DISTRICT PRIMARY EDUCATION PROJECT

RAICHUR DISTRICT

BEING A PLAN FOR UNIVERSALISATION OF PRIMARY EDUCATION

DURING 1994-2001

OFFICE OF THE COMMISSIONER OF PUBLIC INSTRUCTION
GOVERNMENT OF KARNATAKA
MARCH 1994

PREFACE

The District Primary Education Project - Plan for Raichur district has been a triangular effort wherein the bureaucracy and the executives of the Department of Education and other develcpmental departments from the State, academicians from research Institutes and Universities as well as people of the district including the 'man-on-the street', the members of elected bodies at all levels, the non-governmental organisations, the social workers, the youth and women's organisations have all participatec. It has taken into account the deliberations of various National level, State level, District-level and sub-district level meetings on the subject as well as the preliminary reports of the baseline studies commissioned by the MHRD for the World Bank assisted DPEP project. It is drafted on behalf of the State Goverment by Dr A S Seetharamu, Professor of Education and Head, Education Unit, Institute for Social and Economic Change, Bangalore. This is a revised draft which has faithfully and meticulously taken into account the observations and reservations of the NCERT/NIEPA/World Bank Team experts on an earlier draft submitted in December 1993. The total cost of the project is estimated at crores spread over the period 1994-2001. I am happy to submit it to the MHRD and the World Bank Mission for their consideration and follow-up action.

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BANGALORE
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CHAPTER I

RAICHUR DISTRICT : A PROFILE

Karnataka is one of the South Indian States. There are 19 districts in Karnataka. The State was formed in 1956 at the time of reorganisation of States and provinces in India and christened as Karnataka in 1972. It was formed by integrating three princely regions and three regions belonging to the erstwhile British Presidency. Nine districts, the largest chunk, known as old Mysore State formed the nucleus. The Coorg district ruled by a king, four districts belonging to Bombay Presidency, two districts belonging to Madras Presidency and three districts that were in the province ruled by the Nizam of Hyderabad got integrated with the old Mysore State. Raichur is one of the three districts that

belonged to the princely State of Hyderabad, the other two being Gulbarga and Bidar. These districts were the most backward in development at the time of integration. Though intensive efforts were made to develop the whole State including these three districts still the disparities in developmental levels between this region and others could not be narrowed to desired levels with the passage of time. In order to devote special attention and resources to the development and monitoring of the development of this region a separate board was constituted in the year 1986, known as the Hyderabad Karnataka Development Board. Still there is much to be desired in the development of this region and Raichur district in particular. A profile of the District would give a clear picture of the resources, level of development, capabilities and special problems. A profile of Raichur District follows with this objective.

LAND AND THE PEOPLE: Raichur District is situated in the northern part of Karnataka State. On the eastern side it shares the borders with Andhra Pradesh whose regional language is Telugu while that of Karnataka is Kannada. The district is located between $15^{o}09'$ and $16^{o}34'$ degrees north latitude and $75^{o}46'$ and $77^{o}35'$ degrees east longitude. It is 1311 feet above the sea level. There are three administrative sub-divisions and nine taluqs or revenue units in the district. They are:- Deodurg, Gangavathi, Koppal, Kushtagi, Lingasugur, Manvi, Raichur, Sindhanur and Yalburga. There are 57 hoblies/revenue sub-units in the taluq. When the three-tier model of District administration was adopted in the State 139 Mandals or administrative units at

the lowest tier had been constituted. Every Mandal has a cluster of ten villages on an average. There are 1401 inhabited villages. There are 12 towns in the district. While Raichur taluq has only one town, the District headquarters, Koppal has 2 and Lingasagur has 3 towns. For the rest of the six taluqs the taluq headquarters is the only town.

The total population of the District as per 1991 census was 23.07 lakhs (2.307 million). There are 985 women for every 1000 men the State ratio being 965 to 1000. 15.12 percent of the population are Scheduled Castes and nearly 10.00 percent of the population are Scheduled tribes. Nearly 80.00 percent of the population live in rural areas.

The growth rate of population has been very much higher than the State average. While in the last 90 years the population of Karnataka State grew by 243.30 percent that of Raichur District grew only by 215.75 percent. But during the period 1981-1991 the growth rate of the District was 29.33 percent while that of the State was 20.69 percent. In terms of the relative shares of the Districts to the State population totals, the rank of Raichur was number 10 in 1981 and number 8 in 1991. 5.15 percent of the population of the State is obtained in the District. However the growth rates of population are not uniform throughout the district. The density of population is 165 persons per square kilometer which compares as low with 234 persons for the State. It takes the 16th rank in the State in terms of density of population. But in terms of area it is the third largest district in the State preceded only by Bijapur and Gulbarga. It occupies

7.31 percent of the total area of the State. The population of Muslims is quite high, being 21.00 as compared to the State total of 11.20 percent.

Resources and Capabilities: The extent of geographical area is 1388000 hectares out of which hardly 3.5 percent is forest land and 5.4 percent land is barren and cultivable waste. 78 percent of the land is used for agriculture while 12 percent of land is used for multiple cropping. There are 384000 cultivators using 1142000 hectares of land. 4.5 percent of cultivators are big farmers who own 18 percent of the land. 20 percent of the cultivators are marginal and small farmers who own 20 percent of the land. Rest of the 62 percent of the land is in the hands of 75.5 percent of cultivators who are medium farmers.

Agriculture is mainly dry land cultivation with only 18 percent of the land having assured water supply such as through canals, tanks, wells, borewells and other sources. Rest of the farmers cultivating 82 percent of the land look to the monsoon. While the average rainfall in the State is 1139 millimeters, the district records only 599 millimeters in a normal year. Maize and Paddy are the major cereals followed by Sajja and low quantity of wheat. Groundnut, Sunflower and Cotton are the other major crops.

The District is located in between two major rivers viz: Krishna and Tungabhadra. it is known as the DOAB region, the Persian usage for the region between two rivers. The left bank canal of Tungabhadra irrigation project provides canal irrigation

to Gangavathi, Sindhanur and Manvi taluqs as well as to a few villages in Deodurg and Raichur taluqs. In the irrigated taluqs there has been a shift in favour of cotton crop which has high potential for child labour.

The district is also known for a small scale gold mine at Hutti in Lingsagur taluq. There is a thermal power plant in Raichur town. Cotton textiles is the only notable industry. There are 131 textile mills and 41 small industries. 2 out of 9 taluqs do not have regulated markets. The district has very poor hospital and health care facilities. There are 9 hospitals out of 176 run by the State Government. Private hospitals are not at all there while the State has 56 such. Out of a total of 623 public health units in the State 9 are in Raichur District. The District has 559 rural women's organisations known as Mahila Mandals and 877 youth organisations known as Yuvak Mandals. These two organisations should be of potential service to any village level effort in education or health or other welfare services.

Inter-taluq disparities are glaring. While Gangavathi, Manvi, Sindhanur and Raichur are prosperous districts, the other 5 taluqs are backward. Some of them are very backward. The distance between Raichur town, the district headquarters and nodal centre for monitoring development activities including education, and Kushtagi, the taluq headquarters of Kushtagi taluq is 220 kilometers.

CHAPTER II

EDUCATIONAL SCENARIO

Raichur has continued to be an educationally backward district since independence. Initially the district was backward in both infrastructure facility and performance. Now considerable improvements have taken place in the provision of educational facilities while performance leaves much to be desired.

Frederick Beeby in his book "Quality of Education in Developing Countries" had identified from his historical analysis, three stages in the growth and development of education across the world. They are: the stage of quantitative expansion, the stage of consolidation and the stage of qualitative improvement. In so

far as Raichur district is concerned the first stage is almost complete while it is ready for the second and third stages.

School Facility: There are 1382 villages and 177 hamlets in Raichur district. There are 1041 lower primary schools and 552 higher primary schools. **(Source: DDPI)** The lower primary schools have standards I to IV while the higher primary schools have standards I to VII. Karnataka also follows the national 10+2+3 pattern of education which includes 10 years of general education or school education. School education comprises of 7 years of primary education and 3 years of high school education or secondary education. As such there are 1593 schools with lower primary educational facility in the district which has 1382 villages. Leaving 182 habitations to which the schools are within a walking distance of a kilometer and below that, rest of the schools are within the habitations. There are 374 habitations without a schooling facility 200 out of which are at a distance of more than 1.5 kilometers to the nearest school. It is also observed that in all the taluqs of the district except Deodurg the number of schools is not lower than the number of inhabited villages.

Out of the total 1506 schools with lower primary educational facility in the district only 20 are exclusively for girls and they are all in urban areas.

A school in a habitation may be a necessary condition for promotion of universalisation of primary education but need not be

a sufficient condition. The physical quality of schools is also of considerable significance in this regard.

School Plant: Number of rooms for conducting classes, for the laboratory and library a staff room for teachers, a headmaster's room, playground for children, electricity, a compound for the school, toilet facility-especially for girls along with water facility etc; are all constituents of a school plant. One has to forget about this ideal state of schooling in so far as Raichur District is concerned. Only a few schools in District headquarters and taluq headquarters have many of these facilities. Otherwise, the primary schools of the district, and in majority of the cases even higher primary schools do not have anything except classrooms. Further, the position in regard to number of classrooms, taking one classroom per standard of instruction as the norm, is also woefully bad. Headmaster's room, staff room, laboratory and library room have been a dream. The need for a compound wall has not been realised so far. The basic facility of a toilet for girls is not there in any rural school in the district and in most of the urban schools too. Large unused open spaces around the school serve as toilets and even playground though they are not prepared for the purpose. In most of the cases the games played are no-cost games. A factual position of school plant follows.

Table: Break-up of total schools into LPS and HPS

	LPS (I to IV)	HPS (I to VII)	Total	Schoolless Habitation		
				V>300 P	C	T
Raichur	108	60	168	12	–	–
Manvi	123	53	176	–	–	6
Sindhanoor	106	57	163	–	27	–
Gangavathi	115	67	182	42	–	–
Koppal	75	64	139	12	–	2
Kushtagi	109	58	167	5	1	–
Yelburga	74	66	140	–	–	6
Lingasagur	146	60	206	6	–	–
Deodurg	123	42	165	22	–	22
Total	979	527	1506	99	28	36

Table: Break-up of LPS with Instructional Rooms

	No. of LPS	No. of Instructional Rooms				
		1	2	3	4	Total
Raichur	108	–	108	–	–	108
Manvi	123	57	59	2	5	123
Sindhanoor	106	–	106	–	–	106
Gangavathi	115	48	64	3	–	115
Koppal	75	1	53	17	4	75
Kushtagi	109	24	63	19	3	109
Yelburga	74	10	59	5	–	74
Lingasagur	146	2	139	2	3	146
Deodurg	123	27	96	–	–	123
Total	979	169	747	48	15	979

Table: Break-up of HPS with Instructional Rooms

	No. of Instructional Rooms						
	3	4	5	6	7	8& above	Total
Raichur	13	10	8	4	5	20	60
Manvi	4	12	12	6	5	14	53
Sindhanoor	18	25	8	6	–	–	57
Gangavathi	8	18	15	7	1	18	67
Koppal	12	22	8	10	4	8	64
Kushtagi	7	18	8	8	4	13	58
Yelburga	–	5	6	55	–	–	66
Lingasagur	NA	NA	NA	NA	NA	NA	NA
Deodurg	40	2	–	–	–	–	42
Total	102	112	65	96	19	73	467

Table: Break Up of HPS without facilities

	Toilets	Compound wall	HM's room	Lab	Lib	Play Ground	Attender	Drinking water	Elec.	Staff Room	Total
Raichur	50	40	50	50	50	30	60	50	30	50	60
Manvi	53	35	53	53	53	33	53	53	37	53	53
Sindhanur	57	47	51	57	57	47	57	47	35	57	57
Gangavathi	66	67	65	67	67	33	67	40	22	62	67
Koppal	58	52	50	64	64	36	64	33	47	64	64
Kushtagi	58	45	58	58	58	27	58	52	31	58	58
Yelburgi	63	49	50	62	51	54	66	58	49	61	66
Lingasagur	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Deodurg	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	42
Total	405	335	377	411	407	260	425	333	251	405	467

Total No. of HPS in 7 taluqs - 429

There are discrepancies regarding the number of schools in the district between the statistics maintained at the district/state levels and the AEO office at the taluq-level. As the DPEP exercise herein collected data from the 9 AEOs of the district directly through an information blank canvassed among them, the data supplied by AEOs are used here. Discrepancy may be due to the differences between schools sanctioned and schools functioning in the taluqs. The AEOs have taken into account the functioning schools.

There are 1506 schools in the district out of which 979 are LPS with standards I to IV. Rest of the 527 schools are HPS with I to VII standards (Source: DPEP survey data from AEOS of taluqs). There are 99 habitations with more than 300 persons but not having a school though as per norms they are entitled to a lps. Most of the schoolless villages are in Gangavathi taluq. There are also 28 camps, habitations of migrants from Andhra Pradesh (speaking a different regional language) who are agriculturists. They do not have schools. There are 36 tandas, habitations of tribal people, Lambanis, engaged mostly in agricultural labour who do not have schools. Most of them are in Deodurg taluq. However, AEOs office may not have reliable information about Tandas. The Deputy Commissioner's office which have developmental interactions with them is a reliable source. According to the DC office, there are 374 Tandas without a schooling facility. Taking an aggregate view of the district the number of habitations which need to be considered for non-formal educational programmes in school less habitations will be 473.

School buildings data for lps schools reveals that there are still 169 out of 979 schools with only one instructional room which is around 17 percent or one-sixth of the total schools. There are 102 out of 467 hps which have only 3 rooms for I to VII standards. Taking into view a minimum number of 4 rooms also, 22 percent of the hps schools require one more room immediately. As Deodurg (for hps) and Lingasagur taluqs have not given data in this regard, a crude blow up of available data for all taluqs, based on available data and taluq-wise size of schools, would give us a figure of 125 additional rooms for hps in the district. This would workout to 294 additional instructional rooms with 2 rooms for lps and 4 rooms for hps as requirements on top priority.

Infrastructure facilities are very poor for all the schools especially in regard to toilet facility, laboratory room, library room; it is also poor in regard to a staff room, a headmaster's room and a compound wall.

ANGANWADIS

Table showing talukwise distribution of Pre Primary educational facilities in the district

	DDPI data		AEO Offices		DDPI data- required AWWS
	ECCE	ECE	ECCE	ECE	ECCE
Raichur	329	-	329	27	13
Manvi	242	-	242	20	29
Sindhanur	263	-	263	21	NA
Gangavathi	308	-	NA	NA	NA
Kushtagi	137	-	137	13	40
Yelburgi	130	-	140	18	31
Lingasagur	200	-	200	26	31
Deodurg	155	-	155	18	55
	2003			143	

There are 2003 anganwadis in Raichur district. The figures maintained at the DDPI and AEO offices almost tally wherever they are available. For a district with 1382 villages the no. of AW's gives an impression of full coverage. However, bigger villages here a greater share and DDPI's office data shows that there are still 199 villages with a formal school and without AW's in 6 out of 9 taluqs for which data are available.

Till recently, that is 1986, nearly eighty percent of the schools had only one classroom. Following the National Policy on Education, 1986, under the scheme of Operation Black Board intended for quality improvement of primary education, it was

ensured that all the schools have at least two classrooms. Even in 1986, there were 78 schools in the district without any building and 789 schools with only one room. Though in 1993 all the schools have 2 instructional rooms, still the fact is that a considerable proportion of schools in the 180 schools of 18 Mandals where a survey has been done for the purposes of DPEP it is revealed that 36/120 number of schools have kutcha buildings. They are not built with reinforced cement concrete (RCC).

Status of School Buildings

	No.	Pucca	Kutcha	Falling	Total
Advanced Mandals	9	25	18	7	44
Backward Mandals	9	40	18	18	76

In 1986 when the Fifth All India Educational Survey had been completed, there were 147 schools with Kutcha buildings, 74 schools with partly pukka (RCC) buildings, 20 schools in thatched huts, 3 schools in tents and 61 schools in open spaces. 721 schools in the district had pucca buildings. The problem was by and large confined to Deodurg taluq. 107 out of 128 school buildings in the taluq were kutcha. Only in 11 schools was there a urinal facility and in 3 schools such facility was there separately for girls. There was not a single school with lavatory for girls.

Teachers in the District:

In a developing country like India teacher is the only medium of learning for children. Electronic gadgets, mechanical

equipments, programmed materials, audio-visual aids etc; are unheard of in rural schools. Multiple-sensory stimulation for learning is out-of-question. Teacher is both the chief and only avenue for knowledge, understandings and awareness regarding the physical, natural and social environment as well as subjects of study therein. School education in Raichur district suffers not only from the absence of high profile educational technology but also in regard to availability of adequate number of teachers. Some schools do not even have usable blackboards in adequate numbers.

In fact many teachers do not live as active, organic and integrated members of the village community. They come to the school as 'workers' in the morning and go back to their place of residence in the evening. The DPEP research survey gave a factual account of such teachers.

Q_n : How many teachers are there in the school? (Specify number)

How many live in the village/commute to the village? (specify number)

	No.	No. of villages	Total No. of Teachers	Teachers		
				living in village	Commu-ting	No reply
Advanced Mandal	9	44	225	167	50	8
Backward Mandal	9	77	188	111	75	2

It is on record that there are no single teacher schools in the district as the operation Blackboard has been totally implemented in the district. However, in reality, there is a considerable number of schools even in 1993 which are working with one teacher and four standards of lower primary education.

Table showing school-wise number of teachers in Raichur District

	Lower Primary Schools					Higher Primary Schools						
Number of Teachers :	1	2	3	4 & >4		1	2	3	4	5	6	7 &>7
Number of Schools :	80	801	26	72	-	-	138	193	82	40	90	74 -

Source: DDPI

The Government of Karnataka has adopted the norm of 1 teacher per standard of instruction and proposes to realise the target by the end of the 8th five year plan. It would also be necessary to know a few details regarding the background of teachers.

Table showing teachers in Raichur district by sex and caste status

	M	F	T	SC	ST	OTHERS	TOTAL
LPS and HPS	3349	870	4219	461	253	3505	4219

The existence of a school, the quality of school plant and the availability of teachers refer to the provision of schooling facility. It is now to be observed as to how the facilities are utilised by those to whom they are intended.

Enrolment in Schools: Children in the age-group 6 to 10 and 11 to 14 are 295491 and 186486 in number in the district. Together, they constitute around 20 percent of the total population in the age-group 6 to 14 in the district. The number of children who are enrolled in I to IV standards of primary education during 1992-93 is given below.

Table: Enrolment 1993-94 I to IV standards

	Boys	Girls	Total
All Children	142849	101113	243962
SC's	25921	17263	43184
ST's	15985	9942	25927

(Source: KDP Report September 1993)

While the enrolment of boys is over 95 percent of the age group population, that of girls is still 70 percent. The population of SCs and STs is quite high in the district. Their enrolment as a proportion of total enrolment is as such quite considerable and works out to be around 28 percent. The modus operandi for enrolment of children is so much systematised that it is difficult for a child of 6+ to escape the enrolment net. Enumeration of all children in the district is done as per the Compulsory Primary Education Act, in December every year. Through an enrolment drive, they are enrolled in May/June every following year. Teachers are not expected to strike off a child's name from the admission register for a period of four years once it is entered in a LPS school.

Table: Enrolment 1993-94, V to VII Standards

	Boys	Girls	Total
All children	46535	27343	73878
SC	7155	3655	10810
ST	4191	1775	5966

For a great majority of the people universalisation of primary education is confined to schooling upto the IV standard. However, the chances of children in a big village with a higher primary school facility to be in school are quite high. A few children from neighboring villages also walk upto the higher primary school. One village with a higher primary school will be surrounded by a few smaller villages without a HPS facility. This fact explains in a large measure the fall in enrolment rates at higher primary levels. In Raichur district it is around 40 percent of the age group population in general. While in case of boys the enrolment is over 55 percent in case of girls it is around 28 percent for the age group population. Even the SC and ST enrolment as a proportion of total enrolment is around 22 percent.

Retention of Children: Normally retention figures are most unreliable among all the educational statistics available from a taluq/district. There is a reason for this. The number of children retained in a school, a taluq or a district is considered as an indicator of the performance of the head master, the range inspector of schools, the AEO, the EO, the DDPI, the district

authorities in general. This is not correct. There are two clusters of factors that account for children dropping out of schools: (i) the school related factors that include teacher quality, infrastructure facilities in the school, incentive schemes for children etc; and (ii) the non-school factors like poverty and paid child labour, need for the children, especially girls to manage household chores that include care of younger siblings, washing utensils and clothes, cleaning the house, looking after cattle and/or poultry, collecting (cowdung) fuel and firewood from the neighborhood, supplying water, etc;. The non-paid labour has an unaccounted private cost which is in-built into rural households. Withdrawing children from school is a part of their 'survival strategy'. There are some personal factors also which is applicable to girls. Child marriage has become rare. Still a girl is withdrawn before the onset of puberty. With late enrolment of girls being common, a girl may be withdrawn by the time she completes II or III standard even though she is good at studies. Further, an educated girl would not be an asset to an agricultural labour family. Marriage normally takes place among families with equal status. Love marriages are conspicuous as exceptions. The poor agricultural labourer father would find it hard to bear the expenses of marriage of his daughter to an educated boy who would belong to a relatively higher status family among the poor families. Women are used extensively for agricultural labour, especially for transplanting, weeding, harvesting and processing of foodgrains. These tasks soil the hands. There is an unfounded fear that educated girls may feel shy to do all this manual and menial labour. (Education is

wrongly associated with white collared jobs). Instead of taking risks, it is safer to withdraw girls from schools, the parents think. Even the landlords and contractors of agricultural labour find it convenient and advantageous to employ uneducated women for agricultural labour. The chances that unschooled women can be exploited financially (wage-related) or otherwise appear bright for these controllers of rural power who are peddlers of rural labour. A schooled women may not be preferred for wage-labour in situations of scarcity of employment. Schooling may affect life-chances (work-opportunities) for poor women. All this thinking that are neatly verbalised here are not part of a logical and systematic, conscious thinking process of rural people. They must have become the rock-bed of the unconscious psyche of the rural poor.

For all these reasons, retention of children as an indicator of administrative performance of the school system is most illogical, though it has become a part of administrative control. Threats of closure of a school are made for want of strength. The teacher may get a transfer to an unwanted place. The easiest way to overcome this situation is to suppress the inconvenient truths and hike up the statistics on children's participation in schooling.

To overcome the problem of poor educational statistics, a village-level, school level survey was made which included documentary analysis of school registers. The survey was done in an advanced and a backward mandal of all the 9 taluqs of the

district, covering all schools for purposes of comparative analysis, between the two types of Mandals, as well as between the survey figures and taluq educational statistics maintained by the AEO. The data maintained by AEOs on year-wise, standard-wise enrolment were standaridised using cohort analysis by Dr.C.S.Nagaraju, of ISEC. They have also been taken into account here.

The drop-out rates in the district are 56 percent for the I to IV standards. The highest drop-out rates are at the III standard in case of boys. Drop-out rates are higher for girls. Total for I to IV standards for girls are nearly 70 percent though it is uniform across the standards. There is a decline in drop-out rates as one goes higher the school ladder when transition from IV standard onwards is taken into view. The general rate is 30 percent, with girls rate being 46 percent. The highest rate is after the VI standard.

Out-of-School Children in the District:

Considering (i) a modest 5 percent non-enrolment for boys and 30 percent for girls in 1 to IV standards; (ii) a drop-out rate of 41 percent for boys and 70 percent for girls; (iii) aggregating the non-enrolled and drop-out children; and (iv) subtracting this aggregate from total children in 6 to 10 age-group in the school; it is estimated that there are 181147 children who are out-of school in Raichur district out of a total of 295491 children of the age-group. On the face of it, the figures are staggering at the face and would be dismissed as unacceptable by the district authorities. Facts are as they are

and they constitute the challenges for full enrolment, total retention and non-formal education as a stop-gap measure. 181147 children is composed of 115166 girls and 65981 boys. In terms of percentages the challenge of universalisation in Raichur district is in the order of 60 percent. 3 out of 5 children in the district are out of school though 8 to 9 out of 10 are in school registers. 4 out of 5 are out of school in case of girls. The DPEP has to take head-on this challenge.

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CHAPTER III

PARTICIPATORY PROCESS IN THE RAICHUR DPEP

The preparation of a district plan for changing the character and conduct of school education can become a mechanical bureaucratic exercise or a dry academic exercise or an uneasy integration of both. Such an exercise will be bereft of a democratic ethos. It may not reflect the social choices of the people to whom it is intended to serve. Education in a democracy should promote a culture of participative, grassroots, decentralised planning. Community support for administrative actions would step up the efficiency of programmes in terms of costs and efforts and facilitate the realisation of objectives and targets with increased effectiveness. It is felt that over 40

years of planning and development has not yielded results to expected levels as the approach has always been centralised and top-down. It is essential to capture the perceptions of the community of people regarding education, specially their expectations from schooling, problems and constraints in participating in the schooling process, the type of assistance their children would require in order to fully utilise schooling facility, the role that the teacher is expected to play in the community etc; need to be understood and integrated with the planning process.

The provision of primary education including early childhood care and education and non-formal education of a certain standard and quality to all children in the community, especially to girls and other deprived sections, is the responsibility of the entire community. The State will be a partner in a process of participative management at all levels. It has to stimulate, motivate, activate, assist, support and catalyse the community in fulfilling this responsibility. It is with this outlook that an honest effort has been made to capture people's world view of life and education and use it as the basis, the foundation of the plan for universalisation of primary education in Raichur District. The status of the girl child in the schooling process forms a special focus of the plan. The community's recipes for universalisation of enrolment, retention and minimum levels of attainment form the chief input in the DPEP plan.

Stage I: A workshop was held at Bangalore on 13th and 14th May 1993 which was attended by Senior Civil Servants in charge of Education at the State level, Civil Servants from the Districts in charge of development, executives and administrators of the education department, academicians from Universities and Research Institutes social workers and the national core working group from NCERT/NIEPA and MHRD. The workshop was both a orientation and discussion meet regarding the focus and framework of World Bank assisted DPEP proposals. It was decided to bring out a monograph detailing out the guidelines for the preparation of a district plan for universalisation of primary education with special focus on the girl child and disadvantaged sections. A similar effort for the national component had already been completed with inputs from NCERT/NIEPA.

Stage 2: A few more meetings were held wherein the State core team members participated and discussed the draft guidelines that had been prepared by a task group set up for the purpose. The statistical information and data-base required for preparing the project plan were also identified. One of these meetings had been attended by the Minister for Primary Education, Smt.Nagamma Keshava Murthy.

Stage 3: The District core team members visited Raichur District for purposes of preparing the District plan. The Deputy Commissioner, Raichur District, had called a meeting of the citizens to elicit their views on the challenges, problems and strategies for universalising primary education. The meeting held on 2.7.1993 was attended by senior personnel of the office of the

Deputy Commissioner, retired senior educational officers of the District, representatives of DIET, officers of the Department of Education, Principals of Colleges, Bankers, Youth coordinators, functionaries of the total literacy project, representatives of voluntary organisations and many other citizens of the place. The core team oriented the citizens regarding the World Bank proposal. There was an extended discussion of the problems of primary education. Teacher shortage, teacher absenteeism, need for building a learning environment, were some of the high-lights of the observations and reflections that emerged at the meeting. The District core team prepared a draft DPEP for Raichur district.

Stage 4: The drat DPEP plan was presented and discussed at a meeting held on 26th and 27th July 1993 at the Education secretariat. This meeting was attended by the National core team members and consultants of the World Bank. The DPEP was subsequently examined by the World Bank team and other consultants. The main criticism on the draft DPEP was that it was hardly participative in its preparation. It was more an academic and bureaucratic exercise. Hence a thorough revision of the draft DPEP was suggested which would in an authentic way capture the educational needs and aspirations of the people of Raichur district as well as their perception of problems in universalisation of primary education with specific reference to girls' education.

Stage 5: A meeting was held at the Office of the Commissioner of Public Instruction on 22.9.1993 where the responsibility for

revising the draft plan was pin-pointed and fixed on one of the District core team members. Professor A S Seetharamu, a member of the District and State core team undertook the responsibility as adviser for revising the draft DPEP plan.

Three exercises are taken up as inputs for the revision work. (a) There are 9 taluqs in Raichur district. Following the experiment of decentralisation of development administration in the State the villages in the district had been reorganised as clusters, known as Mandals. There are 140 mandals in the district. It was decided to select two mandals, one with the highest level of infrastructure development and the other with the lowest level of the same as sample Mandals from every taluq. Infrastructure development was considered as a proxy indicator for educational development of the Mandal. Higher the level of facilities, higher would be the educational development and lower the gender disparities. This a crude method fit for quick surveys as the relation between general levels of development and educational development is not straight and clear. In this way, 18 Mandals are covered. There are, on an average, 10 villages in each Mandal. 180 villages may have nearly 200 schools. It is decided to cover all the 200 schools for the intensive field survey. Investigators who are University graduates are given orientation regarding the objectives of the survey and the tool that is being used for the purpose through the Assistant Educational Officers of the 9 taluqs. A multi-purpose tool is used which includes documentation at the mandal and school levels along with interviews with village leaders, ex-mandal heads, heads

of schools, teachers, students and their guardians/parents. Information regarding general economic and social development indicators in the mandals, the villages covered; the status of the schools in terms of building, school plant, enrolment and retention rates using attendance registers and building cohorts from 1981 to 1986 (enrolment in 1986 in I standard followed subsequently upto 1992-1993 for the VII standard, likewise going backwards upto enrolments in 1981 going up to 87-88) for a period of six years so as to understand the trends in enrolments and retention, problems in retention of girls, condition of school buildings, availability of facilities, standard wise teacher and instructional room facilities, interface between the formal primary school and the NFE, TLC, voluntary organisations; the availability of youth clubs and women's organisations; position in regard to ECCE or ECE facilities; teachers' attitudes towards training needs identified in the draft DPEP, etc; is collected through the survey in the 18 mandals. The data collected is processed and the insights therein forms one of the inputs for revision of the DPEP plan.

(b) A schedule was canvassed among the 9 AEOs of the taluqs that could be filled up using documents maintained in the AEO offices. The status of the taluqs regarding enrolment, retention, gender and other disparities in the same, teachers, number of schools, school buildings, coverage of schools for supply of equipment under operation Blackboard, monitoring and information system, etc; are the type of information collected in this schedule. The information collected is processed and insights used as an input for revision of the DPEP plan.

(c) The third exercise which is most valuable for the revision work has been the contact programme with the people of the Raichur District.

Street Corner Views:

It is figuratively observed that the 'man in the street' was also contacted to elicit the views of the people regarding their expectations from primary education and problems in participation. This usage signifies the extent of coverage. However, in this exercise the people in the street were literally interviewed. There are 328 'thandas' in the district ('th' pronounced as in 'thought') which are roadside dispersed clusters of habitations of tribal people known as Lambani thandas. The adviser to the State, accompanied by the educational officers of the district, met quite a few members of these thandas. Children of these thandas are deprived of educational facility as they are not considered to have viable school-going population. Pomanna, the headman of Sasageri Karimalya Thanda, a roadside habitation which is around 7 kilometers from Deodurg on the Deodurg-Manvi road felt that it was below their prestige to send the children of his Thanda to an (LPS) school located near Ekanayakana Thanda which is at a distance of 2 kilometers. The AEO of Deodurga Mr.Madivala had enumerated 115 children of school-age in this thanda and directed them to attend the Ekanayakana Thanda school. But it did not fructify. The headman quoted the current practice of a health visitor who visits them for an hour and preferred a two-hour exposure in a similar way for schooling. Apart from Thands which do not have schooling facility there are also 46 slums in the

district, 27 of them located in Raichur town itself. There are no slums in Deodurg, Yelburga and Kushtagi taluqs. There are 9 slums in Gangavathi, 3 each in Manvi and Sindhanur, 2 each in Lingasagur and Koppal. The Chairman of the Raichur Development Authority Mr.Aminuddin observed that there are a large number of children from slums working in hotels and marketyards who can profit from out-of-school education. There are also 99 habitations in the district which have a population of 300 and above but do not have a formal school facility. Leaving out high drop out regions also, there are 327 Tandas, 28 camps; 99 habitations without school facility and 46 slums all of which can benefit from non-formal education.

Dormant Potential:

Does the district have the capabilities for organising non-formal or any other kind of out-of-school educational programmes? How much of voluntary effort, non-governmental effort is there in the field of education? The district is relatively quite backward in regard to functioning of voluntary organisations. There is only one among the few NGOs which has taken up an educational project in Deodurg taluq. With the taluq headquarters at Jalahalli, 19 kilometers from Deodurg, SAMOOHA has placed 30 teachers at the disposal of the AEO for use as additional teachers in single teacher schools. Samooha pays a consolidated sum of Rs.350/- to these teachers who run classes in the school premises for 3 to 6 years old children outside school hours and assist regular school teachers during school hours. SAMOOHA has head quarters at Bangalore according to Shivananjappa Kanthi, the

Project Officer of the area. It is financed by ACTION AID. This scheme is conceded by the people of the area to be very useful.

One valuable development in recent years is the creation of formal village structures for harnessing the energies of rural youth through the setting up of Yuvaka Sanghas in every nook and corner of the district. K.S.Nadagowda, Secretary of Jalahalli Mandal youth wing reported that 6 to 7 youth and members of their wing did Padayatra - Sojourn by foot in August 1993 in the villages of their mandal to persuade parents of drop-out children to send their children to school. The Mandal youth forum subscribes to nearly 30 print media including newspapers, weeklies, fortnightlies and monthlies. The library is used by village-level youth centres, public and school children. They have also organised Dasara sports meet, and participated in taluq level youth rallies. Students, artisans and farmers are members of this youth organisation.

The DPEP research study discovered the following facts about the existence of youth clubs and Women's Fora in the villages under survey.

Question: Do you have the following organisations in your village?

Yuvaka Sangha : Yes/No
Mahila Mandal : Yes/No
Other organisations (pl. specify) : Yes/No

	No.of Mandals	No.of villages	Youth organisation		Mahila Mandals		Others	
			Yes	No	Yes	No	Yes	No
Advanced Mandals	9	44	28	16	20	24	31	13
Backward Mandals	9	77	37	40	22	55	50	27

Mahila Mandals or Rural Women's forum have been formed in all mandal headquarters villages. Veeramma, a retired teacher and currently President of the Indira Gandhi Forum for teenaged as well as adult women (Yuvathi/Mahila Mandali) of Deodurg mandal, Deodurg taluq reported that she has linked up paid weaving work sponsored through DWACRA (Development of Women and Children in Rural Areas) with compulsory attendance at literacy classes. Sangamma Gadagi, the secretary of the forum conducts the literacy classes on a voluntary basis. Veeramma, a State awardee, is enthusiastic in supporting other educational programmes for girls.

Shake the Foundations: An explanation expressed all around the district regarding poor performance in education including girls' participation is the prevailing world-views and attitudes of people. Apathy and inertia of centuries have to be shaken at their roots. A people's movement, Jana Jagaran or Jana Jagrithi,

has to be set in for the realisation of the value of education and gender-parity in it.

M.S.Patil, the Janatha Dal MLA of the District felt the need for Sanskrithi Parijnana or cultural renaissance. He recalled the concern and the efforts of Basavanna and Veerasaiva movement for the spread of mass education and women's participation. He is associated with the management of degree colleges and promised to support the training of school teachers through refresher courses by providing infrastructure and human resources support services.

K.Bheemanna, the Congress MLA of the District, a member of the ruling party, made a distinction between Jana Jagruthi, and Jana Andolana, people's awareness and people's movement. He feels that by now people of Raichur district are aware of the value of education. However, a movement is required to capitalise on this awareness and translate it into everyday behaviour by sending their children, especially girls, to schools. He is also the Chairman of the school Betterment Committee in one of the neighboring village schools of Raichur town. The SBC gave free land/site to the school as well as put up compound and latrine while assisting in construction of the school building.

Nagamma, Municipal Councillor, Manvi Municipal Council, who had participated in the State level enrolment drive in June 1993 felt the need for campaigns for stepping up girls' enrolment. She stressed that such campaigns are to be in rural areas. However, Basavana Gowda Janekal, Ex-member of the Zilla Parishat, now at

Manvi, felt that there is a general awareness about the value of education though it is not reflected in school participation. Dr Basava Prabhu, a medical man and social worker of Manvi, President of taluq Veerasaiva Samaj, would like the campaigns to target on poor and lower middle class sections and focus on girls education.

Gender Focus: The emphasis on participation, retention and attainment of girls should run through the entire district plan proposals. But it is most important in regard to enrolment drives. This is clear from the report received from Shivananjappa Kanthi and corroborated by K.S.Nadagowda (to both of whom reference has already been made) about a village by name Kurubara Keri (loosely translated as shepherds colony) in Karigudda mandal of Deodurg taluq where the whole village has boycotted the schooling of girls. It is universally felt in this village that schooling of girls will result in 'Susthi'. There is no English equivalent for this colloquial term. The nearest meaning is that they will catch a 'flu' type of fever which affects their strength, stamina and work-efficiency in later life.

In fact, it is also complained that girls are singled out by the teachers to clean the school building of dust and dirt. The DPEP research study shows that there is a little grain in this allegation.

Who sweeps the floor of the school every day?

Girls, Boys, Both, Attender

	No. of Mandals	Total No. of Villages	Sweeping work			
			Girls	Boys	Both	Attender
Advanced Mandals	9	44	16	0	23	5
Backward Mandals	9	77	27	1	45	4

There is also an instance of a village in the same mandal where a few years ago the lps teacher used to beat students. He did not do any gender discrimination in this practice. Even with the generally viewed exploitation of women, there are cultural reservations against beating of girls. This resulted in withdrawal of girls from schooling.

The DPEP research study discovered the following 'shocking but true' facts.

Question: Do you beat children (to maintain school discipline and make them learn)?

	No.	No. of villages	No. of Teachers	Yes response	No	No reply
Advanced Mandals	9	44	225	63	152	10
Backward Mandals	9	77	188	89	95	5

This is corroborated by Smt. P Sharadamma, State Co-ordinator for 'Tribal Study' undertaken for the DPEP in Karnataka

State. Incidentally Deodurg Taluq of Raichur District was one of her two sample taluqs (Vide Report on Tribal Study, p.10).

A distinction need to be made between 'Education for Life' and 'Education for Employment'. There is a general feeling that schooling is required for those who have to take up jobs. Conversely, as there are a number of educated people who are unemployed, there is no use in getting education. Further, rural people have been living and earning a livelihood for centuries without any schooling. Hence, they can continue to do so without making any extra efforts and taking unnecessary pains. This attitude which is 'negative' from the point of view of universalisation for primary education has to be changed. The prevailing view of education has to be dispelled. Education is for life. As the Chinese proverb goes: "If you educate a man, you educate a person. If you educate a woman, you educate an entire family". I would go further and observe that 'if you educate all the girls, you would educate an entire generation'. Participatory democracy; risks, uncertainties and dangers of modern life; constant interactions (which are increasing over the years) with the community, the natural and physical environment; marketisation of rural economic life; need for social accountability; enlightened citizenship; etc; would all require schooling and education. It may or need not lead to any jobs. This is the 'education for life' which has to be thrust into the fabric of normal thinking of common people in rural areas through enrolment and retention drives.

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CHAPTER IV

GOALS AND TARGETS

There is only one overall goal for the DPEP and that is the constitutional, hence sacred, goal of universalisation of primary education. The time frame for achieving the targets in universalisation to realise the overall goal is a period of 5 years beginning with 1994.

The Programme of Action, 1986 of the National Policy on Education has identified three components for universalisation of primary education. They are: a) universalisation of enrolment, b) universalisation of retention and c) universalisation of attainments. All children should be enrolled in schools. The enrolled children should continue to attend the school regularly

and complete the grades. As they attend school, schooling of a given standard and quality should be given to them so that they attain minimum levels of learning that are comparable across the length and breadth of the country. Minimum standards of attainment had not been set in all these years. Now, the R.H.Dave Committee has identified and outlined the Minimum Levels of Learning. Achievements tests are being constructed and field tested for measuring the learning levels among children. The quality of schooling determines to a large measure the probability of attaining the minimum levels of learning.

Three specific objectives constitute the goal of universalisation: full enrolment, total retention and minimum attainments for all children upto the lower primary stage of education. In the prevailing structure of school education, lower primary stage covers I to IV standards, unlike many other States where it is I to V standards. However, universalisation cannot end at lower primary stage of schooling. The objectives of universalisation have to extend to higher primary stage also. It would be unrealistic to expect to universalise higher primary education at this time of India's educational development which holds good equally well with Raichur District. The present national level enrolment at the higher primary stage itself is just over 60 percent on population in the age group 11 to 14 and the figure for Raichur District is 40 percent. The enrolment data has to be looked at along with retention data also. The retention rates are relatively better at higher primary stage as compared to the lower primary stage. The chances of a child dropping out from

school, after joining V standard, at VI and VII are lower than that of a child, joining I standard and dropping out at II, III and Iv standards. The rates for girls and boys at the higher primary stage are 46 and 30 percent. There is a wide gap. The objective of DPEP should be to step up enrolment of girls to nearly 60 percent of age-group population keeping retention in tact. It means that enrolment has to be doubled for girls in a period of 5 years, that is between 1994 and 1999.

As such, the objectives of DPEP differ between the lower and higher primary stages. At the LPS stage they are: total universalisation of enrolment, retention and attainment levels. At the higher primary stage, they are: 60 percent universalisation, and retention of girls along with efforts for equal levels of attainments between girls and boys.

Targets: The targets for realising the objectives varies with the objectives. Full enrolment in lower primary stage would mean enrolling another 51529 out of whom 44387 are girls. Further, at the higher primary stage achieving 60 percent enrolment of both boys and girls would mean netting an additional 7000 boys and 31150 girls, adding up to 38150 children.

In regard to retention of children the targets are 100 percent for both boys and girls. The problems of retention are more in regard to girls, scheduled caste, scheduled tribe and minority group children. It is mostly a rural problem with the exception of Raichur and Gangavathi taluqs. The targets for retention are 129618 children that includes 70779 girls at the

lower primary stage. At the higher primary stage the targets are to retain 22163 children out of whom 12577 are girls.

Enrolment and retention problems have to be looked at from the point of view of universalisation of primary education among all out-of-school children in the age-group 6 to 14 and not from the view of formal schooling alone. Hence, a sizable chunk of non-enrolled and the drop-out children are to be covered through non-formal education. The concentration of attention will be in high-drop-out taluqs as well as habitations where formal schooling is not feasible.

Out of a total of 181147 out-of-school children two-thirds or 121147 are proposed to be covered through enrolment and retention drives. Marginal increases in non-enrolment and drop-outs over the five-year period are also accounted for in these drives. In a supplemental way rest of the 60000 children will be covered through non-formal education centres. 2/7 th of these centres numbering 400 and covering 12000 children will be in tribal tandas and migrant camps. Rest of the 1000 NFE centres will be distributed in 1382 villages of 9 taluqs.

At the higher primary stage enrolment and retention drives are to be integrated with facilities and incentive schemes for girls. This would imply netting an additional 35686 out of whom 31248 are girls. Further, retention targets that would have been set earlier would oversee that no child enrolled after 1994 would drop-out of schools.

There are 2000 teachers at the lower primary stage and 2219 teachers at the higher primary stage. All the teachers in the District are to be covered for 5 types of training identified under DPEP. The training schedule will be phased out, decentralised and dispersed across the length and breadth of the district. Details of training are given under the chapter on teacher training. The training programmes will also have to cover 1400 nfe teachers in a phased manner. Training programmes will cover supervisory staff and inspectorate who would be around 40 persons for the whole District. They have to be trained at resource centres outside the district. Community leaders are also to be trained regarding gender issues, district-specific problems and participative management of primary education.

Infrastructure facilities like school-buildings, toilets for girls in higher primary schools, compound, laboratory and library space etc; are very poor in the district. Though the administrators of the district such as the DDPI, the educational officers, the Subject Inspectors, the AEOs, the Inspectors of Schools, joined by other community leaders and district development officials sing only one song in chorus <u>'Give us teachers'</u>, the DPEP is constrained to turn a deaf ear to this song because of the problem of sustainability of this proposal after 5 years. The State Government will take care of this. However, it is proposed that the 1400 nfe teachers would also assist the regular school teachers after they are given adequate training for the purpose when they attend nfe training. They are to be given a little attractive remuneration. They will assist neighborhood

formal primary school for 2 or 3 hours in a day and conduct nfe classes in the evening or other convenient timings.. They will be local educated youth who could be mobilised through NGOs. Already 'Samooha' an NGO in Deodurg taluq has shown the way as discussed in the chapter on participative process. This person who would conduct nfe classes and assist formal school teachers can be called as 'UPASHIKSHAKA' or assistant teacher.

There is already NFE component in Total Literacy Campaigns using voluntarism and missionary approach. In Raichur District it has met with limited success even though the idea and the limited efforts are laudable. The 'Upashikshaka' is a different concept. He is not just paid for NFE work. He is a **multipurpose worker**. He would also assist students in home-work, help under-achievers in the class, monitor attendance of children and do follow-up visits to houses.

Almost all the schools in the district have been provided with additional room, a second room for all single instructional room lower primary schools. Even higher primary schools with grossly inadequate number of rooms have been covered herein. But in many places the existing earlier rooms have been very old. There are places where room-space is not there even to conduct nfe classes as is the case in Lambani Tandas and camps where people themselves areliving in thatched huts. Hence, it is proposed to construct 1000 additional instructional rooms under the DPEP (500 lps instructional rooms + 500 hps laboratory/library/instructional rooms). It is also proposed to have toilets for girls in higher primary schools along with water facility in high girl-drop-out

talugs. This would include construction of 500 toilets. It is kept in view that the DPEP expenditure on construction works should be well within 24 percent of the total DPEP expenditure.

The 'Operation Black Board' has supplied equipments and materials that are required for teaching school subjects. This is a centrally sponsored State Government scheme which has not been able to cover all the schools. In fact supplying minimum equipment defined in terms of curricular needs to all the schools is a heavy expenditure proposition. Without these facilities, teaching and learning of school subjects, especially science subjects, will be dry, monotonous, uninteresting and ineffective. There can be one taluqa-level resource-centre, which keeps materials and equipment that can be borrowed by teachers, circulated among themselves their schools or supplied by the IOS for during their visits. Library books, educational audio-video library, charts, maps, equipments for science teacher etc; are all stored at the resources centre. A mobile van which is fully equipped with audio-video equipments, other resource materials can also be provided to each taluq and kept at the disposal of the AEO for coverage of all the schools, especially higher primary schools. The taluqa resource centre will also tie-up its links with DIET at the District headquarters as well as with other training institutions. A resource unit attached to the DDPI will co-ordinate the efforts of all the taluqa resource centres, apart from other organising, coordinating, supervising and MIS activities. This District level resource-unit will also have to be given adequate infrastructure support.

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The taluq-resource centres will also act as the cultural nerve centres of the taluq. Education as J.S.Mill had put it is essentially to preserve, promote and rejuvenate the culture of a group. The TRC's will organise intra taluq inter-school cultural fairs, science-fairs, sports meet, literary meet, competitions of aesthetic values and cognitive development. They would act as nodal centres for tapping rural talents and creativity. They would also identify and encourage folk culture of the area. Co-ordination with the District Resource Unit for organising district-level science and cultural fairs and for promoting similar participation at the State level is one more function of TRCs.

The village schools are very poor in terms of library and resource books. The teachers would not be able to transmit any enrichment knowledge and information beyond the textbooks based knowledge. There is a need to produce resource-books, teacher guide books and other source.books. The source book for science teacher, that had been brought out by UNESCO years ago is an illustrative case. Taluq-level or atleast district-level workshops are desired for production of source books, low-cost/no-cost teaching aids and teachers can be trained in their use while they attend refresher courses.

There is a need to orientate teachers about Minimum Levels of Learning and supply MLL tests for their use. This is very crucial as it is observed in one of our studies that one of the reasons for children dropping out from schools is that a

considerable proportion do not learn while they get enrolled in schools and even attend regularly. when they do not learn upto expected levels, their levels of motivation for schooling falls. Hence, they dropout or drawn out by their parents (A S Seetharamu and M D Ushadevi : "School Education in Rural Areas : Constraints and Prospects" Ashish, New Delhi, 1981). This is further confined by a Commissioned Base line study for the DPEP, completed by Yash Agarwal. Incidentally, Raichur District is in the sample of this study. The learning attainments of students covered in this study are apallingly low (for details see Yash Agarwal : 'Baseline Assessment Study' Preliminary Report, pp.10-12, NIEPA, New Delhi).

Research studies have clearly established the need for reducing the burden for girls in home-management so that they can attend school. Specifically care of younger kids at home has to be shifted from their responsibility-kit. As of now, there is adequate attention in regard to care of children in 3 to 6 years age group. Almost every village has an Anganwadi or ECCE centre. Otherwise, there are ECEs or pre-primary schools. While ECCEs give attention to health care and nutrition apart from education, ECEs confine their attention to education only. But, children in the age group 1 to 2 also are responsibility of school-aged girls. Creches are conspicuous by their absence. It is better to give one more 'ayah'/woman attender (may be called as CRECHE MOTHER) to each of the existing Anganawadis/ECEs and attach a creche to them. This way would help a large number of girls. 2000 creches are proposed covering the entire district. The creche mother would also assist the Anganwadi worker in her tasks and functions.

Health care is very essential for school children. Such a care is conspicuous by its absence. Identification of children who suffer from partial blindness due to inadequate or malnutrition is a very useful and felt need. Incidence of early impairments in sight is more common among girls. Further, children also suffer from scabbies, lice-nuisance etc; which require periodical attention from health specialists. A health visitor for every taluq who is a qualified and registered medical practitioner is the need of the hour. He or she should be able to tour the taluq and visit every school at least once a year.

The DPEP research study revealed the following facts about health problems of children.

Question: Do your children have health problems?

Most of them, A Few, no body

	No. of Mandals	Total No.of Villages	Responses			
			Most of them	A few	None	No reply
Advanced Mandals	9	44	0	11	19	14
Backward Mandals	9	77	2	27	36	12

Note: Numbers refer to the number of teachers giving responses about incidences in their schools.

The targets that have been set here should in a cumulative way be able to fulfill the goal of universalisation of primary education in the district. The costing of all these programmes and their phasing during the five year period of DPEP is made in the last chapter.

LATEST FIGURES ON ENROLMENT, NON-ENROLMENT, DROP-OUTS AND TOTAL OUT-OF-SCHOOL CHILDREN AT THE LPS STAGE, SEX-WISE AND TOTALS IN RAICHUR DISTRICT

Source: KDP Report September 1993

	BOYS	GIRLS	TOTAL
No. of Children	149991	145500	295491
Enrolment	142849	101113	243962
Percentage	95	70	83
Non-Enrolled	7142	44387	51529
Percentage	5	30	17
Drop-outs	58839	70779	129618
Percentage	41	70	56
Total out-of-school Children	65981	115166	181147
Percentage to total Children	44	79	60

Note: KDP report data on enrolment only are considered; for calculating drop-outs, research study data sponsored for DPEP as well as Fifth AIES data are considered in an integrated way.

LATEST FIGURES ON ENROLMENT, NON-ENROLMENT,

DROP-OUTS AND TOTAL OUT-OF-SCHOOL CHILDREN

AT THE HPS STAGE, SEX-WISE AND TOTALS IN RAICHUR DISTRICT

Source: KDP Report September 1993

	BOYS	GIRLS	TOTAL
No. of Children	88735	97651	186486
Enrolment	46535	27343	73878
Percentage	55	28	40
Non-Enrolled	42300	70308	112608
Percentage	45	72	60
Drop-outs	9586	12577	22163
Percentage	20	46	30
Total out-of-school Children	51996	82885	134771
Percentage to total Children	58	85	70

Note: KDP report for enrolment data; DPEP Research study and Fifth AIES data for drop-outs.

CHAPTER V

APPROACHES AND STRATEGIES

Democratic, decentralised, participative, grassroots approach is ideal for realising the goals and targets of the DPEP. While the management would be mission-mode, the approach would be democratic and decentralised. Several strategies are suggested in this democratic framework or approach to the problem of universalisation. The strategies are not uniform for lower primary and higher primary stages of education though some of them may be overlapping.

There are two types of strategies: A those with financial requirements, B those that do not require finances. They are as follows:

A

a) Enrolment and Retention Drives,

b) Gender-specific programmes

c) Teacher Quality Improvement

d) Non-Formal Education

e) Raising Resource Capabilities

f) Provision of Infrastructure Facilities

g) Health Care for Children

h) Tapping Rural Talents

B

a) Community Mobilisation

b) Micro-level Planning

c) Priorities to backward regions

d) Priorities to Scheduled Castes and Tribes, backward castes and minorities.

Enrolment and retention drives have to be taken up every year during the period of 5 years. The scale of operation will obviously get reduced over time. Even the areas and regions to be targetted in these drives may also undergo modifications during the DPEP period. Door-to-door campaigning, street-plays, kalajathas, display of posters, wall-writing, radio-messages, Television messages, local newsmedia write-ups, house-to-house contact through creche mothers, youth workers, women's association workers, social workers, pamphlets etc; will all be the techniques used in enrolment drives.

Community mobilisation would include the invigoration and revival of Village Education Committees.

The status report on village education committees prepared for DPEP, GOK, has observed that the School Betterment Committees which were in Existence since early 1960's were reconstituted as per Govt. order No.Ed 160 PMS 87 dated 27.2.1988 and redesignated as School Education Committees. This is for each school. Apart from this, the Village Education Committees were constituted following the advise of the CABE/POA-NPE. Karnataka State had enacted the Karnataka Panchayati Raj Act 1993 which is also in line with the 72nd and 73rd Constitutional amendments of the Govt. of India. The VEC's will function as sub-committees of the Gram Panchayat which is the third and final tier of Local-Self Govt. administration, the other two being the Taluq/Block Panchayat Samithi and the Zilla/District Parishat. Gram Panchayat is for a cluster of villages. Training of VEC members regarding DPEP is also proposed (vide Status Report on VEC's, GOK).

They are dormant in most of the villages. More than this, it is proposed to establish or strengthen linkages between the official governmental machinery and the non-governmental organisations wherever they are there, the Yuvaka Mandalis or Youth Orgnisations everywhere, the Mahila Mandals and Social Workers for the cause of universalisation. In fact some of the programmes under enrolment drive or non-formal education can be entrusted to youth/women/non-government organisations. The elders of the villages, village leaders, mandal leaders, SBC Committee

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members, ex-mandal panchayat committee members, opinion-builders like the heads of religious matths, mullaijis, members of State legislature and Parliament, the District Minister should all be linked up through proper networking as part of community mobilisation. While some of these activities are done once in a while at the taluk and district levels, the stimulation and sustenance of interest in micro-level organisations is a continuous process. The District level coordination committee/DPEP core team would maintain a directory of agencies, institutions, individuals, community organisations etc., who would be potential members of DPEP family.

Gender-specific programmes and teacher quality improvement programmes have been dealt with in separate chapters.

Non-formal education is a strategy that supplements efforts for formal schooling. It is of two types : (a) Part-time education which includes a sandwich programme for non-enrolled and drop-out children from I and II standards. The standard of learning of students who attend one year of p.t.n.f.e. would be equal to the minimum levels of achievements of a child of II standard. b) Continuing education centres should cover all children who have completed II standard successfully but dropped out from III and IV standards. They have already attained significant levels of literacy and numeracy. Recognition and recall of alphabets, use of simple words, writing without mistakes - simple phrases, number tables, simple one digit and 2 digit additions and subtractions are the illustrative competencies expected of children who attend continuing education classes.

Both part-time and continuing education classes would together be able to develop competencies identified under MLL for lower primary stage, but in a period of two years of participation in evening n.f.e. courses. If it is feasible, drop-outs from V, VI, and VII standards can also be covered in sandwich courses of one year duration through non-formal education.

As of now, there is only one well recognised resource for training of teachers, the District Institute of Education and Training located at Yarmaras at a distance of ten kilometers from Raichur town. It would be difficult for the DIET to take the full burden of training of all the teachers. Training has to be decentralised at the taluk level. The taluk level resource capability has to be raised for the purpose. Even the resource capability of the district for the training of trainers also needs to be raised at the District headquarters, that is the DIET. Further it is required to associate all the degree colleges with the training of teachers, especially for subject refresher courses. Even reputed high schools and higher secondary schools/junior colleges can be associated.

All the schools have to be provided certain infrastructure facilities which are basic minimum requirements for raising the quality of schooling. School-buildings, additional instructional rooms; toilet for girls .... water facility; laboratory/library rooms for higher primary schools; squatting benches for children, tables and chairs; sports and games equipment; kits for teaching school subjects; teaching aids; furniture for library and

laboratory; are all the infrastructure facilities that have been identified on the basin of DPEP surveys conducted in the district. The Zilla Parishat has experience of constructing school buildings. The Land Army Corporation, an organisation of Ex-Military men, the Public Works Department of the State Government have taken up construction work in the past for the ZP. The ZP has also used labour component under Jawahar Rozgar Yojana or full employment in rural areas through wage labour for the purpose. Similar strategies can be used even under DPEP which would bring down the work costs by 27 per cent. In other words, a higher coverage of infrastructure development/construction works is possible through the integration of JRY/wage employment schemes with other paid out costs.

The DPEP research study discovered the following facts about the integral efforts in regard to construction of school buildings.

Question: Which was the agency/agencies that built the school building of your school?

	No.	No. of villages	School Building built by					
			Govt.	Land Army	JRY	JHS	Others	No reply
Advanced Mandals	9	44	15	14	5	1	7	2
Backward Mandals	9	77	15	35	13	1	2	11

Micro level planning is required in an intensive way for implementation of programmes. The 9 taluks of the district have already made mapping exercises. Taluk maps locating lps and hps are already there. They have also been advised to develop maps with schoolless habitations and they would be ready for purposes of implementation. Likewise, other kinds of micro-level planning exercises for identification of human and institutional resources within the taluks, the NGO's, Youth Organisation, Mahila Mandals, Anganwadis etc; would also be made.

There are two types of inequalities in the district, as it is so elsewhere in the country, the wide gulfs in achievement levels, literacy rates, enrolment levels, retention rates and other socio-economic indicators of human development between certain groups of people identified as scheduled castes, scheduled tribes, backward castes, muslims and all other sections. The gap needs to be narrowed. Another type of inequality is generally known as regional disparities or spatial imbalances. This refers to inter-taluq disparities, Taluqs like Deodurg, Yelburga and Kushtegi are relatively backward while Gangavathi, Sindhanoor and Manvi are quite advanced. Deodurg is the most backward of all the 9 taluqs. Hence development strategies should have differential foci andl differential strategies. Prioritisation of needs is integral to the DPEP implementation.

Health care for children can be taken up with the involvement of Public Health Centres, Public Health Units, Non-Governmental Organisations and doctors engaged in social work.

There are 57 PHC's and 9 PHU's in the district. The District core team can coordinate the health care programme. The recently sponsored (November 19, 1993) 'Milk for school children programme of the State through the KMF would partially take care of nutritional needs of children.

Schooling process has to be constructive, creative and enjoyable. All the 180 or odd working days for the schools should not become 'working' days for the children. Excitements in the schooling process would attract and retain children rather than a monotonous, boring, mechanical, dry and drab process however much useful or necessary it is. Individual expression that develops individual identities are essential. Cultural and science fairs, sports, games and literary meets and the like would not only make schooling attractive, exciting and useful for realising DPEP objectives but also help in tapping rural talent. Such programmes are integral to the culture of schooling in urban and metropolitan regions. They can be organised at very low marginal costs with high non-monetary social returns. The Taluq Resource Centres can organise them with the association of NGO's and community leaders. They can sponsor talented students for participation at district and State level meets.

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CHAPTER VI

GENDER-SPECIFIC PROGRAMMES

It is tautological to specify gender-specific programmes in DPEP because the genesis of DPEP with special reference to Raichur District is in the low levels of female literacy of the district. Bringing down gender disparities in education is the basic objective of DPEP. However, past experience as measured through several performance indicators regarding concern against gender discrimination, for gender parity, raising women's status, etc, has proved to be verbose, pedantic and idolatory. It has not resulted in specific, concrete, tangible and precise action-programmes. They have not been operational in observable contexts. Hence, the DPEP has to identify specific action programmes with the girl child in focus.

Enrolment and Retention Drives :

The physical and cultural environment in Raichur District is not conducive for participation of girls in the educational process as it is so in several parts of the country. Negative attitudes towards girls' education is an attribute of the cultural environment. People's attitudes towards girls education and a critical analysis of prevailing attitudes has already been presented in the Chapter on Participatory Process in the DPEP. It is intended not to repeat them here.

'Education for life', 'low status of women', 'value of women's education for development of family and the community', 'Education as a basic human right', 'Respecting the dignity and worth of women', 'Importance of women's education for participatory democracy', 'Education as a tool for administering justice to women', 'Poverty, Alcholism and women's status', 'Living conditions of women agricultural labourers', ''Legal provisions in regard to women's rights', 'Subtle forms of discrimination against girls and women', 'Hidden curriculum in schooling process', 'Value of schooling in development of human resource capabilities of women', 'Sensitive nature of girls and teachers' methods of discipline', 'Distinguished women of the State, the nation and the world', are all the illustrative themes which can be covered through enrolment and retention drives as well as gender-sensitisation training programmes for teachers, community-leaders and educational administrators. The strategies identified earlier can use these and other uncovered themes for

building a cultural environment conducive for attracting children to school and retaining them thereafter.

Creches: Care of younger siblings in poor / agricultural labour/ nuclear families, being a responsibility of girls, prevents them from participating in the formal school system. it is for this reason that a nation-wide programme of Early Childhood Care and Education had been launched apart from other objectives of welfare and human right such as health and nutrition. Anganawadi Centres that take care of children in 3 to 6 years of age has greatly reduced the burden of girls and benefitted them. There are over 2000 Anganwadis in Raichur District.

The study commissioned for the DPEP on 'Girl's Education and Empowerment' and completed by coincidence in Raichur district has also recommended the opening of creches (vide strategies 6.1.1).

The DPEP research study has shown that the present Anganwadi scheme has been of immense value.

Question: Do your school children/girls benefit from the Anganwadi school (benefit means they have younger brothers/sisters looked after by the Anganwadi?

Yes/No
If yes, specify the number of such children.

	No. of Mandals	No. of Villages	Responses			
			Yes	Not Benefitting	No. AW	No reply
Advanced Mandals	9	44	19	6	1	18
Backward Mandals	9	77	43	11	11	12

However, the problem has not been completely solved. There are several homes with children below 3 years of age from where girls of 6 to 10 or 11 to 14 cannot attend school as they have to look after tiny tots. Hence it is proposed to have creches attached to Anganwadis with one adult woman worker in charge of the care of 10 to 15 kids from homes of agricultural labourer women of nuclear families (even construction or other menial labour). She would also motivate the families of drop-out girls to send their children to schools.

Nutrition has to be provided for an estimated 90000 children deposited in the 2000 creches at the rate of 400 creches every year, and 15 kids per creche. The State already has a scheme for provision of milk to primary school children. This can be extended to the creche children as State subsidy for the DPEP programme. The total cost of the nutrition programme to the State will be 180 lakhs.

Non-Formal Education: The non-enrolled children and drop-outs from schools are quite heavy among girls. The thrust of nfe programmes will be girls.

Teachers' training: One of the programmes of training for teachers is on 'gender-sensitivity'. Such a programme would also cover training of community leaders.

Infrastructure facilities: The gap between boys and girls in the enrolment and drop-out of children at the higher primary stage is very wide. It is reported in micro-level surveys that many girls attain puberty when they are at the higher primary stage. Beyond

a particular age girls fight shy in Indian society and naturally so, to ease themselves of nature calls, in public places. Toilet facility is not there in any hps school. It is proposed to put up girls toilet in all higher primary schools along with water facility. Supply of sports and games equipments may also give adequate emphasis to girl-specific interests.

The gender specific programmes have been separately discussed here. It does not imply that they are not in focus in other programmes. The other programmes benefit all children including girls. But gender-specific programmes have only the girl-child in focus.

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CHAPTER VII

TEACHER QUALITY IMPROVEMENT

Teachers constitute the fulcrum of a dynamic educational system. The final determinant of the quality of an educational system is the quality of its teachers. The value of a teacher in developing countries like India is doubly higher as compared to teachers in developed part of the world because of the abysmally low levels of availability of educational technology.

In general the quality of teachers in primary schools is very poor. There are several systemic explanations for this fact which are out of place for a discussion. The basic concern here is to identify the training needs of teachers, evolve strategies for fulfilling these needs and provide adequate funds for the same.

On the basis of interactions with the DIET, the participatory process of dialogues with the people, the Inspectors of Schools, the AEOs, the EOs, the DDPI, the teachers themselves and community leaders; backed up by insights from research literature in primary education and women's studies; the following training needs have been identified under DPEP:

1) Refresher courses in school subjects for content enrichment of teachers in lower and higher primary schools.

2) Gender-sensitisation programmes with full coverage of men teachers.

3) Classroom management problems for realising MLL in multi-grade schools

4) Using teaching aids, science kits, sports equipment, laboratory equipment, reference library, audio-visual aids, maps and charts, as well as production of low-cost/no-cost teaching aids.

5) Changing styles of life and society in India with special reference to problems and issues in social strucutre, economic policies, decentralised developmental planning, district-specific problems etc;.

The agenda of training also includes programmes for educational administrators, resource persons from DIET and other institutions who have to train teachers, community leaders, social workers, NGO's etc;. They are not discussed in detail here.

Refresher Courses: Subject-centred, knowledge-awareness-information oriented, training programmes for teachers on a periodic basis is a self-validated proposition. The need for such training for teachers deserves additional emphasis for two more reasons: (i) the knowledge-base in the world has grown in exponential rates. Correspondingly, the minimum knowledge that is desired in a span of 'elementary' education, 'basic' education or 'general' education has also increased with this exponential growth, as a precondition for the survival and progress of a 'learning society'. Recognising this need some States in India like Tamilnadu prescribed 12 years of school education as minimum level for entry into teaching at primary level. 2 years ago, even Karnataka government followed suit. As per the DPEP survey out of teachers in the District hardly teachers have 12 years of schooling. They all require refresher courses.

(ii) Two years ago nearly 1800 teachers were appointed under Operation Black Board. The merit principle was set aside in favour of age-cum-merit principle so as to clear a large backlog of unemployed SSLC - TCH graduates. Teachers who had crossed 28 years of age were selected keeping the upper age limit to 42 years. Of course, reservation policies had not been flouted. The recruitments were done, appropriately, at the district level. In this process, a number of teachers who had completed their school final 12 years before and in some extreme cases 25 years before were also selected as teachers. They are now working in the district. It should be no wonder if a large number of them fail to make the grades if an examination is conducted on them in

primary school subjects. Hence, these teachers require subject refresher courses on top priority.

Gender-Sensitivity Training: Out of a total of 4219 teachers, male teachers are 3349 or 79 per cent of the total. The men teachers are normally insensitive to the problems of girls. Several themes are identified in Chapter VI on which teachers require training/orientation. Even community leaders, district educational administrators require such sensitisation courses.

Class-room Management Problems: Teachers are given training in TCH Courses/Pre-service courses. These training courses are heavily weighted in favour of pedagogical theories with relatively low emphasis on classroom teaching in real-life, multi-grade contexts. Their lecturers/professors, are normally B.Ed./M.Ed. graduates with still lower levels of exposure to realities in primary schooling system. They supervise the practice-in-teaching for which task most of them are unfit. Hence teachers have to learn by a trial and error process, the skills of multi-grade teaching. Some of them succeed while a large majority would become the proverbial carpenters who blame their tools and materials. They require in-service training.

Training in Educational Technology:

The State has supplied science kits, equipments, teaching aids etc; over the years as a matter of course and also through the OB scheme. For many teachers they look like frogs and scorpions. They would not even touch them. This is the

allegation made by even inspectors of schools and AEOs at a meeting with them held on 16.11.93 at Sindhanoor, a taluq headquarters. They need to be trained in integrating the use of these aids with subject needs as well as also in the preparation of low-cost/no-cost, locally available resource teaching aids with used materials and simple technology.

Changing styles of life and society in India:

Metamorphic changes are being introduced into the fabric of Indian society. This document is not the place to discuss the multi-dimensional changes. But one significant direction of change is the devolution of state power and decentralisation of development administration. This requires a lot of adjustments, reconciliations and attitudinal changes at the grassroots levels. Teachers need orientation regarding these dimensions of social change.

Structure and Facilities: As of now, for the records, there is a District Institute of Education and Training, the DIET. Principal of the DIET Mr S N Bhat, on request from the adviser, gave a report about the status of DIET during our visit. A detailed extract from the report (dated 28.10.93) is reproduced here.

"This Institute being newly started one is not fully equipped at present in respect of infrastructural facilities and academic leadership. The faculty members who are working at present and those are yet to report for duty shortly need orientation courses in the context of implementation of New Programmes. With regard to the infrastructural facilities this Institute will be equipped in a phased manner depending upon the resources released by the State Government. To conduct training classes for teachers and other additional furniture both for class rooms and hostel is a must. The present Institute building and hostel requires urgent repairs and provision of basic amenities like, lighting, water and sanitation facilities.

As regards the teaching Aids available in the Educational Technology wing of this Institute the facility is negligible. And to impart effective training and create awareness among the illiterate mass audio and video aids are necessary.

For better use of Video Aids in the villages a mobile unit will be more useful. And I have experienced the effect of the screening educational, health and environment related films in the rural areas of the District where I have worked in the past. Hence it is requested that the following facilities may please be provided to this Institute on priority basis."

Apart from the DIET, the degree colleges which are 14 in number need to be utilised. Only one of them is a science college offering B.Sc courses. The training needs to be decentralised with the Taluq Resource Centres as the nodal centres. They should have hostel facility for teachers. Trainer's training need to be taken up by the DIET which is a District Resources Centre. DIET also will coordinate, assist and support TRC's.

Receptivity of Teachers for Training: All teachers may not be receptive to training needs identified here though majority of them may be willing to undergo training/orientation courses. This fact has to be kept in view before planning specific strategies. Motivation (Non-financial) of teachers for training would also be necessary. The fact of non-receptivity of teachers was revealed

in the research study of 9 advanced mandals and 9 backward mandals of the 9 taluqs of the district, sponsored by the Commissioner of Public Instruction, Government of Karnataka, as a form of sample survey covering variety of subjects in primary school education.

The following table shows the willingness of teachers for the various training programmes :

Nature of training course	Advanced Mandal			Backward Mandal		
	No.of teachers	Willing	No	No.of teachers	Willing	No
a) Refresher course	240	196	44	188	145	43
b) Gender issues	240	169	71	188	129	59
c) Classroom management	240	165	75	188	133	55
d) District specific problems	240	143	97	188	134	54

It appears that refresher courses are most popular. Still, a significant proportion are unwilling for any type of training.

Shikshaka Pratibha Pratishtana :

An atmosphere of healthy and constructive competitiveness is felt to be congenial for the overall development of school

education. The competitive atmosphere can be created among schools and teachers. For this it is proposed to institute prizes in four areas/fields of activity. They are : literary/humanities/cultural activities; social services; work experience/crafts/ socially useful productive work and lastly innovative methods in science education. There will a total of 8 prizes, one first and one second; for 8 schools of the district. Likewise, 8 teachers will also be given a first and a second prize. Total cost of this project for 6 years will be 2.66 lakhs. This is a programme suggested under 'Innovative Projects' for 'Capacity Building'.

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CHAPTER VIII

DPEP PROJECT COSTS

The costs of the DPEP are calculated on the basis of (a) needs of the District for universalisation of primary education (b) available facilities and on-going incentive schemes (c) proposals of the HKDB, the ZP, State Government for Primary Education (d) the inputs from ICDS schemes, JRY experience, KMF and NGO participation. The costs are worked as per the guidelines suggested by the DPEP workshop of February 24-27, 1994 held at NIEPA, New Delhi.

DISTRICT PRIMARY EDUCATION PROGRAMME

State - Karnataka (Costs) Access : District Raichur

Programme	Non-recurring		Recurring		Total		Remar
	I Year	Project period	I Year	Project period	1 Year	Project period	
Opening of new schools	-	570.500	-	-	-	570.500	
Drinking water	-	-	-	-	-	-	
Sanitary facilities	3.780	175.000	-	-	3.7800	175.000	
Non-formal education centres	5.800	263.700	5.280	240.000	11.080	503.700	
Teachers requirement	-	-	7.92	387.290	7.920	387.290	
Mobilisation	3.100	15.500	-	-	3.100	15.500	
Providing creches (ECCE)	5.500	50.000	22.44	915.200	27.940	965.200	
Additional rooms	8.700	75.000	-	-	8.700	75.000	
Repairs	-	-	-	-	-	-	
Total	26.880	35.640	62.520	1149.700	1542.490	2692.190	

Contd..

DISTRICT PRIMARY EDUCATION PROGRAMME

State - Karnataka (Costs) Retention and Learner Achievement : District Raichur

Programme	Non-recurring		Recurring		Total		Remarks
	I Year	Project period	I Year	Project period	I Year	Project period	
oviding teaching learning terial	-	-	22.435	112.175	22.435	112.175	
service (Teachers)	40.800	180.000	-	-	40.800	180.000	
aining programme BRC	7.500	107.500	27.775	122.875	35.275	230.375	
proving learners	-	53.550	-	-	-	53.550	
rk books to pupils hievements	-	-	34.283	502.850	34.283	502.850	
nducting competitions	-	-	3.860	19.300	3.860	19.300	
tal	48.300	88.353	136.653	341.050	757.200	1098.250	

Contd...

DISTRICT PRIMARY EDUCATION PROGRAMME

State - Karnataka (Costs) Capacity Building : District Raichur

Programme	Non-recurring		Recurring		Total		Remarks
	I Year	Project period	I Year	Project period	I Year	Project period	
raining in educational lanning and management	-	-	28.320	126.100	28.320	126.100	
tate Level							
) Management structure District Level	9.905	27.905	10.995	57.825	20.900	85.730	
nnovative prizes for	-	-	00.380	2.660	00.380	2.660	
otal	9.905	39.695	49.600	27.905	186.585	214.490	
ll Total	85.085	163.688	248.773	1518.655	2486.275	4004.930	

APPENDIX — I

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

KARNATAKA STATE
RAICHUR 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 : RAICHUR

Work Plan for 1994-95

Improving Access : Opening of New Schools

Sl. No.	Activity	Time Schedule	Modal Agency	Implementing Body	Cost Estimates (Rs.in lakhs)
1.	No. of Schools to be opened (Project period)	163			
2.	Deciding on the Number of Schools to be opened in the first year 15	April' 94	DDPI	BEO	
3.	Identification of Location of Schools to be opened in the first year	April' 94		BEO	
4.	Sending of Proposals	April' 94	CEO-ZP	BEO	
5.	Getting Sanction				
6.	Identification of agency to undertake civil work				
7.	Completion of formalities to start construction				
8.	Releasing of funds				
9.	Starting construction				
10.	Monitoring Construction				
11.	Completion of Construction				
12.	30 teachers will be appointed for the 15 new schools to be located temporarily in existing builings/pancyat office/ community hall etc.				

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
	570.50	-	-	-	570.50

Name of the State : KARNATAKA

District : ~~BELGAUM~~ Raichur

Cost Estimates (Rs. in Lakhs)

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

Name of the State : KARNATAKA

District : RAICHUR

Work Plan for 1994-95

Improving Access : Additional Classrooms + Toilets

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	April' 94		BEO	
2.	No. of Schools where additional rooms/toilets are to be constructed in the first year	6 rooms 6 toilets		BEO	
3.	Sending of proposals	May '94	ZP	BEO	
4.	Sanction of proposals	June '94	State Society	-	
5.	Release of Funds	July '94	State Society	ZP	
6.	Identification of agency for civil work	July '94		ZP	
7.	Completion of formalities for civil work	August '94		ZP	
8.	Beginning of Civil works	September '94		ZP	
9.	Regular Monitoring of civil works	Continous	SP/JE	VEC/ZE	
10	Completion of civil works	December ' 94		ZP	

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
3.780	175.000			12.480	
+ 8.700	75.000				250.000
12.480	250.000				

Units Cost

Class room	0.75	lakhs
Toilet	0.35	lakhs

Name of the State : KARNATAKA

District : RAICHUR

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				
2.	Deciding on the Number of buildings to be repaired in the first year				
3.	Submission of estimates and proposals				
4.	Sanction of the proposals				
5.	Release of Funds				
6.	Identification of agency to undertake repair work				
7.	Completion of formalities to start repair work				
8.	Starting repair work				
9.	Monitoring of repair work				
10.	Completion of repair work				

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

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

Not applicable

Name of the State : KARNATAKA

District : RAICHUR

Work Plan for 1994-95

Improving Access : N F E

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Village Survey	April-May ''94		BEO/Teacher	
2.	No. of Centres to be opened in the first year	I year 220 centres Project total 10000			
3.	Location of Centres for the first year	June '94	DDPI	BEO	
4.	Proposals to open Centres	July '94	BEO	VEC	
5.	Identification of Instructors	July '94	BEO	VEC	
6.	Training of Key persons	Sept-Oct '94	DIET	BRC	
7.	Development of Teaching-Learning Materials	Oct-Nov '94	DSERT	DIET	
8.	Development of Training Modules for Instructors	Oct-Nov '94	DSERT	DIET	
9.	Training of Instructors	No. '94		DIET	
10.	Purchase of Items/Equipment	Nov. '94	DDPI/ZP	BEO	
11.	Distribution of TEaching-Learning Materials	Nov. '94		BEO	
12.	Starting of the NFE Centres	December '94	BEO	VEC	

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
5.80	263.700	5.280	240.00	11.080	503.700

Unit cost

Recurring	Rs.2400
Non-recurring	Rs.2637
	Rs.5037

Name of the State : KARNATAKA
District : RAICHUR

Work Plan for 1994-95

Improving Access : Teacher Requirement

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Estimation of Teacher requirement for the project period 326			BEO	
2.	Estimation of number of teachers to be appointed in the first year 30	April '94		BEO	
3.	Identification of schools where additional teachers are required	April '94		BEO	
4.	Sending of proposals for teacher posting	April '94	DDPI	BEO	
5.	Sanction of posts	May '94	CPI	DDPI	
6.	Recruitment of teachers	May '94		DDPI	
7.	Posting of teachers	June '94		DDPI	
8.	Availability of teachers in the schools	June '94		DDPI	

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
		7.92	387.290	7.92	387.290

Unit Cost

Rs.26,400/- PA per teacher

Name of the State : KARNATAKA
District : RAICHURM

Work Plan for 1994-95

Improving Access : Mobilisation campaign mode

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Development and printing of proforma for enrolement drive	Aprl-May '94	DDPI	BEO	1.00
2.	Preparation of baners	June '94		BEO/Teachers/ VEC	0.20
3.	Jathas/Street Plays	July-Aug '94		BEO	0.50
4.	Print of posters at Rs.20 per poster for 5000 posters	June-Aug '94		DDPI	1.00
5.	Conventions	July-Sept. '94	DDPI	BEO	0.20
6.	Remuneration to artists, jatha groups	May - Spet. '94		BEO	0.20

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
3.10	15.50			3.10	15.50

Name of the State : KARNATAKA
District : RAICHUR

Work Plan for 1994-95

Improving Access : Any other Activity - E C C E

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Village Survey	May '94		VEC/BEO	
2.	No. of creches to be opened during project period 1000				
3.	Deciding no.of creches to opened in first year 110				
4.	Location of crechers	June '94	BEO	BEC	
5.	Proposals to open creches	June '94	DDPI	BEO	
6.	Getting Sanction	July '94	CPI		
7.	Identification of supervisors/helpers	August '94	BEO	VEC	
8.	Training of supervisors and helpers	Oct-Nov. '94	DIET	BRC	
9.	Purchase of resource material	Dec. '94	DDPI	BEO	
10.	Purchase of medicines	June '94	DDPI	BEO	
11.	Starting of crech	June '94	DDPi	BEO	

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
5.50	50.00	22.44	915.20	27.94	965.20

Unit cost

Recurring	Rs.7200
Non-recurring	Rs.3750
Total	Rs. 10950

APPENDIX – II

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

KARNATAKA STATE
RAICHUR 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 : RAICHUR

Work Plan for 1994-95

Improving Retention and Quality : Provision of Teaching-Learning Material in Schools

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of Schools requiring teaching-learning materials	April-May June 94	BEO	School teachers/ VEC	
2.	Listing of teaching learning materials required	June July 94	BEO	School teachers/ VEC	
3.	Sanction and Release of fund	July 94	State project director		
4.	Purchase of teaching -learning materials	Sept. 94	BEO	HM/VEC	

Unit Cost = Rs.500/- per teacher per annum.
No.of teachers = 4,487

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
–	–	22.435	112.175	22.435	112.175

Name of the State : KARNATAKA
District : RAICHUR

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

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of training needs	May 94		DIET	
2.	Development of training materials	June Oct. 94	DSERT	DSERT & DIET	
3.	Training of key Resource persons	Sept. 94 Oct		DSERT	
4.	Institutional arrangement for training	June 94 Aug	DSERT	DIET/BRC	
5.	Developing/ augumenting training institutions	Aug 94 Oct		DSERT	
6.	Procedures for Selecting teachers for training	July 94 Aug	DIET	BRC	
7.	Phasing of training programmes	Aug 94 Dec		DIET BRC	
8.	Starting of Teacher training programmes	Dec. 94 March 95		DIET BRC	
9.	Block resoruce centres will be provided (same time schedule as for No.7 under access)				

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
7.500	07.500	27.755	122.875	37.275	230.375
+ 40.800	+ 180.000			+ 40.800	180.000
				78.075	410.375

Name of the State : KARNATAKA

District : RAICHUR

Work Plan for 1994-95
Improving Retention and Quality : Plan for Improving Learner Achievement

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Curriculum Development/ Supplementary Reading material for children	May June 94 July Aug.	DSERT	DIET	0.20
2.	Development of mechanism for internal evaluation of learners	April to Aug. 94	DSERT	DIET	0.10
3.	Development of test items as per MLL norms	July to Sep. 94	DSERT	DIET	0.40
4.	Development of Handbook for teachers to facilitate activities	May to Aug. 94		DSERT	0.20
5.	Co-ordination of testing activities	Dec 94 Jan 95	DIET	BRC	2.20
6.	Mechanisms for feedback to the school/learners	June to Sep. 94	DIET	BRC	-
7.	Printing of developed materials	Jan Feb 94 Mar		DIET	50.00
8.	Distribution of printed materials	May 95	DDPI	BEO	0.45

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Projec Perio
53.55	53.55	-	-	53.55	53.55

Name of the State : KARNATAKA

District : RAICHUR

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	June July 94	DSERT	DIET	1.50
A1.	Reprography	Aug. 94	DIET	BRC/Teachers	0.20
B.	Field trial for prepared material in selected schools	Aug. 94	DDPI	DIET/BEO	0.10
C.	Revision of workbooks on the basis of field trial	Sep. Oct. 94		DIET	0.60
D.	Printing of workbooks	Nov. 94		DIET	100.00
E.	Distribution of workbooks to schools	Dec. 94	DDPI	BEO/HMS	0.45

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Proje Peri
-	-	34.283	502.850	34.283	502.880

Name of the State : KARNATAKA

District : RAICHUR

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. 94	BEC	School/VEC	1.506
2.	Arranging inter-school competitions based on selections made by the schools	Oct. 94	DDPI	BEO	0.45
3.	Taluk level competitons based on selections made at Hobli Level	Nov. 94	DDPI	BEO	0.90
4.	District level competitions based on selections made at taluk level	Dec. 94	ZP	DDPI	1.00

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Proj Per
-	-	3.86	19.30	3.86	19.30

APPENDIX — III

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

KARNATAKA STATE
RAICHUR 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 : RAICHUR

Work Plan for 1994-95

Capacity Building : Training in Educational Planning and Management

Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Training plan for State Level Functionaries	June 94 July	CPI	DSERT	
2.	Training Plan for District Level Functionaries	June 94 July	CPI	DSERT	
3.	Training Plan for Inspectors/ Supervisors	July 94	DSERT	DIET	
4.	Training Plan for Head Teachers	July 94	DSERT	DIET/BRC	
5.	Training Plan for VEC Members	June 94 July	DIET	BRC	
6.	Development of Training Materials	June to Sep. 94		IIM/ISEC/ATI/ DSERT	
7.	Creation of Institutional arrangements for training	June 94	CPI/ project director	DSERT	
8.	Identification of master trainers in the first year	June 94		DSERT	
9.	Actual start of the training programmes	Oct 94. to Fe[illegible]	Project director	DSERT/ DIETS/BRCS	

Name of the State : KARNATAKA
District : RAICHUR

Cost Estimates (Rs. in Lakhs)

Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
-	-	28.32	126.10	28.32	126.10

Name of the State : KARNATAKA
District : RAICHUR

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 94	Govt.	CPI/Project Director (PD)	
3.	Formation of various Committees	May 94	Govt.	CPI/PD	
4.	Location of the Society	April 94	Govt.	CPI/PD	
5.	Identification of staff requirements	April 94	Govt.	CPI/PD	
6.	Recruitment/ Deputation of staff	May 94	Govt.	CPI/PD	
7.	Procurement of Office-Equipments/ furniture etc.	April May 94 June	Govt/CPI	PD	
8.	Operationalising MIS (cost not included in district component)	May 94	Govt/CPI	PD	

Name of the State : KARNATAKA

District : RAICHUR

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	35.00	239.924

Name of the State : KARNATAKA
District : RAICHUR

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 94	Project director	DC/CEO/DDPI	
2.	Identification of staff requirements	May 94	DC/CEO	DDPI	
3.	Recruitment/deputation of staff	May 94	Project director	DDPI	
4.	Procurement of office equipments	May 94	Project director	DDPI	
5.	Operationalising MIS	May 94 June	Project director	DDPI	
6.	Formation of Committees at Block Level	May 94	CEO ZP	DDPI/BEO	
7.	Formation of VECs	June 94	CEO ZP	DDPI/BEO	
8.	Training plan for VEC members	Oct. 94 Feb 95	DIET	BRC	

Name of the State : KARNATAKA

District : RAICHUR

Work Plan for 1994-95

Innovative Project
(prizes to teachers)

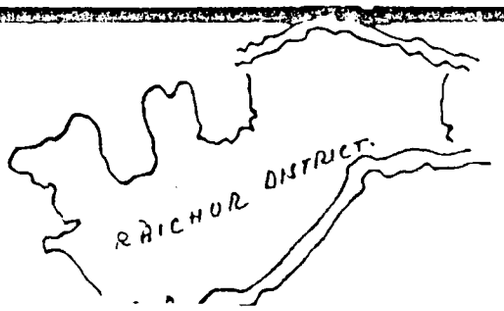
Sl. No.	Activity	Time Schedule	Nodal Agency	Implementing Body	Cost Estimates (in lakhs)
1.	Identification of innovative project	June 94	DDPI	DDPI	
2.	Project location Block/Blocks	July 94	DDPI	BEO	
3.	Preparation of the project	Aug 94 Sep.	DDPI	BEO	
4.	Sanction and Release of funds	Sep. 94	DDPI	BEO	
5.	Staff requirements, if any	Oct. 94	-	-	
6.	Training requirements, if any	Nov. 94	-	-	
7.	Mechanism to monitor	-	-	-	
8.	Starting of the project	Dec. 94	DDPI	BEO	

Name of the State : KARNATAKA

District : RAICHUR

Cost Estimates (Rs. in Lakhs)

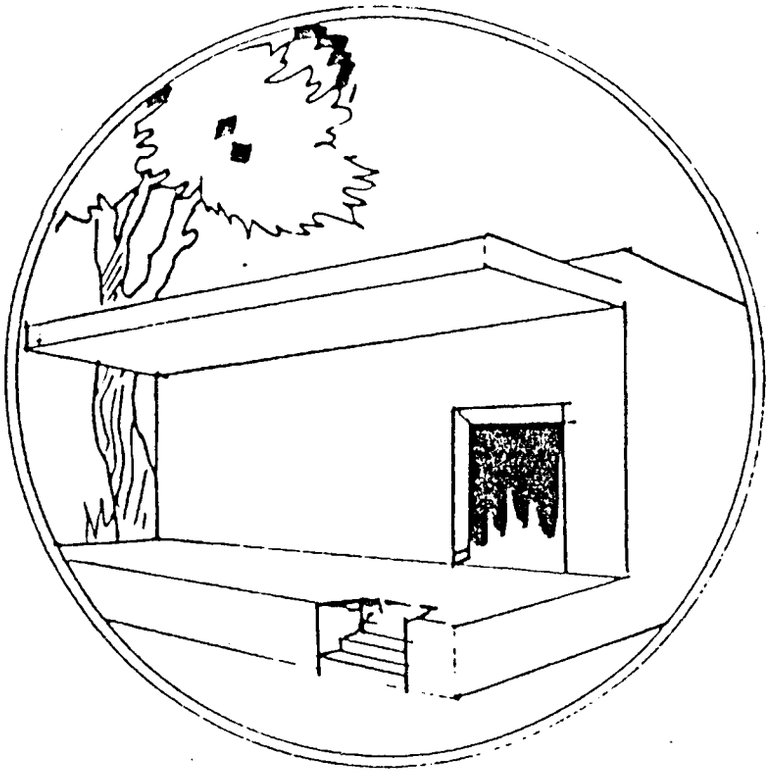
Non-recurring		Recurring		Total	
Ist Year	Total Project Period	Ist Year	Total Project Period	Ist Year	Total Project Period
-	-	0.38	2.66	0.38	2.66



RAICHUR DISTRICT

EDUCATIONAL PROGRAMME

PLAN & ESTIMATES FOR CONSTRUCTION OF:



PRIMARY SCHOOL'S CLASS ROOM BUILDING.

VILLAGE: MUNIMARI TALUKA. RAICHUR

D.D.P.I OFFICE RAICHUR

Name of the works Construction of Primary Class Rooms/ Sanitory Block / Taluka Resource Centre. MHPS Matmari

Name of the Village: MATMARI Tq:- RAICHUR.

The Village is having population of about 4427 of which more than _____ % of people are belonging to SC. ST are residing. As the Male/Female School going Children are more in No. Taluka Resource Centre/ Primary Class Rooms / Sanitory Block is proposed to provide more Educational facilities to such weaker Sections. The occupation of the Villagers mainly is Agriculture / Business/Kooli / Labour etc.,

It is proposed to construct Taluk Resource Centre/ Primary Class Rooms / Sanitory Block in the existing School premises. Site is available.

The rain fall in the area is below normal.

Electricity is/not available in the existing School premises.

The Water facility is / is not provided by means of Borewell/Overhead Tanks/Wells.

The Primary Health Centre is / is not existing in the Village providing Medical facilities.

Education is being provided as Primary School/ are existing in the Village.

Post Office is situated in this Village.

As this Village is Centre place and having all the required facilities, the construction of School Room is proposed to improve the Educational qualities. This Centre covers more than 25% of weaker Section of population.

Name of work: Constn.of SINGLE ROOM SCHOOL BUILDING UNDER DPEP

ABSTRACT ESTIMATE

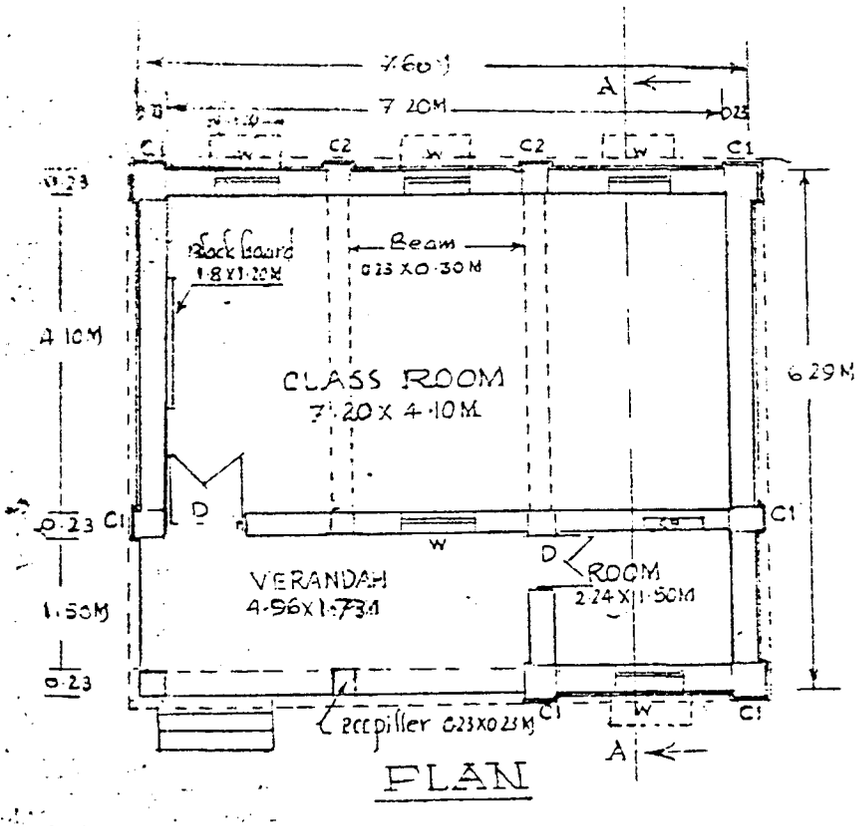
Sl. No.	Particulars of items.	Unit.	Qty.	Rate.	Amount.
1	2	3	4	5	6
1.	Lowering and levelling the ground.	Cum.	9.56	17.16	164=00
2.	Earth work excavation for foundn.	Cum.	32.55.	28.21	918=00
3.	Murrum filling to foundn.	"	-	-	-
4.	C.C.1:5:10 for bed.	"	4.73	831.98	3935=00
5.	R.C.C. 1:2:4 for Raft.	"	-	-	-
6	SSM in CM 1:8 for foundn.	"	21.10	640.86	13522=00
7	SSM in CM 1:6 for Basement.	"	6.95	724.57	5036=00
8	C.C.1:3:6/ RCC 1:2:4 for Plinth.	Cum.	1.54	1033=21	1591=00
9	Basement filling with available earth/new earth.	"	22.65	9=35	212=00
10	SSM/BBM in CM 1:6 for Superstructure.	Cum.	15.59	855.38	13335=00
11.	C.C.1:3:6 for cills.	Cum.	0.16	1033.21	165=00
12.	R.C.C.1:2:4 for Beam/Lintel	"	1.43	1789=93	2560=00
13.	R.C.C.1:2:4 for Chajja.	Sqm.	2.88	168.37	485=00
14.	R.C.C.1:2:4 for Roof slab.	Cum.	6.58	1795=43	11814=00
15.	W.P.C.Plastering over roof	Sqm.	54.81	42=48	2328=00
16	Providing doors.	Sqm.	3.60	1800=00	6480=00
17	Providing windows.	Sqm.	5.40	900=00	4860=00
18	Providing Cupboard	Sqm.	1.08	950=00	1026=00
19	Cost of Steel.	MT	0.75	14=00	10500=00
20	Fabrication charges of steel	Qtl.	750	138.60	1040=00
21.	B.B.M. for piller	Cum	3.67	940.91	3453=00
22.	R.C.C. column footing in 1:2:4	Cum	0.22	1250.93	275=00
23.	C.C. 1:2:4: for column	Cum	0.28	1836=24	514=00

Contd.....2...

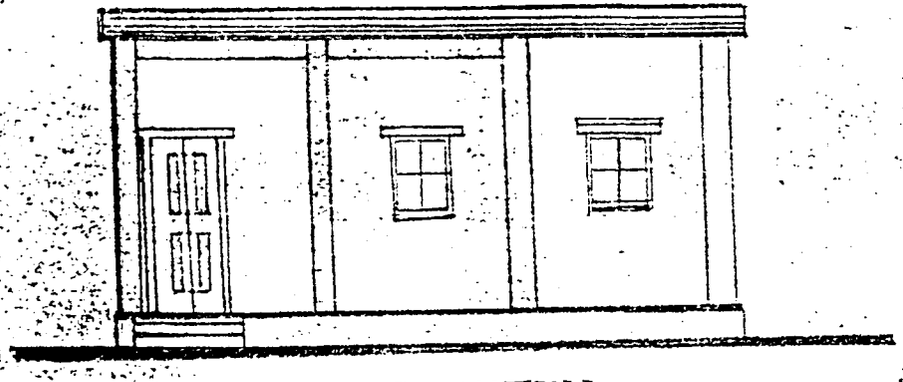
1	2	3	4	5	6
21.	Plastering to BBM/SSM in CM 1:6	Sqm.	176.68	32.92	5816=00
22.	Pointing to Stone masonary in CM 1:3	Sqm.	12.95	15.16	196=00
23.	C.C.1:4:8 for flooring bed.	Sqm.	-	-	-
24.	Sand bed below flooring.	Cum.	3.53	150=00	530=00
25.	Un-Polished/Polished Shahabad stone flooring.	Sqm.	42.20	117.02	4939=00
26	White washing 2 coats.	Sqm.	241.66	2.33	563=00
27	Colour/Snowcem washing 2 Coats.	Sqm.	-	-	-
28	Enamel painting 2 coats.	Sqm.	23.94	34.65	830=00
29	Providing steps.black board	Nos.	2	500=00	1000=00
30	Cost of fixtures.	L.S.	-	-	600=00
31.	Name board cost.	L.S.	-	-	500=00
32.	Providing water-supply/ Sanitary & Electrification.	L.S.	-	-	4000=00
36.	Patti to Basement and roof projection	Rmt	58.52	8.25	483=00
37.	Water supply and bore well	L.S.	-	-	25000=00
					1,28,670=00
	Add 10% K.L.A.C. Charges				12,867=00
	Add 2% T.O.T. Charges				2,573=00
	Misc and rounding off				890=00
	Grand Total			Rs.	1,45,000=00

TFC/ATFC.

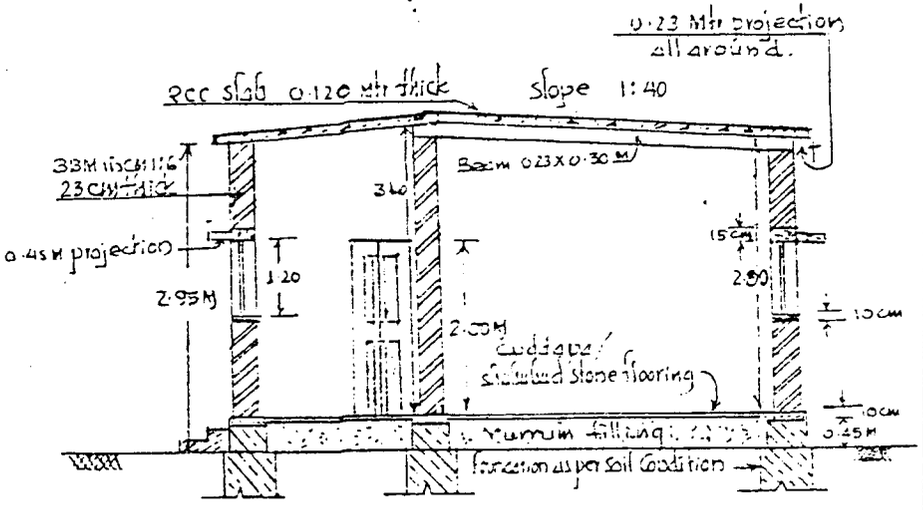
Executive Engineer,
for Assistant Director,
Karnataka Land Army Corpn.Ltd.
Raichur.



PLAN

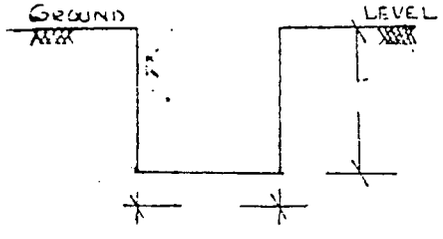


FRONT ELEVATION



SECTION ON AA

TRIAL PIT DETAILS



TYPE OF SOIL _____

DRG/HKDP/HS/1

DRG/HKDP/HS/S/BBM/-1

INDEX

1	DOOR	D	0.90 X 2.00M
2	WINDOW	W	0.90 X 1.20M
3	CUP BOARD	CB	0.90 X 1.20M
4	BLACK BOARD	BB	1.80 X 1.20 M
5	RCC PILLER	C	0.23 X 0.23 M
6	BRICK PILLER	C1	0.34 X 0.34 M
7	— do —	C2	0.34 X 0.23 M

Scale : 1.5 cm = 1 Mtr

PLINTH AREA = 51.29 Sq Mtrs

CONSTRUCTION OF SING
ROOM SCHOOL BUILDING

AT : _____

TAL : _____

IN RAICHUR DISTRICT
Under HKDP Scheme

- Asst Director KLAC Raichur
- Asst Director KLAC Lingasugur
- Asst Director KLAC Sindhanoor
- Asst Director KLAC Koppal

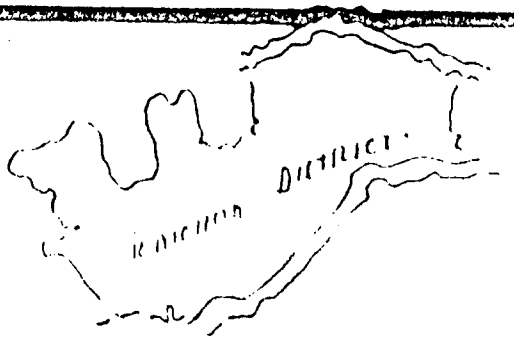
SINGLE ROOM SCHOOL BUILDING IN SBM.

Drawn & Traced by Basavaraja Patil.

Checked by

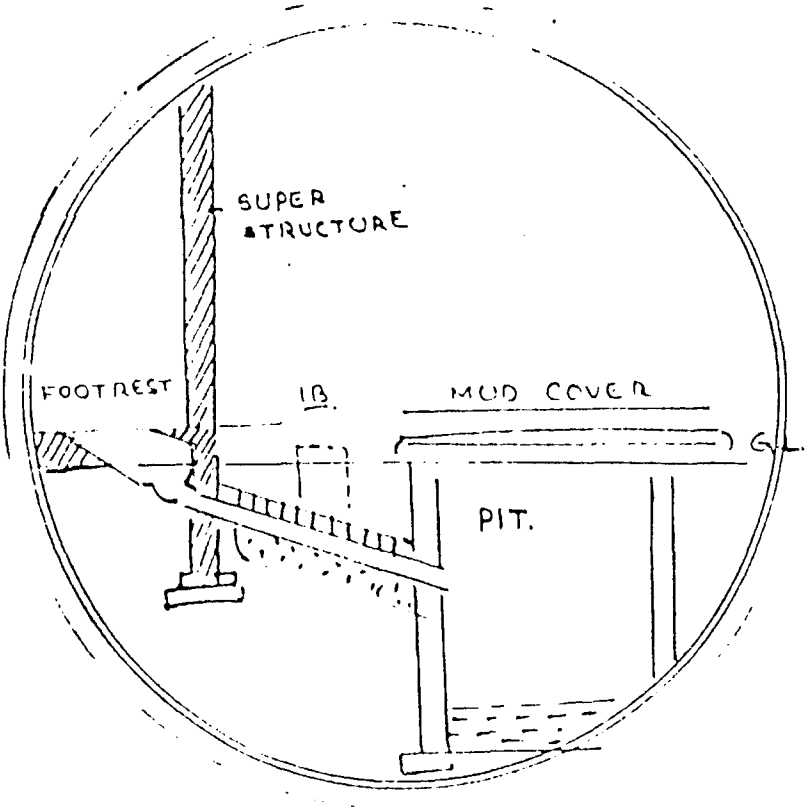
Asst Director (Tech.)
KLAC
RAICHUR

Deputy Director
KLAC
RAICHUR



RAICHUR DISTRICT EDUCATIONAL PROGRAMME

PLAN & ESTIMATES FOR CONSTRUCTION OF:



SANITARY BLOCK,

VILLAGE: RAICHUR HASHMIYA SCHOOL TALUKA. RAICHUR

D.D.P.I OFFICE RAICHUR

Name of the works Construction of Primary Class Rooms/ Sanitory Block / Taluka Resource Centre. Harijana HPS

Name of the Village: Razlu To Razlu .

The Village is having population of about 170577. of which more than ____ % of people are belonging to SC. ST are residing. As the Male/Female School going Children are more in No . Taluka Resource Centre/ Primary Class Rooms / Sanitory Block is proposed to provide more Educational facilities to such weaker Sections. The occupation of the Villagers mainly is Agriculture / Business/Kooli / Labour etc.,

It is proposed to construct Taluk Resource Centre/ Primary Class Rooms / Sanitory Block in the existing School premises. Site is available.

The rain fall in the area is below normal.

Electricity is/not available in the existing School premises.

The Water facility is / is not provided by means of Borewell/Overhead Tanks/Wells.

The Primary Health Centre is / is not existing in the Village providing Medical facilities.

Education is being provided as Primary School/ are existing in the Village.

Post Office is situated in this Village.

As this Village is Centre place and having all the required facilities, the construction of School Room is proposed to improve the Educational qualities. This Centre covers more than 25% of weaker Section of population.

Name of work:- Construction of Sanitary Latrines in the premises of Primary schools in Jalgaon District.

DETAILED ESTIMATE.

1. Earth work excavation for levelling and lowering the ground (other than foundation work and removing the excavated earth) to a distance not exceeding 50 metres & lift up to 1.50 Mtrs. & spreading, forming etc.complete wherever necessary.
Hard soil.

L.W. 3x4.58x0.90x0.60 = 7.42 Cum.
S.W. 2x0.44x0.90x0.60 = 0.71 "
" 4x0.59x0.90x0.60 = 1.27 "
Steps 2x1.20x0.60x0.15= 0.22 "
2x0.90x0.60x0.15= 0.16 "
\- - - -
9.78 Cum.
Say 240/-

Rs. 24.50/Cum. Rs. 240.00

2. Providing and laying (granite or basalt or trapjelly concrete using 40mm and down size cleangraded jelly and clean sieved approved sand for foundation laid in 15 cms. thick layers and well compacted including curing etc.complete.
Cement concrete 1:4:8

L.W. 3x4.58x0.90x0.15 = 1.83 Cum.
S.W. 2x0.44x0.90x0.15 = 0.18 "
" 4x0.59x0.90x0.15 = 0.32 "
Steps2x1.20x0.60x0.15 = 0.22 "
2.0.90x0.60x0.15 = 0.16 "
\- - - -
2.73 Cum.
Say 2.80

Rs.678.00/Cum. Rs. 1898.00

3. Providing and contructing granite or trap or basalt rubble stone masonry with bond stones at 2 meters apart (uncoursed) including curing etc.complete as per specification.
In cement mortar 1:6.

L.W. 2 3x4.58x0.60x0.45 = 3.47 Cum
S.W. - 3x0.74x0.60x0.45 = 0.60 "
" - 4x0.89x0.60x0.45 = 0.96 "
\- - - -
5.03 Cum.
Say 5.

Rs. [illegible]3.00/Cum. Rs. 2336.00

4. Providing and constructing granite or trap or basalt size stone masonry in courses not less than 15 cms. high with bond stones 2 metres apart in each course edges of stones chisel dressed and all facing 2 line dressed 5 cms.wide on eachface, including curing etc.complete as per specification.
In cement mortar 1:6.

....2.

L.W. - 3x4.13x0.45x0.45 = 2.51 Cum.
S.W. - 3x0.89x0.45x0.45 = 0.54 "
" - 4x1.04x0.45x0.45 = 0.84 "
3.89 Cum.
Say 3.90 Cum

Rs.527.00/Cum. Rs.2055.00

5. Providing and laying granite or basalt or trap jelly cement concrete using 20mm & down size graded clean jelly and clean sieved approved sand including mixing, laying, tamping curing & smooth finish for exposed faces & with necessary centering & form work etc.complete for sills, coping bond slab and for any other such works.
Cement concrete 1:3:6

L.W - 3x4.13x0.45x0.35 = 0.56 Cum.
S.W - 3x0.89x0.45x0.10 = 0.13 "
" - 4x1.04x0.45x0.10 = 0.19 "
Steps-2x2x1.2x0.30x0.05= 0.07 "
2x2x0.9x0.30x0.05= 0.05 "
CillV-2x0.90x0.34x0.10= 0.06 "
1.06 Cum.
Say 1.10

Rs.814.00/Sqm. Rs. 895.00

6. Earth work filling to the foundation and basement with approved new earth with an initial lead of 50 Mtrs.including watering and tamping in layers of 15 cm.thick etc.complete.

WC- 2x0.89x1.39x0.43 = 1.06 Cum.
Water
" 1x0.79x1.09x0.43=0.37 "
Sump-
2x0.60x1.09x0.43=0.56 "
1.99 Cum.
Say 2.00Cum

Rs.8.50/cum. Rs.17.00

7. Providing and constructing brick masonry with approved quality of Madhur bricks of standard size with necessary centering scaffolding and curing for basement and superstructure.
-do- in CM (1:6)

L.W - 2x4.02x0.34x2.5 = 6.83 Cum.
S.W - 3x0.90x0.34x2.5 = 2.90 "
S.W.- 2x1.50x0.23x2.0 = 1.20 "
Water Tank-1x3.46x0.23x1.0 = 0.80 "
Urinals 2x0.45x0.11x2.00=0.20 "
Steps - 2x1.20x0.60x0.15 =0.22 "
2x1.20x0.30x0.15 =0.11 "
2x0.90x0.60x0.15 =0.16 "
2x0.90x0.30x0.15 =0.08 "
12.50 Cum.

.....3.

Deductio :

Door - 2x0.90x0.34x2.10 = 1.29 Cum.

Vents. 2x0.60x0.24x0.45 = 0.18 "

1.47 Cum.

Qty. after deduction = 12.50 - 1.47 = 11.03 Cum.

Say Rs.11.10 Cum.

Rs. 600.00/Cum. Rs.6660.00

8. Providing & laying cement concrete 1:2:4 using 20mm and down size graded clean granite or trapjellyand clean sieved approved sand for RCC works in 15 cms.thick layers & well compacted vibrating including curing & necessary steel or ply wood or plankcentering,shuttering & form work etc. including smooth finish with CM 1:3 etc.complete (exclusive of cost of steel and fabrication charges). for beams and lintels.

Door - 2x1.66x0.24x0.15 = 0.17 Cum.

Ventilators-2x1.67x0.24x0.15 = 0.09 "

0.26 Cum.

Say 0.30 Cum.

Rs. 1443.00/Cum. Rs. 433.00

9. Providing & laying cement concete 1:2:4 using clean graded granite or trap jelly 20mm & down size using clean sieved approved sand for RCC roof slab & canopies of all spans with steel or plywood or plank centoring and shuttering including machine mixinglifting, laying vibrating tamping including plastering 12mm thick in CM 1:3 for all exposed faces curing etc.comp. lete (exclusive of cost of steel and fabrication charges).

1x4.00x1.92x0.12 = 1.03 Cum.

Say 1.10 Cum.

Rs. 1579.00/Cum. Rs. 1737.00

10. Providing C.C.1:2:4 flooring 4 cms thick using 25 mm & below size trap or granite aggregate on a bed of 11. cm.thick lime concrete of CC 1:5:10 using 50mm and below metal including red oxer finishing & polishing etc.complete.

WC - 2x1.50x1.00 = 3.00 Sqm.

Urinal-2x1.00x0.80 =1.60 "

4.60 Sqm.

Rs.130.00/Sqm. Rs.598.00

11. Providing plastering to masonry including providing and removing scaffolding rounding off all corners wherever required smooth rendering curing etc.complete.

12mm thick in CM (1:4)

Inside

WC - 2x5.00x1.50 = 15.00 Sqm.

Urinals 2x1.80x2.00= 5.40 "

2x1.80x2.00 = 4.50 "

1x1.80x2.50 =13.00 "

.....4

- 1x4.02x2.50 = 10.0 Sqm.
2x1.68x2.50 = 8.40 "
2x1.35x2.00 = 5.40 "
Steps - 2x2x1.20x0.30 = 1.44 Sqm.
2x2x0.60x0.15 = 0.36 "
2x2x0.90x0.30 = 1.08 "
2x2x0.60x0.15 = 0.36"
54.99 Sqm.

Deductions:

Door - D - 2x0.90x2.10 = 3.78 Sqm.
Venti-
lators V - 2x0.60x0.45 = 0.54 "
4.32 Sqm.

Qtty. after deduction - 54.99-4.32 = 50.67 Sqm.
Say 50.70 Sqm.

Rs. 13.00/Sqm. Rs. 973.00

12. If lime rendering is done over cement mortar plastering.

VC Inside - 2x5x1.00 = 10.00Sqm.

R. 11.00
L. 5.00
73.00/Sqm. Rs. 230.00

13. Cement pointing to stone masonry including scaffolding raking out join & finishing curing etc.complete.
-do- in CM 1:3

L.W. - 2x4.13x0.45 = 3.72 Sqm.
S.W - 1x2.05x0.45 = 2.73 "
6.45 Sqm.
Say 6.50 Sqm.

Rs.14.50/Sqm. Rs. 94.00

14. Providing and laying granite or basalt or trap jolly cought concrete for beds of sump pits, water tanks etc.using 20mm & down size graded clean jolly and clean sieved approved sand including laying and tamping & providing admixing I.K.G. waterproofing compound for every one bag of cement for top plaster finish in CM 1:2 including curing and necessary form work wherever required etc.complete.

Water tank bed - 1x1.20x0.90x0.15 = 0.16 Cum.
Say 0.20 Cum.

Rs. 980.00/Cum. Rs. 196.00

15. Providing plastering to masonry including providing and removing scaffolding rounding off all corners wherever required smooth rendering curing etc.complete.

20cm thick in CM (1:4)

Water tank bed - 1x1.20x0.90 = 1.08 Sqm.
" Inside - 1x4.20x0.90 = 3.78 "
" Outside - 1x3.00x0.90 = 2.70 "
7.56 Sqm.

Say Rs.7.00 Sqm.

Rs. 28.00
Rs. 3.00
31.00/Sqm. Rs. 236.00

16. Providing painting with I.C.I.Onlex Acrylic emulsion paints in two coats including filling the hair cracks with chalk powder solution centering, scaffolding including cost of all materials and labour etc.

Urinals - 2x1.00x0.60 = 1.20 Sqm

Rs. 250.00/Sqm. Rs. 300.00

17. Providing and fixing white vitreous Indian type W.C. in cement concrete 1:2:4 of size 58 Cm. of approved pattern and make including "P" trap and pair of white glazed accessores foot rests including fixing in C.M. 1:3 water tight, curing including cost of all materials and labour etc. complete.

Qty - 2 Nos.

Rs. 120.00 Each. Rs. 240.00

18. Providing and fixing in position urinals of approved quality and make conforming the standard specification and size on wooden pegs fixed in wall etc. including two coats of white enamel painting etc. complete Flats back corner.

Qty. 4 Nos.

Rs. 55.00 Each. Rs. 220.00

19. Providing fixing doors with wood frames of 6"x3" as fixed in masonry with 40mmx5mm flat iron hold fasts 40cms long embedded in CC (1:3:6) with granite/trap metal of 10mm and down size 15 cms. thick fully panelled shutters with styles and rails of 40mm thick with 25mm thick panels with or without ventilators of raised fluted pattern with glass 4mm thick and 2 Nos. of M.S. rods of 12mm dia as per design including labour charges for fixing the fittings (excluding the cost of

Door - 2x0.9x2.1 = 3.78 Sqmt.

Say - 3.80 Sqmt.

. 1400.00/Sqm. Rs. 5320.00

20. -do- Windows -dox Providing Steel Ventilators.

2x0.60x0.45 =0.54 Sqm.

Say 0.60

Rs. 878.00/Sqm. Rs.491.00

21. Cost of W.C. Pan. . L.S. Rs. 900.00

22. Cost of Urinals. Rs.1200.00

23. Constn. of Septic tank & Soack pit. Rs.7000.00

24. Connection of water supply arrangements. Rs.1791.00

Total Rs.36000.00

25. Work charge Est. & contengencies. 5% Rs. 1800.00

Total Rs.37800=00

Say Rs. 38,000=00

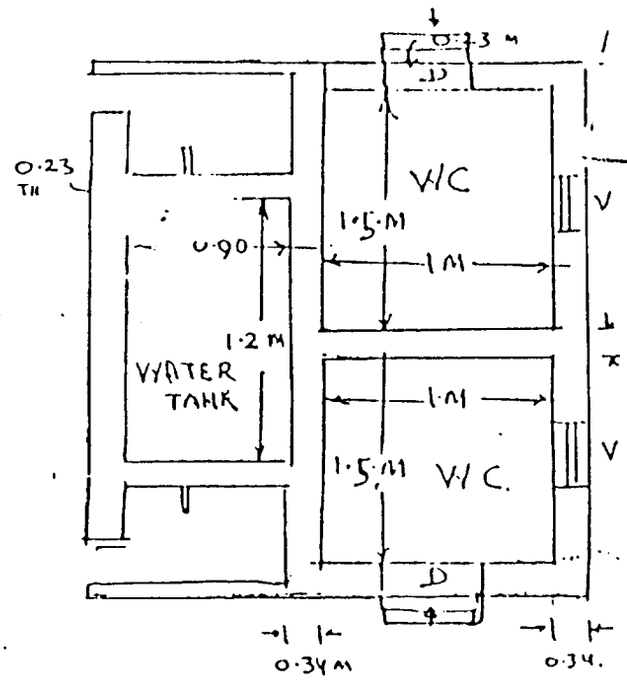
26. Water Supply: B.W. Rs. 25,000-00

Grand Total Rs.63,000-00

ZILLA PANCHAYAT ~~BELGAUM~~.

CONSTRUCTION OF SANITOR BLOCK

FOR PRIMARY SCHOOL.



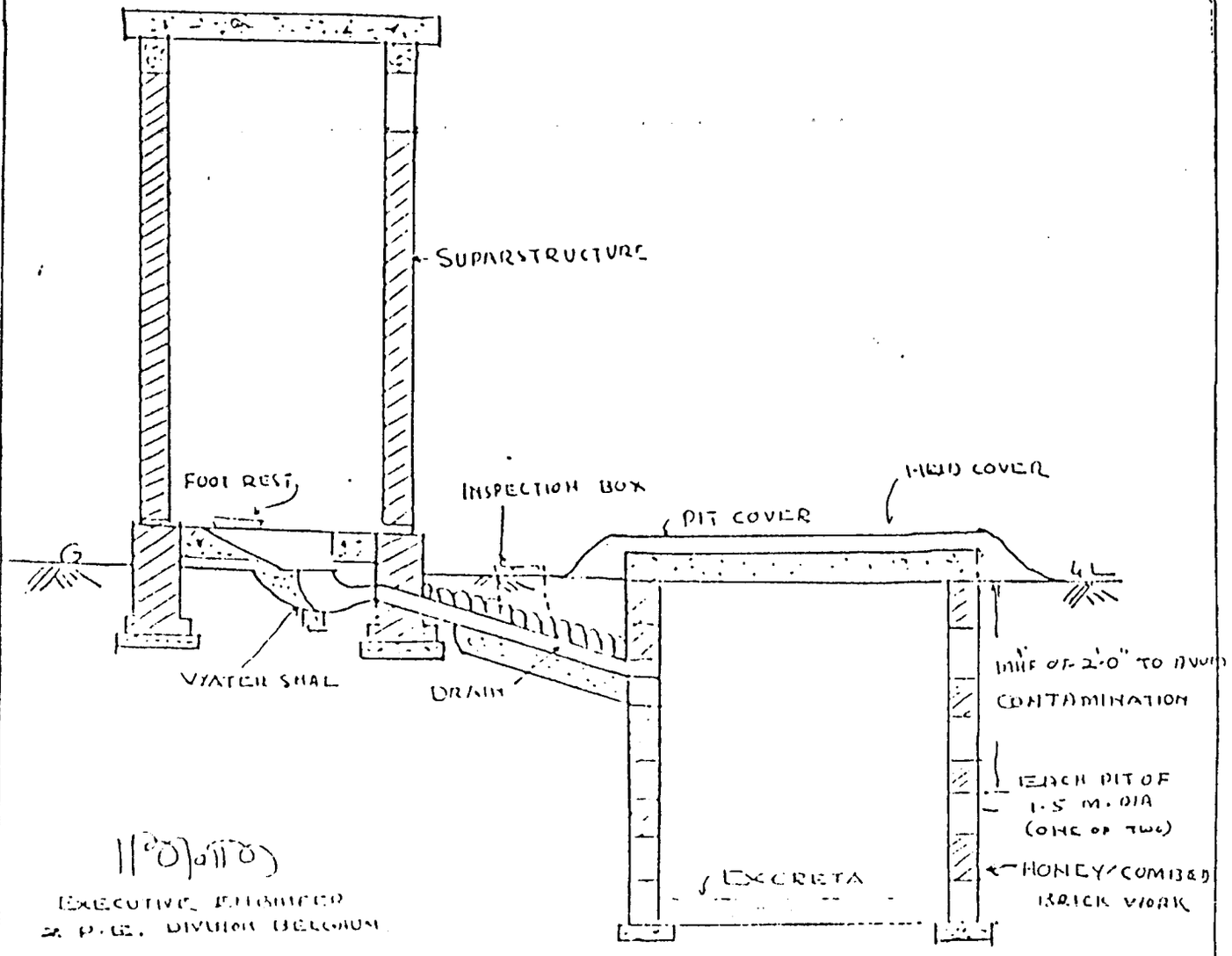
DRG. NO T1

INDEX

DOOR. 0·90 × 2·10.

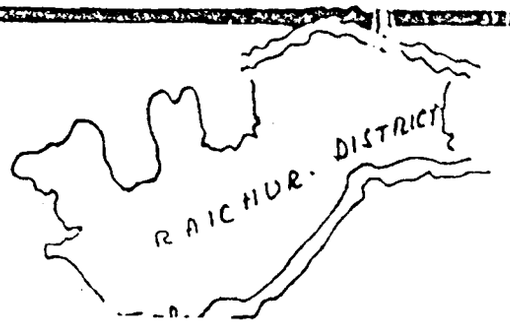
VENT. 0·60 × 0·45.

PLAN



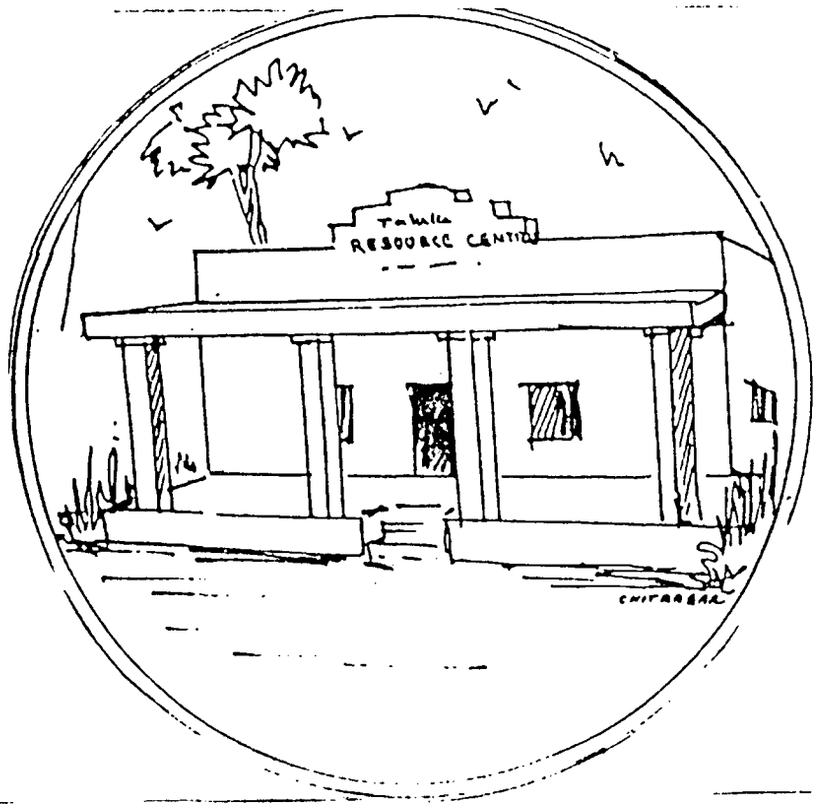
EXECUTIVE ENGINEER
Z. P. G. DIVISION BELGAUM

SIDE VIEW SECTION



RAICHUR DISTRICT EDUCATIONAL PROGRAMME

PLAN & ESTIMATES FOR CONSTRUCTION OF:



TALUKA

RESOURCE CENTRE.

VILLAGE: ..... TALUKA. RAICHUR.

D.D.P.I OFFICE RAICHUR

Name of the works Construction of Primary Class Rooms/ Sanitory Block / Taluka Resource Centre.

Name of the Village: ------ To RAICHUR. (Proper)

The Village is having population of about 170,577 of which more than ___ % of people are belonging to SC. ST are residing. As the Male/Female School going Children are more in No . Taluka Resource Centre/ Primary Class Rooms / Sanitory Block is proposed to provide more Educational facilities to such weaker Sections. The occupation of the Villagers mainly is Agriculture / Business/Kooli / Labour etc.,

It is proposed to construct Taluk Resource Centre/ Primary Class Rooms / Sanitory Block in the existing School premises. Site is available.

The rain fall in the area is below normal.

Electricity is/~~a~~not available in the existing School premises.

The Water facility is / is not provided by means of Borewell/Overhead Tanks/Wells.

The Primary Health Centre is / is not existing in the Village providing Medical facilities.

Education is being provided as Primary School/ are existing in the Village.

Post Office is situated in this Village.

As this Village is Centre place and having all the required facilities, the construction of School Room is proposed to improve the Educational qualities. This Centre covers more than 25% of weaker Section of population.

Name of work: Constn. of Line estimate for the constn of Teachers Training Centre at Raichur.

ABSTRACT ESTIMATE.

Sl. No.	Particulars of items.	Unit.	Qty.	Rate.	Amount.
1	2	3	4	5	6
1.	Lowering and levelling the ground.	Cum.	5.00	12.32	62.00
2.	Earth work excavation for foundn.	Cum.	33.07	20.57	680=00
3.	Murrum filling to foundn.	"	8.15	96.80	789=00
4.	C.C.1:5:10 for bed.	"	2.07	874.59	4434=00
5.	R.C.C. 1:2:4 for Raft.	"	-	-	-
6	SSM in CM 1:8 for foundn.	"	15.58	640.36	9985.00
7	SSM in CM 1:6 for Basement.	"	5.67	724=57	4108=00
8	C.C.1:3:6/.. RCC 1:2:4 for Plinth.	Cum.	1.26	1033.21	1302=00
9	Basement filling with available earth/new earth.	"	20.72	9.35	194=00
10	SSM/BBM in CM 1:6 for Superstructure.	Cum.	22.70	855=38	19417=00
11.	C.C.1:3:6 for cills.	Cum.	-	-	-
12.	R.C.C.1:2:4 for Beam/Lintel	"	4.11	1789=93	7357=00
13.	R.C.C.1:2:4 for Chajja.	Sqm.	7.20	168.37	1212=00
14.	R.C.C.1:2:4 for Roof slab.	Cum.	4.78	1795=43	8582=00
15.	W.P.C.Plastering over roof	Sqm.	38.25	42.48	1625=00
16	Providing doors.	Sqm.	2.20	1000=00	2200=00
17	Providing windows.	Sqm.	9.72	900=00	8748=00
18	Providing ventilators.	Sqm.	-	-	-
19	Cost of Steel.	MT	1.40	13.60	19040=00
20	Fabrication charges of steel	Qtl.	14.00	138.60	1940=00

Name of work: Constn. of Line estimate for the constn of Teachers Training Centre at Raichur.

~~SCHEDULE~~ ABSTRACT ESTIMATE.

Sl. No.	Particulars of items.	Unit.	Qty.	Rate.	Amount.
1	2	3	4	5	6
1.	Lowering and levelling the ground.	Cum.	5.00	12.32	62.00
2.	Earth work excavation for foundn.	Cum.	33.07	20.57	680=00
3.	Murrum filling to foundn.	"	8.15	96.80	789=00
4.	C.C.1:5:10 for bed.	"	2.07	874.59	4434=00
5.	R.C.C. 1:2:4 for Raft.	"	-	-	-
6	SSM in CM 1:8 for foundn.	"	15.58	640.36	9985.00
7	SSM in CM 1:6 for Basement.	"	5.67	724=57	4108=00
8	C.C.1:3:6/.. RCC 1:2:4 for Plinth.	Cum.	1.26	1033.21	1302=00
9	Basement filling with available earth/new earth.	"	20.72	9.35	194=00
10	SSM/BBM in CM 1:6 for Superstructure.	Cum.	22.70	855=38	19417=00
11.	C.C.1:3:6 for cills.	Cum.	-	-	-
12.	R.C.C.1:2:4 for Beam/Lintel	"	4.11	1789=93	7357=00
13.	R.C.C.1:2:4 for Chajja.	Sqm.	7.20	168.37	1212=00
14.	R.C.C.1:2:4 for Roof slab.	Cum.	4.78	1795=43	8582=00
15.	W.P.C.Plastering over roof	Sqm.	38.25	42.48	1625=00
16	Providing doors.	Sqm.	2.20	1000=00	2200=00
17	Providing windows.	Sqm.	9.72	900=00	8748=00
18	Providing ventilators.	Sqm.	-	-	-
19	Cost of Steel.	MT	1.40	13.60	19040=00
20	Fabrication charges of steel	Qtl.	14.00	138.60	1940=00

1	2	3	4	5	6
21.	Plastering to BBM/SSM in CM 1:6	Sqm.	151.20	32.92	4978=00
22.	Pointing to Stone masonary in CM 1:3	Sqm.	-	-	-
23.	C.C.1:4:8 for flooring bed.	Sqm.	2.16	874.59	1889=00
24.	Sand bed below flooring.	Cum.	-	-	-
25.	Un-Polished/Polished Shahabad stone flooring.	Sqm.	21.60	150.00	3240=0
26	White washing 2 coats.	Sqm.	69.12	2.33	161=00
27	Colour/Snowcem washing 2 Coats.	Sqm.	82.08	22.66	1860=00
28	Enamel painting 2 coats.	Sqm.	24.39	34.65	845=00
29	Providing steps.	L.S.	-	-	500=00
30	Cost of fixtures.	L.S.	-	-	1000=00
31.	Name board cost.		-	-	500=00
32.	Providing water supply/ Sanitary & Electrification. 10%				10665=00
					117313=00
	Add 10% K.L.A.C. Charges				11731=00
	Add 2% T.O.T. Charges.				2346=00
	Misc . and founding off				610=00
	Grand total				Rs.1,32,000=00

TFC/ATFC.

Assistant Director,
Karnataka Land Army Corpn.Ltd.,
Raichur.

Name of work: Constn. of Line estimate for the constn. of Residential room for Teachers Qtrs.

SCHEDULE ~~xxxxxxxxxx~~ ABSTRACT ESTIMATE

Sl. No.	Particulars of items.	Unit.	Qty.	Rate.	Amount.
1	2	3	4	5	6
	Jungle Clearance				100=00
1.	Lowering and levelling the ground.	Cum.	4.00	12.32	49=00
2.	Earth work excavation for foundn.	Cum.	35.91	20.57	739=00
3.	Murrum filling to foundn.	"	12.65	96.80	1225=00
4.	C.C.1.5:10 for bed.	"	5.50	874=59	4810=00
5.	R.C.C. 1:2:4 for Raft.	"	-	-	-
6	SSM in CM 1:8 for foundn.	"	17.08	640.86	10946=00
7	SSM in CM 1:6 for Basement.	"	6.27	724=57	4543=00
8	C.C.1:3:6/.. RCC 1:2:4 for Plinth.	Cum.	1.39	1033=21	1436=00
9	Basement filling with available earth/new earth.	"	18.81	9.35	176=00
10	SSM/BBM in CM 1:6 for Superstructure.	Cum.	21.70	855=38	18562=00
11.	C.C.1:3:6 for cills.	Cum.	- 7.40	- 1789=93	- 13246=00
12.	R.C.C.1:2:4 for Beam/Lintel	"	5.76	168=37	970=00
13.	R.C.C.1:2:4 for Chajja.	Sqm.	~~3.89~~	~~1795=43~~	~~6984=00~~
14.	R.C.C.1:2:4 for Roof slab.	Cum.	3.89	1795=43	6984=00
15.	W.P.C.Plastering over roof	Sqm.	31.16	42.48	1324=00
16	Providing doors.	Sqm.	4.41	1000=00	4410=00
17	Providing windows.	Sqm.	7.56	900=00	6804=00
18	Providing ventilators.	Sqm.	-	-	-
19	Cost of Steel.	MT	0.15	13.60	20400=00
20	Fabrication charges of steel	Qtl.	15	138=00	2079=00

1	2	3	4	5	6
21.	Plastering to BBM/SSM in CM 1:6	Sqm.	142.09	32.92	4678=00
22.	Pointing to Stone masonary in CM 1:3	Sqm.	-	-	-
23.	C.C.1:4:8 for flooring bed.	Sqm.	-	-	-
24.	Sand bed below flooring.	Cum.	1.73	150.00	260=00
25.	Un-Polished/Polished Shahabad stone flooring.	Sqm.	17.37	117=03	2033=00
26	White washing 2 coats.	Sqm.	75.20	2.33	175=00
27	Colour/Snowcem washing 2 Coats.	Sqm.	66.84	22.66	1515=00
28	Enamel painting 2 coats.	Sqm.	31.50	34.65	1092=00
29	Providing steps.	L.S.	-	-	500=00
30	Cost of fixtures.	L.S.	-	-	1000=00
31.	Name board cost.	L.S.	-	-	300=00
32.	Providing water supply/ Sanitary & Electrification.	10%	-	-	11036=
					121392=00
	Add 10% K.L.A.C Charges.				12139=00
	Add 2% T.O.T.Charges.				2428=00
	Misc . and rouding off				1041=00
	Grand total				Rs.1,37,000=00

TFC/ATFC.

Assistant Director,
Karnataka Land Army Corpn
Raichur.

Name of work: Constn.of line estime for the constsn. training resourse centre at Raichur.

ABSTRACT ESTIMATE.

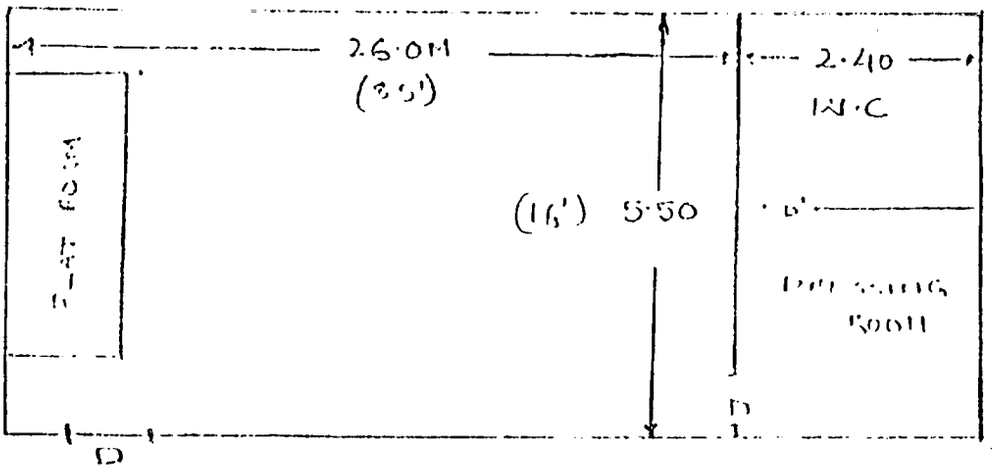
Sl. No.	Particulars of items.	Unit.	Qty.	Rate.	Amount.
1	2	3	4	5	6
	Jungal clearance	L.S.	L.S.	-	500=00
1.	Lowering and levelling the ground.	Sqm.	31.50	12.32	388=00
2.	Earth work excavation for foundn.	Cum.	121.59	20.57	2501=00
3.	Murrum filling to foundn.	"	219=08	96=80	21207=00
4.	C.C.1.5:10 for bed.	"	18.64	831=98	15508=00
5.	R.C.C: 1:2:4 for Raft.	"	-	-	-
6	SSM in CM 1:8 for foundn.	"	57.20	640=86	36657=00
7	SSM in CM 1:6 for Basement.	"	20.74	724=57	15028=00
8	C.C.1:3:6/.. RCC 1:2:4 for Plinth.	Cu.m	4.69	1035=21	4742=00
9	Basement filling with available earth/new earth.	"	70.29	9.35	657=00
10	SSM/BBM in CM 1:6 for Superstructure.	Cum.	85.51	855=38	73144=00
11.	C.C.1:3:6 for cills.	Cum.	-	-	-
12.	R.C.C.1:2:4 for Beam/Lintel	"	10.36	1789=93	18544=00
13.	R.C.C.1:2:4 for Chajja.	Sqm	20.16	168=37	3394=00
14.	R.C.C.1:2:4 for Roof slab.	Cum.	26.55	1795=43	47669=00
15.	W.P.C.Plastering over roof	Sqm.	212.45	42=98	9131=00
16	Providing doors.	Sqm.	6.16	1000=00	6610=00
17	Providing windows.	Sqm.	29.16	900=00	26244=00
18	Providing ventilators.	Sqm.	-	-	-
19	Cost of Steel.	MT	6.00	13=60	81600=00
20	Fabrication charges of steel	Qtl.	60.00	138=60	8316=00

1	2	3	4	5	6
21.	Plastering to BBM/SSM in CM 1:6	Sqm.	561.74	32.92	18493=00
22.	Pointing to Stone masonary in CM 1:3	Sqm.	-	-	-
23.	C.C.1:4:8 for flooring bed.	Sqm.	15.62	874=59	13661=00
24.	Sand bed below flooring.	Cum.	44	-	-
25.	Un-Polished/Polished Shahabad stone flooring.	Sqm.	156.20	117=02	18278=00
26	White washing 2 coats.	Sqm.	300.96	2.33	701=00
27	Colour/Snowcem washing 2 Coats.	Sqm.	260.28	22466	5898=00
28	Enamel painting 2 coats.	Sqm.	73.19	34.65	2536=00
29	Providing steps.	L.S.	-	-	600=00
30	Cost of fixtures.	L.S.	-	-	3000=00
31.	Name board cost.		-	-	500=00
32.	Providing water supply/ Sanitary & Electrification.		-	-	43550=00
					479057=00
	Add 10% K.L.A.C. Charges.				47906=00
	Add 2% T.O.T. Charges.				9581=00
	Misc. and rounding off				1456=00
				Grand total	Rs.5,38,000=00

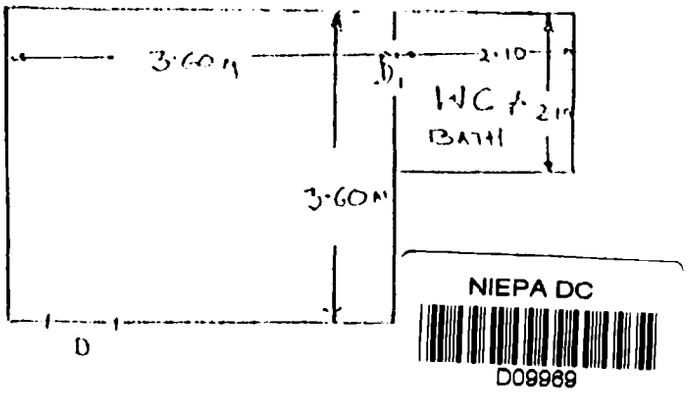
TFC/AIFC.

Assistant Director,
Karnataka Land Army Corpn.Ltd.,
Raichur.

TALUKA RESOURCE CENTRE



10 Nos RESIDENTIAL ROOMS FOR TEACHERS



TR TEACHERS TRAINING CENTRE