

DISTRICT ELEMENTARY EDUCATION PLAN

2002-03 TO 2009-10

ANGUL

NIEPA DC



D11714

SARVA SHIKSHA ABHIYAN

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CHAPTER-I

DISTRICT PROFILE

CHAPTER – I

DISTRICT PROFILE OF ANGUL DISTRICT

1.1 Historical Background

In the year 940 there was a “Kandha Sabar” named “Anu Balabant Ray. He called himself the king of Angul kmgdom. A conspiracy was formed against him and was killed. The after the land was called Anugul..

This Kingdom was ruled over by many kings for near about 897 years. The last independent king was Somonath Singh Jaggadev. He was deprived off his State on 18.12.1847 by the Commissioner of East India Company

On 03.03.1848 Dy. Collector, Babu Ramprasad Ray took over the charges of Anugul state and directly administered by the Britishers.

At that time the area of Angul State was 881 Sq. Kms. Population was 103743 out of which general were 93,848 and backward class were 9,895. Total villages were 633.

In the year 1891 Angul District was formed and Kandhamal was included. Till March 1936 Angul and Kandhamal was in one District. On 01.04.1936 Angul was included in Cuttack District till the year 1948. In the year 1948 Angul was merged with Dhenkanal District again.

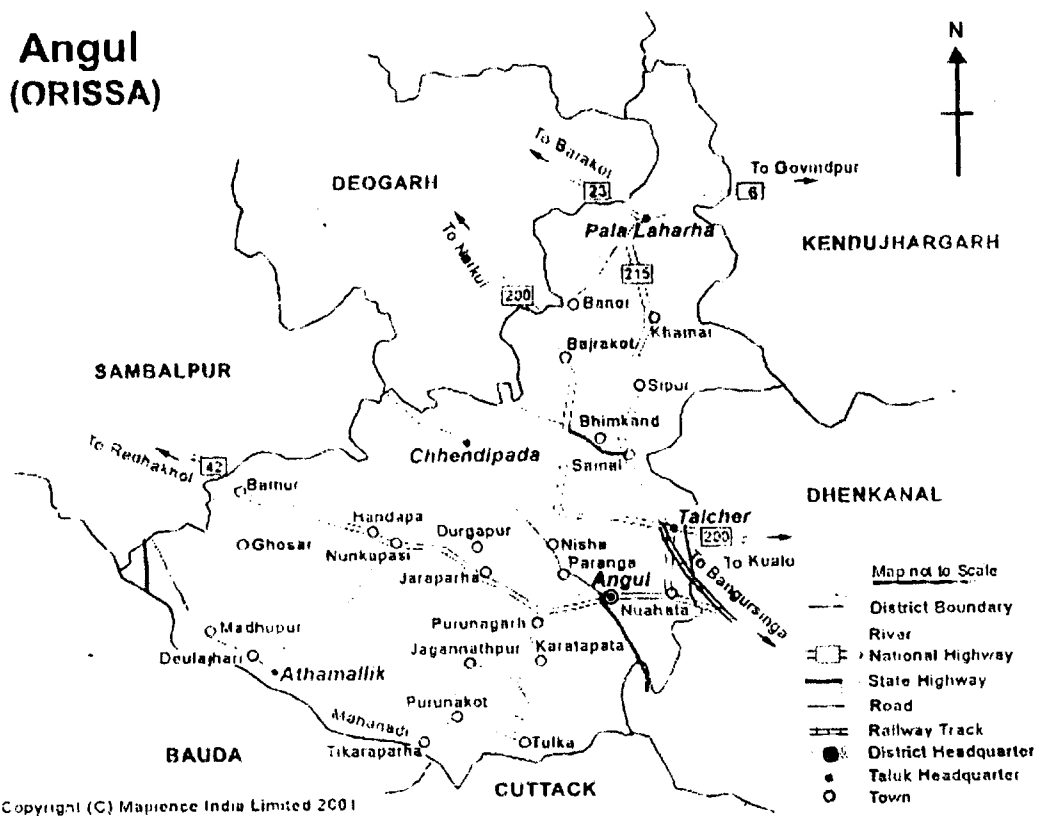
From 01.04.1993 Angul is a separate District.

Location – Angul District is Centrally located in the State of Orissa sharing its boundary with Dhenkanal, Cuttack, Nayagarh, Boudh, Sonepur, Sambalpur, Deogarh and Keonjhar District.

The District lies between 20° - 29° N and 21° - 42° N. Latitude and 34° - 16° E and 85°- 23° E longitude. The total geographical area of the District is 6232.00 Sq. Kms.

River Mahanadi flows in the boundary line of West and South of the District. The forest area of the district is 2716 Sq. Kms which accounts nearly 40% of the total area. Out of this 1760 Sq. Kms are Reserved Forest.

The district comprises of 4 sub-divisions namely Angul, Talcher, Pallahara to Athamallik with 8 CD Blocks & 2 urban bodies and 209 Gram Panchayats



Topography : The District has 3 Natural Divisions. The first is a chain of hill running with north eastern boundary of the District covering Pallahara. Another chain of hill runs along with South-West boundary covering Athamallik and Angul. The third natural division is a valley of River Brahmani running alongwith boundary of Talcher Through Kaniha touching Pallahara.

POPULATION OF ANUGUL DISTRICT

TOTAL			S.C.			S.T.		
Male	Female	Total	Male	Female	Total	Male	Female	Total
5,86,903	5,52,438	11,39,341	99,309	91,699	19,1,008	70,530	62,545	1,33,075

The population which indicates the SC population is 16.8% and ST population is 11.68% of the total population. Further the sex ratio male : Female is 1000:941.

1.2 Land and Soil :

Angul district covers land of different nature. But the two main division of land is plain and hilly area. The plain region of land is suitable for paddy and vegetable cultivation. Excepting the soil of river banks most part of the land in the district specially Pallahara and Athamallik are hilly and strong. The people of hilly area used to grow paddy and other cultivation through "Padu Chasa". They cut down the trees and hedges of hill top area burnt them with fire and used to cultivate them. They grow oil seeds like mustard and till and other seeds. The classification of land may be divided as follows.

Hilly Area	:	30%
High Land	:	40%
Plain Land	:	30%

1.3 River :

Mahanandi, Brahmani, Tikira, Samakoi, Andhari, Mankada, Lingara, Manjor are flowing in the district.

The biggest river Mahanadi and Brahmani are flowing in this district. There are tourist spots like Satkosia Gand and Tikarpara in this district. The famous Rengali dam on the river Brhmani is situated in this district.

1.4 Climate and Rain Fall :

The temperature in the month of May is 40 degree centigrade at the minimum and 45 degree centigrade at the maximum. The average rain fall is 1300 to 1400 millimeter. From June to September the wind blows from south and south west where as from November onwards wind blows from North East.

1.5 Forest :

This district has an average forest area 2716 square kilometers (40% of the total area). But day by day it is decreasing unexpectedly.

1.6 Mineral Resource and Industries :

The district is rich in coal, aluminum. The maximum industries like NALCO, FCI, MCL, NTPC, TTPS are situated and it gives the highest revenue to the Government.

1.7 Language :

Oriya is spoken by	95%
Hindi	02%
Tribal Language	03%

1.8 Religion :

Hindu	98%
Muslim	01%
Christian	01%

1.9 Tourist Place :

There are a number of Tourist spots in the district like Tikarapara, Statkosia Gand, Deuljhari, Phuludi and Rengali Dam. Tikarapara is well known for its natural scenery and Crocodile Project, Rengali. Deuejhari in Athamallik is famous for its hot spring is a very good place for boating. Another worshipping place is at Patrapara, last part of Chhendipada Block known as "Bat Bayani".

1.10 Administrative set up :

1. No. of Sub-Division	:	04
2. No. of Tahasil	:	05
3. No. of C.D. Blocks	:	08
4. No. of Gram Panchayat	:	209
5. No. of Urban Area	:	10
6. No. of Inhabited Village	:	1756

7. No. of habitations : 2430
8. No. of Police Station : 20
9. No. of Fire Station : 05
10. No. of Assembly constituency : 04
11. No. of Wards NAC Angul : 19

1.11 Road and Communication :

Most of the villages of the District are not connected with roads. The main towns are connected with district HQ. by Pucca roads.

Though all the GP HQrs are connected with roads with the Block HQ still then there are some interior habitations still yet to be connected (only fare weather is available)

Name of the Block	Name of GP	Habitations inaccessible are
Angul	Manikjodi	Whole habitations
	Saradhapur	Whole habitations
	Kothbuin	Sankrida, Baghamunda
	Badakantakull	Raigoda
	Tikarapada	Katrang, Majhi pada
	Purunakote	
	Jagannathpur	
Banarpal	Phulapada	
	Sanakerjang	
	Bhogbereni	
Chhendipada	Katada, Kampasala, Korada	
Talcher	Padmabatipur, Dharnpur	
Kaniha	Burkuna, Balipasi	
Pallahara	Nagira, Jharbeda, Kadalimunda, Bamur	
Kishorenagar	Handapa, Kanteikulia, Kadaliunda, Banur	
Athamallik	Ambasarmunda Maimura, Kontapada, Sapaghara, Jamudoh Kudgon	

1.12 Nutritional status of children in the age group of 0-3 and 3-5 years

Nutritious food is served to children of age group of 3-5 years through Anganwadi Centres. Free Vaccine such as Polio, BCG, Cholera and Triple Antigen are supplied to the children of the above age group.

Malaria, Brain Malaria, Diarrhoea and cold and cough diseases are seen in all over the GP areas.

1.13 Occupation Pattern :

Most of the people of the area live on cultivation. They use to grow paddy as it is the main source of living hood~~s~~ of the people. The district depends on rain water, which comes from the monsoon in the middle of June. People get themselves engaged in cultivating their land and engaged in cultivating work up to December. Besides they grow vegetable during winter season. 30% of the people are labour category. They use to work as cultivation labourer. Some of them use to work at industrial area. Some of the labour class people specifically Angul, Chhendipada, Athamallik and Kishnanagar Blocks are depending on "Bidi Making". Very few people of the District are service holders and business men. The percentage of occupation may be classified as follows :

Cultivation	: 60%
Labour	: 30%
Service	: 03%
Business	: 07%

1.14 Socio-Cultural and Economic Feature :

Durga Puja, Laxipuja, Manabasa Gurubar, Dola, Danda and Raja Parba are observed by the people. In hilly areas of Palalahara sub-division tribal people observe Nuakai, Ama Nuakhai and Raja Sankranti. Hingula Jatra is observed in the month of April in Talcher, Kishorenagar, Chhendipada & Angul Block.

LAND UTILIZATION AND CROPPING PATTERN IN THE BLOCK AREA

Name of the block	Forest area	Pasture of grazing land	Cultivation waste land	Non agricultural use	Barrier land	Current fallows	Miscellaneous crops	Other fallows
Angul	7823	3272	883	4549	379	4041	954	4746
Athamallik	21008	1967	2955	8210	2358	10801	553	4222
Banarpal	881	2024	1517	6629	245	2789	281	1408
Chhendipada	13940	3441	2363	3450	1013	7129	1474	4741
Kaniha	23085	1302	1830	5194	1729	3448	629	2466
Kishorenagar	24149	1799	1364	2517	1559	6605	1075	4711
Pallahara	39266	1858	1966	3630	2188	4720	429	1624
Talcher	4857	1124	752	3605	23	3019	387	1382
	13500	16787	13630	37784	9494	42552	5782	25300

Source : District Statistical Hand Book 1997

Other Infrastructure

This district has one Head Post Office, 37 Sub-post Office, 199 Branch Post Office. Telephone facilities are available in all urban areas and some part of the rural area.

The district has 4 Educational districts. Angul Education District covers Angul, Banarpal and Chhendipada Block. Talcher Education District covers Talcher Block and Kaniha Block Palahara Education District covers Pallahara Block and Athamallik Education district covers Athamallik and Kishorenagar Block. Palahara Block and Athamallik Block are underdeveloped Block. So more preference may be given to the above two block.

CHAPTER-II

EDUCATIONAL PROFILE

CHAPTER-II

EDUCATIONAL PROFILE

Introduction

The chapter briefly presents the educational scenario pertaining to Elementary Education of Angul District. The particulars of pre-schooling (Anganwadi/Balwadi Centres) Primary Schools, EGS & AIE centres, particular of teachers in position enrolment, retention, dropout and enrolment projection of students etc. in the district have been incorporated which highlights the strength, weakness and requirements of the district.

1.	Administrative structure of supervising officials :	
	No of Inspector of School both for Angul & Dhenkanal - 1	
(a)	No. of District Inspector of Schools	: 4
	(b) No. of Dy Inspector of School of schools	: 4
	(c) No. of Sub-Inspector of Schools	: 29
2.	No. of Primary Schools	: 1078 (Govt.) including Seavasrama
3.	No. of Upper Primary Schools	: 284
4.	No. of TRW UPS	: 10
5.	No. of Sisumandir	: 06
6.	No. of Integral Schools	: 04
7.	No. of Public Schools	: 06
8.	No. of AWC	: 697
9.	No. of NCLP	: 76
10.	No. of High Schools	: 204 (121+83 Pvt.)
11.	No. of +2 Colleges	: 20
12.	No. of +3 College	: 12
13.	No. of Vocational College	: 05
14.	No. of ST Colleges	: 02
15.	No. of Teachers (working in the Govt. Pry. School)	: 2509
16.	No. of Teachers working In UP Schools	: 1132
17.	Total Enrolment (Primary)	: 127703
18.	Total Enrolment (Upper Primary up to Class-VIII)	: 43579
19.	Total Enrolment (Primary + Upper Primary)	: 171282

The present status of the elementary education of eligible children of the district in the schools can be seen from the enrolment position, the proportion of the children out of the school, the adequacy of teachers imparting education and the physical climate of the of the district.

Enrolment Position

The number of children in primary schools (age group 6-11) and in upper primary schools (age group 11-14) can be seen from the table 1 & 2.

The child population in the age group of 6-11 is 1,41,205. The survey report indicates that 1,11,078 children have been enrolled in primary schools in the age group of (6-11). The total enrolment in primary classes is 1,27,703. This indicates that 16,625 over aged children are in primary education. There are 30,124 children who are out of school in the age group (6-11) out of them 20,028 are drop out of 8099 are non-enrolled. This is alarming situation representing wastage in education. If we take into account the repetition in any of the classes about 35% of the children take more than 6 years to complete primary education. In primary schools 16,625 children are over aged from 11-14 years age group. If we take into consideration the grade transition ratio, repetitions for children who are enrolled in school the situation is more depressing. The class wise net enrollment ratio (5 classes in 5 years) will be 76%.

A determined efforts is needed under the project to give education to these out of school children.

Special education for SC, ST & Girls (9+ and non enrolled)

Remedial camps to check future flow of drop outs.

- Schools within 1 km
- Hostel facilities for SC & ST girls
- Community interest in education
- Teaching aptitude.

In upper primary schools (up to class-VIII) 43,579 children are studying now. The most disturbing picture is the out of school children in the age group of 11-14 years. 18,729 children are out of school in this age group and 16,625 children in this age group are in primary education. About 24% of children of the age group 11-14 years are out of school. Out of the whole total out of children, the SC and ST children are 8942. This indicates that the percentage of SC of ST children are more than general children. The enrolment figure indicates that the enrolment in class-VI is 77% of the class-V enrolment. Between classes

EDUCATIONAL SCENARIO

- Angul district has four sub-divisions, 8 blocks and 209 Gram Panchayats

Angul block has 32 Gram panchayats out of which Tikarpada, Puzunakote, Saradhapur, Manikiodi, Jagannathpur Tainsi, Antulia, Kolabhuin, Balanga, Talgada, Badkantaku are the most backward GPs. The conditions of the people are very bad. Some times they have leading life without food. So the children avoid coming to school daily. If admitted due to various reasons children are compelled by the concerned parents to remain at home. Specifically in Manikajodi and Saradhapur GP residential school should be established 40 Nos. of schools are running with single teachers. Different type of categories disease are also another factor for dropouts and non enrolled. So frequent health checkup programme should be organised in those inaccessible area.

Banarpal Block is an advanced block in Angul District, but GP like Phulpada, Sanakerjeng and Bhogabereni are most backward GP in the Block. The tribal area of Phulpada GP usually neglected for girls education. Usually the parents engage their children in household and agricultural works. Most of the people of the block are depend as agriculture. They are unable to supply their children reading and writing materials.

Chhendipada Block has 34 GPs. All most all the people depend on cultivation depending on rainwater. A good number of people have no landed property are leading life on Bidi and making after collecting Kendu leaves in summer season. Katada, Korada, Bahalsahi, Kamपाल, Chagudia, Basantapur and Kanloi are the backward GPs of the block where most of the people are leading life without two-square meals food. Due to poor condition of the parents the children are not coming to school. If admission is made still their children are bound to stay at home and engaged in different works at home as parents of those children are only 'Sramikas'. They have no alternative way.

Talcher Block is surround by Banarapal Block is the East Angul Block in the South, Kanha block on the West and River Brahmani on the North side. This block has occupied an important place in the industrial scenario of the country. It is called as the black diamond city of India. This block has taken a vital role in increasing the capital income of the state as

well as the Govt. of India. Joragadia, Baleswar, Barapali and Kandhaberani in Padmnabatipur GP, Teheranpur, Nuasahi and Abhimanyapur in Jaganathpur GP and Jandlabahal GP, Dharampur GP are backward area of the Block. Most of the people of the backward GP are SC & ST people have shown little interest to send their girl children to school. So community mobilization is required.

Kaniha Block situated in the midst of river Brahmani, Tikara, Samakoi and surrounded with hills and forests. Balipasi and Burukuna GPs of the Block are neglected. Balipasi GP is fully habited with ST population. These two GPs are surrounded with thick forest. A number of Primary schools are running with single teacher, which hamper primary education a lot. In those backward GPs parents engaged their girls children in the household and agricultural work and do not take interest for their better education.

Out of 255 habited villages of Pallahara Block, the following villages are backward as they habited in the interior part of the block. All 14 villages of Nagira GP along with Jambua, Boita, Sarai, Raipai Talbahai Kadalibari of Jharabada GP Sanabagdari, Badbagdari of Pabitrapur GP, Rohila Benipathar, Kansar of Rohila GP are belongs to backward area. Children of these backward GPs are suffering from Malaria and Diarrhea frequently. Bhuyan, Ganda and Kolha tribes are living here and attains residential schools at Jarmardiha is for girls residential school. A 300 seated residential facilities may be provided for these GP.

Most of the teachers of the block are male. So at the time of selection of additional teachers ladies may be given preference. It is found that only (35-35%) of the parents can afford purchasing textbook for their children less than 10% of the parents can afford bicycles for their children at high school level. They do not take Tiffin or any additional supplementary meal to schools. It is essential to provide uniform from other sources especially to girls and poor children to encourage them to attend schools.

Pabitrapur GP, Rohila GP, Nagira GP, Jharabada GP has communication problem both for students as well as teachers. In order to make students regular to school, we need to make arrangement for community mobilization weekly V.E.C, P.TA, M.TA meeting. V.F.C/ Sarapanch/ P.R.I interaction, teachers group meeting regarding socio-educational problem is essential.

Kishorenagar Block has 21 GPs out of which 15 GPs are backward. Kodalmunda, Sanjamura, Kanteikulia, Raniakata, Bamur, Oskapali & Handapa are most neglected GPs in this block. Tribal people like Ganda, Kandha and Kolha are living in these backward area. Education for girls neglected due to lack of consciousness the parents. The girls are engaged in making bidi, collecting Mahul flowers, collecting kendu leaves and working in farming. There is very low attendance in the month of August, September, February, March & April. Communication facilities in the block are is very poor. As there are no irrigation facilities the people face drought in every three to four years. Residential schooling facility is essential for the tribe living in Nakichi, Urukula, Kanteikulia, Bamur, Jamunali and Handapa GP. There are scattered habitations in all GPs except, Nanukaposi, Gan Boinda Gps. Systematic attempts are bare necessity to reduce the dropouts and repeaters.

There are 24 GPs in Athamallick block. 80% of the population of the block is under poverty line. They entirely depend on the cultivation and forest product and sale. The GPs like Ambansarmunda, Maimula, Krutibaspur, Kurumtap, Sapaghara, Kantapada, Tusar, Kudagaon, Jamudoli & Thakurgarh belongs to SC and ST such as Ganda, Kandha and Pana are living in the backward GPs. The block very often faces natural calamities like flood, cyclone full of forests the land of cultivation is scanty leading to starvation and un timely death.

The whole block imparts education through 153 pry schools 20 UP schools, 68 schools have single teachers. So the requirement of teachers is high.

TABLE-1
CLASSWISE ENROLMENT 2002-03 [DIST ANUGUL]

CLASS	S.C.			S.T.			GENERAL			TOTAL		
	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13
I	2111	1825	3936	1483	1316	2799	11252	11115	22367	14846	14256	29102
II	1863	1650	3513	1310	1258	2568	10575	10120	20695	13748	13028	26776
III	1609	1396	3005	1225	1126	2351	10449	9783	20232	13283	12305	25588
IV	1374	1236	2610	1186	1077	2263	9583	9554	19137	12143	11867	24010
V	1184	1146	2330	1099	878	1977	9094	8826	17920	11377	10850	22227
Pry. Total	8141	7253	15394	6303	5655	11958	50953	49398	100351	65397	62306	127703
VI	1475	1085	2560	865	754	1619	6917	6118	13035	9257	7957	17214
VII	1089	883	1972	705	654	1359	6368	5949	12317	8162	7486	15648
VIII	748	582	1330	496	422	918	4615	3854	8469	5859	4858	10717
U.P. Total	3312	2550	5862	2066	1830	3896	17900	15921	33821	23278	20301	43579
Grand Total	11453	9803	21256	8369	7485	15854	68853	65319	134172	88675	82607	171282

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TABLE - 1 (A)
ENROLMENT IN AWS, PRIMARY SCHOOLS, UPPER PRIMARY SCHOOLS AND ABOVE FOR CHILDREN BELOW 14 YEARS

Name of the block	3 - 5 Years			6 - 11 Years						11 - 14 Years					
	AWW	Others	Total	Boys		Girls		Total		Boys		Girls		Total	
				Pry	U Pry	Pry	U Pry	Pry	U Pry	Pry	U Pry	Pry	U Pry	Pry	U Pry
Angul	4510	-	4510	6932	-	7088	-	14020	-	1128	3868	1154	3377	2282	7245
Banarapal	-	-	0	7806	-	7372	-	15178	-	679	3387	641	2987	1320	6374
Chhendipada	4745	-	4745	9010	-	8212	-	17222	-	996	3133	986	2949	1982	6082
Talcher	-	-	0	7609	-	7375	-	14984	-	1038	3687	992	3338	2030	7025
Kaniha	3519	-	3519	7321	-	6535	-	13856	-	1292	3454	1154	2681	2446	6135
Polosara	3462	-	3462	5954	-	5709	-	11663	-	1136	1265	1087	1185	2223	2450
K. Nagar	2447	-	2447	4691	-	4255	-	8946	-	897	1592	810	1260	1707	2852
Athamalik	4535	-	4535	6523	-	6578	-	13101	-	1107	2140	1116	1871	2223	4011
Angul NAC	-	-	0	1079	-	1029	-	2108	-	225	710	187	695	412	1405
Grand Total	23218	-	23218	56925	-	54153	-	111078	-	8498	23236	8127	20343	16625	43579

TABLE-2
CLASSWISE ENROLMENT[2002-03] [B/G/T]

Block	I			II			III			IV			V			VI			VII			VIII			TOTAL					
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Angul	1836	1867	3703	1703	1771	3474	1612	1769	3381	1386	1437	2823	1423	1298	2721	1724	1446	3170	1504	1499	3003	640	432	1072	11828	11519	23347			
Bansarajal	1768	1752	3520	1738	1779	3517	1814	1667	3481	1753	1634	3387	1742	1451	3193	1221	1026	2247	1121	1046	2167	1045	915	1960	12202	11270	23472			
Chhendipada	2331	2282	4613	2313	1970	4283	2187	1706	3893	1687	1857	3544	1488	1383	2871	1387	1287	2674	1174	1129	2303	572	533	1105	13139	12147	25286			
Talcher	1783	1720	3503	1779	1718	3497	1751	1686	3437	1687	1684	3371	1647	1559	3206	1395	1338	2733	1200	1140	2340	1092	860	1952	12334	11705	24039			
Kaniha	2268	2064	4332	1649	1476	3125	1569	1430	2999	1519	1359	2878	1455	1316	2771	1308	993	2301	1143	916	2059	1003	772	1775	11914	10326	22240			
Potosara	1807	1675	3482	1547	1450	2997	1412	1269	2681	1217	1159	2376	1007	1143	2150	507	416	923	437	378	815	363	349	712	8297	7839	16136			
K. Nagar	1201	1002	2203	1197	998	2195	1151	992	2143	1126	991	2117	913	1082	1995	647	519	1166	585	486	1071	360	255	615	7160	6325	13505			
Athamalik	1567	1635	3202	1547	1615	3162	1522	1543	3065	1519	1513	3032	1475	1388	2863	801	675	1476	751	647	1398	588	549	1137	9770	9565	19335			
Angul MAC	285	259	544	275	251	526	265	243	508	249	233	482	227	230	457	267	257	524	247	245	492	196	193	389	2011	1911	3922			
G. Total	14846	14256	29102	13748	13028	26776	13283	12305	25588	12143	11867	24010	11377	10850	22227	9257	7957	17214	8162	7486	15648	5859	4858	10717	88675	82607	171282			

The table indicates that the percentage of enrolment during 2002-03 is 77.8. 48,856 children in the age group 6-11 years are out of school. It is anticipated that during the year 2005-2006 and 2008-2009 the enrolment may be increased from mainstreaming of out of school children. So necessary steps may be taken to achieve 100% enrolment and zero dropout by 2010. Some backward pockets of the district have poor enrolment. It takes more time to achieve goal. Schooling facilities, free text books, midday meals may be provided for all children. Public motivation and awareness is also required to achieve 100% enrolment. Remedial camps, bridge course may be provided to check future flow of dropout and repeaters.

V and classes VI, the dropout is 23%. SO at higher level also it indicates sudden decrease in enrolment. Remedial camps are also needed at this stage both for boys and girls. In order to provide elementary education bridge courses is necessary. The duration may be vary from 12-18 months or more for them depending on their understanding.

In other words 2 to 3-6 months courses are required for such typical groups (both for imparting primary and upper primary education) Their parents need to be motivated to make our design successful

The pupil teacher ratio according to the current enrolment is not comfortable at present There is also huge shortage of subject teachers. The government has already initiated process to fill up the vacancy But considering that there are 18,729 children yet to be streamlined in the educational setup as well as flow of additional children (pass out) by improving grade transition rate to class-Vi, the demand for teachers will be very high.

With the improved grade transition rate between class V to VI there will be huge deficiency of teachers from 2004 onwards.

TABLE-3 [a]

District Enrolment Target for the Period 2002-2010

Sl. No.	Years	Population	Enrolment	Target % enrolment	Out of school Children
1	2002-2003	220138	171282	77.8	48856
2	2003-2004	223654	186223	83	37421
3	2004-2005	226878	194763	85.8	32115
4	2005-2006	230501	205586	89	25915
5	2006-2007	235877	213872	91.4	21605
6	2007-2008	236317	220869	93.4	15448
7	2008-2009	237240	230465	97	6775
8	2009-2010	238065	237870	99.9	195
9	2010-2011	238997	238997	100	0

TABLE - 3[b]

NO. OF SCHOOLS IN ANGUL DISTRICT

Sl. No.	Name of the Block	No. of the Schools (Existing)			New of EGS Schools proposed	
		Primary	Upper Primary	High Schools	Primary	Upper Primary
1	2	3	4	5	6	7
1	Anugul	150	40	27	66	6
2	Banarapal	104	37	25	70	5
3	Chhendipada	142	40	27	60	4
4	Talcher	108	33	25	27	7
5	Kaniha	139	41	26	69	6
6	Pallahara	160	41	22	106	15
7	Kishorenagar	123	29	21	61	4
8	Athamallik	153	35	24	87	9
9	Anugul NAC	17	11	7	1	1
	Total	1096	307	204	547	57

Total No. of Primary Schools including TRW and Private aided are 1096. Total No. of Upper Primary Schools are 307 including TRW, Private aided. Similarly no. of High schools are 204 including TRW, Central School and Private aided.

To give access as per SSA intervention we required 547 EGS primary and 57 EGS upper primary schools, for which proposal is made. Many of the school proposed are in interior parts of the Blocks where the centres are badly necessary.

TABLE- 4 (A)
ENROLMENT PROJECTION FOR PRIMARY SCHOOLS[2002-10] ANGUL

1	YEAR							
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Population Peojecrn [6-11]	141205	143464	145480	148800	150017	152117	152750	153260
In school children[6-11]	111078	117823	124787	132798	139369	144409	150247	153260
N.E.R	78	82	857	90	93	95	98	100
Dropout[6-11]	22028	20446	17333	13353	10648	7708	2503	0
Dropout rate[%]	19.8	17.3	13.8	10	7.6	5.3	1.6	0
Never enroled in Primary	8099	5195	3360	1649	0	0	0	0
Percentage	5.7	3.6	2.3	1.1	0	0	0	0
Out of School [Absolute]	30127	25641	20693	15002	10648	7708	2503	0
[11-14] Years in P S	16625	13824	11052	7858	5375	2608	785	0
Pnmary School Teachers	2653							
Pry. School Teachers requirement	726	991	1116	1266	1386	1471	1598	1683
Additional Teachers				80	120	160	210	210
Enrolment in Pry. School including overage	127703	131647	135839	140656	144744	147017	151032	153260
Text book requirement [6-11] [SC+ ST +Girls]	71384	75221	79420	83937	86671	89578	91620	93586
Text book requirement [11-14] [SC+ ST +Girls]	10684	8884	7103	5050	3454	1676	505	0
Total T.B for Primary	82068	84105	86523	88987	90125	91254	92125	93586

TABLE - 4 (B)
ENROLMENT PROJECTION FOR UPPER PRIMARY SCHOOLS [2002-2010] ANGUL

1	YEAR							
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
	2	3	4	5	6	7	8	9
Population Projection [11-14]	78933	80190	81398	82701	83860	84200	84490	84805
In UP school children[11-14]	43579	54586	58924	63930	67528	73852	79433	84610
In Pry. school children[11-14]	16625	13824	11052	8858	6975	2608	785	0
Total in PS & UPS[11-14]	60204	68410	69976	72788	74503	76460	80218	84610
N.E.R	76.2	86	88	89	90	91	95	99.6
Dropout[11-14]	11994	8764	9615	9094	8050	7740	6172	1907
Dropout rate[%]	27.5	16	14.6	12.6	12	10.4	7.7	2.2
Never enrolled in UPS	6735	3016	2807	1819	1307	0	0	0
Percentage	8.5	3.8	3.4	2.2	1.5	0	0	0
Out of School [Absolute]	18729	11780	11422	9913	9357	7740	4272	195
Upper Primary School Teachers	644							
UP School Teachers requirement	409	607	689	786	856	973	1072	1151
Additional Teachers				28	52	74	98	114
Text book requirement [SC+ ST +Girls]	28006	33067	35879	39145	41365	45461	49047	52369

Table-4 indicates the population and enrolment[11-14] Projection from 2002-02 to 2009-10. 18,729 children are out of school and 16,625 are in primary school due to repeater. The dropout rate is 27.5% and non-enrolment rate is 8.5%. The N.E.R is 76.2. The out of school children and the children in primary school will decrease gradually by implementation of SSA programme and it will be zero repeaters and zero dropout by 2009-10. The requirement of teachers for upper primary school is 409 in 2002-03 and gradually it increase as per the enrolment. The requirement of textbook in 2002-03 is 28,006 for SC, ST and Girls where as 54,586 in 2010-11.

T-4(a) indicates population and enrolment projection (E-II) from 2002-03 to 2009-10. The N.E.R in 2002-03 is 78 and it will be 93 in 2006-07 and 100 in 2009-10 by implementation of S.S.A. programme. The out of school children is 30127 and it is planned to make it zero by 2009-10. It shows requirement of text books for SC, ST and Girls children (64.265%) of the total enrolment. The children (11-14) in primary school. (Over aged children) will be decreased by checking of repeaters in different classes Remedial classes, bridge classes will be provided to check the flow of repeaters. 2653 teachers are now working in different primary school. 726 teachers are required after rationalization More teacher will be required in future which is projected in the table according to enrolment.

TABLE - 5
DATABASE FOR SARVA SHIKSHA ABHIYAN

Child Population in the age group of below 14 years

Sl. No.	Name of the Block	0-3 Years			3 - 5 Years			6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		5213	4033	9246	5651	5507	11158	10895	8846	19741	5545	4943	10488
2	Banarapal	5102	3775	8877	7345	6378	13723	10865	10606	21471	5215	5336	10551
3	Chhendipada	5167	4927	10094	3780	3478	7258	10052	9479	19531	5209	5123	10332
4	Talcher	4070	3608	7678	3476	3127	6603	9317	8584	17901	5965	5666	11631
5	Kanina	3005	3522	6527	2106	2541	4647	8154	7508	15662	5393	5498	10891
6	Pallahara	4069	3849	7918	3843	3571	7414	6682	6369	13551	3811	3858	7669
7	Kisnorenagar	3697	3811	7508	2746	2990	5736	6934	6904	13838	3202	3134	6336
8	Athamallik	4514	4627	9141	3483	3531	7014	8194	7889	16083	4806	3792	8598
9	Anugul NAC	924	856	1780	773	647	1420	1869	1558	3427	1223	1214	2437
	Total	35767	33674	69441	31403	29830	61233	72962	68243	141205	40369	38564	78933

Table - 5 indicates total child population in the age group of 0-3, 3-5, 6-11 & 11-14. The total children in the age group 6-11 is 1,41,205 & 78,933 in the age group 11-14.

TABLE - 5(A)
DATABASE FOR SARVA SHIKSHA ABHIYAN

Child Population in the age group of below 14 years													Categories - SC		
Sl. No.	Name of the Block	0-3 Years			3 - 5 Years			6 - 11 Years			11 - 14 Years				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
1	Anugul	815	730	1545	591	1171	1762	1388	1230	2618	729	663	1392		
2	Banarapat	811	709	1520	639	1160	1799	1403	1219	2622	823	639	1462		
3	Chhendipada	1103	1034	2137	1020	1949	2969	1570	1428	2998	1367	1287	2654		
4	Talcher	597	529	1126	386	727	1113	886	830	1716	539	499	1038		
5	Kaniha	659	567	1226	614	1209	1823	2203	2005	4208	723	605	1328		
6	Pallahara	762	627	1389	630	1199	1829	1807	1711	3518	858	660	1518		
7	Kishorenagar	584	516	1100	427	808	1235	1166	971	2137	524	463	987		
8	Athamallik	541	555	1096	417	840	1257	983	946	1929	576	455	1031		
9	Anugul NAC	92	85	177	75	137	212	121	108	229	120	98	218		
	Total	5964	5352	11316	4799	9200	13999	11527	10448	21975	6259	5369	11628		

TABLE - 5(B)
DATABASE FOR SARVA SHIKSHA ABHIYAN

Child Population in the age group of below 14 years

Categories : ST

Sl. No.	Name of the Block	0-3 Years			3 - 5 Years			6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anugul	347	337	684	309	296	605	686	609	1295	279	259	538
2	Banarapai	62	61	123	182	203	385	267	273	540	192	187	379
3	Chhendipada	594	565	1159	658	553	1211	776	738	1514	743	703	1446
4	Talcher	295	258	553	172	149	321	511	471	982	270	259	529
5	Kaniha	261	277	538	254	237	491	1263	1024	2287	567	521	1088
6	Pattanara	1155	1016	2171	994	902	1896	2048	1963	4011	1119	972	2091
7	Kishorenagar	844	720	1564	602	545	1147	1466	1386	2852	735	683	1418
8	Athamallik	767	786	1553	592	600	1192	1392	1341	2733	817	644	1461
9	Anugul NAC	28	16	44	18	13	31	46	32	78	17	12	29
	Total	4353	4036	8389	3781	3498	7279	8455	7837	16292	4739	4240	8979

**TABLE -5(C) TOTAL
DATABASE FOR SARVA SHIKSHA ABHIYAN**

Projection of Child Population below 14 years till 2010

Categories : Total

Sl. No.	Name of the Block	0-3 Years			3 - 5 Years			6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2002-03	35767	33674	69441	31403	29830	61233	72962	68243	141205	40369	38564	78933
2	2003-04	36305	34176	70481	32020	30131	62151	74130	69334	143464	41427	38763	80190
3	2004-05	36709	34601	71310	32502	30613	63115	75169	70311	145480	42073	39325	81399
4	2005-06	37289	35119	72408	33080	31139	64219	76381	71419	147800	42733	39968	82701
5	2006-07	37906	35660	73566	33620	31628	65248	77516	72501	150017	43325	40635	83960
6	2007-08	38549	36268	74817	34160	32132	66292	78601	73516	152117	44045	41155	85200
7	2008-09	39117	36823	75940	34713	32640	67353	78934	73816	152750	44649	41741	86390
8	2009-10	39663	37337	77000	35175	33125	68300	79194	74066	153260	45237	42280	87517
9	2009-11	39851	37537	77388	35460	33360	68820	79822	74816	154638	45582	42641	88223

TABLE - 6
ENROLMENT 6-11 YEARS

Sl. No.	Name of the Block	S.C.			S.T.			GENERAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anugul	756	515	1271	392	387	779	5784	6186	11970	6932	7088	14020
2	Banarapal	764	603	1367	142	112	254	7100	6857	13957	8006	7572	15578
3	Chhendipada	1156	1048	2204	224	189	413	7630	6975	14605	9010	8212	17222
4	Taicher	462	436	898	292	204	496	6855	6735	13590	7609	7375	14984
5	Kanina	1962	1747	3709	1048	835	1883	4211	3856	8067	7221	6438	13659
6	Pallahara	1403	1372	2775	1551	1575	3126	2900	2662	5562	5854	5609	11463
7	Kishorenagar	553	342	895	1077	942	2019	3061	2971	6032	4691	4255	9946
8	Athamalik	652	583	1235	1024	977	2001	4847	5018	9865	6523	6578	13101
9	Anugul NAC	58	47	105	38	21	59	980	961	1941	1076	1029	2105
	Total	7766	6693	14459	5788	5242	11030	43368	42221	85589	56922	54156	111078

Table-5(a) indicates that the SC children in age group 6-11, is 21,975 but the enrolment is 14459 and out of school children in the said age group is 7516. So the percentage of the out of school children of the SC category is 34.2.

Table5(b), 6 and 8 (C) indicate that the ST population in age group 6-11 is 16292 and the out of school children in the age group is 5362. So the percentage of the out of the school children of the ST category is 33.

In upper primary stage the percentage of out of school children of SC category is 41.5 and the ST category is 54.

It is observed from this that the SC, ST category children are deprived of elementary education due to so many reasons as lack of awareness and access.

Remedial classes, bridge course schooling facilities, free text books and dresses to these category of children along with girls students of general category.

Motivation and creation of awareness is the primary function of the govt. functionaries to pick up the poor and needy irrespective of caste to reduce the gender and caste gap.

Opportunity for Educational Infrastructure for Elementary Education

There are 1078 government primary schools and 18 private managed schools in the district. There are 284 Govt. upper primary schools & 23 privately managed school. The district has 8 Blocks & 209 *Grama Panchayats*. There is no resource supporting unit either at the block or the cluster level. Cluster lever (centre level) meetings are hold once in a month. There is no material available for incorporating charges in classroom practices. The teachers hardly get any exposure to trainings once they have included. Absence of rationalisation in deployment, transfers further compound problems for remote areas, where the picture is already bleak. Hilly areas of Athamalik, Pallahara (Nagira), Angul (Purunakote, Jagannathpur, Kothabhuin, Balang), Kaniha (Balipasi, Burukuna), suffer the most from this syndrome. Here we find higher incidence of single teacher school. Only 697 villages are served E.CE (Anganwadi) centres. This shows the shortages of pre-priniary facilities in the district. Malnutrition is level in compcunded by regular occurrence of drought and flood in all most every 2/3 years.

TABLE - 7
ENROLMENT 11 - 14 YEARS

Sl. No.	Name of the Block	S.C.			S.T.			GENERAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anugul	512	547	1059	128	111	239	4256	3773	8029	4896	4431	9327
2	Banarapal	273	212	485	53	88	139	3840	3430	7270	4166	3728	7894
3	Chhendipada	1136	1038	2174	322	366	688	2671	2531	5202	4129	3935	8064
4	Talcher	190	172	362	139	161	300	4396	3997	8393	4725	4330	9055
5	Kaniha	508	372	880	379	345	724	3859	3118	6977	4746	3835	8581
6	Pallahara	516	347	863	654	595	1249	1231	1330	2561	2401	2272	4673
7	Kishorenagar	223	230	453	406	379	785	1860	1461	3321	2489	2070	4559
8	Athamallik	237	131	368	463	255	718	2547	2601	5148	3247	2987	6234
9	Anugul NAC	89	64	153	15	11	26	831	807	1638	935	882	1817
	Total	3684	3113	6797	2559	2309	4868	25491	23048	48539	31734	28470	60204

The total enrolment in the age group 11-14 years is 60,204. Out of which S.C. category is 6797 and S.T. category is 4868

TABLE - 7 (A)
ENROLMENT GENERAL

Sl. No.	Name of the Block	6-11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugul	5784	6186	11970	4256	3773	8029
2	Banarapal	7100	6857	13957	3840	3430	7270
3	Chhendipada	7630	6975	14605	2671	2531	5202
4	Talcher	6855	6735	13590	4396	3997	8393
5	Kaniha	4211	3856	8067	3859	3118	6977
6	Pallahara	2900	2662	5562	1231	1330	2561
7	Kishorenagar	3061	2971	6032	1860	1461	3321
8	Athamallik	4847	5018	9865	2547	2601	5148
9	Anugul NAC	980	961	1941	831	807	1638
	Total	43368	42221	85589	25491	23048	48539

TABLE - 7(B)
ENROLMENT OF S.C. CHILDREN

Sl. No.	Name of the Block	6-11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugul	756	515	1271	512	547	1059
2	Banaranal	764	603	1367	273	212	485
3	Chhendipada	1156	1048	2204	1136	1038	2174
4	Talcher	462	436	898	190	172	362
5	Kaniha	1962	1747	3709	508	372	880
6	Pallahara	1403	1372	2775	516	347	863
7	Kishorenagar	553	342	895	223	230	453
8	Athamallik	652	583	1235	237	131	368
9	Anugul NAC	58	47	105	89	64	153
	Total	7766	6693	14459	3684	3113	6797

TABLE - 7(C)
ENROLMENT OF S.T. CHILDREN

Sl. No.	Name of the Block	6-11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugul	392	387	779	128	111	239
2	Banarapal	142	112	254	53	86	139
3	Chhendipada	224	189	413	322	366	688
4	Talcher	292	204	496	139	161	300
5	Kaniha	1048	835	1883	379	345	724
6	Pallahara	1551	1575	3126	654	595	1249
7	Kishorenagar	1077	942	2019	406	379	785
8	Athamallik	1024	977	2001	463	255	718
9	Anugul NAC	38	21	59	15	11	26
	Total	5788	5242	11030	2559	2309	4868

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TABLE - 8
DISTRIBUTION OF OUT OF SCHOOL CHILDREN [TOTAL]

Child Population in the age group of below 14 years		Categories : Gen/SC/ST/Disabled					
Sl.	Name of the Block	No. of out of school children			No. of out of school children		
		6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugul	2761	2960	5721	711	450	1161
2	Banarapal	3002	2891	5893	1512	1145	2657
3	Chhendipada	1204	1105	2309	1173	1095	2268
4	Taicher	1428	1489	2917	1348	1228	2576
5	Kaniha	1002	1001	2003	1222	1088	2310
6	Paliahara	1162	926	2088	1640	1356	2996
7	Kishorenagar	2559	2333	4892	975	802	1777
8	Athamallik	1566	1416	2982	1206	1158	2364
9	Anugul NAC	694	625	1319	336	284	620
	Total	15378	14746	30124	10123	8606	18729

The total out of school children in the age group of 6-11 is 30124 where as the out of school children in the age group of 11-14 is 18729. Total out of school children in the age group of 6-14 is 48853 which is 22.2% of the total population

TABLE - 8 (A)
DISTRIBUTION OF OUT OF SCHOOL CHILDREN

Sl.	Name of the Block	No. of out of school children			No. of out of school children		
		6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugui	1835	1923	3758	343	186	529
2	Banarabal	2238	2114	4352	823	617	1440
3	Chhendipada	238	176	414	521	509	1030
4	Taicher	785	828	1613	868	803	1671
5	Kaniha	546	554	1100	819	679	1498
6	Pallahara	261	199	460	833	666	1499
7	Kishorenagar	1557	1260	2817	345	265	610
8	Athamallik	867	689	1556	513	445	958
9	Anugui NAC	623	553	1176	303	249	552
	Total	8950	8296	17246	5368	4419	9787

TABLE - 8 (B)
DISTRIBUTION OF OUT OF SCHOOL CHILDREN

Child Population in the age group of below 14 years							Categories : S.C.
Sl.	Name of the Block	No. of out of school children			No. of out of school children		
		6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugul	632	715	1347	217	116	333
2	Banarapal	639	616	1255	550	427	977
3	Chhendipada	414	380	794	231	249	480
4	Talcher	424	394	818	349	327	676
5	Kanina	241	258	499	215	233	448
6	Pailahara	404	339	743	342	313	655
7	Kishorenagar	613	629	1242	301	233	534
8	Athamallik	331	363	694	339	324	663
9	Anugul NAC	63	61	124	31	34	65
	Total	3761	3755	7516	2575	2256	4831

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TABLE - 8 (C)
DISTRIBUTION OF OUT OF SCHOOL CHILDREN

Child Population in the age group of below 14 years				Categories : S.T.			
Sl.	Name of the Block	No. of out of school children			No. of out of school children		
		6 - 11 Years			11 - 14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anugui	294	322	616	151	148	299
2	Banarapal	125	161	286	139	101	240
3	Chhendipada	552	549	1101	421	337	758
4	Talcher	219	267	486	131	98	229
5	Kaniha	215	189	404	188	176	364
6	Pallahara	497	388	885	465	377	842
7	Kishorenagar	389	444	833	329	304	633
8	Athamallik	368	364	732	354	389	743
9	Anugui NAC	6	11	17	2	1	3
	Total	2665	2695	5360	2180	1931	4111

Table-V(c) represents population projection in the age group of 6-11 years for each year from 2002-03 to 2009-10. The child population in this age group is likely to be increased by 9.6% according survey (interpolation for other years : 2006 onwards).

Table-XV represents projection of children in different primary classes for each year from 2001-02 to 2009-10. The grade transition rate is likely to increase with the introduction of the project. Initially the proportion of class-I and class-II reduce provision will help enrolment of more children in class-III and above. By 2009-10 the district will achieve 0% drop out and zero never enrolment children

Table-V(c) Represents population projection in the age group of 11-14 years for each from 2001-02 to 2009-10. The child population in this age group is likely to be increased by 11.8% according survey.

Table-XV(a) represents projection of children in different upper primary classes for each year from 2001-02 to 2009-10. The grade transition rate is likely to increase with the introduction of the project (from class-I to V, Class V and above). Initially the proportion of class V pass outs will rise considerably for the proposed remedial camps and reforms in the primary education. The introduction of camps school provision will help enrolment of more children in higher classes. It is project that drop mentioned in Table-4 by the end of 2009-10. The district is projecting achieve zero never enrolled children in the age group of drop out 11-14 by the year 2009-10. By 2009-10 all the in the age group of 11-14 will be availing upper primary education.

There will be zero over aged children either in the primary and upper primary education by 2009-10.

TABLE - 10
TREND IN REPETERS IN ANUGUL BLOCK [PRIMARY SCHOOLS]

Year	Class-I	Class-II	Class-III	Class-IV	Class-V	% of overage children
1	2	3	4	5	6	7
2002-03	12	19	11	19	17	14
2003-04	8	14	8	14	13	11
2004-05	3	11	5	9	10	8
2005-06	1	8	3	7	6	5
2006-07	0	5	1	4	3	3
2007-08	0	2	0	2	2	1.5
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE 10
TREND IN REPEATERS IN BANARPAL BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2003-04	10	7	7	2	2	6
2004-05	8	5	5	1	1	4
2005-06	4	2	2	1	1	3
2006-07	2	1	1	0	0	1
2007-08	1	1	0	0	0	0
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 10 (
 TREND IN REPEATERS IN CHHENDIPADA BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	16	16	10	12	8	9
2003-04	11	11	8	10	4	6
2004-05	7	7	5	7	2	5
2005-06	3	4	3	5	1	3.5
2006-07	1	2	2	3	1	2.5
2007-08	0	0.5	1	1.5	0.5	1.25
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 10
TREND IN REPEATERS IN TALCHER BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	18	10	12	6	6	12
2003-04	14	8	10	4	4	10
2004-05	10	6	6	3	3	6
2005-06	6	3	3	2	2	4
2006-07	3	1	1	1	1	1.5
2007-08	0	0	0	0	0	0
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 10

TREND IN REPEATERS IN KANIHA BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	30	15	12	10	5	15
2003-04	25	12	10	7	3	13
2004-05	18	10	8	5	3	11
2005-06	10	8	7	3	2	9
2006-07	5	5	5	1	1	5
2007-08	0	2	1	0	0	1.5
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 10

TREND IN REPEATERS IN PALLAHARA BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	19	19	16	16	14	16
2003-04	14	12	13	13	11	13
2004-05	10	10	11	11	8	10
2005-06	6	8	7	7	5	7
2006-07	4	5	4	4	3	4
2007-08	2	2	2	2	1	2
2008-09	0	1	1	1	0.5	1
2009-10	0	0	0	0	0	0

TABLE - 10
TREND IN REPEATERS IN KISHORENAGAR BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	17	15	10	8	5	14
2003-04	13	12	7	7	4	11
2004-05	10	8	6	6	3	7
2005-06	8	6	5	4	2	6
2006-07	3	2	2	2	2	2.5
2007-08	1	1	2	2	2	2
2008-09	0	0	1	1	1	1
2009-10	0	0	0	0	0	0

TABLE - 10
TREND IN REPEATERS IN ATHAMALIK BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	17.5	16	10	9	6.5	14.5
2003-04	13	13	7	7	5	11.5
2004-05	10	10	6	6	4	9
2005-06	8	7	3	4	2	6
2006-07	4	4	2	3	1	3
2007-08	2	2	1	2	1	2
2008-09	0	1	1	1	1	1
2009-10	0	0	0	0	0	0

TABLE - 10, 'XV'
TREND IN REPEATERS IN ANUGUL N.A.C BLOCK [PRIMARY SCHOOL]

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	% OF OVERAGE CHILDREN
2002-03	25	18	10	8	7	16
2003-04	18	14	8	6	6	12
2004-05	13	11	6	4	4	10
2005-06	10	8	4	2	2	7
2006-07	6	5	2	1	1	5
2007-08	2	2	1	1	1	1.5
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - II
TREND IN DROUPOUT RATE IN ANUGUL BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	9	5	4	2	1	21
2003-04	7	4	3	2	1	17
2004-05	4	4	1	1.5	1.5	12
2005-06	2	2.5	1.5	1	1	8
2006-07	0	1.5	1.5	1	1	5
2007-08	0	0.5	1	0.75	0.75	3
2008-09	0	0	0.5	0.75	0.75	2
2009-10	0	0	0	0	0	0

TABLE - II
TREND IN DROUPOUT RATE IN CHHENDIPADA BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	4	2.5	1.5	1	1	10
2003-04	3	2.5	1.5	1	1	9
2004-05	2	2	1.5	1	0.5	7
2005-06	1	1	1	0.5	0.5	4
2006-07	0	0.5	0.5	0.5	0.5	2
2007-08	0	0	0.5	0.25	0.25	1
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 11
TREND IN DROUPOUT RATE IN TALCHER BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	5	3	2	2	2	14
2003-04	3	2.5	1.5	1.5	1.5	10
2004-05	1.5	2.25	1.75	1.25	1.25	8
2005-06	0.5	1	1.5	1	1	5
2006-07	0	0.75	1	0.5	0.75	3
2007-08	0	0	0.5	0.25	0.25	1
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 10
TREND IN DROUPOUT RATE IN KANIHA BLOCK

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	TOTAL
2002-03	5	4.5	3.5	3	2.5	18
2003-04	3	3.5	3	2.5	2	14
2004-05	1.5	2.5	2.5	2	1.5	10
2005-06	1	2	2.5	1.5	1.25	8
2006-07	0.25	1	1.5	1.25	1	5
2007-08	0	0	0.5	0.75	0.75	2
2008-09	0	0	0	0.5	0.5	1
2009-10	0	0	0	0	0	0

TABLE - 10

TREND IN DROUPOUT RATE IN PALLAHARA BLOCK

Year	CLASS-I	CLASS-II	CLASS-III	CLASS-IV	CLASS-V	TOTAL
2002-03	8	6	5	4	5	28
2003-04	6	5.5	5	4	4.5	25
2004-05	4	4.5	4	3.5	4	20
2005-06	2.5	3.5	3.5	3	3.5	16
2006-07	0.5	2.25	3.25	2.75	3.25	12
2007-08	0	0.5	2	2.5	3	8
2008-09	0	0	1	1.5	1.5	4
2009-10	0	0	0	0.75	1.25	2

TABLE - 10 :

TREND IN DROUPOUT RATE IN KISHORE NAGAR BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	7	6	5	4	3	25
2003-04	4	5	4	3	2	18
2004-05	3	4	3.5	3	2.5	16
2005-06	1	2.5	3	2.5	2	11
2006-07	0.5	1.5	2.5	2	1.5	8
2007-08	0	0	2	1.5	1	4.5
2008-09	0	0	1.5	1	5	7.5
2009-10	0	0	0	0	0	0

TABLE - 10
TREND IN DROUPOUT RATE IN ATHAMALIK BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	9	6	5	5	3	28
2003-04	5	5.5	4.5	4	3	22
2004-05	3.5	3.5	4	3.5	2.5	17
2005-06	2.5	3.25	3.5	2.5	2.25	14
2006-07	1	2	3	2	2	10
2007-08	0.5	1.5	2.5	1.75	1.75	8
2008-09	0	0.25	1	1.5	1.25	4
2009-10	0	0	0.25	0.5	0.75	1.5

TABLE - 10
TREND IN DROUPOUT RATE IN ANGUL N.A.C BLOCK

Year	I	II	III	IV	V	TOTAL
2002-03	3	2	1.75	1.75	1.5	10
2003-04	2	1.5	1.75	1.5	1.25	8
2004-05	1	1.25	1.5	1.25	1	6
2005-06	0.25	0	1.25	1	0.75	3.25
2006-07	0	0	0.75	0.75	0.5	2
2007-08	0	0	0	0	0	0
2008-09	0	0	0	0	0	0
2009-10	0	0	0	0	0	0

TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN ANUGUL BLOCK+A63

Year	III/I	III/II	IV/III	V/IV
2002-03	79	76	79	82
2003-04	85	82	89	83
2004-05	93	85	93	89
2005-06	97	89.5	94.5	92
2006-07	99	93.5	97.5	95
2007-08	99.5	93	99	97.5
2008-09	100	99.5	99	99.5
2009-10	100	100	100	100

TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN BANARAPAL A13BLOCK

Year	Class II/I	Class III/II	Class III/IV	Class IV/V
2002-03	78	84	86	94
2003-04	84	85.5	86	94.5
2004-05	88	91.5	91.5	96.5
2005-06	93	96	96	98.5
2006-07	96	98	98	99.5
2007-08	99	99	99.5	99.75
2008-09	100	100	99.75	99.75
2009-10	100	100	100	100

TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN CHHENDIPADA BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	80	81.5	88.5	87
2003-04	86	86.5	90.5	89
2004-05	91	91	93.5	92
2005-06	96	95	96	94.5
2006-07	99	97.5	97.5	96.5
2007-08	100	99.5	98.25	98.25
2008-09	100	100	100	100
2009-10	100	100	100	100

TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN TALCHER BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	77	87	86	90
2003-04	83	89.5	86.5	94.5
2004-05	88.5	91.75	82.25	95.75
2005-06	93.5	96	95.5	97
2006-07	97	98.25	98	98.5
2007-08	100	100	99.5	99.75
2008-09	100	100	100	100
2009-10	100	100	100	100

TABLE - 12

TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN KANIHA BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	65	80.5	84.5	87
2003-04	72	84.5	87	90.5
2004-05	80.5	87.5	89.5	93
2005-06	89	90	90.5	95
2006-07	94.75	94	93.5	97.75
2007-08	100	98	98.5	99.25
2008-09	100	100	100	99.5
2009-10	100	100	100	100

TABLE - 12

TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN PALLAHARA BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	73	75	79	80
2003-04	80	82.5	82	83
2004-05	86	85.5	85	85.5
2005-06	91.5	88.5	89.5	90
2006-07	95.5	88.75	92.75	93.25
2007-08	98	97.5	96	95.5
2008-09	100	99	98	97.5
2009-10	100	100	100	99.25

TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN KISHORENAGAR BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	76	79	85	88
2003-04	83	83	89	90
2004-05	87	88	90.5	91
2005-06	91	91.5	92	93.5
2006-07	96.5	96.5	95.5	96
2007-08	99	99	94	96.5
2008-09	100	100	97.5	98
2009-10	100	100	100	100

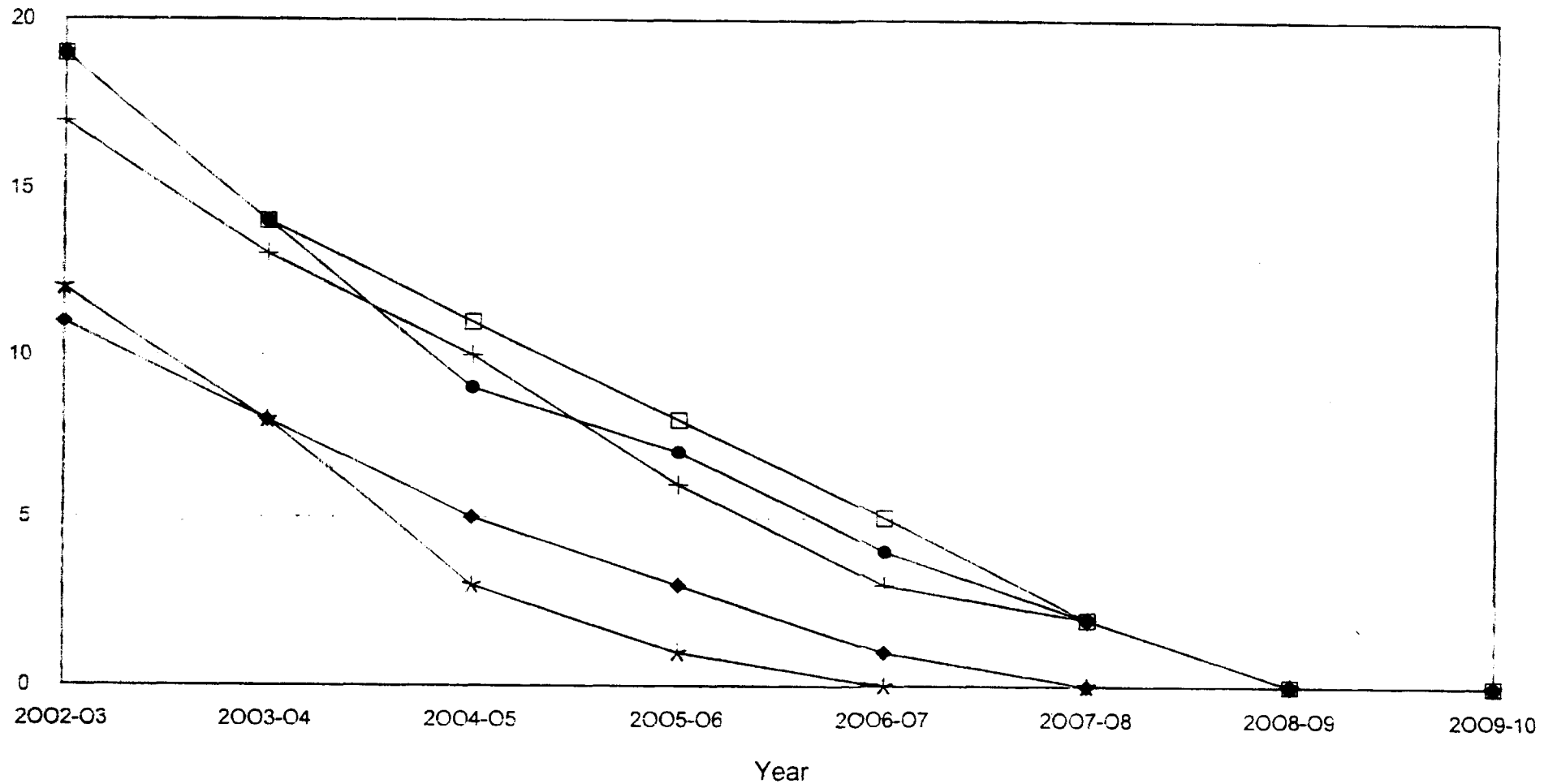
TABLE - 12
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN ATHMALIK BLOCK

Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	75.5	78	85	86
2003-04	82	81.5	88.5	89
2004-05	86.5	86.5	90	90.5
2005-06	89.5	89.75	93.5	93.5
2006-07	95	94	95	95
2007-08	97.5	96.5	96.5	96.25
2008-09	100	98.75	98	97.5
2009-10	100	100	99.75	99.5

TABLE - 12 ANGUL
TREND IN GRADE TRANSITION RATIO IN PRIMARY SCHOOLS IN . N.A.C.

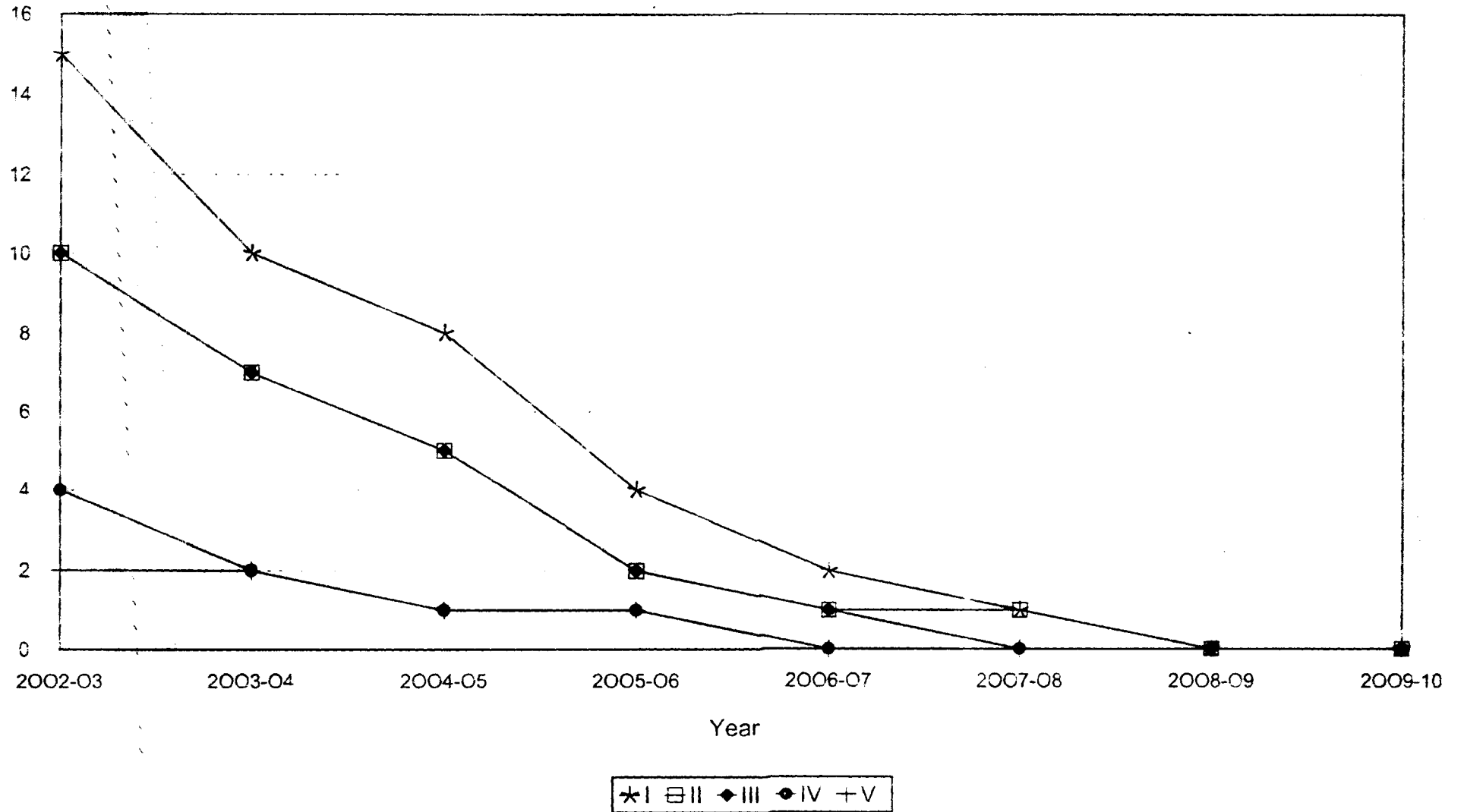
Year	Class II/I	Class III/II	Class IV/III	Class V/IV
2002-03	72	80	88.25	90.25
2003-04	80	84.5	90.25	92.5
2004-05	86	87.75	92.5	94.75
2005-06	89.75	91.25	94.75	97
2006-07	94	95	97.25	98.25
2007-08	98	98	99	99
2008-09	100	100	100	100
2009-10	100	100	100	100

Trend in Repeaters in Angul Block (Primary Schools)

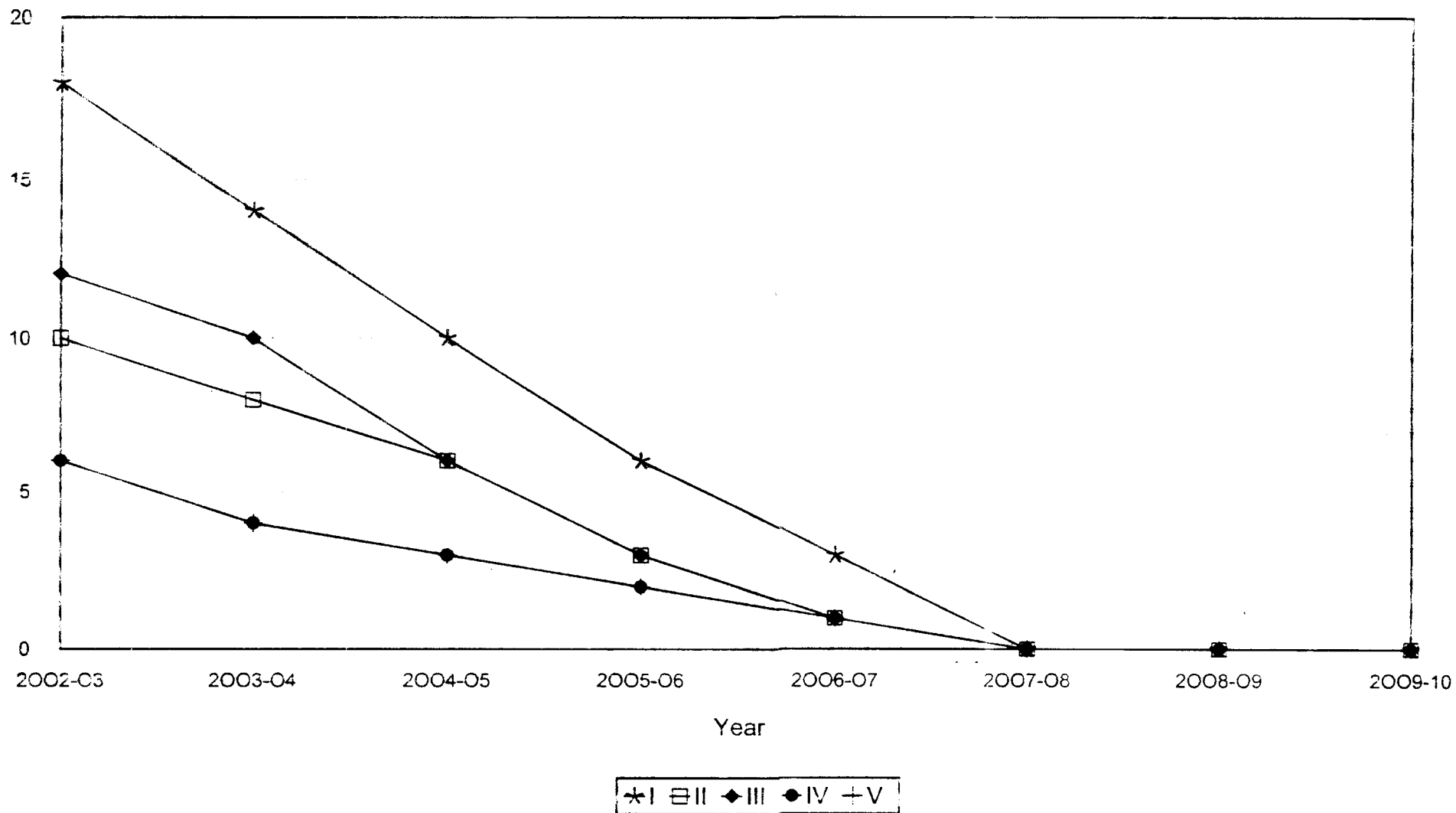


(* I □ II ◆ III ● IV + V)

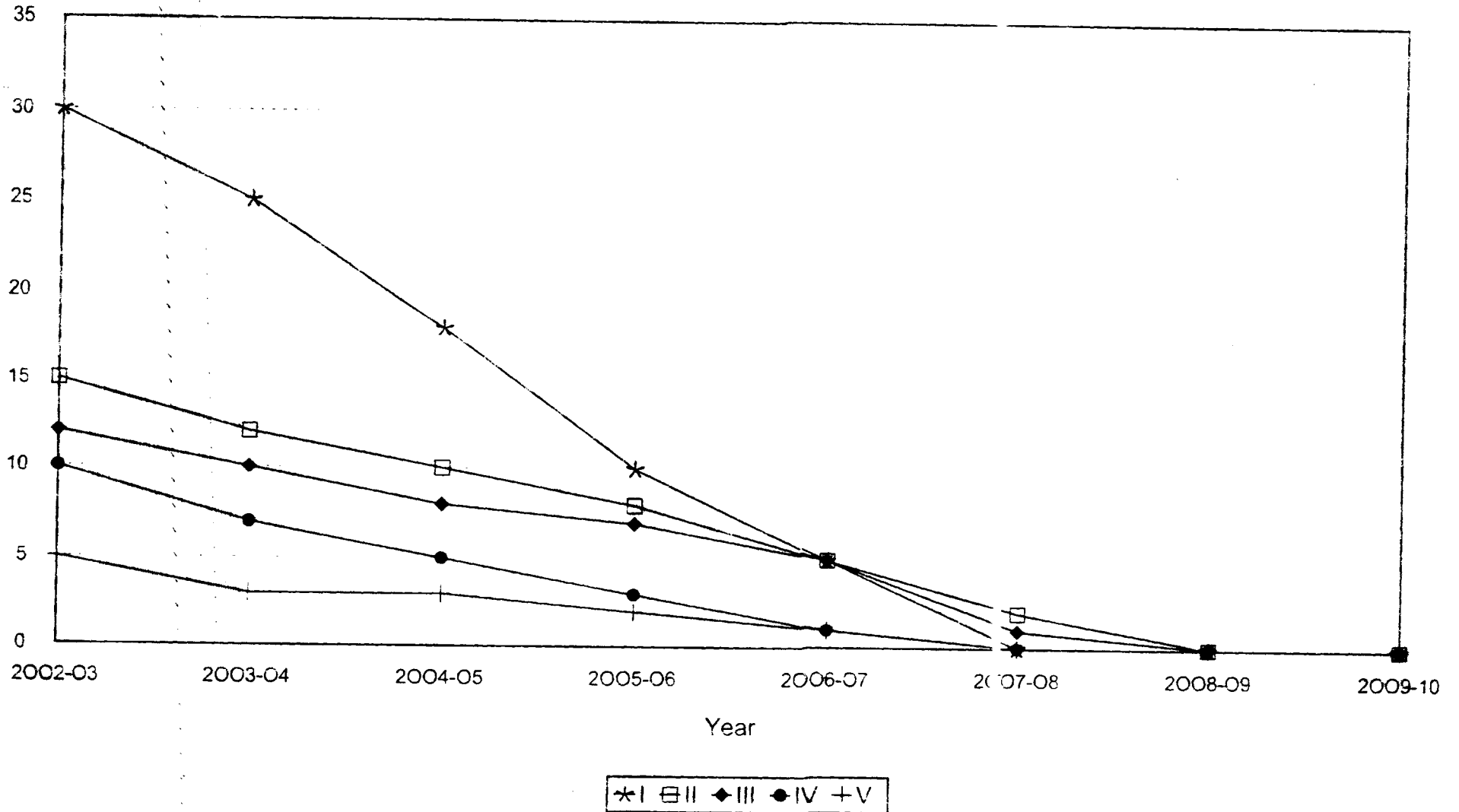
Trend in Repeaters in Banapal Block (Primary Schools)



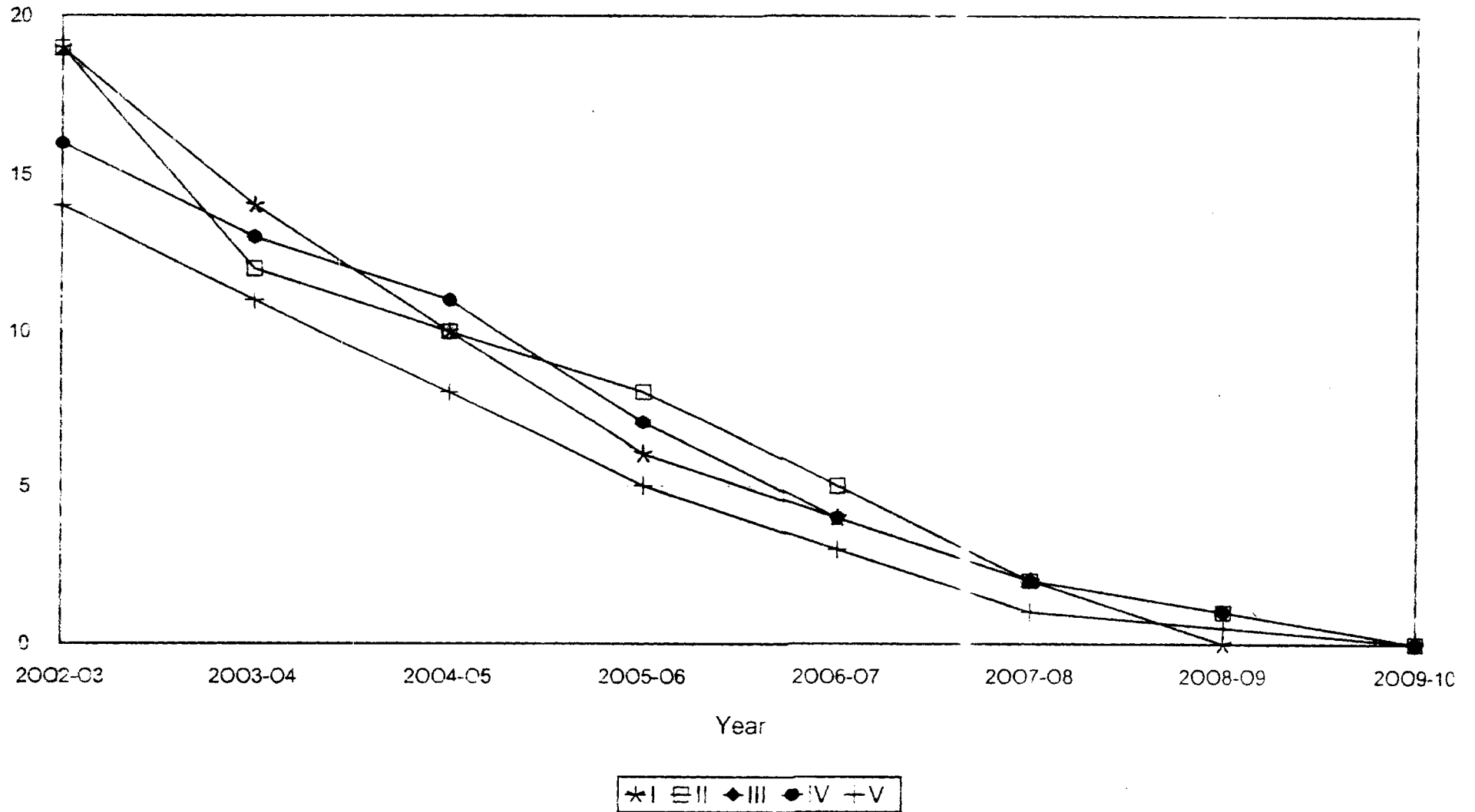
Trend in Repeaters in Talcher Block (Primary Schools)



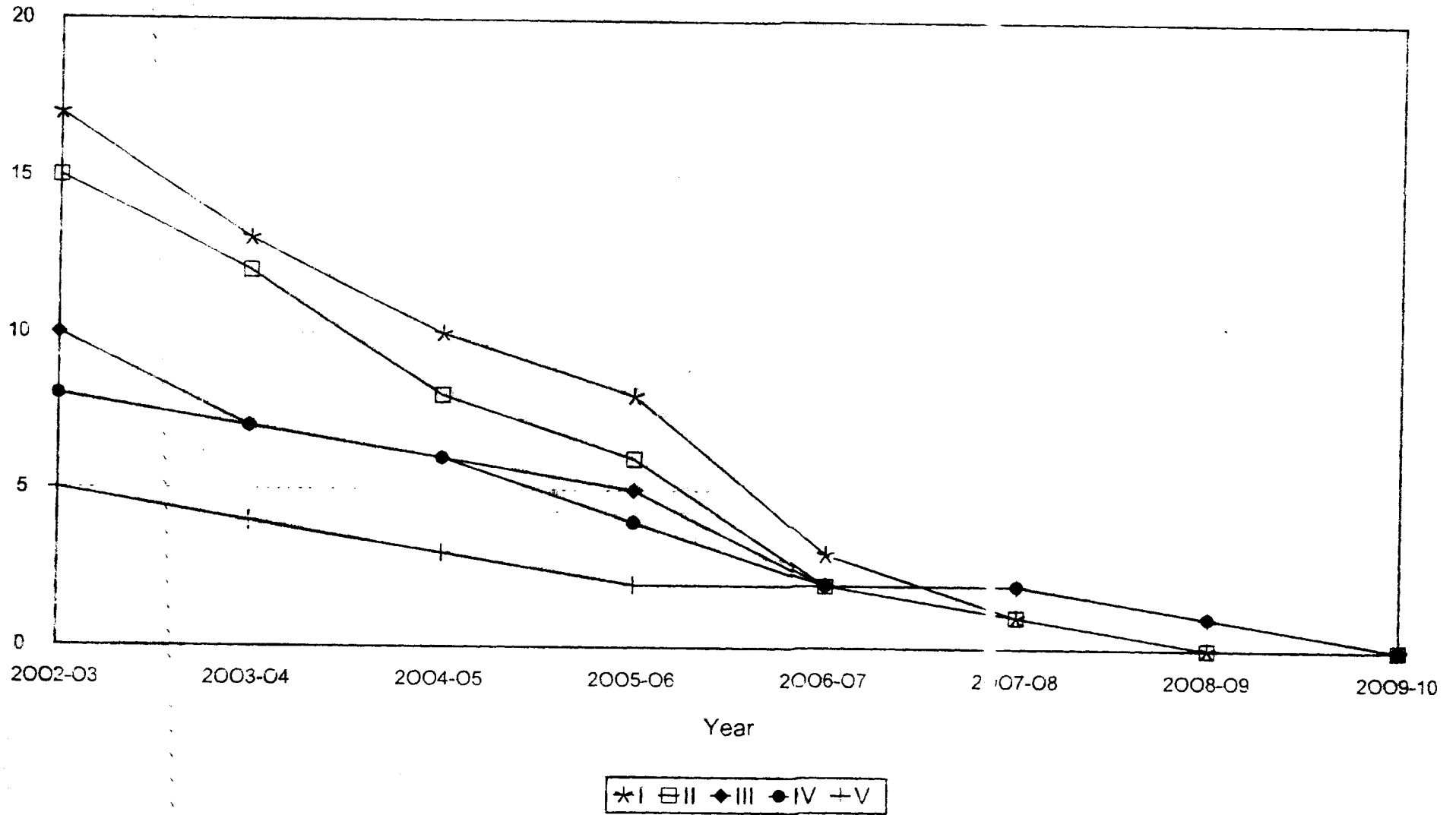
Trend in Repeaters in Kaniha Block (Primary Schools)



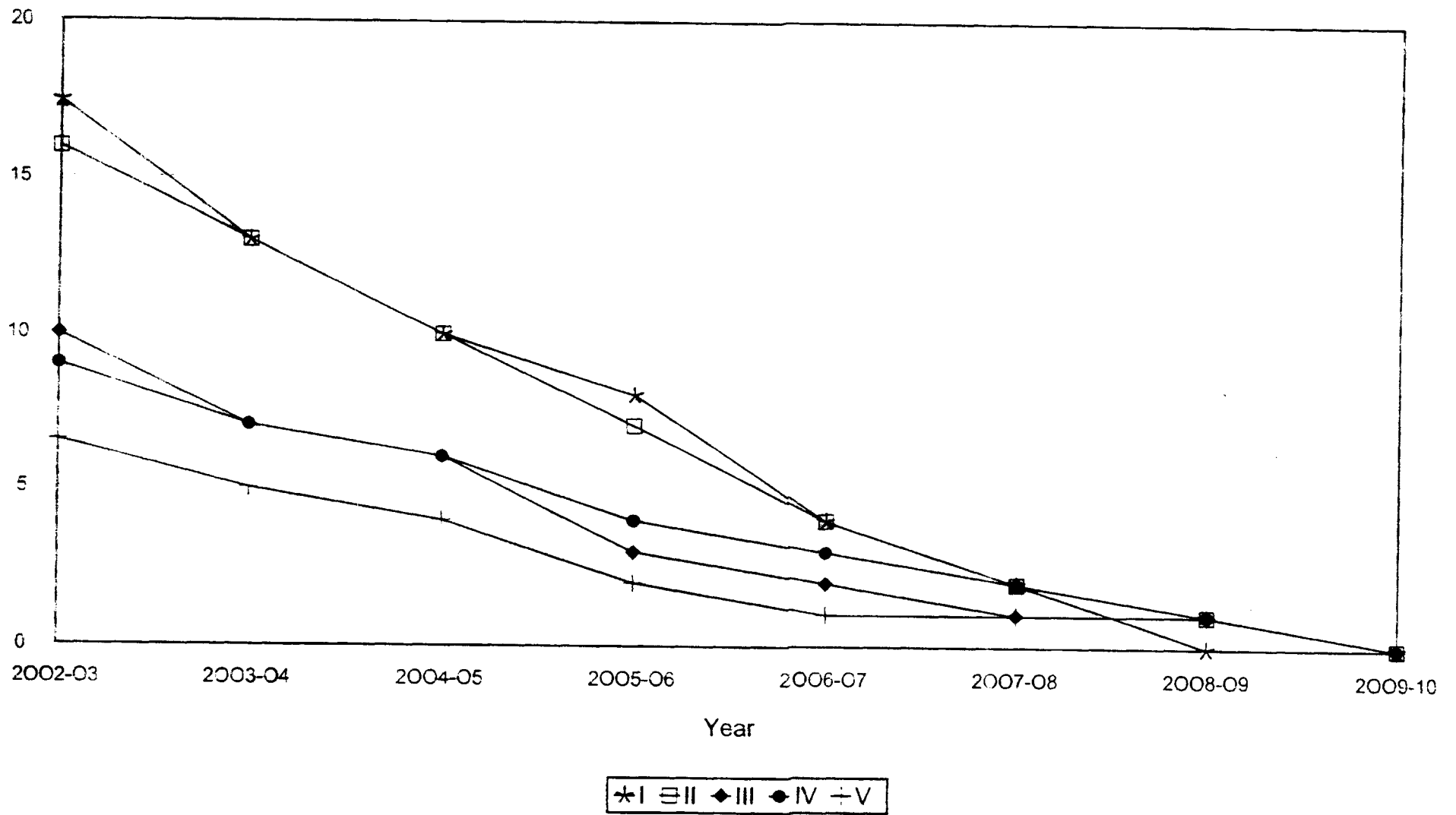
Trend in Repeaters in Pallahara Block Primary Schools)



Trend in Repeaters in Kishorenagar Block (Primary Schools)



Trend in Repeaters in Athamallik Block (Primary Schools)



Trend in Repeaters in Angul NAC (Primary Schools)

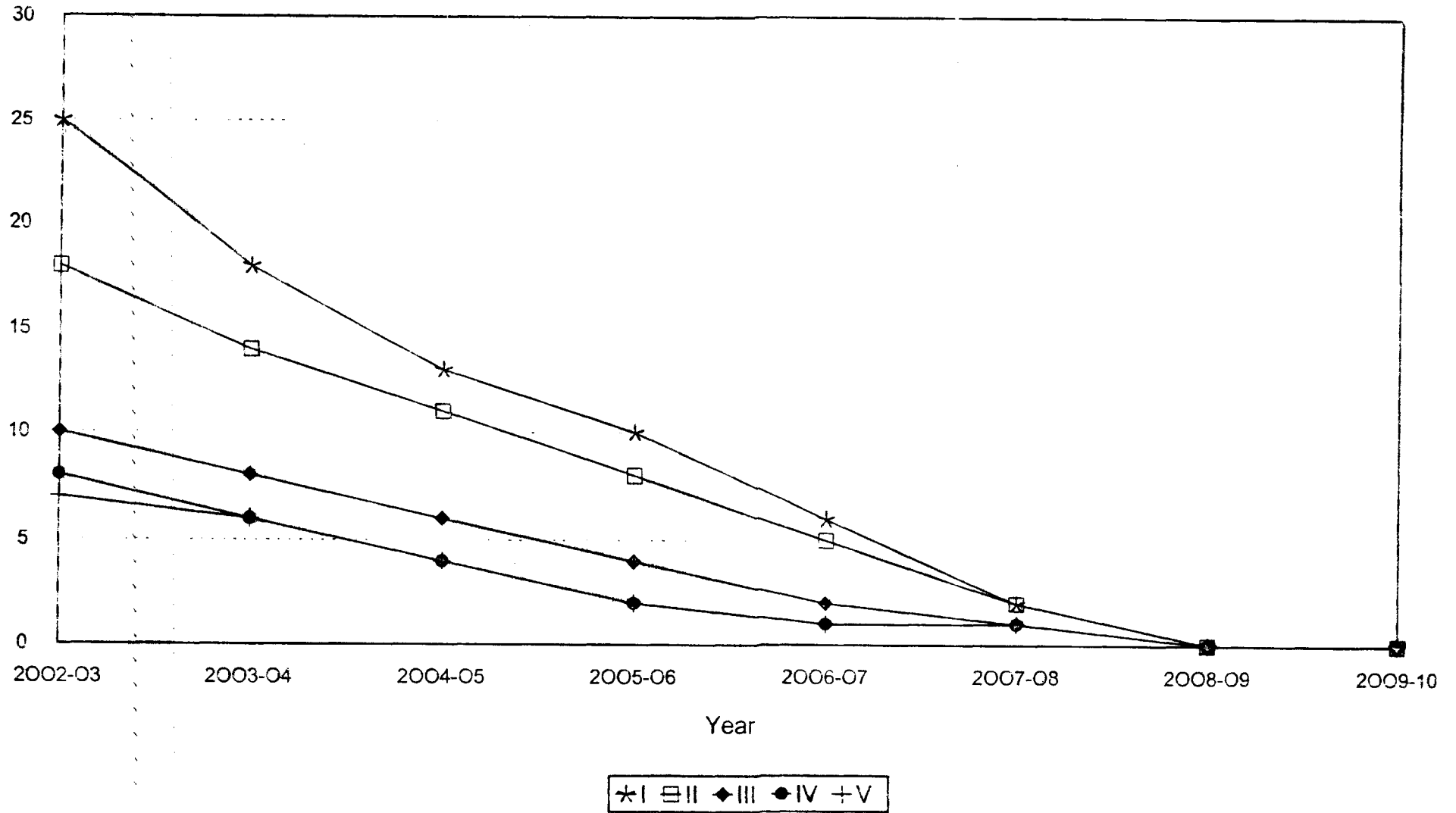
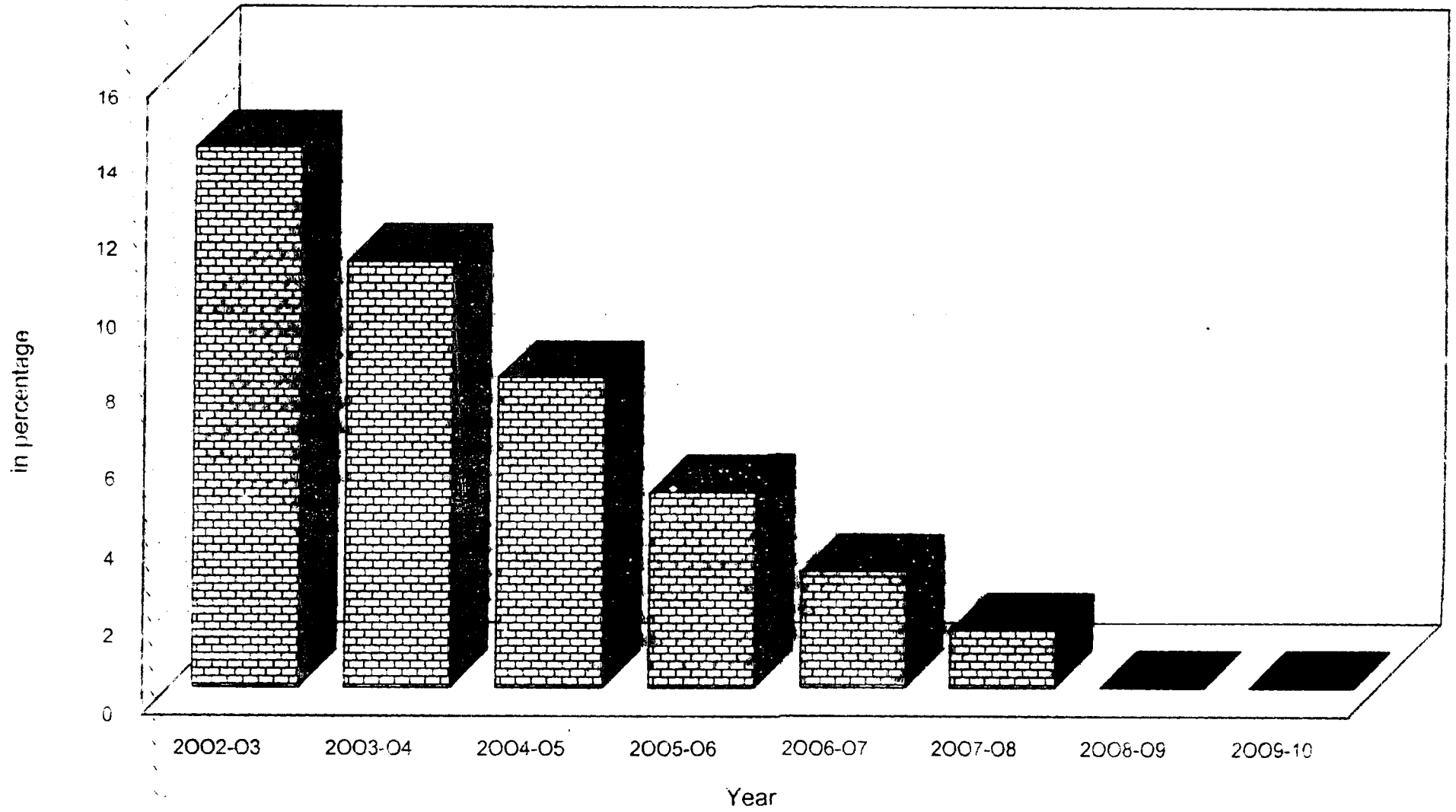


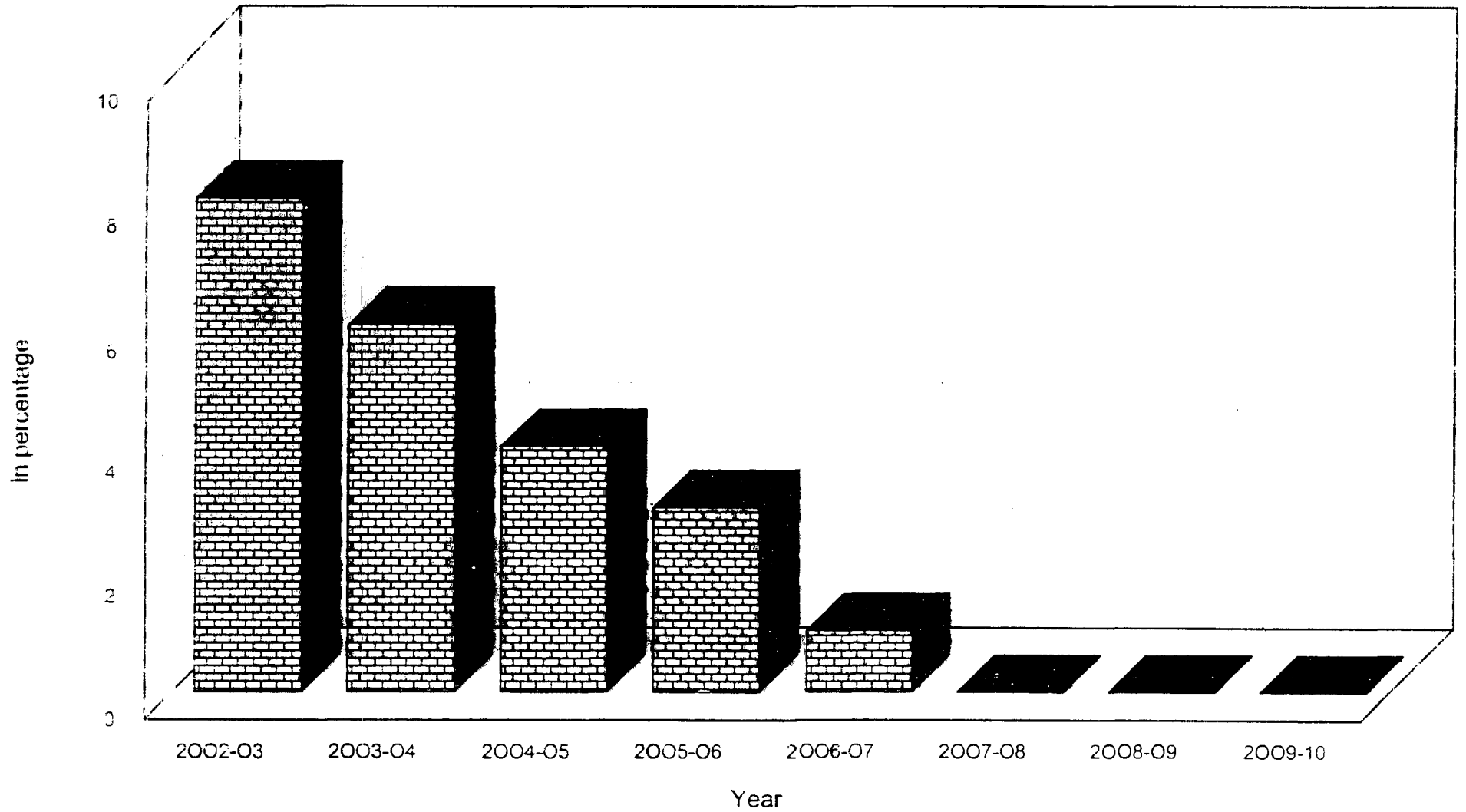
TABLE-11(a)
OVERAGE SYNDROM IN THE PRIMARY SCHOOLS

Sl.	Name of the Block	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9	10
1	Anugul	14	11	8	5	3	1.5	0	0
2	Kishorenagar	14	11	7	6	2.5	2	1	0
3	Kanina	15	13	11	9	5	1.5	0	0
4	Banrapal	8	6	4	3	1	0	0	0
5	Taicher	12	10	6	4	1.5	0	0	0
6	Chhendipada	9	6	5	3.5	2.5	1.25	0	0
7	Pallanara	16	13	10	7	4	2	1	0
8	Athamlik	15	12	9	5	2	1	0	0
9	Angui N.A.C	16	12	10	7	5	1.5	0	0
10	Dist. Figure Angul	14.5	10.5	8	5.5	3	1.75	0.25	0

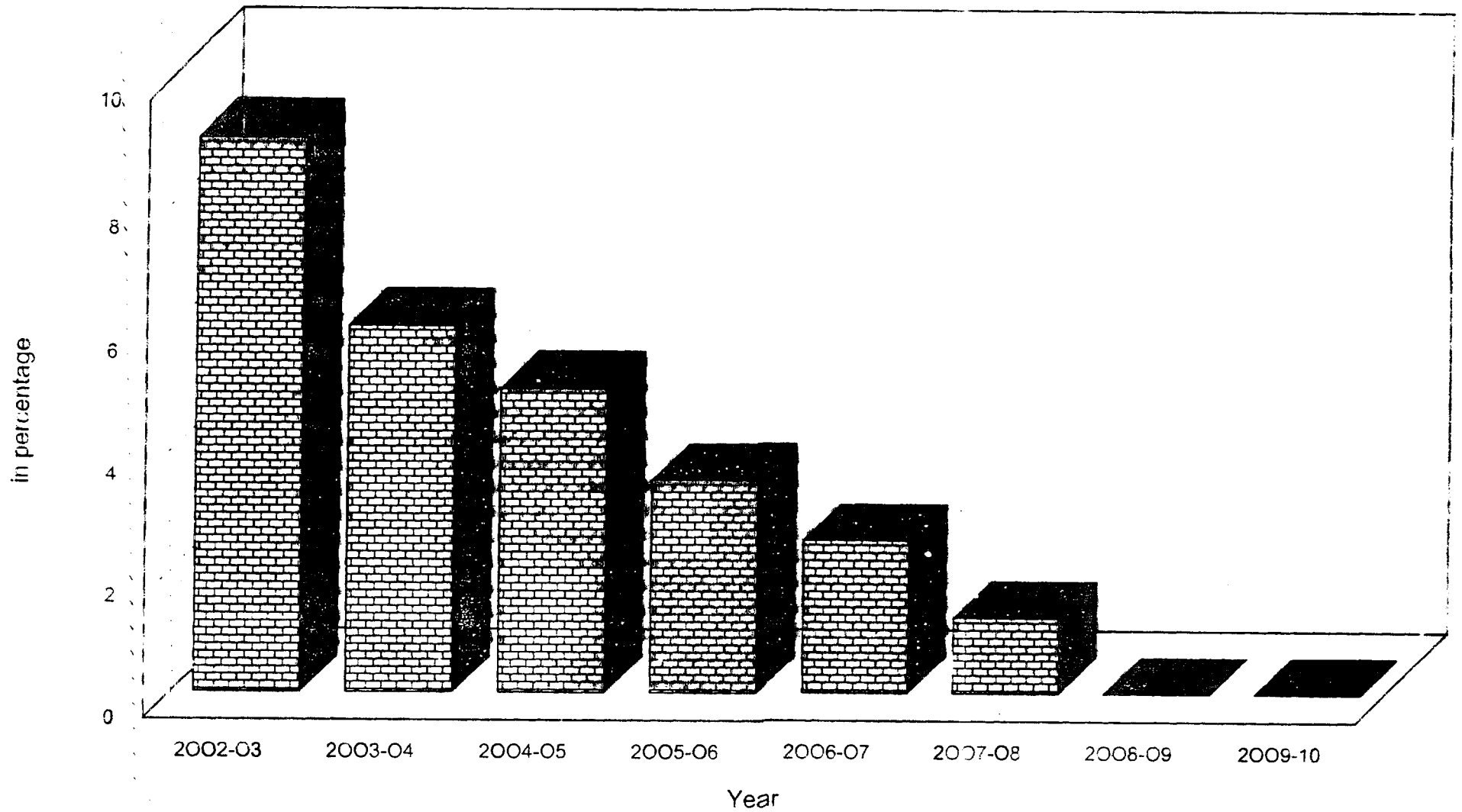
Trend in Overage in Angul Block (Primary School)



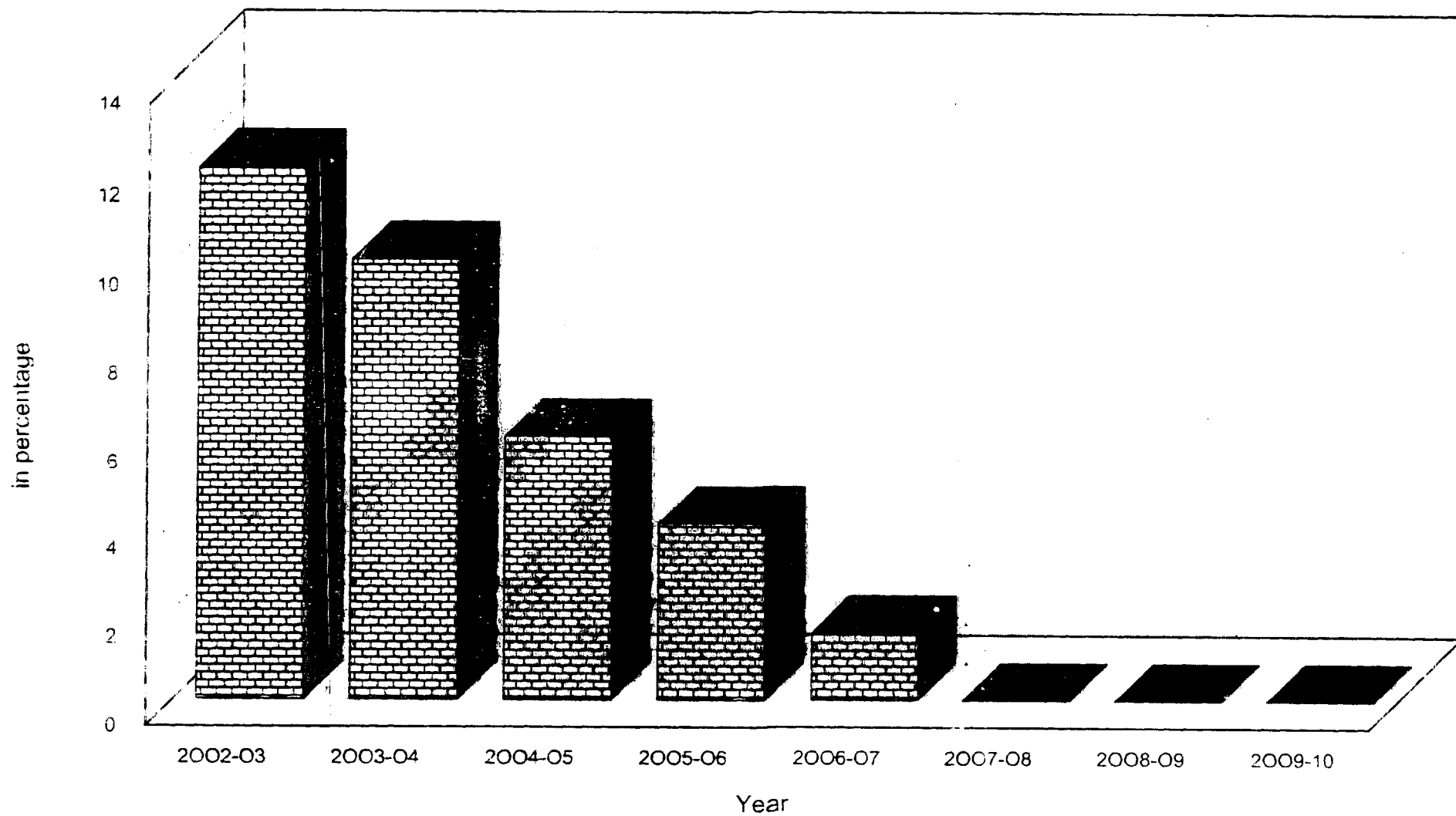
Trend in Overage in Banarpal Block (Primary School)



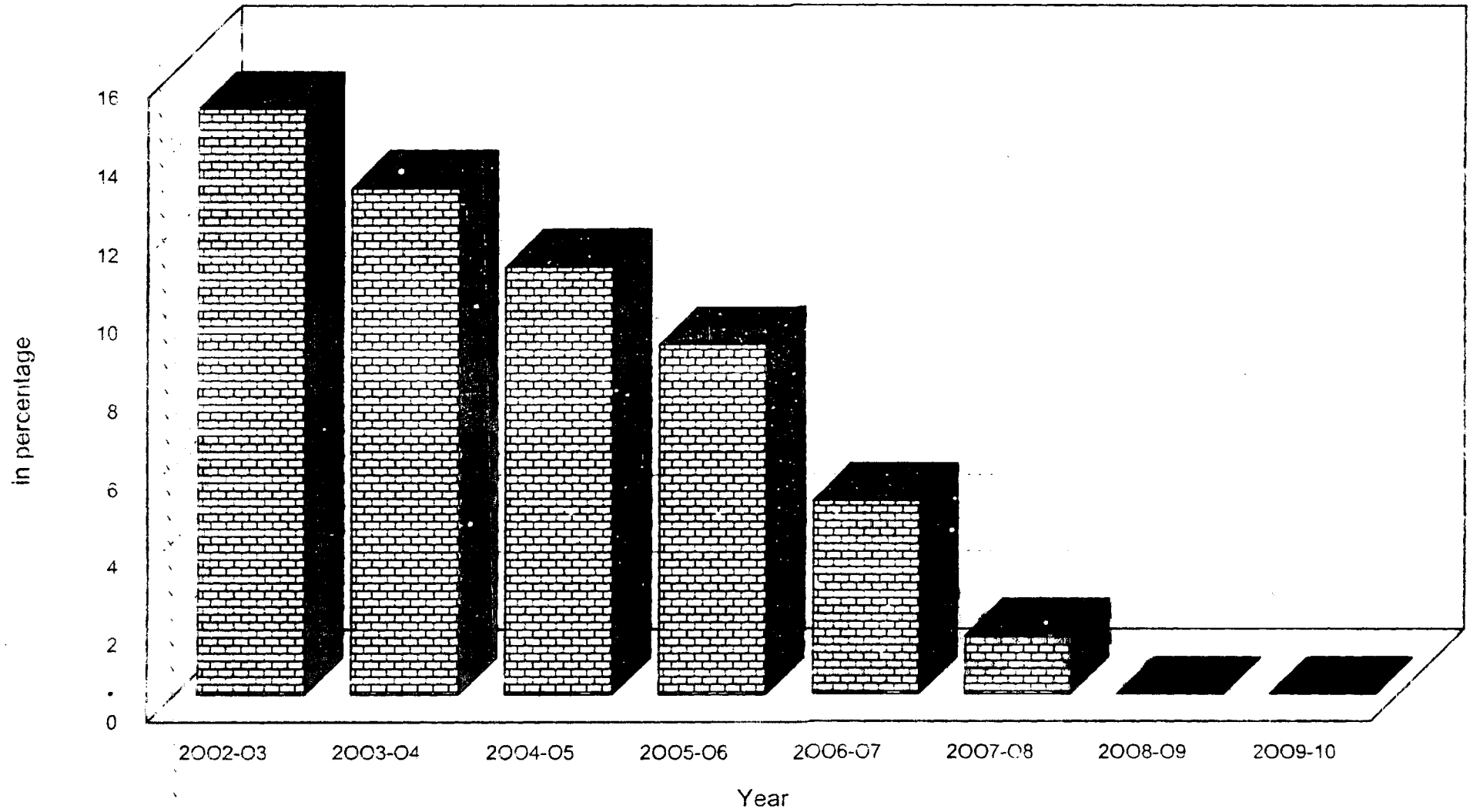
Trend in Overage in Chhendipada Block (Primary School)



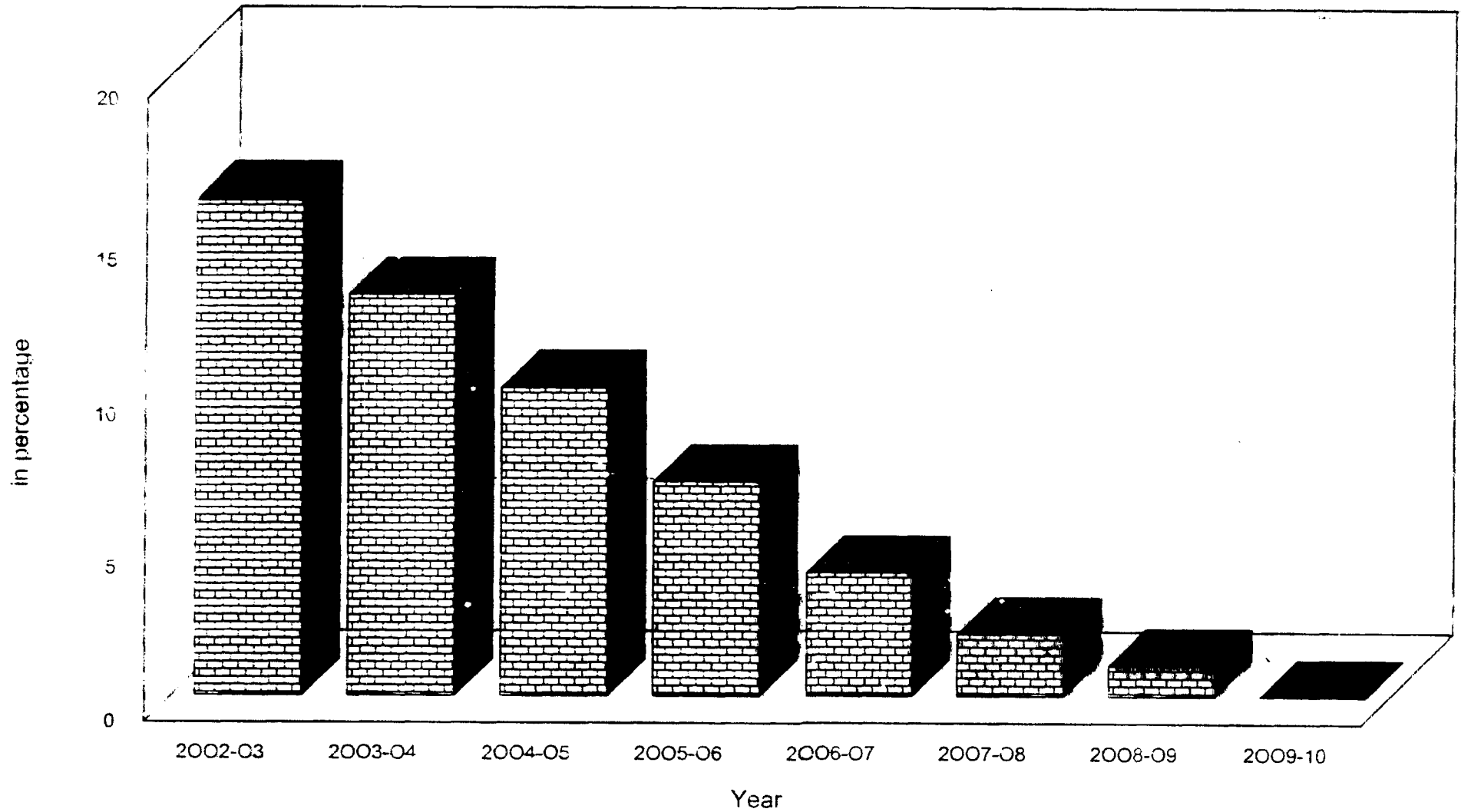
Trend in Overage in Talcher Block (Primary School)



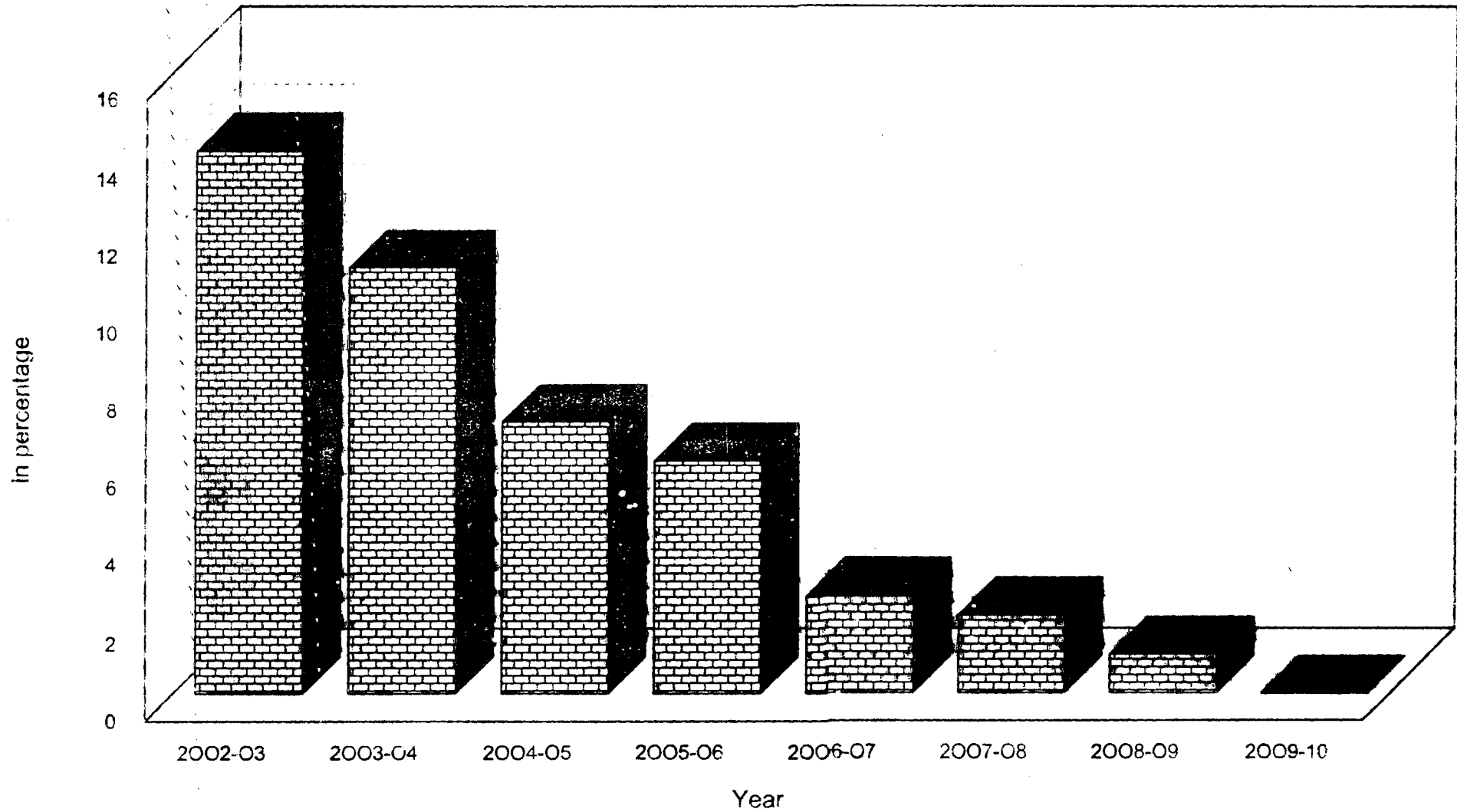
Trend in Overage in Kaniha Block (Primary School)



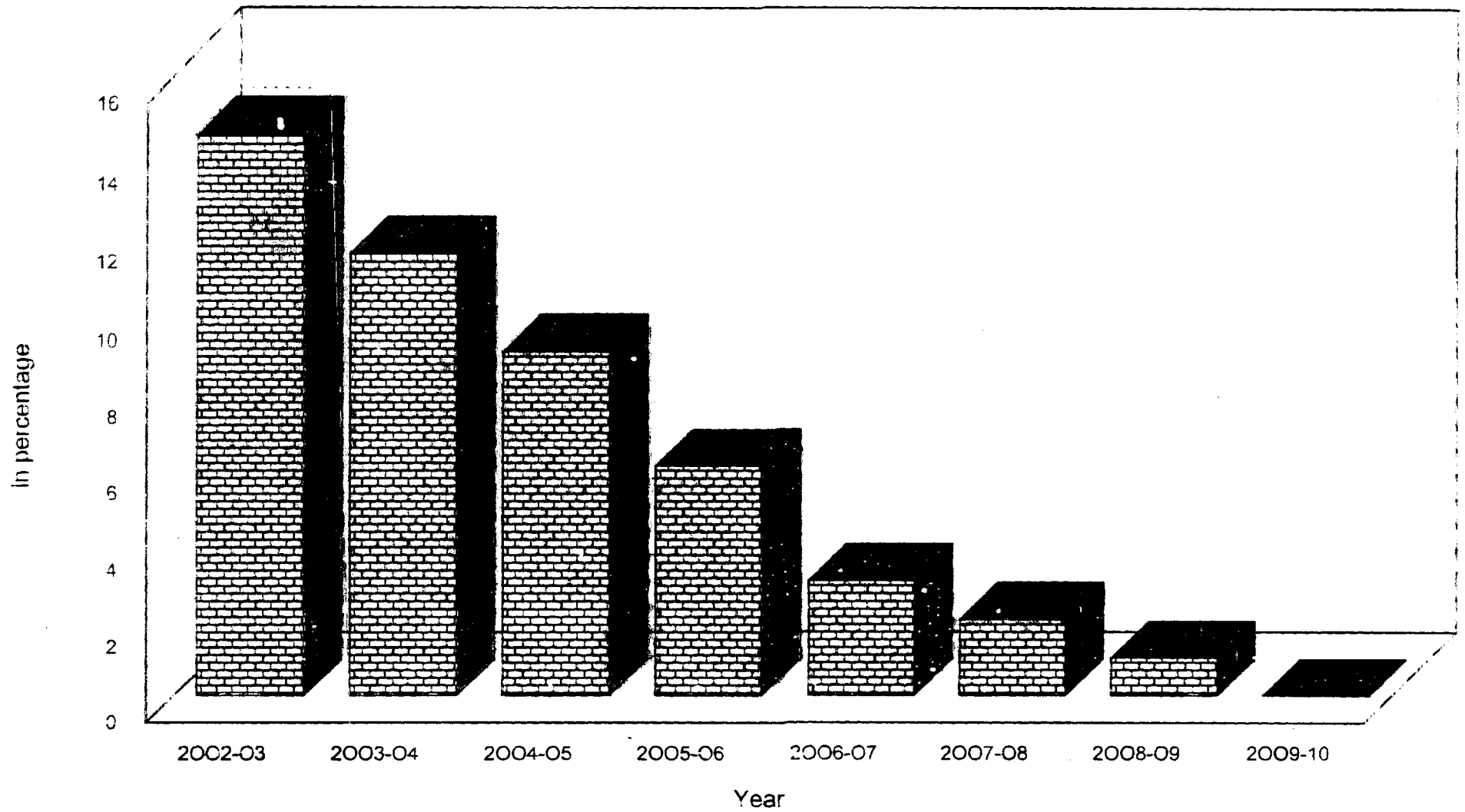
Trend in Overage in Pallahara Block (Primary School)



Trend in Overage in Kishorenagar Block (Primary School)



Trend in Overage in Athamalik Block (Primary School)



Trend in Overage in Angul NAC (Primary School)

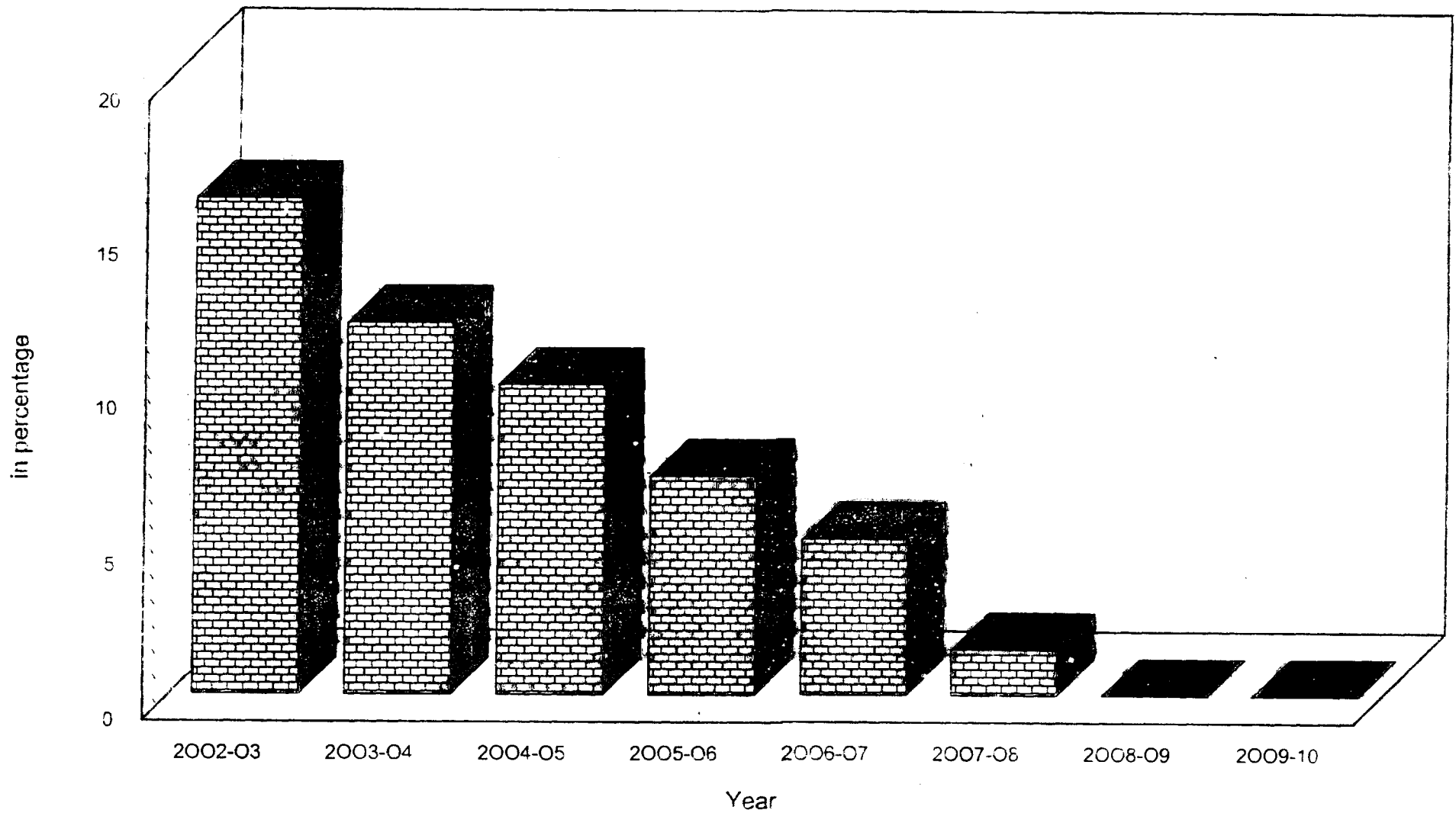
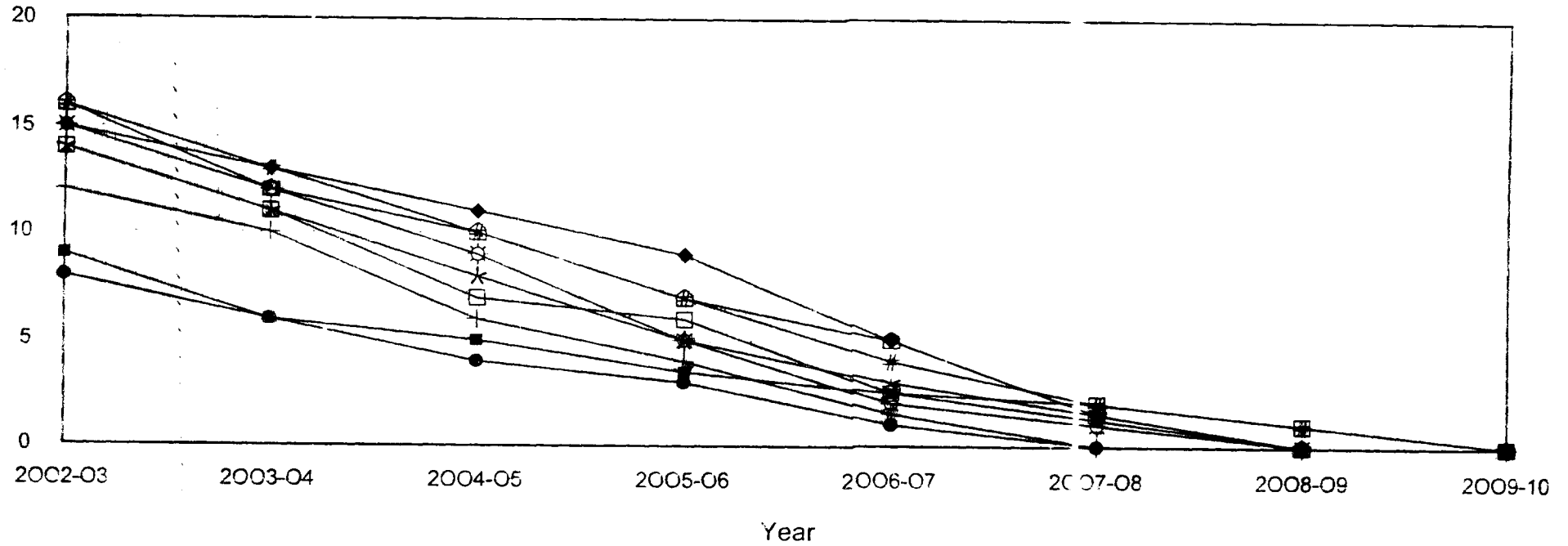


TABLE- 12
DROPOUT SYNDROM IN THE PRIMARY SCHOOLS IN ANGUL DISTRICT

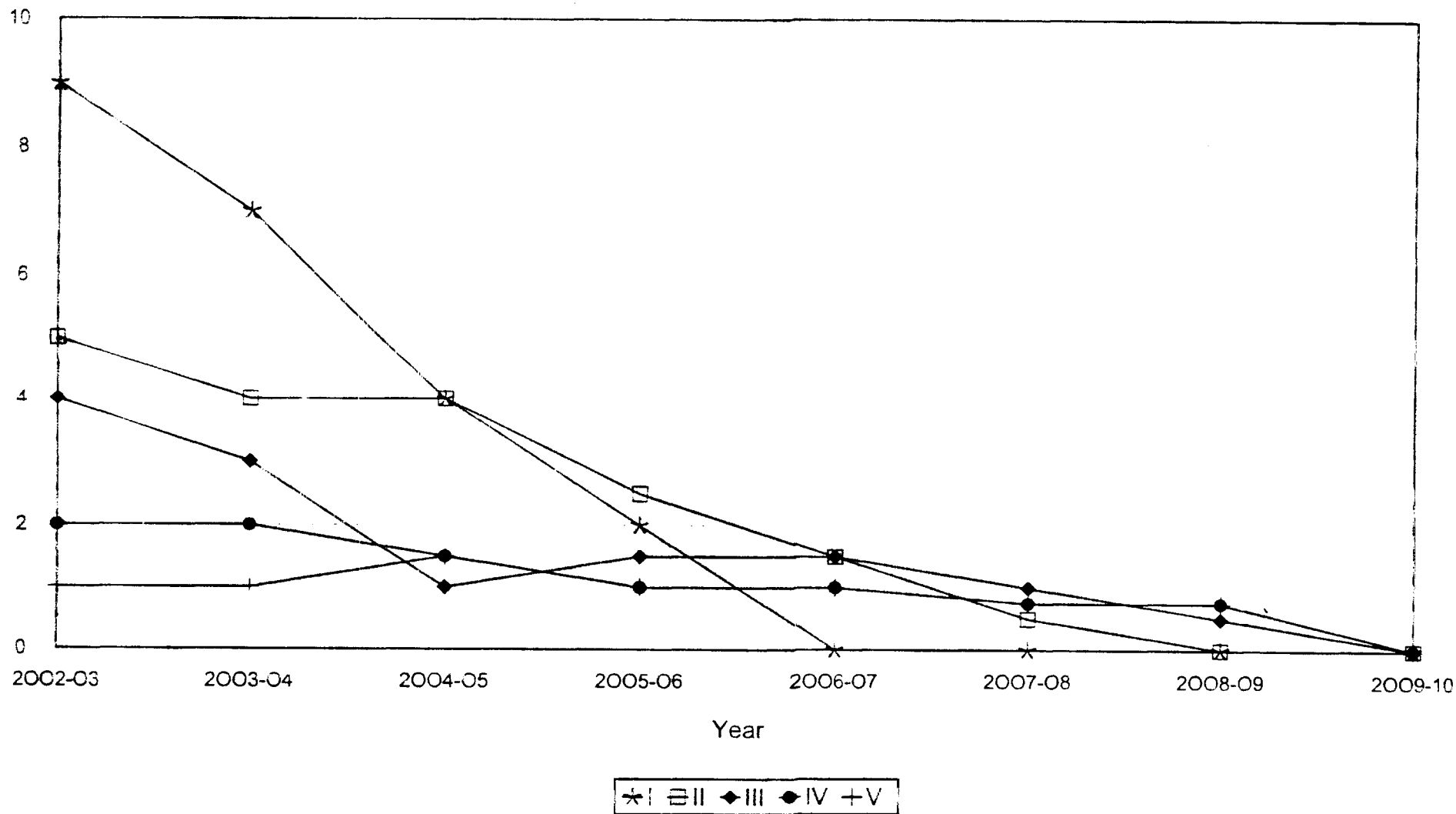
Sl.	Name of the Block	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9	10
1	Anugul	21	17	12	8	5	3	2	0
2	Kishorenagar	25	20	16	11	8	4	2	0
3	Kaniha	18	14	10	8	5	2	1	0
4	Banrapal	20	17	11	6	5	3	1	0
5	Talcher	14	11	8	5	3	1	0	0
6	Chhendipada	11	9	7	4	2	1	0	0
7	Palanara	28	25	20	16	12	8	4	2
8	Athantiik	26	22	17	14	10	8	4	2
9	Angul N.A.C	10	8	6	4	2	0	0	0
10	Angul district dropout	18	16	12	9	7	5	2.5	0
11	Never Enroled	6	3	2	1	0	0	0	0
12	Net enroled ratio	76	8	86	90	93	95	97.5	99

Overage syndrome in Primary School of Angul District

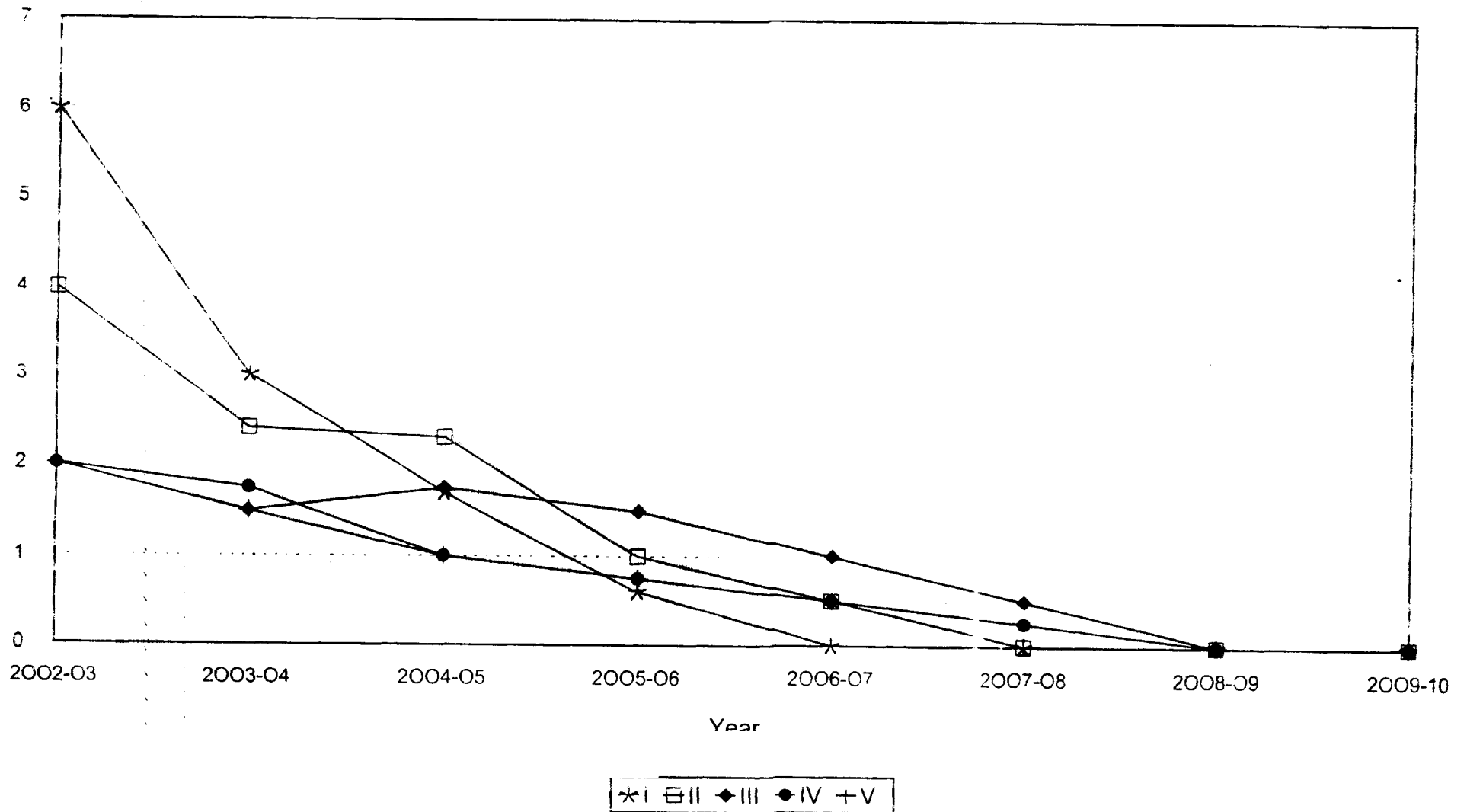


★ Angul	⊖ Kishorenagar	◆ Kaniha	● Banarpal	+ Talcher
■ Chhendipada	# Pallahara	⊗ Athamalik	⊕ Angul IAC	

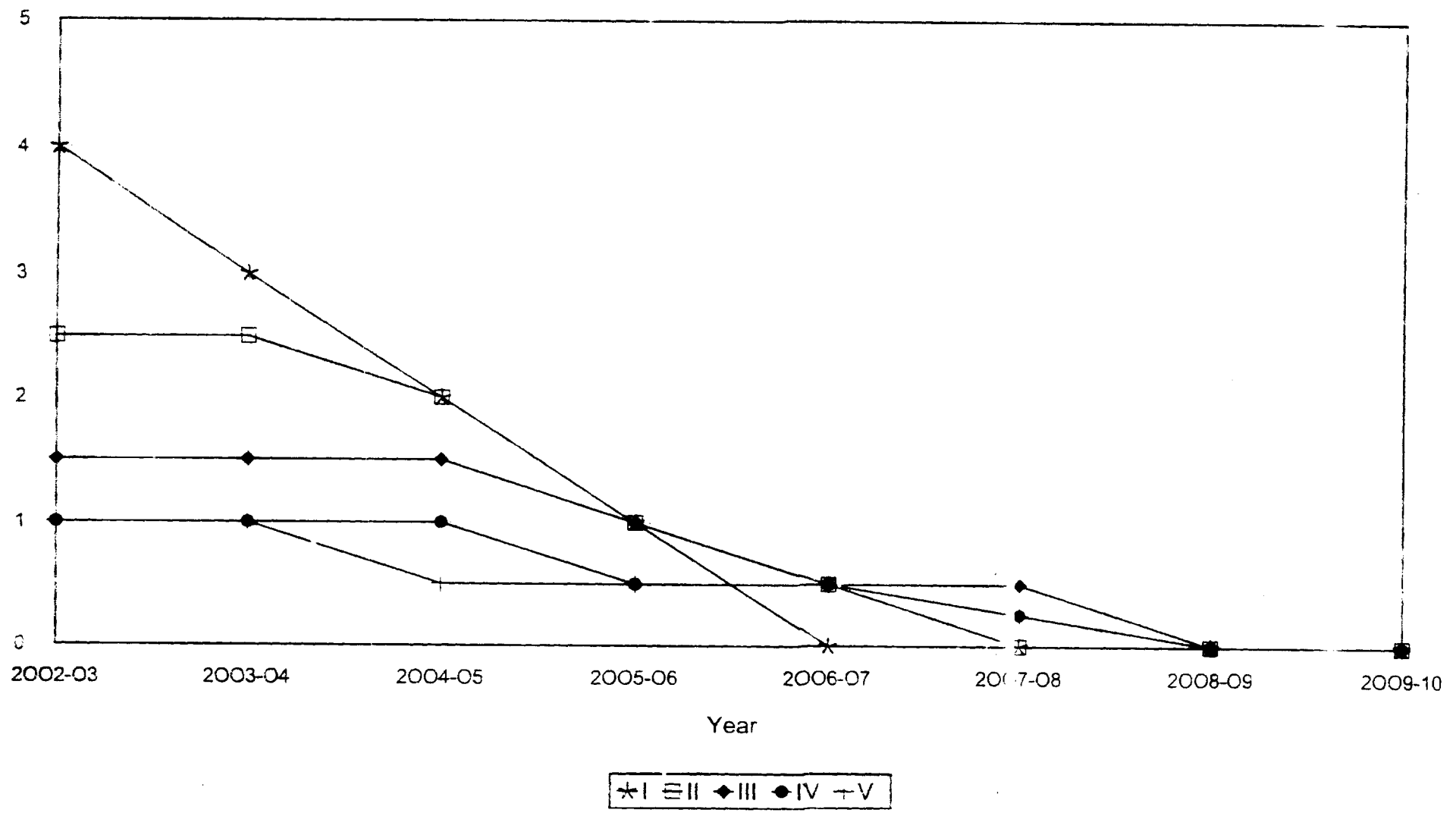
Trend in Dropout in Angul Block (Primary School)



Trend in Dropout in Banarpal Block (Primary School)

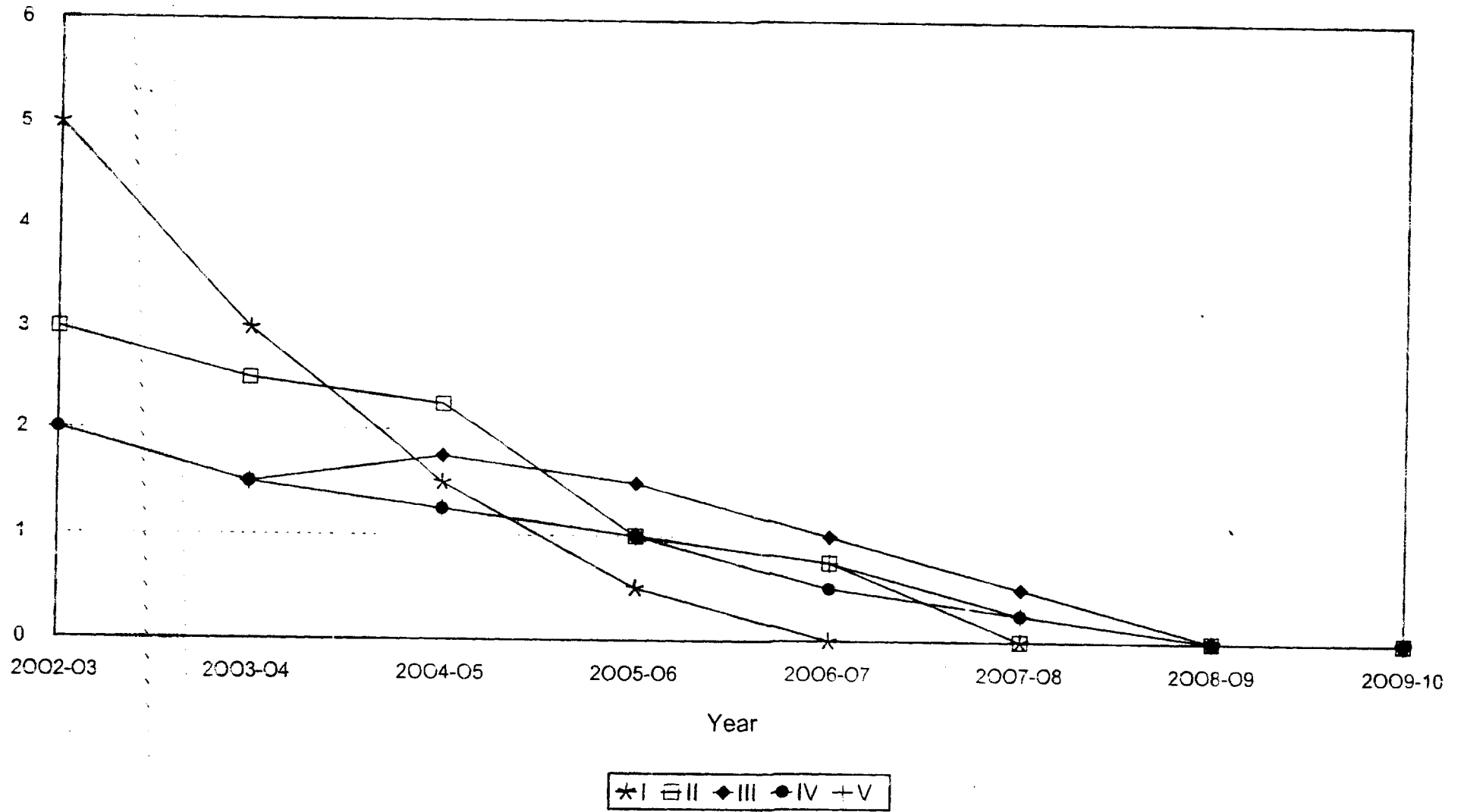


Trend in Dropout in Chhendipada Block (Primary School)

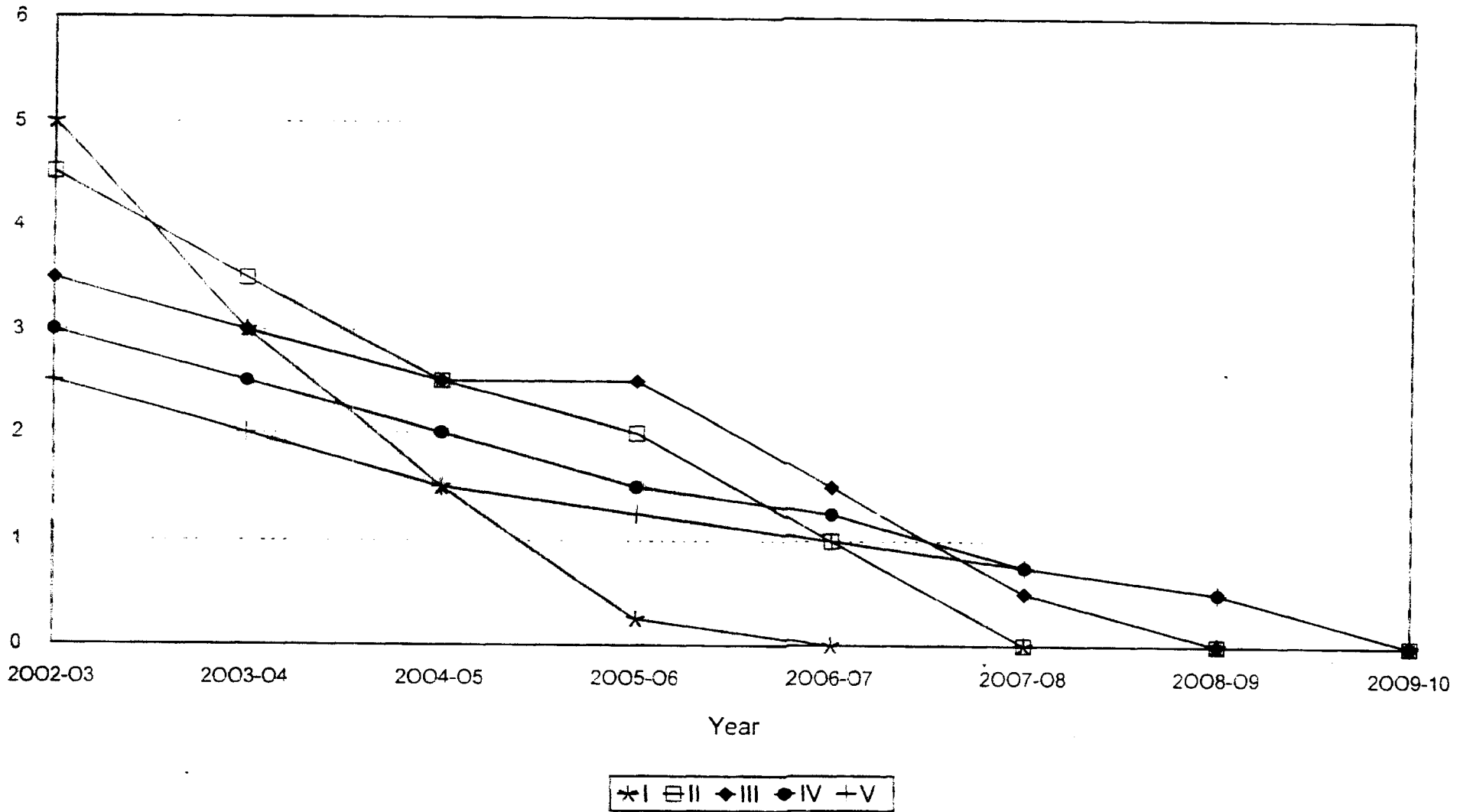


sk

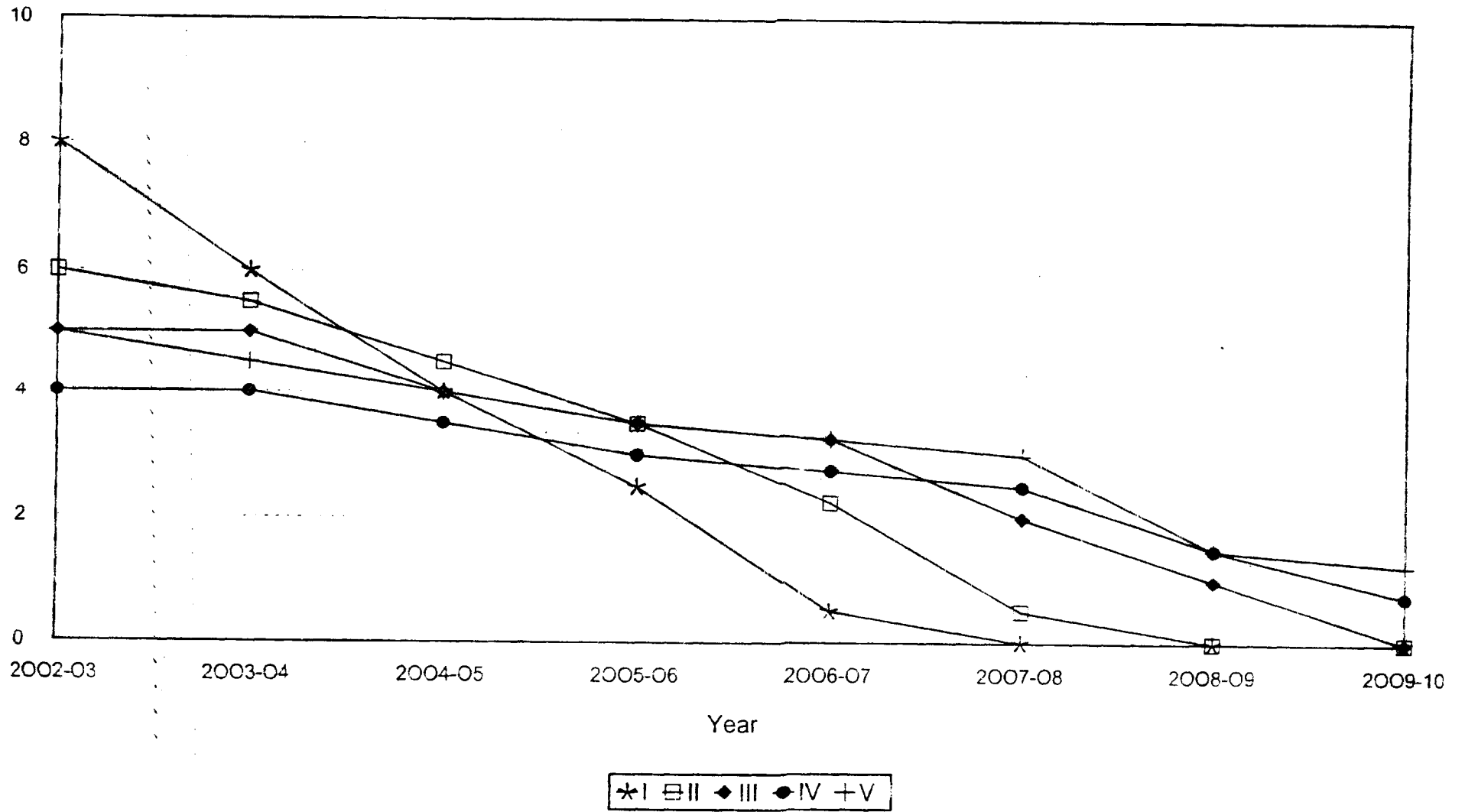
Trend in Dropout in Talcher Block (Primary School)



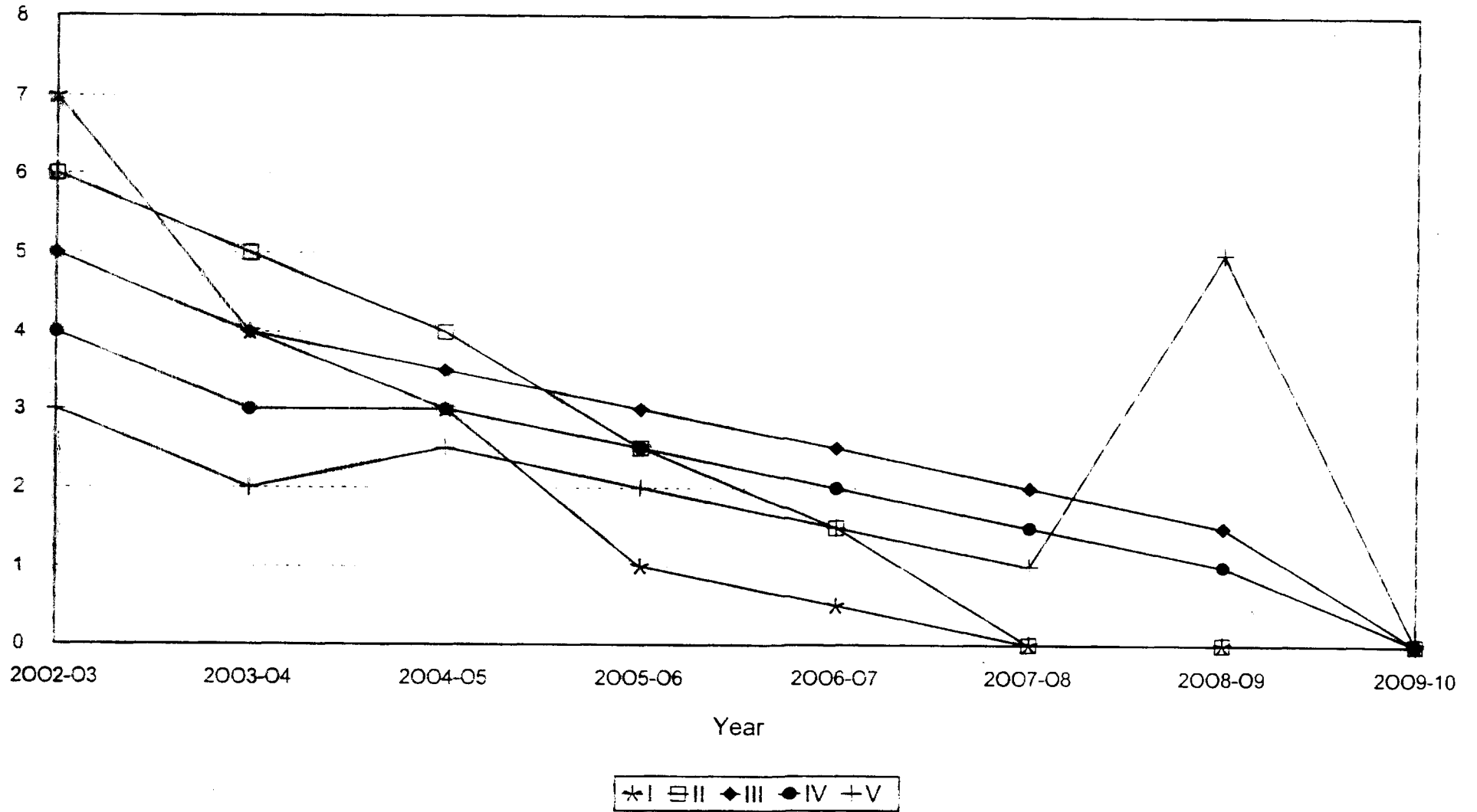
Trend in Dropout in Kaniha Block (Primary School)



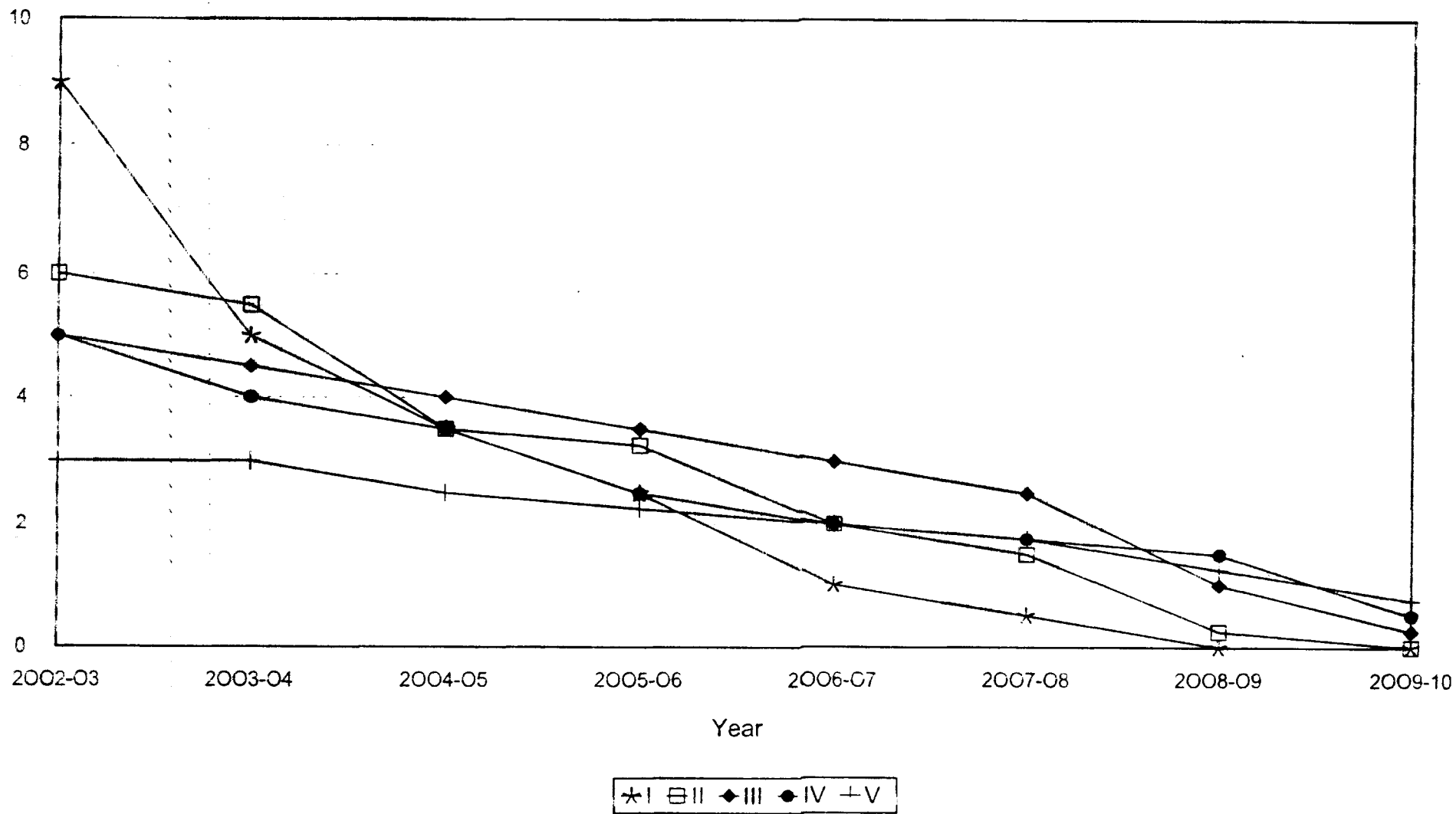
Trend in Dropout in Pallahara Block (Primary School)



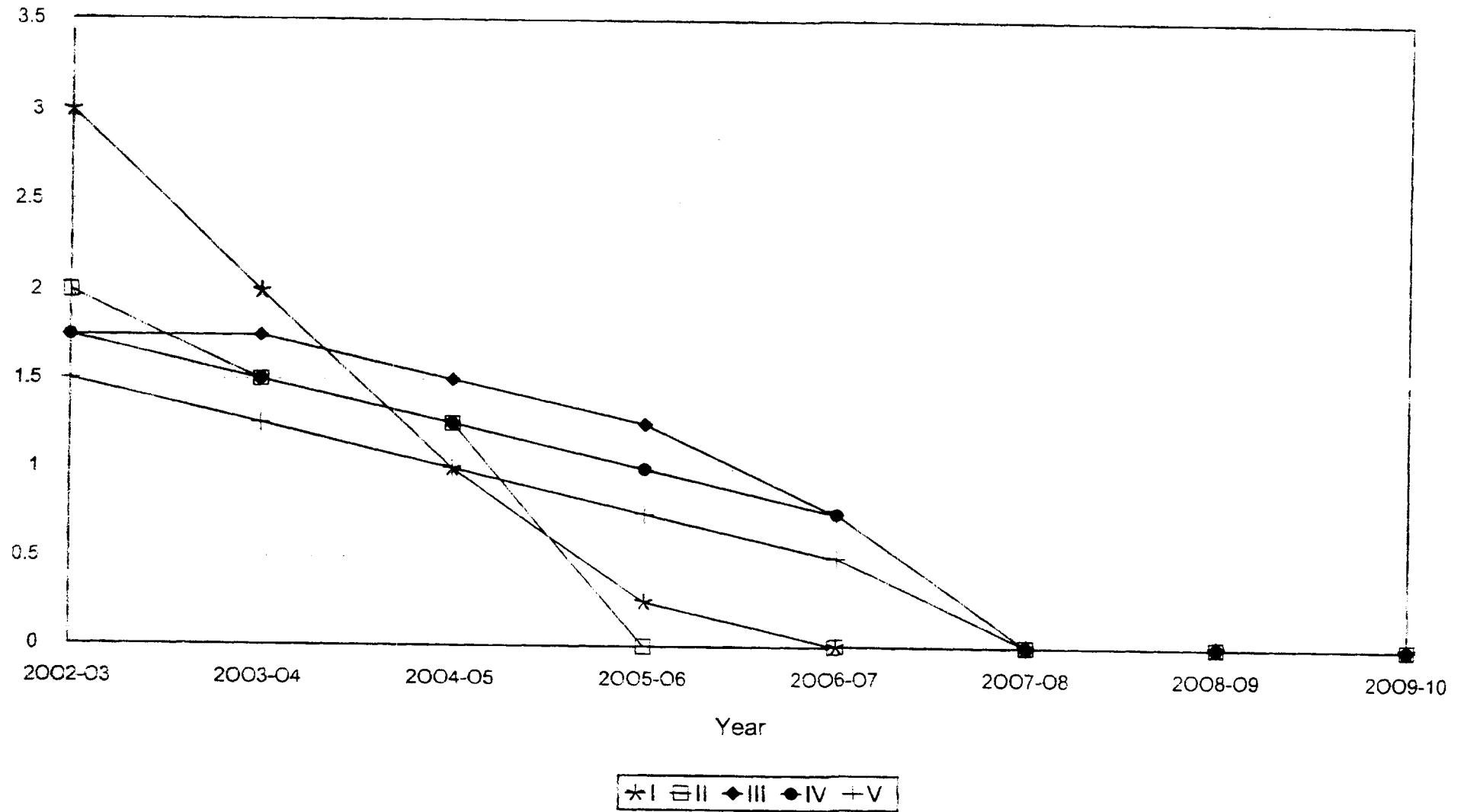
Trend in Dropout in Kishore Nagar Block (Primary School)



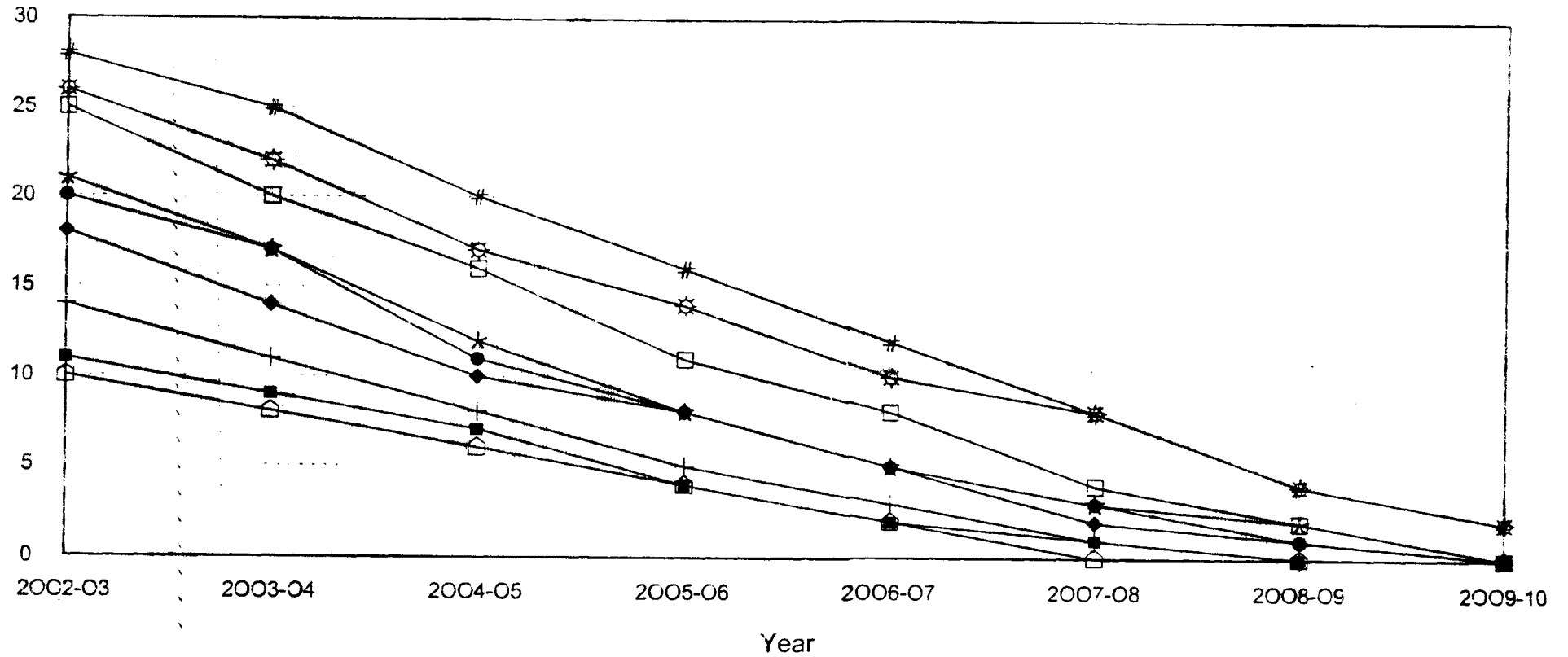
Trend in Dropout in Athamalik Block (Primary School)



Trend in Dropout in Anugul NAC (Primary School)

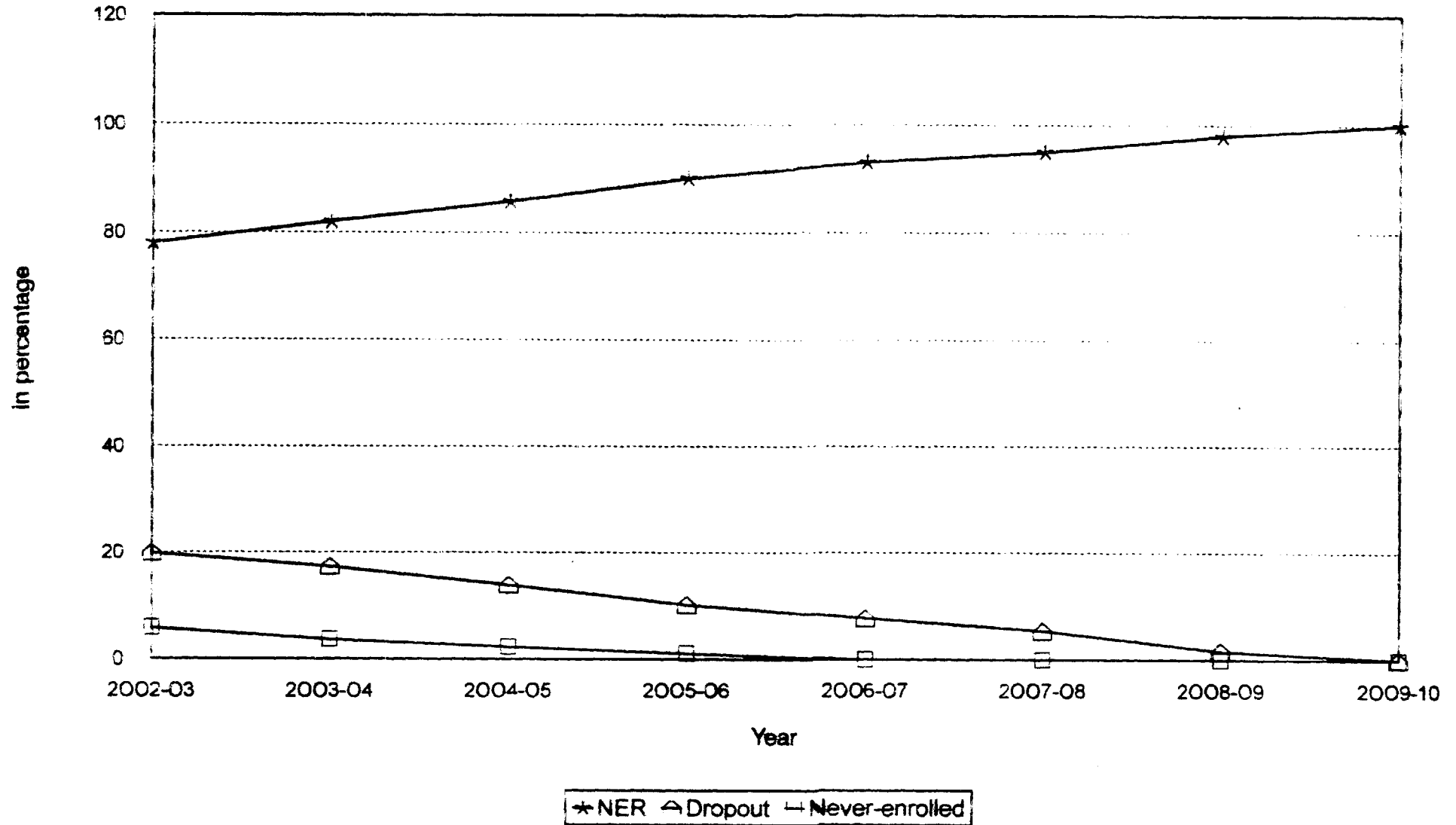


Dropout syndrome in Primary School of Angul District

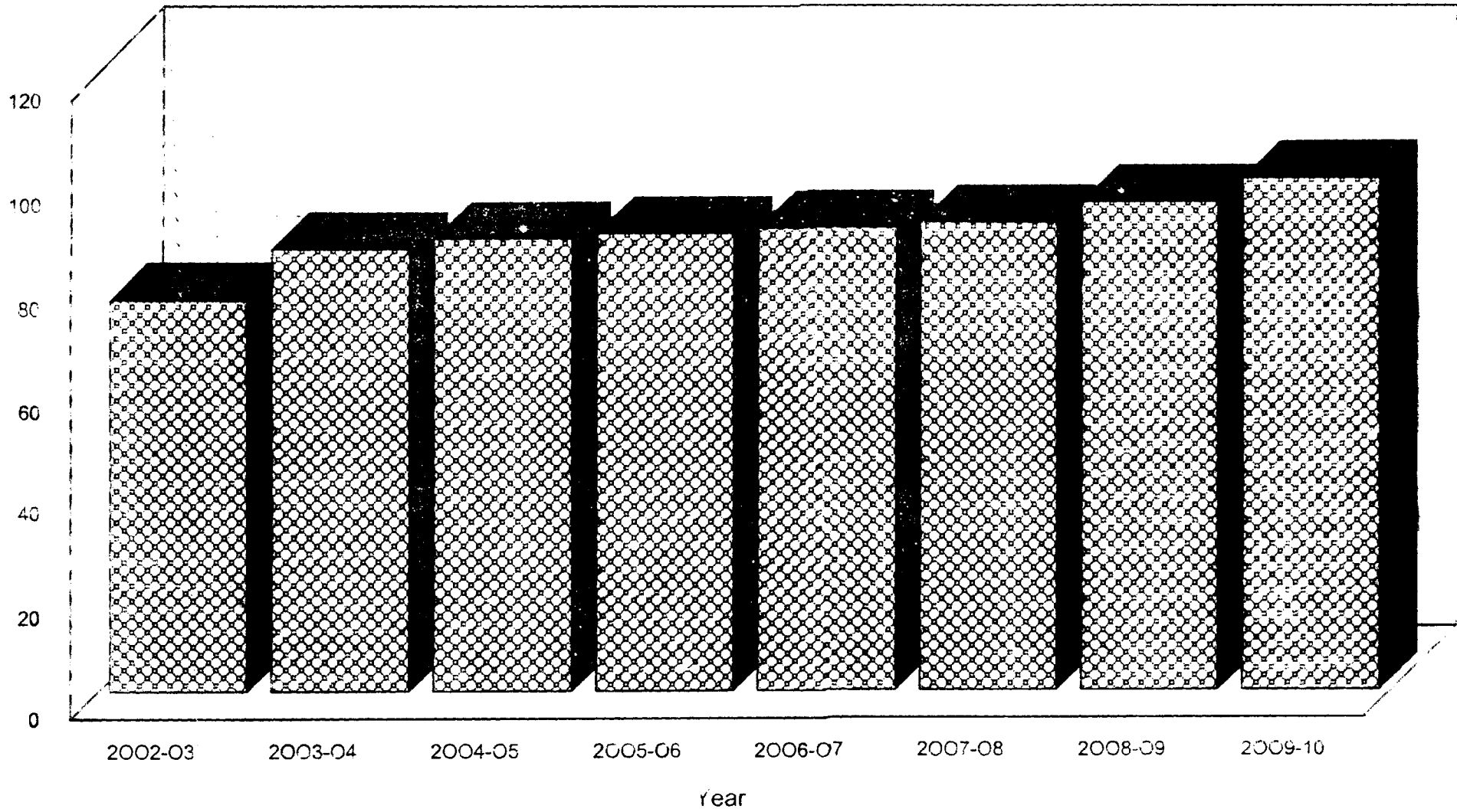


* Angul	□ Kishorenagar	◆ Kaniha	● Banarpal	+ Talcher
■ Chhendipada	# Pallahara	⊗ Athamalik	△ Angul NAC	

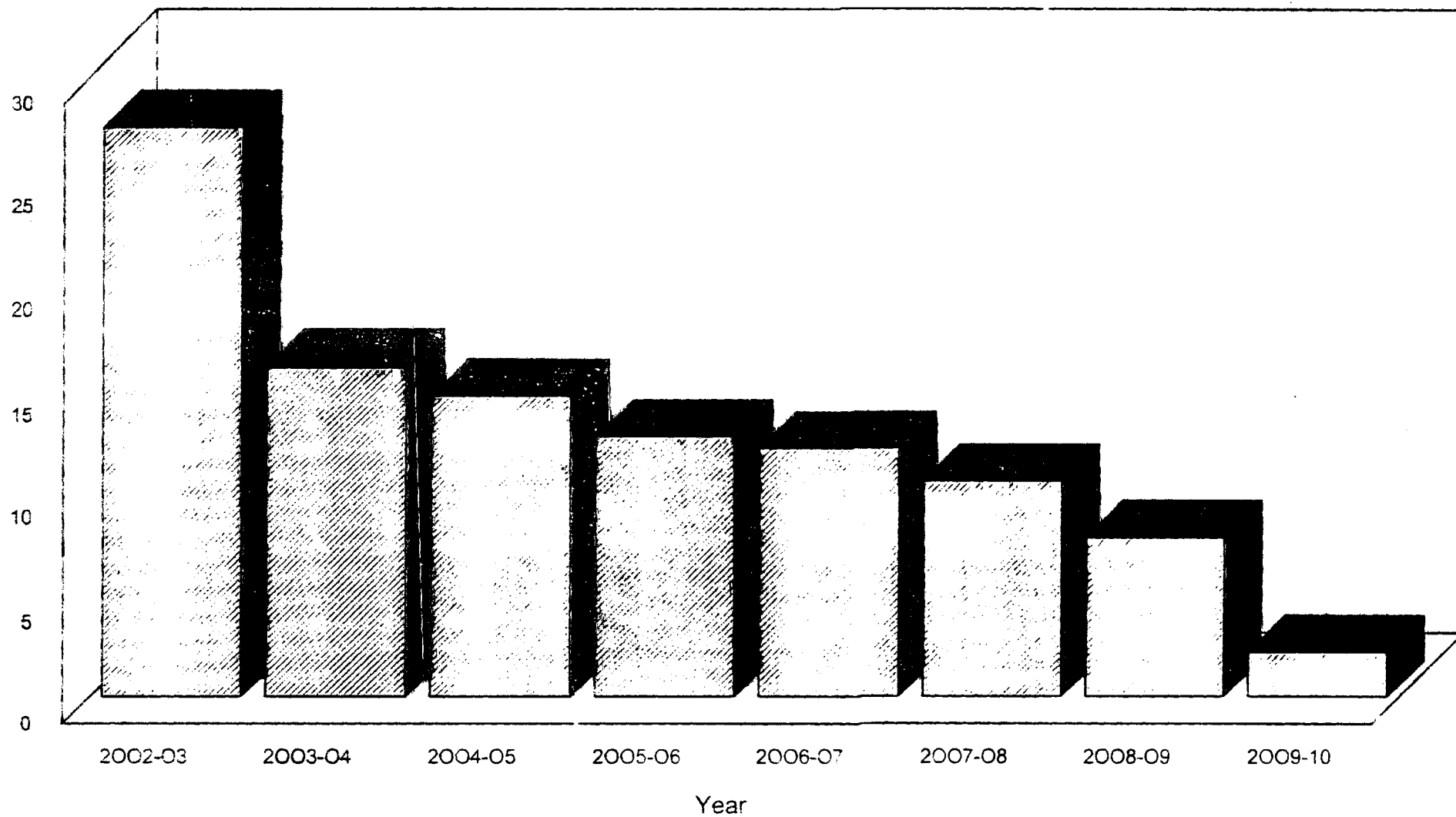
Educational Profile 6-11 yeas in Angul District



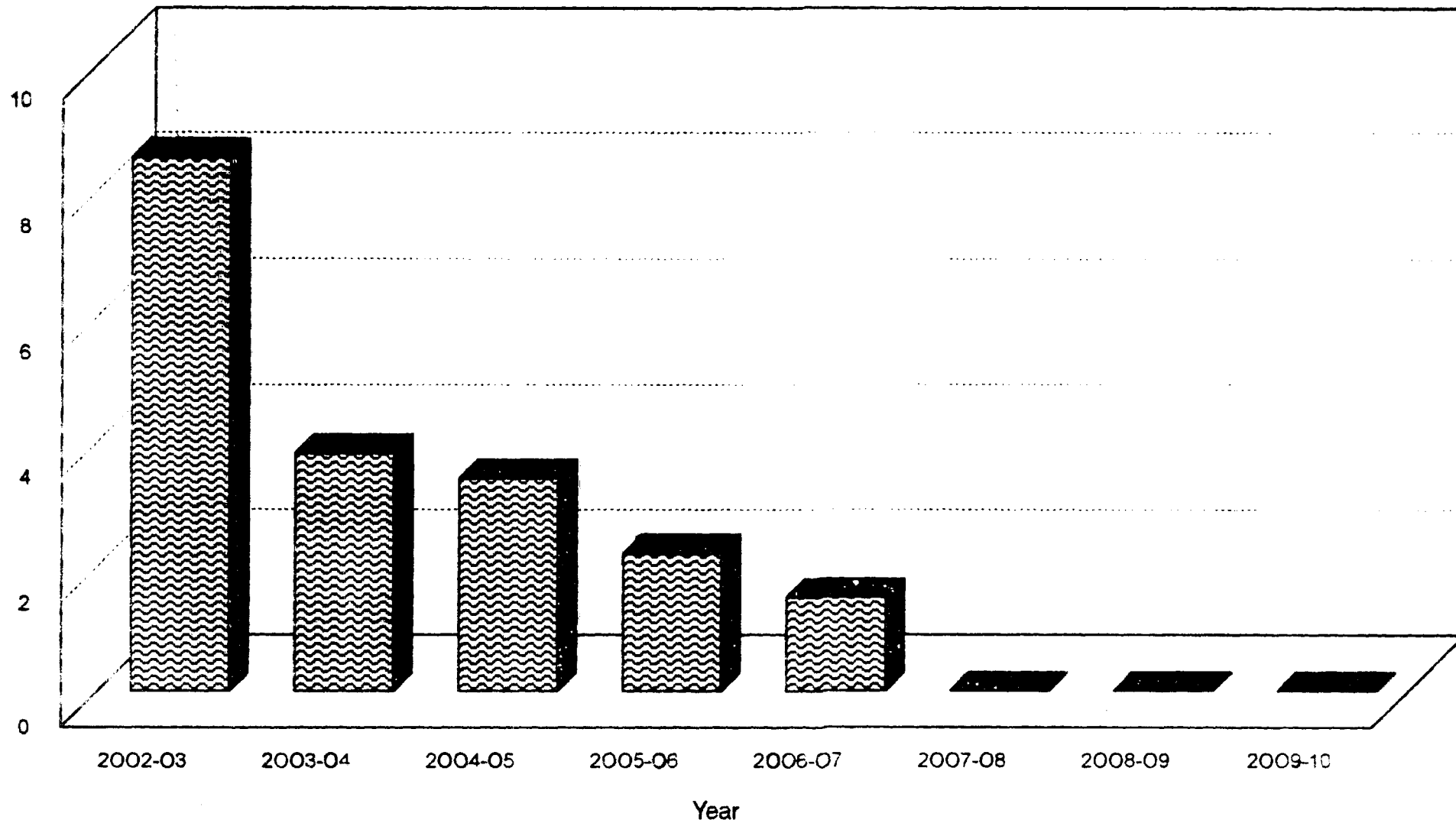
Trend in NER in Upper Primary Schools of in Angul District



Trend in Dropout in Upper Primary Schools of in Angul District



Trend in Never-enrolled for 11-14 years in Angul District



FINDINGS

At the time of survey we have come across 3 type of problems. the most pressing problem for in the school children is repeaters, over aged children and the grade transition ratio, Of course repetition in any of the classes will make the child complete primary education by 12 years or more. Since the SSA aims at completion of primary education in 5 years, we analyze this problem taking with consideration 160 schools around 22000 children.

Over aged children in primary schools

Generally the over aged children are found in class-IV and V. while surveying it is found that about 80% of the over aged children are repeaters in class-I and class-II. Out of the 45% children are found to be more than 12 years old.

Angul Block

At the present over aged children are found about 14% of the total children enrolled in primary schools. Through SSA intervention, administrative reforms, community support and children transaction process this will reduce to less than 5% by 2006-07 and by 2008-09 the over aged children will be 0%. Correctly over aged children for any class (7 year- class-I, 8 year – Class-II, 9 year-class-III, 10 year - class-IV) will be over aged by the time they complete class V. while calculating repeaters, repetition in any of the classes past years for a child is taken into consideration.

Banarpal Block

At present over aged children are found about 8% in their block. As it is an advanced block with the district and parents are more conscious about their children. We can achieve the goal by 2007-08 reducing it to 1% but the dropout picture is depressing.

Chhendipada Block

At the time of survey 9% over aged children are found in Chhendipada block. The rate of our aged children can be reduced to 2.5% by 2006-07 by providing some access and 1% by 2008-09

Talcher Block

In Talcher block near about 13% of over aged children are found and it is due to the repeaters in primary schools in remote villages where the children are helping their parents in agriculture and household works

Kaniha Block

The table indicates that the over aged children in this block is around 15%. It can be reduced to 9% by 2005-06 and 0% by 2005-06 by providing remedial classes, bridge course. Children will complete 5 classes study in 5 years.

Pallhara Block

It is a backward block in Angul district. Some of the GPs like Nagira, Jharbeda are in the dense forest. Kandha, Kolha, Bhuyan are the ST people mainly living in the GPs. Communication facilities are also not available to monitor in the remote areas. Illiterate parents are engaged in different household works and do not pay any heed towards the education of their children. So dropouts and repeaters are more.

Kishorenagar Block

Kishorenagar is a backward block GPs like Kanteikulia, Bamur, Handapa are the most backward. ST people are found in the GPs. 14% over aged children are found. Percentage of over aged children can be reduced up to 2.5% by 2006-07 and 0% by 2009-10 though SSA intervention.

Athamallik Block

It is found that 14.5% of the enrolled children are repeaters. Due to unhygienic condition, and poverty the children are not attending the school regularly. So they are regularly irregular. As such the repeaters are more GPs like, Ambasarunda, Maimura, Kantapada, Jamudoli are the most backward.

Angul NAC

Though Angul NAC is advanced and due to NALCO some new slums are constituted in the periphery. So the child labourer, street children are found. That's why the over aged children percentage is 16%. Though SSA intervention the percentage of over aged and repeaters way be reduced to 5% by 2006-07 and 0% by 2008-09.

Dropout, Repeaters, Over aged Children to Grade Transition

After analyze the dropout, repeater and over aged children syndrome and grade transition ratio of different blocks it is clear that about 35% of the total enrolment are taking 12 years or more to complete primary education. The over aged children of primary education in 15% of the total enrolment. The grade transition ratio indicates only 70% children are eligible to complete the classes without any repetition in any of the classes. Irregular attendance, low achievement (MLL) is the main factor for repeaters. To bring down the repeaters percentage and stepping up the remedial classes. Bridge course carry back to school camp etc. through SSA intervention. Further it is planned to achieve 100% enrolment and 0% dropout and repeaters by 2009-10.

By creating public awareness, community participation, political support, disciplined monitoring and transparency in duty of the functionaries in all within the stipulated time limit.

Dropouts

The second most chronic problems in primary educational system is dropouts, while calculating dropout percentage. The following techniques have been followed.

$$\text{Dropout rate} = \frac{\text{dropouts (6-11)}}{\text{dropouts (6-11) + in school (6-11)}}$$

Angul district shows 18% dropouts in the age group (6-11) years.

27.5% dropout in the age group [11 – 14] years

24.0% dropout in the age group [6 – 14] years

Angul Block

Angul Block figure show 21% dropouts. But incase of Angul NAC it is 10% providing SSA intervention it will reduce up to 5% by 2006-07 and 1% by 2009-10.

Banarpal

From the figure it is clear that the dropout rate is 20%. It will reduce to 5% by 2006-07 and 0% by 2009-10.

Chhendipada

Being an advanced block the dropout rate of this block is 11% and by 2008-09 the dropout percentage will be 0%.

Talcher

The figure shows that the dropout rate of the block is 14%. 0% dropout maybe achieved by 2008-09.

Kaniha Block

Some portion of Kaniha block are SC/ST patch. So dropout figure is 18% providing SSA intervention it is planned bring the dropout percentage will reduce to 12% by 2006-07 and 0% by 2010-11.

Kishannagar Block

The dropout rate of Kishannagar block is 25%. By providing SSA intervention the dropout ratio maybe reduced to 8% by 2006-07 and 0% by 2009-10.

Atlamallik Block

It is also a backward block. The survey report shows 26% dropout throughout the block. The dropout rate may be reduced to 10% by 2006-07 and 0% by 2010-11 by SSA intervention.

(3) Grade Transition Ratio

While calculating grade transition ratio we have reflected class wise repeaters and current dropout rate i.e. only the transition of fresh students are taken into account. Grade transition ratio between class-I to class-II, class-II to class-III, class-III to class-IV and class-IV to V for Angul district is 65%, 72%, 76% and 80% respectively.

Angul Block

Grade transition ratio between class-I to II, class-II to class-III, class III to class-IV to class V is 79%, 76%, 86% and 94% in class-I to class-II, class-II to class-III, class-III to IV and class-IV to class-V respectively.

Chhendipada Block

The grade transition ratio of Chhendipada block 80% in class-I to II, 81.5% in class-II to III, 88% in class-III and class-IV and 87% in class-IV and class-V.

Falcher

The figure shows that the grade transition ratio of Falcher block is 70% in class-I to class-II, 87% in class-II and class-III, 86% in class-III and class IV and 90% in class IV & class V.

Katha Block

The grade transition ratio of the block is 65% in class I to class-II, 80.5% in class II and class III, 84.5% in class III & class IV and 87% in class IV and class V. It is planned for 100% grade transition rate by 2009-10 in each class, 5 classes in 5 years.

Pallahara Block

In this block the grade transition ratio is 73% in class-I and class-II, 75% in class II and class-III, 76% in class-III and class-IV and 79% in class IV and class-V. 100% ratio may be achieved by 2008-09 in some GPs and 100% by some other GPs by 2010-11.

Kishannagar Block

The grade transition ratio of Kishannagar Block is 75.5% in class-I to class-II, 73% in class-II and class-III, 85% in class-III and class-IV, and 86% in class IV and V respectively.

Angul NAC

In Angul NAC the grade transition ratio is 72% in class-I and class-II, 80% in class-II and class III, 88.5 in class-III and class-IV and 90.25% in class IV and class V. Here 100% will be achieved by the year 2008-09.

TABLE - 13

PROJECTION OF CHILDREN TO BE IN DIFFERENT CLASSES (Primary)

Sl. No.	Class	2002-03 Current	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9	10
1	Class-I	29102	29962	30697	31746	30352	28373	29009	31353
2	Class-II	26776	27235	28805	30307	30108	30109	30373	31009
3	Class-III	25588	26605	26902	28118	30427	30501	30107	30373
4	Class-IV	24010	24807	25517	26128	27914	31127	30418	30107
5	Class-V	22227	23038	23918	24357	25943	26907	31125	30418
	Total	127703	131647	135839	140656	144744	147017	151032	153260

TABLE - 14

PROJECTION OF CHILDREN TO BE IN DIFFERENT CLASSES (Upper Primary)

Sl. No.	Class	2002-03 Current	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9	10
1	Class-VI	17214	21993	20949	22350	25650	27374	27113	31013
2	Class-VII	15648	17108	21017	20757	21181	25587	26990	27085
3	Class-VIII	10717	15485	16958	20823	20697	20891	25327	26512
	Total	43579	54586	58924	63930	67528	73852	79430	84610

TABLE 15

SCHOOL LESS HABITATIONS IN EACH BLOCK (I) - PRIMARY

Name of the Block	No. of Revenue Village	No. of Habitations	No. of Primary Schools Govt.+ Pvt.	No. of Habitation served by primary schools	No. of EGS (Pry) opened	No. of eligible EGS (Pry) proposed	Addl. Habitations served by EGS (Pry) total	Unservd Primary (Habitation not qualifying under PS or EGS)
1	2	3	4	5	6	7	8	9
Angul	235	324	150	182	-	66	72	49
Banarpal	132	293	104	171	-	70	80	27
Chhendipada	171	262	142	178	-	60	66	18
Talcher	204	254	108	186	-	27	44	24
Kaniha	190	287	139	199	-	69	75	26
Pallahara	255	348	160	217	-	106	117	45
Kishorenagar	226	264	123	164	-	61	69	27
Athamallik	324	369	153	223	-	87	94	48
Angul NAC	19	29	17	27	-	1	1	1
TOTAL	1756	2430	1096	1547	0	547	618	265

TABLE

16

SCHOOL LESS HABITATIONS IN EACH BLOCK (I) - [EGS] - UPPER PRIMARY

Name of the Block	No. of Revenue Village	No. of Habitations	No. of Upper Primary Schools Govt.+ Pvt.	No. of Habitation served by Upper primary schools	No. of EGS (Ups) opened	No. of eligible EGS (Ups) proposed	Addl. Habitations served by EGS (Ups) total	Unservd Primary (Habitation not qualifying under Ups or EGS)
1	2	3	4	5	6	7	8	9
Angul	235	324	36	254	-	6	30	
Banarpai	132	293	35	243	-	5	20	
Chhendipada	171	262	40	217	-	4	22	
Talcher	204	254	30	208	-	7	36	
Kaniha	190	287	39	221	-	6	48	
Pallahara	255	348	38	248	-	15	62	
Kishorenagar	226	264	29	230	-	4	23	
Athamallik	324	369	30	297	-	9	54	
Angul NAC	19	29	7	22	-	1	4	
TOTAL	1756	2430	284	1940	-	57	299	

TABLE -

17

SCHOOL LESS HABITATIONS IN EACH BLOCK (II)

Name of the Block	No. of Habitation (No. PS within 1Km. District)	Proposed facilities under		Habitation to be benefited under SSA		Unreserved Scattered habitation left if any
		SSA Formal PS School	EGS (Pry) School	SSA Formal PS School	EGS (Pry) School	
1	2	3	4	5	6	7
Angul	121		66		72	49
Banarpai	107		70		80	27
Chhendipada	84		60		66	18
Talcher	68		27		44	24
Kaniha	101		69		75	26
Palianara	162		106		117	45
Kishorenagar	96		51		69	27
Athamallik	142		87		94	48
Angul NAC	2		1		1	1
TOTAL	883	0	547	0	618	265

It is proposed to open 547 EGS centres in the District covering 618 habitations.

TABLE 20

MAINSTREAMING OUT OF SCHOOL CHILDREN INTO REGULAR SCHOOL

Year	Total No. of Children to be benefited	Addi. Camps	Bridge Courses	Remedial Courses	Back to School Camps	Residential Schools	Other Camps	EGS
1	2	3	4	5	6	7	8	9
2002-03	11435	-	-	-	-	100	-	7842
2003-04	5306	-	1071	1053	1049	1200	529	10283
2004-05	6200	-	1178	1243	955	1200	571	10585
2005-06	4310	-	542	748	543	535	439	10451
2006-07	6157	-	458	833	774	535	734	10091
2007-08	8673	746	458	737	700	535	318	8967
2008-09	6580	857	258	352	300	535	-	8856
2009-10	195	-	-	-	250	535	-	8690
Total	48856	1603	3965	4966	4571	5175	2591	75765

Total out of children in the age group of 6-14 is 48856. To provide them elementary education different media may be taken up. The table indicates bridge course provided for 8977 children, remedial course for weaker student to get the minimum level of learning & to check up the flow of increasing out of school in future for 11420 children. and provision of AIE, EGS Centres for 2591 & 16300 children respectively. In the most backward GP of the district. provision of residential schools is required for 2418 children as they are not supplied with fooding, clothing, teaching learning materials due to poverty and schooling facility due to scattered habitations. Manikiodi, GP. Saradbapur GP, (Whole) Tikarpada, Purunakote, Jagannathpur & Kothbahuin, Phulapada, Bhogaberi, Katada, Kampadsala, Barasani, Burkuna, Balipasi, Susuba, Dharampur Jagannathpur, Nagira, Rohila Jharbeda, Kanteikulia. Hadpa, Kad, iunda, Maimura, Ambasarmuda, Sapaghora, are the most backward GPs.

TABLE - 21

PROJECTION OF TEACHERS, STUDENTS, SCHOOLS (INCLUDING CAMPS) IN UPPER PRIMARY EDUCATION

	2002-03 Current	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9
Reduction in drop out rate (in %)	27.5	16	14.6	12.6	12	10.4	7.7	2.2
Reduction in never enrolled children (in %)	8.5	3.8	3.4	2.2	1.5	0	0	0
Teacher requirement (in cumulative)	409	607	689	786	856	903	1072	1151
NEP	76.2	86	88	89	90	91	95	99.6
EGS - Upper Primary Centres	57	57	57	57	57	57	70	70
Teachers in upgraded upper Primary Schools	-	-	-	28	52	74	98	114
Instructor in EGS Upper Primary Schools	114	114	114	86	62	40	16	-
AIE Camps for over aged / difficulty to get drop outs and never enrolled children (9-11)	RCC Upper Primary	116	105	42	8	4	-	-
	Camp Schools-Primary & UP (all types)	35	25	14	40	40	10	10
	Total	151	130	56	8	9	-	-

The table represents the projection of net enrolment ratio, dropout, incidence of never enrolled children and teachers requirement[being deflated with respect to the EGS and AIE Centres and current sanctioned strength in the district.] in Angul district for Upper Primary education

TABLE -

22

PROJECTION NER IN THE AGE GROUP OF 6-11 YEARS For GPs

Sl. No.	Year	60%	60-70%	70%-80%	80%-90%	90%-100%	100%	Total GPs
1	2	3	4	5	6	7	8	9
1	2002-03	19	51	58	84	16	0	228
2	2003-04	8	56	61	86	17	0	228
3	2004-05	3	39	55	91	25	15	228
4	2005-06	0	16	41	68	47	56	228
5	2006-07	0	2	25	31	73	97	228
6	2007-08	0	0	7	19	61	141	228
7	2008-09	0	0	0	3	50	175	228
8	2009-10	0	0	0	0	0	228	228

209 GPs of the 8 blocks including 19 wards of Angul NAC will complete 100% NER by 2009-10

TABLE - 23.

TREND IN ENROLMENT IN PRIMARY EDUCATION
FOR THE AGE GROUP OF 6-11 YEARS

Sl. No.	Name of the Block	No. of GP Achieving by 2009-10			Total No. of G.F.	Remarks
		80%-90%	90%-100%	100%		
1	2	3	4	5	6	7
1	Anugul	3	2	27	32	
3	Banrapal		1	24	25	
4	Chhendipada		2	32	34	
5	Talcher		2	19	21	
6	Kaniha		5	21	26	
7	Pallahara		5	21	26	
8	Kishorenagar		5	16	21	
9	Athamallik		6	18	24	
10	Angul NAC		10	9	19	
	Total	3	38	187	228	

TABLE - 24

TREND IN ENROLMENT IN UPPER PRIMARY SCHOOL IN AGE GROUP OF 11-14 YEARS

Sl. No.	Name of the Block	No. of GP achieving by 2009-2010					Total GPs
		60-70%	70%-80%	80%-90%	90%-100%	100%	
1	2	3	4	5	6	7	8
1	Anugul	0	0	3	5	24	32
3	Banrapal	0	0	1	17	7	25
4	Chhendipada	0	0	1	15	18	34
5	Talcher	0	0	1	13	7	21
6	Kaniha	0	0	0	15	11	26
7	Pallahara	0	0	6	10	8	24
8	Kishorenagar	0	0	4	7	10	21
9	Athamallik	0	0	7	16	1	24
10	Angul NAC	0	0	0	10	9	19
	Total	0	0	23	108	95	226

TABLE -

25

PROJECTION NER IN THE AGE GROUP OF 6-11 YEARS

Sl. No.	Year	60% or less	60-70%	70%-80%	80%-90%	90%-100%	100%	No. of GPs
1	2	3	4	5	6	7	8	9
1	2002-03	96	57	53	22	0	0	228
2	2003-04	68	58	69	28	5	0	228
3	2004-05	38	40	58	69	20	3	228
4	2005-06	29	40	45	58	43	13	228
5	2006-07	18	32	39	48	70	21	228
6	2007-08	0	18	30	61	78	41	228
7	2008-09	0	5	23	45	84	71	228
8	2009-10	0	0	2	23	106	95	228
8	2010-11	0	0	0	12	80	136	228
8	2011-12	0	0	0	0	25	203	228

TABLE- 26

REQUIREMENT OF ADDITIONAL TEACHERS

Name of the Block	Additional Trs. for RPs	Additional Teacher for			Additional Teachers for	
		Primary Schools	Upper Primary Schools	High School for Class-8	New Primary Schools	New Upper Primary Schools
1	2	3	4	5	6	7
Angul	20	129	68	13	28	12
Banarbal	20	8	56	13	26	10
Chnendipada	20	112	34	13	22	8
Talcher	20	51	74	17	20	14
Kaniha	20	102	29	20	24	12
Pallahara	20	61	5	13	30	30
Kisnorenagar	20	70	7	13	32	8
Athamallik	20	117	12	14	26	18
Angul NAC	-	-	3	5	2	2
TOTAL	160	650	288	121	210	114

160 No of Additional teachers required for Resource Persons. 726 No. of Additional teachers required as per PTR Norms and minimum two teachers in each primary schools.

TABLE 27

TEACHER TRAINING FOR EXISTING AND ADDITIONAL TEACHERS (UPTO CLASS - VIII)

Year	PRIMARY					
	Trained teacher	No. of days	Untrained teachers	No. of days	Fresh trained teachers	No. of days
1	2	3	4	5	6	7
2002-03	2409	20	244	60	726	30
2003-04	3379	20			265	30
2004-05	3644	20			125	30
2005-06	3769	20			310	30
2006-07	4079	20			280	30
2007-08	4359	20			285	30
2008-09	4644	20			387	30
2009-10	5031	20			295	30

TABLE - 28

TEACHER TRAINING FOR EXISTING AND ADDITIONAL TEACHERS (UPTO CLASS - VIII)

Year	UPPER PRIMARY					
	Trained teacher	No. of days	Untrained teachers	No. of days	Fresh trained teachers	No. of days
1	2	3	4	5	6	7
2002-03	547	20	97	60	409	30
2003-04	1053	20			198	30
2004-05	1251	20			82	30
2005-06	1333	20			153	30
2006-07	1486	20			118	30
2007-08	1604	20			161	30
2008-09	1765	20			147	30
2009-10	1912	20			111	30

TABLE - 29

TEACHER TRAINING FOR EXISTING AND ADDITIONAL TEACHERS (UPTO CLASS - VIII)

Year	HIGH SCHOOLS FOR CLASS-VIII					
	Trained teacher	No. of days	Untrained teachers	No. of days	Fresh trained teachers	No. of days
1	2	3	4	5	6	7
2002-03	247	20	-	-	-	-
2003-04	368	20			123	30
2004-05	368	20				
2005-06	368	20				
2006-07	368	20				
2007-08	368	20				
2008-09	368	20				
2009-10	368	20				

TABLE 30
REQUIREMENT OF BLOCK / CLUSTER RESOURCE PERSON

Name of Block	Block Resource Person	Cluster Resource Person	Total
1	2	3	4
Angul	3	17	20
Banarpal	3	17	20
Chhendipada	3	17	20
Talcher	3	17	20
Kaniha	3	17	20
Pallahara	3	17	20
Kishorenagar	3	17	20
Athamallik	3	17	20
Angul NAC	-	-	-
TOTAL	24	136	160

Requirement of Block / Cluster Resource Person

Regarding Requirement of BRCs and CRCs we proposed 24 Nos of BRCs and 160 Nos of CRCs for 8 Blocks and Angul NAC. No. BRC or CRC is proposed for Angul NAC. It is included with Angul Block as the no. of Primary Schools are few

TABLE 31

TRAINING OF COMMUNITY LEADERS

Name of the Blocks	No. of habitations	No. of Persons @ 8 per village / habitation
1	2	3
Angul	324	2592
Banarpal	293	2344
Chhendipada	262	2096
Talcher	254	2032
Kaniha	284	2272
Pallanara	348	2784
Kishorenagar	264	2112
Athamallik	369	2952
Angul NAC	29	232
TOTAL	2427	19416

TABLE 32.

DISABLED CHILDREN IN THE BLOCK

Name of the Blocks	Total No. of disabled children
1	2
Angul	219
Banarpal	156
Chhendipada	468
Talcher	131
Kaniha	167
Paliahara	514
Kishorenagar	292
Athamallik	168
Angul NAC	67
TOTAL	2182

TABLE

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REQUIREMENT FOR SCHOOLS GRANTS

Year	Primary Schools I to V	Upper Primary Schools	Upgraded PS	Upgraded UPS	New Primary Schools	New UPS	High Schools
1	2	3	4	5	6	7	8
2002-03	1078	284					121
2003-04	1078	284					121
2004-05	1078	284					121
2005-06	1078	284	105	57			121
2006-07	1183	341					121
2007-08	1183	341					121
2008-09	1183	341					121
2009-10	1183	341					121

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TABLE 34

REQUIREMENT OF TLM GRANT IN GOVERNMENT MANAGED SCHOOLS

Year	Existing Teachers			Additional Teachers (para teachers)	
	Pry	Upry	H.S. 1/3rd of Trs.	Pry	UPS + Class VIII
1	2	3	4	5	6
2002-03	2653	644	247	726	266
2003-04	2653	644	247	791	607
2004-05	2653	644	247	916	689
2005-06	2653	644	247	966	786
2006-07	2653	644	247	986	856
2007-08	2653	644	247	1071	903
2008-09	2653	644	247	1098	1072
2009-10	2653	644	247	1123	1151

TABLE - 35

T.L.E FOR UNCOVERED NEW AND UPGRADED SCHOOLS (E.G.S)

Name of the Block	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Pry	Up	Pry	Up	Pry	Up	Pry	Up	Pry	Up	Pry	Up
1	2	3	4	5	6	7	8	9	10	11	12	13
Angul	-	-	3	2	2	1	4	1	2	1	2	1
Banaropal	-	-	3	1	2	1	3	1	2	1	2	1
Chhendipada	-	-	3	1	2	1	3	1	1	1	2	-
Talcher	-	-	2	1	3	2	4	1	1	2	2	1
Kaniha	-	-	2	2	3	1	4	1	2	1	2	1
Pallahara	-	-	2	3	3	3	4	3	5	3	2	3
Kishorenagar	-	-	2	1	3	1	4	1	2	1	2	-
Athamallik	-	-	2	2	2	2	4	2	5	2	1	1
Angul NAC	-	-	1	1	-	-	-	-	-	-	-	-
TOTAL	-	-	20	14	20	12	30	11	20	12	15	8

TABLE - 36

MAINTENANCE AND REPAIR GRANTS TO SCHOOLS

Year	Existing		New		Upgraded	
	Pry 2	Ups 3	Pry 4	Ups 5	Pry 6	Ups 7
2002-03	1077	284				
2003-04	1078	284				
2004-05	1078	284				
2005-06	1078	284				
2006-07	1078	284			20	14
2007-08	1098	298			20	12
2008-09	1118	310			30	11
2009-10	1148	321			20	12

TABLE 37

COMPUTER EDUCATION - ANGUL DISTRICT

Year	Computer Education	SC / ST Minority	Girls Education	ECE	Schools	Maintenance Grant
1	2	3	4	5	6	7
2002-03	14	15	15	6.00	14	-
2003-04	14.42	13.58	15	7.00	14	0.42
2004-05	14.04	13.96	15	7.00	13	1.04
2005-06	14.23	13.97	15	7.00	13	1.23
2006-07	14.62	13.38	15	7.00	13	1.02
2007-08	15.00	13.00	15	7.00	13	2.02
2008-09	14.27	13.73	15	7.00	12	2.27
2009-10	14.51	13.49	15	7.00	12	2.51

For computer Education Rs.14 lakh is required to cover up 14 upper primary schools in the year 2002-03. Similarly 104 schools will be provided by 2009-10. All the upper primary schools will get the benefit out of it. (284+57) from 2002-03 to 2009-10. The maintenance cost of computer is provided per each school Rs.3000/- yearly.

TABLE - . 38

CIVIL WORK FOR UPGRADED PRIMARY & UPPER PRIMARY SCHOOLS (EGS)

Name of the Block	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
	Pry	Up	Pry	Up	Pry	Up	Pry	Up	Pry	Up	Pry	Up	Pry	Up
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Angul			3	2	2	1	4	1	2	1	2	1	13	6
Banarpati			3	1	2	1	3	1	2	1	2	1	12	5
Chhendipada			3	1	2	1	3	1	1	1	2	0	11	4
Talcher			2	1	3	2	4	1	1	2	2	1	12	7
Kaniha			2	2	3	1	4	1	2	1	2	1	13	6
Pallanara			2	3	3	3	4	3	5	3	2	3	16	15
Kishorenagar			2	1	3	1	4	1	2	1	2	0	13	4
Athamallik			2	2	2	2	4	2	5	2	1	1	14	9
Angul NAC			1	1	-	-	-	-	-	-	-	-	1	1
TOTAL		0	20	14	20	12	30	11	20	12	15	8	105	57

TABLE - 39

PHYSICAL INFRASTRUCTURE CLASSROOMWISE IN PRIMARY AND UPPER PRIMARY SCHOOLS

	Buildingless	1 Room	2 Room	3 Room	4 Room	5 Room	6-7 Room	8-9 Room	10 above
	1	2	3	4	5	6	7	8	9
Primary	1	153	438	233	129	63	47	6	8
Upper Primary			176	26	27	29	10	9	7

TABLE - 40

PHYSICAL INFRASTRUCTURE TYPE OF BUILDING-WISE IN PRIMARY AND
UPPER PRIMARY SCHOOLS

	Pucca	Partly Pucca	Katcha	Thatched Hut	Tent	Open Space	Total
Primary	84	187	35	8	0	0	1077
Upper Primary	187	73	11	9	0	5	284

TABLE 41

CIVIL WORK REQUIREMENT

Name of the Block	Total Addl. classrooms PS+UPS+HS+ Buildingless Schools	New P.S.	New U.P. Schools	Drining Water	Toilets	Boundary Wall	BRC	CRC
1	2	3	4	5	6	7	8	9
Angul	99+49+9	14	6	87	136	30	3	17
Banarpati	83+42+7	13	5	71	122	27	3	17
Chhendipada	116+50+10	11	4	83	152	28	3	17
Taicher	76+45+8	10	7	35	113	23	3	17
Kaniha	76+51+8	12	6	40	144	26	3	17
Pallahara	96+36+9	16	4	87	124	25	3	17
Kishorenagar	84+42+10	13	9	92	132	27	3	17
Athamallik	89+30+10	15	15	84	106	28	3	17
Angul NAC	15+14+6	1	1	6	34	3	-	-
TOTAL		105	57	585	1063	217	24	136

TABLE - 42

BUILDINGLESS SCHOOLS AND COMPLETELY DILAPIDATED CLASSROOM

Name of the Block	Primary		Upper Primary		High Schools	
	Schools	Classrooms	Schools	Classrooms	Schools	Classrooms
1	2	3	4	5	6	7
Angul	6	9	4	8	2	5
Banarpal	3	3	3	4	2	2
Chhendipada	3	4	3	5	4	5
Talcher	4	4	3	3	-	-
Kanina	3	5	4	5	2	2
Pallahara	7	7	3	5	4	4
Kishorenagar	7	9	4	7	3	3
Athamallik	5	5	5	9	5	6
Angui NAC	2	6	-	-	2	6
TOTAL	40	52	29	46	24	33

TABLE 43

Block wise total Additional Classrooms

Name of the Block	Total Additional Classrooms		
	Primay	Upper Primary	High Schools for Class VIII
1	2	3	4
Angul	99	49	9
Banarpai	83	42	7
Chhendipada	116	50	10
Talcher	76	51	7
Kaniha	76	45	8
Pailanara	96	36	9
Kishorenagar	84	42	10
Athamallik	89	30	10
Angul NAC	15	14	6
TOTAL	734	359	76

TABLE - 44

REQUIREMENT OF ADDITIONAL CLASS ROOMS FOLLOWING THE PRINCIPLE OF PUPIL CLASS ROOM RATIO AND TEACHERS

Name of the Block	No. of Schools required Additional Classroom										
	1 room		2 rooms		3 rooms		4 rooms		High School		
	Pry	Up	Pry	Up	Pry	Up	Pry	Up	1	2	3
1	2	3	4	5	6	7	8	9	10	11	12
Angul	55	20	10	6	4	3	3	2	9		
Banarpara	53	12	15	15	-	-	-	-	7		
Chhendipada	69	14	19	15	3	2	-	-	10		
Talcner	46	21	15	15	-	-	-	-	7		
Kanina	48	17	14	14	-	-	-	-	8		
Palianara	76	16	10	10	-	-	-	-	9		
Kishorenagar	70	12	7	15	-	-	-	-	10		
Athamalik	69	28	10	1	-	-	-	-	10		
Angul NAC	7	-	4	7	-	-	-	-	6		
TOTAL	493	140	104	98	7	5	3	2	76	0	0

TABLE 45

REQUIREMENT OF ADDITIONAL TEACHERS AND ADDITIONAL CLASSROOMS FOR PRIMARY SCHOOL AND PRIMARY SECTION OF UGUP SCHOOLS

Name of the Block	No. of Children from Class I to V	No. of Teachers Exciting in P.S.	No. of Additional Teachers Required	No. of classrooms available	No. of classrooms Required
1	2	3	4	5	6
Angul	16102	308	129	338	99
Banarpal	17098	315	84	316	83
Chhendipada	19204	364	112	360	116
Talcher	17014	289	51	264	76
Kaniha	16105	306	102	320	76
Pallahara	13686	356	61	321	96
Kishorenagar	10653	277	70	263	84
Athamallik	15324	320	117	348	89
Angul NAC	2517	118	-	103	15
TOTAL	127703	2653	726	2633	734

Total No. of additional classrooms required for primary and primary section of upper primary schools for the District is 734 and total additional teacher required for primary and primary section of UP schools is 726. As per SSA norms two teachers are required for every primary school.

TABLE-

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**REQUIREMENT OF ADDITIONAL TEACHERS AND ADDITIONAL CLASSROOMS
FOR UPPER PRIMARY UPTO CLASS VIII**

Name of the Block	No. of Children from Class-VI to Class VIII	No. of teachers Existing		No. of Additional teachers required		No. of classrooms available		No. of classrooms required		Total Classrooms required	Total Additional Teacher Required
		UPS + M.E. Section of P.S.	H.S. with Class VII	UPS	H.S.	UPS	H.S.	UPS	H.S.		
Angul	7245	87	26	68	13	106	26	49	-	49	81
Banarpai	6374	77	26	56	13	91	26	42	-	42	69
Chhandipada	9082	92	26	34	13	76	26	50	-	50	47
Taicher	7025	67	34	74	17	90	34	51	-	51	91
Kanha	6135	84	40	29	20	68	40	45	-	45	49
Pallahara	2450	77	26	5	13	30	26	36	-	36	18
Kishorenagar	2852	58	26	7	13	16	26	42	-	42	20
Athamalik	4011	60	28	12	14	42	28	30	-	30	26
Angul NAC	1405	42	15	3	5	28	15	14	-	14	8
TOTAL	43579	644	247	288	121	547	247	350	0	350	409

Total No. of teachers as per PTR norms = 1089, Total teacher Existing for Class - VI, VII and VIII = 880, Total No. of Additional Teacher required = 409

The total number of teachers required is more due to backward area schools. The interior parts the district number of students are less but each UPS must be two teachers as per SSA norms. So it is proposed for 409 additional teachers. Regarding High Schools one additional is required. It is because many Govt. High Schools have less teacher. As per SSA norms we provide access to the students. because child population will increase in the next years.



CHAPTER-III

PLANNING PROCESS

CHAPTER-III

PLANNING PROCESS :

Sarba Siksha Abhiyan is a National Programme aimed at achieving the goal for universalisation of Elementary Education in an effective manner, especially emphasizing on community involvement. The planning process includes grass root level participation to tackle the problem and issues of Primary Education. The district perspective plan has been prepared on the basis of the data collected through survey, participatory meeting of different groups. The workshops details, discussion and exchange of ideas provided clues for strategies to reach the targets.

The planning process was conducted with the training of the district planning team at the state Project Office., Bhubaneswar. The team was assembled in two round orientations in the participating approach of planning. The following activities were conducted at the village, block and district level as pre project activities .

SURVEY

The household survey was taken up and completed during August and September 2001. The Primary and Upper Primary School teachers were engaged for collection of household data. They covered all the houses from door to door in the village and formed in this survey.

The S.I. of Schools of all the blocks and municipality devoted their time for compilation of village data and under their direct supervision the block data was submitted during 1st week of Sept. 2001. The team members at G.P. Block level, compiled the data by November.

The survey of school data was conducted with the assistance of the State Project Office. The Headmaster of all-primary Schools, Upper Primary Schools and High Schools having Elementary Section were involved along with NGOs and VEC's in the field.

Different Block level focus group discussions were conducted at district and block level from September to October. The B.D Os, Executive Officers of the local bodies took active part in conducting the meeting. The V.E.C. members P.R.I. worker groups and all Primary School teachers participated in the meeting in groups'. Specific problem of the area and their individual requirements were identified Those are exhibited in the plan categorically.

A convergence meeting was connected at the district headquarters on 12.11.2001. All the *Sarpanches* of the district were involved. The district level officers and officers of Education Department have attended the meeting Aims and objectives of the S.S.A. were discussed in the meeting. They specified their need-based problems and their strategies, which are included in the perspective plan.

In addition to that the block and district level convergence meeting were held at different times at block headquarters. The B.D.Os, D.P.O.s and all other officers of the line department N.G.O.s P.R.I.s and teachers union participated in the meeting. Suggestion was solicited from the grass root level.

The issues that have been identified in the convergence meeting and workshops are classified and discussed in the planning process. The gist of the findings are analyzed below:

Meetings and Discussions held in the District

Name of the Block	VEC/PT./PRI Meetings		Teachers Group Primary/Upper Primary Sis/Dis		Block level Meeting/ Convergence HM/ BDO/Sis/ JEs/ CDPO		Gram Sabhas at Survey	Panchayat Data Analyzed with VEC/ PRIs
	Partici pants	Nos.	Partici pants	Nos	Participants	Nos.		
Athamallik	110	3	110	2	31	1	150	23
Angul	81	2	80	2	22	1	100	28
Chhendipada	55	1	75	2	25	1	200	27
Pallahara	38	2	48	2	23	1	121	21
Kishorenagar	116	3	70	2	21	1	101	18
Kaniha	58	2	65	3	19	1	105	23
Talcher	60	1	31	1	17	1	107	20
Banarpal	138	3	30	1	25		88	21

Sl.	Group	Issues Identified
1	Parents, Teachers and students	<ol style="list-style-type: none"> 1. Women in the village have little involvement in school activities. 2. Girl children look after their youngsters when their parents are on cultivation. 3. Engagement of teachers in non-teaching activities. 4. Teaching hampers due to vacancy of teachers. 5. No school in some habitations. 6. Lack of motivation in parents to enroll and retain their children in schools. 7. No Agency take care of the building of urban areas. 8. There is no coordination among local urban body and educational supervising authorities. 9. Qualitative difference is found in between English medium schools and general primary schools. 10. Urban area lack of I.C.D.S. facility. 11. Lack of S.U.P.W activities in schools. 12. Curriculum is not need based in rural areas. 13. The School Committee remains inactive to mobilize children. 14. Promotional perspective investments and award to teachers lack scientific judgement of reports to district. 15. Lack of achievement level by rural students due to negligence of the teachers.
2	Z.P. Chairman, Block and Municipality/NAC, Chairpersons, Planning team members BDO's and District level officers.	<ol style="list-style-type: none"> 1. Different language Oriya, Urdu, Hindi are spoken in the district. 2. Some remote area and inaccessible area are away from the present cultural main stream of the district.

		<ol style="list-style-type: none"> 3. Teacher's absenteeism in accessible areas. 4. Dire poverty of the people in the district. 5. Most of the families are illiterates. 6. Need of co-ordination among all related departments. 7. Lack of convergence with different target groups of society. 8. Lack of adequate incentives to both students and teachers. 9. No facility of Early Childhood Care and Education in urban area. 10. Lack of P.T.A. and M.T.A.
3.		<ol style="list-style-type: none"> 1. Children have to travel long (2 Kms. & more) to reach schools. 2. School building are not safe. 3. More than 2 classes held in one class room. 4. Uncomfortable sitting arrangement. 5. Limited rooms are also used for storage for M.D.M. 6. Roadside schools with no boundary walls are always prone to accident. 7. Children fail to gather minimum knowledge. 8. Teachers do not stay in feeder village. 9. Lack of interaction between villagers/parents. 10. Involvement of teachers in MDM robs their valuable teaching time. 11. Teacher's do not attempt to impart teaching in friendly manner. 12. Lack of regular supervision and academic monitoring the school.

		<p>13. Teacher are helpless regarding irregular attendance of student.</p> <p>14. Textbooks are not available in time . Some parents find it costly to buy and not available in the market</p> <p>15. Migrating parents do not find residential schooling facilities for their children (Angul, Talcher).</p> <p>16. Drop-outs : there is no specific provision to teach them beyond schooling times.</p>
4	All Block level officers/ Chairman/ all P.S. members/ Sarpanches / Ward members.	<p>1 Provision of adequate contingency for schools.</p> <p>2. Lack of retention for S.C. and Muslim children.</p> <p>3. Superstitions of minority groups.</p> <p>4. Overloaded syllabus.</p> <p>5. Land property of the schools being encroached by the villagers.</p> <p>6. Non-availability of plain ground for each school.</p> <p>7. No regular health check-up for school children</p> <p>8. Teachers don't adopt child centered and joyful learning approach.</p> <p>9. No facility for labour class for attending the school due to the timetable.</p> <p>10 V.E.C. and teachers are ignored in infrastructure development.</p>
5.	Villagers and PRI, Panchayat Samiti Members	<p>1. School in each habitation or within 1Km. distance.</p> <p>2 Condition of the building.</p> <p>3 Inadequate class rooms</p>

		<ol style="list-style-type: none"> 4. Lack of basic infrastructure facilities. 5. Inadequate teaching 6. Irregular teachers 7. Poor quality of teaching 8. Non-availability of teaching aids. 9. Lack of villagers teaching relation 10. Teachers do not stay in the school premises 11. Involvement of teachers in M.D.M. work. 12. Lack of proper supervision of schools 13. Lack of orientation to teachers on modern concept of learning. 14. Irregular attendance of the students at the Schools 15. Poverty of the parents. 16. Lack of free textbooks to poor children. 17. M.D.M. not qualitative and quantitative. 18. No step to check the dropouts. 19. Language problem in Muslim dominated pockets. 20. Lack of pre-school facility. 21. No provision for beautification of school campus. 22. Non involvement of the community for the improvement of enrolment position and other developmental work of the school. 23. No provision of schooling facilities for the children of migrant families: 24. Lack of schooling facilities for special class of children like scheduled Caste, Muslims, and Child Labour.
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		<p>25. Lack of provision for interaction between the villagers with authority of Education Department and block/district administration.</p> <p>26. Lack of communication facilities in flood affected blocks where river rivulets and nalas exist.</p>
6.	<p>Teacher group Primary teacher, U.G.M.E. teachers Welfare Department teachers</p>	<ol style="list-style-type: none"> 1. Pupil teacher ratio is high in places. 2. Difficulty in multigrade teaching. 3. Non-cooperation of villagers in educational activities 4. Interference of local politicians in transfer of teachers and school administration 5. There is no provision of reward and punishment for deserving teachers. 6. There is no feeling of ownership of the Educational institutions in the villages. 7. No involvement of Youth Clubs and NGOs in environmental building. 8. Teacher's irregularity in their duty. 9. Long staying of a teacher in a place makes the job boring. 10. Schools are away from the villages often students have to cross the high ways, railway lines, rivers etc. 11. Books are not supplied to the reserve are going of students and poor needy students 12. Students are not given incentive like N.C.I.P. and welfare schools 13. Imposition of fees for Examination, functions related to schools discourages the children for attending the schools sometimes.

TABLE-

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DISTRIBUTION OF PROPOSED SCHOOLING CENTRES [E.G.S.]

Name of the Block	Unservd habitations	Proposed		No. of children targeted for			
		Pry. School	EGS (Rs.)	AIE Pry		AIE Upper Pry	
				No. of centre	No. of Children	No. of centre	No. of Children
1	2	3	4	5	6	7	8
Angul	142		66	4	185	2	81
Banarpati	122		70	4	298	3	117
Chhendipada	84		60	3	160	2	83
Talcher	68		27	4	209	3	123
Kanina	88		69	5	201	2	75
Paijaha	131		106	5	255	2	84
Kishorenagar	100		61	3	146	2	78
Athamaliik	146		87	5	211	3	104
Angui NAC	2		1	2	130	1	51
TOTAL	883	0	547	35	1795	20	796

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LOCATION OF PROPOSED UPPER PRIMARY SCHOOLING FACILITIES

Name of the Block	Habitation
1	2
Angul	6
Banarpal	5
Chhendipada	4
Talcher	7
Kanha	6
Pallahara	15
Kishorenagar	4
Athamallik	9
Angul NAC	1
TOTAL	57

EGS & AIE

The total out of school children is 48,856 in the age group of 6-14 years. To provide access to them it is proposed to open 547 Nos of EGS primary school & 57 EGS upper primary schools in the district. 16,300 children will be enrolled in EGS centre. 618 unserved habitation will be benefited educational facilities (primary) in opening 547 EGS centres. It also proposed to open 35 AIE (Primary) & 20 AIE (upper primary) for 2591 children to provide elementary education in habitations with low literacy rate. Each centre cater to more than one habitation. The duration of study will be 4 hours per day. The teacher volunteers will be selected by the V.E.C.

TABLE - 49
INNOVATION ACTIVITY
GIRLS EDUCATION

NAME OF THE BLOCK	TARGET AREA FOR GIRLS EDUCATION
Angul	Badakantkul, Antulia, Inkarabandha,
Banarpai	Phulpada, Sanakerjang
Chhendipada	Ambapal Natada, Katada
Talcher	Dharampur, Ghantapada
Kaniha	Kakudia, Balipasi, Burukuna
Pallahara	Nagira, Jharbeda, Saida
Kishorenagar	Oskapali, Jamunali, Kanteikolia
Athamallick	Ambasarmunda, Handapa, Maimura

TABLE - 50
INNOVATION ACTIVITY
SC/ST/ MINORITIES

NAME OF THE BLOCK	TARGET AREA FOR SC/ST/ MINORITIES EDUCATION	TARGET	ACTIVITIES FOR DEVELOPMENT SC/ST
		Communities	
Angul	Antuha, Baluakata	Kandha, Ganda, Muslims, Tanala, Pana.	Opening of EGS, AIE free textbooks awareness, mobilization
Banarpai	Phulpada, Sankerjang	Kandha, Ganda, Muslims, Tanala, Pana	-do-
Chhendipada	Machhakuta, Barasai, Tukuda	Kandha, Keuta, Ganda, Muslims, Tanala, Pana	-do-
Talcher	Dharampur, Gurujang	Kandha, Ganda, Pana, Koda	-do-
Kaniha	Burukuna, Balipasi	Kandha, Ganda, Pana, Koda	-do-
Pallahara	Nagira, Jharabeda	Santala, Bhuina, Kolha, Kandha, Pana.	-do-
Kishorenagar	Kanteikolia, Handapa	Kandha, Ganda, Pana, Kolha, Mahilara.	-do-
Athamallick	Ambasarmunda, Maimura, Jamudoli	Ganda, Kandha, Pana, Tanala, Keuta, Vasi	-do-
Angul NAC	Nakhrasahi, Mochisahi, Sukhuasahi	Mochi, Nahara	-do-

TABLE 51

URBAN AREA DEVELOPMENT PROGRAMME

Name of the NAC/ Municipality	Name of the Block	No. of Slum Areas	Out of school Children	
			6 - 11	11 - 14
Angui	-	3	42	23
	Talcher	2	30	25
	Banarpal	1	22	14
	Kaniha	1	27	15



CHAPTER-IV

ISSUES & STRATEGIES

CHAPTER-IV

ISSUES AND STRATEGIES

STRAGIES FOR ISSUES IN ELEMENTARY EDUCATION :

A number of interventions and strategies have been taken up to achieve the target of universalisation of Elementary Education (U.E.E.). Out of focus group discussions, convergence meetings & workshops it was revealed that the major issues identified can be divided into four broad categories.

1. Retention (High drop out in Primary & Upper Primary)
2. Quality Improvement
3. Capacity building.
4. Access for deprived children including difficult to get groups

Issues related to Retention :

Retention aims at completion of Class-VIII education by the age of 14 years. The district faces problems in retaining children at the 9+age group. Most of the drop outs occur at Class-III and onwards. It is also observed that poor parents can not afford to send their children to schools even after the provision of MDM. The enrolment position in schools does not speak of incidence of highly irregular children or the repeaters. Many children just avoid going the school because the school does not hold any attraction for them. The teaching learning process, evaluation procedure and lack of understanding of child psychology in teachers compound the problems. Specific problems relating to retention are discussed below along with suggested strategies.

SL	Issues/Problems	Possible Strategies
1	<p>Poor awareness among parents & their indifference towards education</p> <p>ITDA & NGO</p> <p>ICDS</p> <p>NGO</p> <p>NGO</p>	<ul style="list-style-type: none"> - Awareness Campaign among parents & the public to be accelerated. - Special awareness campaign in hilly areas of Pallahara, Athamallik, Khuladi, Rengali - Dam Project - Campaign for motivating girl children in specific areas where number of SC ST & minority are more - Organisation of meeting and cultural programmes on essence utility & importance of rallied campaign & <i>padayatra</i>, street drama etc. by students & teachers. - Involvement of PRI members.
2	<p>Irregular attendance of students</p> <p>Capacity building of</p> <p>PTA</p> <p>MTA</p> <p>MTA</p> <p>MTA</p>	<ul style="list-style-type: none"> - Organization of PTA & MTA - Meeting of PTA, MTA & PRI members - Door to door visit by teachers - Monitoring regular attendance by Teachers & Headmaster etc.
3	<p>VEC is not active</p> <p>CRC & capacity building of VECs</p>	<ul style="list-style-type: none"> - Organization of VEC members - Women's representation in VEC should to emphasized - Involving members for active participation coming the school - Involving <i>Angawadi</i> workers of VEC meetings - Exposure visit to VEC members

4	<p>Unattractive Teaching Learning Process</p> <p>DIET ST School</p>	<ul style="list-style-type: none"> - Massive orientation to teachers in new pedagogy
5	<p>DIET</p> <p>STS</p> <p>SC</p> <p>ST ITDA</p> <p>Edn.</p>	<ul style="list-style-type: none"> - Preparation of supplementary reading materials work book etc. - Introduction of area specific topics - Introduction of teaching learning materials on tribal dialect. - Subject specific discussion, analysis.
6	<p>Lack of interest among parents to send their children to school</p> <p>PRI</p> <p>Access/AIE</p>	<ul style="list-style-type: none"> - Motivation to parents - Incentives, MDM rice etc. - Opening of special schools for working children/migratory children/children of socially backward groups - Flexible school timing in selected areas.
7	<p>MTA to be motivated</p> <p>Welfare Department</p> <p>UNICEF</p>	<ul style="list-style-type: none"> - Special motivation to girls by teachers. - Motivation by <i>Anganwadi</i> workers/MTA/SHG - Door to door visit by teachers. - Organisation of cultural programmes for development of girls education - Opening of hostels for girls in selected areas/camps for Adolescent girls. - Display of posters on girls education. - Introduction of vocational health related education, women's group meetings

8	ITDA TRW Health	<ul style="list-style-type: none"> - Appointment of tribal teachers in tribal area - Development & supply of Text book in tribal language particularly in Palahara, Athamallik Block
9	<p>Poor co-curricular activities including physical education games & sports PRI</p> <p>STS</p> <p>STS</p> <p>High School PET</p>	<ul style="list-style-type: none"> - Supply of games & sports articles to schools - Organisation of Sishu Melam Mini Sports & Science Exhibition etc. - Drawing, painting competitions at G.P. Level - Development of physical education Mass drill, Help of local High School PET to be taken
10	Poor Health of Children Health & F.W. UNICEF	<ul style="list-style-type: none"> - Regular Health Check up of Children by local health workers & doctors/health card to children.
11	<p>Poor Economic Condition of SC & ST & BPL people</p> <p>PRI</p> <p>TRW</p> <p>ITDA</p>	<ul style="list-style-type: none"> - Free supply of Text books to SC ST % BPL students in time - Free supply of reading writing materials to the above category of students <p>Free supply of uniform to girl students</p>
12	<p>Need of additional Class room</p> <p>PRI</p> <p>DRDA</p>	<p>Additional classroom should be constructed as per need</p>

13	Toilets UNICEF DRDA, DEEP	Construction of toilet in every school is barely required
14	Drinking water UNICEF DRDA, DEEP	- Tube well should be installed in every school
15	Boundary wall and Electrification DRDA, DEEP	- For beautification of schools

Issues Related to capacity Building

Infrastructure development along with co-operative management and effective supervision from bottom to top can only change the exciting scenario of primary education. Existing system needs to be strengthened. Due to poor functioning of VEC, Poor supervision & monitoring the targets are not achieved. To achieve the goal of effective community participation they are to be oriented. Strengthening and updating management information system.

Quality of Elementary Education has to be strengthened with introduction of activity based approach in learning process. A good retention will certainly lead to spectacular quality achievement. Universalisation of Elementary Education not only emphasizes on access & retention but also focuses on improvement of quality of education & outstanding achievement. It aims at enhancing standard of knowledge of students in language, numerical & EVS and in other competencies.

Academic support group at block and clusters

1. Forum for discussion
2. Felicitation to good teachers
3. Exposures to teachers
4. Subject specific training programmes
5. Change in the syllabus for C.T. & B.Ed.
6. Subject weightages according to requirements
7. Accountability for quality education
8. Regular evaluation/unit test/progress card/sharing of results with stakeholders.
9. Effective classroom management/use of contextual TLM
10. Sports and extra-curricular activities
11. Promotion of teachers journals
12. Exhibition of creative works of teachers/VEC members
13. News paper and journals to schools
14. DIET need to be strengthened
15. Establishment of block and cluster resource centres
16. Adequate no of teachers in each school.
17. Supplementary teaching inputs to teachers
18. Strengthening school management
19. More resource support to weak schools

The details of issues & proposals are stated below :

Sl.	Issues/Problems	Possible Strategies
1	<p>Non involvement of VEC members & PRIs in school management system & Absences of community ownership</p> <p>DEEP</p> <p>DEEP</p>	<ul style="list-style-type: none"> - Orientation Training of VEC members - Orientation of PTA, MTA & NGO to involve them for all-round development of School - Formation of CRC & BRC & their orientation for community mobilization - Awards to best school committee - Exposure visits
2	<p>DPEP</p> <p>DIET</p> <p>SCERT</p> <p>ST Schools</p>	<ul style="list-style-type: none"> - Organisation of content oriented short term training programme on subjects like language, mathematics and EVS - Libraries of Schools CRC & BRC should be enriched with Books. - Training on preparation of low cost and cost teaching aids should be organized - Training on activity based teaching learning process - Organisation of field Trips to make teaching more interesting - Making centre meetings of teachers more useful by means of demonstration lesson work shop etc. - Organisation workshops on new evaluation system - Development of films on teaching of selected topics
3	<p>Poor supervision & monitoring</p>	<p>Orientation to S.I. of Schools</p> <ul style="list-style-type: none"> - Establishment of CRC & BRC with proper function <p>Block level information systems</p>

4	Empowerment of DIET	<ul style="list-style-type: none"> - Strengthening DIET Remuna - Improving infrastructure facilities of DIET like building, hostel, furniture, library, T.V.A.V. aids & computer etc. - Training to DIET personnel's - Involving DIET personnel's in supervision & monitoring - Vehicle for supervision.
5	Lack of resource support at cluster Block Level	<ul style="list-style-type: none"> - Centre schools be converted to CRC - BRC building be constructed/CRC building be constructed - CRC & BRC to be equipped with furniture & library - Appointment of BRC coordinator - Staff, stationary & telephone facility to BRC - Supply of over head projector at BRC - Strengthening and empowerment of local resources support groups, exposures.
6	Poor Incentive & recognition to teachers	<ul style="list-style-type: none"> - Cultivating competitive spirit among teachers in the field of innovative teaching, action research & preparation of teaching aids. - Awards of 100% enrolment retention & achievement - Field trips of teachers - Felicitation of teachers at block and <i>Panchayat</i> level every year.

7	Poor infrastructural Facility at D.I. of School level	<ul style="list-style-type: none"> - The D.I. of Schools should be provided minimum infrastructure facilities like vehicles computer etc. - Training to D.I.s personnel. - Administrative reforms - Systematic transfer policy - Some of the administrative issues to be transferred to BRC level. - Early response to teachers grievances - Training to D.I.s, S.I.s & H.M s School management
8	Creation Data base	<ul style="list-style-type: none"> - Creation of Management Information system MIS - Construction of MIS room - Procurement of equipment like computers, Fax, Telephone Xerox machine type writer etc. - Appointment of skilled staff for MIS to operate the system.
9	Insufficient contingency	<ul style="list-style-type: none"> - S.I.G. and T.I.G. to be provided - Development of copus fund in schools
10	Inadequate co-curricular activities	<ul style="list-style-type: none"> - Incentives should be given for cultural functions. - Creation of school development funds - Contingencies to schools. - Celebration of local festivals and involvement of parents there in . - Evaluation of students. - Educational issues in Gram Sabha - Progress cards and health cards to be made available to parents - News papers to schools

11	SME SCERT DIET	<ul style="list-style-type: none"> - Appointment of additional teacher - Orientation on handling multigrade teaching
12	Poor content knowledge of teachers	<ul style="list-style-type: none"> - Orientation of teachers on content of subject - Conducting Refresher courses - Preparing & providing teachers hand book. - Opening of library at school, CRC & BRC - Supplementary reading materials to be provided to teachers
13	Lack of knowledge on tribal dialect	<ul style="list-style-type: none"> - Teachers in tribal areas should have knowledge on tribal language - S.T. teachers should be posted in tribal area - Teachers are to be oriented by CRC, BRC & DIET institutes
14	Unattractive class room process	<ul style="list-style-type: none"> - Attractive teaching learning system/ABC method approach - Training on activity based learning, joyful teaching & play way method - Emphasis on use of teaching aids, Action song, story telling & dramatization etc.
15	Improper Evaluation System	<ul style="list-style-type: none"> - Continuation & Comprehensive evaluation system should be introduced Unit text should be introduced Evaluation should be followed by follow-up action - Progress card of students should e maintained Parents of students should be informed about the progress

16	Lack of Institutional planning	<ul style="list-style-type: none"> - The headmasters should be oriented on institutional planning & management
17	Weak Supervision	<ul style="list-style-type: none"> - Each school should be visited by a least once by S.I.S. in a month - The S.I.S. should be exempted from non academic works of the Block - CRC & BRC coordinators also should take part in supervision & monitoring. (After being imposition) - Inspection reports should be complied immediately <p>Resourceful teachers groups should be taken in BRG</p> <ul style="list-style-type: none"> - Conducting AHWAAN programmes
18	Slow progress of girl students	<ul style="list-style-type: none"> - Special attention & special care towards backward girls. - Supply of supplementary readers work book etc. - Motivating mothers - Remedial coaching/special hostel for girls.
19	Non-availability of supplementary readers/work books	<ul style="list-style-type: none"> - Preparation & providing books to schools & CRC, BRC. - Encouraging production of supplementary books by local teachers - Supply of Aroha, Prerana, Paribartan etc. as supplementary reading materials.
20	Insufficient award & recognition	<ul style="list-style-type: none"> - No of scholarships should be increased - Quiz competitions for academic progress should be taken up.

Problems in Access

Primary education can not be universalized until & unless access is provided to all target groups. It is not yet been achieved due to lack of awareness, negligence of parents, poverty, un-conductive school atmosphere, apathy of teachers etc. The issue of access has been emphasized particularly to all children between the age of 5 to 14 years. The problems strategies for universal access are culminated here under.

SL	Issues/Problems	Possible Strategies
1	Lack of Primary Schools or alternative Schooling facility within walk able distance Access Access S&M.E. Department	<ul style="list-style-type: none"> - The exercise of microplaning & school mapping has been taken up to ascertain the needs of Primary Schools. - Opening of new Primary School/EGS & AIE centre in unserved habitation - Posting of additional teachers
2	Physical Barriers like hills, Forests, rivers & artificial barrier like railway etc. & High way Access	<ul style="list-style-type: none"> - Opening of alternative school where state norm for Primary School is restricted - Recruitment of additional school teacher
3	Building less Primary Schools In convergence with DRDA	<ul style="list-style-type: none"> - Construction of School building/additional class room
4	Poor & dilapidated school Building never attract children (Community, PR, DPEP)	<ul style="list-style-type: none"> - Major & Minor Repair of School building
5	Disabled children neglected	Disabled children are to be encouraged to attend school

	<p>NGO</p> <p>Health Department,</p> <p>Different Projects of Government of India</p>	<ul style="list-style-type: none"> - Parents of disabled children are to be motivated Incentive should be provided to the disabled children Free supply aids and hearing aids - Where the number of disabled are more one teacher should be trained in IED Research studies on IED issues Special enrolment drive for disabled children
6	<p>Poor road communication</p> <p>Convergence with PRI, DEEP</p>	<ul style="list-style-type: none"> - Provision for construction of road Removed of Architectural Barriers for Disabled Children



CHAPTER-V

***CIVIL WORK, PLANNING &
MANAGEMENT***

CHAPTER-V CIVIL WORKS, PLANNING & MANAGEMENT

As mentioned in the earlier chapters Angul, district is still lacking a vibrant and responding education system. The district is still a back ward area with uneven distribution of rainfall and yearly and yearly produce, employment opportunities that has direct bearing on the Elementary Education. Hilly areas, single teacher schools, language problems be set certain areas.

So, the district has planned to achieve following major targets to achieve the broad objective mentioned below :

To provide access for all children in primary school age either through formal

1. Schools or EGS and AIE.
2. To achieve 100% of enrolment in both primary and elementary education.
3. To reduce the dropout from 19.8% and 27.5% to zero during this stipulated time period (primary 19.8%, upper primary 27.5%).
4. To develop the capacity of managerial and supervisory institution relating to elementary education.
5. Provision of adequate classrooms and teachers
6. Education is contextual and closer to life skills
7. Vibrant Resource Group and Research Institute

The situational analysis made in the previous chapters indicated that the state of elementary education system in the district is in very poor condition. In spite of several efforts undertaken in the post independence period, the district has failed to provide elementary education to all. In order to give shape to the constitutional commitment of universal elementary education to all its target group (6-14 years of age group children) an intervention is felt necessary in a systematic manner. SSA provides a ground for the system and to lead this backward district in achieving its desired goal. The flexibility of SSA and its of funding over and above the state expenditure for elementary education provides a scope to chalk out the plan, based on situational analysis, expectations of the community. Objectives are set for coming nine years to achieve the target.

Based on these sets of objectives the plan has been developed. Required activities will be taken up and targets will be fixed to achieve the desired goal. Intervention wise activity plan is proposed as follows.

1. MAJOR INTERVENTIONS, PROJECT MANAGEMENT

Success of any programme depends on its management, supervision and monitoring and a well throughout planning. While planning for managing the project it is highly essential to review the personnel and facilities available, co-ordinate with agencies within and outside the project. Further, without planning it is not possible to remove the constraints in the implementation of the project.

With a view to achieve the goal a three-tier management system has been set up through discussion, participation and constitution. The proposed project plans for adequate academic supervision and monitoring through the following levels of management system.

1. Village level management system
2. Block level management system
3. District level management system.

A. (i) Village level Management System

In order to achieve better community participation in school management. Village Education Committee will be reconstituted in each village/ habitation.

- (ii) With an aim to develop the competency of teacher and community cluster level Resource Centres at a centrally located school comprising of 15-20 elementary primary school considering the geographical areas has been proposed to be set up with a full time Cluster Resource Centre Co-ordinator. The CRCC will manage the institution and will be responsible for providing academic input to teachers and act as a liaison person between school and community. District Level Managing Committee will select the CRCC from among the experienced teachers. For each GP there will be one CRC and 181 CRC centre will be appreciated established.

B. Block Level Management System.

For better supervision and monitoring of the programme, 8 block Resource Centres will set up in each block under the supervision of a full time Block Resource Centre Coordinator assisted by Technical Assistant. Further there will be 20 member trained resource team at block. This institution will act as the nodal agency in implementing SSA in block. The BRCC will be selected in accordance with the SSA norms through visioning workshops with the help of District Level Managing Committee. The BRCC will be coordinating for all round implementation of SSA in respective blocks. A block level implementation committee consisting the following members will guide the activities. The block level committees will discuss and review the progress of the programme in monthly meetings.

1.	Chairman, Panchayat Samiti	Chairman
2.	Block Development Officer	Member
3.	S.I. of Schools	Member
4.	Block Resource Co-ordinator	Member
5.	BPO, EGS	Member
6.	C.D.P.O. (I.C.D.S.)	Member
7.	Social Extension Officer	Member
8.	Welfare Extension Officer	Member
9.	C.R.C. Co-ordinators	Member
10.	One member from N.G.O.	Member
11.	Zilla Parishad Member	Member
12.	DPC	Member
13.	Resource Group	Member (20)

The grass root level management structure will be given training & orientation about its role and responsibility. The progress will be shared. Outside agency will also be encouraged to judge the success.

The SSA project, Angul will remain under the direct supervision of the District Project Coordinator. The district level Executive Committee will be formed under the Chairmanship of the Collector and District Magistrate, Angul. The District Executive Committee is to formulate subcommittee at the District Level for requirement, procurement, monitoring, supervision & evaluation of the activities.

Strategies	Major Activities
1. Setting up of Project Office at the district level quarter to coordinate the activities.	<ul style="list-style-type: none"> ❖ Supervision of the progress ❖ Evaluation of the benefits ❖ Suggesting new activities ❖ Facilitating procurement which are meant for to DPO (not that of VEC) ❖ District level workshops ❖ Formation and strengthening of resourceful team at the district level. ❖ Review of progress. ❖ Facilitating preparation of workshop according to the targets. ❖ Convergence with other departments, NGOs. ❖ Training and orientation to DPO staff.
2. Streamlining the project activities in the regular set-up	<ul style="list-style-type: none"> ❖ PMIS and EMIS will help monitoring the progress. ❖ Reforms in the District Inspector of School offices ❖ Sharing of information ❖ Involvement of stakeholders
3. Sustainability	<ul style="list-style-type: none"> ❖ Financial burden to the State. ❖ Continuance of the successful experiments in low cost manner ❖ Capacity building efforts for man power and research institutes.
4. Normal Project Management activities.	<ul style="list-style-type: none"> ❖ Correspondence with SPO, S&ME , GOL. ❖ Maintenance of vehicles, rent, electrification. ❖ Service matters of the functionaries working under the project
5. Focused Planning Process	<ul style="list-style-type: none"> ❖ Facilitating decentralized planning process. ❖ Involvement of stakeholders ❖ Delegation of power to grass-root level institutions.

CIVIL WORK

SSA aims at Universal Primary Education within the stipulated period. In order to achieve this goal, a good number of construction of works will have to be taken up in the district. In the existing system more than 50% of schools are lacking the basic facilities like boundary wall, tube well, playground etc. The infrastructure in this existing system is poor. As SSA funding is additionally over and above the State Government funding, steps have been undertaken for improvement of infrastructure facility. It provide 33% of its funding for civil works. The activities are prioritized and weighed in relation to the benefit to the maximum number of children in schools. Area-wise projection is also used.

The DRDA and other agencies of the District have committed their support to education system in accordance with Govt. provision for the remaining works

Construction of own building for DPO office is highly necessary. Since SSA does not approve this, the DPO is likely to work in a government building near to the DI of schools office. It will facilitate sharing of information, manpower and concentrated activities with respect to areas.

The following constructions are planned to be undertaken under civil works.

Objectives	Strategy	Activity	Target
To provide schooling facility within the reach of the community	Opening of new primary and upper primary schools in un-served habitations as per state norms.	Construction of three roomed schools buildings less school	
		Building less school	1
		Repair of schools	All
		Additional class room for children	734-+359+76

		Rooms for Headmasters	120
		Removal architectural barriers	265
		Girls Hostel	
		New ECCE centers	200
To make school attractive for new learners	Repair of dilapidated buildings.	Repair of dilapidated schools buildings	132 (through DPEP)
To accommodate all students in over crowded schools	Provide accommodation to all students	Minor repairs of school buildings every year. Construction of addl. Classroom.	All schools to be provided funds in phase wise. 1078 primary schools and 284 for upper primary schools + new schools.
To provide schooling for girls.	Providing residential schools	Residential schools to constructed	schools.
		Toilet facility	1063
		Providing electricity facility/solar light, child friendly elements.	146
To attract girls to school and teach them good health habits.	Providing sanitary facility at residential schools.	Construction of toilet both for girls and boys residential schools.	To be provided with convergence in the other department.
To provide safety to children in risk prone areas.	Making provision for boundary walls in risk prone areas.	Construction of boundary wall in risk prone areas. Green fencing (noted in school improvement-intervention chapter)	

To provide safe drinking water to schoolchildren.	Installation of up tube wells in	Setting up tube wells.	585
To establish right king of communication network with block and cluster level.	Establishing block resource centres.	Construction of BRC building.	8
	Establishing CRC's	Construction of CRC room at cluster schools.	136
To facilitate data base at district	Establishing block resource centres. District will operate in Govt. building if available.	Construction of one room at Block Headquarters/BRC/D.I. Office Maintenance of buildings.	1 To be met from project management.
To build competency of teaching of teachers and orientation of Trs.	Providing accommodation facility to trainees and outside resource person and space for training.	Construction of 3 training hall for upgrading ST school, and conducting training programme.	2

PLANNING AND MANAGEMENT

Proper planning and management is key to the success of the project. So the SSA Angul plans to attend to the short falls in Elementary Education after identification of ways and means to achieve the target. Plans will be formulated need based and area specific. It process is to be decentralized and participatory.

In order to implement the action plans, assessment of progress and annual planning process is to be taken up by the District. As the perspective plan for the entire project period is not able to identify changing needs and requirements that are to be annual work plan are to be prepared on the basis of participatory planning faced time to time. The news needs are be incorporated in the annual plans through survey, convergence, meetings, and discussions, that are taken from grassroots level village level up to district level.

It is necessary to orient the persons involved in planning and management for better monitoring and implementing the plan. Accordingly VEC, CRC, BRC, MTA, NGOs PRI are to be oriented in time.

The central aim of DPEP is improvement of existing Elementary education system through a good planning and implementations procedures for better planning it is necessary to identify the problems and expectation of the community before setting possible strategy them.

The district has consulted District Level Planning Team and Block Level Planning Team consisting personnel from every branch, i.e. PRI members, NGOs, Teachers, Official and others. This team has been instructed with the responsibility of preparing the plan in consultation with focus groups and considering the expectations of the community.

The following activities have been planned under this intervention.

Objectives	Strategy	Activity
To strengthen the District Planning Team	Providing orientation to planning team.	Organizing orientation programme/ workshops state level for District Planning Team BRC planning team.
		Consultation for plan preparation.
		Inviting personnel form STATE PROJECT OFFICE, NEIPA ED. CIL for annual plans, NGOs, Fuctionaries of other departments
	Providing scope for field visits to nearby DPEP district	Selected personnel of SSA planning team will be facilitated to have interaction with planning personnel of other DEFP districts.

To be sufficient with required data and information.	Making the data information's available at BRC & CRC level.	Organizing training programmes for BRCCs, & CRCC's for collection of data information's.
To identify the problems	Interaction with community	Organizing conventions/Focus Group Discussions the areas where achievement level remains under average.
		Organizing convergence meetings with teachers, Officials, NGOs, and PRIs.
	Interaction with BRCCs/CRCCs and other supervisory agencies.	Organizing meetings/conventions with BRCCs/CRCCs/ supervisors i.e. Teachers coordinator.
	In-depth studies	Studies on different issues are conducted and findings be incorporated. As mentioned under research and evaluation
To improve educational management system	Discussions and consultation with other officials	Discussions will be made with educational administrators of the district for planning.
		The SPO will be consulted for improvement of existing educational system.
AWP and B preparation.		Training of BRG/ DRG on institutional planning management.
	Micro planning & school mapping	Training of all H.Ms on institutional management.
	Monitoring and review of programme	Training to DIS, BDOs, and SIS and supervising authority.
	Exposure visit to planning group	Participatory planning process.

	Material development for all years. (District/Block/Cluster)	To incorporate and share field ideas.
	District level review meeting	Qualitative improvement in teaching process, physical progress, incidence of dropout's repeater.
	Household survey for micro planning.	To review educational development and facilitate preparation of GP level Educational Development Plans and target setting for following years.
	Training for mid-term school mapping	To give more focus to deprived areas.

ACCESS AND ALTERNATIVE SCHOOLING

SSA commits itself to universalization of elementary education. In spite of quantitative growth of primary and upper primary schools in Angul district. In recent years a good number of children still remain out of school due to various reasons and mentioned on chapter-IV. One among them lack of schooling facility in some villages.

There are ¹⁹¹³ habitations ^{served with} with upper primary education facility. 517 habitations remain un-served. In other words, 24% of the population is devoid of any educational opportunities for upper primary schools. The number of un-served habitations for primary education in the district is 883.

Only 105 habitations qualify to avail primary schools. Nearly 145 habitations are likely to be benefited (within 1 km range) with this opportunity. there is demand for 547 EGS centres. This is likely to serve 618 feeder habitations.

105 EGS (Primary Schools) are to be upgraded to formal schools after 2 years with requisite presence of student strength. 57 EGS (Upper Primary) is to be upgraded to formal upper primary schools. These centres will have more strength with the functioning AIE Centres. The students from their centres are to be mainstreamed after acquiring education correspond to their age.

Most habitations in this district have such less number of populations that a primary school cannot be opened there according to state norms. In order to provide access to the children to open alternative schools with an aim to enroll 15-20 out of school children in each EGS. The EGS instructor will be recruited from among the local educated youth by the VEC. His duties and responsibilities will be to teach the enrolled children for 4 hours and bring them to mainstream of primary education. CRC Coordinators will also act as EGS supervisor. If approved, EGS supervisors proposed in EGS plans will also supervise the centres for proper monitoring.

It has been noticed that most backward class children leave schooling when they attain the age of 9. Even children never attend school in spite of schooling facility in the habitation. Because of monotonous teaching process children the students are hesitate coming to schools. Irregular attendance of the students also makes them dull and they cannot learn at par with other children and leave school without completing primary education. In order to bridge this gap and to bring such children to appropriate a course has been proposed. This course will be started during the summer vacation a period of 60 days for a year.

In order to provide Elementary Education for dropout or non-enrolled children in age group of (6-14) especially for girls (minimum 20 nos. of students) those who cannot attend schools (formal). It has been decided to open 55 nos. of AIE centres phase wise in habitation with low literacy rate. Each centre will cater to more than one habitation. The duration of the study will be 4 hour per day the teacher should be selected by the VEC

The chapter will provide strategy/activities and the targets on such intervention to combat with the problems and to achieve its goals. Since the duration for camp course will vary and motivating the girls to camps will take time, the actual requirement may exceed our estimate.

Objectives	Strategy	Activity	Target
To provide schooling facility to all children in the age of group 6-14	Opening new schools in unserved habitations as per state norms (i.e. habitations with 200 and more population having no schooling facility within one-kilometer walking distance.	Identify habitations for opening new schools through school mapping	Primary 105 Upper Primary 57
		Selection of site for school building with the help of community	
		Recruitment of qualified teachers as per state govt	324
		Making provision for supply of furniture and equipment to school newly created	324
		Opening EGS/AIE schooling system in small habitations where the number of out or more and having no schooling facility within one km. walking distance.	Identification of habitations for opening alternative schools through school mapping and micro planning.
	Additional teachers for primary and upper primary schools		Primary 726 1 st year, 791 2 nd year, 916 3 rd year, 966 4 th year, 986 5 th year, 1071 6 th year, 1098 7 th year, 1123 8 th year. Upper primary 409 1 st year, 607 2 nd year, 689 3 rd year, 786 4 th year, 856 5 th year, 903 6 th year, 1072 7 th year, 1151 8 th year.

RESEARCH AND EVALUATION

Through research and timely comprehensive evaluation of the progress is necessary for every work. The progress of SSA Angul will be enriched through various research studies, action research projects, in depth study on backward class, in-depth study on girls education, etc. by the sponsored researchers from universities, ST school faculties, educational researchers of the district and NGOs. Hence SSA Angul has programmed to conduct training programmed for the teachers, CRCCs, BRCCs. Eminent educationists of the district, ST faculties on action research, and methodology for the purpose of capacity building. The stakeholders will carry out action research projects during the project period.

Sl.	Objectives	Strategy	Activity
1.	To build the research capacity of teachers.	Self-assessment teachers.	Undertaking action research projects by elementary teachers educators (synopsis will be sought from elementary teachers, SIs, HMs).
2.	Evaluating success indicators	Using project inputs, process and out put.	Undertaking effectiveness of different intervention programmes relating to access enrolment, retention and learning achievement.
3.	Quality Assessment of Teachers	Evaluation of Students	Conducting assessment studies in various areas (class-I to class-VII across the district once in a year to identify the level of achievement.
4.	Need assessment of teachers	Evaluation of teachers	Preparation of questionnaires for the teachers. Providing progress report on evaluation of teachers competency to be maintained by BRC, CRC
5.	To assess the level of achievement of students.	Evaluation of all round development of school children	Providing cumulative records of all the school going children and expected new entrants.

6.	Model school approach.	Influencing backward school contagious to model school.	One school in cluster having scope for community support and infrastructure will be as model school with all type of education provisions and community support.
7.	To have assessment on different interventions	Research study evaluation.	(i) Commissioning of research studies on learning achievement by researchers. (ii) Midterm assessment survey (one at midterm and one at end).
8.	To development the capacity of the project staff.	Organizing orientation to project functionaries on research and evaluation	Conduction training and workshop for teachers, CRCCs, BRCCs, Researchers, NGOs on action research methodology.
9.	To develop research ability of institutions.	Demand for incorporation of research inputs.	Creating training a networking with participating and consulting institutions.
			Formation of research advisory body consisting eminent teachers, BRCCs, CRCCs and researchers.
			Developing monitoring mechanism for researchers.
			Holding seminars sharing workshops for the researchers.
			Engagement consultancy service under project management.
			Innovation activity programme can be arranged form Action Research grant to schools grant to CRCs, institutional development plans.

EARLY CHILDHOOD EDUCATION

Block wise list of children in the age group 3-5 years and Anganwadies Existing

Sl.	Name of the Block	No. of children 3-5			Anganwadies Existing
		Out of school	School going	Total	
(1)	Angul	2905	4510	7415	125
(2)	Banarpal	13726	-	13726	-
(3)	Chhendipada	2513	4745	4258	124
(4)	Talcher	6603	-	6603	-
(5)	Kaniha	1128	3519	4647	102
(6)	Pallahara	3952	3462	7414	130
(7)	Kishorenagar	3289	2447	5736	92
(8)	Angul NAC	1420	-	1420	-
		38015	23218	61233	697

Early childhood education is a programme to achieve the goal of UEE. Early childhood education is a vital input towards preparing children particularly first generation learners for school readiness. This institution facilitates the girls to participate in school activities by relieving them of sibling care responsibilities. Though 697 AWC preschool centres are existing in the district. AWCs are proposed to be opened in the project. The salary part will be borne by the project while W and C.D. Department will bear the nutritional expenditure.

It will be run at any selected place by the community salary for instructor Rs.800/- pm duration of school hour will be 4 (four) per day and minimum 300 days per year.

Through this intervention following strategies have been proposed to strengthen early childhood education centres.

Objectives	Strategy	Activity	Target
To prepare the children for school readiness.	Establishment of ECCE	Establishment of ECCE new habitations where new schools will be opened. Adjacent to existing P.S.	200
		Appointment of local dedicated young ladies to maintain the centres. ECC workers.	400
		Ensuring that school timings and ECE centres timing are the same	
To strengthen ECE centres through training		Providing TLM grant to ECE centres	697 existing + new 200
		Training to ECE workers	
		Training to ICDS functionaries.	
		Materials development for ECCE Centres	
		Orienting Mahila Mandal members for creating awareness.	
		Allowing mothers to take care of ECE centres.	
To aware the people to monitor ECE centres	To monitor the ECE centres.	Formation of DRG	20 30 members
		Orientation to DRG	7 rounds
		Meetings and workshops for DRG	7 rounds
		Workshop for TLM development (shown in pedagogy)	25
		Preparation of TL materials for ECE	
		Exposure visits to ECE workers (shown in project Management)	2 groups

		Orientation to VFC and MTA (shown in community mobilization and participation integrated in two day training module. MTA is shown in Girls Education.I	2-3 rounds
Monitoring ECCE	To create attraction to AW workers/ECCE works to strengthen ECCE centres.	Providing incentives to ECE workers for working during school times. Support to NGO.	Depending on approval To be met from innovation fund.
		Making provision for supply of play materials to ECE centres.	All
		Holding Seminars/Review Meeting at BRC level	Shown in pedagogy

GIRL'S EDUCATION

SSA Commitment to UEE implies equal and universal participation of all children irrespective of caste, and sex. In order to achieve the goal UEE special attention to disadvantaged group is imperative. Girls who comprise almost 50% of the eligible child population, require special attention. Owing to unawareness, it is found that at certain community does not stress upon girls education. Data has clearly indicated that girl's enrolment, retention in the district is low in comparison to boys. The rate dropout is among girls is also high.

Sl.	Name of the Block	Total children 6-14	Total no. of school children 6-14	Total no. of out of school girls 6-14
(1)	Angul	30229	68802	3410
(2)	Banarpal	32022	8550	4036
(3)	Chhendipada	29863	4577	2200
(4)	Talcher	29532	5493	2717
(5)	Kaniha	26553	4313	2089
(6)	Pallahara	21720	5084	2282
(7)	Kishorenagar	20174	6669	3135
(8)	Athamallik	24681	5346	2574
(8)	Angul NAC	5864	1939	909
		220138	48853	23352

At the time of survey it is found that 23352 girls are out of school majorities of them are in the age group of 10-14 years : who are never enrolled and few are dropouts after primary education.

The following are the strategies activities proposed for mainstreaming of girl children who are out of schools.

Sl.	Objectives	Strategy	Activity
1.	Creating awareness for girls education	Formation of resource groups for women empowerment.	Formation DRG for women empowerment (5 members of a group)
			Formation Block Resource Group for women empowerment (5 members in a group in each block)
			Formation of cluster resource groups each group consisting 5 members, out of cluster resource group.
			Holding meetings, issues based seminar/ workshops DRG, BRGs and CRGs (once in every year) at district level.
2.	Capacity building of resource groups.	Organizing Training programme resources groups.	Conducting orientation programme for DRG, by SPO
			Conducting orientation programme for BRG, at district level.
			Conducting orientation programme for CRGs at Block level by DRG and BRGs.
			Conducting issue based seminar/ workshop of resource 5r groups at block level. (Twice in a year).
3.	Building the capacity of project functionaries	Appointment Gender coordinator	Appointment of one district gender coordinator.

			Training to project functionaries on women empowerment, community mobilization for girl's educational state level.
		Exposure visits.	Exposure visit for resource groups/project functionaries to other districts.
			Exposure visit of lady PRI members /NGOs dealing with women empowerment, active lady educationists of the district.
4.	To build the capacity of resource groups and project functionaries for propose planning	Conducting review/ planning meetings	Conducting review meetings at district level for planning one in a year.
		Development, printing and distribution of materials/ handbooks on environment building, women's awareness, supplementary reading materials, TLMs.	Development & printing of materials on environment building, women empowerment, TLMs distribution to BRCs, CRCs.
5.	To empower women to take leading part in education of their children especially girls.	Awareness campaign for women empowerment	Mahila Mandals to be formed in each school habitations comprising the active ladies of the habitations. Consisting 7 members in each Mandal.
			Strengthening of MTAs each school habitations. Representation of weaker group
			Formation of SHG (women as mentioned in SC/ST intervention.
			Organizing training programme on women empowerment to MTA members/women member of VEC/PRI

6.	To ensure enrolment of girls.	Special enrolment campaign	Special enrolment drives by teacher, girls students, lady VEC members, Mahila Mandals, and lady PRI members and NGOs by door to door approach.
			Awarding MTAs for better girl enrolment (one MTA from each cluster once in a year).
			To make formal school prepared to enroll girls who have been mainstreamed through bridge gap course/ A.S (one day meeting of AIE/ Headmasters in 1 st four years) during June every year.
7.	To provide access to all girls	Opening EGS/AIE and such bridge gap courses	Opening AIE for adolescent girls for over age in habitations where out of schools girls is more than 15.
			Providing TLM to such EGS and remuneration to instructor.
			Opening residential schools for girls 15.
8.	To ensure retention of girls.	Provision of free supply of reading writing materials.	Free supply of reading & writing materials girls. As the girls from ST and SC community are being supplied RWM ST/SC intervention other girls will be provided.
			Free supply of text books to girls.
			Providing self-practice book to girls
		Awards to student and school for best retention	Awards to girl student for regular attendance and retention.
			Award to school for best retention of girls at CRC/BRC district level once in year

9.	To reduce gender gap in school atmosphere	Building environment for girls.	School attractive	Training of teachers in changing their attitude in gender equity (As mentioned under teacher training in PPI)
				Revision of text books to make those free from gender bias.
				Organizing study tours to significant places outside block/district. (once in a year 50 girls from one block will visit other for one day)
				Awarding Headmaster of school for his /her innovations for retention and achievement of girls, BRC level.
10.	To bridge the gap of gender.	Special coaching to girls		Provision for special coaching to girls. 2 to 3 hours coaching at the leisure time of the child. Lady instructor other than the teacher may be engaged in every school to coach the girls.
11.	To sustain the girls education	Follow up provision.	action	Regular monthly meeting of MTA.
				Organization 'Matru Sammilani' mother conference at every school in a year.
				Documentation and reporting of girl's education by researchers.
		Studies		Conducting in-depth study on girls education
				Publishing journals on girls' education.

INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)

The ultimate goal of SSA Universal Elementary Education can't be fulfilled unless the special focus group children with low intelligent question (IQ) are properly taken care of and guided by the teachers as well as community for their education. Their problems should be properly assessed and addressed. In this intervention strategy and activities are planned for mild and moderate disabled children. But severe disabled should not be enrolled in general school. Special schools and teachers are required for their education. In view of this, activities are suggested in this the intervention mentioned below for disabled children.

Sl. No.	Name of the Block	No. of disabled Children
(1)	Angul	219
(2)	Baranpal	156
(3)	Chhendipada	468
(4)	Talcher	131
(5)	Kaniha	167
(6)	Pallahara	514
(7)	Kishorenagar	292
(8)	Athamallik	168
(9)	Angul NAC	67
		2182

At the time of survey it was found that 2182 children are disable in all category in the age group of 6-14 years. So the following are the strategies and activities proposed for those children.

Sl.	Objectives	Strategy	Activity
1.	To identify the disabled children	Conducting door to door survey both in and out of school going children with special needs	Training for AW workers/pry teachers and NGOs.
			Collection & compilation of data block level.
		Identify the disabled children of different categories	Medical assessment by physicians for VI, HI, MR, OII.

	assistance children	Equipping disabled children to attend school	Making provision for purchase and aid and appliance to children with disabilities.
			Making provision for writing materials.
	Pre-integration to children.	To equip disabled children with pre-integration skills before to be mainstreamed to the regular schools.	Formation.
			Training of DRG
			Formation & orientation to DRG
			Exposure visit of DRG 7 BRG
			Two days orientation to Anganwadi workers to provide pre-integration skills to mid disabled children to prepare for schools.
4.	To change the attitude of parents	Change the attitude of parent towards disabled children.	Provision for attitudinal training to parents of disabled children.
			Recruitment of parent of disabled children to VEC.
5.	To raise the competency of teachers of teaching mild disabled children	Equip teachers with competency to hold disabled children in general school and teach them	Conducting training programme for teachers of general schools for integrated education.
			Provision of training to workers of NGO engaged in teaching the disabled children in each district.
6	To facilitate the disabled children	Provide facility at Block and Cluster level for the disabled.	Construction of learning corners at schools.
			Selection of resource teacher for IED. 3 per each block special training to resource teachers.

COMMUNITY MOBILIZATION & PARTICIPATION

The scale of community participation, degree of its ownership, empowerment of VEC/MTA are the sample indicators of success of program. Until unless the communities are aware of its duty and responsibility on promoting education, the goal of UEE can never be achieved. This is crucial for eliciting community support and approval of the efforts towards the development of education.

In general the literacy rate among SC is less than other due to their unawareness. Through interventions of SSA a suitable is appropriate strategy, activities have been proposed to generate awareness among the villagers.

Through this intervention the SSA. Angul proposes some environment building activities for community mobilization. Capacity building activities for VECs, MTAs/ Panchayats for participation in education system and capacity building of DEEP staff, DRG/BRC are planned in the action plans.

The detailed activities for the above have been mentioned underneath. The impact and constraints of the mobilization activities will be reviewed time and if needed necessary modification will be made during the project period.

Sl.	Objectives	Strategy	Activity
1.	Creating awareness among people for education and spread of SSA message in interior habitations.	Awareness campaigns through posers, leaflets, wall paintings, stoarding rallies and <i>padayatras</i>	Posters with SSA message will be produced and displayed.
			Wall paintings on SSA will be done on <i>Gram Panchayat</i> offices/ Block officer/ other important place of village and schools.
			Hoardings to be installed in buildings/ weekly market placed and junctions

			Leaflets on SSA will be printed and distributed among literate villagers, headmen/ retired teachers in the habitations etc.
			Arranging rallies <i>padayatras</i> by students, teachers, PRI group and officials.
			Organizing meetings/ conventions of PRI members/ village headmen in all the GPs.
2.	To mobilize community for enrolment	Strengthening VEC for community mobilization	Strengthening of VEC members at Block level during the first year for community mobilization (2 days training non-residential).
			Organizing village level meetings of parents / mothers and VEC members plus members of local PRI (meeting to be organized by teacher with the help of CRC).
			Enrolment drives week to be observed at school level by VEC members/teachers & students.
			"Pradesh Utshab" to be organized in every school during 3 rd week of July every year. (Enrolment Drive)
			Organization of children fair and annual sports and seminars in DRC/IBRC and CRC level.
3.		Motivating the community through village meetngs.	Encouraging to members of PRI/NGOs/ STGs/ VEC/ to organize regular monthly meetings for motivation.
			Organizing training for PRI members/NGO for community mobilization (to be conducted at block level).
4.	To build the capacity of VECs/PTA/MTA <i>panchayat</i>	Orientation programme for stakeholders.	Training to VEC members on school management at cluster.

			Meeting to PTA/MTA Mahila Mandal/ VEC
			Training of women members at Block level (3 day training).
5.	To empower community to own the responsibility of primary education	Organization of village level meetings.	One day meeting in school every year comprising VEC members, teachers, Parents opinion heads will be held.
6.	To acquaint the weak VECs with the activities of competent VECs.	Exposure visit of visit of VEC member's inside/ outside district.	The weak VECs will visit competent VECs inside/ outside the cluster block (2 such groups be formed every year).
			Selected VEC members will visit the activities of VECs of other DEEP district. (A group consisting 50 VEC members)
7.	To give exposure to the activities of model VECs.	Preparation of a video film on model VEC	This cassette can be used during training and meetings.
		Making provision for all photo album at CRCs/ BRCs.	The achievements of different VECs will be documented and be kept on the wall photo album of CRCs & BRCs.
			Award to VEC in a block every year for its least performance.
			Award to best VEC of the year at district level every year.
8.	To mobilize the people in a combined effort	Distributing the responsibility of SSA to all	District level convergence meeting every year during April comprising, MP, MIAs, Zp members, DLOs, NGOs, members from STATE PROJECT Representative other Educationists & DPO functionaries etc.

			Block level convergence once in every year during April comprising DEEP personnel, NGOs, VEC presidents PRI members, Tribal leaders, B.I.Os, opinion leaders.
			Cluster level convergence during March every year with DEEP Personnel, VEC members, and PRI members.
			Organizing meeting/workshop of VEC/PTA/ MTA at BRC every year.
			Organizing training cum workshop for village leaders or opinion makers etc.
9.	Motivating people through traditional cultural programme	Orientation of traditional cultural graph on SSA.	Traditional cultural groups will be trained at district level.
			Organizing & street plays.
10.	To strengthen mechanism for community participation	Consultancy activity to be undertaken.	Consultants to be engaged for strengthening CMP

MEDIA

SSA is intended to accelerate the process of universal primary education. With diversified problems in the existing system of Elementary education in the district of Angul it may not be possible to achieve the goal until the common people particularly the people of educationally backward areas consider it as their own programme. The success of SSA depends on their active involvement. It also depends on the Media and Communication.

Media can raise the visibility of SSA as a national program, mobilize opinion makers, policy makers, and legislators, and motivate community, to participate in the program to make it a success.

Sl.	Objectives	Strategy	Activity
1.	To raise the visibility of SSA as a national programme to promote the process of UEE	Development and production of publicity materials.	Printing of posters, leaflets and their distribution for dissemination.
			Production of Audio Advt., Programme such as songs, plays, etc. and broadcasting them.
			Production of Video films basing on DEEP achievement inside and outside the district.
			Production of Banner, Photos, Charts, Wall coating, etc.
		Distributions of publicity materials	
			Supply of RCCP sets to schools, BRC and CRCs and (Non-DEEP)
			Making provision for supply sufficient Audiocassettes basing on SSA message, songs, plays to schools, BRCs and CRCs as mentioned in RMP.
			Making provision for repair and maintenance of RCCp sets out of contingencies.
			Taking the help of AIR for broadcasting message out of contingencies.
			Providing TV and VCPs to BRCs DPO for publicity of SSA message and achievement.

			Providing TV sets to each school having electricity facility (Non-DEEP)
			Making provisions for maintenance of TV Sets at BRCs and CRCs and Schools and Supply of videocassette to BRCs.
			Distribution of banners, photos, charts, cutouts to schools, BRCs, & CRCs.
			Making provision for wall coatings on school boundary wall, Bus stops and weekly marker place and junctions where people assemble.
2.	To mobilize opinion markers, legislators, policy makers.	Press release features to be published	Production of bimonthly journals/ Magazines
			Publishing article in Daily News dailies/ journals.
			Making provisions for press conference.
3.	To motivate community	Production folk & traditional media activities	Production and development short plays (<i>Nrutya Natika</i>) in local dilate to be incorporated in local traditional folk songs, dance and folk cultural activities.
			Making provision for corpora ting SSA message and achievements through fold dance.
			Providing PA system to every BRCs/ making provisions for maintenance.

			Providing PA systems to every BRC/ making provision for maintenance.
		Exhibition & Melas	Making SSA stalls and District Level Exhibition and other Melas.
			Arranging folk dance competitions in melas on DISTRICT ELEMENTARY PROGRAMME Component.
		Documentation	Documentation of learning achievements/ Mobilization campaigns and exhibits them in functions.
			Documentation of achievements of VECs in school management.
		Making provision of field visits to the areas where DEEP has attained noticeable achievement.	

DISTANCE EDUCATION

In order to strengthen on-going training activities, the Distance Education Programme plays a vital role. It is evident that all activities related to quality improvement of UEE are primarily directed towards Teachers' Education and Training. Besides the teachers, other functionaries of the programme i.e. RPS, MTs, CRCCs, BRCC, STs, faculty supervisory staff are associated with the training of teachers. This is likely to result in evolving a sustainable system of in-service education. In-service education will be modified to improve effectiveness of teaching learning process in primary and upper primary schools. The distance education intervention activities like, providing enriched material and materials supplementing on-going training programme have been proposed.

Sl.	Objectives	Strategy	Activity
1	To supplement and strengthen the ongoing training programmes.	Production and delivery of distance learning materials to DRG/BRCs	Developing & printing of self-institutional materials.
2.	To develop the competency of RPs/MTs/ CRCCs/ BRCCs/ ST school faculties/ supervisory staff through self-instructional materials.	2.1 Distribution on self-instructional materials. 2.2 Training and capacity building and capacity building of field functionaries.	2.1.1 Distribution of self-instructional materials to each teacher. 2.1.2 Production of Audio, Video self-instructional materials and distributions to DRGs, BRCs, CRCs. 2.2.1 Organizing orientation of field functionaries like STs faculty BRCCs/ CRCCs in use of Distance in learning materials. 2.2.2 Training through teleconferencing.
3.	To equip the DRG and BRCs with adequate distance learning materials	3.1 Providing distance-learning equipment to DRG & BRCs	3.1.1 Procurement of TV, VCR, Cassette player for BRCs. 3.1.2 Installing telephone connection to DRG & BRCs. 3.1.3 Providing P.A. system to DRG & BRCs.
4.	To develop the competency of VEC/women's group functionaries	To develop the competency of VEC/ Women's group functionaries	4.1.1 Developing and printing of support materials related to gender sensitization, community mobilization, alternative schooling, ECE, IED etc. and distribution among VEC/ NGO/ NFF/ECCE functionaries.

MANAGEMENT INFORMATION SYSTEM (MIS)

Management Information System in SSA plays a vital role in providing information about educational issues and management of school and project management. It has two components-EMIS & PMIS. These components are meant to be aid for better analysis of issues and improvement in planning and implementation. So SSA. Angul will have a MIS unit. A programmer or planning officer will be there to asset the programme. The project also plans to have up-to-date management information system. The project monitoring information system, educational management information system will be prepared here. This set up will also assist the District Inspectors Offices in the Revenue District.

This unit also helps need assessment of teachers, suggesting measures for reduction of grievances, rational deployment of teachers, computerization of salary disbursement, schools information and desegregated child data analysis and sharing of the same with the functionaries working in the district.

Following are the activities, the district has suggested under the intervention.

Sl.	Objectives	Strategy	Activity
1.	To equip the project with in information relating to educational issues and management of schools.	Make provision for management information system functionaries of DPO.	Construction of one room for computer of at least 300 sq.ft.
			Equipping the MIS room with adequate furniture.
			Providing AC facility to computer room.
			Providing 3 computer to MIS Softwares. <ul style="list-style-type: none"> • Provision for each DI circle. • Data sharing through internet. • Sharing DISE & PMIS reports.

			(i) Appointment of personnel for computer operating. (ii) Appointment of computer programmer (in charge of MIS)
			Providing hardware and software facilities to computer.
2.	To equip the competency in collection of data.	Training of MIS personnel for collection of data Storage validation and compilation of data.	Training to MIS personnel data collection and compilation
3.	To analyse data compiled & dissemination of information.	Making provision for adequate contingency to MIS	Providing adequate contingency and stationery materials to MIS.
			Installation of telephone in MIS building.
4.	To analyse & dissemination of data for planning and implementation.	Organising sharing workshops and seminars.	Organizing workshops at BRC & CRC level to analyze and disseminate of data.

PLANNING FOR PEDAGOGICAL IMPROVEMENT

One of the most important activities under this intervention is a teacher training programme and pedagogical improvement. Strengthening and development the quality of teacher competency is the basic need of the hours.

Under the SSA intervention the following activities have been undertaken in the district.

- Identification of training needs.
- Formation of District Resource Group and Block Resource Group and their training

- Continuous teacher training to primary teacher on content/pedagogy/ methodology on child contoured joyful teaching learning process.
- Exposure visits to different places. (shown in project management)
- Strengthening BRCs/CRCs.

As school is the grassroots institution for qualitative achievement. Beautification of school environment, making school child friendly is an essential aspect of this intervention. With the following activities this aim can be fulfilled.

- School improvement grant
- Providing book bank facility.
- Providing drinking water facility to schools etc.

Our programme is to provide qualitative universal elementary education to all children in the district. The lack of content knowledge, indifferent attitude of teachers, non-attractive classroom processes etc. have become hindrances for such qualitative achievement. The wide gap of language between the teacher and the students, textbooks and the community is to be reduced in certain pockets particularly areas adjacent to AP and tribal dominated interior pockets in some GPs. Existence of single teacher schools, engagement of teachers, in non-academic activities, apathetic attitude of teachers' etc. also stands in the way of achieving the goal.

Absence of continuous and regular evaluation mechanisms compounds the problems. There are no systematic attempts to give adequate learning assistance to children showing poor academic achievement. There is no design for academic assistance to schools in the present system. There are no resource institutions at the Block and Cluster level. Further absence of resource groups makes academic assistance programmes redundant. Eight-member local resource support group at CRC, 20-member resource support group at BRC is to be strengthened and given mobility to give assistance to schools. Further all schools will have adequate teachers and classrooms and regular academic support. Schools efficiency report for every school will be mandatory from the second year of the project implementation

Sl.	Objectives	Strategy	Activity
1(a)	acquainting teachers with specific needs	Making provision for short-term orientation program for Teachers.	Identification District Resource Group
			Organizing training program for District Resource Group at State level.
1(b)			Identification of Block Resource Persons (20 form each Block)
			Training of BRGs at District level every year in educational matters.
			Preparation & distribution of training modules.
			Training to teachers. (General and subject specific)
2.	Equip teachers with the competency of multigrade teaching	Making provision for multigrade teaching competency	Training to BRGs/DRG Separate for primary and upper primary)
			Organizing training program for teachers on activity-based learning process.
			Preparation or training modules
3.	To equip teachers with competency of developing teaching learning materials.	Making provision for teacher fund for preparation of TLM	Providing annual grant to teachers @Rs.500/- for preparation of teaching learning materials for primary school and @Rs.700/- for upper primary schools. (Exposure in TLM preparation workshop)
		Making provision for materials development training	Induction training Brags/ BRCs/ CRCs
			Preparation of training modules

			Data analysis and signification
			Organizing 3 days training programs for teachers.
			Organizing TLM Preparation workshops
			Re-enforcement Training to BRCs every year through visioning workshops reflecting the progress of elementary education in the block..
4	To equip HMs with the competency of school management, supervision and institutional planning	Organizing two-day training program for Headmasters.	Identification of BRCs and their training
			Production of training modules
			Training of BRC & CRC co-ordinators.
			Workshop on development of training package
5	To develop the competency of teachers in teaching learning activity.	Providing regular academic support to teachers.	Training of BRC & CRC co-ordinators.
			Organizing monthly meetings of teachers of CRC level
			Providing to model schools inside/outside the cluster/block
			Providing scope for teachers to observe classroom teachings
			Furniture for BRC & CRCs
			Providing library facility for CRCs
			Supplementary teaching material teaching material teachers

			New letter on classroom practices.
		Strengthening the academic supervision system	Appointment of BRCs
			Salary to BRC/CRC staff
			Providing TA/DA to BRCC, CRCC and SIS for better and frequent supervision.
			Providing mobility facility to BRCC, SIS OF school.
			Supply of sport equipment and arrange to promote gardening system (purifying)
6	To encourage the teachers for better involvement.	Organizing various meeting conventions, completions among teachers.	Organizing teacher conventions once in every year at BRC level/district level.
			Organizing different competitions among teachers regarding research & innovation TLM fairs with awards for them
7	To develop school community interaction (community mobilization)	Interaction of VEC members with Trs. In school functions/ teachers parings	Regular PTA meetings/ VEC meetings
			Involvement of community on school function.
			Interaction of Teachers during training of VECs
		Providing facility for community leaders in classrooms transaction	Allowing and encouraging parents to take part in story telling session in school for lower class students.
8	To ensure that school is an ideal institution of the village	Arrangements of grants for school improvement	Providing school improvement grant @Rs.2000/- p.a. for primary schools and Rs.3000/- for upper primary schools.

			Providing funds for book banks for textbooks & workbooks.
			Provision for wall almirah in newly opened schools, (in built in cost of new primary schools)
			Organizing school/annual functions/enrolment functions
			Organizing Shisumelas/ Sports competitions at CRC level.
			Organizing Science exhibitions/ sports competitions at CRC/ BRC level
			Equipment for BRC and CRC
			Operation and maintenance of equipment of BRC & CRC level. (cost of contingency)
			Free reading writing materials to all children including SC/SC girls and needy boys.
			Supplementary reading materials to schools of children and teachers.

SC/ST

The major activities planned are :

- Opinion makers and community leaders meetings to influence the public and generate sustained interest in education
- To help creating accountability in teachers.
- Influencing the community to take advantage of remedial and other camp provisions
- To own up the Educational Development Plans

- Engagement of Social Activists and tribal educated volunteers to influence VEC/PTA to held retaining children for 8 years.
- Attitudinal training to teachers in selected areas where SC/ST children performed poor in class and irregular in attendance and high drop out syndrome.
- Language mapping exercise to help preparing remedial teachers handbook and supplementary books for children.
- Collection of folklores, and stories to generate interest in children and help in preparation of contextual TLM for these children.
- Material development for teachers and students in these identified pockets.

Distribution of PTA/MTA , VEC, Sarpanches Meetings apart from Regular Meetings at GP level Table										
	PTA Meetings		MTA Meetings		Sarpanches Meetings 4 to 5 GPS at one Time @ Rs 300/-		Interaction Between MTA and Lady Sarpanches 4 to 5 GPS at one Time @ Rs 300/-		Block level Conferences @ Rs 2500/- for Block	
	Focus Area	Other Area	Focus Area	Other Area	Focus Area	Other Area	Focus Area	Other Area	Focus Area	Other Area
2002-03	55	25	55	25	12	13	8	11	10	4
2003-04	55	25	55	25	15	13	8	11	10	4
2004-05	55	25	35	25	18	13	12	8	10	4
2005-06	35	25	35	25	18	15	12	5	10	4
2006-07	35	25	35	25	18	15	12	5	10	4
2007-08	35	25	25	25	18	15	8	5	10	4
2008-09	35	25	25	25	12	12	8	5	10	4
2009-10	8	25	12	25	12	11	8	5	10	4



CHAPTER-VI

BUDGET

Summary Table Angui										
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total	in %age
<i>PRM</i>	23.26	29.32	30.32	35.02	33.86	34.36	36.86	37.36	260.360	1.683
<i>PRM as %age of Yr Total</i>	5.18	2.57	2.42	2.32	2.22	2.27	2.16	2.18	2.408	1.68
<i>Quality Improvement</i>	297.04	734.96	940.12	1040.45	1079.81	1089.32	1324.32	1391.66	7797.666	72.709
<i>Quality Improvement as %age of Yr Total</i>	66.14	64.38	67.01	68.90	70.84	71.86	77.78	81.14	72.118	72.71
<i>Civil Works</i>	128.80	377.40	383.25	434.60	419.60	392.15	341.50	286.10	2754.400	25.606
<i>Civil Works as %age of Yr Total</i>	28.68	33.06	30.57	28.78	26.94	25.87	20.06	16.68	25.474	25.81
<i>Total</i>	449.10	1141.68	1253.69	1510.67	1524.27	1515.83	1702.68	1715.12	10812.426	100.000

Summary table For Angul District

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total	% ge of Each Component	% ge of Major Component	2002-03 to 2006-07	2007-08 to 2009-10
Salary to Teachers (Additional Teachers for Primary, Upper Primay, Class VIII, New Schools, BRP replacement Teachers)	77.70	280.44	317.70	484.80	521.76	568.32	791.40	827.40	3869.520	35.79	Quality Improvements= 72.60	1682.40	2187.12
TLM Grant to Existing Primary, Upper Primary including Class VIII and Additional Teachers	0.00	23.48	24.51	25.25	25.70	26.36	27.34	27.86	180.500	1.67		98.94	81.56
Teachers' Training all types (Primary, Upper Primary, Class VIII, Additional Teachers all Types)	12.62	57.09	59.99	58.12	56.37	58.62	61.72	63.03	427.560	3.95		244.19	185.37
SIG to Primary, Upper Primary and for class VIII in HS, Upgraded Primary and Upper Primary	15.68	29.36	29.36	29.64	30.28	30.90	31.74	32.30	229.260	2.12		134.32	94.94
TLE Grant to Uncovered Schools and upgraded Schools (selected)	0.00	4.00	4.00	11.00	12.00	8.50	8.50	6.00	54.000	0.50		31.00	23.00
Maintenance and Repair Grant	0.00	74.15	74.15	71.80	69.45	41.90	47.90	78.15	457.500	4.23		289.55	167.95
Contingencies to BRC/CRC	1.08	4.40	4.40	4.40	4.40	4.40	4.40	4.40	31.880	0.29		18.68	13.20
Travelling allowances to BRC/CRC	1.18	4.70	4.70	4.70	4.70	4.70	4.70	4.70	34.108	0.32		20.00	14.11
Furniture and Equipment to BRC/ CRC	0.00	4.00	5.00	6.00	6.60	0.00	0.00	0.00	21.600	0.20		21.60	0.00
Research and Evaluation(Planning and MIS, MAS,Supervision support)	7.020	13.35	13.35	13.35	13.35	13.35	13.35	13.35	100.470	0.93		60.42	40.05
Text Books for Focus Groups (SC/ST and Girls)	58.03	63.40	66.90	96.45	99.58	104.76	109.23	113.76	712.110	6.59		384.36	327.75
Community Training including VEC/PTA/MTA and PRIs	11.664	11.664	11.664	11.664	11.664	11.664	11.664	11.664	93.312	0.86	Project Management= 1.73	58.32	34.99
Educational Opportunity for Disabled Children including Special schooling Opportunity	0.00	19.14	19.68	20.38	20.48	21.39	21.58	21.86	144.510	1.34		79.68	54.83
Innovative Activity											Civil Works=25.67		
Computer Education to GP Schools	14.00	14.42	14.04	14.23	14.62	14.88	14.27	14.51	114.970	1.06		71.31	43.66
SC/ST and Minority Education	15.00	13.58	13.96	12.77	12.38	12.12	12.73	12.49	105.030	0.97		67.69	37.34
Girls' Education	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	120.000	1.11		75.00	45.00
Early Child Care and Education	6.00	7.00	7.00	8.00	8.00	8.00	8.00	8.00	60.000	0.55		36.00	24.00
Total Innovative Activity	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	400.000	3.70		250.00	150.00
Intervention for Out of School Children (EGS/AIE)	62.07	95.78	154.71	152.89	153.47	144.45	140.79	137.18	1041.336	9.63		618.92	422.42
Civil Works	128.80	377.40	383.25	434.60	410.60	392.15	341.50	286.10	2754.400	25.47		1734.65	1019.75
Project Management	23.26	29.32	30.32	35.02	33.86	34.36	36.86	37.36	260.360	2.41		151.78	108.58
Total	449.10	1141.68	1253.69	1510.07	1524.27	1515.83	1702.68	1715.12	10812.426	100.00		100.00	5878.80

Budget Activity Code	Description of Activity	Unit cost (Rs. in lakhs)	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			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		
Salary Of Additional Teachers Upto Class-VIII including new School Teachers																				
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
	Salary for New Primary School Teachers(Rs. 1500/- per month for 2002-03 to 2004-05, 2005-06 to 2007-08 Rs. 2000/- per month, Rs.2500/- per month for 2008-09 & 2009-10.)		0	0.00	0	0.00	0	0.00	80	19.20	120	28.80	160	38.40	210	63.00	210	63.00	212.400	
	Salary for Upgraded Upper Primary Schools Teachers as above for Primary		0	0.00	0	0.00	0	0.00	28	6.72	52	12.46	74	17.76	98	29.40	114	34.20	106.560	
	Salary for Addl. Teachers for Primary Schools as above in case of NPS teachers		726	43.56	791	142.38	916	164.88	966	231.84	986	236.64	1071	257.04	1098	329.40	1123	336.90	1742.640	
	Salary for Addl. Teachers for Upper Primary Schools as above for Primary Schools including for Class VIII		409	24.54	607	109.26	689	124.02	786	188.64	856	205.44	903	216.72	1072	321.60	1151	345.30	1535.520	
	Salary for Replacement teachers for B.R.C. / C.R.C.		160	9.60	160	28.80	160	28.80	160	38.40	160	38.40	160	38.40	160	48.00	160	48.00	278.400	
	Salary for Addl. Primary School Teachers as per projection upto 2009-10 (to be borne by Govt)		0	0.00	1462		1646		1868		1866		2276		2364		2364		0.000	
	Total		1295	77.70	3020	280.44	3411	317.70	3888	484.80	4042	521.76	4644	568.32	5002	791.40	5122	827.40	3869.520	

TLM Grant For All Types of Government Teachers including Additional Teachers upto Class VIII

Norm-11 Teacher Grant	For existing Primary School's teachers	0.005	0	0.00	2653	13.27	2653	13.27	2653	13.27	2653	13.27	2653	13.27	2653	13.27	2653	13.27	92.855
	Existing Upper Primary School's teachers	0.005	0	0.00	644	3.22	644	3.22	644	3.22	644	3.22	644	3.22	644	3.22	644	3.22	22.540
	For Addl. Teacher Primary	0.005	0	0.00	791	3.96	916	4.58	966	4.83	986	4.93	1071	5.36	1098	5.49	1123	5.62	34.755
	For Addl. Teachers upper primary Addl. Teachers Upper Primary	0.005	0	0.00	607	3.04	689	3.45	786	3.93	856	4.28	903	4.52	1072	5.36	1151	5.75	30.320
	Total			0.00	4695	23.48	4902	24.51	5049	25.25	5139	25.70	5271	26.36	5467	27.34	5571	27.86	180.470

Teachers' Training for All Types of Teachers upto Class VIII including Additional Teachers

Norm 12 Teacher Training	For New PS Teachers 1st year 30 days 2nd year onwards 20 days	0.0007		0.00	0	0.00	0	0.00	80	2.56	120	1.68	160	2.24	210	2.94	210	2.94	12.355
	For Upgraded / New UPS Teachers 1st year 30 days , 2nd year onwards 20 days		0	0.00	0	0.00	0	0.00	28	2.56	52	0.73	74	1.04	98	1.37	114	1.60	7.287
	For existing primary school trained teachers (20 days a year)	0.0007	1202	12.62	2409	25.29	2409	25.29	2409	25.29	2409	25.29	2409	25.29	2409	25.29	2409	25.29	189.683
	Teachers for existing upper primary (trained)	0.0007	0	0.00	547	5.74	547	5.74	547	5.74	547	5.74	547	5.74	547	5.74	547	5.74	40.205
	Teachers for existing upper primary (untrained)	0.0007	0	0.00	97	1.36	97	1.36	97	1.02	97	1.02	97	1.02	97	1.02	97	1.02	7.809
	For Addl. Teachers of primary (20 days 1st 2 yrs, others 15 days)	0.0007	0	0.00	791	11.07	916	12.82	966	10.14	966	10.35	1071	11.25	1098	11.53	1123	11.79	78.960
	For Addl. Teachers of upper primary upto Class VIII	0.0007	0	0.00	607	8.50	689	9.65	786	8.25	856	8.99	903	9.48	1072	11.26	1151	12.09	68.208
	Untrained existing primary school's teachers (1st 2 yrs 30 days, others 15 days)	0.0007	0	0.00	244	5.12	244	5.12	244	2.56	244	2.56	244	2.56	244	2.56	244	2.56	23.058
	Workshops all types TLM . SUBJECT, Content , Process (to be met from Teachers' Training)		5	2.00	5	2.00	10	4.00	10	4.00	8	3.00	10	4.00	10	4.00	10	4.00	27.000
	Training to BRG (to be met from Teachers Training)		0	0.00	30	5.00	30	5.00	30	5.00	30	5.00	30	5.00	30	5.00	30	5.00	35.000
Total			12.62		57.09		59.99		58.12		56.37		58.62		61.72		63.03	427.56	

School Improvement Grant To Govt. Schools upto Class VIII																					
Norm -10 School Grant	School Improvement Grant																				
	Existing Primary Schools	0.02	500	10.00	1078	21.56	1078	21.56	1078	21.56	1078	21.56	1078	21.56	1078	21.56	1078	21.56	160.920		
	Existing Upper Primary Schools not having primary sections	0.02	284	5.68	284	5.68	284	5.68	284	5.68	284	5.68	284	5.68	284	5.68	284	5.68	45.440		
	Existing High Schools for Class VIII not having Primary or Upper Primary Section	0.02	0	0.00	106	2.12	106	2.12	106	2.12	106	2.12	106	2.12	106	2.12	106	2.12	14.840		
	Upgraded Primary School	0.02							0	0.00	20	0.40	40	0.80	70	1.40	90	1.80	4.400		
	Upgraded Upper Primary School	0.02							0	0.00	14	0.28	26	0.52	37	0.74	49	0.98	57	1.14	3.660
	Total			15.68		29.36		29.36		29.64		30.28		30.90		31.74		32.38	229.260		
TLE Grant to selected unccvered Schools and Upgraded Schools																					
Norm-9 TLE Grant	Grant to existing Primary School	0.1			10	1.00	10	1.00	10	1.00	10	1.00	10	1.00	0	0.00	0	0.00	5.000		
	Grant to Upgraded Upper primary school	0.5	0.1	0.00	0	0.00	0	0.00	14	7.00	12	6.00	11	5.50	11	5.50	8	4.00	28.000		
	Grant to existing upper primary school	0.05	0	0.00	6	3.00	6	3.00	6	3.00	6	3.00	0	0.00	0	0.00	0	0.00	12.000		
	Grant to upgraded pry. School	0.05	0	0.00	0	0.00	0	0.00	0	0.00	20	2.00	20	2.00	30	3.00	20	2.00	9.000		
	Total			0.00	16	4.00	16	4.00	30	11.00	48	12.00	41	8.50	41	8.50	28	6.00	54.000		

Maintenance & Repair Grant to Govt Schools with own Buildings under single Management																			
Norm-7 Maintenance and Repair Grant	Existing Primary Schools	0.05	0	0.00	1076	53.90	1078	53.90	1078	53.90	1078	53.90	500	25.00	578	28.90	1078	53.90	323.400
	Existing Upper Primary Schools not having primary sections & wholly Govt	0.05	0	0.00	284	14.20	284	14.20	284	14.20	144	7.20	140	7.00	140	7.00	144	7.20	71.000
	Existing High Schools for Class VIII not having Primary or Upper Primary Section & govt building	0.05	0	0.00	121	6.05	121	6.05	60	3.00	121	6.05	121	6.05	121	6.05	121	6.05	39.300
	Upgraded Primary School	0.05	0	0.00	0	0.00	0	0.00	0	0.00	20	1.00	40	2.00	70	3.50	90	4.50	11.000
	Upgraded Upper Primary School	0.05				0.00	0	0.00	14	0.70	26	1.30	37	1.85	49	2.45	130	6.50	12.800
	Total			0.00		74.15		74.15		71.80		69.45		41.90		47.90		78.15	457.500

Contingencies Grant to BRCs and CRCs																			
Norm-19 BRC/CRC Grant	B.R.C. (1st yr Rs5000/-)	0.125	8	0.40	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	7.400
	C.R.C. (1st year rs 500/-)	0.025	136	0.68	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	136	3.40	24.480
	Total			1.08		4.40		4.40		4.40		4.40		4.40		4.40		4.40	31.880

Travelling Allowances to BRCs and CRCs for Academic Support to Schools																			
Norm-19 BRC/CRC Grant	B.R.C. (Rs.500 - per month)	0.005	24	0.36	24	1.44	24	1.44	24	1.44	24	1.44	24	1.44	24	1.44	24	1.44	10.440
	C.R.C. (Rs.200 - per month)	0.002	136	0.816	136	3.264	136	3.264	136	3.264	136	3.264	136	3.264	136	3.264	136	3.264	23.664
	Total			1.18		4.704		4.704		4.704		4.704		4.704		4.704		4.704	34.104

Furniture & Equipment for Resource Centres at Blocks and Clusters																			
Norm-19 BRC/CRC Grant	For BRC (Ceiling 10000)	1.0	0	0.00	2	2.00	2	2.00	2	2.00	2	2.00	0	0.00	0	0.00	0	0.00	8.000
	For CRC (Ceiling 10000)	0.1	0	0.00	20	2.00	30	3.00	40	4.00	46	4.60	0	0.00	0	0.00	0	0.00	13.600
	Total			0.00		4.00		5.00		6.00		6.60		0.00		0.00		0.00	21.600

Research and Evaluation, Supervision And Monitoring																			
Norm-16 & E	Primary Schools	0.009	600	5.40	1078	9.70	1078	9.70	1078	9.70	1078	9.70	1078	9.70	1078	9.70	1078	9.70	73.314
	Upper Primary Schools	0.009	100	0.90	284	2.56	284	2.56	284	2.56	284	2.56	284	2.56	284	2.56	284	2.56	18.792
	High School for Class VIII	0.009	80	0.72	121	1.09	121	1.09	121	1.09	121	1.09	121	1.09	121	1.09	121	1.09	8.343
	Total		780	7.02	1483	13.35	1483	13.35	1483	13.35	1483	13.35	1483	13.35	1483	13.35	1483	13.35	100.449

Distribution of R & E Provisions for MIS, Planning, Action Research Projects, Survey, MAS and Evaluation																			
Norm-16 R & E	Micro planning in Identified GPs	0.025	20	0.50	49	1.23	48	1.20	45	1.13	25	0.63	25	0.63	25	0.63	25	0.63	6.55
	Supervision and monitoring Support for deprived pockets	0.1	15	1.50	15	1.50	15	1.50	10	1.00	20	2.00	20	2.00	15	1.50	15	1.50	12.50
	DRG Training and sharing Workshop			0.50		1.00		1.25		1.00		1.00		1.51		1.32		1.20	8.78
	MIS			2.00		5.00		5.00		3.57		3.57		3.50		3.50		4.00	30.14
	Evaluations of Schools (Sample Schools every Year			1.95	20000 students	1.95	20000 students	1.95	50000 students	2.70	500000 students	2.70	500000 students	1.75	500000 students	1.75	500000 students	2.21	16.96
	AWP & B Preparation (per block Rs 5000/-) And MID Year Reviews and development of GP level Plans, Sharing Workshops and Community Orientation in Decentralized Planning			0.50		0.73		0.50		0.75		0.75		0.75		0.75		0.75	5.48
	School Mapping and School Development Plans	0.007	10	0.07	135	0.95	135	0.95	145	1.02	100	0.70	145	1.02	200	1.40	80	0.56	6.65
	Action Research Projects by teachers	0.05	0	0.00	20	1.00	20	1.00	44	2.20	40	2.00	44	2.20	50	2.50	50	2.50	13.40
			7.02		13.34		13.34		13.35		13.35		13.35		13.35		13.35	100.44	
Textbooks Provisions for Focus Group Children																			
For Text books to SC/ST/ Girls in govt schools																			
Norm-5 Text Books	a. Primary School rs40/- for 1st 3 yrs. Rs 60/- for other years excluding those in EGS		82068	32.83	84105	33.64	86523	34.61	88987	53.39	90125	54.08	91254	54.75	92125	55.28	93586	56.15	374.725
	a. Upper Primary School rs 90/- for 1st 3 yrs. Rs 110/- for other years excluding those in EGS/AIE	0.0015	28006	25.21	33067	29.76	35879	32.29	39145	43.06	41365	45.50	45461	50.01	49047	53.95	52369	57.61	337.383
		110074	58.03	117172	63.40	122402	66.90	128132	96.45	131490	99.58	136715	104.76	141172	109.23	145955	113.76	712.107	

Training of Community Leaders including PTA/ PRIs/ MTAs /NGOs / Sarpanches																				
Norm-14 Comm. Trg	Training of community leaders per habitation @ members two days a year :4318 habitations0	0.0003	19440	11.66	19440	11.66	19440	11.664	19440	11.66	19440	11.66	19440	11.66	19440	11.66	19440	11.66	19440	93.312

Provision for Disabled Children																			
Norm-15 Disabled	NO. of disabled children in the age group of 6-14 years in upto class 8	0.0095	1979	0.00	2015	19.14	2072	19.68	2145	20.38	2156	20.48	2252	21.39	2272	21.58	2301	21.86	144.524
	group (6-14 years) in upto Class VIII																		
	Age Group (03-06 years)	0.012	1007		256		265		309		309		315		326		328		
Total				0.00		19.14		19.68		20.38		20.48		21.39		21.58		21.86	144.524

Innovative Activities																			
Norm-18 innovative Activities	Computer Education to Upper Primary Schools																		
	Computer facilities per school Rs. 1 lakh(2 systems)	1	14	14.00	14	14.00	13	13.00	13	13.00	13	13.00	13	13.00	12	12.00	12	12.00	104.000
	Maintenance of Syems in schools and Consumables		0	0.00		0.42		1.04		1.23		1.62		2.00		2.27		2.51	11.090
	SC/ST & Minority Evaluation			15.00		13.58		13.96		12.77		12.38		12.00		12.73		12.49	104.910
	Gen Education,			15.00		15.00		15.00		15.00		15.00		15.00		15.00		15.00	120.000
	Early Child care & Education			6.00		7.00		7.00		8.00		8.00		8.00		8.00		8.00	60.000
	Total			50.00		50.00		50.00		50.00		50.00		50.00		50.00		50.00	400.000

Intervention for out of school children through EGS and AIE																					
Norm-20 Out of School Children	E.G.S. Primary School for 5 months in 1st year	0.0085	6252	38.42	8500	71.83	9000	76.05	9000	76.05	9000	76.05	8000	67.60	9000	67.60	8000	67.60	541.196		
	E.G.S Upper Primary School for 5 months in 1st year	0.012	1590	13.88	1783	15.56	1585	13.83	1451	12.66	1091	9.52	967	8.44	856	7.47	690	6.02	87.386		
	Primary School opportunity in AIE	0.0085	125	0.77	325	2.75	801	5.08	852	7.20	1250	10.56	1327	11.21	1205	10.18	1072	9.06	56.809		
	Residential Schooling facilities for identified pockets (refer tab 3.1) Rs15 per day for 10 moths a year 1st yr 2 months (Pallahara =600, Athamallick=350, Angul =100, K Nagar =100, Kania=50)	0.0002	1000	9.00	0	0.00	1200	54.00	1200	54.00	1200	54.00	1200	54.00	1200	54.00	1200	54.00	1200	54.00	333.000
	Bridge Course (Prv School-Ups)	0.002	0	0.00	1071	2.14	1178	2.36	542	1.08	458	0.92	458	0.92	258	0.52	0	0.00	0.00	7.930	
	Remedial camps (Prv school-Ups) @ Rs 120/- per child in order to reduce repeaters	0.0012			1053	1.26	1243	1.49	748	0.90	833	1.00	737	0.88	352	0.42	0	0.00	0.00	5.950	
	Back to school camps in deprived GPs per GP Rs 2000/- Per GP 10 Children	0.02	0	0.00	112	2.24	95	1.90	50	1.00	71	1.42	70	1.40	30	0.60	25	0.50	0.50	8.080	
	Total		8967	62.07	12844	95.78	14902	154.71	13843	152.89	13903	153.47	12759	144.45	11901	140.79	10187	137.18	1041.34		

Civil Works For Primary , Upper Primary including for Class VIII

Norm No.6 Civil Works	Buildingless Primary Schools	2.50	1	2.50	0	0.00		0.00		0.00		0.00		0.00		0.00		0.00	2.500
	Buildingless Upper Primary Schools	3.50	0	0.00	0	0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.000
	Upgraded pri. School 2 rooms each	2.50	0	0.00	0	0.00	0	0.00	20	50.00	20	50.00	30	75.00	20	50.00	15	37.50	262.500
	Upgraded Upper pri School 2 rooms each	3.50	0	0.00	0	0.00	0	0.00	14	49.00	12	42.00	11	38.50	12	42.00	8	28.00	199.500
	Drinking water facilities	0.2	56	11.20	65	13.00	65	13.00	65	13.00	165	33.00	150	30.00	19	3.80	0	0.00	117.000
	Toilet for girls	0.2	58	11.60	182	36.40	250	50.00	225	45.00	225	45.00	67	13.40	56	11.20		0.00	212.600
	B.R.C.	6.00	1	6.00	1	6.00	1	6.00	2	12.00	2	12.00	1	6.00		0.00		0.00	48.000
	C.R.C.	2.00	25	50.00	25	50.00	25	50.00	25	50.00	14	28.00	14	28.00	11	22.00		0.00	278.000
	Electrification of Schools	0.05		0.00	25	1.25	35	1.75	12	0.60	12	0.60	25	1.25	25	1.25	12	0.60	7.300
	Addl. Class room for pri. School	1.25	30	37.50	100	125.00	104	130.00	100	125.00	100	125.00	100	125.00	100	125.00	100	125.00	917.500
	Addl. Class room for UP Schools	1.25		0.00	60	75.00	45	56.25	45	56.25	45	56.25	45	56.25	55	68.75	64	80.00	448.750
	Rooms for dilapidated/unsafe buildings Primary	1.25	0	0.00	15	18.75	25	31.25	12	15.00	0	0.00	0	0.00	0	0.00		0.00	65.000
	Rooms for dilapidated/unsafe buildings Upper Primary	1.25	0	0.00	25	31.25	21	26.25	0	0.00	0	0.00	0	0.00	0	0.00		0.00	57.500
	Rooms for dilapidated/unsafe buildings Class VIII	1.25	4	5.00	5	6.25	5	6.25	5	6.25	5	6.25	5	6.25	4	5.00		0.00	41.250
	Addl. Class room for Class VIII	1.25	4	5.00	10	12.50	10	12.50	10	12.50	10	12.50	10	12.50	10	12.50	12	15.00	95.000
MIS ROOM	2		0.00	1	2.00													2.000	
Total			128.80		377.40		383.25		434.60		410.60		382.15		341.50		286.10	275.40	



NIIPA DC

Form No. 17
Project
Mngmt

Project Management

Salary of DPO Staff avg Rs1.5 in 10 years (1st year 3 months)	1.5	8	6.00	8	6.00	8	9.00	8	9.00	8	10.00	8	10.00	8	12.00	10	12.00	74.000
Salary of Jcs (1st Year 3 months)	1.2	6	4.00	8	4.00	8	4.00	8	5.00	8	5.00	8	5.00	8	5.00	8	6.00	38.000
Furniture for DPOs	1	1	2.00	1	1.00	1	1.00	1	1.00	1	0.00	1	0.00	1	0.00	1	0.00	5.000
Equipment for DPOs		1	2.00	1	2.00	1	2.00	1	3.00	1	1.00	1	0.00	1	0.00		0.00	10.000
Consumables for DPO		1	0.50	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.50	1	2.00	9.000
Contingencies for DPO		1	0.50	1	0.75	1	0.75	1	0.75	1	0.75	1	0.75	1	0.75	1	1.00	6.000
Electricity and Water Charges	0.03		0.09		0.36	1	0.36	1	0.36	1	0.40	1	0.40	1	0.40	1	0.40	2.770
House Rent For DPOS	0.08	1	0.32	1	0.96	1	0.96	1	0.96	1	0.96		0.96		0.96	1	0.96	7.040
Telephone Installation		3	0.10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0.100
Telephone Charges	0.025	3	0.15	3	0.90	3	0.90	3	1.00	3	1.00	3	1.25	3	1.25	0	1.25	7.700
TA/DA for DPO Staff	0.7	1	0.50	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	0	1.00	7.500
Hiring Charges For Vehicle including POL	0.15	3	2.00	3	5.40	3	5.40	3	6.00	3	6.00	3	7.00	3	7.00	6	7.00	45.800
Workshops, Supervision and Monitoring			1.00		1.00		1.00		3.00		3.00		3.00		3.00		3.00	18.000
Consultancy Fees		3	0.50	3	1.00	3	1.00	3	2.00	3	2.00	3	2.00	3	2.00	2	1.00	11.500
Books and Journals		1	0.10	1	0.20	1	0.20	1	0.20	1	0.25	1	0.25	1	0.25	1	0.25	1.700
Exposure Visits		1	0.50	1	0.50	1	0.50	1	0.50	1	1.00	1	1.25	1	1.25		1.00	6.500
MIS Equipment for all DI Circles			3.00		3.00		1.00											7.000
Operation and Maintenance of Equipments		1	0.00	1	0.25	1	0.25	1	0.25	1	0.50	1	0.50	1	0.50	1	0.50	2.750
			23.26		29.32		30.32		35.02		33.86		34.36		36.86		37.36	260.360