

DISTRICT ELEMENTARY EDUCATION PLAN

BALASORE

Government of India
Department of Education

NIEPA DC



D11717

**SARVA SIKSHA ABHIYAN
ORISSA PRIMARY EDUCATION
PROGRAMME AUTHORITY**

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CHAPTER – I

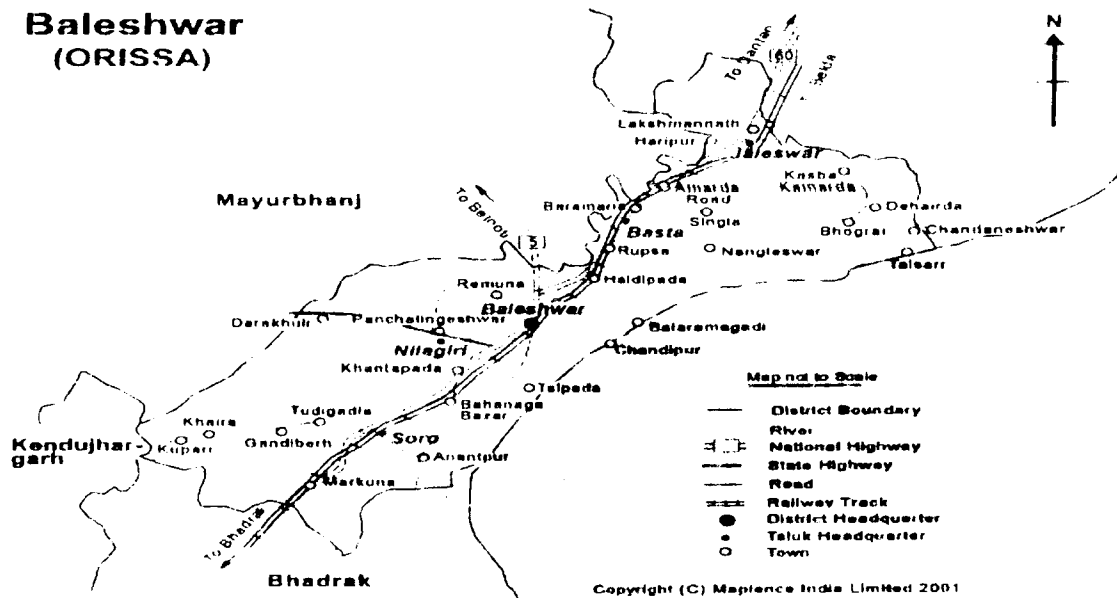
DISTRICT PROFILE

INTRODUCTION

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

The name Balasore derived from ancient people. Some people opine that the place was named after “Bali Sahai” The 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 Hengal during seventeenth Century AD).

History and Geography of Balasore district have made it unique from ancient to modern age. The district stands on 21 degrees East - 22 degrees East longitude and 87 degrees North – 88 degrees 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 & enchanting. The east side of the district is enriched with a long sea coast which extends from Dhamara to Chandaneswar. Rivers like Suvarnaekha, Budha Balanga & Kans Baus etc. flow through the district to Bay of Bengal. Most part of the district are plane land while some hilly areas are found in the Blocks of Nilgiri, Oupada, Soro & Khaira. Soils of most parts of the district are muddy & fertile.

Forest: - The district has total forest area covering 107 79 Sq. Km. Major forest areas are Nilgiri, Oupada & Kupari. Sal & Piasal are the major forest trees. The forests are adorned with their flora & fauna.

Minerals: - Source of minerals of the district includes granite stone of Niligiri & laterite stone of Kupari.

Agriculture: - Above 80% of people of the District depend upon agriculture. The major agricultural products are rice, beetle & fish. So the district is famous for "Dhana", "Pana" & "Mina". Other agricultural products are coconut, cashew nut, groundnut, mat, vegetable & prawn etc.

Industry: - The district is enriched with a number of industries. Birla Tyres, Indane gas, Ispat Alloys, Polar Latex, Oriplast, Oricap etc. are the major industries. Coir, Mat, Snail, Sericulture etc. are among the cottage industries.

Transport & Communications: - NH 5 passes across the district. The railways (S.F.) link from Howrah to Chennai also passes through the district. Most of the villages, GP headquarters & towns are linked with GP, RD & PWD roads respectively still a number of villages are yet to be linked with rural connectivity. Most of the villages have telecommunication facility. Another NH passes from Balasore to Kharagpur through Jaleswar.

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

Maximum temperature in the month of May goes up to 43.1 degree C & minimum marked in the month of January i.e. 10.6 degree C (as per 1997 report)

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

Tourist spots:

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

Bhusandeswar the greatest Siva Linga of 13' high and 37' circumference 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.

Khira Chora Gopinath - At Remuna where Lord Krishna had stolen milk (Khira for his devotee/devotee), The legend says this attracts the visitors from all parts of India. This Narasingha Dev, King of Orissa who defeated Tughril Khan of Bengal in 1245 AD in the battle of Katsin, has built the temple as the symbol of victory

Panchalingaswar - Under Niligiri Block, a visiting spot where five Siva Lingas are under stream water flowing from the forest. 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 defense field. Missiles like Agni, Prithi & Nag were tested successfully which brings glory to our national defense.

LIVELIHOOD -

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. The people of each of family Makidia, a village under Jaleswar Block make beautiful "Mathas" and sell it in National markets. Sizable number of people work at brick factories on the bank of river Subanarekha, Budhabalanga and in the area of Amarda, Laxmannaoth and Remuna & Balasore. Breaking of stone is a way of livelihood for people of Niligiri.

RELIGION: -

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

FESTIVALS: -

Dasahara, Dipwali, Makar Sankranti, Sivaratri, Holi, Chandan Iatra, Raja Sankranti, Muharrum, ID and X-Mas are observed with much pomp & 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 is the father of Oriya short story writings. He made the Oriya language alive by his writings.

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

Demography: -

The district is thickly populated. The comparative figures of total population, SC & ST population by sex and then percentage to total population of the district from 1981 to 2001 census are stated below in table 1.1.

Total No of population including SC & ST according to 1981 - census, 1991 - census and 2001- census

Table 1.1

Census	All Communities					Scheduled caste					Scheduled Tribe				
	Total	Male	% to dist	Female	% to dist	Total	Male	% to dist	Female	% to dist	Total	Male	% to dist	Female	% to dist
1981	1357727	690808	50.87	666919	49.12	226314	11537	8.49	111039	8.17	139727	70417	5.18	69310	5.10
1991	1696583	867641	51.14	828942	48.85	315042	160416	9.45	154626	9.11	179289	91044	5.36	88245	5.20
2001	2023056	1057938	51.30	985118	48.69	413917	212362	10.49	201555	9.96	219501	112616	5.56	106885	5.28

Sources: Dist statistical Handbook - 1997 and census-2001

Literacy: -

Literacy rate in 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 edn. of the people is under developed. The minority inhabited village of Bhograi, Basta, Jaleswar, Balasore & Soro literacy rate is very low. However to make the people literate in the age group 15-35. Total Literacy Campaign was launched in the year 1990 in all blocks of the district by Vyasa Kabi Sakshavatu Samiti, Balasore. A tremendous success has been achieved. Now Post Literacy Programme is gaining on in the district since April-2001.

The detailed breakup are stated below in table 1.2. Comparative study of growth of literacy at National state and District level in 1981, 1991 and 2001 census reveals the following.

Table No 1.2

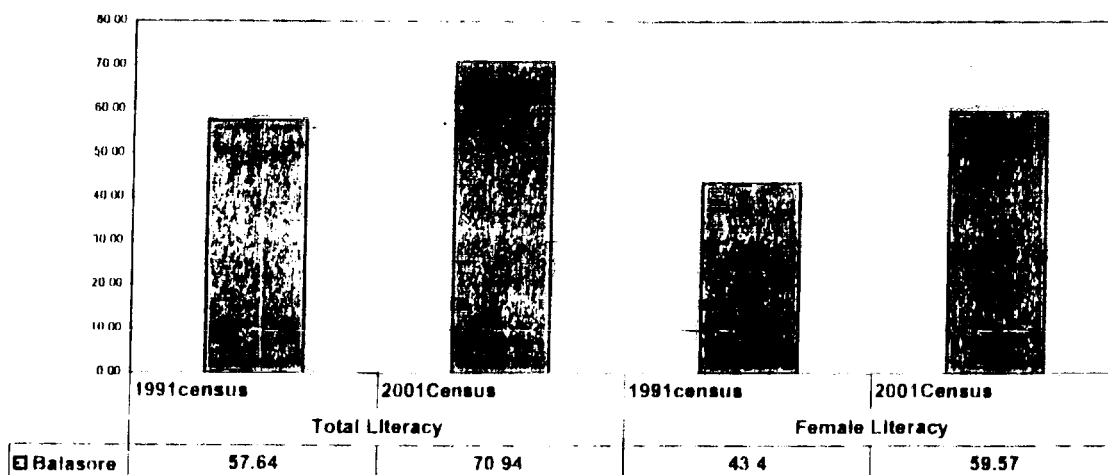
	1981 census	Increase 71 - 81	1991 Census	Increase 81 - 91	2001 Census	Increase 91 - 01
National (India)	36.17	6.2	52.21	16.04	65.38	13.1
State (Orissa)	34.23	8.05	49.09	14.86	63.61	14.52
District (Balasore)	40.67		57.64	16.97	70.94	13.3

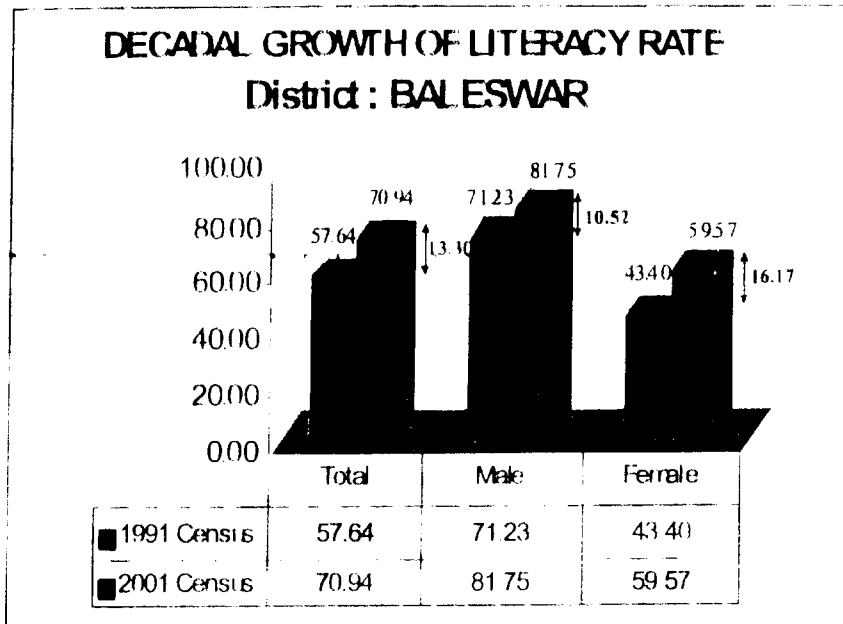
Source: Dist Statistical Handbook and Census -1995 & 2001.

The Dist. Literacy percentage stands above that of the National and state percentage.

Literacy Rate

Balasore



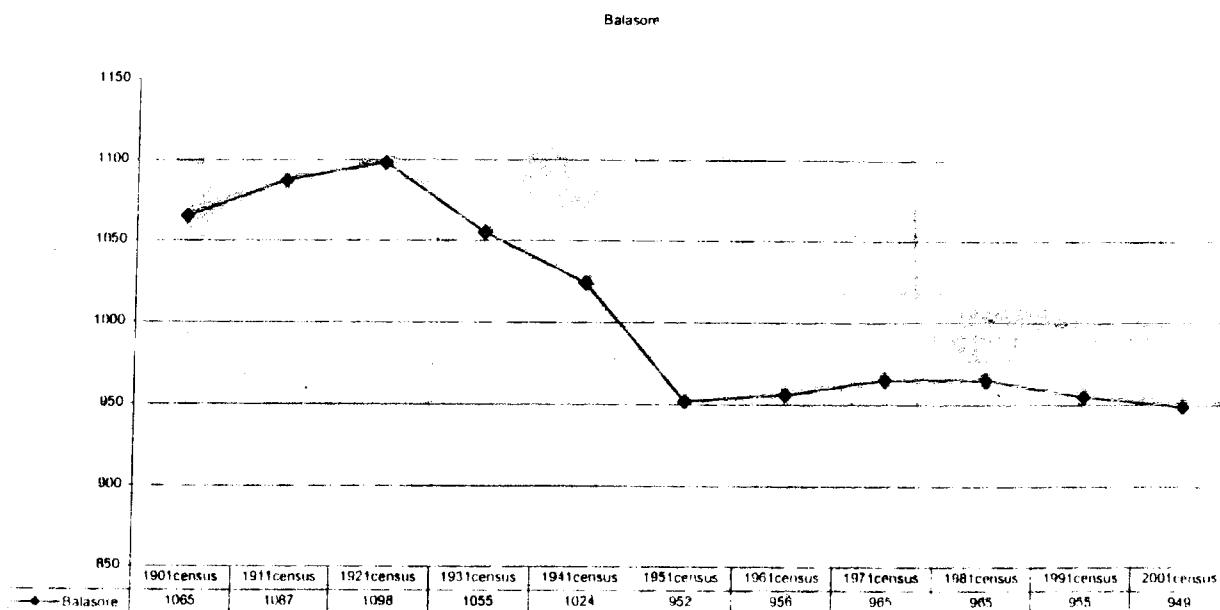


Women: -

The education of women affects the socio economic status of a particular area. The Society having higher literate woman is more developed. The women population of Balasore district is 985118 out of total population 2023056

The women literacy in the district was 43.40 as per 1991 census whereas it is 59.57 as per 2001 census. The uneducated women of poor families most of the time remain engaged in various work to earn their livelihood. Tribal women in Oupada, Niligiri, Basta & Khaira Blocks collect forest products to maintain their livelihood. The percentage of educated women in Bhograi, Baliapal, Sadar balasore & Jaleswar Blocks is comparatively higher than the other Blocks of the district. The veil system is prevalent in Muslim family. In coastal area the women of the poor family engage themselves in collecting eggs of prawn from sea & rivers with their children. In urban areas the socio economic status of the women are better. They are educated & some of them serve in public & private sectors.

Sex Ratio :



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 in extreme rural areas
4. Inadequate investment in the field of education, agriculture, health, irrigation, communication & a forestation etc
5. Language stands as a barrier in tribal area like Niligiri & Oupada.

Administrative setup / structure.

The district of Balasore is divided into two subdivision, Eight Tahasil, Twelve C D Block, one Municipality & three NAC. It has 256 Gram Panchayats & 2971 villages out of which 2586 are habited. The details are shown below in Table No 1.3

Administrative set up of Balasore District.

Table No 1.3

Sl. No			
1	No of Sub Division	02	i) Balasore Sadar ii) Nilagiri
2	No of Tahasils	08	i) Balasore ii) Basta iii) Baliapal iv) Bhograi v) Soro vi) Nilagiri vii) Simulia viii) Jaleswar.
3	No of Blocks	12	i) Balasore sadar ii) Basta iii) Baliapal iv) Bhograi v) Soro vi) Nilagiri vii) Simulia viii) Jaleswar ix) Oupada x) Remuna xi) Bahanaga xii) Kharia

4	i) No of ULBS ii) Industrial Estate (OG)	04 02	i) Municipality – 01 – Balasore, 2) NAC's 03 i) Nilagiri ii) Soro iii) Jaleswar.
5.	No of Gram Panchayat	257	
6.	No of Villages	2971	ξ Revenue villages – 2586 ξ Hamlets 385
7.	No of Assembly Constituencies	07	
8.	No of Parliamentary Constituencies	01	
9.	No of Education Dists.	05	i) Balasore ii) Basta iii) Soro iv) Nilagiri v) Jaleswar
10.	No of CI of Schools	01	
11.	No of police station	19	
12	No of Fire station	09	

Source: - District statistical Hand Book Balasore, 1997.

Block Disparities –

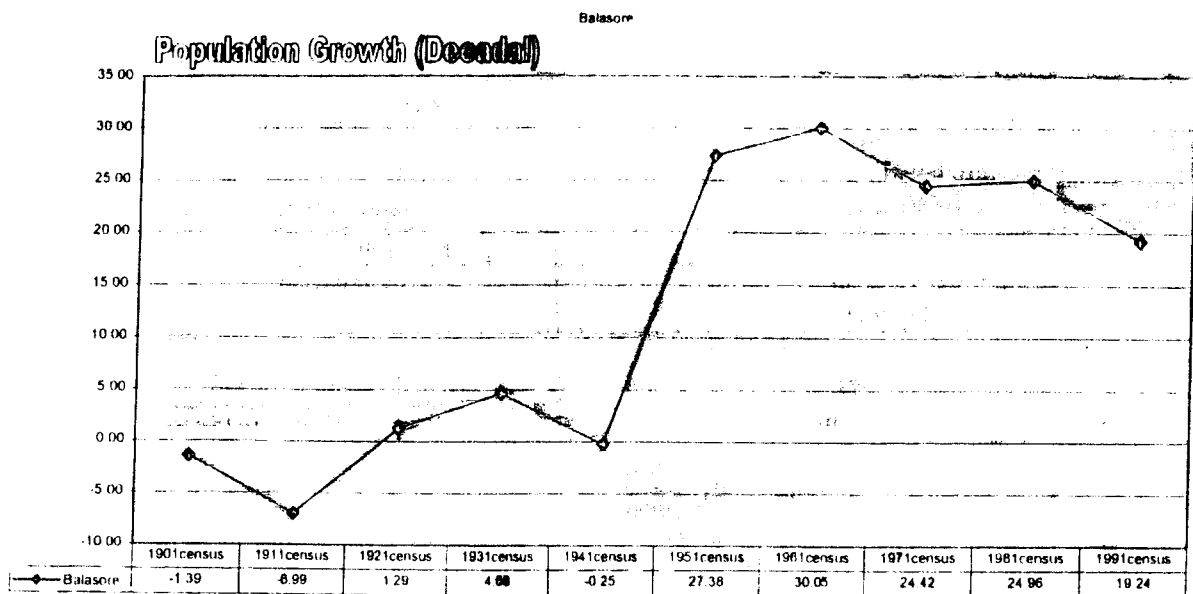
Balasore district consist of 12 blocks. Balasore being the Head quarters of the district. Northern six blocks like Balasore Sadar, Remuna, Basta, Baliapal, Jaleswar and Bhograi are well developed than the outhern six blocks like Nilgiri, Oupada, Bahanaga, Soro, Simulia & Khaira.

Bhogarai Block, the thickly populated and biggest block has its own peculiarity. More than 50% of it's a coverage belongs to sandy areas with sand hills and rest belongs to muddy area.

The socio economic status of northern Balasore blocks is comparatively better than southern Blocks

In the field of agriculture Bhograi, Baliapal blocks are highly productive for betel, cocoanut, paddy and fishery.

Nilagiri and Oupada, Khaira Block are tribal and Simulia is highly flood affected area. Their production is not adequate which brings hindrance in socio economic status of the people. The percentage of literacy in Bhograi Block is highest and Jaleswar, Baliapal, Basta, Balasore, Soro are better than other.



FAMILIES UNDER BPL – The district has total no of families i.e. 320227. Out of which 200644 families came under below poverty line. The details are shown below in Table – No 1.4

The magnitude of growth, Families under Below Poverty Line is given below.

Table No. 1.4

Sl. No	Block	Total Families	Families under BPL	Sl. No.	Block	Total Families	Families under BPL
1	Bahanaga	17936	12734	7	Kharia	22896	17176
2	Balasore	31902	19902	8	Nilgiri	18872	13210
3	Basta	24383	15848	9	Oupada	11387	8198
4	Baliapal	27116	18981	10	Remuna	25240	17668
5	Bhograi	38026	25097	11	Simulia	14686	12069
6	Jaleswar	26642	15985	12	Soro	17075	12173

1 – Soro NAC	4049	1862
2 – Bls Municipality	16330	6858
3 – Jaleswar NAC	3112	1275
4 – Nilgiri NAC	2575	1158

Total No of Families – 3,02,227

Total No of Families under BPL – 200644

Source: BDO and DRDA office, Balasore.

CHAPTER – II

DISTRICT EDUCATIONAL PROFILE –

Educational and society are two sides of a coin. The relationship of the two is so close and deep that the existence of one cannot be felt without the other. With the advancement of time the education of the district has been developed to 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 verandah of head man (Muhkia) of the village. They were known as "CHATSALIS" "ABADHAN" the master of chatasali was all in all and administering in the field of education. Guardians were sharing the remunerations of 'Abadhan' the teacher

Before the advent of British, Pry Education was not well organized. Balasore came under the control of British in 1803. From 1803 to 1836 there were skirmishes between the people of Balasore and British administration. After 1836 vernacular schools were upgraded to Middle English schools and in 19th Century number of High schools were increased

After Independence during 1955 to 1965 special finance allocation for Primary school gave birth to present set up of Pry schools. Till 1961 the Primary Education of the District was under the control of District Board and from 20.1 196 till date the District Inspector of schools, became the sole authority of Pry Edn. Primary Schools were established and managed by the by Govt. For education of out of school children and adults Total Liberated Campaign (TLC) has been lunched in the district. It brought a spectacular achievement in literacy of the district. After completion of TLC, Post literacy programme (PLP) has been launched and continuing through out the district since April 2001. Other schemes like Operation Black Board (OBB) Special Orientation for Pry Teachers (SOPT) have been conducted in the district for development of primary education in the district.

In the field of Secondary Education a number of High schools Both (Boys & Girls) have been established in the district. In case of Higher Education, a large number of colleges (Men & Women) as well as Co-education colleges have been established. Law college Engineering schools & college and vocational colleges, it is functioning in this district. Fakirmohan Univerity is established in the district in the year 1998

The detailed panoramas of the district, i.e. the habitation, the school, the teachers and the subsequent development of Education have been reflected in the table 2.1 given on next page.

2.1 EDUCATIONAL INSTITUTIONS OF THE DISTRICT AT A GLANCE

Educational Institutions like Anganwadi Centre –1533, Pre-Pry Schools –22, Sebasram-34, Pry-Schols – 507; upper Pry Schools –991, UGME Schools-202; Urdu Schools 19; Sanskrit Tools – 25 High Schools –471; Colleges –41; Law college – 01, Teachers Training Inst – 6, Agriculture research Centre – 1 and University – 1, have been shown in Table 2.1 block wise.

2.1 Educational Institutions of The district at a glance.

Various Educational Institutions from Pre Primary to college including vocational institutions have been shown Block wise in this table.

Sl.No.	Name of Block Municipality/NAC	Angan wadi Centre	Pre Pry School	Pry school		Upper Pry school (ME)	UGME schools	Other schools		High schools	College	Law colle ge	Teach ers Traini ng Instns	Techl. Instns	Agriculture Research Instn.	University
				Seva Shr- ama	Pry Sch- ools											
1	Bahanaga Block	62	01		105	58	17		3	26	3					
2	Balasore Block	227		5	149	103	16	2	2	41	3		1			
3	Bahapal Block	145	01	1	119	103	16	2	2	66	3		1		1	
4	Basta Block	162	02	1	141	68	16	3	2	32	3		1			
5	Bhograi Block	225	00	6	201	132	21	1	3	46	3					
6	Jaleswar Block	135	00	6	131	74	14		3	55	2					
7	Khaira Block	78		1	120	34	16	1	1	42	2		1			
8	Nilgiri Block	212	2	6	91	37	15		2	30	4					
9	Oupada Block	20	3	2	66	40	10		3	16	2					
10	Remuna Block	125	2	3	124	62	16	2	1	33	1		1			
11	Simulua Block				83	54	13	2	2	21	3					
12	Soro Block	42	01	3	91	68	17	2	2	35	3		1			
	Rurai Total	1533	12	34	1421	860	186	13	24	443	32	0	6	1	1	
13	Balasore MCY		06		40	19	08	1	1	15	4	1		8		1
14	Jaleswar NAC		02		10	18	05	1		3	2					
15	Soro NAC		01		22	10	03	4		6	2					
16	Niligiri NAC		01		14	4				4	1					
	Urban Total		10		86	51	16	6	1	28	2	1	0	8	0	1
		1533	22	34	1507	911	202	19	25	471	41	1	6	9	1	1

2.2 BLOCK WISE PRIMARY SCHOOLS BY MANAGEMENT TYPES

The educational institutions of Balasore district are managed by Education deptt. Welfare deptt and Private management. Primary Schools – 1507; UGME schools 198 and taken over UP having Primary section – 1 are functioning. Private managed deals with Primary Schools – 8. UP Schools 39 and NCLP Centres – 40. The detail of which is shown on the Table 2.2

2.2 BLOCK WISE PRIMARY SCHOOLS BY MANAGEMENT TYPES

Sl No	Name of the Block / U.I.B	No of primary schools & schools with primary section. (School of ME Deptt)				TOTAL	No of schools with Primary section (SC + ST Dev. Deptt.)			No of School managed by private people			
		Pry	UGME	M.E.			Pry.	ASHRAM		Total	PRIVATE		
				TO	Aided			ME	HS		Pry	ME	HS
1	Bahanaga	105	17			122							01
2	Balasore	149	15	2		166	5		5	2	3		04
3	Baliapal	119	16	3		138	1		1	2	2		01
4	Basta	141	16	2		159	1		1	2	4		02
5	Bhograi	201	21	4		226	6		6		3		03
6	Jaleswar	131	14	1		146	6		6		2		03
7	Khairra	120	16			136	1	1	2				03
8	Niligiri	91	15	1		107	6		6		8		03
9	Oupada	66	10	1		77	2		2		2		03
10	Remuna	124	16	2		142							06
11	Simulia	83	13	1		97							03
12	Soro	91	17			108	3		3		3		02
	Total	1421	186	17		1624	31	1	32	6	27		34
	Balsore Mcy.	40	8	3		51			51	2	8		03
	Jaleswar NAC	10	1			11			11		2		01
	Niligiri NAC	14				14			14		1		01
	Soro NAC	22	3	1		26			26		1		01
	Toati	86	12	4		102			102	2	12		6
		1507	198	21		1726	31	1	134	8	39		40

Source: - D.I.Cs Balasore I. Soro, Basta, Niligiri & Jaleswar.

2.3. Pre – Primary Education :

Institution in Pre – Primary education like Anganwadi Centres – 1533 no. where 87356 children of 3-5 yrs have been enrolled and 22 no of Nursery schools with 61182 children have been enrolled. The block wise detail have been shown in Table 2.3

BLOCK WISE INFORMATION ON ENROLMENT OF ANGANWADI CENTRES

Table No 2.3

Sl No	Name of the Block/Municipality/NAC	No. AWC	No of 3-5 Yrs children			No of Nursery schools	No of children enrolled		
			B	G	Total		B	G	Total
1	Bahanaga Block	62	3071	2640	5711	01	1425	1207	2632
2	Balasore Block	227	8080	7716	15796		6670	6402	13072
3	Baltapa Block	145	7094	5419	13513	01	6489	6019	12508
4	Basta Block	162	6899	6357	13256	02	2386	2358	4744
5	Bhogarai Block	225	6953	6946	13899		Not started functioning		
6	Jaleswar Block	135	3058	2135	5193		2904	1936	4840
7	Khaira Block	78	4036	4331	8367		3035	2824	5859
8	Nilagiri Block	212	4959	4596	9555	02	4305	3975	8280
9	Oupada Block	120	3850	2502	6352	03	1258	960	2218
10	Remuna Block	125	2472	2305	4777	02	2392	2208	4600
11	Simulia Block	0	1801	1763	3564	12			
12	Soro Block	42	2467	2369	4836	01	539	504	1043
	Total	1533	54740	50079	104819	12	31403	28393	59796
	Balasore NAC	0	1468	1277	2684	06	503	407	910
	Jaleswar	0	149	140	289	02	175	139	314
	Nilgiri	0	159	120	279	01	62	20	82
	Soro	0	355	318	673	01	45	35	80
	Total	0	2131	1855	3925	10	785	601	1306
	Grand Total	0	56871	51934	108744	22	32188	28994	61182

Source :- ICDS of respective Blocks.

2.4 Habitation and Gross Access Ratio (GAR)

As per survey conducted in different unserved habitation 920 is shown in Table 2.4

GAR is calculated according to formula: $GAR = \frac{\text{No of schools}}{\text{No of habitation}} \times 100 = \frac{17744}{1869} \times 100 = 93.3\%$

(Taking into account the habitations more than 300 population)

93.3% of habitations more than 300 population are getting school facility where as 67.3% of population are deprived of it.

The GARs of Remuna, Basta, Simulia, Khaira, Nilagiri & Soro is less.

INFORMATION ON HABITATION & NO OF SCHOOLS & GAR OF BALASORE DIST. Table No – 2.4

Sl No	Name of the Block / Urban local Body	Total No of Habitation	No of Habitation More than 300	Total No of schools	GAR %	No of Unserved Habitations		Total	
1	Bananaga Block	210	124	122	98.38	11	26	37	Asper 1991 census
2	Balasore Block	360	185	169	91.35	22	70	92	-do-
3	Baliapal Block	359	128	138	107.8	17	84	101	-do-
4	Basta Block	431	186	158	84.9	45	84	129	-do-
5	Bhogara Block	459	222	228	102.70	54	66	12	-do-
6	Jaleswar Block	296	154	151	98.05	34	15	49	-do-
7	Khaira Block	493	158	137	86.70	22	84	106	-do-
8	Nilagiri Block	187	136	112	82.35	3	13	16	-do-
9	Oupada Block	150	83	78	94.00	10	19	29	-do-
10	Remuna Block	371	181	140	77.34	41	75	116	-do-
11	Simulia Block	218	113	96	84.95	14	39	53	-do-
12	Soro Block	237	138	112	81.15	26	28	54	-do-
	Total	3771	1808	1641	90.76	299	610	902	-do-
13	Balasore (M)	28	18	48	266.66				-do-
14	Jaleswar(NAC)	11	11	11	100				-do-
15	NILGIRI(NHC)	13	13	19	146				-do-
16	SORO(NAC)	31	19	25	131.57	06	12	18	-do-
	Total	83	61	103	112.04	6	12	18	
	Grand Total	2711	1869	1744	85.5	305	615	920	

Source House Hold Survey DPEP 2001

2.5 Teachers Profile :

For Qualitative improvement in elementary education a number of teachers and S.S.S are engaged, the detail block wise figure of the teachers have been shown in Table 2.5. Out of 5033 no. of sanctioned posts 4454 no of teachers and 515 no of S.S.S are in position and 144 posts are laying vacant. It is also observed that the vacancy of teachers in Balasore, Basta, Bhograi and Jaleswar block are more than other blocks.

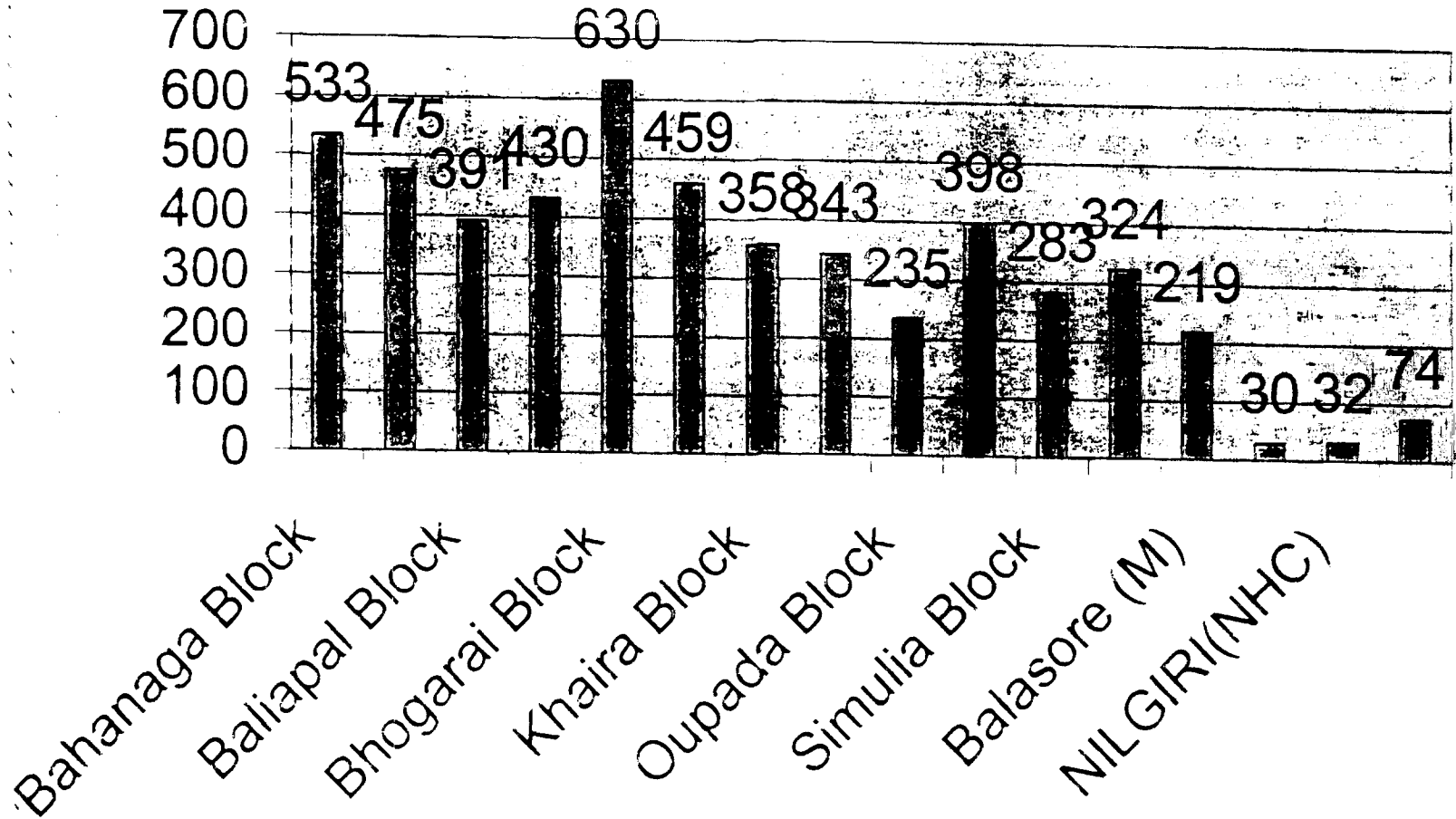
BLOCK WISE TEACHER POSITION IN PRIMARY SCHOOLS & SCHOOL HAVING PRY. SECTION

Table – 2.5

Sl No	Name of the Block Urban local Body	Name of the sanctioned posts	No of teachers in position			No of post vacant	Total No of Trained Trs.			% to Total Trs position	Total No of untrained Trs.			% to Total Trs. position
			Trs	SSS	Total		Trs	SSS	Total		Trs	SSS	Total	
1	Bahanaga Block	533	334	40	374		315	26	341	94.5	19		19	5.08
2	Balasore Block	475	422	29	451	24	404	29	433	96	18		18	3.9
3	Baliapai Block	391	338	51	389	2	338	51	389	100				
4	Basta Block	430	354	42	396	34	354	42	396	100				
5	Bhogarai Block	630	522	75	597	33	489	75	564	94.4	33		33	5.5
6	Jaleswar Block	459	391	42	433	26	364	42	406	93.7	27		27	6.2
7	Khaira Block	358	328	46	374		314	46	360	96.2	14		14	3.7
8	Nilgiri Block	343	299	41	340	3	282	41	323	95	17		17	5
9	Oupada Block	235	199	25	224	11	196	25	221	98.6	3		3	1.3
10	Remuna Block	398	377	41	418		366	41	407	97.3	10		10	2.3
11	Simulia Block	283	255	22	277	6	243	22	265	95.6	12		12	4.3
12	Soro Block	324	298	43	341		284	43	327	95.8	14		14	4.1
	Total Rural	4678	4117	497	4614	139	3949	483	4432		167		167	
13	Balasore (M)	219	206	8	214	5	196	8	204	95.3	10		10	4.6
14	Jaleswar(NAC)	30	27	2	29	1	25	2	27	93.1	2		2	6.8
15	NILGIRI(NHC)	32	30	5	35		30	5	35	100				
16	SORO(NAC)	74	74	3	77		74	3	77	100				
	Total Urban	355	337	18	355	6	325	18	343		12		12	
	Grand Total	5033	4454	515	4969	145	4274	501	4775	179		179		

Source - D ! Cs Balasore -!. Soro, Nilgiri, Basta & Jaleswar

Graphical Representation of Block wise Teacher Position in Primary schools & school having Pry. section Ref - Table 2.5



BLOCK WISE TEACHER POSITION IN UPPER PRIMARY (ME) SCHOOLS & SCHOOL HAVING PRY. SECTION

Table - 2.5

Sl No	Name of the Block / Urban local Body	Name of the sanctioned posts	No of teachers in position			No of post vacant	Total No of Trained Trs.			% to Total Trs. position	Total No of untrained Trs.			% to Total Trs. position
			Trs	SSS	Total		Trs	SSS	Total		Trs	SSS	Total	
1	Bananaga Block	147	139	3	142	5	139	3	142	100				
2	Balasore Block	169	147	10	157	12	144	10	154	98.08	3		3	1.9
3	Baliapal Block	182	172	7	179	3	172	7	179	100				
4	Basta Block	199	190	9	199		188	9	197	98.9	2		2	1.0
5	Bhogarai Block	270	243	1	264	6	225	21	246	93.1	18		18	6.87
6	Jaleswar Block	160	149	9	158	2	144	9	153	96.8	5		5	3.1
7	Khaira Block	211	192	3	195	16	189	3	192	98.4	3		3	1.5
8	Nilgiri Block	117	106	13	119		104	13	117	98.3	2		2	1.6
9	Oupada Block	110	100	10	110		100	10	110	100				
10	Remuna Block	155	147	10	157		142	10	152	96.8	5		5	3
11	Simulia Block	135	112	4	116	19	110	4	114	98.7	2		2	1.7
12	Soro Block	174	164	2	166	8	162	2	164	98.7	2		2	1.2
	Total Rural	2029	1861	101	1952	71	1819	101	1920		42		42	
13	Balasore (M)	67	62	5	67		62	5	67	100				
14	Jaleswar(NAC)	22	18	2	20	2	17	2	19	95	1		1	5.0
15	NILGIRI(NHC)	32	30	5	35		30	5	35	100				
16	SORO(NAC)	28	28	2	30		28	2	30	100				
	Total Urban	149	138	14	152	2	137	14	151		1		1	
	Grand Total	2178	1999	115	2114	73	1956	115	2071		43		43	

Source - D I Cs Balasore -1. Soro, Nilgiri, Basta & Jaleswar.

2.5 (i) Teachers position in UP(ME) Schools and having upper primary (UP) section. Block wise UP School teacher 1999 and SSS 115 are in position in UP section and 73 no. of sanction post have been distributed in table 2.5(i)

2.5 (ii) Teacher positioning Primary section (Primary and UP schools having Primary section). 4985 no. of teachers are in position out of which 3898 and 1087; 1136 SC teachers, 195 ST teachers whose block wise position have been placed in the Table 2.5 (ii)

**Block wise teachers (Male, Female, SC, ST, with their percentage) PM and UP schools having PM Section)
Balasore District -2.5 (ii)**

Sl No	Name of the Block / Urban local Body	Total No of Trs in Position	Total No of Male Trs.	% to total no of trs in position	Total No of female Trs	% to total no of trs in position	Total No of SC Trs.	% to total no of trs in position	Total No of ST Trs.	% to total no of trs in position
1	Bahanaga Block	363	262	72.17	101	27.83	81	22.31	12	3.3
2	Balasore Block	489	350	71.57	139	28.43	104	21.26	18	3.68
3	Baliapal Block	401	327	81.54	74	18.46	91	22.69	16	3.99
4	Basta Block	407	331	81.32	76	18.68	90	22.11	15	3.68
5	Bhogarai Block	636	531	83.8	103	16.2	147	23.11	24	3.77
6	Jaleswar Block	409	333	81.41	76	18.59	93	22.73	16	3.91
7	Knaira Block	374	276	73.79	98	26.21	89	23.79	14	3.74
8	Nilgiri Block	309	243	78.64	66	21.34	76	24.59	11	3.55
9	Oupada Block	227	176	77.53	51	22.47	52	22.90	9	3.96
10	Remuna Block	392	309	78.82	83	21.18	86	21.93	14	3.57
11	Simulia Block	302	248	82.11	54	17.89	69	22.84	21	6.95
12	Soro Block	332	251	75.61	81	24.39	76	22.89	17	5.12
	Total Rural	4641	3639	78.4	1002	21.59	1054	22.71	187	4.02
13	Balasore (M)	219	181	82.64	38	17.36	52	23.74	3	1.36
14	Jaleswar(NAC)	30	19	63.33	11	36.67	7	23.33	2	6.66
15	NILGIRI(NHC)	21	13	61.89	8	38.11	6	28.57	1	9.52
16	SORO(NAC)	74	46	62.16	28	37.84	17	22.97	2	1.35
	Total Urban	344	259	79.29	85	24.7	82	23.83	8	2.32
	Grand Total	4985	3898	78.19	1087	21.8	1136	27.78	195	3.91

Source - D.I Cs Balasore -1. Soro, Nilgiri, Basta & Jaleswar

2.5 (iii) **Block wise Male, Female, SC, ST. teachers with their percentage in ME Section**

SC trained Teachers - 279 SC untrained teachers – 49; ST trained – 68 & ST untrained Teachers 12 in ME section are in position. Block wise distribution has been given Table 2.5(iii).

Block wise Male, Female, SC, ST. teachers with their percentage in ME Section TABLE – 2.5(iii)

Sl No	Name of the Block - Urban local Body	SC trained Teachers			SC untrained Teachers			Tot No SC Trs	% Tot Trs	ST trained Teachers			ST untrained Teachers			No of ST Trs	% to Trs Tot	Total No of Trs.
		M	F	Tot	M	F	Tot			M	F	Tot	M	F	Tot			
1	Bananaga Block	12	6	18	2	1	3	21	14.78	2	1	3	1		1	4	2.81	142
2	Balasore Block	13	6	19	2	2	4	23	14.64	3	1	4		1	1	5	3.18	157
3	Baliapal Block	15	9	24	3	2	5	29	16.20	4		4	1		1	5	2.79	179
4	Basta Block	18	11	29	2	2	4	31	15.57	4	2	6				6	3.01	199
5	Bhogarai Block	21	15	36	1	2	3	39	14.77	5	2	7		1	1	8	3.03	264
6	Jaleswar Block	12	7	19	2	1	3	22	13.90	2	1	3		1	1	4	2.53	158
7	Khaira Block	15	7	22	2	1	3	25	19.82	3	1	4	1		1	5	2.56	195
8	Nilagir Block	9	5	14	2	2	4	18	15.10	6	7	13	1		1	14	11.76	119
9	Oupada Block	11	4	15	1	2	3	18	16.34	4	4	8	1	1	2	10	9.09	110
10	Remuna Block	13	11	24	1	1	2	26	16.50	2	2	4				4	2.54	157
11	Simulia Block	10	7	20	4	2	6	23	19.82	2	1	3	1		1	4	3.44	116
12	Soro Block	11	9	20	4	2	6	26	15.66	3	1	4	1	1	2	6	3.61	166
	Total Rural	160	97	257	26	20	46	301		40	23	63	7	5	12	75	3.84	19.52
13	Balasore (M)	5	2	7	1		1	8	11.94	2	1	3				3	4.47	67
14	Jaleswar(NAC)	3	1	4	1		1	5	22.72	1		1				1	4.54	22
15	NILGIRI(NHC)	4	3	7		1	1	8	25	1		1				1	3.12	32
16	SORO(NAC)	2	2	4			4	4	14.28									28
	Total Urban	14	8	22	2	1	3	25	16.77	4	1	5	7	5	12	5	3.35	149
	Grand Total	174	105	279	28	21	49	326	15.51	44	24	68	7	5	12	80	3.80	2101

Source – All DI of schools Balasore –1, Soro, Nilgiri, Basta & Jaleswar

2.6 Enrolment :

2.6 (ii) Enrollment position in Primary section of age group 6 to 11 Years :-

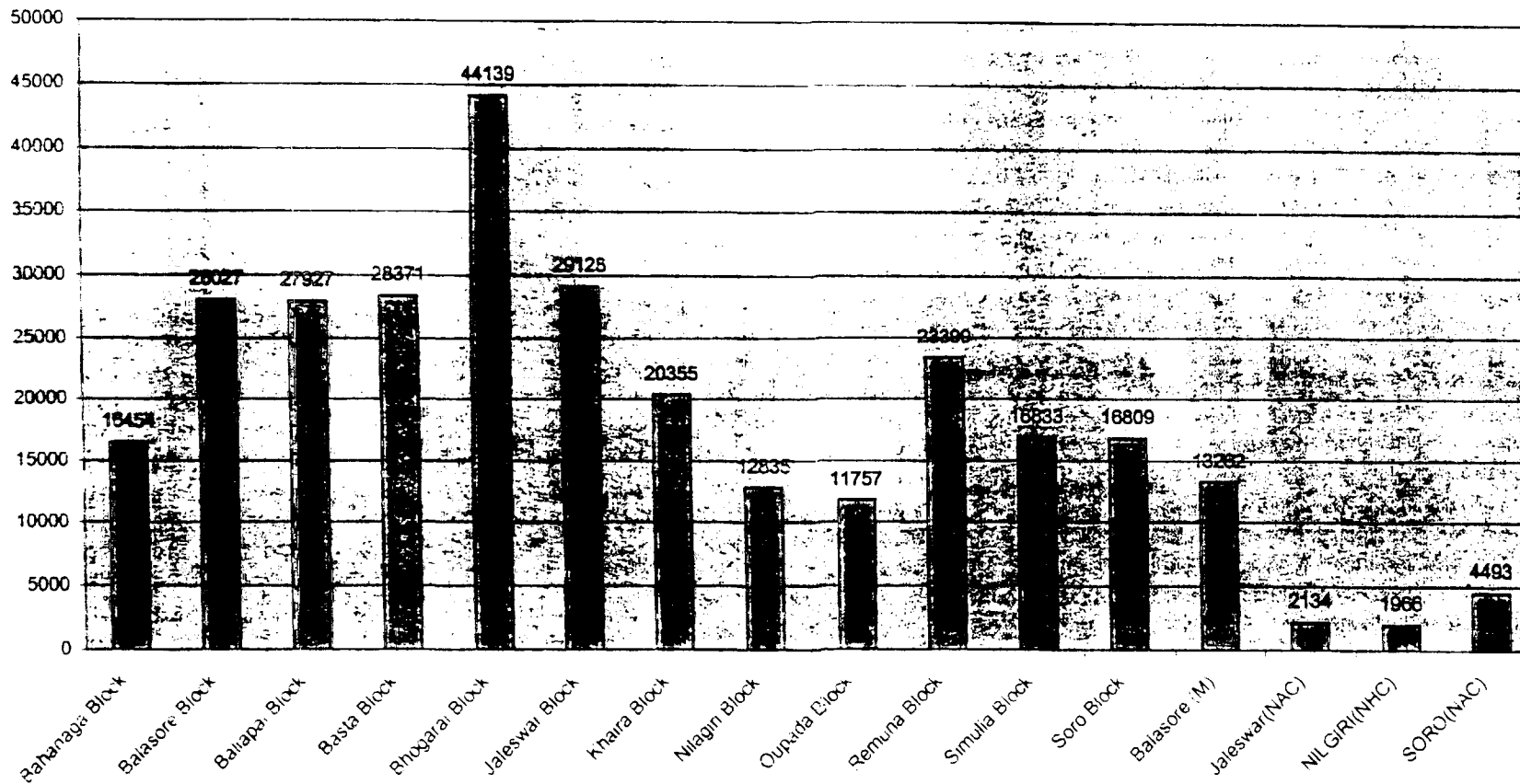
As per the survey report for DEEP in Balasore District, there are 297889 no of children of age group 6-11 years are available, out of which 274,869 no of children have been enrolled in primary schools. It is also observed that 14798 no of children have been dropped out and 8222 no of children have never been enrolled in the schools. The details information have been placed in the Table -2.6(i)

Table 2.6(i) :-CHILD POPULATION & ENROLMENT OF AGE GROUP 6-11 For The YEARS OF 2001-02

Sl No	Name of the Block (Urban local Body)	Total children in the age group 6-11			Total children Enrolled in the age group 6 to 11			Out of Schools (Drop out)			Student Never enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bahanaga Block	8632	7822	16454	8039	7317	15356	417	345	762	176	160	336
2	Balasore Block	14782	13245	28027	13867	12241	26108	685	633	1318	230	371	601
3	Baliapal Block	14920	13007	27927	14083	11906	25989	702	639	1341	135	462	597
4	Basta Block	14882	13489	28371	13983	12314	26297	669	720	1389	230	455	685
5	Bhogarai Block	22430	21709	44139	21193	20078	41271	989	1099	2088	248	532	780
6	Jaleswar Block	16664	12464	29128	15813	11489	27302	685	622	1307	166	353	519
7	Knaira Block	10572	9783	20355	9860	8723	18583	509	590	1099	203	470	673
8	Nilagiri Block	6941	5894	12835	6306	4994	11300	401	504	905	234	396	630
9	Oupada Block	6135	5622	11757	5473	4692	10165	386	472	858	276	458	734
10	Remuna Block	12682	10717	23399	11616	9552	21162	682	667	1349	390	498	888
11	Simulia Block	8937	7896	16833	8250	7159	15409	463	467	930	224	270	494
12	Soro Block	8670	8139	16809	8022	7460	15482	444	469	913	204	210	414
	Total Rural	146247	129787	276034	136499	117925	254424	7032	7227	14259	2716	4635	7351
13	Balasore (M)	7072	6190	13262	6827	5922	12749	101	113	214	144	155	299
14	Jaleswar(NAC)	1155	979	2134	1021	876	1897	63	22	85	71	81	152
15	NILGIRI(NHC)	1059	907	1966	914	767	1681	87	18	105	58	122	180
16	SORO(NAC)	2271	2222	4493	2121	1997	4118	62	73	135	88	152	240
	Total Urban	11557	10298	21855	10883	9562	20445	313	226	539	361	510	871
	Grand Total	157804	140085	297889	147382	127487	274869	7345	7453	14798	3077	5145	8222

Source:- Survey for DEEP and school profile of Concerned Block.

BLOCK WISE CHILD POPULATION IN THE AGE GROUP 6-11 OF BALASORE DIST. - 2000-2001 (Table 2.6)



2.6 (ii) Enrollment position in UP section of age group 11-14 yrs

From the recent survey it is found that 77424 of no of children are available in the district of Balasore out of which 59815 children have been enrolled in the UP schools where as 6895 children have been dropped out and 10714 of children have not never enrolled in the school. So due emphasis is to be given for the success of U.E.E. For these information Table No 2.6 (ii) is attached herewith.

Source:- Survey -2001

Table 2.6(ii) :-CHILD POPULATION, ENROLMENT & (UP) OF AGE GROUP 11-14 For The YEARS OF 2001-02

Name of the Block/ Urban local Body	Total children in the age group 11-14 (UP)			Total children Enrolled in the age group 11-14 (UP)			Out of Schools (Drop out)			Student Never enrolled		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bahanaga Block	1540	1494	3034	1192	1106	2298	157	152	309	191	236	427
Balasore Block	3365	2755	6120	2678	2057	4735	305	270	575	382	428	810
Baliapal Block	4230	3325	7555	3318	2526	5844	388	327	715	524	472	996
Basta Block	3495	2836	6331	2766	2129	4895	330	271	601	399	436	835
Bhogarai Block	4900	4127	9027	3820	3159	6979	461	395	856	619	573	1192
Jaleswar Block	3717	2768	6485	2914	2042	4956	349	253	602	454	473	927
Khaira Block	2904	2719	5623	2236	2065	4301	269	268	537	399	386	785
Nilagiri Block	1704	1554	3258	1309	1171	2480	171	156	327	224	227	451
Oupada Block	1713	1535	3248	1295	1157	2452	161	151	312	257	227	484
Remuna Block	2944	2627	5571	2250	1995	4245	277	246	523	417	386	803
Simulia Block	1714	1544	3258	1305	1170	2475	159	164	323	250	210	460
Soro Block	5703	4350	10053	4467	3240	7707	536	405	941	700	705	1405
Total Rural	37929	31634	69563	29550	23817	53367	3563	3058	6621	4816	4759	9575
Balasore (M)	2681	2467	5148	2239	2064	4303	44	57	101	398	346	744
Jaleswar(NAC)	481	443	924	373	348	721	45	27	72	63	68	131
NILGIRI(NHC)	347	322	669	282	251	533	23	17	40	42	54	96
SORO(NAC)	537	583	1120	416	475	891	28	33	61	93	75	168
Total Urban	4046	3815	7861	3310	3138	6448	140	134	274	596	543	1139
Grand Total	41975	35449	77424	32860	26955	59815	3703	3192	6895	5412	5302	10714

Source:- Survey for DEEP 2001 and DI of schools Balasore -I. Soro, Nilgiri, Basta & Jaleswar

2.7. BLOCK WISE ENROLMENT POSITION OF PRIMARY SECTION 2001-2002 OF BALASORE DISTRICT.

2.7 (i) In primary schools from class – I to V of age group 6-11 years. 147382 no. of Boys and 127487 no. of Girls have been enrolled in the Primary section. The Block wise enrollment position has been shown under the Table 2.7 (i)

TABLE – 2.7 (i)

Sl No	Name of the Block	Enrollment in																	
		Class – I			Class - II			Class – III			Class – IV			Class – V			Grand Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bahanaga	1612	1414	3026	1691	1563	3254	1689	1538	3227	1669	1459	3128	1378	1343	2721	8039	7317	15356
2	Balasure	3161	2772	5933	2963	2534	5497	2723	2373	5096	2665	2190	4855	2355	2372	4727	13867	12241	26108
3	Baliapal	2774	2403	5177	2834	2441	5275	3089	2562	5651	2789	2289	5078	2597	2211	4808	14083	11906	25989
4	Basta	2770	2306	5076	2830	2442	5272	3012	2562	5574	2782	2414	5196	2589	2590	5179	13983	12314	26297
5	Bhogara	5064	4735	9799	4960	4637	9597	4120	3937	8057	3884	3715	7599	3165	3054	6219	21193	20078	41271
6	Jaieswar	4589	3323	7912	3418	2475	5893	2946	1965	4911	2546	1697	4243	2314	2029	4343	15813	11489	27302
7	Khaira	1931	1752	3683	2148	1869	4017	2005	1804	3809	2023	1626	3649	1753	1672	3425	9860	8723	18583
8	Nuagin	1415	1206	2621	1509	1279	2788	1268	987	2255	1120	791	1911	994	731	1725	6306	4994	11300
9	Oupada	1311	990	2301	1182	969	2151	1122	990	2112	1009	917	1926	849	826	1675	5473	4692	10165
10	Remuna	2871	2300	5171	2436	2001	4437	2271	1840	4111	2177	1773	3950	1855	1638	3493	11610	9552	21162
11	Sirmulia	1406	1222	2628	1882	1556	3438	1814	1527	3341	1590	1489	3079	1558	1365	2923	8250	7159	15409
12	Soro	810	798	1608	2120	1944	4064	1928	1919	3847	1250	1141	2391	1914	1658	3572	8022	7460	15482
	Total	29714	25221	54935	29973	25710	55683	27987	24004	51991	25504	21501	47005	23321	21489	44810	136499	117925	254424
13	Balasore (M)	1380	1222	2602	1505	1268	2773	1447	1201	2648	1281	1170	2451	1214	1061	2275	6827	5922	12749
14	Jaieswar (NAC)	203	161	364	207	198	405	221	172	393	205	182	387	185	163	348	1021	876	1897
15	NILGIRI (NHC)	193	150	343	195	191	386	200	150	350	172	134	306	154	142	296	914	767	1681
16	SORO (NAC)	405	395	800	435	407	842	478	465	943	418	319	737	385	354	739	2121	1997	4118
	Total	2181	1928	4109	2342	2064	4406	2346	1988	4334	2076	1805	3881	1938	1720	3658	10883	9562	20445
	Grand Tot	31895	27149	59044	32315	27774	60089	30333	25992	56325	27580	23306	50886	25259	23209	48468	147382	127487	274869

2.7 (ii) Block wise enrolment position in U.P. (M.E.) Section of age group 11-14 years in class VI to class VII in the year 2001 – 2002 are 32860 in case of boys and 26955 in case of Girls. The block wise enrolment position has been shown in table no. 2.7 (ii)

BLOCK WISE ENROLMENT POSITION IN U. P. (ME) SECTION OF BALASORE DISTRICT – 2001 11 TO 14 YEARS
TABLE – 2.7 (ii)

Sl No	Name of Block / NAC/ Municipality	Class – VI			Class – VII			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bahanaga Block	605	587	1192	587	519	1106	1192	1106	2298
2	Balasore Block	1418	1101	2519	1260	956	2216	2678	2057	4735
3	Bainipal Block	1767	1333	3100	1551	1193	2744	3318	2526	5844
4	Basta Block	1290	1045	2335	1476	1084	2560	2766	2129	4895
5	Bhogarai Block	2065	1653	3718	1755	1506	3261	3820	3159	6979
6	Jaleswar Block	1568	1043	2611	1346	999	2345	2914	2042	4956
7	Khaira Block	1213	1083	2296	1023	982	2005	2236	2065	4301
8	Nilagiri Block	699	607	1306	610	564	1174	1309	1171	2480
9	Oupada Block	689	606	1295	606	551	1157	1295	1157	2452
10	Remuna Block	1175	1018	2193	1075	977	2052	2250	1995	4245
11	Simulia Block	697	607	1304	608	563	1171	1305	1170	2475
12	Soro Block	2384	1685	4069	2083	1555	3638	4467	3240	7707
	Total	15570	12368	27938	13980	11449	25429	29550	23817	53367
13	Balasore (M)	1201	1087	2288	1038	977	2015	2239	2064	4303
14	Jaleswar (NAC)	198	191	389	175	157	332	373	348	721
15	Nilagiri (NAC)	145	131	276	137	120	257	282	251	533
16	Soro (NAC)	233	252	485	183	223	406	416	475	891
	Total	1777	1661	3438	1533	1477	3010	3310	3138	6448
	Grand Total	17347	14029	31376	15513	12926	28439	32860	26955	59815

Source D.I.Cs Balasore I, Soro, Nilagiri, Jaleswar & Basta.

2.7(iii) Gross Enrollment Ratio and Net Enrolment Ratio.

Gross Enrolment Ratio & Net Enrolment Ratio of Primary Students in 6-11 Years age Group.

297889 no. of Children are available where as 284769 no. of students have been enrolled in all group out of which 274869 no. of students have been enrolled in Primary section within age group 6-11 Years.

$$\text{GER} = \frac{\text{Enrolment in (CI I \& V) of all ages}}{\text{Total no. children of age 6 to 11}}$$

$$\text{NER} = \frac{\text{Enrolment in (CI I \& V) of age 6 to 11}}{\text{Total no. children of age 6 to 11}}$$

The GER and NER have been calculated the formula and details information of GER and NER have been shown in the table No. 2.7 (iii)

Table 2.7(iii) Gross and Net Enrolment Ratio of Boys & Girls

Sl No	Name of the Block NAC Municipality	Child Population 6-11			Enrolment			Enrolment from 6-11			GER			NER		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Bahanaga Block	8632	7822	16454	8330	7540	15870	8039	7317	15356	96.50	96.39	96.45	93.13	93.54	93.33
2	Balasure Block	14782	13245	28027	14370	12685	27055	13867	12241	26108	97.21	95.77	96.53	93.81	92.42	93.15
3	Baliapal Block	14920	13007	27927	14592	12331	26923	14083	11906	25989	97.80	94.80	96.40	94.30	91.54	93.06
4	Basta Block	14882	13489	28371	14489	12761	27250	13983	12314	26297	97.36	94.60	96.05	93.96	91.29	92.69
5	Bhogarai Block	22430	21709	44139	21959	20797	42756	21193	20078	41271	97.90	95.80	96.87	94.49	92.49	93.50
6	Jaiswar Block	16664	12464	29128	16368	11906	28274	15813	11489	27302	98.22	95.52	97.07	94.89	92.18	93.73
7	Khaira Block	10572	9783	20355	10218	9039	19257	9860	8723	18583	96.65	92.39	94.61	93.27	89.16	91.29
8	Nilagin Block	6941	5894	12835	6535	5175	11710	6306	4994	11300	94.15	87.80	91.23	90.85	84.73	88.04
9	Oupada Block	6135	5622	11757	5671	4861	10532	5473	4692	10165	92.44	86.46	89.58	89.21	83.46	86.46
10	Remuna Block	12682	10717	23399	12030	9897	21927	11610	9552	21162	94.86	92.35	93.71	91.55	89.13	90.44
11	Simulia Block	8937	7896	16833	8548	7418	15966	8250	7159	15409	95.65	93.95	94.85	92.31	90.67	91.54
12	Soro Block	8670	8139	16809	8313	7730	16043	8022	7460	15482	95.88	94.97	95.44	92.53	91.66	92.11
Total		146247	129787	276034	141423	122140	263563	136499	117925	254424	96.70	94.11	95.48	93.33	90.86	92.17
13	Balasure (M)	7072	6190	13262	6897	6021	12918	6827	5922	12749	97.53	97.27	97.41	96.54	95.67	96.13
14	Jaiswar (NAC)	1155	979	2134	1231	891	2122	1021	876	1897	106.58	91.01	99.44	88.40	89.48	88.89
15	Nilagin (NAC)	1059	907	1966	985	824	1809	914	767	1681	93.01	90.85	92.01	86.31	84.56	85.50
16	Soro (NAC)	2271	2222	4493	2171	2186	4357	2121	1997	4118	95.60	98.38	96.97	93.39	89.87	91.65
Urban Total		11557	10298	21855	11284	9922	21206	10883	9562	20445	97.64	96.35	97.03	94.17	92.85	93.55
Grand Total		157804	140085	297889	152707	132062	284769	147382	127487	274869	96.77	94.27	95.60	93.40	91.01	92.27

Gross Enroiment Ratio & Net Enroiment Ratio of Primary Students in 11-14 Years age Group.

77424 no. of children are available out of which 64662 no. of children of all age group have been enrolled but 59815 no. of children are within age group 11-14 yrs. So GER and NER of the children are 83.52 and 77.26 which have been shown in the Table 7. (iii) in detail.

Sl No	Name of the Block	Child population of age group – 11 to 14			Child enrolled of all ages in VI & VII			Child enrolled of age group – 11 to 14			GER			NER		
		Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot
1	Bahanaga	1540	1494	3034	1298	1204	2502	1192	1106	2298	84.30	80.60	82.48	77.40	74.03	75.74
2	Balasore	3365	2755	6120	2917	2240	5157	2678	2057	4735	86.70	81.30	84.27	79.58	74.66	77.37
3	Bainapai	4230	3325	7555	3612	2750	6362	3318	2526	5844	85.40	82.70	84.21	78.44	75.97	77.35
4	Basta	3495	2836	6331	3013	2320	5333	2766	2129	4895	86.20	81.80	84.23	79.14	75.07	77.32
5	Bhogarai	4900	4127	9027	4160	3442	7602	3820	3159	6979	84.90	83.40	84.21	77.96	76.54	77.31
6	Jaleswar	3717	2768	6485	3174	2223	5397	2914	2042	4956	85.40	80.30	83.22	78.40	73.77	76.42
7	Khairra	2904	2719	5623	2428	2249	4676	2236	2065	4301	83.60	82.70	83.16	77.00	75.95	76.49
8	Nilgiri	1704	1554	3258	1425	1276	2700	1309	1171	2480	83.60	82.10	82.88	76.82	75.35	76.12
9	Oupada	1713	1535	3248	1410	1276	2685	1295	1157	2452	82.30	83.10	82.68	75.60	75.37	75.49
10	Remuna	2944	2627	5571	2444	2173	4617	2250	1995	4245	83.02	82.70	82.87	76.43	75.94	76.20
11	Simulta	1714	1544	3258	1427	1274	2695	1305	1170	2475	82.90	82.50	82.71	76.14	75.78	75.97
12	Soro	5703	4350	10053	4865	3528	8393	4467	3240	7707	85.30	81.10	83.48	78.33	74.48	76.66
Total Rural		37929	31634	69563	32167	25952	58119	29550	23817	53367	84.81	82.04	83.55	77.91	75.29	76.72
13	Balasore (M)	2681	2467	5148	2239	2062	4301	2239	2064	4303	83.50	83.60	83.55	83.51	83.66	83.59
14	Jaleswar (NAC)	481	443	924	404	361	764	373	348	721	83.90	81.40	82.70	77.55	78.56	78.03
15	Nilgiri (NHC)	347	322	669	296	259	555	282	251	533	85.30	80.40	82.94	81.27	77.95	79.67
16	Soro (NAC)	537	583	1120	431	491	922	416	475	891	80.20	84.30	82.33	77.47	81.44	79.53
Total		4046	3815	7861	3369	3173	6542	3310	3138	6448	83.26	83.18	83.22	81.81	82.25	82.02
Grand Tot		41975	35449	77424	35536	29126	64662	32860	26955	59815	84.66	82.16	83.52	78.28	76.04	77.26

Source:- Survey for DEEP 2001 and DI of schools Balasore –I. Soro, Nilgiri, Basta & Jaleswar.

2.8 – Integrated Edn. For disabled.

A number of disabled children (Boys 4483 and girls 4439 total 8922) of different blocks are shown in Table-8.

BLOCK WISE INFORMATION OF IED CHILDREN

TABLE (Table – 2.8)

Sl No	Name of the Block	No of children indentified age - group 5 - 14														Grand Total
		Vision		Hearing		Ortho		Learning		Mental		Other disab.		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Bahanaga	65	53	151	131	141	161	124	127	131	105	108	99	720	676	1396
2	Balasore	73	71	102	95	93	81	79	92	39	46	92	81	478	466	944
3	Baliapal	66	67	71	69	71	73	43	29	31	27	36	38	318	303	621
4	Basta	58	51	61	39	55	61	33	38	61	62	39	48	307	299	606
5	Bhogara	61	63	68	71	39	42	41	46	39	35	38	41	286	298	584
6	Jaleswar	57	52	53	56	61	63	62	60	61	38	27	31	321	300	621
7	Khaira	43	28	67	38	63	51	44	32	39	49	36	48	292	246	538
8	Nilagiri	65	53	48	31	49	43	58	42	41	31	33	33	294	253	547
9	Oupada	38	39	43	48	52	61	29	31	66	29	38	73	266	281	547
10	Remuna	41	44	59	27	39	51	52	61	38	41	33	61	262	285	547
11	Simulia	58	52	31	61	22	82	38	41	33	71	31	51	213	58	271
12	Soro	61	32	61	31	19	66	88	63	49	58	31	55	309	305	614
Total Rural		686	605	815	717	704	835	691	662	628	592	542	659	4066	3770	7836
13	Balasore (M)	27	21	19	31	11	26	24	11	44	12	33	11	158	112	270
14	Jaleswar (NAC)	18	19	11	17	19	8	21	9	18	13	11	16	98	82	180
15	Nilgiri (NHC)	19	15	13	18	17	18	14	31	31	9	8	6	102	97	199
16	Soro (NAC)	11	14	11	8	9	9	11	33	9	11	8	3	59	78	137
Total		75	69	54	74	56	612	70	84	102	45	60	36	417	369	786
Grand Tot		761	674	869	791	760	896	761	746	730	637	602	695	4483	4439	8922

Table 2.9 Pupil Teacher Ratio. (i) Prv (ii) UP schools

Pupil Teacher ratio in Primary school and UP schools are shown in Table 2.9 (i) and 2.9 (ii) respectively.
 Table 2.9 (i) In Primary schools of Balasore, Baliapal, Basta, Bhograi, Jaieswar, Khaira, Remuna and Simulia Blocks are very high at the norm of 1:40.

Table 2.9 (i) Pupil Teacher ratio (PTR). Pry. section from Ci. I to V

Sl No	Name of the Block	Total Enroiment in Ci. I to V	Total teacher in position	No of students per teacher (PTR)
1	Bahanaga	15870	374	1.42
2	Balasore	27055	451	1:60
3	Baliapal	26923	389	1:69
4	Basta	27250	396	1:69
5	Bhograi	42756	597	1.71
6	Jaieswar	28274	433	1:65
7	Khaira	19257	374	1:51
8	Nilgiri	11710	340	1:34
9	Oupada	10532	224	1:47
10	Remuna	21927	418	1:52
11	Simulia	15966	277	1:57
12	Soro	16043	341	1.47
	Total	263563	4614	1:57
13	Balasore (M)	12918	214	1:59
14	Jaieswar NAC)	2122	29	1:65
15	Nilgin (NHC)	1809	35	1.48
16	Soro (NAC)	4357	77	1:53
	Total	21206	355	1:58
	Grand Total	284769	4969	1:57

Table 2.9 (ii) In UP schools the PTR is very less in Bahanaga, Basta, Bhograi, Khaira, Oupada, Remuna & Simulia.

Table 2.9 (ii) Pupil Teacher ratio (PTR). UP(ME) section from Cl. VI – VII

Sl No	Name of the Block	Total Enrolment in Cl. VI to VII	Total teacher in position	No of students per teacher (PTR)
1	Bahanaga	2502	142	1:18
2	Balasore	5157	157	1:35
3	Balipal	6362	179	1:35
4	Basta	5333	199	1:26
5	Bhogarai	7602	264	1:29
6	Jaleswar	5397	158	1:34
7	Khaira	4676	195	1:24
8	Nilagiri	2700	119	1:22
9	Oupada	2685	110	1:24
10	Remuna	4617	157	1:29
11	Simulia	2695	116	1:24
12	Soro	8393	166	1:50
Total		58119	1962	1:29
13	Balasore (M)	4301	67	2:04
14	Jaleswar NAC)	764	20	1:37
15	Nilgiri (NHC)	555	35	1:37
16	Soro (NAC)	922	30	1:30
Total		6542	152	1:48
Grand Total		64662	2114	1:30

(2-10) Block wise Information of Single Teacher Schools.

Table

Sl No	Name of the Block	No of Single Teacher School
1	Bahanaga	1
2	Balasore	3
3	Bainapai	5
4	Basta	8
5	Bhogarai	3
6	Jaleswar	4
7	Khaira	2
8	Nilagiri	3
9	Oupada	2
10	Remuna	3
11	Simulia	2
12	Soro	2
	Rural Total	38
13	Balasore (M)	Nil
14	Jaleswar NAC)	Nil
15	Nilgiri (NHC)	Nil
16	Soro (NAC)	Nil
	Urban Total	Nil
	Grand Total	38

2.11 Nutritional Status

The nutritional status of age group 3-5 yrs have shown in Table 2.11

103663 no. of children are available in the Balasore District and they have been weighted and 29883 in grade – I, 23116 in grade – II, 4993 in grade – III and 2112 in grade – IV.

Table – 2.11 NUTRITIONAL STATUS (Age Group – 3 to 5 Yrs.)

Sl No	Name of the Block	Total Children 0-3 Yrs.	Total Children Weighted	Normal	Grade I	Grade II	Grade III	Grade IV
1	Bahanaga	5750	5070	1680	1681	1362	318	92
2	Balasore	15940	15050	5380	4491	4011	859	309
3	Baliapal	12608	11902	4318	3921	2862	613	188
4	Basta	12770	11898	4221	3899	2921	662	195
5	Bhogarai	18476	12518	4561	3862	2936	839	320
6	Jaleswar	2627	2178	978	761	318	95	36
7	Knaira	5940	5111	1781	1671	1359	208	92
8	Nilgiri	8741	7972	3183	2831	1721	141	96
9	Oupada	3568	2918	998	882	731	212	95
10	Remuna	5568	5031	1728	1652	1353	159	139
11	Simulia	4536	3998	1236	1198	1109	298	167
12	Soro	7422	65932	1899	1785	1598	380	270
	Rural Total	103946	149578	31963	28634	22281	4774	1999
13	Balasore (M)	1806	1756	672	525	425	98	36
14	Jaleswar NAC)	908	848	372	285	132	38	21
15	Nilgiri (NHC)	804	744	299	201	159	51	24
16	Soro (NAC)	1195	932	398	301	179	32	22
	Urban Total	4713	4280	1741	1312	895	219	113
	Grand Total	1086659	8560	33704	29946	23176	4993	2112

2.12 Facility Available

There are only 3.1% schools having blackboard facility, 13.58% schools having electricity, 21.22% schools having toilet and 27.31% schools having drinking water facility, available in the Primary schools of Balasore district. Block wise details information of facilities available has been shown in Table 2.12.

Types of Facilities Available TABLE 2.12

Sl No	Name of the Block	No of Schools Pry/ME/UGME S.S.	No of Teachers	Book Bank	Boundary wall	Electricity	Toilet	Water Supply
1	Bahanaga	162	505	105	Nil	21	11	42
2	Balasore	238	646	200	10	15	2	51
3	Baliapal	198	580	110	7	11	94	63
4	Basta	211	606	102	5	13	83	42
5	Bhogara	314	900	110	4	26	94	71
6	Jaleswar	221	576	105	7	24	88	81
7	Knaira	209	569	169	0	31	11	41
8	Nilgiri	147	428	60	11	29	22	44
9	Oupada	113	337	89	0	11	21	21
10	Remuna	182	549	100	7	13	25	27
11	Simulia	135	418	121	0	21	9	33
12	Soro	159	498	122	0	31	8	39
	Rural Total	2289	6612	1393	51	246	468	555
13	Balasore (M)	60	286	120	9	39	15	42
14	Jaleswar NAC)	20	52	20	8	16	12	17
15	Nilgiri (NHC)	20	63	21	3	7	10	16
16	Soro (NAC)	33	102	30	4	21	9	27
	Urban Total	133	493	191	24	83	46	102
	Grand Total	2422	7105	1584	75	329	514	657

CHAPTER – III

PLANNING PROCESS

Planning is indispensable in all spheres of life. Any exercise without proper planning is like a ship without rudder. It is a systematic and continuous process through which the objectives are achieved. Through 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 "SARVA SIKSHYA ABHIYAN" is to achieve specific goal in respect of both qualitative and quantitative development in elementary education. The district planning teams prepare the plans accordingly. It should be area specific, need based and realistic. For achieving the goal a decentralized 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, NGOs, block level as well as district level functionaries both from Govt and private sectors associated with education process like community awareness, organization of meetings, discussions, work shops and microplanning has been taken up.

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

CONSTITUTION OF DISTRICT PLANNING TEAM:-

The District Planning Team was constituted comprising of District Level Officers from District administration, Education Department, welfare Department and members from women organization, PRI members, NGOs representatives of Teachers Training Institute and SC & ST group. A core planning Team consisting of seven members was also constituted and the members were oriented at OPEPA Bhubaneswar. For sensitization to the members of the District Planning Team a two-day workshop was organized at the district headquarters and the State resource persons oriented the District planning team. Block resource groups (BRG) was constituted for each Block consisting of 20 members from among the S.I of Schools, Headmasters of U P Schools PRI members & NGOs. They have oriented by the DRG in a three days work shop at the block head quarters.

Household Survey:-

For preparation of the plan, necessary datas on school going children, out of school children, disables, etc were collected in the format developed and supplied by OPEPA. Survey work was conducted by the primary school teachers, Anganwadi workers and NGOs which was

compiled at village level then at block level and at district level. All the relevant data have been incorporated in the plan under chapter II.

School Survey:-

The information's on Primary and Upper Primary Schools relating to teachers buildings, enrolment drop outs, teacher people ratio etc was collected in a format supplied by OPEPA and the work was completed.

Community Sensitisation:-

To create awareness among the people workshop, meetings, discussions were held at GP and Block Level for the focus groups such as women PRI, Trs and NGOs Besides, Posters, Pamphlets, etc were circulated and suggestions were invited from public. The teacher mobilization camp and students rallies were organized in the district.

Discussion on Focus Group:

Discussion on focus group with Woman organization, Anganwadi workers, Primary School teachers, VEC, leaders of Tribal group in tribal areas was conducted at GP, Block & District Level.

Convergence Meeting:-

Convergence Meeting at Block Level was conducted comprising of SEO, WEO, CDPO, S.I. of schools MI, Medical officers J.E. BDO members of NGO & PRI members and persons from other departments. Similarly a district level convergence meeting was organized with all Govt & non Govt agencies at the District Headquarters. Discussion different Project activities was made in the meeting.

Report & Research Findings:-

- i. Report & research Findings available at the college of Teacher education, Balasore & DIET, have been consulted Views from several magazines and periodicals on educational aspects of the district have been taken in to account.
- ii. District specific books like District Statistical Hand book, Educational survey 1997, Action Plan for P I C etc have been referred.

Problems, Needs, expectation of people came out through various meetings, group discussion & interaction with community members helped a lot for planning.

The two important activities under taken for preparing plan document we have

- (a.) House to house survey
- (b.) Decentralised participatory process like discussion, conversion & interaction with different people of the community & stakeholder.

It is to mention here the planning process has reached this grass root level. Discussion have been made at the village, GP, Block and dist level to bring with issues and strategies. The issues have been identified and real problems have been categorised Hence it is need based and bottom up planning.

FOCUSSED GROUP DISCUSSION

Duration September – October 2001.
Level Villages - Block Level
Groups present SC, ST, Woman,
No of Participants

Issues Identified	Solution to the issues	Accepted	Non-accepted
Poverty of parents	Free supply of Reading writing materials	Accepted	
Lack of consciousness of parents.	Awareness to be created	Accepted	
Lack of facilities in school	Development of infrastructural facilities	Accepted	
Natural & artificial barriers, schools at long distance	Opening of new school	Accepted	
Engagement of children in domestic and outside work (to earn)	Provide incentive to Children/ Parents, Alternative education facilities, Advocacy	Accepted	Non accepted
Un-contucive study atmosphere	Orientation of Trs. For ABC method of teaching, and beautification of school	Accepted	
Non functioning of VEC	Capacity building of VEC through orientation	Accepted	
Lack of residence of teachers	Construction of Teachers quarters	Accepted	

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Specific Issues

1	Shortage of teacher	Appointment of additional/ para teachers and teacher rationalisation
2	Problems of girls and minority community and SC /ST group	Opening of hostel/ special residential school Adolescent girls centers and remedial teaching camps
3	Shortage of classroom	Construction of Addl Room.
4	Lack of required no of schools in some habitations.	Opening of new schools/ EGS centers

District Level Convention

Date

Nature of process

Level

Duration

Groups Present

No of participants

Convention

District

One day residential

PRI, ZP members officers of district

Sl No	Issues Identified	Solution to the Issue
1	Water and sanitation	<ul style="list-style-type: none"> - Provision for drinking water is to be made. - Toilets are to be constructed for students.
2	Poverty	<ul style="list-style-type: none"> - Reading writing materials are to be provided. - Mid day meals are being provided.
3	Lack of proper Supervision	S.I. of Schools will have to supervise the schools regularly and he should be made free from other non-educational work
4	Engagement of Teachers in other works	Teachers to be exempted from other works. Census & Election works may be entrusted to good voluntary organizations/ NGOs
5	Dilapidated building	Repairs Provision
6	No library or reading writing materials	Supplementary reading materials and book banks.
7	Single teacher schools	Rationalisation of teachers and engagement of para teachers
8	Lack of field knowledge or environmental and societal concern in children.	Contextuality in education, TLM
9	Health	Regular health check up at least once in a month necessary.

10	Lack of School building	<ul style="list-style-type: none"> - Each village has to be provided with a schooling facility according to schooling norm. - School building, additional classrooms are to be constructed Immediate repair works are to be taken up in case of dilapidated buildings
11	Dearth of teaching staff	<ul style="list-style-type: none"> - Teaching staff should be provided as per enrollment and no. of classes
12	MTA & PTA lack interest in education	<ul style="list-style-type: none"> - Regular context programme with MTA / PTA - MTA and PTA are to be formed in the school and re-oriented
13	Absenteeism of Teacher	<ul style="list-style-type: none"> - Absenteeism of teacher should be checked proper against erring teacher should be taken. - Community is to be encouraged to look after this matter - Teacher counseling

DISTRICT LEVEL TEACHERS CONVENSON

Finding of Group discussion

Date

Nature of process

Group discussion

Level

District

Durations

One day

Groups presence

Teachers representatives

POINTS EMERGED ON GROUP DISCUSSION

Sl No	Issues Identified	Resolving the Issues
1	Lack of awareness among parents They are indifferent forwards education	<ul style="list-style-type: none"> - Awareness campaigns should be made by folk dance folksongs and organizing meeting at village level to create demand for education and for community owned schools Strengthening VEC/ MTA/ PTA members. - Regular meeting of VEC should be organized
2	Dearth of teacher and school building	<ul style="list-style-type: none"> - Schools should be provided with required teachers - Repair of school building should be done every year. - Additional classrooms should be

		constructed Contingency management for schools Enriching school development funds.
3	Language of Teacher and pupil differs	- Preparation of primers on local dialect. - Local teacher should be appointed - Teacher should be Oriented
4	Lack of communication facility to schools in some packets.	- School should be established in a well-communicated place of the village. - Roads may be made through convergence with PR Dept and RD Department.
5	Lack of content knowledge of trs.	- Orientation to the teachers to be given.
6	Defective syllabus	- Syllabus to be changed improved and need based.
7	Defective evaluation	- Evaluation system to be changed and the process should be child friendly
8	No scope for games/ sports	- Provision to be made for sport/ games - Health cards to be introduced.
9	Lack of proper supervision of the school.	- S.I.s should supervise the school regularly and monthly support to be given. Local resource support group for academic monitoring and supervision.
10	Lack of sufficient school contingency.	- School contingency and SIG should be provided to the schools

DISTRICT LEVEL DISCUSSION WITH FOCUSED GROUP

Date

Nature of Process

Level

Duration

Groups present

No of participants

Groups discussion

District

One day

Anganwadi Supervisors

CDPO, DW CRA Supervisors.

Sl No	Issues Identified	Resolving the Issues
1	Most of Anganwadi workers are not acquainted with preschool education	Orientation to Anganwadi workers on primary School
2	Play materials are not supplied to AWC old play materials are not useful now.	New play materials should be supplied
3	Songs are not attracting the children	Anganwadi workers should be well trained in songs/ local songs and rythms.
4	Anganwadi workers are paid with low honorarium	Honorarium to Anganwadi workers should be increases

5	Parents are reluctant to send children to A.W.centres.	Balmela should be organized and community should be involved.
6	Food is not palatable to the children	Care should be taken by AW workers for preparation of food to make it taste.
7	Lack of care and attention to the children	A.W 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 AWC in time.
9	Atmosphere of AWC is not conducive.	Anganwadi centres should be constructed where there is no infrastructure facilities.
10	Malnutrition areas without any AWCs.	Norms for AWC is to be relaxed. Get up at new centres.

CHAPTER –IV

PROBLEMS ISSUES AND STRATEGIES

PROBLEMS AND ISSUES

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

1. Access
2. Retention
3. Quality Improvement
4. Capacity building

Issues related to Access

Primary education can not be Universalized until & unless access is provided to all target groups. It is not yet been achieved due to lack of awareness, negligence of parents, poverty, un conducive school atmosphere apathy of teachers etc. The issue of access has been emphasized particularly to all children between the age of 6 to 14 year. The problems strategies for universal access are culminated here under

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Lack of Primary Schools or Alternative Schooling facility within walk able distance	<ul style="list-style-type: none"> - The exercise of microplanning & school mapping has been taken up to ascertain the needs of Primary Schools. - Opening of new Primary School / EGS & AIE centre in un served habitation - Opening of hostel & residential schools - Posting of additional teacher 	Planning Access Access S & M E Department
2	Physical Barriers like hills, forests, rivers & artificial	<ul style="list-style-type: none"> - Opening of alternative school where state norm 	Access

	barrier like railway etc & Highway	for Primary School is restricted - Recruitment of additional school teacher		S & ME
3	Building less Primary Schools	- Construction of School building/ additional classroom		Convergence with DRDA
4	Poor & dilapidated school building never attract children	- Major & Minor Repair of School building		Minor repair by the community & major by G.P. & Panchayat Samiti, MI LAD, MPLAD
5	Disabled children neglected	- Disabled children are to be encouraged to attend school - Parents of disabled children are to be motivated - Incentive should be provided to the disabled children - Free supply of aids, hearing aids. - Special enrolment drive for disabled children - Where the number of disabled are more one teacher should be trained in IED - Research studies on IED issues	IED IED IED IED IED IED	Convergence with NGO Health Department, Different Projects of Government of India.
6	Poor road communication	- 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.

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Poor awareness among parents & their indifference towards education	<ul style="list-style-type: none"> - Awareness campaign among parents & the public to be accelerated - Special awareness campaign in hilly areas of Nilgiri Oupada & Kupari - Campaign for motivating girl children in specific areas where number of SC ST & minority are more - Organisation of meeting and cultural programmes on essence utility & importance of education - Organisation of rallies campaign & padayatra, street drama etc by students & teachers - Involvement of PRI members 	<p>ITDA & NGO</p> <p>ICDS</p> <p>NGO</p> <p>NGO</p>
2	Irregular attendance of students	<ul style="list-style-type: none"> - Organisation of PTA & MTA - Meeting of PTA, MTA & PRI members - Door to door visit by teachers - Monitoring regular attendance by Teachers & Headmaster etc 	<p>Capacity building of PTA</p> <p>MTA</p> <p>MTA</p> <p>MTA</p>
3	VEC is not active	<ul style="list-style-type: none"> - Orientation of VEC members - Women representation in VEC should to emphasized - Involving members for active participation / owning the school - Involving Anganwadi workers to VEC meetings - Exposure visit to VEC members 	<p>CRC & capacity building of VECs</p>
4	Unattractive Teaching Learning Process	<ul style="list-style-type: none"> - Massive orientation to teachers on new pedagogy 	<p>DIFT ST School</p>
5	Want of need based curriculum	<ul style="list-style-type: none"> - Preparation of supplementary reading materials work book etc - Introduction of area specific topics - Introduction of teaching 	<p>DIFT STS</p> <p>SC/ ST</p> <p>SC</p>

		<p>learning materials on tribal dialect</p> <ul style="list-style-type: none"> - Subject specific discussion, analysis. 	ST Edn. ITDA
6	Lack of Interest among parents to send their children to school	<ul style="list-style-type: none"> - Motivation to parents - Incentives, MDM rice etc. - Opening of special schools for working children/ migratory children/ children of socially backward groups <p>Flexible school timing in selected areas.</p>	PRI Access/AIE
7	Engagement of girls in household works	<ul style="list-style-type: none"> - Special motivation to girls by teachers. - Motivation by Anganwadi workers/ MTA/ SHG - Door to door visit by teachers - Organisation of cultural programmes for development of girls education - Opening of hostels for girls in selected areas/ camps for Adolescent girls. - Display of posters on girls education. - Introduction of vocational health related education, women group meetings. 	MTA to be motivated Welfare Department UNICEF
8	Problem of language	<ul style="list-style-type: none"> - Appointment of tribal teachers in tribal area <p>Development & supply of Text book in tribal languages particularly in Nilgiri Block</p>	
9	Poor co - curricular activities including physical education games & sports	<ul style="list-style-type: none"> - Supply of games & sports articles to schools - Organisation of Sishu Mela, Mini Sports & science Exhibition etc. - Drawing, painting competitions at G P level. - Project activities <p>Development of physical education Mass drill. Help of local High School PFT to be taken</p>	PRI SIS STS High School PFT
10	Poor Health of Children	<p>Regular Health Check up of Children by local health workers & doctors/ health card to children</p>	Health & F.W. UNICEF

11	Poor Economic condition of SC & St & BPL people	<ul style="list-style-type: none"> - Free supply of Text books to SC ST % BPL students in time - Free supply of reading writing materials to the above category of students - Free supply of uniform to girl students 		PRI TRW IIDA
12	Need of additional classroom	<ul style="list-style-type: none"> - Additional classroom should be constructed as per need 	Civil works	PRI DRDA
13	Toilets	<ul style="list-style-type: none"> - Construction of toilet in every school is barely required 	Civil works	UNICEF DRDA
14	Drinking water	<ul style="list-style-type: none"> - Tube well should be installed in every school 	Civil works	RWSS
15	Boundary wall and Electrification	<ul style="list-style-type: none"> - For butification of schools 	Civil Works	

Issues related to Quality Improvement of Education

Quality of Primary Education has been strengthened with introduction of activity based approach in learning process. A good retention will certainly lead to spectacular quality achievement. Universalisation of Primary Education not only emphasizes on access & retention but also focuses on improvement of quality of education & outstanding achievement. It aims at enhancing standard of knowledge of students 25% (Minimum) in language numerical & 40% minimum in other competencies. Despite several attempts targets have not been achieved some problems still exist in the district the penance for which are reflected below

Academic support group at block and clusters

Forum for discussion

Felicitation to good teachers

Exposures to teachers

Subject specific training programmes

Change in the syllabus for C.T & B.E.D.

Subject weightages according to requirements

Accountability for quality education

Regular evaluation/ unit test/ progress card/ sharing of results with stake holders

Effective Classroom management/ use of contextual T.M

Sports and extra-curricular activities

Promotion of teachers journals
 Exhibition of creative works of teachers/ students/ VEC members
 News paper and journals to schools
 DIET need to be strengthened
 Establishment of block and cluster resource centres
 Adequate no of teachers in each school.
 Supplementary teaching inputs to teachers
 Strengthening school management.
 More resource support to weak schools.

SI No	Issues / Problems	Possible Strategies	Intervention
1	Problem of multigrade teaching	<ul style="list-style-type: none"> - Appointment of additional teacher - Orientation on handling multigrade teaching 	SME SCERT DIET
2	Poor content knowledge of teachers	Orientation of teachers on content of subject Conducting Refresher courses Preparing & providing teachers hand book Opening of library at school, CRC & BRC Supplementary reading materials to be provided to teachers	SCERT DIET SCERT
3	Lack of Knowledge on tribal dialect	<ul style="list-style-type: none"> - Teachers in tribal areas should have knowledge on tribal language - S.T. teachers should be posted in tribal area - Teachers are to be oriented by CRC, BRC & DIET institutes 	
4	Unattractive class room process	<ul style="list-style-type: none"> - Attractive teaching learning system/ ABC method approach. - Training on activity based learning, joyful teaching & play way method - Emphasis on use of teaching aids, Action song, story telling & dramatization etc. 	
5	Improper Evaluation System	<ul style="list-style-type: none"> - Continuous & comprehensive evaluation system should be introduced - Unit text should be introduced - Evaluation should be followed by follow up action 	

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

Issues Related to Capacity Building

Infrastructural development along with cooperative management and effective supervision from bottom to top can only change the exciting scenario of primary education. Existing system needs to be strengthened. Due to poor functioning of VEC, Poor supervision & monitoring the targets are not achieved. To achieve the goal of effective community

participation they are to be oriented. Strengthening and updating management information system The details of issues & proposals are stated below

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Non involvement of VEC members & PRIs in school management system & Absences of community ownership	<ul style="list-style-type: none"> - Orientation Training of VEC members - Orientation of PTA, MTA & NGO to involve them for all-round development of School - Formation of CRC & BRC & their orientation for community mobilization - Awards to best school committee - Exposure visits 	DEFP DEFP
2	Lack of Teachers empowerment	<ul style="list-style-type: none"> - Organisation of content oriented short term training programme on subjects like language, mathematics and EVS - Libraries of schools CRC & BRC should be enriched with Books - Training on preparation of low cost and cost teaching aids should be organized. - Training on activity based teaching learning process - Organisation of field Trips to make teaching more interesting - Making centre meetings of teachers more useful by means of demonstration lesson workshop etc. - Organisation workshops on new evaluation system - Development of films on teachings of selected topics. 	DEFP DIET SCERT SI Schools
3	Poor supervision & monitoring	<ul style="list-style-type: none"> - Orientation to S I. of Schools - Establishment of CRC & BRC with proper function - Block level information systems 	
4	Empowerment of DIET	<ul style="list-style-type: none"> - Strengthening DIET Remuna - Improving infrastructural facilities of DIET like building, hostel, furniture, library, T V A V aids & computer etc - Training to DIET personnel's Involving DIET personnel's in supervision & monitoring 	

5	Lack of resource support at cluster Block Level	<ul style="list-style-type: none"> - Vehicle for supervision. Centre schools be converted to CRC BRC building be constructed/ CRC building be constructed CRC & BRC to be equipped with furniture & library Appointment of BRC coordinator Staff, stationary & telephone facility to BRC - Supply of over head projector at BRC - Strengthening and empowerment of local resources support groups, exposures. 	
6	Poor Incentive & recognition to teachers	<ul style="list-style-type: none"> - Cultivating competitive spirit among teachers in the field of innovative teaching, action research & preparation of teaching aids. - Awards for 100% enrolment retention & achievement - Field trips of teachers - Felicitation of teachers at block and Panchayat level every year 	
7	Poor Infrastructural facility at D.I of School level	<ul style="list-style-type: none"> - The D.I. of schools should be provided minimum infrastructural facilities like vehicles, computer etc. - Training to DIs, personnel. - Administrative reforms - Systematic transfer policy - Some of the administrative issues to be transferred to BRC level. - Early response to teachers grievances - Training to D.Is , S.Is & H M s on school management. 	
8	Creation Data base	<ul style="list-style-type: none"> - Creation of Management Information system MIS - Construction of MIS room - Procurement of equipment like computers, Fax, Telephone Xerox machine type writer etc - Appointment of skilled staff for MIS to operate the system. 	
9	Insufficient contingency	<ul style="list-style-type: none"> - S.I.G and T.I G to be provided - Development of copus fund in schools - 	

10	Inadequate Co-curricular activities	<ul style="list-style-type: none"> - Incentives should be given for cultural functions. - Creation of school development funds - Contingencies to schools - Celebration of local festivals and involvement of parents there in. - Evaluation of students - Educational issues in Gram Sabha - Progress cards and health cards to be made available to parents - News paper to schools 	
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CHAPTER-V

OBJECTIVES AND TARGETS

INTRODUCTION

The constitution of India in Article 45 promises to provide free and compulsory education to all the children of age group 6-14 within ten years from the commencement of the constitution

The National Education policy of 1986 and the Programmed of Action 1992 reiterates the nation's determination for Universalisation of primary education for the age group 6-14. It has been determined in the para 5.12 of the NPE that before entering in the next century all the children will be provided free and compulsory education up to 14 years of age. Though several steps have been taken for the achievement of the constitutional commitment yet the goals are far away.

AIMS AND OBJECTIVES SPECIALLY FOR BALESWOR DISTRICT

The aims and objectives especially for Balesore district in DEEP context are

01. To achieve 100% enrollment targets for the age groups 6-14
02. To ensure retention of enrolled children till the completion of upper primary education.
03. To improve the quality of primary education.
04. To promote the rate of girls education and to reduce the gender disparities
05. To reduce the rate of drop outs up to 0%.
06. To ensure public sharing, cooperation and participation in the achievement of UFE and to bring physical development of schools.
07. To establish new schools and FGS schools to cater the needs of the unnerved habitations and provide facilities for upper primary education by upper grading the primary school
08. To ensure a better and balanced student teacher ratio.
09. To strengthen the DIET and S.T schools
10. To make coordination for better convergence among different educational offices and other agencies
11. To strengthen the district primary education system by creating a silent social revolution
12. To ensure education for migratory population, special focus group
13. To provide better educational facilities to the children of remote hilly areas and forest areas, and in a accessible pockets.
14. To strengthen the infrastructure of the district of the primary education.
15. To provide support to backward minority community/ fisherman people below poverty line

For the successful implementation of the programmed with above objectives, Suitable strategies are to be chalked out

TARGET GROUPS

The following target groups have been high lighted in the project

- ξ Deprived and neglected sanctions (6-14 age group)
- ξ Children from SC & ST (boys & girls)
- ξ Girls from general and minority communities
- ξ Migrating family children
- ξ Physically and mentally handicapped children.
- ξ Children of hilly, forest & in accessible areas
- ξ Working children

PROGRAMMED INTERVENTION

To achieve the goals of UEE through this project, intensive activities have been proposed to be undertaken under the following 14 interventions of the programmed

01. Project Management
02. Planning & Management
03. Civil Works
04. Access and Alternative Schooling
05. Pedagogical Improvement
06. Education for SC & ST
07. Girls Education
08. Research & Evaluation
09. Early child Hood Care & Education
10. Integrated Education of the Disabled
11. Community Mobilisation and Participation
12. Media
13. Distance Education
14. Management Information System
15. Procurement.

PROJECT MANAGEMENT

The proposed District Elementary Education Programmed is an additionality to the ongoing educational activities in the district. On the other hand it is also a time bound programmed having its well defined objectives, strategies and interventions that are different from the traditional pattern. It aims at building up capacities for the future sustainability of the activities to be undertaken during the project period through the active participation and cooperation of the people.

Further, it emphasizes on the need of restructuring of the traditional administrative structure for radical changes in the outlook of officials and nonofficial functionaries. Unless until capable and dedicated functionaries come forward, new project can not function effectively.

Keeping in view the bottom up planning process, it emphasizes on team work, cooperation, participation, understanding, leadership, convergence, discussion, social relation & effective project management

In view of the above the project will be managed by District Project Office in the district with the collaboration of the State Project Office.

DISTRICT PROJECT OFFICE

District Project Office, headed by District Project Coordinator (DPC) will be the main executive agency for the effective implementation of the project activities in the district. The D.P.C. will be responsible for the management of funds and the project activities as per the norms prescribed by the State Project Office. The main functions to be executed by the District Project office are

- (a) Planning, implementing, supervising and coordinating the educational activities in the district at different levels.
- (b) Preparation of district educational plan involving DIET, BRC, CRC, VEC and other agencies
- (c) Administrative and financial control over the project
- (d) Supervision of construction works and academic activities for quality improvement.
- (e) Monitoring of the programmed activities.
- (f) Establishing inter sector linkages and convergence
- (g) Capacity building of all key functionaries of the district level & field level officers
- (h) Strengthening of DIET for carrying out innovative activities relating to research, evaluation, quality improvement

STRENGTHENING OF DISTRICT PROJECT OFFICE

The District Project Office will be provided with office building, adequate academic and non-academic staff, vehicle and other facilities for its better functioning and management of project activities. The DPO building will function in the campus of the DIET for better cooperation, coordination, and monitoring of project activities. The State Project Office for the management of programmed activities will train the DPO staff according to the needs. Library facilities will also be provided at the DPO for providing academic support.

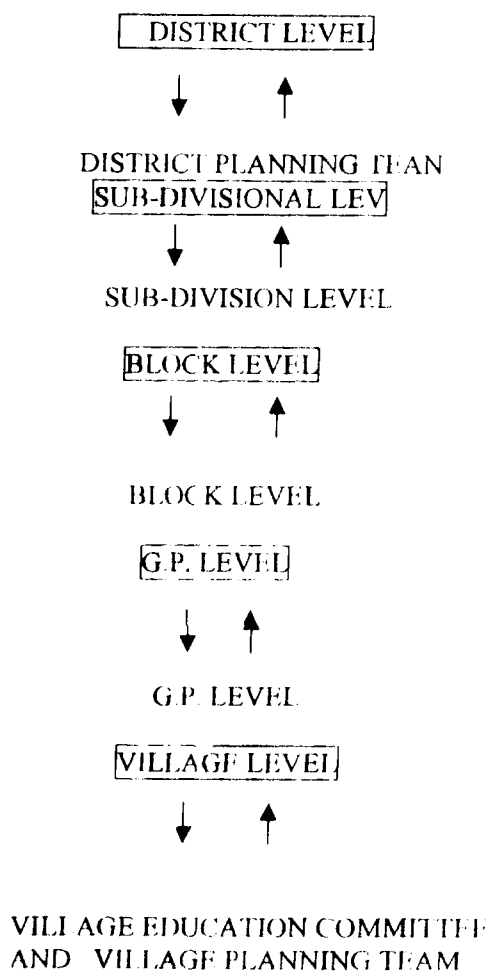
PLANNING AND MANAGEMENT

Planning is the basic need for the successful implementation of the programme. It aims at filling up the gaps, reviewing the human resources and available facilities for its best utilization, making adequate provision for effective supervision and monitoring as well as ensuring better cooperation and coordination with other agencies. In view of the above objectives due emphasis has been given for bottom up planning process through the right kind of communication net works with different functionaries at all the levels of the district.

ORGANISATION STRUCTURE

In order to achieve the objectives of the programmed through its successful implementation due emphasis has been given to create an effective organizational structure starting from village level to district level. The structure of planning is as follows.

PLANNING MANAGEMENT STRUCTURE



A. DISTRICT LEVEL.

At the district level there would be a District Planning Team (DPT) which would over see the implementation of the programmed activities in the district. The DPT will be headed by Collector & District Magistrate and the Additional District Magistrate will act as Vice-Chairman. The Collector & District Magistrate will nominate the members of the DPT from among different communities such as SC & ST voluntary organization, members of PRIs, DIET personnel, district level officer of education department and other departments. The members like SC/ST will constitute the DPT, NGOs members of PRIs, DIET. District level officers of Education Department and other Departments. The meeting of DPT will be held once in very month to review the progress and plan for future. The functions of the DPT will be as follows.

- (a) To oversee the implementation of different components of DEEP
- (b) To make adequate provision for supervision of civil work

- (c) Strengthening of management Information System.
- (d) To have a better linkage between various departments for effective convergence for Elementary Education at the grass root level i.e. village level
- (e) To establish better coordination between DIET and primary Education management functionaries.
- (f) To formulate and issue policy guidelines for different activities under different components of the programmed
- (g) To develop suitable mechanism for participatory educational planning and development
- (h) To approve the budget and expenditure of the project

Besides this at the District level core planning Team, core advisory and purchase Sub-committee, budget Sub-committee, plan Preparation Sub-Committee, Monitoring and Evaluation Sub-Committee, Recruitment cell, Task Force for supervision, Resource Groups have been constituted for decentralization of project management and its effective functioning.

B. VILLAGE LEVEL.

At the village level, Village Education Committee has already been set up. This committee will act as the primary units for the formulation, implementation, and supervision of project activities at the lowest level. The committee will also be given the responsibilities of micro planning. village education plan for providing education to all the children through formal or alternative schooling systems. The functions of the VEC will be:

- a) Community involvement and environment building.
- b) Supervision of construction works
- c) A special measure for the education of dropout sections specially the girls.
- d) Supervision of the schools
- e) Micro planning, village education plan & identification of local issues and problems.
- f) Better implementation and monitoring of activities to increase enrolment
- g) Organisation of cultural programmes, functions, meals, & special campaigns.
- h) Organisation of convergence services for better Primary Education

CIVIL WORKS

Civil works have a unique place in the programmed as it aims at improving the school environment as well as retention of the learners. When 33% of the total estimated cost of the programmed will be spent towards civil works much care and due attentions is to be paid for its best utilization with transparency. For this purpose the project emphasizes on community participation and cooperation in carrying out the civil works on decentralized manner. The guiding principles for the control of the civil works will be:

- I. Timely completion of the proposed works to avoid cost over runs and time over runs.
- II. Proper utilization of allocated funds
- III. Quality ensurance in each work.
- IV. Maintenance of transparency in procedure to avoid criticisms and doubts.

ACCESS AND ALTERNATIVE SCHOOLING

INTERVENTION	OBJECTIVES	STRATEGIES/ACTIVITIES	PHY. TARGETS
ACCESS AND ALTERNATIVE SCHOOLING	Providing access through better schooling facilities.	I. Opening of new schools for the unreserved habitations II. Construction of building for building less schools III. Construction of additional class rooms IV. Appointment of teachers for the new school.	62 primary 45 upper primary. 580 buildings. 810 Primary 343 upper primary 124 primary 90 upper primary, total 214 teachers
	Providing access to the children of hilly & forest areas, areas having natural barriers, and for special focus groups	V. Opening of alternative schools for the unreserved habitations which do not come under the norms for opening of formal schools, migratory families, special focus group.	540 EGS primary 490 EGS Upper primary
		VI. Engagement of instructors for EGS	1120 instructor
		VII. Provision of salary for new schools.	214
		VIII. Provision of Honorarium for EGS instructors	214
		IX. Contingency EGS centers	107
		X. Furniture for new schools	214
		XI. Teachers grant for new schools	1120
		XII. Grants for EGS instructors	1120
		XIII. Reading writing materials for student of new schools and EGS centers.	1120

ACCESS AND ALTERNATIVE SCHOOLING

INTERVE- NTION	OBJECTIVES	STRATEGIES/ACTIVITIES	PHY. TARGETS
ACCESS AND ALTERNATIVE SCHOOLING	Providing access through better schooling facilities.	I. Opening of new schools for the unreserved habitations II. Construction of building for building less schools III. Construction of additional class rooms. IV. Appointment of teachers for the new school V. Opening of alternative schools for the unreserved habitations which do not come under the norms for opening of formal schools, migratory families, special focus group. VI. Engagement of instructors for EGS VII. Provision of salary for new schools VIII. Provision of Honorarium for EGS instructors IX. Contingency EGS centers. X. Furniture for new schools XI. Teachers grant for new schools XII. Grants for EGS instructors XIII. Reading writing materials for student of new schools and EGS centers.	62 primary 45 upper primary. 580 buildings. 810 Primary 343 upper primary 124 primary 90 upper primary, total 214 teachers 540 EGS primary 490 EGS Upper primary. 1120 instructor 214 107 214 1120
	Providing access to the children of hilly & forest areas, areas having natural barriers, and for special focus groups		

PREPARATORY ACTIVITIES

In order to undertake the construction activities more effectively under civil work components it has been proposed to provide training to the Engineers VEC members during the project period

CIVIL WORKS

INTERVENTION	OBJECTIVES	STRATEGIES/ ACTIVITY	PHYSICAL TARGET
CIVIL WORKS	Preparatory activities	i. Organisation of Training of Engineer in Civil Works	One
	Providing better infrastructure	ii. Training of VECs in civil works	All VEC
	Providing better access	iii. Construction of Block/cluster Resource center building.	12 (Twelve) BRC building 257 (Two hundred fifty seven) CRC building
		iv. Construction of for building less primary schools	580(Eighty eight) building Primary and 20 UP.
		v. Construction of additional class rooms for single roomed schools	810 for primary 343 for upper primary will be taken up by the project.
		vi. Construction of building for new schools	Primary 62 Upper primary 45 Building for new schools
		vii. Construction of computer room for MIS	
		viii. Repair of existing school buildings	Major 620 Pri. 432 UPS Minor 840 Pri. 650 UPS

ACCESS AND ALTERNATIVE SCHOOLING

Keeping UEI in view a door-to-door survey was conducted through out the district for two days to assess the situation with regard to Elementary Education.

On the basis of the survey it was revealed that out of 2586 rural and 1080 habitations, 340 habitations have remained unserved not being provided with Elementary schools. On the other hand 88 schools have no building of their own.

In order to overcome these difficulties steps are to be taken on priority basis to provide better access to the children in all parts of the district. During the project period the activities proposed to be undertaken in respect of this intervention are

03.PROVIDING SUPPORT TO DISADVANTAGED GROUPS

In order to check the drop out rate and to increase the retention of the disadvantaged groups like girls, SC/ST, minority communities, handicapped learners & special focused groups material support in the form of reading writing materials will be provide to these children each year for a period of Nine years during the project period. Convergence will be made with Welfare Departments for supply of text books.

04.STRENGTHENING OF DIET

At the district level DIET is functioning as a Nodal Institute in providing academic as well as managerial support to the primary education of the district. It plays a vital role in imparting training to the teachers of the district, conducting activities on institutional planning, research studies, designing curriculum, developing audio and video programmes in the field of Elementary education. Through the programmed activities, DIET will be strengthened, so that it can bear the workload of training programmes and other related activities of DPPP.

05.BLOCK RESOURCE CENTER (BRC)

BRC acts as a link between DIET and CRC. It will be a forum where the CRCs will meet and interact with each other and share their experiences. The difficulties faced at the CRCs level will be solved at BRC. 12 BRCs will be established in the district one each for two blocks. Further it will provide guidance and technical support to 257 CRCs and will also monitor and evaluate the functioning of CRCs. The BRC will be provide with office building, whole time coordinator and other official staff, library facilities, furniture, equipment and resources groups. The BRC will have residential facilities. The functions of the BRC are as follows.

- ξ To provide academic, technical support and guidance to CRCs
- ξ To act as a field laboratory of DIET for testing training materials development at the district level
- ξ To develop locally relevant materials
- ξ To conduct research activities at the block level on block specific issues.
- ξ To organize orientation programmed for teachers, other functionaries under the guidance of DIET.
- ξ To monitor the functioning of the schools
- ξ To participate in the monthly meetings of CRCs
- ξ To organize orientation programmed for teachers, other functionaries under the guidance of DIET.
- ξ To monitor the functioning of the schools
- ξ To participate in the monthly meetings of CRCs
- ξ To hold monthly meeting at BRC for review of academic progress and implementation of programmed activities
- ξ To develop and supply TLM
- ξ To document & disseminate the information
- ξ To organize seminars discussion workshop

PEDAGOGICAL IMPROVEMENT

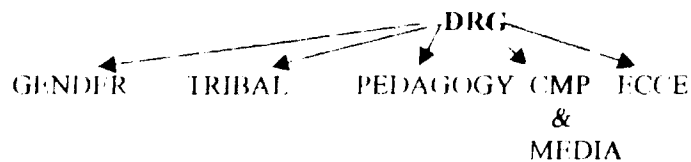
Pedagogical improvement is an integrated part of educational activities. The quality of teachers depends on the environment in which a teacher has undergone training. Sustainability of educational standard and further improvement is not possible without the planned and well-designed methods of teaching and mastery over contents. A teacher must be well equipped with new innovations, techniques of teaching participatory activity based teaching learning process, knowledge about tribal language. Above all change of attitude is the key factor for a teacher in the effective management of classroom transactions.

As training is an essential and important aspect to achieve the desired objectives of UEE, in the proposed programmed, it has been planned to provide 3 level i.e. DIET, BRC & CRC training programmes to the teachers and other functionaries. In organizing pedagogical and other training programmes DIET will play the role of key resource center in the district in designing, coordinating and imparting training programmes to the teachers, BRC / CRC coordinators, MTAs, ECCE functionaries, members of VEC, NGOs & PRIs. Different modules of training for teachers, BRC / CRC coordinators will be prepared with the academic support of DIET. For the organization of the training programmes at different levels the activities to be undertaken during project period are as follows:

01. FORMATION RESOURCE GROUPS

- a) DRG – One common DRG will be formed consisting of 20 members from DIET Secondary Training Schools, Retired Educationists to provide training on different aspects to the Master Trainers (MT) at the district level in DIET. All the training programmed will be residential in nature. The common DRG will be for

COMMON DRG FROM THE DISTRICT



RESPONSIBILITIES OF RESOURCE GROUPS

The Resource groups at the District Level & Block Level will be entrusted with the following responsibilities beyond organization of training programmes.

- ξ Teachers sensitization on gender issues.
- ξ Training of VEC's and activation of women members in tribal dense pockets.
- ξ Strengthening of MIA
- ξ Mobilisation of community for better participation

02. ORGANISATION OF TRAINING PROGRAMMES

Three tier training programmed at DIET, BRC, CRC level will be organized for, BRCs, MT and teachers on different aspects like pedagogical, IED, Gender disparities, attitudinal, pre-school education in order to acquaint the teachers and other functionaries with activity based teaching learning process & new methods of teaching.

(b) CONSTRUCTION OF ADDITIONAL CLASS ROOMS

Through the need of the district in respect of construction of additional classrooms is more. It is not possible to provide funds under this programmed because of certain limitations. Accordingly provision for such construction has been to 1153 only and the rest others will be undertaken through convergence with ITDA/ DRDA and other related agencies

(c) REPAIR OF EXISTING SCHOOL BUILDINGS

Steps have been taken through the project for major repair of existing school building which has been limited to 620 & 432 schools for Primary and Upper Primary Schools respectively.

GIRLS' EDUCATION

DEEP reaffirms the commitment of Universalisation of Primary Education giving emphasis on equal and universal participation of all children irrespective of caste, creed, religion, sex, place of birth etc. In the light of the above commitment it is obvious that special attention is required to bring the socially disadvantaged groups of children to the main stream for the achievement of desired objectives. Among the disadvantaged groups girls occupy one half of the eligible child population who need special attention for their participation in primary education. Because of low enrolment and retention of girls as compared with boys, the gender gap has widened, which is to be reduced through this programmed activity.

It is a wrong notion that educating girls is unnecessary as they are to run the house and after marriage, they will have to leave their parental house and will take care of the children and also the house-hold activities. In this circumstance the girls do not get adequate support of their respective families to purchase their studies.

In Balasore district the retention of girls is very poor especially among the poor and backward communities. The obvious reasons behind this are the lack of awareness among the parents due to low literacy, tendency of engaging the girls to meet the domestic needs like engaging them in sibling care, negative attitude of teachers and parents towards girls' education, distance of schools.

While preparing the district perspective plan care has been taken to high light these obstacles and accordingly activities have been proposed to be undertaken for the sustainability of girls education. The proposed activities are –

IDENTIFICATION OF FOCUS GROUPS

For the purpose of identifying the focus groups house- hold survey has been conducted in the district

OPENING OF EGSC

In order to ensure the education of the non-enrolled girls, girls engaged in household activities or as child laborer EGS facilities have been provided in the programmed. Total no of 540 Primary EGSC & 490 U P.EGSC have been proposed for the education of these children.

06. CLUSTER RESOURCE CENTER (CRC)

Being the lowest level in the hierarchy, it plays a vital role in organizing the activities of the programmed at the grass root level keeping coordination with the community. For the better and effective functioning of the CRC, all the Crocs will be provided with office building, whole time coordinator, furniture, equipment library facilities etc. It will act as a forum for sharing of experiences of teachers among themselves. Resource support will be provided by the CRC to the teachers for better classroom performance. At the CRC teachers will meet once in a month to solve their academic problems. Each CRC will be provided with grants for conducting of research activities, micro planning & school mapping.

257 CRC's will be established @ 1 for 15 schools in the district to cater the academic need of the teachers. The functions of the CRC are as follows.

- ξ Training in multi-grade teaching to teachers
- ξ Training of VEC members
- ξ Capacity building of teachers
- ξ Development of TLM
- ξ Organising awareness campaign
- ξ Organising community mobilisation activities & cultural programmes
- ξ Organising rallies, melas, padayatra, patha pranta natak etc
- ξ Coordinating with ECCE activities.
- ξ Providing feed back to BRC and schools.
- ξ Organising meeting of PTA, MTA, NGOs etc.
- ξ Training to teachers on different subjects.

07. SCHOOL IMPROVEMENT ACTIVITIES

School improvement is a part of pedagogical improvement, which needs to be planned more carefully. It is, no doubt, a joint exercise of the teachers, CRC, BRC coordinators and local community leaders.

Quality improvements- increased learning- better retention of children are the activities related to teacher development and appropriate classroom transaction strategies. But if due attention is not paid for school improvement the achievement of desired objectives will be far away. School improvement involves the activities like improvement of infrastructure, provision of adequate teachers, institutional planning for improvement with the help and participation of local individuals and use of local available resources, making school environment attractive, provision of opportunities for disadvantaged children, adequate provision for curricular and co-curricular activities. When some of the activities require financial allocations others can be materialized through participation and contribution of the public and the teachers.

(a) PROVISION OF SCHOOL GRANT

Provision for school improvement grant for schools (1802 existing schools 62+new schools)
(a) Rs 2000/- per school for two times during the project period has been made to meet the urgent needs of the school. The said fund will be increased to the VEC and will be kept in a joint account in the name of the Chairman VEC and Head master of the concerned school. In addition 1113 existing upper primary and 45 new upper primary schools will be provided Rs.3000/- as school.

three phases for development of attitude towards research activities relating to the development of primary education.

CONDUCTING IMPACT STUDIES

For evaluation and documentation It has been proposed to conduct impact study on various inputs of the programmed at the district level. Such periodically evaluation will provide feedback for further improvement and effective implementation of the programmed

FORMATION OF RESEARCH ADVISOR BODY

In order to identify the needs and the issues specific to the locality it has been proposed to formulate Research Advisory Body at DIET & BRC levels of the district. This body will keep better linkage and networking with consulting institutions, agencies at district as well also be conducted at the district level for having discussion on the research findings

ORGANISATION OF SHARING WORKSHOP

Sharing workshop at the district level will be organized for having discussions on research finding at various levels of the district.

MEETING OF DIET PERSONNEL & COMPETENT ORGANISATION

Provisions have been made for the meeting of DIET personnel and other competent organization in research to provide better help and support for conducting individual studies during first three years of the programmed.

EARLY CHILDHOOD CARE AND EDUCATION

ECCE is a support programmed for Universalisation of primary education. Being an essential component of DEEP, it plays a vital role in

- ξ Preparing children particularly first generation learners for primary school readiness.
- ξ Facilitating participation of girls and deprived groups in primary schools by relieving them from sibling care responsibilities and other engagements

It has also been generally observed that those children from areas with preschool education through ECCE centers (AWC) have better retention and proportionately the drop out rate is lower in those areas. Although AWCs being run under ICDS programmed have the component of pre school education, it is very weak in its functioning.

INTERGRATED EDUCATION OF THE DISABLE

DEEP is a bold initiative to extent the advantages of quality of Elementary education to the children with disabilities. Universalisation cannot take place unless children having disabilities are integrated in the main stream of education. In this component five category of children i.e. visually impaired, hearing impaired, othopaiddically handicapped, and learning disabled and mentally retarded will be benefited

ORGANISATION OF AWARENESS CAMPAIGN

For the change of attitude of the parents and building of awareness among the backward communities towards girls' education it has been proposed to organize awareness building activities like seminars, discussions, personal contact, rallies, patha pranta nataka, writing slogans, wall paintings, etc in the remote areas. Such activities will be organized in different backward habitations. It includes enrolment drive for better enrolment of girls.

FORMATION OF MTA/ PTA

In order to empower the women specially the mothers for the participation and management of primary education it has been proposed to constitute MTA / PTA in all the primary schools of the district. The meeting of these associations will be regularly organized to solve local issues, issues relating to the girls' education etc.

PROVISION FOR FREE SUPPLY OF READING WRITING MATERIALS

Provision for free supply of reading writing materials for the girls have been made in the project proposal for the retention of girls for nine years. As the funds for this component is limited it is not possible to make provisions of supply of free text books to the girls.

AWARD FOR BETTER RETENTION OF GIRLS & MODEL SCHOOL APPROACH

For better retention of girls and promotion of girls' education in remote areas provision of rewards to the teachers and also to schools have been made. It will provide incentives to these teachers for mobilization of community for the education of the girls especially in remote areas. This activity will be materialized through convergence with related departments.

RESEARCH AND EVALUATION

DEEP envisages introduction of classroom practices base on research. Research activities include small-scale research at DIET, BRC level and Action Research at CRC level to find out solutions to the issues being faced in class rooms of primary schools.

RESEARCH STUDIES AT BRC / CRC LEVEL

The research activities at DIET level may be in the areas of multigrade teaching, pupil achievements, functioning of BRC & CRC. At the BRC level areas like remedial teaching for backward children, pupil absenteeism identification of difficult concept in different subjects, socio-cultural influences etc. In addition to this studies relating to block specific issues will also be conducted at BRC level.

ORIENTATION PROGRAMMED & WORKING GROUP MEETING

To bring out the innovative abilities of DRGs, BRGs, teachers and other educational functionaries in the field of research, training programmed will also be organized at different levels. Further working group meetings at district, block and CRC level will be organized in

h. APPOINTMENT OF SPECIAL TEACHER

Provision has been made to appoint three teachers from three different categories who will be specially oriented for the teaching of the disabled learners in phased manner.

C OMMUNITY MOBILISA TION AND PARTICIPATION

Community mobilization and participation in UEE is the corner stone of DEEP. The contextuality entails local area planning with decentralized planning and management. It is experienced that programmes launched by NGOs and Government with community support have yielded good results. Therefore, there is a necessity to involve stakeholders at local level in an intensive participatory process for effective functioning of school system. But community is

- ξ Unaware of the needs for education.
- ξ Lacks the sense of belongingness and sense of ownership

Hence the key to change is “Bring the Community close to the Education Systems”

Unless community comes forward to associate itself in the management of educational programmes, it would be difficult to achieve desired objectives of UEE. Community participation is an essential feature, which needs to be address. Involvement of people in local area planning, management and implementation of educational programmes, mobilization of community for school development, initiation for sustainability of the programmed activities and for quality education

On the basis of the above needs, steps in the proposed programmed have been taken for effective environment building for community participation to achieve UEE.

a.MICRO PLANNING AND SCHOOL MAPPING

As DEEP emphasizes on bottom up planning on the basis of identification of local area specific issues and problems, there is a felt need of micro planning and school mapping. In this context it has been proposed to conduct micro planning and school mapping exercises in each year for better planning, implementation of project activities and their further developments

b. ORGANISATION OF SPECIAL DRIVE

Special drive for better enrolment especially for the SC & ST, girls and other disadvantaged group will be organized through community mobilization. It will much more helpful for change of attitude towards education of these children the special drive will be organized in tow ways as

- ξ Enrolment drive will be done in the District.
- ξ Community mobilization drive towards the development of attitude of the community members for schooling of these children specially where the enrolment is low in comparison to other areas.

The most viable and psychological intervention to meet the educational requirement of these children is integrated schooling with special attention. In isolation, if they are kept it would create an inferiority complex among them because of their disabilities. DEEP aims at providing integrated education to these disabled children through normal schools with normal children without any discrimination. In order to provide adequate facilities to these children through the programmed activities it has been proposed to provide support to these children in their education.

a. DOOR TO DOOR SURVEY

Door to door the teachers and anganwadi workers in the district have conducted survey for two days to identify different categories of disabled children (1 to 14 years)

b. ASSESSMENT OF DISABILITIES

In order to accommodate these disabled children in normal schools, it has been proposed to assess the disabilities by the specialist/medical officers in all the blocks of the district. For this purpose 12 medical assessment programmes will be conducted at the block headquarters.

c. PROVISION FOR SUPPLY OF AIDS AND APPLIANCES

In order to provide support to 5922 children for their better retention in schools it has been proposed to provide aids and appliances to children during nine years of the programmed period. Through this support programmed they can be able to prosecute their studies in normal schools.

d. TRAINING OF TEACHERS

As the teachers are not well conversant about the skills and techniques of teaching of these children, it has also been proposed to impart training to all the teachers on this aspect. All the teachers will be trained on various pedagogical aspects atleast 20 days in a year.

e. ORGANISATION OF PANCHYAT LEVEL MEETING

It has been proceed to organize panchayat level meeting of the community members for awareness building, development of positive of positive attitude towards the education of disabled children and better cooperation & coordination. Meeting will be conducted during nine years of programmed for this purpose.

f. TRAINING OF THE PARENTS

Some times it appears that parents do not show their interest for the education of the disabled children. They feel that these children can't cope up with the normal children in schools because of their disabilities. Such wrong notion of the parents debar these children to get the education facilities. In order to remove such unhealthy attitude towards the disabled children it has been plan to organize training programmes for the change of attitude as well as to provide moral support to them. For this purpose training programmed will be conducted in 12 blocks of the district.

g. SENSITIZATION PROGRAMME

In order to sensitize the VECs, Community and public it has been proposed to prepare charts, posters and leaflets for disseminating the message relating to the education of disabled children.

h. APPOINTMENT OF SPECIAL TEACHER

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- ξ Enrolment drive will be done in the District.
- ξ Community mobilization drive towards the development of attitude of the community members for schooling of these children specially where the enrolment is low in comparison to other areas

c. TRAINING OF VEC MEMBERS

VEC is the lowest level body in the hierarchy key. It has a direct link with the community. It plays a vital role in school management, local area planning, institutional planning, school mapping, increase of enrolment, & retention. In order to strengthen the functioning of VEC it has been proposed to provide training to the members of the VECs

ξ Training of BRGs on VEC

Three days training programmed for the BRGs will be organized each year for the orientation of VEC members

ξ VEC training

During the 9 years of training period it has been proposed to organize 257 Programmes for VEC members at the CRC level.

d. ORIENTATION OF PRIs / NGOs

The role of PRIs and NGOs is much more important in the management of primary education. In order to associate them in the programmed it has been proposed to orient them about various aspects of the programmed as well as their roles in the management and implementation of programmed activities through training programmes in addition to this meeting of the members of PRIs and NGOs will also be conducted at the district level twice in a year to discuss various aspects, issues and formulation of strategies.

e. ORGANISATION OF CONVERGENCE MEETING

To have better cooperation, coordination with other related departments, agencies and individuals it has been proposed to organize convergence meeting at various levels of the district

f. ORGANISATION OF CULTURAL FESTIVAL

For ensuring better community relation and mobilization it has been proposed to organize cultural festival at different places of the district. Folk media for community mobilization, participation in community festivals. organization of children's festivals will be included in this component

g. VILLAGE LEVEL MEETING

Under this component it has been proposed to conduct the monthly meetings of gramsabha and VEC at each village keeping coordination with other development activities

h. TRAINING OF RESOURCE GROUPS

For capacity building of different functionaries at various levels of the district it has been proposed to form resource group and also provide adequate training for better functioning. Workshop on community mobilization programmed, orientations of district resource group and training of BRGs have been proposed in the programmed

MEDIA

Media is another effective intervention of DEEP, which intends to sensitize the community. In this regard media and communication strategy play a vital role in the advancement of DEEP. The objectives are to -

- ξ Bring about popularity and credibility of DEEP as national programmed which would help the process of UFE
- ξ Mobilise opinion makers, legislators and policy makers.
- ξ Motivate the state and other implementing agencies at different levels.
- ξ Motivate the community, NGOs and other local bodies to participate in the programmed

For the effective use of this intervention different activities at different levels have been proposed in the perspective plan.

AWARENESS GENERATION

Awareness generation is the utmost priority in the programmed, which can effectively be undertaken through media intervention.

PROCUREMENT OF MEDIA EQUIPMENT

For this purpose adequate equipment will be procured at the district level and BRC level. The equipment for this purpose has been included in project management and pedagogical improvement respectively.

PREPARATION AUDIO AND VIDEO CASSETTES

Preparation of audio and video cassettes will be made by the State project Office on folk songs, slogans, and films on status of women, girl child. These programmes will be displayed in hats, bazaars, and other central places. Steps will also be taken for telecasting and broadcasting these items for awareness generation.

PRODUCTION OF MATERIALS

Steps will be taken for production of materials like posters, banner, and hoarding in order to publicise the major aspects of the programmed.

USE OF PRINT MEDIA

For this systematic of print media (Oriya and local language) steps will be to print leaflets on various occasions. Quarterly news letter, training modules on community mobilization will be printed and made available for better publicity and awareness generation for community participation.

PRESS RELEASES

Provision for publication of news items, features (bi-monthly) in each year has been proposed. In addition to this press meet will also be conducted at the district level for disseminating the programmed objectives and achievements.

DOCUMENTATION

It is one of the major items of the component steps have been taken in the plan to well furnish the documentation center for providing better facilities for documentation and dissemination of information.

DISTANCE EDUCATION

Distance Education Programmed (DEEP) has been envisaged as a National component that intend to supplement and strengthen the ongoing training activities for teachers and other persons related to primary education. Further it aims at involving a sustainable system of in service education aimed to improve effectiveness of teaching learning process in primary schools. DEEP has been contemplated to provide enriched materials and materials supplementing face to face teaching programmed. The major objectives to be initiated in DEEP.

- ξ Capacity building among the personnel involved in the programmes for development, production, delivery of Distance Learning Materials (DLM)
- ξ Development of DLM and packages on -
 - a. Contextual and pedagogical issues
 - b. Content up gradation for teachers
 - c. Contextual issues for other personnel

Taking these aspects into consideration the following steps have been taken in the project proposal.

PRODUCTION OF DLM

a. Audio and video materials

In this connection it has been proposed to produce audio and video programmes on contextual and pedagogical issues in each year for effective class room teaching learning process.

b. Printed material

In addition to the above programmes printed materials in the form of charts, posters, media notes, guide books, will also be developed with the help of state project office and supplied to the schools.

CAPACITY BUILDING

a. Training of field functionaries

In order to build up the capacity of field functionaries like DHE, DRG, BRG on Distance Education, training programmes will be organized with regular teachers training programmed under pedagogical improvement.

b. Orientation of teachers

The teachers at CRC level will also be trained on the use of distance learning material teleconferencing with regular teachers training programmed under pedagogical improvement

PROCUREMENT DISTANCE LEARNING EQUIPMENT

Provision has been made for procurement of DIE for 12 BRCs and DIET. The equipment includes VCR, CTV, Two-in-one, Fax, Still Camera, Generator and PAS for DIET and CTV, VCR, Two-in-one, PAS for each BRC.

MANAGEMENT INFORMATION SYSTEM (MIS)

The project would have a computerized MIS to serve as an important source for management and obtaining timely feed back. The information in respect of the project implementation will be made available through an effective management structure.

MANAGEMENT STRUCTURE

For effective field management in the light of DEEP activities there is necessity to have efficient MIS which is the key of the success of the project. It produces a variety of out put reports, which are very much useful in the management and planning. The management system of the district must be well structured, well equipped and well designed to collect information from all levels of the district. Keeping this in view, the management structure of the district of the district has been designed as follows.

MICRO PLANNING AND SCHOOL MAPPING

It is one of the most important aspects which aims at identification of grass root level issues and problems, priority areas, focus groups. Unless until needs are properly identified it will be difficult to have a genuine planning. Under this intervention micro planning and school mapping exercises have been under taken. The financial provision for this has been made in planning and management intervention

WORKSHOP FOR TEACHERS ON EMIS

In order to obtain data from various levels of the district basing on EMIS it has been proposed to orient the teachers of 12 blocks in each year for providing exposure regarding collection and documentation of data

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational Planning
New Delhi
D-11717
DC
17-01-2003

Intervention : Project Management

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingency	4.000	9years	1	1	1	1	1	1	1	1	1	9
	Consumables	5.000	9years	1	1	1	1	1	1	1	1	1	9
	TA/DA	4.000	9years	1	1	1	1	1	1	1	1	1	9
	Office maintenance and misc	4.000	9years	1	1	1	1	1	1	1	1	1	9
	POL & hiring charges for 3 vehicles(1vehicle for four blocks@0.2 per month)	7.200	9years	1	1	1	1	1	1	1	1	1	9
	installation of Fax	0.250	For 5 DIs + 1 at DPO		6								6
	Installation of phone	0.100	2	1	1								2
	Telephone & Fax charges per year	0.400	9years		5	5	5	5	5	5	5	5	40
	Equipment for DPO	5.000	9years	1									1
	Furniture for DPO	0.750	9years	1	1								2
	Consultancy Charges for expert in Community involvement, documentation, finance, Girlseducation etc.	5.000	9years	3	3	3	4	4	4	3	3	3	30

Intervention : Civil Works

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	New School Buildings (Pry School)	3	62		30	32							62
	New School Buildings (Up School) (3 rooms)	4.5	45		30	15							45
	Building for buildingless Schools (primary)	3	280	90	90	55	45						280
	Building for buildingless Schools (Upper Primary)	4.5	300	75	75	75	75						300
	Addl. Classrooms for Existing Schools (Primary)	1.5	710	120	300	200	90						710
	Addl. Classrooms for Existing Schools (Upper Primary)	1.5	343	50	90	150	53						343
	Room for Head Master	1.5	420	90	90	90	150						420
	CRC Buildings	2	257	100	100	57							257
	BRC Buildings	6	12	4	4	4							12
	Maintenance & Repair of School Buildings (primary)	0.05	840	100	200	150	150	150	90				840
	Maintenance & Repair of School Buildings (Upper primary)	0.05	650	100	50	100	100	100	100	50	50		650
	Major Repairs (primary)	0.3	620	50	200	100	100	50	50	50	10	10	620

Intervention : Civil Works

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Major Repairs (Upper primary)	0.3	432	32	100	100	50	50	50	50			432
	Upgradation of Schools fro AS/EGS to upper primary schools	4.5	180					90	90				180
	Upgradation of Schools fro AS/EGS to primary schools	3	160					80	80				160
	Resource Rooms for IED Equipments	2	12		4	4	4						12
	MIS Room	2	1	1									1
	Training hall to DIET/ST School	4	1	1									1
	Maintenance and upgradation of of ST School & DIET	15	6		6								6
	Tubewell for Schools	0.4	425		80	125	220						425
	Boundary Walls for road-side and interior schools	0.5	330		100	150	50	30					330
	Toilets for Schools	0.12	500		100	200	200						500
	ECE Centres	1.5	160		30	80	50						160
	Electrification	0.01	2000		300	400	500	800					2000
	Matching grants for EGS centres	0.3	200		50	100	50						200
	Child friendly Element	0.05	2000		200	500	1000	300					2000

Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingencies to BRC	0.125	12 for each year	12	12	12	12	12	12	12	12	12	108
	Contingencies to CRC	0.025	257 for each year	257	257	257	257	257	257	257	257	257	2313
	Furniture to BRC	0.250	12	3	6	3							12
	Furniture to CRC	0.030	257	80	100	87							267
	Equipment to BRC	0.750	12	3	6	3							12
	Computer to BRC	1.000	12		12								12
	Computer to CRC	0.500	257		120	137							257
	Equipment to CRC	0.070	257		80	100	87						267
	TLM Grant to BRC	0.050	9 yrs	12	12	12	12	12	12	12	12	12	108
	TLM Grant to CRC	0.010	9 yrs	257	257	257	257	257	257	257	257	257	2313
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	60 batch	12	12		12		12	12			90
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	12 batch	4	2				4	2			12
	Induction Training to BRCC (7 days) (40 members)	0.196	2 batch		1					1			2
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	12 batch			6				6			12

Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	TLM Workshop at District level (UP) (5 days) (40 members)	0.140	8 batches		1	1	1	1	1	1	1	1	8
	TLM Workshop at Block level (5 days) (UP) (40 members)	0.140	96 batches		12	12	12	12	12	12	12	12	96
	Reinforcement of Activity based approach with multi grade management (7 days) (40 members)	0.196	1205	125	125	125	130	135	140	140	140	145	1205
	Training on learners evaluation (5 days) (40 members)	0.140	1150		1150								1150
	Training on learners evaluation (UP) (5 days) (40 members)	0.140	236		236								236
	development of question bank for unit test (both Primary & UP) (3 days) (40 members)	0.084	1 in each cluster each year		257	257	257	257	257	257	257	257	2056
	development of activity bank for unit test (both Primary & UP) (3 days) (40 members)	0.084	1 in each cluster each year		257	257	257	257	257	257	257	257	2056
	Training on English language EVS and Mathematics (3 days for each subject) (40 members)	0.084	4 batches in each cluster		1028	1028	1028	1028	1028	1028	1028	1028	8224

Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Training of BRCC , CRC C on academic monitoring (7 days) (40 members)	0.196	7 batches X 3		7			7			7		21	
	Training to S.i.S, HMs (UP) on School management (5 days) (40 members)	0.140	36 batches X 3		36			36			36		108	
	Need based short term orientation at cluster level on specific theme (1 day) (40 members)	0.028	4 batches in each cluster		1028	1028	1028	1028	1028	1028	1028	1028	8224	
	Training of Para-teachers on new pedagogy (7 days) (40 members)	0.196	16 batches		16		16						32	
	Furniture to DIET/ST Schools	1.000	6	2	4								6	
	Equipment to DIET/ST Schools	3.000	6	2	4								6	
	Capacity Building of DIET and ST School Personnel (Multiple Programmes) (7 days) (40 members)	0.196	15 progr.	1	1	2	3	2	2	2	1	1	15	
	Institutional Development Plan of DIET	20.000	1	in 6 Years									0	
	Institutional Development Plan of BRC	1.000	12	in 4 Years										0
	Institutional plan of CRC (Per CRC)	0.250	257	in 5 Years									0	

intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Salary to CRCC	0.090	257 for 9 years	257	257	257	257	257	257	257	257	257	2313
	Salary to BRC Assistants	0.120	12 for 9years	12	12	12	12	12	12	12	12	12	108
	Salary to BRC Menais (contractual)	0.030	12 for 9years	12	12	12	12	12	12	12	12	12	108
	Teaching Learning Equipment to selected uncovered schools (Primary)	0.100	180			30	50	20	20	20	20	20	180
	TLE to selected uncovered schools (Upper Primary)	0.500	110			10	30	20	20	10	10	10	110
	School Improvement Grant to Primary Schools	0.020	1802+62	1802	1864	1864	1864	1864	1864	1864	1864	1864	16714
	School Improvement Grant to Schools (Upper Primary)	0.030	1113+45	1113	1158	1158	1158	1158	1158	1158	1158	1158	10377
	Introduction of cumulative progress cards in selected schools	0.0001	Phasewise and class I new entrants every yr	56000	56000	58000	58000	58000	60000	60000	58000	58000	522000
	Introduction of health cards in selected schools	0.0001	Phasewise and class I new entrants every yr	35000	35000	35000	35000	30000	30000	30000	25000	25000	280000

Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Academic supervision and monitoring support to the resource group	1.000	Every Year	1	1	1	1	1	1	1	1	1	1	9
	AHWAAN' Intensive monitoring and academic support	0.640	4 months in a year		12	12	12	12	12	12	12	12	12	96
	Exposure visits of teachers /resource group to other districts/states (10 days each year for 10 persons)	0.515	3 groups in a year		3	3	3	3	3	3	3	3	3	24
	TLM exhibition at block and district level	0.050	(12+1) X 7			13	13	13	13	13	13	13	13	91
	Book exhibition for supplementary reading materials at district and block level	0.050	(12+1) X 8		13	13	13	13	13	13	13	13	13	104
	Broachers on activity based approach for teachers and parents (as a group of 1000)	0.4000	300 X 1000		100	200								300
	Supply of Activity bank to Schools in every alternate year (as a group of 100 schools)	0.500	40 X 100		10	20	10							40

Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Calender for Pedagogical activity for Schools/ BRC/ CRC/ SIS (as a group of 100)	0.150	44 X 100		10	34								44
	News letter 'AROH' on class room issues to all schools/ BRC/ CRC/Sis/ DIETs (as a group of 100)	0.050	44 X 100 X 4 per year		176	176	176	176	176	176	176	176	176	1408
	TLM kits for multigrade managements in selected schools/ BRC/ CRC	0.010	1000 in every alternate year		1000		1000			1000		1000		4000

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Camp School Provisions for out of school children to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.18	500 camps		100	100	100	50	50	40	30	30	500
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.16	400camps		40	120	80	40	40	40	20	20	400
	Adolescent 'Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	200 camps		20	40	40	40	20	20	20		200
	Recruitment of teachers in new schools (primary)	0.08	124 teachers		40	100	124	124	124	124	124	124	884
	Recruitment of teachers in new schools (upper primary)	0.1	90 teachers		30	70	90	90	90	90	90	90	640
	Adolescent Girls' Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res) upper primary	0.24	200 camps		20	40	40	40	20	20	20		200

Intervention . Access for Deprived Children

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Instructors/Gurujees for EGS primary /1/3 will be converted to primary schools after 3 years)	0.01	540 gurujees		100	540	540	540	360	360	360	360	3160
	Instructors/Gurujees for EGS upper primary	0.01	490 X 2 gurujees		400	800	980	980	980	980	980	980	7080
	Training to Gurujees / Educated volunteers(40 member 30 days)	0.84	36		16	20							36
	Academic supervision and other provision for camp school per block	0.15	12		2	5	12	12	12	12	12	12	79
	Facilitating school based activities in these institutions	0.03	1030		200	200	200	100	100	120	70	40	1030
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	500		100	100	100	50	50	40	30	30	500
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	200		20	60	40	20	20	20	10	10	200
	competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	1028 programmes		257		257		257		257		1028

Intervention : GIRLS EDUCATION

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Training to MTA members (50 members 1 day)	0.015	240 batches		30	50	60	20	20	20	20	20	240
	Training to lady PRI member, MTA, women groups (50 members 1 day)	0.015	36 batches		8	10			10	8			36
	Women convention at Block Level (100 members)	0.05	24 conventions		6	6			12				24
	Maa Jhee Mela at CRC level (2 days)	0.03	307 melas		200	57			26		25		307
	Seminars on Girls Education (2days) (40 members)	0.15	3 ceminars		1			1			1		3
	Special coaching camps for girls (1month, 40 girls)	0.1	1000 different types camps		100	100	200	200	200	100	50	50	1000

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Training to Selected Anganwadi Workers on preschool education (3 days)(294+75)	0.084	30 members in a batch		5	7	10	4	4					30
	Indepth study on preschool education and health in the district	0.300	6 studies		1		3		2					6
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.060	3 rds		1			1		1				3
	Opening of New ECCE Centers (Salary and contingences)	0.150	2000 nos		500	1000	500							2000
	Orientation to CDPO/supervisors and selected NGOs	0.300	8 batches	1	1	2		2	1	1				8
	Toys and learning materials to AWCs/ECCE	0.005	1535 nos + 2000		2035	3035	2035	2035	2035	2035	2035	2035	2035	17280
	Honourarium to ECCE workers (AWW) @200/- per month	0.024	1535 nos.		1535	1535	1535	1535	1535	1535	1535	1535	1535	12280
	Hand book on Pre school to AWWs/ ECCE	0.002	1535+ 2000			800	735	2000						3535
	TLM grant to AW Centres, ECCE	0.030	1535 +2000 nos.		2035	3035	2035	2035	2035	2035	2035	2035	2035	17280
	A study on roll of AW workers on ECCE	0.300	2 Nos.				1			1				2

Intervention : IED

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Equipments for resource room	2.5	12		4	8							12
	Teachers Training (7 days) on IED	0.14	125 batch		25	60	40						125
	Training of Master trainers on IED	0.14	5 batches	2	3								5
	Early detection centre (School readiness) on IED (30 children for 45 days)	0.3	80 batch		10	10	10	10	10	10	10	10	80
	Booklets, Posters, Leaflets on IED issues	0.1	9	1	1	1	1	1	1	1	1	1	9
	Development of self learning materials (@50/- per child) for 10000 IED children.	5	2 times		1					1			2
	Research Study on IED issues	0.3	10		1	2	2	1	1	1	1	1	10
	Opening of Special Schools on IED	10	1 per block		4	4	4						12

Intervention : Media

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Media Equipments at Block Level(per block)	0.3	12		4	8							12
	Leaflets for spreading awareness for education per block	0.025	36 nos		4	8			12		12		36
	Traditional Folk Media Activities Promoting awareness(per block)	0.05	200 progs.	10	20	30	20	35	20	25	20	20	200
	Sharing Workshop and Dissemination of Educational Information(per block)	0.1	24 nos		4	8			4	8			24
	Block Specific Annual Reports of progress	0.08	96		12	12	12	12	12	12	12	12	96
	Rural Reporters Meet	0.025	12	1	2	2	1	1	2	1	1	1	12
	PAS at DPO	0.5	1 set										0
	Visual Video shows , Radio talk, seminars	0.5	1		1								1
	Posters and hoardings (per block)	0.5	48 sets		4	8	12	4	4	12	4		48

Intervention : Media

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	District level convention for PRIs and Functionaries	0.5	3 progs.		1			1				1		3
	Photo Exhibition/ documentation and district level poster competition	0.05	25 nos	1	3	3	3	3	3	3	3	3	3	25
	Coverage of Press and mass media on different activities	0.01	20 nos.	1	2	2	3	2	2	3	3	3	2	20
	Preparation Videc Cassetes on DPEP success story	1	10		1	1	1	1	1	1	1	2	2	10

Intervention : Community Mobilisation and Participation

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Publication & circulation of monthly news letter 'PARIBARTAN' (each issue of 4000 copies) @ Rs.40/- per book	1.6	2 issues per year	2	2	2	2	2	2	2	2	2	2	18
	Organisation of health awareness programme, literacy day celebration of national days etc. at school and EGS centres	0.01	5 activities per year in 4000 schools/ EGSC	20000	20000	20000	20000	20000	20000	20000	20000	20000	20000	180000
	District specific training module for master trainers at District level (5 days) (10 persons @70 per day)	0.035	3 times in 10 yrs.			1				1		1		3
	Field visit of VEC to other districts (50 persons @ 500/-)	0.25	11 times	1	2	1	1	1	1	2	1	1		11
	Training of Master trainers of VEC/ MTA/ PTA/ NGOs at block level (40 persons for 3 days @ 70/- per day)	0.084	3 batches				1			1				3

Intervention . Research & Evaluation

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Midterm Accessment studies (primary)	0.5	12 units							4	8			12
	Midterm Accessment studies (upper primary) per block	0.5	12 units							4	8			12
	Comparative academic study between Pny & IEGS	0.3	4 units				1			1		2		4
	Evaluative studies for project	0.3	2				1					1		2
	Sharing of Research findings	0.5	24				12					12		24
	Action Research at School level	0.015	3000		200	800	800	500	300	200	200			3000

Intervention : Distance Education

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Orientation of DIET, ST school, HMS, SIS, BRC, selected CRC (1 day)	0.1	66 batches		10	20	20	16					66
	Workshop on use of distance learning material (1 day)	0.03	24 workshops		4		8		4	4	4		24
	Equipments for teleconferencing	1	12 set		4	8							12
	Printing and Distribution of self Instructional materials (Primary) (per teacher Rs:100/-)	0.001	6000 copies to teachers		1000		2000		2000		1000		6000
	Printing and distribution of SIM for Upper primary (per teacher Rs 150/-)	0.0015	2200 copies		500		1000		700				2200
	Radio Shows (per yr)	0.15	16 shows		2	2	2	2	2	2	2	2	16
	TV shows (per yr)	0.3	12 Tvshows		1	2	2	2	2	1	1	1	12
	Teleconferencing Programmes (All types)	0.15	136 teleconferences		8	16	20	20	24	24	12	12	136

Intervention : MIS

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10	1 set	1									1
	AC to MIS	0.4	1	1									1
	Strengthening information system of DI office	1	5 nos	5									5
	Training to District Level Officers	0.26	5 batches every year	5	5	5	5	5	5	5	5	5	45
	Furniture for MIS Room	0.15	1 set	1									1
	DISE for primary and Upper primary Schools (EGS)	0.003	3000 schools including AS every year	3000	3000	3000	3000	3000	3000	3000	3000	3000	27000
	Sharing Workshop and Dissemination of DISE	0.1	2 workshops per year	2	2	2	2	2	2	2	2	2	18
	Telephone Charges for Data Communication	0.2	8 years		1	1	1	1	1	1	1	1	8
	MIS consumables	0.5	8 years	1	1	1	1	1	1	1	1	1	9
	Maintenance and contingencies	0.5	6 years				1	1	1	1	1	1	6
	"Anusandhan" study, COHORT and Child Tracking	0.005	2971 villages every year	2971	2971	2971	2971	2971	2971	2971	2971	2971	26739
	Computerisation of Child tracking System	2	3	1			1			1			3
	Office Automation System	5	1	1									1
	Geographical Information System	3	2	1		1							2

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Salary District Project Coordinator	0.200	108 Months	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	21.6
	Coordinator Civil Works	0.150	48 months	1.8	1.8	1.8	1.8	0	0	0	0	0	0	7.2
	Coordinator Pedagogical Improvement & Training, SC/ST	0.150	108Months	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	16.2
	Coordinator Planning, & MIS	0.150	108Months	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	15.2
	Coordinator IED & Media	0.150	108Months	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	16.2
	Coordinator Girls Education, ECCE, Community Mobilization	0.150	108Months	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	16.2
	Junior Engineers to supervise, coordinate the Civil Work at blocks (12 JEs)	0.100	60 months	1.2	1.2	1.2	1.2	1.2	0	0	0	0	0	6
	Sr. Programme Asst.	0.110	108Months X2	2.64	2.64	2.64	2.64	2.64	2.64	2.64	2.64	2.64	2.64	23.76
	Jr. Programme Asst.	0.090	108Months X 3 Nos.	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	29.16
	Page Total			18.48	18.48	18.48	18.48	16.68	15.48	15.48	15.48	15.48	15.48	152.52

Intervention : Project Management

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingency	4.000	9years	4	4	4	4	4	4	4	4	4	36
	Consumables	5.000	9years	5	5	5	5	5	5	5	5	5	45
	TA/DA	4.000	9years	4	4	4	4	4	4	4	4	4	36
	Office maintenace and misc	4.000	9years	4	4	4	4	4	4	4	4	4	36
	POL & hiring charges for 3 vehicles(1vehicle for four blocks@0.2 per month)	7.200	9years	7.2	7.2	7.2	7.2	7.2	7.2	7.2	7.2	7.2	64.8
	Installation of Fax	0.250	For 5 Dis + 1 at DPO	0	1.5	0	0	0	0	0	0	0	1.5
	Installation of phone	0.100	2	0.1	0.1	0	0	0	0	0	0	0	0.2
	Telephone & Fax charges per year	0.400	9years	0	2	2	2	2	2	2	2	2	16
	Equipment for DPO	5.000	9years	5	0	0	0	0	0	0	0	0	5
	Furniture for DPO	0.750	9years	0.75	0.75	0	0	0	0	0	0	0	1.5
	Consultancy Charges for expert in Community involvement, documentation, finance, Girls education, etc	5.000	9years	15	15	15	20	20	20	15	15	15	150
	Page Total			45.050	43.550	41.200	46.200	46.200	46.200	41.200	41.200	41.200	392.000

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Rent, Electricity charges for DPO	0.100	108 Months	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	10.8
	Books and journals for DPO	0.050	9 years	0.05	0.05	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Mobile Health Van	3.000	1 for each block in a year	0	36	36	36	36	36	36	36	36	288
	Monitoring and supervision by the District Project Office, preparation and sharing of Annual Progress Reports and Support to district functionaries to review the project	1.000	9 years	1	3	3	3	3	3	3	3	3	25
Page Total				2.25	40.25	40.3	40.3	40.3	40.3	40.3	40.3	40.3	324.6
Total				65.780	102.280	99.980	104.980	103.180	101.980	96.980	96.980	96.980	869.120

Intervention : Civil Works

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	New School Buildings (Pry.School)	3	62	0	90	96	0	0	0	0	0	0	186
	New School Buildings (Up School) (3 rooms)	4.5	45	0	135	67.5	0	0	0	0	0	0	202.5
	Building for buildingless Schools (primary)	3	280	270	270	165	135	0	0	0	0	0	840
	Building for buildingless Schools (Upper Primary)	4.5	300	337.5	337.5	337.5	337.5	0	0	0	0	0	1350
	Addi. Classrooms for Existing Schools (Primary)	1.5	710	180	450	300	135	0	0	0	0	0	1065
	Addi. Classrooms for Existing Schools (Upper Primary)	1.5	343	75	135	225	79.5	0	0	0	0	0	514.5
	Room for Head Master	1.5	420	135	135	135	225	0	0	0	0	0	630
	CRC Buildings	2	257	200	200	114	0	0	0	0	0	0	514
	BRC Buildings	6	12	24	24	24	0	0	0	0	0	0	72
	Maintenance & Repair of School Buildings (primary)	0.05	840	5	10	7.5	7.5	7.5	4.5	0	0	0	42
	Maintenance & Repair of School Buildings (Upper primary)	0.05	650	5	2.5	5	5	5	5	2.5	2.5	0	32.5
	Major Repairs (primary)	0.3	620	15	60	30	30	15	15	15	3	3	86
	Page Total			1246.5	1849	1506.5	954.5	27.5	24.5	17.5	5.5	3	5634.5

Intervention : Civil Works

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Major Repairs (Upper primary)	0.3	432	9.6	30	30	15	15	15	15	0	0	129.6
	Upgradation of Schools fro AS/EGS to upper primary schools	4.5	108	0	0	0	0	405	405	0	0	0	810
	Upgradation of Schools fro AS/EGS to primary schools	3	80	0	0	0	0	240	240	0	0	0	480
	Resource Rooms for IED	2	12	0	4	8	0	0	0	0	0	0	12
	MIS Room	2	1	2	0	0	0	0	0	0	0	0	2
	Training hall to DIET/ST School	4	1	4	0	0	0	0	0	0	0	0	4
	Maintenance and upgradation of of ST School & DIET	15	6	0	90	0	0	0	0	0	0	0	90
	Tubewell for Schools	0.4	1525	0	32	50	88	0	0	0	0	0	170
	Boundary Walls for road-side and interior schools	0.5	330	0	50	75	25	15	0	0	0	0	165
	Toilets for Schools	0.12	900	0	12	24	24	0	0	0	0	0	60
	ECE Centres	1.5	1533	0	45	120	75	0	0	0	0	0	240
	Electrification	0.01	2000	0	3	4	5	8	0	0	0	0	20
	Matching grants for EGS centres	0.3	200	0	15	30	15	0	0	0	0	0	60
	Child friendly Element	0.1	2000	0	20	50	100	30	0	0	0	0	200
	Page Total			15.6	301	391	347	713	660	15	0	0	2442.6
	TOTAL			1262.100	2150.000	1897.500	1301.500	716.500	660	15	0	0	

Intervention : Planning and Management

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Innovative Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	50 most backward GPs	0.00	5.00	5.00	5.00	5.00	2.50	2.50	2.50	2.50	30.00
	School mapping and school efficiency measurement studies (per GP)10 GPs 2 times other 1 time	0.15	614 programmes	0.00	38.55	7.50	0.00	0.00	0.00	38.55	7.50	0.00	92.10
	Involving VECs,HMs,CRCs, AWW,MTRs in cluster level planning process 13 days located GPs	0.03	2056 programmes	0.00	7.71	7.71	7.71	7.71	7.71	7.71	7.71	7.71	61.68
	Training to Headmasters, Sis, and administrative functionaries on management	0.084	72 batches	0.00	2.02	1.01	0.00	0.00	2.02	1.01	0.00	0.00	6.05
	Seminar / conference at Block/ District level	0.5	13	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	58.50
	Page Total			6.50	59.78	27.72	19.21	19.21	18.73	56.27	24.21	16.71	248.33
	Total			7.10	64.36	32.30	24.14	21.29	20.81	58.35	26.29	18.79	273.42

Plan for Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingencies to BRC	0.125	12 for each year	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	13.50
	Contingencies to CRC	0.025	257 for each year	6.43	6.43	6.43	6.43	6.43	6.43	6.43	6.43	6.43	57.83
	Furniture to BRC	0.25	12	0.75	1.50	0.75	0.00	0.00	0.00	0.00	0.00	0.00	3.00
	Furniture to CRC	0.03	257	2.40	3.00	2.61	0.00	0.00	0.00	0.00	0.00	0.00	8.01
	Equipment to BRC	0.75	12	2.25	4.50	2.25	0.00	0.00	0.00	0.00	0.00	0.00	9.00
	Computer to BRC	1	12	0.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.00
	Computer to CRC	0.5	257	0.00	60.00	68.50	0.00	0.00	0.00	0.00	0.00	0.00	128.50
	Equipment to CRC	0.07	257	0.00	5.60	7.00	6.09	0.00	0.00	0.00	0.00	0.00	18.69
	TLM Grant to BRC	0.05	9 yrs	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	5.40
	TLM Grant to CRC	0.01	9 yrs	2.57	2.57	2.57	2.57	2.57	2.57	2.57	2.57	2.57	23.13
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	60 batch	2.35	2.35	0.00	2.35	0.00	2.35	2.35	0.00	0.00	11.76
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	12 batch	0.34	0.17	0.00	0.00	0.00	0.34	0.17	0.00	0.00	1.01
	Induction Training to BRCC (7 days) (40 members)	0.196	2 batch	0.00	0.20	0.00	0.00	0.00	0.20	0.00	0.00	0.00	0.39
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	12 batch	0.00	0.00	1.18	0.00	0.00	0.00	1.18	0.00	0.00	2.35
	Page Total			19.18	100.41	93.38	19.54	11.10	13.98	14.79	11.10	11.10	294.57

Intervention: Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakns)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Capacity Building of 20 Member Resouce Support Team for each BRC (3 days) (40 members)	0.084	12 batch	0.00	0.50	0.00	0.00	0.50	0.00	0.00	0.00	0.00	1.01
	Capacity Building of 8 Member Resouce Support Team for each CRC (3 days) (40 members)	0.084	100 batches	0.00	1.26	2.10	0.84	0.00	3.36	0.84	0.00	0.00	8.40
	Training to DRG on teachers training (7 days) (40 members)	0.196	24 batches	0.20	0.39	0.59	0.59	0.59	0.59	0.59	0.59	0.59	4.70
	Training to BRG on teachers training (7 days) (40 members)	0.196	48 batch	0.39	0.78	1.18	1.18	1.18	1.18	1.18	1.18	1.18	9.41
	7 days teacher training on new pedagogy	0.196	1205 batches	24.50	24.50	24.50	25.48	26.46	27.44	27.44	27.44	28.42	236.18
	Training to DRG on teachers training(UP) (7 days) (40 members)	0.196	24 batches	0.20	0.39	0.59	0.59	0.59	0.59	0.59	0.59	0.59	4.70
	Training to BRG on teachers training(UP) (7 days) (40 members)	0.196	48 batches	0.39	0.78	1.18	1.18	1.18	1.18	1.18	1.18	1.18	9.41
	7 days teacher training (UP) on new pedagogy	0.196	236 batches	19.60	26.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46.26
	TLM Workshop at District level (5 days) (40 members)	0.14	8 batches	0.00	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	1.12
	TLM Workshop at Block level (5 days) (40 members)	0.14	96 batches	0.00	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	13.44
	Page Total			45.28	57.09	31.95	31.67	32.31	36.15	33.63	32.79	33.77	334.63

Intervention Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	TLM Workshop at District level(UP) (5 days) (40 members)	0.14	8 batches	0.00	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	1.12
	TLM Workshop at Block level (5 days) (UP) (40 members)	0.14	96 batches	0.00	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	13.44
	Reinforcement of Activity based approach with multi grade management (7 days) (40 members)	0.196	1205	24.50	24.50	24.50	25.48	26.46	27.44	27.44	27.44	27.44	28.42	236.18
	Training on learners evaluation (5 days) (40 members)	0.14	1150	0.00	161.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	161
	Training on learners evaluation (UP) (5 days) (40 members)	0.14	236	0.00	33.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33.04
	development of question bank for unit test (both Primary & UP) (3 days) (40 members)	0.084	1 in each cluster each year	0.00	21.59	21.59	21.59	21.59	21.59	21.59	21.59	21.59	21.59	172.704
	development of activity bank for unit test (both Primary & UP) (3 days) (40 members)	0.084	1 in each cluster each year	0.00	21.59	21.59	21.59	21.59	21.59	21.59	21.59	21.59	21.59	172.704
	Training on English language EVS and Mathematics (3 days for each subject) (40 members)	0.084	4 batches in each cluster	0.00	86.35	86.35	86.35	86.35	86.35	86.35	86.35	86.35	86.35	690.816
	Page Total			24.50	349.89	155.85	156.83	157.81	158.79	158.79	158.79	158.79	159.77	1481.00

Intervention : Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training of BRCC, CRC C on academic monitoring (7 days) (40 members)	0.196	7 batches X 3	0.00	1.37	0.00	0.00	1.37	0.00	0.00	1.37	0.00	4.116
	Training to S.I.S, HMs (UP) on School management (5 days) (40 members)	0.14	36 batches X 3	0.00	5.04	0.00	0.00	5.04	0.00	0.00	5.04	0.00	15.12
	Need based short term orientation at cluster level on specific theme (1 day) (40 members)	0.028	4 batches in each cluster	0.00	28.78	28.78	28.78	28.78	28.78	28.78	28.78	28.78	230.272
	Training of Para-teachers on new pedagogy (7 days) (40 members)	0.196	16 batches	0.00	3.14	0.00	3.14	0.00	0.00	0.00	0.00	0.00	6.272
	Furniture to DIET/ST Schools	1	6	2.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00
	Equipment to DIET/ST Schools	3	6	6.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	18.00
	Capacity Building of DIET and ST School Personnel (Multiple Programmes) (7 days) (40 members)	0.196	15 progr.	0.20	0.20	0.39	0.59	0.39	0.39	0.39	0.20	0.20	2.94
	Institutional Development Plan of DIET	20	1	3.33	3.33	3.33	3.33	3.33	3.33	0.00	0.00	0.00	20.00
	Institutional Development Plan of BRC	1	12	3.00	3.00	3.00	3.00	0.00	0.00	0.00	0.00	0.00	12.00
	Institutional plan of CRC (Per CRC)	0.25	257	12.85	12.85	12.85	12.85	12.85	0.00	0.00	0.00	0.00	64.25
	Page Total			27.38	73.71	48.36	51.69	51.77	32.51	29.18	35.39	28.98	378.97

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Salary to CRCC	0.09	257 for 9 years	23.13	23.13	23.13	23.13	23.13	23.13	23.13	23.13	23.13	208.17
	Salary to BRC Assistants	0.12	12 for 9years	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	12.96
	Salary to BRC Menials (contractual)	0.03	12 for 9years	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	3.24
	Teaching Learning Equipment to selected uncovered schools (Primary)	0.1	180	0.00	0.00	3.00	5.00	2.00	2.00	2.00	2.00	2.00	18.00
	TLE to selected uncovered schools (Upper Primary)	0.5	110	0.00	0.00	5.00	15.00	10.00	10.00	5.00	5.00	5.00	55.00
	School Improvement Grant to Primary Schools	0.02	1802+62	36.04	37.28	37.28	37.28	37.28	37.28	37.28	37.28	37.28	334.28
	School Improvement Grant to Schools (Upper Primary)	0.03	1113+45	33.39	34.74	34.74	34.74	34.74	34.74	34.74	34.74	34.74	311.31
	Introduction of cumulative progress cards in selected schools	0.0001	Phasewise and class new entrants	5.60	5.60	5.80	5.80	5.80	6.00	6.00	5.80	5.80	52.20
	Introduction of health cards in selected schools	0.0001	Phasewise and class new entrants every yr	3.50	3.50	3.50	3.50	3.00	3.00	3.00	2.50	2.50	28.00
	Page Total			103.46	106.05	114.25	126.25	117.75	117.95	112.95	112.25	112.25	1023.16

Intervention : Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Recruitment of teachers in existing schools (Primary)/ upgraded Primary from EGS / teachers for retirement vacancies	0.08	ranging from 1000 - 3000 in 3 yrs.	80.00	85.60	165.60	165.60	194.40	194.40	240.00	240.00	240.00	1605.60
	Recruitment of teachers in existing schools (Upper Primary)	0.1	59	0.00	2.00	4.00	5.90	5.90	5.90	5.90	5.90	5.90	41.40
	TLM Grant to Primary School teachers	0.005	5033+62	25.17	27.96	30.46	32.96	35.00	35.00	35.00	35.00	35.00	291.55
	TLM Grant to Upper Primary Schools	0.007	1113+45	7.79	8.11	8.25	8.53	8.53	8.53	8.53	8.53	8.53	75.30
	Library to Schools(PS/UPS/EGS)	0.025	3562	0.00	12.50	50.00	25.00	1.55	0.00	0.00	0.00	0.00	89.05
	Free textbooks to all children: (Primary)	0.001	275000	275.00	275.00	275.00	278.00	278.00	280.00	280.00	280.00	280.00	2501.00
	Free textbooks to all children: (Upper Primary)	0.0015	77425	116.14	116.14	117.00	117.00	120.00	120.00	120.00	120.00	120.00	1066.28
	Supplementary RWM for deprived children	0.0015	Limited numbers ry year	0.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	1200.00
	Library to BRC	0.075	In four rounds	0.00	0.90	0.00	0.90	0.00	0.90	0.00	0.90	0.00	3.60
	Library to CRC	0.02	In four rounds	0.00	5.14	0.00	5.14	0.00	5.14	0.00	5.14	0.00	20.56
	Material Development at block/district	0.5	In four rounds	0.00	0.50	0.00	0.50	0.00	0.50	0.00	0.50	0.00	2.00
	Journals at block and cluster level	0.02	At Block level	0.00	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.92
	Page Total			504.09	684.08	800.55	789.77	793.62	800.61	839.67	846.21	839.67	6898.25

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Academic supervision and monitoring support to the resource group	1	Every Year	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	9.00
	AHWAAN' Intensive monitoring and academic support	0.64	4 months in a year	0.00	7.68	7.68	7.68	7.68	7.68	7.68	7.68	7.68	61.44
	Exposure visits of teachers /resource group to other districts/states (10 days each year for 10 persons)	0.515	3 groups in a year	0.00	1.55	1.55	1.55	1.55	1.55	1.55	1.55	1.55	12.36
	TLM exhibition at block and district level	0.05	(12+1) X 7	0.00	0.00	0.65	0.65	0.65	0.65	0.65	0.65	0.65	4.55
	Book exhibition for supplementary reading materials at district and block level	0.05	(12+1) X 8	0.00	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	5.2
	Broachers on activity based approach for teachers and parents (as a group of 1000)	0.4	300 X 1000	0.00	40.00	80.00	0.00	0.00	0.00	0.00	0.00	0.00	120
	Supply of Activity bank to Schools in every alternate year (as a group of 100 schools)	0.5	40 X 100	0.00	5.00	10.00	5.00	0.00	0.00	0.00	0.00	0.00	20
	Page Total			1.00	55.88	101.53	16.53	11.53	11.53	11.53	11.53	11.53	232.55

Intervention Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Calender for Pedagogical activity for Schools/ BRC/ CRC/ SIS (as a group of 100)	0.15	44 X 100	0.00	1.50	5.10	0.00	0.00	0.00	0.00	0.00	0.00	6.6
	News letter 'AROHA' on class room issues to all schools/ BRC/ CRC/Sis/ DIETs (as a group of 100)	0.05	44 X 100 X 4 per year	0.00	8.80	8.80	8.80	8.80	8.80	8.80	8.80	8.80	70.4
	TLM kits for multigrade managements in selected schools, BRC/ CRC	0.01	1000 in every alternate year	0.00	10.00	0.00	10.00	0.00	10.00	0.00	10.00	0.00	40
	Page Total			0.00	20.30	13.90	18.80	8.80	18.80	8.80	18.80	8.80	117.00
	Total			724.89	1447.41	1359.76	1211.07	1184.68	1190.31	1209.32	1226.84	1205.85	10760.13

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Camp School Provisions for out of school children to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	500 camps	0.00	18.00	18.00	18.00	9.00	9.00	7.20	5.40	5.40	90.00
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	400camps	0.00	7.20	21.60	14.40	7.20	7.20	7.20	3.60	3.60	72.00
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	200 camps	0.00	4.00	8.00	8.00	8.00	4.00	4.00	4.00	0.00	40.00
	Recruitment of teachers in new schools (primary)	0.08	124 teachers	0.00	3.20	8.00	9.92	9.92	9.92	9.92	9.92	9.92	70.72
	Recruitment of teachers in new schools (upper primary)	0.1	90 teachers	0.00	3.00	7.00	9.00	9.00	9.00	9.00	9.00	9.00	64.00
	Adolescent Girls' Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res) upper primary	0.24	200 camps	0.00	4.80	9.60	9.60	9.60	4.80	4.80	4.80	0.00	48.00
	Page Total			0.00	40.20	72.20	68.92	52.72	43.92	42.12	36.72	27.92	384.72

Access for Deprived Children

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Instructors/Gurujees for EGS primary (1/3 will be converted to primary schools after 3 years)	0.01	540 gurujees	0.00	1.00	5.40	5.40	5.40	3.60	3.60	3.60	3.60	31.60
	Instructors/Gurujees for EGS upper primary	0.01	490 X 2 gurujees	0.00	4.00	8.00	9.80	9.80	9.80	9.80	9.80	9.80	70.80
	Training to Gurujees / Educated volunteers(40 member 30 days)	0.84	36	0.00	13.44	16.80	0.00	0.00	0.00	0.00	0.00	0.00	30.24
	Academic supervision and other provision for camp school per block	0.15	12	0.00	0.30	0.75	1.80	1.80	1.80	1.80	1.80	1.80	11.85
	Facilitating school based activities in these institutions	0.03	1030	0.00	6.00	6.00	6.00	3.00	3.00	3.60	2.10	1.20	30.90
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	500	0.00	5.00	5.00	5.00	2.50	2.50	2.00	1.50	1.50	25.00
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	200	0.00	1.00	3.00	2.00	1.00	1.00	1.00	0.50	0.50	10.00
	competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	1028 programmes	0.00	12.85	0.00	12.85	0.00	12.85	0.00	12.85	0.00	51.40
	Page Total			0.00	43.59	44.95	42.85	23.50	34.55	21.80	32.15	18.40	261.79

Intervention - Access for Deprived Children

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	2nd batch training to instrutors (EGS)	0.56	30	0.00	0.00	0.00	0.00	0.00	11.20	5.60	0.00	0.00	16.80
	SIG to EGS primary schools	0.02	540	0.00	2.00	6.00	10.80	10.80	10.80	10.80	10.80	10.80	72.80
	SIG to EGS upper primary schools	0.03	490	0.00	12.00	12.00	14.70	14.70	14.70	14.70	14.70	14.70	112.20
	Page Total			0.00	14.00	18.00	25.50	25.50	36.70	31.10	25.50	25.50	201.80
	Total			0.00	97.79	135.15	137.27	101.72	115.17	95.02	94.37	71.82	848.31

Intervention: SC/ST Education

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Community leaders and Opinion makers meeting in selected Tribal dominated Gram Panchayats	0.025	26	0.125	0.15	0.125	0.125	0	0	0.125	0	0	0.65
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	460 in phased manner	0	1.8	3	6	6	3	3	3	1.8	27.6
	Teachers Requiring Attitudinal Training	0.112	20 batches	0	0.56	0.56	0.56	0	0	0.56	0	0	2.24
	Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	9 batches	0	0.075	0.075	0.075	0	0	0	0	0	0.225
	Research work on specific Tribal issues	0.3	5 studies	0	0.6	0.3	0	0	0.3	0	0.3	0	1.5
	Maternal development and dissemination	1	9 years	1	1	1	1	1	1	1	1	1	9
	Special Hostel facilities for Girls in existing Ashram Schools (25 Girls X Rs.500/- per month X 12 Months)	1.5	20 schools	0	30	30	30	30	30	30	30	30	240
	Total			1.125	34.185	35.06	37.76	37	34.3	34.685	34.3	32.8	281.215

Intervention : GIRLS EDUCATION

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Training to MTA members (50 members 1 day)	0.015	300 batches	0	0.45	0.75	0.9	0.3	0.3	0.3	0.3	0.3	3.6
	Training to lady PRI member MTA, women groups (50 members 1 day)	0.015	341 batches	0	0.12	0.15	0	0	0.15	0.12	0	0	0.54
	Women convention at Block Level (100 members)	0.05	48 conventions	0	0.3	0.3	0	0	0.6	0	0	0	1.2
	Maa Jhee Mela (2 days)	0.03	271 melas	0	6	1.71	0	0	0.75	0	0.75	0	9.21
	Seminars on Girls Education (2days) (40 members)	0.15	8 seminars	0	0.15	0	0	0.15	0	0	0.15	0	0.45
	Special coaching camps for girls (1month 40 girls)	0.1	393 different types camps	0	10	10	20	20	20	10	5	5	100
	Sahayikas and escort mothers' remuneration (Per year)	0.096	243 in 9 years phase wise	0	4.8	9.6	9.6	4.8	4.8	4.8	4.8	4.8	48
	Page Total			0	21.82	22.51	30.5	25.25	26.6	15.22	11	10.1	163.0

Intervention : GIRLS EDUCATION

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Observation of Girl child week at selected CRCs	0.03	163 programmes	0.3	0.6	0.3	0.3	0.3	0.3	0.3	0.3	0.3	3
	Awards to Schools showing improvement in Girl Retention (in kind)	0.05	162 schools	0	0.25	0.5	0.75	2.5	3	4	5	6	22
	Empowerment of SHGs	0.05	79 programmes	0	0.25	0.75	1	0.25	0.25	0	0	0	2.5
	Gender awareness programmes, literature and success stories	0.15	20 volumes	0	0.15	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.25
	Improvement of class room culture	0.025	18 programmes	0	0.05	0.125	0.075	0.05	0.05	0.05	0.05	0.05	0.5
	Innovative projects for urban area slum girls and difficult rural pockets	5	19 innovative projects	0	5	5	0	5	0	0	5	5	25
	Module cluster approach	0.2	91 programmes	0	0	2	2	2	1	1	1	1	10
	Engagement of Community Mobilisers @700/- PM	0.084	50 No. X 12 Months	0	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	33.6
	Page Total			0.3	10.5	13.175	8.625	14.6	9.1	9.85	15.85	16.85	98.85
	Total			0.3	32.32	35.685	39.125	39.85	35.7	25.07	26.85	26.95	261.85

Intervention : Early Child Care and Education

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to Selected Anganwadi Workers on preschool education (3 days)(294+75)	0.084	30 members in a batch	0.00	0.42	0.59	0.84	0.34	0.34	0.00	0.00	0.00	2.52
	Indepth study on preschool education and health in the district	0.3	6 studies	0.00	0.30	0.00	0.90	0.00	0.60	0.00	0.00	0.00	1.80
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.06	3 rds	0.00	0.06	0.00	0.00	0.06	0.00	0.06	0.00	0.00	0.18
	Opening of New ECCE Centers (Salary and contingences)	0.15	2000 nos	0.00	75.00	150.00	75.00	0.00	0.00	0.00	0.00	0.00	300.00
	Orientation to CDPO/supervisors and selected NGOs	0.3	8 batches	0.30	0.30	0.60	0.00	0.60	0.30	0.30	0.00	0.00	2.40
	Toys and learning materials to AWCs/ECCE	0.005	1535 nos + 2000	0.00	10.18	15.18	10.18	10.18	10.18	10.18	10.18	10.18	86.40
	Honourarium to ECCE workers (AWW) @200/- per month	0.024	1535 nos.	0.00	36.84	36.84	36.84	36.84	36.84	36.84	36.84	36.84	294.72
	Hand book on Pre school to AWWs/ ECCE	0.002	1535+ 2000	0.00	0.00	1.60	1.47	4.00	1.47	0.00	0.00	0.00	8.54
	TLM grant to AW Centres/ ECCE	0.03	1535 +2000 nos.	0.00	61.05	91.05	61.05	61.05	61.05	61.05	61.05	61.05	518.40
	A study on roll of AW workers on ECCE	0.3	2 Nos.	0.00	0.00	0.00	0.30	0.00	0.00	0.30	0.00	0.00	0.60
	Total			0.30	184.15	295.85	186.58	113.06	110.77	108.73	108.07	108.07	1215.56

Intervention : IED

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakns)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Disability Survey in Blocks (including printing of formats)	1	24	0.00	4.00	8.00	0.00	0.00	4.00	8.00	0.00	0.00	24.00
	Training regarding Disability Survey	0.028	24	0.00	0.11	0.22	0.00	0.00	0.11	0.22	0.00	0.00	0.67
	Capacity building of 3 member Block Resource Group IED	0	To be borne by the state project office	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Salary of IED teachers	0.08	3 teachers per block	2.88	2.88	2.88	2.88	2.88	2.88	2.88	2.88	2.88	25.92
	Equipment for identified disabled children	0.0003	for 10000 children	0.00	0.00	0.60	0.90	0.60	0.60	0.30	0.00	0.00	3.00
	Theme based camps	0.05	200 camps	0.00	1.00	1.50	1.50	1.50	1.50	1.00	1.00	1.00	10.00
	Medical Assessment camps	0.15	24 camps	0.00	0.60	1.20	0.00	0.00	0.00	0.60	1.20	0.00	3.60
	Instructional materials to BRC, CRC (Set)	0.01	269 sets	0.00	0.15	0.34	0.50	1.00	0.70	0.00	0.00	0.00	2.69
	Hand books to schools	0.001	300 sets	0.00	0.00	0.05	0.10	0.15	0.00	0.00	0.00	0.00	0.30
	Counselling of parents	0.03	400 batches	0.00	1.50	3.00	6.00	1.50	0.00	0.00	0.00	0.00	12.00
	TA, DA for ID staff	0.15	9 years	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.35
	Page Total			3.03	10.39	17.94	12.03	7.78	9.94	13.15	5.23	4.03	83.53

Intervention : IED

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Equipments for resource room	2.5	12	0.00	10.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00	30.00
	Teachers Training (7 days) on IED	0.14	125 batch	0.00	3.50	8.40	5.60	0.00	0.00	0.00	0.00	0.00	17.50
	Training of Master trainers on IED	0.14	5 batches	0.28	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70
	Early detection centre (School readiness) on IED (30 children for 45 days)	0.3	80 batch	0.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	24.00
	Booklets, Posters, Leaflets on IED issues	0.1	9	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.90
	Development of self learning materials (@50/- per child) for 10000 IED children	5	2 times	0.00	5.00	0.00	0.00	0.00	5.00	0.00	0.00	0.00	10.00
	Research Study on IED issues	0.3	10	0.00	0.30	0.60	0.60	0.30	0.30	0.30	0.30	0.30	3.00
	Opening of Special Schools on IED	10	1 per block	0.00	40.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00	120.00
	Page Total			0.38	62.32	72.10	49.30	3.40	8.40	3.40	3.40	3.40	206.10
	Total			3.41	72.71	90.04	61.33	11.18	18.34	16.55	8.63	7.43	289.63

Intervention : Media

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Media Equipments at Block Level(per block)	0.3	12	0.00	1.20	2.40	0.00	0.00	0.00	0.00	0.00	0.00	3.60
	Leaflets for spreading awareness for education per block	0.025	36 nos	0.00	0.10	0.20	0.00	0.00	0.30	0.00	0.30	0.00	0.90
	Traditional Folk Media Activities Promoting awareness(per block)	0.05	200 progs.	0.50	1.00	1.50	1.00	1.75	1.00	1.25	1.00	1.00	10.00
	Sharing Workshop and Dissemination of Educational Information(per block)	0.1	24 nos	0.00	0.40	0.80	0.00	0.00	0.40	0.80	0.00	0.00	2.40
	Block Specific Annual Reports of progress	0.08	96	0.00	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	7.68
	Rural Reporters Meet	0.025	12	0.03	0.05	0.05	0.03	0.03	0.05	0.03	0.03	0.03	0.30
	PAS at DPO	0.5	1 set	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Visual / Video shows , Radio talk, seminars	0.5	1	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
	Posters and hoardings (per block)	0.5	48 sets	0.00	2.00	4.00	6.00	2.00	2.00	6.00	2.00	0.00	24.00
	Page Total			0.53	6.21	9.91	7.99	4.74	4.71	9.04	4.29	1.99	49.38

Intervention : Media

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	District level convention for PRIs and Functionaries	0.5	3 progs.	0.00	0.50	0.00	0.00	0.50	0.00	0.00	0.50	0.00	1.50
	Photo Exhibition/ documentation and district level poster competition	0.05	25 nos	0.05	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.25
	Coverage of Press and mass media on different activities	0.01	20 nos.	0.01	0.02	0.02	0.03	0.02	0.02	0.03	0.03	0.02	0.2
	Preparation Video Cassetes on DPEP success story	1	10	0.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	10
	Page Total			0.06	1.67	1.17	1.18	1.67	1.17	1.18	2.68	2.17	12.95
	Total			0.59	7.88	11.08	9.17	6.41	5.88	10.22	6.97	4.16	62.33

Intervention : Community Mobilization and Participation

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Constitution of VECs according to guidelines (presentation of Women and Cocus Deprived Groups) Primary/upper primary	non financial												0
	Training for all VEC members on Community mobilisations (<50 persons for 3 days @Rs.70/- per day)	0.105	240 batches	8.4	0	0	8.4	0	0	8.4	0	0	25.2	
	Enrolement Drive in feeder villages/habitations (per school)	0.005	21430 Schools in 7 Years	0.00	14.58	14.58	15.00	15.00	15.00	16.50	16.50	0.00	107.15	
	Community Sensitization/ Programmed "NINAD" (per block)	2	Twice in each block	0.00	24.00	0.00	0.00	0.00	24.00	0.00	0.00	0.00	48	
	Interaction between village and GR core planning Members, Cluster Resource Group (per GP)	0.01	257 GPs in 7 Years	0.00	2.57	2.57	2.57	2.57	2.57	2.57	2.57	0.00	17.99	
	Page Total			8.40	41.15	17.15	25.97	17.57	41.57	27.47	19.07	0.00	198.34	

Intervention : Community Mobilization and Participation

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Wall Painting in selected schools	0.015	3300 Schools	0.00	3.00	7.50	15.00	22.50	1.50	0.00	0.00	0.00	49.5
	Special Interaction Programme between parents of first generation learners and Local Resource Group at Cluster Level (to facilitate monthly meeting (80-100 parents)	0.024	50 introductions	0.00	0.12	0.24	0.29	0.31	0.12	0.12	0.00	0.00	1.2
	Pamphlet Posters folders banners calendars leaflets (as a group of 1000)	2	300 X 1000	120.00	40.00	40.00	20.00	100.00	60.00	80.00	80.00	60.00	600
	Preparation, production and distribution of Audio Cassettes	0.5	20 Nos.	0.50	1.00	1.00	1.50	1.00	1.50	1.00	1.50	1.00	10
	Audio/video cassettes on NINAD and other programmes	0.1	9 sets X 13	1.30	1.30	1.30	1.30	1.30	1.30	1.30	1.30	1.30	11.7
	Page Total			121.80	45.42	50.04	38.09	125.11	64.42	82.42	82.80	62.30	672.40

Intervention : Community Mobilization and Participation

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Publication & circulation of monthly news letter 'PARIBARTAN' (each issue of 4000 copies) @ Rs 40/- per book	1.6	2 issues per year	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20	28.8
	Organisation of health awareness programme, literacy day, celebration of national days etc. at school and EGS centres	0.01	5 activities per year in 4000 schools/EGSC	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	1800
	District specific training module for master trainers at District level (5 days) (10 persons @70/ per day)	0.035	3 times in 10 yrs	0.00	0.00	0.04	0.00	0.00	0.04	0.00	0.04	0.00	0.00	0.105
	Field visit of VEC to other districts (50 persons @ 500/-)	0.25	11 times	0.25	0.50	0.25	0.25	0.25	0.25	0.50	0.25	0.25	0.25	2.75
	Training of Master trainers of VEC/ MTA/ PTA/ NGOs at block level (40 persons for 3 days @ 70/- per day)	0.084	3 batches	0.08	0.00	0.00	0.08	0.00	0.08	0.00	0.00	0.00	0.00	0.252
	Page Total			203.53	203.70	203.49	203.53	203.45	203.57	203.70	203.49	203.45	1831.91	
	Total			333.73	290.27	270.67	267.59	346.13	309.56	313.59	305.36	265.75	2702.65	

Intervention - Research & Evaluation

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Academic assessment of students (GP wise)	0.02	257 GPs 6 times	0	1	2	3.14	5.14	5.14	5.14	5.14	5.14	31.84
	Capacity development of Research Institutes	1	1 institute	0.33	0.33	0.33	0	0	0	0	0	0	1
	Baseline Assessment Study (Pry) Including End period	0.25	12 units	0	1	2	0	0	0	0	0	0	3
	Baseline Assessment Study (Upr Pry) Including end period	0.25	12 units	0	1	2	0	0	0	0	0	0	3
	Indepth Studies(subjects)	0.2	24 studies	0	0.8	0.8	0	0.8	0.8	0.8	0	0.8	4.8
	DPG Training on Action Research Projects (3 days) at district	0.084	3 rounds	0	0.084	0	0	0.084	0	0.084	0	0	0.252
	Preparation of Teacher Profile Per block	0.15	12	0	1.8	0	0	0	0	0	0	0	1.8
	Diagnostic Study For Teachers (Pry) per block	0.3	12	0	0	1.2	2.4	0	0	0	0	0	3.6
	Diagnostic Study For Teachers (Upr.Pry) per block	0.3	12	0	0	1.2	2.4	0	0	0	0	0	3.6
	Analysis of Household Survey and sharing per GP	0.15		0	0	0	0	0	0	0	0	0	0
	Page Total			0.333	6.017	9.533	7.940	6.024	5.940	6.024	5.140	5.940	52.892

Intervention : Research & Evaluation

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Midterm Accessment studies (primary)	0.5	12 units	0	0	0	0	0	2	4	0	0	6
	Midterm Accessment studies (upper primary) per block	0.5	12 units	0	0	0	0	0	2	4	0	0	6
	Comparative academic study between Pry. & EGS	0.3	4 units	0	0	0	0.3	0	0.3	0	0.6	0	1.2
	Evaluative studies for project	0.3	2	0	0	0	0.3	0	0	0	0.3	0	0.6
	Sharing of Research findings	0.5	24	0	0	0	6	0	0	0	6	0	12
	Action Research at School level	0.015	3000	0	3	12	12	7.5	4.5	3	3	0	45
	Page Total			0.000	3.000	12.000	18.600	7.500	8.800	11.000	9.900	0.000	70.800
	Total			0.333	9.017	21.533	26.540	13.524	14.740	17.024	15.040	5.940	123.692

Intervention : Distance Education

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Orientation of DIET/ ST school, HMS SIS BRC, selected CRC (1 day)	0.1	19 batches	0	1	2	2	1.6	0	0	0	0	6.6
	Workshop on use of distance learning material (1 day)	0.03	13 workshops	0	0.12	0	0.24	0	0.12	0.12	0.12	0	0.72
	Equipments for teleconferencing	1	1 set	0	4	8	0	0	0	0	0	0	12
	Printing and Distribution of self Instructional materials (Primary) (per teacher Rs 100/-)	0.001	4800 copies to teachers	0	1	0	2	0	2	0	1	0	6
	Printing and distribution of SIM for upper primary (per teacher Rs. 150/-)	0.0015	2000 copies	0	0.75	0	1.5	0	1.05	0	0	0	3.3
	Radio Shows (per yr)	0.15	11 shows	0	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.4
	TV shows (per yr)	0.3	11 Tvshows	0	0.3	0.6	0.6	0.6	0.6	0.3	0.3	0.3	3.6
	Teleconferencing Programmes (All types)	0.15	120 teleconferences	0	1.2	2.4	3	3	3.6	3.6	1.8	1.8	20.4
	Total			0	8.67	13.3	9.64	5.5	7.67	4.32	3.52	2.4	55.02

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10	1 set	4.00	0.50	1.50	1.50	0.50	0.00	0.50	0.50	0.00	10.00
	AC to MIS	0.4	1	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40
	Strengthening information system of DI office	1	5 nos	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
	Training to District Level Officers	0.28	5 batches every year	1.40	1.40	1.40	1.40	1.40	1.40	1.40	1.40	1.40	12.60
	Furniture for MIS Room	0.15	1 set	0.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15
	DISE for primary and Upper primary Schools (EGS)	0.003	3000 schools including AS every year	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	81.00
	Shang Workshop and Dissemination of DISE	0.1	2 workshops per year	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.80
	Telephone Charges for Communication	0.2	8 years	0.00	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.60
	MIS consumables	0.15	8 years	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.35
	Maintenance and contingencies	0.5	6 years	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	3.00
	"Anusandhan" study, COHORT and Child Tracking	0.005	2971 villages every year	14.86	14.86	14.86	14.86	14.86	14.86	14.86	14.86	14.86	133.70
	Computerisation of Child tracking System	2	3	2.00	0.00	0.00	2.00	0.00	0.00	2.00	0.00	0.00	6.00
	Office Automation System	2	1	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2
	Geographical information System	3	2	3.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	6
	Total			37.16	26.31	27.31	29.81	26.81	27.31	28.81	26.81	26.31	256.60



NEPA DC
D-11717
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Summary Table For Balasore District

Year wise Costing

Sl. No.	Intervention	Year wise Costing									Total Costing
		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1	Project Management	65.780	102.280	99.980	104.980	103.180	101.980	96.980	96.980	96.980	869.120
2	Civil Works	1262.100	2150.000	1897.500	1301.500	740.500	684.500	32.500	5.500	3.000	8077.100
2	Planning and Management	7.100	64.356	32.298	24.140	21.290	20.806	58.348	26.290	18.790	273.418
3	Planning for Pedagogical Improvement	724.892	1447.411	1359.757	1211.065	1184.677	1190.305	1209.324	1226.844	1205.852	10760.128
4	Access for Deprived Children	0.000	97.790	135.150	137.270	101.720	115.170	95.020	94.370	71.820	848.310
5	SC/ST (Focus Group) Education	1.125	34.185	35.060	37.760	37.000	34.300	34.685	34.300	32.800	281.215
6	Girls' Education	0.300	32.320	35.685	39.125	39.850	35.700	25.070	26.850	26.950	261.850
7	Early Child Care Education	0.300	184.145	295.853	186.575	113.061	110.771	108.725	108.065	108.065	1215.560
8	Integrated Education for Disabled	3.410	72.712	90.044	61.330	11.180	18.342	16.554	8.630	7.430	289.632
9	Media	0.585	7.880	11.080	9.165	6.405	5.880	10.215	6.965	4.155	62.330
10	Community Mobilization and Participation	333.734	290.265	270.670	267.592	346.132	309.559	313.590	305.355	265.750	2702.647
11	Research and Evaluation	0.333	9.017	21.533	26.540	13.524	14.740	17.024	15.040	5.940	123.692
12	Distance Education	0.000	8.670	13.300	9.640	5.500	7.670	4.320	3.520	2.400	55.020
13	Management Information System	37.155	26.305	27.305	29.805	26.805	27.305	28.805	26.805	26.305	256.595
	Total	2436.814	4527.336	4325.216	3446.487	2750.824	2677.028	2051.160	1985.514	1876.237	26076.617