

DISTRICT ELEMENTARY EDUCATION PLAN

GAJAPATI

Government of India
Department of Education



NIEPA DC



D11737

SARVA SHIKSHA ABHIYAN

DISTRICT PRIMARY EDUCATION PROGRAMME,
GAJAPATI, ORISSA.

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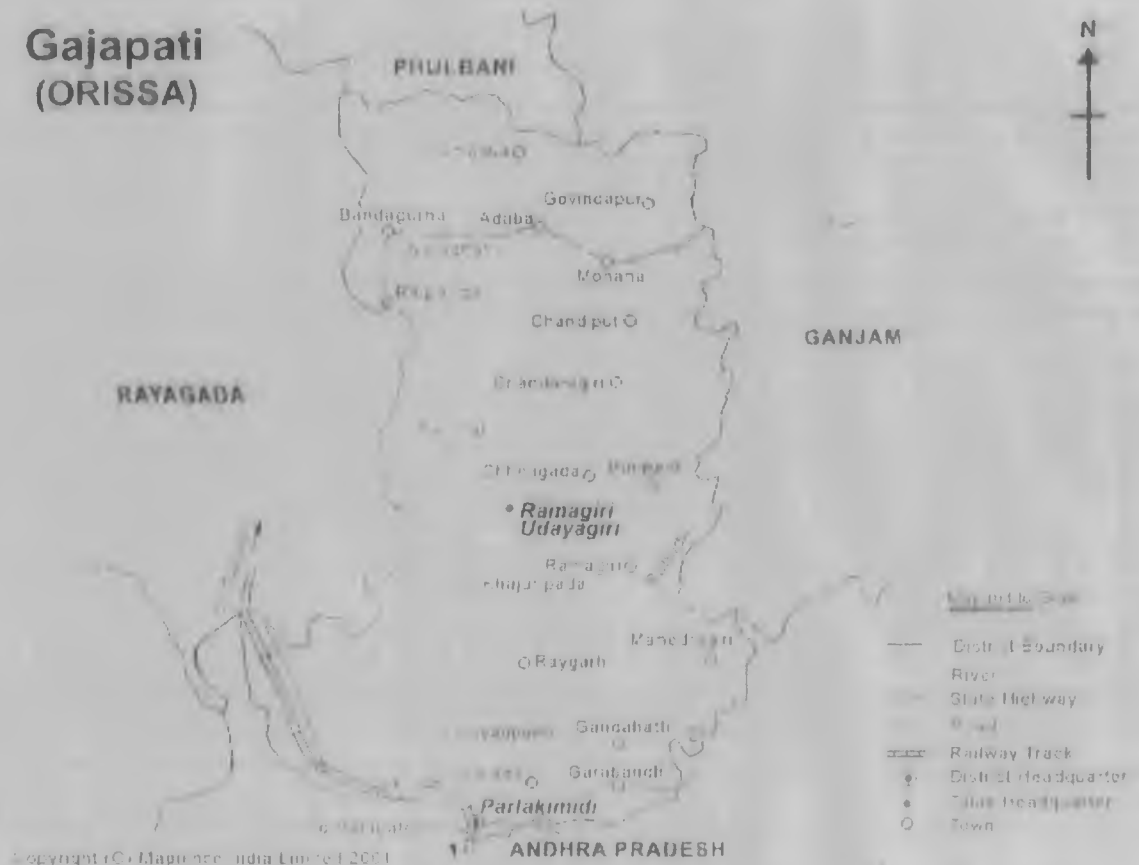
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CHAPTER-I

DISTRICT PROFILE:

Gajapati, as a separate district came into existence on the 2nd October, 1992 with its headquarter at Paralakhemundi. Prior to 2nd October 1992, it was the part of Ganjam District. This district consists of One Revenue Sub-Division, Three Tahasils, Seven Blocks, One N.A.C. and 129 Gram-Panchayats with 1576 Villages. Out of seven blocks, five blocks are covered under Tribal Sub-plan area.

Gajapati (ORISSA)



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The district is named "**GAJAPATI**" in the memory of Late Maharaja Sri Krushna Chandra Gajapati Narayan Dev of Paralakhemundi, who is one of the prominent architects of Modern Orissa. The district has its rich heritage and cultural values; Cane baskets, Horn work etc. are unique contributions to art. Maharaja was interested in literature, Sports, Drama, Dance and all Fine Arts. The S.K.C.G. College, the great temple of learning is the second oldest college of the state and has played a vital role in

the field of education. This college has produced a stream of intellectuals in almost all the walks of life who occupied outstanding places with in and out-side the country

Maharaja founded a great no of educational institutions from Primary to Secondary and Collegiate. S K C.G. College was the only college in Orissa, where there as Agriculture was a subject in I.A. with a big agriculture home farm. Raja Sahib founded Girl's High School to promote the education for girls students.

There are many temples not only constructed in the streets of Paralakhemundi, but also in the whole district which are very famous in spiritual and religious discussions for the intellectuals.

GEOGRAPHICAL FEATURES

The district is situated between 18 46' to 19 38' North Latitude and 83 28' to 84 28' East Longitudes. Gajapati lies in the Eastern side of the State. The Holly Mountain "Mahendragiri" the second highest one in Orissa, (where there is tradition among the people that *Lord Parasuram* is alive now in its caves) lies at the North Eastern side of the district headquarters. The town is famous for its rich literary values. It is surrounded by the district of Ganjam in the East and Rayagada in the West. It lies between the district of Phulbani in the North and the State of Andhrapradesh in the South.

The minor irrigation Projects viz. Ramasagar, Sitasagar, Gajapatisagar, Krushnasagar, Radhasagar, Jagannathsagar and Govindasagar were constructed by the Raja-Saheb for better irrigation facilities in the field of agriculture of the district.

FOREST AND RAINFALL :

Most of the areas of this district are covered with dense forest and mountains. The total area of the forest in the district is 85,782 hectares i.e. 4.08 % of the state area.

The rainfall of the district is 1987.5 meters.

NATURAL RESOURCES:

As the district has covered with an area of 85,782 hectares most of the natural resources are forest goods like Bamboo, Turmeric, Jhuna, Honey, Cane, Cashew, Orange, Pineapples and valuable woods like Sal, Tike, Sandal, Sishu etc.

RIVERS:

The rivers, which are flowing through this district, are the holy Mahendratanaya and Banshadhara. Both the rivers fall into the sea, the Bay of Bengal. The Holy River Mahendratanaya is one of the holy rivers of India. There is a literary evidences found in “Mahabharat” regarding its importance.

LANGUAGE:

Out of the Seven Blocks of Gajapati District *Mohana, R. Udayagiri, Rayagada, Nuagada* and *Gumma* Blocks are covered under *Tribal Sub-plan area*. The multilingual situation plays a hurdle on the stream line of education in the district. As the district is situated at the adjonal districts to Andhrapradesh, i.e. the people of Gosani and Kashinagar speaks *Telugu* as well as *Oriya*. The tribal peoples used to speak language of *Soura* and *Kui*, which is totally different to Oriya in the thickly tribal populated area of five blocks.

RELIGION:

It is a multi religious district, where 23% people are Christians, 1973 people are Buddhist, 450 people are Muslim and the rest of the population are Hindus.

OCCUPATION:

Agriculture provides main source of engagement to the large section of people nearly 65% of the people engaged in the sector. Cashew plantation and Cashew processing centers are also a source of income of some people. There is no large-scale industry in the district. Paralakhemundi is famous for Handicrafts viz. Cane work and Horn work. Recently poultry and dairy farming, fruit processing are growing occupation in the district.

DEMOGRAPHIC PROFILE:

- The population of the district is 5,18,448 as per 2001 census, which is 1.41% of the total population of the state and rank 26 among the 30 districts where it stands at 16th position according to area.
- Occupying 2.78% of the total area of the state (i.e. 16th out of 30 districts) its population density is 120 per Sq.Km, which is ranking 26th among the districts.
- The decadal growth rate of population of the districts in 2001 is 14.02 against the state rate 15.94.
- The female population of the district is 2,63,160 i.e. 51% of the total population of the district.

- The sex ratio is 1031 females per 1000 males
- The S.C. and S.T. population of the district is 37,026 and 2,46,455 respectively that means the percentage of S.T. population of the district is more than 60%.

LITERACY RATE:

The literacy rate of the district as per census 2001 is given in the table 1.0

	Year	Male %age	Female %age	Total person percentage
GAJAPATI	1991	41.76	17.44	29.37
	2001	55.14	28.91	41.73
ORISSA	1991	63.09	34.68	49.09
	2001	75.95	50.97	63.61
INDIA	1991	63.86	39.42	52.11
	2001	75.85	54.16	65.38

The literacy rate of Gajapati district in all categories i.e. Male, Female and total is higher than the 1991 census. The male-female difference in literacy rate and growth rates is quite high indicating the discriminatory treatment in education of women in general and girls in particular.

CHAPTER II

EDUCATIONAL SCENARIO OF THE DISTRICT

Introduction:

This chapter presents the educational scenario of the elementary stage of Gajapati district, primary schools and upper primary schools, teachers in position, enrollment retention, dropouts and enrollment projection on students in the district have been incorporated which highlights the strength, weakness and requirement of the district

Children in Primary and Upper Primary Schools:

Since D.P.E.P is meant for universalize elementary education, the children in schools and out of schools have to be taken into account as the fundamental basis of planning.(The Government of Orissa has prescribed age 5+ as the entry age of the children to class-I of Primary School)

- ❖ 10681 children in the age group 6 – 11 are not enrolled and 9778 have dropped out. That means 20459 out of the fold of Primary Schools.

Education of socially disadvantaged groups:

It is seen that Gajapati is having a very high enrollment in S.T children and they are present in all most all blocks of this district. The district has population of S.C children and their problem in enrollment and retention are matter of concern.

Sl. No.	Category No.	Details
1	No. of Schools	1144
2	Primary Schools	999
3	New Primary Schools	116
4	Upper Primary Schools	91
5	T.R.W. Schools	65
6	Private Managed Schools	21
7	Alternative Schooling Centre	100
8	No. of Students	85,587
9	No. of Teachers	2197
10	% of Girls Enrollment	45.46
11	% of SC Enrollment	11.20
12	% of ST Enrollment	57.02
13	Sevashram Schools	41
14	Residential Schools	4
15	High Schools	43
16	Secondary Training Schools	1
17	Vocational Schools	2
18	Colleges	6
19	Engineering College	1

CHAPTER - III

PLANNING PROCESS

Description:

Sarva Shiksha Abhiyan envisages total people's participation in the planning process. In Gajapati district a district planning team was formed at district level under the chairmanship of the district Collector with members of all sections. The core planning team was formed comprising 7 members. These core team members were oriented on the skills of planning at State level from 18th June to 21st June 2001. While forming this district planning team members from all section such as district level officers, PRI members, N.G.Os. and Educationist, members from Mahila Mandals have been included to make the programme more realistic. For the success of the planning a perfect structure has been formed right from village level to district level. As it is a bottom level up planning, the planning emphasis starts from village level. Thus, the planning team structure is as follows:

- I. Village level planning team consisting 7 to 10 members comprising of ward members, VEC, Chairman, Headmasters of Pry. Schools, Anganwadi member, S.H.G. Members, Youth Club members, Parents including there of S.C./S.T. Children.
- II. G.P level planning team consisting 11 members, Sarapanch as the Chairman and other member as described above
- III. Block level planning team consisting 11 to 14 members, B.D.O. as the Chairman, Chairman of the Panchayat Samiti, one Sarapanch, W.E.O., G.P.O., C.D.P.O., one leading N.G.O. teachers leader, member from backward communities and all S.I. of schools

- IV. District level planning team consisting of 30 members (20 active members) Collector as the Chairman
 Sub-Collector, P.D., D.R.D.A., Inspector of Schools, D.I. of Schools, Chairman of Zilla Parishad, M.L.A., M.P.s, N.G.O. (one), Educationist leader of S.C./S.T. Community, D.S.W.O., D.W.O., Executive Engineer (Civil Works), Women representative, other members having interest in field of Elementary Education.

PLANNING PROCESS:

Sarva Shiksha Abhiyan is a need-based area specific & peoples participating programme. The issues on different aspect on elementary education need to be identified before going to prepare the plan. Identifying the focus group and their problem was the prime work to be taken up. Focus group and focus area, target setup were the most important points in the discussion meeting and workshop.

ABSTRACT OF PLANNING PROCESS

SL.	LEVEL	GROUPS	ISSUE IDENTIFIED
1.	District level workshop	District level officials, D.I. of Schools, S.I. of Schools, NGOs, Women's Group	<ul style="list-style-type: none"> -Lack of adequate no. Of teachers in the most of the Pry. School in rural area of the District -Poor infrastructure of the school building. -Insufficient Pry. School in rural areas. -Seasonal Migration of Parents -Lack of language teacher viz. Telugu. -Insufficient classrooms facilities. -Non-availability of science teachers in supper Primary School -Lack of toilet facility especially for girls students -Lack of boundary wall facility. -Engagement of children in cultivation domestic work and collection of fuel -Lack of public participation in school development works. -Lack of supervision in the S.I. of Schools due to engagement in other work of blocks -Engagement in Primary teachers in various Govt works -Dropout due to poor economic condition of the parents.
2.	District level	Teachers	Transaction <ul style="list-style-type: none"> - School buildings not in proper condition - Insufficient classrooms - Insufficient teaching learning materials - Irregular attendance of the students in the rural areas - Lack of orientation programme regarding new concept of teachers - Engagement of teachers in non

			<ul style="list-style-type: none"> teaching activities. Non-availability of play grounds and playing equipment and P.T.T. Lack of subject teacher in Primary/Upper Primary School. Compulsory class promotion system. Lack of library facility and scientific instruments Non-availability of resource center. Single teacher school in rural area. Non-filling of vacancy for long period. Lack of drinking water facility. Lack of toilet facility for student and teacher/lady teacher.
3.	Gumma Block	Community & S.I.S	<ul style="list-style-type: none"> -Lack of classroom facility. -several Primary Schools managed by single teacher -Natural barrier. -Lack of awareness of the guardian for development of their children.
4.	Nnagada Block	Community & S.I.S Teacher, Mothers	<ul style="list-style-type: none"> -Problem of girls student after the adolescence particularly in middle class families. -Migration of parents for earning lively hood. -Lack of awareness of the mothers for children education. -Maximum primary teacher post lying vacant since long & natural barrier.
5.	Gosani Block	Teachers Camp	<ul style="list-style-type: none"> - Single teacher problem in a number of primary schools - Seasonal engagement of children in cultivation. - Training to teachers.
6.	R.Udayaviri Block	Community, teachers & guardians	<ul style="list-style-type: none"> - Seasonal Natural barrier in term of communication due to mountains. - Irregular attendance of student frequently - Reluctance of teachers to work at remote areas of the block. - Engagement of student in the field of Agriculture. - Non-availability of text book in time.
7.	Rayagada Block	Teachers, VEC, Voluntary Instructor or P.L.P. & Leader.	<ul style="list-style-type: none"> - Lack of adequate classroom. - Unhealthy school environment. - Lack of coordination among the teachers & parents.
8.	Kashinagar Block	Teacher	<ul style="list-style-type: none"> - Unhealthy school environment. - Lack of awareness among the guardian. - Irregular attendance of student.
9.	Molrana Block	Teachers Group	<ul style="list-style-type: none"> - Migration of parents in slum area - Unsafe school building - Poor attendance of the student. - Lack of awareness among the local peoples.

10.	Parlakhemundi Municipality	Community, Teacher & S.I.S. Leaders	<ul style="list-style-type: none"> - Seasonal Migration of parents. - Insufficient number of trained Telugu teachers - Language problem for communication - Engagement of children in business.
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Common problems that emerged from the pre-planning exercises as abstracted above across the blocks are :

- Large number of teacher vacancy existing in the primary schools.
- Insufficient no. of primary schools.
- Inadequate no. of classrooms.
- Most of the school buildings are in very bad shape
- Primary school teachers and S.I.s of schools are very often engaged in several activities other than there concerning school and education.

CHAPTER –IV

ISSUES AND STRATEGIES

The Sarva Shiksha Abhiyan aims of providing useful and relevant elementary education for all children in the 6 to 14 age group by 2010 in a phased manner as per the following manner :

- All children in school or its alternative by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010,
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps in enrolment, retention and achievement primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

With these objectives in view, the issues already identified can be categorized under :

- *Access and Enrollment*
- *Retention*
- *Quality Education.*

- *Capacity building.*

Access & Enrollment

Problem	Strategies	Agencies for Intervention.
Lack of Schooling facility at approachable distance in adequate class rooms according to class and section	Opening of new schools & alternative school, E.G.S. and additional class rooms, major repair and minor repair of school building.	D.R.D.A., G.P., Funds. M.P., L.A.D.
Vacancy of teacher posts according to State norms	Provision for appointment of additional teachers and rationalization of teachers (as per 1:40 ratio) State norms)	Govt. of Orissa
Natural barriers preventing children going to nearby schools	Provision for new schools. After native schools inform of E.G.S. A.I.s.	
Dilapidated condition of schools buildings	Major Repair of schools	S.S.A., D.R.D.A., J. R.Y., MP LAD, MAL LAD.
Engagement of children in professional work such as cattle grazing, selling, of items in the market and on footpath. Taking care of small children, helping on fishing, engagement in applique, helper in carpentry work.	Provision for alternative schooling, creating awareness among parents	S.S.A., parents, schools committee, District and Block committee
Children of migratory parents are coming from other states Andhra with their family. In different attitude of parents to the education of adolescent girl children.	<ul style="list-style-type: none"> - Provision for A.I.E. Centre for those children. - Creating awareness among the parents to fill up the gender gap. 	S.S.A., D.R.D.A.
Community is not aware of ownership over schools Women lacking awareness.	- Building environment to make guardians conscious, Formation of P.T.A. & M.T.A.	
Non availability of ladies and gents toilets in the school unsafe ness of the school children of roadside schools	- Construction of ladies and gents toilets and boundary walls in all schools	
Unattractive school environment and teaching learning process.	<ul style="list-style-type: none"> - Formation of school complex. - Orientation of teachers with the new concept of learning process 	
Lack of interest of S C & S T Children.	Making awareness programme for such parents	S.S.A. & N.G.O.

School is unable to attract the children Language problem for Telugu children.	<ul style="list-style-type: none"> - Providing free text books and school dress to the children. - Providing separate school for Telugu children. 	S.S.A & N.G.O.
Muslims and Telugu children at school have considerable gap	<ul style="list-style-type: none"> - Publication of supplementary readings for such groups. - Appointment of trained teachers for Muslim and Telugu children. 	S.S.A
Indifferent behavior of teachers make children afraid of going to schools District level and block level support service on Pedagogical issues lacking.	<ul style="list-style-type: none"> - Motivational training to teachers visioning, training to teachers - B.R.G., D.R.G. will be formed and training will be imparted 	S.S.A., SCERT, N.G.O.
Inadequate facilities	- Provision for drinking water and toilets in the premises of schools.	RWSS, S.S.A.
Unattractive school environment children related behavior classroom related text books, T.L.M. teachers related attitude	<ul style="list-style-type: none"> - Special toilet facility for Boys and Girls students. - Supply of playing equipment - Supply of T.L.M. to schools 	S.S.A.
Unattractive teaching method to develop the creative ability of the children.	<ul style="list-style-type: none"> - Orientation of teachers on new method of teaching supply of good teaching materials - Playing method and supply of T.L.M - Special programme at B.R.C & C.R.C level for teachers Motivational training to teachers 	S.S.A., SCERT, N.G.O.
Less involvement of Girls student	<ul style="list-style-type: none"> - Supply of free text books and dress - Introduction of vocational education for girls (<u>Toy making and tailoring</u>) 	S.S.A, N.G.O.
Lack of proper facilities for disabled children	<ul style="list-style-type: none"> - Arrangement of special tutorial class for children with I.O. - Special training to teachers and Anganwadi works on I.E.D - Introduction of I.E.D Appointment of Dist I.E.D Co-ordinator and Resource Teacher Specialised training, provision of separate schools with appliance 	S.S.A D.E.P.
Lack of proper educational resources	- Opening of B.R.C. & C.R.C	D.E.P.

Quality Improvement and Achievement :

Problem	Strategies	Agencies for Intervention
Both trained and untrained teachers lacking orientation and training both in content and process of teaching	Training Program of teachers and educational supervisors from time to time	S.S.A, SCERT
Unhealthy school environment No	<ul style="list-style-type: none"> - Beautification of school building - Beautification of school garden 	S.S.A, Community

scope for children enjoyment for extra curricular activities	<ul style="list-style-type: none"> - Development of T.I.M - Provision of school library 	
Lack of motivation of teachers in profession, indifferent attitude of teachers	<ul style="list-style-type: none"> - Attitude change of teachers of behavior. - Orientation training programme for teachers on attitudinal issues - Provision of learning materials for teachers to increase the activeness of class room process. - Preparation of competency based and activity oriented text book. 	S.S.A., SCERT
Unattractive curriculum, non reflection of local culture in text books.	<ul style="list-style-type: none"> - Incorporation of local folklores and materials in the text 	S.S.A
Setting of structures to have constant monitoring and supervision of classroom practice and management.	<ul style="list-style-type: none"> - Creation of BRCC, CRCC, for effective monitoring 	S.S.A
Need for continuous comprehensive evaluation of learners progress	<ul style="list-style-type: none"> - Adoption of formative evaluation and introduction of competency based evaluation procedures - Maintenance of cumulative record cards. - Strengthening DIEI and ST⁺ Schools for resource support 	S.S.A. and SCERT.

Capacity Building :

Problem	Strategies	Agencies for Intervention
Non-availability of proper infrastructure	Formation of DRG, B.R.G. & CRG	S.S.A
Lack of training in institutional management.	Improvement of teachers training facility	S.S.A, SCERT
Lack of orientation of new Pedagogical Approaches	<ul style="list-style-type: none"> - Training of teachers - Exposure to good practices - Reading Materials for teachers 	S.S.A
Lack of knowledge and skill on planning and management of school	<ul style="list-style-type: none"> - Separate Educational Planning of villages. - Training to teachers and Master trainers - Conducting workshop and organizing discussion - School efficiency report. - Monitoring and supervision of classroom practice and management - Organizing orientation of district /block cluster planning team - Facilitating village meeting and sharing of information 	S.S.A.
Lack of proper monitoring at block/CRG level	<ul style="list-style-type: none"> - CRG Orientation - Provision for regular school visit - Capacity building of monitoring personnel. 	S.S.A.

Additional Class Rooms:

Upper Primary School: 67 Nos. of additional Class Rooms for Upper Primary School of Unit Cost Rs.1.25 are planned under SSA Programme for the year 2002-2003 basing on the DISE Data available for the year 2001-02. These ClassRooms are chosen on Priority basis as (1) Students Classroom Ratio & class room to teacher's ratio

Toilets:- 40 nos. of toilets of Unit Cost 0.20 in Primary School & Upper Primary School are planned to take up basing on the toilet not available in the Schools from DISE in the year 2002-2003 under SSA Programme

Drinking Water:- 11 nos. of drinking water provision at a Unit Cost of Rs.0.50 lakh in both Upper Primary Schools where there is no water facility, are planned in the year 2002-2003 under SSA Programme

Child Friendly Elements:- 92 nos. of Child Friendly Elements at a Unit Cost of Rs.0.06 lakh each for all the Upper Primary Schools are planned under SSA Programme for the year 2002-2003.

Electrification:- Electrification to 48 nos. of existing CRC Buildings at a Unit Cost of Rs. 0.05 lakh are planned under SSA Programme for 2002-2003.

Construction of UPS :- 62 nos. of UPS at a Unit Cost of 2.50 lakh are planned in the year 2002-2003 under SSA Programme. These are taken into account by enrollment of children in 5th class where they are passed out from 5th class.

Construction of Ramps & Hand Rail :- 25 no of ramps and hand rails are planned to construct for Disabled children under S.S.A Programme

TABLE-C

FRESH PLAN FOR FORTHCOMING YEAR, 2002-2003 UNDER SSA

Major Intervention: 01. CIVIL WORKS

Sl.No.	Activity Code	Activity Description	Physical Target	Unit Cost	Estimated Financial Outlay	Implementation Agencies & Time Period	Remarks
1		Additional Class rooms for upper Primary Schools	19	1.250	23.750	H.M. & VEC	ups tr = 596 - 40€ (class room). Next 75 room will be Budgeted for next year
2		Toilets	40	0.200	8.000	H.M. & VEC	
3		Drinking Water	11	0.150	1.650	H.M. & VEC	
4		Boundary Walls	120	0.750		H.M. & VEC	Through covergency
5		Child Friendly Elements	82	0.100	8.200	H.M. & VEC	
6		Electrification	48	0.050	2.400	H.M. & VEC	Electrification to all CRCC
7		Construction of UPS	5	3.000	15.000	H.M. & VEC	As per requirment 62 ups to be opened to enrolled 5th passed chidren
8		Construction of Ramps and Hand rails	24	0.150	3.600	H.M. & VEC	
		TOTAL			62.600		

PLANNING FOR PEDAGOGICAL IMPROVEMENT

The Sarva Sikya Abhiyan organise much more importance to pedagogical issues which needs to be sustained.

Under this intervention – following activities are proposed to be taken up during 2002-2003.

A INSERVICE TRAINING TO ALL UPS TEACHERS AND TRAINING TO NEW UN TRAINED TEACHERS :

OBJECTIVE :

- I. To orient the teachers on new text books.
- II To train up the teacher on new integrated text books.
- III. To facilitate the pace of learning through training of teachers on new method of teaching.

DURATION : 20 days

NATURE : Residential

VENUE : BRCC/CRCC level

CONTENT :

1. Pedagogic.
2. Administrative
3. Academic.

METHODOLOGY :

1. Group discussion.
2. Participatory.

EXPECTED OUTCOME :

1. To improve teaching capability of teachers.
2. Orient the teachers regarding new textbooks.

FOLLOW UP:

1. Feed back format.
2. Evaluation questionnaire.

B AHWAN :

The Intensive system of monitoring and academic supervision – AHWAN and proposed to be taken up for all UPS in the district

OBJECTIVE :

1. Intensive monitoring
2. Academic supervision.
3. Check the absenteeism of teachers.
4. Assess the different pedagogic aspects viz use of Tl M , activity book, book bank, activity based method of teaching etc. in the school.

AREA OF OPERATION :

In all the U.P. Schools of the district

PERSONNELS:

1. BRCCS
2. CRCCS
3. S I. of schools.
4. D.I. of schools.
5. D.P.C.
6. BMF members.
7. RPS
8. CTTS.

DURATON : Once in a year

EXPECTED OUTCOME :

1. Regular observation of teachers can be checked.
2. Monitoring and supervision of schools can be facilitated.
3. Assessment of different pedagogic aspects in schools.

FOLLOW UP :

1. Supervision formats.
2. Feed back questionaries.

C TRAINING OF UP SCHOOL TEACHERS (BRG/CRC LEVEL):**OBJECTIVE :**

1. To orient the teachers on classroom teaching.
2. Teachers will be trained up on new integrated text book.
3. To train up all the teachers on activity based method and multi grade teaching.

TARGET GROUP :

1. All UP School teachers.
2. CRCCS.

RESOURCE PERSONS:

1. BRG
2. CTTS

DURATION : 7 days

NATURE : Non residential.

CONTENT :

1. Classroom teaching
2. Participatory teaching.
3. Play way teaching.
4. Joy full learning.

METHODOLOGY : Participatory approach..

EXPECTED OUTCOME :

1. New pedagogical aspects can be highlighted.
2. New integrated text book can be generalised.

FOLLOW UP :

1. Proceedings
2. Fed back format
3. Evaluation questionaries.

D..MATRIC MELA :**OBJECTIVE :**

1. To orient the children on counting process
2. To given idea to the students on different mathematical procedures.

TARGET GROUP : Students

CONTENT :

1. Counting of numbers.
2. Mathematical procedures

DURATION : ONE day

VENUE : In all U.P. School.

EXPECTED OUTCOME :

1. The mathematical proficiency of the UPS students will improve.
2. Counting skills of students can be assessed.
3. Enhancement in participating in mathematical competitions among students will increase

FOLLOW UP :

1. Proceedings.
2. Feed back format.
3. Evaluation questionarie
4. Video cassette.
5. Audio cassette.

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implementation Agencies and Time Period for Implementation	Remarks
1	2	3	4	5	6	7
1	SIG @ Rs. 2000/- to 97 UPS (Norm-10)	97	0.020	1.940	DPO April 2002, March 2003	Rs 2000/- to 155 UPS
2	TLM Grant @ Rs. 500/- to 522 UPS Teachers(norm-11)	512+10	0.005	2.610	DPO April 2002, March 2003	Rs.500/- to 718 teachers
3	Free Text Books to all Students (norm-5)	9964+500	0.0015	15.696	DPO April 2002, March 2003	Rs. 150/- to 11554 UPS students
4	Twenty days Inservice Training to all UPS Teachers(norm-12)	15	0.560	8.400	DPO April 2002, March 2003	Rs. 70x40x20 days x 15 times
5	Salary to 10 Additional Teachers(norm-01)	10	0.080	9.600	DPO April 2002, March 2003	Rs. 1500/-x124x12
6	60 days Training for Untrained Teachers(norm-12)	1	1.680	1.680	DPO April 2002, March 2003	Rs. 70x40x60
9	BRG Training to UPS Teachers(norm-12)	7	0.196	0.196	DPO April 2002, March 2003	Rs. 70x40x7
10	Training to all UPS Teachers on Pedagogical Issue(norm-12)	15	0.196	2.940	DPO April 2002, March 2003	Rs. 70 x 40x7x15
11	Monitoring and Academic Supervision(norm-16)	1	0.500	0.500	April 2002 Macch 2003	
13	CRC Contingency(norm-19)	119	0.020	2.380	April 2002 Macch 2003	Rs 2000x119(per crc) extra amount given at dpep.
14	T.L.M Grant to BRC(norm-19)	7	0.050	0.350	April 2002 Macch 2003	Rs. 5000x7(per BRC)
15	T.L.M Grant to CRC(norm-19)	119	0.120	14.280	April 2002 Macch 2003	Rs. 12000x119(per crc)
18	Repair & maintainance grant(norm-7)	92+5	0.050	4.850	April 2002 Macch 2003	In DPEP 16 primary school given for repir so 804-16+155(ups) = 943 school given for repir.
19	TLE Grant to 5 UPS(norm-9)	5	0.500	2.500		
	Total			67.922		

INTEGRATED EDUCATION FOR DISABLED

Universalisation of elementary education will not be fulfil unless we bring the disabled children in to the classroom. Special school for mild and moderate category at disabled children create inferiority complex among them, where as integrated education facilitates both the disabled and normal children. With this thought integrated education for disabled incorporated in the schooling process. Sarva Sikhya Abhiyan is a bold initiation to extent the advantage of quality for primary education for children with disability. Development of skills and technique in upper pry. School teachers for educating the disabled children will be undertaken. Provision for aids and equipment will be made through convergence with NGO, state govt and central govt. So planning has been prepared for 270 disabled children for the current year 2002-2003 for upper primary school.

ISSUES	STRATEGY
A lot of mild and moderate disabled in identified children are in normal areas. As they were on identified, they are deprived of education due to proper care.	Provision has been made for identification of disabled children for enrollment in normal school
Due to ignorance of the teacher for proper handling of the disabled children, they left school or fear to come to school.	Provision has been made for 5 days teachers training On I.E.D
Lack of proper encouragement of disabled children	To encourage the disabled children a monthly theme based planned in SSA.
Lack of community awareness.	For community awareness a one day VEC president training has been proposed.
Parents are ignorance about the aids and appliances required for their children.	For supply of aids and appliances provision has been made.
Parents thought that the disabled children are burden to them.	To motivate the parents one day parent training will be organise.

ONE DAY PARENTS TRAINING OF DISABLED CHILDREN :

To motivate the parents a one day parents training will be do at the block level
The main objective of the training is as follows:

OBJECTIVES:

- To know disability of the children.
- To treat the disabled children like normal children.
- To know various type of aids and appliances

OUTCOME :

- Easy management at home.
- Integration of the disabled at home and school.

TARGET GROUP :

Parents of the disabled children

RESOURCE PERSON :

- Special teacher.
- RCI teacher
- Other resource person.

CONTENT :

- Daily living skills.
- Parents counselling.
- Referral services.

FIVE DAYS TEACHERS TRAINING ON I.E.D. :

Due to ignorance of the teacher for proper handling of the disabled children, they left school or fear to come to school. For this propose UPS teachers in the district will be imparted 5 days training on I.E.D. By the training they would know how they will identify the disabled children in the primary stage and to take proper care with the non disabled persons. The main objective of the training is :

OBJECTIVE :

- To make the teachers aware about categories of disability.
- To make them aware about aims and objective of the I.E.D.
- To impart teaching to the disabled children in a technical way

OUTCOME :

There will be no problem of general school teachers to teach the disabled children.

TARGET GROUP :

UPS teachers.

RESOURCE PERSON :

- Special teacher.
- R.C.I. teacher
- Resource person (Blind deaf & MR school)

CONTENT :

- Classroom management for different type of disabled children.
- Activity wise teaching
- Language development.

ONE DAY THEME BASED PROGRAMME :

To enhance the degree of disability of disabled children, and encourage them a monthly theme based programme has been proposed in the S.S.A.. The main objective of the programme is as follows:

OBJECTIVE ::

- + To encourage the mild and moderate disabled children.
- + To develop language.
- + To develop gross motor.

OUTCOME :

- Integration of disabled children and normal children.
- Disabled children will be encouraged
- Disabled children are not inferior than the normal children

TARGET GROUP:

Disabled = 32 + Normal = 8 and guardian = 40 = total =80

RESOURCE PERSON :

Special teacher I.I.D.
R.C.I. Teacher

METHODOLOGY Group wise.

CONTENT:

Painting, running, pasting, jumping , drawing etc.

FITMENT CAMP OF AIDS AND APPLIANCES :

Disabled children need a lot of aids and appliances for mobility. For proper measurement of the aids and appliances a fitment camp has been proposed in SSA. The main objective of programme is as follows :

OBJECTIVE :

- + To know then degree of disability.
- + To know different type of aids and appliances.
- + To know how to maintain the aids and appliances.

OUTCOME :

- + Different categories of disabled children will be identified with % of disability.
- Main streaming of disabled children

TARGET GROUP :

- Orthopedic disabled children
- Hearing impaired children.
- Visual impaired children

RESOURCE PERSON :

- Eye specialist.
- Audiologist.
- Orthopedic specialist.

CONTENT :

To measure the aids and appliances

VENUE : District level/ Block level.

The Unit cost is at ANNEXURE – VII.

TABLE : C : FRESH PLAN FORTHCOMING YEAR 2001-2002

MAJOR INTERVENTION : INTEGRATED EDUCATION FOR DISABLED

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Printing of Survey formats for UPS	1000		0.020	DPO	Rs. 2/- per format
2	Survey Charges for AWWs	2000		0.020	DPO	Rs. 1/- per House
3	One day Training on AWW for Survey	2	0.040	0.080	DRC, IED	
4	One day Medical Assessment camp of Disabled Children	3	0.100	0.300	DRC, IED & STAFF	
5	One day Training of Parents	5	0.041	0.205	DRC, IED & STAFF	
6	One day theme based Programme on IED	20	0.031	0.620	DRC, IED & STAFF	
7	5 days Teachers Training on IED	5	0.200	1.000	DRC, IED & STAFF	
8	Fitment Camp of Disabled Children for Aids and Appliances	2	0.095	0.190	DRC, IED	
9	3 days Speech Training for Disabled Children	1	0.150	0.150	DRC, IED & STAFF	
10	One day Orientation Training to VEC President on IED	2	0.052	0.104	DRC, IED	
11	Purchase of Aids and Appliances of Disabled Children			0.550	DPO & DRC, IED	
	Total			3.239		

Ceiling 270 children x Rs 1200 . Norms-15

MAJOR INTERVENTION : ECCE/INNOVATION FUND

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Formation & Orientation to DRG on ECCE (70 members 2 days)	2	0.100	0.200	DPO, MAY 2002	
2	Opening of new ECCE centres (salary & Contingency)	50	0.1	5.000	DPO, MAY 2002	
3	Orientation to CDPOs/Supervision/ Selected NGOs on ECCE	1	0.060	0.060	DPO, July2002	
4	Sharing workshop of Escort mother/AWW/MTA (CRC Level)	48	0.020	0.960	DPO, July2002	
5	Annual Resource support to AWC	600	0.005	3.000	DPO APRIL Feb. 03	
6	Meeting of MTA/ Lady PRI & AWW on health Education meeting at GP level	131	0.010	1.310	CRC, Janu02	
7	Salary to new ECCE works	10	0.005	0.600	DPO May 2002	
8	Salary to new ECCE helpers	10	0.001	0.120	DPO May 2002	
9	Monitoring & Supervision	12	0.020	0.240	DPO/SPO	
	Total			11.490		

Norms no -18, Innovation grant ceiling = 15 lakhs*

MAJOR INTERVENTION : GIRLS EDUCATION

Orientation of MTA on Gender Issue :

There are in total 93 Upper primary Schools in Gajapati district. Mother Teacher association are formed in all schools but the meeting of MTA members is not regular.

Objective :

To create awareness among mother regarding education of their girl child.

Target Group :

MTA Members (in each school there is 10 members in MTA)

Duration : 2 days

Venue : CRC

Methodology :

The orientation will be purely participatory approach.

Expected Outcome :

100% retention/ enrollment of UPS girls students as it is generally seen in village areas that they do not here take interest for education of the girls especially when they are grown up hence the MTA members will be responsible for 100% enrollment & retention of girls in Upper Primary stage

Content :

The mother teacher association member should be made aware of their role and responsibility for education of girl child.

Follow up Acts :

Monitoring and supervision by DRG/ BRG members regarding the enrollment retention of girls student and regularly of MTA meeting

Engagement of Community Mobilisers :

Community Mobilisation will be engaged in those GPs where there is Upper Primary Schools. As it is reported from "Anusandhan data" that in most of the GPs the completion rate of girls is even 0%

Objective :

To increase enrollment encourage the parenb & girls students to continue higher studies

Methodology :

- Village Meetings
- Strengthening Mahila Mandal MTA etc
- Personal contact with parents and other influential person of the community

Expected Outcome :

- Regularity of girls attendance in school
- Parents will be motivated to send their girls for higher studies.

Follow up Action :

Community Mobilisers CRCC/ BRCC etc. will keep in touch with schools to ensure that the girls attend school regularly and continue their study in Upper Primary schools after complete Primary study

Health Education for Girls in UPS :

Girls are future mothers and hence it is essential that they will be made very much aware regarding health education, so that they can take care of themselves and their children in a proper way

OBJECTIVE :

To aware the girls regarding health education so that it will be helpful to them in future and it is one way to attract the girl students to school

TARGET GROUP :

Girls students of UPS.

CONTENT :

Health, nutrition, mother care & remedies for day to day health problems.

METHODOLOGY :

Discussion method with visual show.

EXPECTED OUTCOME :

- Girls will be made aware of health education & general health tips to be helpful in their day today life.
- Parents will be more interested to send their girls to school & it will be one way to enhance enrollment & ensure retention of girl students

FOLLOW UP ACTION :

Monitoring & supervision by CRCC & Community mobiliser

SPECIAL COACHING FACILITY :

Girls are generally irregular & so they always lag behind boys and which naturally result in their discontinuation from the class due to shame. Hence special coaching facility should be given to girls to cope up with other students. This facility will be provided to 40 villages per village 20 students in the first phase.

OBJECTIVE :

Through special coaching facility the girls students will be brought in par with boys in study which will reduce the dropout among girls students to a great extent

TARGET GROUP : Girls students

METHODOLOGY :

Special coaching to girls with up most care with the facility of flexible timings.

EXPECTED OUTCOME :

- Reduction in dropout rate of girls.
- Improvement in the standard of education of girls.

FOLLOW UP ACTION :

Monitoring & supervision by BRCC /CRCC & C M..

WOMEN CONVENTION (GP LEVEL):

There are 80 GPs where there are upper primary School Block wise list of UPS is as follow

Sl.No.	Name of the block	No.of UPS.
1.	Gosani	13
2.	Kashinagar	09
3.	Gumma	12
4.	Rayagada	11
5.	Nuagada	08
6.	R.Udayagiri	11
7.	Mohana	16

OBJECTIVE :

Mobilise the women folk regarding the education of girls & for continuation of higher studies of girls.

TARGET GROUP : Girls students.

METHODOLOGY : Participatory approach.

EXPECTED OUTCOME :

Strengthening women folk to play active role in education of their girl child.

COMPETITION AMONG MTA MEMBERS :

Competition will be held among the mother teacher association members of UPS to bring confidence among them & enhance community participation.

OBJECTIVE :

To bring confidence among MTA members which will have positive impact on education of girls & enhance community participation.

TARGET GROUP :

MTA members of 93 UPS.

CONTENT :

Various types of competition like skipping puchhi, sone, jhoti etc

EXPECTED OUT COME :

- Enhance community participation.
- Strength & regularise MTA meetings

FOLLOWUP ACTION :

BRCC/CRCC/CM/DRG will supervise the meeting of MTA.

SHARING WORKSHOP OF COMMUNITY MOBILISERS AT DISTRICT LEVEL:

All the 80 community mobilisers from 80 GPs will meet at district level to share their experiences at field level.

OBJECTIVE :

- The community mobiliser will be encouraged to express their achievement at field level in bringing girls child to school.
- Praise worthy work will adopted by all.
- New ideas for work will be developed in the workshop.

TARGET GROUP : Community mobilisers.

EXPECTED OUTCOME :

- Bring confidence among community mobilisers.
- Enhance community participation.
- Increase enrollment & ensure retention of girls

ESCORT MOTHER FACILITY :

Escort mother provision will put a grate effect in reducing dropout among girl student. It is generally seen in villages they do not allow their grow up girls to go to school.

TARGET GROUP : Girls

OBJECTIVE :

The provide escort facility to girls there who kind difficulty in going to school due to natural barriers or social constrains.

EXPECTED OUT COME :

To ensure 100% enrollment and retention of girls students.

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Orientation of MTA on Gender Issue	19	0.050	0.950	CRC	For 8 month of 50 C.M will engaged for the amount of @1500
2	Engagement of Community Mobilisers	50	0.015	6.000	DPO	
3	Environment building of CM	80	0.002	1.920	DPO	
4	Health Education for girls of UPS	2	0.100	0.200	BRC	
5	Special coaching facility for girls	40 (per Venue 2)	0.160	1.920	BRC	
6	Women convention (GP level)	7	0.050	0.350	BRC	
7	Competition among MTA members	80	0.010	0.800	CRC	
8	Bimonthly review meeting of CMs	6	0.040	0.240	BRC	
9	Snaring worksnop at CMs at District level	1	0.070	0.070	DPO	
10	Escort mother facility (50 villages)	10	0.025	0.250	CRC	
11	Monitoring and Supervision	12	0.020	0.240	DPO	
Total				12.940		

Norms no -18, Innovation grant ceiling = 15 lakhs'

MAJOR INTERVENTION : COMMUNITY MOBILISATION

1. TRAINING OF V.E.C MEMEBRS :

The village education Committee member of 80 GPs for 93 schools will be trained up on capacity building

TARGET GROUP :

Village education committee member of upper primary schools.

METHODOLOGY :

Training will be participatory on nature.

CONTENT :

The new VEC members will know regarding their role of responsibility towards school management. They will be made aware as to the importance of education for their child

EXPECTED OUTCOME :

Active involvement of VEC members in school activities and also role of VEC in enhancing enrollment and ensure retention of girl students

FOLLOW UP ACTIVITY :

Effective monitoring and supervision by BRCC/CRCC.

2.MOTIVATION CAMP FOR EGS & AIE. :

Motivation camp will be conducted throughout the district to aware the community regarding EGS & AIE. The no. of adolescent girls block-wise is given below:

Sl.No	Name of the block	No. of adolescent girl Identified.	No. of motivation camp planned.
1.	Parlakhemundit(including municipality)	421	14
2.	Kashinagar	338	11
3.	Gumma	518	17
4.	Rayagada	448	15
5.	Nuagada	429	24
6.	R.Udayagiri	385	13
7.	Mohana	603	20

TARGET GROUP : Community at large.

OBJECTIVE :

To provide educational opportunity to adolescent girls & other out of school children main stream the dropout girls. To enable the adolescent girls and other out of school children to active MLL.

METODOLOGY :

Opening of residential camp school for adolescent girls.

CONTENT :

Module will be developed on such a manner so as enable the adolescent girls to active MLL.

EXPECTED OUTCOME

Awareness of the community regarding the facility of adolescent girls camp & EGS for out of school children & grown up girls.

FOLLOW UP ACTION :

Opening of EGS & Adolescent girls camp school.

3. ENROLLMENT DRIVE:

Enrollment & retention drive will be celebrated in all the 93 upper pry. Schools of the district to enhance enrollment & retention of students.

TARGET GROUP :

Community at large.

METHODOLOGY :

Village level campaign.

EXPECTED OUTCOME :

Awareness among the community regarding the importance of education for their child.

FOLLOW UP ACTION :

Enhancement of enrollment & ensure retention of students.

3. WALL PAINTING IN SELECTED UPSCHOOL:

Wall activity will be displayed on wall of schools to attract the children to school. "wall painting" will have a positive impact on enrollment and retention of student.

MAJOR INTERVENTION : COMMUNITY MOBILISATION

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Training of VEC members	21	0.036	0.756	CRC	
2	Motivation Camp for EGS & AIE	104	0.050	5.200	BRC	
3	NINAD	93	0.003	0.300	BRC/CRC	
4	Wall painting in selected UPS	20	0.010	0.200	CRC	
5	Publication of Newsslets on UPS (Bimonth)	6	0.020	0.120	DPO	
	Total			6.576		

Ceiling 2128 habitations x 8 members x 2 days x Rs30.

EDUCATION FOR SC/ST CHILDREN (SSA)

Education for SC/ST children is a major Intervention under Sarva Sikhya Abhiyan. It facilitates the learning of SC/ST children. The SC/ST children remain isolated than the general children. SSA is a broad platform to extend the advantage of quality for primary education for children belonging to SC/ST focus group.

During 2002-03 it is proposed to undertake the following activities, under the major intervention " Education for SC/ST Children ".

A. ENGAGEMENT OF TRIBAL YOUTH VOLUNTEERS :

Out of 7 Blocks of the District, 5 blocks are coming under Tribal Sub Plan Area having 60% or more of the population as Tribal.

In all the 7 blocks of the district 80 nos. of G.Ps are having the facilities of U.P.Schools. Hence, to look after the problems and issues of SC /ST children, check the dropout rate of SC/ST children. It is proposed to engaged 80 tribal youth volunteers under SSA.

OBJECTIVES :

1. To improve the education of tribal people in GPs having tribal people.
2. To check the dropout rate of school going children
3. To mobilise the community regarding sending their children to school.
4. To bridge the gap between community and teacher of the school .
5. To ensure community Participation in school education process.

DURATION

80 Educated Tribal Youth volunteers will be engaged in selected GPs having U.P. Schools.

EXPECTED OUTCOME :

1. To check the dropout rate.
2. To enhance the enrollment of tribal children
3. To regularize the 6 -14 years survey list.
4. To conduct village meetings to aware the local people of importance of education
5. To identify language proficiency, festivals observed, rituals and customs prevailing in tribal society.

FOLLOW – UP :

1. Supervision format.
2. Feed back questionaries.
3. Village meeting proceedings.
4. Visit register.

B. TRAINING TO TEACHERS ON ATTITUDINAL ISSUE :

OBJECTIVE :

1. To train the teachers regarding attitudinal issues
2. To change the attitude of teachers towards tribal children in an ideal classroom situation.
3. To orient the teachers on different festivals, rituals, customs, norms prevailing in tribal society.

TARGET GROUP : All teachers.

DURATION : 4 days.

NATURE : Residential.

VENUE : BRC / CRC level.

METHOD : 1. Participatory
2. Group discussion.

CONTENT : 1. Attitudinal issue
2. Tribal stories/songs etc.,
3. Tribal Mathematics.

FEED BACK : 1. Feedback questionaries.
2. Evaluation format

C. MEETING OF DRG/TRG ON TRIBAL ISSUE

- I. To orient the DRG /TRG on tribal issues.
- II. To share the experiences of resource persons
- III. To formulate strategy relating to conduct of SC /ST activities.

TARGET GROUP : 1. DRG/TRG Members
2. BRCC
3. CRCC
4. S.I of schools.

DURATION : Two days

VENUE : District level.

CONTENT :

1. Tribal Issue.
2. Language issue.
3. Sharing of experiences.
4. Academic issue.

METHOD : Participatory.

FOLLOW-UP :

1. Proceeding
2. Feed back format

D. TRAINING OF TEACHERS ON LANGUAGE ISSUE :

OBJECTIVE :

1. To train up the teachers of selected schools in using bilingual tribal text books.
2. To orient the teachers on teaching the primer in an ideal class room situation.
3. To bridge up the gap between home language and school language of a tribal children in school.
4. To create an eagerness among the teachers to teach in tribal language.

TARGET GROUP :

1. Teachers of identified UPS
2. BRCCs.
3. CRCC's

DURATION : 5 days

VENUE : BRC/CRC level.

RESOURCE PERSON :

1. MTS
2. CTTS
3. TRGS

CONTENT :

1. Language Issue.
2. Folk stories
3. Folk songs
4. Tribal mathematics

- METHOD :**
1. Participatory approach.
 2. Group discussion.

EXPECTED OUTCOME :

1. Bridge up the gap between home and school language of SC/ST children in the classroom
2. Use of bilingual primer in classroom teaching.

FOLLOW UP :

1. Feedback format.
2. Evaluation questionnaires.

E. COMPETITION AMONG TRIBAL CHILDREN ENROLLED IN U.P.S. :

OBJECTIVE :

1. To create awareness among tribal children to go to school.
2. To create awareness among students about the importance of education.
3. To make the school environment joy full and to attract children to school.

TARGET GROUP :

1. SC/ST students of U.P.S
2. Teachers of U.P.S

DURATION : One day

VENUE : All U.P.S.

CONTENT :

1. Education awareness.
2. Joy full learning
3. Competitive sprit among SC/ST children.

METHOD :

1. Group activity.
2. Participatory.

EXPECTED OUTCOME :

1. The competitive spirit among SC/ST children can be assessed
2. Creation of awareness among students about the importance of education.

FOLLOW UP :

1. Feed back format.
2. Audio cassette
3. Video cassette.

I. BAI-MELA**OBJECTIVE :**

1. To enhance community participation
2. To create confidence among SC/ST students.
3. To highlight different aspects of tribal education.

TARGET GROUP :

1. SC /ST. Children

CONTENT :

1. Involvement of SC /ST students
2. Retention

METHOD :

1. Discussion
2. Group activity.

DURATION : One day

VENUE : In all UPS.

EXPECTED OUTCOME :

- I. Increase in enrollment and retention of SC/ST children.
- II. To gain community support.

FOLLOW UP :

1. Proceedings.
2. Audio cassette.
3. Video cassette.

**TABLE :C: FRESH PLAN FORTHCOMING YEAR 2002-2003
MAJOR INTERVENTION : EDUCATION FOR SC/ST CHILDREN**

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Engagement of TYV in all GPs of the District	40	0.090	3.600	April 2002-March-200	Rs. 750x12x80 Volunteers
2	Training to Teachers of UPS on attitudial Issue	15	0.126	1.890	July-August 2002	Rs. 70x45x4daysx15
3	Meeting of DRG /TRG of UPS on Tribal Issue	3	0.056	0.168	Aug.2002, Nov.2002, March-2003	Rs. 70x40x2davsx3nos.
4	Competition among Tribal Children enrolled in UPS	7	0.050	0.350	Sept-Oct2002	Rs. 50x100Chiidrenx7blocks
6	Monitoring and Academic Supervision	1	0.500	0.500	April-2002 March2003	
	Total			6.508		

Norms no -18, Innovation grant ceiling = 15 lakhs'

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implementation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	System at U.P.S	12	0.700	8.400	DPO	3 - MPL_2-NAC.1 EACH FROM EACH BLOCK
2	Salary for computer instructor	12	0.020	2.400	DPO	12(center)Xrs2000X1 0(month)
3	Consumable & maintainance	12	0.050	0.600	DPO	
	Total			11.400		

Norms no -18, Innovation grant ceiling = 15 lakhs'

MAJOR INTERVENTION : EGS & AIE

Introduction :

Universilisation of Elementary Education is to provide education to all the children of the age group of 6 to 14. It was not achieved by opening New Primary Schools as per the norms and conditions prevailed before. In this regard Sarva Sikhya Abhijana is a bold initiative to extend the facility of education to the deprived group of Children. District Gajapati will best utilise this as the provisions were of less benifical due to its geographical situation.

Keeping this view a survey was conducted for opening of EGS and AIE. Basing upon the data it is decided to open EGS Centres in the Revenue and Hamlet villages having no educational facilities and mobile EGS centres for 2 to 3 scattered villages. Some AIE centres will be opened to bring back the out of school adolescent girl to the main stream of education.

Remuneration to EGS Guruji :

Basing upon the data this year 484 EGS centres and 57 mobile EGS centres will be opened in this district. 484 EGS Guruji will be engaged. Provision has been made to provide remuneration @ 1000 per month to each EGS Guruji.

Remuneration to Block Resource Person (BRP) and Cluster Resource Person (CRP) :

The EGS centres will be opened in interior and scattered area of the blocks. We have proposed that 7 NGO EGS Blocks and 2 general EGS blocks in the district. So in NGOs blocks 7 BRP and 28 CRP will be engaged and in general blocks 2 BRP and 14 CRPs will be engaged. Provision has been made in the budget @ 3000/- per month per BRP, 1500/- per month per CRP in the NGOs block and 10,000/- per month per BRP and 1500/- per month per CRP in general EGS blocks.

30 days EGS Guruji Training :

The EGS Guruji will be sponsored from among the educated youth of the centre based village or Panchayat. There is no trained candidate available in the blocks of this District. Further the EGS centres are not normal schools. There is a hetrogenious group of children in the EGS centres. To facilitate the EGS Guruji in the learning of the children in the activity based approach, it is necessary to trained them in the new methodology. The main objective of the training is as follows

Objectives :

- To orient them about SSA activities.
- To know the nature of the EGS centre.
- To orient them about the leaving process of the child.
- To orient them activity based approach.
- To orient them about the function and duties of the VEC.

Out Come :

- They can easily handle the activity based class.
- Manage to handle multigrade, multilable situation in the class room
- He can involve the community in the EGS centres

Target Group :

EGS Guruji

Content :

Academic
Managerial
Class Room Management

Methodology :

Participatory and group discussion

Duration : 30 days

Venue : District / Block Level

TIM to EGS Centre :

As per the guide line for the smooth running of the centre an amount of Rs. 1100 per annum per centre will be provided.

Contingency to EGS centre :

As per the guide line for the smooth running of the centres an amount of Rs. 469 - per annum per centre will be provided.

Text Book :

Provision has been made in the budget for providing free Text Books to the students @ 100 per child.

Contingency :

For the District level management and office contingency an amount of Rs. 3000/- per month has been budgeted

Mobility :

For monitoring and supervision of District staff an amount of Rs. 2000/- per month has been budgeted.

ALTERNATIVE AND INOVATIVE EDUCATION

Adolescent Girls Camp School :

The geographical conditions and the Tribal in habitations compels the adolescent girls not to go to the schools or to leave the school half way. A large number of adolescent girls are not in the schools. To mainstream them or to built their capacity to manage in the society smoothly 20 nos. of adolescent girls camp are proposed to be opened. They will remain in the camp from 6 to 18 months as per need and will be mainstreamed. The main objective of the adolescent girls camps are

Objective :

- To bring the out of school girls to the camp
- To motive for mainstreaming
- To bridge the gap of study
- To capable her to maintain the family.

Out put :

- All the adolescent girls will get elementary educated.
- Family maintain will be easy.

Target Group : Adolescent Girls

Resource person : BRP/ CRP DRG members

Content : Academic managerial

Methodology :

- Participatory
- Group Discussion
- Camp Living

Duration : 6 month to 18 month

Vanne : Block Level

Extra provision for residential schools for Tribal Blocks (5 Nos.)

Gajapati district consist of five tribal blocks, tribal children are first generation learners. List of the children left the school half way as they remain with their parents and engaged in the house hold works. The performance are of the students who remain in the residential schools are better than the residential schools in the blocks. Now we have proposed accommodate 10 to 20 students in each Ashram schools. The expenditure will be borne by SSA norms. In this provision 500 students of five tribal blocks will be benefited

Gosani and Kashinagar blocks are non tribal blocks through some tribal G.P.S. are there. Out of these two blocks there is only one residential Ashram in Gosani block. There is no provision of mini Ashram like those are in the tribal blocks. So if five each normal schools of these two blocks will be converted in to mini Ashrams, a 400 nos. of students of poor and tribal category out of school children will be benefited.

Summer Camp :

Week students leave the school with a tears as they are engaged house hold work and they have no study atmosphere in their home. Those week students will be identified by the CRP and provided coaching by the tutor in summer camp.

Keeping in this view we proposed to open maintain 62 summer camps in 7 blocks in his camp 20 nos. of week students will be facilitated.

TABLE : C : FRESH PLAN FORTHCOMING YEAR 2001-2002
MAJOR INTERVENTION : EGS

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for Implimentation	Remarks
1	2	3	4	5	6	7
1	Remuneration to EGS Guruji	30	0.010	3.600	DPO	Remuneration @ 1000 per Guruji
2	30 days Training Cost for EGS Guruji @ 1500 per Guruji	1	0.150	0.150	BRP/CRP	Rs. 50 per Guruji per day
3	TLM to EGS Centre	30	0.011	0.330	DPO	Rs. 1100 per Centre
4	Contingency to EGS Centre	30	0.005	0.150	DPO	Rs. 50 per Centre
5	Text Books to EGS Students	900	0.001	0.900	DPO	
	Ceiling for EGS Center @rs 845/child for 900 children			7.605		
	Total			7.605		

MAJOR INTERVENTION : ALTERNATIVE AND INOVATIVE EDUCATION

Activity Code	Activity Description	Physical Target for Quantum	Unit Cost	Estimated Financial Outlay	Implimentation Agencies and Time Period for implimentation	Remarks
1	2	3	4	5	6	7
1	Adoloscent Girls Camp School for 1000 children.	1000	rs 15 per child per day.	27.00		for 6 month
2	Extra Provision in Residential Schools for Tribal Blocks	1200	rs 15 per child per day.	32.400		for 6 month
3	Converting 10 PS into Mini-Ashram (2 no. Tribal Blocks)	150	rs 15 per child per day.	4.05		for 6 month
4	Summer Camp	62	0.004	0.248		
	Total			63.698		

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SI No	ABSTRACT OF SARVA SIKHSYA ABHIJAN.		
1	INNOVATION GRANT	AMOUNT	NORMS NO
			Norms-18-Innovation grant Ceiling upto 15 lakhs
a	ECCE	11.49	
b	GIRLS EDUCATION	12.94	do
c	EDUCATION FOR SC&ST CHILDREN	6.508	do
d	COMPUTER EDUCATION	11.4	do
	Sub total	42.338	
2	E.G.S	7.605	Ceiling for EGS center @Rs 845/child for 12100 children
	Sub total	7.605	
4	I.E.D	3.239	Ceiling 270 children x Rs. 1200. Norms-15.
5	Planning for Pedagogcal Improvement	AMOUNT	NORMS NO
a	SIG @ Rs. 2000/- to 155 UPS (Norm-10)	1.940	Norms-10
b	TLM Grant @ Rs. 500/- to 636 UPS Teachers(norm-11)	2.610	Norms-11
c	Free Text Books to all Students (norm-5)	15.696	Norms-5
d	Twenty days Inservice Training to all UPS Teachers(norm-12)	8.400	Norms-12
e	Salary to 124 Additional Teachers(norm-01)	9.600	Norms-01
f	60 days Training for Untrained Teachers(norm-12)	1.680	Norms-12
g	BRG Training to UPS Teachers(norm-12)	0.196	Norms-12
h	Training to all UPS Teachers on Pedagogical Issue(norm-12)	2.940	Norms-12
i	Monitoring and Academic Supervision(norm-16)	0.500	Norms-16
j	CRC Contigency(norm-19)	2.380	Norms-19
k	T.L.M Grant to BRC(norm-19)	0.350	Norms-19
l	T.L.M Grant to CRC(norm-19)	14.280	Norms-19
m	Repair & maintainance grant(norm-7)	4.850	Norms-7
n	TLE Grant to 62 UPS(norm-9)	2.500	Norms-9
	Sub total	67.922	
6	COMMUNITY MOBILISATION	6.576	Norms-14.Ceiling 2128 habitationsx8 membersx2 dayxRs.30
7	CIVIL WORKS	62.600	33%
	Grand Total	190.280	

SI No	ABSTRACT OF SARVA SIKHSYA ABHIJAN.		
1	INNOVATION GRANT	AMOUNT	NORMS NO
			Norms-18-Innovation grant Ceiling upto 15 lakhs
a	ECCE	7.49	
b	GIRLS EDUCATION	12.94	do
c	EDUCATION FOR SC&ST CHILDREN	18.208	do
d	COMPUTER EDUCATION	11.4	do
	Sub total	50.038	
2	E.G.S	102.245	Ceiling for EGS center @Rs 845/child for 12100 children
3	A.I.E	63.698	Rs.15/child/day.
	Sub total	165.943	
4	I.E.D	3.239	Ceiling 270 children x Rs. 1200. Norms-15.
5	Planning for Pedagogcal Improvement	AMOUNT	NORMS NO
a	SIG @ Rs. 2000/- to 155 UPS (Norm-10)	3.100	Norms-10
b	TLM Grant @ Rs. 500/- to 636 UPS Teachers(norm-11)	3.600	Norms-11
c	Free Text Books to all Students (norm-5)	17.316	Norms-5
d	Twenty days Inservice Training to all UPS Teachers(norm-12)	8.400	Norms-12
e	Salary to 124 Additional Teachers(norm-01)	22.320	Norms-01
f	60 days Training for Untrained Teachers(norm-12)	1.680	Norms-12
g	BRG Training to UPS Teachers(norm-12)	0.196	Norms-12
h	Training to all UPS Teachers on Pedagogical Issue(norm-12)	2.940	Norms-12
i	Monitoring and Academic Supervision(norm-16)	0.500	Norms-16
j	CRC Contingency(norm-19)	2.380	Norms-19
k	T.L.M Grant to BRC(norm-19)	0.350	Norms-19
l	T L.M Grant to CRC(norm-19)	14.280	Norms-19
m	T.L.E GRANT TO 111 NPS(norm-8)	11.100	Norms-8
n	Salary to 71 CRC (norm-19)	68.160	Norms-19
o	Repair & maintainance grant(norm-7)	47.150	Norms-7
p	TLE Grant to 62 UPS(norm-9)	31.000	Norms-9
q	Salary for 301 P.S teacher(norm-1)	4.515	Norms-1
	Sub total	238.987	
6	COMMUNITY MOBILISATION	6.576	Norms-14.Ceiling 2128 habitationsx8 membersx2 dayxRs.30
7	CIVIL WORKS	228.750	33%
	Grand Total	693.533	



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