam, was an inhabitant of Bhatkal.

Sadashivgad of Karwar taluk is known for Chatrapati Shivaji Maharaj fort. Mirjan of Kumta taluk is known for Maharaja Sarpamallika fort. This district has been ruled by various dynasties from fifth century onwards. Among them one Peshwas of Pune, Kadambas of Banavasi, Chalukyas of Badami. And Shivaji of Maratha dynasty. Due to the rule of Peshwas and Shivaji's influence Marathi is seen early decade of 19th and 20th Century and so also because of Portuguese rule in Goa which is just adjacent to Karwar had major influence on the life style of Karwar & Joida talukas.

Gokarna which is well known as 'Dakshina kashi' is known for temple on the bank of Arabian Sea has made a historical name in Puranas. It is known for Atmalinga of lord Shiva grounded by Lord Ganapati while King Ravana was carrying it to Lanka. Mahabaleshwar, Dhareshwar, and Siddeshwars in Kumta taluk, Gunavanteshwar in Honnavar taluk and Murdeshwar in Bhatkal taluk are known as Panchalingas. Idagunji in Honnavar taluk is known for naturally incarnated lord Maha Ganapati temple. The purana reveals that Narada Maharshi had established this statue. Uttara kannada district has a long Arabian sea shore, as a result natural calamities like cyclones and heavy showers are being kept on the immediate vicinity.

Uttara Kannada District is situated in the North Western sector of the State and is bounded by the Arabian Sea of its West. Covering an expansive area of 10,291 square kilometers. This District lies between the latitudinal parallels of 13 degree 55 minutes North and 15 degree 31 minutes North and the longitudinal parallels of 74 degree 03 minutes East and 75 degree 05 minutes East. From north to south and from west to east the district spans a distance of 328 km and 160 km respectively. The southern most portion of the district is only 10 km wide and the district bulges out mainly towards the east as one most north after crossing middle zone the eastern boundary line turns west and proceeds in an irregular manner towards the north west. Thus the

district is seen to be of an irregular shape. It is bounded on the north west by the union territory of Goa, Daman and Diu, on the north by Belgaum district on the north east and east (upper half) by Dharwad district on the east (lower half) and south east by Shimoga district and on its southern tip by Udupi district.

Topographically the district can be divided into three district zones ; the coastal belt which is nothing but a succession of estuarine plains connected by narrow coastal strips ; the central belt consisting of the hills and valleys of the Sahyadri range and the eastern table land.

Kali, Bedthi, Aghanashini and Sharavathi are the principal west flowing rivers of the district.

Uttar Kannada district is very rich in forest wealth and about 81 per cent of its total geographical area stands classified as forests.

The district has become the part of western Malnadu ghats which has thick forest area. Joida sustains thickest forest area and so also Haliyal, Mundagod, Siddapur, Yellapur and Sirsi talukas. Part of the coastal talukas Karwar, Ankola, Kumta, Bhatkal and Honnavar do have forest belt. Fisheries, coconuts, cashewnuts, and salt industries have made people develop rich in coastal talukas. The main occupation in upper ghat area is agriculture. As a result of this geographical structure of the district being divided as lower ghat area and upper ghat area. The amenities like convenience roads, school facilities, and communications have made people to have more worldly exposure and also created a sense of competition in lower ghat area. Because of non-accessibility and amenities for the people living in upper ghat has made their life as silent. There is no worldly exposure nor competition.

The district lies in Belgaum division and has a special social, political, economical and educational background of its own. It has a remarkable contribution to folk dances like Yakshagana, Somanakunita, Suggikunita, Dollukunita etc. The great authors like Dr. Dinkar Desai, Gourish Kaikini and Yashawanta Chittal have made a remarkable contribution to Kannada literature. It has 11 revenue talukas with same educational blocks.

This district is bounded on north by Goa state and Belgaum district of Karnataka state and Udupi district on South, Dharwad and Haveri district on the East and Arabian sea on the West. The district comprises of 1269 villages with 5450 habitations. The area of the district is 10221 sq.kms. The district is

also known in three names like Karwar, UttaraKannada and North Canara. The people of the district mainly speak Kannada, Konkani, Urdu and Marathi.

DEMOGRAPHIC DETAILS

As per the projected figures of 2001 census the total population of the district is 1353299 in which male 687026 and female 666273. The density of population of the district is 132 per sq.kms. and it was 119 per sq.kms. in 1991 census. which shows that the density of population is most scattered in the district. Within the district there are many inter talukas variations. Density of the population in lower ghat talukas is very much high as that compared to upper ghat area. The average decadal growth rate of population of the district as a whole was the highest during 1951 to 1961 (33.18) and the lowest during 1941 to 1951 (5.58).

BLOCK WISE POPULATION

BLOCK	AREA SQ. KMS.	MALE	FEMALE	TOTAL
KARWAR	732	75870	73147	149017
ANKOLA	919	64435	50213	114648
KUMTA	582	73086	73395	146481
HONNAVAR	755	79931	80275	160206
BHATKAL	349	55639	57469	113108
SIRSI	1320	88021	85075	173096
SIDDPUR	859	50771	49676	100447
YELLAPUR	1301	28450	26899	55566
MUNDGOD	847	36760	33033	69793
HALIYAL	668	77891	74204	152095
JOIDA	1890	56172	62887	119059
TOTAL	10222	687026	666273	1353299

GENERAL INFORMATION OF THE DISTRICT

Taluka	Villages		Habitations	Towns	Hoblis	Sub-Div.	Municipalities	Gram Panchayats		Towns Panchayats	No of Z.P. Members
	With pop	Without pop.						No	Seats		
KARWAR	55	2	335	3	4	1	1	19	233	0	3
ANKOLA	84	2	251	1	4	0	1	19	204	0	3
KUMTA	114	5	315	1	4	1	1	20	279	0	4
HONNAVAR	92	1	783	1	3	0	1	24	335	0	5
BHATKAL	60	1	272	1	2	1	1	16	250	0	4
SIRSI	226	1	888	1	4	1	1	28	287	0	4
SIDDPUR	199	2	1127	0	3	0	0	21	209	1	4
YELLAPUR	127	0	902	2	2	0	0	14	135	1	3
MUNDGOD	84	10	236	0	2	0	0	13	142	1	3
HALIYAL	112	21	17	3	4	0	2	20	202	0	3
JOIDA	116	7	324	1	3	0	0	15	136	0	2
TOTAL	1269	52	5450	14	35	4	8	209	2412	3	38

DECADAL GROWTH OF POPULATION

Census year	Person	Male	Female	Decadal Variation	% of decadal variation
1941	441157	224470	216687	+23322	+5.58
1951	517780	263206	252574	+76623	+17.37
1961	689549	354344	335205	+171769	+33.18
1971	849105	433946	415159	+159556	+23.14
1981	1072034	547413	524621	+222929	+26.26
1991	1220260	620697	599563	+148226	+13.83

SEX-RATIO IN UTTARA KANNADA DISTRICT

Decades	Ratio
1901	925
1911	956
1921	968
1931	952
1941	965
1951	967
1961	946
1971	957
1981	958
1991	966
2001	970

The sex ratio was 925 in 1901 census which further increased to 970 in 2001 census. The ratio in the district has gradually increased from 1901 to 2001 which is an appreciable trend. The literacy rate is 84.48 % for males and 68.48 % for females and average literacy rate for district is 76.48 %. It is the lowest in Mundagod taluk and the highest in Karwar taluk.

Source: 2001 Census Projected figures provided by Dy. Commissioner
Uttar kannada District.

AGRO-CLIMATIC CONDITION

The climatic condition of the district is favorable to the crops like paddy, arecanut, coconut, groundnut, cashewnut, and cotton etc. The district experiences heavy rainfall, as a result there are rich forest resources. Some of them are teakwood, sandalwood, bamboo, cane, rosewood and other jungle wood like nandi, matti etc. During summer, from January to May coastal talukas experience severe heat and during rainy and winter season from June to December upper ghat talukas experience severe cold. Because of this climatic variation epidemic infectious disease like malaria and monkey's fever often role over in upper ghat.

RELIGION

The major religions in the district are hindus (Brahmins, Namadaries, Nadavars, GSB's, Komarpanth etc.) Muslims, Christians and Jains. There are some tribes like Gondas, Siddies, Goulies, Halakkigoudas etc. SC/ST population is as low as 8 percent.

INCOME AND OCCUPATION

428663 lakhs of people out of the total population of the district are main workers and 44494 are marginal workers. The per capita income at current prices is Rs. 8632 as on 1995 -96 and the growth in district income (Net domestic product) at constant price is Rs. 28734 as on 1995-96. Agriculture and Fisheries are the main occupations in lower ghat areas. The main kariff crops are paddy, coconut, arecanut, groundnuts, cashewnuts, cotton etc.

Source: Human development in Karnataka in 1999 by Govt of Karnataka.

TRANSPORTATION AND COMMUNICATION

Uttara Kannada district as 329 kms of National Highway, 674 kms of State highway and other road facilities are as below.

1) Major roads	798kms.
2) Other district roads	27kms
3) Village roads	2266kms.
4) T.D.B. roads	1301kms.
5) Forest roads	458kms.
6) Irrigation roads	68kms.
7) Municipality roads	351kms.
8) Panchayat roads	871kms.

There are major bridges whose length is as long as 60 kms. In which length of bridge over Sharavati river in Honnavar taluk is 2 kms. There are other 24 bridges. railway bridge of 179 kms. There is Konkan Railway line of length 179 kms on which 15 railway stations have been stationed. But however many villages in upper ghat areas are still remained without road facilities especially in Joida taluk. Karwar has been identified as major natural port since decades. Granates, Manganese, Urea fertilizers etc being exported from this port so also edible oils and petroleum products are imported. There is a Naval base 'Sea-Bird' project with which Karwar has now occupied a significant place on the military map of India.

Source: Department of public works.

PUBLIC HEALTH, FAMILY WELFARE AND EDUCATION

The public health infrastructure in the district consist of eleven Government Hospitals, eleven General hospitals, fifty eight public health centers and twenty two health units.

POWER AND INDUSTRIES

The Kali basin has provided a major source for hydro electricity (Viz. Ganeshgudi project, Ambikanagar Project, Kodashalli Project and Kadra Project) which are maintained and governed by Karnataka Power Corporation. There is an atomic energy based power generation center at Kaiga. Which is maintained and Governed by National Power Corporation. There is one more project known as Sharavati Tailarace with head quarter site at Gerosoppa in Honnavar Taluk. There are two major industries viz., Ballarpur Industries Ltd., at Binaga Karwar which manufacturers caustic soda and West coast paper mill at Dandeli Halyal Taluk.

EDUCATIONAL INSTITUTIONS IN THE DISTRICTS

With a focus on pre-primary and primary education in the district it is noticed, there are 1202 Anganwadi Centers as against 2212 primary schools. Which shows there is uneven ratio between Pre-primary and Primary Education. In spite of the expansion of primary education facilities in the district there are still unserved areas like Urban slums and Remote hilly areas. This implies that

- 1) There is a need to expand pre- primary education facilities in the district.
- 2) There is a need to accelerate, expand and equip primary education in the district. However higher education facilities do also need expansion.

There are 1205 lower primary schools and 1007 higher primary schools, 64 Govt. high schools and 124 aided and 54 unaided high schools in the District. There are 17 Pre-University colleges and 11 First Grade colleges, one Engineering college Polytechnic Institutions in the District. The Child population in 6-11 age group is 148339 and in 11-14 age group is 77156.

The enrollment in class 1 to 5 is 1,60,416 and 6 to 7 48,386. The dropout rate in class 1 to 5 is 15.25% and 6 to 7 is 17%. 211179 Student's are studying in 1 to 7 and 7117 teachers posts are sanctioned to primary schools. Hence the teacher pupil ratio in the district is 1 : 29.



CHAPTER- 2 EDUCATION PROFILE

Uttar Kannada:

Uttar Kannada district with a population of 13.53 Lakhs, is one of the largest district in the country with as many as 11 blocks. It has an adverse sex ratio of 970 much below the state average of Uttar Kannada also has a low per capita income of 1961 against the state average of 8,632 . Uttar Kannada has had uneven growth with Karwar town and the surrounding areas registering good progress. This however disguises the large pockets of underdevelopment and poor education facilities in the district.

Literacy

The overall rate of literacy in the district as per the 2001 census is 76.48%. When compared with the stage average of 63.42 , there has been a gradual increase in the rates of literacy in rural and urban areas and among male and female in the district. During the last 4 decades the literacy percentage in rural areas is less than the urban areas in the district. The same trend is noticed even in case of rural male and female.

1.Decadal Growth of Literacy from 1991

	1991		
	Male	Female	Total
Rural	72.58	51.31	62.10
Urban	88.12	73.79	81.10
Total	76.39	56.77	66.73

2. Education Block wise, Male & Female literary Literacy in Uttar Kannada District-1991 Census

Sl.No.	Name of the Block	Male%	Female%	Total%
01	Karwar	85	67	76
02	Ankola	78	56	67
03	Kumta	80	59	70
04	Honavar	77	57	67
05	Bhatkal	71	52	61
06	Sirsi	81	61	74
07	Siddapur	79	60	70
08	Yellapur	75	58	66
09	Haliyal	71	48	60
10	Mundgod	63	41	52
11	Joida	67	42	55
	TOTAL	76	57	67

It can be noticed from the table that has per the 1991 census as many as 2 blocks out of 11 have female literacy rate below the state average of 44.34%. In the total literacy rate, 2 blocks out of 11 have literacy rate below the state average of 56.04%. This clearly indicates that there is a need for further expansion of primary education facility in the District.

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

3. Rural Female Literacy Percentage

Sl.No.	Name of the Block	Rural Litercy(%)
01	Karwar	67
02	Ankola	56
03	Kumta	59
04	Honavar	57
05	Bhatkal	52
06	Sirsi	61
07	Siddapur	60
08	Yellapur	58
09	Haliyal	48
10	Mundgod	41
11	Joida	42
	Total	54.63%

Even if the urban population is added, in as many as blocks the female literacy rate is below the national average.

It is only on account of the high female literacy of in block that the overall female literacy percentage in the district goes up marginally above the national average. SC female literacy for the district is as low as ST female literacy is also low at.

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

The total percentage of literacy in case of female is percented in the following table.

6. Female Literacy Rate For Uttar Kannada District (1991 census)

4. Female Literacy Rate For U.K. District as a whole:

	Population		Literates		%of Literacy	
	Total	Female	Total	Female	Total	Female
Uttar Kannada District	1353299	666273	689278	288586	67%	57%
ii. Female Literacy Rates (Block wise)						
1. Karwar	140282	68608	106614	45967	76	67
2. Ankola	91301	44625	61172	24990	67	56
3. Kumta	134144	66313	93901	39125	70	59
4. Honnavar	145842	73055	97714	41641	67	57
5. Bhatkal	129017	65180	78700	33894	61	52
6. Sirsi	152935	74621	113172	49996	74	67
7. Siddapur	91646	45190	64152	27114	70	60
8. Yellapur	66156	32265	43663	18714	66	58
9. Haliyal	147064	71471	88238	34306	60	48
10. Mundgod	75046	35357	46529	21568	62	61
11. Joida	46818	22878	25750	9609	55	42

It is revealed from the above table that female literacy rate for the blocks is below the National average 52% in as many as 2 out of 11 blocks. The lowest female literacy rates are in and towns. In the light of these finding it is noticed that it is essential to provide primary educational facilities in the district, essential in the rural areas.

Total Literacy Campaign in the District:

Karnataka was one of the first State in the country to embark on programmes for total literacy. During 1993-94, in all the 11 talukas, the TLC programme was taken up. As many as 155069 illiterate persons were identified of which 1,29,933 illiterates were trained. TLC and PLC information are given in the following table:

5. Illiterates covered under TLC&PLC.

TLC

	Male	Female	Total
All	53750	101319	155069
SC			18597
ST			3453

PLC

	Male	Female	Total
All	44963	84970	129933
SC			15111
ST			3069

Now continuing education programme is being undertaken in the dist. 534 CE centers and 53 nodel centers are identified in the dist. and 1,29,833 beneficiaries are being identified

6. Continuing Education Centers.

Blocks	CE	NEC	Total
1. Karwar	60	6	66
2. Ankola	40	4	44
3. Kumta	60	6	66
4. Honnavar	60	6	66
5. Bhatkal	60	6	66
6. Sirsi	60	6	66
7. Siddapur	40	4	44
8. Yellapur	30	3	33
9. Haliyal	30	3	33
10. Mundgod	70	7	77
11. Joida	24	2	26
TOTAL	534	53	587

Continuing Education Centers in the Dist.

C.E. Centers 534

NCE Centers 53

Total Centers 587

7. C.E. Centers Beneficiaries – Block wise.

Taluk	Male	Female	Total	SC	ST
1. Karwar	1637	4797	6434	367	10
2. Ankola	2483	5517	8000	506	-
3. Kumta	2936	6623	9559	1177	-
4. Honnavar	5790	11200	16990	1214	9
5. Bhatkal	3526	8041	11567	549	1861
6. Sirsi	5032	8143	13175	2619	57
7. Siddapur	3508	7182	10690	1623	25
8. Yellapur	1968	3238	5206	385	54
9. Haliyal	8501	13712	22213	1708	467
10. Mundgod	6618	9600	16218	3878	481
11. Joida	2189	4223	6412	293	44
12. Dandeli	773	2695	3468	492	57
Total	44963	84970	129933	15111	3069

Status of Primary Education in U.K. District

The status of primary Education in U.K. district is reviewed in the following paragraph with reference to the following aspects:

Access to Primary Education

ORGANISATION OF PRIMARY EDUCATION

In the present administrative setup the Commissioner for public Instructions is the controlling Head of the school education up to the +2 stage. The Director of Primary Education who is under the CPI functions as the head of the Primary Education in the State.

At the District level the DDPI looks after all aspects of the education upto class X. He/She is assisted by Educational Officers, subject Inspectors and Physical Education Superintendent an the Assistant Statistical Officer in the office. At the block level Block Educational Officer (BEO) monitors Primary and Secondary education. The BEO is assisted by Educational Co-ordinators.

The Block Educational Officer is entrusted with the responsibility of inspecting and supervising Primary and Secondary Schools. He is the drawing and disbursing officer of Government primary school teacher's salary and is also responsible for counter signing the salary bills of Private Aided Primary and Secondary Schools. The Educational Co-ordinators conduct inspection of Lower Primary Schools independently and assist the BEO in the inspections of Higher Primary Schools. The DDPI is responsible for the selection, appointment, transfer and promotion of primary school teachers. He is also responsible for the academic achievement of the children in the district. He is also responsible for conducting the Public Examination for class VII which has been introduced from 1996-97 onwards.

8. THE BLOCKWISE NUMBER OF SCHOOLS AND OFFICERS IN POSITION ARE GIVEN BELOW :

Sl. No.	Name of the Block	No. of Govt. Schools		No. of	
		LPS	HPS	BEO	ECs
1.	Karwar	96	100	1	6
2.	Ankola	88	72	1	5
3.	Kumta	114	104	1	5
4.	Honavar	133	142	1	6
5.	Bhatkal	101	63	1	5
6.	Sirsi	144	135	1	5
7.	Siddapur	122	99	1	5
8.	Yellapur	108	76	1	5
9.	Mundgod	69	52	1	4
10.	Haliyal	92	58	1	5
11.	Joida	122	44	1	3
	TOTAL	1183	950	11	54

9. LOWER AND UPPER PRIMARY SCHOOLS (including Govt. Aided & Unaided)

YEARS	LPS	HPS	TOTAL
2000-2001	1196	1013	2209
2001-2002	1205	1007	2212

Expansion of lower and upper primary schools in the district during last five decades is analysed below.

From 1951-1991 there has been a significant increase in lower primary schools. From 1991 and 1993 there has been a little decrease in the expansions of lower primary schools as more number of lower primary schools were

upgraded as higher primary schools in the district.

There has been a gradual increase in higher primary schools.

SCHOOLING FACILITIES IN RURAL AREA IN THE DISTRICT

The Rural habitations and primary schooling facility in the District is given in the following table.

10. RURAL HABITATIONS WITH/WITHOUT LOWER PRIMARY SCHOOL

Distance	No. of Habitations with School
Within Habitation	1183
Upt 0.50 K.M.	428
0.5 to 1.00 KM	399
1 to 2 KM	202
More than 2 Km	3238
TOTAL	5450

Source : VI All India Educational Survey Report.

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

11. Habitations with Population >200 not served by Primary Schools

Sl. No	Name of the Block	No. of habitations in the Block	No. of habitations with LPS within habitation/neighbouring habitation at a distance up to 1km	No of habitation with out LPS	No. of habitations with population>200 without LPS
1	Karwar	335	209	126	3
2	Ankola	251	164	87	4
3	Kumta	315	221	94	2
4	Honavar	783	293	490	2
5	Bhatkal	272	171	101	6
6	Sirsi	888	287	601	6
7	Siddapur	827	224	603	3
8	Yellapur	902	187	715	-
9	Mundgod	236	124	112	2
10	Haliyal	317	164	153	2
11	Joida	324	168	156	4
	Total	5450	2212	3238	34

Number Of Primary Schools In the District According to Different Managements

As in the case of most of the other parts of the country, a large number of Lower Primary Schools in U.K. district are run by the State Government. The following table gives the number of schools in U.K. district according to area and management's.

12. Primary Schools according to Managements as on 31/07/2001

Area	Lower Primary Schools				Higher Primary Schools			
	Govt	PA	PUA	Total	Govt.	PA	PUA	Total
Rural	1099	-	5	1104	841	7	16	864
Urban	84	9	8	101	109	10	24	143
Total	1183	9	13	1205	950	17	40	1007

There are 1205 Govt. Lower Primary Schools and 1007 Govt. Higher Primary school in the District. There is a relatively small percentage of private sector in respect of Lower Primary Schools. In the district only 9 Aided Lower Primary Schools are run by Private managements. There are

also 13 Private Un-Aided Lower Primary Schools. However in respect of Higher Primary Schools there are as many as 17 Aided Higher Primary Schools and 40 Un- Aided Higher Primary Schools in the District.

From the figures shown in the above table, it is clear that 98.17% of the Lower Primary Schools in the district are managed by State Govt. and only 1.8% is managed by Private Organisation. 94.3% of the Higher Primary Schools are run by Govt. and 5.7% of the HPS are managed by Private Management's.

13. The Distribution of Govt. Aided and Unaided Institution in the District is given in the following Table.

Sl. No.	Name of the Block	Government			Non Govt						Grand Total		
					Aided			Un-aided					
		LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total
01	Karwar	96	100	196	4	1	5	2	6	8	102	107	209
02	Ankola	88	72	160	1	2	3	0	1	1	89	75	164
03	Kumta	114	104	218		1	1	1	2	3	115	108	223
04	Honavar	133	142	275	2	4	6	2	9	11	137	155	292
05	Bhatkal	101	63	164	0	2	2	2	5	7	103	70	173
06	Sirsi	144	135	279	0	1	1	4	3	7	148	139	287
07	Siddapur	122	99	221	0	0	0	0	2	2	122	101	323
08	Yellapur	108	76	184	0	1	1	0	2	2	108	79	187
09	Mundgod	69	52	121	0	0	0	0	3	3	69	55	124
10	Hallyal	92	58	150	1	5	6	2	6	8	95	69	164
11	Joida	121	44	165	0	0	0	0	2	2	122	46	168
	TOTAL	1188	956	2133	9	17	25	13	40	54	1209	1003	2212

Minority Schools

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

14. Minority Schools and Enrollments in U.K. District

	Urdu		Marathi		Telgu		Hindi		Total		Total
	Govt.	Non. Govt	Govt.	Non. Govt	Govt.	Non. Govt	Govt.	Non. Govt	Govt.	Non. Govt	
LPS	65	4	61	2	-	-	-	-	126	6	132
HPS	74	6	35	-	1	-	1	-	111	6	117
Total	139	10	96	2	1	-	1	-	237	12	249
ENROLLMENT (I TO V)											
Boys	7882	-	2011	-	07	-	93	-	9993		
Girls	7639	-	1850	-	15	-	95	-	9593		
Total	15521	-	3861	-	22	-	188	-	19592		

Source : DDPI office, U.K.

In the District, minority language speaking population amounts to Urdu - 13.20%, Marathi - 2.02%, Hindi-2.11%, Telgu-1.53% as per the census. From the above table institutions are catering to the educational needs of minorities in Urdu,Marathi,Telgu,Hindi,and Tamil speaking areas in the District. The Urdu and Hindi Minority schools are highly concentrated in towns and cities though many LPS-Urdu Schools are also located in rural areas.

Infrastructural Facilities

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

The position regarding school buildings in rural and urban area of U.K district as per 6th ALL India Education Survey is as follows:

15. Nature of Primary School Buildings(Government and Private)

Area	Types of Building						
	Pacca	Partly Pacca	Kacha	Hatched Hut	Tents	Open Space	Total
LPS							
Rural	1056	-	48	-	-	-	1104
Urban	101	-	-	-	-	-	101
Total	1157	-	48	-	-	-	1205
HPS							
Rural	964	-	-	-	-	-	864
Urban	143	-	-	-	-	-	143
Total	1007	-	-	-	-	-	1007

Source: Sixth All India Educational Survey,1993

The above data reveals that 1 Lower Primary School was running in 1993, 2 lower primary school and 3 upper primary school were running in thatched Huts, 68 Lower primary and 85 upper primary schools were housed in Kacha building. Since the state has embarked on a major programme of class room construction from the state sector and the position has drastically changed. Today there is no school in a tent or in a thatched hut in the district.

The details of the class rooms constructed in the District since 6 years are given in the following:

16. Number of Class rooms Constructed Under Different Schemes.

Sl.No.	Schemes	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
1	VIII Five Years Plan	-	106	29	36	-	-
2	Jawahar Rojgar Yojana	-	02	-	-	-	-
3	TPS	400	180	205	73	50	60
4	Operation Black Board	-	-	79	-	-	-
5	Employment Assurance Scheme	-	03	06	-	-	-
6	Urban Area	-	-	12	18	05	-
7	State Sector	340	189	229	272	206	-
	Total	740	480	560	399	231	60

During the last 6 years nearly 2417 class rooms were constructed in the district under different scheme. In constructing these rooms cooperation was sought from the various people in the villages. This shows that local resource in the district was properly mobilized to contribute their best in the educational endeavour. Local elected bodies like Panchayats, Taluk panchayats, etc, evinced keen interest in erecting the school buildings fund allotted for this purpose were properly and fully utilized by the administration.

17. Schools according to number of rooms (Government and Private)

	0	1	2	3	4	5	6	7	8	9	10	10+	Total	Avg. Room Per Scholl
Total	52	118	781	215	194	167	111	83	65	68	56	54	2212	3/School

Source: VI All India Educational Survey,

The average number of rooms for Primary Schools in U.K District is 3 As against the district average of The analysis reveals that, the number of class rooms constructed in case of LPS in rural and urban areas exceeds the State average. This is appreciable. In case of HPS, the number of rooms in rural area slightly exceeds the state average. However, it is lower than state average in urban areas as in the position is improved in coming years.

18. School with Amenities

Lower Primary School										
Area	No. of Schools	Drinking Water	%	Urinals	%	Separate Urinals for Girls	%	Lavatory	%	Separate Lavatory for Girls
Rural	1104	264	24	281	25	3	0.2	-	-	-
Urban	101	63	62	83	82	18	18	-	-	-
Total	1205	327	2.7	364	30	21	2	-	-	-
Higher Primary School										
Rural	864	303	35	322	37	17	2	40	5	-
Urban	143	102	71	111	77	64	45	46	32	-
Total	1007	405	40	433	43	81	8	86	9	-

Source: All India Educational survey.

It is observed that of the 327 LPS's have drinking water facility with in the school premises 364 schools have urinals, very few of the schools have separate urinals for girls, In the case of HPS's 406 schools have drinking water facility, 433 of the schools have urinals, 43 of the schools have separate urinals for girls, 86 of the school have separate lavatory facilities for girls. In the existing facilities itself .HPS's in the district are better equipped with amenities than the LPS's. The primary school in the district require better support service to provide better amenities for children

19 Position of class Rooms (Govt. Schools)

Sl.No.	Name of the Block	Teachers	Class Rooms available existing	Additional Rooms 2001-02	Total Rooms
01	Karwar	740	761	99	860
02	Ankola	599	644	21	665
03	Kumta	891	802	89	891
04	Honavar	932	804	118	922
05	Bhatkal	630	553	107	660
06	Sirsi	971	903	108	1011
07	Siddapur	602	662	19	671
08	Yellapur	522	474	84	572
09	Mundgod	429	371	61	432
10	Haliyal	529	448	111	559
11	Joida	461	432	59	491
	Total	7306	6854	656	7963

The above statement shows that the district is gradually moving towards ensuring that there is at least one classroom for every teacher. In other wards two or more teachers do not necessarily have to share a room in order to conduct their classes. However, the district is still a long way off from achieving the state norm of one class-one teacher- one room.

Position Regarding Teachers

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

20 Position Regarding Teachers as on 30-7-2001

LPS		
Male	Female	Total
955	970	1995
HPS		
Male	Female	Total
1959	3233	5192

Female teachers are concentrated mainly in the urban areas of the district. In order to satisfy the Government policy regarding appointment of 50% female teachers at the primary level, there is a shortage to the extent of . It may be noted that many of the teachers in higher primary schools are also teaching lower primary classes. The position regarding teachers has undergone a significant change with the recruitment of teachers in the district from 1993 to 1999

The additional recruitment made from is given below:

21 Recruitment of Teachers (1993 to 1999)

Year	Number of Teachers appointed					Total
	Kannada	Urdu	Marathi	Phy. Edn.	Telgu	
1993	138	05	-	-	-	143
1994	650	50	27	62	01	799
1995	286	22	04	21	-	323
1996	96	564	55	-	20	639
1997	26	05	-	-	-	31
1998	816	75	27	25	-	943
1999	411	46	12	16	1	486
Total	2900	248	70	144	2	3364

The above table shows that there has been a substantial increase in the number of Primary School Teachers over the last 6 years in the District.

22. Teachers Posts Sanctioned, Filled and Vacant in Govt. Institutions as on 31/3/1997

	Sanctioned	Filled	Vacant
LPS	1832	1645	187
HPS	5287	4912	375
Total	7119	6557	562

Approximately, 7.9% of the posts are vacant both in LPS and HPS in the District.

23. The Present Position Of Teachers According to Community and Sex (Govt. Schools only) (as on 31-7-2001)

	Male	Female	Total
LPS	955	970	1925
HPS	1995	3233	5192
Total	2914	4203	7117

24. Number of Teachers in LPS & LP Sections of HPS In Govt. Schools

Sl. No.	Name of the Blocks	No of Teachers Teaching in LPS	No of Teachers of LPS in HPS	Total Teachers
01	Karwar	192	252	444
02	Ankola	180	164	344
03	Kumta	220	235	455
04	Honnavaara	229	352	581
05	Bhatkal	170	122	292
06	Sirsi	258	251	509
07	Siddapura	264	222	486
08	Yllapura	206	174	380
09	Mundagod	178	124	302
10	Halyal	204	135	339
11	Joida	178	98	276
	Grand Total	2279	2129	4408

25 Current Position Of Teachers in U.K. District. (Education Block wise)

Sl. No	Name of the Block	Govt			Non-Govt						Total		
					Aided			Un-Aided					
		Lps	Hps	Total	Lps	Hps	Total	Lps	Hps	Total	Lps	Hps	Total
1	Karwar	174	503	677	9	15	24	17	61	78	200	579	779
2	Ankola	168	426	594	1	11	12	2	7	9	171	444	615
3	Kumta	220	601	821	-	7	7	4	18	22	224	626	850
4	Honavar	197	740	937	6	37	43	2	34	36	105	811	946
5	Bhatkal	148	406	554	-	13	13	2	26	28	150	445	595
6	Sirsi	211	738	949	-	14	14	16	40	56	227	792	1019
7	Siddapur	178	431	609	-	-	-	-	13	13	178	444	622
8	Yellapur	155	334	489	-	7	7	3	11	14	158	452	610
9	Mundgod	113	280	393	-	-	-	-	22	22	113	302	415
10	Haliyal	180	460	640	-	56	56	9	27	36	189	543	732
11	Joida	178	198	376	-	-	-	-	-	-	178	198	376
Total		1922	5117	7039	16	160	176	55	259	314	1893	5634	7559

Distribution of Primary school teachers

26 The present position of Teachers in Primary school run By all managements is as below :

Government	Aided	Un-Aided	Total
7039	177	314	7530

From the above given table it is revealed that of primary school teachers are in Government schools, are in Un-aided schools and are in aided schools.

27. Distribution of primary School teachers per unit Population

Area per 100 sq.kms	Estd. Population in lakhs	No. of primary school teachers (Sanctioned)	No. of Primary school teachers per 10,000 population
10222	13.53	7119	53

28. Teacher Student Ratios in Primary Schools (Including Govt and Non-Govt) as on 31-7-2001

Block wise Pupil Teacher Ratio in the Dist. for the Year of 2000-2001

Sl. No.	Name of the Block	No. of Pupil I to VII	No. of Teachers	Pupil Teacher Ratio
01	Karwar	18886	977	27.8 : 1
02	Ankola	14579	594	24.5 : 1
03	Kumta	23710	899	26.3 : 1
04	Honavar	28125	937	30.1
05	Bhatkal	26158	554	47 : 1
06	Sirsi	24687	949	26 : 1
07	Siddapur	14871	609	24.1 : 1
08	Yellapur	10381	489	21.2 : 1
09	Mundgod	14218	393	36.1 : 1
10	Haliyal	25598	640	39.9 : 1
11	Joida	9916	376	36.3 : 1
	Total	211179	7117	29.01 : 1

Note : In most of Talukas population is scattered Talukas like Joida is situated in forest and hills areas. As per the Norms of OBB schemes the LPS should have two teachers and HPS should have four teachers irrespective of students strength. Hence even though the PTR is less there are no excess teachers in primary schools in our district.

With the figures shown in the box it is cleared that Teacher student ratio is 1:29 in Primary Schools. The minority schools normally have less enrolment, In addition to minimum two teacher as a policy mater, one Kannada additional teacher is being provided to these schools. Strength of students in Kannada and all other minority schools taken together, the ratio

comes down sharply. In higher primary schools the position is improved with recruitment of more number of teachers since The total figure indicates that in rural Primary Schools the ratio is and in Urban Primary Schools the ratio is the overall ratio between teacher and student is This must be brought down to the National ratio of by recruiting more teacher especially to Primary Schools in rural areas.

Trained Teachers in the District

The District is proud to put up on the record that there are no untrained teachers either in the Govt. sector or Private sector at the Primary Level. The backlog of untrained teachers in the District was cleared by organizing correspondence cum vocational TCH course.

29. Coefficient of Correlation between Number of Teachers and Literacy Rate in the District (Block wise)

Sl. No.	Blocks	No. of Teachers	Rate of Literacy %
1	Karwar	744	76
2	Ankola	614	67
3	Kumta	891	70
4	Honavar	932	67
5	Bhatkal	630	61
6	Sirsi	971	74
7	Siddapur	681	70
8	Yellapur	522	66
9	Mundgod	392	52
10	Haliyal	529	60
11	Joida	461	55

Rank difference correlation coefficient between number of Primary School Teachers in the District and Rate of Literacy in different blocks of the District is

Enrolment and Retention

During the last 16 years, the enrolment and retention capacity of the Primary Schools in the District increased at I std., at II std., at III std., and at IV std. As far as the hike in the enrolment and retention figures are concerned the trend is notable in the District.

RETENTION RATE :-

In order to achieve the goals of Universalisation of Elementary Education a number of innovative schemes like free text book , free uniform , supply of school bags to girls etc. have been implemented in our district. This has improved the retention rate and reduced the repeaters rate. The retention rate among boys is 78 % and among girls 77% and total 77.5 %. In order to achieve universal retention several interventions have been included in the DEEP perspective plan. The following is the standard wise repeaters rate in our district.

1. RETENTION RATE :-

BOYS	78%
GIRLS	77%
TOTAL	77.5%

2. REPEATER'S RATE :-

STD	BOYS	GIRLS	TOTAL
I	2%	3%	2.5%
II	3%	3.5%	3.25%
III	7%	8.5%	7.75%
IV	9%	10%	9.5%
V	12%	13.25%	12.6%
VI	11%	12.5%	11.75%
VII	16%	18%	17%

Gross Enrolment Ratio

30. Enrollment and G.E.R. From 1995-96 to 2001 - 02 based on Child Projection Total Enrollment I to V

Year	Male	Female	Total %
1996-97	150325	115215	76.64
1997-98	152730	115211	75.43
1998-99	155173	119271	76.86
1999-00	157656	131012	80.09
2000-01	160181	130996	81.77
2001-02	140743	128738	93.00

The Gross Enrolment Ratio in the District shows increasing trend. In respect of estimated child projection's 10.6 census figures, age wise between 6 to 10 has been as base. The 10.6 decadal growth rate of population has been used for calculating the projected child population for the year 1995

To 2000 for the year 2001-02 GER is calculated on actual figures.

During the Project period the non age specific children in each of the classes I-V, will come down significantly as a result of improved enrolments at the right age group in class I. The implication of this will be that the gap between GER and NER will progressively come down. In other words, through there will be a net increase in enrolment during the project period, the increase in GER will be slower than the increase in NER. Typically in a village situation the village school will be expected to enroll all the children at the right age, and thereafter more children in each age category, both in respect of boys and girls. The increase during the project period will enable the District to not only catch up with the more advanced districts in the state, but also progressively and rapidly move towards UEE. In this process, the GER has been shown to increase to boys and girls respectively. As the "grossness" will also decline appreciably the NER will also not be much lower than the GER at the end of the project period. Through enrollment will be or even more for girls in class 1 at the end of the Project period it will not yield GER of for girls in view of the lower enrollments in the higher classes.

31. Pre - Primary Education Institutions Teachers and Enrolment (31.07.2001)

Type	Area	No. of Institutions	No. of Teachers			No. of Students.		
			Male	Female	Total	Boys	Girls	Total
1. Balawadi and Anganwadi	Rural	1121	-	1121	1121			
	Urban	81	-	81	81			
	Total	1202	-	1202	1202			80844
2. Pre Primary Classes attached to a School	Rural	4	-	4	4	114	89	203
	Urban	18		18	18	650	423	
	Total	22		22	22	764	512	

The quality of primary Education depends upon the pre primary education facilities in the District. As per the statistics only Pre - Primary institutions are catering to the needs of nearby children.

From this year in order to bring the state educational pattern in par with national pattern and to facilitate the girls students in rural areas so as to continue their education and to minimise the dropout rates the State Government has restructured the lower primary school from 1 to 5th standard this year and higher primary from 6 to 8th standard from 2002 - 2003. Due this restructuring of upper primary school to 8th Standard each higher primary schools require additional inputs like trained graduate teachers, laboratory, library etc.

CHAPTER III

PROCESS OF PROJECT FORMULATION

The Commissioner of Public Instruction has organised three days workshop on Sharva Shiksha Abhiyana on 14th, 15, and 16th of December 2000 at Bangalore in which DDPI, Nodal Officer and DIET faculty were participated.

In our District Makkala Sameekshe has been conducted on 18,19,20th of January 2001. In this Sameekshe all children between the age group of 0-14 have been enumerated. School going children and out of school children in the age group 0-14 have been identified in the District. Disabled children in the age group 0-14 have also been identified. Habitations with and without schooling facilities have been identified and listed. These enumeration figures have been consolidated at the habitational level, village level, gram panchayat level, block level and state level.

Several workshops have been organised by the CPI's office in January 2001 in which training was given to prepare the pre-project plan under SSA. And the re-project plan has already been prepared on 16-5-2001 one workshop was conducted at Bangalore to prepare work plan for pre-project activities. To create awareness among people many programmes like workshop training programme and micro planning awareness programme etc., were organised throughout the district. People were enlightened about the importance of education and the detailed project report was prepared. Meetings of the elected representatives at village level, taluka level and district level have been held. All the teachers, anganawadi workers, SDMC members and NGO's were involved in collecting necessary information during Makkala Sameekshe.

Two days workshop was conducted at NIPCID Bangalore to prepare DEEP perspective plan on 29th and 30th of June 2001. All the BEO's and BRC co-ordinators were given training on 3-7-2001. All the Head Masters of LPS, HPS and Govt., High Schools were given two days training between 12-7-2001 and 20-7-2001 in all the blocks. Booklets were prepared regarding SSA and distributed to all the schools. One day workshop was conducted at the district level for all the ZP members on 23-7-2001. All the Educational Co-ordinators of the district were given training at DIET Kumta on 25-7-2001. All the BEO's and BRC co-ordinators were trained regarding preparation of DEEP. One district level planning committee was formed. The committee members worked continuously and prepared the plan. In "Samudayadatta Shale" programme in all the primary schools which is held on 8-8-2001 Grama Sabhas were held in which requirements of the schools

were identified and resolutions were made. On the basis of these resolutions habitational plans were prepared. These habitational plans were consolidated at village level, gram panchayat level and block level and district level involving community leaders. Entire information has been computerised. All the BEO's have identified the habitations without schooling facilities they also identified the LPS to be upgraded to 6th Standard and have also identified Cluster Resource Centres and BRC's etc. After this the draft plan was prepared. The Commissioner of Public Instruction convened to review the draft plan and suggestions were given to improve the plan. It was decided to open 75 LPS and upgrade 115 LPS to 6th standard in the district. It was also decided to establish 11 BRC's and 165 CRC's in the district.

Data Sources

Data collected during the Makkala Sameekshe was used as base to cross - check and validate the data gathered from other sources. The major sources of data for project formulation were collected from following.

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

EXISTING PROGRAMME OF THE STATE GOVERNMENT

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

Constructions of Classrooms

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

Recruitment of Primary School Teachers

The State Govt. has a programme to provide one teacher per class. As a part of this programme; U.K. district has completed the recruitment of teachers in the last four years as the current record of recruitment during all sanctioned vacant posts of teachers have been filled except the retirement vacancies. Which occurred recently.

Distribution of Free Uniform

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

Supply of Text Books

Like uniform, textbooks were initially given only to SC/ST children. In the scheme was extended to all children in class I to VII during 1996-97 free textbooks are distributed to all children studying in Classes I to VII. The beneficiaries are students.

Supply of School Bags

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

Midday Meals

The scheme for providing Midday Meals was first introduced in the State in 1963 with the assistance from CARE. In addition, the State had an energy food programme. CARE assistance was gradually Nutrition Support for Primary Education in 1995-96. Under this scheme children studying in Rural Govt schools and aided institutions whose attendance is not below 80% are covered. Each child gets 3 kgs of Rice if his attendance is 80% and above.

During 2001-02 all the beneficiaries of 2212 schools are covered in U. K. district under Punarroopita Akshaya Yojana children studying in I-V std.

32. Supply of Equipment to Schools

Under Central, State and District plans various equipments are provided to the primary schools in District. The details during 2000-01 are as follows.

	No. of HPS covered	Amount in lakhs
2000-01		
Central plan	-	-
State plan	52	5.20
District plan	100	5.00
2001-02		
Central		
State	52	5.20
District	100	5.00

. Under Centrally sponsored O.B.B. scheme, 756 HP schools were provided with books, science equipments, maps charts, sport materials to worth Rs. 40,000/- to each of them. Furniture worth Rs. 7,000/- to each of the schools was provided to 756 Higher Primary Schools Under state Scheme. 756 tape recorders 5 T.V's were supplied under State scheme.

Scholarships :

Metric and pre-metric scholarships are being given to students belong to SC / ST / OBC and minority studying in 1-7th standard through Social Well-fare and Backward class and Minority department. Attendance scholarships for girls in rural schools who attends 80 per cent are also being given. Hostel facilities are available to students belong to SC / ST / OBC studying in 5-7th standard. These hostels are being run by social welfare and Backward class and Minority department.

Samudayadatta shale:

In order to Ensure Free and Compulsory Primary Education for all children up to the age of 14 years and to bring the out of school children to the main stream the state Govt has launched samudaya datta shale program in all the schools from 2000-2001. In 2001-2002 five programs are fixed and this program is extended to Govt high schools also .In this programs SDMC parents meeting will be conducted to discuss the attainment of the children and to identify needs of the school , they also meet the out of school children and there parents and motivate them to send there children to the school.Each program will be attended by an observer.

School adoption scheme:

Govt of Karnataka has launched unique program call school adoption program from 2000-2001 for the alround development of the school under this program Govt of Karnataka invited corporate Hours /Trust /Non Govt organisation and individual donors who are interested to enter a partnership with the Govt for the cause of school to education of socially and economically disadvantaged children by adoption Govt primary and high schools under this program the donor can select a school of there choice and contribute to implement a plan for the alround development of the school or

Alternatively select specific areas of intervention in a gram panchayat or block or district aimed at proceeding Quality elementary education to all children. In uttar kannada district 91 schools have been adopted so far.

Chinnar Angala:

During the majkkal sameekshe in Jan2001 18330 out of school children in the age group 6-14 have been identified in order to bring these out of school children in to the main stream. State Govt has launched chinnar angala program under this program a target of 1833 was given to our district . 60 centers have been identified &60 days bridge course was given to these children and we have succeeded to bring 1738 out of school children to main stream. These children have been admitted in different schools &the teachers have adopted these children to watch there attendance & alround development.

DIET

The DIET has been established at Kumta U.K. in 1993. This was established by elevating the Government teachers training institute. The DIET continues to run Pre - service Teachers Course 2 years duration. It also conducts various In service Training Programme different duration.

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

Baseline Assessment Study is going on in the district, Four blocks have been identified and the school volunteers are being trained. The assessment of the students in class 2nd, 4th and 7th has been commenced. The details will be included in 2002 - 2003 work plan.

Zilla Panchayat

The functioning and supervision of the educational system looked after by Zilla Panchayats at the district level, Taluka Panchayat in the Block Level and Gram Panchayat at the village level. The DDPI of Uttar Kannada district reports to the Chief Executive Officers of the Zilla Panchayat. To matters relating to Education are considered by the standing committee of Education and Health, which comprises of selected members of Zilla Panchayat.

To support on academic issues and planning principal DIET, Kumta has been renamed as DDPI (Development) also.

CHAPTER- IV

ISSUES AND PROBLEMS IN PRIMARY EDUCATIONS

ACCESS - To achieve the goal of universalisation of elementary education, 1183 Lower Primary School and 1029 Higher Primary Schools have been opened on the district. Out of 2450 habitations in the district 2212 habitations have been served with school facilities. 34 habitations with more than 200 population have been identified to start New schools under SSA

In most of the habitations unserved with schools the population is scattered and hence the number of school going children are less. For the benefit of their children 92 habitations have been identified to start EGS centers under SSA.

In Uttara Kannada district only 25% of school have toilet, compound, electricity and drinking water facility. Hence the school without toilet, electricity, compound and drinking water facilities have been identified and they have been included in the DEEP on priority basis.

ENROLMENT

The state govt. has launched several schemes to bring down the drop out rates in schools during the Makkala Samiksha in January 2001. 18330 out of school children in the 6 – 14 age group have been identified. In order to bring these out of school children to the main scheme “Chinnera Angala” program has been launched under programme 1768 children have been given 60 days bridge course and these children have been admitted to school. The survey shows that large number of out of school children belong to Siddies, Goulis in Yellapur, Mundagod and Haliyal taluk, gonad in Bhatkal taluk and Halakki Vokkaligas in Kumta taluk. Hence in order to bring the children to main scheme three residential or evening schools have been proposed in Yellapu, Bhatka and Kumta under SSA.

COMMUNITY RELATED ISSUE :

To involve the community in the around development of the children and the school several schemes like Samudayadatta Shale, School adoption scheme etc. have been launched. SDMC members, Gram Panchayat members, Parents, community leaders need training . Hence several training programmes are designed under SSA.

TEACHERS RELATED ISSUES

In Uttara Kannada district there are excess teachers in several school and many other schools need teacher as the number of students are more. Hence development of teachers to needy schools are being done every year.

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CHAPTER V

GOALS AND OBJECTIVES

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

General Objectives

- All children in school, Education Guarantee Centre, Alternate School, 'Back to School' camp by 2003 ;
- All children complete five years of primary schooling by 2007 ;
- Focus on elementary education of satisfactory quality with emphasis on education for life ;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010 ;
- Universal retention by 2010.

Specific Goals

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

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

I.A Improve access by

- Ensuring enrollment of all children in the 5+ age group in class-I
- Ensuring availability of schooling (either through formal or non formal systems of education) to 100% of the children in the 6-10 age group
- Improving access to Primary Schooling for girls and SC/ST children.
- Opening new Schools in Schoolless villages/hamlets habitations
- Upgrading LPS upto Class-Vto ensure that all children get opportunity for education upto Class-V in accordance with the all India pattern.

B. Improve access to unreached

- Open ⁷⁵ new schools under DEEP.
- Starting Class-VI in ¹¹⁵ LPS in DEEP
- To initiate alternative system of schooling in primary Education in centers.
- To strengthen the existing anganwadi system by extending the working hours to coincide with primary School timings

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

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

III. To improve achievement levels of children .

- To improve the classroom environment
- To provide opportunity for regular training of teachers to improve teacher competencies by opening 154 CRCs and 11 BRCs.
- To provide good quality teaching learning materials and supplementary reading material. For classroom transaction.

The detailed costing is shown in Costing Table Annexure - I.

CHAPTER VI

PROGRAMME UNDERTAKINGS

Access

1. Opening of New Primary Schools

There are 1183 govt level primary schools and 950 H.P.S. in U.K. district. There is need for New school in unserved habitation, on the basis of the norm of one school for every population and above. However, due to limitations of ceiling on funding, the number of new schools proposed under DEEP is as shown in the table below.

34. No. of New Primary Schools proposed

Sl. No.	Block	No. of Habitations without School	New Schools under DEEP
1	Karwar	126	4
2	Ankola	87	4
3	Kumta	94	3
4	Honavar	490	2
5	Bhatkal	101	17
6	Sirsi	601	2
7	Siddapur	306	5
8	Yellapur	715	8
9	Mundgod	112	8
10	Haliyal	153	2
11	Joida	156	20
	Total	3238	75

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

The school will be provided with a package of building, Teacher, TLM & furniture etc..The design of new school will provide for learning corners for Maths,language and environment studies.There will be space along the lower position of the wall on all four sides for children to write and use as it black board.The new school also be provided with adequate teaching learning materials, furnitures, equipment and play materials. The furniture, equipment and teaching learning materials provided to the new schools will be in keeping with the principles of the new activity based pedagogy. In other words the new school will not be over- furnished/ with heavy furniture, such as dual desk, planks, benches. etc, which force children to sit in rigid immobile state. The materials/ equipment/furniture's purchased for the school will enable

children to move around freely, in tact with each other without feeling physically constarained . There will also be a library corner in every new school.

The new schools will be started in the second year of the project period.The works relaiting to construction of class rooms, appointment of teacher will also be started in the second year as per recruitment procedures of the Education department.

How ever budgeting for the teachers salaries has also been made in the second year 2002-2003.

The procurement processes for purchase, equipment's and teaching learning materials for the new schools will be initiated and completed in the second year 2002-2003 of the project . The unit cost for the furniture and TL Aids to new schools is given in annexure 'A'.

2. E.G.S Centers will run up to 2006-2007.Elegible E.G.S. will be converted in to new formal schools ie, L.P.S. from 2002-2003.The proposed infrastructure to these schools from 2002-2003.like appointment of teachers, construction of building , teacher grant , school grant , furniture , equipment , he shown in the below table.

36. Activity Schedule for providing teachers, equipment, TL Material and construction of new Schools

Sl. No.	Activity	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	Opening of new schools	-	75	-	-	-	-
	Conversion of E.G.S. in to new schools	-	25	25	25	25	23
	Opening of evening schools (L.P.S.)	-	6				
2	Appointment of new teachers, continuation of teachers, appointed to new school	-	150+50+12	50	50	50	46
3	construction of new school buildings with water facility, toilets and electrification	-	40+25+6	35+25	25	25	23
4	Provision of TL materials	-	75+25+6	25	25	25	23
5	Provision of furniture and equipment.	-	75+25+6	25	25	25	23

Establishment of Evening schools :- There are some tribal backward class population pockets , the major dropout contribution is identified from these population hamlets. These backward classes viz., Siddiis , Goulis, Kunabis , Halakki-Vakkaligas , have not been classified under S.C. or S.T. as such no special arrangement could be made under special components schemes. Some special arrangements have to be made for the children coming from these communities. Siddis and Goulis Communities are mostly settled in Haliyal , Yellapur and Mundgod taluk, Halakki-Vakkaligas in Kumta and Ankola. Kunabi community is seen him in Joida and Bhatkal taluk.

There is another community Gondas who have been classified under S.C. These community is mostly settled in Bhatkal taluk.

It is specially observed while under taking 'Chinnara Angala' Programme , parents refused to send their children to residential camps , for the reason children were to go for labour employment. In this context , to facilitate such children who are missing schooling opportunity evening schools have been proposed in Six blocks on an experimental basis. If proved successful, in coming years more such schools would be suggested. These schools will be made operative from 2002-2003. These Six schools one each at Haliyal ,Joida , Yellapur, Mundgod , Kumta and Bhatkal. The timings for these schools will be evening 4.30 to 9.30. Since all these schools are regular L.P.S. the infrastructure required is shown in the establishment of new schools.

E.G.S Centers :- Table no. indicates ----- habitations are below 200 population wherein around 10-15 children have been identified. To make an alternative arrangement 123 E.G.S. Centers have been proposed to be started during 2001-2002. Of these 123 Centers the following table shows conversion of these E.G.S.'s in to a formal schools year wise.

Year	2002-03	2003-04	2004-05	2005-06	2006-07
Conversion of E.G.S. centers in to new schools	25	25	25	25	23

Schedule for operationalising E.G.S. Centers.

Sl. No.	Activity	2001-02	2002-03	2003-04	2004-05	2005-06
1	Opening EGS centres	123		-	-	-
2	Continuing EGS Centres	-	98	63	38	23
3	Preparatory work of identifying agencies for EGS C/SDM for CRC			-	-	-
4	Obtaining approval from DIC, SPO and GOI	-	-	-	-	-
5	Monitoring and Supervision	-	-	-	-	-

The unit cost for materials to EGS centres is given in Annexure 'A'

Upgradation of lower primary schools to class VI

A lower primary school in Karnataka consists of classes I to V, as per the pattern followed in the rest of the country. A large number of children especially girls, discontinue their education at class IV. In security and reluctance to allow girls to travel to adjoining villages are often cited as the main reason for girls to discontinued their education after the lower primary stage.

40. Statement Showing the Dropout rates

Sl. No.	Base period	Drop out Rates I to IV			Drop out Rates IV to V			Drop out Rates I to V		
		Girls	Boys	Total	Girls	Boys	Total	Boys	Girls	Total
01	1992-93 1996-97	16	15	15.5	20	21	20.5	18	18	18
02	1993-94 1997-98	14	15	14.5	19	17	18	16.5	16	16.25
03	1994-95 1998-99	15	15	15	18	18	18	16.5	16.5	16.5
04	1995-96 1999-2000	14	12	13	19	18	18.5	16.5	15	15.7
05	1996-97 2000-2001	14	14	14	16	17	16.5	15	15.5	15.25

With a view to reducing dropout rate between classes V & VI especially among girls and SC/ST children, there is a need to upgrade Lower primary school to class VI. These schools have a strength of 15+ in class V. The block-wise number of primary schools need to be up graded to class VI is given in the table below.

41. Upgradation of LPS to Class VI

Sl. No.	Name of Blocks	No. of Schools to be upgraded under DEEP
1	Karwar	9
2	Ankola	7
3	Kumta	11
4	Honavar	18
5	Bhatkal	15
6	Sirsi	10
7	Siddapur	3
8	Yellapur	8
9	Mundgod	6
10	Haliyal	8
11	Joida	20
	Total	115

At present 115 LPS have been identified for up gradation. In some cases there are no H.P.S. within 2 kms and because of natural barriers like rivers , hilly regions and valleys some schools need to be upgraded. For these newly upgraded schools there is a need of one elementary teacher with T.C.H. qualification. In natural growth and as explained in restructuring upper primary schools two Trained Graduate teachers are required from 2004-05. In total one elementary teacher and two trained graduate teachers total three teachers for these 115 schools is estimated. As these schools are newly upgraded as per S.S.A. norms Rs. 50,000-00 per school up to 7th std. and Rs.40,000-00 for 8th std. for T.L.M. procurement and Rs. 10,000-00 for library books for 8th std. have been proposed. The below table shows infrastructure development activity.

Activity schedule for providing teachers , equipment , T.L.M., furniture etc. for upgradation of schools .

Sl. No.	Activity	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	No of schools to be upgraded	-	65	50	-	-	-
2	Appointment of teachers, a) Elementary teachers	-	65	50			
	b) Trained graduate teachers				130	100	
3	construction of additional rooms	-	65	50	130	100	
	Provision of TL materials up to 7 th	-	65	50			
	Provision of TL materials for 8 th				65	50	
5	Provision of furniture and equipment up to 7 th	-	65	50			
	Provision of furniture and equipment for 8 th				65	50	
6	Provision for library up to 8 th std.		65	50			

The detailed financial requirement is shown in the costing table Annexure-1.

Alternate Innovative Education Centers :- There are some hamlets which are not catered with news schools or E.G.S Centers. In such circumstances A.I.E. centers have been proposed. However in such hamlets volunteers are not easily available. The volunteers are to be procured from neighbouring habitations and they deserved to be paid an honourarium of Rs. 500-00 per month per volunteers. In A.I.E. volunteers will take up door to door coaching or else together at an convenient identified place. The timings will be fixed as per the local context. The following table indicates the requirement of A.I.E. centers in the district.

43.

Sl. No.	Name of the block	No. of A.I.E. centres proposed
1	Karwar	15
2	Ankola	15
3	Kumta	16
4	Honavar	16
5	Bhatkal	15
6	Sirsi	16
7	Siddapur	12
8	Yellapur	12
9	Mundgod	15
10	Haliyal	15
11	Joida	12
	Total	159

The detailed costing is included in Annexure-1. There is a parallel scheme going on under Zilla Saksharata Programme who have identified Education continuing centres in as many as 546 habitations. These A.I.E.'s have been identified in such hamlets where Education continuing centres have not been open.

Transportation arrangement for children :- The district's population habitation system consists of many hamlets. Some hamlets though beyond one k.m. cannot be provided with neither L.P.S. , E.G.S. nor A.I.E.. In such circumstances some conveyance arrangements by bullock-cart , hired taxi , tempo etc.. depending upon the availability of transportation road , distance etc. have been taken in to consideration. The average unit cost per child being worked out to be Rs. 20-00 per day for 220 days, the costing is included in Annexure-1. The estimated number of children who require transportation arrangement is shown in the table below.

44.

Sl no.	Name of the block	No. of hamlets	No. of children requiring transportation arrangement
1	Karwar	335	1500
2	Ankola	251	500
3	Kumta	315	1500
4	Honavar	783	1200
5	Bhatkal	272	2000
6	Sirsi	888	1600
7	Siddapur	1127	1600
8	Yellapur	902	1500
9	Mundgod	236	2000
10	Haliyal	17	2000
11	Joida	324	1600
	Total	5450	17000

Restructuring of Primary schools :- As per Dr. Raja Ramanna report on primary Education in Karnataka the restructuring process in primary schools is already started. In the first phase all L.P.S.'s in the district have been added with 5th std from the year 2001-02. All upper primary schools are restructured in order to have 8th std attached to them. Hence all upper primary schools need to trained Graduate teachers (one science and one arts). As a consequential effect infrastructure inputs for all 950 upper primary schools shown in the table below.

45.

Sl no.	Name of the Block	No.ofH.P.S.tobe restructured
1	Karwar	100
2	Ankola	72
3	Kumta	104
4	Honavar	142
5	Bhatkal	63
6	Sirsi	135
7	Siddapur	99
8	Yellapur	76
9	Mundgod	52
10	Haliyal	58
11	Joida	44
	Total	950

The unit cost for this restructuring process Rs. 40,000-00 for T.L.M. and Rs.10,000-00 for Library.

Activities showing infrastructure development :-

46.

Sl no.	Activity	2002-03
1	Appointment of Trained Graduate Teachers	1900
2	Provision for T.L.M.	950
3	Provision for Library	950

Enrolment :-

Enrolment drive :-

1. Environment building :- The following activities will be organised to develop and bring out a common consciousness regarding literacy requirement and education. Parents will be educated and enlightened to the educational requirements of the children. Door to door canvassing , group discussion , film shows , street dramas etc , altogether will develop a homogeneous atmosphere to get the children to schools. Rs.1000-00 per school is shown in the costing table.

2. **Involvement of women** : - The Indian family structure has its own implications. Mothers are more interested in child care specially in early child-hood. Naturally children more depend on mother's opinion. In a way women involvement will give definite results in getting children enrolled. Mahila-Mandals, Yuvati-Mandals and other social groups will be enlightened with special programmes like – 1) Seminars 2) Discussion groups 3) Enlightening women through folk-songs 4) Organising Maa-Beti Melas 5) Inviting mothers to schools , etc. Rs . 1000-00 per village is shown in the costing table.
3. **Early child-hood care centres** :- It is proposed wherever there are no anganavadis for children 3+ Early child-hood care centres will be opened in the year 2001-02.No. of early child-hood care centres to be opened block wise are shown in the below table.

47

Sl No.	Name of the Block	No. of Centres to be opened.
1	Karwar	45
2	Ankola	45
3	Kumta	50
4	Honavar	45
5	Bhatkal	45
6	Sirsi	45
7	Siddapur	45
8	Yellapur	45
9	Mundgod	45
10	Haliyal	45
11	Joida	45
	Total	500

Each centre will have one volunteer. An honourarium of Rs. 500-00 will be paid to each volunteers. Provision of Rs. 5000-00 is made for play materials. Provision of Rs. 300-00 per day per Centre is also made for food arrangement. The Financial requirement is shown in the costing table Annexure-1. The early child-hood care centres will help parent and children in the following way. –

- 1) Acquaint children for schooling activity.
- 2) Basic psychomotor skills will be developed.
- 3) Creates enthusiasm among parents.
- 4) Early child-hood progress creates a joy-full atmosphere in the family.

4. Updation of Village-records : -

Updation of village records involves enrolment of children, dropout children out of school children and repeater children. This also suggests their family background , socio-economic status so also their individual time table of

problem children. These updation of village records is being done during Sumudayadatta –Shale programme. The unit cost for each Samudayadatta-Shale programme is Rs.500-00 per school per programme and such 5 programmes per year. Of the 5 programmes to have already been covered during current year. Costing for balance 3 programmes is included in the costing table. From the year 2002-03 all 5 programmes have been included in the costing table.

BRIDGE COURSE :-

Door to door survey of 0-14 age group children conducted during January 2001 , reflects 18330 children are out of school. In the current year during April and May a bridge course called “Chinnara-Angala” was organised as a result 1768 out of school children were brought to main stream. There is an urgent need to arrange bridge course for the balance children. It is proposed to arrange bridge course covering 850 centres during 2002-03. The unit cost Rs. 10000-00 per centre is shown in the costing table. The following table shows the number of bridge course centres to be opened in each block.

48.

Sl No.	Name of the Block	No. of bridge course centres
1	Karwar	75
2	Ankola	25
3	Kumta	75
4	Honavar	60
5	Bhatkal	100
6	Sirsi	80
7	Siddapur	80
8	Yellapur	75
9	Mundgod	100
10	Haliyal	100
11	Joida	80
	Total	850

Retention. :-

Additional inputs to existing primary schools:- Table number 19 shows position of class rooms in the district. The principle adopted in identifying required rooms is that – Each teacher one room and one additional room for Head master in H.P.S.. As per sanctioned post each school wise requirement has been worked out. As a result 656 additional class rooms with a unit cost of Rs. 1.5 Lakhs per room is required. The year of implementation is shown in the below table.

49.

Sl No.	Name of the Block	Year of construction			
		2002-03	2003-04	2004-05	2005-06
1	Karwar	15	15	20	10
2	Ankola	15	15	12	-
3	Kumta	15	15	20	13
4	Honavar	15	15	20	14
5	Bhatkal	15	15	20	18
6	Sirsi	15	15	20	8
7	Siddapur	15	15	20	10
8	Yellapur	15	15	20	6
9	Mundgod	15	15	20	2
10	Haliyal	15	15	20	19
11	Joida	15	15	20	14
	Total	165	165	212	114

AMENITIES :-

Table No. 18 shows the percentage of schools having facilities viz., compound, drinking water, toilet facility, electricity facility. 1566 schools do not have compound 1488 do not have drinking water facility 1806 schools do not have toilet facility for girls and so also 1547 school do not have electricity facility. To increase and maintain retention rate it is very essential to provide these basic amenities to schools. The following table indicate the number of schools and year of implementation.

50.

Sl no.	Name of the Block	Year of implementation				
		2002-03	2003-04	2004-05	2005-06	2006-07
1	Karwar	30	30	30	30	11
2	Ankola	30	30	30	30	12
3	Kumta	30	30	50	50	20
4	Honavar	45	45	45	45	29
5	Bhatkal	30	30	30	30	30
6	Sirsi	50	50	50	50	47
7	Siddapur	50	50	50	50	13
8	Yellapur	30	40	40	30	17
9	Mundgod	30	30	30	26	--
10	Haliyal	30	30	30	25	--
11	Joida	30	40	40	30	16
	Total	385	405	425	396	195

The financial requirement is shown in the costing table Annexure-1.

SCHOOL BUILDING REPAIRS : - Uttara-Kannada District is immediate accessible for natural calamities like cyclone effect , heavy rain showers , stormy winds etc since it is on the Arabian coastal belt. The district has 10,000 sq k.m. thick forest belt with some of the blocks having thickest forestry in Karnataka it self viz., Joida , Haliyal , Yellapur , Siddapur and Honnavar.

Because of humidity and dampness and cool atmosphere especially in upper ghat part , white ants fast grow and the wooden part of the building is easily accessible which makes the building often repairable.

During rainy season trees , adjacent to school building , often collapse as a result buildings need major and urgent repairs. Animals like monkeys , also create a big heavoc , as a result tiled roof buildings are forced for rainy leakages. Because of these during heavy showers classes will be let-off all these factors are identified as cognigent reasons for increasing drop out and reduction in retention rate. Nearly 50 percente of schools are often liable for major repairs with an average cost of Rs. 50,000-00. The following table shows the No. of schools which require annual repairs , major repairs.

S No.	Namr of the block	No.of schools require annual repairs			No.of schools require major repairs		
		L.P.S.	H.P.S.	Total	L.P.S.	H.P.S.	Total
1	Karwar	96	100	196	10	18	28
2	Ankola	88	72	160	8	12	20
3	Kumta	114	104	218	12	28	40
4	Honavar	133	142	275	12	31 26	43 38
5	Bhatkal	101	63	164	8	14	22
6	Sirsi	144	135	279	5	14	19
7	Siddapur	122	99	221	10	14 19	24 29
8	Yellapur	108	76	184	5	16	21
9	Mundgod	69	52	121	7	12	19
10	Haliyal	92	58	150	15	16	31
11	Joida	122	44	166	7	7	14
	Total	1183	950	2133	99	182	281

52. The year of implementation for major repairs is shown in the below table.

Sl no.	Name of the Block	2002-03	2003-04	2004-05
		1	Karwar	10
2	Ankola	10	10	-
3	Kumta	10	20	10
4	Honavar	10	20	13
5	Bhatkal	10	10	2
6	Sirsi	10	9	-
7	Siddapur	10	10	4
8	Yellapur	10	11	-
9	Mundgod	10	9	-
10	Haliyal	10	10	11
11	Joida	10	4	-
	Total	110	123	48

The financial requirement is shown in the costing table Annexure-1.

SCHOOL GRANT :-

There has been a long standing demand for provision of a school improvement fund. This fund will be placed at the disposal of the SDMC for undertaking such activities as may be essential for the school. This may include minor repairs to the school, such as replacement of window shutters or whitewashing etc. It may also include purchase of material of use such as Jamkhanas (durries) for the children. The fund could also be utilized for purchasing a water drum where no drinking water facility exists, or for conducting a school mela with children and parents etc. The fund will be placed in the Joint Account of the SDMC, and the Headmaster. It shall be used only as per the resolution of the SDMC. SDMC formation has been initiated and the work is under fast progress. Rs 2000-00 is claimed for L.P.S and Rs 2000-00 for L.P.S part of H.P.S. and Rs. 2000-00 for H.P.S. part in total Rs. 4000-00 for H.P.S. The following table shows the number of schools which require school grant.

53

Sl no.	Name of the Block	No. of schools which require school grant		
		L.P.S.	H.P.S.	Total
1	Karwar	96	100	196
2	Ankola	88	72	160
3	Kumta	114	104	218
4	Honavar	133	142	275
5	Bhatkal	101	63	164
6	Sirsi	144	135	279
7	Siddapur	122	99	221
8	Yellapur	108	76	184
9	Mundgod	69	52	121
10	Haliyal	92	58	150
11	Joida	122	44	166
	Total	1183	950	2133

TEACHERS GRANT :-

There has been a long standing complaint that teacher's do not have funds for purchase of essential classroom teaching learning aids, coloured chalks, crayons, sketch-pens, charts, papers etc. These materials are required in adequate quantities if child- centered, activities based teaching is to be introduced in schools. For example, the teaching of language would be immensely facilitated through the use of flash cards or letter cards arranged in a matrix for the children to create as many words as possible out of the letter cards put to together. Similarly, the teaching of Maths through games may require number operations to be written on chart paper, etc. Such materials are also required for encouraging creativity in children through art and craft. Therefore, it is proposed to give each primary school teacher a grant of Rs. 500/- per annum for purchase of materials to develop teaching – learning aids. This will be a recurring expenditure.

The following table shows the no. of teachers requiring grant.

54

Sl no.	Name of the Block	No. of teachers requiring grant.
1	Karwar	740
2	Ankola	599
3	Kumta	891
4	Honavar	932
5	Bhatkal	630
6	Sirsi	971
7	Siddapur	602
8	Yellapur	522
9	Mundgod	429
10	Haliyal	529
11	Joida	461
	Total	7306

ADDITIONAL TEACHERS :-

The requirement of additional teachers has been worked out as per the following principle –

- 1) Minimum two teachers for L.P.S.
- 2) Minimum four teachers with one additional Head master post for H.P.S.
- 3) For every 30 students one additional teacher for L.P.S. having more than 60 students and H.P.S. having more than 120 students.
- 4) During restructuring the primary school education upper primary schools are going to be attached with 8th std from the year 2002-03. For this , additional two trained graduate teacher post (one science and one arts) are required. This restructuring is effected to cover 6-14 age group children under Universalisation of primary education. The following table shows the no. of additional teacher post required.

Sl no.	Name of the Block	No. of teachers post required			Total	
		L.P.S.	H.P.S.		E.L.E.	T.G.T.
		E.L.E.	E.L.E.	T.G.T.		
1	Karwar	22	30	200	52	200
2	Ankola	18	13	144	31	144
3	Kumta	18	68	208	86	208
4	Honavar	81	17	284	98	284
5	Bhatkal	36	48	126	84	126
6	Sirsi	36	63	270	99	270
7	Siddapur	39	11	198	50	198
8	Yellapur	23	11	152	34	152
9	Mundgod	20	34	104	54	104
10	Haliyal	28	36	116	64	116
11	Joida	66	24	88	90	88
	Total	387	355	1900	742	1900

The teachers appointment will be effected during the year 2002-03. The financial requirement is shown in the costing table Annexure-1.

For physical education purpose the state norm indicates that where there are classes up to 7th and seven teachers, the seventh teacher will be physical education teacher.

FURNITURES : - Very meagre amount of Rs. 5 lakhs is annually released which is insufficient to cater the needs and demands of schools. Majority of schools still do not have a safe almerah to maintain school records and storage of science equipments and library books. The following table shows the no. of schools which require furnitures.

56.

Sl no.	Name of the Block	No. of schools which require furnitures		
		L.P.S.	H.P.S.	Total
1	Karwar	70	87	157
2	Ankola	87	72	159
3	Kumta	59	50	109
4	Honavar	140	135	275
5	Bhatkal	89	66	155
6	Sirsi	105	10	115
7	Siddapur	58	60	118
8	Yellapur	52	48	100
9	Mundgod	69	52	121
10	Haliyal	52	38	90
11	Joida	100	39	139
	Total	881	657	1538

The unit cost of furniture is Rs. 10,000-00 for L.P.S and Rs 20,000-00 for H.P.S since 8th class has been added to H.P.S. The financial requirement is shown in the costing table Annexure-1.

T.L.M. AND SPORTS MATERIAL : - A very small amount of Rs. 5 lakhs every year being released to cater the needs of all the primary schools. However under O.B.B. scheme schools were supplied with T.L.M. with science kits. But for the reason that text books provided education for life , the equipment already supplied with are out-dated. Hence all the equipments are to be freshly supplied. Some of the musical instruments like bandset etc. there is an urgent need for replacement. T.L.M.'s with a unit cost of Rs 10,000-00 for L.P.S and Rs 50,000-00 for H.P.S. since 8th class will be added to H.P.S. will be provided. Some of the schools were supplied with sports materials but needs replacement because of regular utilisation. The following table shows the no. of schools which require T.L.M. and sports material.

Sl no.	Name of the Block	No. of school which require					
		T.L.M.			Sports material		
		L.P.S	H.P.S.	Total	L.P.S	H.P.S.	Total
1	Karwar	70	87	157	70	87	157
2	Ankola	87	72	159	87	72	159
3	Kumta	59	50	109	59	50	109
4	Honavar	140	135	275	140	135	275
5	Bhatkal	89	66	155	89	66	155
6	Sirsi	105	10	115	105	10	115
7	Siddapur	58	60	118	58	60	118
8	Yellapur	52	48	100	52	48	100
9	Mundgod	69	52	121	69	52	121
10	Haliyal	52	38	90	52	38	90
11	Joida	100	39	139	100	39	139
	Total	881	657	1538	881	657	1538

The financial requirement is shown in the costing table Annexure-1.

CAPACITY BUILDING : - For effective management involvement of community ,elected representatives , parent , S.D.M.C. members is very much essential for reasons mentioned below. The community leader need orientation to understand their duties and responsibilities.-

- 1) To make them aware the learning achievement of their children.
- 2) To identify the out of school children.
- 3) The problem of repeater children
- 4) The importance of girl education.
- 5) The importance of education to disabled children.
- 6) The importance of education to S.C./S.T/ O.B.C. children.
- 7) To know the various incentive programmes.
- 8) To know the educational needs of their habitation.
- 9) Procurement of needs of schools either through govt. agency or through community participation.

To enlighten S.D.M.C. members , Gram Panchayat , T.P. ,Z.P. members it is suggested to arrange orientation training programmes at cluster , taluka and district level respectively.

It is also proposed to develop training literature and training of resource persons. It is proposed to orient 19908 S.D.M.C. members , 1000 community leaders ,1500 G.P. and T.P. members, 35 Z.P. members. The training programme will be for two days. The services of DIET faculties will be made us of in preparing training literature and training for R.P. 's. The following is the programme cost -

- 1) Preparation of eight modules – Rs 100 per module, total Rs. 800-00 only.
- 2) Printing of modules Rs 30 per copy to 25,000 copies.
- 3) Training of R.P. 's with unit cost Rs.100 per day for two days Training for 23,000 members Rs. 30 per day for two days to S.D.M.C. members. Gram Panchayat and Taluka Panchayat members, and for Z.P. members Rs. 100 per day for two days

The financial requirement is shown in the costing table Annexure-1.

TRAINING FOR B.R.C. , C.R.C. H.M.;S ,BLOCK LEVEL OFFICER AND DIET FACULTY :- It is necessary to orient all field level staffs so that goals and objectives of S.S.A. are achieved in the prescribed time frame. Services of DIET faculty will be made use of . The details No. of personal to be oriented and financial requirement and year of implementation are shown in costing table Annexure-1.

TRAINING OF TEACHERS : - Orientation and refresher courses for teachers is under taken by DIET. Every year DIET covers only 5 to 6 hundred teachers which do not cater the needs of teachers in large scale. Hence it is proposed training programme for 20 days in a phased manner to all teachers. A teacher assessment test. Test will be conducted to all teachers covering 1 to 8th std. syllabus. The analysis will indicate the actual academic needs and academic gaps. All the training programmes will be designed accordingly. It is identified that there are in total 428 low profile teachers who need special guidance and extra studies. This also includes N.T.C. trained pre-primary school teacher who are to be absorbed in main stream , they also need regourous training programme. For all these teachers it is proposed 60 days training programme which is almost equivalent to T.C.H. A special training package will be designed. Preparation of training modules , training of R.P. 's and detail training and year of implementation with costing is shown in costing table Annexure-1.

Since last three years there is regular recruitment of primary school teachers, they are in need of both administrative as well as academic orientation. For such 637 newly recruited teachers , a 30 days training package is designed. Preparation of training modules , training of R.P. 's and year of implementation is shown in costing table Annexure-1.

ESTABLISHMENT OF B.R.C. :

BRCs are proposed to be set up in 11 blocks of U.K. district in order to provide inservice teacher's training on an ongoing and regular basis. The city and rural blocks will have one common BRC and in rest of the blocks. The BRCs which will be setup with one co-ordinator and 5 faculty members will be a mix of persons with primary and High School teaching experience. The BRC staff will be oriented to work as a 'team' with a comprehensive approach to the whole training moving away from the conventional approach of individuals conducting single, compartmentalized sessions during the training.

BRCs will provide a 'home' for the teachers training. DEEP will, therefore, can takeup construction of BRCs. The BRCs will be fully equipped for residential training with provisions for training aids, equipment, media materials, etc. The facilities available in existing Gurubhavanas (6) will be utilized for the programmes. The unit cost for furniture and equipment for BRCs is given in Annexure "A".

For maintainance of B.R.C. Rs.10,000.00 per B.R.C. is claimed every year.

ESTABLISHMENT OF C.R.C. :-

. CRCs will be setup for a group of 10-15 schools covering 40-70 teachers in each cluster. In U.K. District 165 CRCs will be setup. The blockwise breakup of the CRCs proposed to be opened is given in the table given below. Constructions is proposed for 165 CRCs the remaining will be housed in existing HPS. A detailed list indicating the schools attached to each CRC is shown in Annexure III. For maintainance of C.R.C. Rs.2,000.00 per C.R.C. is claimed every year.

58. DISTRIBUTION OF C.R.C. CENTRES :

SL.NO.	Name of the Block	No. of Cluster Centres
1.	Karwar	16
2.	Ankola	17
3.	Kumta	20
4.	Honavar	21
5.	Bhatkal	13
6.	Sirsi	20
7.	Siddapur	14
8.	Yellapur	12
9.	Mundgod	12
10.	Haliyal	11
11.	Joida	09
	TOTAL	165

The unit cost of furniture and equipment to CRCs is given in Annexure "A".

CRCs are envisaged in order to provide technical resource support to teachers on a day to day basis. This is based on past experience which reveals that for successful reform in the teacher education system, it is essential that there should be regular and systematic follow up and interaction with teachers in schools. The CRCs, therefore will be an institutional mechanism for reinforcing inservice training at the block level largely through peer group interaction.

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

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

In addition to the monthly interactive sessions with teachers, the CRCs Sanyojaka will also address the following:

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

- Organise training of SDMC members in the cluster.
- Under take periodic visits to the schools for pedagogic guidance teachers and oversee the functioning of the school with reference enrolment attendace and achievement.
- Collect, maintain and disseminate Educational data for the cluster use the data collected to facilitate reflection and analysis among teachers and SDMC members on the State of primary education in that area with a view to universalizing primary education in the area.

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

59. Schedule of training at different levels

Category	Numbers	Training agency	1st year	2nd year	3rd year	4 th Year	5th year	6th year	7th year	8 th year
Teachers (10 days)	4408	BRC	-	50x11x8	-	-	-	-	-	-
Head Masters (5 days)	2212	DIET/ BRC	-	50x11x4	-	-	-	-	-	-
Educational administrators (4 days)	73	DIET	-	2 Batch	-	-	-	-	-	-
CRC Coordinators	165	DIET	-	4	-	-	-	-	-	-
SDMC members (4 days)	19908	BRC	-	5	5	5	5	5	5	5
Anganwadi workers/ PPC	1202	BRC CRC	-	50x11x1	50x11x1	-	-	-	-	-
EGS instructor	92 123	DIET	-	50X2	-	-	-	-	-	-
RP for Micro planning	130	DIET	40X3	-	-	-	-	-	-	-

60. Operationalising support system for training

Sl. No.	Activity	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year	7 th Year	8 th Year
1	Introduction Training for DIET faculty by DSERT								
2	Strengthening DIET:Purchase of essential equipment								
3	Conducting Action Research								
4	Identification of BRC faculty and issuing placement order	66							
5	Identification of CRC faculty and issuing placement order	165							
6	Orientation of BRC and CRC faculty to training								
7	Identification of sites for construction of BRCs & CRCs		176						
8	Preparation of type designs, estimates and other preparatory work for construction of BRC and CRC								
9	Construction/renovation of BRCs		5	6					
10	Construction of CRCs		50	50	65				
11	Initiation of procurement work for BRCs and CRCs								
12	Completion of Procurement work for BRCs and CRCs								
13	Making ad-hoc arrangement for conduct of residential training programmes at BRC								
14	Initiating Interactive sessions for teachers at CRCs		12 per CRC						
15	Establishing Interactive sessions for teachers as a system in CRCs and fully operationalising CRCs	12 PROG/RC	12 PROG/CRC	12 PROG/CRC	12 PROG/CRC	12 PROG/CRC	12 PROG/CRC	12 PROG/CRC	12 PROG/CRC
16	Establishing a system of experience sharing . BRCs .CRCs			4 2	4 2	4 2	4 2	4 2	4 2

HIRING OF VEHICLES : - A vehicles is very essential to supervise , monitor and implementing various programmes at DIET , B.R.C. , C.R.C. and school level. It is proposed to procure a vehicle (4 wheeler) on hire basis. The unit cost being Rs. 1000-00 per day which include daily hire charges , fuel charges and minor repairs. The financial requirement is shown in the costing table Annexure-1.

SCHOOL COMPLEX PROGRAMMES : - In order to organise various academic programmes like debate competition , elocution competition preparation of T.L.M. , science , art , maths exhibition , seminar , study group discussion , subject group discussion etc., which will create an innovative atmosphere within that cluster groups for upper primary stage. In this case all high schools will be involved with. The unit cost for each school complex is Rs. 5000-00 per year.

a) Chinnara/Shikshakara melas

It is proposed to organize Chinnara Shikshakara meals in a phased manner at the block and cluster level. The chinnar mela will provided opportunity to children from within the cluster to attend a day mela at the cluster. Where they will be proposed to a variety of activities, for example, the language corner (stories, songs,poems),the science corner (visit to a post office or local dairy or public health unit), the maths corner (maths games, including Kera-dada for multiples or magic stones for various number operations),the arts and crafts corner for origami hand puppets, the song and dance corner, etc. The Chinnara mela will attempt to create an ambiance for primary education. It will also involve the SDMC and community members and teacher of the host cluster as well as selected SDMC members and teacher from the visiting school/village and provide them opportunity for interacting with each other. The Chinara Melas will be organized cluster-wise as follows.

Year	I	II	III	IV	V	VI	Total
Cluster	-	18	30	45	45	27	165

The unit cost for Chinnara / Shikshakara melas is Rs. 5000-00

(b) Leave reserve Teachers:- Many teachers often go on long leave. In such cases classes will be let off which result in icreasing dropout rate and reduction in retention rate. In order to avoid this it is proposed to get the services of retired teachers. An honourarium of Rs. 100-00 per day will be paid. At the rate of 2 % of total sanctioned posts , provision is made for 145 leave reserve teachers. The financial requirement is shown in the costing table Annexure-1.

III Quality Improvement

b) Introduction of good quality teaching –learning materials for classroom transaction

The key to universalisation of primary education and improvement in quality of education lies in making learning by children and facilities of learning by teachers spontaneous, joyful and exciting venture. The process of curriculum transaction aimed at rote learning of facts and memorization of

information, and characterized by monotony, drabness and authoritarianism need to be transformed into and interactive, participatory interesting and enjoyable process. Materials created constitute an important component of this process.

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

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

c) Teachers guides

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

d) Supplementary reading materials

In addition to providing equipment and play materials it is proposed to provide supplementary materials to all Govt. Schools at the rate of Rs. 200/- per school. This will be supplied in the second year of the project.

e) Establishing mathematics centers

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

awarding of marks result in defedence among children about their ability to handle mathematics.

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

61. Establishing Maths Centres

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

The unit cost of Rs. 1000-00 per year per centre for 154 centres will be provided.

f) Science Centres

Science centers will also be setup at the BRCs and the CRCs to promote science learning. This will be done with help of the Karnataka State Council of Science and Technology and KRVP. The unit cost of Rs. 3000-00 per year per centre for 154 centres will be provided.

DIET

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

In addition to teacher training, DIET, Kumta took the responsibility of training U.K. Gram Panchayat elected lady members.

The DIET, Kumta. has prepared audio cassettes on gender sensitization for DSERT, Bangalore. It has developed batteries of tests for first and second std based on MLL competencies. The project was funded by DEEP State project directorate. Some Staff members have completed action research projects programmes and brought out some sanctioned posts against which Lecturers are working

Micro Planning

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

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

per the training module developed by the State office. An area intensive approach will be followed so that microplanning efforts are concentrated in 2-3 blocks of the state for greater visibility, rather than being thinly spread across all blocks of the district. The number of villages proposed to cover by microplanning will be as follows :

Year	I	II	III	IV	V	Total
Villages	18	36	54	54	54	216

The unit cost for conducting Micro Planning and training of resource persons for microplanning is given in annexure 'A'.

Training of Educational Administrators

Uttar Kannada has a modest size of educational administrators in keeping with the size of educational administrators in keeping with the District. This includes 11BEOs 54 Educational Co-ordinators, 5 Subject Inspectors, 2 Educational Officers, 1 District Superintendent of physical Education and 1 Asst. Statistical Officers. These are the key persons in the day to day functioning of the education department. Practically all educational administrators are graduates, through many may not have had exposure to the new developments in the field of education administration or to the new thinking on child centered, activity based pedagogy. Most educational administrators approach the primary school teacher and the child with an 'inspectorial' attitude. Their visits to schools generally consist of attendance registers, stock books, cash books, or at best of the class-wise time-table prepared by the teacher. Their interaction with children consists of randomly picking on a child to recite 'something' which a child may have learnt so far (or may have failed to learn) by rote from text book. Such inspections, tend to have both teacher and children nervous and tense.

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

The unit cost for Training for Educational Administrators is given in annexure 'A'.

Management structure

District Implementation committee

At the district level there will be a District Implementation committee (DIC) headed by the Chief Executive Officer (CEO) of the Zilla Panchyat. The DDPI will be the member secretary. The DIC will also have the following members:

- Chairperson of Education standing Committee Zilla Panchayat,
- President of the teachers association,
- Principal, DIET.
- Two representatives of voluntary organization from the district,
- Two women working in the area of primary education or literacy or community development or health or women's development.
- Officials from the following Departments:

1. Women and child Development
2. Social Welfare,
3. Health and family welfare.

The DIC will meet at least once a month to review and take stock of the programme with reference to the annual work plan and budget of the DEEP. It will review the pace and progress of civil works procurement items for schools, CRCs, BRCs, DIETs and DPO. It will also provide academic and technical resource support to programmes such as microplanning, VEC mobilization, NFE functioning. It will also look into the pace and equality of training programmes for all categories of persons to be trained under the projects. All proposals involving an expenditure of more than Rs. 1,00,000 & upto 10,00,000 will be processed by the DEEP district office and placed before the DIC for approval. The DIC may invite any other educationist/activist / official as special invitee to its meeting.

DISABLED CHILDREN :-

Enrolment of all children in the age group 6-14 by 2003 is one of the goals of Universalisation of primary education. In order to achieve these goal it is very essential to give more attention towards the education of disabled children. Door to door survey as already been conducted in January 2001 to identified the disabled children in the age group 0-14. The following table shows the block wise no. of disabled children studying in 1st to 7th std.

Sl. No.	Name of the Block	No. of Students
1	ANKOLA	42
2	KARWAR	16
3	KUMTA	62
4	HONNAVARA	262
5	BHATKAL	39
6	SIRSI	24
7	SIDDAPUR	41
8	YELLAPUR	39
9	HALIYAL	160
10	MUNDAGOD	34
11	JOIDA	6
	TOTAL	725

District Project Office

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

62. Staffing for District Project Office

Sl. No.	Category	Cadre		No of Posts
1	Deputy Project Coordinator	Group A	Deputation	1
2	Finance and Account Officer	Group B	-do-	1
3	MIS Incharge	Group B	-do-	1
4	Research Assistant	Group B	-do-	1
5	Data Entry Operators		Contract	1
6	Civil Works Incharge	Group C	Deputation	1
7	Junior Engineers	Group C	-do-	1
8	Woman Development Incharge	Group B	-do-	1
9	Training Incharge	Group B	-do-	1
10	Media & Documentation Incharge	Group C	Contract	1
11	Group C	Group C	Deputation	2
12	Steno		Contract	1
13	Peon	Group D	Deputation	1
15	Consultants		Contract	2

Block Implimentation Committee

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

1. Chair person of the Education Standing Committee of the Block Panchayat
2. Chairperson of the Teachers Association at the block level
3. BRC coordinator

4. Two sahayoginis representing Mahila Samakhya
5. Two women working in the area of the primary education or literacy or community development or health and family welfare.
6. Two representative of voluntary agencies working in the area Officers representing the following Departments
7. Women and Child Development (CDP)
8. Social Welfare (SW Inspector)
9. Health and Family Welfare

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

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

MANAGEMENT INFORMATION SYSTEMS (MIS)

A sound MIS at district level is extremely important to plan and implement and monitor the implementation of various programmes components the desired results of the project. Information of various types related to the programmes, personnel, finance, time scheduling and implementation of different programme components, continuous evaluation of progress of implementation, mid-course correct undertaken action research studies undertaken, etc, which flows to from state level to grass root level has to be stored, monitored, retrieved and utilized as and when required. For establishing such a management system at the district level, additional infrastructural facilities includes personnel are required. Proposal for personnel like MIS in-charge research assistants, data entry operators, peons are already shown up 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 possessed a computer(Pentium), computer room with air conditioner.

It is necessary to computerize 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 developed 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 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.
- The unit cost for Computer Hardware / Software & furniture is given in annexure 'A'.

CHAPTER - VII

RESEARCH PROGRAMMES AND INNOVATIVE PRACTICES

There are as many as 22 volunteers organisation working on various schemes like rural sanitation, health and education specially working dropouts etc.

They have come forward to take up detailed research survey indicating causes, evaluation and possible remedies so that school out of children in various population pockets which are tribal in nature viz., KUNABIS in Joida Taluk, SIDDIS in Yellapur, Haliyal, HALAKKI VOKKALIGAS in Ankola, Kumta Taluka, and GOULIS Community at Mundgod etc.

Such population pockets are scattered hamlets with population ranging from 50 - 150, numbering around 8000. They exist in remote forest area in-accessible by road or any conveyance.

Ten schemes will be worked out at the cost of Rs.5 lakhs each. The results of these schemes will be included in work plan 2003-04. The suggested schemes are as follows :

1. Survey of tribal backward class people
2. Study of tribal people - their life style.
3. The study of dropouts and survey of out of school children.
4. Occupational effect on education of tribal children.
5. Micro Planning of backward hamlets.
6. Various causes and their remedies specially with reference to educational backwardness.
7. Occupational effects on girl education.
8. Role of literacy among parents affecting child education.
9. In-sufficient worldly exposure affecting life style and education.
10. Role of social convictions and superstition affecting child education.

These schemes will be implemented through volunteers organisations that are working in Uttara-Kannada District. During the year 2002-03. The costing is shown in costing table Annexure - I.

ACTION RESEARCH PROGRAMMES :

Small Action Research Programmes will be taken up at B.R.C., C.R.C. level, and also at school level. The likely problem areas covered are shown below:

1. Problem children - Psychological Perspectives
2. Irregular children - Causes and Remedies
3. Problem Teachers - Irregularity, dearth of knowledge etc.
4. School Management Issues -
5. Issues group dynamics and team work in H.P.S.
6. Analysis of achievements of children in different subjects.
7. Effect of organising study groups on aptitude of teaching.

- 8) Effectiveness of training programmes resulting in learning out comes among children.
- 9) Survey and identification of gaps and short fall in each individual teacher with special reference to competencies
- 10) Study of academic support required from parents and S.D.M.C..

Such studies will be taken up during the year 2002-03, at least one each at B.R.C. level , One at each C.R.C. level and one school in each C.R.C. cluster at the cost of Rs. 1500-00 each. The following table will give the details. –

ACTION RESEARCH PROGRAMMES : -

Sl no.	Levels	No. of action research
1	At B.R,C, level	11
2	At C.R.C. level	154
3	At school level	154
	Total	319

The detailed costing is shown in costing table Annexure-1.

ANNEXURE

District : UTTARA KANNADA.

List of habitations where new schools are proposed.

Sl No.	Name of the Block	Name of the habitation where new L.P.S. is Proposed.
1	ANKOLA	1. Kedagi 2. Kharviwada 3. Chimole 4. Gudinevalse
2	KARWAR	1. Konanmakki 2. Alaviwada 3. Ramnagar 4.Kache
3	KUMTA	1. Bastikeri 2. Chimmoli 3. Halkar
4	HONNAVAR	1. Ramnagar 2. maplihittala
5	BHATKAL	1.Mulemane 2. Hirehittal 3. Gudihital 4.Melin sherugar keru 5. Hirekeri 6. Kobati 7. Hinducoloni 8. Devinagar 9. Heggalu 10.Patelarmane 11.Kake 12.Midlu 13.Harikantrakeri 14.Koragar keru 15.Keshumurti 16.Koilhitalu 17.Kargadde
6	SIRSI	1. Honnundugudde 2. Husri
7	SIDDAPUR	1. Hallibai

		<ul style="list-style-type: none"> 2. Hirase 3. Mutmardu 4. Gudekeri 5. Teglu
8	MUNDGOD	<ul style="list-style-type: none"> 1. Upaskeri 2. Koppagitgodi 3. urdu kandalgeri 4. Hulihonda
9	HALIYAL	<ul style="list-style-type: none"> 1. Dondaknal 2. Kancalapur
10	YELLAPUR	<ul style="list-style-type: none"> 1. Maralli 2. Sistumudi 3. Belageri 4. Totarkalalli 5. Arlwada 6. Harigadde 7. Yelavalli 8. Dandeliwada
11	JOIDA	<ul style="list-style-type: none"> 1. Amgaon 2. Goliwada 3. kongade 4. Boslewada 5. Kekorda 6. Kasabe 7. Pttegali 8. Kumbeli 9. Avedapopalavadi 10. Gansula 11. purandi 12. Hebalkundri 13. Neturgi 14. Sakalmantgaon 15. Vailmangaon 16. Durgatti 17. Bore 18. Pirigali 19. Katalegali 20. Tamaagi

ANNEXURE – IV

LIST OF LPS PROPOSED FOR UPGRADING TO VI Std.

Sl. No.	Name of the Blocks	Name of the School
1	ANKOLA	1. Honnekeri 2. Agercolony 3. Halavalli 4. Ramanaguli
2	SIDDAPUR	1. Kannalli 2. Kalyanpura 3. Heggodmane 4. Balekoppa
3	YELLAPUR	1. Yalavalli 2. Tottilagundi 3. Hosalli 4. Madevakoppa 5. Kalasur 6. Ganapati Galli 7. Uchageri 8. RavindraNagara
4	SIRSI	1. Kasturba nagar 2. Kelagin keri 3. Revankatta (u) 4. Hebbatti 5. Andagi(Urdu) 6. Mogalli 7. Shrinagar sirsi 8. Bachagao 9. Yekumbi 10.Salkani
5	HONNAVAR	1. Mathadakeri 2. Malbarkeri 3. Kesarkodi 4. Padukoli 5. Jaddi 6. Saraswatkeri 7. Salikeri 8. Bagrani 9. Karabail

10	JOUDA	<ol style="list-style-type: none">1. Amthes2. Panjeli3. Ptholli4. Mainol5. Kirvati6. Ambali7. Kanerline8. Hanuman line9. Hudsa10. Gattikonanga11. Aveda12. Bidoli13. Patne14. Ulavi (u)15. Dudgali17. Chandewad18. Sindolli19. Virlwada20. Jalaktti21. Chavurle22. Janata colini.
11	KUMTA	

		8. Chikkankod 9. Kharva 10. Jalavalli 11. Herengadi 12. Upponi 13. Nagarabastikeri 14. Kodani 15. Balkur 16. Idagunji 17. Manky 18. Banasale 19. Gunavante 20. Kasarkod 21. Dodgunda
7	SIRSI	1. Shashakara Shale No. 2 2. Bundal 3. Dasanakoppa 4. Kuligar 5. Banavasi 6. Bislakoppa 7. Vagalli 8. Neggu 9. Bankanala 10. Sampakhanda 11. Damanabail 12. Kangod 13. Yadalli 14. AzadNagar 15. Nehru Nagar 16. Manguli 17. Hullekal 18. Huvin Janmane 19. Hegadekatta 20. Bhairumbe
8	BHATKAL	1. Bailur 2. Muddeuru 3. Ternamakki 4. Mavinkurve 5. Shirali 6. Tengingundi 7. Bhatkal Bandar 8. Sonarkeri

		<ul style="list-style-type: none"> 9. Belke 10.Haduvalli 11.Kodar 12.Mundalli No. 1 13.Navayat Colony (Urdu)
9	KARWAR	<ul style="list-style-type: none"> 1. Amdalli 2. Binaga 3. Kadawada 4. Siddar 5. Kerwadi 6. Balni 7. Asnoti 8. Majali 9. Sadashivgad 10.Baad 11.Karwar 12.Halga 13.Mudgeri 14.Idur 15.Atre 16.Kadra
10	KUMTA	<ul style="list-style-type: none"> 1. Gokarna 2. Nadumaskeri 3. Torke 4. Bankikodla 5. Hiregutti 6. Bargi 7. Mirjan 8. Katgal 9. Kumta 10.Nellikeri 11.Devigiri 12.Kujalli 13.Baad 14.Kagal 15.Holanagadde 16.Mururu 17.Santeguli 18.Kalbagh 19.Chitrangi 20.Tadadi
11	JOIDA	<ul style="list-style-type: none"> 1. Patoli 2. Mainhola

		<ol style="list-style-type: none">3. Ulvi4. Vaini5. Kesalrok6. Sitawada7. Nuji8. Gunda9. Ramnagara
--	--	--

ANNEXURE – V

LIST OF FURNITURE TO SCHOOL

1. Bench
2. Carpet
3. Table
4. Chair
5. Almera
6. Black Board

LIST OF FURNITURE TO BRC

1. Table and Chair
2. Almera
3. Carpet
4. Xerox Machiene
5. Computer
6. Duplicating Machiene
7. Rack
8. Stool
9. Telephone

LIST OF FURNITURE TO CRC

1. Table and Chair
2. Almera
3. Carpet
4. Stool
5. Racks

LIST OF FURNITURE TO DIET

1. Fax Machine
2. Internet Connection
3. Duplicating Machine
4. Almeria
5. Carpet

LIST OF FURNITURE TO DPO

1. Computer with Inkjet Printer, UPS.
2. Scanner
3. Xerox Machine
4. Table & Chair
5. Table & Chair (Computer)
6. Duplicating Machine
7. Almeria
8. Carpet
9. Telephone
10. Internet connection
11. Stool
12. Racks
13. Standing Fan
14. A.C.
15. Mat

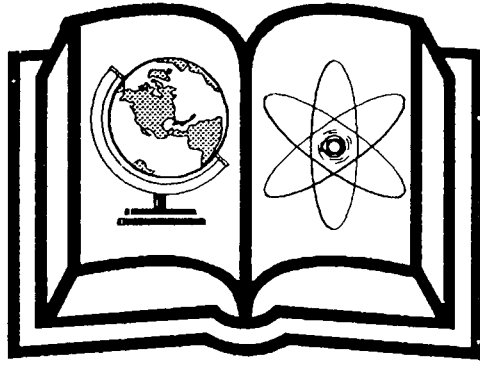
LIST OF SPORTS MATERIALS TO SCHOOL

1. Band set.
2. Dumbbells.
3. Lagim
4. Volley ball and net posts
5. Through ball net and posts
6. Cricket Set
7. CoCo- posts
8. Cebamboard set.
9. Chess set
10. Teanny quite with net posts
11. Short put
12. Disc

LIST OF T.L.M. TO SCHOOLS

1. Mathametics Kits
2. Maps
3. Chart
4. Models
5. Etc.

DEEP
WORK PLAN FOR THE
YEAR 2001-2002



2001-2002

UTTARA KANNADA SARVA SHIKSHA ABHIYANA - SAMITHI
UTTARA KANNADA

**INTERVENTION AND BUDGET ESTIMATION OF UTTARA-KANNADA DISTRICT
WORK PLAN FOR THE YEAR 2001-2002.**

SIN o	Chapters and Interventions	Unit Cost	2001-02	
			Phy	Fin
I	ACCESS			
1	Establishment of New School in Schoolless Habitations			
2	Conversion of EGS in to new schools			
3	Opening of evening schools (L.P.S.)			
a	Building with Compound. Drinking water, toilet and Electric city facilities.	3.6-		
b	Appointment of Teachers	2-		
c	Furniture	0.1-		
d	Teaching learning materials	0.1-		
e	School Grant	0.02-		
f	Salary	0.823		
g	Teachers Grant	0.005		
H	Opning of A.I.E. centres	0.005		
2	Additional inputs for existing Primary Schools			
A	Building with Compound, Drinking water, toilet and Electric city facilities.			
b	Additional Room	1.5-		
c	Compound	0.5-		
d	Drinking water	0.25-		
e	Toilet facility	.25-		
f	Electric city facilities.	0.1-		
g	Repairs	0.05	1183	59.15
h	Major repairs	0.50	30	15.00
i	Furniture	0.1	300	30.00
J	School Grant	0.02	1183	23.66
K	Teacher Grant	0.005	2266	11.83
L	Teaching Learning Materials	0.1		
M	Additional Teachers	0.823		
N	Grant for Additional Teachers	0.005		
O	Library	0.025		
P	Sports Materials	0.025		
3	EGS Centers in Scholl less habitation			
A	Education Volunteers	0.12	123	14.78
B	Teaching learning Materials	0.025	123	3.07
C	Contingency	0.02	123	2.46
D	Training for Volunteers	0.012	123	1.47
4	Up gradation of existing Pry. School			
A	Additional Rooms	1.5-		
B	Furniture up to 7 th std.	0.1-		
c	Furniture for 8 th std.	0.1		
C	Teaching Learning materials up to 7 th	0.5		
D	T.L.M. for 8 th std.	0.4		
e	Library up to 8 th	0.05		

F	Additional Teachers (elementary)	0.823		
g	Additional Teacher (T.G.T)	0.823		
H	Grant for Additional Teachers	0.005		
	5 Additional Inputs for Existing upper primary schools			
A	Additional Rooms	1.5	-	
B	Compound	0.5	-	
C	School Grant	0.04	950	38
D	Teachers Grant	0.005	5040	25.2
E	Drinking water toilet facility	0.5	-	
F	Electricity	0.1	-	
G	Repairs	0.05	950	47.5
H	Major Repairs	0.50	50	25.00
I	Furniture	0.2	-	
J	Teaching learning materials	0.5	-	
K	Additional Teachers (TGT)	0.826		
L	Additional Teachers (ELE)	0.823		
M	Provision for T.L.M.(5 th std)	0.40		
N	Provision for Library (8 th std)	0.1		
N	Grant for Additional Trs	0.005		
N	Additional Rooms for additional teachers	1.5		
O	Sports Materials	0.1		
P	Appointment of P.E. trs.	0.823		
II	Enrollment			
A	Up-gradation of viliage education records (Samuday dalla Shale programme)5/yr.	0.002	2133	12.78
B	Special Enrollment Drives	0.01		
C	Bridge course for mail streaming out of school children	0.1		
D	Awareness campaigns & community mobilization programmes	0.01	-	
E	Early child wood care centers		500	
F	Honourarium to volunteers	0.005	500	2.5
G	Play Materials	0.05	500	25.00
H	Food Arrangement	0.003	500	330.0
I	Chinnara Mela	0.05		
III	Retention			
	1 Incentives			
A	Free text books			
B	Free informs			
C	Mid day meals (cooked food)			
D	Free school bags (for SC/ST girls)			
E	Free reimbursement for girls			
	2 Teacher Training			
A	20 days in service training for all teachers	0.014		
1	Preparation of Modules	0.001	20	0.02
2	Printing of modules	0.0003	30000	9.00
3	Training of R.P.'s (two days)	0.001	66	0.132
4	Contingency	0.00025	3000	15.00
B	60 days refreshers course for untrained teachers	0.0007	200	8.4
1	Preparation of modules	0.001		
2	Printing of modules	0.0003		
3	Countingency	0.00025		

C	30 days training freshly recruited teachers	0.021		
1	Preparation of modules	0.001		
2	Printing of modules	0.003		
3	Contingency	0.00025		
IV	Capacity building			
1	Training			
A	For community leaders(2 days)	0.0003	1000	0.6
B	For SDMC members (2 days)	0.0003	4000	2.4
C	For Gramapanchyat Members	0.0003		
D	Zilla Panchyat / Taluk Panchyat members	0.001	35	0.035
E	Preparation of modules	0.001		
F	Printing of modules	0.0003		
G	Training of R.P.'s (two days)	0.001		
H	Block level officers and BRC's(2 days)	0.002	77	0.154
I	CRC's (2 days)	0.001		
J	School HM's (2 days)	0.0007		
K	DIET Faculty	0.001		
L	School complex programme	0.05		
M	Establishment of Maths Centres	0.01		
N	Establishment of Science Centres	0.03		
2	Establishment of BRC's			
A	Building	6	11	66
B	Furniture	0.5	11	5.5
C	Equipment	0.25	11	2.75
D	Library	0.25	11	2.75
E	Appointment of staff (1BRC + 5 BRP's)11 B.R.C's		66	
F	Salary for BRC Staff	0.823	66	2.682
G	BRC Maint.	0.1		
3	Establishment of CRC's	2	50	100
A	Furniture to C.R.C.	0.1	165	16.5
B	Salary for CRC & maintenance	0.823	165	28.74
C	CRC equipment	0.1	165	16.5
D	CRC library	0.1	165	16.5
F	CRC maintenance	0.02		
4	Researches programmes and innovative practices	5.0		
5	Education for Disabled children	0.012	725	8.7
6	Leave Reserve Teachers (2%) (Rs 100 per day for 220 days)	0.22	145	15.95
7	School Appraisal	0.002	2212	3.318
8	Management Cost Establishment of D.P.O. Staff			
A	Salary to D.P.O.Staff (17)	1.47		
B	Furniture,Equipment & Maint.	18		
C	Hiring of vehicle	0.01		
9	Transportation of Children (Rs.20 per day for 220 days)	0.0002		
10	Stenthening of DIET	6.00		
	Total			956.469

	recruited teachers														
IV	Capacity building														
1	Training														
A	For community leaders(2 days)	0.0003			250	0.15	250	0.15	250	0.15	250	0.15			
B	For SDMC members (2 days)	0.0003			4977	2.9862	4977	2.9862	4977	2.9862	4977	2.9862			
C	For Gramapanchyat Members	0.0003													
D	Zilla Panchyat / Taluk Panchyat members	0.001					35	0.035							
E	Block level officers and BRC's(2 days)	0.002					77	0.154							
F	CRC's (2 days)	0.001													
G	School HM's (2 days)	0.0006													
H	DIET Faculty	0.001													
2	Establishment of BRC's														
A	Building	6			11	66									
B	Furniture	0.5			11	5.5									
C	Equipment	0.25			11	2.75									
D	Library	0.25			11	2.75									
E	Appointment of staff (1BRC + 5 BRP's)11 B.R.C's	66													
F	Salary for BRC Staff	0.823	66	0.447	66	0.447	66	0.447	66	0.447	66	0.447	66	0.447	66
G	BRC Maint.	0.1													
3	Establishment of CRC's	2			50	100									
A	Furniture to C.R.C.	0.1			165	16.5									
B	Salary for CRC & maintenance	0.823	165	4.79	165	4.79	165	4.79	165	4.79	165	4.79	165	4.79	165
C	CRC equipment	0.1			165	16.5									
D	CRC Library	0.1			165	16.5									
E	Cluster Meeting (Tea & Conti.) 10 Meetings/Yr	0.05													
F	CRC maintenance	0.02													
4	Establishment of Evening School / Residential School (Innovative activity)	15													
5	Education for Disabled children	0.012													
					725	8.7									
6	Leave Reserve Teachers (2%) (Rs 100 per day for 220 days)	0.22	145	2.658	145	2.658	145	2.658	145	2.658	145	2.658	145	2.658	145
7	School Appraisal	0.002					2212	3.318							
8	Management Cost Establishment of D.P.O. Staff														
A	Salary to D.P.O.Staff (17)	1.47													
B	Furniture,Equipment & Maint.	18													
9	Transportation of Children (Rs.20 per day for 220 days)	0.0002													
	Total				7.895		813.6212		14.5382		11.0312		11.0312		7.895

**WORK-PLAN FOR THE YEAR 2001-2002.(FOR THE PERIOD FROM
2001 OCTOBER TO MARCH 2002)**

This work plan for the year 2001-2002 is submitted for necessary release of funds for the year 2001-02 i.e. for six months from October 2001 to March 2002. This work-plan has been prepared on the basis of DEEP perspective plan 2001-2010.

The DEEP perspective plan envisages to cover Universalisation of Elementary Education. The general objective being enrolling all eligible children by 2003 in schools or EGS, Alternate school, Back to school camp.

Among the specific goals as indicated in the perspective plan is to build local level capacity to manage primary education at the district, block and village level and so also to improve the quality of schooling facilities offered in respect of infrastructure.

To achieve these specific goals this year for six months following programmes have been worked out and the estimated expenditure in terms of interventions suggested in the perspective plan are as follows:

1. To improve access:

- a) To attract children schools need to be decorated and also repaired. Hence 2212 schools will be repaired. Rs. 5000-00 per schools as per norms of SSA requires to be released. These repairs will be taken up from November to March. The month wise details have been shown in Annexure-II.
- b) To improve school infrastructure school grant for 2212 schools at the rate of Rs 2000-00 to lower primary schools and Rs 4000-00 for upper primary schools is required to be released. This grant will be released to SDMC in the month of November 2001.
- c) 38 schools have been proposed for up-gradation, they need to be repaired so that by June 2002 upgraded classes could be commenced. The repairs will be taken up from November to March as indicated in Annexure-II

II. To improve overall enrolment and retention the following programmes have been proposed : -

- a) **Samudayadatta Shale programme:-** 3 Programmes have been proposed to be conducted in the month of November ,January and February. During these programmes SDMC/Parents/Elected Members/Social leaders/ NGO's meet will be organised to assess quality stage among children, the expected learning out comes and other aspect of the school and teachers in terms of either equipment, building ,sanitary etc. The out of school children issue will also be discussed and door to door visits will be organised. To conduct these programmes Rs .200-00 per programme per school is required to be released for the miscellaneous expenditure.
- b) For effective teaching children need to be involved in activities .To encourage activities based learning experiences teacher needs to be provided with grant. So that they will prepare teaching learning materials of their own choice and imagination. It also help teachers to make innovative efforts as per their class room requirement. Rs. 500-00 per teacher for 1195 LPS teachers and 5192 upper primary school teachers is required to be released. The amount will be credited to the respective salary account of teacher in the month of November 2001.
- c) The required furnitures to lower primary schools need to be supplied with in order to maintain retention of the children. 300 schools will be supplied with furnitures like cup-boards, tables , chairs ,carpets etc. Rs 10,000-00 per school is required to be released. All the purchases will be completed by February. Purchase rules will be followed.
- d) In order to cater the special needs of disabled children and to help them to procure spectacles, hearing aids , wheel chair etc. Rs 1200-00 as per SSA norms for 725 children need to be released. The amount will be released through SDMC in the month of December 2001.

- e) Teachers often proceed on leave and as a matter of fact classes will be either let out or combined which results in low level learning or may encourage absentism. So in order to avoid this 2% leave reserve teachers will be identified from retired teachers pool. And their services will be utilised and an honourarium of Rs 100-00 per day will be paid to them. It is estimated to identify 145 such leave reserve teachers for 110 days. The required estimated amount of Rs.15.95 requires to be released. The month wise break is shown in Annexure-II
- f) To build local level education management :-
- 1) To help enrol all children
 - 2) To reduce drop-out rates
 - 3) To help quality improvement
 - 4) To improve retention of children

Community leaders , SDMC Members , Elected Members, Social leaders , NGO's need some guidance to know and understand their roles responsibilities and duties, so that universal enrolment and universal retention will be achieved as per the targets indicated in perspective plan. The required costing and numbers to be covered are shown in Annexure-II

III, To achieve universal attainment the following capacity development programmes have been identified and estimated :-

- a) Establishment of BRC's and appointment of 5 BRP's (2 High school and 3 Primary school teachers) with one Co-ordinator to each BRC with buildings , furniture, equipment and Library. It is proposed to conduct training programmes ,discussion meets, Study group meetings. Seminars etc. to make teachers enlightened with latest methodologies preparations TLM, sharing experiences with other teachers etc.
- b) Establishment of CRC's :- 165 CRC's will be established with one Co-ordinator (from Primary School Teachers Pool) buildings ,equipment , furniture and Library. The Costing statement and month wise work monitoring is indicated in Annexure-II. The required funds may please be released.

No. of existing primary schools to be repaired.

Sl. No.	NAME OF THE BLOCK	NO. OF SCHOOLS TO BE REPAIRED		MAJOR REPAIRS
		L.P.S.	H.P.S.	
1	KARWAR	95	96	08
2	ANKOLA	88	72	08
3	KUMTA	108	109	11
4	HONNAVAR	132	135	11
5	BATKAL	99	63	11
6	SIRSI	144	130	10
7	SIDDAPUR	122	95	10
8	MUNDGOD	69	52	10
9	YELLAPUR	102	80	11
10	HALIYAL	81	69	10
11	JOIDA	115	49	10
TOTAL		1185	950	110

TABLE SHOWING NO. OF SCHOOLS AND TEACHERS TO PROVIDE SCHOOL GRANT AND TEACHER GRANT.

Sl. No.	NAME OF THE BLOCK	NO. OF SCHOOLS		NO. OF TEACHERS	
		L.P.S.	H.P.S.	L.P.S	H.P.S
1	KARWAR	95	96	104	503
2	ANKOLA	88	72	95	426
3	KUMTA	108	109	115	676
4	HONNAVAR	132	135	125	740
5	BATKAL	99	63	103	406
6	SIRSI	144	130	136	738
7	SIDDAPUR	122	95	125	431
8	MUNDGOD	69	52	83	280
9	YELLAPUR	102	80	92	334
10	HALIYAL	81	69	109	460
11	JOIDA	115	49	108	198
TOTAL		1185	950	1195	5192

NO. OF L.P.S. TO PROVIDE FURNITURES.

Sl. No.	NAME OF THE BLOCK	NO. OF L.P.S.
1	KARWAR	30
2	ANKOLA	25
3	KUMTA	30
4	HIONNAVAR	30
5	BATKAL	25
6	SIRSI	30
7	SIDDAPUR	30
8	MUNDGOD	25
9	YELLAPUR	25
10	HALIYAL	30
11	JOIDA	25
TOTAL		300

ESTABLISHMENT OF BRC'S AND CRC'S.

Sl. No.	NAME OF THE BLOCK	NO. OF BRC	NO. OF CRC
1	KARWAR	1	16
2	ANKOLA	1	17
3	KUMTA	1	20
4	HONNAVAR	1	21
5	BATKAL	1	13
6	SIRSI	1	20
7	SIDDAPUR	1	14
8	MUNDGOD	1	12
9	YELLAPUR	1	12
10	HALIYAL	1	11
11	JOIDA	1	09
TOTAL		11	165

NIEPA

SARVA SHIKSHA ABHIYAN APPRAISAL MISSION, KARNATAKA (Bangalore, 26th - 29th September, 2001)

A. BASIC DATA AND INFORMATION

Name of the District	Area (in Sq. Km)	No of Revenue / Educational Blocks	No of Gram Panchayats	No of Inhabited Revenue Villages / Habitations	Population, 2001			Percentage to 1991 Total Population		Average Annual Growth Rate of Population 1991-01		
					Males	Females	Persons	SC	ST	Males	Females	Persons
Uttar Kannada	10221	11/11	209	1269/ 5450	687026	666273	1353290	7.9	4.7	-	-	1.006%

Note : * The Percentage share of ST population has marginally gone up to 12.89 in 2001

B. CHILD POPULATION IN THE AGE GROUP OF 6 - 11 AND 11 - 14

Name of the Districts	Child Population in 6 - 11 Age Group						Child Population in 11 - 14 Age Group					
	1991			2001			1991			2001		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Uttar Kannada	69518	58350	127868	140743	128738	269481	766247	74622	151569	-	-	-

C. EDUCATIONAL PROFILE WITH FOCUS ON THE EXISTING SCHOOLING PROVISIONS, 2001

Name of the District	Literacy Rates 2001			No of Primary Schools			No of Uppter Pry. Schools			Alternative Schooling Facilities		
	Males	Females	Total	Govt.	Pvt. Aided	Pvt. Unaided	Govt	Pvt. Aided	Pvt. Unaided	AIE	EGS	Early Childhood centre
Uttar Kannada	76.00	57.00	67.00	2133	26	53	950	17	40	500	123	500

D. TEACHERS AT ELEMENTARY LEVEL OF EDUCATION

Name of the District	No of Teachers at Primary Level			No of Teachers at Upper Pry Level			Teacher - Pupil Ratio		Percentage of Female Teachers		Percentage of Trained Teachers	
	Male	Female	Total	Male	Female	Total	Grades I - V	Grades VI - VIII	Grades I - V	Grades VI-VIII	Grades I - V	Grades Vi - VIII
Uttara Kannada	2914	4203	7117	1959	3233	5192	-	1329	59.05	62.26	100	100

E. ENROLMENT AT ELEMENTARY LEVEL, 2000 - 01

Name of the Districts	Enrolment in Grades I - V			Enrolment in Grades VI - VII			GER Grades I - V			GER Grades VI - VII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Uttar Kannada	83325	77091	160466	26001	23855	49856	-	-	93.00	-	-	-

F. SOME IMPORTANT INDICATORS OF EFFICIENCY

Name of the District	Dropout Rates Grade I - V			Dropout Rates Grades VI - VIII			Transition Rates from Pry. to Upper Pry.	NER Grades I - V		NER Grades I - V		No of Single Teacher Pry/UP Schools
	Boys	Girls	Total	Boys	Girls	Total		Girls	Total	Girls	Total	
Uttar Kannada	-	-	15.25	-	-	51%	-	-	-	-	-	12