

**DISTRICT ELEMENTARY  
EDUCATION PLAN 2002-10**

**AND**

**ANNUAL PLAN 2002-03**

**DISTRICT : KORAPUT**



**Department of School and Mass Education  
Government of Orissa**

**SARVA SHIKSHA ABHIYAN**

**ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY  
ORISSA, BHUBANESWAR.**

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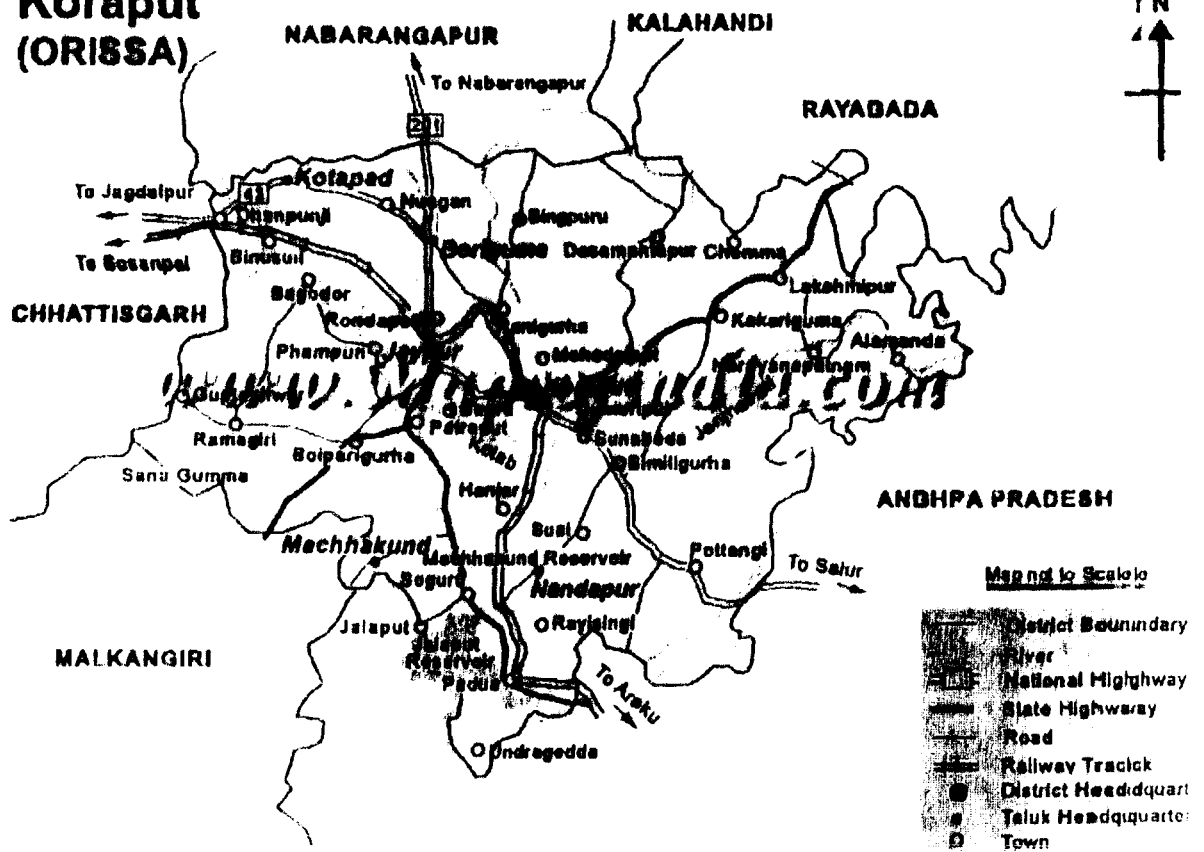


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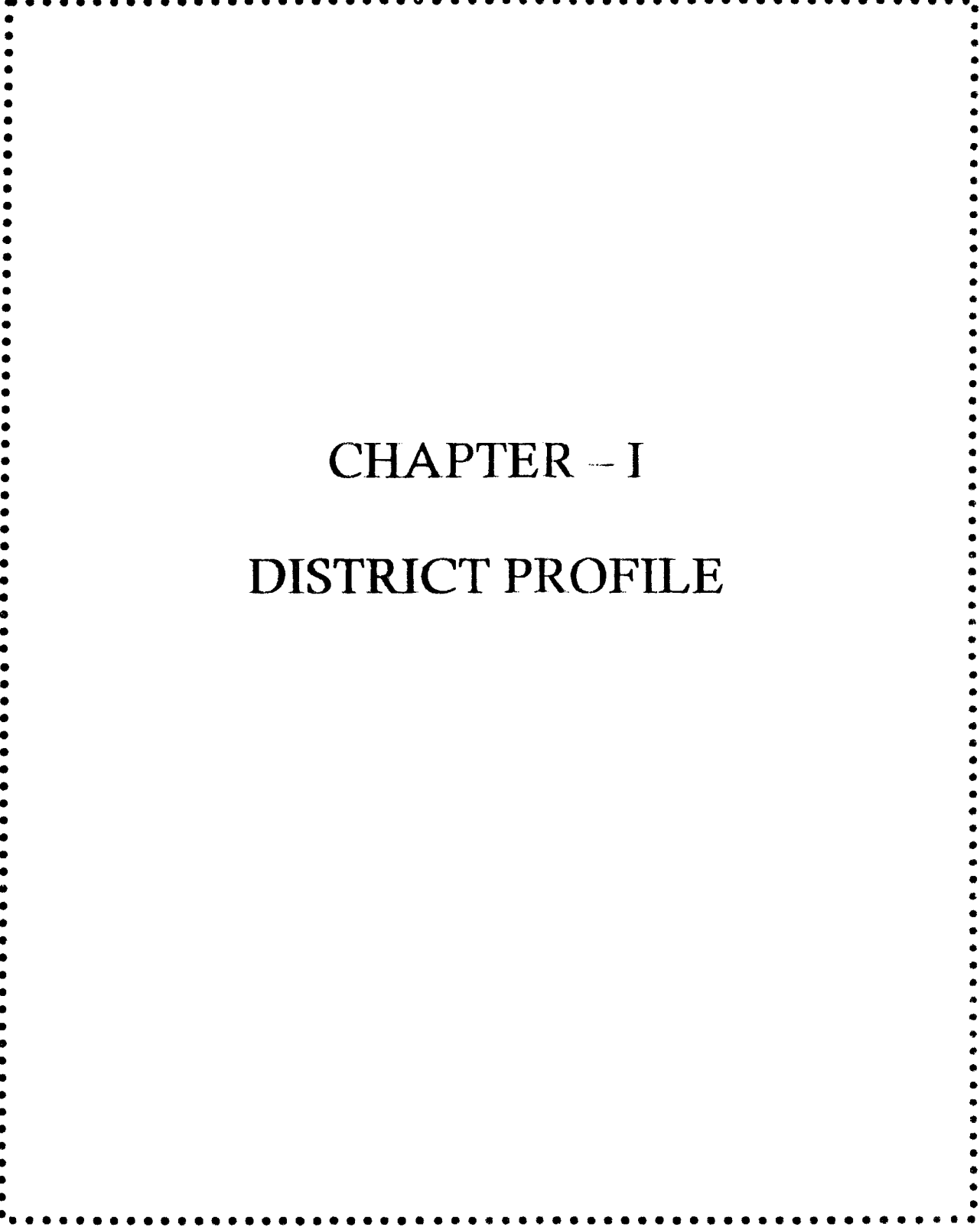


# Koraput (ORISSA)



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CHAPTER – I  
DISTRICT PROFILE

## CHAPTER - 1

### KORAPUT DISTRICT AT A GLANCE

#### **1.1 INTRODUCTION:**

Koraput district popularly known as "SABAR SRIKHETRA" is famous for its rolling mountains, sleeping green valleys, enchanting streams and waterfalls. Here, in painted spring and shumbering summer golden autumn and misty mornings, nature and man view with each other to make living joyous, Koraput, with her tribes who enjoy the joys of life to-day as they ever did before, living in their hamlets hidden in arbors in scenic valleys and yet accepting the new comers provide education and entertainment for the Intellectuals, Educationist and Anthropologists. Indeed, Koraput is a museum of old and new in nature and human endeavor. Had one been merely a lover of fine Sceneries of nature and of mankind he/she would have felt little desire to seek a elsewhere its gratification..

#### **1.2 HISTORICAL BACKGROUND :-**

The history of Koraput is vividly clear from the 15<sup>th</sup> century A.D. with the ascending of throne by the Suryavansi King Binayak Deo in the princely state of Nandapur in the year 1441 A.D. In the middle of 17<sup>th</sup> Century, King Vikram Deo-II of the same dynasty shifted his Administrative Headquarters from Nandapur to Jeypore. The British occupied Jeypore in the year 1776 and permanent settlement was introduced by them in the year 1802. The British established their Headquarters at Koraput in the year 1870 due to its favourable climatic conditions. The erstwhile Koraput district was formed with effect from 1.4.1936 and kept under the charge of a Collector and District Magistrate with headquarters at Koraput. The Sub-Divisional of erstwhile Koraput District i) Rayagada and Gunupur ii) Malkangiri and iii) Nowrangpur were organized with new districts as Rayagada, Malkangiri and Nowrangpur respectively with effect from 2.10.92. The present Koraput District squeezed to Koraput and Jeypore revenue Sub-Divisional only.

### 1.3 GEOGRAPHICAL FEATURES :-

Koraput is located between 18<sup>o</sup>-44'-12"N to 19<sup>o</sup> 14' 20"N Latitudes and 82<sup>o</sup>-01'-45"E Longitudes. It is bounded by Ravagada District (Orissa) and Vizianagaram & Srikakulam District (A.P) in the East; Baster district (Chhattisgarh) in the west, Malkangiri District(Orissa) and Vizianagaram and Vishakapatnam Districts (A.P) in the south and Nowrangpur and Kalahandi Districts(Orissa) in the North. Geographical area of the district is 8807 Sq. Kms. The district lies on a section of the Eastern Ghats. It consists of two distinct Sub-Divisional namely i) Koraput and ii) Jeypore

Koraput Sub-Division is situated at 3000 ft. (excepting Narayanpatna and Bondhugam Block) and Jeypore Sub-Division is at 2000 ft. above the sea-level. Koraput Sub-division has more hilly, unhealthy, forests and interior pockets in comparisons with Jeypore Sub Division. However the district is full of gifts on Nature and well known for its scenic beauty. Deomali, situated at a height of 5486 ft. above the sea level is the highest peak in Orissa as well as of the Eastern Ghats. This highest plateau (Koraput) experiences loss Temperature during summer.

The average rainfall of the district is about 1700 mm. It receives highest rainfall during July and August months. Humidity is generally high in the monsoon months and in the other months the afternoon is dry. The district is a source of many rivers and perennial streams. The major rivers are Indravati, Kolab and Machhkund. Koraput is rich with its flora and fauna. Its forests are famous for Sal and Teek trees. But, due to indiscriminate tree felling, forests are now mostly barren excepting a few patches in interior pockets of Boipariguda, Narayanapatna and Bandhugam Blocks.

The district is rich in mineral wealth like Bauxite and Limestone. Besides, workable deposits of manganese, Mica and Graphite are found in several places.

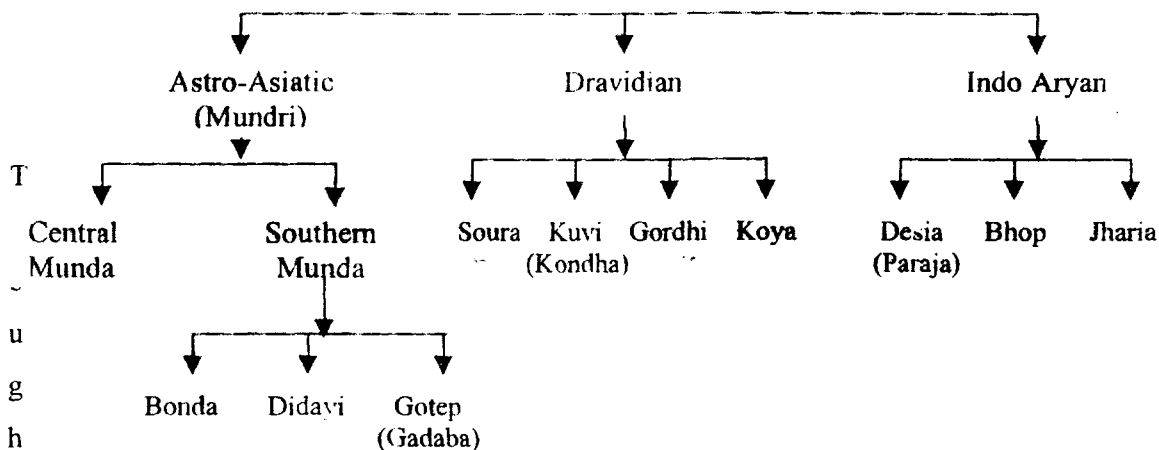


#### 1.4 SOCIO-CULTURAL PROFILE :-

Koraput district is thickly populated with schedule tribals (S.T) and Schedule Castes (S.C). The S.C (14.20%) and the S.T (49.20%) population together constitutes 63.60% of the district total. The district comes under the Tribal Sub-Plan area. Principal tribes live in the district are Paraja, Kandh, Gadaba, Bhumia and Bhatra. Bonda and Dume tribals are also found in some limited pockets of the district.

Major spoken tribal dialects of the district are Kuvi (Kandha) and Gutap (Gadaba). These dialects have no scripts of their own. Desia (Paraja) is the link language between the tribes and the non-tribes. Languages spoken by the tribes can be broadly divided into 3 groups.

- i) Asstro-Asiatic ii) Dravidians and iii) Indo-Aryans. The Language pattern of Tribes spoken in the district can be well understood from the following table:



Though, Desia is the link Language. Oriya language is understood by all categories of people living in the district. People living in the boarder area adjacent to Andhra Pradesh (AP) speak Telugu Language in addition to Oriya. Tribals of the interior pockets of the district do not understand pure Oriya Language (book Language).

All the tribes have their own culture, customs, tradition and practices in connection with the rituals of birth, marriage and death. The main tribal festivals observed in the district are Chaiti Parav, Pushpunei and Mandei Parav. Non-tribals festivals observed are Car-festival, Dashara, Sibaratri, Nuakhai, Holi and Dewali, "Shakti Puja" during Tuesdays of the month Chaitra ( march-April) is also observed in different places of the district both by tribals and Non-Tribals. The uniuqe feature of the Trivals and Non-Triabals is the observance of festive and religious occasion with dance, music, hunting and merriment. The main Tribal dances are Gadabe Natch, Dhemsa Natch and Rinjddi, Religious belief of Tribals are specific to each group. Besides Hinduism, the other two major religions exist in the district are Christianity and Muslim.

#### **1.5 WOMEN :-**

In tribal community women are the main working force. They work in the fields and do all agricultural works except ploughing. Family income mainly comes from various subsidiary activities undertaken by the women folk. They gather forest produces, sell vegetables and work as labourers. While the tribals ladies engage themselves in multifarious income generating activities, they employ their girl in taking care of home and youngsters. Even though they work hard, and contribute substantially to the family income on the whole, they depend on their men for their maintenance. However in few tribal societies like Godbas and Schedules Caste like Mombs, the women enjoy equal status with men in their society.

## **1.6 ECONOMICS FEATURES :-**

Koraput district, though rich in natural resources, mineral deposits, water resources etc; is still economically backward. Large section of the people, especially the schedule caste and Schedule Tribes live below poverty line (B.P.L) . Out of 2, 74,355 families of the district; 2, 17,123 (79.14%) families live below poverty line (house hold survey-1999). This indicates the poor economic condition of the people living in the district. The main cause of poverty is the existing land ownership pattern, rapid deforestation, conventional methods of cultivation, pressure of population over land and above all mass illiteracy. Various Government and Non-Government agencies implement many poverty alleviation programmes in the District. However, all those have not made much effect in this situation.

## **1.7 ADMINISTRATIVE STRUCTURE :-**

Koraput District is divided into two Sub-Divisions, seven Tahasils, fourteen C.D.Blocks and four Urban Local Bodies. There were 197 Gram Panchyats covering 1866 inhabited revenue villages and 2328 hamlets. Twenty six new Gram Panchyats are created under reorganisation of Gram Panchyats in the State increasing the total to 226. Urban Local Bodies consists 77 wards altogether. The following tables vividly represent the administrative structure of the District.

The above table reflects that the percentage of male population of the district is decreasing. In 1981 it was 50.30% and decreased to 50.22% in 1991 and further decrease is notices in 2001 which stands at 50.04%. The decrease rate in male population during the decade 1981-91 was 0.08% where as it is 0.18% during the decade 1991-2001.

Sl. No.	Name of the U.L.B	No. of Wards	No. of Slums	Total
1	Jeypore Municipality	25	06	31
2	Koraput N.A.C	15	18	33
3	Kotpad N.A.C	13	06	17
4	Sunabeda N.A.C	24	33	57
	<b>Total:-</b>	<b>77</b>	<b>63</b>	<b>140</b>

Source :- District Statistical Hand Book-1997 and NINAD (2001)

## 1.8 DEMOGRAPHIC PROFILE

population:-

Table no. 1.3(A) (Population distribution)

Sl No.	Class	1981 Census		1991 Census		2001 Census	
		Population Percentage		Population Percentage		Population Percentage	
<b>1. All Community</b>							
	Male	431861	50.30%	517054	50.22%	589438	50.4%
	Female	426645	49.70%	512523	49.78%	588516	49.96%
	Total	858506	100%	1029577	100%	1177954	100%
<b>2. Schedule Caste</b>							
	Male	53514	6.23%	69257	6.73%	83738	7.11%
	Female	52927	6.17%	68912	6.69%	83494	7.09%
	Total	106441	12.40%	138169	13.425%	167232	14.20%
<b>3. Schedule Tribes</b>							
	Male	223677	26.05%	259251	25.18%	288021	24.45%
	Female	225916	26.32%	262598	25.51%	293886	24.95%
	Total	449593	52.37%	521849	50.69%	581907	49.40%

Source:- Census of India 2001, NINAD-II and DSHB and 1997

The above table reflects that the percentage of male population of the district is decreasing. In 1981 it was 50.30% and decreased to 50.22% in 1991 and further decrease is noticed in 2001 which stands at 50.04%. The decrease rate in male population during the decade 1981-91 was 0.08% where as it is 0.18% during the decade 1991-2001.

The percentage of female population of the district is increasing. It was 49.70% in 1981 and increased to 49.78% in 1991 and further increased to 49.96% in 2001. The increase rate during the decade 1981-91 was 0.08% and during the decade 1991-2001 it is 0.18%. It is obvious that the increase in female population and decrease in male population in the district are coterminous.

The percentage of S.C population in the district is increasing. It was 12.40% in 1981 and increased to 13.42% in 1991 and further increased to 14.20% in 2001. It is noticed that during the decade 1991-2001 it is further increased by 1.02% and during the decade 1991-2001 it is further increased by 0.78%. In both the sex of the S.C population increasing trend is noticed.

The percentage of S.T Population in the district is decreasing. It was 52.37% in 1981 and decreased to 50.69% in 1991 and further decrease is noticed in 2001 which stands at 49.20%. The decrease rate of S.T population during the decade 1981-91 is 1.68% and during the decade 1991-2001 is 1.29%. The female population of the S.T community is higher than that of the male. It was 0.27 higher in 1981, 0.33% higher in 1991 and 0.5 higher in 2001.

**Decadal Growth:** - The population of Koraput has grown steadily during the last century except a decrease during the decade 1911-1921. The growth rate has been remarkably higher during the last three decades a decreasing trend in the rate of growth as population is noticed. Koraput contributes 3.21% to the state population. The following table shows the percentage decadal variation in population since 1901 for State and District.

**Table 1.2(B) (Percentage Decadal Verification)**

Sl. No	State/ District	1901 - 11	1911 - 21	1921 - 31	1931 - 41	1941 - 51	1951 61	1961 - 71	1971 - 81	1981 - 91	1991 01
1	Orissa	+10.44	-1.94	+11.94	+10.22	+6.38	+19.82	+25.5	+20.17	+20.06	+15.94
2	Koraput	+20.22	-3.12	+17.93	+18.55	+12.37	+9.01	+20.54	+20.05	+19.93	+14.41

*Source - Census 2001 (Part-1)*

Sex ratio is one of the most important demographic indicated for studying the population trend. The number of female per 1000 males is called sex ratio. The sex ratio of Koraput district was lowest in the year 1901 with 966. It constantly increased and in the year 1931 it reaches 1004 which was the highest sex ratio. Once again it declined up to 1971 and after wards it is increasing. The sex ratio of the district in 2001 is 998. Sex ratio of the district since 1901 along with that of the state is reflected in the following table

**Table 1.3(c) (Sex Ratio)**

Sl. No.	State/ District	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001
1	Orissa	1037	1056	1086	1067	1053	1022	1001	988	981	971	972
2	Koraput	966	999	1000	1004	996	981	981	978	988	991	998

*Source - Census 2001 (Part-1)*

#### **Population Density:-**

The density of population (Per Sq. Kms.) of Koraput was 97 in the year 1901 which increased to 117 in 1991 and further increased to 134 in the year 2001. The density of population per Sq. Km for the state is 236 in 2001. The following table reflects the population density of the district and state since 1981.

**Table No. 1.3(D) (Population Density)**

Sl No.	State/ District	Population Density			Increase in Density	
		1981	1991	2001	1981-91	1991-01
1	Orissa	169	203	236	34	33
2	Koraput	97	117	134	20	17

**Literacy:-**

Literacy is one of the important characteristics for demographic analysis. A person is deemed as literate if he/she can read and write with understanding in any language. Children below seven years of age are treated as illiterates during census since 1981 Hence the term literacy rate relates to population aged seven years and above.

**Table No. 1.4(A) (Literacy Rate)**

	1971 Census	1981 Census	% of Increase	1991 Census	% of Increase	2001 Census	% of Increase
Nation	29.45	36.17	6.72	52.21	16.04	65.38	13.17
State	26.18	34.23	8.05	49.09	14.86	63.61	14.52
District	11.29	17.77	6.48	24.64	6.87	36.20	11.56

The above table reflects increase in the literacy rate at National, State and District level since 1971. The trend of growth in Literacy rate in the district is 6.48% during the decade 1971-81 and 6.87% during the decade 1981-91. Then a sudden change in increase rate is noticed since 1991. The trend of growth during the decade 1991-2001 in literacy rate of the district is 11.56%. This is because of introduction of T.L.C in the district during 1993.

**Table No. 1.4(B) (Literacy rate by Caste, Sex and Area**

Sl. No.	Class	1991			2001			% of Increase (Total)
		Rural	Urban	Total	Rural	Urban	Total	
<b>1. All Community</b>								
	Male	24.61	77.89	33.99	39.55	83.60	47.58	13.59
	Female	7.17	55.56	15.15	16.09	66.75	24.81	9.66
	Total	15.89	67.17	24.64	27.75	75.43	36.20	11.56
<b>2. S.C. Community</b>								
	Male	25.89	55.10	30.93	35.99	76.08	43.30	12.37
	Female	5.62	26.67	9.25	9.82	40.76	15.15	5.90
	Total	15.83	41.00	20.18	22.73	61.78	29.65	9.47
<b>3. S.T. Community</b>								
	Male	13.53	33.71	14.61	17.00	35.93	20.45	5.84
	Female	1.57	12.30	2.14	2.27	9.43	3.50	1.36
	Total	7.52	22.99	8.34	9.39	25.52	12.25	3.91

*Source: - DSIB 1997 and NINAD-2001 and Census 2001.*

From the above table not only the literacy rates of total persons, males and females can be seen but the disparity exist in literacy rate by caste, sex and area can also analysed.

Male literacy rate of the district is higher than that of the females even in respect of S.C and S.T community. As for as literacy rate is concerned S.C. Community is in a better position in comparison to S.T. Community.

Literacy rate of the District is increased by 11.56% during the last decade. The male percentage is increased by 13.59 where as the female percentage by 9.66. Similarly literacy rates of S.C. community is increased by 9.47% during the decade 1991-01. Male literacy rate of the



same community if increased by 12.37% and that of the females by 5.90%. Literacy rates of S.T. community in the district is the lowest. Though its literacy rate is increased by 3.91% during the last decade. Male literacy rate of S.T. Community is increased by 5.04% where as that of the female rate is increased by only .36% during the last decade.

The literacy rate in urban sector is better placed than the rural sector. Urban literacy rate of the District stands at 75.43% in 2001 where as the rural literacy rate at 27.75%. A huge gap is noticed in this regard. Regarding males, the urban literacy rate is 83.60% and the literacy rate is 39.55%. Similarly female literacy rate of urban sector is 66.75% and the rural sector is 16.09% in the year 2001.

Literacy rate of S.C. males in urban sector is 76.08% and in rural sector it stands at 35.99%. As for a literacy rates of females are concerned, the urban sector denotes its rate by 40.76% and the rural sector by 9.82%.

The overall literacy rates of S.T. Community in the District is heart touching one. Male literacy rate of this community in urban sector is 35.93% where as that of rural sector is 17.00%. Literacy rates of S.T. females is the lowest one in the district. Urban sector of the district carries literacy rate of S.T. females by 9.42% and rural sector denotes by 2.27% only.

#### **1-9 INTER BLOCK DISPERITY :-**

Population :- Rural population of the district is 83.18% to the District total. The urban population is only 16.82%, 11.71% of S.C. population lives in rural sector where as 2.49% live in urban sector. Rural S.T. population of the district is 46.73% to the District Total. Urban S.T. population is 2.67%

Borigumna Block of Koraput district contributes highest population to the district Total which stands at 11.05%. Similarly, Narayasnpatn contributes the lowest population to the district, total which is 3.18%. In urban sector Jeypore Municipality contributes 6.50% of population to the District which is the highest. 20.85% of S.C. population to the Block Total

lives is Jeypore Block which is the highest Pottangi Block represents the lowest Population percentage which is 5.49% to the respective Block Total. Similarly Narayanpatna Block represents highest S.T. population to its respective Block Total which is 79.71. Koraut Block represents the lowest S.T. population which is 43.23%.

The Female population in nine Blocks, such as Bandhugam, Boipariguda, Boriguma, Dasamanthpur, Koraput, Kundra, Lasmtaput, Laxmipur and Semiliguda exceeds male population. In urban sector, Kotapd NAC carries more female than male population. In 12 Blocks of the district the female S.T. population surpasses the male population. In two other Blocks such as Kotpad and Pottangi Block the S.T. male population is higher than females.

The following table can vividly reflects Block/ULB, caste and sex wise population of the District with percentage of S.C. and S.T. population to their respective Block/UIBS total population.

TABLE 1.5

STATE :  
ORISSA  
DIST:-  
KORAPUT

Sl No	Name of the Block/ULB	All Classes			S.C. Community			S.T. Community			% of SC	% of ST	% of SC & ST
		Male	Female	Total	Male	Female	Total	Male	Female	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	BONDHUGAM	24032	25005	49037	2256	2329	4585	18218	18952	37170	9.35	75.80	85.15
2	BLIPARIGUDA	44665	45131	89796	5613	5611	11224	26540	26898	53438	12.50	59.51	72.01
3	BORIGUMMA	64884	65242	130126	10880	10669	21549	32130	32673	64803	16.56	49.80	66.36
4	DASMANTHPUR	34642	35600	70242	3894	4043	7937	18937	19647	38584	11.30	54.93	66.23
5	JEYPORE	47921	47687	95608	10021	9913	19934	23096	23513	46609	20.85	48.75	69.60
6	KORAPUT	28785	29462	58247	4680	4797	9477	12107	13073	25180	16.27	43.23	59.50
7	KOTPAD	39986	39559	79545	6402	6254	12656	23865	23695	47560	15.91	59.79	75.70
8	KUNDRA	29643	29928	59571	5350	5212	10562	14456	14746	29202	17.73	49.02	66.75
9	LAMTAPUT	26122	27110	53232	4869	5000	9869	11803	12465	24268	18.54	45.59	64.13
10	LAXMIPUR	28138	28145	56283	4393	4365	8758	18582	19234	37816	15.56	67.19	82.75
11	NANDAPUR	41887	42467	84354	5088	5102	10190	21995	22519	44514	12.08	52.77	64.85
12	NARAYANAPATNA	18829	18656	37485	1653	1522	3175	14939	14940	29879	8.47	79.11	88.18

13	POTTANGI	30359	29918	60277	1698	1611	3309	21010	20870	41880	5.49	69.48	74.97
14	SEMILIGUDA	27842	28190	56032	2322	2357	4679	14764	14832	29596	8.35	52.80	61.17
	<b>TOTAL RURAL</b>	<b>487735</b>	<b>492160</b>	<b>979835</b>	<b>69119</b>	<b>68785</b>	<b>137904</b>	<b>272442</b>	<b>278057</b>	<b>550499</b>	<b>14.07</b>	<b>56.18</b>	<b>70.25</b>
15	DAMANJODI(C.T)	4607	3868	8475	421	315	736	557	465	1022	8.69	12.06	20.75
16	JEYPORE(MPLTY)	38890	37670	76560	4148	4396	8544	4074	4358	8452	11.16	11.84	22.20
17	KORAPUT(NAC)	20569	18954	39523	3066	2918	5984	3546	3540	7086	15.14	17.93	33.07
18	KOTPAD(NAC)	7400	7514	14914	1014	1080	2094	1598	1702	3300	14.04	22.13	36.17
19	SUNABEDA(NAC)	30237	28410	58647	5970	6000	11970	5784	5764	11548	20.41	19.69	40.10
	<b>TOTAL URBAN</b>	<b>101736</b>	<b>96416</b>	<b>198119</b>	<b>14619</b>	<b>14709</b>	<b>29328</b>	<b>15579</b>	<b>15829</b>	<b>31408</b>	<b>14.80</b>	<b>15.85</b>	<b>30.65</b>
	<b>GRAND TOTAL</b>	<b>589438</b>	<b>588516</b>	<b>1177954</b>	<b>83738</b>	<b>83494</b>	<b>167232</b>	<b>288021</b>	<b>293886</b>	<b>581907</b>	<b>14.20</b>	<b>49.40</b>	<b>63.60</b>

**LITERACY :-** The literacy rate among women in the district is abysmal i.e. only 24.81% against the state average of 50.97%. Jeypore Block has the highest literacy rate in the district which is 38.28%. Boipariguda Block stands at the lowest with literacy rate of 18.95%. As for as literacy rate among men is concerned Koraut stands at the top with 51.99% and Semiliguda Block stands at the bottom with 6.91%

Regarding literacy rate of S.C. Community, Naryanpatna Blofk has the highest percentage with 42.27% and Kundra has the lowest with 10.25%. Male lkiuteracy rate of S.C. Community is highest in Laxmipur Block with 68.17% and lowest in Kundra Block with 17.43%. The Female literacy rate in Naraynpoatna Block of S.T. Cummunity is the highest with 21.37% and Kundra comes at the bottom with 2.55%

The literacy rate of S.T. Commnity in Kotpad Block with 14.61% comes at the top of the District and Dasamantpur stands in the lowest with 5.41%. Again in Kotpad Block the S.T. male literacy rate is the highest with 26.74% and Dasamantpur Blokck represents the lowest rate with 9.65%. The literacy percentage of S.T. women is the highest ion Jeypore Block with 3.41% and lowest in Boipariguda Block with 1.29%.

Inter Block disparities are high through out district. Looking at the overall illiteracy rate of females in the district we get a very sorry picture. Analysis of tribal literacy gives us still a worst picture. The S.C. population is lso not in an advantageous position. This reflects the grave intensity of backwardness of the district in the fields of Education. This is rimarily because of lack of communication, poor health and sanitory condition, large number of families are living below poverty line and above ali poor delivery system of Education.

The following table shows Block wise, cast wise and sex wise literacy rate of the district with rural and urban proximity.

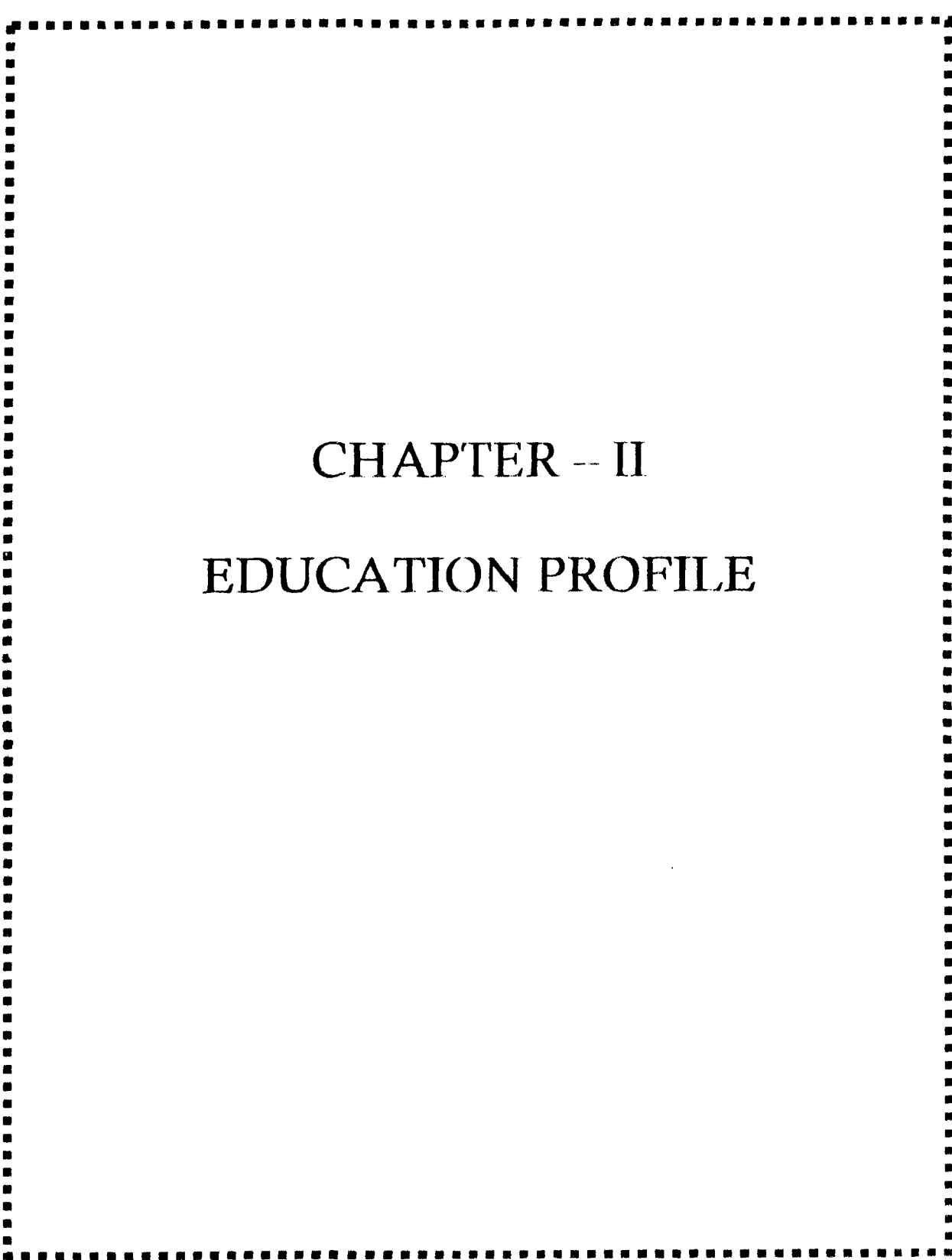
**TABLE No. 1.6**  
**LITERACY % OF THE DISTRICT**

**STATE : ORISSA**  
**DISTRICT : KORAPUT**

Sl No	Name of the Block/ULB	All Classes			S.C Community			S.T.Community		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1	BONDHUGAM	37.71	16.81	24.78	59.37	12.13	35.65	13.39	3.21	7.95
2	BILIPARIGUDA	26.93	10.97	18.95	21.62	4.35	13.04	10.16	1.29	5.57
3	BORIGUMMA	51.12	21.7	36.22	34.21	9.59	21.71	23.7	1.74	12.46
4	DASMANTHPUR	29.51	11.44	20.34	33.71	14.15	23.16	9.65	1.59	5.41
5	DEVPOR	51.04	26.66	38.28	35.92	11.32	23.35	22.82	3.54	12.84
6	KORAPUT	51.99	22.96	37.08	37.53	10.61	23.51	18.56	2.65	10.1
7	KOTPAD	44.1	13.8	29.53	31.79	4.87	18.7	26.74	2.79	14.61
8	KUNDRA	33.23	14.99	23.93	17.43	2.55	10.25	13.44	1.56	7.32
9	LAMTAPUT	40.19	14.67	27.31	26.08	6.88	16.25	15.34	2.07	8.38
10	LAXMIPUR	43.62	15.53	29.81	68.17	15.6	41.91	13.57	1.63	7.35
11	NANDAPUR	38.79	12.45	25.81	46.25	16.65	30.57	20.81	2.2	11.16
12	NARAYANAPATNA	33.33	19.1	25.6	63.32	21.37	42.27	12.8	2.98	7.65
13	POTTANGI	27.5	10.68	19.98	34.36	14.66	24.25	14.29	3.11	8.48
14	SEMILIGUDA	31.32	6.91	19.73	30.3	5.33	17.8	13.65	1.75	7.67

	<b>TOTAL RURAL</b>	<b>39.55</b>	<b>16.09</b>	<b>27.75</b>	<b>35.99</b>	<b>9.82</b>	<b>22.73</b>	<b>17</b>	<b>2.27</b>	<b>9.39</b>
15	DAMANJODI(C.T)	98.07	93.84	96.15	89.83	57.3	78.75	42.15	13.24	32.53
16	JEYPORE(MPLTY)	86.27	69.59	78.05	78.51	42.49	63.92	37.07	9.82	26.41
17	KORAPUT(NAC)	85.19	67.4	76.7	77.53	41.16	62.82	36.61	9.51	25.95
18	KOTPAD(NAC)	78.21	56.97	67.51	71.17	34.79	55.29	33.61	8.04	22.84
19	SUNABEDA(NAC)	78.34	61.47	70.19	71.29	37.53	57.49	33.67	8.67	23.75
	<b>TOTAL URBAN</b>	<b>83.6</b>	<b>66.75</b>	<b>75.43</b>	<b>76.08</b>	<b>40.76</b>	<b>61.78</b>	<b>35.93</b>	<b>9.42</b>	<b>25.52</b>
	<b>GRAND TOTAL</b>	<b>47.58</b>	<b>24.81</b>	<b>36.2</b>	<b>43.3</b>	<b>15.15</b>	<b>29.65</b>	<b>20.45</b>	<b>3.5</b>	<b>12.25</b>

SOURCE :- Census'2001 and NINAD-II'2001



CHAPTER -- II

EDUCATION PROFILE



## **CHAPTER – II**

### **EDUCATION PROFILE OF THE DISTRICT**

#### **1.1 Introduction:**

There is an old-age relationship between school and society. The development of society depends upon school and vice-versa. Education is a process by which the progress of society comes up. It is a pre-requisite for development of quality of life. Time and again efforts are being made to provide educational facilities to the people of the district.

During the last quarter of 19<sup>th</sup> century primary and vernacular schools were established in limited areas of the district like Koraput, Jeypore and Kotpad under the Jeypore Zamindari as per instructions of the British Government to mark the 100 years of the British Rule. Christian Missionaries opened vernacular schools at Jeypore and Kotpad for the spread of primary education. The progress was indeed uninspiring considering the population of the district. That it was inequitable under the circumstances. The bulk of the population was composed of aboriginal tribes. Although complete antipathy to education among the hill tribes was not found, still the general attitude in the villages was out of complete in difference. Besides, schools were opened for obvious reasons of policy in the larger villages where the best attendance could be expected. But, the hill tribes live in smaller settlements. The unhealthy climate coupled with the existence of vast areas inaccessible hilly and forest belts kept this district out of the light of modern civilization for a long time.

During post Independent era, the educational facilities spread over the district with enactment of Article 45 of the constitution of India, which committed to provide free and compulsory education to all children in the age group 6-14 years. Special financial allocations were made for opening of new primary schools

during the years 1955 to 1965. Private organizations like JELC (Jeypore Evangelical Lutheran Church) was encouraged to open schools for education of minority community. Non-formal education system was introduced during the year 1989-90 to educate out of school children. Total Literacy Campaign was launched in the year 1993 to educate adults in the age group of 15-35 years with a view to create awareness for education. The National Child Labour Project Schools were started operating in the district with effect from 1995-96 in order to mainstreaming child labourers in the age group of 6-14 years. Some other schemes like Operation Black Board, SOPT, MDM etc. were introduced in the district and with an increasing expenditures, attempts have been made to achieve the goals of UEE. But unfortunately it is still remained an elusive goal. Now, time has come to review the achievement of the district in the field of education. An attempt has been made to present the educational scenario of the district in this chapter.

## **1.2 Educational Institutions of the District:**

Education is a cooperative effort. Elementary Education does not function in isolation leaving other educational institution, as these institutions facilitate vertical and horizontal mobility of learner. The quantitative magnitude of educational institutions of the district is reflected in the following:

## **1.3 Educational Pattern:**

Educational pattern in the district can be categorized in four types:

1. Pre-schooling education.
2. Primary education.
3. Upper primary education.
4. Secondary education.

Table - 2.1

Block/ULB wise distribution of Institution

Sl. No.	Name of the Block/ULB	Primary	Upper Primary	High School	Sabtu Mandir	Bidya Mandir	NCLP School	Anganwadi Centre	Anganwadi Training Centre	ANM Training Centre	Teacher Training Centre	English Medium School	Integrat School	40 seated ST girls Hostel	Junior College	Degree College	Low College	Engineering School	Engineering School	IT	Soil Conservation Training Centre	TS	Param ashram Training Centre	Art School	Navodaya Vidyalaya	Sanskrit Tol	Blind School	Yoga School	Cooperative Training School	Deaf & Dumb School	IED Unit	Total
1	Bondhugam	82	13	5			1	77						2																		180
2	Belpargane	107	13	5	1		1	104						8	1																	240
3	Bhatganma	157	22	10	1		2	147				1		11	3																	364
4	Dasmanthpur	138	15	7			1	111						4	1																	277
5	Asyana	112	18	8			2	122	1				1	7																		275
6	Kazaput	98	12	7	2	1		82					1	5	1	1																212
7	Kotpad	99	19	6	1		1	114				1		5																		245
8	Kutda	85	10	5	1		1	88						3	1																	188
9	Lamtaput	109	8	4			1	88						8																		198
10	Laxmapur	78	14	7			1	76				1		5	1	1																185
11	Nandaour	141	8	11			1	101						7	1																	270
12	Narayanaspatas	81	10	4	1		1	52						5	1																	155
13	Pottangi	118	13	4	1		1	90						4	1																	230
14	Bemilguda	107	11	5			1	84						5		1			1													215
	Rural Total	1512	188	88	8	1	15	1289	1			3	3	77	12	3			1	2	1											3283
15	Damanedi (CT)	2			1							1																				4
16	Jaysena Municipality	38	4	9	2	1	1			1	1	8	1	2	2	1									1							72
17	Kazaput NAC	81	8	3	1	1	2					5	1	2	1									1	1	1	1	1	1	1	1	95
18	Kotpad NAC	14	1	4	1		1					2																				23
19	Sunabeda NAC	44	4	5	1		1	38				3		1																		180
	Urban Total	159	17	24	8	2	5	38		1	1	19	2	5	3	1									2		3	1	1	1	1	285
	Grand Total	1671	203	112	14	3	20	1328	1	1	1	22	5	77	17	6	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	3489

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**Pre-schooling Education:** It is one of the weakest sections in the district. Only two organizations have been carrying out this type of education in the district. One through the department of Women and Child Development, Government of Orissa and the other through English medium schools run by private organizations. The Women and Child Welfare Department undertakes functioning of Anganwadi Centres at village level for the Welfare of children in the age group of 3+ to 4+ years providing nutritional support. The English medium schools run LKG and UKG pattern under school readiness programme for the same age group children.

**Primary Education:** The minimum age required for a child to step into this education is 5+. It has five-year schooling starting from Class-I to Class-V. [Access to this type of education can be availed in primary schools (Class-I to Class-V), Upper primary schools (Class-I to Class-VII) Secondary schools (Class-I to Class-X) and Higher Secondary schools (Class-I to Class-XII). These institutions run by both Government agencies and Non-Government organizations in the district.]

**Upper Primary Education:** It has two years schooling system (Class-VI to Class-VII). A child can avail the opportunity of entering this institution only after successful completion of primary education. Access can be availed to upper primary schools having classes I to VII and Classes VI to VII, to Secondary Schools having Classes I to X and Classes VI to X and to Higher Secondary schools having Classes I to XII.

**Secondary Education:** This education provides three years schooling system (Class VIII, IX and X). After completion of Upper Primary Education, a child can enter into this education. Access can be availed in secondary schools having classes I to X, VI to X and VIII to X, in Higher Secondary schools having classes I to XII.

The academic session starts from first June to Thirty First May of the subsequent year.

**School Timings:** Normally, schools start functioning from 10.00 a.m. to 4.00 p.m. in all working days excepting Saturdays. During Saturdays it starts from 6.30 a.m. to 11.00 a.m. Timing for pre-schooling centres however fixed from 6.30 a.m. to 10.00 a.m. on each working days. Some non-government organizations have changed their school timings according to their local needs.

**Holidays:** Sundays are treated as weekly holidays. Besides primary and upper primary schools avail 83 holidays in festive occasions. Similarly, Secondary schools avail 86 holidays in a calendar year. Out of these holidays, summer vacation is the longest one followed by Puja holidays. In addition to this teachers can avail 15 days casual leave and one day optional. Private organizations have their own holidays. Total working days of an institution should not be less than 210 days in total.

## **1.4 Management Structure:**

In the district schools run by the following management:

1. Government Schools.
2. Non-Government Schools.

### **1. Schools run by Government:**

**Central Government:** Government of India has taken the responsibility of running two schools through an Autonomous Body named Kendriya Vidyalaya Samsthan (KVS). One is the central school having classes I to XII and the other is Novodaya Bidyalaya having classes VI to XII. Both the schools are located in Koraput town area. They follow the courses prescribed by Central Board of Secondary Education (CBSE) and Central Board of Higher Secondary Education (CBHSE).

**State Government:** Majority of schools in the district are run by the State Government through the Department of School and Mass Education and the Welfare Department.

**School & Mass Education Department:** This Department of the State Government looks after the education upto Secondary level (Class X). It runs primary, upper primary and High Schools in the State. These schools follow the curriculum prescribed by the Board of Secondary Education (BSE), Orissa. The management structures of these institutions are reflected in the following table.

**Table- 2.2**

Sl. No.	Level	Administrative Authority	Academic Authority	Category of Schools
1	District	Circle Inspector of Schools, Koraput & Jeypore	Circle Inspector of Schools, Koraput & Jeypore	High Schools
2	Sub-Division	District Inspector of Schools, Koraput & Jeypore	District Inspector of Schools, Koraput & Jeypore	Primary & Upper Primary Schools
3	Block/UI B	District Inspector of Schools, Koraput & Jeypore/ Block Development Officer	Sub-Inspector of Schools	Primary Schools
4	Institution	Block Development Officer	Headmaster	Primary & Upper Primary Schools

**Welfare Department:** For educating tribal people this department has opened some Sevashram, Ashram and High Schools in the remote areas of the district. The Sevashram is a primary equivalent and the Ashram is a upper primary equivalent of the education department. These schools follow the syllabus prescribed by the BSE (O). The management structures of these institutions are reflected in the following table.

**Table 2.3**

Sl. No.	Level	Administrative Authority	Academic Authority	Category of Schools
1	District	District Welfare Officer	Circle Inspector of Schools, Koraput	High Schools
2	Sub-Division	District Welfare Officer	District Inspector of Schools	Ashram & Sevashram Schools
3	Block	Block Development Officer	Sub-Inspector of Schools and Welfare Extension Officer	Ashram & Sevashram Schools
4	Institution	Block Development Officer	Head Sevak	Ashram & Sevashram Schools

2. Schools run by Non-Government Agencies: Schools run by Non-Government Agencies can be divided into three groups:

1. Private Individual Body (PIB)
2. Non-Government Organization (NGO)
3. Autonomous Organizations (AO)

**Private Individual Body:** A group of private individuals formed a committee, got it registered and run some primary, upper primary and high schools in the district. Most of the schools run by these bodies at primary stage are Convent type of schools located in urban areas only. At upper primary and higher stage they run limited schools.

**Non-Government Organization:** Some NGOs run schools in the district pertaining to primary education. No upper primary and high schools are run by NGOs in the district. Their area of operation is entirely in rural areas only. Provisionally they were engaged in running Non-Formal Education (NFE) centres in the district. After abolition of NFE system in the state they are interested now to run BGS & AIE schools. Lists of NGOs at present actively engaged in the district prior to 2000 are reflected in the following table with their bio-data.

**Table - 2.4**

Sl. No.	Name of the NGO	Area of Operation	Registration Number	Address
1	Rastriya Seva Samiti (RSS)	Nandapur Block	31/1981 Chittor (A.P.)	At/Po-Padwa, Via-Nandapur, District - Koraput.
2	Bright Carrer Academy (BCA)	Jeypore Block	571/15/90-91 Koraput	At/Po-Jeypore, District - Koraput.
3	Gandhian Institute of Tribal Advancement (GITA)	Lamatapur Block	19201/1/91/92 Cuttack	At/Po - Lamtaput, District - Koraput
4	Centre for Youth and Social Development (CYSD) PRAYAS	Boipariguda & Kundra Block	804/591/81-82 Puri	15/2 PWD IB Road, At/Po Boipariguda, District - Koraput



5	Rural Development Agency for Backward People (RDABP)	Borigumma Block	551/112/89-90 Koraput	
6	Human Resource Development Council (HRDC)	Borigumma Block	19960/188/95-96 Cuttack	At-Dengapadar, Po-Mirganiguda, Via-Borigumma, District Koraput
7	Social Welfare Awareness Group for Appropriate Tribes (SWAGAT)	Lamtaput, Koraput, Nandapur and Pottangi Block	21027/166/99-2000 Cuttack	At-sunaput, Po-OMP, District – Koraput.
8	ANKURAN	Narayanapatna Block	19037/13/88-89 Koraput	At/Po-Toyaput, Via-Laxmipur, District Koraput.
9	Society for Health, Education & Development (SHED)	Laxmipur Block	177/38/84-85 Koraput	At/Po-Toyaput, Via-Laxmipur, District – Koraput.
10	Gangamma Nehru Yubak Sangh (GNYS)	Semiliguda Block	432/62/88-89 Koraput	At-Kulab, Po-Subai, Via-Nandapur, Dist. Koraput
11	Satya Sambhu Organization (SSO)	Kundra and Boipariguda Block	2502/14/96-97 Koraput	At/Po-Boipariguda, District – Koraput.

### **Autonomous Organizations:**

**Sikhya Vikash Parishad:** This organization run some Sishu Mandirs and Vidya Mandirs in the district. Sishu Mandir is an elementary school and Vidya Mandir is a High School. They follow their own system of Education besides the course prescribed by BSE Orissa. Their area of operation mainly confined to urban areas and some block headquarters only. They are based on the philosophy of ancient culture and moral traditions.

**Sri Aurobindo Integrated Education:** This organization impart education basing on the philosophy of Sri Aurobindo. They run elementary and high schools in the district. Most of which confined to urban areas. They follow the courses prescribed by the BSE Orissa.

**Dravid Anglo Vedic:** This organization runs a public school at Sunabeda town starting from LKG to Class-XII and two high schools starting from class-VI to class-X. They follow the syllabus of CBSE and CBHSE.

**Delhi Public School:** This organization runs a public school at Damanjodi census town starting from LKG to Class-XII. They follow the courses of CBSE and CBHSE.

## **1.5 Existing Schemes and Programmes Implemented in the District:**

1. Mid-day meal Scheme: With the assistance of the Central Government, this scheme has launched in the district by the Government of Orissa during the year 1995 in order to provide nutritional support to children in

the age group 6-11 years (Class I to Class V). The main aim of this programme is Universalization of Elementary Education (UEE). For improving enrolment and to check dropout, this programme is implemented covering all Government and Private Aided Schools besides schools run by National Child Labour Project. Under this scheme, a child can have the following distribution daily on each working day.

Rice 125 gms.	Free
Dal 30 gms.	Rs.0.90
Oil 03 gms.	Rs.0.15
Spices	Rs.0.10
Vegetables	Rs.1.00
Fuel	Rs.0.35
<b>Total</b>	<b>Rs.2.50</b>

In rural areas, cooked food is being provided and in urban areas 3 kgs of rice is being supplied per child per month subject to 80% of minimum attendance in a month.

2. **Operation Black Board Schemes:** This scheme is taken up in the district from the year 1990 for the improvement of school situation. It is a centrally sponsored scheme. Provision of additional teachers, construction of additional classrooms and supply of teaching learning materials are the major items included in this scheme.
  
3. **Early Childhood Care and Education:** This is a school readiness programme functioning in the district under the Department of Women & Child Development Welfare, Government of Orissa through ICDS (Integrated Child Development Scheme) projects. These project running Anganwadi Centres in the district. These centres are catering to the children in the age group of 3 to 5 years along with health needs and

preparing them for the primary schooling. These centres also set free the school aged children especially girls from sibling care, at present 1328 A.W. centres (1289 in Rural and 39 in Urban) are functioning in the district.

4. **National Child Labour Project Centres:** These centres are opened in the district in the year 1995-96 under the sponsorship of Labour Ministry, Government of India for the welfare of child labourers and their rehabilitation. There are 20 centres at present functioning in the district with an intake capacity of 50 children per Centre. These centres impart non-formal education to the child labourers through semester system evaluation for a period of 2 years and make them ready for equivalent classes under formal education system. Besides, these centres are also impart vocational education to these children. Free textbooks, mid-day meal, reading writing materials, free medical check up and monthly stipend are provided to these children.
5. **Total Literacy Campaign:** TLC programme is launched in the district in the year 1993 to provide education to adults in the age group of 15-35 years. Moreover, this programme also created awareness among general public for education. At present, the centre for continuing education in the district also approves post literacy programme.
6. **District Primary Education Programme (DPEP):** This programme is started in the district from the year 2001-2002 for providing useful and relevant education to the children in the age group of 6-14 years (Class I to Class V) covering all primary schools. Main objectives of this programme for attaining the aim of UFE are:

- (a) To provide access to all children in the age group of 6-11 years.
- (b) To undertake universal enrolment of all such children and their retention till their completion of five year (Class I to Class V) primary education.
- (c) To provide free and compulsory education of satisfactory quality to such children.

7 **Education Guarantee Scheme and Alternative & Innovation Education:** This scheme has started in the district from the year 2001-2002. The unique feature of this scheme for providing elementary education is sharing of responsibility by the Government as well as by the community acknowledging the right of all children to learn.

The EGS centres aims for providing access to children in the age group of 6-14 years primary and upper primary curriculum equivalent to formal schools and mainstreaming this to formal system of education. This scheme specially meant for never enrolled children of backward areas and urban deprived slums. Local community has to demand for a primary/upper primary school under this scheme where such schools not justified with in the State norms. If the community demand is justified, then the Government will provide a school for the community with in 100 days. The community will provide space for the centre, water facility and nominate a local Education Volunteer for the school. The Government in turn provides aid and equipments for the school. NGOs can also avail the opportunity of opening schools under EGS & AIE Scheme.

The AIE centres aim for providing education to dropout children and adolescent girls children for mainstreaming them through bridge course, back to school camps etc. other conditions of EGS satisfied AIE centres also.

## **1.6 Financial Provision for Development of Education for SC/ST Children:**

For the upliftment of education for SC/ST community the following agencies are undertaken a good number of activities in the district

1. **KBK Project:** This project is meant for erstwhile undivided districts Koraput, Bolangir and Kalahandi. The project has under taken to construct 105 number of 40 seated ST Girls hostels in the district. Rs.8.5 lakhs per hostel out of which 103 numbers of hostels were already completed. At present 77 numbers of hostels are in operation. Balance of 28 hostels shall be operationalized during the academic session 2002-03.

For running these hostels this project has been extending financial support @ Rs.325/- per ST girl child through ITDA. Financial allocation for the year 2000-2001 is given here under.

ITDA Koraput Rs.28,70,000.00

ITDA Jeypore Rs.21,55,000.00

**Source: ITDA Koraput & Jeypore.**

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2. **Integrated Tribal Development Agency (ITDA):** This agency has two separate officers in Koraput district. One is located in Koraput for Koraput Sub-division and the other one is located at Jeypore for Jeypore Sub-Division. This agency is meant for the upliftment of tribals of the district. For education of ST community this agency has undertaken the provision of following incentives covering Sevashrams, Ashram and High Schools.

- (a) Beds, utensils, blankets, mosquito nets etc.
- (b) Health measures
- (c) Small nursery and Agricultural Development
- (d) Book bank and library books
- (e) Games and sports
- (f) Science equipments
- (g) Furniture to schools
- (h) Classroom facilities
- (i) Hostel superintendent allowances
- (j) Garment
- (k) Maps and charts
- (l) Office contingencies
- (m) Celebration of annual day
- (n) Prize scheme

Expenditure sanctioned on the above items for last 5 years by this agency is reflected in the following table.

**ITDA Koraput**

1997-98	1998-99	1999-2000	2000-2001	2001-2002
Rs.23,59,577/-	Rs.19,80,397/-	Rs.15,39,854/-	Rs.2,86,347/-	Rs.15,11,683/-

**ITDA Jeypore**

1997-98	1998-99	1999-2000	2000-2001	2001-2002
Rs.25,57,806/-	Rs.27,38,896/-	Rs.24,84,666/-	Rs.18,69,901/-	Rs.24,00,334/-

Source: ITDA Koraput & Jeypore.

In addition to above facilities the ITDA has also been providing pre-matric scholarships to boarder students of SC/ST category. Details of which reflected here under.

**ITDA Koraput**

1997-98	1998-99	1999-2000	2000-2001	2001-2002
Rs.51,79,800/-	Rs.88,74,800/-	Rs.1,21,56,000/-	Rs.91,40,000/-	Rs.1,31,00,000/-

**ITDA Jeypore**

1997-98	1998-99	1999-2000	2000-2001	2001-2002
Rs.46,16,538/-	Rs.60,85,920/-	Rs.92,11,500/-	Rs.88,20,000/-	Rs.1,01,98,075/-

Source: ITDA Koraput & Jeypore.



3. **SC/ST Development Department:** This Department has been extending pre-matric scholarships to day-scholar SC/ST students of the district in addition to provision of salary for teaches of SC/ST Development Department schools. Financial allocation of this department towards PMS for lasts three years in given below.

1999-2000	Rs.55,40,000.00
2000-2001	Rs.49,10,545.00
2001-2002	Rs 73,51,000.00

**Source: DWO, Koraput.**

4. National Child Labour Project (NCLP): 20 NCLP Centres are functioning in the district with an intake capacity of 50 in each centre for mainstreaming child labourers in the age group of 6-14 years. Provisions of the following items are undertaken by this project.

- (a) Salary to centre staff
- (b) Nutrition (MDM)
- (c) Stipend
- (d) House rent to school buildings
- (e) Educational materials
- (f) School contingencies
- (g) Vocational materials since 2001-2002



6. **District Social Welfare Department:** District Social Welfare Department has been undertaking the following two programmes in the district.

- (a) Mid-day meal programme
- (b) Supplementary Nutritional Programme

Under MDM Programme detail financial provision is given hereunder.

Year	No. of schools covered	No. of students enrolled	No. of students covered under MDM	Financial provision	Expenditure
1997-98	1811	1,30,027	85,400	Rs.1,15,72,400	Rs.1,01,35,570/-
1998-99	1811	1,30,027	85,510	Rs.1,00,86,000	Rs.99,13,437/-
1999-2000	1814	1,29,822	84,827	Rs.97,39,000	Rs.89,82,605/-
2000-2001	1816	1,51,800	90,496	Rs.43,21,522	Rs.42,36,883/-
2001-2002	1857	1,56,216	96,563	Rs.91,73,000	Rs.81,02,878/-

(Source: DSWO, Koraput)

Under supplementary Nutritional Programme this department has been undertaking the following categories of items.

1.	SNP to children in the age group 6 months to 3 years	- 62,796.00
2.	SNP to children in the age group 3-6 years	- 54,976.00
3.	SNP to pregnant mothers	- 10,960.00
4.	Incentive to nursery mothers	- 13,102.00
	<b>Total beneficiaries</b>	<b>- 1,41,834.00</b>

Financial provisions for the above items are given hereunder.

Year	Financial Provision	Expenditure
1997-98	Rs 10,57,87,000	Rs.10,57,87,000
1998-99	Rs 5,21,51,000	Rs 5,21,51,000
1999-2000	Rs 3,30,71,000	Rs 3,30,71,000
2000-2001	Rs.29,95,000	Rs.27,39,166
2001-2002	Rs 24,78,000	Rs 22,51,633

(Source: DSWO, Koraput)

7. **District Rural Development Agency (DRDA):** This department has been extending civil work support to education department out of funds available with them under Operation Black Board (OBB) scheme. Physical and financial provision of this department is reflected hereunder

Year	Opening Balance	Physical				Financial ( in lakhs)				
		Target	Total	Achievement	Balance	Opening Balance	Receipt	Total	Expenditure	Balance
1993-94	24	14	38	27	11	24.08	35.73	59.81	31.56	28.25
1994-95	11	40	51	18	33	28.25	32.66	60.91	24.71	36.20
1995-96	33	14	47	32	15	36.20	10.80	47.00	15.98	31.02
1996-97	15		15	3	12	31.02	11.20	42.22	11.65	30.57
1997-98	12		12	12		30.57		30.57	33.16	-2.59
1998-99	-	56	56	17	37	-2.50	23.60	31.01	36.22	-5.21
1999-2000	39	65	104	26	78	-5.21	119.81	114.60	38.91	75.69
2000-2001	78		78	30	48	75.69	39.30	114.99	44.35	70.64
2001-2002	48	36	84	81	03	70.64	27.35	97.99	122.61	-24.62
2002-2003	3		3	2	01	-24.62	31.36	6.74	6.74	
(Upto July)										

(Source: DRDA, Koraput)

8. **Rural Water Supply and Sanitation (RWSS):** This Department has been undertaking water supply and Sanitation of Rural areas. Receiving financial assistance from Tenth Finance Commission. From the year 2001-2002 it has started receiving funds from Prime Ministers Gramodyog Yojana (MPGJ) and Central sponsored plan scheme (CSPS) for schools. Detail financial and physical position of this department is reflected here under

Physical			Financial (In lakhs)								
10 <sup>th</sup> FC	PMGJ	CSPS	10 <sup>th</sup> Finance Commission			PMGJ			CSPS		
			PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
70			34.92	7.92	42.84						
169			54.11	3.24	57.35						
199			79.92	9.00	88.92						
84			2.49	1.24	3.73						
30	101	42	9.36	4.68	14.04	12.72	12.04	24.76	8.04	5.69	14.33

(Source: RWSS, Koraput)

## 1.7 Educational Scenario of the District:

Koraput district is dominated by backward community 63.6% of its total population are from SC/ST community besides other backward classes. Educational scenario of this tribal dominated district can be represented in the following major heads:

- (i) Access
  - (ii) Teachers
  - (iii) Enrolment
  - (iv) Retention
  - (v) Quality Education and
  - (vi) Infrastructnal facility.
- (h) Access: The district has got 1702 primary schools out of which 1530 are run by School & Mass Education Department, 115 are run by SC/ST Development Department and six are run by Water Resource Department. JELC Management has been running 21 primary schools, which are aided by S&M E Department, and rests 30 are managed by private bodies.

There are 221 upper primary schools in the district out of which 191 are under the direct control of the S & M.E. Department, 11 are under the control of SC/ST Development Department, JELC management takes the charge of 04 UP Schools. There are 04 UP Schools aided by S & M.E. Department and the rest 11 schools are running by private bodies.

Out of 116 Secondary Schools, 54 schools are run by S & M.E. Department, 22 by SC & ST Development Department, or by JELC management. S & M.E. Department aid 05 Secondary Schools and private bodies run the rest 31

Table - 2.1

BLOCK/ULB WISE DISTRIBUTION EDUCATIONAL INSTITUTIONS BY MANAGEMENT																				
Name of the Block/ ULB	Primary Schools						Upper Primary Schools						Secondary Schools						Total Institutions PS+UPS+SS	
	S&MED	SC/ST D.D	WRD	JELC	Private Aided	Private unaided	Total PS	S&MED	SC/ST D.D	JELC	Private Aided	Private unaided	Total UPS	S&MED	SC/ST D.D	JELC	Private Aided	Private unaided		Total SS
Bondhugam	79	3				1	83	13					13	2	2			1	5	101
Boipariguda	99	8				1	108	11	2			2	15	4	1				5	128
Borigumma	139	16		2		1	158	22	2				24	6	1		2	1	10	192
Dasmanthpur	124	7		7			131	15					15	4	2			2	8	131
Jeypore	102	8	2	1		1	114	19	2			1	22	5	2			1	8	144
Koraput	88	7	2	2		2	101	9	1			2	12	5	1			3	9	122
Kotpad	93	5		1			99	18		1			19	2	2			2	6	124
Kundra	80	5				1	86	10				2	12	2	2			3	7	105
Lamtaput	103	6		1			110	8					8	4					4	122
Laxmipur	74	5				1	80	14					14	3	3			1	7	101
Nandapur	125	15				12	152	8				1	9	4	1			4	9	170
Narayanapatna	74	7		1		1	83	10					10	3	1				4	97
Pottangi	108	8					116	12	1				13	2	2			1	5	134
Semiliguda	98	7		2			107	8	2	1		1	12	1	1	1	1	1	5	124
Rural Total	1306	107	4	17		21	1533	177	10	2		9	198	47	21	1	3	20	92	1825
Jeypore Municipality	36	2	2	1		3	44	4			1		5	2		1	1	5	9	58
Koraput NAC	58			2		1	61	5		1	2		8	2			1	2	6	75
Kotpad NAC	12			1		2	15	1		1		1	3	2		1		1	4	22
Sunabeda NAC	38	6				3	47	4	1		1	1	7	1	1			3	5	59
Urban Total	144	8	2	4		9	167	14	1	2	4	2	23	7	1	3	2	11	24	214
Grand Total	1530	115	6	21		30	1702	191	11	4	4	11	221	54	22	4	5	31	116	2039

Source: DfS Koraput &amp; Jeypore

Table - 2.2

Block wise Access Ratio of Habitations													
Name of the Block	No. of habitations			No. of habitations having P. schooling facility within 1 km distance			No. of unserved habitations			Population slab of unserved habitations			% of Access ratio
	Revenue Village	Hamlet	Total	Revenue Village	Hamlet	Total	Revenue Village	Hamlet	Total	More than 300	200 to 300	less than 200	
Bondhugam	160	24	184	96	10	106	64	14	78	1	11	66	57.61
Boipanguda	211	258	469	89	99	188	122	159	281	20	3	258	40.08
Borigumma	149	223	372	134	194	328	15	29	44	15	16	13	88.17
Dasmanthpur	154	174	328	120	92	212	34	82	116		16	100	64.63
Jeypore	113	236	349	100	129	229	13	107	120	8	9	103	65.62
Koraput	101	105	206	91	76	167	10	29	39	4	10	25	91.07
Kotpad	96	146	242	83	139	222	13	7	20	2	18		92.15
Kundra	83	190	273	54	168	222	29	22	51	1	11	39	81.32
Lamtapur	170	85	255	111	83	194	59	2	61		6	55	76.08
Laxmipur	97	82	179	70	69	139	27	13	40	3	5	32	77.65
Nandapur	214	264	478	135	110	245	79	154	233	7	22	204	51.26
Narayanapatna	134	68	202	95	7	102	39	61	100	3	3	94	50.49
Pottangi	100	333	433	75	92	167	25	241	266		11	255	38.57
Semiliguda	84	142	226	76	98	174	8	44	52	2	4	46	76.99
<b>Rural Total</b>	<b>1866</b>	<b>2330</b>	<b>4196</b>	<b>1329</b>	<b>1366</b>	<b>2695</b>	<b>537</b>	<b>964</b>	<b>1501</b>	<b>66</b>	<b>145</b>	<b>1290</b>	<b>64.25</b>
Jeypore Municipality	25	6	31	25		25		6	6		2	4	80.64
Koraput NAC	15	18	33	15	18	33							100
Kotpad NAC	13	5	18	13		13		5	5	1	3	1	68.42
Sunabeda NAC	24	33	57	24	20	44		13	13	4	5	4	77.19
<b>Urban Total</b>	<b>77</b>	<b>62</b>	<b>139</b>	<b>77</b>	<b>38</b>	<b>115</b>		<b>24</b>	<b>24</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>82.14</b>

Source: DPO Koraput, BDO all Block, EO all ULBS



Block/ULB wise distribution of the above schools by management is reflected in the following table:

Schools mentioned in the above table cater the needs of primary schooling of 2695 habitations out of 4196 numbers of habitations exist in the district. Rest 1501 habitations in the district do not have primary schooling facility. Regarding ULBs, 24 numbers of slums and periphery habitational access ratio of the district for rural areas stands at 64.25% and that of urban areas at 82.14%. Block/ULB wise access ratio of habitations is reflected in the following table.

Further it is to be note worthy that 537 numbers of Revenue villages do not have access to primary schooling facility and similarly 62 Grampanchayats have also do not have access to upper primary schooling facility. Priority is to be given to these factors while considering access.

- (ii) Teachers: There are 4366 numbers of teachers working at present in the district pertaining to primary and upper primary education 3570 numbers of teachers are trained and rest 796 are untrained. The quality of education is constrained by deficiencies in teacher's skill, understanding of content and poor mobilization due to existence of sizeable numbers of untrained teachers, which constituted 18.23% of total teachers. Hence pre-service and in-service training programme is needed for the teacher community. Male and female teacher ratio of the district stands at about 2:1. Around 40% of female teachers are working in urban areas, which constitute 80% of the urban area teacher's population. A smaller share of teachers represents from SC/ST community though total populations of these two communities constitute 64% of the district population. Their representation is less than 25%.

Table - 2.3

TEACHERS POSITION																						
Sl. No.	Name of the Block/ULB	Others				SC				ST				All Category Total						Grand Total		
		Trained		Trained		Trained		Trained		Trained		Trained		Trained			Trained			Male	Fem.	Total
		Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Total	Male	Fem.	Total					
1	Bondhugam	101	18	13	2	26		6	4	12	1	23	2	139	19	158	42	9	50	181	27	206
2	Boipariguda	128	56	16	3	6	5	6	2	10		8	2	144	61	205	30	7	37	174	66	242
3	Gorigumma	217	87	13	12	16	3	10	6	25		20	1	258	90	348	43	19	62	301	109	410
4	Dasmanthpur	113	41	24	8	30	3	20	6	7	1	13	8	150	45	195	57	22	79	207	67	274
5	Jeypore	166	108	20	4	9	3	1	3	11	2	6	3	186	113	299	27	10	37	213	123	336
6	Koraput	142	90	17	10	20	5	5	5	4		2		166	95	261	24	15	39	190	110	300
7	Kotpad	129	41	19	1	9	5	4	2	16	1	16	7	154	47	201	39	10	49	193	57	250
8	Kundra	101	24	21	1	7	1	12	2	9	1	23	4	117	26	143	56	7	63	173	33	206
9	Lamtaput	139	32	9	1	9	2	10	8	9	2	29	7	157	36	193	48	16	64	205	52	257
10	Laxmipur	93	26	16	4	44	7	15	1	18	4	2	4	155	37	192	33	9	42	188	46	234
11	Nandapur	132	55	11	1	19	9	10	7	18	4	31	6	169	68	237	52	14	66	221	82	303
12	Narayanapatna	70	10	1	1	14	2	6		10	1	15	3	94	13	107	22	4	26	116	17	133
13	Pottangi	158	33	26	2	10	7	9	11	18	6	16	4	186	46	232	51	17	68	237	63	300
14	Semiliguda	109	44	14	6	17	10	13	12	13		7	4	139	54	193	34	22	56	173	76	249
	<b>Rural Total</b>	<b>1798</b>	<b>665</b>	<b>220</b>	<b>56</b>	<b>236</b>	<b>62</b>	<b>127</b>	<b>69</b>	<b>180</b>	<b>23</b>	<b>211</b>	<b>55</b>	<b>2214</b>	<b>750</b>	<b>2964</b>	<b>558</b>	<b>180</b>	<b>738</b>	<b>2772</b>	<b>930</b>	<b>3702</b>
15	Jeypore (M)	27	141	2	12	1					1			28	142	170	2	12	14	30	154	184
16	Koraput NAC	59	158	6	11									59	158	217	6	11	17	65	169	234
17	Kotpad NAC	19	34	2		1				1	1			21	35	56	2		2	23	35	58
18	Sunabeda NAC	29	119	4	14	2	7	2	3	2	5		2	33	130	163	6	19	25	39	149	188
	<b>Urban Total</b>	<b>134</b>	<b>451</b>	<b>14</b>	<b>37</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>141</b>	<b>465</b>	<b>606</b>	<b>16</b>	<b>42</b>	<b>58</b>	<b>157</b>	<b>507</b>	<b>664</b>
	<b>Grand Total</b>	<b>1932</b>	<b>1116</b>	<b>234</b>	<b>93</b>	<b>240</b>	<b>69</b>	<b>129</b>	<b>72</b>	<b>183</b>	<b>30</b>	<b>211</b>	<b>57</b>	<b>2355</b>	<b>1215</b>	<b>3570</b>	<b>574</b>	<b>222</b>	<b>796</b>	<b>2929</b>	<b>1437</b>	<b>4366</b>

Source: NINAD-II, 2001DIS Koraput & Jeypore, DWO Koraput

Block/ULB wise number of teachers at primary and upper primary level with category, sex and caste is represented in the following table.

**Teacher Pupil Ratio (PTR):**

Block wise Teacher Pupil Ratio is furnished below. The table indicates that PTR of the district stands at 39:1. It is highest in Kotpad NAC with 55:1 and lowest in Koraput NAC with 23:1. As far as rural area is concerned the TPR is highest in Kotpad Block with 49:1 and lowest in Pottangi Block with 30:1.

**Table No.2.4**

**Block/ULB wise Teachers Particulars**

Sl. No.	Name of the Block/ULB	No. of Schools			No. of Trs. Working at present	No of Students	PTR
		PS	UPS	Total			
1	Bondhugam	82	13	95	210	8036	38:1
2	Boipariguda	107	13	120	224	10479	43:1
3	Borigumma	155	24	179	408	18548	45:1
4	Dasmanthpur	138	15	153	276	12086	44:1
5	Jeypore	113	21	134	336	15908	47:1
6	Koraput	99	10	109	292	9211	30:1
7	Kotpad	99	19	118	273	12489	49:1
8	Kundra	85	10	95	206	8990	43:1
9	Lamtaput	110	8	118	257	8979	34:1
10	Laxmipur	79	14	93	234	9800	41:1
11	Nandapur	140	8	148	276	10888	36:1
12	Narayanapatna	82	10	92	139	4270	32:1

13	Pottangi	116	13	129	299	9039	30:1
14	Semiliguda	107	11	118	249	9706	35:1
	Total Rural	1512	189	1701	3679	147429	39:1
15	Jeypore (M)	41	4	45	179	9942	54:1
16	Koraput (NAC)	60	6	66	230	5394	23:1
17	Kotpad (NAC)	13	2	15	58	3239	55:1
18	Sunabeda (NAC)	44	5	49	187	6470	34:1
	Urban Total	158	17	175	654	25045	34:1
	Grand Total	1670	206	1876	4333	172474	39:1

(Source: D. I. of Schools, Koraput and Jeypore, DWO,  
Koraput)

There are 488 teachers' posts lying vacant in the district. These posts are to be filled in by the State Government for improving quality education.

### 1.8 Child Population:

Child population in the age group of 0-14 years of the district according to their age slab 0-3 years, 3-6 years, 6-11 years and 11-14 years is reflected in the following table.

**Table No.2.5**

**Slab wise Child Population of the District**

Age Slab	All Communities			SC Community			ST Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
0-3 years	50316	50088	100404	6852	6621	13473	26571	26916	53487
3-6 years	46675	42638	92913	6200	6406	12606	23473	24350	47823
0-6 years	96991	96326	193317	13052	13027	26079	50044	51266	101310
6-11 years	84428	74058	158486	16211	14105	30316	45722	39718	85440
11-14 years	33071	28892	61963	5961	5193	11154	15597	13113	28710
6-14 years	117499	102950	220449	22172	19298	41470	61319	52831	114150

**(Source : NINAD-II, 2001)**

**Nutrition Status of Children In The age group 0-6 years:**

Out of total children 193317 in the age group of 0-6 years, 177443 children are weighed. Normal children are found 59358. Rest children are under malnutrition.

It is observed that 57460 numbers of children in the age of 0-3 years and 56969 children in the age group of 3-6 years are found to be malnutrition. 1848 children in the age group 0-3 years and 1808 children in the age group of 3-6 years found under Sever malnutrition. The following table represents slab wise nutritional status of children. It is note worth to mention here that the child mortality rate of the district stands at 90 per 1000.

**Table No.2.6**

**Slab Wise Nutritional Status of Children**

<b>Sl. No.</b>	<b>Age Slab</b>	<b>Total children</b>	<b>Children weighed</b>	<b>Normal</b>	<b>Grade-I</b>	<b>Grade-II</b>	<b>Grade-III</b>	<b>Grade-IV</b>
1	0-3 years	100404	88962	27654	31172	26288	1714	134
2	3-6 years	92913	88481	29704	30978	25991	1675	133
3	0-6 years(Total 1+2)	193317	177443	59358	62150	52279	3389	267

**(Source: DSWO, Koraput)**

### **1.9 Pre-Schooling Enrolment:**

Pre-school education plays an important role in setting a base for primary education. It creates favourable environment in developing readiness for primary school. In the district of Koraput the following agencies have taken care of pre-schooling education.

1. The District Social Welfare Agency under the management of State Women and Child Development Department through Integrated Child Development Scheme (ICDS);
2. Convent and Central Schools run by private bodies and autonomous agencies respectively; and
3. Sishu Mandirs run by Sishu Vilas Parishad and Sri Aurobindo purnango Sikhyakendra run by Sri Aurobindo Integral Education Society.

The above agencies cater the educational needs of children in the age group of 3-6 years. No.2 and No.3 agencies are mainly located in Urban areas of the district only; where as No.1 (ICDS) centres are located in rural areas. Block/ULB wise enrolment of children in the age group of 3-6 years in pre-schooling centres are reflected in the following table

**Table No.2.7**

**Enrolment Position In Pre-schooling Centres**

Sl. No.	Name of the Block / ULB	No. of AWC	Enrolment	No. of other agencies	Enrolment	Total enrolment
1	Bondhugam	77	4400			4400
2	Boipariguda	104	5233	1	37	6270
3	Borigumma	147	9739	02	85	9824
4	Dasmanthpur	111	4824			4824
5	Jeypore	122	6832	1	42	6874
6	Koraput	82	3162	5	203	3365
7	Kotpad	114	5565	1	47	5612
8	Kundra	60	3987	1	43	4030
9	Lamtapat	69	4824			4824
10	Laxmipur	76	3932	1	39	3971
11	Nandapur	101	7016			7016
12	Narayanapatna	52	2771	1	38	2809
13	Pottangi	90	4479	1	46	4525
14	Semiliguda	84	4189	1	53	4242
	Total Rural	1289	71953	15	633	72586

15	Jeypore (M)			11	453	453
16	Koraput (NAC)			6	237	237
17	Kotpad (NAC)			3	135	135
18	Sunabeda (NAC)	39	1572	4	171	1743
	Urban Total	39	1572	24	996	2568
	Grand Total	1328	73525	39	1629	75154

The above table reveals that out of total 92913 children in the age group of 3-6 years, 75154 children have been enrolled in pre-schooling centres. Rest children i.e. 17759 need attention for their enrolment in A.W. Centres or its alternatives.

#### **Enrolment in Primary Schools:**

Total child population in the age group 6-11 years at the district is 1,58,486. This age group is meant for primary education starting from Class-I to Class-V. Class, caste and sex wise enrolment of children of all ages and age group 6-11 years are reflected in the following two tables.



**Table No.2.8****Class, Caste and Sex wise Enrolment of Children of all ages**

Sl. No.	Class	All Communities			SC Community			ST Community		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Class-I	24511	23913	48429	4687	4506	9193	13219	12720	25939
2	Class-II	21585	17511	39096	4144	3308	7452	11689	9337	21026
3	Class-III	16060	12513	28573	3064	2358	5422	8643	6657	15300
4	Class-IV	13742	9333	23075	2619	1754	4373	7387	4951	12338
5	Class-V	11363	7396	18759	2162	1386	3548	6099	3913	10012
6	Total (I-V)	87261	70671	157932	16676	13312	29988	47037	37578	84615

(Source: NINAD-II and D. I. of Schools Koraput & Jeypore, DWO, Koraput)

**Table No.2.9****Class, Caste and Sex wise enrolment of children in the age group of 6-11 years**

1	Class-I	20761	17450	38211	3986	3316	7302	11243	9358	20601
2	Class-II	18359	15432	33791	3525	2932	6457	9942	8276	18218
3	Class-III	13578	11413	24991	2607	2169	4776	7353	6121	13474
4	Class-IV	11608	9757	21365	2229	1854	4083	6286	5233	11519
5	Class-V	9585	8057	17642	1840	1530	3370	5191	4321	9512
6	Total (I-V)	73891	62109	136000	14187	11801	25988	40015	33309	73324

(Source: NINAD-II and D. I. of Schools Koraput & Jeypore, DWO, Koraput)

Table No.2.10

Class and Block/ULB wise Enrolment in Primary Schools of all Ages																			
Sl. No.	Name of the Block/ULB	Class - I			Class-II			Class-III			Class-IV			Class-V			Total (Class I to V)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bondhugam	1268	983	2251	1087	786	1873	991	745	1736	600	335	935	510	281	791	4456	3130	7586
2	Boipariguda	1811	1702	3513	1493	1015	2508	986	732	1718	831	456	1287	631	346	977	5752	4251	10003
3	Borigumma	2487	2556	5043	2294	2109	4403	1900	1438	3338	1531	1113	2644	1291	889	2180	9503	8105	17608
4	Dasmanthpur	1868	1859	3727	1610	1265	2875	1138	801	1939	955	599	1554	801	484	1285	6372	5008	11380
5	Jeypore	2560	2534	5094	2058	1511	3569	1439	1028	2467	1174	704	1878	965	556	1521	8196	6333	14529
6	Koraput	1210	1208	2418	1077	961	2038	795	652	1447	746	510	1256	652	418	1070	4480	3749	8229
7	Kotpad	1811	1858	3669	1682	1444	3126	1168	910	2078	910	668	1578	802	493	1295	6373	5373	11746
8	Kundra	1227	1123	2350	1142	948	2090	896	635	1531	706	474	1180	590	356	946	4561	3536	8097
9	Lamtaput	1262	1417	2679	1168	987	2155	864	611	1475	802	522	1324	592	372	964	4688	3909	8597
10	Laxmipur	1228	1264	2492	925	926	1851	878	695	1573	877	684	1561	563	486	1049	4471	4055	8526
11	Nandapur	1733	1413	3146	1596	1208	2804	1099	685	1784	983	546	1529	740	412	1152	6151	4264	10415
12	Narayanapurna	767	768	1535	559	550	1109	475	436	911	423	400	823	380	322	702	2604	2476	5080
13	Pottang	1328	1193	2521	1269	1087	2356	830	571	1401	812	443	1255	612	357	969	4851	3651	8502
14	Semiliguda	1262	1443	2705	1091	787	1878	599	516	1115	666	381	1047	652	315	967	4270	3442	7712
	<b>Rural Total</b>	<b>21822</b>	<b>21321</b>	<b>43143</b>	<b>19051</b>	<b>15584</b>	<b>34635</b>	<b>14058</b>	<b>10455</b>	<b>24513</b>	<b>12016</b>	<b>7835</b>	<b>19851</b>	<b>9781</b>	<b>6087</b>	<b>15868</b>	<b>76728</b>	<b>61282</b>	<b>138010</b>
15	Jeypore (M)	1082	714	1796	926	512	1438	769	733	1502	627	554	1181	523	470	993	3927	2983	6910
16	Koraput NAC	547	630	1177	574	522	1096	485	429	914	457	398	855	411	337	748	2474	2316	4790
17	Kotpad NAC	321	306	627	267	264	531	252	453	705	214	197	411	225	171	396	1279	1391	2670
18	Sunabeda NAC	739	947	1686	767	629	1396	496	443	939	428	349	777	423	331	754	2853	2699	5552
	<b>Urban Total</b>	<b>2689</b>	<b>2597</b>	<b>5286</b>	<b>2534</b>	<b>1927</b>	<b>4461</b>	<b>2002</b>	<b>2058</b>	<b>4060</b>	<b>1726</b>	<b>1498</b>	<b>3224</b>	<b>1582</b>	<b>1309</b>	<b>2891</b>	<b>10533</b>	<b>9389</b>	<b>19922</b>
	<b>Grand Total</b>	<b>24511</b>	<b>23918</b>	<b>48429</b>	<b>21585</b>	<b>17511</b>	<b>39096</b>	<b>16060</b>	<b>12513</b>	<b>28573</b>	<b>13742</b>	<b>9333</b>	<b>23075</b>	<b>11363</b>	<b>7396</b>	<b>18759</b>	<b>87261</b>	<b>70671</b>	<b>157932</b>

Source: NINAD-II, 2001 DIS Koraput & Jeypore, DWO Koraput

The two tables reveal that 21932 numbers of children are found excess according to age class placement in classes I to V. Most of them are over aged and retained in primary classes for more than one year. Similarly 11291 numbers of ST children and 4000 numbers of SC children are found excess according to age class placement.

The following table shows Blocks/ULB and class wise enrolment of children of all ages. Table No.2.10 reveals that excepting blocks such as Nandapur, Narayanapatna, Pottangi and Semiliguda other blocks exceeds enrolment than the respective age group child population i.e. 6-11 years. Similarly Kotpad NAC has the abnormal enrolment.

#### Enrolment in Upper Primary Classes:

Though Class VI and Class-VII comprised Upper Primary schooling in the State, class-VIII is also to be considered in upper primary classes as per age class placement. The age group for upper primary classes are 11-14 years. The following two tables represents class, caste and sex wise enrolment of all ages in class VI to VIII and Block/ULB wise enrolment of children in the age group 11-14 years in these accesses.

**Table No.2.11**

#### Class, Caste and Sex wise enrolment of children of all ages

Sl. No.	Class	All Communities			SC Community			ST Community		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Class-VI	7804	4215	12019	1324	713	2037	3464	1802	5266
2	Class-VII	6202	3510	9712	1051	594	1645	2752	1501	4253
3	Class-VIII	4709	2684	7393	797	454	1251	2090	1147	3237
4	Total (Class VI - VIII)	18715	10409	29124	3172	1761	4933	8306	4450	12756

Table No.2.13

BLOCK/ULB WISE ENROLMENT OF CHILDREN IN UPPER PRIMARY CLASSES OF ALL AGES (CLASS VI-VIII)													
Sl. No.	Name of the Block/ULB	Class - VI			Class-VII			Class-VIII			Total (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bondhugam	361	168	529	259	161	420	155	144	299	775	2482	3257
2	Boipariguda	389	159	548	323	146	469	157	84	241	869	2612	3481
3	Borigumma	638	256	894	591	231	822	582	184	766	1811	9450	11261
4	Dasmanthpur	310	190	500	257	134	391	116	69	185	683	2750	3433
5	Jeypore	678	325	1003	577	309	886	341	169	510	1596	2009	3605
6	Koraput	602	262	864	391	201	592	317	157	474	1310	2223	3533
7	Kotpad	592	304	896	507	257	764	338	179	517	1437	8779	10216
8	Kundra	479	277	756	346	185	531	234	160	394	1059	2357	3416
9	Lamtaput	203	79	282	172	68	240	89	51	140	464	1206	1670
10	Laxmipur	596	332	928	466	230	696	286	64	350	1348	1603	2951
11	Nandapur	328	157	485	227	100	327	233	94	327	788	8039	8827
12	Narayanapatna	242	105	347	215	90	305	99	43	142	556	1735	2291
13	Pottangi	398	97	495	215	73	288	101	45	146	714	1008	1722
14	Semiliguda	457	355	812	229	131	360	188	60	248	874	977	1851
	<b>Rural Total</b>	<b>6273</b>	<b>3066</b>	<b>9339</b>	<b>4775</b>	<b>2316</b>	<b>7091</b>	<b>3236</b>	<b>1503</b>	<b>4739</b>	<b>14284</b>	<b>7688</b>	<b>21972</b>
15	Jeypore (M)	599	418	1017	611	525	1136	567	554	1121	6208	1497	7705
16	Koraput NAC	323	249	572	325	282	607	313	262	575	19676	793	20469
17	Kotpad NAC	263	178	441	213	155	368	142	98	240	618	431	1049
18	Sunabeda NAC	438	311	749	363	286	649	274	206	480	1075	803	1878
	<b>Urban Total</b>	<b>1623</b>	<b>1156</b>	<b>2779</b>	<b>1512</b>	<b>1248</b>	<b>2760</b>	<b>1296</b>	<b>1120</b>	<b>2416</b>	<b>4431</b>	<b>3524</b>	<b>7955</b>
	<b>Grand Total</b>	<b>7896</b>	<b>4222</b>	<b>12118</b>	<b>6287</b>	<b>3564</b>	<b>9851</b>	<b>4532</b>	<b>2623</b>	<b>7155</b>	<b>18715</b>	<b>10409</b>	<b>29124</b>

Source: NINAD-II, 2001

**Table No.2.12**

**Class, Caste and Sex wise enrolment of children of age group 11-14 years**

1	Class-VI	6568	3434	10002	1182	617	1799	3098	1558	4656
2	Class-VII	5218	2860	8078	939	514	1453	2461	1298	3759
3	Class-VIII	3962	2186	6148	713	393	1106	1868	992	2860
4	Total (Class VI - VIII)	15748	8480	24228	2834	1524	4358	7427	3848	11275

On comparing above two tables, it reveals that in upper primary classes 4896 numbers of overaged/underaged children are found. In case of SC it is 575 and in case of ST it is 1481. This abnormal age enrolment is applicable both Boys and Girls of all communities.

The following table further shows class, block/ULB wise enrolment of children of all ages. The table reveals that Kotpad NAC has abnormal enrolment in upper primary classes.

### **1.10 Gross and Net Enrolment Ratio:**

Gross and net enrolment ratio pertaining to primary and upper primary schooling of respective age group 6-11 years and 11-14 years is reflected in table No.2.14. The said table indicates that GER in 9 blocks accedes 100% excepting in five such as Dasmanthpur, Nandapur, Narayanpatna, Pottangi and Semiliguda block in respect of primary schooling. Kotpad NAC has abnormal GER especially for girls. For upper primary schooling again Kotpad NAC has abnormality in case of boys GER, lowest GER is noticed in Narayanapatna block in respect of 6-11 age

Table No.2.14

**GER & NER**

Sl. No.	Name of the Block/ULB	Gross Enrolment Ratio in the age group						Net Enrolment Ratio in the age group					
		6-11 years (Primary)			11-14 Years UPS			6-11 years (Primary)			11-14 Years UPS		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bondhugam	113.61	96.93	106.08	49.9	35.61	43.31	87.5	79.4	83.84	27.17	19.57	23.67
2	Boipanguda	106.24	104.73	105.59	45.14	20.45	32.87	86.82	84.45	85.78	36.25	14.24	25.32
3	Bongumma	107.02	104.27	105.74	45.87	19.78	33.81	89.52	91.07	90.24	29.55	13.8	22.27
4	Dasmanthour	97.74	84.09	91.22	39.82	24.33	32.31	82.63	79.05	80.92	31.31	18.14	24.92
5	Jeypore	101.77	100.82	101.36	51.26	27.86	40.01	91.92	89.23	90.74	38.35	20.64	29.84
6	Koraput	104.72	98.21	101.65	87.5	58.71	75.59	89.45	87	88.3	63.92	43.75	55.58
7	Kotpad	115.74	111.7	113.86	44.2	27.61	36.7	84.39	90.72	87.34	39.34	19.81	30.51
8	Kundra	113.37	95.28	104.69	58.28	41.38	50.63	93.73	85.69	89.87	53.93	30.2	43.19
9	Lamtaput	114.28	105.22	109.97	31.01	16.43	24.5	94.97	95.2	95.08	38.43	12.19	26.73
10	Laxmipur	168.15	104.45	106.36	85.1	44.49	65.99	95.79	94.35	95.09	58.27	38.87	49.14
11	Nandapur	97.83	75.45	87.24	46.29	27.59	38.29	83.91	70.55	77.59	37.66	21.69	30.83
12	Narayanapatna	73.02	81.1	76.74	52.25	24.61	39.09	72.6	76.77	74.52	32.7	20.57	26.93
13	Pottangi	96.13	80.57	88.77	38.99	15.84	29.14	82.6	75.67	79.32	34.29	8.91	23.49
14	Semiliguda	96.54	83.46	90.23	73.56	53.58	64.34	88.67	68.45	78.91	63.63	47.79	56.32
	<b>Rural Total</b>	<b>103.47</b>	<b>94.87</b>	<b>99.47</b>	<b>51.59</b>	<b>29.19</b>	<b>41.29</b>	<b>87.55</b>	<b>83.65</b>	<b>85.73</b>	<b>40.11</b>	<b>21.67</b>	<b>31.62</b>
15	Jeypore (M)	107.82	91.33	100.02	95.17	88.47	91.99	92.69	86.16	89.6	88.1	76.18	82.43
16	Koraput NAC	97.13	93.27	95.22	62.04	55.49	58.89	81.07	84.01	82.52	41.7	29.67	35.93
17	Kotpad NAC	132.12	182.06	154.15	162.2	85.85	118.79	92.45	79.71	86.83	87.4	78.08	82.1
18	Sunabeda NAC	91.47	91.36	91.42	67.61	47.65	57.34	84.32	86.93	85.59	32.64	21.6	26.96
	<b>Urban Total</b>	<b>102.5</b>	<b>99.17</b>	<b>100.9</b>	<b>82.25</b>	<b>66.39</b>	<b>74.38</b>	<b>87.26</b>	<b>85.31</b>	<b>86.32</b>	<b>58.34</b>	<b>46.51</b>	<b>52.47</b>
	<b>Grand Total</b>	<b>103.35</b>	<b>95.42</b>	<b>99.65</b>	<b>56.59</b>	<b>36.02</b>	<b>47</b>	<b>87.51</b>	<b>83.86</b>	<b>85.81</b>	<b>43.08</b>	<b>26.23</b>	<b>35.22</b>

Source: NINAD-II, 2001

group which stands at 76.74% Nandapur stands lowest for girls GER. Similarly for the age group 11-14 years (Upper primary schooling) lowest GER is 24.50% in Lamtaput Block. Pottangi block has lowest GER for girls i.e. 15.84%

As far as NER is concerned relating to age group 6-11 years (primary schooling) there is no abnormality is noticed. However, lowest NER i.e. 74.52% is represented by Narayanapatna Block and lowest NER for girls i.e. 70.55% stands against Nandapur Block. NER relating to upper primary classes (age group 11-14 years). Borigumma Block stands at the bottom with 22.27% and 8.91% NER for girls is noticed in Pottangi block.

Further, as per GER and NER analysis it is noticed that gender gap exist with high magnitude in blocks like Nandapur, Narayanapatna, Pottangi, Dasmanthpur and Boipariguda. These blocks need special and immediate attention to bridge gender gap. Similarly Kotpad NAC shows abnormality which needs redressal. Again, the gap between GER and NER is very high. This factor is also looked into properly.

### **1.11 Out of School Children:**

NINAD-II, survey conducted during 2001 reveals that in Koraput district 62,621 children in the age group 6-14 are found out of school either by way of drop out or for being never enrolled in schools. In the age group of 6-11 years, out of school children are 22486 and in the age group of 11-14 years such children are 40135. Out of 158486 children in the age group 6-11 years, 136000 children are found in schools. Similarly, out of 61,963 children in the age group of 11-14 years 21828 children are enrolled in schools. Total enrolment of children in the age group 6-14 years is 157828 out of 220449 children. Table No.2.15 and 2.16 indicates Block/ULB and sex wise educational status of children in the age group 6-11 years and 11-14 years respectively.

Table No.2.15

BLOCK/ULB WISE EDUCATIONAL STATUS OF CHILDREN WITH AGE GROUP 6-11 YEARS											
Sl. No.	Name of the Block/ULB	Total children in the age group 6-11 years			Enrolled children in the age group 6-11 years			Out of school children in the age group 6-11 years			% of out school
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Bondhugam	3922	3229	7151	3432	2564	5996	490	665	1155	16.15
2	Boipanguda	5414	4059	9473	4698	3428	8126	716	631	1347	14.21
3	Borigumma	8879	7773	16652	7949	7079	15028	930	694	1624	9.75
4	Dasmanthpur	6515	5955	12474	5387	4708	10095	1132	1247	2379	19.07
5	Jeypore	8053	6281	14334	7403	5605	13008	650	676	1326	9.25
6	Koraput	4278	3817	8095	3827	3321	7148	451	496	947	11.69
7	Kolpad	5506	4810	10316	4647	4364	9011	859	446	1305	12.65
8	Kundra	4025	3711	7734	3771	3180	6951	252	531	783	10.12
9	Lamtaput	4102	3715	7817	3896	3537	7433	206	178	384	4.91
10	Laxmipur	4134	3882	8016	3960	3663	7623	174	219	393	4.9
11	Nandapur	6287	5651	11938	5276	3987	9263	1011	1664	2675	22.4
12	Narayanapatna	3566	3053	6619	2589	2344	4933	977	709	1686	25.47
13	Pottangi	5046	4531	9577	4168	3429	7597	878	1102	1980	20.67
14	Semiliguda	4423	4124	8547	3922	2823	6745	501	1301	1802	21.08
	<b>Rural Total</b>	<b>74148</b>	<b>64591</b>	<b>138743</b>	<b>64925</b>	<b>54032</b>	<b>118957</b>	<b>9227</b>	<b>10559</b>	<b>19786</b>	<b>14.26</b>
15	Jeypore (M)	3642	3266	6908	3376	2814	6190	266	452	718	10.39
16	Koraput NAC	2547	2483	5030	2068	2086	4151	482	397	879	17.47
17	Kolpad NAC	968	764	1732	895	609	1504	73	155	228	13.16
18	Sunabeda NAC	3119	2954	6073	2630	2568	5198	489	386	875	14.4
	<b>Urban Total</b>	<b>10276</b>	<b>9467</b>	<b>19743</b>	<b>8969</b>	<b>8077</b>	<b>17043</b>	<b>1310</b>	<b>1390</b>	<b>2700</b>	<b>13.67</b>
	<b>Grand Total</b>	<b>84428</b>	<b>74058</b>	<b>158486</b>	<b>73891</b>	<b>62109</b>	<b>136000</b>	<b>10537</b>	<b>11494</b>	<b>22486</b>	<b>14.18</b>

Source: NINAD-II, 2001



Table No.2.16

BLOCK/ULB WISE EDUCATIONAL STATUS OF CHILDREN WITH AGE GROUP 6-11 YEARS											
Sl. No.	Name of the Block/ULB	Total children in the age group 6-14 years			Enrolled children in the age group 11-14 years			Out of school children in the age group 11-14 years			% of out school
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Bondhugam	1553	1328	2881	422	260	682	1131	1068	2199	76.32
2	Boipariguda	1925	1902	3827	698	271	969	1227	1631	2858	74.67
3	Borigumma	3948	3391	7339	1167	468	1635	2781	2923	5704	77.72
4	Dasmanthpur	1715	1615	3330	537	293	830	1178	1322	2500	75.07
5	Jeypore	3113	2882	5995	1194	595	1789	1919	2287	4206	70.15
6	Koraput	1497	1056	2553	957	462	1419	540	594	1134	44.41
7	Kotpad	3251	2680	5931	1279	531	1810	1972	2149	4121	69.48
8	Kundra	1817	1503	3320	980	454	1434	837	1049	1886	56.8
9	Lamtaput	1496	1205	2701	575	147	722	921	1058	1979	73.26
10	Laxmipur	1584	1407	2991	923	547	1470	661	860	1521	50.85
11	Nandapur	1702	1272	2974	641	276	917	1061	996	2057	69.16
12	Narayanapatna	1064	967	2031	348	199	547	716	768	1484	73.06
13	Pottangi	1831	1357	3188	628	121	749	1203	1236	2439	76.5
14	Semiliguda	1188	1019	2207	756	487	1243	432	532	964	43.67
	<b>Rural Total</b>	<b>27684</b>	<b>23584</b>	<b>51268</b>	<b>11105</b>	<b>5111</b>	<b>16216</b>	<b>16579</b>	<b>18473</b>	<b>35052</b>	<b>68.37</b>
15	Jeypore (M)	1867	1692	3559	1645	1289	2934	222	403	625	17.56
16	Koraput NAC	1549	1423	2978	646	424	1070	903	1005	1908	64.06
17	Kotpad NAC	381	502	883	333	392	725	48	110	158	17.89
18	Sunabeda NAC	1590	1685	3275	519	364	883	1071	1321	2392	73.03
	<b>Urban Total</b>	<b>5387</b>	<b>5308</b>	<b>10695</b>	<b>3143</b>	<b>2469</b>	<b>5612</b>	<b>2244</b>	<b>2839</b>	<b>5083</b>	<b>47.52</b>
	<b>Grand Total</b>	<b>33071</b>	<b>28892</b>	<b>61963</b>	<b>14248</b>	<b>7580</b>	<b>21828</b>	<b>18823</b>	<b>21312</b>	<b>40135</b>	<b>64.77</b>

Source: NINAD-II, 2001

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Laxmipur Block (4.90%), Lamtaput Block (4.91%) and Jeypore Block (9.25%) have single digit percentage of out of school children in respect of 6-11 years of age group. Percentage of out of school children in respect of Narayanapatna Block is the highest with 25.47%. Pertaining to age group 11-14 years out of school children percentage is lowest in Koraput block with 44.41% and the highest in Borigumma block with 77.72%. In Sunabeda NAC and Koraput NAC percentage of out of school children is abnormal with 73.03% and 64.06%.

Table No.2.15 and No.2.16 indicates the magnitude of out of school children in respect of age group 6-11 years and 11-14 years respectively.

## 1.12 Dropout Children:

Dropout is a major problem in the district. Generally ST girls dropout at the age of 9 in order to aid and assist their parents in income generating activities and to look after their younger kids. SC & ST children dropout after completion of class-V education. This is mostly due to non-availability of Upper primary education within 3 kms distance from their habitations. Most dropout occur in classes-III, V and VII. Special care is to be taken for ST girls. Dropout percentage in the district stands at 64.78% at the end of upper primary stage. In the age group of 6-14 years, 18615 children have dropped out of schooling facility. In primary stage (Class I-V) dropout children are found 10876 and at upper primary stage (class-VI to VII) such children are 7739.

Table No.2.17

### EDUCATIONAL STATUS OF CHILDREN IN THE AGE GROUP 6-14 YEARS

Sl. No.	Name of the Block/ULB	Total child population in the age group 6-14			No. of enrolled children in the age group 6-14			Out of school children in the age group 6-						Total out of school children		
								DROPOUT			NEVER ENROLLED					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bondhugam	5475	4557	10032	3854	2824	3678	448	384	832	1173	1349	2522	1621	1733	3354
2	Boipariguda	7339	5961	13300	5396	3699	9095	593	474	1067	1350	1788	3138	1943	2262	4205
3	Borikumma	12827	11164	23991	9116	7547	16663	1143	1273	2416	2568	2344	4912	3711	3617	7328
4	Dasmanthpur	8234	7570	15804	5924	5001	10925	993	504	1497	1317	2065	3382	2310	2569	4879
5	Jeypore	11166	9163	20329	8597	6200	14797	1186	1517	2703	1383	1446	2829	2569	2963	5532
6	Koraput	5775	4873	10648	4784	3783	8567	189	150	339	802	900	1702	991	1090	2081
7	Kotpad	8757	7490	16247	5926	4895	10821	229	626	855	2602	1969	4571	2831	2595	5426
8	Kundra	5840	5214	11054	4751	3634	8385	335	331	666	754	1249	2003	1089	1580	2669
9	Lamtaput	5598	4920	10518	4471	3684	8155	412	439	851	715	797	1512	1127	1236	2363
10	Laxmipur	5718	5289	11007	4883	4210	9093	578	421	999	257	658	915	835	1079	1914
11	Nandapur	7999	6923	14922	5917	4263	10180	626	720	1346	1456	1940	3396	2082	2660	4742
12	Narayanapatna	4630	4020	8650	2937	2543	5480	253	261	514	1440	1216	2656	1693	1477	3170
13	Pottangi	6877	5888	12765	4796	3550	8346	291	344	635	1790	1994	3784	2081	2338	4419
14	Semiliguda	5611	5143	10754	4878	3310	7988	174	875	1049	759	958	1717	933	1833	2766
	<b>Rural Total</b>	<b>101846</b>	<b>88175</b>	<b>190021</b>	<b>76030</b>	<b>59143</b>	<b>135173</b>	<b>7450</b>	<b>8359</b>	<b>15827</b>	<b>18366</b>	<b>20673</b>	<b>39039</b>	<b>25816</b>	<b>29032</b>	<b>54848</b>
15	Jeypore (M)	5509	4958	10467	5021	4103	9124	101	450	551	387	405	792	488	855	1343
16	Koraput NAC	4096	3912	8008	2711	2510	5221	941	1030	1971	444	372	816	1385	1402	2787
17	Kotpad NAC	1349	1266	2615	1228	1001	2229	38	150	188	83	115	198	121	265	386
18	Sunabeda NAC	4709	4639	9348	3149	2932	6081	49	67	116	1511	1640	3151	1560	1707	3267
	<b>Urban Total</b>	<b>15663</b>	<b>14775</b>	<b>30438</b>	<b>12109</b>	<b>10546</b>	<b>22655</b>	<b>1129</b>	<b>1697</b>	<b>2826</b>	<b>2425</b>	<b>2532</b>	<b>4957</b>	<b>3554</b>	<b>4229</b>	<b>7783</b>
	<b>Grand Total</b>	<b>117509</b>	<b>102950</b>	<b>220459</b>	<b>88139</b>	<b>69689</b>	<b>157828</b>	<b>8579</b>	<b>10056</b>	<b>18653</b>	<b>20791</b>	<b>23205</b>	<b>43996</b>	<b>29370</b>	<b>33261</b>	<b>62631</b>

Source: NINAD-II, 2001

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Table No.2.18								
BLOCK/ULB WISE REPEATERS AT PRIMARY AND UPPER PRIMARY STAGE								
Sl. No.	Name of the Block/ULB	Primary State			Upper Primary Stage			Total Repeaters
		Boys	Girls	Total	Boys	Girls	Total	
1	Bondhugam	1024	566	1590	353	213	566	2156
2	Boipariguda	1054	823	1877	171	118	289	2166
3	Borigumma	1554	1026	2580	644	203	847	3427
4	Dasmanthpur	983	300	1283	146	100	246	1529
5	Jeypore	793	728	1521	402	208	610	2131
6	Koraput	653	428	1081	353	158	511	1592
7	Kotoad	1726	1009	2735	158	209	367	3102
8	Kundra	790	356	1146	79	168	247	1393
9	Lalitapur	792	372	1164	111	51	162	1326
10	Laximpur	511	392	903	425	79	504	1407
11	Nandapur	875	277	1152	147	75	222	1374
12	Narayanapatna	15	132	147	208	39	247	394
13	Pottang	683	222	905	86	94	180	1085
14	Semiliguda	348	619	967	118	59	177	1144
	<b>Rural Total</b>	<b>11801</b>	<b>7250</b>	<b>19051</b>	<b>3401</b>	<b>1774</b>	<b>5175</b>	<b>24226</b>
15	Jeypore (M)	551	169	720	132	208	340	1060
16	Koraput NAC	409	230	639	315	369	684	1323
17	Kotpad NAC	384	782	1166	285	39	324	1490
18	Sunabeda NAC	223	121	354	556	439	995	1349
	<b>Urban Total</b>	<b>1567</b>	<b>1302</b>	<b>2879</b>	<b>1288</b>	<b>1055</b>	<b>2343</b>	<b>5222</b>
	<b>Grand Total</b>	<b>13370</b>	<b>8562</b>	<b>21932</b>	<b>4689</b>	<b>2829</b>	<b>7518</b>	<b>29450</b>

Source: DI of Schools, Koraput &amp; Jeypore

### **Never Enrolled Children:**

Due to lack of educational facilities within the walkable distance, 44006 numbers of children in the age group 6-14 years never enrolled in schools out of total children 220449. Their percentage in the district stands at 19.96%. The district has to provide access to these children either through formal schools or through its alternative within a distance of 1 km from their habitation

The following table No.2.17 indicates the magnitude of dropouts and never enrolled children in the age group of 6-14 years.

The following Table No.2.18 indicates that out of 29450 repeaters found in different schools of the district, 21932 numbers of children are in primary schools (class-I to V) and 7518 numbers of children are in upper primary schools (Class-VI to VII). Special care has to be taken of these children in such a way so that they should not become dropouts in coming years.

### **1.13 Transition Rate:**

The Table No.2.19 indicates those 18759 numbers of children at primary stage and 9851 numbers of children at upper primary stage are about to pass out. Their enrolment in next higher classes are essential. Therefore, the district has to plan for suitable access to these children during the session 2002-2003. Further, access is to be provided to children already passed out during the session 2001-2002. Such students, as reported by D.I. of Schools, Koraput and Jeypore stands at 16790 in primary stage and 7017 at upper primary stage.

Table No.2.19							
BLOCK/ULB WISE TRANSITION RATE AT PRIMARY AND UPPER PRIMARY STAGE							
Sl. No.	Name of the Block/ULB	Primary Stage (Class-V)			Upper Primary Stage (Class-VII)		
		Boys	Girls	Total	Boys	Girls	Total
1	Bondhugam	510	281	791	259	161	420
2	Boipariguda	631	346	977	323	146	469
3	Bongumma	1291	888	2179	591	231	822
4	Dasmanthpur	801	484	1285	257	134	391
5	Jeypore	965	556	1521	577	309	886
6	Koraput	652	418	1070	391	201	592
7	Kotpad	302	493	1295	507	257	764
8	Kundra	590	356	946	340	185	531
9	Lantaput	592	372	964	172	68	240
10	Laxmipur	563	486	1049	466	230	696
11	Nandapur	740	412	1152	227	100	327
12	Narayanapatna	380	323	703	215	90	305
13	Pottangi	612	357	969	215	73	288
14	Semiliguda	652	315	967	229	131	360
	<b>Rural Total</b>	<b>9781</b>	<b>6087</b>	<b>15868</b>	<b>4775</b>	<b>2316</b>	<b>7091</b>
15	Jeypore (M)	523	470	993	611	525	1136
16	Koraput NAC	411	327	738	325	282	607
17	Kotpad NAC	225	171	396	213	155	368
18	Sunabeda NAC	423	331	754	363	286	649
	<b>Urban Total</b>	<b>1582</b>	<b>1299</b>	<b>2881</b>	<b>1512</b>	<b>1248</b>	<b>2760</b>
	<b>Grand Total</b>	<b>11363</b>	<b>7396</b>	<b>18759</b>	<b>6287</b>	<b>3564</b>	<b>9851</b>

Source: DI of Schools, Koraput &amp; Jeypore

## **1.14 Working Children:**

These children are out of school children. Some of them are dropout children and others are never enrolled children. For mainstream these children, National Child Labour Project school are functioning in the district. No. of such centres are 20. These centres are run by NCLP. The execution head of the project is the Project Director.

In the district of Koraput 13558 children in the age group of 6-14 years are identified through survey conducted by NCLP. Till date 942 children were mainstreamed through NCLP centres and in this year 1000 children are enrolled in NCLP centres. Rest children 11616 are to be taken care of by opening extra centres under AII.

Table No.2.22 presented below indicates the status of child labourers in the district.

## **1.15 Disabled Children:**

Recent survey conducted by the District Social Welfare Department, Koraput under the aid of State W & C D Department, 3619 numbers of disabled children are identified in the district in the age group of 6-14 years out of total disabled persons of all ages numbering to 16359. Out of 3619 disabled children, 365 children are found to be totally blind and they need special care through blind school located at Koraput. Further, 416 numbers of deaf, 258 numbers of dumb and 221 numbers of both category children are also need special attention through deaf and dumb school located at Sunabeda. Rest 2359 numbers of disabled children are to be integrated into formal schooling system through special provisions.

Magnitude of disability in the district is reflected in Table No.2.21.

Table No.2.20															
INFORMATION ON NCLP															
Sl. No.	Name of the Block/ULB	Total Child Labourer Identified			Balance NCLP Children			No. of NCLP Centres	Present Enrolment			Total NCLP Children to be Mainstreamed			No. of further NCLP Centres Required
		Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total	
1	Bondhugam	295	215	510	270	197	467	1	26	24	50	244	173	417	8
2	Boipanguda	355	297	652	321	285	606	1	22	28	50	299	257	556	11
3	Borigumma	615	446	1061	552	409	961	2	51	49	100	501	360	861	17
4	Dasmanthpur	678	559	1237	643	544	1187	1	28	22	50	615	522	1137	23
5	Jeypore	646	688	1334	602	646	1248	2	32	68	100	570	578	1148	23
6	Koraput	716	885	1601	685	866	1551	1	21	29	50	664	837	1501	30
7	Kotpad	524	441	965	497	421	918	1	31	19	50	466	402	868	17
8	Kundra	358	220	578	340	195	535	1	29	21	50	311	174	485	10
9	Lalitapur	254	219	473	234	180	423	1	23	27	50	211	162	373	7
10	Laxmipur	540	498	1038	514	479	993	1	25	25	50	489	454	943	19
11	Nandapur	771	824	1595	748	797	1545	1	18	32	50	730	765	1495	30
12	Narayanapatna	250	249	499	230	225	455	1	28	22	50	202	203	405	8
13	Pottangi	257	186	443	232	166	398	1	22	28	50	210	138	348	7
14	Semiliguda	309	283	592	285	257	542	1	16	34	50	269	223	492	10
	<b>Rural Total</b>	<b>6568</b>	<b>6010</b>	<b>12578</b>	<b>6153</b>	<b>5676</b>	<b>11829</b>	<b>16</b>	<b>372</b>	<b>428</b>	<b>800</b>	<b>5781</b>	<b>5248</b>	<b>11029</b>	<b>220</b>
15	Jeypore (M)	242	167	409	213	147	360	1	31	19	50	182	128	310	6
16	Koraput NAC	111	130	241	85	106	191	1	32	18	50	53	88	141	3
17	Kotpad NAC	82	61	143	47	52	99	1	26	24	50	21	28	49	1
18	Sunabeda NAC	115	72	187	99	38	137	1	24	26	50	75	12	87	2
	<b>Urban Total</b>	<b>550</b>	<b>430</b>	<b>980</b>	<b>444</b>	<b>343</b>	<b>787</b>	<b>4</b>	<b>113</b>	<b>87</b>	<b>200</b>	<b>331</b>	<b>256</b>	<b>587</b>	<b>12</b>
	<b>Grand Total</b>	<b>7118</b>	<b>6440</b>	<b>13558</b>	<b>6597</b>	<b>6019</b>	<b>12616</b>	<b>20</b>	<b>485</b>	<b>515</b>	<b>1000</b>	<b>6112</b>	<b>5504</b>	<b>11616</b>	<b>232</b>

Source:DSWO, Koraput

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Table No.2.21												
BLOCK/ULB WISE MAGNITUDE OF DISABLED CHILDREN IN THE AGE GROUP 6-16 YEARS												
Sl. No.	Name of the Block/ULB	OH	Visually Impairing & Listening imp					Mental Retarded			Multiple Disability	Total
			Total Blind	Partly Blind	Deaf	Dumb	Both	MP	CP	SP		
1	Bondhugam	77	14	5	21	12	12	6	12	12	11	182
2	Boipariguda	117	35	20	32	14	12	15	2		12	259
3	Borigumma	144	28	35	38	16	21	15	6	2	22	327
4	Dasmanthpur	95	42	51	22	12	16	16	8	11	14	287
5	Jeypore	117	26	28	35	11	19	16	4	1	21	278
6	Koraput	84	24	28	36	18	15	16	7	5	19	252
7	Kotpad	97	20	21	20	20	7	8	8	7	34	242
8	Kundra	114	29	31	58	12	11	16	4		19	294
9	Lamtaput	79	38	20	21	38	11	18		2	6	233
10	Laxmipur	65	15	21	19	16	18	6	24	5	5	194
11	Nandapur	89	12	21	15	14	17	6	4	6	5	189
12	Narayanapatna	46	10	9	20	10	3	14	1		12	125
13	Pottangi	71	16	13	21	11	16	9	2		11	170
14	Semiliguda	88	25	17	39	9	14	16	1		11	220
	<b>Rural Total</b>	<b>1283</b>	<b>334</b>	<b>320</b>	<b>397</b>	<b>213</b>	<b>192</b>	<b>177</b>	<b>83</b>	<b>51</b>	<b>202</b>	<b>3252</b>
15	Jeypore (M)	42	9	9	5	8	8	5	2	1	14	103
16	Koraput NAC	31	10	5	3	13	6	6	1		7	82
17	Kotpad NAC	28	4	3	4	4	5	4	3	4	11	70
18	Sunabeda NAC	40	8	9	7	20	10	9	1	2	6	112
	<b>Urban Total</b>	<b>141</b>	<b>31</b>	<b>26</b>	<b>19</b>	<b>45</b>	<b>29</b>	<b>24</b>	<b>7</b>	<b>7</b>	<b>38</b>	<b>367</b>
	<b>Grand Total</b>	<b>1424</b>	<b>365</b>	<b>346</b>	<b>416</b>	<b>258</b>	<b>221</b>	<b>201</b>	<b>90</b>	<b>58</b>	<b>240</b>	<b>3619</b>

Source:DSWO.

## **1.16 Quality Education:**

Baseline Assessment Study has been conducted in Koraput district during the year 2000 to study the primary level educational status of the children with the following objectives.

1. To measure the average students achievement in the competency based achievement tests in language and mathematics at the end of Class-I and Class-IV.
2. To study the achievement differences with regard to location, gender and social groups.
3. To study the effect of variables like school, teacher, and classroom practices incentive scheme etc. on students' achievement.
4. 10% of the schools were selected from the sampled blocks and urban areas using the table of random numbers.

The following Blocks ULB were taken for this study.

- (i) Kotpad, Jeypore, Semiliguda and Nandapur Blocks.
- (ii) Jeypore and Nandapur urban areas.

**Block/ULB wise distribution of total sample (students & teachers) and schools are reflected in the following table.**

Block/ ULB	No. of Schools	No. of Students				No. of Teachers	
		Class-I		Class-IV		Male	Female
		Boy	Girl	Boy	Girl		
Katpad	10	61	26	56	31	24	6
Jeypore	10	82	23	79	46	9	13
Semiliguda	12	59	16	66	33	17	4
Nandapur	8	52	39	53	39	17	6
Urban	10	96	62	68	52	11	25
Total	50	350	166	322	201	78	54

**Assessment of Students Achievements:**

**Performance of Class-I Learners**

	Language		Mathematics	
	Mean Percent	Standard deviation	Mean Percent	Standard deviation
Total	54.16	5.34	47.58	3.63
Boys	57.24	5.44	49.91	3.62
Girls	49.23	5.29	43.86	3.64
Rural	51.72	5.39	46.36	3.54
Urban	62.33	5.30	51.67	3.84
SC	44.58	8.39	45.90	4.05
ST	35.02	6.89	40.05	3.55
Others	42.97	7.91	49.46	3.67

### Performance of Class-IV Learners

	Language		Mathematics	
	Mean Percent	Standard deviation	Mean Percent	Standard deviation
Total	48.48	13.49	40.12	7.79
Boys	48.88	12.91	39.92	7.87
Girls	47.70	14.49	40.52	7.61
Rural	45.49	11.94	39.25	8.20
Urban	55.26	15.39	42.10	6.68
SC	42.60	12.23	44.58	8.39
ST	45.71	11.90	35.02	6.89
Others	53.06	14.40	42.97	7.91

#### Analysis

1. Poor performance in mathematics in comparison to language
2. None of the learners performance is more than 60% in both the subjects.
3. Gender differences in achievement of Class-I learners stands 8.01 for language and 6.05 for mathematics.
4. Gender difference in achievement of Class – IV learners stands 1.18 for language and 0.6 for mathematics.
5. Performance of urban learners is better than that of rural learners in both the subjects.
6. Performance of SC learners are better than that of ST learners.
7. In comparison to the performance of students of other category, the ST students showed a poor level performance.

**Distribution of students in different ability range.**

		Language		Mathematics	
		Number	Range	Number	Range
Class-I	80% & above	140	26.77	34	6.5
	60% to 79 %	73	13.96	133	25.43
	50% to 59%	75	14.34	102	19.50
	30% to 49%	147	28.11	172	32.89
	20% to less	80	16.32	82	15.68
Class-IV	80% & above	41	7.95	25	4.84
	60% to 79 %	99	19.19	64	12.4
	50% to 59%	85	16.47	52	10.08
	30% to 49%	212	41.09	217	42.05
	20% to less	79	15.31	158	30.62

**Analysis**

1. In Class-I language 26.77% of students performed at 80% or above level and in Mathematics 25.43% of students performance at 60% to 79%.
2. In Class-I and Class-IV normal performance of majority students at 30% to 49%
3. Overall performance of students in Mathematics is less than satisfactory.

**1.7 School facilities at Primary and Upper Primary stage :**

Primary stage: The facilities that are available in primary schools with respect to buildings and classrooms are detailed in the following table.

**Table No. 2.22****Block /UI B wise distribution of schools by No. of class rooms**

Sl. No	Name of the Block/UI B	Builing less	01 room	02 rooms	03 rooms	04 rooms	05 rooms	06 rooms	More than 6 rooms	Total
1	Bondhugam	4	6	69	6	4	3	-	1	93
2	Boipariguda	-	14	64	24	11	3	-	3	119
3	Boriguma	3	29	87	31	9	8	3	2	172
4	Dasantapur	9	28	91	19	3	2	-	-	152
5	Jeypore	-	15	75	16	11	3	3	4	127
6	Koraput	1	16	79	11	1	6	2	1	117
7	Kotpad	1	1	62	25	12	9	3	-	113
8	Kundra	-	6	58	16	6	9	1	-	96
9	Lamtapur	6	9	69	24	10	1	1	1	121
10	Laxmipur	-	28	43	17	3	3	1	1	96
11	Nandapur	8	51	71	11	3	2	2	2	150
12	Narayanpatna	8	19	50	4	3	3	1	1	89
13	Pottangi	9	31	69	13	2	3	2	1	131
14	Semiliguda	6	32	69	4	2	2	-	-	115
	Rural Total	55	185	956	221	80	57	19	17	1691
15	Jeypore (Municipality)	5	3	14	6	4	6	-	5	43
16	Koraput NAC	16	4	31	5	4	1	3	5	69
17	Kotpad NAC	1	-	3	1	2	4	-	3	14
18	Sunabeda NAC	6	-	3	-	-	-	-	6	49
	Urban Total	28	7	33	12	10	11	3	19	175
	District Total	83	292	1041	233	90	68	22	36	1866

Other common facilities available in primary schools of the district such as Book bank, Boundary wall, electricity, toilets, skates ball first aid, wall clock, furniture for students and teachers and drinking water facility are reflected in the following table no. 2.21.

After describing the present educational scenario of the district in detail, now the next chapter shall be followed with, the planning process to be adopted in the district for plan preparation. programme implementation and monitoring.

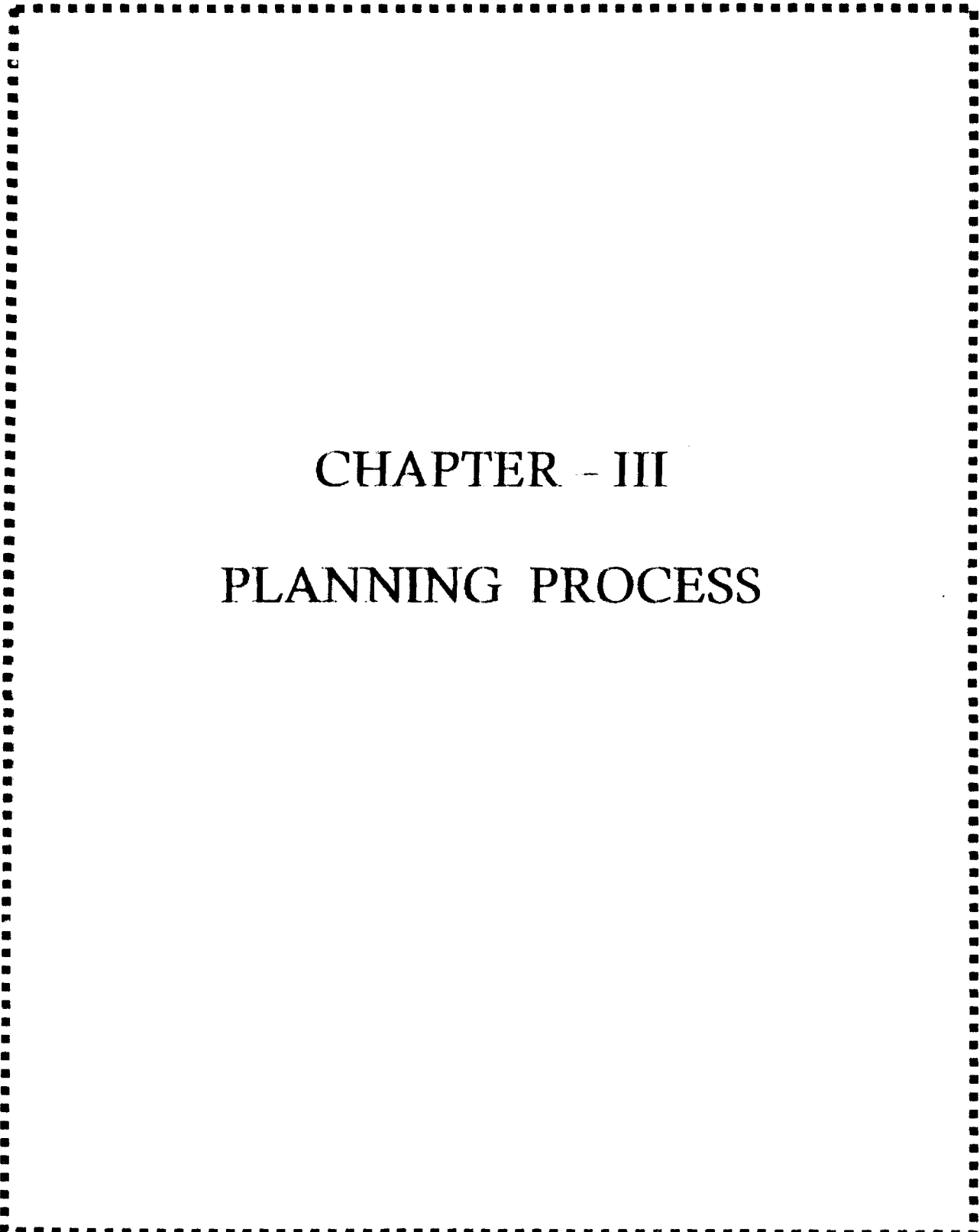
Table No.2.23

## INFORMATION OF TYPES OF FACILITY

Sl. No.	Name of the Block/ULB	Book Bank	Boundary Wall	Electricity	Girls Toilet	General Toilet	School Bell	First Aid	Wall Clock	Bench. & Desk			Chairs for Teacher			Tables for Teachers			Water facility
										For all	For same	Total	For all	For same	Total	For all	For same	Total	
1	Koraput	4	5	11	6	8	8	52	10	3	8	11	25	41	66	23	43	66	67
2	Semiliguda	3	4	4	2	2	3	53	8	2	5	7	15	10	25	10	8	18	44
3	Pottangi	3	6	5	2	2	3	122	14	0	5	5	20	56	76	18	51	69	45
4	Nandapur	5	3	5	1	1	6	122	4	0	9	9	83	39	122	71	43	114	58
5	Lamtaput	1	2	3	4	4	4	61	5	0	6	6	18	53	71	29	50	79	50
6	Dasamanthpur	3	2	4	1	2	3	115	10	0	1	1	9	72	81	8	71	79	27
7	Laxmipur	1	0	4	2	7	3	63	8	2	1	3	12	13	25	9	11	20	50
8	Narayanapatna	2	4	4	1	1	5	47	9	0	6	6	22	29	51	14	31	45	31
9	Bandhugaon	1	1	0	1	0	0	47	1	3	1	4	28	33	61	26	29	55	48
10	Jeypore	3	7	4	2	4	2	98	9	8	4	12	22	23	45	10	36	46	41
11	Boipariguda	3	7	6	1	3	3	111	6	5	4	9	14	17	31	11	16	27	37
12	Kundura	2	5	5	1	1	3	84	9	0	2	2	18	38	56	17	34	51	12
13	Borigumma	5	12	11	4	9	5	151	21	3	2	5	75	50	125	66	34	100	11
14	Kotpad	5	4	8	1	4	4	108	13	2	2	4	65	33	98	63	30	93	5
	<b>Rural Total</b>	<b>41</b>	<b>62</b>	<b>75</b>	<b>29</b>	<b>48</b>	<b>52</b>	<b>1234</b>	<b>127</b>	<b>28</b>	<b>56</b>	<b>84</b>	<b>426</b>	<b>507</b>	<b>933</b>	<b>375</b>	<b>487</b>	<b>862</b>	<b>526</b>
15	Koraput NAC	3	2	6	7	8	4	16	9	4	3	7	7	3	10	16	10	26	5
16	Sunabeda NAC	5	5	9	5	5	5	49	9	6	2	8	25	10	35	25	10	35	11
17	Kotpad NAC	1	2	2	1	2	0	5	5	2	1	3	3	4	7	5	2	7	3
18	Jeypore (M)	4	14	6	4	11	4	40	20	6	2	8	10	33	43	15	20	35	1
19	Damanjodi CT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Urban Total</b>	<b>13</b>	<b>23</b>	<b>23</b>	<b>17</b>	<b>26</b>	<b>13</b>	<b>110</b>	<b>43</b>	<b>18</b>	<b>8</b>	<b>26</b>	<b>45</b>	<b>50</b>	<b>95</b>	<b>61</b>	<b>42</b>	<b>103</b>	<b>20</b>
	<b>Grand Total</b>	<b>54</b>	<b>85</b>	<b>98</b>	<b>46</b>	<b>74</b>	<b>65</b>	<b>1344</b>	<b>170</b>	<b>46</b>	<b>64</b>	<b>110</b>	<b>471</b>	<b>557</b>	<b>1028</b>	<b>436</b>	<b>529</b>	<b>965</b>	<b>546</b>

Source: School Survey by EMIS





CHAPTER - III  
PLANNING PROCESS

## CHAPTER - III

### PLANNING PROCESS

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#### **3.1 INTRODUCTION:-**

Planning is a systematic and continuous process. It is not a panacea to cure all the ills in the system. It involves identification of needs and problems; set objectives and strategies and addresses them within the available resources, examining the alternative use of resources and choosing the best out of them. It also involves continuous consultations between various constituent units. Since the aim of “Sarva Shiksha Abhiyan (SSA)” is to provide useful and relevant Elementary Education for the children in the age group of 6-14 years by 2010 bridging social, regional and gender gaps with the active participation of the community in the process of planning and management of schools; the planning process of the District must envisage the bottom-up approach reflecting the reality of the grassroots level. Hence, in order to make the plan area specific, need based and realistic; due care and attention has been given taking the needs and aspirations of people at the grassroots level into account in a decentralized and participatory approach.

The District perspective Elementary Education plan (D E E P) has been prepared basing on opinions, suggestions, discussions and consultations with various functionaries working in the district both from Government Sector and from Non-Government Organisation involved in the field of education.

*The following steps have been followed for preparation of DEEP.*

### **3.2 FORMATION OF DISTRICT ADVISORY BOARD:**

In order to aid and advise, support and suggest the district core planning team, and advisory body at the district level was constituted under the Chairmanship of the Collector and District Magistrate as its administrative head. The other members of the district advisory board are as follows:

1. Inspector of Schools, Jeypore	Member
2. Inspector of Schools, Koraput	Member
3. Principal, DIET, Jeypore	Member
4. Chief District Medical Officer, Koraput	Member
5. District Social Welfare Officer, Koraput	Member
6. District Welfare Officer, Koraput	Member
7. Project Director, DRDA, Koraput	Member
8. Project Director, National Child Labour Project, Koraput	Member
9. District Development Officer, Koraput	Member
10. District Inspector of Schools, Jeypore	Member
11. District Inspector of Schools, Koraput	Member
12. Dist. Project Co-Ordinator, DPEP, Koraput	Member Convenor
13. Executive Engineer, RWSS, Koraput	Member
14. Director, COATS, Koraput	Member
15. ALOKA, Koraput	Member

This body will meet once in three months to provide 'Convergence' and help removing bottlenecks, if any, not only in collection of information but also at the time of implementation.

### **3.3 DISTRICT CORE PLANNING TEAM:-**

In order to develop the plans as per the procedure laid down in the SSA framework by adjusting the various proposals emanating from various levels; a core planning team at the district level was constituted with the following members

1. Sri Jugal Kishore Mishra, Teacher Educator, DIET, Jeypori
2. Sri Ramesh Chandra Mishra, S.I. of Schools, Boipariguda
3. Sri Trilochan Choudhury, S.I of Schools O/o the dist. Inspector of Schools, Koraput
4. Sri Siba Sankar Patnaik, Dist. Co-Ordinator, DPEP, Koraput
5. Sri Udaya Chandra Mishra, Dist. Co-Ordinator, DPEP, Koraput
6. Sri Sobha Sundar Panda, Dist. Co-Ordinator, DPEP, Koraput
7. Smt. Shanti Pradhan, Headmaster, UGME School, Pujariput
8. Smt. P.Padma, Sha:irperson, Panchayat Samiti, Bondhugam
9. Sri Chandra Sekhara Panda, Dist. Co-Ordinator (Planning) DPEP, Koraput.

This team will meet once in a month and function according to the advice of the District Advisory Board. The DPC,DPEP, Koraput shall be the executive head of this team. The team will formulated the plans gathering information collected by the Block / ULB level members, Educationist, VECs, Teachers and parents.

### **3.4 BLOCK / ULB PLANNING TEAM:-**

The Block / ULB level planning team was constituted with the representation of the following category of people.

1. Sub-Inspector of Schools.
2. Block Resources Co-ordinator.
3. Block Resource Person.
4. Headmaster of upper Primary School.
5. C.D.P.O

6. Welfare Extension Officer.
7. Social Education Organiser.
8. Local N.G.O.
9. P.R.I. Member.
10. Community leader.
11. Self Help Group.
12. Gram Panchayat Extension Officer.
13. One Active VEC President.
14. One Active PTA member
15. One Active MTA member.
16. One Active Teacher Representative.

The team will function under the direct supervision of the Block Development Officer / Executive Officer and will meet once in a month for undertaking Block / ULB level planning activities. The team shall gather information's from the Clusters / G.Ps for plan formulation.

### **3.5 CLUSTER / G.P / WARD LEVEL PLANNING TEAM:-**

There shall be a planning team at the cluster / G.P. level. The team shall be Constituted with the following representations:-

1. Headmasters of Primary / Upper Primary School.
2. P.R.I member.
3. One active Self Group member.
4. One V.E.C. President.
5. One local N.G.O. member.
6. L.V.L.W / V.L.W.
7. I.C.D.S. Supervisor.
8. Cluster Resource Co-ordinator.

The team shall meet once in a month and formulate planning for the cluster / G.P. / Wards. The C.R.C. Co-ordinator shall act as the team Co-ordinator.

### **3.6 VILLAGE LEVEL PLANNING TEAM:-**

The aim of constituting this team is to involve the parents and the community leaders in the education of the children. The team shall provide wider representation to grassroots level structures such as PRIs, VECs, PTA, MTA, Community Leaders, Teacher, Parents and workers of A.W. centers. Headmaster of the local primary / Upper primary institution shall be the member co-coordinator of this Team. They shall meet once in a month and share the norms for providing school facilities. The team shall further collect latest informations from the grassroot level and prepare village level plans. They also undertake activities like Micro Planning and School Mapping NINAD, Survey, and formulate village plans Accordingly.

### **3.7 CAPACITY BUILDING OF PLANNING TEAMS:-**

Imparting training to planning team is of paramount importance. Planning team should be acquainted with norms for providing school facilities. Prior to development of first draft plan, the planning team should be oriented about the aims and objectives of SSA. The team should also be acquainted with collection of information; norms and strategies of the programme for plan formulation. The second round of training should be imparted after preparation of first draft plan. This will provide an opportunity to the planning team to improve upon the plans by having discussions with district teams.

The district core planning team has already been oriented at State level by the State Resource Group. In turn they shall impart training to Block / ULB planning team. The Block / ULB team shall take the responsibility of imparting training to cluster / GP / Ward and village planning team.

Dedicated members from the District / Block / ULB / Cluster level planning team shall personally visit villages along with the village level planning team for on the spot

interaction with the community and the target groups to identify the needs issues at the grassroots level. Accordingly they shall formulate strategies to address the identified needs and issues and reflect them in the plans. Selected members from the planning team are also to be exposed to different workshops, orientations programmes and trainings conducted at State and national level.

A number of pre-project activities have been undertaken in the district to make real involvement of people and to generate a demand for quality elementary education in the locality.

**HOUSE TO HOUSE SURVEY:** - Before going for planning, it was felt necessary to collect information on school going children, out of school children, dropouts, unserved habitations, number of disabled children and other relevant data. For the purpose, a house to house survey of all habitations has been conducted in collaboration with Teachers, Anganbadi workers and local youth through a standardized format developed and supplied by OPEPA. The whole process was conducted in the district from 15.10.2001 to 19.10.2001 simultaneously in all blocks and ULBs covering all habitations. These collected data were compiled at village level, G.P. level, Block/ULB level and district level with the active participation of field functionaries in the department of education.

**SCHOOL SURVEY :-** The Technical Consultants and the Dist. Coordinators of the District Project Officer have taken up a massive school survey programme in two phases from 22-25 April, 2002 and 23-31 July, 2002 covering all primary and upper primary schools in the district to ascertain the update school conditions in respect of infrastructural facilities available.

**NINAD I & II :-** This is an unique village level awareness programme conducted in the district in two phases from 10.12.2000 to 16.12.2000 and 15.10.2001 to 19.10.2001. The focus of the programme was to sensitise people and enable them to involve themselves towards massive enrollment, checking dropouts, monitor the proper functioning of educational institutions and also create demand for elementary education. The entire District Administration was involved in these programmes chalking out an action plan for its successful implementation. Update data was

collected from each habitation on enrollment, dropouts, never enrolled and disabled children pertaining to age group 0-14 years and also literacy data for the age group 6-35 years.

The above three exercises have helped in building a strong database for planning.

#### **COMMUNITY MOBILISATION: -**

During the course of household survey, school survey and NINAD programme, awareness campaign have been conducted at District and Sub-District levels covering all habitations. Posters, pamphlets have been circulated to make people and teachers aware of the programme and suggestions, opinions were invited from general public. The message of SSA was displayed through flash cards. DEEP cells have been opened in all Block/ULB headquarters and at the district headquarters as well to make people query clear. Cultural Team for district as well as all Blocks/ULBs have been formed and entrusted with the task of wide publicity of SSA message through cultural programmes such as Dhensa Dance, Desia Dance, Street plays puppetry shows organized at village level, G.P./Ward level, Block level and district level as well as at weekly markets and public gathering places. Teachers have been mobilized in the process. Rallies of students at each and every school point across the district have also been organized. Conventions of PRI members and administrative officers were also organized both at District and Block/ULB level. Slots through tribal dialects(Desia) from All India Radio, Jeypore broadcasted regarding aims, objectives and norms of SSA. Further, in cultural programmes of the PARAB,2001 message of DEEP was made wide publication to mobilize public. Exhibition stall was installed with the aims, models of DEEP all along with video show and puppetry dance to mobilize the community which was appreciated by one and all.

#### **FOCUL GROUP DISCUSSION :-**

Focus group discussions and workshops under NINAD-II at different levels starting from village to District were also conducted randomly with the participation of VECs, Mahila Mandals, Self help groups, NGOs, PRIs, Tribals leaders, Anganbadi workers, Teachers During the course of discussion, area specific issues and problem were invited.



## **CONVERGENCE MEETINGS :**

Convergence meetings both at District level and Block/ULB level also conducted with members of Govt. agencies and non-Govt. sectors to share the different project activities for optimum utilization of available resources avoiding repetitions and wastage.

## **IN DEPTH STUDIES:**

Three studies on district specific problems have been undertaken at District level to probe into the extent and causes of Socio-economic barriers towards elementary education. The titles of the topics are: -

- i) Educational problem of Paraja tribe of Koraput District.
- ii) Constrints of girls enrolment in inaccessible areas of Koraput District.
- iii) Socio-economic barriers in elementary education

The finding of three micro-studies have thrown some light on causes of low rate of girls enrolment and socio-economic barriers that exist in the district, which have paved way for planning as the findings have got wide applicability.

## **BASE LINE ASSESSMENT STUDY: -**

A base line assessment study was undertaken in 50 primary schools from 6.9.2000 to 20.9.2000 which have been identifies in different Block / ULB areas of the district. This study was entrusted to SCERT, Orissa on behalf of the Govt. of India(M H R D) with a basic objective to measure the achievement level of students in Class-I and Class- IV in mathematics and language and to assess the influence of various school related, Teacher related etc. variables on the learners achievement. Findings of this study have immense help for planning to bring out improvement in the level of learnes achievement. It serves as critical indicator for providing quality education.

## **CONSULTATIONS:**

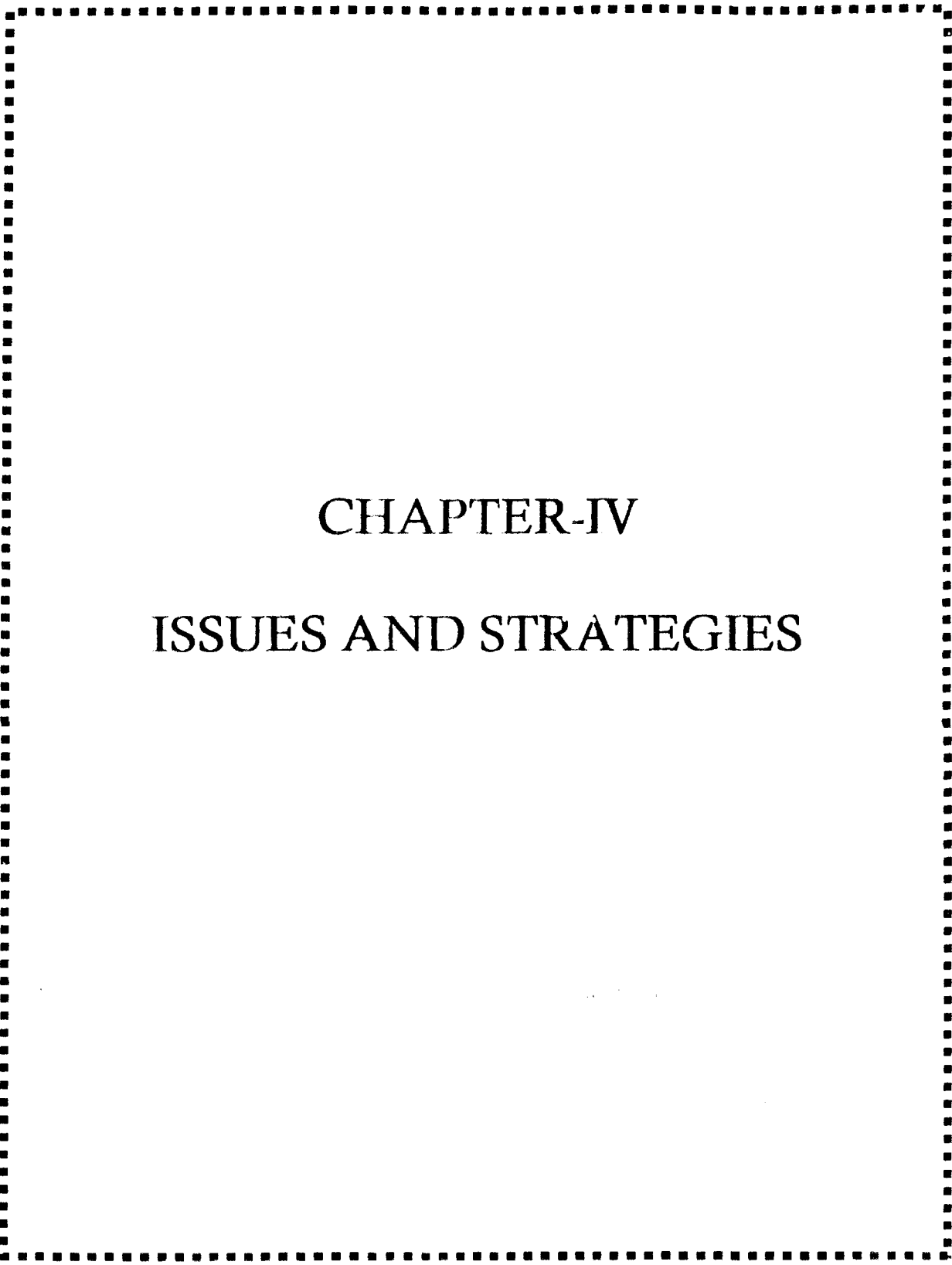
The district core planning Team has consulted various research articles and reports on tribal education, available in the district from the sources like:-

- A. Council of Analytical Tribal Studies, Koraput (COATS) deals with research on social living and culture of tribals.
- B. Reports and research findings available at P.G. Deptt. of education, DAV College, Koraput, College of Teacher Education, Koraput and DIET, Jeypore have been consulted along with several magazines, journals, periodicals published on educational scenario at Koraput.
- C. District specific Book like Koraput Gazetteer, District Statistical Hand Book - 1997, Action plan for Total Literacy campaign.
- D. Books like primary education in India by Sri Amarjeet Sinha, Census-2001(part-I), Director of census operation, Orissa.
- E. (i) Reading materials like "Educational Attainment" taken from the National Family Health Survey report published in October, 2000;
- (ii) Sarva Shiksha Abhiyan -- a frame work for implementation', M H R D, Govt. of India, department of Elementary Education and Literacy.
- (iii) 'Plan Formulation' by Shri N. V. Varghasa, DPEP, NIEPA, New Delhi, 1997
- (iv) 'Commumty mobilization and participation' note to fourteenth Joint Review Mission, 2001 Govt. of India

The above exercise and articles have given immense scope to understand the problems, need and aspirations of people as emerged through various consultations, conventions, group discussions and interactions with community members.

### PLANNING STRUCTURE IN THE DISTRICT

<b>Level</b>		<b>Head of Agency</b>	<b>Implementing Agency</b>
District	Dist. Advisory Body (Core Planning Team)	Collector and Dist. Magistrate	Dist. Project Office
Block / ULB	Block / ULB planning Team	Block Development Officer / Executive Officer	Dist. Project Office Center
G.P / Cluster/Ward	Cluster Planning Team	Cluster Resource Person	Cluster Resource Centre
Village/Poda/Sahi	Village Planning Team	President, VEC	V.E.C.



**CHAPTER-IV**

**ISSUES AND STRATEGIES**

## CHAPTER – IV

### **Issues, Strategies and Activities:**

#### **4.1 Introduction-**

During post independent period a lot of attempt, operations, divergent approaches have been made to achieve the goal of Universal Elementary Education (UEE). But the dream has not yet been realized. The outcome of group discussions, conventions, convergence meetings, workshops and in depth studies conducted at various levels as mentioned in previous chapter throw some light on some of the major issues that still exist in the district despite various approaches to bring the benefits of education to the children in the age group of 6-14 years. These identified issues can broadly be classified in major heads as detailed below:

Access, Enrolment, Retention, Quality Education.

#### **4.2 Access:**

SSA envisages that children of every habitation in the age group of 6 – 14 years should have access for primary schooling within one K.M. distance.

## Issues –

- (i) In the district 1525 habitations do not have access to primary schooling. Out of these habitations 1501 habitations are located in rural areas and 24 habitations are located urban periphery. These habitations include 537 revenue villages. Population distribution of these habitations are as follows:

a)	300 and more	= 71
b)	200 to 300	= 155
c)	below 200	=1299
	Total	=1525

- (ii) Physical barriers like hills, forests, seasonal streams between school and habitation.

In order to address these above major issues the following strategies are suggested.

## Strategies:

- (i) 71 two teachers' new primary schools are to be opened in habitations having population 300 and more covering 106 unserved habitations. These schools are reflected in DPEP.

- (ii) 155 single teachers' new primary schools are to be opened in habitations having populations ranging between 200 to 300 covering 210 unserved habitations. These schools come under DPEP. Due to ceiling on civil work as well as project cost single teacher schools with single room is proposed under DPEP. 155 additional teacher alongwith 155 additional classrooms are to be covered under SSA in order to bridge the gap.
- (iii) 741 EGS primary centres covering 945 unserved habitations are to be opened under SSA in the habitations having population less than 200 with child population 20 or more.
- (iv) It is proposed to open 132 cluster EGS centres covering 264 unserved smaller settlements (habitation) with child population less than 20 under SSA.

The above distribution for covering 1525 unserved habitations is based on the month long on the spot verification during September, 2002. Block-wise distributions of the above schools are reflected in the following table.

Sl. No	Name of the Block/ ULB	Total Nos.	Unservd habitations			
			2 Teachers NPS	Single Teachers NPS	EGS Primary Centre	Cluster EGS Centre
1	Bondhugam	78	01	11	25	08
2	Boipariguda	281	20	03	130	37
3	Borigumma	44	15	16	13	-
4	Dasmanthpur	116	-	16	64	06
5	Jeypore	120	08	09	60	-
6	Koraput	39	04	10	25	-
7	Kotpad	20	02	18	-	-
8	Kundra	51	01	11	39	-
9	Lamtaput	61	-	06	55	-
10	Laxmipur	40	03	05	32	-
11	Nandapur	233	07	22	108	31
12	Narayanapatna	100	03	03	40	15
13	Pottangi	266	-	11	95	35



14	Semiliguda	52	02	04	46	-
	<b>Rural Total</b>	<b>1501</b>	<b>66</b>	<b>145</b>	<b>732</b>	<b>132</b>
15	Jeypore Municipality	06	-	02	04	-
16	Koraput NAC	-	-	-	-	-
17	Kotpad NAC	05	01	03	01	-
18	Sunabeda NAC	13	04	05	04	-
	Urban Total	24	05	10	09	-
	<b>Grand Total</b>	<b>1525</b>	<b>71</b>	<b>155</b>	<b>741</b>	<b>132</b>

#### **Requirement of Teachers and EVs:**

- (i) 142 teachers are required for 71 two teachers new primary schools under DPEP.
- (ii) 155 teachers are required for 155 new primary schools under DPEP and 155 teachers are required for 155 new primary schools under SSA.
- (iii) 741 Education Volunteers are required for 741 EGS Centres under SSA.
- (iv) 132 Education Volunteers are required for 132 Cluster Schools under SSA.

### **Buildings:**

- (i) 71 two-roomed school buildings for 71 two teachers new primary schools to be constructed under DPEP.
- (ii) 155 single rooms to be constructed for 155 primary schools under DPEP and 155 single room to be constructed for 155 primary schools under SSA.
- (iii) Community should provide accommodation for 741 EGS Centres and 132 Cluster EGS Centres.

Where there is Government land construction work will be taken up in due consultation with the concerned authority and in case of non-availability of Government land community should provide accommodation for running of the school/Centre.

### **Upgradation of Existing Primary Schools to Upper Primary School:**

During the preparatory planning exercise, it was observed that children were discontinued their studies, especially tribal girl children after completion of Class-V for non-availability of Upper Primary schooling facility with in a walkable distance i.e. 3 Kms.

As per SSA norms, one upper primary school should be there for every two primary schools. In the district 1645 primary schools are there. Under DPEP another 226 new primary schools are going to be opened and thus the total comes to 1871 for which 935 upper primary schools are needed (at the rate of 1:2). But the district felt it necessary to open upper primary schools at the norms 1:3 which will totally to  $1871/3=624$ . At present, the district has 221

upper primary schools and 51 High Schools having upper primary section talling to 272. Therefore, the district further needs (624 - 272) 352 upper primary schools.

It is decided to open 62 upper primary schools in the district by way of upgrading the existing primary schools in those Gram Panchayat which do not have upper primary schooling facilities shall be provided by way of opening EGS upper primary centres which are to be converted to regular upper primary schools after 2 years in a phased manner.

Block/ULB wise distribution of upper primary schooling facilities is reflected hereunder.

**Block-wise Upper Primary Schooling Facility**

<b>Sl. No.</b>	<b>Name of the Block/ULB</b>	<b>Upgraded or primary to UPS</b>	<b>EGS/UPS Schools</b>
1	Rondhugam	03	13
2	Boipariguda	05	25
3	Borigumma	07	32
4	Dasmanthpur	05	25
5	Jeypore	03	25
6	Koraput	05	07

7	Kotpad	02	12
8	Kundra	05	14
9	Lamtaput	05	19
10	Laxmipur	-	12
11	Nandapur	12	25
12	Narayanapatna	01	14
13	Pottangi	05	29
14	Semiliguda	04	24
	<b>Rural Total</b>	<b>62</b>	<b>276</b>
15	Jeypore Municipality	-	03
16	Koraput NAC	-	03
17	Kotpad NAC	-	02
18	Sunabeda NAC	-	06
	<b>Urban Total</b>	-	<b>14</b>
	<b>Grand Total</b>	<b>62</b>	<b>290</b>

**Teachers:**

1. Upgraded 62 upper primary schools are to be provided with 186 teachers out of which 62 are trained graduates and rest 124 are trained matriculates, at the rate of 3 teachers per school for languages, mathematics and Science and EVS.
2. 290 EGS upper primary schools are to be provided with 580 Education Volunteers to be engaged by the community under Education Gurantee Scheme.

**Building:**

1. 62 upgraded UPS are to be provided with 124 rooms alongwith a Headmaster rooms in the initial stage.
2. Community shall provide accommodation for 290 EGS Upper Primary Schools.
3. Government site shall be used for construction of school buildings.
4. In case of non-availabiity of Government land, the community will donate land for construction of school buildings and other infrastructural setups.

### **4.3 Enrolment:**

One of the main objectives of SSA is that each and every child in the age group of 6 – 14 years be in schools, Alternative schools, EGS centres or back to school camps by 2003.

#### **Issues:**

62621 children in the age group of 6-14 years are at present out of school. Out of these children 18615 children are dropouts and 44006 are never enrolled children. These children include 11616 working children, 365 blind children, 895 deaf and dumb children and 10991 adolescent girl children.

As the problem found by the above children are quite different from one group to the other, they need divergent approaches.

### **Strategies:**

#### **1. Education of working children**

It is proposed to establish 232 AIE centres in the district to cater the needs of working children. These centres shall continue for 2 years at par with existing National Child Labour Project Schools. Five semester examinations shall be conducted for them and at the end they shall be mainstreamed to normal schools. The Project Director, NCLP shall take responsibility of smooth

functioning of these centres in addition to relocating existing no such centres and funds shall be placed with NCLP under SSA as per AIE norms for 2 years.

Block/ULB wise number of centres and working children are reflected in the following table:

**Special Centres for working children**

Sl. No.	Name of the Block/ULB	No. of working children	No. of Centres	No. of EVs required
1	Bondhugam	417	08	08
2	Boipariguda	556	11	11
3	Borigumma	861	17	17
4	Dasmanthpur	1137	23	23
5	Jeypore	1148	23	23
6	Koraput	1501	30	30
7	Kotpad	868	17	17
8	Kundra	485	10	10
9	Lamtaput	373	07	07
10	Laxmipur	943	19	19
11	Nandapur	1495	30	30

12	Narayanapatna	405	08	08
13	Pottangi	348	07	07
14	Semiliguda	492	10	10
	<b>Rural Total</b>	<b>11029</b>	<b>220</b>	<b>220</b>
15	Jeypore Municipality	310	06	06
16	Koraput NAC	141	03	03
17	Kotpad NAC	49	01	01
18	Sunabeda NAC	87	02	02
	<b>Urban Total</b>	<b>587</b>	<b>12</b>	<b>12</b>
	<b>Grand Total</b>	<b>11616</b>	<b>232</b>	<b>232</b>

## 2. Residential camps for adolescent girls:

21312 adolescent girls children in the age group of 11-14 years are at present out of schooling system out of which 4817 such children left their habitations for other places on marriage. Rest 10971 adolescent girls need special attention for their education. So, the district has decided to open 220 residential camps for 2 years with lady education volunteers in order to bring these children back to school. These centres shall run at par with AIE scheme.



Distributions of these children alongwith number of centres are reflected in the following table. The community shall provide accommodation for these centres.

<b>Sl. No.</b>	<b>Name of the Block/ULB</b>	<b>No. of adolescent girls</b>	<b>No. of residential AIE Centres</b>	<b>No. of lady EVs required</b>
1	Bondhugam	695	14	14
2	Boipariguda	874	17	17
3	Borigumma	563	11	11
4	Dasmanthpur	800	16	16
5	Jeypore	709	14	14
6	Koraput	302	06	06
7	Kotpad	747	15	15
8	Kundra	875	18	18
9	Lamtaput	896	18	18
10	Laxmipur	406	08	08

11	Nandapur	231	05	05
12	Narayanapatna	103	02	02
13	Pottangi	898	18	18
14	Semiliguda	309	06	06
	<b>Rural Total</b>	<b>8408</b>	<b>168</b>	<b>168</b>
15	Jeypore Municipality	275	06	06
16	Koraput NAC	917	18	18
17	Kotpad NAC	82	02	02
18	Sunabeda NAC	1309	26	26
	<b>Urban Total</b>	<b>2583</b>	<b>52</b>	<b>52</b>
	<b>Grand Total</b>	<b>10991</b>	<b>220</b>	<b>220</b>

### 3. Education of children with special needs:

3619 children with special needs within age group of 6 – 14 years are identified in the district during recent survey conducted by District Social Welfare Department during August 2002. Out of these children 365 are totally blind and

895 are deaf and dumb. The rest 2359 are in the category of mild and moderate.

In order to address the educational problems of 365 total blind and 940 deaf and dumb children, the district has decided to open 10 and 15 special centres respectively in the district at par with AIE scheme. These centres are to be handed over to NGO sector working in their field and funds shall be placed to them under SSA. Distributions of centres are reflected in the following table.

#### A. Education of Totally Blind Children

Sl. No	Name of the Block/ULB	No. of Children	Total Children	Location of the Centre	No. of Centre	No. of Instructor	No. of Helpers
1	Bondhugam	14					
2	Narayanapatna	10	39	Narayanapatna	01	01	01
3	Laxmipur	15					
4	Boipariguda	35	35	Boipariguda	01	01	01
5	Dasmanthpur	42	42	Dasmanthpur	01	01	01
6	Jeypore	26	35	Jeypore	01	01	01

7	Jeypore Mplty.	09					
8	Koraput	24	34	Koraput	01	01	01
9	Koraput NAC	10					
10	Kotpad	20	24	Kotpad	01	01	01
11	Kotpad NAC	04					
12	Lamtaput	38	50	Lamtaput	01	01	01
13	Nandapur	12					
14	Borigumma	28	28	Borigumma	01	01	01
15	Kundra	29	29	Kundra	01	01	01
16	Pottangi	16					
17	Semiliguda	25	49	Semiliguda	01	01	01
18	Sunabeda	08					
	<b>Grand Total</b>	<b>365</b>	<b>365</b>		<b>10</b>	<b>10</b>	<b>10</b>

## B. Education of Deaf & Dumb Children:

Sl. No.	Name of the Block/ULB	No. of Children	No. of Centres	No. of Instructors	No. of Helpers
1	Bondhugam	45	01	01	01
2	Boipariguda	58	01	02	01
3	Borigumma	75	01	02	01
4	Dasmanthpur	50	01	01	01
5	Jeypore	65	01	02	01
6	Jeypore Mplty.	21			
7	Koraput	47	01	02	01
8	Koraput NAC	13			
9	Kotpad	47	01	02	01
10	Kotpad NAC	13			

11	Kundra	81	01	02	01
12	Lamtaput	70	01	02	01
13	Laxmipur	53	01	02	01
14	Nandapur	46	01	01	01
15	Narayanapatna	33	01	01	01
16	Pottangi	48	01	01	01
17	Semiliguda	62	01	02	01
18	Sunabeda NAC	37	01	01	01
	<b>Grand Total</b>	<b>895</b>	<b>15</b>	<b>24</b>	<b>15</b>

#### 4. Education of other category of out of school children.

Total out of school children 62621

Educational provisions made for children 23867

Balance out of school children 38754

These 38,754 out of school children are to be enrolled in newly created primary schools, upgraded upper primary schools, primary and upper primary EGS Centres alongwith existing schools. Community awareness campaign of village level shall be taken up every year through NINAD programme and 5 lots in tribal language shall be broadcasted through local AIR for enrolment of children and their retention.

#### **4.4 Retention:**

SSA laid stress on completion of primary schooling by 2007 and elementary schooling by 2010. Further it envisages universal retention by 2010 bringing all gender and social category gaps of primary and elementary stages.

##### **Issues:**

1. Absence of community awareness.
2. Poor economic condition of parents.
3. Lack of proper infrastructure facility in schools.
4. Absence of pre-schooling habit.
5. School curriculum is not interesting and does not cater to the needs and life style of tribals.

6. Teaching learning process is not attractive.
7. VEC is not active.
8. Girls children are engaged in house hold works and sibling care.
9. Language gaps exist between teacher and taught.
10. Absence of co-curricular activities.
11. School timings and holidays do not suit to local conditions.
12. Bad health condition of students.

**Strategies:**

1. Community awareness camps shall be organized at village/habitation, cluster and block level on regular basis.
2. All SC, ST and girl students are to be provided with free textbooks and reading writing materials.
3. Buildings are to be constructed for buildingless schools, repairs are to be undertaken for unsuited school buildings, toilets especially for girls children, safe drinking water facility and child friendly elements are to be provided for schools.
4. In order to develop pre-schooling habits among children, existing Anganwadi centres are to be strengthened.



5. Are specific and need based curriculum should be developed which will suit the life style of tribals.
6. Teaching learning process shall be received on activity based, child centres, joyful learning and teachers are to be oriented on new pedagogy accordingly.
7. Village Education Committee, PTA & MTA are to be strengthened and oriented on regular basis.
8. Provision of school mother shall be introduced in order to help the girl child from sibling care.
9. Special training of teachers on local language shall be taken up.
10. Development and preparation of bi-lingual primers for lower classes.
11. Sishumelas, sports, science exhibitions, games are to be organized at cluster, block and district level on regular basis. At school level, two functions in a year i.e. school welcoming day and pass out day shall be organized.
12. School timings and holiday list shall be prepared according to local need.
13. Regular medical checkups shall be taken up in schools.
14. Child friendly elements in schools shall be provided.

## **4.5 Special Coaching for Repeaters:**

29450 repeaters are identified out of which 21932 are reading in primary schools and 7518 are reading in upper primary schools. These children need special coaching for a period of six months otherwise there is every possibility of their dropping out of schooling system. These coaching centres shall be located in existing primary schools and upper primary schools run by Government organizations and either the teacher of the concerned schools or an educated youth of the locality shall be entrusted with the task with a nominal remuneration of Rs.200/- P.M. for 6 months in 1866 schools (1645 primary and 221 UPS). This will help checking further dropouts.

## **4.6 Quality Education:**

SSA focus on elementary education of satisfactory quality with emphasis on education for life. Improvement of quality both in terms of classroom process and pupil achievement is an important objective of the programme to be achieved.

The Planning Team Members interacted at various levels with parents and community members on the aspects of quality education and pupil achievement during planning process. According to them the quality in terms of pupil output for various grades is as follows.

- Grade-I** They expect their children to learn whole of the alphabets, numbers, simple addition and subtraction and memorize short rhymes with discipline decorum and cleanliness.
- Grade-II** To learn comparisons, small valuations, extensive numbers of songs, consolidation in numbers with additions, subtractions and read small sentences.
- Grade-III** Reading of letters, pamphlets, stories, development of good habits, social behaviors.
- Grade IV & V** Illiterate family depend upon their children for simple calculations, reading letters, collecting information for them. Parents expect children to tell them regarding school, teachers and day to day activities happening around them.
- Higher Grades** Transition of their children from primary to upper primary level will be a promotional activity for parents. They feel proud of it and started looking into the educational need of their children.

These perceptions will be taken up for consideration by developing proper strategies for the improvement of quality.

## Strategies:

1. Revision of curriculum and textbooks.
2. Teachers Training
3. Development of teaching learning materials and other pupil interactive materials.
4. Pupil-assessment procedures reflecting pedagogical renewal.
5. On job support to the teachers through BRC and CRC and DIET.
6. Evolving pedagogy as child centres and activity based with pupil participation.
7. Constitutions of academic groups such as DRG, BRG, CRG for pedagogical planning and field interaction.
8. Professional exchange among teachers through conduct of clusters level meetings of teachers.
9. Teachers forum and not working for motivation and commitment.
10. Capacity building of DIETs, BRCs and CRCs for providing academic support to schools and teachers.
11. Language, science and mathematics improvements programme diagnoses and follow up.

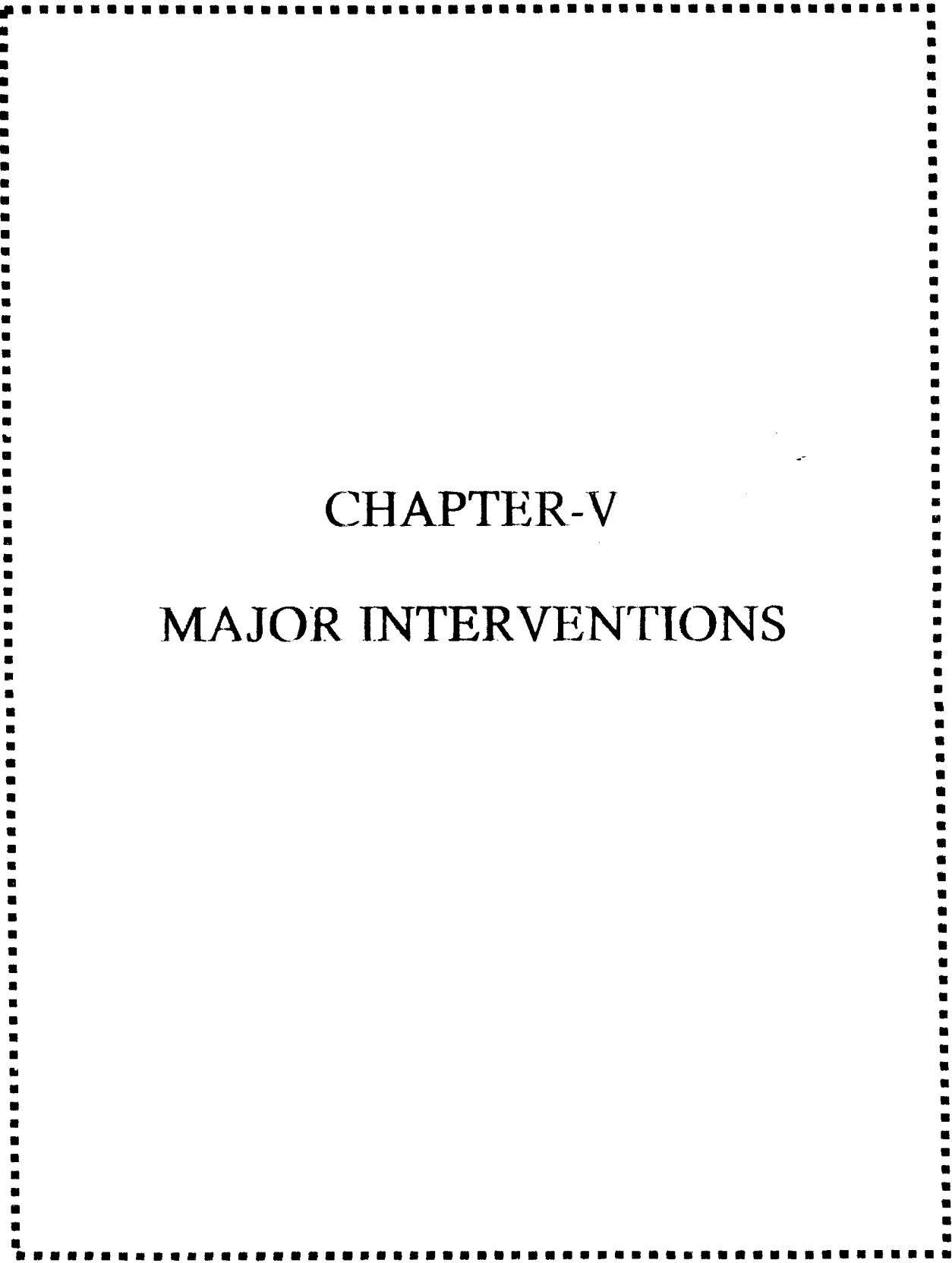
12. Programme for sensitizing the community on educational issues.

For monitoring, supervision and academic support Block/ULB wise distribution of BRC, CRC, BRPs and CRPs are reflected in the following table. The district needs 280 additional teacher posts in order to adjust BRPs and CRPs.

**Block/ULB wise distribution of BRC, CRC, BRPS AND CRPS**

Sl. No	Name of the Block/ULB	No. of BRCs	No. of CRCs	Total	No. of BRPs	No. of CRPs	Total
1	Bondhugam	01	16	17	03	17	20
2	Boipariguda	01	16	17	03	17	20
3	Borigumma	01	16	17	03	17	20
4	Dasmanthpur	01	16	17	03	17	20
5	Jeypore	01	13	14	03	14	17
6	Koraput	01	12	13	03	13	16
7	Kotpad	01	15	16	03	16	19
8	Kundra	01	16	17	03	17	20

9	Lamtaput	01	16	17	03	17	20
10	Laxmipur	01	16	17	03	17	20
11	Nandapur	01	16	17	03	17	20
12	Narayanapatna	01	16	17	03	17	20
13	Pottangi	01	16	17	03	17	20
14	Semiliguda	01	13	14	03	14	17
	<b>Rural Total</b>	<b>14</b>	<b>213</b>	<b>227</b>	<b>42</b>	<b>227</b>	<b>269</b>
15	Jeypore Municipality		03	03		03	03
16	Koraput NAC		04	04		04	04
17	Kotpad NAC		01	01		01	01
18	Sunabeda NAC		03	03		03	03
	<b>Urban Total</b>		<b>11</b>	<b>11</b>		<b>11</b>	<b>11</b>
	<b>Grand Total</b>	<b>14</b>	<b>224</b>	<b>238</b>	<b>42</b>	<b>238</b>	<b>280</b>



CHAPTER-V

MAJOR INTERVENTIONS

## CHAPTER-V

### INTERVENTION-WISE PLANNING FOR MAJOR COMPONENTS

5.1 Situational analysis in the previous chapter indicates that the state of elementary education in the district is very poor. To ensure Universal Elementary Education for all its to get population (6-14 years of age group) which is a mandatory constitutional provision, different interventions pertaining to Access, Enrolment and Retention, Pedagogical Improvement, capacity building and quality improvement need to be planned in the planks of decentralisation and contextuality.

#### 5.2 Major objectives of the district

1. To ensure 100% enrolment among all children in the age group of 6-14 years by 2002-2003.
2. To reduce the existing dropout rate to 10% by the end of the project period.
3. To raise the learning achievement in basic school subjects such as language, mathematics and EVS by at least 40% over the existing overage achievement.
4. To provide schooling facility or its alternative to all children with a walkable distance.
5. To raise the pedagogical and supervising capacity of the personals involved in the development of Elementary Education i.e. Teachers, Headmasters, S.I. of Schools, VEC members, Faculty members of DIET through continuous
6. To improvise and develop learning materials e.g. Textbooks, work books etc. befitting to the language reach, resources and above all the culture of tribal learners.
7. To form and strengthen village/habitation level structures such as VECs/PTAS/MTAs so as to ascertain community demand and community ownership in Elementary Education sector



8. To allow the attention of various officials, departments belonging to both Governmental and non-Governmental agencies towards the elementary education of this area through continuous convergence.
9. To promote preparation and execution of village/Gram panchayat/Block level Educational Development Plan through participatory planning process.
10. Continuous efforts to undertake reform in Educational Administration to make it responsive to public demand.

Basing on the set objectives intervention wise activity plan is prepared below with its targets to achieve the desired goal

### 5.3 QUALITY IMPROVEMENT.

SSA categorically highlights the need to provide education of a satisfactory quality in achieving the goal of education for all. Therefore, it is imperative that efforts towards achievement of quality need to go hand in hand with efforts directed towards increasing access, enrolment and retention.

The programme for pedagogical improvement in planned giving emphasis certain major components that contribute significantly towards quality improvement within schools and class norms. They are ;

- i) Curriculum
- ii) Teaching-learning materials
- iii) Teacher training
- iv) Teaching-learning process and
- v) Monitoring of quality aspects.

#### i. Curriculum :-

Presently elementary curricular become textbook and teacher centred. Children are over burdened with more textual materials with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorisation of concepts on the part of children without understanding is evident in almost all the schools. This snubs the creativity and thinking potential of children

Therefore, time has come to review, reform and renewal of curriculum within the broad framework of the national policy on education, 1986 to suit the learning needs of the children.

Under DPEP, curriculum revision has already been taken place. Grade I, II and III have been provided with activity-based textbooks and field testing is on its way. For grade IV & V revision of curriculum was finished and new script was prepared for implementation.

Steps shall be taken for review, reform and renewal of Upper Primary curriculum for classes VI to VII in the coming years. The following activities are proposed under SSA for making the Upper Primary curriculum decentralised and relevant to the local specific context withm which each child lives. Review, Reform and Renewal of curriculum for Upper Primary classes shall be at par with the National Curriculum framework for school education, 2000 developed by NCERT.

Proposed Activities :

1. Identification of experts/groups at district level for review of Upper Primary curriculum.
2. Capacity building of these groups regarding review process already planned by the State.
3. Conducting workshops on review, reform and renewal of curriculum to make it more local context specific keeping in view the “New Pedagogic Vision”.
4. Preparation of script and its field texting.
5. Publication of revised Textbooks and its distribution.

ii. Teaching Learning Materials :-

For classroom transaction, Teaching Learning Materials play a vital role besides textbooks. These includes workbooks, teachers guides, teaching aids, learning aids, educational kits, supplementary reading writing materials, usable blackboards etc. Under SSA there is a provision for an annual grant of Rs.500/- to every teacher for the purpose of Teaching Learning Materials. DPEP covers preparation of Teaching Learning Materials for primary schooling. Under SSA the following activities shall be undertaken for preparation and proper usage of Teaching Learning Materials at Upper Primary stage.

**Proposed activities :**

1. Identification of experts for preparation and usage of TLM
2. Orientation for experts
3. Conducting workshops/Trainings for teachers on lowest TLM preparation and proper usage.
4. Supply of TLM to children of special focus groups, girls and children with special needs.

iii. Teacher Training :-

Improvement of quality within classroom entirely depends on the teacher who plays a vital role in the teaching learning process. For effective and quality transaction, teachers competency is highly essential. Competency depends upon knowledge, skill and adopted pedagogical practices in class-room setting. In addition to this, pedagogy of affection and tolerance, motivation, interest, commitment and ability to interact with community are also necessary for a teacher. Therefore, to increase the competency of a teacher, pre-service and inservice training programmes are necessary to face the new challenges in the classroom.

Training programmes for primary school teachers have already been covered under DPEP. Under SSA, training programmes shall be convened for Upper Primary teachers.

Activities proposed :

1. Visioning test for identification of DRG and organisation of their training at district level by the SRG
2. Identification of Block Resource Group and their training at block level by DRG.
3. Training of teachers at cluster level by the BRG

- i) 20 days inservice refresher course training for all teachers each year in 3 phases (7+7+6 days each).
- ii) 60 days refresher course training for untrained teachers in 4 phases (15 days each)
- iii) 30 days induction training to newly recruited teachers in 2 phases (15 days each)
- iv) 7 days training of teachers in contact area in one phase (Maths, Science, EGS and language for Upper Primary School Teachers only)
- v) Workshop for preparation of training module shall be taken up by the State Project Office

Type of training, duration and frequency with no. of participants is reflected in the following table.

Sl. No	Type of training	Duration	Frequency	No. of participants
1	Refresher course training to teachers	7 days	3	4366
2	Induction training to newly recruited teachers	15 days	2	793
3	Refresher course training to untrained teachers	15 days	4	796
4	Training to Upper Primary Teachers in content area	7 days	Once	424

Block/ULB wise trainees to be covered under teacher trainings is reflected in the following table.

**BLOCK/ULB WISE DISTRIBUTION OF EXISTING AND NEW TEACHERS**  
**PRIMARY TEACHERS UPPER PRIMARY TEACHERS TOTAL TEACHERS (PRIMARY U.P.)**

Sl. No.	Name of the Block/ULB	Primary teachers		Upper Primary teachers		Total teachers (primary + upper primary)		
		Existing	New	Existing	New	Existing	New	Total
1	BONDHUGAM	182	24	26	22	208	46	254
2	BOIPARIGUDA	216	46	26	26	242	72	314
3	BORIGUMA	362	62	48	43	410	105	515
4	DASMANTPUR	244	32	30	30	274	62	336
5	JEYPORE	294	34	42	28	336	62	398
6	KORAPUT	280	28	20	24	300	52	352
7	KOTPAD	214	40	36	22	250	62	312
8	KUNDRA	186	24	20	25	206	49	255
9	LAMTAPUT	241	12	15	23	257	35	292
10	NANDAPUR	206	16	28	14	234	30	264
11	NANDAPUR	287	58	16	44	303	102	405
12	NARAYANAPATNA	113	12	20	13	133	25	158
13	POTTABGU	276	22	24	27	300	49	349
14	SENUKUGUDA	233	12	16	20	249	32	281
	TOTAL RURAL	3348	422	354	341	3702	763	4465
15	JEYPORE(M)	164	04	20	-	184	04	188
16	KORAPUT NAC	209		25	-	234	-	234
17	KOTPAD NAC	53	08	058	-	58	08	66
18	SUNABEDA NAC	168	18	20	-	188	18	206
	TOTAL URBAN	594	30	70	-	664	30	694
	GRAND TOTAL	3942	452	424	341	4366	793	5159

iv. Teaching-Learning process :

It is obvious that the more effective the classroom process the better the learning outcomes. Therefore, the following activities are to be looked into to strengthen the classroom teaching-learning process.

1. Rationalisation of teacher as per TPR (1:40)
2. Classroom organisation and management
3. Childrens participation in classroom activities.
4. Provision of facilities for effective teaching-learning process within classrooms.
5. Improving teaching strategies by orienting teachers on the new teaching-learning processes.
6. Formation of quality circle of teachers at Block level and organisation of workshops on innovative teaching and action research.
7. Strengthening of support institution like DIET, BRC, CRC at district and sub-district level for conducting training programmes, monitoring and providing onsite spot school based support to teachers in implementing the new teaching-learning processes.

v. Monitoring of quality aspects :

Monitoring of quality aspects is an integral part of planning in terms of inputs, ongoing process and outputs. This would help in making mid-term corrections and modifications to further boost quality improvement interventions. Therefore, it is highly essential to look after school to school and centre to centre monitoring system in the district. The following activities are proposed for monitoring of quality aspects.

1. Preparation of context specific, quality indicators and appropriate usable tools to facilitate the monitoring process.
2. Formation of PTA and MTA in schools.
3. Formation of Village Education Committee for each school.
4. Orientation of members of PTA, MTA and VEC on institutional supervision and monitoring.
5. Establishment of Cluster Resource Centres, Block Resource Centres to aid and assist teachers, institutions and the community in respect of academic and monitoring process.
6. Strengthening DIET and providing mobility support for academic purposes.
7. Orientation of DIET faculty members, Dist. Resource Group, Block Resource Group and Cluster Resource Group, sub-Inspector of Schools, Headmasters and Resource Centre Coordinators on monitoring and supervision.

Activities proposed with objectives and strategies to be followed on quality improvement are reflected hereunder.

**INTERVENTION : PEDAGOGICAL IMPROVEMENT**

Sl. No.	Activity	Objective	Strategy
1	Orientation of Teachers on DEEP	To acquaint them with DPEP goals	All primary school teacher of the district re to be oriented in 2 days duration at CRC level consisting of 40 teachers in 1 batch
2	Orientation Trainees on DEEP	To impart training to teachers on DEEP at block level	To be oriented by SPO in three phases : Each for 1 day duration. S.I. of Schools/HMME Schools shall act as RP (210 members)
3	Intensive Training programme for AS Instructor on Pedagogy	To acquaint with teaching skills	To be trained at the district level in 3 phases : each for 3 days duration 38 in each batch (7 batch in a year)
4	Training of teachers on activities based child centred pedagogy	To refresh teachers on teaching skills, acquaint them techniques of joyful training	To be trained at the BRC level in five phases : each for 3 days duration covering 882 teacher in each year in 22 training programme.
5	Training of untrained teachers on Pedagogy	To acquaint untrained teachers with teaching skills	To be organised at the district level/BRCC level during all vacations, namely summer and puja (5-6 weeks) comprising 40 teachers in 7 days duration in each year.



6	Training of teachers on basic school subjects : languages, maths and EVS.	To enhance teachers competency in content areas	All teachers of the district to be trained for duration of 7 days in each subject at the block level followed by refresher training courses.
7	Training and workshop of teachers on the development of teaching learning materials	To enable the teachers to identify problem in class room process	The teachers are to be oriented by the Master trainers at the district level 25 teachers shall be oriented in 2 days duration 8 programmes
8	Training of teachers on action research technique	To develop teachers innovative skills	
9	Orientation of teachers on multi-grade and multi-level teaching	To enable all teachers to know the multi-level multi-grade teaching technique	All teachers should be oriented of three(3) days duration covering 882 teachers in each year in 22 training programmes
10	Orientation of DIET faculty members, BRC Coordinators,CRC Coordinators.	To acquaint them on DEEP goals and intervention	To be trained at the SPO District level to act as master trainer of district level training 40 members.
11	Provisions of cumulative record card for each student	To facilitate continuous and comprehensive evaluation of students	The cards to be prepared by the DPO and supply the schools

12	Rescheduling of holidays	Weekly holiday shall be matched with local market day rather than Sunday	Weekly holidays of all primary schools in a G.P. should be the same. In consultation with local people Rainy vacation shall be introduced instead of summer vacation subject of approval of the S & M E deptt.
13	Preparation of institutional plan by each primary school	To make school run systematically	The plan is to be prepared according the teaching protocol and in consultation with the VEC. At cluster level(one day programme)
14	Strengthening the existing EGS centres	To facilitate education of drop outs and unserved habitations.	Orientation of EGS Instructors and Supervisors. Provision of honorarium for extra hour of work.
15	Deployment of Telugu knowing Oriya teachers in Andhra-Orissa boarder schools	To help students whose mother tongue is Telugu	Identification and transfer of such teachers.
16	Training of Teachers on Health, Nutrition, Hygienic practice and allied issues. Child's right.	To promote good health habits of students	A supplementary training module will be developed in collaboration with the Health Department one day sensitisation programme shall be held at BRC level convergence with Health Department.
17	Teacher grant	To assist teachers to prepare teaching-learning materials to make their teaching activity based and attractive	Orientation on preparation of content related low cost materials of Rs.500.00 per teacher per annum.

**INNOVATIONS**

18	Skill exchange programme (Teacher - Teacher)	To enhance pedagogic skills and content knowledge of teachers.	Innovative ideas among the teachers are to be displayed in centre classes and in other schools.
19	Exposure visit of teachers to other DEFP district.	To boost teachers for their involvement in the programme and gain experience	20 teachers in a group will move
20	Competition among teachers on innovative teaching, action research, Development of Teaching-Learning Materials, bringing out excellence in learning achievement, enrolment and retention in their schools.	To encourage teachers in their professional growth.	Teachers would be awarded in special occasions, e.g Teacher's Day at the District level after screening at Cluster and Block level. Best school award on Independence day.
21	Formulation of quality circle of teachers at Block Level	To improve the levels of Professional growth. To develop teaching protocol professional code of conduct.	10 teachers of a Block will form a circle on voluntary basis and meet at least once a month. (BDOs and SI of Schools involved.)

22	Formulation of quality circle of S.I.s of Schools at the District level	To develop school supervision protocol	10 S.I.s of Schools of the district will form a circle on voluntary basis to meet at least once in a month. (C.I.S. and D.I.s to be involved)
23	Organisation of Science exhibition.	Skill exchange and development of Scientific temper.	To be organised at the Block level once in every year.
24	Provision of Library at CRC.	To assist teachers within the cluster for the reference.	Reference books should be procured.
25	Provision of Mini Library in Primary Schools.	To help students in supplementary reading	Model schools as well as some selected schools should be provided. Supplementary reading by the students.
26	Provision of Book Bank in primary schools	To help poor students (General boys) to borrow books.	The textbooks purchased out of DPEP fund plus the books collected from the pass out students.
27	Organisation of Material Mela.	Skill Exchange.	
28	Identification of training needs	To identify the areas of training	Workshop of three days duration at the district level
29	Analysis of textbooks	To identify teaching difficult contents.	Workshop.
30	Emphasis on Physical Education like Yoga.		Orientation of teachers on Physical Education one day programme
31	Emphasis of Sishumela.	To develop sports activities	Block Level/District Level. To motivate the child to come to school.

32	Preparation of context specific quality indicators and appropriate usable tools	To facilitate the monitoring process.	3 days workshop at District level in 2 phases.
33	Orientation of members of VEC/PTA/MTA on monitoring and supervision	To improve quality education in institutions	2 days training in a phased manner covering 8 members from each village (1866 villages)
34	Development of primer for tribal children (Kondh/Parojan) for class I & II	To bridge the language gap between the teacher and the target.	Workshop of 7 days for preparation (primers for tribal children(42 number)

5 4 **GIRL'S EDUCATION**

The in-depth study entitled "constraints of Girls enrolment in accessible areas" conducted recently in the context of preparation of perspective plan revealed various problems in the education of girls like

- (a) Social environment, not supportive in favour of girls education.
- (b) Illiteracy of parents.
- (c) Poverty of parents.
- (d) High rate of drop out irregular attendance in the school etc.

The district planning team felt in appropriate to plan to address the issues through different intervention such as community mobilization and participation, research and evaluation, access and alternate schooling, VEC training and civil works. Besides, the specific programmes like establishment of girls hostel, appointment of lady attendant, appointment of school mother, awards for schools with more enrolment and retention, exposure visit and special enrolment drive have been planned.

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Formation and training of DRG & BRG	To look into promotion of girls education in the district.  To impart training to different functionaries, officials & non-officials involved in education of girls.	The group must contain both official and non-officials members being selected on the basis of their involvement and commitment to the welfare of woman/girls. Training programme to be conducted at the district level, master

			trainers shall be oriented by SPO and BRG shall impart training to teachers at the district.
2	Free supply of textbooks, reading and writing materials to general girls.	To attract parents of girls to come to school.	80% of the girl children general girl and financial status of their parent.
3	Appointment of a lady attendant in the existing low cost hostel attached to primary schools	To attract girls to stay in school hostels.	The continuance of attendant will depend upon the enrolment or orientation of girls in the hostel. To be appointed in selected hostels on experimental basis in the initial phase preferably in the interior pockets
4	Appointment of schools Mother	To promote and retention of Girls	The appointment will be made experimentally in selected schools preferably in schools with high school drop out and less attendance.
5	Awards to schools with more girls with more girls enrolment and retention.	To promote enrolment and retention.	At BRC level. The schools from among the high enrolment ratio of girls will be selected.
6	Exposure visit of Girls	To promote retention among girls. To build confidence among girls.	A group of girls along with guide teachers of whom must be a lady, are to more in groups.

7	Holdings meetings/seminars on Girls education	To detect issues in the girl's education.	Teachers, PRI members, ICDS workers (AWW) Supervisors will participate in the seminar to be held at block level.
8	Trainings of NGOs and women members of VEC.	To identify activities for the promotion of enrolment among the girls. To motivate the members informing girls education.	Training to be organised at the CRC level integrated with VEC training at PPI.
9	Special enrolment drive for girls(girl child week) (Sept. 21-26)	Training of women members of VEC.	To be conducted after the general enrolment drive for a period of 2 day on door survey basis at the village level.
10	Organisation of special cultural programmes for girls.	To ensure enrolment and retention of girls	Programmes should be local specific and to be organised at cluster level.
11	Preparation and display of audio and video cassettes on girls education.	To attracts children to school	Cassettes should be prepared basing on local districts.
12	Special coaching for girls	To enhance learning achievement	(1) Members of locally available NGO and Manila Mandal are to be oriented. (2) As educated persons, preferably woman of the village to be engaged on payment of honorarium on



			experimental to be selected by VEC.
13	Undertaking in-depth study on girls education.	To identify the problems & prospects in girls education.	Typical villages are to be selected for the study.
14	Formation of Mother Teacher Association in each primary school with Mahila Mandal		Meeting and orientation of MTA 2 days duration twice in a year.
15	Supply of school uniform to girls	To ensure enrolment and retention	1 pair uniform to each child belonging to BPL category once in every year.
16	Orientation of Mahila Mandal	To sensitive lady members.	Mahila Mandal of the village shall be oriented (one duration at block level).

## 5.5 INTEGRATED EDUCATION FOR THE DISABLED (IED)

Integrated education of the disabled children is considered as a component of District Elementary Education Programme (DEEP) as the ideals of Universalisation of elementary education will only be a myth if socially vulnerable group of children are not brought under the fold of Elementary Education. The basic objective of this component to extend educational opportunities of disabled children especially those with moderate and mild degree and to integrate them with other children in regular schools. Two residential special schools one for blind and the other for deaf and dumb children are functioning at Koraput and Sunabeda through non-government Organisation like Red Cross and Rotary Club and these are in Urban areas. Since the number of such schools is very low and rather very-much expensive this mode of education as generally failed to achieve objectives of quantitative as well as qualitative educational inputs leading to comprehensive development of disabled children. Hence it is proposed to identify the category of children with mild and moderate category of hearing impaired, speech impaired, visual impaired, orthopedically impaired, learning disability and children with low level of intellectual functioning (mild category of mentally retarded). Recent survey has revealed that 3619 children of such category are available in the district. Hence it is necessary to level them through a comprehensive exercise. An Advisory Committee is to be set up comprising of medical expert, psychologist, neurologist and special educators. The board shall examine, identify and suggest steps for their general Elementary Education. to provide access and to enroll them, retain them upto Class-VII, to achieve qualitative Elementary Education, attempts have been made. It is proposed to undertake a series of activities like :-

- Provision on aids and appliance to children with disabilities.
- Imparting pre-integration skills to children with moderate disabilities to that they acquired some basic functional and communication skills before they can be mainstreamed into regular schools.
- General teachers need be oriented in the area of IED.
- Removal of architectural barriers in the school.

- Resource room shall be constructed in CRC building where magnitude of such category of children is high.
- IED should make an important part of all on-going community mobilization programme.
- Inclusion of a parent of a disabled child in the VEC of the school where the student of such category of children are to be admitted.

Besides, above convergence with Women and Child Development Department, shall be held. At present one NGO called "ALOK" is taking initiative in this field. Convergence with this NGO shall be held. The activities, strategy to be taken up in this programme component is discussed as under.

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Identification of the children with mild and moderate disability like visual impaired (VI), hearing impaired (HI), Orthopedically handicapped (OH) and learning disability (LD), Mental retardation(MR)	To enroll to bring the disabled children in fold of UEE.	House to house survey micro planning in convergence with other intervention
2	Formal assessment of disabled children	To level the children as disabled.	Through camps with help of Specialist/Doctors. 200 children per batch in seven phases. The existing IED centres are to be strengthened.
3	Engagement of resource teachers for IED centres	To impart special education for the disabled	Recruitment of special teachers, convergence with NGO.

4	Provision for supply of reading, writing materials and aids and appliances to the children with disability	To cater to the needs of disabled children.	Working in the field of IED the list of the teaching learning materials is to be decided in an workshop consisting of the experts.
5	For Integration skills of disabled children.	Training of Anganwadi workers for two days.	Anganwadi workers, HFE facilitators are to be oriented of two days duration.
6	Orientation of general teachers in the area of IED	To enable them to identify children with mild and moderate disability.	Organisation of orientation programme at block level for 5 days duration.
7	Orientation of parents of disabled children. Removal of architectural barrier.	To assist the IED teachers to handle disabled children in primary school.	Consisting of 42 teachers in one batch comprising BRC in each year
8	Furnishing resource room	To motivate parents of disabled children (Counseling service)	Existing two schools shall be given due emphasis.
9	Incentive to disabled children		The disabled children shall be given @ Rs 100 - per annum.
10	Sensitisation programme for VEC member and PRIs.	To assist the disabled children for easy access to classroom.	One day training programme shall be organised consisting of 60 participants in each batch

## 5.6 EDUCATION OF SC AND ST CHILDREN.

Koraput is a tribal sub-plan district with concentration on about 64% of SC & ST population to the total population of the district. The district possess some primitive and backward tribes like Paraja, Gadeba, Bhatada, Bhumia etc. Equalization of educational opportunities to all is a mandatory, therefore education of children of disadvantaged group like SC & ST group needs special focus. Also it is seen that they still live with their primitive ideas, dogmas and their poverty restricts them to send their children to school. Social environment also does not permit the girls of this group. Further, it is seen that majority of teachers working in primary education sector belong to non-tribe and non-SC Section and have come from neighboring district. It results in communication problem between teacher and pupil and teacher and parent. It was felt that such teachers need orientation in major tribal dialogues for their effective functioning. The text book prepared in Oriya language at a state level also don't suit to the children particularly ST category. Therefore, some amount of change in the existing textbooks for beginners is needed for which preparation of bi-language primers. Preparation of picture cards has been suggested. The teachers are to be acquainted and oriented with life style, learning pattern of these category of children by which the attitude of teachers, guardians, parents can be regained. The plan for education of SC & ST children, their enrolment and retention in school in a massive manner was thought and described hereunder with activity and strategy keeping in view training/orientation of teachers on culture, life style, needs and aspirations of tribal.

### EDUCATION OF SC & ST CHILDREN

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Provision of free supply of textbooks, reading writing materials to tune of 60% of total SC & ST students.	To meet requirements of text books reading writing materials children belonging for category.	The student those who have not been covered with free supply of textbooks, reading writing materials by H & T.W. deptt. The book shall

			be collected from student each academic year is over
2	Training of teachers on tribal (Desia) language (Attitudinal motivation training)	To enable the teachers to effectively communicate with tribal students and parents and change of attitude of teachers/motivation of teachers.	Training programme shall be organised at block level Tribal experts are to impart training. The training shall be 3 days duration.
3	Development of bi-lingual primer for needy students(Class I-II). Publication of bi-lingual primer, modules	To enable the pupil understand the contents of the textbook written in their own language	Textbooks shall be developed by the experts in workshop comprising 20 participants.
4	Exposure visit of tribal children to nearby cities, historical places.	To acquaint them with the concept of Bank, Post Office, Traffic, Police Station etc.	To move in a group of facts children with a guide teacher on experimental basis.
5	Publication of picture card	To make teaching enjoyable	Workshop
6	Preparation and publication of teachers' handbook.	To help teacher to prepare himself on method of teaching and using primer.	Workshop
7	Development of organisational climate in Ashram School	To create healthy atmosphere of residential Ashram School.	Each Ashram School shall be furnished with convergence with SC/ST Deptt.
8	District/Block level tribal convention to sustain tribal education	To retain the tribal education in the district.	Convention shall be organised comparing 30 members opinion makers/NGO and folk group.

9	Study on tribal education	To probe the tribal education and to innovate alternate strategies.	To be conducted after the general enrolment drive for a period of 2 day on door survey basis at the village level.
10	Training of Master Trainees on Tribal(TRG)	To prepare them to teachers on attitudinal change.	Workshop/training by SPO.

## 5.7 EDUCATION OF URBAN DEPRIVED CHILDREN

Educating urban deprived children is a very difficult task. Their problems are complex and varied. They belong to diverse cultural backgrounds, speak different language. Absence of social security institutions make them more vulnerable and insecure. The hardship of urban living compound their problems further. They are often abused and suffer ill health and have none to look after them. Contact with their families are restricted to occasions only. Major stock of these children are engaged in different works with an oral agreement for low payments. Especially adolescent boys and girls come under their category. They are always concerned about supporting their family. Education in the lives of these children is a day dream. Moreover, the cost of urban education, lack of schooling facilities with proper infrastructure and absence of a comprehensive strategy in most of the towns deprive these children of their education. These children are a heterogeneous group and can be classified into different categories such as :

- i. Child labour
- ii. Working adolescent girls
- iii. Children with special needs
- iv. Street children
- v. Children living in slums.

In Koraput district, there are four urban areas. They are :

- i. Jeypore Municipality
- ii. Koraput NAC
- iii. Kotpad NAC
- iv. Sunabeda NAC



These towns constitute with many periphery villages whose living condition of the people run at par with other rural villages. Population with literacy rate of these four urban areas are reflected in the following table.

**A. Population and literacy rate of Urban Areas.**

Sl. No		All category			SC			ST		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Population	101736	96416	198119	14619	14709	29328	15579	15829	31408
2	Literacy Rate	83.60	66.75	75.43	76.08	40.76	61.78	35.93	9.42	25.52

Source : Census 2001 and NINAD-II 2001

The above table indicates that the ST females are most neglected one as for education is concerned. Most of the tribal women after attaining the age of 9+ started helping their family engaging themselves in income generating activities. They are either never enrolled or drop outs.

**B. Educational status of children in the age group 6-14 years.**

Sl. No		Jeypore	Koraput	Kotpad	Sunabeda	Total
1	Total Children	10467	8008	2615	9348	30438
2	Total Enrolled	9124	5221	2229	6081	22655
	i. Fresh	8064	3898	739	4732	17433
	ii. Repeaters	1060	1323	1490	1349	5222
3	Total out-of-school	1343	2787	386	3267	7783
	i. Drop out	551	1971	188	116	2826

	ii.	Never enrolled	792	816	198	3151	4957
4	G.E.R.						
	i.	6-11 years	100.02	95.22	154.15	91.42	100.90
	ii.	11-14 years	91.99	58.89	118.79	57.34	74.38
5	NER						
	i.	6-11 years	89.60	82.52	86.83	85.59	86.32
	ii.	11-14 years	82.43	35.93	82.10	26.96	52.47

Source : NINAD-II,2001.

The above table 'B' indicates that Koraput NAC and Sunabeda NAC show abnormality in GER and NER. These two towns stand at the top for out of school children.

### C. Category-wise distribution of out-of-school children

Sl. No		Jeypore	Koraput	Kotpad	Sunabeda	Total
1	Working children (Child labourer)	310	141	49	87	587
2	Adolescent girls engaged in Income generating activities.	275	917	82	1309	2583
3	Children with special needs	103	82	70	112	367
4	Street children	97	66	23	82	268
5	Children living in slums and others	558	1581	162	1677	3978
	Total	1343	2787	386	3267	7783

Source : NINAD II Survey, 2001

**D. Provison made under SSA for Education of out-of-school children.**

**1. Working Children :**

It is decided to open AIE centres for the Education of working children in urban areas for mainstreaming them. Town-wise distribution of such centres are reflected below :

Sl. No	Name of the Town	No. of children	No. of AIE centres	No. of instructors.
1	Jeypore Municipality	310	6	6
2	Koraput NAC	141	3	3
3	Kotpad NAC	49	1	1
4	Sunabeda NAC	87	2	2
	Total	587	12	12

**2. Adolescent girls :**

Residential camps at par with AIE centres are to be opened in towns as detailed below for mainstreaming the adolescent girls.

Sl. No.	Name of the Town	No. of Children	No. of Camps	No. of EVS
1	Jeypore	275	6	6
2	Koraput	917	18	18
3	Kotpad	82	2	2
4	Sunabeda	1309	26	26
	Total	2583	52	52

### 3. *Children with special needs*

Magnitude of children with special needs are reflected in the following table.

Sl no	Name of the Town	OH	V H			H.I.				MR	Multi ple disability	Total
			Com plete	Part ial	Total	Deaf	Dumb	Both	Total			
1	Jeypore	42	9	9	18	5	8	8	21	8	14	103
2	Koraput	31	10	5	15	3	13	6	22	7	7	82
3	Kotpad	28	4	3	7	4	4	5	13	11	11	70
4	Sunabe da	40	8	9	17	7	20	10	37	12	6	112
	Total	141	31	26	57	19	45	29	93	38	38	367

Source : NINAD-II Survey, 2001

There are two schools in Koraput district for providing education to children with special needs. One is located at Koraput for the education of blind children and the other is situated at Sunabeda for the education of deaf and dumb. Under SSA, steps shall be taken to provide financial and material support to these two institutions at par with AIE Scheme in order to strengthen them for accomodation of 31 complete blind children and 93 deaf and dumb children identified in the district after proper medical check up. Rest children with special needs shall be mainstreamed through existing schools after proper medical check up. Aids and appliances are to be supplied, infrastructure facilities shall be provided for their movements in schools and teachers are to be sensitised for their education.

4. **Street Children :**

268 nos. of street children are identified in the district living in four urban areas. They need special treatment. Contact centres are to be opened in four towns and residential camps are to be set up for their education and accommodation. Help of NGOs shall be taken. Town-wise contact centres and Residential camps are reflected below:

Sl. No.	Name of the Town	No. of Children	No. of contact centres	No. of residential camps	No. of Institutions required.
1	Jeypore	97	2	4	4
2	Koraput	66	2	3	3
3	Kotpad	23	1	1	1
4	Sunabeda	82	2	3	3
	Total	268	7	11	11

Source : NINAD - II Survey, 2001.

5. **Children living in Slums :**

These children shall be mainstreamed through existing schools. Opening of new primary schools and EGS Primary and Upper Primary Schools. Town-wise no. of children living in slums and no. of institution required are reflected hereunder.

Sl. No.	Name of the Town	No. of Children	No. of New Primary School	No. of EGS (Primary) centre	No. of EGS (Upper Primary) centre
1	Jeypore	558	2	4	3
2	Koraput	1581	-	-	3
3	Kotpad	162	4	1	2
4	Sunabeda	1677	9	4	6
	Total	3978	15	9	14

Source : NINAD - II Survey, 2001.

Each and every habitation of Koraput NAC has got primary schooling facility within the habitations itself. Therefore, opening of New Primary Schools or EGS Primary centres are not necessary for this town. 1581 children living in slums and periphery villages of Koraput NAC are to be brought back to normal schools through special enrolment drive. Primary Schooling access of urban areas is reflected hereunder.

Sl No	Name of the Town	No. of wards	No. of village s/slums	Total	Served			Unserved		
					Wards	Villages/slums	Total	Wards	Villages/slums	Total
1	Jeypore	25	6	31	25	-	25	-	6	6
2	Koraput	15	18	33	15	18	33	-	-	-
3	Kotpad	13	5	18	13	-	13	-	5	5
4	Sunabeda	24	33	57	24	20	44	-	13	13
	Total	77	62	139	77	38	115	-	24	24

Source : Executive Officer, ULBS

In addition to above, the following infrastructural facilities shall be provided to schools situated in urban areas

Sl No	Name of the Town	School building for BL Schools	Additional Class room	Drinking water	Compound wall	Electrification	Black board	Toilets	Repaid		Headmaster room for UPS
									Minor	Major	
1	Jeypore	5	19	19	32	36	23	24	26	10	5
2	Koraput	16	30	15	40	20	-	30	33	18	8
3	Kotpad	1	8	12	10	14	13	15	16	15	2
4	Sunabeda	6	27	16	31	16	10	22	20	11	6
	Total	28	84	62	113	86	46	101	95	54	21

Source: NINAD-II Survey 2001 and field survey by ICs during September, 2002.

## 5.8 EARLY CHILDHOOD CARE AND EDUCATION :

Early childhood education is a support programme to achieve the target of Universalisation of primary education. The main objective of the programme is to prepare the child to accept the formal way of receiving instruction outside his own home. It helps in developing schooling habit. It prepares the child particularly first generation learners for primary education. So school readiness programme can be planned through ECCE. Although the idea of early childhood education is an old concept but the importance of this component is felt as an important intervention. It is seen that generally women folk of the district engage themselves in multifarious income generating activities like selling of agricultural products, in weekly market, as labourer in agricultural field, daily labour of different activities. They use to employ their absence at home. To get rid of this early childhood education facilitates the girls in primary schools by relieving them from sibling care responsibilities. The importance this has been rightly felt by all. The project namely **Integrated Child Development Scheme (ICDS)** has set its foot for imparting early childhood education besides its five other activities for children of 3 to 6 years age group. Under this project pre-school education is being imparted through Anganwadi centres. But the survey reveals that there are number of habitation still remains unserved with Anganwadi Centres. Further, the pre-school component in existing Anganwadi Centres is being neglected as the Anganwadi Workers are giving more stress on development of nutritional status of children and immunisation. There is also shortage of play material in these centres. The Anganwadi Workers are not aware of their role and importance of pre-school education and its impact on child for school readiness programme. Hence it is proposed.

- To train Anganwadi Workers, other ICDS functionaries like CDPOs, Supervisors about the aims and objectives of DEEP in general and functioning of Anganwadi Centres in particular.
- The timing of Anganwadi Centres shall be synchronized with timing of school. Extra remuneration @ 100/- per month for extra timing will be paid on Anganwadi Workers for this purpose.

- New ECCE Centres shall be opened where demand for such centres come from community with willingness to provide space and volunteers
- Training to new volunteers on pedagogy.
- Workshop is to be organized for development of low cost toys and teaching learning materials.
- Play materials are to be supplied for AWC.
- Local specific songs, shall be developed through workshop by local posts, artists.
- Block Resource Group shall be formed in each block to train Anganwadi Workers at block level

This programme component needs convergence with ICDS project of the district run through Women and Child Development, Government of Orissa and State Resource Centre and State Project Office. The detailed activities, objectives and strategies are given below.

#### E.C.C.E.

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Training of AWW on child centered pedagogy.	To enhance the skill of AWW and to make their classroom process attractive.	The programme are to be organised at the block level in two phases - each for a duration of 6 days comprising 35 AWWs at block level.
2	Supply of play materials to A.W. Centres.	To attract children to the centres.	The list of materials one to be ascertained for the concerned centres.
3	Establishment ECCE centres in unserved habitations	To provide ECCE facilities.	To be identified during micro planning and school mapping centres shall be opened through converge.



4	Supply of play materials to new ECCE centres	To attract children to the centres.	The list of materials to be prepared by the experts in a workshop.
5	Training of instruction of new ECCE centre.	To acquaint the instructions with child centres teaching techniques.	An intensive training programme is to be organized at the district level in two phase - each for a duration of 10 days.
6	Orientation of Anganwadi Supervisors and CDPOs on DEEP.	To acquaint them with the DEEP goals and importance of ECE intervention centre DEEP.	The programme is to be organized at the district level for one day only once in a year.
7	Organisation of Balmela at cluster level (Baby show)	Exchange of skills among AW workers. Motivate the children encourage the parents.	To be organized at cluster level for one day only on experimental basis.
8	Training and workshop of AWW and instruction of newly ECCE centre on development of low cost toys and teaching learning materials.	To develop the skill among the AWW & instruction of newly opened ECCE centers.	To be organised at the block level of three day for three years.
9	Convergence meeting	To share with other activities of DEEP intervention	Once in a year for each year shall be held.

## COMMUNITY MOBILISATION AND PARTICIPATION

No school improvement programme will succeed if the community does not generally involve itself in what happens in primary school. In other words the stronger the linkage between the school and neighboring community, the greater is the effectiveness with which the schools function.

Hence community mobilization and participation is considered as one of the major intervention to achieve the goal of DEEP. As per 2001 census the overall literacy rate of the district is 36.20% and female literacy rate is quite low i.e 24.81% which is the third lowest in the state if not in the country. It indicates that parents are not aware of their children. The same findings were also revealed during special focussed group discussions with female, SCs and STs. It is observed that unless people were mobilized or made aware of different objectives of DEEP, their role in sending a child to school, ownership of school, the success of the programme cannot be dreamed. So, the community must be sensitized through organisation of different meetings, workshops and cultural programme. To ensure to achieve the targets of enrolment, retention and quality of education. People participation is required. It is planned that a grassroots level, village education committee is to be strengthened through various activities. These institution shall play vital role in sending children to school and own the school. Parents teacher association, Mother teacher association shall be formed and these associations should be involved in the process through a series of activities. Various community mobilization activities such as exposure visits training of VEC, MTA and PTA have been planned.

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Formation of DRG and BRG community mobilization.	To train VEC, PTA & MTA	The members of DRG and BRG will be selected on the basis of their experience and commitment.

2	Training of DRG & BRG	To enable them to impart training for VEC, PTA, MTA effectively.	The members will trained at the district level by the experts from State Project Office and districts. DRG shall consists of 11 members and BRG with 9 members. Orientations shall be of 3 days duration for DRG and 4 days for BRG
3	Orientation on NGOs in community mobilisation activities.	For better community mobilization on DEEP.	The NGOs working in the district will be selected on the basis of their experiences and expertise.
4	Capacity buildings of NGOs on mobilization activities.	To familiarize the NGOs with DISTRICT ELEMENTARY EDUCATION PLAN roles and spirit.	The training will be organized at the District level and will be of participatory in nature.
5	Identification of consultants.	To impart timely effective and quality guidance for implementation, monitoring and evaluation.	The consultants will be selected on the basis of their antecedents.
6	Exposure visit of BRG & DRG members to neighboring DEEP districts/states.	To acquaint them with the type, progress and quality of community mobilisation activities in neighboring state/districts.	A group of members will move.
7	To create grassroot structure for community	To mobilize community at the grass roots.	<ul style="list-style-type: none"> <li>• VEC, PTA, MTA will be formed by the</li> </ul>

	mobilization		villagers meeting. Anganwadi worker to be taken at special invitees in the VEC meeting. • VEC meeting shall be held every fortnight.
8	Training of VEC, PTA & MTA	To motivate them to help them in promotion of enrolment, retention and learning achievement in the field of primary section.	The members will be trained at the cluster/block level in phased manner by the BRG.
9	Exposure visit of VEC & MTA members to the neighbouring DEEP programme districts.	To make them to know their own function and power.	Selected members will visit in groups in phased manner.
10	Development of supplementary package for orientation of VEC & MTA.	To impart effective training to the members of VEC, PTA & MTA.	The package will be developed at the district level through a series of workshops and meetings at SPO.
11	Organization of student rallies at the village level with placards and slogans conveying the message on District Elementary Education Plan on different occasion. 1. Community Mobilisation drives village level	To motivate the villages drop out and out of school children.	The teachers of the concerned school will be provided financial assistance from SIG grant to organize the programme with the village following some innovative methods.

	2. Enrollment drive		
12	Organization of Sisumela	Physical development, exchange of experiences, development sportsman sprit.	To be organized at CRC level with the active participation of the community once in a year. BRC level, CRC level, Education district level.
13	Awareness campaign for community participation	To make aware of the community regarding their role in plan formulation, programme implementation and process monitoring.	To be organised at block and district level.
14	Organisation of monthly meetings of PRI/NGO.	To view the progress of District Elementary Education Plan activities and for community mobilisation.	To be organized at district level once in every month. For 1 <sup>st</sup> two year and half yearly for rest three years.
15	Orientation of folk media participation in community festival.	To motivate the community and building community participation.	The programme shall be organized at Block level with four days duration for 1 <sup>st</sup> three years.
16	Organisation of convergence meeting.	The programme shall be organised at block level to share the activities with different department.	The meeting shall be held one day at district level once in a year for five year. At block level once in 1 <sup>st</sup> year at G.P. level once in 1 <sup>st</sup> three years.
17	Broadcasting slots on AIR through local tribal language on the goals of DEEP.	To create awareness among tribals generating demand for education.	Broadcasting DEEP goals through AIR, Jeypore once in two months.

## 6.0 RESEARCH AND EVALUATION

Research is an important component of any programme for quality improvement. The precise objectives of research and evaluation intervention under DISTRICT ELEMENTARY EDUCATION PROGRAMME are provide relevant supports for preparation of perspective as well as annual plan and their effective implementation and evaluation at different phases of programme implementation. The district specific needs of this intervention rise from the affect that the district suffers from multifarious problems relating to education of girl child, that tribal, education in hilly and inaccessible areas, low rate of retention and achievement etc. Keeping these districts specific problems in view, the activities such as undertaking action research projects, study of effectiveness of various intervention, evaluation of teacher training programme's etc. have been planned. The objectives, activity, strategy and physical target have been outlines as follows :-

Sl. No	ACTIVITY	OBJECTIVE	STRATEGY
1	Understanding Action Research Project by the primary school teachers	To assess the strength and weakness of intervention and to gain feed back.	Before assigning the projects to the teachers they are to be trained on the technique through workshop.
2	Orientation programme for action research	Improving class room process to orient the researchers.	At district level 2 days programme. At book level 3 days programme
3	To study the effectiveness of different intervention programmes relating to access and enrolment retention and learning achievement (Impact study)	To assess the impacts to improve and monitor the programme	The research projects proposals are to be invited from the practicing teacher, researchers and experts respective ones issue based research studies.
4	Evaluation of teachers training programme and	To assess the impacts to improve and monitor the	The programmes are to be evaluated by the

	other training programmes to be conducted from time to time.	programme	internal/external researches agencies through same standard as bill on programme specific tools.
5	Providing for progress record for evaluation of teachers competency.	To enhance the spirit of the competition among the teachers.	A record of teachers activities are to be maintained in a schedule performed at BRC.
6	Sharing workshop	To acquaint the teachers, District Planning Team BRC/CRC Coordinators to share the finding of the research.	Workshop shall be organised taking 40 members with three days duration.
7	Studies on block specific problem	To identify specific problems of the block and suggest the remedial measures.	Two studies to be undertaken in each block
8	Community based evaluation of school effectiveness	To evaluate the functioning of different component of school programmes	Evaluation is made by VEC in accordance with the set indicators.
9	Internal evaluation DEEP mid term assessment studies.	To monitor the DEEP activities on the basis of the feedback.	To be done by a team of experts consisting of retired teachers, exports, journalists, members of NGOs. It should done at the mid of the project period.
10	Organization of orientation programme BRC/DIET and selected coordinators and consultancy services	To orient the personals in evaluation work.	Two days programme with 40 participants in each programme at district level.
11	Publication on research findings	To acquaint with the issues and to get feed back.	Yearly the findings shall be published.

## 6.1 MANAGEMENT INFORMATION SYSTEM (MIS)

The project management is a challenge before the project coordinator. To collect upto date data, dissemination and effective use of data generated is a time bound activity. Hence, it is necessary to equip the project management with full information. The Management Information System (MIS) in DEEP has two components.

- 1) Educational Management Information System (EMIS) provides information about educational issues and management of schools
- 2) Project Management Information System (PMIS). It provides information about project management.

The EMIS data are to be collected as 30<sup>th</sup> September of each year comprising of information on enrolment, retention etc. and its analysis can be done from different angle. MIS unit at the district level shall be equipped with trained manpower, hard ware, soft ware and other related infrastructure.

The detail strategy, activity and objective of activity are discussed as below.

Sl. No.	ACTIVITY	OBJECTIVE	STRATEGY
1	Training for collection of DISE and PMIS data	To create an upto date and reliable data base.	The data are to be collected jointly by the teachers and computer personnels
2	Monitoring and supervision of data collection.	To ensure accuracy in the process of data collection.	A team of experts/squad of experts to make surprise field visit.



3	EMIS & PMIS	To store the data in for selection of teachers training/planning/distribution of different provision.	Data entry is to be uniformly done by the trained data entry operator.
4	Availability of the school level data at BRC & CRC	To use the data for selection of teachers training/planning/distribution of different provision.	The report is to be prepared and made available at the BRC and CRC
5	Updating EMIS and PMIS data	To make the data upto date	The data shall be updated every year basing data of 30 <sup>th</sup> September.

**ACCESS & ALTERNATIVE SCHOOLING**

DPEP commits itself for Universalisation of quality Elementary Education. Despite impressive growth in provision of formal elementary schools, a large number of children (62621) remain out of schools in the form of both 'drop out' and 'non-enrolled' and a majority of them engaged as child labourers and street children. They (the out of school children) constitute 28.40% of the (6-14) age group. The environment of the formal educational system and for some distance factor force them away from schools.

Recent NINAD-II Survey conducted in the district reveals that 1501 habitations in rural areas and 24 habitations in urban areas (Total - 1525) are without schooling facilities. Out of these 1525 habitations, 226 habitations have population more than 200 and 1299 habitations have population less than 200. Moreover, these unserved habitations include 537 school-less Revenue villages. This figure gives an idea to build up and accelerate Government responses by providing access to these habitations through opening of both formal schools and alternative schools. Therefore, the district felt it necessary to open 226 formal schools in the habitations having population more than 200. These habitations also fulfil other State Govt. norms

There new schools will provide access to 276 unserved habitations. For habitations less than 200 population: it is proposed to open 741 EGS primary centres which can cover 891 unserved habitations. It is also proposed to open 132 cluster EGS primary centres covering 264 unserved smaller settlements with child population less than 15.

A total of 290 EGS Upper primary schools in the district to cater the need of pass out children from primary schools.

From the survey it is found that there are 62 gram panchayats in Koraput which do not have upper primary schools. There are no matriculates in these Gram panchayats. In the first phase 62 new upper primary schools will be opened in the identified primary schools having space and accessible to the children of that Gram Panchayats. In these GPs, there is a proposal to

open 65 EGS (UP) Schools. After at least 2 years of their existence these EGS (UP) schools will be upgraded to formal UP Schools depending on the viability with higher retention rate at primary schools, there will be tremendous pressure on the existing and new Upper Primary Schools. The average strength of Class-V is likely to increase by 3 folds in 4 years with the improvement in retention rate and with below 5% repetition rates.

Further it is decided to open 232 AIE centres for working children, 220 Residential AIE centres for adolescent girls, 10 AIE centres for complete blind children, 15 AIE centres for deaf and dumb children.

Block/ULB wise distribution of new schools and Alternative Schooling centres under EGS and AIE Scheme opted by the State Govt is reflected in the following table.

Sl No	Name of the Block/ULB	No. of new pry. Schools	No. of EGS Pry Centres	No. of new UPS	No. of EGS UPS	No. of AIE for working children	No. of AIE for adolescent girls	No. of cluster EGS primary centres	No. of AIE for children with special needs	
									Blind	Deaf & dumb
1	Bondhugam	12	25	3	13	8	14	8	-	1
2	Boipariguda	23	130	5	25	11	17	37	1	1
3	Boriguma	31	13	7	32	17	11	-	1	1
4	Dasmantpur	16	64	5	25	23	16	6	1	1
5	Jeypore	17	60	3	25	23	14	-	1	1
6	Koraput	14	25	5	7	30	6	-	1	1
7	Kotpad	20	-	2	12	17	15	-	1	1
8	Kundra	12	39	5	14	10	18	-	1	1
9	Lamtapur	6	55	5	19	7	18	-	1	1
10	Laxmipur	8	32	-	12	19	8	-	-	1
11	Nandapur	29	108	12	25	30	5	31	-	1

12	Narayanpatna	6	40	1	14	8	2	15	1	1
13	Pottangi	11	95	5	29	7	18	35	-	1
14	Semiliguda	6	46	4	24	10	6	-	1	1
	Rural Total	211	732	62	276	220	168	132	10	14
15	Jeypore (Municipality)	2	4	-	3	6	6	-	-	-
16	Koraput NAC	-	-	-	3	3	18	-	-	-
17	Kotpad NAC	4	1	-	2	1	2	-	-	1
18	Sunabeda NAC	9	4	-	6	2	26	-	-	-
	Urban Total	15	9	-	14	12	52	-	-	1
	District Total	226	741	-	290	232	220	132	10	15

It is proposed to upgrade 311 EGS primary schools to regular primary schools and 290 EGS Upper Primary School to regular upper primary schools from the 3<sup>rd</sup> year onwards and decided to provide financial assistance to these schools under TLE @ Rs.10,000/- per primary school and Rs. 50,000/- per upper primary school

Sl. No	Activity	Objective	Strategies
1	Micro planning and school mapping exercise	<ul style="list-style-type: none"> <li>to provide access to the unserved habitations.</li> <li>School development plans and educational development plan of GPs.</li> </ul>	The exercise shall be undertaken at village level.
2	Opening of new primary schools.	To provide access to unserved habitations having population less than 200.	-do-
3	Opening of EGS Centres	To provide access to unserved habitations having population less than 200	-do-
4	Opening of Cluster EGS Centres	To provide access to smaller habitations having child population less than 20.	-do-

5	Opening of AIE centres	To provide access to working children, adolescent girls and drop out children.	NINAD-II
6	Opening of special AIE centres for disabled children with severe quality	To provide access to complete blind and deaf and dumb children.	Convergence with NGOs.
7	Special Coaching Centres	To provide Remedial Teaching to repeaters.	One centre for each school for six months. Concerned school teacher/village youth shall be engaged for this purpose.
8	Workshop on preparation of textbooks for AIE centres.	To enable the out of school children to receive quality Elementary Education.	District level workshop for 7 days.

6.3

**CIVIL WORKS**

Civil work need priority in the district like Koraput for attaining the basic objectives of the project i.e. improving access and retention and to bring about qualitative improvement. From recent NINAD-II Survey conducted in the district in the recent past and on the spot verification made by the Technical Consultants, the following requirements are identified besides the existing facilities available

1	Building for building less schools	83
2	Additional class rooms	702
3	Drinking water facilities	647
4	Boundary wall	1424
5	Black board	609
6	Electricity	963
7	Toilets	1418
8	Major repair	423
9	Minor repair	1007
10	Headmaster room for existing UPS	202
11	Building and Headmaster room for new UPS	62
12	Teachers Barracks in inaccessible GPs	62
13	MIS room	01
14	New School building and Headmasters rooms for upgradation of EGS UPS to formal UPS after 3 <sup>rd</sup> year on wards	290
15	New School building for opening of New Primary School	226
16	New School building for upgradation of EGS primary to formal primary schools after 3 <sup>rd</sup> year onwards.	311

The district has also proposed to construct a training hall near the district project office for conducting various trainings, seminars and workshops pertaining to different interventions under SSA.

Block/ULB wise infrastructural requirement at the district is reflect in the following table.

**BLOCK/ULB INFRASTRUCTURAL FACILITIES REQUIRED FOR THE DISTRICT**

Sl. No.	Name of the Block/ULB	Building for buildingles s schools	Additional Classroom m	Drinking water facility	Boundary wall	Electricity	Black board	toilets	Minor repair	major repair	Headmast ers room for existing UPS	New UPS building with HMs room	Teachers Barracks	Building for new pry schools.
1	BONDHUGA M	4	21	37	82	69	57	81	52	25	13	3	3	12
2	BOIPARIGUR I	-	36	27	89	46	25	105	81	22	13	5	5	23
3	BORIGUMA	3	67	73	109	97	33	124	91	30	24	7	3	31
4	DASMANTPU R	9	47	59	132	58	59	119	85	29	15	5	5	16
5	JEYPORE	-	86	28	99	76	28	86	112	38	21	3	3	17
6	KORAPUT	1	37	25	65	56	44	85	55	36	10	5	5	14
7	KOTPAD	1	50	37	96	82	6	81	17	52	19	2	2	20
8	KUNDR	0	34	25	89	45	30	80	71	5	10	5	5	12
9	LAMTAPUT	6	22	20	93	30	44	83	62	27	8	5	5	6
10	LAXMIPUR		52	47	85	65	34	86	71	15	14	0	4	8
11	NANDAPUR	8	59	66	108	105	65	126	67	26	8	12	7	29
12	NARAYANPA TNA	8	32	46	82	61	25	82	47	15	10	1	6	6
13	POTTANGI	9	33	44	89	53	71	105	59	26	13	5	5	11
14	SEMILIGUDA	6	42	51	93	34	42	74	42	33	10	4	4	6
	TOTAL RURAL	55	618	585	1311	877	563	1317	912	379	188	62	62	211
15	JEYPORE(M)	5	19	19	32	36	23	34	26	10	4			2
16	KORAPUT NAC	16	30	15	40	20	0	30	33	18	5			
17	KOTPAD NAC	1	8	12	10	14	13	15	16	5	1			4
18	SUNABEDA NAC	6	27	16	31	16	10	22	20	11	4			9
	TOTAL URBAN	28	84	62	113	86	46	101	95	44	14			15
	GRANDS TOTAL	83	702	647	1424	963	609	1418	1007	423	202	62	62	226

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## CIVIL WORKS

Sl. No	Activity	Objectives	Strategies
1	Construction of new primary and upper primary school buildings	To provide schooling facility in unserved habitations.	VEC shall take up the construction work ascertaining the need of school through micro planning and school mapping.
2	Construction of additional classrooms for primary and upper primary schools	To provide adequate class rooms for better teaching learning process	-do-
3	Repair of school buildings	To make the classroom usable	-do-
4	Construction of BRC building	To set up Block Resource Centre at Block level.	To improve quality in academic, monitoring and supervision purposes.
5	Construction of CRC building	To assist schools and teachers under the cluster for academic and monitoring purposes	To set up a cluster resource centre for on the spot support to schools.
6	Tube wells for drinking water	To provide safe drinking water	Identification of needy schools and sinking of tube well through convergence with RWSS.



7	Construction of toilets for girls	To provide comfort to girl child and maintain sanitary condition.	Convergence with NAC/Block office.
8	Construction of building for building less schools	To provide building for building less schools for better interaction	VEC shall take up the work.
9	Construction of MIS room	To facilitate data-base at the district level	The MIS room shall be attached to DPO.
10	Construction of Training hall at district level.	To provide better facilities for different trainings, workshops, meetings and seminars.	The hall shall be attached to the District Project Office.
11	Construction of Headmasters room for upper primary schools	To provide better facility for official work in school management and supervision	To attached with school.
12	Construction of compound wall and provision of electricity.	To provide safety to school environment and to make teaching learning process better.	VFC shall take up the work with converging other agencies.

#### 6.4 **PROJECT MANAGEMENT**

##### **STRUCTURE :**

The proposed project shall be managed in a decentralized manner. In the district of Koraput four levels of management system shall be introduced for effective implementation of the programme. Those are :-

1. Village Level Structure
2. Cluster Level Structure
3. Block Level Structure
4. District Level Structure

##### **1. Village Level Structure :**

To manage the programme at grassroot level i.e. village level a Village Education Committee (VFC) is to be constituted and to be strengthened for each school as per Government Notification No. 1963/School & Mass Education Department, Orissa Dt.17/01/2001 with the following members (09).

- a. Ward Member/Councilor-1 Member
- b. Guardian of students - 6 members (Male members-3 and Female members 3 out of which SC,ST and OBC members must be 3)
- c. Member of Voluntary Organisation - 1 Member
- d. Head Master of Primary/Upper Primary School/High School - 1 Member.

Members shall elect one of the above members as President. This committee shall be the real grass-root level structure to manage the Elementary Education at the

lowest level. Hence, the committee shall be strengthened with due training and orientation on its roles and responsibilities.

VEC will be empowered to take up construction of schools, utilisation of school improvement grants(SIG), school management, preparation of Village Development Plan, supervision of schools and Anganwadi Centres, repair and maintenance of schools located in their village.

#### **Cluster Level Structure :**

School cluster normally consisting of 14-15 primary and upper primary schools will be set up with an exception to geographically difficult areas. The cluster will be headed by a Cluster Resource Coordinator who will be basically responsible for providing academic input to the teachers and act on a liaison person between school and the community. He will also link the school with the BRC and District Office, Cluster Resource Coordinator is expected to form a team of resource person for the cluster from VEC, MTA, PTA, teachers and villagers of his area. His team will act as catalyst for enrollment and retention checking up drop outs in his area by empowering community and teachers. The office of the cluster will be called on Cluster Resource Centre and a building will be constructed to impart training and maintain the office.

#### **Block Level Structure :**

At the Block level, a Block Resource Center shall be set up which will be headed by a Block Resource Coordinator to provide academic support to the teachers. A Block Level Monitoring Committee may be formed to act as model agency in implementing District Elementary Education Programme (DEEP) works in the concerned block.

**The Block Level Monitoring Committee may be formed consisting of the following members,**

1. Chairman, Panchayat Samiti : Chairman
2. Zilla Parishad Member(s) of the Blok: Member
3. Block Development Officer : Member
4. S.I. of Schools and : Member
5. Selected Headmasters of Upper  
Primary Schools : Member
6. CDPO, ICDS Project : Member
7. Social Extension Officer : Member
8. Welfare Extension Officer : Member
9. Junior Engineer (Civil) : Member
10. Block Resource Coordinator : Member

**4. District Level Structure :**

The programme shall be implemented through the DISTRICT PROJECT OFFICE at the district level. The District Project Coordinator shall remain in charge of the programme at the district level. A committee has been formed under the Chairmanship of Collector and District Magistrate, Koraput to guide the District Project Coordinator in planning and implementation of the programme.

**The members of District Planning Committee are :**

1	Collector & District Magistrate	Chairman
2	ADM, Koraput in charge DEEP	Vice Chairman
3	Sub-Collector, Koraput	Member
4	Sub-Collector, Jeypore	Member
5	Inspector of Schools, Koraput Circle	Member
6	Inspector of Schools, Jeypore Circle	Member
7	Principal, DIET, Jeypore	Member

8	District Inspector of Schools, Koraput	Member
9	District Inspector of Schools, Jeypore	Member
10	District Welfare Officer, Koraput	Member
11	DSWO, Koraput	Member
12	CDMO, Koraput	Member
13	Project Director, DRDA, Koraput	Member
14	District Planning Officer, Koraput	Member
15	District Informatics Officer, Koraput	Member
16	District Project Co-ordinator	Member Convener

This Committee shall be the decision making authority at the District Level for successful implementation of DEEP in Koraput

A core planning team has been formed and entrusted with the task of preparation of perspective as well as Annual Plan.

Sub-Committee will be formed at the district level for Recruitment, improvement, monitoring, supervision and evaluation. Besides, several intervention specific District Resource Groups will be formed with experts in the line to guide the project activities.

## 6.5 PLANNING AND MANAGEMENT

Implementation of the proposed project depends upon careful planning and continuous monitoring. Unless, adequate review meetings are held and supervision strategies are formulated; the implementation of the programme may suffer. Hence, it is proposed that annual work plan shall be prepared in each scheduled year. The annual work plan shall indicate monitoring, supervision and feed back strategies. This annual work plan shall be reviewed at the end of each academic year. Before making the annual work plan for the forth coming year, major gaps in planning process Target fixed in the previous year and its achievements, intervention wise progress, strengths and weaknesses of the programme shall be reviewed and feed back will be obtained. Basin on the feed back and in consultation with Educational Officers and District Administrators as well as State Project Office (if required), half yearly review meetings/workshops both at Block level and at District level of two days duration shall be organized.

It is proposed that at BRC level a half yearly bulletin containing the information or enrollment, retention, VEC/MTA/PTA meetings, progress of civil works, visit of officers to the school, utility of Teachers Grant, SIG, problems of teachers, vacancy position, achievements and all other progressive indicators will come out. The format for this be prepared by the District Planning Team and will be supplied by the DPO. This shall be helpful in reviewing the progress at CRC level, BRC level and as well as District level and the follow up action can be suggested accordingly to wipe out the short comings in the system. The follow up activities shall be suggested by VEC/MTA/PTA/Teachers/BRG/DRG members or District Planning Team. This may spring up activities for coming 6 months. CRC level activity chart will be scrutinised to judge the progress.

In order to access the day-to-day progress of the programme, monthly CRC and BRC meetings will be held. In addition to his, quarterly review meetings of two days duration at

District/Block level shall be held in each year to over view the progress in achieving the targets. The review meetings/workshops at District Level and Block Level shall be held on the basis of flow of information from CRC level. This will facilitate interaction between CRG/BRG and DRG, Sarpanches, VEC Presidents, Community Volunteers, MTA members and members of other disadvantaged groups can be invited to share the progress in their respective areas. Ways to reduce educational disparity will be discussed and remedial measures will be thought of and implemented

Similarly, at the District Level monthly review meetings of Planning Committee shall be held regularly. To over view the progress and achievement of targets, half-yearly review meetings shall also be held

The District is expected to undertake Micro Planning in the entire district by the end of July, 2002. Progress of habitation level and G.P. Level institutional plan will be assessed from time to time keeping community awareness, ownership and bearing responsibility in view. It shall be a further clue for half yearly BRC activity chart. There will be a mechanism to follow the progress of proposals for other departments as generated by Micro Planning.

CHAPTER – VI

PHASING AND COSTING  
2002-2010



DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Item No.	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)			
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target		Financial Outlay	Physical Target	Financial Outlay								
<b>Research &amp; Evaluation</b>																													
<b>Research</b>																													
1	NN 16	Action Research	0.0200	20	0.400	0.0300	20	0.600	20	0.600	20	0.600	20	0.600	20	0.600	2.800	20	0.600	20	0.600	20	0.600	20	0.600	20	0.600	1.800	4.600
2	NN 16	Workshop on research study	0.1640	2	0.168	0.1640	2	0.168	2	0.168	2	0.168	2	0.168	2	0.168	0.840	2	0.168	2	0.168	2	0.168	2	0.168	2	0.168	0.564	1.404
3	NN 16	Small scale classroom based research	0.4000	20	0.300	0.5000	20	0.400	20	0.400	20	0.400	20	0.400	20	0.400	1.800	20	0.400	20	0.400	20	0.400	20	0.400	20	0.400	1.200	3.000
4	NN 16	Terminal Assessment study			3.0000			0.000		0.000		0.000		0.000		0.000	0.000		0.000		0.00		0.00		0.00		0.00	3.000	3.000
5	NN 16	Common Annual Examination for evaluation of children	0.0050	2076	10.395	0.0050	2141	10.705	2141	10.705	2742	13.710	2742	13.710	2742	13.710	58.22	2742	13.710	2742	13.710	2742	13.710	2742	13.710	2742	13.710	41.130	100.355
<b>Planning &amp; Management</b>																													
6	NN 16	Preparation of GPI/village profile (Format printing)	0.0001	2108	0.211	0.0001		0.000		0.000	2108	0.211		0.000	0.421		0.000	0.000	2108	0.211		0.000		0.000		0.000	0.211	0.832	
7	NN 16	Block/District Level Workshop on SSA Planning (40x12x70x)			0.000	0.0280	30	0.840	30	0.840	30	0.840	30	0.840	30	0.840	3.360	30	0.840	30	0.840	30	0.840	30	0.840	30	0.840	2.520	5.880
8	NN 16	Preparation of AWPB and Mid year review (Dissemination)	0.2000		0.000	0.3000		0.000		0.000		0.000		0.000		0.000	0.600		3.300		0.300		0.300		0.300		0.300	0.900	0.900
9	NN 16	Training to BRCA/APS on Educational Management (3 days)	0.0035		0.000	0.0035		0.000		0.000	610	2.135		0.000	2.135	610	2.135		0.000		0.000	610	2.135		0.000	610	2.135	4.270	6.405
10	NN 16	Training to DRG on Educational Management (10 days)	0.0070		0.000	0.0070		0.000		0.000	20	0.140		0.000	0.140	20	0.140		0.000		0.000	20	0.140		0.000	20	0.140	0.280	0.420
11	NN 16	Conort Study/Child Tracking	0.0020	2265	4.530	0.0020	2327	4.654	2327	4.654	2926	5.856	2926	5.856	2926	5.856	25.500	2926	5.856	2926	5.856	2926	5.856	2926	5.856	2926	5.856	17.568	43.116
12	NN 16	Compensation of Co-ordinator data	1.0000	1	0.000	0.0000	2	2.000		0.000		0.000		0.000		2.000	0.000		2.000	2	2.000	2	2.000	2	2.000	2	2.000	6.000	11.000
<b>M.I.S.</b>																													
13	NN 16	MIS equipment /furniture/ upgradation/ maintenance			3.000	0.0000		0.000		0.000		0.000		0.000		0.000	0.000		0.000		0.000		0.000		0.000		0.000	3.000	3.000
14	NN 16	Telephone and internet charges for MIS			0.2000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	0.600	0.600
15	NN 16	DISE data collection & scrutiny (School & EGSC)	0.0010	962	0.962	0.0020	1272	2.544		0.000	1582	3.124	1582	3.124	1582	3.124	9.794	3284	5.528	3284	5.528	3284	5.528	3284	5.528	3284	5.528	18.584	79.338

16	N	16	Dissemination Workshop for DISE data	0.0280		0.300	0.0280	0.300	0.000	0.000	0.000	0.000	0.000	0.000	15	0.420	15	0.420	15	0.420	1.260	1.260						
17	N	16	Consumables and Contingencies for MIS			0.000	0.5000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.500	1	0.500	1	0.500	1.500	1.500						
18	N	16	Training of MIS staff on modern software			0.2000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	1	0.200	1	0.200	1	0.200	0.600	0.600						
19	N	16	Development/upgrade of softwares			1.0000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	1	1.000	1	1.000	1	1.000	3.000	3.000						
<b>Monitoring and Supervision</b>																												
20	N	16	Development and production of monitoring and Evaluation formats	0.1000		0.100	0.2000	1	0.200		0.200		0.200	0.000	1	0.200		0.200		0.200	0.600	1.500						
21	N	16	Monitoring & Supervisor: TA/DA/HONORILUM/CONVEYAN SA TO DRG&BRG&CRG& meeting;	0.5000		0.500	5.0000	1	5.000	1	5.000	1	5.000	20.500	1	5.000	1	5.000	1	5.000	15.000	35.500						
22	N	16	Monthly meeting of DRG&BRG&CRG&	N/A			0.000	12	0.000	12	0.000	12	0.000	0.000	12	0.000	12	0.000	12	0.000	0.000	0.000						
<b>Total:</b>						<b>18.466</b>		<b>27.111</b>		<b>22.567</b>		<b>32.384</b>		<b>31.888</b>		<b>132.425</b>		<b>41.187</b>		<b>18.133</b>		<b>44.187</b>	<b>124.527</b>	<b>258.952</b>				

Sl. No.	Norm No.	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)	
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target		Financial Outlay	Physical Target	Financial Outlay						
<b>Quality Improvement</b>																											
<b>N.N.12 Teachers Training</b>																											
1	N.N.12	DRG members Training (20 Members) (Preferably DIET staff)	0.0049		0.000	0.0049		0.000		0.000		0.000		0.000		0.000		0.000	20	0.008	20	0.008	20	0.008	0.294	0.294	
2	N.N.12	BRG Members Training (20 per each Block #200 Nos) ( Pn)	0.0049		0.000	0.0049	280	1.372	280	1.372	280	1.372	280	1.372	280	1.372	5.488	280	1.372	280	1.372	280	1.372	280	1.372	4.116	9.604
3	N.N.12	7 Days Teachers Training on Activity based/Multigrade teaching	0.0049		0.000	0.0049		0.000		0.000		0.000		0.000		0.000		5296	25.950	5296	25.950	5296	25.950	77.851	77.851		
4	N.N.12	Training to Selected Teachers in English (Pn & UP)			0.000	0.0014		0.000	1000	1.400		0.000		0.000		1.400	2000	2.800	2000	2.800	2000	2.800	2000	2.800	8.400	9.800	
5	N.N.12	Training to Selected Teachers in Math (Pn)			0.000	0.0014	1100	1.540		0.000		0.000		0.000		1.540	2100	2.940	2100	2.940	2100	2.940	2100	2.940	8.820	10.360	
6	N.N.12	Training to selected Teachers of UPS section on Science & Math			0.000	0.0021	800	1.680		0.000	800	1.680		0.000		3.360	800	1.680	1200	2.520	1200	2.520	1200	2.520	6.720	10.080	
7	N.N.12	Training to selected Teachers on EVS (Pn)			0.000	0.0014		0.000	1100	1.540		0.000	2100	2.940		4.480	2100	2.940	2100	2.940	2080	2.900	2.900	2.900	9.800	12.700	
8	N.N.12	7 days Training to teachers of UP sections	0.0028	424	1.187	0.0028	424	1.187	792	2.218	1662	4.864	1662	4.864		13.688	1662	4.864	1662	4.864	1662	4.864	1662	4.864	11.861	27.861	
9	N.N.12	Training to teachers (3 days) on TLM (Primary Section)			0.000	0.0021		0.000		0.000		0.000		0.000		0.000	5296	11.122	5296	11.122	5296	11.122	5296	11.122	33.365	33.365	
10	N.N.12	Training to teachers (3 days) on TLM (UP Section)			0.0021	424	0.890	0.0021	424	0.890	792	1.663	1662	3.490	1662	3.490	10.474	1662	3.490	1662	3.490	1662	3.490	1662	3.490	10.471	20.968
11	N.N.12	Workshop on preparation of teaching Calendar/ S.TLM calendar			0.000	0.0028	40	0.112	40	0.112	40	0.112	40	0.112	40	0.112	0.448	40	0.112	40	0.112	40	0.112	40	0.112	0.336	0.784
12	N.N.12	Workshop on Development of Curriculum & Syllabus			0.000	0.0028	40	0.112	40	0.112	40	0.112	40	0.112	40	0.112	0.448	40	0.112	40	0.112	40	0.112	40	0.112	0.336	0.784
13	N.N.12	Printing/Supply of teachers handbooks			0.000	0.0020	424	0.848	792	1.584	1662	3.324	1662	3.324		9.980	6658	12.916	6658	13.918	6658	13.918	6658	13.918	41.748	50.828	
14	N.N.12	Printing/Supply of News letter/Evaluation booklet			0.000	0.0030	284	0.792	284	0.792	554	1.662	554	1.662		4.908	2742	8.226	2742	8.226	2742	8.226	2742	8.226	24.678	29.586	
15	N.N.12	TLM Exhibitions at Block/Cluster level			0.000	0.0500		0.000		0.000		0.000		0.000		0.000	15	0.750	15	0.750	15	0.750	15	0.750	2.250	2.250	
16	N.N.12	Capacity building of DIET faculty/BRGs			0.000	0.0070	20	0.140		0.000	20	0.140		0.000		0.280	20	0.140		0.000	20	0.140		0.000	0.280	0.560	
17	N.N.12	Academic Monitoring and Supervision of Schools (AMSHAN)			0.000	0.0000		0.000		0.000		0.000		0.000		0.000	2	2.000	2	2.000	2	2.000	2	2.000	8.000	10.000	
18	N.N.12	Exposer visit of DRGs /BRGs			0.000	0.1000		0.000		0.000		0.000		0.000		0.000	20	2.000	20	2.000	20	2.000	20	2.000	6.000	6.000	
19	N.N.12	Training to untrained teachers (Pn &UP)			0.000	0.0210	798	16.716	798	16.716	1492	31.332	1492	31.332		65.329		0.000		0.000		0.000		0.000	0.000	95.529	

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20	N N 12	Training to High School Teachers on Class-VIII (5 days)	0.000	0.0021	348	0.731	348	0.731	348	0.731	348	0.731	348	0.731	348	0.731	348	0.731	2,192			
21	N N 12	Teleconferencing through distance education	0.0280	0.000	0.0280	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.840			
22	N N 12	Development of Cassettes/News letters on distance education		0.0020		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1,344			
23	N N 12	Training and use of DL materials to selected Teachers/SIS/Co-ordinators		0.0021		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1,764			
24	N N 12	Printing and development of DL materials		0.2000		0.300	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0,600			
25	N N 12	Strengthening DIET		3.0000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	9,000			
Teachers																						
1	N N 1	Salary to Addl. Teachers (after rate increase) in Upper primary				36,360	202	36,360	202	36,360	202	36,360	202	36,360	202	36,360	202	36,360	202	109,060		
2	N N 1	Salary to Addl. Teachers in place of resource teachers	0.0900	280	25,200	0.1800	280	50,400	280	50,400	280	50,400	280	50,400	280	50,400	280	50,400	280	151,200		
Grants																						
1	N N 8	TLE Grant to uncovered schools under OBB (Pri)		0.000	0.1000	128	12,500	100	10,000	111	11,100	100	10,000	100	10,000	43,700	100	10,000	0.000	0.000	10,000	
2	N N 9	TLE Grant to uncovered UP School under OBB		0.000	0.5000		0.000	62	31,000	90	45,000	100	50,000	100	50,000	126,000	100	50,000	0.000	0.000	50,000	
3	N N 10	School Improvement Grant to Govt. Schools (Pri., UP, H.S.)	0.0200	278	5,560	0.0200	340	6,800	340	6,800	941	18,820	941	18,820	56,600	2592	51,840	2592	51,840	2592	155,520	
4	N N 11	TLM grant to teachers of Primary UP	0.0050	424	2,120	0.0050	424	2,120	762	3,810	1662	8,310	1662	8,310	24,820	6656	34,790	6656	34,790	6256	164,370	
5	N N 11	TLM grant to teachers of H.S. II (Class-VIII)	0.0050	228	1,140	0.0050	228	1,140	228	1,140	228	1,140	228	1,140	5,700	228	1,140	228	1,140	228	3,420	
BRCs/CRCs																						
1	N N 15	Development of Resource teachers (20 Per block = 280 Nos.)		0.000		0.000		0.000		0.000		0.000		0.000	0.000		0.000		0.000	0.000		
2	N N 19	Meeting & TA Rs 500/- to BRCC (per month)	0.0200	56	1,120	0.0600	56	3,360	56	3,360	56	3,360	56	3,360	15,120	56	3,360	56	3,360	56	3,360	10,080
3	N N 19	Allowance Rs. 200/- to BRCC (per month)	0.012	224	2,688	0.0240	224	5,376	224	5,376	224	5,376	224	5,376	24,192	224	5,376	224	5,376	224	5,376	16,128
4	N N 19	Contingency to BRCs	0.1250	14	1,750	0.1250	14	1,750	14	1,750	14	1,750	14	1,750	8,750	14	1,750	14	1,750	14	1,750	5,250
5	N N 19	Contingency to BRCC	0.0050	224	1,120	0.0250	224	5,600	224	5,600	224	5,600	224	5,600	28,000	224	5,600	224	5,600	224	5,600	16,800
6	N N 19	Equipment to BRCC		0.000	1.0000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	8	8	8	8	8	8	14,000	

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7.N.N.19	Equipment to CRCCs		0.000	0.1000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	100	10.000	124	12.400	0.000	22.400
8.N.N.19	Monthly meeting of CRCs/BRCs																	
	Text books		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
1.N.N.5	Free Text book to SC/ST & general girls children (Primary)	0.0005	0.000	0.0010	0.000	0.000	9330	9.330	9330	9.330	18.660	132609	132.609	132609	132.609	132609	132.609	387.827
2.N.N.5	Free Text book to SC/ST & general girls children (UP's)	0.0005	0.0005	0.0010	0.0005	0.0010	20.074	20.074	40.148	20.074	40.148	20.074	20.074	20.074	20.074	20.074	20.074	91.889
	Total		57.186		181.300		213.666		275.987		281.603		1009.742		521.811		448.786	1431.188

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PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Form No.	Description of Activity	2002-03			2003-04			2004-05		2005-06		2006-07		Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2010)
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay		Physical Target	Financial Outlay	Physical Target	Financial Outlay				
<b>Innovation</b>																							
<b>Girls Education</b>																							
1	N N 18	Community Mobiliser on Girls Education in weaker clusters (Remuneration)	0.0400	43	1.720	0.0400	30	1.200	30	1.200	30	1.200	30	1.200	6.520	35	1.400	35	1.400	35	1.400	4.200	10.7
2	N N 18	Training to Community Mobilisers	0.0014	43	0.060	0.0014	30	0.042	30	0.042	30	0.042	30	0.042	0.228	35	0.049	35	0.049	35	0.049	0.147	0.3
3	N N 18	Meeting of lady VEC presidents	0.0007	100	0.070	0.0070	100	0.700	100	0.700	100	0.700	100	0.700	2.870	50	0.350	50	0.350	50	0.350	1.050	3.7
4	N N 18	Meeting with selected SHGs			0.0070	200	1.400	200	1.400	200	1.400	200	1.400	200	5.800	200	1.400	200	1.400	200	1.400	4.200	9.1
5	N N 18	Gender issue workshops for Girls (Propaganda & Retention (2 days))	0.0560		0.000	0.0560		0.000		0.000		0.000		0.000	0.880	14	0.784	14	0.784	14	0.784	2.352	2.3
6	N N 18	Sensitization of Lady Teachers on Girls Retention (1 day)			0.000	1437	0.718	1437	0.718	1437	0.718	1437	0.718	1437	2.874		0.000		0.000		0.000	0.000	2.87
7	N N 18	Review and convergence meeting (C.M. & other costs)			0.0028	28	0.078	28	0.078	28	0.078	28	0.078	28	0.314	28	0.078	28	0.078	28	0.078	0.235	0.3
8	N N 18	Monthly meeting of DRGs on Girls Education																					
9	N N 18	Special Coaching to girls on extra curricular activities in schools (Remuneration to @ Rs 100/- pm to R.P.s: 100- (2 months x 4 persons)			0.0480	224	10.752	224	10.752	224	10.752	224	10.752	224	43.008	224	10.752	224	10.752	224	10.752	12.758	75.2
<b>Total</b>					1.850		14.891		14.891		14.891		14.891		61.414		14.812		14.812		14.812	44.440	105.8
<b>SC &amp; ST Education</b>																							
10	N N 18	Engagement of Youths in weaker areas of SC/STs	0.0400	50	2.000	0.0400	50	2.000	50	2.000	50	2.000	50	2.000	10.000	50	2.000	50	2.000	50	2.000	6.000	16.0
11	N N 18	Training to Youths on SC/ST issues regarding retention/dropout	0.0014	50	0.070	0.0014	50	0.070	50	0.070	50	0.070	50	0.070	0.350	50	0.070	50	0.070	50	0.070	0.210	0.56
12	N N 18	Training to teachers on attitudinal issues/tribal issues for UP teachers			0.000	0.0028	600	1.680		0.000	680			1.680					2300		5.440	6.440	11.2
13	N N 18	Training to Master Trainers on Training on attitudinal issues	0.0028		0.000	0.0028		0.000		0.000				0.000		0.000					0.000	0.000	0.000
14	N N 18	Community Leaders meeting in SC/ST pockets			0.0003	224	0.067	224	0.067	224	0.067	224	0.067	224	0.299		0.000		0.000		0.000	0.000	0.299
15	N N 18	Convergence meeting quarterly with DWOs/SC/ST dev Corporations			0.0028	28	0.000	28	0.078	28	0.078	28	0.078	28	0.235	28	0.078	28	0.078	28	0.078	0.235	0.47
16	N N 18	Workshop on SC/ST propoganda at CRC level			0.0100	224	2.240	224	2.240	224	2.240	224	2.240	224	8.960		0.000		0.000		0.000	0.000	8.960
17	N N 18	Preparation of Tribal Primers for each school for class-I & II (Printing/Distribution)			0.000	30000	9.000	30000	9.000	32000	9.600	33000	9.900	37.800	34000	10.200	35000	10.500	18000	5.400	28.100	7.190	119.0
18	N N 18	Organisation for tribal fairs at block level			0.000	10	0.000	10	0.000	10	0.000	10	0.000	10	2.000	14	1.400	14	1.400		0.000	1.800	4.800

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YEAR WISE CONSOLIDATED STATEMENTS FOR  
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19/N.N.18	Counseling Parents of Minority Community Regarding Retention		0.0700					0.000	10	0.700	0.700	14	0.980	14	0.980	14	0.980	2.940		
20/N.N.18	Monthly meeting DRG																			
	<b>Total</b>		<b>2.070</b>		<b>15.057</b>		<b>14.796</b>		<b>15.056</b>		<b>13.056</b>		<b>61.994</b>		<b>14.728</b>		<b>15.022</b>		<b>14.988</b>	<b>44.725</b>
	<b>ECCE</b>																			
21/N.N.18	Training to ECCE workers on pre school education	0.0070	0.000	0.0070	20	0.140	50	0.350	50	0.350	0.000	0.840	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
22/N.N.18	Salary to ECCE workers in newly opened ECCE centres	0.0200	0.000	0.1000	112	11.200	112	11.200	112	11.200	112	11.200	44.800	112	11.200	112	11.200	112	11.200	33.600
23/N.N.18	Contingent Grants to ECCE centres for equipments and materials		0.0100		112	1.120	112	1.120	112	1.120	112	1.120	4.480	112	1.120	112	1.120	112	1.120	3.360
24/N.N.18	Printing of Activity books/ training modules/ Work books for ECCE centres		0.0010		120	0.120	120	0.120	120	0.120	120	0.120	0.480	120	0.120	120	0.120	120	0.120	0.360
25/N.N.18	Supply of pre school kit to AWCs/ECCE centres	0.0050	48	0.240	0.0100	200	2.000	200	2.000	200	2.000	200	2.000	8.240	200	2.000	200	2.000	0.000	4.000
26/N.N.18	Monthly review meeting of ECCE Workers on pre-school enrolment and retention																			
	<b>Total</b>		<b>0.240</b>		<b>14.580</b>		<b>14.790</b>		<b>14.790</b>		<b>14.440</b>		<b>58.840</b>		<b>14.440</b>		<b>14.440</b>		<b>12.480</b>	<b>41.220</b>
	<b>Computer Education</b>																			
27/N.N.18	Computer Exposure to UPS	1.0000	14	14.000	10000	5.000	5	5.000	5	5.000	5	5.000	34.000	6	6.000	6	6.000	7	7.000	19.000
	<b>Total</b>		<b>14.000</b>		<b>5.000</b>		<b>5.000</b>		<b>5.000</b>		<b>5.000</b>		<b>34.000</b>		<b>6.000</b>		<b>6.000</b>		<b>7.000</b>	<b>19.000</b>
	<b>Intervention Total</b>		<b>18.160</b>		<b>49.528</b>		<b>49.437</b>		<b>49.737</b>		<b>49.387</b>		<b>216.248</b>		<b>49.982</b>		<b>50.282</b>		<b>48.222</b>	<b>146.485</b>

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YEAR WISE CONSOLIDATED STATEMENTS FOR  
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(Rs. in Lakhs)

Sl. No.	Norm No.	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)	
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target		Financial Outlay	Physical Target	Financial Outlay						
<b>Integrated Education for disabled</b>																											
	1	Identification & Survey through AWW (training & format printing)	0.1000		0.000	0.2000		0.000	0.000		0.000	0.000		0.000	0.000		0.000	1	0.200	1	0.200			0.200	0.800		
	2	Training to teachers (Pr & UP) on IEC & EGS institute	0.0035		0.000	0.0035	610	2.135		0.000	870	3.045		0.000	5.180		0.000	610	2.135	870	3.045			0.000	5.180		
	3	Medical assessment camps for identified children	0.1000		0.000	0.1000		0.000	0.000		0.000	0.000		0.000	0.000		0.000	14	1.400	14	1.400			1.400	4.200		
	4	Engagement of 3 Resource teachers (VI, OH, MR) at DPO level	0.1000	3	0.300	0.3270	3	0.960	3	0.960	3	0.960	3	0.960	4.140		0.000	3	0.960	3	0.960	3	0.960	0.960	2.880		
	5	Capacity building of DRGs on IEC			0.030		0.028		0.000	8	0.028		0.000	0.056			0.000	8	0.028		0.000	8	0.028	0.056			
	7	Supply of aids and appliances to severe disabled children	0.0200		0.000	0.0200	500	10.000	500	10.000	280	5.200	500	10.000	35.200		0.000		0.000		0.000			0.000	0.000	35.200	
	9	Strengthening of Existing Special Schools			0.5000	3	1.500	3	1.500		0.000	3	1.500	4.500			0.000	3	0.900		0.000			0.000	0.000	4.500	
	9	Speech training to parents of HI children (Supply of aid)	0.0030		0.000	0.0030	895	2.685	895	2.685	895	2.685	895	2.685	10.740		0.000	895	2.685	895	2.685	895	2.685	895	2.685	8.055	18.795
	10	Surgical Camp for C. Children			0.1000		0.000	0.000	0.000		0.000		0.000	0.000	0.000		0.000	14	1.400	14	1.400	14	1.400	1.400	4.200		
	11	Supply of reading glass and training to parents of VI children	0.0030		0.000	0.0030	146	0.438	246	0.738		0.000		0.000	1.176		0.000	346	1.038	346	1.038	346	1.038	346	1.038	2.114	
	12	Counselling of parents of IEC children	0.0007	3936	2.755	0.0007	5736	4.015	5736	4.015	5736	4.015	5736	4.015	18.816		0.000	5736	4.015	5736	4.015	5736	4.015	5736	4.015	12.046	30.862
	13	Theme base camp (Once in three month/block) on IEC			0.0280	42	1.176	42	1.176	42	1.176	42	1.176	4.704			0.000	42	1.176	42	1.176	42	1.176	42	1.176	3.528	8.232
	14	3-Days Pre Integration camps for disabled children			0.0021	5736	12.046	5736	12.046	3000	6.300	5736	12.046	42.437			0.000	5736	12.046	5736	12.046	4000	8.400	32.491	40.938	81.879	
	15	2-days orientation to district level officers			0.0280	1	0.028	1	0.028	1	0.028	1	0.028	0.112			0.000	1	0.028	1	0.028	1	0.028	1	0.028	0.084	0.252
	16	Convergence meeting quarterly with DSWO/Health dept. B) DRGs			0.0280	4	0.112	4	0.112	4	0.112	4	0.112	0.448			0.000	4	0.112	4	0.112	4	0.112	4	0.112	0.336	1.392
	17	Setting of Resource Centres (Camps) for severe disabled children			0.2500	14	3.500	14	3.500	4	3.500	14	3.500	14.000			0.000	28	7.000	28	7.000	28	7.000	28	7.000	21.000	35.000
	18	Observation of international day of disabled			0.3000	1	0.300	1	0.300	1	0.300	1	0.300	1.200			0.000	1	0.300	1	0.300	1	0.300	1	0.300	0.900	2.100
		<b>Total</b>			<b>3.349</b>		<b>36.073</b>		<b>37.060</b>		<b>40.579</b>		<b>36.322</b>		<b>156.233</b>			<b>34.522</b>		<b>35.405</b>		<b>41.872</b>		<b>15.900</b>	<b>218.100</b>		

11/12/11



DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Form No.	Description of Activity	2002-03			2003-04			2004-05			2005-06		2006-07		Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)			
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target		Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay						
<b>Civil Works</b>																											
1	N.N.B	Building for Building less Schools (Pn)	3.0000		0.000	3.0000	23	89.000	30	90.000			3.000		0.000	159.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	159	
2	N.N.B	Additional Rooms for New Primary Schools	1.5000		0.000	3.0000	85	195.000	50	150.000			0.000		0.000	345.000		0.000	15	45.000	15	45.000	0.000	0.000	90.000	435	
3	N.N.B	Building for New Upper Primary Schools	2.5000		0.000	4.5000	15	87.500	30	135.000			0.000	17	76.500	279.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	279	
4	N.N.B	Additional Classrooms (Primary)	1.85				50	100.000	50	100.000			1.85		107.950	231.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	231	
5	N.N.B	Additional Classroom (Upper Primary)	1.5000		0.000	1.5000	75	112.500	75	112.500			0.000	52	78.000	303.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	303	
6	N.N.B	Tube Well	0.4000	50	20.000	0.4000	50	20.000	50	20.000	50	20.000	50	20.000	100.000	100.000	100	40.000	100	40.000	97	38.800			118.800	218	
7	N.N.B	Toilets (Girls)	0.2000	100	20.000	0.2000	100	20.000	300	60.000	286	57.200	100	20.000	177.200	100	20.000	50	10.000			0.000			30.000	207	
8	N.N.B	Compound Wall	0.7500		0.000	6.7500		0.000		0.000		0.000		0.000	0.000	0.000		0.000	200	150.000	200	150.000	0.000	0.000	300.000	300	
9	N.N.B	HM rooms for UP Schools	1.0000		0.000	1.0000	20	20.000	20	20.000	24	24.000	50	50.000	114.000	50	50.000	50	50.000	50	50.000	50	50.000	0.000	0.000	150.000	264
10	N.N.B	Building for upgraded EGS centres to primary schools	3.0000		0.000	3.0000	0	0.000		0.000	60	183.000	50	150.000	333.000	50	80.000	100	300.000	40	20.000					600.000	633
11	N.N.B	Building for upgraded EGS UP centres to Upper primary schools	4.5000		0.000	4.5000	0	0.000		0.000	100	450.000	60	270.000	720.000	60	270.000	40	180.000	30	135.000					585.000	1305
12	N.N.B	Teachers Barak			0.000	1.5000	30	45.000	32	48.000			0.000		0.000	83.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	83
13	N.N.B	Construction of CRC building	2.0000		2.0000	110	220.000	90	180.000			0.000		0.000	400.000	24	48.000		0.000		0.000	0.000	0.000	0.000	0.000	448	
14	N.N.B	Electrification of schools			0.0600		0.000		0.000	50	3.000	50	3.000	6.000	200	12.000	413	24.780		0.000		0.000	0.000	0.000	0.000	26.780	42
15	N.N.B	Training hall at DPO			3.0000		3.000		0.000			0.000		0.000	3.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	3	
16	N.N.B	Child Friendly Element			0.0300	138	4.140	200	6.000	200	6.000	600	18.000	34.140	100	3.000	100	3.000	200	6.000			0.000	0.000	0.000	12.000	46
<b>Total</b>					<b>46.086</b>		<b>887.140</b>		<b>911.900</b>		<b>743.200</b>		<b>715.590</b>	<b>3297.348</b>		<b>853.880</b>		<b>988.280</b>		<b>642.300</b>			<b>2193.880</b>		<b>5482</b>		

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DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Norm No.	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay					
<b>Repair &amp; Maintenance of School Building</b>																									
1	N.N.T	Repair Grant to each school (PS+UPS+HS)	0.0500	2155	107.750	0.0500	2217	110.850	2217	110.850	2818	140.900	2818	140.900	811.250	2818	140.900	2818	140.900	2818	140.900	2818	140.900	422.700	1033.200
Total					107.750			110.850		110.850		140.900		140.900	811.250		140.900		140.900		140.900		140.900	422.700	1033.200

part

DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Norm No.	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			Sub Total (2002-07)		2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay					
<b>Project Management</b>																											
1	N.N.17	Salaries for DPO Staff	0.3300	12	0.980	0.3300	12	0.980	0.3300	12	0.980	0.3300	12	0.980	0.3300	12	0.980	17.820	48	15.840	48	15.840	48	15.840	47.520		
2	N.N.17	Furniture for DPO	1.0000		0.000	1.0000		0.000			0.000			0.000			0.000	0.000	1	1.000		0.000		0.000	1.000		
3	N.N.17	Equipment for DPO	2.0000		0.000	2.0000		0.000			0.000			0.000			0.000	0.000	1	2.000		0.000		0.000	2.000		
4	N.N.17	Consumables for DPO	0.0500		0.000	0.2000		0.800			0.800			0.800			3.200	12	2.400	12	2.400	12	2.400	7.200			
5	N.N.17	Contingencies for DPO	0.0500		0.000	0.2000		0.800			0.800			0.800			3.200	12	3.600	12	3.600	12	3.600	10.800			
6	N.N.17	Electricity & Water Charges	0.0100		0.000	0.1000		0.400			0.400			0.400			1.600	12	1.200	12	1.200	12	1.200	3.600			
7	N.N.17	Telephone Charges including installation cost	0.0200		0.000	0.2000		0.800			0.800			0.800			3.200	12	2.400	12	2.400	12	2.400	7.200			
8	N.N.17	House Rent for DPO	0.0500		0.000	0.0800		0.240			0.240			0.240			0.960	12	0.720	12	0.720	12	0.720	2.160			
9	N.N.17	TA/DA for DPO staff	0.0300		0.000	0.2000		0.800			0.800			0.800			3.200	12	2.400	12	2.400	12	2.400	7.200			
10	N.N.17	Hire charges of vehicles	0.1800		0.000	1.0800		1.080			1.080			1.080			4.320	4	4.320	4	4.320	4	4.320	12.960			
11	N.N.17	Consultancy fees	0.1800		0.000	2.0000		2.000			2.000			2.000			8.000	2	4.000	2	4.000	2	4.000	12.000			
12	N.N.17	Books and Journals for DPO			0.2000		0.000		0.000		0.000			0.000			0.000		0.200	1	0.200	1	0.200	0.600			
13	N.N.17	Exposure to outside			1.0000		1.000		1.000		1.000			1.000			4.000	1	1.000	1	1.000	1	1.000	3.000			
14	N.N.17	Operation and Maintenance of Equipments			0.3000		0.000		0.000		0.000			0.000			0.000		0.600	2	0.600	2	0.600	1.300			
<b>Total</b>					1.980		12.280		12.280		12.280		12.280		12.280		51.100		41.880		38.880		28.880	118.040			

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DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

S/No	Description of Activity	2002-03			2003-04			2004-05			2005-06			2006-07			Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total (2002-10)
		Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target		Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay			
<b>Intervention for Out of School Children</b>																									
<b>E.G.S.</b>																									
N.N.20	EGS Prman (873 centres for 21825 children)	0.0085	21825	184.421	0.0085	21825	184.421	21825	184.421	14050	118.723	14050	118.723	790.708	14050	118.723	14050	118.723	14050	118.723	14050	118.723	356.166	1148.876	
N.N.20	EGS Upper Primary (290 centres for 7462 children)	0.0400	7462	296.480	0.1200	7462	895.440	7462	895.440		0.000		0.000	2089.300		0.000		0.000		0.000		0.000	0.000	2089.300	
<b>A.I.E.</b>																									
N.N.20	A.I.E. Centres (220 camps for 21312 adolescent girls)	0.0300		0.000	0.0300	21312	639.360	21312	639.360		0.000		0.000	1278.720		0.000		0.000		0.000		0.000	0.000	1278.720	
N.N.20	A.I.E. Centres (232 centres for 11816 working children)	0.0050		0.000	0.0300	11816	348.480	11816	348.480		0.000		0.000	886.880		0.000		0.000		0.000		0.000	0.000	886.880	
N.N.20	A.I.E. centres (19 for 365 blind children)	0.0300	365	10.950	0.0300	365	10.950	365	10.950	365	10.950	365	10.950	54.750	365	10.950	365	10.950	365	10.950	365	10.950	32.850	67.900	
N.N.20	A.I.E. centres (10 for 895 date and dump children)	0.0300	895	26.850	0.0300	895	26.850	895	26.850	895	26.850	895	26.850	134.250	895	26.850	895	26.850	895	26.850	895	26.850	80.850	214.800	
N.N.20	A.I.E. centres (111 centres for 288 street children)	0.0300	288	8.040	0.0300	288	8.040	288	8.040	288	8.040	288	8.040	40.280	288	8.040	288	8.040	288	8.040	288	8.040	24.120	64.320	
N.N.20	A.I.E. centres (1888 Remedial coaching centres repeaters/slow learners)	0.0240	1853	44.472	0.0240	1853	44.472	1853	44.472	1853	44.472	1853	44.472	222.360	1853	44.472	1853	44.472	1853	44.472	1853	44.472	133.416	355.776	
<b>Sub Total</b>				573.213			2158.013		2158.013		289.625		289.625	5307.389		289.625		289.625		289.625		289.625	627.104	5934.412	
<b>New Schemes</b>																									
N.N.1	Salary to Addl. Teachers for new primary Schools	0.0900	155	13.950	0.1800	155	27.900	155	27.900	155	27.900	155	27.900	125.560	452	91.380	452	91.380	452	91.380	452	91.380	244.080	549.830	
N	Salary to Addl. Teachers for upgraded P.S. from EGSCs	0.0900		0.000	0.1800		0.000		0.000	822	111.960	822	111.960	223.820	822	111.960	822	111.960	822	111.960	822	111.960	335.880	559.800	
N	Salary to Addl. Teachers for upgraded J.P.S. from EGSSUPS	0.0900		0.000	0.1800		0.000		0.000	870	156.600	870	156.600	213.200	870	156.600	870	156.600	870	156.600	870	156.600	469.800	783.000	
N.N.1	Salary to Addl. Teachers for new Upper Primary Schools	0.0900	186	16.740	0.1800	186	33.480	186	33.480	186	33.480	186	33.480	150.880	186	33.480	186	33.480	186	33.480	186	33.480	100.440	351.160	
<b>Sub Total</b>				30.690			61.380		61.380		329.840		329.840	813.230		383.400		383.400		383.400		383.400	1150.200	1962.330	
<b>Grand Total</b>				603.903			2219.393		2219.393		538.975		538.975	6120.639		592.435		592.435		592.435		592.435	1777.304	7897.942	

DISTRICT : KGRAPUT  
STATE : ORISSA

YEAR WISE CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-10

(Rs. in Lakhs)

Sl. No.	Norm No.	Description of Activity	2002-03			2003-04			2004-05		2005-06		2006-07		Sub Total (2002-07)	2007-08		2008-09		2009-10		Sub Total (2007-10)	Grand Total
			Unit Cost	Physical Target	Financial Outlay	Unit Cost	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay	Physical Target	Financial Outlay		Physical Target	Financial Outlay	Physical Target	Financial Outlay				
<b>Community Mobilisation</b>																							
1		Training to VEC members	0.0000		0.000	0.0006	2176	1.300	0.000	2320	1.392	2488	1.493	4.190	0884	4.180	15016	9.010	15016	9.010	15016	9.010	22.216
2		Training to MTA members	0.0000		0.000	0.0006	2176	1.300	0.000	2320	1.392	2488	1.493	4.186	0884	4.186	15016	9.010	15016	9.010	15016	9.010	22.216
3		Training to Master Trainers for VEC/MTA Training				0.0021		0.060		0.000		0.000		0.000	140	0.294	140	0.294	140	0.294	140	0.882	
4		Community Awareness Campaign for Environment/Resession				0.0020	264	0.528	264	0.528	885	1.730	885	1.730	4.516	2742	5.484	2742	5.484	2742	5.484	16.482	
5		Retention Drive in selected schools				0.0100	500	5.000	1000	10.000	1000	10.000	500	5.000	30.000	500	5.000		0.000		0.000	5.000	
6		Sits on AIR through tribal district on Access/Entitlement & Right-issues under SSA				0.2000	1	0.200	1	0.200		0.200	1	0.200	0.800		0.200		0.200	1	0.200	0.800	
7		Exposure visit of Vets/PTA/MTA members				0.5000	1	0.500	1	0.500	1	0.500	1	0.500	2.000	1	0.500	1	0.500	1	0.500	1.500	
8		Organisation of community fair and festivals at block/district level				0.1000	15	1.500	15	1.500	15	1.500	15	1.500	6.000	15	1.500		0.100	1	0.100	1.700	
9		District specific community mobilisation programme (NINAD)				8.0000	1	8.000	1	8.000	1	8.000	1	8.000	32.000		0.000						
10		Orientation of opinion makers and cluster groups at district level				0.1000	1	0.100	1	0.100		0.100	1	0.100	0.400	1	0.100		0.100	1	0.100	0.300	
11		Orientation to PFI members/NGOs/ Youth Clubs at block/district level				0.1000	15	1.500	15	1.500	15	1.500	15	1.500	6.000	15	1.500	15	1.500	15	1.500	1.500	
Total			0.000				19.938		22.938		28.814		21.318	90.087		22.888		28.197		28.197		75.285	

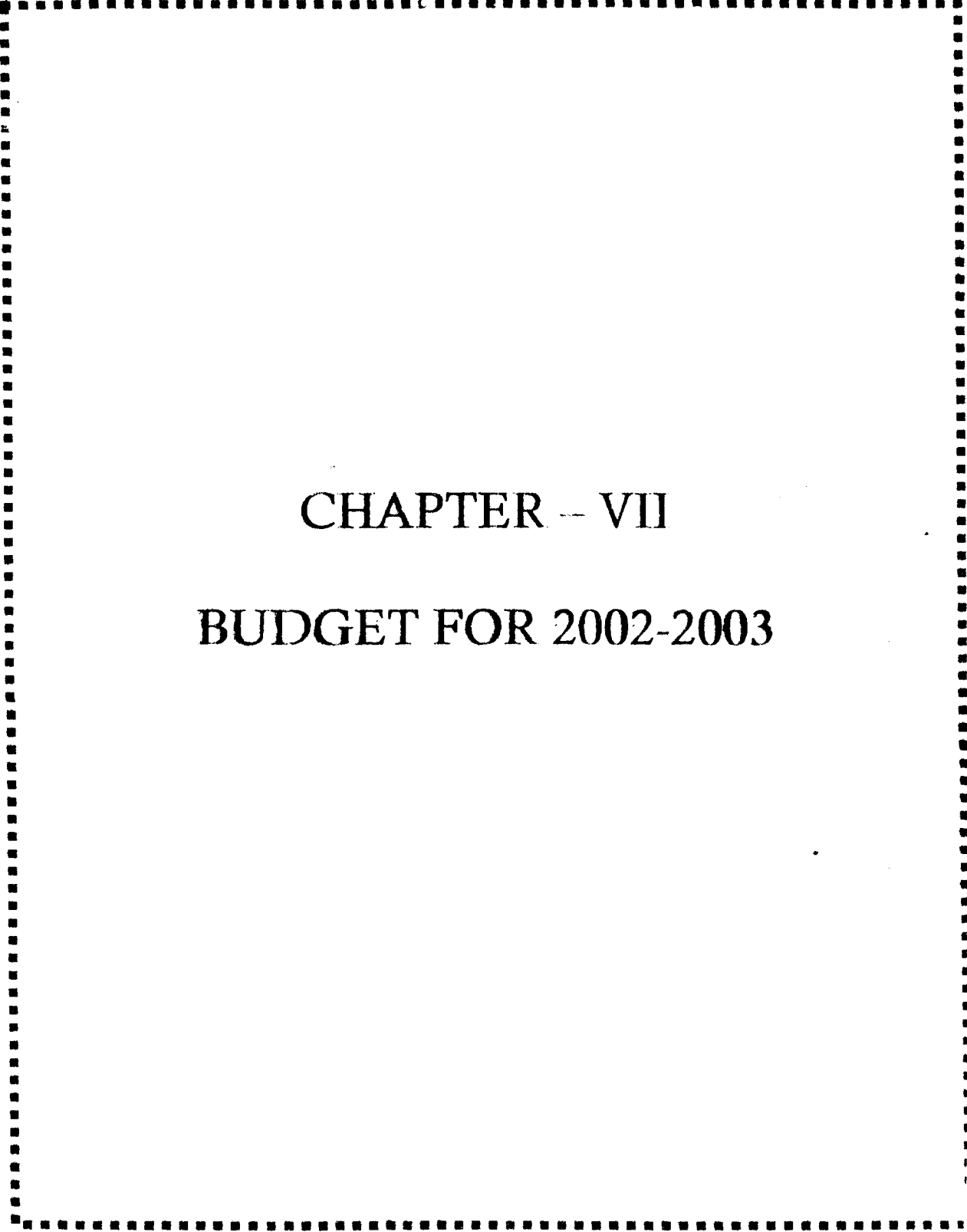
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STATE : ORISSA  
DISTRICT : KORAPUT

(Rs. in Lakhs)

**CONSOLIDATED STATEMENTS FOR  
PERSPECTIVE PLAN UNDER SSA FROM 2002-2010**

Sl. NO.	Name of the Intervention	Financial Outlay (2002-03)	Financial Outlay (2003-04)	Financial Outlay (2004-05)	Financial Outlay (2005-06)	Financial Outlay (2006-07)	Sub Total (2002-07)	Financial Outlay (2007-08)	Financial Outlay (2008-09)	Financial Outlay (2009-10)	Sub Total (2007-2010)	Grand Total (2002-10)	%
1	Quality Improvement	57.186	181.300	213.666	275.987	281.603	1009.742	521.811	463.533	445.766	1431.109	2440.851	13%
2	Innovation	18.160	49.528	49.437	49.737	49.387	216.248	49.982	50.282	49.222	149.485	365.733	2%
3	IED	3.349	38.923	37.060	40.579	36.322	156.233	34.523	35.405	41.972	111.900	268.133	1%
4	Intervention for Out of Schools	100.000	2219.394	2219.394	638.975	638.975	6120.619	592.435	592.445	592.435	1777.304	7897.942	44%
5	Research & Evaluation	18.400	27.111	22.567	22.784	31.893	132.425	41.197	39.133	44.197	124.527	256.952	1%
6	Project Management	12.180	12.280	12.280	12.280	12.280	51.100	41.680	38.680	38.680	119.040	170.140	1%
7	Repair & Maintenance	107.750	110.850	110.850	140.900	140.900	611.250	140.900	140.900	140.900	422.700	1033.950	6%
8	Civil Works	40.000	887.140	911.500	743.200	715.500	3297.340	653.000	900.280	642.300	2195.580	5492.920	30%
9	Community Mobilisation	0.000	19.939	22.328	26.314	21.516	90.097	22.959	26.197	26.197	75.353	165.450	1%
	<b>Total</b>	<b>850.794</b>	<b>3546.465</b>	<b>3599.080</b>	<b>1860.354</b>	<b>1828.380</b>	<b>11685.073</b>	<b>2098.486</b>	<b>2286.844</b>	<b>2021.668</b>	<b>6406.998</b>	<b>18092.071</b>	<b>100%</b>
	% in Civil Works (max. 33%)	9%	25%	25%	40%	39%	28%	31%	30%	32%	34%	30%	
	% in Project Management (max. 6%)	0%	0%	0%	1%	1%	0%	2%	2%	2%	2%	1%	
	% of Quality	25%	75%	74%	59%	60%	71%	67%	50%	66%	64%	69%	



**CHAPTER – VII**  
**BUDGET FOR 2002-2003**

DISTRICT : KORAPUT  
STATE : ORISSA

**YEAR WISE COSTING AND BUDGET FOR 2002-03**

(Rs. in lakhs)

Sl. No.	Norm No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Research &amp; Evaluation</b>							
<b>Research</b>							
1	N.N.16	Action Research	0.0200	20	0.400	Nov	
2	N.N.16	Workshop on research study	0.0840	2	0.168	Nov	
3	N.N.16	Small scale classroom based research	0.0100	20	0.200	Feb	
4	N.N.16	Terminal Assessment study				Nov	By SCERT
5	N.N.16	Common Annual Examination for evaluation of children	0.0050	2079	10.395	Mar	
<b>Planning &amp; Management</b>							
6	N.N.16	Preparation of GP/Village profile (Format printing)	0.0001	2106	0.211	Nov	
7	N.N.16	Cohort Study/Child Tracking	0.0020	2265	4.530	Jan	
8	N.N.16	Computerisation of Co-hort/child data	1.0000	1	1.000	Jan	
<b>M.I.S.</b>					0.000		
9	N.N.16	DISE data collection & scrutiny (School & EGSC)	0.0010	962	0.962	Oct, Nov	

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DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rupees in lakhs)

Monitoring and Supervision						
10	N.N.16	Development and production of monitoring and Evaluation formats	0.1000	1	0.100	Oct
11	N.N.16	Monitoring & Supervision (TA/DA/HONORIUM/CONVEYANCE to DRGs/BRGs & meeting)	0.5000	1	0.500	Oct - Mar
12	N.N.16	Monthly meeting of DRGs/BRGs/CRGs	NF	6		Oct - Mar
<b>TOTAL</b>					<b>18.466</b>	

Sl. No.	Norm No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Quality Improvement</b>							
<b>Teachers Training</b>							
1	N.N.12	7 days Training to teachers of UP sections	0.0028	424	1.187	Nov	
2	N.N.12	Training to teachers (3 days) on TLM (UP Section)	0.0021	424	0.890	Nov	
<b>Teachers</b>							
3	N.N.1	Salary to Add. Teachers in place of resource teachers	0.0900	280	25.200	Oct - Mar	
<b>Grants</b>							
4	N.N.10	School Improvement Grant to Govt. Schools (Pri., UP, H.S.)	0.0200	278	5.560	Nov	
5	N.N.11	TLM grant to teachers of Primary, UP	0.0050	424	2.120	Nov	
	N.N.11	TLM grant to teachers of H.S. for Class-VIII	0.0050	228	1.140		
<b>BRCs/CRCs</b>							
6	N.N.19	Development of Resource teachers (20 Per block = 280 Nos.)			0.000	Oct	
7	N.N.19	Meeting & TA Rs.500/- to BRC per month	0.0300	56	1.680	Oct - Mar	For 6 months
8	N.N.19	Allowance Rs. 200/- to CRCCs per month	0.0120	224	2.688	Oct - Mar	For 6 months

DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rs. in lakhs)

9	N.N.19	Contingency to BRCs	0.1250	14	1.750	Oct
10	N.N.19	Contingency to CRCCs	0.0250	224	5.600	Oct
11	N.N.19	Monthly meeting of CRCs/BRCs	NF	6		Oct - Mar
<b>Text books</b>						
12	N.N.5	Free Text book to SC/ST & general girls children (UPS)	0.0005	18741	9.371	
<b>TOTAL</b>					<b>57.186</b>	

**YEAR WISE COSTING AND BUDGET FOR 2002-03**

(Rs. in lakhs)

Sl. No.	Norm No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Innovation</b>							
<b>Girls Education</b>							
1	N.N.18	Community Mobiliser on Girls Education in weaker clusters (Remuration)	0.0400	43	1.720	Dec-Mar	
2	N.N.18	Training to Community Mobilisers	0.0014	43	0.060	Nov	
3	N.N.18	Meeting of lady VEC presidents	0.0007	100	0.070	Feb	
4	N.N.18	Monthly meeting of DRGs on Girls Education	NF	6			for six months
<b>SC &amp; ST Education</b>							
5	N.N.18	Engagement of Youths in weaker areas of SC/STs	0.0400	50	2.000	Dec-Mar	
6	N.N.18	Training to Youths on SC/ST issues regarding retention/dropout)	0.0014	50	0.070	Nov	
<b>ECCE</b>							
7	N.N.18	Supply of pre school kit to AWCs/ECCE centres	0.0050	48	0.240		
<b>Computer Education</b>							
8	N.N.18	Computer Exposure to UPS	1.0000	14	14.000		
<b>TOTAL</b>					<b>18.160</b>		

DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rs. in lakhs)

Sl. No.	Norm No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Integrated Education for disabled</b>							
1	N.N.15	Engagement of 3 Resource teachers (VI,OH,MR) at DPO level	0.1000	3	0.300	Nov	
2	N.N.15	Training to Resources teachers (3 per block on IED)	0.0070	42	0.294	Feb-Mar	
3	N.N.15	Counselling of parents of IED children	0.0007	3936	2.755	Dec	
<b>TOTAL</b>					<b>3.349</b>		

DISTRICT : KORAPUT  
STATE : ORISSA

YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rs. in lakhs)

Sl. No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Civil Works</b>						
1	N.N.6 Tube Well	0.4000	50	20.000	Oct - Mar	
2	N.N.6 Toilets (Girls)	0.2000	100	20.000	Oct - Mar	
	<b>Total</b>			<b>40.000</b>		
<b>Repair &amp; Maintenance of School Building</b>						
Sl. No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
1	N.N.7 Repair Grant to each school (PS+UPS+HS)	0.0500	2155	107.750	Jan	
	<b>TOTAL</b>			<b>107.750</b>		

DISTRICT : KORAPUT  
STATE : ORISSA

### YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rs. in lakhs)

Sl. No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Project Management</b>						
1	N.N 17 Salaries for DPO Staff	0.3300	6	1.980	Sept - Mar	
<b>TOTAL</b>				<b>1.980</b>		

YEAR WISE COSTING AND BUDGET FOR 2002-03

(Rs. in lakhs)

Sl. No.	Norm No.	Description of Activity	Unit Cost	Physical Target	Financial Outlay	Period	Remarks
<b>Intervention for Out of School Children</b>							
<b>E.G.S.</b>							
1	N.N.20	EGS Primary (873 centres for 21825 children)	0.0085	21825	184.421	Dec - Mar	
2	N.N.20	EGS Upper Primary (290 centres for 7462 children)	0.0400	7462	298.480	Dec - Mar	
<b>A.I.E.</b>							
3	N.N.20	A.I.E. centres (10 for 365 blind children)	0.0300	365	10.950	Oct-Mar	
4	N.N.20	A.I.E. centres (10 for 895 dafe and dump children)	0.0300	895	26.850	Oct-Mar	
5	N.N.20	A.I.E. centres (11 centres for 268 street children)	0.0300	268	8.040	Oct-Mar	
6	N.N.20	A.I.E. centres (1866 Remedial coaching centres repeaters/slow learners)	0.0240	1853	44.472	Oct-Mar	
<b>New Schols</b>							
7	N.N.2	Salary to Addl. Teachers for new Upper Primary Schools	0.0900	186	16.740		
8	N.N.2	Salary to Addl. Teachers for new primary Schools	0.0900	155	13.950	Dec - Mar	
<b>Total</b>					<b>603.903</b>		



DISTRICT : KORAPUT

STATE : ODISSA

STATE : ORISSA

CONSOLIDATED STATEMENTS

FOR FRESH PLAN UNDER SSA IN 2002-03

FOR FRESH PLAN UNDER SSA IN 2002-03

(Rs. in lakhs)

Sl. No.	Name of Intervention	Financial Outlay	%
1	Quality Improvement	57.1861	6.72%
2	Innovation	18.1602	2.13%
3	L.E.D.	3.3492	0.39%
4	Education for Out of School Children	603.90325	70.98%
5	Research & Evaluation	18.466	2.17%
6	Project Management	1.98	0.23%
7	Repair & Maintenance grant to Schools	107.75	12.66%
8	Civil Works	40	4.70%
9	Community Mobilisation	0	0.00%
	<b>Total</b>	<b>850.794</b>	<b>100%</b>



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NIIPA DC

QUALITY IMPROVEMENT  
DOCUMENTATION  
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