SARVA SHIKSHYA ABHIYAN

BALASORE DISTRICT

DISTRICT ELEMENTARY EDUCATION PLAN

PERSPECTIVE PLAN FOR 2002-2010 &
ANNUAL ACTION PLAN FOR 2002-2003

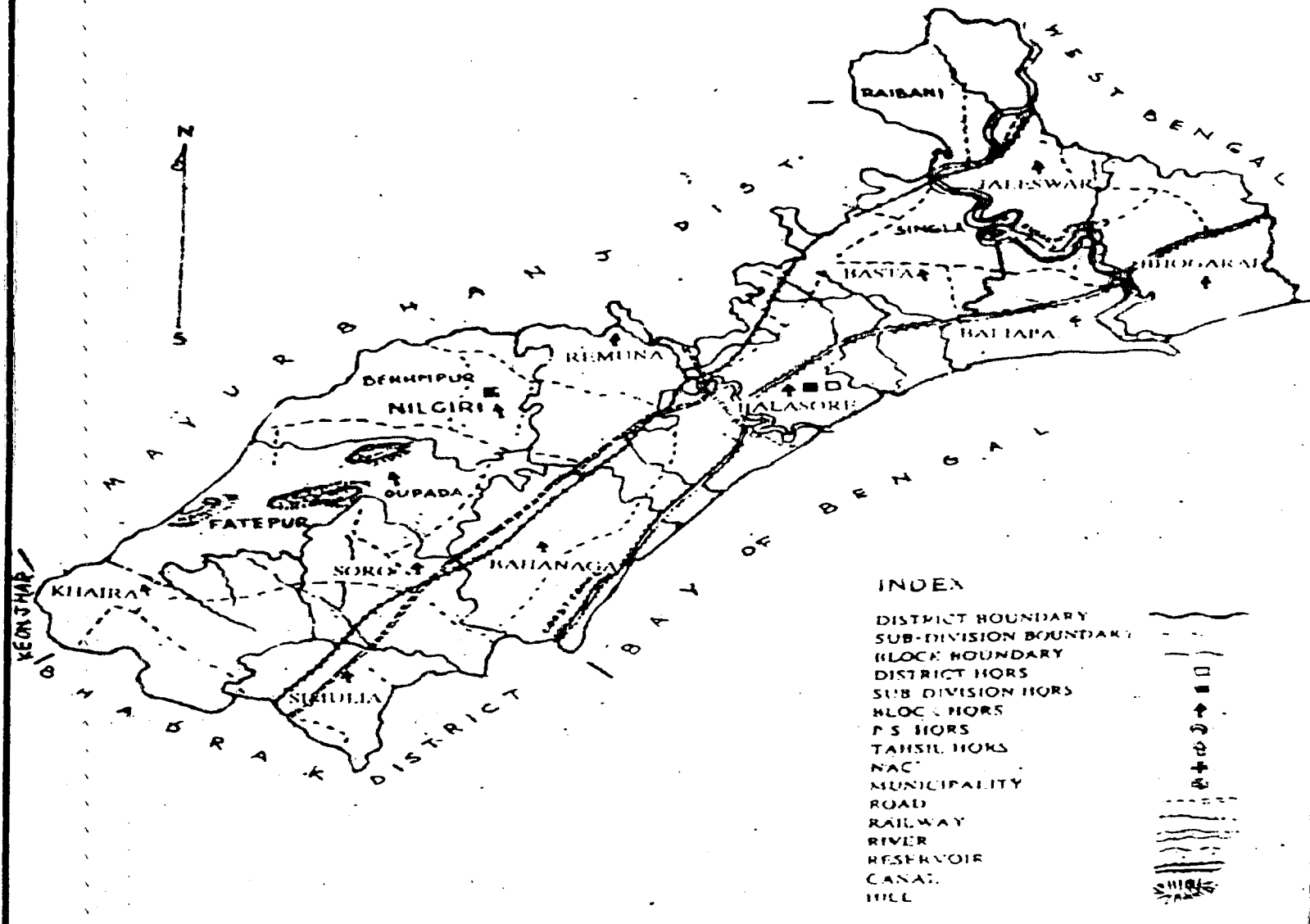## DEPARTMENT OF SCHOOL & MASS EDUCATION

(OPEPA)

ORISSA, BHUBANESWAR

MAP OF
BALASORE DISTRICT

N

WEST BENGAL

RAIBANI

JALESWAR

SINGLA

BASTA

BHOGARAI

BALIAPAL

REMUNA

BHIMPUR

NILGIRI

BALASORE

OUPADA

FATEPUR

M A Y U R B H A N J   D I S T.

SORO

BAHANAGA

KHAIRA

KEONJHAR

B A Y   O F   B E N G A L

SIMULIA

M A Y U R B H A N J   D I S T R I C T

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PREFACE

Constitutional Mandate 1950 states, "The state shall endeavour to provide, within a period of ten years from the commencement of this constitution for free and compulsory education to all children until they complete the age of 14 years."

Article 45 of Indian constitution evisages for free & Compulsory education to all children upto age 14.

National Policy of Education, 1986 reads . It shall be ensured that free and compulsory education of satisfactory quality in provided to all children upto 14 years of age before we enter the twenty first century.
UnniKrishnan Judgement 1993 provides "Every child/citizen of this country has a right to free education until he completes the age of fourteen years. Real changes in Indian education have occurred after the Jomtien Meet. After Jomtien conference in 1990 India committed seriously towards realization of Education for all EFA by the year 2000. Our country India initiated special efforts towards reaching the EFA goals by 2010.

A bill to amend the constitution and to make education a fundamental right was introduced in the Rajya Sabha (upper house of Parliament) in 1997.

The Sarva Shiksha Abhiyan is an historic stride towards achieving the long cherished goal of Universalisation of Elementary Education UEE through a time bound integrated approach in partnership with state. SSA which provides to change the colour of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system by overhauling and to provide community involved, owned quality elementary education in mission mode. It also envisages bridging of gender & social gaps.

SSA aims at :

- All children in school, Education guarantee centre, Alternative school, Back to school camp by 2003.
- All children completes eight years of primary schooling by 2007.
- All children complete eight years of schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- Universal retention by 2010.

SSA in based on Institutional Reform, Sustainable Financing, Community ownership, Institutional Capacity Building.
Improving Mainstream Educational Administration, Community based Monitoring, Accountability to community, Education of Girls, Focus on special groups, Thrust on Quality etc.

The components of Sarva Sikshya Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block & Cluster Resource centres for academic support, construction of class rooms & school buildings, establishment of Education Guarantee centres, integrated education of the disabled and distance education.

The District plan aims at ameliorating bottlenecks in the existing system & to achieve universalisation of elementary education with quality improvement by 2010.

ABBREVIATIONS

AAS	-	Access and Alternative Schooling
AIE	-	Alternative and Innovative Education
AWP & B	-	Annual Work Plan and Budget
AWC	-	Anganwadi Centre
BDO	-	Block Development Officer
BC	-	Backward Caste
BRC	-	Block Resource Centre
BRG	-	Block Resource Group
BRP	-	Block Resource Person
CAP	-	Capacity Building
CIS	-	Circle Inspector of Schools
CRC		Cluster Resource Centre
CDMO	-	Chief District Medical Officer
CW	-	Civil Work
DIS	-	District Inspector of Schools
DIET	-	District Institute of Education & Training
DISE	-	District Information System for Education
DSWO	-	District Social Welfare Officer
DPO	-	District Project Office
DPC	-	District Project Co-ordinator
DRC	-	District Resource Centre
DRG	-	District Resource Group
ECCE	-	Early Child Care Education
EGS	-	Education Guarantee Scheme
EMIS	-	Education Management and Information System
GED	-	Girl's Education
GER	-	Gross Enrolment Ratio
ICDS	-	Integrated Child Development Scheme
IASE	-	Institute of Advanced Studies in Education
IED	-	Integrated Education for Disabled
JRY	-	Jawahar Rojagar Yojana
MED	-	Media
MIS	-	Management of Information System
MLL	-	Minimum Level of Learning
MLALAD	-	Member of Legislative Assembly Local Area Development
MPLAD	-	Member of Parliament Local Area Development.

MTA	-	Mother Teacher Association
NCLP	-	National Child Labour Project
NGO	-	Non-Governmental Organisation
OBB	-	Operation Black Board
PLM	-	Planning & Management
PMT	-	Project Management
PRI	-	Panchayat Raj Institute
PTA	-	Parent Teacher Association
R & E	-	Research and Evaluation
RE	-	Research Studies
RWS	-	Rural Water Supply
SA	-	Salaries
SAM	-	State Appraisal Mission
SC	-	Scheduled Caste
SCERT	-	State Council of Education Research & Training
SEN	-	Children with Special Education Needs.
SHG	-	Self Help Group
SIS	-	Sub-Inspector of Schools
SIEMT	-	State Institute of Educational Management and Technology
SIET	-	State Institute of Educational Technology
SIG	-	School Improvement Grant
SPD	-	State Project Direct
SRG	-	State Resource Group
SSA	-	Sarva Siksha Abhiyan
ST	-	Scheduled Tribe
TC	-	Teacher Contingency
TLE	-	Teaching Learning Equipment
TLM	-	Teaching Learning Material
PTR	-	Pupil Teacher Ratio
UEE	-	Universalisation of Elementary Education
UPS	-	Upper Primary School
VEC	-	Village Education Committee
SSS	-	Swechhasevi Siksha Sahayak
WS	-	Workshop & Seminar.

CONTENTS

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PLAN OVERVIEW

Targets on Key Performance Indicators of UEE

- 📖 Access
- 📖 Enrolment
- 📖 Retention
- 📖 Quality

Plan Overview

Basic Strategies

☆ Active community involvement to change the existing system.

☆ School as a place to protect child's right.

☆ Planning for special Focus Groups S.C, S.T., Child labours & disabled, Children of slums & migrating children.

☆ Emphasis on teacher empowerment and capacity building.

☆ Importance on 100% retention and 100% transition from primary to Upper Primary stage.

1. The district plan of SSA is based on Following aspects :

A) Access

☆ Improving access by way of opening 83 new Primary Schools

☆ Improving access by way of upgradation of 27 No. of existing Primary Schools to Upper Primary Schools.

☆ Enhancing access by gradation of EGS Centres to primary schools.

☆ Increasing access for Providing IED in selected existing Primary and UP Schools

☆ Opening of No.s of 989 EGS and AIE centres for out of school and unenrolled children.

B) Enrolment

☆ Community mobilization and awareness campaings

☆ Enrolment drive and ensuring cent percent admission of 5+ students by 2006.

☆ Hamlet and slumwise programme for child tracking and conduct of residential and Non-residential bridge courses for the out of school children.

☆ Special attention towards ECCE i.e., AWC and NCLP etc and mainstreaming the out of school children

C) Retention

☆ 100% retention of 5 – 14 years children by 2006.

☆ Target of achieving 90% by 2002, 93% by 2003, 95% by 2004, 97% by 2005 and 100% by 2006

☆ Active and continuous monitoring by community.

☆ Continuous monitoring by the department

☆ Discoursing and checking repetitions.

☆ Monitoring of regular attendance by BRPs

☆ Regular follow-up of mainstreamed child labour.

D) Quality

☆ Orientation of Teachers on active involvement and motivation.

☆ Organisation of professional exchange programmes.

☆ Development of Strong State and District Region groups in Pedagogy and orientation to existing, newly recruited and untrained teachers.

☆ Regular on job support to the teachers of Primary and Upper Primary schools through BRC, DRG and CRC's.

☆ Appointment of required no. of teachers in accordance with T.P ratio to 1·40, Providing extensive teachers Training, capacity building of BRC, BRPs DRG and Head masters and teachers.

☆ Establishment of 12 BRC's, 204 no of CRC's and one DRC.

☆ TLM grants to TRs,1560, primary schools, 871 Upper Primary Schools, 5010 of Primary teachers and 3003 of Upper Primary teachers and 204 nos. of CRC's.

☆ Review of curriculum and Text books and Preparation of group specific curriculum i e., teaching through regional language – Alchiki.

☆ Conduct of student attainment study to assess their status at Primary and Upper Primary level

☆ Special training Program on subject specific areas i.e., Language, Science and math, Evs etc

☆ Provision of library books to Primary and Upper Primary schools.

☆ Special attention to Non – scholartic areas such as SUPW, art edn., Physical, Health edn and Moral education.

☆ Introduction of Computer Education in 10 Upper Primary schools of each block.

2. Other aspects covered in the plan

A) Infrastructural facilities.

☆ Construction of 83 no.s of new school buildings.

☆ Construction of 145 no.s of building to building less school.

☆ Construction of 1505 nos. of additional classrooms of Primary schools & 838 no.s of additional classroom of Upper Primary schools.

☆ Construction of 12 BRC buildings and 204 nos of CRCs buildings.

☆ Construction of MIS room in DRC.

☆ Repairs of 142 No.s of school.

☆ Construction of 1891 no. of Toilets.

☆ Electricity connection 1027 nos. of schools, 12 Nos. of BRC buildings, 204 Nos. of CRC building & one MIS room

☆ Providing drinking water facilities to 772 nos. of schools.

☆ Providing furniture & other equipments to 12 BRC, 204 CRC

B) Teachers

☆ Appointment of 1565 No.s of Primary teachers.

☆ Appointment of 989 Nos. of E.V. to EGS Centres.

☆ Appointment of 99 Nos. of EGS supervisors.

C) Teacher's Training

☆ Constitution of DRG, and BRG in various content areas with capacity building on regular basis.

☆ 20 days training to 6477 No.s of existing teachers of Primary schools & U.P. schools.

☆ 30 days traming to 641 No s of newly appointed Upper Primary teachers.& Pry. Teachers

☆ 30 days training Programmes for EGS/AIE volunteers.

☆ Training to child Labour schools, Bridge course camps.
* 60 days training to Untrained 227 No. of Teachers.

D) Community Mobilization and Participation

☆ Constitution and working of school committees, PTA, & MTA.
☆ Conduct of awareness campaigning, rallies and mobilization of community
☆ Conduct of 'Bal Melas'. Mahila melas' and slum meetings
☆ Training to 989 No.s of Education Volunteers.

3. Upper Primary Education

■ Improvement of access to upper Primary Education by ensuring 100% retention at Primary Level and by means of upgrading 27 Nos. of existing Primary schools.

■ Introduction of long term residential and Non – residential bridge courses for mainstreaming of out of school children of 11 to 14 age groups

■ Pedagogical renovation to Upper Primary Schools by way of massive orientation training to teachers in subject wise in content and methodology for professional proficiency every year. This includes elementary section of High schools i.e. class VIII.

■ DIET Support to UP. Schools

■ Improving school infrastructure of U.P. Schools – new buildings. Additional classrooms, Toilets drinking water and repairs etc..

5. Capacity Building

* ❖ The District Plan aims at strengthening Professional resource centres at BRC and CRC level – it also insists Capacity building of DIET.

* ❖ It Provides networking with teachers, groups, NGOs and other professional organisations.

6. Emphasis on Focussed Group

* ❖ Girls Education, Education for SC and ST, Disabled, Early Childhood Education, Child labour, migrant children are vital Focussed groups for which special care and strategies are incorporated in the plan.

BUDGET SUMMARY

Summary Statement

- 📖 Management Cost
- 📖 Civil Work
- 📖 Quality Improvement

BUDGET SUMMARY

A Budget and Estimate on Sarva Sikshya Abhiyan of Balasore district is prepared to which reflects expenditure on three interventions :

1) Management Cost
2) Civil Work
3) Quality Improvement

1) Management Cost

Management cost is estimated in two phases
a) One Year Budget in Lakh from
    September 2002 to March 2003   -   Rs. 30.52

b) 2003-1010   -   Rs. 665.613

c) Total Mange cost from 2002-2010   -   Rs. 696.133

2) Civil Work

It is estimated from 2002-2003   -   Rs. 253.3   lakhs
2002 – 2010   -   Rs. 552.3   lakhs
and Total 2001 – 2010   -   Rs. 5805.6   lakhs

3) Quality Improvement Cost

For expenditure in quality improvement it costs
For September 2002 to March 2003   -   468.5216   lakhs
2003 to 2010   -   10273.3335   lakhs
Total   2002 – 2010   -   10741.8551   lakhs

Which is shown in the following table

Summary Statement showing the expenditure of major interventions from 2002-2010 in lakhs.

Table No - A

Name of Intervention	Expenditure Sept'02 to March '03	Expenditure 2003 – 2010	Total Expenditure 2002-2010
Management Cost	30.52	665.613	696.133
Civil Work	253.3	5552.3	5805.6
Quality Improvement	468.5216	10273.3335	10741/8551
Total	752.3416	16959.7681	17243.5881

BUDGET SUMMARY AND IMPLEMENTATION SCHEDULE FOR 2002-2003

TABLE - B

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
01.	Project Management	-	-	30.52	Sept'02 March '03	
02	Pedagogy and School Improvement			289.1682	-do-	
03	Education for Girls			11.74	-do-	
04.	ECCE			17.6406	-do-	
05.	Education for SC / ST			16.894	-do-	
06.	Computer Education			15.002	-do-	
07	IED			16.999	-do-	
08.	Access and Alternative Education EGS & AIE			61.685	-do-	
09.	Research and Evaluation			5.27	-do-	
10.	Monitoring and MIS			6.80	-do-	
11	Community Mobilisation			26.9748	-do-	
12	Planning and Management			6.35	-do-	
13.	Education of urban deprived children	Budget provision made from the year 2003-2004 onwards				
14.	Civil Works			253.30		
	Grand Total			752.3416		

BUDGET SUMMARY AND IMPLMENTATION
SEHEDULE FOR PROPOSED FINANCIAL BUDGET OF BALASORE DISTRICT, ORISSA

TABLE C

Sl.No.	Name of Intervention	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
1.	Project Management	30.52	83.18	86.134	90.114	93.73	98.248	104.015	110.192	696.133
2.	Pedagogy and School improvement	289.1682	982.3544	985.3424	1097.5337	1074.3804	1145.9064	1182.8624	1058.2924	7805.8313
3.	Research and Evaluation Sueprvison and monitoring	5.27	7.07	7.07	7.07	7.07	7.07	7.07	7.07	54.76
4.	Planning and Management	6.35	7.75	7.75	7.75	22.75	7.00	7.00	7.00	73.35
5.	M.I.S.	6.80	1.65	1.670	1.700	1.72	1.75	1.75	1.75	18.79
6.	Computer Education	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	120.00
7.	Education for SC /ST	16.894	11.95	16.25	14.25	17.584	14.25	14.25	14.25	119.688
8.	Innovative Project Girls Education	11.74	11.82	11.74	9.22	11.74	9.22	11.74	5.62	82.84
9.	ECCE	17.6406	9.148	9.1356	10.708	7.648	7.648	7.648	7.648	77.2242
10.	Community Mobilisation	20.9748	67.261	7.261	20.9738	7.261	7.261	7.261	7.261	145.5146
11.	Disabled	16.999	16.999	16.999	16.999	16.999	16.999	16.999	16.999	135.992
12.	Access and alternative education (EGS & AIE)	61.685	221.185	221.185	313.962	313.962	313.962	313.962	313.962	2073.865
13.	Education for urban deprived Children		12.00	12.00	-	-	-	-	-	24.000
14.	Civil Works	253.300	1386.500	1329.00	1097.5	983.00	738.300	18.000	-	5805.6
Total		752.3416	2833.8674	2726.537	2702.7705	2582.8544	2382.6144	1707.5584	1555.0444	17243.5881

CHAPTER - I

DISTRICT PROFILE

- 📖 Administrative Setup
- 📖 Population
- 📖 Literacy
- 📖 Women Education
- 📖 Inter Block Disparities

CHAPTER- I

DISTRICT PROFILE

INTRODUCTION :

Balasore is a magnificent costal district in the north end of Orissa. It is a renowned district famous for its ancient glory and pioneer in the field of art, culture, education and literature.

The name Balasore has been derived from 'Bal Iswar'. As stated by the people Balasore, it was named after "Bali Sahar" where British took over its administration during first part of eighteenth century. The Britishers used Balasore as the Gate way of Orissa through Pipili port on the Bay of Bengal during seventeenth century A.D.

History and Geography of Balasore drictrict have made it unique from ancient to modern age. The district stands on 21^0E-22^0E east longitude and 87^0N - 88^0N North latitude covering 3806 square Km area. The district touches West Bengal in North, Mayurbhanj and keonjhar in the west, Bhadrak in the south and Bay of Bengal in the east.

GEOGRAPHICAL FEATURES :

Geography of Balasore District has made it beautiful, outstanding and enchanting. The east side of the district is enriched with long sea coast which extends from Dhamara to Chandaneswar. Rivers like Subarnarekha, Budhabalanga and Kansa Bansa etc. flow through he district to Bay of Bengal. Most part of the district are plane lands while some hilly areas are found in the Blocks of Nilgiri, Oupada, Soro and Khaira. Soil of most parts of the district are muddy and fertile.

FOREST :

The district has total forest area covering 10779 sqkm. Major forest areas are in Nilgiri, Oupada and Khaira blocks. Sal and Piasal are the major forest plants. The forests are adorned with their flora and fauna.

MINERALS :

Sources of minerals of the district includes granite stone of Nilgiri and lateral stone of Kupari.

AGRICULTURE :

Above 80% of the people of the district depend upon agriculture The major agricultural products are paddy, betel, and fish. The district is famous for "Dhana", "Pana" and "Mina". Other agricultural products are cocoanut, Cashewnut, ground nut, mat, vegetables and prawn etc.

INDUSTRY :

The district is enriched with a number of industries. Birla Tyres, Indane gas, Ispat Alloys, Polar Latex, Oriplast, Oricape, Emami Paper Mills are the major industries. Coir, mat, snail, cereculture etc. are among cottage industries.

TRANSPORTATION AND COMMUNICATION :

N.H.5 -Passes across the district. The railway (South eastern) links from Howrah to Chennai, also passes through the district. Most of the villages, GP Headquarters, and towns are linked with G P , RD & PWD roads respectively. A number of villages are yet to be linked with rural connectivity. Most of the villages have telecommunication facility

N.H. 60 passes from Balasore to Kharagpur through Jaleswar.

RAIN FALL & CLIMATE :

Heavy rainfall is marked in the district from the month of June to Sept Total rainfall through out the year amounts to 2,232.3mm (as per 1997 report).

Max. Temperature in the month of may goes upto 43% I c & minimum marked in the month of Jan. i.e. 10.6c (as per 1997 report)

LANGUAGE :

Oriya is the major spoken language in the district. Urdu and Bengali are also spoken by Muslims & Bengalis. Santali is spoken by tribals of Nilgiri, Oupada and Kupari region.

TOURIST SPOTS :

The sea shore of Chandipur near. Balasore and the seashore of Udaypur near Digha attracts thousands of tourists from different parts of the country.

Bhusandeswar, the greatest Siva Linga in Asia, of about 13' high and 37' conference under Bhograi Block amazes the visitors.

Chandaneswar, the famous Siva Temple attracts thousands of devotees during chadak mela in the month of April, every year.

Khirachora Gopinath at Remuna where Lord Krishna had stolen milk (khira) (the lenged says thus) attracts the visitors from all parts of India. This temple was built as a mark of victory by Narasingdev., king of Orissa who defeated Tughril Khan of Bengal in 1245 AD the battle of Katasin.

"Pancha Lingeswar" of Nilgiri Block, a visiting spot where five Siva Lingas are under stream water flowing from the hill. Legend says it was the southern most gate

of king Jarasandha, the famous king of Magadha & the father in-law of kansa where siva stood as watchman at the gate.

Ambika temple of Kupari is famous for goddess Durga.

Interim Test Range at chandipur has occupied an important place in International Defence field. Missiles like **Agni, Pruthi, & Nag** are tested successfully which brings glory to our National defence. Raibania fort under Jaleswar Block where king Birat was ruling in the past and it is known as "BIRAT GADA"

LIVELI HOOD :

About 80% people of the district live on agriculture fishing in the sea is also another means of livelihood. Cottage Industries help a lot to the people of this district. Each family of Makidia, a village under Jaleswar block weave beautiful "MATHAS" and sale it in National markets.

Sizable number of people work at brick factories on the bank of river Subarnarekha, Budhabalanga, and in the area of Amarda, Laxmannath, Remuna and Balasore.

Breaking of stone is a way of livelihood for people of Nilgiri.

RELIGION :

Hindus, Muslims, and Christians live side by side in the district. 90% of population belongs to Hinduism. Muslims live in some patches of the district. Christians are in notable number in urban areas of Balasore. "Satyapira" God of Muslims is also worshipped by Hindus

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FESTIVALS :

Dasahara, Diwali, Makar Sankranti, Sivaratri, Holi Chandan yatra, Raja Sankranti Moharrum, ID and X-Mas are observed with much pump and ceremony.

LITERATURE :

The district is pioneer in the field of literature, art, and culture. Dinakrushna, Fakirmohan, Radhanath are laurels of the soil who contributed a lot to the Oriya literature. Fakirmohan, the father of oriya short story, made the oriya language alive by his writings.

Sri Manmath Das, Manoj Das, Braja Rath and Jadunath Das Mohapatra are also notable writers while Baghajatin is remembered for noted freedom fighter. Nanda Kishor Das, the first speaker of Orissa Assembly was from this district.

ADMINISTRATIVE SET UP/ STRUCTURE :

The district of Balasore is divided into two subdivisions, eight Tahasils, Twelve CD Blocks, one Municipality & three NAC. It has 289 Gram panchayats i.e villages out of which are habitated. The details are shown in Table - 1 1

DEMOGRAPHY :

The district is thickly populated . The comparative figures of total population, SC, ST, population by sex and their percentage to total population of the district from 1981 to 2001 census are stated below in Table -1.2(A) and 1.2(B)

LITERACY :

Literacy rate of the district is 70.94%. It differs from Block to Block and in urban areas it is comparatively higher. In tribal areas of Nilgiri, Oupada, and Basta the education of the people is lower. Literacy rate is highest in Bahanaga and lowest in

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Nilgiri Block. ST Literacy is highest in Baliapal and lowest in Soro Block. In Urban areas Balasore Municipality is highest & the Nilgiri NAC is the lowest.

In the Muslim habitated villages of Bhograi, Basta, Balasore, Jaleswar, Soro rate of education of the people is low. However to make the people literate (age group 15-35) Total Literacy campaign was launched is the year 1990 in all blocks of the district by Vyasakabi.

Sakharata samiti, Balasore and a tremendous success has been achieved. Now Post literacy programme is going on in the district since April -2001. The detailed break-up are stated below in Table 1.2(A)

WOMEN EDUCATION :

The education of woman affects the socio economic status of a particular area The society having higher literate woman is more developed.

The woman population of Balasore district is .9,85,118 out of total population .

The woman literacy in the district is 59.57 as per 2001 census. The uneducated woman of poor families most of the times remain engaged in various works to earn their livelihood. Tribal woman in Oupada, Nilgiri, Basta & Khaira blocks collects forest products and maintain their livelihood. The percentage of educated women in Bhograi, Baliapal, Sadar Balasore, & Jaleswar Block is comparatively higher than the other blocks of the district . The veil system is prevalent in Muslim family in coastal area the woman of poor family engage themselves in collecting eggs of prawn from sea and river with their children. In urban areas the socio economic status of the women is better. They are educated and some of them serve in public and private sectors.

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TABLE – 1.1
ADMINISTRATIVE SETUP OF BALASORE DISTRICT

Sl. No.	Name of Items	No. of Items	Description of Item
1.	Sub – Division	02	1- Balasore Sadar　　2-Nilgiri
2	Tahasil	08	1- Balasore 2-Baliapal 3-Basta 4- Bhograi 5-Nilgiri 6-Simulia 7-Soro 8-Jaleswar
3.	Block	12	1-Bahanaga 2- Balasore Sadar 3- Baliapal 4-Basta 5-Bhograi 6-Jaleswar 7-Khaira 8-Nilgiri 9-Oupada 10-Remuna 11-Simulia 12 -Soro
4.	ULB	04	1-Balasore Municipality 2-Jaleswar NAC 3-Nilgiri NAC 4. Soro NAC
5.	Gram Panchayat	289	
6.	Village	3669	Revenue villages 3037　　Hamlets - 632
7.	Assembly Constituency	07	1-Bhograi 2-Jaleswar 3-Basta 4-Balasore 5-Soro 6-Simulia 7-Nilgiri
8.	Parliamentary Constituency	01	1-Balasore
9.	Educational Dist.	05	1-Balasore-I 2-Balasore-II (Soro) 3-Balasore-III(Basta) 4-Jaleswar 5-Nilgiri
10.	C.I. of schools	01	1-Balasore Circle Balasore
11.	Police Station	19	
12.	Fire Station	09	

TABLE 1.2 A

TOTAL NO. OF POPULATION INCLUDING SC&ST

According to 1981 census – 1991 census & 2001 census

Census	All Communities					Scheduled Caste					Scheduled Tribe				
	Total	Male	% to Dist. Total	Female	% to Dist. Total	Total	Male	% to Dist. Total	Female	% to Dist. Total	Total	Male	% to Dist. Total	Female	% to Dist. Total
1981	13,57,727	6,90,808	50.87 %	6,66,919	49.13 %	2,26,314	1,15,375	8.50 %	1,11,039	8.17 %	1,39,727	70,417	5.19 %	69,310	5.10 %
1991	16,96,583	8,67,641	51.4 %	8,28,942	48.85 %	3,15,042	1,60,416	9.45 %	1,54,626	9.11 %	1,79,289	91,044	5.36 %	88,245	5.20 %
2001	20,23,056	10,37,938	51.30 %	9,85,118	48.69 %	4,47,702	2,27,998	11.27 %	2,19,704	10.86 %	2,54,500	1,29,273	6.39 %	1,25,227	6.19 %

TABLE – 1.2 B

BLOCK / ULB Wise Population of Balasore District

Sl.No.	Name of the Block / ULB	All Communities			S.C. Communities			S.T. Communities			% of S.C.	% of S.T	% of SC & ST
		Male	Female	Total	Male	Female	Total	Male	Female	Total			
1.	Bahanaga	62,283	59,930	1,22,213	19,612	18,753	38,365	1312	1315	2627	31.39	2.15	33.54
2.	Balasore Sadar	1,07,858	99,740	2,07,598	27,379	25,856	53,235	12,565	11,928	24,493	25.64	11.79	37.43
3.	Bailapal	89,489	84,242	1,73,731	17,866	17,221	35,087	4,457	4,129	8,586	20.19	4.94	25.13
4.	Basta	83,101	78,576	1,61,677	14,677	14,565	29,242	8,417	7,861	16,278	18.08	10.07	28.15
5.	Bhogarai	1,37,953	1,30,058	2,68,011	21,338	20,187	41,525	3,320	3,160	6,390	15.49	2.38	17.87
6.	Jaleswar	91,093	86,420	1,77,513	14,466	13,841	28,307	16,128	15,639	31,767	15.94	17.89	33.83
7.	Khaira	79,696	79,639	1,59,335	19,012	19,121	38,133	4,365	4,431	8,496	23.93	5.52	29.45
8.	Nilgiri	57,062	54,629	1,11,691	6,563	6,089	12,642	30,630	29,961	60,591	11.31	54.25	65.56
9.	Oupada	35,674	36,290	71,964	7,057	7,195	14,252	6,139	6,292	12,431	19.80	17.27	37.07
10.	Remuna	83,487	78,081	1,61,568	23,552	22,445	46,007	9,853	9,692	19,545	28.47	12.09	40.56
11.	Simulia	52,071	51,180	1,03,251	12,437	12,215	24,652	2,228	2,210	4,438	23.87	4.30	28.17
12.	Soro	60,838	59,830	1,20,668	13,260	13,265	26,525	3,000	2,901	5,901	21.98	4.89	26.87
	Total	**9,40,605**	**8,98,615**	**18,39,220**	**1,97,219**	**1,90,753**	**3,87,972**	**1,02,324**	**99,519**	**2,01,843**	**21.09**	**10.97**	**32.06**
13.	Balasore Mcy	65,258	56,186	1,21,444	5,543	4,897	10,440	6,020	5,451	11,471	8.59	9.44	18.03
14.	Jaleswar NAC	10,382	9,634	20,016	852	823	1,675	1,165	1,098	2,263	8.36	11.30	19.66
15.	Nilgiri NAC	7,933	7,331	15,264	1,355	1,237	2,592	1,607	1,545	3,152	16.98	20.65	37.63
16.	Soro NAC	13,760	13,352	27,112	1,941	1,862	3,803	355	391	746	14.02	2.75	16.77
	Total	97,333	86,503	1,83,836	1,691	8,819	18,510	9,147	8,485	17,632	10.06	9.59	19.65
	Grand Total	**10,37,938**	**9,85,118**	**20,23,056**	**2,06,910**	**1,99,572**	**4,06,482**	**1,11,471**	**1,08,004**	**2,19,475**	**20.09**	**10.85**	**30.94**

Highest Population i.e.. 2.68.011 lies in Bhogarai Block , Lowest Population i.e.. 71.964 lies in Oupada Block.
Highest SC Population i.e., 53,235 lies in Sadar Block, Lowest SC Population i.e., 12,642 lies in Nilgiri Block
Highest ST Population i.e., 60,591 lies in Nilgiri Block, Lowest ST Population i.e., 4,438 lies in Simulia Block.

TABLE – 1.2 C

SEX RATIO (BALASORE DISTRICT)

Sl. No.	State/ District	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001
1.	ORISSA	1037	1056	1086	1067	1053	1024	1004	988	981	971	972
2.	Balasore	1065	1087	1098	1058	1024	952	956	965	965	955	949

Source :- Census – 2001 (Part I)
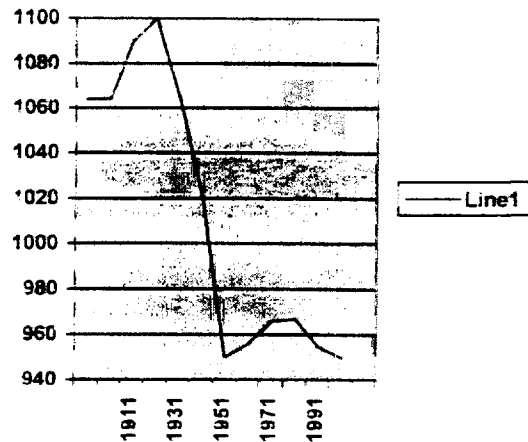
→ Sex Ratio : The number female for 1000 male is called Sex ratio. The sex ratio of Balasore district is highest i.e.,1098 in the year 1927 and lowest i.e., 949 in the year 2001. The trend represents decreasing sex ratio in the district.

TABLE – 1
POPULATION DENSITY

Sl. No.	State/Dist.	Population Density		In Density
		1991	2001	1991-01
1.	Orissa	203	236	33
2.	Balasore	446	532	86

Source:- Census 2001 (Part-I)

→   The density of Population(Per Sq. Kms) of Balasore Dist was 446 in the Year 1991 which increased to 532 in the year 2001. The increasing rate is 19.28 comparing to 1991 & 2001 Census.

PERCENTAGE OF DECADAL VARIATION

Table – 1.2 ɒ

Sl. No.	State/ District	1901- 11	1911-21	1921-31	1931-41	1941-51	1951-61	1961-71	1971-81	1981-91	1991-2001
1	ORISSA	+ 10.44	-1.94	+11.94	+10.22	+6.38	+19.82	+25.5	+20.17	+20.06	+15.94
2.	Balasore	-1.39	-6.99	+1.29	+4.68	-0.25	+27.38	+30.05	+24.42	+24.96	+19.24
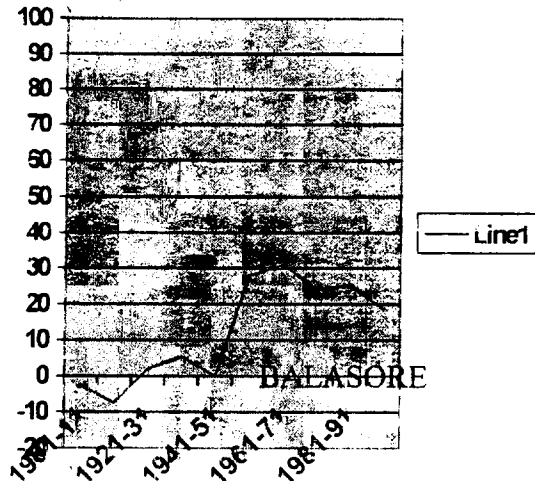
→ The above table reflects that Balasore district faces a decrease in trend in decadal growth rate of population growth rate from 1901 to 1921. Subsequent two decades i.e., 1921 to 1941 shows an increasing trend. Again the district population decadal growth rate decreased by 0.25% for the decade 1941 to 1951. It is noticed that from the year 1951 onwards an increasing trend till the year 2001. All these five decades represents variation in growth rate.

Graphical Expression of Decadal Growth

Table2F

(વ)

Population
Orissa – 26,706,920
Balasore – 20,23,056
Male - 10,37,938
Female – 9,85,118

Population Growth rate
Orissa – 15.94%
Balasore–17.01 – 21%

Population increased
1991-2001
3,26,473

MAP OF
BALASORE DISTRICT

Sex Ratio
Orissa – 972
Balasore -949

Dist. Population Density
Orissa 236
Balasore 532

Dist – Area (Sq. KM)
(ORISSA)
Balasore– 362.49

INDEX

District Literacy %
As on 2001
Total – 70.94%
Male – 81.75%
Female – 59.57%

Decadal
Dist–Growth Rate
1991-2001
Balasore- 19.24(+)

Dist. Literacy
Male – 728,008

Dist. Literacy
Female – 5,04,830

Percentage of Decadal Population growth of District – Balasore - 1901-2001
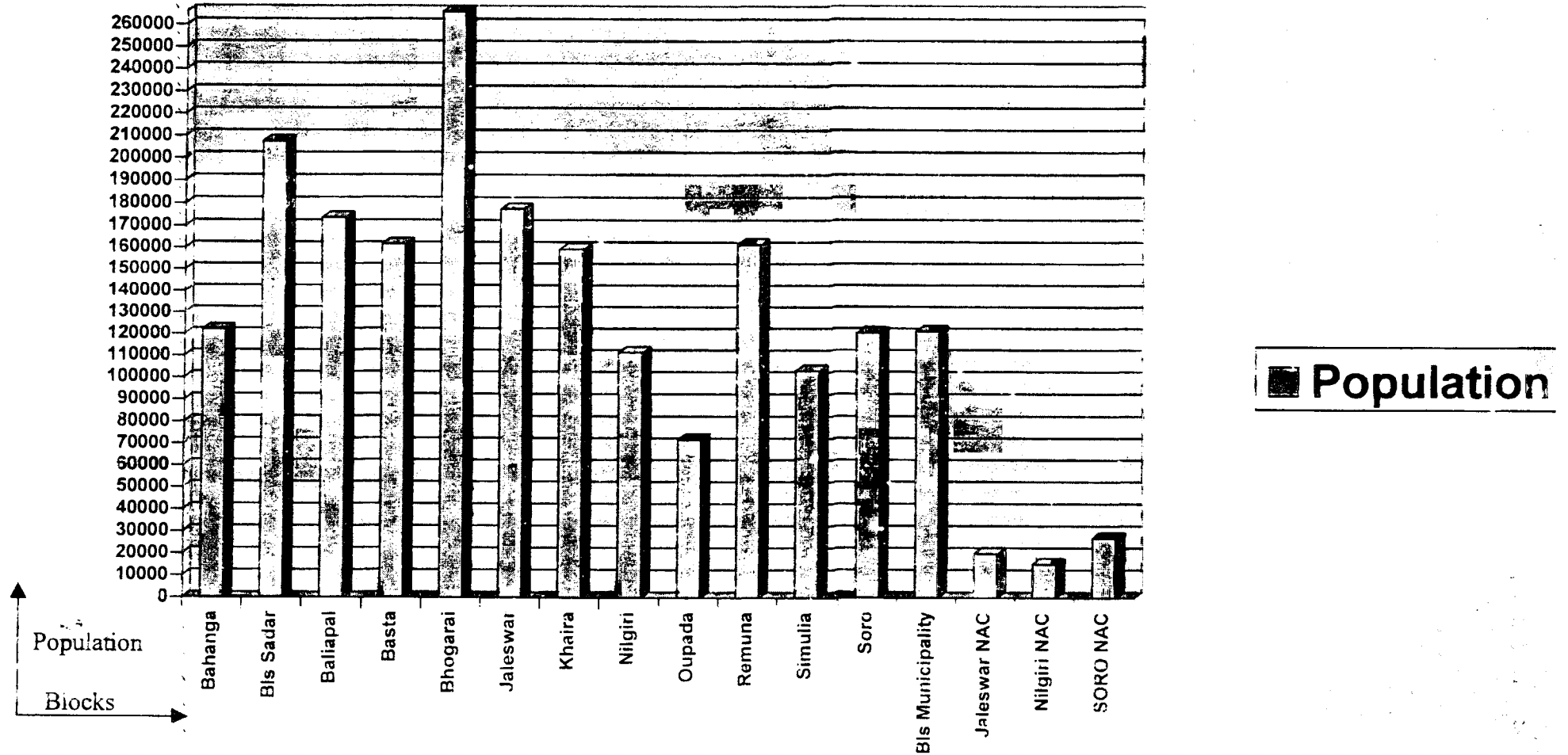
The population of Bhogarai Block is the Highest i.e., 2,68,011 and the Oupada Block is the Lowest i.e., 71,964, in Urban areas the Population of Balasore Municipality is the highest i.e., 121,444 and Nilgiri NAC is the lowest i.e., 15,254.

TABLE – 1.3 A   Comparative Study of growth of literacy at National / State and District level
during 1981, 1991 & 2001 census reveals as follows -

	1981 Census	Increase %	1991 Census	Increase %	2001 Census	Increase %
National (India)	36.17	6.72	52.21	16.04	65.38	13.17
State (Orissa)	34.23	8.05	49.09	14.86	63.61	14.52
District (Balasore)	40.67	9.45	57.64	16.97	70.94	13.30

SOURCE- DISTRICT STATISTICAL HAND BOOK 1997 & CENSUS – 2001
The District Literacy Percentage stands above
that of the National and State percentage

TABLE – 1.3 (B)
Block / ULB wise Caste & Sex wise literacy rate of Balasore District.

Sl.No.	Name of the Block / ULB	All Communities			S.C. Communities			S.T. Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Bahanaga	88.78	65.55	77.22	72.18	37.01	55.69	25.92	6.77	17.86
2.	Balasore Sadar	74.96	51.69	63.96	55.50	27.74	42.73	32.29	10.26	22.15
3.	Baliapal	86.63	60.35	73.95	64.68	32.34	49.45	44.58	12.55	30.13
4.	Basta	80.32	56.42	68.72	62.41	31.88	47.82	30.41	07.58	20.12
5.	Bhogarai	88.08	64.98	76.75	70.52	36.18	54.61	40.20	10.85	26.49
6.	Jaleswar	76.06	51.72	64.30	65.25	31.14	49.42	37.68	9.73	24.80
7.	Khaira	84.89	60.40	72.38	63.77	30.55	47.72	30.50	5.34	18.44
8.	Nilgiri	65.28	41.73	53.98	62.33	31.80	48.55	40.36	13.09	27.63
9.	Oupada	78.46	54.14	60.06	71.60	36.65	54.40	29.08	5.19	17.74
10.	Remuna	75.99	56.13	66.35	61.03	30.67	46.87	21.79	4.83	13.99
11.	Simulia	83.43	57.69	70.60	66.48	30.54	49.43	22.95	5.27	14.67
12.	Soro	85.72	61.85	73.61	66.82	30.67	49.52	21.87	3.82	13.73
	Total	**81.14**	**57.46**	**69.54**	**64.52**	**31.97**	**49.22**	**34.38**	**9.46**	**22.89**
13.	Balasore Mcy	92.84	97.45	89.64	78.89	54.92	68.05	47.54	24.36	37.30
14.	Jaleswar NAC	87.25	72.62	79.80	73.47	36.59	56.29	35.86	11.40	24.72
15.	Nilgiri NAC	79.54	67.18	73.17	62.39	34.59	49.46	21.46	6.56	14.41
16.	Soro NAC	86.73	72.32	79.05	73.52	45.94	60.12	28.23	21.69	24.65
	Total	89.14	79.84	84.23	72.52	46.26	60.49	37.08	16.82	27.87
	Grand Total	**81.75**	**59.57**	**70.94**	**64.92**	**32.66**	**49.78**	**34.59**	**10.09**	**23.26**

→ The Male Literacy rate is highest i.e., 88.78 in Bahanaga Block and lowest i.e., 65.28 in Nilgiri Block.

→ Female Literacy rate is highest i.e.. 65.55 in Bahanaga Block and lowest in i.e., 41.73 in Nilgiri Block.

→ Male Literacy rate of SC Community is highest i.e., 72.18 in Bahanaga Block and lowest i.e., 55.50 in Balasore Sadar Block.

→ Female Literacy rate of SC Community is highest i.e., 37.01 in Bahanaga Block and lowest i.e.. 27.74 in Balasore Sadar Block.

→ The Male Literacy rate of ST Community is highest i.e., 44.58 in Baliapal Block and Lowest i.e.. 21.79 in Remuna Block.

→ The Female Literacy rate of ST Community is highest i.e.. 13.09 in Nilgiri Block and Lowest i.e.. 3 82 in Soro Block.
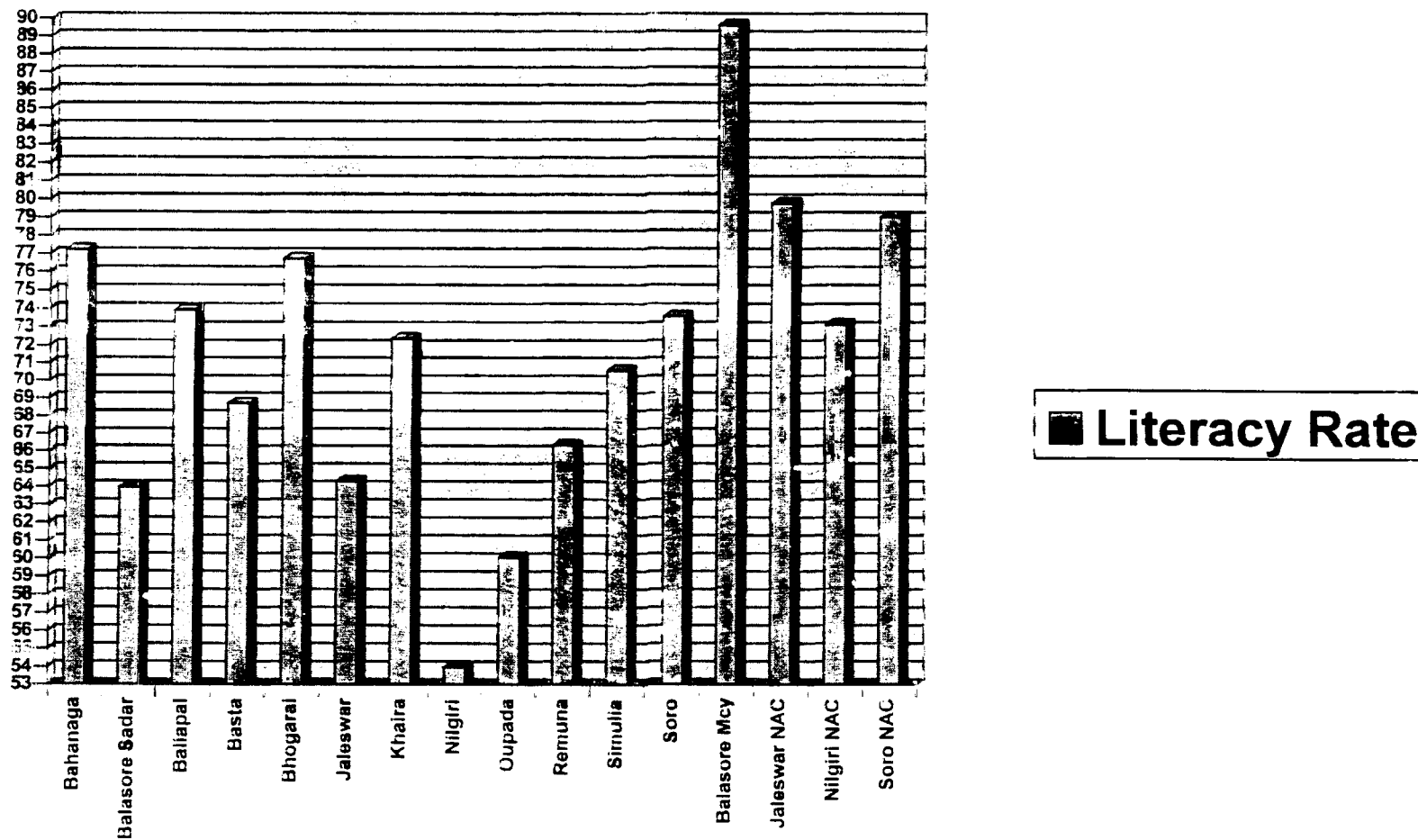
■ Literacy Rate

In rural areas the literacy rate is highest in Bahanaga Block i.e., 77.22 and Lowest in Nilgiri Block i.e., 53.98.

In Urban areas the Literacy rate is highest in Balasore Municipality i.e., 89.64 and Lowest in Nilgiri NAC i.e., 73.17

INTER BLOCK DISPARITIES :

Balasore District consists of 12 Blocks, Balasore being the Head quarters of the district. Northern six blocks like Balasore Sadar, Remuna, Basta, Baliapal, Jaleswar and Bhogarai are well developed than southern six blocks like Nilgiri, Oupada, Bahanaga, Soro, Simulia and Khaira

Bhograi Block, the thickly populated and biggest block has its own peculiarity. More than 50% of its population reside on sandy areas with sand hills and rest on muddy with flood devastated areas. The population of Simulia Block is lowest and the population of Bhogarai Block is highest. The Block wise details on population has been shown in the Table – 1.4

The socio economic status of Northern Balasore blocks are comparatively better than southern blocks.

The impact of missionaries like Christians have spread their arms in the areas like Hatigarh under Jaleswar Block and Balasore Municipality

In the field of agriculture, sadar Balasore, Basta, Baliapal, Jaleswar are highly productive for betel, cocoanut, paddy and fishery

Nilgiri, Oupada and Khaira Blocks being the tribal and hilly area and Simulia the highly flood affected area their production is not adequate which brings the hindrance in socioeconomic status of the people The percent of literacy in Bhogarai block is highest and Nilgiri is lowest

FAMILIES UNDER BPL :

The district has 289 GPs and 3669 habitations with 340367 house holds in Rural areas and %of BPL families inRural areas is highest in Khaira Block and lowest in Bahanaga Block.

In Urban areas %of BPL families is highest in Nilgiri NAC and lowest in Soro NAC. The Details of BPL Families are shown Table 1.4

CONSTRAINTS :

The major constraints for development of the district are -

1. Poverty of people.

2. Lack of awareness among people.

3. Lack of proper Communication facility to extreme rural areas

4. Inadequate investment in the field of education , agriculture, Health, irrigation communication and afforestation etc.

5. Language stands as barrier in tribal area like Nilgiri/Oupada Block.

TABLE – 1.4

Block wise Grampanchayats, Revenue Villages, Hamlets and BPL Families of Balasore District

Sl. No.	Name of Block / ULB	No. of G.P.s			No. of Habitations			No. of House Holds	No. of Families under BPL	% of BPL
		Existing	Newly	Total	Revnue Village	Hamlets	Total			
1.	Bahanaga	17	4	21	163	91	254	22,196	9,454	42.59 %
2.	Balasore Sadar	24	3	27	256	54	310	37,150	20,290	59 %
3.	Baliapal	26	01	27	290	42	323	31,958	18,921	59 %
4.	Basta	18	04	22	352	38	390	30,650	19,614	64 %
5.	Bhogarai	31	01	32	320	34	364	41,827	21,184	50.64 %
6.	Jaleswar	27	--	27	306	36	342	32,356	25,112	77.6 %
7.	Khaira	22	08	30	347	35	382	23,095	20,962	90 %
8.	Nilgiri	25	--	25	240	29	269	28,697	22,262	78 %
9.	Oupada	11	--	11	155	47	202	19,977	11,779	55.9%
10.	Remuna	26	02	28	290	28	368	33,722	23,402	70 %
11.	Simulia	15	02	17	152	81	233	18,957	14,285	78 %
12.	Soro	18	04	22	166	67	233	19,782	16,444	83 %
	Total	260	29	289	3037	632	3679	3,40,367	2,23,109	65.54 %
13.	Balasore Municipality	--	--	--	--	--	--	16,230	9,738	60.00 %
14.	Jaleswar NAC	--	--	--	--	--	--	4,136	2,526	61 %
15.	Nilgiri NAC	--	--	--	--	--	--	3,443	2,488	72 %
16.	Soro NAC	--	--	--	--	--	--	3,713	1,860	50.9 %
	Total	--	--	--	--	--	--	27,552	16,572	60.14 %
	Grand Total	260	29	289	3037	632	3679	3,67,919	2,39,681	65.14 %

The percentage of BPL families in Rural areas is Highest i.e., 90% in Khaira Block and Lowest i.e., 42.59% in Bhanaga Block.
In Urban areas the percentage of BPL families is Highest i.e., 72% in Nilgiri NAC and Lowest i.e., 50.9% in Soro NAC.

CHAPTER - II

DISTRICT
EDUCATIONAL PROFILE

CHAPTER – II

2.1 District Educational Profile

Education and society are two sides of a coin. The relationship of the two is so closed and deep that the existence of one can not be felt without the other. With the advancement of time the Education of the district has been developed to a mark. A number of factors are influencing in the field of education like poor socio-economic status of the district. ·

Long years ago primary education to the students was imparted under the tree or in the veranda of headman (Mukhia) of the village. They were known as "CHATASALAS". "ABADHAN" the master of chatasala was all in all and administering in the field of education. Guardians were sharing the remuneration of ABADHAN.

Before the advent of Britishers, primary education was not well organised. Balasore came under the control of Britishers in 1803 to 1836, there were skirmishes between the people of Balasore and British administration. After 1836 vernacular schools were established at Soro, Anantpur, Balasore, Jaleswar and Balikhand under Simulia Block. Those schools were under the control of Deputy Inspector of schools. Time passed on, some vernacular schools were upgraded to Middle English School. For development of Secondary Education, Balasore Zilla School was established and in 19th century, number of High Schools were increased.

After Independence during 1955 to 1960 special finance allocation for primary school gave birth to present set up of primary schools. Till 1961 the Primary Education of the district was under the control of District Board and from 20.01.1961 till date. The District Inspector of Schools became the sole authority of Primary Education Primary and U.P. Schools were established by the wealthy and worthy persons of the locality and by the by Govt. took interest and steps for development of the locality.

For education of out of school children and adults Total Literacy Champaign (TLC) has been lunched from 1990 under Vyasakabi Saksharata Samiti, Balasore. It brought a spectacular achievement in literacy of the district. After completion of TLC, Post Literacy Program (PLP) has been lunched and continuing through out the district since April 2001.

Other schemes like Operation of Black Board (OBB), Special Orientation for Primary Teachers (SOPT) have been conducted in the district for pedagogical development of primary education.

In the field of Secondary Education, a number of High Schools both (boys and girls) have been established in the district. In case of Higher Education large number of colleges (men and women) as well as coeducation colleges have been established. Law colleges, Engineering Schools & Colleges and Vocational Colleges, ITIs are functioning in this district. Fakir Mohan University is established in the district in the year 1998

The detailed programme of the District, the habitation, the school, the teachers, the students and the subsequent development of education in the shore of time have been reflected in the table given below

The District has 1560 Govt. Primary schools 57 Private managed Primary schools 761 Govt UP schools 342 private managed UP schools in the Elementary Wing. In Secondary Wing 256 Govt. High schools 253 Unaided Unrecognised in private sector. 42 colleges 7 Sanskrit colleges 1 law college 5 Teachers Training Institute (TTI) and 3 Technical Institute, 1 Agriculture Research Centre and 1 University are reflected in the table 2.1.

2.2   Access

92.98% of the Child population in the age group 6 to 11 in the District possess access to primary schooling facility within a walking distance of 3 KM. About 83.03% of Child population of age group (11 14) have an Upper primary school or Upper Primary section in High Schools within a distance of 4 KM.

Child Population of the District below 14 Years

a)   General Category

Child Population of age group 0 3 years is highest i.e., 12,998 in Bhogarai Block and lowest i e., 2,804 in Nilagiri Block.

In the age group 3 5 Years and 6-11 Years and 11-14 Years the child population in Bhogarai Block is highest and in Nilagiri Block is the Lowest. Shown in the Table 2.2 (A)

TABLE – 2.1
EDUCATIONAL INSTITUTION OF BALASORE DISTRICT
ELEMENTARY WINGS   PROFORMA 2.1

Sl. No.	Name of Block / Municipality / NAC	Pre – Primary School				Govt Pry. Schools				Private managed Pry Schools						Govt. U.P. (M.E.) School					Private Managed U.P. (M.E) School				
		No. of A.W.(	Pre Pry.s	N.C.I.P	I.E.D	Govt Pry. School	Urdu Pry S.	TRW (Sevasram)	Total	Saraswati Shishu Mandir	Integral School	Public School	Other type of Schools (Balasram / Convent etc)	Total	G. Total Pry. School	U.G.M E School	Govt. U.P (M.E.) School	T.O.U.P (M.E.) School	Ashram U.P. (M.E.) School	Total	Aided U.P (M.E.) School	Recognised & Unaided U.P (M.E) School		Total	G. Total U.P. (M.E.) School
1.	Bananaga	104	1	1		105	--	1	106	01	--		01	2	108	17	--	34	4	55	5	10 + 17	-	32	87
2.	Balasore Sadar	227	--	4		149	--	5	154	--	1		--	1	155	15	--	47	--	62	15	8+3	-	26	88
3	Baliapal	147	1	1		117	2	1	120	--	1		2	3	123	16	--	47	--	63	15	12+28	-	55	118
4.	Basta	162	2	2		138	3	1	142	--	2		5	7	149	16	1	44	--	61	9	14+10	-	33	94
5.	Bhograi	225	--	3		203	2	6	211	1	--		--	1	212	21	1	70	--	92	15	17+7	-	39	131
6.	Jaleswar	149	--	4		130	1	6	137	--	--		2	2	139	18	2	51	--	71	11	7+5	-	23	94
7.	Khaira	134	--	3		120	--	1	121	2	1	2	--	5	126	16		58	--	75	8	6+3	-	17	92
8.	Nilagiri	151	2	2		91	--	6	97	1	--		1	2	99	15	3	21	--	39	6	3+3	-	12	51
9.	Oupada	120	3	3		80	--	2	82	1	2		3	6	88	10	3	22	--	35	2	2+5	-	9	44
10	Remuna	115	2	6		125	--	2	127	1	1		--	3	130	16	--	37	--	53	7	6+5	-	18	71
11	Simula	--	--	3		82	1	--	83	--	2		4	6	89	13	--	35	--	48	4	5-5	-	14	62
12.	Soro	101	1	2		91		3	094	2	3		--	5	99	17	--	52	--	69	8	10+5	-	23	92
	Total	1635	12	34		1431	9	34	1474	9	13	2	19	43	1517	190	11	518	4	723	105	100+96	-	301	1024
1	Balasore (Municipality)	--	6	3		40	--	--	40	4	1	1	--	6	46	8	--	11	--	19	2	16	-	18	37
2	Jaleswar NAC	--	2	1		9	1	--	10	--	--	--	4	4	14	3	1	4	--	8	--	8	-	8	16
3.	Nilagiri NAC	--	1	1		14	--	--	14	1	1	1	--	3	17	--	--	2	--	2	3	6	-	9	11
4.	Sora NAC	--	1	1		22	--	--	22	1	--		1	23	3	--	6	--	9	--	6	-	6	15	
	Total	--	10	6		85	01	00	86	6	2	2	4	14	100	14	1	23	--	38	5	36	-	41	79
	G.Total	1635	22	40		1516	10	34	1560	15	15	4	23	57	1617	204	12	541	4	761	110	232	-	342	1103

Source = DI of schools, Balasore, Soro, Basta, Jaleswar, Nilgiri   DWC, Dist Labour & Employment

→ Balasore district has a large no. of Edn. Instns., In Rural areas there are 1474 Pry Schools (Govt.) 43 Private Managed Pry. School & 723 U.P (Govt.), 301 Private Managed UP schools

In Urban area it has 86 Govt. Primary 14 Private Managed & 38 Govt. U.P (ME) schools and 41 Private Managed U.P (ME) Schools.

TABLE – 2.1 (A)
EDUCATIONAL INSTITUTIONS OF BALASORE DISTRICT AT A GLANCE
(SECONDARY AND COLLEGE)

Sl. No.	Name of block Municipality & NAC	No. of Sanskrit Tol	Govt. HS	T.O. Govt	Central Govt.	H.T.W	Aided	Unaided Recog.	Unrecogn	English (Convent)	Total	Gen. Govt	Gen. Private	Gen. Total	Sans. Govt	Sans. Private	Sans. Total	Law College (Private)	DIET CTE	DIET STS	Technical Institute	Agriculture Research Centre	University
1.	Bahanaga	3	—	19	—	—	4	11	3	—	37	—	3	3	—	—	—	—	—	—	—	—	—
2.	Balasore Sadar	—	3	20	—	—	5	14	3	—	45	—	3	3	—	—	—	—	—	—	—	—	—
3.	Baliapal	2	1	21	—	—	4	15	9	—	50	—	3	3	—	2	2	—	—	1	—	1	—
4.	Basta	2	1	19	—	—	4	10	2	—	36	—	3	3	—	1	1	—	—	—	—	—	—
5.	Bhogarai	3	3	28	—	—	8	6	4	—	49	—	4	4	—	2	2	—	—	—	—	—	—
6.	Jaleswar	3	1	24	—	1	19	10	5	—	60	—	2	2	—	—	—	—	—	—	—	—	—
7.	Khaira	1	2	28	—	—	7	11	3	—	51	—	2	2	—	—	—	—	—	1	—	—	—
8.	Nilagiri	2	—	12	—	2	9	8	4	—	35	—	4	4	—	—	—	—	—	—	—	—	—
9.	Oupada	3	—	10	—	—	—	6	1	—	17	—	2	2	—	—	—	—	—	—	—	—	—
10.	Remuna	1	1	16	—	—	4	14	2	—	37	—	1	1	—	—	—	—	1	—	1	—	1
11.	Simulia	2	—	11	—	—	4	7	2	—	24	—	3	3	—	—	—	—	—	—	—	—	—
12.	Soro	2	—	13	—	—	4	12	4	—	33	—	3	3	—	1	1	—	—	1	—	—	—
	Total	24	12	221		3	72	124	42		474		33	33		6	6		1	3	1	1	1
1.	Balasore Municipality	1	2	8	1	—	4	2	2	1	20	2	2	4	—	1	1	1	—	1	2	—	—
2.	Jaleswar NAC	—	1	2	—	—	—	0	1	—	4		2	2	—		—	—	—	—	—	—	—
3.	Nilagiri NAC	—	2	—	—	0	1	—	—	—	3		2	2	—		—	—	—	—	—	—	—
4.	Soro NAC	—	1	3	—	—	1	2	1	—	8		1	1	—		—	—	—	—	—	—	—
	Total	1	6	13	1	—	6	4	4	1	35	2	7	9		1	1	1	0	1	2	—	—
	G. Total	25	18	234	1	3	78	128	46	1	509	2	40	42		7	7	1	1	4	3	1	1

Source = Inspector of Schools Balasore .   Balasore Dist. has 12 Govt. HS 221 T.O. H.S. 3 TRW. HS 33 Private Colleges 6 Sanskrit Colleges Tis Trg College 4. Law College – , KV – 1, University – , whose Block wise distribution has been shown in Table 2.1(B)

GRAPHICAL EXPRESSION OF PRIMARY AND UPPER PRIMARY SCHOOLS OF BALASORE DISTRICT

No of Schools (y-axis: 0, 50, 100, 150, 200, 250)

Blocks (x-axis): Bahanaga, Balasore Sadar, Baliapala, Basta, Bhograi, Jaeswar, Khaira, Nilagiri, Oupada, Remuna, Simulia, Soro, Balasore Muncy, Jaleswar NAC, Nilagiri NAC, Soro NAC

☐ Primary School ▦ Upper Primary Schools
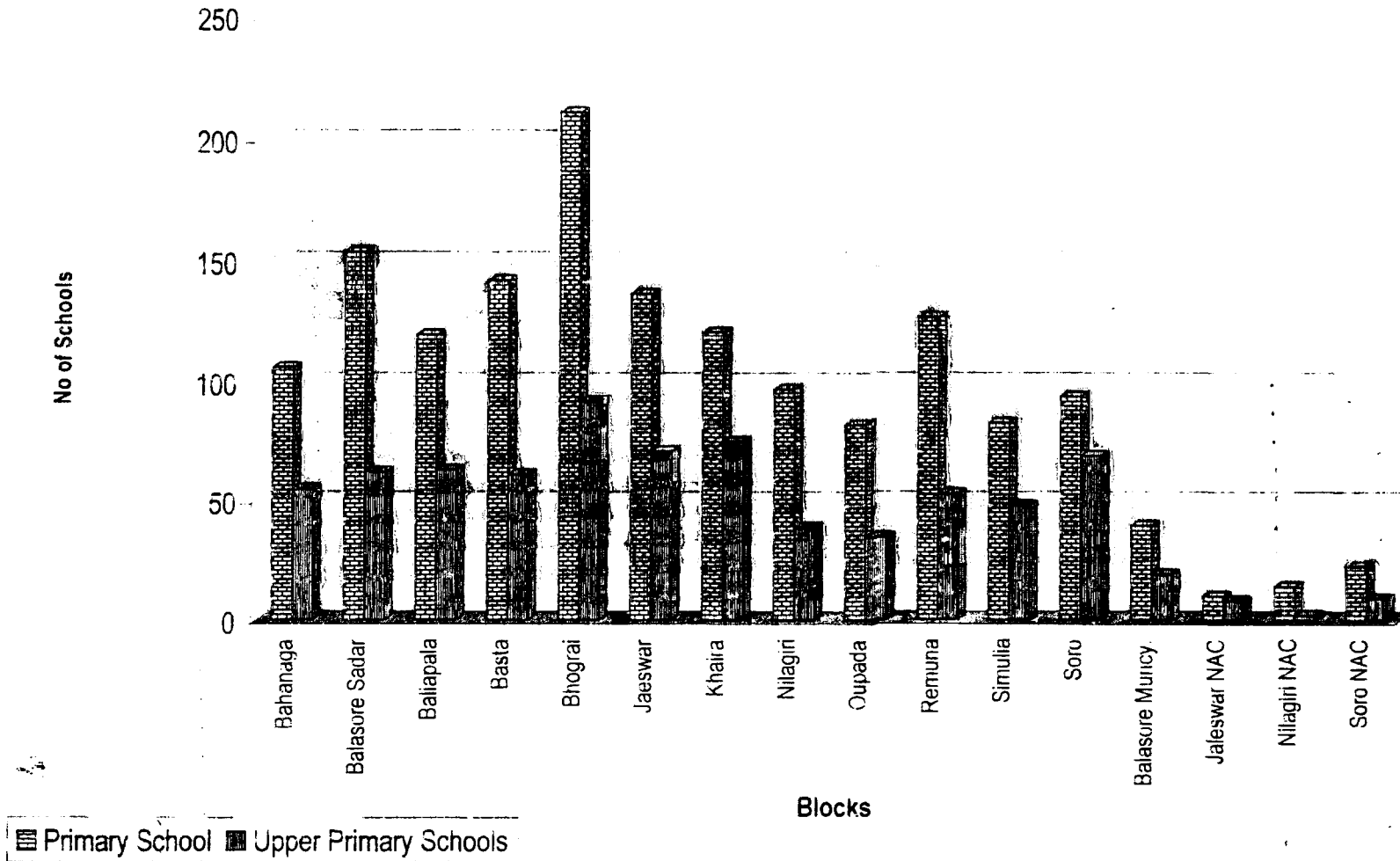
Bhograi is the Highest and Oupada is the lowest Block both in Primary and Upper Primary Schools.

b) SC category

In SC category the child population of age group 0-3 Years and 3-5 Years is highest in Baliapal Block and lowest in Oupada Block.

The child population of age group 6-11 and 11-14 is highest in Balasore Sadar and lowest in Nilagiri Block is shown in the Table 2.2 (B)

c) ST Category

The Child Population of ST Group in the Dist. of age group 0-3 Year is 16,788, 3-5 Years is 14,528 and 6-11 Years of age is 29693 and 11-14 Years is 16,472. The details of which is reflected in Table 2.2 (c).

d) Disabled Category

The total child population of the disables of age group 0-3 is 1874, 3-5 is 2106, 6-11 Years is 2434, and 11-14 Years is 2025. The Block wise and Sex wise Distribution of Disables has been reflected in the Table 2.2 (D).

2.3 Enrolment

Child Population of the District between age group 6-14 is 4,25,144 and among them 79,266 are out of school by 2001. The target is that the overall literacy in the Dist. must be 90% and there will be no child labour by 2005. 88,659 children of age group 3-5 have been enrolled in the AW Centres, 2,27,249 of age group 6-11 in Primary schools 1,18,529 of age group 11-14 years in Upper primary Schools. The Block wise details is shown in Table 2.3. The Enrolment of General, SC & ST category is given separately.

a) General category

In the District 14,808 Boys 12,625 Girls of General category have been enrolled in different types of schools. The details has been given in Table 2.3 A).

b) SC Category

Out of total child population of SC Group children 40176 Boys and 37,194 Girls have been enrolled in different schools The Table 2.3 (B) Reflects the Details

TABLE – 2.2 (A)   District - Balasore

Database for Sarva Shiksha Abhiyan

Child Population in the age group below 14 years.   Category : General

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.	Bahanaga	2845	2642	5487	2275	2153	4434	5679	5424	11105	3123	3009	6132
2.	Balasore (Sadar)	5290	5043	10333	4423	4261	8684	9342	8365	17707	5177	4629	9806
3.	Baliapal	3527	3532	7059	3206	3163	6369	9220	8540	17760	5052	4738	9790
4.	Basta	4798	4602	9400	4777	4655	9432	8236	7647	15883	4551	4219	8770
5.	Bhogarai	6559	6439	12998	7458	7418	14876	15554	14540	30094	8621	7997	16618
6.	Jaleswar	3736	3608	7344	3593	3474	7067	8306	7751	16057	4588	4279	8867
7.	Khaira	3965	3580	7548	3045	2885	5930	7733	7618	15351	4252	4235	8487
8.	Nilagiri	1484	1320	2804	1358	851	2209	2738	2520	5258	1513	1390	2903
9.	Oupada	1670	1523	3193	1430	1395	2825	3087	3105	6192	1697	1722	3419
10.	Remuna	3436	3329	6765	2891	2935	5826	6879	6251	3130	3841	3408	7249
11.	Simulia	3834	3680	7514	3486	3329	6815	5133	5007	10140	2824	2775	5599
12.	Soro	2943	2892	5835	2357	2342	4699	6119	5946	12065	3365	3296	6661
	Total	44090	42190	86280	40299	38867	79166	88026	82716	170742	48634	45697	94331
1.	Balasore Municipality	2782	2415	5197	1852	1620	3472	6174	5719	11893	3599	3368	6967
2.	Jaleswar NAC	511	493	1004	342	340	682	961	961	1922	566	560	1126
3.	Nilagiri NAC	95	85	180	62	59	121	565	572	1137	337	329	666
4.	Soro NAC	627	571	1198	420	371	791	1319	1378	2697	781	799	1580
	Urban Total	4015	3564	7579	2676	2390	5066	9019	8630	7649	5283	5056	10343
	(District) G. Total	48,105	45,754	93,859	42,975	41,257	84,232	97,045	91,346	188,391	53,917	50,753	1,04,670

Database for Sarva Shiksha Abhiyan

Child Population in the age group below 14 years   Category : 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.	Bahanaga	1260	1143	2403	1019	925	1944	2681	2565	5246	1480	1417	2897
2.	Balasore (Sadar)	2043	1928	3971	1227	1158	2385	3733	3526	7259	2067	1952	4019
3	Baliapal	2337	2234	4571	2130	2098	4128	2440	2352	4792	1349	1300	2649
4	Basta	1157	1102	2289	1159	1108	2267	2007	1991	3998	1108	1100	2208
5.	Bhogarai	1127	1045	2172	1249	1234	2483	2918	2760	5678	1611	1524	3135
6.	Jaleswar	1059	1010	2089	1019	922	1991	1978	1893	3871	1092	1045	2137
7.	Khaira	991	997	1988	778	784	1562	2597	2611	5208	1435	1444	2879
8.	Nilagiri	385	355	740	352	324	676	898	831	1729	496	459	955
9	Oupada	386	348	734	341	307	648	965	984	1949	533	543	1076
10.	Remuna	1475	1291	2766	1270	1112	2382	3221	3070	6291	1778	1695	3473
11.	Simulia	872	817	1689	791	741	1532	1701	1670	3371	939	922	1861
12.	Soro	1101	1057	2158	966	779	1745	1813	1814	3627	1001	1002	2003
	Total	14,193	13,327	27,520	12,301	11,542	23,843	26,952	26,067	53,019	14,889	14,403	29,292
1.	Balasore Municipality	261	235	496	174	157	331	663	585	1248	388	343	731
2.	Jaleswar NAC	76	75	151	52	51	103	102	98	200	60	57	117
3.	Nilagiri NAC	80	74	154	54	49	103	162	148	310	95	86	181
4.	Soro NAC	130	119	249	85	79	164	232	222	454	136	130	266
	Urban Total	547	503	1050	365	336	701	1159	1053	2212	675	616	1295
	(District) G. Total	14,740	13,830	28,570	12,666	11,878	24,544	28,111	27,120	55,231	15,568	15,019	30,587

Source – SSA survey

TABLE – 2.2 (C)   District - Balasore

Database for Sarva Shiksha Abhiyan

Child Population in the age group below 14 years.   Category : 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.	Bahanaga	88	92	180	71	80	151	179	180	359	99	99	198
2.	Balasore (Sadar)	935	891	1826	562	534	1096	1713	1627	3340	949	900	1849
3.	Baliapal	814	476	1290	635	530	1165	609	564	1173	336	312	648
4.	Basta	787	756	1543	790	759	1549	1151	1075	2226	635	594	1229
5.	Bhogarai	173	164	337	198	184	382	442	432	874	244	238	482
6.	Jaieswar	993	958	1951	955	923	1878	2205	2139	4344	1217	1181	2398
7	Khaira	269	196	465	212	154	366	596	605	1201	330	334	664
8.	Nilagiri	2124	2077	4201	1941	1900	3841	4188	4097	8285	2313	2262	4575
9.	Oupada	433	378	811	382	334	716	839	860	1699	463	475	938
10.	Remuna	887	769	1656	764	662	1426	1347	1324	2671	744	732	1476
11.	Simulia	97	91	188	88	82	170	305	302	607	168	167	335
12.	Soro	825	659	1484	664	530	1194	410	397	807	227	219	446
	Total	8425	7507	15932	7262	6692	13,954	13,984	13,602	27,586	7725	7513	15,238
1.	Balasore Municipality	211	191	402	141	127	268	720	651	1371	421	382	803
2.	Jaleswar NAC	110	92	202	70	68	138	139	131	270	81	77	158
3.	Nilagiri NAC	74	69	143	49	47	96	192	185	377	113	108	221
4.	Soro NAC	57	52	109	37	35	72	42	47	89	25	27	52
	Urban Total	452	404	856	297	277	574	1093	1014	2107	640	594	1234
	(District) G. Total	8877	7911	16,788	7559	6969	14,528	15,077	14,616	29,693	8365	8107	16.472

Source – SSA survey

TABLE – 2.2 (D)   District - Balasore

Database for Sarva Shiksha Abhiyan

Child Population in the age group below 14 years.   Category : Disabled

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.	Bahanaga	97	84	181	115	125	240	153	159	312	166	142	308
2.	Balasore (Sadar)	184	196	380	276	239	515	376	377	753	132	111	243
3.	Baliapal	82	79	161	85	88	173	97	86	183	69	65	134
4.	Basta	31	27	58	32	25	57	34	23	57	63	63	126
5.	Bhogarai	92	59	151	97	62	159	102	68	170	59	53	112
6.	Jaleswar	21	27	48	22	20	42	20	15	35	48	48	96
7.	Khaira	35	20	55	32	21	53	34	22	56	64	62	126
8.	Nilagiri	42	27	69	45	20	65	47	15	62	56	53	109
9.	Oupada	40	30	70	44	31	75	46	28	74	68	55	123
10.	Remuna	45	49	94	49	52	101	52	53	105	71	55	126
11.	Simulia	31	27	58	35	21	56	33	16	49	47	42	89
12.	Soro	110	95	205	112	97	209	118	95	213	72	76	148
	Total	**810**	**720**	**1530**	**944**	**801**	**1745**	**1112**	**957**	**2069**	**915**	**825**	**1740**
1.	Balasore Municipality	97	80	177	110	82	192	112	84	196	79	72	151
2.	Jaleswar NAC	25	20	45	21	25	46	22	21	43	17	27	44
3.	Nilagiri NAC	20	22	42	15	22	37	14	23	37	20	11	31
4.	Soro NAC	40	40	80	41	45	86	42	47	89	30	29	59
	Urban Total	**182**	**162**	**344**	**187**	**174**	**361**	**190**	**175**	**365**	**146**	**139**	**285**
	(District) G. Total	992	882	1874	1131	975	2106	1302	1132	2434	1061	964	2025

Source – SSA survey

TABLE 2.3

Enrolment in Aws, Primary Schools, Upper Primary Schools and above for children below 14 yrs.

Sl. No.	Name of the Block	3-5 Years			6-11 Years						11-14 Years					
		AWS	Others	Total	Boys		Girls		Total		Boys		Girls		Total	
					Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry
1.	Bahanagar	5121	128	5249	7392	--	6643	--	14035	--	939	3695	939	3311	1878	7006
2.	Balasore Sadar	8683	--	8683	13269	--	11210	--	24479	--	1249	6835	1257	5837	2506	12672
3.	Baliapal	9783	--	9783	10856	--	9347	--	20203	--	1260	5784	1240	4881	2500	10665
4.	Basta	11,363	--	11,363	9246	--	8932	--	18178	--	1700	5335	800	4830	2500	10165
5.	Bhograi	8387	115	8502	16552	--	15473	--	32025	--	1630	8972	1451	7655	3081	16627
6.	Jaleswar	7849	--	7849	10690	--	9182	--	19872	--	1180	5693	1520	4885	2700	10578
7.	Khaira	5995	170	6165	8873	--	8742	--	17615	--	1278	4625	1208	4250	2486	8875
8.	Nilagiri	5086	110	5196	6662	--	5618	--	12280	--	658	3283	1344	2644	2002	5927
9.	Oupada	3422	115	3537	3752	--	3671	--	7423	--	536	2027	464	2076	1000	4103
10.	Remuna	8696	107	8803	9375	--	7873	--	17248	--	1037	4863	1161	4212	2190	9075
11.	Simulia	7535	—	7535	5923	--	5584	--	11507	--	937	3002	553	2552	1490	5554
12.	Soro	5151	245	5396	6767	--	6854	--	13621	--	920	3957	990	2968	1910	6925
	Total	87,071	990	88,061	1,09,357	--	99129	--	208486	—	13324	58,071	12,927	50101	26243	1,08,172
1.	Balasore Municy		410	410	6851	--	5930	--	12781	--	112	3595	111	3267	223	6862
2.	Jaleswar NAC	--		--	903	--	887	--	1790	--	12	561	--	546	12	1107
3.	Nilagiri NAC	--	85	85	783	--	722	--	1505	--	92	438	115	416	207	854
4.	Soro NAC	--	103	103	1409	--	1278	--	2687	--	63	781	139	753	202	1534
	Total (Urban)	—	598	598	9946	--	8817	--	18763	--	279	5375	365	4982	644	10357
	Dist Total	87,071	1588	88,659	1,19,303	--	1,07,946	--	2,27,249	--	13,603	63,446	13,292	55,083	26,887	1,18,529

Enrolment in the District - BALASORE

Category: General

Table-2.3A

Class	Govt.Schools			Govt. Residential Schools			Private Schools			Total		
	B	G	T	B	G	T	B	G	T	B	G	T
Class-1	19001	17318	36319	-	-	-	466	438	904	19467	17756	37223
Class-II	18751	17045	35796	-	-	-	429	359	788	19180	17404	36584
Class-III	18360	16858	35218	-	-	-	425	352	777	18785	17210	35995
Class-IV	17483	15766	33249	-	-	-	406	359	765	17889	16175	34014
Class-V	16068	14879	30947	-	-	-	397	351	748	16465	15230	31695
Class-VI	15328	13577	28905	-	-	-	1253	1219	2472	16581	14796	31377
Class-VII	13703	12069	25772	-	-	-	1229	1202	2431	14932	13271	28203
Class-VIII	13560	11456	25016	-	-	-	1248	1169	2417	14808	12625	27433
Total	132254	118968	35222	-	-	-	5853	5449	11302	138107	124417	262524

Source : District of Inspector of Schools, Balasore-1. Soro, Nilgiri, Jaleswar and Basta.

Enrolment in the District - BALASORE

Category: ~~General~~ S.C

Table-2.3(B)

Class	Govt.Schools			Govt. Residential Schools			Private Schools			Total		
	B	G	T	B	G	T	B	G	T	B	G	T
Class-1	5525977	5038	10563	2	-	2	136	128	264	5663	5166	10829
Class-II	5452	4957	10409	3	2	5	124	104	228	5579	5063	10642
Class-III	5337	4902	10239	4	2	6	123	103	226	5464	5007	10471
Class-IV	5083	4582	9665	3	4	7	118	105	223	5204	4691	9895
Class-V	4670	4326	8996	4	3	7	116	102	218	4790	4431	9221
Class-VI	4453	3944	8397	5	5	10	365	355	720	4823	4304	9127
Class-VII	3981	3506	7487	5	5	10	358	349	707	4344	3860	8204
Class-VIII	3941	3329	7270	4	4	8	363	340	703	4308	3673	7981
Total	38442	34584	73026	30	25	55	1703	1586	3289	40176	36194	76370

Source : District of Inspector of Schools, Balasore-1. Soro, Nilgiri, Jaleswar and Basta.

Enrolment in the District - BALASORE

Category: General S.T

Table 2.3(c)

Class	Govt.Schools			Govt. Residential Schools			Private Schools			Total		
	B	G	T	B	G	T	B	G	T	B	G	T
Class-1	2977	2713	5690	08	07	15	73	70	143	3058	2790	5848
Class-II	2937	2672	5609	09	06	15	67	54	121	3013	2733	5748
Class-III	2876	2644	5520	08	05	13	67	52	119	2951	2704	5655
Class-IV	2735	2469	5204	12	08	20	64	56	120	2811	2533	5344
Class-V	2514	2331	4845	11	07	18	62	55	117	2587	2393	4980
Class-VI	2395	2123	4518	13	10	23	197	191	388	2605	2324	4929
Class-VII	2140	1886	4026	13	10	23	193	189	382	2346	2085	4431
Class-VIII	2114	1787	3901	16	13	29	196	184	380	2326	1984	4310
Total	20688	18625	39313	90	66	156	919	851	1770	21697	19548	41245

Source : District of Inspector of Schools, Balasore-1. Soro, Nilgiri, Jaleswar and Basta.

c) ST Category

19,548 Girls and 21,697 Boys of ST Category have been enrolled in schools. Table 2.3 (C) Reflects the Details.

2.4   Out of School Children

A number of Children , who are not getting schooling facilities, or not enrolled in schools of General, SC & ST categories are reflected in the Table 2.4 (A), 2.4 (B) and 2.4 (C).

2.5   The Projection of Child population upto 2010

As the population of the district is growing day to day the approximate child population from 2001-2010 is projected in the Table 2.5(A), 2.5(B) and 2.5(C) which reflects the detailed picture of General, SC & ST Child population.

2.6 A) Teachers Profile

The central goal of our education policy is to enable all children to complete primary education of good quality. So to supply side intervention like providing primary school in unserved habitation and appointment of teachers is to be given due importance. The position & distribution of teachers in block is given below to Focus on teaching community.

4939 primary school teachers and 2327 Upper Primary school teachers and 668 High School Teachers are now working in the District. The details are shown in table 2.6 (A), .

B)   Pupil Teacher Ratio

As the total enrolment of students in Primary school is 2,48,807 and the Teachers in position is 5010, the PTR is 1:49 for excess enrolled children 1294 additional teachers are required for the purpose. The details is given in Table 2.6 (B). In Upper Primary school, the PTR is 1:38. Keeping in view, minimum 2 teaches for UP schools 271 additional teachers are required. It shown in Table 2.6 (C

TABLE – 2.4 (A)
Distribution of Out of School Children

Child Population in the age group below 14 years.

Sl. No.	Name of the Block	No. of out of School Children 6-11 Years			No. of out of School Children 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	769	1027	1796	672	811	1483
2.	Balasore (Sadar)	737	1119	1856	658	796	1454
3.	Baliapal	1046	1562	2608	727	1088	1815
4.	Basta	1548	1283	2831	690	780	1470
5.	Bhograi	1911	1829	3740	1217	1703	2920
6.	Jaleswar	1177	1702	2879	788	1060	1848
7.	Khaira	1451	1479	2930	984	1317	2301
8.	Nilagiri	383	602	985	343	483	826
9.	Oupada	732	821	1553	428	438	866
10.	Remuna	1229	1644	2873	889	962	1851
11.	Simulia	874	999	1873	655	943	1598
12.	Soro	1155	955	2110	466	1135	1601
	Total (Rural)	13012	15022	28034	8517	11516	20033
1.	Balasore Municipality	584	849	1433	673	684	1357
2.	Jaleswar NAC	237	239	476	116	116	232
3.	Nilagiri NAC	84	113	197	66	66	132
4.	Soro NAC	150	300	450	130	165	295
	Total (Urban)	1055	1501	2556	985	1031	2016
	Total (District)	14067	16523	30590	9502	12547	22049

TABLE – 2.4 (B)   District - Balasore

Distribution of Out of School Children

Child Population in the age group below 14 years.   Category : SC

Sl. No.	Name of the Block	No. of out of School Children 6-11 Years			No. of out of School Children 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	355	474	829	312	376	688
2.	Balasore (Sadar)	403	613	1016	361	437	798
3.	Baliapal	296	441	737	206	307	513
4.	Basta	382	317	699	171	193	364
5.	Bhograi	392	374	766	250	349	599
6.	Jaleswar	298	430	728	199	268	467
7.	Khaira	487	496	983	330	442	772
8.	Nilagiri	131	207	338	117	166	283
9.	Oupada	209	235	444	122	125	247
10.	Remuna	592	792	1384	429	464	893
11.	Simulia	288	329	617	216	310	526
12.	Soro	342	283	625	138	337	475
	Total (Rural)	**4175**	**4991**	**9166**	**2851**	**3774**	**6625**
1.	Balasore Municipality	72	104	176	83	84	167
2.	Jaieswar NAC	29	30	59	14	15	29
3.	Nilagiri NAC	24	32	56	19	19	38
4	Soro NAC	29	59	88	26	32	58
	Total (Urban)	**154**	**225**	**379**	**142**	**150**	**292**
	Total (District)	**4329**	**5216**	**9545**	**2993**	**3924**	**6917**

TABLE – 2.4 (C)
Distribution of Out of School Children

Child Population in the age group below 14 years.

Sl. No.	Name of the Block	No. of out of School Children 6-11 Years			No. of out of School Children 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1.	Bananaga	23	27	50	23	27	50
2.	Balasore (Sadar)	379	576	955	339	411	750
3.	Baliapal	71	106	177	50	74	124
4.	Basta	218	181	399	98	110	208
5.	Bhograi	59	56	115	37	52	89
6.	Jaleswar	324	469	793	217	292	509
7.	Khaira	115	117	232	78	104	182
8.	Nilagiri	648	1021	1669	579	818	1397
9.	Oupada	198	222	420	116	119	235
10.	Remuna	251	336	587	182	197	379
11.	Simulia	54	62	116	41	59	100
12.	Soro	78	65	143	32	77	109
	Total (Rural)	2418	3238	5656	1792	2340	4132
1.	Balasore Municipality	50	72	122	57	58	115
2.	Jaleswar NAC	33	34	67	16	17	33
3.	Nilagiri NAC	28	38	66	22	22	44
4.	Soro NAC	05	10	15	05	06	11
	Total (Urban)	116	154	270	100	103	203
	Total (District)	2534	3392	5926	1892	2443	4335

TABLE – 2.4 (D)   District - Balasore

Distribution of Out of School Children

Child Population in the age group below 14 years.   **Category : Disabled**

Sl. No.	Name of the Block	No. of out of School Children 6-11 Years			No. of out of School Children 11-14 Years		
		Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	46	48	94	52	48	100
2.	Balasore (Sadar)	113	117	230	41	35	76
3.	Ballapal	29	25	54	21	20	41
4.	Basta	10	12	22	18	20	38
5.	Bhograi	31	22	53	18	16	34
6.	Jaleswar	08	05	13	15	17	32
7.	Khaira	10	06	16	22	25	47
8.	Nilagiri	15	05	20	17	14	31
9.	Oupada	14	06	20	22	20	42
10.	Remuna	17	19	36	23	18	41
11.	Simulia	11	05	16	18	14	32
12.	Soro	35	32	67	26	28	54
	Total (Rural)	**339**	**302**	**641**	**293**	**275**	**568**
1.	Balasore Municipality	34	27	61	26	25	51
2.	Jaleswar NAC	08	07	15	06	12	18
3.	Nilagiri NAC	05	04	09	07	05	12
4.	Soro NAC	12	15	27	11	12	23
	Total (Urban)	**59**	**53**	**112**	**50**	**54**	**104**
	Total (District)	**398**	**355**	**753**	**343**	**329**	**672**

TABLE - 2.5A

District – Balasore

Year	Projection of Children till 2010 :- General											
	0 - 3 Years			3 - 5 Years			6 – 11 Years			11 – 14 Years		
	B	G	T	B	G	T	B	G	T	B	G	T
2001-2002	48,105	45,754	93,859	42,975	41,257	84,232	97,045	91,346	1,88,391	53,917	50,753	1,04,670
2002-2003	48,912	46,468	95,380	43,696	41,901	85,597	98673	92770	191443	54821	51545	1,06,366
2003-2004	49,732	47,193	96,925	44,429	42,554	86,983	1,00,328	94,216	1,94,544	55,741	52,348	1,08,089
2004-2005	50,566	47,929	98,495	45,174	43,218	88,392	1,02,011	95,685	1,97,696	56,676	53,164	1,09,840
2005-2006	51,414	48,676	1,00,090	45,932	43,892	89,824	1,03,723	97,175	2,00,898	57,627	53,992	1,11,619
2006-2007	52,276	49,436	1,01,712	46,703	44,576	91,279	1,05,463	98,690	2,04,153	58,594	54,833	1,13,427
2007-2008	53,153	50,207	1,03,360	47,486	45,272	92,758	1,07,232	1,00,228	2,07,360	59,577	55,688	1,15,265
2008-2009	54045	50989	1,05,034	48,283	45,978	94,261	1,09,031	1,01,790	2,10,821	60,576	56,547	1,17,132
2009-2010	54,951	51,785	1,06,736	49,093	46,695	95,788	1,10,860	1,03,376	2,14,236	61,593	57,437	1,19,030

TABLE. 2.5 B

District – Balasore

| Year | Projection of Children till 2010 :- SC | | | | | | | | | | | |
| | 0 - 3 Years | | | 3 - 5 Years | | | 6 – 11 Years | | | 11 – 14 Years | | |
	B	G	T	B	G	T	B	G	T	B	G	T
2001-2002	14740	13830	28570	12666	11878	24544	28111	27120	55231	15568	15019	30587
2002-2003	15167	14231	29398	13033	12223	25256	28926	27907	56833	16019	15455	31474
2003-2004	15607	14644	30251	13411	12577	25988	29764	28717	58481	16483	15904	32387
2004-2005	16059	15069	31128	13799	12943	26742	30627	28663	60177	16961	16365	33326
2005-2006	16525	15506	32031	14199	13318	27517	31514	30408	61922	17453	16439	34292
2006-2007	17004	15956	32960	14611	13704	28315	32428	31290	63718	17959	17328	35287
2007-2008	17496	16420	33916	15034	14103	29137	33368	32197	65565	18479	17831	36310
2008-2009	18003	16896	34899	15470	14511	29981	34335	33132	67467	19015	18348	37363
2009-2010	18525	17386	35911	15919	14932	30851	35330	34093	69423	19566	18881	38447

TABLE 2.5C

District – Balasore

Year	Projection of Children till 2010 :- ST											
	0 - 3 Years			3 - 5 Years			6 – 11 Years			11 – 14 Years		
	B	G	T	B	G	T	B	G	T	B	G	T
2001-2002	8877	7911	16788	7559	6969	14528	15077	14616	693	8365	8107	16472
2002-2003	9076	8088	17164	7728	7125	14853	15415	14943	30358	8553	8288	16841
2003-2004	9280	8269	17549	7902	7284	15186	15761	15277	31038	8745	8473	17218
2004-2005	9488	8454	17942	8079	7447	15526	16115	15618	31733	8941	8663	17604
2005-2006	9701	8643	18344	8261	7573	15834	16476	15968	32444	9141	8857	17998
2006-2007	9919	8835	18754	8446	7784	16230	16846	16325	33171	9346	9055	18401
2007-2008	10142	9032	19174	8635	7958	16593	17224	16690	33914	9556	9258	18814
2008-2009	10369	9235	19604	8829	8136	16965	17610	16064	34674	9771	9464	19235
2009-2010	10602	9441	20043	9027	8318	17345	18005	17445	35450	9990	9676	19666

Table – 2.6A

No. of Schools and Teachers in each block   Dist. Balasore

Sl. No.	Name of the Block	S & M Dept. Schools Pry.	Uprv	HS	S & M Dept. Teachers Pry	Uprv	HS	IRW Dept. Schools Pry	Upry	HS	IRW Dept. TVs Pry	Upry	HS	Other Govt. Dept. Schools Pry	Upry	HS	Other Govt. Dept. Teachers Pry	Upry	HS	Private Schools Pry	Upry	HS	Private Teachers Pry	Upry	HS	Total
1.	Bananaga	105	60	23	373	153	46	01	04	--	02	08	--	--	--	--				02	27	14	04	54	28	
2.	Balasore	149	77	28	439	255	56	05	--	--	11	--	--	--	--	--				01	11	17	02	22	34	
3.	Bahapai	119	78	26	409	156	52	01	--	--	02	--	--	--	--	--				03	40	24	06	80	48	
4.	Basta	141	70	24	446	266	48	01	--	--	02	--	--	--	--	--				07	24	12	14	48	24	
5.	Bhograi	205	107	39	535	242	78	06	--	--	13	--	--	--	--	--				01	24	10	03	48	20	
6.	Jaleswar	131	82	45	362	173	90	06	--	01	13	--	02	--	--	--				02	12	15	03	24	30	
7.	Khaira	120	83	37	351	234	74	01	--	--	02	--	--	--	--	--				05	09	14	15	18	28	
8.	Nilagiri	91	45	23	284	159	46	06	--	02	12	--	04	--	--	--				02	06	12	04	12	24	
9.	Oupada	80	37	10	203	79	20	02	--	--	04	--	--	--	--	--				06	07	07	18	14	14	
10.	Remuna	125	60	21	562	118	42	02	--	--	04	--	--	--	--	--				03	11	16	12	22	32	
11.	Simulia	85	52	15	277	120	30	--	--	--	--	--	--	--	--	--				06	10	09	18	20	18	
12.	Soro	91	77	17	338	258	34	03	--	--	06	--	--	--	--	--				05	15	16	15	30	32	
	Total (Rural)	1440	828	308	4579	2213	616	34	4	3	71	8	6							43	196	166	114	392	332	
13.	Balasore Municipality	40	21	15	195	64	30	--	--	--	--	--	--			01			02	06	16	04	12	32	08	
14.	Jaleswar NAC	10	08	03	46	23	06	--	--	--	--	--	--	--	--	--			--	04	08	01	06	16	02	
15.	Nilagiri NAC	14	05	03	37	9	06	--	--	--	--	--	--	--	--	--			--	03	06	--	06	12	--	
16.	Soro NAC	22	09	05	82	28	10	--	--	--	--	--	--	--	--	--			--	01	06	03	02	12	06	
	Total (Urban)	86	43	25	360	125	52	--	--	--	--	--	--	--	--	01			02	14	36	08	26	72	16	
	Dist Total	1526	871	334	4939	2337	668	34	4	3	71	8	6	0	0	1	0	0	2	57	232	174	140	464	348	

Pupil Teacher Ratio (PTR) in Primary Schools and School having Primary Section
Balasore – District (From Class I to V)

Table NO. 2.6.B

SLNo.	Name of Block / Municipality	Total Enrolment from Class I to V	Total Teacher in Position including SSS	No. of students per teachers (PTR)	No. teachers required as per PTR	Additional Teacher Required
1.	Bananaga	15725	375	1:42	393	18
2.	Balasore Sadar	26895	450	1.59	672	222
3.	Baliapal	22425	411	1:54	560	119
4	Basta	19972	448	1:44	499	51
5	Bhograi	35010	548	1:59	875	327
6.	Jaleswar	22372	375	1:59	559	184
7.	Khaira	19612	353	1:55	490	137
8.	Nilgiri	14092	296	1:47	352	56
9.	Oupada	7831	207	1:39	205	-
10.	Remuna	19167	566	1:34	479	-
11.	Simulia	12422	277	1:44	310	33
12.	Soro	15051	344	1:43	376	32
	Rural Total	**230574**	**4650**	**1:49**	**5770**	**1179**
13.	Balasore Municipality	12422	195	1:62	310	115
14.	Jaleswar NAC	1520	46	1:33	38	-
15.	Nilgiri NAC	1480	37	1:40	37	-
16	Soro NAC	2811	82	1:34	69	-
	Total	**18233**	**360**	**1:50**	**454**	**115**
	Grand Total	**248807**	**5010**	**1:49**	**6024**	**1294**

Source : District Inspector of Schools Balasore – 1, Soro, Nilgiri, Jaleswar and Basta.

Pupil Teacher Ratio (PTR) in Upper Primary Schools
Balasore – District (From Class VI to VIII)

Sl.No.	Name of Block / Municipality	Total Enrolment from Class I to V	Total Teacher in Position including SSS	No. of students per teachers (PTR)	No. teachers required as per PTR	Additional Teacher Required
1.	Bahanaga	6211	199	1:32	155	-
2.	Balasore Sadar	12840	311	1:40	321	10
3.	Baliapal	9735	208	1:46	243	35
4.	Basta	10455	314	1:33	249	-
5.	Bhograi	16760	320	1:52	419	99
6.	Jaleswar	10371	262	1:39	259	-
7.	Khaira	9341	308	1:31	233	-
8.	Nilgiri	6411	205	1:31	164	-
9.	Oupada	4220	99	1:42	105	6
10.	Remuna	8692	160	1:54	217	57
11.	Simulia	5450	150	1:36	136	-
12.	Soro	7242	292	1:25	181	-
	Rural Total	**107728**	**2828**	**1:38**	**2682**	**207**
13.	Balasore Municipality	6245	93	1:62	156	63
14.	Jaleswar NAC	1031	29	1:36	20	-
15.	Nilgiri NAC	650	15	1:43	16	1
16.	Soro NAC	1343	38	1:35	33	1
Total		**9269**	**175**	**1:52**	**225**	**-**
Grand Total		**116997**	**3003**	**1:38**	**2907**	**271**

Source : District Inspector of Schools Balasore – 1, Soro, Nilgiri, Jaleswar and Basta.

2.7 Facilities available

The school is kept safely by its boundary walls. Drinking water, toilet, Science Kit, sports materials and furnitures are necessary for children, the details of which is reflected in Table 2.7 '' ,

2.8 Gross Enrolment Ratio and Net Enrolment Ratio (GER & NER)

The GER & NER are calculated taking into account of all the children 6-11 and 11-14 of age group. The details of which is funished in the Table 2.8 (A) and 2.8 (B).

GER and NER is calculated as per following princilple.

$$GER = \frac{\text{Total enrolment from class I - V (all ages)}}{\text{Total No. of Children of age group 5-11}}$$

$$NER = \frac{\text{Total enrolment of class I - V (5-11 years)}}{\text{Total No. of Children of age group 5-11}}$$

From the Table it is observed that there is a wide gap between the GER & NER in Nilagiri Block which shows that the block is very low in NER.

2.9 Drop out and Never enrolled children

Out of total child population 16761 drop out and 39,300 never enrolled children of age group 6-11 and 9519 drop out 23,782 never enrolled children of age group 11-14 has been reflected in table 2.9 (A) and 2.9 (B)

2.10 Unserved habitations

Due to various constraints like river, railway, Highway and lack of communication 2452 habitations are covered with Primary school out of 3798 habitations. 1346 habitations are without schooling facilities. The details has been reflected in Table 2.10

2.11 Projection of NER

With a target to give schooling facilities to the children of 6-14 Years of age within 2000 a projection of 100% enrolment has been shown in Table 2.11.

Facilities Available in the Primary, UP Schools / UGUP and High Schools
Balasore - District

Sl.	Name of the Block / Municipality / NAC	Name of Schools Pry/UP/UG UP/SS	Book Bank	Boundary Wall	Electricity	Toilet for Students	Water Facility	Black Board	Wall Clock	Science Kit	Sports Materials	Furniture
1.	Bahanaga	166	156	3	22	186	139	664	101	108	105	4146
2.	Balasore Sadar	231	181	15	41	15	53	924	131	168	161	512
3.	Baliapai	198	148	17	38	79	145	792	118	127	121	1616
4.	Basta	212	152	10	49	55	138	848	141	151	138	2724
5.	Bhograi	318	242	19	51	105	159	1742	198	161	152	2713
6.	Jaleswar	213	171	21	38	68	203	892	152	118	111	4877
7.	Khaira	204	204	-	36	20	60	816	161	151	141	2180
8.	Nilgiri	142	52	2	31	18	27	568	113	101	92	1002
9.	Oupada	119	41	5	21	6	28	476	99	78	71	1340
10.	Remuna	187	168	6	19	5	71	748	162	121	108	7850
11.	Simulia	135	135	7	11	5	80	540	105	99	89	667
12.	Soro	171	152	-	13	35	133	684	116	101	82	1369
Rural Total		**2296**	**1802**	**105**	**370**	**1002**	**1107**	**9694**	**1597**	**1484**	**1371**	**31046**
13.	Balasore Municipality	61	42	9	31	9	42	244	60	38	31	135
14.	Jaleswar NAC	17	9	3	9	10	24	60	14	9	7	738
15.	Nilgiri NAC	19	11	2	12	2	5	76	19	11	8	118
16.	Soro NAC	31	18	4	18	4	27	124	29	19	12	1671
Total		**128**	**80**	**18**	**70**	**53**	**98**	**504**	**122**	**77**	**58**	**2662**
Grand Total		**2424**	**1882**	**123**	**440**	**1055**	**1205**	**10198**	**1719**	**1561**	**1429**	**33708**

Source : District Inspector of Schools Balasore – 1, Soro, Nilgiri, Jaleswar and Basta.

Gross Enrolment Ratio and Net Enrolment Ratio within age group of 6 – 11 years

Table – 2.8 A

Sl. No.	Block Name / Municipality / NAC	Child Population			Enrolment of all ages From Class-VI to Class –VIII			Enrolment of age group (11-14)			GER			NER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	8539	8171	16710	8331	7582	15913	7392	6643	14035	97.56	92.79	95.23	86.57	81.30	83.98
2.	Balasore Sadar	14788	13518	28306	14518	12467	26985	73269	11210	24479	98.17	92.23	95.33	89.73	82.93	86.48
3.	Baliapal	12269	11456	23725	12116	10587	22703	10856	9347	20203	98.75	92.41	95.69	88.48	81.59	85.15
4.	Basta	11394	10713	22107	10946	9732	20678	9246	8931	18178	96.07	90.84	93.53	81.15	83.38	82.23
5.	Bhograi	18914	17732	36646	18182	16924	35106	16552	15473	32025	96.13	95.44	95.80	87.51	87.26	81.39
6.	Jaleswar	12489	11783	24272	11870	10702	22572	10690	9982	19872	95104	90.83	93.00	85.59	77.92	81.87
7.	Khaira	10926	10834	21760	101051	9950	20101	8873	8742	17615	92.90	91.84	92.38	81.21	80.69	80.95
8.	Nilgiri	7824	7448	15272	7320	6962	14282	6662	5618	12280	93.56	93.47	93.52	85.15	75.43	80.41
9.	Oupada	4891	4949	9840	4288	4135	8423	3752	3671	7423	87.67	83.55	85.60	76.71	74.18	75.44
10.	Remuna	11447	10645	22092	10412	9034	19443	9375	7873	17248	90.96	84.87	88.02	81.90	73.96	78.07
11.	Simulia	7139	6974	14118	6860	6137	12997	5923	5584	11507	96.09	88.00	92.06	82.97	80.07	81.51
12.	Soro	8342	8157	16499	7687	7844	15531	6767	6854	13621	92.15	96.16	94.13	81.12	84.02	82.56
	Rural Total	128962	122385	251347	122681	112056	234737	109357	99129	208486	95.13	91.56	93.39	84.00	81.00	82.95
13	Balasore Municipality	7557	6955	14512	6963	6041	13004	6851	5930	12781	92.14	86.85	89.61	90.65	85.26	88.07
14.	Jaleswar NAC	1202	1190	2392	915	887	1802	903	887	1790	76.12	74.54	75.33	75.12	74.54	74.83
15	Nilgiri NAC	919	905	1824	875	837	1712	783	722	1505	95.21	92.49	93.86	85.20	79.78	82.51
16.	Soro NAC	1593	1647	3240	1472	1417	2889	1409	1278	2687	92.40	86.03	89.17	88.45	77.60	82.93
	Total	11271	10677	21968	10225	9182	19407	9946	8817	18763	90.72	86.00	88.34	88.24	82.58	85.41
	District Total	140233	133062	273315	132906	121238	254144	119303	107946	227249	95.78	91.11	92.99	85.07	81.12	83.15

Gross Enrolment Ratio and Net Enrolment Ratio within age group of 11 – 14 years

Table – 2.83

Sl. No.	Block Name / Municipality / NAC	Child Population			Enrolment of all ages From Class-VI to Class –VIII			Enrolment of age group (11-14)			GER			NER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	4702	4525	9227	3894	3466	7360	3695	3311	7006	82.81	76.60	79.77	78.58	73.17	75.93
2.	Balasore Sadar	8193	7481	15674	6914	6115	13029	6835	5837	12672	84.39	81.74	83.12	83.42	78.02	80.84
3.	Baliapal	6767	6350	13117	6219	5320	11539	5784	4881	10665	91.90	83.78	87.97	85.43	76.87	81.31
4.	Basta	6294	5913	12207	6058	4981	11039	5335	4830	10165	96.25	84.24	90.43	85.17	81.68	83.27
5.	Bhograi	10476	9759	20235	9619	8529	18148	8972	7655	16627	9682	87.40	86.72	85.64	78.44	82.17
6.	Jaleswar	6897	6505	13402	5841	5051	10892	5693	4885	10578	8469	77.65	81.27	82.54	75.10	78.92
7.	Khaira	6017	6013	12030	5041	4690	9731	4625	4250	8875	83.78	78.00	80.89	76.86	70.68	73.77
8.	Nilgiri	4322	4111	8433	3651	3033	6684	3283	2644	5927	84.47	73.78	79.26	75.96	64.32	70.28
9.	Oupada	2693	2740	5433	2211	2286	4497	2027	2076	4103	82.10	83.43	82.77	75.27	75.76	75.52
10.	Remuna	6363	5835	12198	4910	4282	9192	4863	4212	9075	77.16	73.38	75.38	77.43	72.19	74.40
11.	Simulia	3931	3864	7795	3128	2698	5826	3002	2552	5554	79.57	69.82	74.74	76.37	66.05	71.25
12.	Soro	4593	4517	9110	4058	3379	7437	3957	2968	6925	88.35	74.81	81.63	86.15	65.71	76.02
	Rural Total	**71248**	**67613**	**138861**	**61544**	**53830**	**115374**	**58071**	**50101**	**108172**	**86.37**	**79.6**	**83.08**	**94.35**	**93.07**	**93.75**
13.	Balasore Municipality	4408	4093	8501	3673	3304	6977	3595	3267	6862	83.33	80.72	82.07	81.52	79.81	80.72
14.	Jaleswar NAC	707	694	1401	589	564	1153	561	546	1107	83.31	83.67	82.30	79.35	81.01	79.01
15	Nilgiri NAC	545	523	1068	457	439	897	438	416	854	83.85	83.93	83.90	80.37	79.54	79.96
16.	Soro NAC	942	956	1898	810	785	1595	781	753	1534	85.98	82.11	84.04	82.91	78.76	80.82
	Total	**6602**	**6266**	**12868**	**5529**	**5092**	**10621**	**5375**	**4982**	**10357**	**83.74**	**81.26**	**82.53**	**97.21**	**97.83**	**97.32**
	District Total	77850	73879	151729	67073	58922	125995	63446	55083	118529	86.15	79.15	83.03	94.59	93.48	94.07

Source : SSA Survey 2001 and District Inspector of Schools, Balasore – 1, Soro, Nilgiri, Basta, Jaleswar.

Child Population, Enrolment Position, Age Group (6 – 11) for the year – 2001 2002

Table – 2.9A

Sl. No.	Name of the Block / NACs / Municipality	Total Children in age Group (6 –11)			Total Children enrolled in the age group (6 – 11)			Out of Schools (Drop Out)			Students never enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bahanaga	8539	8171	16710	7392	6643	14035	185	216	401	962	1312	2274
2.	Balasore Sadar	14788	13518	28306	13269	11210	24479	214	245	459	1305	2063	3368
3.	Baliapal	12269	11456	23725	10856	9347	20203	241	287	528	1172	1822	2994
4.	Basta	11394	10713	22107	9246	8932	18178	257	293	550	1891	1488	3379
5.	Bhograi	18914	17732	36646	16552	15473	32025	267	387	654	2095	1872	3967
6.	Jaleswar	12489	11783	24272	10690	9182	19872	331	351	682	1468	2250	3718
7	Khaira	10926	10834	21760	8873	8742	17615	333	382	715	1720	1710	3430
8.	Nilgiri	7824	7448	15272	6662	5618	12280	253	289	542	909	1541	2450
9.	Oupada	4891	4949	9840	3752	3671	7423	192	225	417	947	1053	2000
10.	Remuna	11447	10645	22092	9375	7873	17248	325	395	720	1747	2377	4124
11.	Simulia	7139	6974	14113	5923	5584	11507	132	185	317	1084	1205	2289
12.	Soro	8342	8157	16499	6767	6854	13621	190	225	415	1385	1078	2463
	Rural Total	128962	122380	251342	109357	99129	208486	2920	3480	6400	16685	19771	36456
13.	Balasore Municipality	7557	6955	14512	6851	5930	12781	78	97	175	628	928	1556
14	Jaleswar NAC	1202	1190	2392	903	887	1790	26	46	72	273	257	530
15	Nilgiri NAC	919	905	1824	783	722	1505	20	25	45	116	158	274
16.	Soro NAC	1593	1647	3240	1409	1278	2687	24	45	69	160	324	484
	Urban Total	11271	10697	21968	9946	8817	18763	148	213	361	1177	1667	2844
	District Total	140233	133077	273310	119303	107946	227249	3068	3693	6761	17862	21438	39300

Child Population, Enrolment Position, Age Group (11 – 14) for the year – 2001 2002

Table – 2.9B

Sl. No.	Name of the Block / NACs / Municipality	Total Children in age Group (6 –11)			Total Children enrolled in the age group (6 – 11)			Out of Schools (Drop Out)			Students never enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Bahanaga	4702	4525	9227	3695	3311	7006	261	294	555	746	920	1666
2.	Balasore Sadar	8193	7481	15674	6835	5837	12672	442	520	962	916	1124	2040
3.	Bahapai	6767	6350	13117	5784	4881	10665	390	430	820	593	1039	1632
4.	Basta	6294	5913	12207	5335	4830	10165	405	456	861	554	627	1181
5.	Bhograi	10476	9759	20235	8972	7655	16627	397	810	1207	1107	1294	2401
6.	Jaleswar	6897	6505	13402	5693	4885	10578	335	385	720	869	1235	2104
7.	Khaira	6017	6013	12030	4625	4250	8875	291	404	695	1101	1459	2560
8.	Nilgiri	4322	4111	8433	3283	2644	5927	305	332	637	734	1135	1869
9.	Oupada	2693	2740	5433	2027	2076	4103	209	227	436	457	455	912
10.	Remuna	6363	5835	12198	4863	4212	9075	547	529	1076	953	1094	2047
11.	Simulia	3931	3864	7795	3002	2552	5554	206	239	445	706	1073	1779
12.	Soro	4593	4517	9110	3957	2968	6925	196	217	413	440	1332	1772
	Rural Total	**71248**	**67613**	**138861**	**61544**	**53830**	**115374**	**3984**	**4843**	**8827**	**9176**	**12787**	**21963**
13.	Balasore Municipality	4408	4093	8501	3595	3267	6862	198	204	402	615	622	1237
14.	Jaleswar NAC	707	694	1401	561	546	1107	41	47	87	105	102	207
15.	Nilgiri NAC	545	523	1068	438	416	854	43	45	88	64	62	126
16.	Soro NAC	942	956	1898	781	753	1534	54	61	115	107	142	249
	Urban Total	**6602**	**6266**	**12868**	**5529**	**5092**	**10621**	**336**	**356**	**692**	**891**	**928**	**1819**
	District Total	**77850**	**73879**	**151729**	**69073**	**58922**	**125995**	**4320**	**5199**	**9519**	**10067**	**13715**	**23782**

Source : SSA Survey 2001

Table - 2.10

Information on Schools with Habitation and Unserved Habitation
Dist - Balasore

Sl.No.	Name of Blocks NAC /Municipality	No. of Revenue Villages	Total No. of habitations	No. of habitations having more than 300 population	No. of Schools	No. of Habitation covered	GAR%	No. Un-served habitation		
								More than 300 Population	Less than 200 Population	Total
1.	Bahanaga	163	254	115	126	160	49.69	15	79	94
2.	Balasore Sadar	256	310	157	173	207	56.0	22	81	103
3.	Baliapal	290	332	128	139	211	42.30	35	86	121
4.	Basta	352	390	198	165	249	42.30	45	96	141
5.	Bhograi	320	364	235	236	250	67.00	54	60	114
6.	Jaleswar	306	342	140	153	223	45.00	34	85	119
7.	Khaira	347	382	156	143	247	37.47	22	113	135
8.	Nilgiri	240	269	122	116	175	43.12	28	66	94
9.	Oupada	155	202	113	92	122	45.54	22	58	80
10.	Remuna	290	368	151	147	235	40.00	41	92	133
11.	Simulia	152	233	130	97	152	41.00	14	67	81
12.	Soro	166	233	124	113	131	48.49	26	76	102
Rural Total		3037	3679	1769	1700	2362	46.35	358	959	1317
13	Balasore Municipality	28	55	07	48	12	87.36	08	05	13
14.	Jaleswar NAC	16	19	03	16	13	84.21	03	03	06
15.	Nilgiri NAC	14	16	02	14	12	87.50	02	02	04
16.	Soro NAC	26	29	03	26	23	89.65	2	04	06
Urban Total		84	119	15	104	90	86.61	15	14	29
District Total		3121	3798	1784	1804	2452	66.48	373	973	1346

Source . DPO, Balasore and DIS of Balasore 1, Basta, Soro, Nilgiri and Jaleswar.

Table - 2.10 A

| | No. of Freshers and Repeaters in the Primary Schools of Balasore District | | | | | | | | | | | |
| Name of the Block | Class – I | | Class – II | | Class – III | | Class – IV | | Class – V | | Total | |
	Fresh	Repeaters	Fresh	Repeaters	Fresh	Repeaters	Fresh	Repeaters	Fresh	Repeaters	Fresh	Repeaters
Bahanaga	3017	120	3267	105	3243	101	3154	88	2747	72	15628	486
Balasore Sadar	5213	152	5326	141	5635	145	5273	118	4894	88	26341	644
Baliapal	4089	125	4607	130	4657	125	4631	115	4139	85	22123	580
Basta	3695	95	4113	105	4946	111	4185	98	3248	82	20187	491
Bhograi	8864	185	7262	182	6492	179	6042	162	5596	141	34256	849
Jaleswar	4710	141	4622	135	4314	132	4234	122	4062	101	21942	631
Khaira	4176	106	4099	98	3928	92	3766	79	3694	62	19663	437
Nilgiri	2914	127	2871	107	2755	102	2343	91	2593	79	13476	506
Oupada	1716	81	1693	65	1622	62	1552	58	1532	42	8115	308
Remuna	4002	125	3918	103	3792	99	3624	72	3652	58	18989	457
Simulia	2687	85	2632	83	2521	79	2418	65	2375	52	12633	364
Soro	3219	92	3151	91	3018	88	2891	79	2841	61	15120	411
Rural Total	**48303**	**1434**	**47561**	**1345**	**46923**	**1315**	**44413**	**1147**	**41372**	**923**	**22870**	**6164**
Balasore Muncy	2739	53	2681	48	2559	42	2437	37	2380	28	12796	208
Jaleswar NAC	376	11	367	10	353	09	335	07	339	05	1770	42
Nilagiri NAC	350	15	346	12	332	10	319	08	315	05	1662	50
Soro NAC	597	22	585	19	561	17	539	11	332	06	2614	75
Urban Total	**4062**	**101**	**3979**	**89**	**3805**	**78**	**3630**	**63**	**3556**	**44**	**18842**	**375**
District Total	**52365**	**1535**	**51540**	**1434**	**50728**	**1393**	**48043**	**1210**	**44929**	**967**	**247605**	**6539**

Source : District Inspector of Schools, Balasore 1, Soro, Nilagiri, Jaleswar & Basta.

Projection of NER in the age Group of 6 –14 Years
Table 2.11

Total No. of Blocks : 12

Year	Coverage 80% or Less		80% – 85%		85% –90%		90% – 95%		95% – 100%		100%	
	Block	Muncy/ NAC	Block	Muncy/ NAC	Block	Muncy/ NAC	Block	Muncy/ NAC	Block	Muncy/ NAC	Block	Muncy/ NAC
2002-2003	2	1	8	2	2	1	0	0	0	0	0	0
2003-2004	0	-	8	2	3	1	1	1	0	0	0	0
2004-2005	0	0	7	2	4	1	1	1	0	0	0	0
2005-2006	0	0	5	1	5	1	2	2	1	0	0	0
2006-2007	0	0	3	1	5	1	2	1	2	1	0	0
2007-2008	0	0	1	-	4	2	3	1	4	1	0	0
2008-2009	0	0	0	-	2	-	2	1	8	3	0	0
2009-2010	0	0	0	0	0	0	1	-	1	-	10	4

2.12 Existing scheme for improvement of Elementary education in the District

a) **Free distribution of Text Books :**

Govt. of Orissa Provide free textbooks to SC, ST and Girl students from Class I – VII. It is an incentive to promote enrolment retention of the children in the school. *Table - 2.12*

b). **Mid Day Meal Scheme**

MDM programme is being launched by the Govt. of Orissa throughout the State. In Tribal Blocks cooked rice is given to the students of Class I – V, while in rest of the Blocks dry rice is distributed among the said age group students. The quantum of rice is 3Kg per month per child subject to minimum of 80% attendance.

c). **Early Childhood care & Education**

Anganwadi centre are running throughout the state under the ICDS by women and child welfare department. The centres cater to the needs of 3-5 Years childrenalong with health need & prepare them for the primary schooling.

d) **Operation Black Board Scheme.**

Operation Black Board scheme is a centrally sponsored scheme taken up in the district since 1990 which acts as a major support for improvement of schools.

The following components are covered under the scheme :

1. Construction of School Building / Classroom.
2. Provision of teachers to primary schools.
3. Provision of teaching learning materials to all primary schools.
4. Provision to supply furniture's, games, sports and other equipments.

Table

Classwise projected enrolment position of Govt. Pry., U.P. School for SC, ST & Girls
(Beneficiaries of Free Text books up to Class VII)

Table 2·12

Year	Class – I SC ST Gen. Girls	Class – II SC ST Gen. Girls	Class – III SC ST Gen. Girls	Class – IV SC ST Gen. Girls	Class – V SC ST Gen. Girls	Class – VI SC ST Gen. Girls	Class – VII SC ST Gen Girls	Class - VIII SC ST Gen. Girls	Total
2001-2002	33588	33,082	32,636	30,662	28,745	26,526	23,615	22,664	**2,31,518**
2002-2003	34226	33710	33256	31244	29291	27030	24064	23095	**2,35,916**
2003-2004	34876	34351	33888	31838	29847	27543	24521	23533	**2,40,397**
2004-2005	35539	35004	34532	32443	30415	28067	24987	23980	**2,44,967**
2005-2006	36214	35669	35188	33059	30993	28600	25461	24436	**2,49,620**
2006-2007	36902	36346	35856	33688	31582	29143	25945	24900	**2,54,362**
2007-2008	37603	37037	36538	34328	32181	29697	26438	25374	**2,59,196**
2008-2009	38318	37741	37232	34980	32793	30261	26941	25856	**2,64,122**
2009-2010	39046	38458	37939	35645	33416	30836	27452	26347	**2,69,139**

CHAPTER - III

PLANNING PROCESS

CHAPTER - III

PLANNING PROCESS :

Planning is indispensable in all spheres of life. Any exercise without proper planning is like a ship without radder. It is a systematic and continuous process through which the objectives are achieved, Though planning process, needs are identified and necessary strategies are suggested for achieving the goals within the resources available. A better plan brings a better result. As the aims of "CARVA SIKSHYA ABHIYAN " is to achieve specific goal in respect of both qualitative and quantitative development of elementary education in the District, the planning should be made accordingly. It should be area specific, need based and realistic For achieving the goal a decentralised mode of planning should be done allowing the people to participate from grass root level Hence necessary steps have been taken while planning for implementation of SSA in Balasore District. As regards involvement of villagers, PRI members, school teachers, NGO, Block level as well as district level functionaries both from Govt. and private sectors associated with education process like community awareness, organisation of meetings discussions, work shop and microplanning has been taken up.

The perspective plan for the district has been done as per following steps

Formation of District. Advisory Board :

At the District Level an Advisory Board has been constituted under the chairmanship of the collector and District Megistrate of Balasore The other members of District Advisory board are as follows

1	Inspector of Schools, Balasore Circle, Balasore	Member
2	Principal of DIFT Remuna, Balasore	Do-

3.	CDMO Balasore	-do-
4.	DSWO, Balasore	-do-
5.	DWO, Balasore	Member
6.	P.D. DRDA , Balasore	- do -
7.	P.D. NCLP, Balasore	- do -
8.	D.D.O., Balasore	- do -
9.	D.I s of Schools,Balasore –1, Basta, Soro, Nilgiri and Jaleswar	- do -
10	Executive Engineer RWSS	Member
11	District. Inspector of Schools,	-do-
12	District. Project Co-ordinator DEEP, Balasore	Member Convenor
13.	Project Director NGO	-do-
14	Project Director , IED	-do-

This body is formed to aid and advise to support and suggest the Dist. Core Planning team at the lime of planning implementation and monitoring. The body also will sit once in 3 months to provide convergence and help removing the bottle necks in connection of information.

Dist. Planning Core team :

In order to develop the Dist Elementary Education Plan (DEEP) as per the procedure laid down in the SSA frame work. A core planning team has been constituted with the following members

1	Kartikeswar Lenka	- D.I.(s) Soro
2.	Aditya Prasad Ghose	- DIET, Remuna
3.	Aswini Kr. Pattanayak	- Teacher STS Tudigadia
4	Prafulla Kr. Giri	- Head Master, Odangi Amara UP

5.	Benudhar Mandal	-Head Master, Madhupura, UG, UP
6.	Manmath Kr Panda	-Head Master Baitpur, UG, UP
7.	Purnachandra Das Mohapatra	-Head Master, Mukundapur UG, UP
8.	Banshidhar Sahoo	- S I.(s) Bhogarai
9.	Gajendra Pr. Nayak	-Head Master Saud, UG, UP
10.	Kartik Ch. Das	- Head Master Sajanpur UG, UP
11	Gayadhar Mahallik	- Head Master Dhobasila UG, UP
12	Sitikantha Panda	S I.(s) Simulia
13	Maheswar Das	- S I (s) Jaleswar
14	Ramakanta Mohapatra	-S.I (s) Oupada

This team will meet once in a month and function on the advice of the Dist. Advisory Board (DAB). The DPC of DEEP, Balasore shall be the executive head of the team. The team shall formulate the plans, gathering information collected by the Blocks/ UIBs level planning team and interacting with leading PRI members, educationist VECs, teachers and parents.

BLOCK / ULB LEVEL PLANNING TEAM

1. *Block level Planning team :*

The Block level planning team shall function under the supervision of the BDO of the concerned Block & will meet once in a month to undertake Block level planning activities. The team shall gather informations from G.P s/ Clusters.

The block level planning team has been constituted with representation of following categories of people

1. All Sub- Inspector of Schools

2. Block resource co-ordinator/ Resource persons

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3.　Hms of U.P. Schools

4　CDPO　　　　　5. WEO　　　　　6 S.E.O.

7.　Local NGO　　　　　　　8 PRI members

9　Community leader

10. Self Help Group

11　G.P.E.O

12 One active VEC members

13 One active PTA Member

14 One Active MTA Member

15. One active Teacher Representative

2. *Urban Local Bodies Planning teams :*

The Urban level planning team has been constituted with the following representative.

1)　All S.I.'s of Schools

2)　All Head Masters of U.P. Schools

3)　One active teacher of Secondary Education

4)　One Head Master of Primary Schools

5)　One active Teacher Representative

6)　Ward Councillor

7) NGO

8) Educationist

9) One active representative from women organisation.

10) One active community representative from slum area

11) One active member from VEC

12) One active member from PTA

The team shall sit once in a month with executive officer of its head.

3.   *Cluster/ G.P./ Ward level Planning Team :*
There shall be a planning team at the cluster/ G.P./ ward level. The team has been constituted with the following representatives.

1.   All Head Masters of Primary/ U.P. Schools

2.   PRI, Members

3   One active member of SHG (Self Help Group)

4   One active member of a V.E.C

5.   One active member of Local NGO

6.   V L.W / L.V.L.W

7.   I.C.D. S, Supervisor

8.   Cluster Resource Co-ordinator

The team shall meet once in a month for the G P./ Cluster once in a month The C.R.C co-ordinator shall act as the team co-ordinator – cum – Convenor

4. *Village/ Slum level planning team :*

The aim of constituting this team is to involve the parents and the community leaders in the education of children The team shall provide wider representation to grass roots levels structures, such as PRIs, V E.Cs, PTAs, MTAs community leaders, workers of A.W. centres , Head Master of Local Pry./ U.P School shall be the member of the team. They shall meet once in a month and follow the norms for providing facilities to the School The team shall further

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collect latest informations - from the grass roots level & prepare village level/ plan. They also undertake activities like microplanning & school mapping, survey programmes like "Ninad", "Annwesan" and formulate village plan accordingly

5.   *Capacity Building of Planning teams :*

Imparting Training to Planning team is of paramount importance The team should be acquainted with the norms for planning prior to preparation of 1st draft plan. The planning team should be oriented with aims and objectives of SSA. The team shall also be acquainted with the collection of informations, norms & strategies of the programme for plan formulation The second round of training will be conducted after preparation of 1st draft plan to , provide an opportunity to the planning team to improve plans by having discussion with Dist- team.

The Dist, Core planning team has already been oriented at State level by the SRG (State Research Group). In turn they imparted training to Block/ ULB Planning team The Block / ULB team took the responsibilities of imparting training to Cluster/ G P. / village/ward Planning team.

The dedicated members from the District, Block/ ULB's/ cluster level planning team personally visited villages along with the village level planning team for " on the spot" Interaction between the community and target groups to identify the needs, issues at the grass root levels, Accordingly they formulated strategies to address the identified needs and issues and reflected them in the plan. Selected members form the planning team are also to be exposed to different work shops, orientation programmes and training conducted at state and national level.

A number of pre-project activities have been under taken in the District to make real involvement of the community and to generate demand for quality Elementary Education in the locality

HOUSE HOLD SURVEY :

For preparation of the plan, necessary data on school going children, out of school children, disables etc were collected in the format developed and supplied by OPEPA. The survey work was conducted by the Primary Teachers, Anganwadi, workers and NGOs which was completed at village level, panchayat level, Block level and district level All the relevant data have been incorporated in the plan under Chapter II.

SCHOOL SURVEY :

The informations on Primary, upper Primary Schools relating to teachers, building, enrolment, drop outs, teacher pupil ratio etc was collected in a Format supplied by OPEPA and the work was completed by Nov. 2001.

COMMUNITY SENSITIZATION :

To create awareness among the people workshop, meetings, discussions were held at G.P. and Block level for the focus groups such as woman, PRI members, Teachers and NGO Besides this, the posters, pumplets etc. were circulated and suggestions were invited from public The teacher mobilization camp and student rallies were organised from dt 14/01/2002 to dt. 30/01/2002

DISCUSSION ON FOCUSSED GROUP :

Discussion on focus group with Woman Organisation, Anganawadi workers, Pry School teachers, VFC, Leaders in Tribal group in tribal areas was conducted at GP, Block District levels from dt.14/01/2002 to dt 30/01/2002

CONVERGENCE MEETING :

Convergence meeting at Block level was conducted comprising of WEO, SFO, CDPO, S.I of Schools, Marketing Inspector, Medical Officers, JE, BDO, Members of NGO and PRI

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members. Similarly a district level convergence meeting was organised with all Govt. and Non-Govt agency of District Head quarters on dt.　　　　　Discussion on different project activities was made in the meeting

REPORT AND RESEARCH FINDING :

i)　　Report and Research Findings available at the College of Teacher Education, Balasore & DIET, Remuna have been consulted and views from several Magazine Journals, on educational prospects of the district have been taker into account.

ii) District Specific books like District Statistical Hand book, Educational Survey- 1997. Action Plan for TLC etc. have been referred.

Problems, needs, expectations of people came out of through various meetings group discussion and interaction with community members helped a lot for planning.

Two important activities under taken for preparing plan documents we have:

a) House to House survey.

b) Decentralising participating process like discussion, convention and interaction with different people of the community

It is to mention here that the Planning process has touched the grass root level Discussions have been made at the village level, G P., Block and District level to bring with issues and strategies. The issues have been categorised Hence it is need based and bottom up Planning.

FOCUSSED GROUP DISCUSSION

Duration　　　　　　　　　　　　Sept- Oct., 01

Level　　　　　　　　　　　　　Villages - Block Level

Groups Present　　　　　　　　S.C., S.T., Woman

Issues Identified	Solutions to	Accepted / Not accepted
1 Poverty of Parents	Tl M should be provided	Accepted
2. Lack of consciousness of Parents	Awareness to be created	Accepted
3. Lack of facilities in schools	Development of infrastructure facilities	-do-
4. Nature & artificial barrier	opening of new school	Acccpted
5. Engagement of Children in domestic & outside work (to earn)	provide incentive to children/ parents	Not-accepted
6. Unconducive study atmosphere	Orientation of teachers Accepted and beautification of school campus	
7. Non-functioning of VEC	Capacity of V.E.C to be built	Accepted
8. Lack of residence of teachers	Construction of teacher's quarters	Accepted.

SPECIFIC ISSUES :

1. Shortage of teachers	Appointment of additional/para teachers	Accepted

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2 Problems of girls of minority community and S.C./ S.T. group	Opening of hostel special residential schools.	Accepted
3. Shortage of Class rooms	Construction of Additional rooms	Accepted
4 Lack of required no. of schools	Opening of new schools.	Accepted

DISTRICT LEVEL CONVENTION

Date	3/01/02
Nature of process	Convention
Level	District
Duration	Oneday, residential
Groups	P.R.I., Z.P. members officers of District
No. of participants.	42
Issues Identified	Solution to the issues.
1. Water & Sanitation	— Provisions for drinking water is to be made — Toilets are to be constructed for the students.
2. Poverty	— Reading , writing materials are to be provided — Mid -day meals are to be provided
3. Lack of proper supervision works	— S.I. (s) should supervise the schools regularly and he be made free from other than educational
4. Engagement of Teachers in other works.	— Teachers to be exempted from other works.
5. lack of content Knowledge of Teachers	— Orientation of teachers to be given

6 Defective syllabus	— to be changed.
7 Defective Evaluation	— Evaluation system to be changed
8. No Scope for games and sports	— Provisions to be made for sports / games
9 Health	— Regular health check up at least once in a month necessary.
10. Lack of School building	— Each village has to be provided with schooling facility according to norm
	— School building, additional class rooms are to be constructed, immediate repair works are to be taken up in case of delapitated buildings
11. Dearth of Teaching	— Teaching staff should be provided according to no. of classes and roll strength.
12. Lack of M.T.A.	— M.T.A. & P.T.A are to be formed in the school
13. Absentism of Teachers	— Absentism of teachers to be checked Proper action against erring teacher should be taken.

DISTRICT LEVEL TEACHERS CONVENTION

Findings of group discussion :-

Date	-	20/02/02
Nature of process	-	Group discussion
Level	-	District
Duration	-	One day
Group present	-	Teachers Representatives of Primary Schools
No of Participants	-	31

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POINTS EMERGED ON GROUP DISCUSSION

Issues Identified	Resolving the Issues
1. Lack of awareness among parents They are different towards education.	Awareness campaign should be made by folk songs at village level. Regular meeting of V.E.C. should be organised
2. Dearth of teacher and school building	— Teachers should be prcvided to schools — Repair of school building sl.ould be done every year — Additional class rooms should be constructed.
3. Language of Teacher and pupil differs	— Preparation of primer on local dialect. — Local teacher should be appointed — Teacher should be oriented.
4 Lack of communication facility to school	— School should he established in a well communicated place of village. — Roads may be made
5 Lack of teaching Aids & TLM	— All types of teaching aids & TLM should be provided. Teachers will be oriented
6 Lack of Schooling habits.	— Children of age group +3 should be enrolled in pre-school, so that schooling habit will develop.

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	— Anganwari Centres and Primary schools will be available in same campus
7. Undue Interference of Public in school	— Public will be aware of fact of interference in School
8 Students suffering from skin-diseases	— Health check up should be done regularly and free treatment of disease should be done.
9. Lack of proper supervision of school	— S.I.(S) should supervise the school regularly
10. Lack of sufficient school contingency	— School contingency should be provided to the school.

DISTRICT LEVEL DISCUSSION WITH FOCUSSED GROUP

DATE	--- 25/02/02
Nature of Process	—Group discussion
Level	—District
Duration	—One day.
Groups Present	—Anganwadi Supervisors, C.D.P.O., DWCRA Supervisors

ISSUES IDENTIFIED	RESOLVING THE ISSUES.
1. Most of Anganwadi workers are not acquainted with present education	--Orientation to Angawadi workers on Pre- school.
2. Play materials are not Supplied to AWC Old Play materials have been destroyed —	New play materials should be supplied.

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3. Songs are not attracting the children

—Anganwadi workers should be well trained in songs

4. Angawadi workers are paid with low honorarium.

—Honorarium to Anganwadi workers should be increased.

5. Parents are reluctant to sent children to Anganwadi centres

—Balamela' Should be organised and Community should be involved.

6. Food is not palatable to the Children.

—Care should be taken by Anganwadi Workers for preparation of food to make it taste.

7. Lack of Care and attention to the children,

—A. workers should be Oriented on taking care of the children, Accountability should be given on them.

8. Irregular Timing of AWC

—To develop the habit of going to school timing should be maintained.

9. At mosphere of AWC is not conducive.

—Angenwadi Centres should be constructed where there is no facilities.

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BALASORE DISTRICT PAINTING TEAM

CHAPTER - IV

PROBLEMS, ISSUES
AND STRATEGIES

CHAPTER - IV

PROBLEMS , ISSUES AND STRATEGIES.

PROBLEMS AND ISSUES :

A number .of attempts and.steps have been taken up to achieve the target to Universalization of Elementary Education (U E.E.) , Despite of several imputes, the outputs are not satisfactory. Out of Focus Group Discussions, Convergence, some problems still exist, despite various approaches to strengthen primary education. The major issues identified are

1. Access.

2. Retention.

3. Quality Improvement

4. Coverage of Special Focus Group.

5. Monitoring, supervision, Research and evaluation.

6. Infranstructural development & Capacity building.

ISSUES RELATED TO ACCESS.

Primary Education cannot be universalized until and unless access is enhanced . It is observed that universal access has not yet been achieved due to unawareness, negligence of parents, poverty, unconducive school atmosphere apathy of teachers etc The issue of access has been emphasised particularly to all children between the age of 6 to 11. The problems and strategies for universal Access are culminated here under.

Issues/ Problems.	Possible Strategies.	Intervention
1 Lack of Primary schools or alternative schooling facility within walkable distance.	1. The exercise of microplanning and school mapping has been taken up to ascertain the needs of primary schools.	Planning.

	1:2. Opening of new primary schools / E.G.S. or A.I.E. Centres unserved habitations.	Access
	1:3. Opening of hostels and residential school.	Access
	1:4.Posting of additional teachers.	S & M.E Dept.
2. Physical Barriers Like hills, forests, rivers and artificial barrier like railway & High way etc	2.1Opening of alternative school where state norm for Pry School is restricted.	Access
3. Buildingless Primary School.	3.1. Construction of School additional class rooms	Convergence with D R D.A.
4. Poor and dilapidated School building never attract children	3.2Major and minor repairs of School building.	Minor repair by community and Major repair by G P or Panchayat Samitis
5. Disabled children neglected	5.1 Disabled Children are to be encouraged to attend school	I E D. Convergence with N.G.O's
	5.2 Parents of disabled children are to be motivated	I E.D.
	5.3. Incentive should be provided to the disabled children	I E.D

	5.4 Free supply of aids for	I.E.D
	hearing impaired etc.	
	5.5 Special enrolment	
	drive for disabled children.	
	5.6 Where the number of	I.E.D.
	disabled are more, one	
	teacher should he trained	
	in I.E.D	
6. Poor road Communication	6 1 Provision for construction of road	Convergence with PRI.

Issues related to Enrolment & Retention

Universal access follows universal retention. Retention aims at completion of class V education at the age of 10 years. The district specific problems relating to retention are discussed below along with suggested strategies

Problems/Issues	Possible Strategies	Intervention.
1. Poor awareness among parents & their indifference towards education.	1.1 Awareness campaign among parents and the public to he accelerated.	
	1.2. Special awareness Campaign is hilly areas of Nilgiri, Oupada & Kupari.	I.T.D.A. & N.G.O
	1.3 Campaign for motivating girl children in specific areas where members of S.C, S.T. & minority are more.	N.G.O.
	1.4. Organisation of meetings and cultural programmes on essence utility & importance of education.	

	1.5 Organisation of rallies, campaign and Padyatras, street dramas etc. by students & teachers.	N.G.O.
2. Irregular attendance	2.1 Organisation of P.T.A. & M.T.A.	Capacity building of P.T.A & M.T.A.
	2.2 Meeting of P.T.A., M.T.A. & P.R.I. members.	- do -
	2.3 Door to door visit by teachers.	do -
	2.4 Monitoring regular attendance by teachers and headmasters etc.	- do -
3. V.E.C. is not active.	3.1 Orientation of V.E.C. members.	C.R.C & capacity building of V.E.C.
	3.2 Women representation in V.E.C. should to be emphasized	
	3.3 Insisting member's active participation, Inviting & involving community members to school.	
	3.4 Inviting Anganwadi workers to V.E.C. meeting.	
4. Unattractive, Teaching learning process	4.1 Massive orientation to teachers up to date teaching learning process , activity based M.L.L or joyful learning.	D.I.E.T/ S.T.S
5. Want of need base	5.1 Preparation of supplementary	SC/ST

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Curriculum	reading materials work book etc.	
	5.2 Introduction of area specific topics.	
	5.3 Introduction of teaching s c. Learning materials on tribal dialect.	S.C. ST ITDA Edn.
6. Lack of Interest among Parents to send their Children to School	6.1 Motivation of parents.	
	6.2 Incentive for regular attendance like M D.M. Rice etc	P.R.I
	6.3 Opening of special Schools for working children.	
	6.4 Flexible school timing is selected areas.	
7. Engagement of girls in house hold works	7.1 Special motivation to girls by teacher.	
	7.2 Motivation by Anganwadi workers.	
	7.3 Door to Door visit by teacher	
	7.4 Organization of cultural programmes for development of girls education.	
	7.5 Opening of hostels for girls Is selected areas.	Welfare deptt.
	7 6 Display of Posters on girls education.	UNICEF.
8. Problem of language.	8.1 Appointment of tribal teachers in tribal areas	
	8 2 Development & Supply of	

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text book in tribal language
particularly is Nilgiri Block.

9. Poor Co-curricular activities including physical Education games and sports	9.1 Supply of Games and sports articles to school	
	9.2 Organization of Sishumela's, Mini sports and science	
	9.3 Drawing, Painting, Competitions.	S T.S.
	9.4 S.U P.W. activities	S T.S
	9.5 Development of physical education mass drill Help of local High Schools, P.E.T. to the taken.	High School P.E.T.
10. Poor Health of Children	10.1 Regular health check up of children by local health workers and doctors.	Health & F.W. UNICEF.
11. Poor economic conditions of S.C. & S.T. and B.P.L People	11.1 Free supply of Text books to S.C., S.T and B.P.L Students in time.	P R.I T R.W I.T.D.A
	11.2 Free supply of reading writing materials to the above category of Students	- do -
	11.3 Free supply of uniform to girl students.	- do -
12. Need of additional class room	12.1 Additional classrooms should be constructed as per need.	Civil work P R.I D R.D.A

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13. Toilets	13.1 Construction of toilets in every school is barely required.	Civil work UNICEF. D R D.A.
14. Drinking water	14.1 Tubewells should be installed is every school	R W S.S.

ISSUES RELATED TO QUALITY IMPROVEMENT OF EDUCATION.

Quality of primary education has been strengthened with introduction of minimum Level Learn (M.L.L.) A good retention will Certainly lead to spectacular quality achievement universalisation of primary education not only emphasizes on access and retention but also focuses on improvement of quality of education and out standing achievement It aims at enhancing standard of knowledge of students. 25% (minimum) in numerical competencies. Despite several attempts, target has not been achieved and some problems still exist in the district, the paracea for which are reflected below.

Problems/Issues	Strategies	Interventions
1. Problem of Multigrade Teaching.	1.1 Appointment of additional teachers.	S.M.E
	1.2 Orientation on handling multigrade teaching.	S.C.E R.T. D.I.E.T.
2. Poor Content Knowledge of teacher.	2.1 Orientation of Teachers on on content of subjects.	
	2.2 Conducting Refresher course.	
	2.3 Providing Teachers guide.	
	2.4 Opening of library at school C.R C., B.R.C.	
	2.5 Supplementary reading materials to be provided to teachers.	
3. Lack of knowledge on tribal dialect.	3.1 Teachers in tribal areas should have knowledge on tribal language	
	3.2 S.T. teachers should be	

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posted in tribal area.

3 3. Teachers are to be oriented

by CRC & B.R.C & D.I.E.T.

4. Unattractive Class room process	4.1 Due stress on attractive teaching learning system.
	4.2 Training an activity based learning, joyful teaching or play way method
	4.3 Emphasis on art of teaching aids, action song, story telling and dramatization, etc
5. Improper Evaluation system	5.1 Continuous and comprehensive education should be followed.
	5 2 Unit test should be introduced.
	5.3 Evaluation should be followed by follow up action.
	5.4 Progress Card of Students should be maintained.
	5.5 Parents of students should be contacted about their programmes
6 Lack of institutional Planning	6.1 The headmasters should be oriented on institutional Planning and management.
7 Weak Supervision	7.1 Each school should be visited at least once by S.I of schools
	7.2 The S I.S. should be exempted from non- academic works of Block

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7.3 CRC & B.R.C. Co-ordination

also should take part in supervision

& monitoring.

7.4 Inspection Report should be

complied immediately.

8 Slow progress of girls student	8.1 Special attention and special cave towards backward girls.
	8 2 Supply of supplementary Veaders / Work books etc
9. Non- availability of supplementary leaders/ work Book	9 1 Preparing and providing books to school and CRC, BRC.
10 Insufficient award and recognisation.	10.1 No. of Scholarships should be increased.
	10.2 Quiz Competition for academic progress should be taken up

ISSUES RELATED TO CAPACITY BUILDING

Instructural development along with sound management and supervision personals from bottom to top can only change the existing scenario of primary education. Existing system needs overhauling. Due to poor functioning of V.E.C., poor supervision and monitoring, the targets are not achieved. To achieve the goal community participation is to be strengthened CRC, BRC & the DIET are also to be enriched through EMIS and PMIS The details of Issues and proposals are stated below :

Problems/ Issues	Strategies	Interventions
1. Non involvement of V.E C. members and P.R I's in school management system and	1.1 Orientation training to V.E.C members 1.2 Orientation of P.T.A M.T.A and NGO's to	D.E.E.P D.E.E.P

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absence of community ownership	involve them for alround development of schools.
	1.3 Formation of CRC, BRC and their orientation for community mobilisation.
	1.4 Awards to best school committee.
2. Lack of teachers empowerment	2.1 Organisation of content oriented short term training performance on subjects like language, mathematics and E.V.S
	2.2 Libraries of schools, CRC & BRC should be enriched with books.
	2.3 Training on preparation low cost and no cost teaching aids should be organised.
	2.4 Training on activity based teaching learning.
	2.5 Organisation of field trips to make teaching work interesting
	2.6 Making centre meetings of teachers more useful by means of demonstration lesson workshop etc.
	2.7. Organising workshops on modern evaluation system
	2.8 Development of films on teaching of selected topics.
3. Poor supervision and monitoring.	3.1 Orientation to S I. of Schools.
	3.2. Establishment of CRC and BRC with proper functioning

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4	Empowerment D.I.E.T.	4.1 Strengthening D.I.E.T., Remuna
		4.2 Improving infrastructural facilities
		of DIET like building, hostel furniture,
		library, T.V. avaids and computer etc.
		4.3 Training to DIET personals.
		4.4 Involving DIET personals in
		supervising and monitoring

5	Lack of resources support at cluster in Block Level.	5.1 Centre Schools be converted to CRC
		5.2 B.R.C Building be constructed.
		5.3 CRC building be constructed
		5.4 CRC and BRC to be equipped with furniture and library.
		5.5 Staff, stationary and telephone facility to BRC
		5.6 Appointment of BRC coordinator
		5.7 Supply of over head projector at BRC

| 6 | Poor Incentives and recognition to teachers. | 6.1 Cultivating competitive spirit among teachers in the field of innovative teaching, action research preparation of teaching aids. |
| | | 6.2 Awards for enrolment retention and achievement. |

| 7 | Poor infrastructure facility at D.I of schools level | 7.1 The D.I. of Schools should be provided minimum infrastructural facilities like vehicles computer etc. |

8.	Creation Data Base	8.1 Creation of management information system M/s.
		8.2 Construction of M/s. room.
		8.3 Procurement of equipment like

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computers, fax, telephone,

Xerox machines, type writer etc.

8.4 Appointment of skilled staff

for M.I.S to operate the system.

9. Poor & insufficient
contingency

9.1 Hike is contingency to primary schools
Suggested.

10. Poor Cultural activities

10.1 Incentives should be given for

cultural functions.

CHAPTER - V

QUALITY ISSUES
IN
EDUCATION

- Quality Improvement in Pedagogy
- Community Mobilization
- Civil Work
- Procurement

CHAPTER-V

Quality Issues on Elementary Education

Quality Issues in elementary Education

Problem and issues:

The quality of a school or educational system should, in the real sense, be defined in terms of performance capabilities of its students and teachers. The class room process, i.e. curriculum transaction and pupil achievement refer to quality in elementary education. So quality education in term of pupil achievement and teacher performance is an important issue in SSA. To achieve this target group discussion in various; teacher forums, a convention, convergence meetings have been made and it is realised that through SSA this effort can only be successful.

The claims at substantial improvement in quality in elementary education to enable all children to achieve minimum levels of learning in 80% competencies in language, mathematics and Environmental studies. Some existing problems in Balasore district to achieve the quality in primary and upper primary education is discussed here under:

5.1   Pedagogy and Teacher Training

The learning experiences help the children for their better learning and all round development . The top priority will be given to basic skill of language, arithmetician and environmental studies in lower classes with providing science and social science in higher classes. The friendly environment, joyful and activity centred approaches be introduced in class room transaction the following guideline are to be taken under pedagogy and teacher training.

5.2   Parents and community perception on Quality Education:

The planning teams at various levels, i.e. district, b lockl interacted with parents, teachers and community members on the aspect of quality education and pupil achievement

during planning process. The parents expect their children to learn English, Arithmetic and EVS ;through songs and play way method. They also expect their children to look like students with uniform and discipline. The planning teams observed, the difference of learning outcome in urban and rural school. They observed that the learning outcome of urban school is so higher than that of rural schools. The achievement level differ from SC & ST students, boys and girls and hilly area and coastal area also.

The following possible strategies will be taken into consideration for the improvement of quality education in Elementary stage to eradicate the disparities in achievement level.

5.3 Strategies

(a) Teachers training

- ☞ All the Headmasters of Primary and Upper Primary schools are to be trained in institutional planning and management.
- ☞ Orientation of untrained Educational Volunteers and Educational Volunteers supervision and EGGS and AIE Centres.
- ☞ In service teachers training orientation refresher course, training on bridge course for AIE students.
- ☞ On job support through DRG, BRC and DIET.

- ☞ Capacity building of DIET, BRCs fork providing academic support to schools and teachers.
- ☞ Teaching Learning Materials
- ☞ Development of TLM and other interactive materials.
  Preparation of training modules for language training of ST children.
- ☞ Evolving Pedagogy as child centres and activity based with students participation.
- ☞ Supplementary reading and writing materials be made available with library at CRC's level.
- ☞ Action song, story telling approaches sh ould be given due emphasis.
- ☞ Use of local dialect in language teaching in Cl.I to Cl.II, for ST students.
- ☞ Introduction of Cultural activities arts physical and health education.
- ☞ Provision of preparation of community based projects for work experience.

Community Involvement

Organisation of cluster level meeting with exchange of professional personnel and teachers like Doctors for health Education forester for plantation, Horticulturist and Poets.

- Teachers forum and networking for motivation and commitment.
- Organisation of PTA & MTA in school level on pedagogical improvement.
- Teachers on personal contact shall appraise guardians about the progress of their words
- Involvement of NGOs with experience in pedagogical development.

TEACHERS EMPOWERMENT

- Provision of recruitment of trained teachers.
- Constitution of academic group with DRG, BRC's, for pedagogical training and field interaction.
- Steps to be taken for the improvement of science, health and physical education and Aft Education
- Provision of study tour for teachers.
- Provision of teachers training of Ashram School Teachers.

RESEARCH & EVALUATION

- Revision of curriculum and text books from Class-I to Class-VIII from time to time
- Continuous and comprehensive evaluation should be followed.
- Provision of Question Bank at DRG preparation of Unit test.
- Student progress card and cumulative record card to be maintained.
- Pupil assessment procedure on pedagogical renewal.
- Attendance of ;students to be analyzed once in a month by the class teachers and Headmasters.

SUPERVISION, MONITORING AND OTHERS

♦ S.I. of schools will be free from Block Works.

♦ S.I. Circles is to be reorganised with reasonable number of schools.

♦ S.I. of schools should be solely engaged in supervision and monitoring.

♦ Timely supply of text books at the beginning of each academic session

♦ Supply of supplementary reader/work books to students.

Some of the concerns in contemporary field practice, which need to be addressed is as follows:

5.4   (a) Pedagogy of affection:-

Affection is the vital emotion of human beings an d it plays a great role in teaching learning process. It is observed that students learn better through affectionate condition than strict discipline. Songs and games are better learning facilitator than that of using of cane, practice of more home work and assignment.   It is also observed that students can learn better through play way method, I joyful learning, participatory approach and activity based teaching. So affection and love are basis of pedagogy. Such healthy learning atmosphere can only be the basis for motivating the children for their learning process and their continuation in the school.   Therefore necessary orientation will be planned to the teachers comprising these aspects along with the exposure visits for additional charges.

5.5   Pedagogy of Retention :

It is a burning; problem in the elementary education. It is observed that most of the students of socially, economically and educationally back ward classes are rarely retained in elementary education. They are the 1st generation learners. In this aspect teachers are often ignorant of cause of law retention In order to over come this problem the teachers are to be oriented thoroughly. The following points may be taken into consideration. The teachers must know the family background of such children.

The teachers are to keep regular context with the parents and try to create interest among the children for their regular attendance. Andh provision may be taken attendance analysis of students by the class teacher and Headmaster once in a month.

The teachers are to be oriented to avoid ;low retention in the school through community involvement.

5.6   Curricular Approach

The existing system of education creates hindrance for the developing of child's innate potentialities like thinking, reasoning, imagination, observation, estimation, comprehension questioning, synthesis, analysis; and evaluation due to over burdened textual mat erial, home assignment and unscientific teaching methods In order to overcome these prob lems the teachers should b e oriented. For the development of divergent thinking and to reduce textual over burden of the learners should be modified hrough teachers orientation.

5.7.1   Quality Concern : Upper Primary Education.

The primary education can only be successful through joyful learning, friendly atmosphere in the class room situation. Stre s sh ould be given on the basic learning of reading, writing and arithmetic. A teacher can over a class dealing with Scholastic and non-scholastic areas. B ut in U.P.level the educati nal pattern is subject oriented. Generally the teachers of U.P. lever are not trained on speci ic subject. Most of the teachers are teaching different subjects in different classes. In som cases the Primary Schools and U.P. Primary Schools have been merged within one campus. The following steps may be ;taken for quality concerns U.P. Education in order to overcome t e following difficulties.

Additional building facilities to be j rovided to the merged schools.-Additional classroom to be provided to the Primary schoo s.

It is proposed that allocation of funds t) be placed for science equipment in order to inculcate scientific attitude and scientific intere t among the learners.

Provision of Games and sports / Males c tc.

5.8 Education Volunteers in EGS and AIE

Centres Their Training

Pedagogical Training to the Education volunteers on EGS and AIE should be provided in summer vacation, Durga puja and harvesting holidays for 30 days per annum.

5.9 Academic Conventions – Net working and

Linkages primary – Upper primary schools.

Some teachers who have interest in educational field will establish a good report in other schools with exchange their views, by discussions, deliberations, and field visit. The following are the initiative proposed to be taken up by inter cluster competition.

◆ Language improvement programme with debate competition and essay competition.

◆ Mathematics improvement programme through mathematical Quiz.

◆ Science improvement programme through science clubs and in the school, Seminars and exhibition etc.

◆ Programme for sensitising the community on child labour and educational issues.

◆ Sports and cultural competitions of the students of formal schools vrs student of EGS and A.I.E centres.

◆ Provision of school complex is to be organised with the help of High School, U.P schools and Primary schools.

5.10 Quality teaching and learning – Teachers

Training (Primary / U.P. school Teacher)

It is proposed to orient all the teachers of Primary and Upper Primary schools. The in service trained teachers of Primary and Upper primary schools will get 20 days Training where as In - service fresh recruited teachers/ para trs / untrained teachers of both primary and Upper primary will get 30 days training with financial norms of SSA. The training programme will be conducted in cascade mode.

5.11   Upper Primary

The upper primary stage in Orissa covers Class – V and Class – VII. But according to SSA norms, the Class VIII is to be included into upper primary level. The numbers of teachers upto Class VIII are being provided at the rate of 1:40, irrespective of tribal and Non-tribal area. As regards to academic qualification of U.P. teachers one headmaster having BEd qualification and qualification of Asst. teacher upto Class VII is Matric C.T. having 1:40 ratio, but above 81, there are three teachers. Moreover we have no subjects specific teachers in U.P section. The following section are taught in the U.P level, i.e., (Oriya. Urdu) Math, Science, Social Science – History, Geography, English, Hindi and Sanskrit.

However, there is no provision for subject specific teachers like Math, Science and Art and Physical Edn. Most of the Non – Science teacher are teaching Science and Maths in these schools. It is also observed that there is provision for teaching physical Health and Art Edn. in non solastic aspect in our curriculum.

Therefore the following strategies are to be taken up for the capacity building of the teachers especially in science, mathematics, physical and Art Education.

Strategies

◆ Training of teachers in teaching Maths, Science, English, Social Science.

◆ Recruitment of Science teacher having qualification BSc. Bed. / BSc. CT.

◆ Provision of Special training in Physical and health Edn. and Art Edn to one of the existing teachers.

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Training for Upper Primary Schools

Implefications of SCERT and DIET

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SSA gives importance in teachers Training. The trainees will be in a cascade mode. The SCERT in the state level, has to plan for teachers training as per the needs assessment at primary & Upper primary stage with the help DIET. SCERT will provide academic support to develop training module for the District Resource Group (DRG) and the Training will be provided at state level. Further the DIET will conduct the programme for the Block Resource Group (BRG) so that BRG can intera conduct Training to teachers & other field functionaries.

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5.12   Constitution of DRG & BRG

Dist. Resource Groups – Primary & Upper Primary Stages.

As the training is in cascade mode it is proposed to constitute DRG with the persons representing from DIETS, Govt. ST. schools, Headmasters, Experience teachers Block resource persons etc. covering all subject areas of primary and Upper primary schools. The DRG will be exposed various types of Innovative training procedure for the professional Development in the classroom practices of the teachers and other educational functionaries within our state. DRG will orient the Block Resource Group and visit the school for monitoring, supervising and assessing the implementation aspects on SSA.

For the Upper Primary stage DRG will organise content enrichment programme in different scholastic & non scholastic subjects to strengthen teaching proficiencies of the teachers.

5.13   Block Resource Group (BRG)

The BRG, will be constituted with the active headmasters & experience teachers of Primary & Upper primary schools covering with various school subjects, will be trained up by the BRG to provide training and orientation to the regular teachers, freshly recruited teachers. The centre class meeting will be supervised and monitored by the BRG,. The Planning team propose that U.P school teachers will attend the centre class meeting once in a month.

5.14   School support – Professional
Support Structure :

The National policy of education (1986) and POA 1990 have recommended to establish DIET (District Institute of Education and Training) to provide professional support to elementary education in the district level for quality improvement.

The DIET has seven faculties i.e., Pre service, IFIC, D.R.U, C.M.D, E.T., P & M and W.E out of seven faculties the Pre Service, IFIC, CMD, E.T. DRU & P&M we working. The IFIC department is organising in service Trg. Programme & P&M is working in dish.

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Planning team of DEEP Balasore. DIET is proposed to take up various quality initiatives for the improvement of Elementary Edn. as follows :-

- Academic — monitoring of schools.
- Take up action research and evaluation activities.
- Develop T.L.M., Collection of local song, story.
- Participate in the Planning Processes i.e., Perspective as well as annual work, Plan tend gets etc.

Therefore it is proposed for strengthening of DIET by way of providing following support.

- Provision of Equipment,
- Provision of furniture,
- Assistance to take up academic monitoring of school.
- Provision of computer
- Contingencies grants, Stationeries Travel Allowance, Computer peripherals

5.15 Block Resource Centes (BRC)

BRC's are the resource centres proposed to be established at Block level under SSA programme in inculcate the professional requirement of Primary school teachers. Each BRC will be constitute with 20 BRPs (Block Resource persons) from experienced High School Teachers, S.I. of schools, efficient H.M. from up and primary schools, providing continuous Training to the primary and upper primary teachers at block level. BPCs (Block Project Co-ordinator) and Block Resource persons will be working as a team for the improvement of quality classroom transaction. The pucca building will be constructed in all BRC's for conducting in service Training Programme as well as for the functionary of Block project Co-ordinator of BPC's. These offices will be equipped with computer and T.L M facilities.

INPUTS.
- Provision of salaries to the Co-ordinator
- Provision of Equipments
- Provision of furniture.

5 6

- Provision of Video and TLE.
- Provision of Contingency grant.
- Provision of TLM grant.
- Provision of capacity building to BRC's staff through orientation & exposures visits.

Functional Aspects of BRCs / BRPs   **(Block Resource persons).**

- All the schools in the Block will be divided '3' BRPs for effective monitoring and supervision.
- Each BRP will visit all the schools in his cluster once in a fort night and monitor the attendance of the teachers. He will observe classroom transaction and provide necessary guidance and also record his impressions in the academic guidance Register.
- Each BRC will maintain the information on various aspects on primary Edn. pertaining to all the villages in the form of register and records viz. Block profiles, school Profile, stock file, school monitoring returns, enrolment and retentions school wise particulars, school wise furniture, equipment and accommodation details. Block census Registers, village Education plan Register, Block Education Office and Block Resource person hand Book etc.
- The BRP's will monitor the school, visit Early Child Care Education Centre (E.C.C.E) and will meet the school committee members. Numbers of Orientation programme to be planned for BRPs in the fields of Pedagogy, Girl's education, E.C.C.E, community mobilisation etc. for their professional growth and enable them to take up monitoring and supervision effectively for U.E.E.

BRCs -- Professional support mechanisms to Upper Pry. Schools -- Block Resource group.

In addition to monitoring and supervision and job support to primary school teachers BRCs will collect statistical information from Pry. And Upper Primary Schools. For the professional growth of Upper primary school teachers subject specific resource persons (Maths, Science, Social Science, Language, etc) will provide training to upper primary teachers. Necessary T.A. and D.A. and honorarium will be paid whenever their services will be used.

5.16   CLUSTER RESOURCE CENTRE – Centre School (C.R.C)

Each Block Resource centre is divided into same cluster Resource centres consisting of 1 to 15 Primary, Upper Primary and EGS Centres where in the elementary teachers will meet once in a month for their professional exchange and deliver the new innovations, ideas, T.L.M, and other issues. Each CRC will be provided with Rs. 2000/- as annual grant for procuring necessary stationery and other T.L.M the furniture and room for CRC is planned. An experienced teacher from level III will be CRC Co-ordinator.

Functional Aspects

◆ The Block Resource Centre Co-ordinator and BRPs will be attending the Cluster Resource Centre meetings once in a month and take part in deliberations.

◆ In the cluster Resource Centres DRG & BRG meetings, School specific, Block specific, thing specific work shop etc will be discussed.

◆ For the development of Innovative T.L.M on various Curricular & Non – Curricular activities the CRC will be given importance.

◆ Subject wise teaching for exchange of views and for improved practice at BRC and will be discussed at CRC.

Inputs
◆ Annual grants of TLM @Rs – 2000/- per CRC per annum

◆ Training to CRC, Co-ordinators / CRC guide manual preparation.

◆ Monthly teachers meeting at CRC for professional exchange

◆ CRC Co-ordinators will be nominated among the teachers of Primary Upper Primary schools under the Concerned CRC.

5.16   Quality Teaching – School Teacher and CRC (Primary & Upper Primary stage)

It is planned to provide annual grants to the school at the rate of Rs. 2000/- per year per school to improve school infrastructure facilities & annual teacher grant @ Rs 500/- per year per teacher for his/her required TLM It is also proposed to provide annual grants to the CRC @ Rs. 2000/- per CRC per year for stationery & TLM to be used in the CRC meeting.

5.18 Development of TLM for Pry & U.P. Schools

To facilitate the learning TLM to be developed for Pry. And Upper Primary Schools. Teachers should be provided with necessary Training for developing T.L.M which will be need based & useful to them. Teachers hand book to be provided for the immediate guidance of the teachers.

Following are the major type of TLM required   in each school

Sl. No.	Type of TLM	Responsible persons
1.	ECE Kit	SRC / ECE / NGO
2.	Joyful learning kit	DROs / NGO
3.	Maths Kits	DROs / BROs / NGO / Trs.
4.	Science Kits	DROs / BROs / NGO / Trs.
5.	Recurring models	Teachers
6.	Indigenous materials	Teachers
7.	Subject wise TLM for U.P.	BRGs & Teachers
8.	Pupil interactive Materials	DRGs / BRGs / NGO / Trs.
9.	TLE (Black Board)	D.P.O
10.	- do - T V / VCP/ VCR	D.P.O
11.	TLM on Bridge Course	SRC

The Upper Primary School in our state are not covered with any short of assistance towards TLM & other support, services. Therefore it is proposed to provide assistance of Rs. 50,000/- to each uncovered Upper Primary School towards TLM grant. The Procurement will be based on items selected, based on the requirement to be determined by the Teachers and School Committee.

5.19 Gradation of Schools in to A,B,C – Primary and Upper Primary.

It is planned to prepare a gradation list of schools according to the category of A,B,C based on the following criteria to develop some motivation and internal competition.

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- Community Participation
- Enrolment
- High level Retention.
- High level of attainment (Performance)
- Regular pupil Teacher attendance.
- Teacher preparation, Development of TLM & display of teachers & pupil work
- Utilisation of OBB equipment, Library Books, A.V. aids, organisation of Co-Curricular activities.
- Innovative activities taken up by teachers school premises cleanliness & Green

The definition of 'A' grade school which fulfils the above criteria comes under 'A' grade. The 'B' grade school must have possessed 75% of above Criteria and the school which possess below 75% of above Criteria will be treated as 'C' Grade.

It is planned that 'A' grade school will get little amount of financial assistance that that of 'B' category & 'C' category school will get maximum assistance than that of 'B' Category and it will be decided by DRG by the help of BRGs.

5.20 Improved School Management – Training to Headmaster (Primary & Upper Primary)

The Headmaster is the captain of the School. The Curricular & Co-Curricular activities, guardian meetings etc are to be organised by his dynamic guidance. The entire performance of the school depends upon the Co-ordination, Co operation managerial administration, better report to the society & sustainable management. In our existing pattern some of the schools having Cl – VI & CL – VII are under High Schools the Headmaster which is the Controlling authority. Besides most of the schools having Cl VI & VII in the Upper primary are working under a Headmaster – Controlled by D I. of schools.

There are some schools which are merged having classes from I to VII in one Campus are functioning under a Headmaster & Controlled by D I of Schools. Moreover the Schools having Cl I to Cl-V are working under one Headmaster & Controlled by I of schools.

On the focus of these type of schools it is proposed to provide Training to the Headmasters of the Schools for better management of schools, institutional planning.

Innovative practices, Community mobilisation and home school links, schooling out of school children.

The following strategies are proposed for school improvement (Primary and Upper Primary)

1. Enrolment of all out of school children by awareness campaigns .

2. Fencing around the campus with community involvement.

3. Raising flower / Fruit garden.

4. Exhibition of Teachers / Pupil work.

5. Proper usage of TLM Supplied / manufactured.

6. Improving the curriculum transactions.

7. Improving the school infrastructural facilities.

8. Providing on site support to teachers.

9. Strengthening teacher networking – teacher motivation.

10. Involvement of Community participation for utilisation of locally available resources.

11. Organisation of Science Club, Science Exhibition, and Science seminar etc.

5.21 Academic Monitoring of Schools by DIET :

The DIET Plays a vital role for the development of elementary education by conducting Pre-service and In-service training programmes time to time in the district level to the Primary and Upper Primary school teachers. Besides its normal works the teachers Educators are visiting the schools, attending the centre classes to provide academic inputs, participating Dist. Planning team, co-operating VEC, administering achievement test prepared by NCERT & SCERT, Reviewing text book, developing TLM etc.

It is Proposed to involve the DIET's faculties to strengthen the 'B' and 'C' Category school(with adequate resource inputs) into 'A' category school.

It is planned in a nut shell that the DIET shall provide all sorts of inputs i.e., monitoring and supervision, TLM – development, Innovative activities and Research and Evaluation by the Teacher Educators. The DIET shall keep constant contract with the D.E.O,

BRC, & CRC. Necessary supports in terms of Travel Allowance and other allowances (vehicle), Stationary support will be provided to the DIET.

5.22 Curriculum & Text Book Review :

The curriculum Review of elementary education is done by curriculum review committee in state level from time to time, under the guidance of SCERT and OPEPA.

No separate exercise is proposed for this purpose because the curriculum will be reviewed in the state level for proposed SSA district.

5.23. Curriculum for Child Labour

SSA has given importance to provide elementary education in terms of equity. Therefore it is proposed No. of Child labours in age group 9 - 14 yrs. To be enrolled in AIF centres. One residential bridge course camp to be organised for them. Further variety of TLM & other pupil interactive materials will be developed reflecting various subject areas. Activity centre approach with joyful learning activities to be followed for the transaction of learning experiences.

5.24 Pupil assessment procedure (Primary / Upper Primary)

The existing procedure of assessment is not reflecting the entire development upon learners. The present examination system has given emphasis on cognitive abilities of the learners. The effective & psychomotor aspects are not measured by the traditional systems of assessments. Therefore it is to be planned the continuous & Comprehensive evaluation to be followed from the beginning of the session. It is also proposed that students cognitive, effective on psychomotor aspect to be covered to measure the creative, aesthetic psychomotor attitudinal behaviour rather than the information acquisition through memorisation and they will free from fear, anxiety & tension

Therefore it is proposed to conduct oral test, written test, performance test etc to be followed. According to the nature of the test periodically & areas of assessment management & administering etc will be reviewed accordingly.

Inputs

◆ Workshops for the development of strategies on assessment procedure in elementary stage.

◆ Orientations of teachers & other field staff on continuous & comprehensive evaluation.

◆ Workshop for the elementary teachers for the development of test items.

◆ Provision of Question Bank at CRC and BRC level.

◆ Discussion of pupil assessment procedure in CRC level meeting.

◆ Assessment of pupil performance for all classes as internal basis one time per year.

5.25 Planning of teachers training

With the collaboration of DIET faculty (IFIC) and (P&M) Planning & Management (*In-service & Field Interaction, Innovation & Co-ordination*)

Dish. Project office will develop the nee assessment tools to find out the Training needs of the In-service elementary teachers, the need assessment tools will be administered among the teachers as diagnosis basis to find out the hard spot of specific subject area for the capacity building of them.

It is proposed that workshop to be organised for the teachers training in BRG. The District Project office will prepare a comprehensive list of training programme that are to be conducted.

5.26 Target Group

The target will be Primary Upper Primary School teachers, Headmasters of Primary & Upper Primary, ECE instruction E.V. instructors & Supervisors, VEC members, NGOs members and child labour instructors.

5.27 Duration – Frequency - Venue

Duration of the Training Programme depends on the nature of the training frequency of the Training depends on the number of the Trainees. The venue will be nearer to the trainees, such as the DIET, DRC, BRC & centre schools

5.28 Infrastructure facilities

Creating congenial atmosphere and facilitating the Joyful & easy learning to the child necessitates provision of facilities like Additional class room, Additional enrolment, new buildings to schools without building etc. Peoples estimation and actual expenditure must be displayed on each new construction.

5.29 Civil Engineers

One civil Engineer will be appointed on consolidated pay for quality construction of civil works with SSA Norms.

5.30 Training to V.E.C / PTA / MTA / P/R Menu

For the de-centralisation of power the village Education committee plays a crucial role for the effective functioning of Pry/Upper Primary /EGS / A.I.E

The VEC should prepare their village plan in grass root level keeping of their needs. They will evaluate their plans periodically for implementation of this strategies perfectly. Therefore regular orientation is proposed on following aspects.

- Goal & Objectives and norms of SSA
- Execution of Civil works.
- Academic issues & school monitoring.
- Out of school children, enrolment and retention
- School beautification and other infrastructure facilities
- Maintenance of School building
- Creation of school fund.

◆

Pedagogy and Teachers Training

To improve the skill of the teachers, training is a must. For the purpose 8013 teachers of this district are to be trained phase wise in projected manner.

The details of which is reflected in Table   V(A), V(B), V(C)

Additional Teachers

As per pupil teacher ratio 1:40, the additional teachers are required in Primary school 1294 in Upper Primary School and for new Primary School 166 and new Upper Primary School 54.

The details are shown in table – V(D)

School less Habitation

To cover the unserved habitation 292 no. of EGS center have been opened in the district and 697 EGS centres are proposed for opening Table V(E) reveals the fact. In Table – V (F) it is reflected that 6761 children in AIE Primary and 9519 children in AIE Upper Primary are targeted for getting education.

The EGS primary will be upgraded to Primary Schools from 2004 to 2007 as detailed in table V (G).

In our district out 1317 school less habitation 177 habitation for formal Primary and 1045 habitation for EGS Primary will cover 1222 habitations. Rest 95 unserved scattered habitation will be left which will be covered by opening of AIE centers. The details is reflected in Table V (H).

79362 out of school children (11010 + 2055 = 13065) will be benefited by opening of new primary school and (30,360 + 27,669 = 58129) children be benefited by proposed EGS centers and (4591 + 3577 = 8168) children will be benefited by opening of AIE Centres which is reflected in Table V – (I).

Computereducation for Upper Primary level

To develop the knowledge of computer education in Upper Primary level 90 schools will be supplied with computer by which 389 feeder schools 39773 students and 1742 teachers will be benefited. Reflected in Table 5 (J).

TABLE-VI

Requirement of Block / Cluster Resource Person   **Dist. - Balasore**

Sl. No.	Name of the Block	Block Resource Person	Cluster Resource Person	Total	Blockwise Distribution of BRC and CRC	
					BRC	CRC
1.	Bahanaga	3	17	20	1	15
2.	Balasore Sadar	3	17	20	1	22
3.	Baliapal	3	17	20	1	20
4.	Basta	3	17	20	1	19
5	Bhograi	3	17	20	1	24
6.	Jaleswar	3	17	20	1	19
7.	Khaira	3	17	20	1	18
8.	Nilagiri	3	17	20	1	12
9.	Oupada	3	17	20	1	10
10.	Remuna	3	17	20	1	17
11.	Simulia	3	17	20	1	12
12.	Soro	3	17	20	1	16
	Total	36	204	240	12	204
1.	Balasore Municipality	--	--	--	--	--
2.	Jaleswar NAC	--	--	--	--	--
3	Nilagiri NAC	--	--	--	--	--
4.	Soro NAC	--	--	--	--	--
	Total	36	204	240	12	204

64(c)

TABLE V. A

Teachers Training for existing and additional teachers (Upto Class – VIII)   Dist. – Balasore

Years	Upper Primary					
	Trained Teaches	No. of days	Untrained Teachers	No. of days	Freshly Trained Teachers	No. of Days
2002-2003	2074	20	67	60	194	30
2003-2004	2335	20	--	--	38	30
2004-2005	2373	20	--	--	39	30
2005-2006	2412	20	--	--	40	30
2006-2007	2452	20	--	--	40	30
2007-2008	2492	20	--	--	41	30
2008-2009	2533	20	--	--	42	30
2009-2010	2575	20	--	--	--	

64(e)

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Table V (6)

Teachers Training for existing and additional teachers (Upto Class – 8)   Dist. – Balasore

</div>

Years	High Schools for Class - 8					
	Trained Teachers	No. of days	Untrained Teachers	No. of Days	Freshly Trained Teachers	No. of Days
2002-2003	638	20	--	--	30	30
2003-2004	668	20	--	--	17	30
2004-2005	685	20	--	--	17	30
2005-2006	702	20	--	--	18	30
2006-2007	720	20	--	--	18	30
2007-2008	738	20	--	--	19	30
2008-2009	757	20	--	--	19	30
2009-2010	776	20	--	--	--	--

64 (d)

TEACHER TRAINING FOR EXISTING AND ADDITIONAL TEACHERS UPTO CLASS-VIII
DISTRICT – BALASORE

TABLE V(e)

Year	PPRIMARY					
	Trained Teachers	No of days	Untrained Teachers	No. of days	Freshly Trained Teachers	No. of days
2002-2003	4403	20	160	60	447	30
2003-2004	5010	20	-	-	1413	30
2004-2005	6542	20	-	-	121	30
2005-2006	6663	20	-	-	124	30
2006-2007	6787	20	-	-	126	30
2007-2008	6913	20	-	-	129	30
2008-2009	7042	20	-	-	131	30
2009-2010	7173	20	-	-	-	

64(e)

Table - V (E)

Requirement of Additional Teachers

Sl. No.	Name of the Block	Additional Trs. for RPs	Additional Teachers for			Additional Teachers for	
			Primary Schools	Upper Primary Schools	High School for Class – 8	New Primary Schools	New Upper Primary Schools
1.	Bahanaga	20	18	--	--	16	4
2.	Balasore Sadar	20	222	2	--	16	6
3.	Baliapal	20	119	35	--	16	4
4.	Basta	20	51	--	--	18	4
5.	Bhograi	20	327	107	--	20	6
6.	Jaleswar	20	184	--	--	16	4
7.	Khaira	20	137	--	--	16	4
8.	Nilagiri	20	56	--	--	10	4
9.	Oupada	20	--	6	--	6	4
10.	Remuna	20	--	57	--	8	6
11.	Simulia	20	33	--	--	8	4
12.	Soro	20	32	--	--	16	4
	Total (Rural)	**240**	**1179**	**207**		**166**	**54**
1.	Balasore Municipality	--	**115**	63	--	--	--
2.	Jaleswar NAC	--	--	--	--	--	--
3	Nilagiri NAC	--	--	01	--	--	--
4.	Soro NAC	--	--	--	--	--	--
	Total	--	**115**	64	--	--	--
	G. Total	240	1194	271		166	54

64(1)

School less habitations in each block (I)

Table-V (E)

Sl. No.	Name of the Block	No. of Revenue Village	No. of Habitation	No. of Primary School & having Pry. Section	No. of Habitation Served by Primary Schools	No. of EGS (Pry) Opened	No. of eligible EGS (pry) proposed	Addl. Habitation Served by EGS (pry) total	Unserved (habitation not qualifying under PS or EGS)
1.	Bahanaga	163	254	126	160	21	50	85	09
2.	Balasore (Sadar)	256	310	173	207	27	60	95	08
3.	Baliapal	290	332	139	211	27	62	113	08
4.	Basta	352	390	165	249	22	63	132	09
5.	Bhogarai	320	364	236	250	32	72	105	09
6.	Jaleswar	306	342	153	223	28	65	111	08
7.	Khaira	347	382	143	247	30	60	125	10
8.	Nilagiri	240	269	116	175	25	50	88	6
9.	Oupada	155	202	92	122	12	50	73	07
10.	Remuna	290	368	147	235	28	55	125	8
11.	Simulia	152	233	97	152	17	50	75	6
12.	Soro	166	233	113	131	23	60	95	7
	Total	3037	3679	1700	2362	292	697	1222	95
		No. of Wards							
1.	Balasore Municy	28	55	48	53	--	--	--	--
2.	Jaleswar NAC	16	19	16	18	--	--	--	--
3.	Nilagiri NAC	14	16	14	14	--	--	--	--
4.	Soro NAC	26	29	26	26	--	--	--	--
	Urban Total	84	119	104	111				

Source – D.P.O Balasore & D.S. of Schools Balasore-i, Basta, Jaleswar, Soro, Nilagiri

Abstract
Distribution of unserved scattered Habitation

<10 Habitat	11-20	21-30	31-40	41 and above
Nil	31	59	97	253

Total – 940

64 (ii)

Table-V (F)

Distribution of Proposed Schooling Centres 12 Blocks of Balasore District

Table -

Name of the Block	No. of GPs	Unserved Habitation	Upgraded Proposed		No. of Children targeted for		Proposed AIE	
			Pry. Schools	EGS (PS)	AIE Primary	AIE Upper Primary	Primary	Upper Primary
Bananaga	21	114	08	50	401	555	8	4
Balasore Sadar	27	125	08	60	459	962	8	4
Baliapal	27	167	08	62	528	820	8	4
Basta	22	165	09	63	550	861	9	5
Bhograi	32	119	10	72	654	1207	9	5
Jaleswar	28	157	08	65	682	720	8	4
Khaira	30	179	08	60	715	695	9	5
Nilgiri	25	134	05	50	542	637	5	2
Oupada	12	104	03	50	417	436	6	3
Remuna	28	173	04	55	720	1076	8	4
Simulia	17	108	04	50	317	445	6	3
Soro	23	112	08	60	415	413	7	2
Rural Total	292	1657	83	697	6400	8827	91	45
Balasore Municipality	28	08	-	-	175	402	3	5
Jaleswar NAC	16	06	-	-	72	87	2	3
Nilgiri NAC	14	04	-	-	45	88	2	3
Soro NAC	26	05	-	-	69	115	3	4
Total	84	23	-	-	361	692	10	15

6761   9519

Source : SSA Survey - 2001

Table

64(1)

Name of the Block	Years	New Primary Schools	Year	Upgraded New Primary Schools from EGS.		New UPS	Upgraded New UPS from EGS (UPS)	
Bahanaga Block	2002	--	2004	3		--	2004 – 01	02
			2005	3	08		2007 – 01	
			2007	2				
Balasore Sadar Block			2004	3		--	2004 – 01	03
			2005	2	08		2005 – 01	
			2007	3			2007 – 01	
Baliapal Block			2004	3		--	2005 – 01	02
			2005	3	08		2006 – 01	
			2007	2				
Basta Block			2004	03		--	2005	02
			2006	03	09		2007	
			2007	03				
Jaleswar Block			2004	02		--	2005 – 01	02
			2005	02			2007 – 01	
			2006	02	08			
			2007	02				
Khaira Block			2004	03		--	2004 – 01	02
			2006	03	08		2006 – 01	
			2007	02				
Nilagiri Block			2004	03		--	2004 – 01	02
			2007	02	05		2007 – 01	
Oupada Block			2004	01		--	2004 – 01	02
			2005	01	03		2007 – 01	
			2007	01				
Remuna Block			2004	2		--	2004 – 01	03
			2006	2	04		2006 – 01	
							2007 – 01	
Simulia Block			2004	1		--	2005 – 01	02
			2005	1	04		2007 – 01	
			2007	2				
Soro Block			2004	4		--	2005 – 01	02
			2006	2	08		2007 – 01	27
			2007	2	83			

School less habitation in each block (II)

Table V (H)

Date : _____

Sl. No.	Name of the Block	No. of School less Habitation (No PS within 1 Km. Dist)	Proposed Facilities under		Habitation to the benefited under SSA		Unserved scattered Habitation left if any
			SSA Formal P.S. School	EGS (Pry) School	Formal P.S.	EGS (P.S.)	
1.	Bahanaga	94	08	50	15	70	9
2.	Balasore	103	08	60	18	77	8
3.	Baliapal	121	08	62	12	101	8
4.	Basta	141	09	63	20	112	9
5.	Bhograi	114	10	72	25	80	9
6.	Jaleswar	119	08	65	16	95	8
7.	Khaira	135	08	60	19	106	10
8.	Nilagiri	94	05	50	12	76	6
9.	Oupada	80	03	50	7	66	7
10.	Remuna	133	04	55	9	116	8
11.	Simulia	81	04	50	7	68	6
12.	Soro	102	08	60	17	78	7
	Total (Rural)	1317	83	697	177	1045	95
13.	Balasore (MCY)						
14.	Jaleswar (NAC)						
15.	Nilagiri (NAC)						
16.	Soro (NAC)						
	Total (Urban)						
	G.Total						

Source – SSA survey - 2001

Table V(I)   No. of Children to be benefited with the opening of EGS (PS) & Upper Primary Schools

Sl. No.	Name of Block	No. of Children to be benefited				Out of School Children in remaining scattered habitation	
		Under Proposed Primary Schools		Proposed EGS centres			
		6-11	11-14	6-11	11-14	6-11	11-14
1.	Bananaga	830	165	1690	1938	155	118
2.	Balasore Sadar	850	215	2847	2672	130	115
3.	Baliapal	1120	140	2242	2237	160	75
4.	Basta	1250	145	2544	1827	135	70
5.	Bhogarai	1340	225	3180	3243	101	140
6.	Jaleswar	1035	150	3250	2584	115	90
7.	Khaira	970	148	3015	3037	160	70
8.	Nilagiri	815	160	2087	2316	90	30
9.	Oupada	435	155	1897	1158	85	35
10.	Remuna	575	230	4144	2773	125	120
11.	Simulia	545	165	1971	1954	90	105
12.	Soro	1245	157	1493	1930	140	98
	Total	11,010	2055	30,360	27,669	1486	1066
1.	Balasore Municipality	--	--			85+1546	140+1499
2.	Jaleswar NAC	--	--			65+537	75+219
3.	Nilagiri NAC	--	--			70+249	80+134
4.	Soro NAC	--	--			72+481	135+229
	Urban Total	--	--			3105	2511
	Balasore Dist. Total	11,010	2055	30,360	27,669	4591	3577

Source – SSA survey 01

Table V(4)
Computer Education for Upper Primary Level   Dist. Balasore

Sl. No.	Name of the Block	No. of Schools	Feeder Schools	Targated No. of benefication	
				Students	Teachers
1.	Bahanaga	6	24	2208	120
2.	Balasore Sadar	7	30	3908	154
3.	Baliapal	7	30	3462	156
4.	Basta	7	28	3320	140
5.	Bhograi	8	35	5440	214
6.	Jaleswar	7	28	3267	164
7.	Khaira	7	28	2920	166
8.	Nilagiri	6	26	2005	90
9.	Oupada	4	18	1350	74
10.	Remuna	7	28	2755	120
11.	Simulia	4	18	1750	104
12.	Soro	6	27	2230	154
	Rural Total	**76**	**320**	**34615**	**1656**
1.	Balasore Municipality	4	20	3480	42
2.	Jaleswar NAC	3	16	560	16
3.	Nilagiri NAC	3	15	448	10
4.	Soro NAC	4	18	870	18
	Urban Total	**14**	**69**	**5358**	**86**
	Dist. Total	**90**	**389**	**39973**	**1742**

Table - VI(1)

Schools in Block

Sl. No.	Name of the Block	No. of Schools (Existing) Govt. & Govt. aided			No. of EGS Schools (Existing)		New Schools (Proposed)		EGS Schools Proposed	
		Primary	Upper Primary	High School	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
1	Bananaga	106	60	23	21	--	08	2	50	37
2.	Balasore Sadar	154	77	28	27	—	8	3	60	35
3.	Ballapal	120	78	26	27	—	8	2	62	27
4.	Basta	142	70	24	22	—	9	2	63	32
5.	Bhogarai	211	107	39	32	—	10	3	72	32
6.	Jaleswar	137	82	45	28	—	8	2	65	21
7.	Khaira	121	83	37	30	--	8	2	60	34
8.	Nilagiri	97	45	23	25	--	5	2	50	27
9.	Oupada	82	37	10	12	--	3	2	50	19
10.	Remuna	127	60	21	26	--	4	3	55	32
11.	Simulia	82	52	15	17	—	4	2	50	25
12.	Soro	94	77	17	23	—	8	2	60	29
	Rural Total	**1474**	**828**	**308**	**292**		**83**	**27**	**697**	**350**
1.	Balasore Municipality	40	21	15	--					
2.	Jaleswar NAC	10	8	03	--					
3.	Nilagiri NAC	14	5	03	--					
4.	Soro NAC	22	9	05	--					
	Urban Total	**86**	**43**	**26**						
	District Total	**1560**	**871**	**334**	**290**		**83**	**27**	**697**	**350**

Source – D.I.(s) Bls 1. Soro. Nilagiri. Jaleswar. Basta

Table V(L)

Table

Requirement for Schools Grants   Dist.- Balasore

Years	Primary Schools	Upper Primary Schools	Upgraded PS	Upgraded UPS	New Primary Schools	New UPS	High Schools
2002-2003	1560	871	--	--	--	--	334
2003-2004	1560	871	--	--	--	--	334
2004-2005	1560	871			33	07	334
2005-2006	1560	871			12	06	334
2006-2007	1560	871			16	05	334
2007-2008	1560	871			22	09	334
2008-2009	1560	871					334
2009-2010	1560	871			83	27	334

(N)(4)

Table 5/m

Table
TENTATIVE PRICE SCHEDULE FOR TEXTBOOKS FROM CLASS-I TO CLASS-VIII
District - Balasore

Classes	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	No. of Books	Total Price	No. of Books	Total Price	No. of Books	Total Price	No. of Books	Total Price	No. of Books	Total Price	No. of Books	Total Price
Class – I	3	17.35	3	17.35	3	19.10	3	19.10	3	21.00	3	21.00
Class - II	4	29.55	4	29.55	4	32.50	4	32.50	4	35.75	4	33.75
Class – III	5	42.65	5	42.65	5	46.90	5	46.90	5	51.60	5	51.60
Class – IV	6	50.25	6	50.25	6	55.30	6	55.30	6	60.85	6	60.85
Class – V	6	55.30	6	55.30	6	60.85	6	60.85	6	66.95	6	66.95
Class – VI	10	61.55	10	61.55	10	67.70	10	67.70	10	74.50	10	74.50
Class – VII	10	58.45	10	58.45	10	6430	10	64.30	10	70.75	10	70.75
Class – VIII	12	70.75	12	70.75	12	77.85	12	77.85	12	85.70	12	85.70
Total	56	385.85	56	385.85	56	6790.2	56	424.50	56	467.1	56	465.10

64(c)

Table – 4/N

Table – V (N)

Beneficiaries of Free Text Books Upto Class – VIII   Dist. Balasore

Years	SC, ST & Girls upto Class - VIII	Projected Enrolment Upto Class – 8 (Total)
2002-2003	2,35.916	3,70,756
2003-2004	2,40,397	3,77,875
2004-2005	2,44,967	3,85,130
2005-2006	2,49,620	3,92,525
2006-2007	2,54,362	4,00,061
2007-2008	2,59,196	4,07,742
2008-2009	2,64,122	4,15,571
2009-2010	2,69,139	4,23,550

COMMUNITY MOBILIZATION

Community mobilization and participation is considered as one of the major interventions to achieve the goal of SSA. The stronger the linkage between the school and neighbouring community, the greater is the effectiveness with which the school functions. It is observed that unless the people were mobilized or made aware of different objections of SSA, their role in sending a child to school, ownership of school, the success of the programme cannot be achieved. The environment for acceptance of the programme is to be created through mobilization of community. To achieve the target of enrolment, retention and quality of education, people participation is highly necessary. It is therefore proposed to strengthen VES / SC at grass root level through various activities.

The following strategies are suggested for community mobilization and participation in order to make UEE a success in the district

- ❖ Campaigns, awareness building for the mobilization and participation of community in the management of schools and to take up citizen initiatives for improvement of schools.

- ❖ Making Parent – Teacher Associations functional and improving home school links.

- ❖ Frequent visit of community / parents to the schools and enquiring about the quality of children education and school facilities.

- ❖ Capacity building of community management structure i.e. school committee / VFC / PTA / MTA, Youth organization NGO etc. for their participation in school matters by way of orientations, exposure visit sharing sessions etc.

- ❖ Convergence between various self help group for the education of all the children.

* Awareness building and sensitization of community on child labour and their educational issues.

* The Block level monitoring staff along with the district level community mobilization co-ordinator shall monitor all the programmes of community mobilization and participation. 9t is proposed to impart training 24968 community leaders _ Table -V enclosed herewith.

The following activities are proposed to be under taken during the plan period.

* News letter and materials development.

* Wall printings in all CRC schools

* Posters

* Hoarding

* Enrolment Drive

* Orientation to school committee / VEC

* Exposure visits to school committees and other groups.

* Training to school committee on civil work.

* Bala Melas at Basti level

* Mobilisation of opinion makers and cultural groups.

* Convergence of services

* Organisation of Mela at Basti level from VEC / Teachers / Parents / BRP

* Block level meetings and motivation camp for child labour.

* Production of print Audio Video and multi media materials.

* Press meet

⊔⊔ ◆ ⊔⊔

TABLE V

Training of Community Leaders

Sl. No.	Name of the Block	No. of Habitations / Village	No. of Persons @ 8 per village habitation
1.	Bananaga	163	1304
2.	Balasore Sadar	256	2048
3.	Baliapal	290	2320
4.	Basta	352	2816
5.	Bhograi	320	2560
6.	Jaleswar	306	2448
7.	Khaira	347	2776
8.	Nilagiri	240	1920
9.	Oupada	155	1240
10.	Remuna	290	2320
11.	Simulia	152	1216
12.	Soro	166	1328
	Total (Rural)	**3037**	**24296**
13.	Balasore Municipality	28	224
14.	Jaleswar NAC	16	128
15.	Nilagiri NAC	14	112
16.	Soro NAC	26	208
	Total (Urban)	**84**	**672**
	Dist. Total	**3121**	**24968**

CIVIL WORKS

Main aim of Sarba Sikshya Avijan is to provide a study atmosphere to all the children under age group of 6-14. All the children will continue there learning process under the roof of the building. Necessary steps are being taken up to provide a building to all building less Primary schools. No child will prosecute there study under the shade of the tree. After care full observation and survey efforts are being made to supply at least two roomed building to every primary school. More over additional class rooms are required for crowded schools. The district planning aims at providing infrastructure facilities like compound walls, toilets, drinking water facilities & storage facilities. The district planning has a proposal of involvement of community in the civil work.

Role of community. :-

The community (School committee or VEC) will provide land for construction of building and additional class rooms.

The school committee will be given the responsibility of under taking construction work.

Community will participate in case of repair of school building and its maintenance with the district planning.

Planning for civil works

❖ Construction of Building for Building less primary schools.

❖ Construction of additional class rooms

❖ construction of CRC & VRC buildings

❖ Repair of school buildings

❖ Construction of tube wells, Toilets, Boundary walls etc..

❖ Construction of building for newly opened primary schools.

Construction of BRC Buildings

Each block should have a BRC Building to be constructed at the Block Head quarter with the unit cost of Rs. 6,00,000 each. Balasore district needs 12 BRC building for 12 Blocks

Construction of CRC building . Taking 14 to 15 primary, upper primary, EGS Centres, A.I E. centres and other category of schools, a cluster has been constituted which needs a building of its own for its functions. Blockwise cluster centres has been shown in the table. V(1). Total CRC -203

Building for Buildingless Primary Schools

Blockwise buildingless primary schools has been calculated which no building at all or have dilapidated building. Buildingless Pry. Schools - 96 and U.P.S - 4' Shown in table -V(2)

Construction of additional class room

Construction of additional class rooms has been taken up considering the single room buildings and rooms required according to the numbers of teachers in the school and also separate room for the Headmaster in upper primary schools. Total 2343 Shown in Table V(4)

Opening of new primary schools : & U.P.y

Some crowed habitations have been selected as unserved habitations which need
& U.P.y
opening of new primary schools as per term and conditions of SSA. by upgrading EGS
which is reflected in Table -V(4)A

Repair of School buildings.

Some existing school buildings shown in the table have dilapidated buildings which need either minor or major repair. 470 schools Table V(5)

Construction of school boundary walls :

Most of the schools have no boundary wall for beautification of school campus and protection of school children from the outside. 2272 schools Table V(5)

Construction of Toilets and sinking of tubewells :

On sanitation programme all the school should be supplied with toilets and tube-wells. Toilet 1891 Table V(5) Tubewel -752

CIVIL WORKS
Table V (1)   (Blockwise Figures)

Sl. No.	Name of Block/ULB	No. of Buildings Required for Buildingless Pry,UP, Schools	No. of addl. Classrooms required	No. of buildings required for repair	No. of buildings required for opening of new Primary schools & UP schools	No. of BRC buildings required	No. of CRC buildings required	No. of TOILETS required	No. of tubewells required	No. of boundary walls required
1.	Bahanaga	10	189	46	10	1	15	34	31	162
2.	Balasore Sadar	12	228	44	11	1	22	221	82	246
3.	Baliapal	10	205	45	10	1	20	162	58	121
4.	Basta	10	184	37	11	1	19	163	80	199
5.	Bhograi	14	254	57	13	1	24	183	85	304
6.	Jaleswar	12	200	50	10	1	19	165	25	186
7	Khaira	12	225	40	10	1	18	187	72	199
8	Nilagiri	6	113	20	07	1	12	127	62	137
9	Oupada	7	87	17	05	1	10	116	58	115
10.	Remuna	10	174	37	07	1	17	156	67	178
11.	Simulia	9	140	35	06	1	12	133	58	127
12.	Soro	12	207	42	10	1	16	142	44	169
	Total	**124**	**2206**	**470**	**110**	**12**	**204**	**1789**	**722**	**2143**
1.	Balasore Municipality	3	42	-	-	--	--	55	22	53
2.	Jaleswar NAC	3	24	-	-	-	-	09	05	16
3.	Nilagiri NAC	2	22	-	-	-	-	19	16	30
4.	Soro NAC	11	49	-	-	-	-	19	07	30
	Total	**19**	**137**	-	-			**102**	**50**	**129**
	District Total	143	2343	470	110	12	204	1891	772	2272

Table – V (2)
Buildingless School and Completely Dilapidated Classroom   Dist.- Balasore

Name of the Block	No. of buildingless Schools		Dilapidated / Unsafe Classrooms					
	Primary	Upper Primary	Primary		Upper Primary		High Schools	
			Schools	Classrooms	Schools	Classrooms	Schools	Classrooms
Bahanaga	7	3	20	25	10	18	3	3
Balsore Sadar	8	4	21	22	11	19	3	3
Baliapal	7	3	21	27	10	20	3	3
Basta	8	2	16	20	11	14	3	3
Bhograi	10	4	25	30	12	22	5	5
Jaleswar	8	4	15	22	11	25	3	3
Khaira	9	3	12	18	10	18	4	4
Nilgiri	4	2	8	10	6	8	2	2
Oupada	4	3	6	8	5	7	2	2
Remuna	6	4	12	14	10	18	5	5
Simulia	5	4	10	15	8	16	4	4
Soro	8	4	15	18	11	18	6	6
Rural Total	84	40	181	229	115	203	43	43
Balasore Municipality	2	1	5	7	3	6	1	1
Jaleswar NAC	2	1	3	6	1	2	1	1
Nilgiri NAC	1	1	3	6	1	2	2	2
Soro NAC	7	4	11	8	2	8	2	1
Urban Total	12	7	22	27	7	18	6	5
Total	96	47	203	256	122	221	49	48

Table V (3)

Requirement of Additional Class rooms following the Principle of pupil class room ratio and teacher

Dist.: Balasore

Name of the Block	1 room to Single room school	No. of Schools requiring Addl. Class rooms										
		1 room		2 rooms		3 rooms		4 rooms		High Schools		
		Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	1	2	3
Bahanaga	08	42	20	20	12	5	3	1	-	3	2	-
Balsore Sadar	07	45	21	25	15	6	4	1	1	4	3	1
Baliapal	12	43	22	22	14	7	3	1	1	4	2	-
Basta	04	44	15	23	10	4	2	-	1	3	1	-
Bhograi	05	55	23	25	16	6	5	1	2	4	3	2
Jaleswar	10	51	20	20	8	3	4	-	1	5	3	1
Khaira	15	52	22	22	10	4	5	-	2	6	2	1
Nilgiri	06	30	10	15	3	2	1	-	-	3	2	1
Oupada	03	20	7	8	2	2	1	-	-	2	1	1
Remuna	09	45	9	18	7	5	2	1	1	5	2	1
Simulia	07	41	8	12	6	3	2	-	1	4	2	1
Soro	15	46	10	25	7	6	3	1	1	6	2	1
Rural Total	101	514	187	235	110	53	35	6	11	49	25	10
Balasore Municipality	8	4	3	2	2	1	1	-	1	1	1	-
Jaleswar NAC	-	2	2	1	1	-	1	-	1	1	1	-
Nilgiri NAC	-	2	2	1	1	-	1	-	1	1	1	-
Soro NAC		3	3	2	2	1	1	-	1	1	1	-
Urban Total	8	11	10	6	6	2	4	-	4	4	4	-
Total	109	525	197	241	116	55	39	6	15	53	29	10

Table V (4)

Block Wise Total Additional Classroom

Dist.- Balasore

Sl. No.	Name of the Block	Total Additional Classrooms		
		Primary	Upper Primary	High School
1.	Bahanaga	123	59	07
2.	Balasore Sadar	140	75	13
3.	Baliapal	138	59	08
4.	Basta	130	49	05
5.	Bhograi	152	86	16
6.	Jaleswar	126	60	14
7.	Khaira	141	71	13
8.	Nilagiri	80	23	10
9.	Oupada	53	20	14
10.	Remuna	121	41	12
11.	Simulia	91	38	11
12.	Soro	149	45	13
	Rural Total	1444	626	136
1.	Balasore Municipality	23	16	03
2.	Jaleswar NAC	8	13	03
3.	Nilagiri NAC	6	13	03
4.	Soro NAC	24	22	03
	Urban Total	61	64	12
	Dist. Total	1505	690	148

Grand Total 2343

Table V (4) A
Civil Works for Upgraded Primary and Upper Primary Schools (EGS)   Dist. Balasore

SL No.	Name of Block	2004 – 2005		2005 – 2006		2006 – 2007		2007-2008		2008-2009			
		Pry.	Upry	Pry.	UPry	Pry	UPry	Pry.	UPry.	Pry.	UPry.	Pry.	UPry.
1.	Bahanaga	03	01	03	--			02	01	--	--	--	--
2.	Balasore Sadar	03	01	02	01		--	03	01		--		
3	Bahapal	03		03	01		01	02					
4	Basta	03			01	03	01	03					
5.	Bhograi	05	01			04	01	01	02				
6.	Jaleswar	02		02	01	02		02	01				
7.	Khaira	03	01			03	01	02					
8.	Nilagiri	03	01					02	01				
9.	Oupada	01	01	01				01	01				
10.	Remuna	02	01			02	01		01				
11.	Simula	01		01	01			02	01				
12.	Soro	04			01	02		02	01				
	Total	33	07	12	06	16	05	22	09				

Abstract

New Schools		
Year	Pry	Upry
2004	33	07
2005	12	06
2006	16	05
2007	22	09
2008		
2009		
2010		
Total	83	27

Procurement

Planning for procurement is an essential component of project management A committee is to be constituted for procurement The committee shall comprise of following members :

1. Collector & Dist Magistrate Balasore   -   Chairman
2. ADM Balasore   -   Member
3. Dist. Treasury Officer   -   Member
4. Dist Project Coordinator   -   Member Convener
5. Inspector of Schools, Balasore   -   Member
6. District Inspector of Schools, Balasore   -   Member
7. General Manager DIC, Balasore   -   Member

Four members including chairman, shall form the quorum. For effective management of expenditure the Project Coordinator shall prepare a month wise detail procurement plan.

PROCUREMENT

Activity	Objective	Implementation
1. Furniture for DPO	To equip the concerned institution for smooth functioning	By Dist. Procurement Committee as per SSA norms
2. Furniture to BRC	-do-	-do-
3. Furniture to CRC	-do-	-do-
4. Furniture for DIET	-do-	-do-
5. Equipment for DPO	-do-	-do-
6. Equipment for BRC	-do-	-do-
7. Equipment for CRC	-do-	-do-
8. Equipment for DIET	-do-	-do-
9. Computer for DPO	Storage of Processing of EMIS & PMIS data copy	-do-
10. Xerox Machine for DPO	-do-	-do-
11. Fax Machine for DPO	Quick Delivery and receipt of message	-do-
12. AC for MIS room	For safety of MIS Computer	-do-
13 Media equipment	-do-	-do-
14 Equipment for computer	For better functioning of Computer	-do-
15. Free text books for SC, ST and Girls	For promotion of enrolment among beneficiaries	-do-
16. Consumable at DPO, BRC & CRC	For functioning of Office	-do-
17. Hiring of Vehicles for	To facilitate mobility of DP	-do-

DPO	Coordinator and Staff at DPLevel	
18. Engagement of Consultants for different SSA activities	To provide guidance	-do-
19. Materials for Civil work at school level	Construction work	VEC/School Committee
20 School improvement grants	For replacement of Non-Functional School equipment	School Committee
21. TLE to new schools	For quality improvement of Teaching	School committee in consultation with teachers
22. Reading and writing materials to EGS	For reading and writing of students	VEC

CHAPTER – VI

FOCUSSED GROUP

[i] Disabled Children

[ii] Girls Education

[iii] Education for SC & ST

[iv] Early Child Care & Education

[v] Education for urban Deprived Group

CHAPTER – VI

Coverage of Special Focussed Group

There are some special focused group in the district whose development in the sphere of education is of vital importance and any plan for the development of education will not be successful without their upliftment. The groups as mentioned below are considered as special groups.

i. Disabled Children

ii. Girls Child

iii. SC & ST Children

iv. Urban Deprived Children in slum areas.

I. Education for Disabled Children

The most important group who need special care are disabled children. They are to be covered under I.E.D. On the basis of family survey conducted as a part of the pre-project activities 2834 disabled children have been identified between the age group of 6 – 11 and some 2025 have been identified between the age group of 11 to 14 in the district. The disabled have been classified such as V.I., H.I. M.R. & O.H. etc.

The table NO. VI (2) and VI (2) show the child population and out of school children of disables respectively.

For the upliftment of disabled children the following strategies should be adopted.

i) Identification of the children with special education needs.

ii) Yearly medical check up of the children

iii) Supply of equipments as per need

iv) Main streaming the children through IED

v) Free supply of TLM & Text Books

vi) Development of Teachers

vii) Involvement of NGOs

II) Girls Education

The most neglected focused group in education are girls. Without their development the progress of the society will be a dream. So education of the girls should be the primary focus in "SARVA SIKSHYA ABHIYAN". In all the activities of S.S.A efforts should be made to bring them to main stream.

The total girls child population between the age group of 6 – 14 is 206961 out of which 176321 have been enrolled similarly the number of dropouts of the girls between the above age group is 8892.

The most important aspect in the girls education which focus our attention are the girls children who are never enrolled.

The girls children between the age group of 6 – 14 comprising 351153 are never enrolled.

The net enrolment ratio between the age group 11 – 14 (adolescent girls) is less than that of the boys.

Problems of Girls Children Education

1) Due to poverty of the parents, girls are engaged in house-hold works, field works etc.
2) Rural people are reluciant to send their adolescent girls to schools
3) Gender bias / disparities in society for girls education
4) Poor status of woman in society

Strategies to be Adopted

1) Formation of MTA with regular meetings and other activities for regular attendance of girls student.
2) Supply of free text book to girls.
3) Creating awareness in the community for girls education.
4) Opening of AIE centers for girls
5) Special bridge course for adolescent girls
6) Setting up of special residential schools for girls of SC/ST community
7) Convergence with A.W.C. & Mahila Samity.

III) Education of SC & ST Groups

The SC & ST children are also the most important focused group whose development in education is of vital importance. The S.S.A. will not be a successful one if they are neglected. The SC children in the District between the age group of 5 to 14 comprises a considerable portion of the child population.

Similar is the case of ST children. The western parts of Balasore district like Nilgiri, Oupada and Khaira Blocks are mostly inhabited by ST population. Their development in education is a basic need of the society.

TABLE - 6A   The child population in respect of ST between the age group of 6 – 14.

Child Population	Boys	Girls	Total
SC	43,679	42,139	85,818
ST	23,442	22,723	46,165
Total	67,121	64,862	13,983

The enrolment of SC & ST between the age group of 6 – 14

Child Population	Boys	Girls	Total
SC	36,357	32,999	69,356
ST	19,016	16,888	35,904
Total	55,373	49,887	1,05,260

Problems of SC / ST Children

1)   Lack of awareness and interest of the SC / ST people
2)   Apathy towards education
3)   Poverty of the People / Parents
4)   In adequate ST Teachers
5)   Language Gap

To overcome the above problems the following remedies are suggested.

1) In tribal area more ST teachers are to be engaged.

2) Tribal people and SC people should be enlightened on education.

3) Residential bridge course center preferably in ST areas are to be opened.

4) Training to teachers on local dialect in tribal areas.

5) Opening of additional EGS / AIE centers for SC / ST Children.

6) Taking help of NGO for mobilization among SC / ST communities.

Early Child Care and Education
(ECCE)

ECCE is an important initiative for achieving UEE by reducing the gaps in enrolment, drop out and learning achievement between gender and social groups.

ECC is an effort for the school readiness of the children in the age group of 3 – 5 and a support service for working women of the disadvantaged sections of the society. The Table below shows the Block wise child population of 3 – 5 and enrolment in existing Anganwadies.

TABLE 6·8 **Child Population (3 – 5 Years of Age Group) and Enrolment in AWC.**

Sl.	Name of Blocks / ULB	Total No. of Child Population (3 – 5 Years)	Total No. of AWC	Total No. Children Enrolled	No. of out of School Children.
1.	Bahanaga	6529	104	5121	1408
2.	Balasore Sadar	12165	180	8683	3482
3.	Baliapal	11662	146	9783	1879
4.	Basta	13248	137	11363	1885
5.	Bhograi	17741	225	8387	9354
6.	Jaleswar	10936	149	7849	3087
7.	Khaira	7858	134	5995	1863
8.	Nilgiri	7215	141	5086	2129
9.	Oupada	4189	60	3422	767
10.	Remuna	9634	115	8696	938
11.	Simulia	8517	87	7535	982
12.	Soro	7269	101	5151	2118
	Total	**1,16,963**	**1578**	**87,071**	**29892**

The table reveals that 29892 no of children of age group 3 – 5 are yet to be enrolled to provide pre schooling facilities it is proposed to make necessary convergence with concerned department and NGO for opening of some more number of AWC/ECCE

Inputs under ECCE

➲　Extending the hours of Anganwadies

➲　Strengthening of Pre-school components of ICDs by way of convergence and provide a stimulating environment for the children through strengthening of training & TLM component. ?

⊃   Running the Anganwadies in school premises during school hours under the supervision of Head Masters.

Convergence

Convergence with the Anganwadi centers of ICDS, along with the centers run by NGOs. Conduct of quarterly reviews at divisional level with the functionaries of ICDs, NGOs and SSA programme officers to review the functional aspects of the Anganwadis.

Education for Out of School Children (EGS / AIE)

Govt. of Orissa seeks to universality access to schooling facilities based on community demand to reach the deprived areas / sections in a time bound and cost effective manner.

Efforts are being taken through Education Guarantee Sch¢.M¢(EGiS) and AIE to ensure primary Education facility to the children in a habitation where there is no such facility within 1 Km. Within a period of 100 days on receiving a demand for such facility by the local community.

The district has 1317 no of habitation without schooling facility and there are 79362 no. of out of school children (dropout and never enrolled) who are to be provided the above facility.

Basing on the density of population in a unserved habitation and no. of learners 83 no. of Primary School, 27 no. of U.P. Schools 697 nos. of EGS Centres and 161 nos. of AIE (U P.) centers are proposed in the plan.

To ensure cent percent access and retention of the out of school children the following strategies are to be taken up.

⊃   Conducting Annual Survey
⊃   Awareness Campaign among the Communities
⊃   Enrolment Drive
⊃   Monitoring Regular attendance by the teachers and school committees.
⊃   Promoting conducive environment in the school for retention of students.
⊃   Providing incentive like free Text Book and other Reading Writing materials.
⊃   Extending MDM facility to EGS centers.

Education for Urban Deprived Children

In Balasore District there are four urban areas ;

1. Balasore Municipality
2. Jaleswar NAC
3. Nilgiri NAC
4. Soro NAC

In these urban areas a number of out of school children are found in doing different works to earn their livelihood and to support the family. The present situation needs to focus on the educational need of these deprived children. Survey exhibits the growing problems of schooling of poor children in urban area. Due to different management, schools in urban areas are still far away for achieving UEE. Wards, Urban slums are taken as Unit of planning in urban areas.

TABLE - 6(c)   The details of wards, slums and schools are given below :

Sl.No.	Name of the Urban Areas	No of Wards	No. of Slums	No. of Schools	
				Primary	Upper Primary
1.	Balasore Municipality	28	9	40	21
2.	Jaleswar NAC	16	3	10	08
3.	Nilagiri NAC	14	4	14	05
4.	Soro NAC	26	4	22	09
	Total	84	20	86	43

The following activities are proposed to be under taken in Urban area of the district for the education of deprived group.

*   Education for street children / plat form children
*   Education of children whose parents are engaged in busy professions.
*   Education of children working in Slums.
*   Education for children working in industries, household, hotel, garages, dhabas, shops etc.

Efforts have been made for UEE of children in urban areas through convergence with associated Department of Govt. of Orissa, Urban local bodies and NGOs.

Education for Street Children / Platform Children etc.

During survey it was found that a good no o children are restoring to street begging and cleaning the train compartment and begging for money some are working as rag pickers. They are detached from their home and families and almost pass their life in street and platform.

It has been proposed to bring such children to schools and give them a new meaning to life. In Balasore district it is proposed to set up 14 no. of residential camp for education of such children as detailed in the following table.

Table - 6 (D)

Sl.No.	Name of Urban Areas	Total No. of Children Identified for enrolment	Target Camp proposed	Duration
1.	Balasore Municipality	226	5	2 years
2.	Jaleswar NAC	92	3	2 years
3.	Nilagiri NAC	98	3	2 years
4.	Soro NAC	102	3	2 years
Total		518	14	-

Activities to be under taken for the education of above children. Table 6 (I)

- Mobilisation of parents

- Opening of Residential Camp

- Providing work experience activities

- Convergence meeting with Railway and other Departments.

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TABLE 6.1

Urban Area Development Programme of Balasore District

Name of the NAC/Municipality	Name of the Block	No. of Slum Areas	No. of other Units	Out of School Children			Programmes or activities		
				6-11	11-14	Type	No.	Type	No.
Balasore Municipality		10	4	1731		AIE	3	AIE	5
Baleswar NAC		6	2	602		AIE	2	AIE	3
Nilagiri NAC		4	1	319		AIE	2	AIE	3
Soro NAC		5	2	553		AIE	3	AIE	4

ECCE in Urban Areas

In urban areas due to the engagement of parents of poor families in different professional work their children in the age group of 0 – 6 are regulated. In some cases girls children in the age group 11 – 14 are engaged in sibling case. In both ways it is hurdle in achieving UEE. The following tables shows the number of children deprived of pre-primary education in the urban areas of the district.

Sl.No.	Name of Urban Areas	Child Population (3-5 years)	No. of children enrolled in pre-primary private managed education center	No. of children required pre-primary education facility.
01.	Balasore Municipality	4,071	3234	837
02.	Jaleswar NAC	923	552	371
03.	Nilagiri NAC	320	212	108
04.	Soro NAC	1027	729	298
	Total	6341	4727	1614

1614 no. of children are deprived of pre primary education in urban area of the district.

Necessary convergence is proposed to be made with the NGOs working in urban area to open some more ECCE Centre for enrolment of the out of pre-school children of 3 – 5 years with a financial support to the tune of Rs. 300/- (Rupees five hundred) only per year child out of SSA budget.

Convergence to be made with ICDS Department for nutritional support.

Education for Children of Slum Area :

Due to rapid urbanization in Balasore new slums are rising fast. As the parents belong to working class they seldom care for schooling of their children.

The following activities are proposed to be undertaken for the education of slum children.

- Identification of such slums and children deprived of schooling facilities.
- Mobilisation for enrolment in formal schools.
- Setting up of special camp schools for these who are out of formal schools.
- Checking up of health of the children.
- Convergence with associated department of govt., urban local bodies and NGOs.

Civil Work in Urban Areas :

It has been observed that no building has been constructed in urban areas for years together.

The urban departments has not been able to provide funds for additional constructions while the schools are gradually swelling with children due to rapid urbanization.

The present scenario as regards position of building in the urban area of the district as given below :

Sl.No.	Name of the Urban Areas	No. of Schools	No. of Less Building	Additional Class Room Required
1.	Balasore Municipality	61	-	46
2.	Jaleswar NAC	18	-	18
3.	Nilagiri NAC	19	-	17
4.	Soro NAC	31	-	27
	Total	129	-	108

CHAPTER - VII

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

- Management Information System
- Computer Education

CHAPTER-VII

Research, Evaluation, Supervision and Monitoring

Research:

All the academical programmes are to be brought together under the umbrella of research for its quality improvement. The focus of the research will be centralized on the time based and society based education which reflect the aims and objectives of SSA for UEE. The problems from every corner, i.e. from school to the District level should be examined in the research laboratory of CRC, BRC, DRC and DIET to reach at the effective conclusion for successful implementation.

Scope of Research :-

The scope of research on education is unlimited. All the programmes of educational system such as follows are under the sphere of research.

- Environment of teaching and learning process
- Teachers problem in imparting teaching
- Involvement of society in the school management to ensure achieving the target of enrolment retention and drop out.
- System of Evaluation
- Supervision and monitoring
- Special problems of SC/ST/Girl/disabled community minor students.
- Refresher and short course training for teachers
- Supply of free text books
- Supply of furniture to the schools
- Civil work.
- Management information system
- Survey of SSA for UEE

Aims and objectives:

Aim and objective of research is to present a fruitful educational system to the society. The community wants a free, fair and filtered education which is the product of research as follows:

- ❖ To create a healthy study atmosphere
- ❖ To bring all the children from all quarters in the age group of 5-14 to the school for UEE.
- ❖ To provide a building to each institution for this purpose.
- ❖ To eradicate the problems of children and teachers
- ❖ To subside the problems of ;management and community involvement.
- ❖ To make all teachers well equipped with orientation and refresher training.
- ❖ To strengthen the district planning.
- ❖ To develop efficiency in Supervision and Monitoring.
- ❖ To establish good co-operation among CRC,BRC,DRC and DIET.
- ❖ To provide guideline for updated evaluation.

Agency :

The research centres are CRC, BRC, DRC and DIET. The problems traced out shall be examined in that level first and be rotted upto district level. After careful observation the guideline will come upto CRC level and finallly to the school. All teachers are to be sensitised over the issue.

Duration:-

The research centres will work round the year with some problems and programmes. The main output of the programme is for UEE.

Evaluation

Is the principal limb of the whole education system. The progress in implementation and achievement of the objectives laid down under SSa is to be evaluated in ;regular intervals. Every plan and programme of the project will be considered worthy and functional after proper evaluation.

Aspects:

All the functional aspects of various initiatives and their impact come under the programme of evaluation.

- ❖ Achievement of plans and programmes of the objectives of SSA.
- ❖ Evaluation of community participation.
- ❖ Achievement of pupil land teachers in the learning and teaching process.
- ❖ Internal and external evaluation of different intervention programme of impact study.
- ❖ Evaluation of training programmes.
- ❖ Evaluation of District planning and research.

Achievement:-

- ❖ It enhances the efficiency of teachers
- ❖ Creates competition situation among the teachers.
- ❖ Children feel self-sufficiency.
- ❖ Goal of the education is preserved
- ❖ Makes all the system alert.
- ❖ SSA and UEE are accelerated.
- ❖ The micro planning in Elementary Education proves its genuinity.

Supervision and Monitoring

Supervision and monitoring the most important ingredient of the system. Supervision and monitoring acts as the flesh and wood to the skeleton of the SSA and UEE.

Aspects:-

The aspect of supervision and monitoring is broad as follows:
- ❖ Whole learning process
- ❖ Whole teaching process.
- ❖ Planning system.
- ❖ Management of the institutions.
- ❖ Training and Orientation programme.
- ❖ Community involvement in the field of supervision and monitoring

* Concepts of supervision:-
* It creates positive aspects of children.
* Teachers become alert and resume filtered duties.
* CRC,BRC and DIET become vigilant of their own works
* Everybody shoulders responsibility.
* System runs in the disciplined way

Steps of Supervision:

* The teacher should not be used as the handbook of all departments.
* Efficiency of the supervising authority be judged.
* Supervising would not be fault finding but sugestive.
* -Proper guideline be given after all supervision.
* It will be done in regular intervals
* Respective job charts will be supplied.
* DIET will monitor the training and orientation programme.
* DRG will monitor the function of BRC and BRC to CRC.
* Adequate initiatives will be taken up for the capacity building of community level structure i.e. school committee, VEC, centre meeting and monitor the schools for its effectiveness in community based management structure.
* All sorts of steps be given for precise supervision and monitoring of DIET, DRG and BRC.
* Each supervising authority will feed back for competencies and abilities of their subordinate officials.
* All the strategies will be reviewed at the end of each academic hear.

Strategies of Research, Evaluation, Supervision and Monitoring.

Some new strategies have been projected in the district planning on Research, Evaluation, Supervision and Monitoring to modernise the traditional methods and to bring qualitative improvement in Elementary education comparison has been made and planned system has been traced out in each case. SSA needs the upto-date and modern pattern of education for the successful participation ofl children, teachers and the whole machinery to give birth to an en lighted society.

STRATEGIES OF RESEARCH

NO.	FACTORS	EXISTING SYSTEM	SYSTEMS PLANNED
1	EXISTENCE OF RESEARCH CENTRE	There is no block or district level research centre only SERT is There at the state level.	Main role will be played by CRC BRC, DRG and DIET for cluster, Block and district level respectively.
2.	AGENCY	Only DIET is imparting training to the teachers which is quite insufficient	Cluster research centre, Block resources centre and District resource group with the leadership of District project officer are there. All the problems and issues will be vividly examined in differentiable and finally at District level universal guide line will be issued to be accepted by all.
3.	DURATION.	DIET provides orientation training to the teachers only for a week during a session which does not	CRC, BRC, DRG, and DIET will function round the year. It will impart 20 days of Orientation training to each teacher in a year cover all numbers compulsory.
4.	METHODS	The art, method and the processor training is the outcome of SCERT which arm down to DIET.	It is the reverse of the existing system All decisions will be taken up from CRC level and come up to District level.
5.	PERSONNELS	All decisions an executions are done by the DIET There is no role of S.I of Schools or D.I. inspecting Officers.	All the machinery will be engaged S.I. of Schools and D.I. of School Will be directly involved.
6.	Subjects	Only orientation and refreshers training are being imparted, Other issues are not given wastage only it looks the teaching capacity No importance is being given on the civil work. S.I. of schools and the D.I of Schools are away from the action of DIET self directory inspection and supervision is going on. Not much emphasis is being given	It will take up all the issues like scheme, syllabus, enrolment, reiteration, dropout, SC & ST children, girl students, disabled Children along with the methods of teaching. Proper alternative will be centralised on the civil work for all round development and beautification of each institution. S.I S and D.I.S. Will be completely involved in the complain Universal rules on supervision and inspection will be accepted. All the inspecting and supervising officers will remain

	on supervision.	Responsible at the district mechinery for their duties.
7. FUNDS	Limited and unplanned amount of funds are placed to the DIET for its function.	Adequate funds are placed in the district planning for its perfect function.
8. COMMUNITY INVOLVEMENT	involvement through P.T.A. & VEC are are taken up which are not encouraging	Community participation in case of Civil work and management will be highly encouraged motivation will he shouldered by the community.

EVALUATION :

TERMS AND KINDS.	Only internal evaluation of the students is being done twice in a year. No external evaluation is being done. Progressive report of all students is not compulsory and all the teachers are not following the method. No. fo... action is being taken.	Both internal & external evaluation of the children will be done . The appropriate record will be meintained and concerned parents will be intimated accordingly Responsibility will be fixed up on poor performance.
SYSTEMS	Present system is not adequate. There is no role of inspecting officers system. Unit test is not being given importance.	Monthly it will be reviewed & unit test is compulsory. Much scope will be given through culthral activities to build up personality
PARTICIPANTS	Only the students are considered for evaluation No inspecting or supervising officers or any educational institution are being evaluated. The duties and the function of all cadre in the department are away from evaluation.	All the students, all the inspecting and supervising officers, CRC, BRC, DRC aw DIET will be evaluated for their function time to time. Orientation programme will be organised for inspecting officers to develop their ability.

SUPERVISION & MONITORING

AUTHORITY	Only S.I. of schools for primary schools and D.I. of Schools for upper primary schools are funncting as the supervising authority.	All the S.I. of Schools all the D.I. of Schools and the member of DRG and the instructor of DIET are empowered for inspection & Both Primary and upper primary Schools
PERIOD	The job chart of the inspecting officers says for inspection of each	The inspection of each school will be done more than twice a year when DIET and DRG will be

		school twice in a year and to visit as many as times. The S.I. of Schools are over burden with non-educational works, Hence the work of inspecting and supervising suffers. They donot get sufficient time to cover the term.	engaged alongwith the S.I. of Schools and D.I. of Schools. The Inspecting and Supervising officers will be free from non-educational works The Inspection will be free, fair and frequently due to the increase of inspecting personnels.
3	RESULT	Only the Inspection report of S.I. of schools and D.I. of schools are reflected in the visit book No followeep actions are being taken up on the problems and issues found All educational offices in different level are not level are not supervised by the higher authority	All the findings are to be reflected and reviewed by the next higher authority and finally at the District level. SSA gives more importance on inspection and supersion CRC, BRC, DIET are the agent of Supervision for their sub-ordinate offices. They will co-ordinate to the job of S.I.S and D.I.S., The function of CRC, BRC will be to supervised regularly.
4.	MONITORING.	Community is not manitoring the school management Sincerely P.T.A & School committee are not functioning properly.	Steps are being taken for fomation of PTA, MTA, & school committee. They are empowered to monitor the School management.

Management Information System (MIS)

The project management system plays a key role in DPEP. MIS help the Project Co-ordinator to collect data, analyze it and use effectively in time. It has two components.

- Educational Management Information System (EMIS)
- Project Management Information System (PMIS)

The EMIS provide information about the education related problems and management of educational institutions. The EMIS Data are collected in 30th September of each year to know the enrolment position, retention of the learner, in state level for better planning in education. It is proposed that EMIS should be developed in BRC level as per strategies and activities stated below :

The PMIS provides information about project and its management.

Management Information System (MIS)

Sl.	Activity	Objective	Strategy
01.	Training for collection of EMIS and PMIS data	To create an update and reliable data base.	The date are to be collected jointly by the teachers and computer personnel's.
02.	Monitoring and supervision of data collection	To ensure accuracy in the process of data collection	A team of experts / squad of experts to make field visit for supervision.
03.	EMIS and PMIS	To store the date in computer	Data entry is to be uniformly done by the trained data entry operator
04.	Availability of the school level data at BRC and CRC	To use the data for selection of teachers training / planning / distribution of different provision.	The report is to be prepared and made available at the BRC & CRC level

Intervention : Management Information System (MIS)

Phasing of Activities and Costing

Activity Code	Activity Details	Total Phy. Target	2001 to 2002	2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010
MIS 001	Air conditioner for MIS room	1	-	1		-	-	-	-	-	-
MIS 002	Computer Hardware (P-III, Col. Monitor, Fax Modem FDD. Printer (Inkjet, Laser, Dct Matrix)	once	-	-	-	-	-	-	-	-	-
MIS 003	Computer Software	1	-	1	-	-	-	-	-	-	-
MIS 004	Computer Consumables	8	-	1	1	1	1	1	1	1	1
MIS 005	Printing of Data collection format	8	-	1	1	1	1	1	1	1	1
MIS 006	Collection, Compilation and Reporting DISE data	8	-	1	1	1	1	1	1	1	1
MIS 007	Data Communication, Telephone Connection, Internet Connection	8	-	1	1	1	1	1	1	1	1
MIS 008	Sharing work shop on MIS	5	-	1	1	1	1	1			
MIS 009	Geographic Information System	2	-	1	1	-	-	-	-	-	-
MIS 010	Training of Data caption or data collection	8	-	1	1	1	1	1	1	1	1
MIS 011	Maintenance Contingency	8	-	1	1	1	1	1	1	1	1

Computer Education

The role of computer in teaching and learning is very vital. The computer education takes place in lower classes in the developed countries and student can learn better through this with full of enjoyment. Therefore it is proposed to introduce computer education from Class – VI in the Upper Primary School for students and teachers.

The details strategy, activity are discussed as below :

Sl.	Activity	Objective	Strategy
01.	Training for teachings of upper primary on computer education.	To develop capacity building of the teachers.	The training programmes are to organized at DEG level.
02.	Development of TLM on Computer	To ensure capacity of Training for preparing TLM	-do-
03.	Availability of Computer at BRC & BRC and CRC level	To use the computer by the student under the guidance of teacher	Training to Teachers

It is proposed that out of 12 blocks and one municipality of Balasore District the Computer Education facility are to be provided to selected schools. The electrification of the schools and separate computer room to be provided. 90 Computers have been planned to provide for the selected schools of the district.

Activities under the intervention that are to be taken during the first year of the period are as follows :

   i.   Training for collection of data at BRC / CRC level.

   ii.   Monitoring for collection of data at CRC level.

   iii.   Updating the so collected data in time.

   v.   Supply of equipments for MIS – 1 Phase.

CHAPTER - VIII

PROJECT MANAGEMENT STRUCTURE
AND
INSTITUTIONAL CAPACITY BUILDING

CHAPTER - VIII

IMPLEMENTATION ARRANGEMENTS

OBJECTIVE & TARGETS :

The situatitional analysis in previous chapter indicates that the States of Elementary Education in this district is very poor in the hilly areas, SC/ ST areas, flood attached areas and some parts of coastal belt. To ensure universalisation of Elementary Education for all target population (within age group of (10,11,14) Which is a mandatory constitutional provision, different intervention relating to accuse enrolment and rotation, pedagogical improvement, capacity building and quality improvement need to be planned. The plan should be divided into three categories

    i) Project Management   ii) Civil Work   iii) Quality Improvement

1.   ORGANISATION RESPONSIBLE FOR THE IMPLEMENTATION OF THE PROGRAMME :

The actives under S.S.A is implemented by an autonomous organisation like OPEPA, an implementation agency for DEEP programme in the state. The OPEPA in functioning for planning, implementing and monitoring the project formulated for achieving the objects of DEE programme as out lined in the project document. The School and Mass Education Department of Orissa has difference branches with defined powers, functions and responsibilities for qualitative education. There is a well structured state level office (DEEP) for implementation of UEE in different districts. For decentralisation of powers, supervision, monitoring and evaluation, there should be district, Block and Cluster level offices.

In view of proposed programme for UEE through SSA in this district organisation structure in proposed as follows-

2.   EXECUTING AGENCIES AT VARIOUS LEVELS :

(Project Management Structure)

The OPEPA will execure project components through the following agencies in SSA for the district. The proposed project shall be managed in a decentralised manner. Four levels

of management system shall be introduced for effective implementation of programme.

A) Village level Structure

B) Cluster Level Structure

C) Block Level Structure

D) District Level Structure

A) VILLAGE LEVEL STRUCTURE :

To manage the programme at grass root level in Village level/ Hamlet level, a village Education Committee is to we constructed through community participation as per school and Mass Education department circular EYS- 2570 of 19.01.1991 taking the following members

MEMBERS OF VCE :

i)   Parents of students - 6months

  a)   Three male members out of which one must be SC/ ST category.

  b)   Three Female members out of which one must be SC/ ST category opposite to "a".

ii)   Sarpanch/ Word Members/ Councillor (in case of NAC/ Municipality) =1 member

iii)   One member from voluntary organisation/ Mahila Samiti / Youth Sangh= 1 member

iv)   Headmaster of concerned   Pry/ U.P. School - 1 member secretary

N.B. :   Out of six guardian members one should be elected as president of the committee.

This committee shall be the real grass root level structure to manage the Pry/ U.P. Schools. The committee should be associated with Parent, Teacher, Association and Mother Association. Hence this committee shall be strengthened with due training and orientation on its role and responsibilities. They should be realistic need based in their work and responsibilities. The VEC will be empowered to execute all type of civil works at school. They shall identify and provide the free load and drinking water facilities for opening of

new schools and EGS , A&E and ECCE centres and invite other contribution in cash from the community. The important functions of the VEC and other village level aganies-

— participate in the preparation of village education plan.

— Conduct a educational survey work and prepare village social map.

— Record list of children who are in school and out school, unenrolled and dropout children and other resources.

— Chalk out plan for mobilising community and parents to sensitise them on the issue of child labour and their educational supports for improperness the infrastructure facilities.

— Manage the school education fund for school development.

— Ensure 100% enrolment and retention of all children (age group 5 to 14) in the village and take steps for better attendance.

— Ensure over all performance of the school.

— Recruitment of alternative school instructor.

— Mobilise the PTA/ MTA.

— Mother Association can monitor the ECEE centres in the village for main streaming the out of school children.

— Mother Association indentifies location for ECE centres.

The VEC members/ S.C./ NGO members will be trained and oriented for the same.

A viillage planning team will be formed taking 5-7 members among the teacher, VEC, presemt, MTA, PTA, PRI members and NGO.

B) **CLUSTER LEVEL STRUCTURAL :**
There will be a cluster centre taking 14-15 Pry/ U.P. Schools in a locality where there will be building for training of teachers, VEC/ MTA:/ P.T.A:/ P.R.I. members ' ' '

etc. and meetings efficient and experienced level - III of elementary cadre will act as CRCC (Cluster Resource Centre Co-ordinator) for implementing the programmes of SSA in grass root level and co-ordinating with BRC. The person acting as CRCC will be deployed from among the teachers by CRCC will be basically responsible for providing academic input to the teachers and act as a liaison person between school and community CRCC is expected to form a team of resource person for his cluster taking members from VEC/ MTA/ PTA/ NGO/ Teachers leader of the village villages who will surpised monitor the academic progress of the programme. This team will act as a catalyt c fro 100% enrolment and retention by sensitisation of community.

Block Level Structure :

At the Block level, a Block Resource centre will be set up which will be headed by a Block Resouce centre Co-ordinators. Who will be selected from one of the S.I.S> or Sr. most efficient teachers of level - II cadre of elementary Education to provide academic support to the teachers and to ensure active participation of the local community for effective functioning of the school system and achieving the National goal of UEE in its true spirit he is to co-ordinate with C.R.C. BRP, BRG, Block planning team and DRC. A Block Project centre (BPL) will be functioned. An infrastructure will be developed at the BRCC with residential training facility. 20Nos of Block Resource Persons (BRPs) will be selected and deployed from among the S.I. of schools and HMs of U.P. Schools, and High Schools and attached to BRC for imparting training, supervision, monitoring and evaluation of the programme. A Block Resource Group (BRG) of 2(two) RPs will attached to BR C. The BRPs and BRGs will supervise and monitor the functioning of schools and C R.C. and UEE interventions. It mill under take annual evaluation on performance. A Block level Executive committee planning team will be constituted to prepare annual plan for the Block . The Block team will prepare target charts for CRS.

Members of Block Planning Team.

1. Block Development Officer - Chairman.

2. Chairman of Panchayat Samiti -Vice-Chairman.

3 BRC Co-ordin tor- Member Secretary.

4. All S I of Schools- member

5. Headmasters o Pry/up - 15 do-

6. P.R.I. members - 3 - do -

7. Leading NGOs - 2 - do -

8. C.D.P.O ICDS Project - 1 do -

9. Social Education offer - 1 - do -

10. Welfare extension officer - 1 - do -

One BRC will be constructed nearest to the block office within a school campus. The office will run by the following staff.

Staffing Pattern of BPO

1. Block Project Centre Co-ordinator-1- Deployed for level - III .

2. Block Resource Groups - 2 (BRC)

DISTRICT LEVEL STRUCTURE

The District level programme shall be implemented through District Project Co-ordinator or D.P.O. The District Project Co-ordinator shall remain in charge of the programme at district level. A District executive Committee will be formed under the Chairmanship of Collector, and District Magistrate Balasore to over see the DPO in programme planning and implementation of the programme in UEE.

The members of District Executive Committee

One :

Members of District Executive	Committee
1. Collector and District Magistrate, Balasore -	Chairman
2. Additional District Magistrate Balasore.	- Vice- Chairman
3. Inspector of Schools, Balasore Circles	-. Members
4. Principal DIET, Remuna	- -do-
5. Project Director, DRDA	- -do-

6.	D.W.O., Balasore	- -do-
7.	D.S W.O., Balasore	- -do-
8.	C.D.M.O., Balasore	- -do-
9.	District Information NIC Bls.	- -do-
10.	District Planning Officer, Bls.	- -do-
11.	District Development Officer	- -do-
12.	District Inspector of Schools	- -do-
	Balasore-I, Balasore-II Soro	
	Balasore- III, Basta, Jaleswara and Nilgiri	- -do-
13.	Project Director NCLP	- -do-
14.	District Project- co-ordinator- DEPT	- -do-

The above committee shall be the decision making authority at the Dist level for successful implementation at the Dist level for successful implementation of the Programme.

A core planning consisting of 7 members team has been formed at District level headed by one District Education Officer/ D.I. of Schools Sore and entrusted with the task of preparation of Annual Plan for the Dert.....

At the District level for recruitment, procurement, monitoring & supervision and evaluation. Besides several intervention- specific District resources Group (DRG) will be formed with experts in the line to guide the project activities & turning programme.

STAFF PATTERN FOR THE DISTRICT PROJECT OFFICER:

	No of Posh	Cadre
1. Dist Project Co-ordinator	One	In the cader of OE S-II Cadre
2. Dist.- Co-ordinator MIS & Planning	One	
3 Dist-co-ordinator Civil Work	One	
4 Dist. Coordinator Training SC/ST	One	

5.	Dist Coordinator for Girls	One
	& E.C.C.E. & Community Mobilisation	One
6.	Dist. Co-ordinator IED & EGS	One
7.	Asst. Engineer	One
8.	Junior Engineer	Twelve
9.	Programme Assistant Sr.	One
10.	Programme Assistant Jr.	Two
11.	Data Entry operator	One
12.	Steno Cum-Typist	One
13.	Peon (Contingent)	One
14.	Sweeper Cum Watchman	

The table is shown in Annexure-I

District Project office will be set up at the District Head Quarters. The District Project Co-ordinator (in the rank of OEB- II) will be the head of the office. He will be appointed by the Education Department with the knowledge of chairman District Executive Committee, D.P.O. Shall have the powers and responsibility to carry out various initiatives for UEE in Consultation with the all D.I. of Schools in the District under the chairman ship of Dist. Collector who is the chairman of S.S.A. committee subject to entitlement jurisdictional competence Co and delegation of financialisation and administrative power as decided by the District Executive Committee. At the District level there will be a group of resource person (DRG) consisting of 10 (Ten) members for training monitoring & evaluation of the programme. They will be selected from the teacher from DIET, STS and efficient, retired teachers and leading NGO's

CONSULTANT SERVICE :

For the smooth running of S.S.A the project will need guidance from OpEPA, SITE, SPO, Office, state project co-ordinator, state resource persons and experts in .... from line-to-line therefore it is proposed that the consultant service will be provided to co-ordinate different sectors of the project. So the financial provision may be made for consultant service. will be provided to co-ordinate different sectors of the project. So the financial provisions may be made consultant service deligation of finaltial and administrative powers as decided by the District Executive Committee.

PLANNING AND MANAGEMENT :

Implementation of proposal project depends upon careful planning and continues monitoring. This requires several review meetings or supervision strategies. So it is proposed that annual work plan shall be prepared in each scheduled year. The annual work plan will show monioting supervision and feed back stategies and this should be reviewed in the end of each year Before preparing the annual work plan for the forth coming year, the defects, major gaps in planning process, target fixed in the previous year and its achievements, interventiorise progress should be chalked out success and failure of the programme shall be reviewed and feed back can be obtained. Basing on the feed back, consultation with educational administrators in all levels and advisor bodies may be required.

For the purpose, half yearly review meetings/ Workshops, of two/ three days duration shall be organised at Block levelled district level. Accountability may be fixed for better performance.

PUBLICATION OF DRC/ BRC JOURALAND DRC/ BRC REVIEW BOOK :

At BRC level halfyearly bulletin containing information on enrolment, retention, VEC/ MTA/ P.T.A. meeting, process of civilisation supervision of officers to school, utility of all financial grant, problems of teachers, students, community and all types of achievements and draw back should be reflected This shall help for reviewing at CIRC/ BRC/ DRC Level and following up action can be suggested accordingly to avoid the obstacles in the system and follow up activities shall be suggested by all levels.

REVIEW MEETING :

In order to access day to day programmes of programme monthly BRC/ CRC meeting shall be held. In addition to this quarterly review meeting of two days duration at Block level be held in each year. The review meetings workshop at district level / Block level CRC level shall be held with all types of agencies and remedial measures will thought of for yearly micro planning Monthly review meeting of Executive Committee and Block Executive committee shall be held.

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MICRO PLANNING :

Micro- Planning is to be prepared from base level to district level (village, ...
G.P................ Block .... District) planning successful of the programmes. Need based plan should be prepared.

DISTRICT INSTITUTES OF EDUCATION AND TRAININGS (DIET)

DIET and STS are the premier academic institute at district level which provide all types of professional support to the teachers, supervisors and resource persons at Block level and District level and play a vital role for the enhancement of quality of elementary education.

The role of DIET & STS in the light of UEE (SSA) interventions is as follows :

❑ Academic resources centre in the filed elementary Education, alternative education pre-primary ECE etc.

❑ Training of BRPs in the key areas of padagogy, community mobilisation, planning multidrade teaching, child- centred pedagogy.

❑ Development of district specification training strategies.

❑ Conduct process as will as impact evaluation of VEE (SSA) interventions.

❑ Taking academic monitoring of schools.

❑ Take up the process of research, supervision and evalecation.

The faculty members of DIET/ STS will be the some of the core team members of District Resource ..Group.They should provided contingencies and other facilities.

TRAINING INSTITUTE AT STATE LEVEL :

The State level institution like SCERT and SIET pay a vital role in the capacity building actives of various personnel associated with UEE (SSA) interventions.

A) FUNCTION OF SCERT :

The function of SCERT is as follows :

❏ Conduct workshops, seminars, training programmes for district level resource personal, DIET faculty BRPs and building their capacities in the areas of gender, problems of focus groups community mobilisation, teacher mobilisation and school effectiveness.

❏ Innovation for quality improvement designing of TLM, developing training packages.

❏ Carrying out surveys and other assessment studies.

❏ Taking up research projects based on the requirement of UEE.

❏ Documenting the progress made in Primary education as a result of UEE and other interventions.

FUNCTION OF SIET :

The SIET is presently playing a vital role in the implementation of Education Television Programme in the state for bringing qualitative improvements in the class room process. In the context of UEE, SIET plays a keyrole at three stages (i) School ii) Teacher Centre iii) Diet at district level as follows :

◆ Supply of software both transmission and cassette mode.

◆ Designing and supplying of support material for maximum utilisation of Educational Technology.

◆ Training of user teachers in operation, maintenace and utilisation of both hardware & software.

C)   OTHER AGENCIES :

The project management will also collaborate with outside academic institution like NGO with good track record

The state project officer and District project officer with its cadre and committed professional, will undertake some of the activities with the support from National State level Academic/ institution, NGOs etc.

3.   **PARTICIPATION ARGUMENTS :**

To ensure participation of Stake holders including parents, teachers & community at large the project has carefully designed arrangements for implemation . Many of the interventions should be implemation through organisations headed & managed by the parents of the school going children. A number of training and contact programme have been planed to ensure regular community participation. The Headmaster would be involved in almost all crucial interventions.

As mentioned earlier the village Education Committee, Mother Association, School committee etc. play a lead role in the playing, mention in and various school improvement programmes.

The project management will operate and facilitate at state / District level at village / hamlet level, the project will be solely run by the parents & members of community. This ensure the commitment of Management to the goal of VEE and DEEP objectives. At state & district levels project management will consist of persons with prove and expertise, education to the organisation goals and willingness to work hard for the organisation.

Functional groups will interact with each other for common objectives & goals will be step with scope to contribute to spares which may not be directly with them. Main areas will be teacher Education M/s. Civil Works ...., gender focus groups and general managements. All should work with a missionary zeal

Accountability will be the motto of all the functionaries. They will be held accountable themselves to the assigned work. Accountability includes efficiency in use of financial resources also.

For achieving the project goals, the management will co- operate with other convergent department, NGO and other resource institutes. This will ensure sustainbility of many components of the project.

FUNETRICAL ASPECTS OF DPO :

The functional aspects of DPO is as follows :—

◆ Development of annual work plan and budget in de-centralised participatory method.

◆ DPO is responsible for the implementation of all the activities as per guide lines of SSA programme through District Executive Committee and student monthly progress reports as desired by the SPO/ Director DEEP/ Govt of Orissa.

◆ Publication of Journals and booklets-

INPUT

The DPO office will be supported with required furenitures, equipment, salaries vehicles and other MIS equipment along with stationary and contigencies.

PROVISION OF FUNDS :

◆ Funds flow from S.P.O. to District Collector, en-official Chairman of SSA committee by accounts payee cheque or accounts payee D.D. as per Govt. norms.

◆ All funds from DPO to executing agencies like S.C., Diet, BRC, CRC through Account pay cheque or Account payee DD.

◆ Accounts will be maintained as per requirements.

◆ Reports will be sent to the SPO.

AUDIT :

◆ Preaudit will be done by AAO for all expenditure

◆ Statutory audit will be done in every year by the auditor appointed by the executive committee.

BANK TRANSACTION :

◆ Authorised signatory / signatories

◆ With Delegated competence

◆ Based on competent sanction.

BALASORE DISTRICT

INTERVENTION - PROJECT MANAGEMNT

Phasing of Activities and costing

Activiety code	Activity details	Total Physical target	2002-2003	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
PRM A	Salary of DPO Staff	1	7 mth	1	1	1	1	1	1	1
B	Dist. corinator MIS & Planning	1	-do-	1	1	1	1	1	1	1
C	Dist. Co-ordinator civil works	1	-do-	1	1	1	1	1	1	1
D	Dist Co-ordinator Training/ SC/ ST	1	1	1	1	1	1		1	1
E	Dist. co-ordinator Girls Edn./Commy. mobilisation	1	1	1	1	1	1	1	1	1
F	Jr. Engineer for 12 Blocks for 6yrs.	12	12	12	12	12	12	12	12	12
G.	Prog. Asst.Sr.	1	1	1	1	1	1	1	1	1
H	Prog. Asst. Jr.	2	2	2	2	2	2	2	2	2
I	Data Entry operator	1	1	1	1	1	1	1	1	1
J	Steno-cum DTP operator	1	1	1	1	1	1	1	1	1
K	Peon	1	1	1	1	1	1	1	1	1
L	Sweeper-cum watchman	1	1	1	1	1	1	1	1	1

CHAPTER - IX

BUDGET AND COSTING

CHAPTER – IX
BUDGET AND COSTING

1.   Project Management

Major Strategies

- Establishment of District Project Office at District Head Quarter with the District Collector and Magistrate as Chairman of SSA programme and District Project Co-ordinator and SSA co-ordinator as the programme member.

- Provision of Equipment and other contingencies to state project office and salaries (6% of total project cost)

- DPC is responsible for implementation for all activities as per Annual Work Plan and budget and follow up the activities and furnish progress report on the performance indications of the project both in Primary and Upper Primary level to the State Project Office.

The proposed staff pattern in District Project Office is as follows :

1.	District Project Co-ordinator	1
2.	District Co-ordinator MIS and Planning	1
3.	District Co-ordinator Civil Work	1
4.	District Co-ordinator Pedagogy SC & ST	1
5.	District Co-ordinator Girls Education ECCE community mobilization	1
6.	District Co-ordinator IED and media	1
7.	Junior Engineer	12
8.	Programme Assistant (Senior)	1
9.	Programme Assistant (Junior)	2
10.	Stenographer –cum-DTP operator	1
11.	Data Entry Operator	2
12.	Sweeper – cum- Watchman	1
13.	Peon	1

Activities :

- Salary of DPC and Staff
- TA & DA of staff
- Furniture for DP Office
- Equipment for DP Office
- Hire charges for vehicles
- Contingency
- Maintenance, documentation, printing etc.
- Consumables
- Installation of phones
- Hiring of building for DPO
- Consultancy charges
- POL and Hiring of vehicles
- Exposure visit
- Hospitality charges
- Honorarium to MIS person₃ at Block level.

Monitoring and follow up Action.

The sectoral officers of DPO in-charge of various intervention will monitor the implementation of the plan programme of all blocks with field visit and review meeting. The District Inspector of Schools along with Block Resource persons will implement and monitor the programme at Block level. The progress of the project will be reviewed at the district level with DRG and BRPs and district administration on monthly basis. In the review meeting special care should be given on the education of focused group with necessary follow up action

The monthly progress report will be complied at District level reflecting block-wise target and achievement along with progress on project performance indicator and same will be furnished to the state project office.

Convergence

Necessary convergence may be established with different departments such as social welfare, welfare of disables, woman and child development, NGO etc. for better implementation of programme.

The details of expenditure for various activities shown above for the year 2002-03 is furnished herewith in Table 10.1

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Project Management

Table - 10-1

District - Balasore

Sl.No	Name of Intervention	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
			Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin	Phy	Fin
01.	Salary of DPOC	0.20	1	1.40	1	2.40		2.64	1	2.90	1	3.19	1	3.50	1	3.85	1	4.23	1	
02.	Dist Co-ordinator MIS and Planning	0.12	1	0.84	1	1.440	1	1.584	1	1.740	1	1.91	1	2.10	1	2.21		2.50	1	
03.	District Co-ordinator of Civil (Asst. Engiener)	0.12	1	0.84	1	1.440	1	1.584	1	1.740	1	1.91	1	2.10	1	2.31		2.50	1	
04.	District Co-ordinator Training SC & ST Education	0.12	1	0.84	1	1.440	1	1.584	1	1.740	1	1.91	1	2.10	1	2.31	1	2.50	1	
05	District Co-ordinator for Girls Education ECCE and community mobilization	0.12	1	0.84	1	1.440	1	1.584	1	1.740	1	1.91	1	2.10	1	2.31		2.50	1	
06.	District Co-ordinator IED	0.12	1	0.84	1	11.52	1	1.584	1	1.740	1	1.91	1	2.10	1	2.31	1	2.50		
07.	Junior Engineer	0.08	12	6.72	12	11.52	12	12.67	12	13.94	12	15.33	12	16.86	12	18.55	12	20.40	12	
08.	Programme Asst. Senior	0.08	1	0.56	1	0.96	1	1.056	1	1.16	1	1.28	1	1.408	1	1.55	1	1.705	1	
09.	Programme Asst. Junior	0.08	2	1.12	2	1.92	2	2.110	2	2.32	2	2.56	2	2.816	2	3.08	2	3.40-7	2	
10.	Data Entry Operator	0.08	2	1.12	2	1.92	2	2.110	2	2.32	2	2.32	2	2.55	2	2.80	2	3.08	2	
11.	Stenographer-cum-DTP Operator	0.08	1	0.56	1	0.96	1	1.056	1	1.16	1	1.28	1	1.408	1	1.55	1	1.705	1	
12.	Sweeper and Watchman	0.03	1	0.21	1	0.36	1	0.396	1	0.435	1	0.48	1	0.53	1	0.58	1	0.64	1	
13.	Peon	0.03	1	0.21	1	0.36	1	0.396	1	0.435	1	0.48	1	0.53	1	0.58	1	0.64	1	
14.	TA and DA of DPO Staff	1.00		0.50		2.00		2.20		2.42		2.66		2.926		3.22		3.54		
15.	Furniture to DPO	2.00		2.00		2.00		1.00		0.50		0.50		-		-		-		
16.	Equipments to DPO	1.00		3.00		1.00		1.00		1.00		-		-		-		-		
17.	Contingency to DPO	1.5		0.50		1.5		1.65		1.80		1.98		2.18		2.39		2.63		
18.	Documentation and Printing and Misc. Service charges	0.10		0.70		1.2		1.30		1.45		1.60		1.75		1.925		2.12		
19.	Consumable charges (Telephone, Fax Water Electric Charges etc.	0.10		0.70		1.2		1.32		1.40		1.50		1.60		1.7		1.8		
20	Installation of Telephone and Fax (2)	0.03		0.06		0.06		-		-		-		-		-		-		

21.	Hiring of Building for DPC	0.06	0.42	0.72	0.72	0.84	0.84	0.84	0.85	0.85	
22.	Consultancy Charges	1.00	0.62	1.00	1.10	1.20	.35	1.4	1.45	1.5	
23.	POL and Hiring of Vehicles (3 nos.)	0.15	3.15	5.4	5.940	6.534	7,18	7 8	8.68	9.55	
24	Hospitality Charges	0.30	0.25	0.30	0.350	0.40	0.45	0.45	0.5	0.5	
25	Honorarium of MIS persons at Block level	0.05	2.520	7.20	7.20	7.20	7.20	7.2	7.2	7.2	
26	Supervision, Monitoring and Review meeting	0.50		6.00	6.00	6.00	6.00	6.00	6.00	6.00	
27	Mission visit to Central State and Foreign			5.00	5.00	5.00	5.00	5.00	5.00	5.00	
28.	Exposure Visit to DRG and Planning Team and DIET Faculty	3.00		3.00	3.00	3.00	3.00	3.00	3.00	3.00	
29	Exposure visit to BRP, BRG and teachers	1.50		18.00	18.00	18.00	18.00	18.00	18.00	18.00	
	Total		30.52	83.18	86.134	90.114	93.73	98.248	104.015	110.192	

CIVIL WORK

Major Strategies :

For improvement of school infrastructure the following steps are to be taken :

1.   A room for every teacher in Primary and Upper Primary School with a room for Headmaster in Upper Primary School.

Improvement of School Facilities

Construction of BRCs and CRCs and D.P. Office.

1. Maintenance and repair of school building.

2. Involvement of VEC in construction of school building in respect of cash, kind and service.

3. Capacity building of school committee for their participation in construction of school building in terms of cost effectiveness and using of local materials.

Activities
1.   Building for new primary schools (2 rooms)
2.   Building for new UP schools (2 rooms+ 1 Office)
3.   Construction of building for building less Primary and UP Schools.
4.   Additional class room for existing Primary School.
5.   Additional class room for existing Upper Primary School.
6.   Construction of BRCs and CRCs building
7.   Construction of Additional Class room for existing High School.
8.   Boundary wall for Primary and UP School
9.   Drinking water facility
10.   MIS Building
11.   Electrification of rural and urban schools for computer education.

Monitoring and Follow Up

Fortnightly progress report will be obtained from field staff indicating physical and financial status.

Convergence :

The construction of class room for supplying adequate space to children through SSA and other state level aids like MP LAD ,MLA LAD, EAS, JRY, OBB etc.

Budget Table :

The details of year-wise expenditure for the year 2002-2003 are furnished herewith in the table. 10.2.

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Civil Works *Table - 10.2* **District - Balasore**

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03 Phy.	2002-03 Fin	2003-04 Phy.	2003-04 Fin	2004-05 Phy.	2004-05 Fin	2005-06 Phy.	2005-06 Fin	2006-07 Phy.	2006-07 Fin	2007-08 Phy.	2007-08 Fin	2008-09 Phy.	2008-09 Fin	2009-10 Phy.	2009-10 Fin	Grand Total Phy.	Grand Total Fin
1.	New Primary Schools	83	3.00	-	-	-	-	33	99.00	12	36.00	16	48.00	22	66.00	-	-	-	-		249.00
2.	New UP Primary School with one for Head Master	27	4.00	-	-	-	-	7	28.00	6	24.00	5	20.00	9	36.00	-	-	-	-		108.00
3.	Building less Primary Schools	96	3.00	30	90.00	20	60.00	20	60.00	10	30.00	10	30.00	6	18.00	-	-	-	-		288.00
4.	Building Less UP Schools with one room for Head Master	47	4.00	-	-	15	60.00	12	48.00	10	40.00	6	24.00	4	16.00	-	-	-	-		188.00
5.	Additional Class room to existing Primary School	1210	1.20	60	72.00	300	360.00	250	300.00	200	240.00	200	240.00	200	240.00	-	-	-	-		1452.00
6.	Additional classroom to existing UP schools	762	1.20	44	52.80	200	240.00	180	216.00	150	180.00	100	120.00	88	105.60	-	-	-	-		914.40
7.	BRC Building	12	6.00	6	36.00	6	36.00	-	-	-	-	-	-	-	-	-	-	-	-		72.00
8.	CRC Building	223	2.00	-	-	60	120.00	55	110.00	50	100.00	40	80.00	18	36.00	-	-	-	-		446.00
9.	Major repair of existing school building	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
10.	Additional Class Room for Existing High Schools	148	1.20	-	-	40	48.00	30	36.00	30	36.00	25	30.00	23	27.60	-	-	-	-		177.60
11.	Boundary walls for Primary and UP schools	1824	0.75	-	-	400	300.00	400	300.00	400	300.00	400	300.00	200	150.00	24	18.00	-	-		1368.00
12.	Toilets for existing primary and UP schools	1891	0.20	-	-	500	100.00	450	90.00	400	80.00	350	70.00	191	38.200	-	-	-	-		3782.00
13.	Drinking Water facilities to the UP and Primary Schools	772	0.20	-	-	300	60.00	200	40.00	150	30.00	100	20.00	22	4.40	-	-	-	-		154.40
14.	MIS Building at DPO	1	2.50	1	2.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-		2.50
15.	Electrification of some rural and urban schools for computer education	150	0.05	-	-	50	2.50	40	2.00	30	1.50	20	1.00	10	0.50	-	-	-	-		7.50
	Total				2.50		253.30		1386.50		1329.00		1097.50		983.00		738.300		18.00		5805.60

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PLANNING AND MANAGEMENT

Major Strategies

- Capacity building of local community and teacher for participating planning and development of habitation education plan.

- Capacity building of DRG, BRG, NGO and Teachers for school mapping and micro-planning.

- Development of data base on the major performance indicator of the project and analysis, target setting, plan for implementation, participatory evaluation etc.

Activities

- Development of annual work plan etc.

- Training of BRPs and NGOs in school mapping, micro planning and school implement plan etc.

- Orientation to BRPs and community organization on planning.

- Exposure visit.

Monitoring and Follow-up :

Necessary network will be planned among planning team at state, district, block and village / habitation levels.

The district level plan will be prepared consolidating the plans of habitations and block levels. Necessary review by DP Office DRG and BRG will be taken at district level to share the field level implementation of project alongwith problems. The implementation of activity will be monitored and reviewed.

Convergence :

Convergence will be established between Department of Urban Development NCI P welfare of the handicapped social welfare of the locality

Budget Table

Details of year-wise expenditure for various activities are shown in the Table for the years 2002-2010. *Table - 10.3*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Planning and Management

District - Balasore

Table 10.3

Sl. No	Activity Details	Tota Phy. Targ et	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin
01.	Orientation of project staff	8	0.20	1	0.20	1	0.20	1	0.20	1	0.20	0	3.19	1	3.50	1	0.20	1	0.20		1.6
02.	Micro planning and School Mapping	8	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20		9.6
03.	Exposure visit of planning team	8		1	1.00	1	1.90	1	1.90	1	1.90	1	1.90	1	2.00	1	2.00	1	2.00		14.6
04.	Orientation and Training of SIS / BRCc and CRCs and HMS on institutional management and effective supervisor	8	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10		16.8
05.	Material Development	8	0.50		1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		7.5
06.	District level review meeting	8	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20		1.6
07.	Training for Micro planning and School making	4	0.75	1	75	1	75	1	75	1	75	-	-	-	-	-	-	-	-		3.0
08.	Sharing workshop at district level	8	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20		1.6
09.	Household Survey	1	15.00										15.00								15.00
10.	Convergence meeting at district level	8	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20		1.6
					6.35		7.75		7.75		7.75		22.75		7.00		7.00		7.00		73.35

RESEARCH EVALUATION, MONITORING AND SUPERVISON

Major Strategies

- Development of suitable strategies for achieving the objectives of UEE
- Capacity building of teachers, NGOs and other field staff for taking up of small scale class room based teaching and other action research programmes.
- Evaluating the performance of the project in terms of input, implementation and monitoring on major indicators of the project.
- Developing suitable monitoring and supervision techniques and making the field staff more accountable.
- Taking up surveys, studies on emerging issues.

Activities

- Conduct of Action Research by the teachers and field staff along with community organization (NGO)
- Conduct of class room based research
- Orientation on research and evaluation to field staff.
- Conduct of pupil achievement test (Primary)
- Conduct of public achievement test (UP)
- Baseline and Mid term assessment (Primary and UP)
- Academic monitoring of schools by DIET staff and education consultants.
- Academic supervision by BRPs and BRGs.
- Schools visits by DRGs, BRG, SIS and reporting.

Convergence

It is proposed to work with SCERT and Department of Education of various Universities / CT / DIET and share the findings of various field studies. It is further proposed to support these institutions to conduct various studies on emerging issues, social groups, demographic changes etc. So that necessary strategies will be planned to achieve the objectives of SSA.

Budget Table

The details of year wise expenditure on various activities shown above for the year 2002-2010 are furnished herewith. *10.4 Table*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Research, Evaluation, Supervision and Monitoring

Tab. 10.6

District - Balasore

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03 Phy.	2002-03 Fin	2003-04 Phy.	2003-04 Fin	2004-05 Phy.	2004-05 Fin	2005-06 Phy.	2005-06 Fin	2006-07 Phy.	2006-07 Fin	2007-08 Phy.	2007-08 Fin	2008-09 Phy.	2008-09 Fin	2009-10 Phy.	2009-10 Fin	Grand Total Phy.	Grand Total Fin
1.	Conduct of action research by the teachers and field staff along with community organization (NGO)	8	1.5	1	1.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.50		12.00
2.	Conduct of class room based research	8	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50		4.00
3.	Orientation on research and evaluation to field staff	8	0.07	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07		0.56
4	Conduct of Pupil Achievement Test	8	0.50	1	0.10	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50		3.60
5.	Conduct of Pupil achievement test (UP Schools)	8	0.50	1	0.10	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50		3.60
6.	Base line and mid-term assessment – Primary and UP	7	1.00			1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		7.00
7.	Academic monitoring of schools by the DIET staff and education consultants	8	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		8.00
8.	Academic Supervision by BPPs and BRG to Primary & UP Cohort Studies	8	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		8.00
9.	School visits by DRGs, BRGs and SIS and reporting	8	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		8.00
	Grand Total				5.27		7.07		7.07		7.07		7.07		7.07		7.07		7.07		54.76

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COMMUNITY MOBILISATION AND PARTICIPATION

Major Strategies

- Campaigns, Awareness building for the mobilization and participation of community in the management of schools and to take up citizen initiatives for improvement of schools.

- Making Parent – Teacher Association (PTA) functional and improving home school links.

- Frequent visit of community / parents to the school and enquiring about the quality of the children education and school facilities.

- Capacity building of community management structure for their participation in school matters by way of orientation, exposure visit, sharing sessions etc.

- Convergence between various self help groups for education of children (5 – 14 years) simultaneously.

- Awareness building and sensitization of community on child labour and their educational issues.

Activities

- 2 days training programme to VEC members at cluster level.
- 2 days training programme to DRGs/BRGs at district level.
- Orientation to NGOs/Youth organization / Opinion Makers / Cluster Group at Block level.
- Enrolment drives in all revenue villages.
- Convergence services once in a year.
- Community mobilization programme through "Ninad"
- Observation of School Welcome day.
- Organization of community fair at Block level.
- Exposure visit of BRGs and DRGs / SI
- Exposure visit of VEC / PTA / MTA

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Education for Urban Deprived Children

District – Balasore   Table - 10.14

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
01.	Residential Camp School for Street Children		400 x (300 0 x 2	-	-	1	12.00	1	12.00												
02.	Motivational Camp of Parents at urban areas (SLUM) and Financial Support for opening of ECCE Centres																				
	Total						12.00		12.00												

Monitoring and Follow up

The block level monitoring staff along with district level community mobilization co-ordinator shall monitor and programmes. Besides necessary sharing sessions will be arranged to exchanged the effective practices and exemplary works with community participation etc.

Identification of school committee and other community activists will be taken up and further motivated for their improved participation for the cause of education of all children in the age group of 5 - 14 years.

Convergence
It is proposed to take assistance of NOGs working in the field and good at community mobilization and relieving the child labour from the employer.

Budget Table
The details of year-wise expenditure on various activities shown above for the year 2002-2010 are furnished herewith. Table 1C·5

ABSTRACT : EXPENDITURE FOR FOCUSSED GROUPS CHILDREN OF BALASORE DISTRICT

Target for Year	Computer	SC / ST Community	Girl's Education	ECC Centres	Maintenance of Computer	Total Expenditure	No. of School to received Computer
2002 – 2003	15.000	15.00	12.00	8.00	-	50.00	15
2003-2004	13.50	15.00	12.00	8.00	1.5	50.00	11
2004-2005	12.40	15.00	10.00	10.00	2.6	50.00	11
2005-2006	11.00	15.00	10.00	10.30	3.7	50.00	10
2006-2007	12.80	15.00	10.00	9.00	3.2	50.00	10
2007-2008	13.90	15.00	10.00	8.00	3.1	50.00	11
2008-2009	13.80	15.00	10.00	8.00	3.2	50.00	11
2009-2010	14.20	15.00	10.00	7.50	3.3	50.00	11
Total	106.60	120.00	84.00	68.80	20.6	400.00	90

MANAGEMENT INFORMATION SYSTEM (MIS)

Major Strategies

- Establishing MIS unit in each DPO

- Development of exact database from the children in the age group of 5 – 14 years along with school facilities and updation from time to time.

- Capacity building of field staff for getting suitable information on DISE.

- Computerisation, analysis of DISE information and using it in the planning process and dissemination.

Activities

- Air Conditioner for MIS room.
- Computer Hardware
- Computer Software
- Computer Consumables
- Printing of Data collection format collection / compilation / reporting DISE data.
- Data communication (Telephone, Internet connection charges)
- Sharing workshop on MIS and PMIS
- Geographical information system.
- Training on data caption format / data collection
- Maintenance contingencies for MIS.

Monitoring and Follow Up

The net working of information – flow from habitation to Block, Block to District and District to State will be developed. The MIS in-charge at district and state level will monitor the entire net working for flow of information form School to Block, Block to District and District to State.

Convergence

Convergence with NIEPA etc. will be worked out for effective use of MIS net work.

Budget

The details of year-wise expenditure for various activities shown above for the year 2002-2010 are furnished herewith. Table 1d.6

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Management of Information System

District – Balasore   Table – 10-6

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
1.	Air conditioner for MIS room	.	0.40	1	0.40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2.	Computer hardware	1	2.50	1	2.50																
3.	Computer Software	1	1.00	1	1.00																
4.	Computer Consumables	8	0.25	1	0.25	1	.25	1	.27	1	.30	1	.32	1	.35	1	.35	1	.37		
5.	Printing of data collection format	8	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10		
6.	Collection / Compilation / Reporting DISE Data	8	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15		
7.	Data communication (Telephone. Internet Connection charges)	8	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25		
8.	Sharing Workshop on MIS and PMIS	8	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25		
9.	Geographical Information System	1	1.25	1	1.25																
10.	Training on data capture format / Data Collection	12 x 8	.05	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60		
11.	Maintenance contingencies for MIS	8	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05		
	Total				6.80		1.65		1.67		1.70		1.72		1.75		1.75		1.75		19-79

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ACCESS AND ALTERNATIVE SCHOOLING (EGS / AIE)
EDUCATION FOR OUT OF SCHOOL CHILDREN

Major Strategies

- Improving access to all children of age group of 6 - 14 years by way of opening new primary, alternative schools with up gradation of existing Primary to UP schools.

- Mainstreaming of out of school children (child labour) through conduct of residential and non-residential Bridge Courses.

- Improving school infrastructure both Primary and U.P. Schools

- Mainstreaming of street children and domestic child labour.

Activities

- Remuneration of EVs , EGS (Education Guarantee Scheme) centers (Primary and UP).
- Remuneration to EVs of AIE centre.
- Remuneration to Special Schools for Girls, street child.
- Remuneration to Supervisor of EGS and AIE centers.
- Remuneration to Co-ordinator of EGS / AIE (one for each Block)
- Salary of new primary school teachers / U.P School teachers.
- Materials and equipment to new EGS (Primary and UP)
- Contingencies to EGS (Primary and UP)
- Teaching learning materials.
- Training to EVs / Supervisors.

Monitoring and Follow Up

- Access will be ensured upto U.P. stage for all children of age group of 5 – 14 years.

- Monitoring 100% access for all children and support the families of first generation literates for the schooling of their children.

- Community mobilization and participation in the matters of access and improvement of such facilities.

Convergence

Convergence with the departments of NCLP back to School programme, social welfare women and child welfare, urban community development department etc.

Budget

The details of year-wise expenditure for various activities shown above for the year 2002-2010 are furnished herewith. *Table 10.2*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Access and Alternate Schooling (EGS/AIE)

District – Balasore Table 10.2

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
1.	Remuneration to EGS. Primary, Evs.		@ 845 x 292 x 25	292	61.685	692	146.185	989	208.926	989	208.962	989	208.962	989	208.962	989	208.962	989	208.962		
2.	Remuneration to UP EVs																				
3.	Remuneration to AIE Centre EVS																				
4.	Remuneration to Special school for Girls and street children (AIE)																				
5.	Remuneration to GS and AIE supervisors																				
6.	Remuneration to EGS / AIE Co-ordinator one for each Block																				
7.	Salary of new primary school teachers		1200 x no. of UP AIE x 25																		
8.	Salary of New UP School teachers			250	75.00	250	75.00	350	105.00	350	105.00	350	105.00	350	105.00	350	105.00	350	105.00		
9.	Materials and Equipments to new EGS Primary schools																				
10.	Materials and Equipment to EGS UPS																				
11.	Contingency to EGS Primary																				
12.	Contingency to EGS UPS																				
13.	Teaching Learning Materials																				
14.	Training to EVS / Supervisor																				
	Total				61.685		221.185		221.185		313.962		313.962		313.962		313.962		313.962		2073.845

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EDUCATION OF FOCUSSED GROUP

Girl Child Education

Major Strategies

- Awareness campaign and sensitization of community employers on girl child labour and relieving them from work.
- Main streaming of girl child labour through residential and non residential bridge course.
- Conduct of Mela in the habitation with more girl out of school children and motivating the children and parents for schooling.
- Sensitization of teachers, parents and community on gender issues.

Activities

- Orientation to MTA / Mahila Samiti at cluster level.
- 2 days women convention at Block level.
- Observation of girls child week at selected CRC
- Awards to schools for highest girls enrolment and retention at BRC level.
- Supply of free text books to the girls.
- Awareness campaign and sensitization of the community employer on girl child labour and relieving them from work.
- Review meeting at cluster level.
- Module cluster approach
- Special remedial coaching camp for low achievement girls at Block level.

Monitoring and Follow Up

The activities relating to education of girl children will be monitored through concerned officers and consultants at district level and through BRPs and BRCC at Block level. Enrolment of all girl children (5 – 14 years) and their regular attendance will be monitored on regular basis.

Convergence

It is proposed to converge with the department of child development department, social welfare and tribal welfare.

Budget :

The details of year-wise expenditure for various activities shown above for 2002-2010 are furnished herewith. *Table 10-8*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Innovative Project on Girls Education

District – Balasore   Table - 10.8

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03 Phy.	2002-03 Fin	2003-04 Phy	2003-04 Fin	2004-05 Phy.	2004-05 Fin	2005-06 Phy	2005-06 Fin	2006-07 Phy	2006-07 Fin	2007-08 Phy	2007-08 Fin	2008-09 Phy	2008-09 Fin	2009-10 Phy.	2009-10 Fin	Grand Total Phy	Grand Total Fin
1	Orientation of MTA / AWC and Mobilisation at Cluster level	4 (204 x 50) 2 days	.0003	1	6.12			1	6.12			1	6.12			1	6.12				
2.	2 days women convergence at Block level	8	.03 x 12	1	.360	1	.360	1	360	1	360	1	.360	1	.360	1	.360	1	.360		
3.	Observation of girls child with at selected CRC	8	0.005 (204)	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020		
4.	Award to Schools for Highest Girls Enrolment and Retention at BRC level	8	0.005 (204)	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020	1	1.020		
5.	Supply of Fee Text Books to the girls		Introduced in Pedagogical improvement																		
6.	Awareness campaign and sensitization of the community employer on girl child labour and relieving them from work	8	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00		
7	Review meeting at Cluster level	8	.005 (204)	1	1.02	1	1.02	1	1.02	1	1.02	1	1.02	1	1.02	1	1.02	1	1.02		
8	Module cluster approach	8	0.10 x 12	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20		
9	Special remedial coaching camp for low achievement level girls at block level	3	0.012 (1200 x 25 x 12			1	7.20			1	3.60			1	3.60						
	Total				11.74		11.82		11.74		9.22		11.74		9.22		11.74		5.62		82.84

EARLY CHILD CARE AND EDUCATION

Major Strategies

- A programme for children in the age group of 3 – 5 years for providing school – readiness programme and relieving girl children from sibling care.

- Support to existing Anganwadi Centres to make them run in school premises during school hours.

- Capacity building of Mother Association to own and run the ECCE centers.

Activities

- Training of MTA / AWW at cluster level.

- Orientation to CDPO staff and supervisors and selected NOG

- Training to DRGs / BRGs on pre-education.

- Convergence and review meeting at District level.

- Convergence and review meeting at Block level.

- TLM grant to Anganwadi Workers.

- Conveyance allowance to AWW for extra work.

- Training to lady teachers for pre-schooling children

Monitoring and Follow Up

The girl child co-ordinator at District level and BRPs / BRCC at Block level shall monitor the ECCE programmes. Monthly review meeting will be conducted with the instructors of ECCE Centre at Block level.

Convergence

Convergence with AWC of ICDs, along with the functionaries of ICDs, and SSA programme officers to review the functional aspects of ECCE.

Table – 10.9

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Early Child Care Education

District – Balasore Table 10.9

SI. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy	Fin	Phy	Fin	Phy.	Fin	Phy	Fin	Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1.	Training of MTA and AWC workers at Cluster level	204 x 50	.0003	204 x50	3.06					204 x 50	3.06	-	-	-	-	-	-	-	-		6.12
2.	Orientation to CDPO Staff (AWC) Supervisors and selected NGOs at Block level for 1 day	30 x 12 x 8	0.01	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60	30 x 12	3.60		28.80
3.	Training of DRG, BRG and pre-education for 2 days (District level)	30 x 8	.0007	30	0.042	30	0.042	30	0.042	30	0.042	30	0.042	30	0.042	30	0.042	30	0.042		0.336
4.	Convergence and Review meeting at District level 2 times	8	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25		2.00
5.	Convergence and Review meeting at Block level 2 times	12 x 8	0.05	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60		4.80
6.	TLM Grant to AWC	1578	.0025	1578	3.945	-	-	-	-	-	-	-	-	-	-	-	-	-	-		3.945
7.	Conveyance Allowance to AWW	1578 x 3	.0022	1578	3.156	1578	3.156	1578	3.156	1578	3.156	1578	3.156	1578	3.156	1578	3.156	1578	3.156		25.248
8.	Financial Support to NGO to Pre-primary Education in Urban Area			3	2.9876	1	1.500	·	1.4876	-	-	-	-	-	-	-	-	-	-		5.9752
	Total	17.6406			9.148		8.1356		10.708		7.648		7.648		7.648		7.648		7.648		71.2242

17 6406   9.148   9.1356   10.708

114(iv)

EDUCATION FOR SC AND ST CHILDREN

Equalization of educational opportunity to all is mandatory. Therefore, education of children of disadvantaged groups like SC & ST needs more focus. They still live in with their primitive idea, dogmas and their poverty restrict them to send their children to school. Social environment also does not permit the girls of these groups for education. Keeping all these aspects in view it is proposed to provide additional support for the education of the children of this group in convergence with TRW department and NGOs.

Activities :

- Training and engagement of self help group for education of SC / ST children in back ward pocket.

- One day orientation of opinion makers, community leaders at cluster level.

- Work shop on Tribal Education at Block level.

- Exposure visit of SC/ ST children to nearby city.

- Training on tribal language to teachers of ST pocket.

- Supply of Free Text Books to SC and ST students.

- Convergence meeting with Welfare Department, DRG, BRG and S.I. of Schools at district level.

- Residential Girls hostel at tribal pockets.

Budget

The details of year wise expenditure for various activities shown above for the year 2002-2010 are furnished herewith.   *Table 10.10*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Project on SC/ST

<div align="center">District – Balasore   Table - 10.10</div>

Sl. No	Activity Details	Total Phy Target	Unit Cost	2002-03 Phy.	2002-03 Fin	2003-04 Phy.	2003-04 Fin	2004-05 Phy.	2004-05 Fin	2005-06 Phy.	2005-06 Fin	2006-07 Phy.	2006-07 Fin	2007-08 Phy	2007-08 Fin	2008-09 Phy	2008-09 Fin	2009-10 Phy	2009-10 Fin	Grand Total Phy.	Grand Total Fin
1.	Training and engagement of self-help group for education of SC & ST children in backward pockets (40 / Block)	40 x 12	.0003	1	1.44	1	1.44	1	1.44	1	1.44		1.440		1.44	1	1.44	1	1.44		
2.	One day orientation of opinion makers community leader etc. at cluster level	40 x 204x2	.0003	1	2.448	-	-	-	-	-	-	-	2.448	-	-	-	-	-	-		
3	Workshop on tribal Education at Block level	8	0.05	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60		
4	Exposure visit of Children to nearby cities	8	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50		
5	Training on tribal language to the teachers of ST pockets	2	.0007	640x1	0.896							1	0.896								
6.	Free Text Book will be supplied to the SC & ST students			Expenditure shown in Pedagogy Planning																		
7.	Convergence meeting with welfare department and BRG and DRG, SC ST wings at district level (1 day)	8	.0007	1	0.210	1	0.210	1	0.210	1	0.210	1	0.210	1	0.210	1	0.210	1	0.210		
8.	Residential Girls hostel at Tribal Pocket	5	2.3040	5	10.80	4	9.20	5	11.90	1	11.50	1	11.50	1	11.50	1	11.50	1	11.50		
	Total				16.894		11.95		16.25		14.25		17.594		14.25		14.25		14.25		119.698

415(A)

COMPUTER EDUCATION

Now a days computer has become very essential in every sphere of life. Hence computer education in schools is considered to be indispensable. With a view to popularize and acquaint the children its function and utility, it is decided to introduce computer education in some selected schools of the district. It has been proposed to provide 90 nos. of computers to the schools during the entire budget period i.e. from 2002 to 2010.

Activities :

- Supply of computers to schools
- Maintenance of computer
- Training to the teachers for operation.
- Furniture to computer classes
- Consumables to computer.

Budget

Details of year wise expenditure for various activities shown above for the year 2002-2010 are furnished herewith. *Table - 10, 11*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Computer Education

District – Balasore *Table 10.11*

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03 Phy.	2002-03 Fin	2003-04 Phy.	2003-04 Fin	2004-05 Phy.	2004-05 Fin	2005-06 Phy.	2005-06 Fin	2006-07 Phy.	2006-07 Fin	2007-08 Phy.	2007-08 Fin	2008-09 Phy.	2008-09 Fin	2009-10 Phy.	2009-10 Fin	Grand Total Phy.	Grand Total Fin
1.	Supply of Computers to Schools	90	.40	15	6.00	11	4.40	11	4.40	10	4.50	10	4.50	11	4.45	11	5.00	1	5.00		
2.	Maintenance of Computer	90	.10	-	-	15	1.50	26	2.60	37	3.70	32	3.20	31	3.10	32	3.20	33	3.30		
3.	15 days training to the teachers for operation of computer																				
4.	Furniture to Computer Class				9.00		9.90		8.00		6.80		7.30		7.45		7.80		6.70		
5.	Consumables to the Computers																				
	Total				15.00		15.00		15.00		15.00		15.00		15.00		15.00		15.00		120.00

EDUCATION FOR DISABLED CHILDREN

Major Strategies :

- Improving access for disabled children (Physically and Mentally)
- Assessment of disability and providing suitable initiative for their schooling
- Support to school and teachers and TLM etc.

Activities

- 3 days Medical Assessment Camp for children.
- Convergence meeting at Block level and review
- Special training to DRG & BRG
- Supply of Aids and appliances
- 3 days training to teacher on IED
- Supply of instructional materials to schools.

Monitoring and Follow Up

Monthly review meeting will be conducted at District level with resource persons and BRC staff on various functional aspects of IED schools.

Convergence

Convergence with the department of handicapped welfare and Red Cross Programmes for providing all possible support to the children.

Budget

The details of year wise expenditure for various activities shown above for the year 2002-2010 are furnished herewith. Table no.2 -

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Disabled Children

District – Balasore   Table 10.12

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
1	Medical Assessment camp for children (3 days)	3 x 12	0.02 x 3 x 12	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72	3 x 12	0.72		
2.	Convergence meeting at Block level and review	8	0.02	1	0.48	1	0.48	1	0.48	1	0.48	1	0.48	1	0.48	1	0.48	1	0.48		
3.	Convergence and review meeting at District level (2 times per year)	8	0.10	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20		
4.	Special training to BRG and DRG staff	8 (100)	.0007	1	.07	1	07	1	07	1	07	1	.07	1	.07	1	.07	1	.07		
5.	Supply of aids and appliances	275	.005	275	1.375	275	1.375	275	1.375	275	1.375	275	1.375	275	1.375	275	1.375	275	1.375		
6.	3 days training to teacher to IED children	0.0007	8013	8013	7.2117	8013	7.2117	8013	7.2117	8013	7.2117	8013	7.2117	8013	7.2117	8013	7.2117	8013	7.2117		
7.	Supply of instructional materials to Primary UP Schools	2765	.0025	1	6.9425	1	6.9425	1	6.9425	1	6.9425	1	6.9425	1	6.9425	1	6.9425	1	6.9425		
	Grand Total				16.999		16.999		16.999		16.999		16.999		16.999		16.999		16.999		135.992

PEDAGOGICAL IMPROVEMENT

Major Strategies

- Pedagogical renewal at Primary and UP level through following initiatives.

  * Teachers Training.

- Development of Teaching Learning materials and other pupil interactive materials.

- Pupil assessment procedure to be reflected in pedagogical renewal.

- Involving pedagogy as child centered and activity based with pupil participation.

- Organisation of cluster level meeting of teachers for professional exchange.

- Capacity buildings of DIETs BRCs for providing academic support to schools and teachers.

- Language improvement, science improvement and math improvement programmes – diagonic and follow up.

Activities

- Visioning workshop
- Training to BRPs in methodology
- Orientation training to GRGs
- Training to BRGs (subject wise)
- Capacity building of BRGs
- Teachers Training on activity based teaching.
- Training to newly recruited teachers.
- Capacity building of DRG.
- TLM grant for teachers of Primary Schools.
- TLM grants for UP Schools.
- School Improvement grants (Primary and UP)
- TLE grants to uncovered Primary and UP Schools. (one time)
- Furniture to CRC
- Furniture to BRC

- Exposure visit to DRG and BRG
- Academic Review meeting.
- Training to CRCC
- Free Text Books to SC / ST and Girls children.
- Review meeting with DRG and BRG
- Workshop on Pedagogic issues
- Child Friendly Elements\
- Training to VEC / Community leaders.
- Contingencies to CRC
- TLM grant to CRC
- TA to CRC
- Contingency to BRC
- TLM to BRC
- TA to BRC
- Remuneration to the Additional Teachers
- School Improvement Plan (Management for Head Master and S.I. of Schools)
- Required and maintenance grants to Primary and UP Schools.

Monitoring and Follow Up Action

School monitoring through BRCs and DIET and BRGs.

- Conduct of review with DRGs , BRPs, BEO, DIET staff on the functional aspects school and pupil achievement.
- Conduct of class room observation , pupil achievement at regular intervals and to take necessary steps for improvements.

Budget

The details of year wise expenditure for various activities for the year 2002-2010 is annexed herewith. *Table 10 13*

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Pedagogy and School Improvement

District – Balasore   *Table -10.13*

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
1.	Visioning Workshop	150 x 3 day	0007 (360)	1	.315			1	.315												
2.	Training to BRPs in methodology	240 x 8	.0007	1	.84	1	.84	1	.84	1	.84	1	.84	1	.84	1	.84	1	.84		
3.	Orientation Training to DRGS	8 x 50	0007 x 10 days	1	1.05	1	1.05	1	1.05	1	1.05	1	1.05	1	1.05	1	1.05	1	1.05		
4.	Training to BRG (Subject wise)	8 x 200	0.007 x 5 days	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10	1	2.10		
5.	Capacity building of BRG	8	.0007 x 3 x 80	1	0.168	1	0.168	1	0.168	1	0.168	1	0.168	1	0.168	1	0.168	1	0.168		
6.	Teachers Training on activity based teaching 20 days	7145 x 8	.0007	7145 x 10	50.015	7786	109.00	9792	137.088	9969	139.566	10151	142.114	10335	144.69	10504	147.56	10695	149.73		
7.	Training to newly recruited teachers for 30 days	8	0.007	641 x 15 days	6.7305	2006	42.126	177	3.717	182	3.822	184	3.864	169	3.969	191	4.011	-	-		
8.	Training to Untrained teachers for 60 days	1	0.007	227	4.767	-	-	-		-	-	-	-	-	-	-	-	-	-	-	
9.	Capacity building of GRG 2 days	7	.005			1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60		
10.	TLM Grant for features of primary schools		.005	5010	40.065	8187	40.935	8364	41.82	8546	42.73	8730	43.65	8899	44.495	9090	45.45	9090	45.45		
11.	TLM grant for Upper Primary Schools		.005	3003																	
12.	School improvement grants (Primary)		.02	1560	31.20	1560	3.120	1593	31.867	1605	32.10	1621	32.42	1643	32.86	1643	32.86	1643	32.86		
13.	School improvement grants (Upper Primary Schools)		.02	871	17.42	871	17.42	878	17.56	884	17.68	889	17.78	889	17.78	889	17.78	889	17.78		

No.	Item	Rate	Qty	Amt	Qty	Amt	Qty	Amt	Qty	Amt	Qty	Amt	Qty	Amt	Qty	Amt	Qty	Amt
14.	TLE grants to uncovered Primary Schools	.100	42	4.20	50	5.00	33	3.30	12	1.20	16	1.60	22	2.20	-	-	-	-
15.	TEL grants to uncovered UP schools	50	-	-	52	26.00	7	3.50	6	3.00	5	2.50	9	4.50	-	-	-	-
16.	Furniture to BRC	?.00	12	24.00														
17.	Furniture to CRC	0.10	204	20.40														
18.	Exposure visit to DRG and BRG	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
19.	Academic Review Meeting	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
20.	Training to CRCC Co-ordinator	.0007	204	.4824	204	.4824	204	.4824	204	.4824	204	.4824	204	.4824	204	.4824	204	.4824
21	Free Text Books to SC / ST and Girls Students	@ 80/-	253916	-	240397	192.317	244967	195.97	249620	249.62	254362	254.36	259196 @ 110/-	285.12	264122	290.53	269139	296.05
22.	Review meeting with DRG BRGs / BRPs	.010	2	0.02	2	0.02	2	0.02	2	0.02	2	0.02	2	0.02	2	0.02	2	0.02
23.	Workshop on Pedagogic Issue	.10	2	0.20	4	0.40	4	0.40	4	0.40	4	0.40	4	0.40	4	0.40	4	0.40
24.	Creating Child friendly environment in Primary Schools	0.10	-	-	400	40.00	400	40.00	400	40.00	-	-	-	-	-	-	-	-
25.	Training to VEC, Community Leaders	.0003	No of VEC x 8 24.968	14.9808	-	-	-	-	224968	14.9808	-	-	-	-	-	-	-	-
26.	Contingency to CRC	@ 2500	204	5.10	204	5.10	204	5.10	204	5.10	204	5.10	204	5.10	204	5.10	204	5.10
27	TA to CRC	.0002 per month	204	2.856	204	4.896	204	4.896	204	4.896	204	4.896	204	4.896	204	4.896	204	4.896
28.	Contingency to BRC	12500 per year	12	1.50	12	1.50	12	1.50	12	1.50	12	1.50	12	1.50	12	1.50	12	1.50
29.	TLM to BRC	5000 per year	12 x 7	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60
30.	TA to BRC	500 per month	12x7	0.420	12	0.72	12	0.72	12	0.72	12	0.72	12	0.72	12	0.72	12	0.72

31	Remuneration to the Additional Teachers		0.015			1779	320.22	1956	352.08	2138	384.85	2322	417.96	2511	451.98	2702	486.30	2602	486.36	
32.	S.I. P & Management Transfer HM/SIS for 5 days		.0007	2765 + 60	9.8525	-	-	-	-	2765+ 50	9.8525	-	-	-	-	-	-	-	-	
33.	Repair and Maintenance grant to Primary and UP School		.050	958	47.90	2765	138.25	2765	138.25	2765	138.25	2765	138.25	2765	138.25	2765	138.25			
	Total				289.1282		982.3544		985 3424		1097.5337		1074.3804		1145.9061		1182.8634		1048.2924	

EDUCATION FOR URBAN DEPRESSED CHILDREN

Education for the deprived groups of children in four urban areas like Balasore Municipality, Jaleswar NAC, Nilagiri NAC and Soro NAC of the district has been planned in this intervention.

Education for the street / Plant form children, migrant children, child labour rag and deprived children in slim area, pickers, urban destitute have been proposed through the AIE centers like residential / non-residential camp school, bridge courses etc. with convergence to NGO and ULB Authorities.

Besides for development in pre-primary education through ECCE center to the children of age group 3 – 5 has been proposed in convergence with NGOs providing financial support from SSA.

Activity

• Residential camp school for street children.

• Motivational camp for parents.

• Opening of ECCE centers for the children of age group 3 –5 through NGO with financial support from SSA.

Budget

The details of year wise expenditure for above activities for the year 2002-2010 are annexed herewith. *Table 10 .14*

"

- Review meeting with DRGs / BRGs / BRPs
- Workshop on pedagogic issues
- Creating child friendly elements.
- Training to VEC / community leaders
- Contingencies to CRCs
- TLM grant to CRCs
- TA to CRC
- Contingency to BRC
- TLM to BRC
- TA to BRC
- Remuneration to additional teacher (SSS)
- Training on school improvement plan and management for Headmasters and SIS
- Repair and Maintenance grant to Primary and UP Schools.

III (J) Urban Development

- Residential school camp for street children
- Motivational camps to parents.
- Financial support for opening of ECC Centre.
- \

- No Budget provision for 2002-03

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PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Education for Urban Deprived Children

District – Balasore

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
01.	Residential Camp School for Street Children		100 x .300 .3 x 2																		
02.	Motivational Camp of Parents at urban areas SLUM) and Financial Support for opening of ECCE Centres			-	-	.	12.00	1	12.00												
	Total						12.00		12.00													

CHAPTER - X

ANNUAL ACTION PLAN
AND
BUDGET 2002-2003

TABLE - X

BUDGET SUMMARY AND IMPLEMENTATION SCHEDULE FOR 2002-2003

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
01.	Project Management	-	-	30.52	Sept'02 March '03	
02.	Pedagogy and School improvement			289.1682	-do-	
03.	Education for Girls			11.74	-do-	
04	ECCE			17.5406	-do-	
05.	Education for SC . ST			16.894	-do-	
06.	Computer Education			15.002	-do-	
07.	IED			16.999	-do-	
08	Access and Alternative Education EGS & AIE			61.685	-do-	
09	Research and Evaluation			5.27	-do-	
10.	Monitoring and MIS			6.80	-do-	
11.	Community Mobilisation			26.9748	-do-	
12.	Planning and Management			6.35	-do-	
13.	Education of urban deprived children	Budget provision made from the year 2003-2004 onwards				
14.	Civil Works			253.30		
	Grand Total			752.3416		

ANNUAL ACTION PLAN (2002-2003)

FOR MAJOR INTERVENTIONS

The Annual Action Plan for 2002-2003 is developed basing on the set objectives and activities are prepared and targets are ' ، -designed and fixed accordingly to achieve the goal.

Intervention wise Activities

I. Project Management

The proposed project shall be managed in a decentralized manner. Levels of managerial system shall be introduced for effective implementation of the programme.

They are as follows :

1) Village level structures (VEC, PTA & MTA)
2) Cluster level structure (CRC)
3) Block level structure (BRC)
4) District level structure (DPO or DPC)

To manage the programme at grass root level, a Village Education Committee for EGS and school committee for elementary schools consisting of 9 members have been formed. The said committee shall be strengthened with due training and proper orientation on its role, function and responsibilities towards the implementation of Elementary Education.

School clusters consisting of 12 to 16 schools have been set up keeping in view the geographical situation of schools. The cluster will be headed by a Cluster Resource Co-ordinator who shall be basically held responsible for providing academic input to teachers and community and shall act as a liaison person between school, community BRC and District Office. A permanent building will be constructed to conduct training programmes, meetings etc.

At Block level, a Block Resource Centre (BRC) shall be setup which will be headed by a Block Resource Co-ordinator to provide academic support to CRCs, Teachers

and other Block level functionaries. An infrastructure will be developed at BRC with residential training facilities to teachers, VEC, NGOs, PRI members, Block resource group will be formed to impart training and capacity building, monitoring and evaluation. A Block planning team will be formed for planning at Block level and a Block Executive Committee may be formed to act as a nodal agency in order to implement DEEP, programme in the concerned Block.

At the district level, DEEP shall be implemented through the District Project Co-ordinator. The District Project Co-ordinator shall remain in charge of the programmed. An executive committee has been formed under the Chairmanship of Collector, Balasore and the District Magistrate. A core planning team has been formed and entrusted with the task of preparation of perspective and annual plan. A sub-committee will be formed at district level for recruitment, monitoring, supervision and procurement along with evaluation. Besides for several interventions specific District Resource Group will be formed with experts to guide the project activities. 6% of the total project cost is the ceiling for this intervention. The Budget details are annexed separately.

The expenditures under the project management are as follows :   Table X. 1
- Salary to DPO Staff
- Equipment for DPO
- Furniture for DPO
- Hire Charges and POL for vehicles for DPO and other staff.
- DPO consumables
- Water, Electricity, Telephone etc.
- Rent for DPO
- TA & DA
- Equipment maintenance and operation at DPO
- Consultants
- Hospitality charges
- Exposure Visit
- Contingency

II.   Civil Work

Civil work needs priority to develop infrastructure for attaining basic objectives of Sarva Siksha Abhiyan (SSA). The aspect cost for this intervention is 33% of the total project cost, which includes,   Table X. 2

- Construction of MIS building
- Building for building less schools
- Construction of additional class rooms
- Construction of BRC buildings

III.(A) Planning and Management

It is one of the major interventions which includes all activities pertaining qualitative improvement in education, it includes 61% expenditure of total project cost under which the following items are included :   Table - X 3

- Training to planning team
- Orientation to Project staff
- Training BRP's in school managing and micro planning
- Training to Headmasters, CRCs and BRCs
- Time to time household survey
- Convergence meeting at district level
- Exposure visit

III.(B) Research, Evaluation, Monitoring and Supervision

Under this head the following steps are follows :   Table X.4

- Action Research
- Conduct of class room based research
- Orientation on research and evaluation to field staff.
- Conduct of Pupil achievement list
- Baseline and mid term assessment
- Academic support and monitoring of schools by DIET
- Academic supervision by BRP's and BRGs
- School visit by DRGs, BRGs and SIS and reporting.

III.(C) Community, Mobilisation and Participation

The community participation is very much essential for the success of SSA for the purpose the following steps are taken up, : Table- x.5

- Orientation to VEC/SC members
- Training to BRGs and DRGs at district level
- Orientation to NGO / Youth / Opinion makers / Cluster group at Block level.
- Enrolment Drive in all revenue villages
- Convergence services
- Community mobilization through NGOs
- Observation of School welfare day
- Organisation of community fair
- Exposure visit of DRG, BRG
- Exposure visit of VEC, PTA, MTA

III(D) Management and Information System

Collection of uptodate data, analysis of collected data, effective use of data is a time bound activity. Information flows in two ways 1) Educational Management Information System (EMIS) provides information about Educational Issues and Management of Schools . 2) Project Management Information System (PMIS) provides information on project management. The analysis can be done from different angles. MIS unit at the district level shall be equipped with 10 manpower in hard wire software and other related infrastructure. Table - x.6

Activities of the Year 2002-2003 on MIS System

- Establishment of MIS unit
- Printing of data collection format
- Collection and compilation of DISE data
- Data Communication.   "
- Sharing workshop on MIS and PMIS.

- Provision of geographical information System.
- Training to MIS staff at District level and Block level.
- Website maintenance and telephonic.

III.(E) Access and Alternative Schooling. Table-X.7

Expenditure in this stage relates to

- Remuneration to Education volunteers.
- Remuneration to EGS/AIE co-ordinator.
- Training to Evs/Supervisors.

III(F) Education of Focused Groups

Equity and social justice always demand free compulsory and gap free education providing equal educational opportunity to all is mandatory. So education to the children belonging to dis-advantages groups like SC/ST girls, early child, need more focus. To provide additional support to the focused groups the following activities are undertaken.

1. **Gril's Education** Table X.8

For this purpose following steps are to be taken.

- Gender issues workshops at different levels.
- Observation of girls child week
- Supply of free text books.
- Award of attendance scholarship.
- Awareness campaign for sensitization to the community.
- Printing of modules.
- Remedial/Bridge courses.
- Review, monitoring and convergence meeting.

2. **Early Childcare Education.** Table X.9

- Training of mother association/A.W. Workers/MTA at cluster level.
- Orientation to Girl child officers. BRP, BRG, DRG,

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- ◆ Convergence workshop and review meeting at Block level and district level
- ◆ Convergence allowance for AW Workers.
- ◆ TLM grant for AW Workers.
- ◆ Training to lady teachers.

3. **Education for SC& ST Children** Table - X.10

To provide education for SC & ST children the following steps are taken.

- ◆ Training and Engagement of self help group
- ◆ Orientation to opinion makers and community at cluster level and block level
- ◆ Training to teachers to change the attitude towards tribal children.
- ◆ Workshop on SC & ST education.
- ◆ Training on tribal language to the tribal teachers.
- ◆ Convergence meeting with welfare department
- ◆ Supply of Free Text Books
- ◆ Training to BRG and DRG wings
- ◆ Establishment of residential hostels
- ◆ Exposure visits to SC & ST children.

III(G) Computer Education   Table X.11

With view to popularize and acquaint to computer education among the children for the district the plan is prepared fro expenditure under computer education in UP schools. The items of proposed expenditure is given hereunder.

- • Supply of computers to schools
- • Maintenance of computer
- • Training to teachers on computer education and operation
- • Consumable expenditure for computer

III(H) Disabled Children   Table X.12

To checkup dropout and progress of the disabled children the following proposal have been taken.

- Medical assessment camp for children
- Special training to BRGs and DRGs.
- Review and Convergence meeting at Block level and District level.
- Supply of aids and appliances to the IED children.
- Supply of instructional materials to CRC Schools.

III (I) Pedagogy and School Management   Table X, 13

Pedagogical improvement is one of the most important and critical intervention of the DEEP for its direct impact on both qualitative and quantitative expansion of Elementary Education. Keeping a view for pedagogical improvement a participated method and mobilization technique for teachers, different training programme is planned. The following activities are undertaken for the first year of the plan.

- Visioning workshop
- Training to BRPs on methodology
- Orientation training to DRGs
- Training to BRGs (subject-wise)
- Teachers training on activity based teaching.
- Training to newly recruited teachers.
- Capacity building of BRGs
- TLM grant for teachers of Primary Schools
- TLM grant for UP Schools.
- School improvement grants (Primary)
- School improvement grants (UP School)
- TI E grants to (one time) uncovered Primary School.
- TI E grants to (one time) uncovered UP School.
- Furniture to BRCs
- Furniture to CRCs
- Exposure visit to DRGs and BRGs
- Academic review meeting
- Training to CRCC
- Free Text Books to SC, ST and girls children.

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Table – IX.1

Project Management for the Year 2002-2003

	Sarva Shikasha Abhiyan Annual Workplan and Budget for the year – 2002 –2003 (From Sept'02 to March'03, Dist – Balasore)					
Item	Description of Activities	Unit Cost/(Rs. In Lakhs)	Physical Target	Financial Outlay	Period	Remarks
01.	Salary of D.P. Co-ordinator	0.20	01	1.40	Sept.02 to Mar'03	
02.	District Co-ordinator MIS & Planning (Programme)	0.12	01	0.84	-do-	
03.	District Co-ordinator Civil	0.12	01	0.084	-do-	
04.	District Co-ordinator Pedagogical improvement of SC and ST Education	0.12	01	0.84	-do-	
05.	District Co-ordinator Girls Education, ECCE, Community Mobilisation	0.12	01	0.84	-do-	
06.	District Co-ordinator IED and EGS	0.12	01	0.84	-do-	
07.	Junior Engineer to supervise and coordinate civil works	0.08	12	6.72	-do-	
08.	Programme Assistant (Sr.)	0.08	01	0.56	-do-	
09.	Programme Assistant (Jr.) 2	0.08	02	1.12	-do-	
10.	Data Entry Operator – 2	0.08	02	1.12	-do-	
11.	Stenographer	0.08	01	0.56	-do-	
12.	Sweeper-cum-Watchman	0.03	01	0.21	-do-	
13.	Peon	0.03	01	0.21	-do-	
14.	TA & DA of DPO Staff	0.50	1	0.50	Sept'02 to March'02	
15.	Furniture of District Project Office	2.00	1	2.00		
16.	Equipment for District Project Office	3.00	1	3.00		

Item	Description of Activities	Unit Cost/(Rs. In Lakhs)	Physical Target	Financial Outlay	Period	Remarks
17	Contingency for District Project Office	0.50	1	0.50		
18.	Consumables (Telephone, Fax, Water, Electricity etc.)	0.10	7	0.70		
19.	Installation of Telephone and Fax	0.06	1	0.06		
20.	Hiring of Building for DP Office	0.06	7	0.42		
21	Consultation Charges for experts in community involvement	0.10		0.62		
22.	POL & hire of vehicle - 3 (1 vehicle for 4 blocks)	0.15	3 x 15 x 7	3.15		
23.	Exposure visit	0.20	-	0.20	Feb'02	
24.	Hospitality Charges	0.25	-	0.25		
25.	Maintenance. documentation printing etc.	0.10	-	0.70		
26.	Honorarium to MIS persons at Block level	0.03	12 x 3 x 7	2.520		
Total				30.72		

Rupees thirty lakhs seventy two thousand only

Table x.2

Item	Description of Activities	Unit Cost/(Rs. In Lakhs)	Physical Target	Financial Outlay	Period	Remarks
Civil works						
01	Construction of BRC Building	6.000	6	36,000		
02	Construction of CRC Building	-	-	-		
03.	MIS Room at Hqr. (District) at BRC	2.500	1	2.500		
04.	Building less Primary Schools	3.00	30	90.000		
05.	Additional Class Room for Existing Primary Schools	1.200	60	72.000		
06.	Additional Class Room to Existing Upper Primary	1200	44	52.800		
				2,53,300		
	Rupees two crore fiftythree lakhs thirty thousand only					

PLANNING AND MANAGEMENT

Sarva Shiksha Abhiyan Annual Work Plan and Budget for the year 2002 – 2003
September 2002 to March 2003 of Balasore District

Table X.3.

Item	Description of Activities	Unti Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Orientation of Project Staff	0.20	1	0.20	Sept'02 to Mar'03	Oct.'02
2.	Micro Planning and School Mapping	1.20	i	1.20	-do-	Nov.'02
3.	Exposure visit to Planning Team	1.00	(12+7)	1.00	-do-	Jan.03
4.	Orientation and Trainaing to SIS / BRCCS / CRCCS and Headmasters on institutional management and effective supervision	2.10		2.10	-do-	Feb'03
5.	Material Development	1.00	-	0.50	-do-	
6.	District Level Meeting	0.20	-	0.20	-do-	March'03
7.	Training for Micro Planning and School Mapping	0.75		0.75	-do-	Jan'03
8.	Sharing Workshop at District level	0.20	-	0.20	-do-	March'03
9.	Convergence meeting at District level	0.20	-	0.20	-do-	Feb'03
	Total			6.35		
	Rupees six lakhs thirtyfive thousand only					

Research, Evaluation Supervision and Monitoring 2002-2003
September '02 to March'03

Table x.4

Item	Description of Activities	Unti Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Conduct of Action Research by the teacher and field staff along with community organization (NGO)	1.50	1	1.50	Sept'02 to Mar'03	
2.	Conduct of Class room based research	0.50	1	0.50	-do-	
3.	Orientation on research and evaluation of Field Staff	0.0007 2 days	50	0.70	-do-	
4.	Conduct of Pupil Achievement Test	0.20	-	0.20	-do-	
5.	Academic monitoring of schools by the district staff and education consultants	1.00	-	1.00	-do-	
6.	Academic supervision by BRPs, BRGs to primary and UP Schools	1.00	-	1.00	-do-	
7.	School visit by DRG, BRGs, SISs and reporting	1.00	-	1.00	-do-	
	Total		-	5.27		
	Rupees five lakhs twenty-seven thousand only					

COMMUNITY MOBILISATION AND TRAINING

Table X.5

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	2 days training programme to VEC members at cluster level	0003	2431X2X8	11.6688	Sept'02 to Mar003	
2.	2 days Training programme to DRG/BRG at District level to DRG / BRG at district level	.0007	260X2	0.364	-do-	
3.	Orientation to NGOs / Youth /Opinion makers / Cluster Group at Block level	.0007	200 x 12	1.680	-do-	
4.	Enrolment drive in all revive villagers @ Rs. 100/- per school per year	0.001	2431	2.431	-do-	
5.	Convergence services once in a year	0.05	12	0.60	-do-	
6.	Community mobilization programme through NINAD	5.000	12	-	-do-	
7.	Observation of School Welcome day	0.001	2431	2.431	-do-	
8.	Organisation of community fair at Block level	0.10	12	1.20	-do-	
9.	Exposure visit of BRG / DRG	0.10	1	0.10	-do-	
10.	Exposure visit of VEC/PTE/MTA	0.50	-	0.50	-do-	
	Total			20.9748		
	Rupees twenty lakhs ninety-even thousand four hundred eighty only.					

Intervention
Management of Information System

Table X.6

Item	Description of Activities	Unti Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Air conditioner for MIS room	0.40	1	0.40	Sept'02 to Mar'03	Sept.'02
2.	Computer Hardware	2.50	1	2.50	-do-	-do
3.	Computer Software	1.00	1	1.00	-do-	-do-
4.	Computer consumables	0.25	1	0.25	-do-	Sept to March'03
5.	Printing of Data collection format	0.10	1	0.10	-do-	-do-
6	Collection and Compilation reporting DIESE Data	0.15	-	0.15	-do-	-do-
7	Data Communication (Telephone, Internet etc.)	0.25	-	0.25	-do-	-do-
8.	Sahring Worksho on MIS and PMIS	0.25	-	0.25	-do-	Nov.'02
9.	Geographical Information System	1.25	-	1.25	-do-	Dec'02
10.	Training on Data Caption / Format / Data Collection	-	-	0.60	-do-	Jan'03
11.	Maintenance and contingency for MIS	0.05	-	0.05	-do-	Sept'02 to Marhc'03
	Total			6.80		

Rupees six lakhs eighty thousand only

ACCESS AND ALTERNATE SCHOOLING (EGS / AIE)

Table X.7

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Remuneration to EGS – EVS (Primary)					
2.	Remuneration to AIE center s (EV)					
3.	Remuneration to EGS / AIE Supervisors					
4.	Remuneration to EGS/AIE Co-ordinator one for each Block	845 x 29 x 25	7 months	61.685	Sept. 2002 to March 2003	
5.	Materials and equipments to news EGS primary					
6.	Contingency to new EGS (Primary)					
	Total			61.685		
	Rupees sixtyone lakhs sity-eight thousand five hundred only					

GIRLS EDUCATION 2002-2003

Table X.8

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Orientation of MTA / Mobiliation at Cluster level and Anganwadi centers – 2 days	.0003	204 x 50 person x 2	6.120	Sept'02 to Mar003	
2.	Two days women convention at Block level	0.03	12	0.360		
3.	Observation of Girls Child week at selected CRC	0.005	204	1.020		
4.	Award to school for higher girls enrolment and retention at BRC level	0.005	204	1.020		
5.	Awareness Campaign and sensitization of the community employer on Girls child labour and relieving them from work.	1.000	-	1.000		
6.	Review meeting at cluster level	0.005	204	1.020		
7.	Module cluster approach at block level	0.10	12	1.200		
	Total			11.74		
Rupees eleven laksh seventy four thousand only						

Intervention : Early Child Care Education

Table - X-9

Item	Description of Activities	Unti Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Training of MTA / AWC at cluster level	0.003 2 days	204 x 50	3.06	Sept'02	
2.	Orientation to CDPO (FWC) Supervisors and Selected NGOs – 1 day (Block level)	0.01	30x 12	3.60	Oct/02	
3.	Training of DRG, BRG on pre education for 2 days (District Level)	.0007	30	0.042	Oct'02	
4.	Convergence and review meeting at district level 2 times	0.25	-	0.25	March'03	
5.	Convergence and review meeting at Block level 2 times	0.05	-	0.60	Feb'02	
6.	TLM grant to AWC	.0025	1578	3.945	Sept'02 to March'03	
7.	Convergence allowance to AWC workers for extra work	.002	1578	3.156	-do-	
8.	Training to Lady Teacher of Each Block (Pre School Training) 2 dyas	.007	2134	2.9876	Jan'03	
	Total			17.6406		
	Rupees seventeen laksh sixty four thousand six hundred					

PROEJCT ON SC / ST

Table x.10

Item	Description of Activities	Unti Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Training and engagement of self help group for Education of SC/ST Children of 1 day backward pockets (40 per block)	0.0003	40X12	1.440	Sept'02 Mar'03	
2.	One day orientation of opinion mahers community leaders etc at cluster level.	50.0003	40X204	2.448	-do-	
3.	Workers on tribal Education at Block level	0.05	12	0.60	-do-	
4.	Exposure visit of children and nearby cities	0.50	-	0.50	-do-	
5.	Training on Tribal Language to the teachers of ST pockets 2 days	0.0007	640	0.896	-do-	
6.	Convergence meeting with welfare Sept and BRG,DRG,ST wings at Dist level (1 day)	0.0007	300	0.210	-do-	
7.	Residential Girls Hostel at Tribal packet	2.300+ .400	4	10.80	-do-	
					Jan'03	
	Total			**16.894**		

Rupees sixteen thousand eight hundred ninety four only.

Implementation : Computer Education

—Table-X.II

Item	Description of Activities	Unit Cost (Rs. In Lakhs)	Physical Target	Financial Outlet	Period	Remarks
1.	Supply of computers to centers	0.40	15	6.00	Sept'02 to Mar'03	
2.	Maintenance of computer	0.100	-	0.00	-do-	
3	a) Computer Training to teachers for operation of computer for 15 days.			9.00	-do-	
	b) Consumable to the Computer and other charge				-do-	
		Total		15.000	-do-	
					-do-	

14	Exposure visit to DRG & BRG	1.000	1	1.000	-do-	Jan'03 to Feb'03
15	Academic Review Meeting	1.000	1	1.000	-do-	Mar03
16	Training to CR Co-ordinator x 3 days	.0007	204	.4284	-do-	Nov.'03
17	Review meeting with DRGs and BRGs / BRPs – 2 days	.01 x 2	-	0.20	-do-	Mar'03
18.	Workshop on Pedagogic issues	.10	2	.200	-do-	Feb'03
19	Training to VEC / Community leaders at Block level No. VEC (8) members	0.0003 No x VEC	24,968	14,9808	-do-	Dec'03
20.	Contingency to CRC	@ 2500	204	5.100		
21.	TA to CRC	@ .002	204	2.856		
22.	Contingency to BRC	.125	12	1.500		
23.	TLM to BRC	.050	12	0.600		
24.	TA to BRC	.005	12	0.420		
25.	School improvement and planning management to HM/SIS for 5 days	.0007	2965 ÷ 50	9.8525		
26.	Repair and maintenance grant to Primary and UP Schools	.500	958	47.90		
27.	Planning and Management	-	-	6.35		
28	Community mobilization Training			20.975	Oct'02 5o Mrch'03	
29	Management and information system			6.808	-do-	
30.	Innovative Project for Girls Education			11.740	-do-	
31.	Computer Education System			15.000	-do-	
32	ECCE System			17.640	-do-	
33.	Project on SC / ST Child Education			16.894	-do-	
34.	Projection and Disabled Children			16.999	-do-	
35.	Research. Evaluation. Supervision and monitoring			5.270	-do-	
Grand Total				**4,68,48,120**		
	Rupees four crores sixty eight lakh forty eight thousand one hundred twenty only					

PROPOSED BUDGET FOR THE YEAR 2002-2010

Major Intervention : Community Mobilisation and Training (Media)

District – Balasore   Table 10.5

Sl. No	Activity Details	Total Phy. Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Grand Total	
				Phy	Fin	Phy.	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin	Phy.	Fin
1.	2 days training programme to VEC members at Cluster level	2431 x 8	.0003	1	11.6688					1	11.6688										
2.	Two days training programme to DRG / BRG at District level	260 x 2	.0007	1	.364					1	364										
3.	Orientation to NGOs youth opinion makers / Cluster Group at Block level	200 x 12 x 2	.0007	1	1.680					1	.680										
4.	Enrolment Drive on all revenue villages Rs.100/- per school per year	8 (2431)	.001	1	2.431	1	2.43	1	2.43	1	2.43	1	2.43	1	2.43	1	2.43	1	2.43		
5.	Convergence services once in a year	8	0.05	1	.60	1	.60	1	.60	1	.60	1	.60	1	.60	1	.60	1	.60		
6.	Community mobilization programme through NINAD	1	5.00			1	.60														
7.	Observation of school welcome day	8	0.01 x 2431	1	2.431	1	2.431	1	2.431	1	2.431	1	2.431	1	2.431	1	2.431	1	2.431		
8.	Organisatio of Community Fare at Block Level	8	0.10	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20		
9.	Exposure visit of DRG/BRG and SIS	8	.10	1	.10	1	.10	1	.10	1	.10	1	.10	1	.10	1	10	1	.10		
10.	Exposure visit of VEC /PTA / MTA	8	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50		
	Total				20.97		67.261		7.261		20.9738		7.261		7.261		7.261		7.261		

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