KITTUR RANI CHENNAMMA
DISTRICT PRIMARY EDUCATION PROJECT

BELGAUM DISTRICT

MARCH 1994

CONTENT

INTRODUCTION

Belgaum District primary Education project was initiated in the month of May 1993 under the Government of India's policy of social safety net. Initially, the planning activities lacked sufficient depth. This was due partially to the shortage of time to assimilate the guidelines for planning at the district level and also due to the very innovativeness of decentralized planing at the district level itself. Historically, the planning at the district level was confined to the provision of statistical information to the state capital and receive the formulated plan for implementation. This was the first time in the history that the District Administration was asked to formulate their own plan for primary education. However, it can be stated that the district expertise grew within a short span of time. Subsequent to the initial draft of the project which was discussed and reviewed by the World Bank team, the District core team was reconstructed to include more representation from the Block level education personnel, peoples' representatives like MLAs and MLCs, Zilla Samiti personnel, representatives of other departments dealing with educational development of weaker sections like Backward classes, Scheduled castes and tribes, women etc.(please see Annex I). Separate consultative meeting were held to redefine and restructure the first draft.(see annex II for brief description of the outcomes of all such meetings).

The focus of these meetings was to address the specific educational needs of the District. These inputs were used to strengthen the plan in the light of the observations of the National Core Team as well as the World Bank Team which visited the State to review the plan process. In addition to the consultative meetings of the official and non official representatives, meetings were held with village communities where majority of the population belonged to weaker sections. One village in Belgaum and one in Savadatti Taluk were visited and the issues related with the primary education of children in the socio-economic context of those village communities were discussed. Two more rural communities were visited and discussions were held with the students of night school run by an NGO. The age range of the students was between 9 years to 18 years. There were significant number of female learners in those groups. These consultations with the village community revealed special issues like :-

a) Migration of families an a large scale from many villages to places in other parts of Belgaum during dry months i.e. November to April to work in construction industry.

b) Child labour during November to January in cotton growing areas.

c) Female children prevented in attending to school because of the need for their services at home for looking after young and very old members of their families etc.

d) Inability of families, who are interested in continuing the education of their daughters beyond Fourth standard, to do so because of the location the higher primary school in a different community and the distance in some cases due to the co-educational context of higher primary school.

These observations led to the commissioning of quick qualitative studies to obtain the depth such problems. These studies were carried out in a systematic manner with more representation of communities and families in rural areas. Five such quick studies were commissioned to be undertaken under the supervision of a faculty of the Sociology Department, P.G center of Karnatak University located in Belgaum. They addressed the following issues:

- Survey of child labour of the migrant families in Brick industries of Khanapur taluk.

- Survey of child labour in cotton fields of Soundatti and Ramdurg taluks.

- Examine the demand for primary schools in habitations not having their own school at present.

- Study of school library with reference to the suitability of books for children's' reading and the utilization of the libraries.

- Difficulties and obstacles in educating the daughters faced by families in Athani, Soundatti and Ramdurg Taluks (taluks showing rural female literacy rate of 18 to 20 percent)

The outcomes of the above studies were used in revising the District Plan.

Apart from the consultations within the District, the District core team members interacted with the State core team. One expert member of the State core team

worked as District advisor and guided the consultations revising the DPEP proposal.

The outcome of the planning process resulted in initiating the development of awareness and involvement in decentralized planning. A nucleus of local experts has been formed. These human resources can be developed further through training and exposure to the processes of democratic decision making in future.

In the following Chapter, an attempt is made to provide the socio-economic and demographic settings of Belgaum District. This will be followed by an analysis of the educational scenario in terms of its growth during post-independence period and its present status. The focus of the analysis would be to diagnose the strengths weaknesses of the Formal education system in universalizing primary education. Based on such an analysis the approaches and strategies for planned intervention for ensuring education equivalent of Four years of schooling for all children by the turn of the present Century. The remaining part of the document addresses the details of programmes emerging out of the the planning exercise.

THE DISTRICT BACKGROUND

Belgaum is located in the north-western corner of the state. It is a frontier district which shares its borders with the Goa State on the one hand, and the Maharastra state on the other. It is close to the Arabian sea and its western fringe touches the western ghats.

The district is of an irregular shape and measures about 160 KMs from north to south and 130 KMs east to west. The district spans over a total geographical area of 13,379 Sq. KMs. which is 6.99 per cent of the total geographical area of the State and ranks fifth in area among the 19 districts of the State. It is between 450 to 900 meters above MSL.

The ancient name of Belgaum is Velugrama or Venugrama - Venu stands for bamboo which is found in abundance in this area. The district forms part of Belgaum division which is one of the four administrative divisions into which the State is organised. The headquarters of this division are located in Belgaum City. The district is divided into ten taluks which are grouped into three revenue sub-divisions with the headquarters at Belgaum, Chikodi and Bailhongal. Belgaum sub-division includes Belgaum, Khanapur and Hukeri taluks, the Chikodi sub-division has its jurisdiction over Chikodi, Athani and Raybag Taluks, and the Bailhongal sub-division covers Bailhongal, Gokak, Soundatti and Ramdurg Taluks. The district has 1178 villages (of which 1142 are inhabited) and 20 towns. As provided in the Karnataka Zilla Parishad, Taluk Panchayat Samithis, Mandal Panchayats and Nyaya Panchayats Act 1983, the district is divided into 202 Mandal Panchayats and 73 Zilla Parishad constituencies.

1.1 POPULATION

Belgaum District continues to be the most populous district of the State. The total population of the District according to 1981 census was 29,880,440 comprising 15,23,311 males and 14,57,129 females. According to 1991 census provisional figures, the total population of the District is 35,21,409 consisting 17,97,241 males and 17,24,168 females. During the decade of 1971-81, 5,57,098 people and during 1981-91 another 5,40,969 people have been added to the total population constituting a decadal variation of 22.99 per cent during 1971-81 and 18.15

per cent during 1981-91. Over a period of 90 years (from 1901 to 1991) the population of the District registered an over all increase of 23,89,991 and the percentage being 211.24. The percentage growth rate of population of the District is less when compared to that of the State.

As per 1991 census the rural population of the district is 26,80,606 (76.12 percent) and urban population is 8,40,803 (23.88 percent). Thus Belgaum is one of the less urbanized districts in the State.

Belgaum is relatively more densely populated because the overall density of population in the District is 262 per sq.kms. as compared to the state average of 234 per sq. kms. as per 1991 census. For every 1000 males there are on an average 959 females in Belgaum district as compared to the State average of 960 as per 1991 census.

1.2 AGRO CLIMATIC CONDITIONS

According to the agro-climatic conditions, the District can be classified into three regions namely, North Dry Zone, Northern Transitional Zone and Hilly Zone.

North Dry Zone : It consists of five taluks viz., Athani, Raybag, Ramdurg,Gokak and Soundatti which occupies above 54.25 percent of the total area of the District. The rainfall is most variable at Athani and least variable at Soundatti. Athani has moderate or severe droughts with annual rainfall deficiency exceeding 25 percent to 20 percent of the year, Raybag and Ramdurg is 15 percent of the years and Soundatti is 12 percent of the years. The lowest rainfall recorded in the area was 198 mm. at Raybag in 1965. The annual average rainfall of the region is 500 to 620 mm. Nearly 80 percent of the rainfall occurs from June to October.

Northern Transitional Zone: It consists of four taluks namely Chikodi, Hukeri, Bailhongal and Belgaum taluks forming 32.88 percent of the total area of the district. The annual average rainfall of the region is 6.32 to 1,303 mm. Nearly 60 percent of the rainfall occurs during April to October. Shallow to medium black soils are found in Chikodi, Hukeri, Bailhongal and Belgaum, deep to very deep black soils in Bailhongal, red sandy loams in Hukeri, Bailhongal and Belgaum, and red laterites in Chikodi and Belgaum Taluks. This area is namely kharif area and the main crops grown are Paddy, Jawar,

Groundnuts, Sugarcane, tobacco and Chillies.

Hilly Zone : It comprises of Khanapur taluks covering 12.87 percent of the total area of the district. The annual average rainfall of this region is 1,686 mm. and 75 percent of the total rainfall occurs mainly during kharif well distributed from June to October. Soils are acidic, total soluble salts are normal, nitrogen content is high, available phosphorous is low and the available potash is moderate in this region. This region is mainly a kharif area and major crops grown are paddy and sugarcane.

1.3 CLIMATE

The climatic condition in the District on the whole is healthy and agreeable and characterized by general dryness brought during the monsoon season.

The year may be divided into four seasons (1) In the Summer season from March to May, there is a steady increase in the temperature, with maximum temperature of the year occurring in April, mainly in the eastern part of the District. (2) The South East monsoon season starts from June to September, when the humidity is very high. (3) October and November constitute the post monsoon or retreating monsoon season. When humidity decreases in this period to the minimum, the evening air begins to be chilly. Heavy fogs gather soon after sunset and towards the morning. For sometime after sunrise, the district is surrounded in thick mist. (4) The cold season lasts from December to February when the night temperature is at its minimum. The sky is generally clear or lightly cloudy.

1.4 RAINFALL

The average rainfall in the District is 784.7 mm. The rainfall is high in the south western parts of the District in the close proximity of the western ghats & decreases very rapidly towards east from 1,683.6 mm. at Khanapur near the western ghats to 509.5 mm. at Raybag. About 68% of the annual rainfall is received during the monsoon months from June to September, July being generally the rainiest month.

1.5 PUBLIC HEALTH

Prior to the advent of the Allopathic system of medicine, the indigenous systems were popular in the District. Belgaum was the center of Ayurvedic practitioners in the past and has produced many eminent pandits of Ayurveda. The Allopathic system of medicine was introduced by opening hospitals and dispensaries by the British. The earliest allopathic institution in the District is the District Hospital, Belgaum started as Civil Hospital in 1859 followed by the dispensaries at Gokak (1865), Athani (1871), Soundatti (1875), Chikodi (1882) and Khanapur (1887), which were managed by the local bodies. During 1882, there were five grant-in-aid dispensaries and one Civil Hospital Belgaum, where 306 inpatients and 21,021 out-patients were treated. The number of hospitals and dispensaries rose to 21 in 1953,managed by the Government and the local bodies with the attendance of 9,896 in-patients and 1,66,540 out-patients. There afterwards, more and more medical facilities were extended to the rural areas of the District under the five year plans and private nursing homes and clinics also were established in greater numbers. According to Economic census 1980, there were 1,814 medical institutions, both private and public; out of which 1,565 were clinics and four nursing homes, the rest being hospitals, health centers/units etc. of these, 1,143 were in rural areas and the rest in urban areas.

1.6 EDUCATION

Education in Belgaum District had its beginning in the agraharas which were centers of learning of the ancient times. The earlier kings or queens founded educational institutions to encourage scholarly pursuits. There was no facility for general education on a wider scale before the advent of the British and there was very limited facility for education of girls in the districts. The first Government primary school was opened at Belgaum in 1830, which was a Marathi School, followed by a Kannada school in 1838. Four more schools were opened at Soundatti, Sampgaon, Bidi and Bailhongal in the same year, followed by the Gokak school in 1840.

The passing of Primary Education Act in 1923 was perhaps the most important event in the history of Primary Education. The Act transferred the control of Primary schools to local bodies.

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Despite the second world war during 1944-45,

a steady progress was seen in all branches of education. There ware 528 schools (of which 49 were for girls) in Belgaum District in 1922, and in 1932 their numbers rose to 859 (81 for girls) and by 1942, this figure reached 1,194 (90 for girls) and in 1947, the total number of schools were 1,159 (93 for girls).

At the time at Re-organisation (1956), the District had five colleges, 53 secondary institutions and 1,917 primary schools. By 1986 the number rose to 2,391 Primary schools, 257 Secondary schools and 58 Higher Secondary Schools.

1.7 COMMUNICATION

Belgaum district has been known for its trade and commerce from time immemorial. Many crafts flourished in this region giving rise to create transport facilities. Most of these roads were not possible in all seasons, most of the villages were cut off and the inhabitants had to store their food for more than five months. The rivers like the Krishna, Malaprabha and the Ghataprabha which flow across the district have been a major hurdle for free movement. The road network gradually improved and they were classified as National Highways, State Highways, Major district roads, other district roads and village roads. By 1956, the road under the urban categories in the District were 133 kms.,358 kms.,100 kms.,99 kms., and 2,060 kms., respectively (maintained by P.W.D). Gradually the road length increased to 201 kms., 483 kms., 1,038 kms., 664 kms., and 2,030 kms.,by 1985.

The Railway service was introduced in this district in 1887. The Londa - Vasco line was commissioned in 1888. However the construction of railway line had been started as early as 1880. The railway construction between Pune and Harihar via Belgaum and Dharwad had begun by the Southern Maharastra Railway Company. By 1889 the system of railway worked by this company extended from Pune to Mysore via Bangalore.

The total length of line in the District is 219.72 kms. The railway route per 100 sq.kms. area is 1.64 and the railway route per lakh of population was 9.07 kms. as per 1971 census and 7.3 kms. as per 1981 census.

Belgaum was placed in the air map around 1940 for military needs. Airport is situated at Sambra, about nine Kms. from Belgaum. It occupies a land area of 480 acres and 1800 mt runway has been provided. In the year 1955 the administration of

Airport was taken over by the Govt. of India. This is also considered as a standby port to Goa Airport.

1.8 TRIBES AND CASTES

The following are the Tribes and Castes found in the District. The number of persons belonging to each caste is the population estimated in 1972 by the Karnataka Backward Classes Commission under the Chairmanship of Sri. L.G. Havanoor (Report Vol.II,1975) and the population of 1984 estimated by the Karnataka Backward Classes Commission.

Agasa : The Agasa or Washerman also called madivala in Kannada, Parits in Marathi, Dhobhi in Hindustani are found over the whole district and are most in numerous in Soundatti Taluk. Their Number in the District was estimated to be 1845 in the year 1984.

Banjara : The Banjaras also called Lamani or Vanjras are found all over the district especially in Soundatti, Chikodi, and Gokak Talukas. Their number in the District was estimated to be 2,927 in 1972.

Bedara : Bedara scattered all over the District but mostly found in the Hills, around Pashapur and Sutagatti. Their number in the District was 1,30,836 in 1984. Some are village watchman, some are labourers, hamalis and cartman.

Bhois : The Bhois, the Palaquin bearers are fisherman found in villages on the banks of the Krishna,Malaprabha and Hiranyakeshi. There are some Musalman bhois also. Their number in the District was estimated at 22,119 in 1984. Their traditional occupation is Weaving.

Holeyas : Under this name Holeya, the Mahars or Mahars, Teral or Dhiga Megar are included, who comes under Scheduled Castes. Holers or Holeyas speak Kannada, mahars speak Marathi. In 1971 their total number in the District was 1,05,480 (Holers 74,421 and Mahars 31,059). Agricultural Labours and cultivation are the main occupation for Mahars.

Kurubaru : The Kurubaru or Dhanagars are found all over the District. Their estimated number in the District. is 8,66,267 in 1984. Their traditional occupations is rearing sheep, weaving blankets and agriculture.

Chamars : The Chamars or Chambars or Samagars, the leather workers are found throughout the district. Their number in the District in 1971 was 76,647.

Devanga : The people belonging to the Devanga caste are found mostly in Belgaum, Sulebhavi, Muthnal, Marihal, Hudali, Bailhongal, Dodwad, Kittur, M.K.Hubli, Neginhal,Sureban and other places.

Marathas : The Marathas are found all over the District and seem to have come from Satara and other parts of Maharashtra State. Chatrapathi Shivaji belonged to this class. Their estimated number in the District was 3,20,550 in 1984. Their mother tongue is Marathi.

Naikdas : Naikdas also known as naiks, naikdas or little naik, numbering 49,427 in 1971 are found in the District who have been classified under the Scheduled Tribes. They work as labourers and wood cutters.

The following castes and tribes have the lesser number of population in the District and in some cases number is not available.

Uppars (67,990 in 1984), Vishwakarmas (42,889 in 1984), Bhangis (9,509 in 1971), Chalavadi (6,879 in 1971), Dasaru (4,259 in 1984), Dhars (5,382 in 1971), Ganigaras (994 in 1984), Gallas (1,947 in 1972), Goundhalis(3,469 in 1984), Gosavis (1,009 in 1984), Guravas ( ),Hanabaru (14,515 in 1972), Helavara (1,038 in 1984), Juvigars (1,475 in 1972), Khataks (5,888 in 1984), kohs ( ), koravis (9,219 in 1972), Kumbars (4,984 in 1984), Kumbis (7,179 in 1972), Lads (1,984 in 1972), Madigas (6.767 in 1971), Madaru (3,606 in 1984), Nayinda (8,493 in 1972), Parsis (80), Rajputs (4,562 in 1984), Raddis(17,534 in 1984), Salis (3,253 in 1984), Simphi(11,283 in 1984), Waddar(18,460 in 1972), Viashyas (2,858 in 1984), Vanis (500 in 1967), Bagdis( ), Bahurafi( ), Bandekars( ), Bardas(704 in 1961), Belders ( ), Deshwaras ( ), Devlis ( ), Dombers ( ), Kolatis( ), Garades( ), Gavali( ), Ghadasis (132 in 1972), Ilgers, ( ), Jadaru( ), Kaikadis ( ), Kalals ( ), Kavalettinavaru ( ), Lonaris (1,240 in 1972), Otaris ( ), Patvegars (636 in 1972), Punigas (36 in 1972).

1.9 LANGUAGES :

Belgaum being a border district of the State, present a Mosaic picture of linguistic composition.

The Rural and Urban Population,Mother tongue wise, and their percentage to the total population in various languages as in 1971 is as follows :

Kannada 13,95,489 (Rural), 2,24,290 (Urban), 66.84 % ; Marathi 3,90,487 (Rural), 1,49,313 (Urban) 22.28 % ; Urdu 98,963 (Rural) 91,349 (Urban) 7.85% ; Telugu 11,885 (Rural) 8,899 (Urban) 0.86 % ; Konkani 3,705 (Rural) 7,680 (Urban) 0.47 % ; Malyalam 1,209 (Rural) 943 (Urban) 0.08 % ; and Tulu 92(Rural) 862 (Urban) 0.04 % .

As per 1971 Census Belgaum dist. stands fifth in the State in the distribution of Kannada speaking population (as mothertongue) with 8.4 % of the total Kannada speaking population in the State. Kannada speaking peoples are more in rural areas than in urban areas. The total number of peoples speaking Kannada is 16,19,779, Marathi 5,39,800, Urdu 1,90,312, Telugu 20,784, Konkani 11,445.

1.10 RELIGION:

The major religion of the people of the District are Hinduism, Islam, Jains, and Christianity. The Christians are found more in Urban areas (55.26 %) than in the Rural areas (44.74%) of the District, while the Hindus are found in greater percentage in the Rural areas (81.92 %). The percentage of Muslim Population in the Rural area was 57.88% and 42.02 % in Urban areas.

1.11 ECONOMIC TRENDS :

Belgaum was classified as a backward District up to 1979-80 by the planning department of the state and since 1984-85 it is considered as developed in almost all the sectors. Agriculture generates major share of income and stands first among the sectors. The wealth of livestock,forest,minerals, manpower etc.,have been contributing significantly to the sizable increase of the output in both major and small scale industries. The major irrigation projects have encouraged many productive sectors such as Horticulture,inland fisheries and dairy activities to a considerable extent and helped the growth of agro-based industries. The ideal climatic condition and soil wealth have been a boon for the development of sericulture for which there are immense potentialities. The people of the district are highly conscious of the merits and potentialities of co-operative sector and also education as the exclusive media to help them in the achievement of economic development. The human resources are competent in

quantum and quality for undertaking entrepreneurial functions for the best exploitation of the resources in generating optimum net domestic product. Above all the infrastructural development being good the District can raise to enviable altitudes in the map of Economic Development through an ideal blend of other productive sectors.

1.12 AREAS OF DEVELOPMENT AND MODERNISATION.

Belgaum district though considered a backward district attaining 12th rank in 1979-80, gained the developed status, being elevated to the fourth rank in the State in 1984-85 as per the report of the State planning Department. However, the level of development seems to be average in certain sectors like Sericulture, Inland Fisheries, Animal Husbandry, utilization of certain minerals and Forest produce, number of cottage and small scale industries, necessitating greater attention on their development. The man power in the District, the developed status of co-operative infrastructural facility could be better utilised for gaining a higher level of net domestic product.

1.13 AGRICULTURE AND RELATED SECTORS

Agriculture happens to be the main sector of the economy in the District which has about 67% of the Geographical area fit for cultivation and is responsible for providing livelihood to nearly 71% of the population. The district has ideal irrigation resources in rivers, tanks, wells etc. If the major river irrigation projects are completed, an ultimate irrigation potential of about 2.25 lakhs hectares will be created of which more than 50 % still remains to be covered. The irrigated area as a percent of the net sown area is about 23.0 around 1983-84 and there remains much scope for bringing more land under irrigation. Only about five per cent of the uncultivable land can be brought under the plough through land reclamation method. Tobacco cultivation is very significant in some parts of the district particularly near Nippani, Chikodi etc. The demand for tobacco calls for the increase of tobacco production, at least by 25 percent more than the present level. Pachapur, Hukeri, Gokak etc., are other areas where the crop can be considerably extended. Tobacco in different forms has a greater scope for starting small scale units of production.

Sugarcane is another crop for which abundant potential exists for growing and also utilize as raw-material. The increasing area of land being available for irrigation, has given ample scope for growing more

sugarcane. As a Commercial Crop, sugarcane enjoys a coveted place. Similarly Cotton as a commercial crop has equal potential in the district in view of the everlasting demand for textiles throughout the length and breadth of the country as also the increasing ginning and textile mills in and around the District.

Expansion of Education

In spite of the early start in the field of education, the District has lagged behind in universalizing primary education in post-independence period. The current status of developments in Education in the District and an analysis of the socio-cultural and economic factors responsible for the present status needs a detailed analysis in the context of The District Primary Education Plan. Such an attempt is made in the next Chapter.

EDUCATIONAL SCENARIO

3.1. Growth of Literacy

3.1.1. One of the important indicators of the effectiveness of universalisation of primary education is literacy rate. Soon after independence, the literacy level of Belgaum District was 17.96. After four decades it was 44.2 percent in 1991. Through out, the literacy levels have remained lower than Karanataka State Level.

Decadal growth rates of literacy shows that the District Registered 8 percent increase during 51-61, a mere 4.7 percent during 61-71,picked up to around 6 percent during 71-81 and during the decade of 81-91 the increase was around 7.5 percent. It may be noted that the highest increase registered was during the decade prior to the enactment of The Compulsory Primary Education Act. of Karanataka and lowest during the decade in which it was implemented. In subsequent decades the growth has picked up a little but has remained for lower than the population growth rates resulting in increase of illiterates in absolute number over the decades.

3.1.2 Disparities in Literacy

The over all literacy rate of Belgaum hides various disparities across sections of population. The percentage of literates among males is 55.26 and among females is 32.45. When the same is viewed in terms of Urban and rural population, the urban population has 62.6 percent literates as compared to 38.29 among rural population. It may be worth while to combine dimensions of region,gender and place of residence to examine the disparities.

The following table shows the literacy levels of across rural-urban,male-female and intra-district disparities.

TABLE 3.1

Literacy rates of different segments of population as per 1991 census in each taluks of Belgaum Dist

	Urban Male	Urban Female	Rural Male	Rural Female	Total Literacy.
Belgaum Dist.	71.08	53.57	50.23	25.92	44.09
Athani Taluka	68.27	48.13	40.05	26.51	39.80
Belgaum Taluka	76.19	61.85	54.07	30.43	58.47
Chikkodi Taluka	73.16	52.08	59.28	33.57	49.87
Gokak Taluka	61.91	41.18	43.75	18.28	36.35
Hukkeri Taluka	67.74	47.45	49.21	24.35	40.25
Khanapur Taluka	71.99	54.42	54.65	30.82	44.80
Soundatti Taluk	62.49	41.36	47.66	22.37	37.27
Raybag Taluka	56.07	40.09	40.23	19.43	32.78
Ramdurg Taluka	69.02	45.27	47.15	20.17	37.27
Bailhongal Taluk	68.77	48.49	52.12	28.34	42.37

The above table reveals widespread disparities across talukas. Three talukas Belgaum, Chikkodi and Khanapur have higher rates. Athani,Hukkeri and Bailhongal talukas show a slightly lower rate and the remaining four talukas show a far lower level of literacy as compared to the District with the lowest rate of 32.78 percent seen in Raybag. Geographically these talukas contiguous showing regional concentration of illiteracy within the District (Please see map1).

Another dimension of disparities revealed in the above table refer to the hierarchy of population segments with rural females at the bottom and urban males forming top layers of literacy distribution. It is a welcome sign to note that in Athani and Belgaum Talukas urban females have registered a higher rate of literacy as compared to rural males. In all other talukas the order of literacy among the segments are - Urban males Rural males,Urban females and Rural females.

From the above analysis following conclusions can be drawn :

1. Throughout the past three decades the annual growth rate of literacy has remained lower than the population growth rate.

2. Spread of literacy is slow.

3. Within the District, among ten talukas three types of talukas are noticed. Three relatively advanced talukas, three talukas more or less at par with District level and four talukas falling far behind in terms of literacy.

4. The backward talukas form a geographical pocket within the District.

5. Among the population segments rural females show very low literacy rates. Female literacy rates in Gokak, Raybag and Ramdurg talukas are lowest in the district.

The above observations need to be explained in the socio-economic and cultural contacts of Belgaum. The growth of literacy during the past four decade is mainly due to the slow coverage of children under primary education. Intensive adult literacy efforts in the District is unknown. Therefore one has to examine the developments in other aspects of the society in terms of their facilitative or hindering nature to school.

As pointed out in previous chapter the focus of development in the past decades is agriculture. It has shown considerable growth in this sector. Even the industries that have come up in recent years are agro-based like sugar,yarn and tobacco.

The growth in agriculture in this district is largely due to the expansion of irrigation. This has generated more demand for agricultural labour with wide seasonal fluctuations. The field visits have indicated that high degree of child participation in cotton picking and construction industries

Studies of schooling in relation to social structure in rural society have revealed that caste plays an important role in schooling (Sharada 1977, Nagaraju 1991). Excepting the information of scheduled castes and tribes the census do not enumerate other castes. However, Third Backward Class Commission

(Havanur Commission 1983) went about estimating the castes in Karanataka State. According to the survey conducted by the commission around 35 percent of Belgaum population consists of Lingayats,about 15 percent Marathas. These two castes can be considered as dominant castes (Srinivas 1987). Particularly Lingayats are more organised and have concentrated their efforts in educational development of their community. These two caste groups are politically strong in the region. Thus, the structural mosaic of the society in Belgaum is characterized by caste system. Caste system is structure on the principals of inequality by Birth and Karma Theory. Such a philosophy has contributed much to educational backwardness of powerless segments of the society.

Culturally the District is tri-lingual with pockets of Marathi speaking people in Belgaum,Khanapur and Chikkodi Talukas Urdu speaking people in urban pockets. Strong polarization of the language politics in the structure has created educational backwardness of linguistic minorities at micro levels.

Belgaum District has pockets like Gokak,Athani, Soundatti and Raybag where the 'Devadasi custom' still prevails. The custom is more prevalent among scheduled castes. Families following this custom dedicate female children to the service of goddess ' Yallamma '. In recent times this has degenerated into flesh trade. In such cultural environment the place of female happens to be low and they are an exploited class (Joganshankar 1990).

Thus, the agrarian social structure, low female status and pernicious customs have resulted in the low literacy rates of females in rural areas. Only in urbanized pockets in Belgaum and chikkodi talukas disparity between male and female literacy is less.

After relating the literacy to expansion the schooling, it is worthwhile to get a picture of the formal education in the system. In a stratified society described above one expects vertical development of formal education at the cost of horizontal expansion of education to cater the masses. This is borne out by the picture of formal education described below.

3.2. Formal Education

The educational structure in Belgaum is characterized by vertical growth of formal educational institutions. The following table gives the status of educational institutions in the district.

T A B L E.3.2

The following list gives the number of Educational Institution in the Belgaum District (1991-92 census data).

Sl.No.	Name of the Institution	No.of institution	
1.	Nursery Schools	280	
2.	Anganwadi centres	1433	
3.	Lower Primary Schools	1253	
			: 2576
4.	Higher Primary Schools	1319	
5.	High Schools	360	
6.	Junior Colleges	88	
7.	Ist Grade Colleges	34	
8.	Teachers Training Insts(Primary)	10	
9.	Nursery Training Institutions	5	
10.	B.Ed. Colleges	6	
11.	Medical Colleges	6	
12.	Engineering Colleges Including Polytechnic	10	
13.	C.P.Ed. colleges	1	
14.	B.P.Ed.Colleges.	1	

It may be noticed that Belgaum has a higher proportion of Higher primary schools as compared to the lower primary schools at the primary stage. This phenomenon is rare among other districts of Karanataka. Such development is typical of social contexts in which demands for more education comes from well off and/or powerful strata of the society. At higher education levels beyond primary stage, the educational Institutions are managed by private associations and registered societies. Such associations are more often caste/language based. Most of them have faculty drawn from their own caste/ language group. Large proportions

from their own caste/ language group. Large proportions of students belong to the same group for whom the organisation works (Madan and Halbar 1972). Perception of education as a means to attain power under Secular Constitution of India is the main motivation behind such associations and registered bodies. Their efforts are to ensure supply of educated members from their respective communities to occupy strategic positions in the power structure.

3.2.1. Primary Education- Access

From the point of view of universalizing primary education, it is necessary to examine the growth and present status of primary education in greater detail. It may be recalled that the Primary Education Act of the the State is to provide for four years of schooling to all children. However, in terms of institutional structure there are no separate upper primary school. Usually in the beginning lower primary classes are started from I to IV classes, the additional classes of V, VI and VII are added gradually to a few selected schools. Thus there exists, at this point a policy choice of either opening lower primary school elsewhere or add additional classes to the existing primary schools. In such circumstances the horizontal expansion of education at primary level should be given high priority by providing teaching facilities at lower primary school. The upgradation of lower primary schools in higher primary schools should get second priority. But in Belgaum the priority has been to upgrade lower primary schools into higher primary schools rather than opening more lower primary schools to ensure access to mass education. The following table gives the growth of primary schools in the District.

T A B L E.3.3

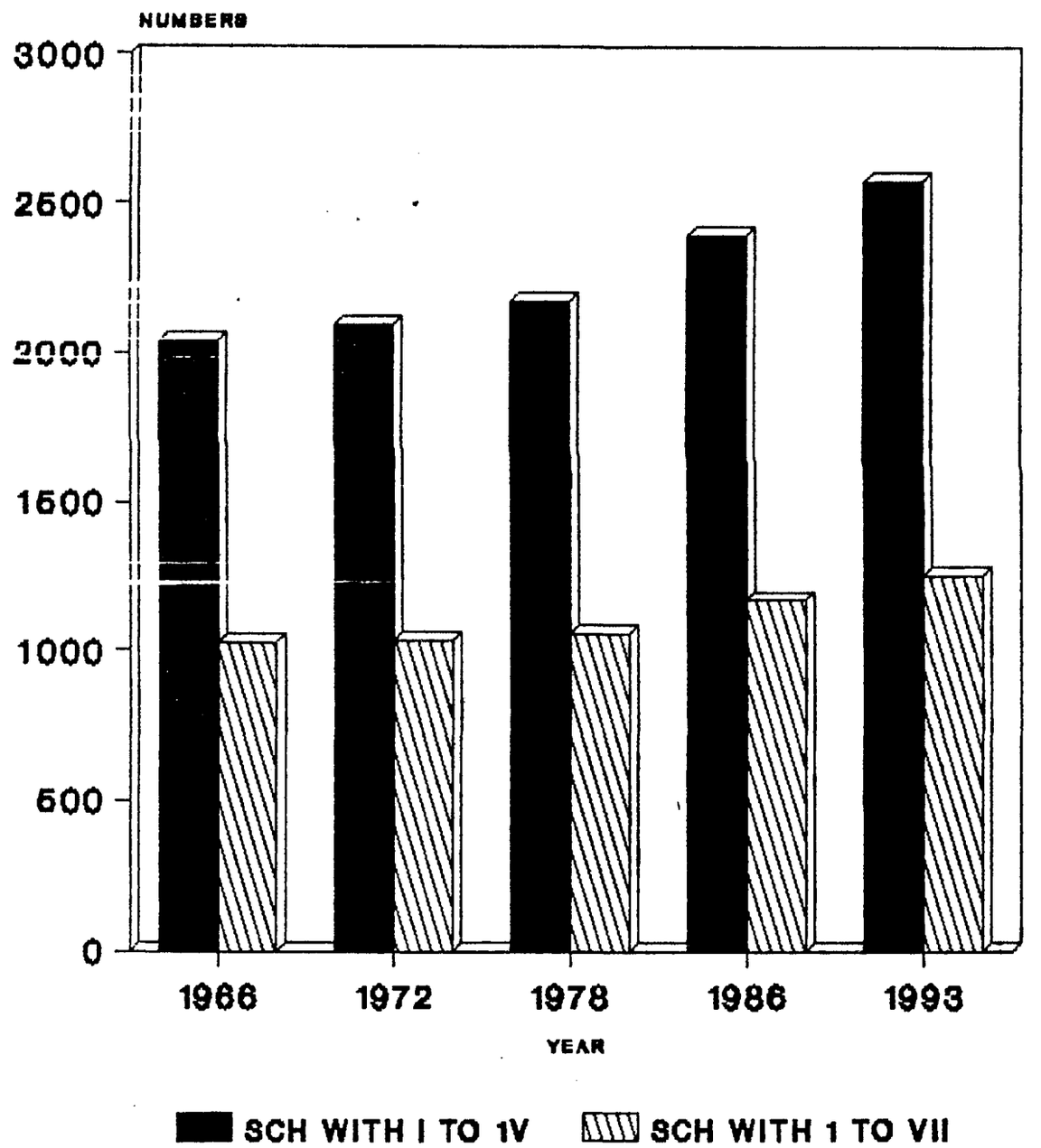
Growth of primary schools in Belgaum district

YEAR	SCHOOLS HAVING I to IV STDS	I TO VII STDS
1966	2038	1008 (49.5)
1972	2092	1056 (50.5)
1978	2174	1112 (51.1)
1986	2391	1219 (51.0)
1993	2592**	1319 (51.2)

* Figure in brackets represent percentages.

** figures obtained from official sources. Other figures are from All India Surveys of NCERT.

FIG 1: GROWTH OF SCHOOLS IN BELGAUM -1966 TO 1993



SOURCE:-KSEEB & DEP OF PUB INST KARNATAKA

It may be noted that proportion of schools having I to IV standards is slightly greater than the proportion of schools having only lower primary classes throughout the past three decades. In other words while demand for lower primary schools has been ignored and the demand for education beyond four years from upper strata has resulted in upgrading equal number of schools into upper primary schools. However, such upgradation has not given much importance to the quality as evidenced by the proportion of teachers working in upper primary schools as compared to lower primary schools. 67 percent of teachers working in lower primary schools as compared to 33 percent in higher primary schools. This tendency indicates that the .pn34 importance is given to credentialism rather than learning. Discussion with the officials have indicated that the local demand from well-off sections has resulted in sanctioning additional grades locally without obtaining the additional posts sanctioned Such upgradation in turn brings pressure on the administration to provide teachers. Unfortunately teacher positions are sanctioned Centrally at the State Capital. In order to be responsive to local pressure new administrative device called ' Deputation ' is practiced. The block level educational officer temporarily transfers teachers from one school to another in the form of deputation.

The practice of deputations have given rise to the following:

1. Invariably teachers deputed are from lower primary schools to upper primary schools.

2. Deputations are used by the teachers to get place of their choice from remote and interior places.

3. In order to get deputed to the places of their choice teachers bring political pressures.

4. In recent years the programmes of "Operation Black Board " has facilitated to meet the demand for teachers in upgraded schools. The "OB " scheme ensures minimum of two teachers irrespective of strength of the school. While the sanctioned post is attached to an "OB" school, the appointed teachers are deputed elsewhere.

Thus, local priority for vertical expansion which invariably favors powerful strata, distorts and exploits the programmes meant for fulfilling the National priority for mass education.

The consultative meetings held with officials, opinion leaders and community members revealed a general

sympathy towards those who are already in school. Most often participants articulated for teachers and buildings keeping upper primary schools in their minds.

The field level consultations indicate that geographical access to a lower primary school within a walkable distance of one km is available in the entire district excepting very few interior pockets. But demand for new schools exists in special circumstances like :

a. In bilingual habitations a second school for minority language population i.e. for Kannada school in Marathi dominated villages, Urdu schools in Kannada dominated villages. In such circumstances there is intense opposition to divert the flow of resources for minority welfare.

b. In large heterogeneous rural habitations families hesitate to send the female children of 6-10 age group to co-educational schools because of cultural and economic reasons. In such cases there is demand for exclusive schools for girls.

At present the enrollment rate of boys at lower primary stage is 92 percent of the corresponding child population of 5-9 age group and the same for girls is 86 percent. As per the population projections (assumptions of low fertility and no migration) of ISEC study by Dr.P.M Kulkarni,around 45 thousand children (about 28 thousand girls and 17 thousand boys) are estimated to be non-enrolled. But the mere enrollment do not reflect the status of schooling. In order to understand the situation one may have to examine the retention capacity of the school system.

3.2.2. Retention

While physical access to primary schools in Belgaum is relatively better, the student transition rate from I std. to IV std. and to VII std. indicate the selection oriented educational system. Student transition analysis (apparent cohort analysis) of six batches of children joining 1st std. from 1980-81 onwards indicate that on an average 41 percent do not reach IV standard and 68 percent do not reach VII std. among girls. The comparative figures for boys are 28 and 59 percent respectively. Table 3.4 gives the students transition rates through I to VII standards separately for boys and girls entering school between 1980-81 to 1985-86.

TABLE 3.4

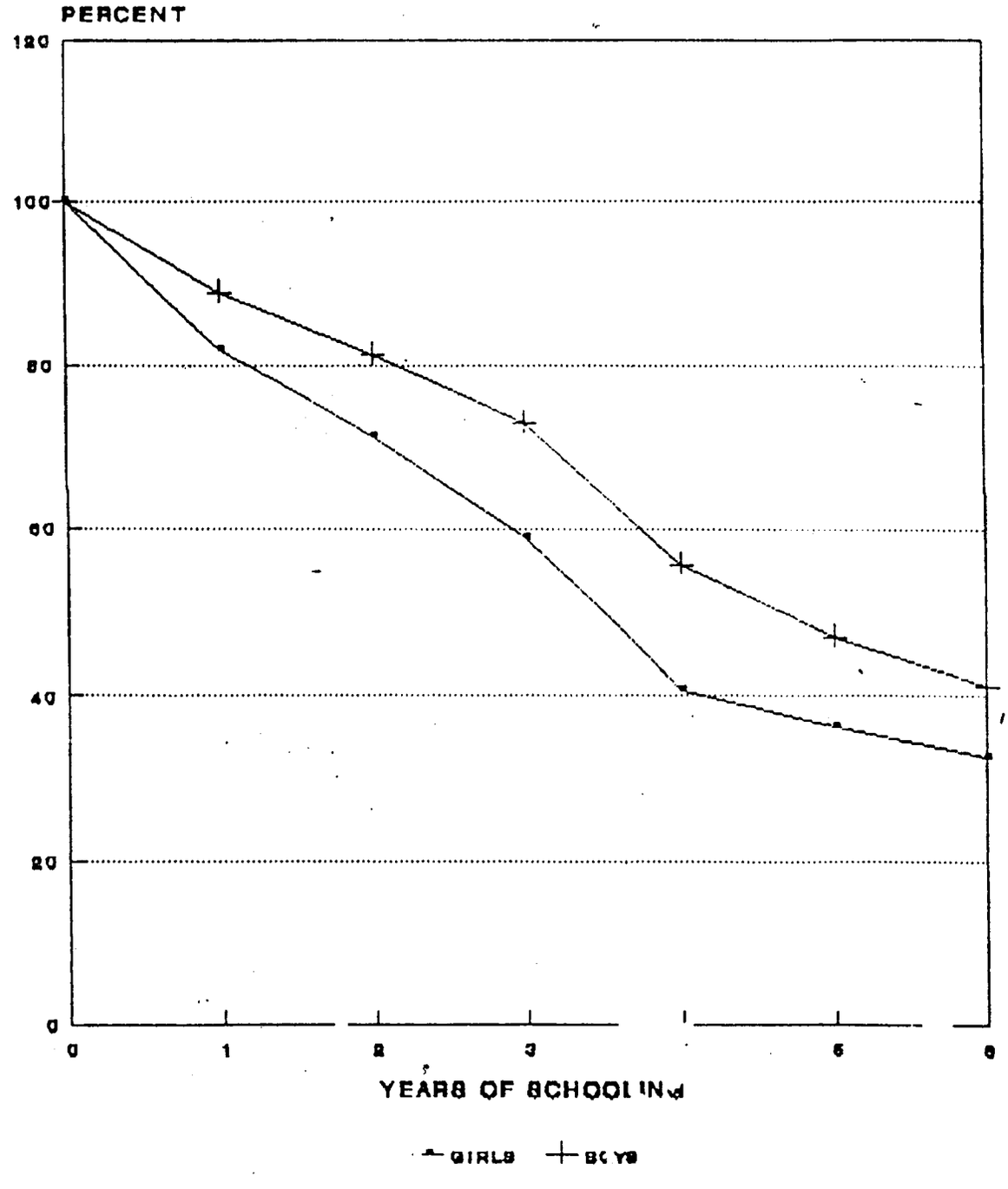
Student transition of six cohorts entering school from 1980-81 1985-86 in Belgaum district

Year of enrolment	standards I	II	III	IV	% attrition at LPS	V	VI	VII	% attrition at pry. stage.
Transition of girls.									
1980-81	100	87.30	74.50	61.80	38.20	49.10	36.30	23.60	76.40
1981-82	100	86.60	73.20	59.80	40.20	46.40	33.10	19.70	80.30
1982-83	100	86.60	71.70	57.60	42.40	43.50	29.40	15.20	84.80
1983-84	100	86.20	72.30	58.50	41.50	44.60	30.80	17.00	83.00
1984-85	100	87.80	75.60	63.40	36.60	51.10	38.90	26.70	73.30
1985-86	100	89.30	78.50	67.80	32.20	57.00	46.30	35.50	64.50
Average					38.50				77.00
Transition of boys.									
1980-81	100	89.40	78.90	68.30	31.70	57.80	47.10	36.60	63.40
1981-82	100	90.90	81.70	72.50	27.50	63.40	54.20	45.00	55.30
1982-83	100	89.00	78.00	67.00	33.00	56.50	45.40	34.20	66.00
1983-84	100	89.60	79.10	68.70	31.30	58.30	47.90	37.50	62.50
1984-85	100	90.40	80.90	71.30	28.70	61.70	52.10	42.60	57.4
1985-86	100	91.90	83.80	75.60	24.40	67.50	59.40	51.30	48.70
Average					29.40				59.70

The above table is based on official statistics. Validity of the enrolment data through official sources on an annual basis is questionable. The flow characteristics of the six cohorts show inconsistent trend in magnitudes of attrition rates from standard to standard. At the same time the trend of attrition of cohorts appear to be consistent. Fig 2 represents the trend lines constructed by taking average of attrition rates after each year of completion of schooling of all the six cohorts. The rates of attrition in the flow is

TRANSITION OF STUDENTS -BELGAUM DIST

AVERAGE OF SIX COHORTS-1981 TO 1986



SOURCE: COMISSIONER O. PUB. INSTRUCTION

more after the First standard and also after the Fourth Standard both in the case of boys and girls.

In order to eliminate the discrepancies observed in the flow of students from cohort to cohort the student flow of each cohort was regressed against time and the average attrition is depicted in Fig 3. This exercise makes the flow of student linear and decrease at constant rate of 11 percent per completed year of schooling in the case of girls and 9 per cent in the case of boys. It may be noted that the attrition rates include those who have left school as well as those who repeat the standards. However, the repetition rate at lower primary level is negligible. Promotions from Ist Std to II and II to III are based on attendance in Karnataka. But in practice there is no detention based on examination between III and IV standards. The promotion is invariably based on attendance . Hence the attrition rates at lower primary school can be taken as representing school dropouts. At higher primary school a very small proportion of attrition are attributed to stagnation.

Much of the attrition may be accounted for by the phenomenon of school dropout. It has been noted in our consultation visits, work participation among child population is quite large particularly children belonging to landless and marginal farmers who support the family directly through wage labour and indirectly through facilitating the elders' work. Even though, information specifically confining to the district are not available, the studies on dropout conducted in general, show that around 15 to 20 percent of children are nominally enrolled by the teacher in rural areas. They many not attend school even a single day. Their names get carried in the enrollment register for four years and then deleted to become school dropouts.

Based on the information on the enrollment and the analysis of the student flow it is estimated that during 1994 there will be around 76 thousand boys (around 17 thousand non- enrolled and 59 thousand drop-outs) and around 104 thousand girls (28 thousand non-enrolled and 76 thousand drop-outs) out side the school system.

2.2.3 Quality of Schooling : Educational Inputs

Processes and outcomes indicate the quality of education provided in school. Data on educational outcomes is scanty, Survey of present levels of learning before launching any programme is necessary for obtaining bench mark. However, it is possible to estimate the range of possibilities or limitations by

looking at the educational inputs in ensuring quality. In a developing region like Belgaum, the only resource available in most of the schools is the teacher. In order to maximize the benefit of the teacher, training the teacher and the motivation become important point of intervention. An attempt is made to examine the minimum essential quality inputs like teacher-classroom and teacher-pupil ratios available in different talukas of Belgaum district and later on an attempt will be made to estimate the required rooms and teachers to universalize primary education in the district.

Teachers and Classroom : An attempt is made to obtain the status of classrooms and teachers in each taluka from the latest information available. These information form part of monthly reports sent by schools for September 1993 in the case of all talukas except two. The latest for the two talukas refer to the month of July 1993.

The following table gives the number of rooms in each taluka by the nature of ownership. The figures in brackets are percentage distribution.

Table 3.5: Ownership of Classrooms in each talukas during 1993

Taluk\range	Govt owned	Rented from Non Govt agencies	Rent free from non govt agencies	Total
1. Athani	564 (80.3)	101 (14.4)	37 (5.3)	702
2. Belg city range	429 (68.4)	185 (29.5)	13 (2.1)	627
3. Belg Taluk range	634 (86.1)	53 (7.2)	49 (6.3)	736
4. Bailhongal	365 (96.1)	14 (3.7)	1 (0.2)	380
5. Chikkodi range	561 (72.2)	147 (18.9)	69 (8.9)	777
6. Nippani range(chikkodi)	not available			639
7. Gokak	717 (81.6)	94 (10.7)	68 (7.7)	879
8. Hukkeri	651 (83.2)	96 (12.3)	35 (4.5)	782
9. Raibag	464 (89.7)	15 (2.9)	38 (7.4)	517
10.Ramdurg	362 (91.2)	28 (7.1)	7 (1.3)	397
11.Khanapur	not available			411
12.Soundatti	not available			548
			Total	7395

From the above table it may be noted that the rent free accommodation for class room in negligible. If rent free rooms are an indication of community involvement, it is not very high. In some talukas like Chikkodi and Gokak there is some semblance of community participation. However, the demand for school room needs to be met by Government on a large scale. An attempt is made to estimate the present demand for school room and later on, the future requirement will be estimated.

The following table provides the number of additional rooms required based on the number of teachers working in school (refer table under annexure for the district as a whole).

Table3.6 Number of rooms required as per number of teachers working in schools in each taluka/range

Taluk\range	number of rooms required
1. Athani	167
2. Belg city range	164
3. Belg Taluk range	179
4. Bailhongal	54
5. Chikkodi range	114
6. Nippani range(chikkodi)	117
7. Gokak	141
8. Hukkeri	128
9. Raibag	66
10.Ramdurg	45
11.Khanapur	129
12.Soundatti	68
Total	1372

During the consultation meetings the functionaries of the Department of Education and Zilla Parishad often repeatedly expressed the need for teachers and classrooms as the highest priority. In fact the District Administration of Belgaum had commissioned a study to estimate the number of class rooms needed in the District. The way in which these needs are conceptualized and articulated are likely to result in the flow of resources to Urban Schools and higher primary schools. For example, the study on school rooms mentioned above used the norm of 50 children per classroom. the whole exercise was based on simple arithmetic. Number of rooms available, number of rooms requested and the gap between requirement and availability calculated at taluka level using the unit of 50 enrolled children. Nowhere the number of teachers in a given is taken as the criterion to decide the rooms required. If this plan were to be implemented invariably the higher primary schools in taluka headquarters, large villages and District head quarters would get the benefit, because they tend to have larger enrollments in absolute numbers. Using the norm of one room for one teacher will ensure every teacher to organise her classroom activities without getting disturbed by the activities of the other teachers. since majority of the schools have multigrade teaching one room per teacher may also facilitate training for multigrade teaching.

Table 3.6 provides the information of the rooms needed in relation to the teachers working in schools. It is estimated that around 1372 rooms are required in the District. Around 800 rooms at present are rented and the second priority may be given to provide these rooms. this requirement may have to be revised as and when additional teachers are appointed in future. Norm of one room per teacher may be adopted in future to estimate the additional rooms required.

Multi grade teaching with over crowed classes

Achievement : At present there is no evidence available on the level of achievement of children in Belgaum District. since there are no evidences to show that Belgaum schools are different from schools in other parts of the State, the recent achievement survey conducted in rural schools of Tumkur District and schools in Mysore city may be cited for understanding the status of achievement in primary schools based on minimum levels of learning.

Government of India, recently appointed a committee to define minimum levels of learning in the form of competencies in core areas like language, mathematics and environmental studies. The recommendation of the above committee under the Chairmanship of Prof.R.H.Dave has been accepted by CABE as National norm to be reached by all children after completing the lower primary stage.

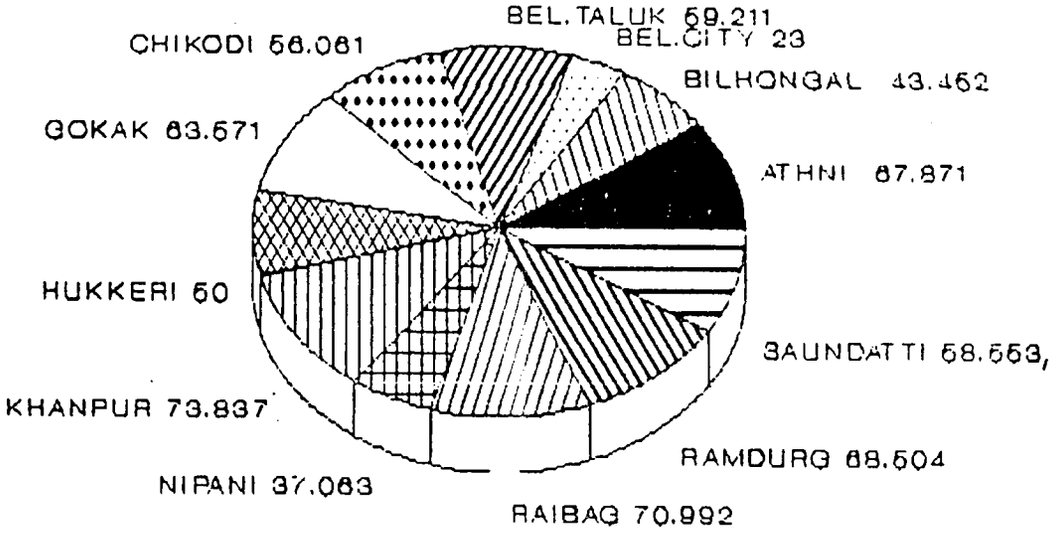
A bench mark study initiated by NIEPA in collaboration with DSERT on achievement of class II and class IV students of Belgaum district in the areas of language and mathematics shows that, by and large, all children do not attain MLL criteria. The results indicated some alarming situation as follows:

1. In mathematics 38 % of children developed the mastery of less than 50 % of MLLs in class II and the proportion of this category increased to 62 % at class IV level.

2. In language as high as 73 % showed mastery of less than 50 % of MLLs at class II which increased to 97 % at class IV level.

The above findings indicate that while level of attainments are low children slide down steeply in their learning as they go up in educational ladder.

FIG2 PERCENT OF MULTI-GRADE TEACHING
SCHOOLS ACROSS RANGES OF BELGAUM



Another study in Tumkur district, in Karnataka based on MLL and using school as analysis indicated a similar trend. The proportion of poor schools with respect to attainments after completion of classes I, II, III and IV respectively showed a sharp increase along with the classes. Further analysis revealed that the achievement of the children were inversely related to standard-teacher ratio. Thus, the children learnt less in multigrade teaching contexts. It was observed that the curriculum taught around school text books reduced active instruction time for classes in multigrade contexts. The study recommended re-orientation of teachers to teach in competency mode rather than text book mode and teach multiple classes simultaneously,. As for as the standard-teacher ratio is considered, situation in Belgaum appears to be almost similar to that of Tumkur District. Excepting Belgaum city, all the talukas in Belgaum have schools less than two teachers teaching 4 or more classes (Fig)B. The lowest percentage of such schools is in Bailhongal with 27.6 percent and Raibag and Ramdurg having 59 to 60 percent. The data on building has indicated that most of those schools have single rooms. In such a teaching learning situation one cannot expect quality teaching resulting in minimum levels of learning by all children. It may be noticed that as much as 27 percent and 34 percent of schools respectively in Ramdurg and Raibag talukas are still single teacher schools. If quality of teaching has to be improved the following steps are required.

1. Providing one room per teacher.

2. Continuous training of teacher in multigrade context to increase active instruction time.

3. Development and supply of student work books to augment active instruction time.

4. Teacher friendly supervision and guidance by trained supervisors.

Multi grade teaching coupled with over crowding

The survey of school revealed that number of schools having Teacher - Pupil ratio of 1:70 and above, coupled with multigrade teaching exists in considerable number. In other words, these schools have 3 or less than 3 teachers either teaching I to IV stds or I to VII stds. It has been noted that in schools where less number of teachers teach I to VII standards, the lower primary classes suffer more resulting a functional situation of one teacher teaching four lower primary classes. In order to safe guard the retention capacity and quality of education in such situations priority should be given for providing additional teachers and additional

infra structure to those schools. The Table shows the magnitude of such problem in each range of Belgaum District.

Table : Range-wise schools having less than 3 teachers and more than 1:70 and above TP ratio

Ranges	Schools having I to IV stds	I to VII stds
Athani	24	46
Bailahongal	7	14
Belgaum City	-	1
Belgaum Rural	5	4
Chikkodi	13	15
Gokak	16	25
Hukkeri	4	13
Khanapur	1	-
Nippani	-	2
Raybag	30	34
Ramdurg	15	15
Soundatti	17	8
Total	132	177

It may be noted from the table that around 14 percent of the schools have the problem of high TP ratio coupled with Multigrade teaching. There is wide spread variation among the ranges exhibiting this problem. Raybag, Athani, Soundatti, Gokak and Ramdurg are the ranges having greater number of such schools. It may also be noted that these are ranges which are backward in literacy levels and education development in the past.

At present Zilla Parishad administration proposes to appoint 400 teachers during 94-95 and also proposes to construct 1024 classrooms. However, the construction of classrooms and appointment of teachers are not planned together at present,resulting in schools with additional teachers and without classrooms or vice-versa. These above schools require at least two additional teachers and two additional rooms to satisfy the norm of 1:50 TP ratio and one teacher-one class room. Assuming that some of the rooms and teachers will be allotted to these schools , it still requires 200 more teachers with 200 more rooms.

Present Status of Education Supervision

At present the supervision of primary schools are carried out by Inspector of schools. The basic qualification of Inspector of schools is graduation and Bachelor degree in Education. Bachelor of Education in

Karnataka is geared towards training teachers at pre-secondary level. Hence, an IOS is not trained to help primary teaching. In addition one IOS is expected to supervise around 50 to 60 schools (around 100 teachers). Such an arrangement renders school supervision a mockery. At best these Inspectors can visit and scrutinize school records once in a year in each school. Even such visits cannot last longer than two to three hours as they have to depend upon the public transport. Schools in villages not connected by bus routes most often are bypassed in Inspection rounds. At the most, the present supervision is confined to the routine administration. The innovation like school complex has remained mostly on paper due to the fact that many school complex centres are high schools. The observations in the field indicate that there exists a vast gap and a big discontinuity between primary and high schools.

Conclusion

In the preceding pages an attempt was made to analyse the present status of primary education in Belgaum district using available official statistics, and information generated through some quick qualitative studies and also through consultative meetings with all those who are connected with education including parents. The task of universalization appears to be daunting. But, there are also some indications in the form of NGO efforts and considerable number of personnel in the education system showing concern and commitment to education which give a cause for hoping to achieve the goal. Taking into consideration the diagnosis an attempt is made in the next Chapter to outline the approaches and strategies towards universalizing primary education in the District.

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STRATEGIES AND PROGRAMMES

A critical analysis of the existing scenario in the district, keeping the socio-economic cultural contexts carried out in the previous chapter indicates the following situations to be focused for further action .

1. Widespread disparities across talukas with respect to literacy among rural females Gokak, Raibag and Ramdurg talukas have very low rates.

2. Even though physical access to school is available throughout the district, social & cultural access is restrictive in nature. The school timings and vacations do not match with the free time of working children. Female children are kept out of school due to cultural reasons and significant proportion of men have to attend to household work. One of the responsibilities of a considerable number of female children is to look after their siblings and old persons, if any.

3. Presence of single teacher schools in many talukas especially with high concentration of scheduled caste population tends to weaken the system in retaining children. Most often such school tend to work irregularly due to teacher's absence. But the gradual coverage of schools under 'OB' Scheme which ensures two teachers in all schools may ease the problems in coming years.

4. There are quite a number of schools suffering from the weakness of both multigrade teaching and high teacher pupil ratio ranging 1:70 to 1:90.

5. Special studies indicated that considerable proportion of school dropouts belong to families of low socio-economic categories and children in such families work to augment family income. Children are engaged in cotton picking and in construction industry . Children in construction industry like, brick manufacturing belong to families which migrate from different parts of the district to Khanapur during the season.

6. Highly stratified society of Belgaum District with a dominant caste tend to distort the flow of resources for socio-economic development. The low status accorded to females in the agrarian contexts of Belgaum district restricts female participation in education.

7. The only resource available in school to ensure learning being teacher, provision of teacher han

remained inadequate in the past. The restricted supply of resources has tended to create uneven distribution of these resources within the system. Many schools have remained single teacher schools. Assuming that the Operation Blackboard ensures at least two teachers in every school, most of the schools will have two teachers teaching four or more classes resulting in multi-grade teaching contexts. Teacher training at present do not equip teachers to handle such situations.

8. The educational supervision is disfunctional and over burdened. The educational administration tends to work for status quo. There have been many instances where the teachers appointed under 'OB' scheme get deputed to another school under pressure from local interests. Even though such instances are not counted and documented from official records, the discussions with the taluka level educational officers during consultative meetings have revealed the helplessness of the administration. In fact, many administrators at taluka level also think that an upper primary school with seven standards deserve one additional teacher more than the 'OB' school located in an interior locality with hardly 70-80 children on roll.

9. Another reason for vacant positions in rural school is often attributed to the bad living conditions and housing in rural areas. Even though this reason appears plausible, providing teacher's quarters or rural allowance may not solve the problem completely. Many teachers are concerned with the educational needs of their own children. They try for 'posting' near cities and talukas. So long as quality education up to reasonable level are not available in rural areas, the exodus of teachers continue to haunt the system.

10. Achievement of children in most of the school is low due to the lack of resources and mismanagement of whatever little resources are available. Studies elsewhere in rural contexts have indicated that the delivery of curriculum through text book teaching reduces active instruction time in schools where number of teachers do not match with number of standards taught.

Salient Aspects of the approaches for universalizing primary education in Belgaum

Access : Total Educational Efforts

Village Education Committees:

Our analysis revealed that the primary education has already created physical access to almost all localities. Hence the topmost priority should be given to increase social access. The social access has to be

thought out with reference to the defined target groups. Such access has to take place in real life conditions. Systematic local involvement will be ensured for enhancing social access to all sections of populations. But each section or target group has to be defined so that an appropriate educational facility may be made available to ensure its participation. In this, direction initiating an innovative institution of Village Education Committee (VEC) has been proposed. At present, most of the schools have a School Betterment Committee (SBC). Such committees are formed at the initiative of the education system and work more in the interest of the school rather than the educational needs of the community. The consultative meetings with community, teachers and officials revealed that most of the SBCs remained on paper. Wherever they worked in exceptional cases, the community happen to be of homogenous nature with upper strata of rural society dominating the village.

The proposed VECs with wider representation of the village elders and leaders will be formed to safeguard the educational interests of the child-population of the village through formal, non-formal and other facilitative efforts. The constitution of the proposed VECs, their training, roles and functions will be discussed separately.

Participation of female children

The reason for non-participation of girls are three fold :

a) Neglect of girls' education
b) Withdrawal of girls as soon as they attain 9 to 10 years of age because of socio cultural reasons.
c) Inability of girls to attend the school because of their need in the family to look after younger siblings and aged persons.
d) Complete absence of toilet facilities in all the schools, particularly with reference to female children.

To some extent the formation of VEC's in rural areas would help in tackling the first reason. Efforts to tackle the remaining two sets of reasons require more concerted efforts. For those children who cannot attend the regular school a systematic non-formal education system is proposed under the plan. These will be discussed in a separate chapter on girls' education.

Retention of children:

Long absentees and withdrawals from schools is more common among marginal and small farmers, agricultural labourers and low socio-economic strata in urban areas. In many poor families parents will be struggling to survive on a day to day basis and hence can neither find time nor have inclination to think about child's education. Second reason is due to need of child's labour. Studies have shown that in Soundatti and Raibag areas and in some other pockets of the District where lands are irrigated and where cotton is grown extensively, children from working class families in rural areas are engaged to pick cotton every year during November to January. This will lead to long absence of such children leading to school dropouts. For various administrative reasons school vacation is common in all parts of the District. Secondly, the school timings in Soundatti is from 8 to 11 in the morning and 2 to 5 in the afternoon. The attendance in the afternoon session is normally low. This affects the child's learning . In order to enhance retention rate it is proposed to streamline the vacation and school timings according to the local conditions. At present there are many incentives to encourage school attendance. In some cases these incentives may not reach real beneficiaries. Hence , it proposed that the VECs will supervise the incentive programmes of the State government and see that they reach real beneficiaries.

The VEC of the village would ascertain the reason for non-participation of each and every child and ensure their attendance in formal or non-formal schools according to their need and situation.

As mentioned earlier, district population has considerable number of households migrating to other areas seasonally. Normally such families stay in their native village from June to November and migrate during December to April to work in construction related industries. Children from such families are enumerated and enrolled in their parental village, when the household moves out the children are treated as long absentees in their schools. Next year they are treated as failures and their names continue in the same class, and after four years become dropouts. In order to ensure the reduction of school dropouts and attend to the educational needs of such children an administrative innovation is proposed which links both non-formal and formal educational efforts. The children of migrant households would be identified and enrolled in NFEs and their attendance and attainments will be informed to the school where they normally get enrolled. The attendance

in NFE along with attendance in schools will be considered for promoting such children to the next higher class. As an experimental measure about 50 NFE centres run by an NGO in Khanapur taluk will be linked with various formal schools located in villages from which the families have migrated during the first year of the project.

Administrative facilitation is required to organise non-formal education for children belonging to seasonal migrant families and count their attendance in such centres for considering their promotion to the next grade in the formal schools where they are enumerated and enrolled.

Improvement of quality :

Children attending schools at the lower primary level at present are learning at a very low level. The reasons for low levels can be listed as follows.

a) Ill equipped schools with high standard- teacher ratio in rural schools and over crowded classrooms in urban working class areas. School mapping has indicated that more than 40 percent of schools in each taluk of Belgaum has less than two teachers. Many schools have only one room.

b) Inadequate teacher preparation for handling multigrade teaching and little support for the teacher from the system.

c) Curriculum implemented through text book handling works adversely in multigrade contexts. The active instruction time gets reduced when teacher handles one class at a time i.e. teaches lessons from grade specific text books.

d) Teachers are not intensively trained in devising teaching aids and integrate the use of science kits with classroom teaching.

e) Opportunity to practice the basic skills learnt by the children in rural and urban schools run by government is very low. Because of multigrade context children in a given day will have to undertake independent study. Structured materials for such activities are almost absent. All they have are only text books. Keeping the above factors in view which diminishes the learning, the following strategy is proposed to counter them:

1) Establishing Nodal Educational centres covering 10-15 schools for continuous in-service training through a

nodal educational officer. Such officers in turn are trained in 4 to 5 training centres covering contiguous talukas. The trainers at such centres are continuously trained at the District Institute of Educational Training (DIET).

2) Development / adaptation of teacher support materials for multigrade teaching.

3) Recurrent training workshops for all the teachers at least three times a year (details of teacher training are separately discussed)

4) Development of student work books and supply them to children in multigrade schools.

5) Systematic and teacher friendly academic supervision organised at the nodal center level. Such arrangement would facilitate increase the teacher-supervisor interaction and the supervisor role will get redefined as counselor to the teacher.

FORMAL SCHOOLING

Increase in access : At present only a few rural communities are without school. But many of these communities have grown with a sizable number of children either walking a long distance to go to school or not attending any school. There are also many localities in bi-lingual areas where minority children are deprived of a school in their mother tongue. Such localities being large villages, contain the minority population big enough to warrant a separate school. Finally, in large localities and villages which have diverse socio-economic groups (particularly caste groups) female children are stopped from attending co-educational schools. In such localities separate girls' schools would increase the access to girls. These four categories of situations warrant starting new schools. An attempt is made to identify such localities based on school mapping exercises. It is proposed to start 125 new schools in such localities.

Non-formal system :

In spite of additional efforts to increase physical and social access the formal education system can not provide educational opportunities for all. In all localities there will be always some children who for various socio-economic reasons mentioned earlier are unable to attend the regular school. They are neglected by the status quo because even the 'mainstream' thinks that only the kind of education given in present day schools is 'real' education. But the fact that the

Constitution of India guarantees primary education to all belonging to 6-14 is being distorted escapes their attention. The education mentioned in the provision is interpreted as uniform education given by schools. This project integrates the non-formal approaches to educate children with formal education. Details of non-formal system envisaged will be discussed separately.

Civil Works:

The analysis carried out on the classrooms available at present falls short of the requirements. The ambitious programme of the State and the District administration have used a norm of one room for 50 children and accordingly have estimated the requirement of rooms. But this project assumes a workable norm of one room per teacher in a school up to seven teachers and beyond that, one room for 50 children. In other words, if a school has four teachers with three rooms, the school requires a room under new norm. On the other hand, if a school has seven rooms and eight teachers, the additional rooms will follow the norm of 50 children per room and not the teacher. Such a norm facilitates the flow of resources to the needed school in remote areas. The norm of one room for 50 children has tended to divert the flow of resources to towns and cities. The cross tabulation of teachers posts to rooms available has revealed the need for additional rooms in each taluks. In all, 1373 rooms have been estimated as requirement to be covered in the next five years. Out of this requirement, the on going efforts of the government at the District level as revealed by the officials during the consultative meeting would result in the construction of about 1000 rooms. The short fall will have to be met by the project funds.

In addition to the existing schools, the new schools proposed also requires construction of rooms. The project proposes to construct rooms in those localities where new schools are started and co-ordinate the construction of rooms in the existing schools through on going Governmental efforts.

Civil works will be taken up for the proposed new structures like Nodal Education Centers and ECCE buildings. Another form of civil work is to render repairs to the existing schools. A survey of schools revealed that all most all school buildings need either minor or major repairs (2422 schools). Zilla Parishad has provided Rs. 12 lakhs for this purpose during 93-94.

Another 20 lakhs has been proposed for the next 94-95 budget year. The estimated cost of such repairs has been made as 58 lakhs. It is proposed to take up the repairs of all schools during 94-95 by providing 26 lakhs under DPEP and pooling the allocation by Zilla Parishad and complete the work during the first year of the project it self.

DPEP STRUCTURE.

The project proposed will be implemented by a Steering Committee at the District level. There will be six Sub-Committees as follows:

For VEC and Campaign - responsible for district-wide annual campaign for UEE and formation of VECs in all habitations.

For Materials - responsible for developing/adopting teacher support material, NFE materials and Student work books. The Sub Committee will also undertake the work of producing the prepared materials in sufficient quantities and procure educational materials proposed under the Project.

For Training - responsible for developing training modules under the guidance of the State component of the DPEP and organize training at the District level. The Sub-committee will also facilitate the training programmes at the Nodal Centers. These tasks will be entrusted to DIET as and when such an institution gets established.

For Civil works - responsible for instituting the procedures for construction of buildings and ensure their timely completion.

For Recruitment- responsible for initiating procedures for recruitment of teachers and NFE supervisors, identification of NFE instructors , recruitment of ECCE personnel. Deployment of NEOs from the existing cadre of IOS and Graduate Head masters will also be the task of this Sub-Committee.

For Information and Monitoring - responsible for initiating annual micro surveys, generation of process information and establishment of data bank.

Apart from the above District level structures each range will have The existing AEO office to look

after the working of formal school system and a NFE cell to co-ordinate the NFE efforts of the VECs and local NGOs taking part in the project.

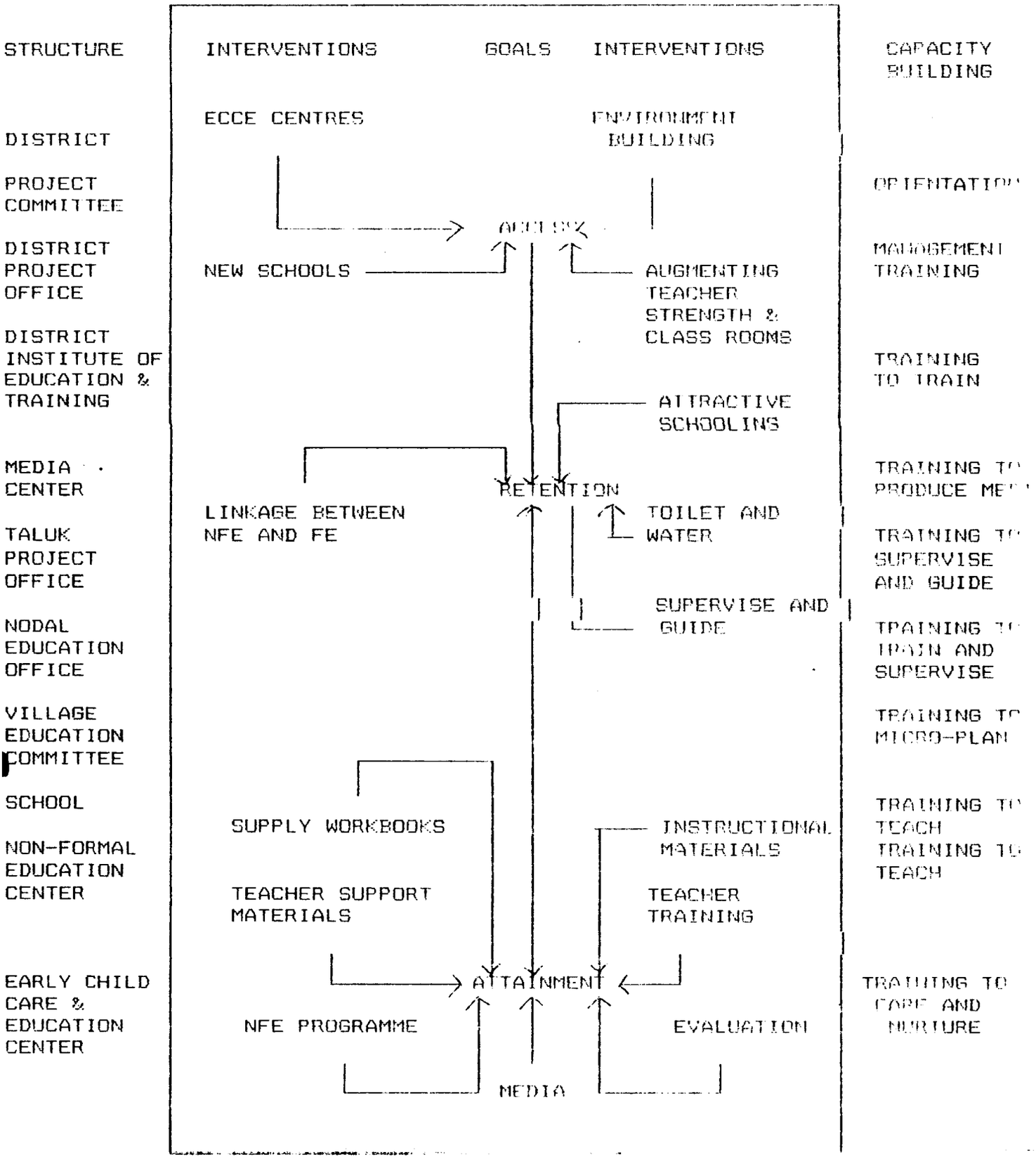
Each of the Sub-Committees will prepare annual plans for every year in advance and will have one executive to implement the decisions after they are approved by the DPEP Steering Committee.

The main methods of the project will be of participation. Inputs from micro surveys will form the main source of decision making. Locally active NGOs will be entrusted with the tasks related to campaigns, organization of Non-Formal centers and training of NFE workers.

Conclusion

In this section the thrusts of the Project have been outlined. But, the outcome of the project depends upon the details of programmes proposed in the form of micro surveys, working of VECs, continuous training of the teachers and NFE instructors and the nature of educational supervision. An attempt is made to give the salient features of the programmes in the next Chapter.

SYNOPTIC VIEW OF DPEP: BELGAUM DISTRICT



INTERLINKAGES OF PROJECT COMPONENTS

OUT LINE OF PROJECT PROPOSALS

Micro-planning : The Main Implementation Strategy

The proposed project needs to get translated into actions and activities of extended duration in real contexts. Micro-planning carried out by village education committee at the beginning of every year decides the educational efforts of that year. Such activity in the first year of the project will be comprehensive enough to plan the educational requirements of next five years. In urban areas there will be Local Education Committee in each ward where vulnerable sections of the society reside (like slums, camps etc). The first activity in each locality is to constitute education committees. The proposed education committee will have :

Chairman: The person occupying the position will be an active village elder/leader (A panchayat elected functionary or a respected member) selected by the community or consensus basis.

Convenor : One teacher from the school if he is residing in the village or an educated person from the community, preferably young and active, to act as focal point of the VEC activities.

Members : Minimum 5 to 6 citizens from the locality out of which at least 3 will be females. These members are again nominated on consensus basis in a community meeting. While selecting the members, the Convenor/ Chairman should give representation to all sections in the community if the community is diverse. The constitution of VEC should be acceptable to the project authorities. While accepting the VEC;s nominated by the community, the project authorities should see that the persons come from all strata. It should not have all persons belonging to same caste in villages having sizable numbers of diverse caste groups.

Functions of village education committee

They will undertake a survey of household in the community to identify:

1. Educational status of all children of 6-14 age group.

2. To enumerate causes for non- enrolment or withdrawal from school of any child in any given family.

3. To identify the persons who have completed seven or more years of schooling and who can work as instructors in Non-formal education centres in the community.

4. To assess the resource potential of the village/ community to augment the State and the project efforts.

5. Monitor the educational progress of all children at the beginning of every year.

6. To undertake motivating activities, enrolment drives, organization of non-formal centres etc.

7. Represent the educational interest of the community at the higher levels of decision making.

8. Monitor the working of educational efforts undertaken in the community. It is proposed to launch a district-wise campaign to inform and educate the public about the importance of universalisation and role of the VECs in accomplishing the task. The campaign would use the available mass media like radio and TV, wall posters, Jathas, folk media and community meetings. The expertise and the experience of the ongoing Total Literacy Campaign will be harnessed for the purpose. Volunteerism encouraged and developed in TLC work will be utilized for sustaining the efforts of Universalization.

Training of VEC functionaries:

Since the members of he VEC live in Geographically spread out locations and are working members, one cannot expect them to come to one place for an extended period of time. Hence the training should reach them in their own place. In this Direction an extensive training of convenors of VECs (who are invariably teachers or willing service minded citizens) will be provided orientation and trained in educating the other members and lead them in carrying out the functions. Such training will take place in proposed Nodal Education Centers (NEC). The training will cover the skills of conducting group discussions, carrying out systematic surveys and sensitizing persons for gender and equity issues.

The MIS and VECs :

The information generated at VECs will be consolidated through the MIS network of the project at the District level and decisions are made to to support VEC activities before the commencement of the academic year.

Teacher Training and Supervision:

The project proposed here with respect to the objectives of retention of children and minimum levels of learning heavily depend upon the work of he teachers in formal and non-formal schools. An innovative and decentralized network of recurrent training cum supervisor system is proposed for this purpose. This system restructures the existing personnel in the form of Inspector of Schools, Heads of school complex centres and graduate Headmasters. They will be re-deployed as Nodal Education Officers. Based on detailed school mapping,all the schools will be grouped into 110 circles and each circle will have a nodal school within half an hour reach. A training center will be established attached to nodal school. The Nodal Educational officer will be in-charge of organizing in-service training of teachers on recurrent basis and also supervise the work of the teachers. They will be provided with a fixed travelling allowance of Rs.200 per month.

Training of Nodal Educational Officers:

110 Nodal educational officers and other Block/Taluka level educational personnel will be trained in batches of 50-60 at the District Center. The duration of the training will be 10 days in the first instance and 5 days in the subsequent training programme. In other words, every year these functionaries will attend two training programmes. The training will be organised and conducted by DIET. At present the District do not have a DIET. Till such an institution comes in to existence efforts will be made to organise the training drawing academic resources from with in and out side the District on ad hoc basis. Academic experience generated during the initial period can become the foundation of permanent DIET.

Nature of Training : An attempt will be made here to outline the curriculum of the training programme. The details will be worked out in due course.

The main objective of the training programme is to prepare the NEOs as resource persons to carry out the training of teachers at NECs. the training would cover the following.

a) Understanding primary curriculum in terms of expected competencies to be learnt and relate content and competency.

b) Understanding the concept at minimum levels of learning.

c) Understanding the factors that influence the learning of children positively and negatively.

d) Multi-grade teaching to increase time on task (active instruction time).

e) Use of work books in instruction.

f) Conducting work shops and group discussions.

g) Demonstration of teaching - both multi-grade and large-classes.

h) Teacher friendly supervisory methods.

Materials for NEO's Training may be prepared in modules which can be used for self-learning and in training teachers. It is expected that the State level bodies would provide such materials.

In-service Teacher training :

Success of the project is expected to be met through the recurrent in-service training programme and supervision. The Nodal Education centres have been proposed to undertake both training and supervision. However, in the long run such the Nodal Education center are conceived as nerve centres of pervasive educational environment and processes in the society. The constant interaction of a compact group of teachers with each other and with the stimulating materials from outside would generate the synergy required to change the inertial state of the society. Therefore, the recurrent teacher training is proposed through out the year and provide opportunity for teachers to try out new ideas and share their experiences. Each teacher would come to the Nodal center three times a year. Each of these training sessions would be conducted in a workshop mode. The teacher training in the proposal is a much more dynamic process than mere training.

The first training workshop

The objectives are:

1. To enable the teachers to understand the primary school curriculum in terms of competencies.

2. To enable the teachers to acquire the needed information and content to transact the curriculum.

3. To develop skills of teaching multi-grade classes in a competency mode of teaching.

4. To generate content from the environment in addition to text materials supplied to teach specific competencies.

5. To sort out professional problems through consultations with resource persons and peers.

Training process:

The training will be guided by the NEOs. It is expected that the State level resource center would provide material for use in such workshops. It is also expected part the materials would be on many professional aspects so that the NEO's can have an opportunity to select them to suit their needs. The training would be held in the beginning of the year. The duration of the training work shop will be of three days, divided into 9 sessions. A minimum of three sessions will be devoted for demonstration of teaching primary classes in specific contexts like multigrade, competency mode etc., or to use specific tools or techniques like materials from science kits, project method etc. Other sessions will be used for developing the cognitive objectives and also fuse the group of schools into a cohesive group with solidarity and healthy competition.

The second Training workshop:

The main objectives of the second workshop are to reinforce the professional development initiated in the first training work -shop and to develop skills in devising teaching aids on specific topics.

The duration of the workshop will be of two days, held during the middle of the years divided in to six sessions. Two sessions will be used for demonstration of teaching aids and tools in real classes. The remaining 4 sessions will be used to develop skills of preparing teaching aids and tools.

The third workshop:

This will be for two days held during the end of the academic year. The additional objective is to develop skills of evaluation, importance of objectivity in evaluation and to understand the role of evaluation in instruction.

Induction Training

Apart from the recurrent in-service teacher training, a one time longer duration induction training is proposed for new entrants to teaching. The main objectives of the induction training are:

1. Increase content competency of the teachers.

2. Understand the school organisation.

3. Understand school curriculum and learning competency /objectives.

4. Isolate the factors affecting learning which are amenable for intervention.

5. Practice of teaching.

The induction training will be organised at DIET level in batches of 40 to 50 newly recruited teachers. At least one or two practicing teachers will work as resource persons in such training programme.

Training non-formal instructors:

Profile of a non-formal instructor: Usually non-formal instructors are locally identified and selected based on their motivation and having education background of 8 to 10 years of schooling. Majority of them will be females. Their content mastery will be low. They are expected to follow instructions to facilitate learning in children. Hence, their training requires more preparation and resource persons will have to be more creative.

Structure of training

The objectives of the training of NFE instructors are:

1. Sensitization of persons to issues related with equity and justice.

2. Enhance their motivation and self confidence

3. Understanding content of the instruction

4. Ability to use self instructional materials and work books prepared for learners

5. Organize learning activities on the basis of instructions given in the hand books

6. Understanding the factors influencing learning in non-formal contexts.

7. Develop ability to sing rhythmic poems and songs

Duration of training

Since the volunteers are expected to be engaged in their own work and many of them being women one cannot expect to have extended duration of training away from their residence. Hence , the training should be organised in Nodal centres. The duration would normally be one or two days, but the frequency will be at least once in a month. Therefore, the above objectives for NFE instructor training may be hierarchically arranged and addressed one at a time. A separate training should be given for NEOs for NFE training at DIET. It is expected that the NFE materials and hand books will be available before hand. A separate action research project will be carried out in the first year to develop/adapt and test children learning materials, instructor,s handbooks and other materials like charts, work books etc. The NFE programmes will be launched from second year onwards in a phased manner.

Training of Master Resource Persons

At present DIET is not in operation in Belgaum. Even if DIET becomes functional, an intensive training is required for persons identified as key Master Resource Persons. The State Research and Training Directorate is expected to develop and carry out such training. It should enable the Master Resource Persons to carry out training of NEOs:

1. in conducting in-service training of school teachers

2. in conducting training of NFE personnel

3. to impart induction training

4. in undertaking academic supervision

5. To train Education Officers at various levels for carrying out MIS activities, implementation and evaluation of the progress.

Quality Improvement

Programmes under quality improvement other than better training includes provision of educational materials on the basis of OB norms to all the new schools and up-graded schools under the Project. It also includes inter

school competitions in sports and literary activities, school excursions and science fairs. A district media center is proposed to develop teaching learning materials to support instruction in formal and non-formal settings.

Media-Center

Intervention for retention and quality involves training programmes in cascades from states downwards to the field level at nodal training centres. Such an arrangement involves replication of materials in increased quantities as one goes down.

Secondly the minimum levels of learning in general and in language in particular, require provision for software to be supplied to each school. For eg. prepared cassettes of children's rhymes, conversation, stories, are required to develop listening and speaking competitions.

Both the above interventions need facility to develop adopt and replicate training and instructional materials to be used in such encounters. Normally the nature of such materials will be in the form of transparencies, graphics, duplicated written materials, prepared cassettes, charts etc. The financial provision for such materials are provided in the budgetary proposals related to teacher-training, quality improvement in schools etc. But, development and replication of such materials require a place of research and development equipped with computer reprograhic facilities and resource personnel. Hence, a media center is proposed under DPEP, Belgaum as an innovative scheme to serve the above purposes.

AREAS OF SPECIAL FOCUS

Girls Education

It may be recalled that the female literary in the District is very low because of:-

1. The status of female is generally low and more so in the case of females belonging to lower socio-economic strata due to the agriculture based economy of the District

2. The Social structure is highly stratified with one caste dominating the power structure .

3. In poverty, it is the females who shoulder the burden more than the males.

4. Widespread practice of 'Devadasi' custom among lowest social strata which has degenerated into exploitation of women for sexual abuse.

In order to work for female participation in education gender issues have to be tackled in a holistic manner rather than in isolated ways. In fact, both, female education and education of SC/ST require activist approach of supporting the struggles for status of such categories and creating opportunities for them to utilise resources for improvement. Gender bias is pervasive in society among all strata. However, the females of lower strata suffer three fold subjugation of being untouchable, poor & female. This aspect has to be borne in mind by the educational workers. Training of educational workers should consciously include sensitization to gender discrimination.

Low literary among females in Belgaum district being the main justification for primary education under social safety net, an effort is made in the project to consciously plan for female participation. The strategy is as follows.

I) Environment Building

Attempts will be made to create an environment for facilitating female participation through: a) the use of folk and mass media packages to develop awareness

b) Mass campaign involving governmental on non-governmental agencies focusing on changing attitudes towards female

c) Involving females in non-formal education as instructors.

d) Involving NGOs working for development of women, particularly the organizations working for rehabilitation of 'Devadasi' in organizing non-formal Education in their area of action.

II Schooling of Girls.

a) Micro planning at village level by VEC's will identify the non-enrolled and dropouts among girls and evolve a strategy to categorise them according to the reasons for their non-participation. Decisions would be made to set up non-formal centres in the village/locality and stream children to formal and non-formal efforts.

b) Opening of separate schools for girls where their population is large enough to sustain a separate school.

c) Establishment of child care centres attached to the schools to facilitate female children attending schools.

III) Sensitization for Gender issues.

a) Nodal Educational officers and teachers will undergo sensitization for gender issues in their workshops arranged for their training.

b) Campaigns for mass education in the beginning of the year will specially focus on girls education.

c) Non-formal educational centres exclusively for girls will be organised with female instructors.

d) Efforts will be made to place female teachers in large co-educational school. However, such an effort is likely to be affected by scarcity of rural based trained female teachers. At present the female teachers appointed mostly hail from urban centres where they tend to drift back.

Non-formal Education

Target population

Non-formal Education (NFE) assumes an important part of DPEP of Belgaum. The analysis of the present educational scenario has revealed that the formal schools do not work for children belonging to -

1. Poorest strata who have to work for survival. They happen to be in rural and urban areas. In rural area they work as casual and occasional labourers, cattle grazers, construction workers and in agriculture activities like weeding, cotton picking etc. In urban areas children work as repair shop apprentices, rag pickers, tea shop helpers etc. The reason for not enrolling or continuing in school is basically poverty both boys and girls come under this category.
2. Agricultural workers, small farmers and from families working in unorganized sectors in urban areas. Most of such children are girls. The family needs their services to carry out household activities like washing, cooking, fuel gathering, looking after younger children and old persons in the family, helping on family farm to save labour etc.

3. Female children are withdrawn from school when they are 9-10 year old. The main reason for their non-participation is basically cultural.

The above categorization is useful to organise NFE. It does not mean that the categories do not overlap or are mutually exclusive.

Organisation of NFE :

Non- formal system of education in the District will be organised separately and distinctly from formal school system. In one other words, the formal and non-formal system are kept separate at the field level. This is necessary keeping in view the need for non-bureaucratic and flexible system and distinct work culture for non-formal systems. However, local level supervision and facilitation will done by VEC through their micro-surveys, mobilisation of resources etc.

Development Research in NFE :

At present there are no worked out system to amulet within the State or District. The District has an NGO- 'Jana Jagrithi' involved in volunteer based NFE centres in more than 30 selected villages with concentration of scheduled castes /tribes. Visits to three centres revealed that the motivations level of the volunteers were very high and attendance rate as inferred from the

amount of learning appeared to be very high. But the learning materials used in such centres were inappropriate for children. In all the three centres male volunteers were found to be working. Proportion of girls was relatively low. Experience of Janajagrithi can be the starting point of a movement of NFE involving NGOs working in the field of socio-economic development of the poor. Hence, the organisation of NFE in terms of running learning centres will be decentralized and locally organised. The reproduction of learning materials and their distribution will be made at the District level. Development of material specifically for the District is preferred. But, if the materials developed by other ageincies like NCERT/DSERT are to be used, they require adaptation. It is proposed to take up research and development activities in the form of action/pilot projects to develop or adapt materials during the first year. Other preparatory activities will be carried out to identify volunteers/NGOs to take up NFE work. Gradual expansion of the efforts will be undertaken in subsequent years to cover the entire District.

Education of Scheduled Castes and Tribes

Belgaum district has population of Scheduled Castes and Scheduled Tribes distributed all over the District. Particularly, they form linguistic minorities in Marathi speaking regions. The schooling facility for them in such areas are absent as their mother tongue is Kannada. Further, in most of the other places they form the large portion of school drop outs. There are about 202 habitations with high SC concentration and 97 having high ST concentration not having school within habitation. The children have to walk more than 1 Km. The female population of SC and ST experience three fold deprivations arising out of gender, caste and rurality. The Project will address the issues related with the deprived sections through:

- giving priority to locate the new schools proposed in the localities dominated by SC snd ST.

- opening separate non-formal center with instructor from their own community

- by seeking the help of NGOs working for the weaker section to mobilize human resources and organize educational efforts in an integrated manner with other activities under takem by them for socio-economic development.

EARLY CHILDHOOD CARE AND EDUCATION

The national policy on education views ECCE as a crucial input in the strategy of Human Resources Development. Further, the policy views the ECCE as a feeder and support programme for primary education, aiming at the achievement of universalisation of primary education. At the local level the ECCE programme may be viewed as support services for working women, female school drop-outs, and the school going SC/ST children.

Objectives of ECCE

1. To ensure female enrolment in primary schools with a ' head-start' which ultimately improves the learning out comes of the primary education.

2. To benefit the female school attendance.

3. To enhance socialization of 0 to 5 age group and their learning potential.

4. To provide support service for the working women in the rural areas.

5. To enhance the school going habits of the children and to form school readiness in the age group 0 to 5 years.

6. To provide support service to the existing child-care centres such as Anganwadis.

Observation with regard to Non-enrolment and retention

A. Studies conducted in the area of non-enrolment and dropouts has shown.

a. That 38.5 % of female children tent to dropout of school, because they have to look after their younger siblings.

b. That about 26 % of both male and female children do not attend school, because they "while away" their time.

c. That about 50 % of both male and female children do not attend school, because they work to supplement their family income.

B. Aim: Keeping the observation of the studies in view and the objectives of the ECCE programme, 500 Centres are proposed in the first phase of this project. These

500 ECCE are to be established in those ranges of the district, where no Anganwadies exist. In the consecutive phases ECCE centres will be started in accordance to the need for it in other areas.

Location and Infra-structure of ECCE Centres

The ECCE centres will be located in or very near the primary schools in order to facilitate the school attendance of older siblings as well as to co-ordinate the management quality of ECCE with that of primary education. The ECCE center will have a hall of 15' x 20' (about 300 sq.feet).

The cost of construction of each such hall will be approximately Rs.80,000/- this cost is proportionately be borne by the Zilla Panchayat. The aim to utilise the hall as class room if the programme is discontinued. In case the Zilla Panchayat refuses to construct the hall, then some voluntary organization's assistance will be sought for the construction.

The proposed ECCE centres in Belgaum District in various Talukas in accordance with the 1991 census is attached in Annexure.

The distribution of ECCE centers is based on several conditions.

i. Schools with low female attendance.
ii. Total female population (rural)
iii. Total SC/ST make population (rural)
iv. Minimum enrolment at ECCE centres will be 16 in number.

Each ECCE centres will be equipped with a teacher, furniture, floor mate, black board, audio-aid, play and educational equipments, wall pictures and posters and water resources.

Staff Pattern

Each ECCE centres will be staffed with a qualified lady known by the name "Mother" and a female middle-aged-adult known by the name "Helper".

Staff Duties

a) The duties specific of the ECCE mother will be:

i. creating public awareness and interest in child care and child education.
ii. creating awareness in female school enrollment and retention.

iii. creating school going habits through education based play way activities.
iv. helping children in their social development.
v. creating environment awareness among the children.
vi. involving the community and the home in child care and education through counseling.

b. The duties specific of the helper will be :
i. To assist the ECCE mother in different capacities.
ii. to care for the physical needs of the child, such as putting the child to sleep, feeding the child, and attending to the toilet needs of the child.
iii. taking and bringing the child from one home to school and back (in times of emergency).

iv. taking active part in the enrollment drive of the ECCE programme.

Staff qualification

A. The staff "Mother" will be recruited subject to the following conditions.

1. She should be unemployed.

2. she should be TCH or she should be at least a matriculate.

3. she should not be less than 25 years of age.

4. she should preferably be from the same local area.

5. she should know the local languages.

6. she should have at least a minimum experience in areas such as pre-school teaching, or child care and child psychology, or social work.

B. The helper will be recruited subject to the following conditions.

1. She should not be less than 35 years of age.

2. she should be a local candidate.

3. she should have minimum education of 5th standard (passed).

4. she should show an aptitude and interest for child-care and education.

Mode of Staff training

1. Both the "Mother" and the "Helper" of ECCE centres will undergo a pre-service guidance and training from the Nodal centres. This training will be a week's duration.

2. The "Mother" and the "Helper" should be given inservice or orientation and feed back training at Nodal Centres. This service orientation will be of day's duration at the nearest nodal center.

3. The training of the "Mother" and the "Helper" should be given by a professional or expert of the nodal center. The professional in addition to the training, has to to provide a periodic evaluation of the trainees and the training programme.

The Content of ECCE Curriculum

The curriculum content of ECCE programme will consist of two divisions.

I. For the age group 0 to 3 years, the curriculum content will be :

a) Maintenance of child health and care,
b) social development,
c) communication skill,

II. For age group 3 to 4 years the curriculum content :
a) Social development,
b) extending children language and communication,
c) promotion of physical development,
d) assessing the nutrition and health of the child.
e) promoting physical co-ordination and enhancing greater autonomy,
f) developing looking and listening skill,
g) gaining mathematical experience.

The above curriculum will be transacted through play-way method. The emphasis will be on providing expendable play materials like paper boards, card boards, drawing sheets crayons, colour pencils, plasticine to each child.

Monitoring the supervision & evaluation of ECCE Centres:

Supervision and evaluation of ECCE centres will follow the three tier system.

1. The day today activities of the centres will be overseen by the local village education committee (The

panchayat Chairman, or educated member of the village, parents, and well known voluntary organizations). The Chairman of the committee will give his report to the nodal centres.

2. The nodal supervision will in turn scrutinize the committee report and will report to the AEOs concerned.

3. The AEO will further assess the report and submit his report to DDPI.

4. The entire monitoring of the 500 ECCE centres will be done by the District Co-ordinator (DDPI) on a quarterly basis.

5. The entire evaluation of the programme will be further strengthened by the door to door survey and interview of the parents on an annual basis by recruited survey members.

Community Participation

The success of the ECCE centres will rest on the community segments, such as Mahila Mandals, Yuvak Mandals, Dalit Sangh, and other clubs. These segments will be actively involved in the campaign for awareness in early childhood care and education which is an important support for primary education.

PROPOSED BUDGET CALCULATIONS

II.	**Multimedia Campaign**		
ii.	Three coloured posters @ Rs.20/- per poster for 25,000 posters during project period	Rs.	5,00,000
iii.	Radio jingles (lump sum)	Rs.	20,000
iiii.	Jathas, Street plays etc. @ Rs.50,000 per year for five years	Rs.	2,50,000
iiv.	Radio spots 1 minute every day continuously for 3 months per year for 5 years @ Rs.1000/- per minute	Rs.	4,50,000
	Total		12,20,000
III	**Village Education Committee (VEC)**		
ii.	Cost of training VEC Convenors (excluding travel cost):- 1600 x 2 days x Rs.45 x 5years	= Rs.	8,64,000
iii.	Travel cost @ Rs. 6 per person 1600 x 6 x 6	= Rs.	57,600
iiii.	VEC Manual 10,000 copies of 20 pages each @ Rs 0.1 per page 10000 x 20 x Rs.0.1	= Rs.	20,000
iiv.	Annual microplanning survey @ Rs.100 per village during project period 1600 x Rs.100 x 6 years	= Rs.	9,60,000
	Total	Rs.	19,01,600
III	**Opening of New Schools**		
ii.	Construction of School buildings (125) @ Rs.2,27,000 per building (twin rooms)	= Rs.	2,83,75,000
iii.	Two teachers per school @ average salary Rs.2500 per month for 9000 teacher months	= Rs.	2,52,00,000
iiii.	Quality input @ Rs.33,300 per school for 125 schools	= Rs.	41,62,500
iiv.	Quality input cost @ Rs.500 per year per teacher for 250 teachers (500 x 6 x 250)	= Rs.	7,50,000
	Total	Rs.	5,84,87,500

IV	**Nodal Education Centres**			
i.	construction of building (one lecture hall of dimension 30 x 20 & a store cum office of size 10 x 20) @ Rs.300/- sq.ft. construction for 110 nodal centres		=	Rs.2,80,50,000
ii.	Furnitures : 30 desks, 2 tables, 4 chairs, 3 cupboards, 3 fans worth Rs.46,000/- per centre for 110 centres		=	Rs. 50,60,000
iii.	Equipments			
	a) OHP	= Rs.30,000		
	b) 1 two in one with 10 recorded educational cassettes	= Rs. 1,500		
	c) Slide projector	= Rs.20,000		
	d) Tool kit and materials for preparing teaching aids	= Rs. 2,500		
	Equipment cost per center	Rs.54,000		
	Total cost for 110 centers		=	Rs. 59,40,000
iv.	Maintenance @ Rs.2500/- per year per centre for six years		=	Rs. 16,50,000
v.	Office contingencies @ Rs.500/- per centre per year for six years		=	Rs. 3,30,000
vi.	Evaluation of the Pilot Centres		=	Rs. 5,000
			Total	Rs.4,10,35,000
V	**Management Cost**			
A)	For Nodal Centres			
i.	Nodal officer to be provided F T A of Rs.200 per month for the entire project			
	First Year, 36 Centres Rs.200 X 12 X 6 X 36		=	Rs. 5,18,400
	Second year 200 X 12 X 5 X 74		=	Rs. 8,88,000
B)	For block level offices			
i.	A four wheeler for each block level officer @ Rs.2,25,000 per vehicle for 12 blocks		=	Rs. 27,00,000
ii.	Salary of drivers @ average salary of Rs.2000 per month for 720 driver months		=	Rs. 14,40,000
iii.	Fuel and Maintenance of four wheelers @ Rs.900 per month for 720 months		=	Rs. 6,48,000
C)	For NFE Centres			
	Supervisors salary @ Rs.2500/- month to supervise 50 NFE centres each for 6 years No.of centres proposed 4000 i.e. 5760 supervisor months		=	Rs.1,44,00,000
			Total	Rs.2,05,94,400

VII **NFE Programme**

Proposed coverage 85,000 children per year out of which 50,000 girls and 35000 boys. A course of 2 years duration and 3 such courses are proposed

i	Research and Development work in generating materials and organizations for NFE to be undertaken during first year of the project.	=	Rs. 1,00,000
ii.	Student learning materials 300 pages of learning materials and 150 pages of work book (No.of copies 5,00,000) unit cost of Rs.0.1 per printed page	=	Rs.2,25,00,000
iii.	Instructors manuals of 150 pages each for 5000 copies	=	Rs. 75,000
iii.	Training cost of supervisors No.of person training days (15+5+5+5) x 80 = 2400 days unit cost Rs.90 per person per day	=	Rs. 2,16,000
iv.	Training of NFE instructors No.of training days (15+5+5+5) x 5000 = 150000 days unit cost Rs.45 per day per persons(1000 additional instructors are included to replace loss of during the course of the Project	=	Rs. 67,50,000
v.	Instructors honorarium Rs.150 x 4000 persons x 12 months x 6 years	=	Rs.4,32,00,000
vii.	Monitoring and evaluation		
	a) Supervision cost @ Rs.200 (travel) per month per supervisor for 80 supervisors for 6 years	=	Rs. 11,52,000
	b) Printed records certificates @ Rs. 1 per certificate for 2,00,000 certificates	=	Rs. 5,00,000
viii.	Contingency @ Rs.500 per year per centre for 6 years	=	Rs. 1,20,00,000
viii.	Non recurring expenditure @ Rs.1800/- per centre (1 time requirement)	=	Rs. 72,00,000
xi.	Evaluation of NFE Centres in terms of its operation and outcomes (240 Pilot Centres)	=	Rs. 50,000
		Total	Rs. 9,37,43,000

VII Quality Improvement Programmes

A)	1. Induction training for new teachers for 10 days about 2600 teachers trained at DIET during the project period at the unit cost of Rs.45 per day	= Rs.	11,70,000
	2. Average travel cost @ Rs.30/- per person for 2600 persons during project period	= Rs.	78,000
B)	1. In service teacher training programme for ten days (4+3+3) per year for 8 thousand teachers per year for 6 years at Nodal centres	= Rs.	2,16,00,000
	2. Average travel cost @ Rs.6/- per person and three times a year for 8 thousand teachers (8000P x 3f x 6Yr x 6)	= Rs.	8,64,000
C)	1. Training of NEOs and AEOs for (10 + 5) days year at DIET in two batches (125p x 15 days x Rs.90 x 6 years)	= Rs.	10,12,500
	2. Average travel cost Rs.30/- per person twice a year (125p x 2f x 30 Rs. x 6 years)	= Rs.	45,000
D)	Preparation of teacher hand books 300 pages each, No.of copies 25000 which includes replacement of copies (25000 x 300 pages x Rs.0.1)	= Rs.	7,50,000
E)	Preparation of student work books about 250 pages material to be provided to each child, 4 lakhs a year for 6 years (400000 x 6 yr x 250 page x Rs. 0.1)	= Rs.	6,00,00,000
F)	School excursions @ Rs.40 per student for 40 students studying in I - IV standard i.e. Rs.1600/ per school. 2500 excursions per year for 7 years (2500 x 7 years x Rs.1600)	= Rs.	2,80,00,000
G)	Inter-school competitions		
	1) Refreshment @ Rs.5 per student for 5000 participants per year expecting 2 participant per school for six years (5000p x 6 years x Rs.5)	= Rs.	1,50,000
	2) Teacher travel cost @ Rs.20/- per teacher for 100 meets per year for six years (100 meets x 6 years x Rs.20)	= Rs.	12,000
	3) Organisation cost Rs.1000/- lumpsum for 500 meets	= Rs.	5,00,000
H)	Play Back Facility in the form of two-in one to 1400 primary schools (I to IV) (Rs.1500 X 1400 Nos)	= Rs.	21,00,000
I)	Quality input cost @ Rs.500 per teacher per year for 6 years w.r.t 8000 teachers working in I - IV standard (8000 x 500 x 6)	= Rs.	2,40,00,000
		Total	Rs.14,02,81,500

VIII Media Centre

Items	Unit cost (Rs.)	Quantity	Amount (Rs.)
Computer PC386 with printer	1,00,000	One	1,00,000
Kannada Word Processing software Shabda Ratna	7,000	One	7,000
Harvard Presentation Graphics	10,000	One	10,000
Laserprinter	1,00,000	One	1,00,000
Sound recording equipment	5,00,000	One	5,00,000
Xerox	1,00,000	One	1,00,000
Video library and copying facilities	2,00,000	One	2,00,000
Over head projector	10,000	One	10,000
A Technician	3000 per month	72 months	2,16,000
Stationary/peripheral			1,22,600
Audio Cassettes	Rs.15/unit	5000	75,000
		Total	14,40,600

= Rs. 14,40,600

IX Management Information System

Items	Unit cost (Rs.)	Quan-tity	Amount (Rs.)
Computer PC/AT 486		1	1,50,000
Computer PC/AT 386		1	90,000
1 No. CTD 150 MB		1	30,000
Dot Matrix Printers		2	55,000
U P S 2 KVA		1	75,000
MODEM		1	15,000
	SUB-TOTAL		Rs.4,15,000
SOFTWARE			
MS WINDOW		1	22,000
MS OFFICE		1	40,000
MS FOXPRO V 2.5		1	25,500
REGIONAL LANGUAGE WP		1	5,000
ANTI VIRUS SOFTWARE and OTHER UTILITIES		1	5,000
	SUB-TOTAL		97,500
CONSUMABLES (FOR 7 YEARS)			4,90,000
Data Entry Charges (for 7 years)			90,000
Telephone			78,000
Maintenance			2,49,000
Insurance			3,50,000
Manpower Salary			6,72,000
T.A/D.A for Staff			1,75,000
Contingency			1,75,000

		Total	27,91,500 = Rs. 27,91,500

X Early Child Care and Education

Items	Unit cost (Rs.)	Quantity	Amount (Rs.)
I. Non-recurring items			
1. Play equipments	5,000	100	5,00,000
2. Water facilities	1,000 per centre	100 centres	1,00,000
3. Furniture	3,000 per centre	100 centres	3,00,000
4. Two-in-one cassette player with cassettes	1,500 per centre	100 centres	1,50,000
5. Community hall	1,26,000	100	1,26,00,000
	Sub-Total		1,36,50,000
II. Recurring items (6 years, Rs.350/Centre)			
1. School mother	350 per month	100 Centres	25,20,000
2. Helper	100 per month	100 Centres	7,20,000
3. Expendable play activities (based upon estimated per child at cost of Rs.3 per month)	750 for 12mts.	600 units	4,50,000
4. Maintenance	@ Rs.100 for 12mts	600 units	60,000
5. Enrollment drives	2250	100	2,25,000
6. Evaluation of 19 Pilot Centres first year			10,000
	Sub-Total	Rs.	39,85,000
	Total		Rs. 1,76,35,000

XI.Augumenting Multi Grade OverCrowded Schools

Items	Unit cost	Qty	Amount	
1. Construction of schools classrooms with toilet and water facility	Rs.1,26,000 per classroom	200	2,52,00,000	
2. Appointment of teachers	@.Rs.2,500 per mensum 14,760 teacher mths		3,69,00,000	
			TOTAL	6,21,00,000

XII . Providing Toilet Facility and Repairs

Item	Unit cost	Qty	Amount	
1. Borewell and Handpump	Rs.25,000	42	10,50,000	
2. Toilets	Rs.15,000	42	6,30,000	
3. Repairs		15	45,000	
			TOTAL	Rs.17,25,000

ABSTRACT OF THE BUDGET

1.	Village education committee	Rs.	19,01,600
2.	Multimedia campaign	Rs.	12,20,000
3.	Opening of new schools	Rs.	5,84,87,500
4.	Nodal education centres	Rs.	4,10,35,000
5.	Management cost	Rs.	2,05,94,400
6.	Non-formal education programme	Rs.	9,37,43,000
7.	Quality improvements programme	Rs.	14,02,81,500
8.	Media centre	Rs.	14,40,600
9.	Management and information system	Rs.	27,91,500
10.	Early childhood care and education	Rs.	1,76,35,000
11.	Augmenting multigrade overcrowded schools	Rs.	6,21,00,000
12.	Providing Toilet facility and repairs	Rs.	17,25,000
	Grand Total	Rs.	44,29,55,100

WORKSHOP ON
REVISION OF DPEP PLANS
(February 24-27, 1994)

KARNATAKA STATE
BELGAUM DISTRICT

WORK PLAN FORMAT
(Improving Access)

NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION
17-B Sri Aurobino Marg
NEW DELHI - 110016

Name of the State : KARNATAKA
District : BELGAUM

Work Plan for 1994-95

Improving Access : Opening of New Schools

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	No. of Schools to be opened (Project period)	125 proj peiod	DDPI	BEO	
2.	Deciding on the Number of Schools to be opened in the first year	15 April 1994	DDPI	BEO	
3.	Identification of Location of Schools to be opened in the first year	August 1994	BEO	BEO	
4.	Sending of Proposals	October 1994	CEO ZP	BEO ZP	
5.	Getting Sanction	November 1994	CEO ZP	CEO ZP	
6.	Identification of agency to undertake civil work	November 1994	CEO ZP	CEO ZP	
7.	Completion of formalities to start construction	December 1994	CEO ZP	CEO ZP	
8.	Releasing of funds	December 1994	State Project Officer		34.05
9.	Starting construction	December 1994	CEO ZP	ZP Engg.Div	
10.	Monitoring Construction	Jan-Apr 1995	CEO ZP	ZP Engg.Div	
11.	Completion of construction	April 1995	-	-	
12.	Purchase of furniture/ equipments etc.	April 1995	CPI	BEO/ZP	4.995 (33,300 Unit cost)
13.	Starting of classes	1st June 1995	DDPI/CEO ZP	BEO/VEC	

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
39.05	325.38	-	252.51	39.05	577.89

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Access : Cosntruction of Toilets/Water Facilities

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of schools without toilet/borewell	42 Proj period	--	--	--
2.	No. of Schools where construction is to be initiated in the first year	42 June 1994	ZP	ZP ENGG.DIV	
3.	Sending of proposals	JUNE 1994	ZP	ZP ENGG DIV	
4.	Getting sanction	JULY 1994	ZP	ZP	
5.	Release of Funds	JULY 1994	PROJ DIR	ZP	
6.	Identification of agency to undertake civil work	JULY 1994	ZP	ZP ENGG.DIV	16.8
7.	Completion of formalities to start construction	AUG 1994	ZP	ZP ENGG.DIV	
8.	Starting const-	OCT 1994	ZP	ZP ENGG.DIV	
9.	Monitoring const-ruction	OCT 1994 TO	ZP	ZP ENGG.DIV	
10	Completion of Cons-truction	JAN 1995	ZP	ZP ENGG.DIV	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
16.8	16.8	--	--	16.8	16.8

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Access : Additional Classrooms

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of schools where additional rooms/ toilets etc. are required for the project period	450			
2.	No. of Schools where additional rooms/toilets are to be constructed in the first year	8	ZP	ZP ENGG.DIV	9.83
		APR 1994	DDPI	ZP ENGG.DIV	
3.	Sending of proposals	MAR 1994	DDPI ZP	BEO	
4.	Sanction of proposals	JUN 1994	ZP	CPI	
5.	Release of Funds	JUL 1994	ZP	STATE PROJ DIRECTOR	9.83
6.	Identification of agency for civil work	JULY 1994	ZP	ZP ENGG.DIV	
7.	Completion of formalities for civil work	AUG 1994	ZP	ZP ENGG.DIV	
8.	Beginning of Civil works	SEP 1994	ZP	ZP ENGG.DIV	
9.	Regular Monitoring of civil works	SEP 1994	ZP	ZP ENGG.DIV & VEC MEMBERS	
10	Completion of civil works	APR 1995	ZP	ZP ENGG.DIV	

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
9.83	535.75	--	--	9.83	535.75

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Access : Repair of Primary School Buildings

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of Buildings to be repaired	15 PROJ. PERIOD			
2.	Deciding on the Number of buildings to be repaired in the first year	15	ZP	BEO	
3.	Submission of estimates and proposals	MAY 1994	ZP	ZP ENGG.DIV BEO & VEC COMMITTEE	
4.	Sanction of the proposals	AUG 1994	ZP	ZP	
5.	Release of Funds	AUG 994	ZP	STATE PROJ. DIR.	0.45
6.	Identification of agency to under-take repair work	SEP 1994	ZP	BEO	
7.	Completion of formali-ties to start repair work	OCT 1994		ZP	
8.	Starting repair work	NOV 1994	EXEC. ENGR.	ZP	
9.	Monitoring of repair work	AS AND WHEN REPAIR WORK PROGRESSES		JE, VEC, HM	
10.	Completion of repair work	JAN 1995		EE- ZP	

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
0.45	0.45	--	--	0.45	0.45

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Access : N F E (4000 CENTRES)

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Village Survey	APR-MAY 1994		BEO/NGO/VECs	
2.	No. of Centres to be opened in the first year	240			
3.	Location of Centres for the first year	JUN 1994	DDPI	BEO/VEC	
4.	Proposals to open Centres	JUN 1994	DDPI	BEO	
5.	Identification of Instructors	JUL 1994	BEO	VEC	
6.	Training of Key persons	SEP 1994	DIET	BRC	
7.	Development of Teaching-Learning Materials	OCT-JAN 1995	SCERT	DIET	
8.	Development of Training Modules for Instructors	NOV-1994 TO JAN-1995	SCERT	DIET	
9.	Training of Instructors	JAN -MAR 1995		DIET	
10.	Purchase of Items/Equipment	DEC 1994	DDPI/ZP	BEO	
11.	Distribution of Teaching-Learning Materials	MAR 1995		BEO	
12.	Starting of the NFE Centres	JUN 1995	BEO	VEC	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
4.32	72.00	20.62	870.19	24.94	942.19

Name of the State : KARNATAKA
District : BELGAUM

Work Plan for 1994-95

Improving Access : Teacher Requirement
Augumenting overcrowded multigrade schools

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Estimation of Teacher requirement for the project period	200		BEO	
2.	Estimation of number of teachers to be appointed in the first year	30	DDPI	BEO	
3.	Identification of schools where additional teachers are required	APR 1994	DDPI	BEO	
4.	Sending of proposals for teacher posting	APR 1994			
5.	Sanction of posts	MAY 1994	CPI	DDPI	
6.	Recruitment of teachers	JUN 1994	CPI	DDPI	
7.	Posting of teachers	JUN 1994		DDPI	
8.	Availability of teachers in the schools	JUN 1994			

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	9.00	369.0	9.00	369.0

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Access : Mobilisation Campaign Mode

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Village Survey	MAY-JUNE 1994	DDPI/BEO	VEC/TEACHERS	1.60 (Rs.100 PER VILLAGE)
2.	Three coloured posters at Rs.20 per poster for 5000 posters	JUN 1994	DDPI	DDPI	1.00
3.	Jathas, Street Plays, Slogans	MAY, JUN JUL 1994	DDPI	BEO/VEC LOCAL ARTISTS YOUTH CLUBS	0.50
4.	Production of radio jingles	JUN TO	DDPI	DDPI	0.90
5.	Radio spots, 1 minute every day for 3 months	JUNE TO	DDPI	DDPI	0.20

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	4.20	11.20	4.20	11.20

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
25.935	136.5	.143	34.79	26.98	171.29

WORKSHOP ON
REVISION OF DPEP PLANS
(February 24-27, 1994)

KARNATAKA STATE
BELGAUM DISTRICT

WORK PLAN FORMAT
(Capacity Building)

NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION
17-B Sri Aurobino Marg
NEW DELHI - 110016

Name of the State : KARNATAKA
District : BELGAUM

Work Plan for 1994-95

Capacity Building :
Training in Educational Planning and Management State Level

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Training plan for State Level Functionaries	JUN-JULY 1994	CPI	DSERT	
2.	Training Plan for District Level Functionaries	JUN-JUL 1994	CPI	DSERT	
3.	Training Plan for Inspectors /Supervisors	JUL 1994	DSERT	DIET	
4.	Training Plan for Head Teachers	JUL 1994	DSERT	DIET/BRC	
5.	Training Plan for VEC Members	JUN - JUL 1994	DIET	BRC	
6.	Development of Training Materials	JUN-SEP 1994	DSERT	IIM/ISEC/ ATI/DSERT	
7.	Cereation of Institutional arrangements for training	JUN 1994	CPI PROJ DIR	DSERT	
8.	Identification of master trainers in the first year	JUN 1994		DSERT	
9.	Actual start of the training programmes	OCT 94 TO FEB 95	PROJ.DIR	DSERT/DIET/BRC	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	24.30	106.50	24.30	106.50

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Capacity Building :
Management Structure : State Level

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Registration of Society	ALREADY DONE			
2.	Identifying members of the Council/ Executive Committee/ Finance Sub-Committee	MAY 1994	GOVT.	CPI	
3.	Formation of various Committees	MAY 1994	GOVT.	CPI	
4.	Location of the Society	MAY 1994		CPI	
5.	Identification of staff requirements	MAY 1994	GOVT.	CPI	
6.	Recruitment /Deputation of staff	MAY 1994		GOVT.	
7.	Procurement of Office-Equipments /furniture etc.	MAY 1994		CPI/PROJ.DIR	
8.	Operationalising MIS	JUN 1994		CPI/PROJ.DIR	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
23.94	23.94	11.06	215.984	35.0	239.924

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Capacity Building :
Management Structure : District Level

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Formation of Committees at District Level	MAY 1994	PROJ.DIR	DC/CEO/DDPI	
2.	Identification of staff requirements	MAY 1994	DC/CEO	DDPI	
3.	Recruitment/deputation of staff	MAY 1994	PROJ.DIR	DDPI	
4.	Procurement of office equipments	MAY 1994	PROJ.DIR	DDPI	
5.	Operationalising MIS	MAY-JUN 1994	PROJ.DIR	DDPI	
6.	Formation of Committees at Block Level	MAY 1994	CEO/ZP	DDPI/BEO	
7.	Formation of VECs	JUN 1994	CEO/ZP	DDPI/BEO	
8.	Training plan for VEC members	OCT 94 TO FEB 95	DIET	BRC	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
5.20	5.20	3.06	22.71	8.26	27.91

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95
Innovative Project:
Quality Improvement in Reorganisation of Supervision and Training of Supervisors

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of Nodal centres to be opened	110 PROJ. PERIOD			
2.	Deciding on the Number of centres to be opened in the first year	36 MAR 1994	DDPI	ZP ENGG.DIV	
3.	Submission of estimates and proposals	MAR 1994	DDPI	ZP ENGG.DIV	
4.	Sanction of the proposals	APR 1994	STATE PROJ DIR	ZP ENGG.DIV	
5.	Release of Funds	JUN 1994	STATE PROJ DIR	CEO/ZP	
6.	Identification of agency to under-take work	MAY 1994	CEO/ZP	ZP ENGG.DIV	
7.	Completion of formali-ties to start work	JUL 1994	ZP	ZP ENGG.DIV	
8.	Starting work	SEP 1994	EXEC. ENGR.	ZP ENGG.DIV	
9.	Monitoring of work	SEP -DEC 1994	EXEC. ENGR.	ZP ENGG.DIV	
10.	Completion of work	DEC 1994		EE- ZP	
11.	Deployment of NEOs	MAY 1994	CPI	DDPI	
12.	Training of NEOs	JUN 1994	DSERT	DIET	
13.	Purchase of Equipment	JUN 1994	DDPI	BEO	
14.	Commencement of operation of NECs	FEB 1995	DDPI	BEO	

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
127.8	390.5	8.02	44.44	135.82	434.94

WORKSHOP ON
REVISION OF DPEP PLANS
(February 24-27, 1994)

KARNATAKA STATE
BELGAUM DISTRICT

WORK PLAN FORMAT
(Retention and Learner Achievement)

NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION
17-B Sri Aurobino Marg
NEW DELHI - 110016

Name of the State : KARNATAKA
District : BELGAUM

Work Plan for 1994-95

Improving Retention and Quality :
Provision of Teaching-Learning Material in Schools
Quality input cost, Teacher handbooks, students workbooks and prepared cassettes

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of Schools requiring teaching-learning materials	APR - JUN 1994	BEO	TEACHER/VEC	
2.	Listing of teaching learning materials required	JUN - JUL 1994	BEO	TEACHER/VEC	
3.	Sanction and Release of fund	JUL 1994	STATE PROJ.DIR		
4.	Purchase of teaching-learning materials	SEP 1994	BEO	SCHOOL HM/ VEC	

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
8.00	8.00	40.00	887.00	48	887.00

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95
Improving Retention and Quality : Inservice Training Programmes (Teachers) and induction training for new teachers

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakh)
1.	Identification of training needs	MAY 1994		DIET	
2.	Development of training materials	JUN - OCT 1994	DSERT	DSERT & DIET	
3.	Training of key Resource persons	SEP - OCT 1994		DSERT	
4.	Institutional arrangement for training	JUN - AUG 1994	DSERT	DIET/BRC	
5.	Developing/ augumenting training institutions	AUG - OCT 1994		DSERT	
6.	Procedures for Selecting teachers for training	JUL - AUG 1994	DIET	BRC	
7.	Phasing of training programmes	AUG - DEC 1994		DIET & BRC	
8.	Starting of Teacher training programmes	DEC 1994 TO MAR 1995		DIET & BRC	

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	41.15	246.92	41.15	246.92

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Retention and Quality :Making School Attractive - Competitions, Excursions and Audio Playback facility

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Audio Cassette Players	APR TO AUG 1994	DSERT	DIET	0.10
2.	Excursions	JUL TO SEP 1994	DSERT	DIET	
3.	Development of test items as per MLL norms, Inter school Competitions	MAY TO AUG 1994		DSERT	0.40
4.	Development of handbook for teachers to facilitate training	MAY TO AUG 1994		DSERT	2.65
5.	Co-ordination of testing activities	DEC 1994 TO JAN 1995			
6.	Mechanisms for feedback to the school/learners	JUN - SEP 1994		DSERT	
7.	Printing of developed materials	JAN - MAR 1995		DIET	15.00
8.	Distribution of printed materials	MAY 1995	DDPI	BEO	0.55

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
21.00	21.00	40.13	246.62	61.13	267.62

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Retention and Quality : Preparation of Children Workbooks

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Preparation of student work books				
A.	Conducting workshop for workbook writers	JUN - JUL 1994	DSERT	DIET	1.50
A1.	Reprography	AUG 1994	DSERT	DIET	0.20
B.	Field trial for prepared material in selected schools	AUG 1994	DDPI	DIET/BEO	0.10
C.	Revision of workbooks on the basis of field trial	SEP - OCT 1994		DIET	0.60
D.	Printing of workbooks	JAN, FEB MAR 1995		DIET	100.00
E.	Distribution of workbooks to schools	MAY 1995	DDPI	BEO/HEAD TEACHERS	0.55

Name of the State : KARNATAKA

District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	102.99	502.99	102.99	502.99

Name of the State : KARNATAKA

District : BELGAUM

Work Plan for 1994-95

Improving Retention and Quality : Organising Competitions

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of Competitions	AUG 1994	BEO	SCHOOL/VEC	1.378
2.	Arranging inter-school competitions based on selections made by the schools	OCT 1994	DDPI	BEO	0.550
3.	Taluk level competitons based on selections made at Hobli Level	NOV 1994	DDPI	BEO	1.100
4.	District level competitions based on selections made at taluk level	DEC 1994	ZP	DDPI	1.000

Name of the State : KARNATAKA
District : BELGAUM

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
--	--	4.028	20.14	4.028	20.14

Annexure I

A brief report of the consultative meeting held in connection with the DPEP planning of Belgaum District.

1. Meeting held at Bangalore on May 13-14 1993. This was the first meeting in the process of planning. In this meeting the National core team oriented the context, need and the component of District primary education projects envisaged under the World Bank assistance. A tentative plan of action was worked out in the meeting for preparing District specific primary education projects spanning five year from 1994-95.

2. Meeting held at Belgaum an June 7.1993: This meeting was convened to form the District Core Team to initiate project planning activities and start the work as per the guidelines provided by the State Core Team.

3. Meeting held on June 24, at Bangalore:

The meeting reviewed the progress of planning. It was decided to designate one expert member to interact intensively with each District. Dr. C.S.Nagaraju Associate professor, ISEC, and member of the State Core Team was entrusted with the work of Belgaum DPEP.

4. Meeting held on 28th June 28th 1993.

This meeting was convened by the Chief Executive Officer of Belgaum Zilla Parishad. All the Assistant Educational officers of the District participated in the meeting. The participants were informed about the context in which DPEP project was being prepared and their role in the planning process was high lighted.

Workshop held on 3rd to 6th July 1993 at Belgaum. Participants of this workshop consisted of the members of the District Core Team,, local educationists, representatives from NGOs and Dr.C.S.Nagaraju from The State Core team. After discussing the specific issues related with primary education in the District, the participants formed into separate task groups to draft the plan on the identified issues as follows:

1. Improving access to and retention in formal schools
2. Non-formal education
3. Teacher training and quality improvement
4. Early child care
5. Management.

At the end of the workshop each group came out with proposals forming the draft plan for DPEP in Belgaum Meeting held at Bangalore on July 7, 1993.

The draft plan of Belgaum was presented at the State Level meeting of the State Core Team and the Core Teams from four DPEP districts. The Plan was sent for the scrutiny of the National Core Team.

6. Meeting held on July 22, 1993 at Bangalore.

The Draft plan was discussed prior to its presentation to the review team of the World Bank on the following day. The National Core Team member attached to Karnataka , Prof. Daswani reviewed the project proposals.

7. Meeting held on 24th to 26th July 1993 at Bangalore.

The District plan was presented to the world Bank team and was discussed. The meeting also Dealt with the state component of the DPEP emerging out of the district plans of four districts including Belgaum.

8. Meeting held on Sept 8, 1993 at Bangalore

The State Core Team along withe the representatives from Belgaum and other district proposing DPEPs were appraised of the comments received from the World Bank team as well as the National core team. This meeting recognised the need for intensive consultations at the District level in revising the plan in the light of suggestions received from the world Bank team. District Advisers were identified and were asked to spend 10-15 days in the Districts to hold consultations, document the process as well as revise the plans. Dr. C.S.Nagaraju was designated as advisor for Belgaum.

9. Consultation meeting held at Belgaum on Oct 22nd, 1993.

This meeting consisted of District core team, and peoples representatives. The District advisor while giving the Background of DPEP, brought the comments received from the World Bank team on the first draft to the notice of the participants. Discussion were held to take up further action in revising the draft plan. District Advisor was asked to hold detailed consultative meetings with a few committees in rural areas, with Taluka level education officials, task groups and the officials of other Departments and ZP officials.

10. Consultations with rural communities held during Oct 22 to Oct 30, 1993.

Four rural committees were visited, three on 22nd in Belgaum taluka and one on 26 Oct, 1993 in Soundatti Taluka. The majority of the population in these communities belonged to scheduled castes/tribes and were by and large economically backward. The consultations revealed the following issues :

1. Inevitable need for child to work to augment income. Demand for child labour fluctuated during the year and it was high During November to January in cotton growing areas.
2. It was revealed in the discussion with village members in Belgaum taluka that most of the families of that village moved away during December to April every year to work in Brick Industry at Khanapur and road works all over the District.
3. Members of two village communities told that the children lost interest in school because of the irregularity of the teacher in conducting the classes. In one of the village, NFE volunteer produced a document listing the presence and absence of teacher during the months of July and August 1993. The document indicated that the teacher was absent for more that 50% percent of the days. All the villages visited have schools with only one teacher and the teacher's absence resulted in low attendance.

4. The village in Belgaum district had well run NFE centres organized by an NGO called 'Jan Jagran'. This organisation identified local volunteers , are trained such volunteers in organizing NFE centres. The three centres visited had 15 to 25 students each. The learning materials used in such centres were Adult education primers. It was revealed that separate materials are needed for NFE catering to out of school children.

In the light of such consultations it was found necessary to commission two studies on the extent of child labour in brick industry in Khanapur and child labour in Soundatti taluks. Such studies aimed at studying the educational needs of working children along with the present educational status of such children.

11. Consultant meeting with Assistant Educational Officers of all ranges (12) of Belgaum District held at Belgaum on 26-10-93.

This meeting discussed the ground level administrative issues and demands for educational facilities. It was evident from the discussion that

local political power structure of dominant interests could pressurize the local administration disturb the well intended distribution of resources planned at higher levels like the State and The Central Governments. Thus, it was found that in many cases the teachers appointed under OB Schemes obtained changes to their place of convenience using mutually advantageous political connections. Many single teacher schools remained same even after getting covered under OB Scheme.

The discussion also revealed that in many localities demand for expanding the lower primary school has resulted in stepwise upgradation of schools into upper primary school without the sanction of the additional teachers. Many such schools had seven standards taught by two teachers.

The AEOs also felt that more schools should be upgraded and adequate number of teachers should be appointed to reduce drop-outs and ensure quality of education. All most all AEOs believed that by providing adequate number teachers would ensure universalization of primary education.

The deliberations convinced AEOs to prepare school mapping of their respective ranges. It was decided to prepare school mapping by categorizing schools across teacher strength and type of schools in one map and locate school complex centres and group centres on another map.

Annexture II

List of representatives from the District consulted to develop the District Primary Education Plan.

OFFICIALS

1. Shri. M. Lamminarayan I.A.S., Chief Executive Offecer, Zilla Panchayat Belgaum.
2. Shri. S.V.Dharmayat, Deputy Secretary II, Zill Pancayate Belgaum.
3. Shri. Shoab Hasan, Deputy Director of Public Instruction, Belgaum.
4. Shri. Ramayya, District Officer, B.C.M. Belgaum.
5. Shri. T.B.Patil, District Officer Social Welfare Belgaum.
6. Shri. Sadathhan District Women & Child Welfare Office, Belgaum.
7. Shri. Hattargi, Executive Engineer, ZPE. Belgaum Dn.,
8. Taluka Panchayat officer Belgaum.
9. G.M.Patil, Educational Officer DDPI Officerf, Belgaum.
10. M.C. Naik, Educational officer DDPI office, Belgaum.
11. Shri. S.M.Bevoor, AEO, Athani.
12. Shri.M.H.Wadeyar AEO, Belgaum Taluka.
13. Shri. R.A.Talwar AEO, Belgaum City.
14. Shri. Kudchi AEO, Bailhongal.
15. Shri. Shigne AEO, Chikkodi.
16. Shri. B.I. Thettar,. AEO,Gokak.
17. Shri.C.V.Hiremath, AEO, Hukkeri.
18. Shri. D.M.Dasappagol, AEO, Khanapure.
19. Shri.A.C.Hiremath, AEO, Nippani.
20. Shri.B.Y.Naik, AEO, Ramdurg.
21. Shri. M.K.Jamkhandi, AEO, Raibag.
22. Shri. N.B.Talawar, AEO, Soundatti.
23. Shri. Shivalingappa, Assit.child welfare officer, Belgaum.

Elected Representatives:-

1. Shri. K.C.Modagekar-Desai (MLA).

2. Shri. Sunanda Patil (MLC).

Expert and Representatives of NGO's

1. Shri. V.N.Joshi,
   Principal CTE Belgaum.

2. Shri.M.L.Dakhani,
   Principal DBHP Subhas B.Ed
   College Belgaum.

3. Shri. S.S. Mankani,
   Rtd; DYDPI, Belgaum.

4. Shri. Mahabaleshwar
   Subject Expert Jt. DPI
   officer Belgaum Dn.
   Belgaum.

5. Shri.V.V.Katti,
   Subject Expert Jt DPI
   office Belgaum Dn.
   Belgaum.

6. Shri.D.D.Pathade,
   Subject Expert Jt DPI
   office Belgaum Dn.
   Belgaum.

7. Fr. Joe Chenakala S.J.
   St.Paul's high school,
   Belgaum.

8. Shri.V.A. Lokhande,
   Principal, Govt.Jr. College
   Devlapur, Tq.Bailhongal.

9. Shri S.C.Patil.(I.O.S)
   Office of AEO Belgaum
   Taluka Range.

10. Shri.B.R.Mutagi, President
    Dist. Sec. Jrs Association
    Belgaum.

11. Smt. Parrati.C.Bellad
    KLE TTI Belgaum.

12. Smt. Poornima Pattanshetty.
    Jain mahila mandal's B.Ed
    College, Belgaum.

13. Shri. M.S.Mali,
    Head Master M.J.H.S
    Bailhongal.

14. Sister Teresa Joseph,
    Head mistress,
    Divine Providence HS
    Belgaum.

15. Shri. V.S.Kulkarni,
    Supdt, KSS, TTI,
    Belgaum.

16. Shri.Anand Hanamantgoud,
    Sogal,Tal.Bailhongal.

17. Dr.Somashekharappa and
    his research Team :
    Shri.Angadi,
    Shri.Pawar,
    Shri.Kamble,
    Shri.Sidnal,
    Shri.Kamble,

18. Community memebers of Godyal, Goramatti,Ningyanhatti of Belgaum Taluka and Katamalli of saundatti Taluka.

Computer NIC Belgaum:
1. Shri. Ravishankar,
2. Shri. P.V.Bhat,

Advisor to the District;
1. Dr. C.S.Nagaraju
1.S.E.C. Bangalore.

Teachers:

1. S.R.Patil,
2. S.S.Herekar,
3. R.F.Lad,
4. P.L.Koujalgi,
5. Smt.C.P.Kulkarni,
6. Smt.P.M.Patil,
7. R.Y.Bhajantri,
8. B.A.Gouda,
9. S.K.Deshpande,
10. M.A.Udikeri,
11. V.K.Kulkarni,
12. G.J.Kamakar,
13. S.K.Bongale,
14. B.S.Ganiser,
15. D.S.Nagnur,
16. V.D.Mhetri,
17. A.M.Bagi,
18. Smt.J.V.Modak
19. Smt.S.M.Borkar,
20. S.S.Dafedar,
21. N.A.Husliwale,
22. M.M.Shegavi,
23. S.B.Nayak,

ANNEXTURE III

Table : Distribution of schools according to number of teachers against number of classrooms.

Number of teachers	No. of rooms 1	2	3	4	5	6	7	8 &above	Total
1	194	89	17	1	0	0	0	1	302
2	187	339	75	15	2	2	0	0	612
3	43	92	79	37	20	3	0	1	270
4	7	26	52	46	30	17	3	2	178
5	8	6	24	37	34	23	7	5	145
6	2	3	5	17	16	33	22	10	114
7	0	1	6	9	13	14	23	23	210
8 &above	0	2	3	11	9	27	42	480	574
TOTAL	441	558	261	173	124	119	97	522	2405

ANNEXTURE IV

Table Propotion of schools having multigrade teaching out of total schools.

sl. No.	Taluka/ ranges	Total schools with 3 or less than 3 teachers No.of schools	No.of Teachers	Percentage
1.	ATHANI	249	169	67.9
2.	BAILHONGAL	168	73	43.5
3.	BELGAUM CITY	100	23	23
4.	BELGAUM TALUKA	228	135	59.2
5.	CHIKKODI	198	111	56.1
6.	GOKAK	280	178	63.6
7.	HUKKERI	196	98	50.
8.	KHANAPUR	172	127	73.8
9.	NIPPANI	143	53	37.1
10.	RAIBAG	262	186	71.
11.	RAMDURG	127	87	68.5
12.	SOUNDATTI	152	89	58.6
	ALL	2275	1329	58.4

ANNEXTURE V

Table 1 : Schools having more than 30% SC/ST Student Concentration

	Taluks/ ranges	LPS	HPS	BOTH	TOTAL SCHOOLS	PERCENT AGE
1.	ATHANI	18	17	35	249	14.1
2.	BAILHONGAL	5	6	11	168	06.55
3.	BELGAUM CITY	6	21	27	100	27
4.	BELGAUM TALUK	40	20	60	228	26.3
5.	CHIKKODI	17	23	40	198	20.2
6.	GOKAK	31	26	27	280	20.4
7.	HUKKERI	40	41	81	196	41.3
8.	KHANAPUR	3	3	6	172	3.49
9.	NIPPANI	7	6	13	143	9.09
10.	RAIBAG	11	16	27	262	10.3
11.	RAMDURG	22	6	28	127	22
12.	SOUNDATTI	24	6	30	152	19.7
DISTRICT		333	201	534	2275	23.5

ANNEXTURE VI

Table: Projection of child population of Belgaum by age and sex for 1991 1994 and 2001 A.D

Age group	Pers	Male	Female
		1991	
0-4	410381	212194	198187
5-9	418787	216413	202374
9-14	383407	195688	187719
All ages	3583606	1834005	1744601
		1994	
0-4	388967	201181	187780
5-9	417721	216104	201617
9-14	397393	204581	192812
All ages	3685964	1889025	1796939
		2001	
0-4	349515	180700	168815
5-9	359001	185956	173045
9-14	382482	198285	184197
All ages	3949982	2021257	1922725

PROJECT SCHEDULING

Activities- Year ONE	Academic Year Months											
	April											March
	1	2	3	4	5	6	7	8	9	10	11	12
1. Campaign	***	***										
2. Formation of VECs	***	***	***	***								
3. Micro plan surveys			***	***								
4. Analysis of surveys and identification of NFE centers and Volunteers					***	***	***	***	***			
5. Adaptation/Development of NFE materials	***	***	***									
6. Production of NFE materials					***	***	***					
7. Development/procurement of student work books			***	***								
8. Production of work books								***	***	***		
9. Formation of NECs and Deployment of NEOs		***	***	***								
10. Training of Master trainers at the District				***	***							
11. Training of NEOs								***	***	***		
12. Adaptation of Teacher Hand Books for Multi-grade Teaching					***	***	***					
13. Production of Teacher Hand Books										***	***	***
14. Construction of NEC building		***	***	***	***	***	***	***	***	***	***	***
15. Construction of class rooms		***	***	***	***	***	***	***	***	***	***	***
16. Construction of ECCE centers		***	***	***	***	***	***	***	***	***	***	***
17. Recruitment of Personnel							***	***	***	***	***	***
18. Plan Implementation Review					***	***					***	***
19. Augmentation of Overcrowded Multigrade Schools				***								

ctivities- Year TWO

Academic Year Months

	April 1	2	3	4	5	6	7	8	9	10	11	March 12
1. Campaign	***	***										
2. Micro plan surveys	***	***										
3. Analysis of surveys and identification of NFE centers and Volunteers		***	***									
4. Training of NFE Instructors				***	***							
5. Training of Teachers and distribution of Teacher Hand Books			***			***			***			
6. Training of ECCE Personnel	***	***										
7. Training of VEC Convenors												
8. Distribution of Work Books				***	***	***						
9. Start of NFE centers			***	***	***							
10. Formation of ECCE Centers			***	***	***							
11. Supervision of Schools and ECCE work by NEOs				***	***		***	***		***	***	
12. supervision of NFE					***	***	***	***	***	***	***	***
13. Starting of new schools			***	***								
14. Augmentation of schools			***	***								
15. Construction of class rooms				***	***	***	***	***	***	***	***	***
16. Construction of ECCE centers				***	***	***	***	***	***	***	***	***
17. Recrultment of Personnel									***	***	***	***
18. Plan Implementation Review					***	***	***				***	***

Activities- Year THREE	Academic Year Months											
	April 1	2	3	4	5	6	7	8	9	10	11	March 12
1. Campaign	***	***										
2. Micro plan surveys	***	***										
3. Analysis of surveys and identification of NFE centers and Volunteers		***	***									
4. Training of NFE Instructors				***	***							
5. Training of Teachers and distribution of Teacher Hand Books			***			***			***			
6. Training of ECCE Personnel	***	***										
7. Training of VEC Convenors												
8. Distribution of Work Books				***	***	***						
9. Start of NFE centers			***	***	***							
10. Formation of ECCE Centers			***	***	***							
11. Supervision of Schools and ECCE work by NEOs				***	***		***	***		***	***	
12. Supervision of NFE					***	***	***	***	***	***	***	***
13. Starting of new schools			***	***								
14. Construction of class rooms				***	***	***	***	***	***	***	***	***
16. Construction of ECCE centers				***	***	***	***	***	***	***	***	***
17. Recruitment of Personnel									***	***	***	***
18. Midterm evaluation	***				***	***	***	***	***	***	***	***

Activities- Year FOUR	Academic Year Months											
	April											March
	1	2	3	4	5	6	7	8	9	10	11	12
1. Campaign	***	***										
2. Micro plan surveys	***	***										
3. Analysis of surveys and identification of NFE centers and Volunteers		***	***									
4. Training of NFE Instructors				***	***							
5. Training of Teachers and distribution of Teacher Hand Books			***			***			***			
6. Training of ECCE Personnel	***	***										
7. Training of VEC Convenors												
8. Distribution of Work Books				***	***	***						
9. Supervision of Schools and ECCE work by NEUs				***	***		***	***		***	***	
10. Supervision of NFE					***	***	***	***	***	***	***	***
11. Starting of new schools			***	***								
[illegible]			***	***								
13. Construction of class rooms				***	***	***	***	***	***	***	***	***
14. Recruitment of Personnel									***	***	***	***
15. Plan Implementation Review					***	***	***				***	***

Activities- Year FIVE	Academic Year Months											
	April 1	2	3	4	5	6	7	8	9	10	11	March 12
1. Campaign	***	***										
2. Micro plan surveys	***	***										
3. Analysis of surveys and identification of NFE centers and Volunteers		***	***									
4. Training of NFE Instructors				***	***							
5. Training of Teachers and distribution of Teacher Hand Books			***			***			***			
6. Training of ECCE Personnel	***	***										
7. Training of VEC Convenors												
8. Distribution of Work Books				***	***	***						
9. Supervision of Schools and ECCE work by NEOs				***	***		***	***		***	***	
10. Supervision of NFE					***	***	***	***	***	***	***	***
11. Starting of new schools			***	***								
12. Plan Implementation Review					***	***	***				***	***
13. Evaluation	***	***	***	***	***	***	***	***	***	***	***	***