

# DISTRICT ELEMENTARY EDUCATION PLAN

# ANUGUL

Government of India

Ministry of Education



## SARVA SHIKSHA ABHIYAN

A ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY,  
BHUBANESWAR, ORISSA.

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# CHAPTER – I

## District Profile of Angul District

### 1.1 Historical Background:

The newly Angul District came into existence from April, 1993. It is a part of the old Dhenkanal district.

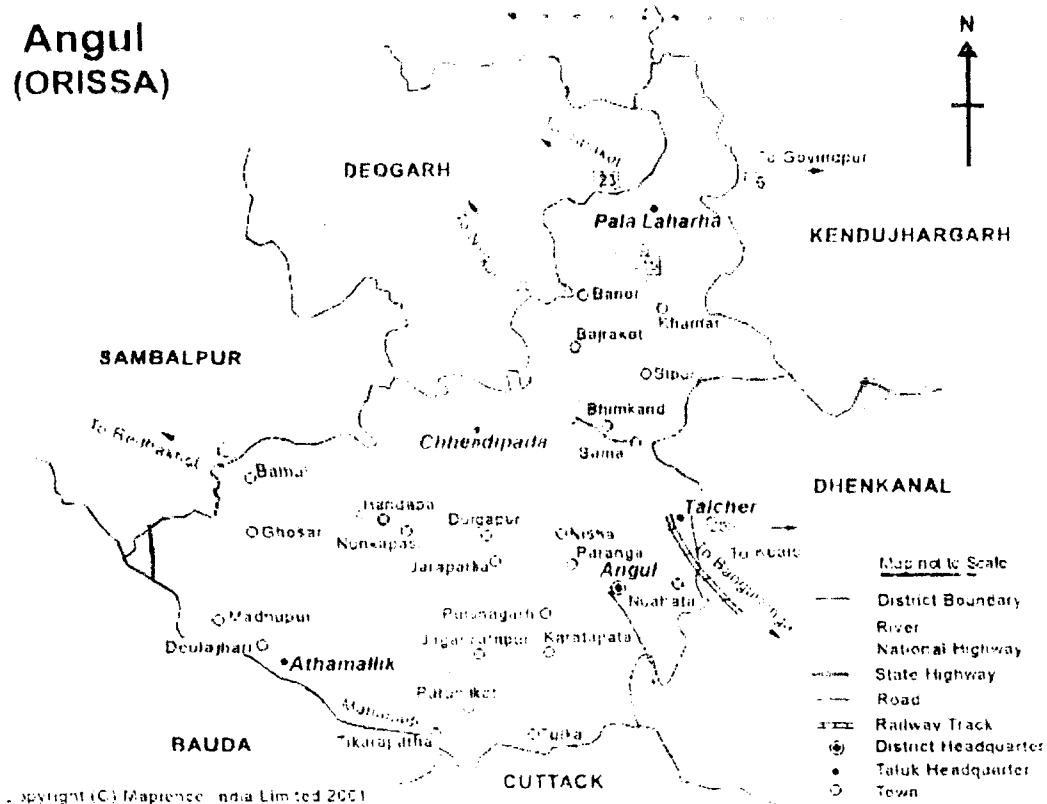
River Mahanadi flows in the boundary line of west and south of the district. It covers a total area of 6232 sq. kms. The forest area of the district is 2716 sq. kms. which accounts nearly 40% of the total area of the districts. Out of this 1760 sq. kms are reserved forest. The district has three natural divisions N.E. Hill region, hills of south western region and vally of river "Brahmani". The climate is hot, dry and sub-humid with an average rain fall of 1300 - 1400 m.m. The district contains four sub-divisions i.e. Angul, Athamallik, Talcher & Pallahara with 8 Blocks. Talcher is famous for coal mines and Angul is famous for National Aluminum company. The two other sub-divisions Pallahara and Athamallik situated in the dense forest. So Angul and Talcher located with thick population. The main tourist place of the district asre Tikarpada, Khaludi, Deulajhari, Rengali Dam Project, Ananta Sayan.

Malyagiri is the biggest mountain of the District which situated at Palahara Sub-division. The tribal cast like Bhuyan, Sahar, Ganda, Kolhakoda, Kondha etc. are living in this hilly areas.

Goddess Budhi Thakurani, Hingulai, Maheswari Devi, Panchmesarat and "Ma Kundherbera" are worshiped in different places of the district.

## Geographical Location and Area:

The district is situated in the centre of the State of Orissa. The district is surrounded by Dhenkanal district in the east, Deogarh district in the north, Cuttack and Nayagarh district in the south, Boudh district in the south west, Sonepur and Sambalpur district in the west. It covers a total area of 6232 sq. kms.



The forest area of the district is 2716 sq. km. Which accounts nearly 40% of the total area of the district. Out of this 1760 sq. km are reserved forest. The district has three natural divisions. N.E hilly region, hills of south western region & the vally of river “Brahamani”. The climate is hot, dry and sub-humid with an average rain fall of 1300 - 1400 mm. Protected forest area is 273.21 sq. kms.

## 1.2 Land and Soil:

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

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

## 1.3 River:

Mahanadi Brahmani, Tikira Samakoi, Andhari, Mankada Lungara, Manjor are flowing in the district.

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

## 1.4 Climate and Rain Fall:

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

## 1.5 Forest:

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

## 1.6 Mineral Resource and Industries:

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

## 1.7 Language:

Oriya is spoken by 95%

Hindi 02%

Tribal Language 03%

## 1.8 Religion:

Hindu 98%

Muslim 01%

Christian 01%

## 1.9 Tourist Place:

There are a number of Tourist spots in the district like Tikarapara, Satkosia Gand, Deuljhari, Phuludi and rengali Dam. Tikarapara is well known for its natural scenery and crocodile project. Deuljhari in Athamallik is famous for its hot spring. Rengali project is a very good place for boating.

## 1.10 Administrative set up:

1.	No. of Sub-Division	: 04
2.	No. of Tahasil	: 05
3.	No. of C.D. Blocks	: 08
4.	No. of Gram Panchayat	: 180
5.	No. of Urban Area	: 10
6.	No. of Inhabited Village	: 1635
7.	No. of uninhabited Village	: 287
8.	No. of Police Station	: 20
9.	No. of Fire Station	: 05
10.	No. of Assembly constituency	: 04

### **1.11 Road and Communication:**

Most of the villages of the district are not connected with roads. The main towns are connected with the district headquarters by pucca road.

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

Nutrias food is served to the children of age group of 3 – 5 through Anganwadi centres. Free vaccine such as Polio, BCG, Cholera and Triple Antigen area supplied to the children of above age group.

### **1.13 Occupation Pattern:**

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

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

#### 1.14 Socio-Cultural and Economic Feature:

Durga Puja, Laxmipuja, Manabasa Gurubar, Dola, Danda and Raja Parba are observed by the people. In hilly areas of Palalahara sub-division tribal people observe Nuakha, Ama Nuakhia and Raja Sankranti.

#### Land Utilization and Cropping Patter in the Block area.

Table - I

Name of the Block	Forest Area	Pasture of grazing land	Cultivated waste land	Non-agricultural use	Barrier land	Current follows	Miscellaneous Crops	Other fallows
Angul	7823	3272	883	4549	379	4041	954	4746
Athamallik	21008	1967	2955	8210	2358	10801	553	4222
Banarpal	881	2024	1517	6629	245	2789	281	1408
Chhendipada	13940	3441	2363	3450	1013	7129	1474	4741
Kaniha	23085	1302	1830	5194	1729	3448	629	2466
Kishorenagar	24149	1799	1364	2517	1559	6605	1075	4711
Pallahara	39266	1858	1966	3630	2188	4720	429	1624
Talcher	4857	1124	752	3605	23	3019	387	1382
	135009	16787	13630	37784	9494	42552	5782	25300

Source: District Statistical Hand Book 1997.

#### Other Infrastructure:

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

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



## CHAPTER – II

### EDUCATIONAL PROFILE:

#### Introduction:

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

1.	Administrative structure of supervising officials:	
	(a) No. of District Inspector of Schools	: 04
	(b) No. of Deputy C.I. of Schools	: 01
	(c) No. of Sub-Inspector of Schools	: 26
2.	No. of Primary Schools	: 1077 (Government)
3.	No. of Upper Primary Schools	: 270
4.	No. of TRW Primary Schools	: 20
5.	No of TRW UPS	: 10
6.	No. of Sisumandir	: 06
7.	No. of Integral Schools	: 04
8.	No. of Public Schools	: 06
9.	No. of AWC	: 426 + 28 (Private)
10.	No. of NCLP	: 76
11.	No. of High Schools	: 153(127+26Pvt.unaided)
12.	No. of + 2 College	: 20
13.	No. of + 3 College	: 12
14.	No. of Vocational College	: 05
15.	No. of SE Schools	: 02
16.	No. of Teachers (working in the Pry. Schools)	: 2704 (Sanctioned)
17.	No. of Teachers working in UP Schools	: 1215
18.	Total Enrolment (Primary)	: 93104
19.	Total Enrolment (Upper Primary)	: 28909
20.	Total Enrolment (Primary + Upper Primary)	: 122013

The present status of the Elementary Education of eligible children of the district in the schools can be seen from the enrolment position, the proportion of the children out

of the school, the adequacy of teachers imparting education and the physical climate of the schools of the district.

### **Enrolment Position.**

The number of children in primary schools (age group 5 – 11) and in Upper Primary Schools (age group 11 – 14) can be seen from the Table wise.

The child population in the group of 5 – 11 is 123047. The survey report indicates that 88670 children study in primary schools in the age group of (5 – 11). The total enrolment in primary classes is 93,104. This indicates that 4,434 over-aged children are in primary education. The female in the age group of (5-11) is 59,654, where as the male is 63,394. The sex ratio is very depressing in the new generation. The survey report indicates that there are 25,906 children who are drop-outs. The district is currently experiencing 22.6% drop outs. This is alarming situation representing wastage in education. If we take into account the repetition in any of the classes, more than 25% of the children take more than 6 years to complete primary education. Thus, there is also presence of over-aged children in schools. Total 34378 children are out of school (6-11) at present. Of them 8472 children are never enrolled. This constitute around 9.6% of the total child population. An alarming picture emerges if we take only 9+ children who have not stepped into schools and feel displeasure's coming into formal schools and joining junior classes. It is more for girls. Enrolment ratio between girls: boys is 45:55. The net enrolment ratio in the primary schools for (5-11) age group children in Angul is 72%. If we take into consideration the grade transition ratio, repetitions for children who are enrolled in schools, the situation is more depressing. The class-wise net enrolment ratio (5 classes in 5 years) will be (54 – 56).

There are 2704 sanctioned teachers posts in primary schools. This is comfortable if we take into account pupil teacher ratio which is 1:40. The absolute requirement will be around 2400 more teachers if SSA proposal for 1 teacher for 1 Class room is entertained. Since the Government of Orissa may not be able to sustain this. This provision may sound quite uneconomical for most of the schools according to number of students enrolled.

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

- Special education for girls (9+ and non-enrolled)
- Remedial camps to check future flow of drop-outs.
- Schools within 1 Km.
- Hostel facility for ST girls.
- Community Interest in Education.
- Teaching aptitude.

In Upper Primary Schools 28,909 children are studying now. Of them, 27,532 children are in the age group of 11 – 14. The incidence of over-aged children in the

Upper Primary School is 1,367. The most disturbing picture is the out of school children in the age group of (11-14) years. 22,558 children are out of school in this

age group. Of them, the number of children who are drop outs are 16,999. 38.1% children those who have joined schools at some time are now drop outs. As mentioned earlier, the proportion of children who are at least class-III pass outs are less than 40%. Between Classes V and Classes VI the drop out is 38%. So, at higher level also, we see sudden decrease in enrolment. Remedial camps are also needed at this stage both for boys and girls. For girls the drop out at this stage is 43%.

There 5639 children in the age (11-14) who have never attended school. In order to provide their elementary education bridge courses is necessary. The duration may vary from 12 - 18 month or more for them depending on their understanding. In other words 2 to 3, 6 months courses are required for such typical groups (both for imparting primary and upper primary education). Their parents need to be motivated to make our design successful.

The pupil teacher ratio according to the current enrolment is comfortable at present. But, there is huge shortage of subject teachers. The government has already initiated process to fill up the vacancy. But considering that there are 22,558 children yet to be streamlined in the educational set-up as well as flow of additional children (pass out) rate/grade transition rate) to class-VI the demand for teachers will be very high.

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

### **Opportunities, Educational Infrastructure for Elementary Education**

There are 1077 Government primary schools, 9 local bodies out 5 privately managed schools in the district. There are 284 Upper primary schools in the district. The Government managed school (Upper Primary Schools) is 270. The district has 8 blocks and 188 Gram Panchayats. There is no resource supporting unit either at the block or at the cluster level. Cluster level meetings are held once in a week. There is no sufficient material available for incorporating changes in classroom practices. The teachers hardly get any exposure to trainings once they are included. Absence of rationalization in deployment, transfers further compound problems for remote areas, where the picture is already bleak. (Borlevana, Nagra) Hilly areas of Athamalik, Palahara, Angul (Umarkote, Jagannathpur, Kothahuiguda, Ballang, Balipasi) suffer the most from this syndrome. Here we find higher incidence of single teacher schools. Only 464 villages are served by ECE centres. This shows the shortages of this facility in the district. Malnutrition is level in compounded by regular occurrence of drought and flood in almost every 2/3 years.

### Physical Infrastructure:

There are 26 buildingless schools (8 Primary + 18 Upper Primary) in the building. 167 primary schools leave only one room. The introduction MDM preparation at schools have compounded the shortages of space further in these schools. The corresponding figure for upper primary school is 108.

### Primary:

Two roomed primary and upper primary schools are 404 and 161 respectively. At the same time 119 primary schools have more than 5 rooms. Here student strength is high and also upper primary schools function here. Only 780 primary and 169 upper primary schools are totally pucca. 217 primary and 83 upper primary schools are partly pucca and partly Kacha. Others are thatched schools.

### Unserved Habitations:

There are 285 habitations with upper primary education facility. The state norms says that upper primary schools are to be provided within 3 kms required given the population. 517 habitations remain unserved. In otherwords, 21.57% of the population is devoid of any educational opportunities for upper primary schools. The number of unserved habitations for primary education in the district is 527. The ratio of primary to upper primary schooling opportunities is 384. Provision of upper primary schools is in the ratio of 1:2 as envisaged in SSA may not be economical for the State Government to sustain. And, the state still follows the twin criterion for setting up primary and upper primary schools.

Type	Primary		Children
	Distance	Population	
Plain Area	>= 1 Km	300 +	40 +
Hilly Area	>= 1 Km	200 +	25 - 30

For upper primary the population norm is 500 + and the distance is  $\geq$  3 Km

### The Requirement of Schooling Opportunities

#### Primary Schools

Only 34 habitations qualify to avail primary schools. Nearly 97 habitations are likely to be benefited (within 1 Km. Range) with this opportunity. There is demand for 282 EGS centres. This is likely to serve 410 feeder habitations.

### Upper Primary Schools:

44 habitations qualify for formal upper primary school according to our State norms. This will serve around 169 habitation (feeder habitation). 70 unserved habitations qualify for EGS upper primary schools. In these habitations we find atleast 20 - 22 Class - V pass out children. The other children discontinued due to distance matter. The teachers hardly notice these habitations. The VEC representation in these area is negligible. There is negligible presence in school management committees or in school affairs. Opening of these schooling opportunities will help children of 225 more habitations who are deprived of elementary education.

38 EGS (Primary Schools) are to be upgraded to formal schools after 4 years with requisite presence of student strength. 20 EGS (Upper Primary) is to be upgraded to formal upper primary schools. These centres will have more strength with the functioning AIE Centres. The students from there centres are to mainstreamed after acquiring education correspond to their age.

### No. of Habitations with respect to population:

Table - 1

	5000+	2000-4999	1000-1999	500-999	300-499	100-199	Less than 100
General	1	36	161	366	384	907	541
SC	0	1	8	25	43	125	82
ST	0	2	4	37	63	262	202

2 11 22 39 24 1

### Habitation served by Primary and Upper Primary Educational facilities:

Table - II

No. of Habitation with UPS	No. of Habitation in the feeder villages of UPS in less than 3 kms	Habitation with distance more than 3 Kms from UPS	Population unserved by UPS	No. of unserved habitations greater than for P <sub>1</sub> Schools
285	1879	517	2157	527

**Physical Infrastructure classroom wise in Primary and Upper Primary Schools:**

**Table - III**

	Buildings	1 Room	2 Room	3 Room	4 Room	5 Room	6 - 7 Room	8 - 9 Room	10 above
Primary	8	167	404	257	132	68	45	7	9
Upper Primary	18	108	161	17					

**Physical Infrastructure type of building-wise in Primary and Upper Primary Schools:**

**Table - IV**

	Pucca	Partly Pucca	Katcha	Thatched Hut	Tent	Open Space	Total
Primary	780	217	47	42	0	5	1091
Upper Primary	169	83	21	11	0	0	284

**Anganwadi Centre/Balwadi in Angul:**

**Table - V**

AWW/ Balwadi	Independent Pre-Primary School	No. of attached Pre-primary classes	Proposal for Anganwadi Centres	DEEP	W & CD
426	14	14	435	200	235

**Projection of Teachers, Students, Schools (including camps) in Primary Education:**

Table VI represents the projection of net enrolment ratio, drop out, incidence of never enrolled children and teachers requirement (being deflated with respect to the EGS and AEI centres and current sanctioned strength in the district) in Angul District for primary education

**Table -VI**

**Primary Education (5 - 11)**

Years	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Reduction in drop out rate(In percentage)	6.6	4	5	4	2	1	0	0
Reduction in never enrolled children (in percentage)	4.6	3	1	1	0	0	0	0
Teachers requirement( in cumulative)	-	21	159	265	545	656	710	761
NER	78	86	89	94	98	99.9	100	100
New Primary Schools (in cumulative)	34	34	34	34	34	34	34	34
EGS -Primary Centres	382	382	382	382	382	382	382	382
Teachers in New Primary Schools	68	68	68	68	68	68	68	68
Instructors in EGS upper primary schools	382	382	382	382	382	382	382	382
AEI camps for over aged/diffic ulty to get drop outs and never enrolled children(9-11)	RCC Primary	181	181	102	60	41	30	21
	Camp Schools - Primary (all types)	300	300	157	67	41	21	21
	Total	481	481	259	127	82	51	42

**Projection of Teachers, Students, Schools (including camps) for Upper Primary Education:**

Table VII represents the projection of net enrolment ratio, drop out, incidence of never enrolled children and teachers requirement (being deflated with respect to the EGS and AIE centres and current sanctioned strength in the district) in Angul District for upper primary education

**Upper Primary Education (11 – 14)**

**Table - VII**

Years	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Reduction in drop out rate	13.1%	12%	7%	4%	2%	0.15%	0	0
Reduction in never enrolled children	15%	3%	1%	0	0	0	0	0
Teachers requirement( in cumulative)	-	-	117	219	341	433	504	535
NER	63	71	82	87	93	97	100	100
New Primary Schools (in cumulative)	44	44	44	44	44	44	44	44
EGS –Upper Primary Centres	70	70	70	70	70	70	70	70
Teachers in New Primary Schools	88	88	88	88	88	88	88	88
Instructors in EGS upper primary schools	140	140	140	140	140	140	140	140
AIE camps for over aged/difficulty to get drop outs and never enrolled children	RCC Upper Primary	600	362	216	180	60	11	11
	Camp Schools UP.	461	361	150	40	40	10	10
	Total	1061	723	366	220	100	21	21



**Table –VIII** represents population projection in the age group of 5-11 years for each year from 2001-02 to 2009-10. The child population in this age group is likely to be increased by 12.65 % according survey (interpolation for other years : 2006 onwards).

**Table –IX, X** represents projection of children in different primary classes for each year from 2001-02 to 2009-10. The grade transition rate is likely to increase with the introduction of the project. Initially the proportion of class I and class II will reduce considerably for the proposed remedial camps. The introduction of camps school provision will help enrolment of more children in class-III and above. By 2008-09 the district will achieve 0 % drop out and Zero never enrolment children

**Table –XI** represents population projection in the age group of 11-14 years for each year from 2001-02 to 2009-10. The child population in this age group is likely to be increased by 12.46 % according survey.

**Table –XII, XIII** represents projection of children in different upper primary classes for each year from 2001-02 to 2009-10. The grade transition rate is likely to increase with the introduction of the project(from Class-I to – V, Class V and above). Initially the proportion of class V pass outs will rise considerably for the proposed remedial camps and reforms in the primary education. The introduction of camps school provision will help enrolment of more children in higher classes. It is projected that drop out rate which is currently at 38.1% will gradually phase out with the measures (as mentioned in Table VI & VII) by the end of 2008-09. The district is projecting achieve Zero never enrolled children in the age group of drop out 11-14 by the year 2007-08. The table-XIII represents proportion of children in the age group of 11-14 in Upper Primary Education. By 2009-10 all the children in the age group of 11-14 will be availing upper primary education.

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

## CHAPTER – III

### PLANNING PROCESS:

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

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

#### Survey

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

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

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

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

A convergence meeting was conducted at the district headquarters on 12.11.2001. All the Sarapanches of the district were involved. The district level officers and officers of Education Department have attended the meeting. Aims and objectives of the S.S.A.

were discussed in the meeting. They specified their need-based problems and their strategies, which are included in the perspective plan.

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

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

### Meetings and Discussions held in the District.

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

Sl. No.	Groups	Issues identified
1.	Parents, Teachers and Students	<ol style="list-style-type: none"> <li>1. Women in the village have little involvement in school activities.</li> <li>2. Girl children look after their youngsters when their parents are on cultivation</li> <li>3. Engagement of teachers in non-teaching activities.</li> <li>4. Teaching hampers due to vacancy of teachers.</li> <li>5. No of school in some habitations.</li> <li>6. Lack of motivation in parents to enroll and retain their children in schools.</li> <li>7. No Agency take care of the building of urban areas.</li> <li>8. There is no coordination among local urban body</li> </ol>

		<p>and educational supervising authorities.</p> <ol style="list-style-type: none"> <li>9. Qualitative difference is found in between English medium schools and general primary schools.</li> <li>10. Urban area lack of I.C.D.S facility.</li> <li>11. Lack of S.U.P.W. activities in schools.</li> <li>12. Curriculum is not need based in rural areas</li> <li>13. The School Committee remains inactive to mobilize children.</li> <li>14. Promotional perspective investments and award to teachers lack scientific judgment of reports to districts.</li> <li>15. Lack of achievement level by rural students due to negligence of the teachers.</li> </ol>
2.	Z.P. chairman, Block and Municipality/ N.A.C. chair persons, planning team members bd.'s and Dist level officers	<ol style="list-style-type: none"> <li>1. Different language Oriya, Urdu, Bengali. Hindi are spoken in the district.</li> <li>2. Some remote area and inaccessible area are away from the present cultural main stream of the district.</li> <li>3. Teacher's absenteeism in accessible area.</li> <li>4. Dire poverty of the people in the district</li> <li>5. Most of the families are illiterates.</li> <li>6. Need of co-ordination among all related department.</li> <li>7. Lack of convergence with different target groups of society.</li> <li>8. Lack of adequate incentives to both students and teachers.</li> <li>9. No facility of Early Childhood Care and Education in urban area.</li> <li>10. Lack of P.T.A and M.T.A.</li> </ol>
3		<ol style="list-style-type: none"> <li>1. Children have to travel long (2 kms. &amp; more) to reach school.</li> <li>2. School building are not safe.</li> <li>3. More than 2 classes held in one classroom.</li> <li>4 Uncomfortable sitting arrangement</li> <li>5. Limited rooms are also used for storage &amp; M.D.M.</li> <li>6. Roadside schools with no boundary walls are always prone to accident.</li> <li>7. Children fail to gather minimum knowledge</li> <li>8. Teachers do not stay in feeder village</li> <li>9. Lack of interaction between villagers/parents</li> <li>10. Improvement of teachers in MDM robs their valuable teaching time.</li> </ol>

		<p>11. Teacher's do not attempt to impart teaching in friendly manner.</p> <p>12. Lack of regular supervision and academic monitoring the school.</p> <p>13. Teachers are helpless regarding irregular attendance of teachers.</p> <p>14 Textbooks are not available in time. Some parents find it costly to buy.</p> <p>15. Migrating parents do not find residential schooling facilities for their children. (Angul, Falcher)</p> <p>16 Drop-outs : there is no specific provision to teach them beyond schooling times.</p>
4.	All Block level officers/Chairman/all P.S. members/Sarpanches/Ward members.	<p>1. Provision of adequate contingency for schools.</p> <p>2. Lack of retention for S.C. and Muslim children.</p> <p>3. Superstitions of minority groups.</p> <p>4 Overloaded syllabus</p> <p>5. Land property of the schools being encroached by the villagers.</p> <p>6. Non-availability of plan ground for each school.</p> <p>7. No regular health check-up for school children</p> <p>8. Teachers don't adopt child centered and joyful learning approach.</p> <p>9. No facility for labor class for attending the school due to the timetable.</p> <p>10.V.E.C and teachers are ignored in infrastructure development</p>
5.	Villagers and PRI, Panchayat Samiti Members	<p>1. School in each habitation or within 1-km distance.</p> <p>2. Condition of the building.</p> <p>3. Inadequate class rooms</p> <p>4. Lack of basic infrastructure facilities.</p> <p>5. Inadequate teaching</p> <p>6. Irregular teachers</p> <p>7. Poor quality of teaching</p> <p>8 Non-availability of teaching aids.</p> <p>9. Lack of villagers – teaching relation</p> <p>10 Teachers do not stage in the school premises</p> <p>11. Involvement of teachers in M.D.M work</p> <p>12. Lack of proper supervision of schools</p> <p>13. Lack of orientation to teachers on modern concept of learning.</p> <p>14. Irregular attendance of the students at the schools</p> <p>15. Poverty of the parents.</p> <p>16. Lack of free textbooks to poor children.</p> <p>17. M.D.M not qualitative and quantitative</p>

		<ul style="list-style-type: none"> <li>18. No step to check the dropouts.</li> <li>19. Language problem in Muslim and Bengali dominated pockets.</li> <li>20. Lack of pre school facility.</li> <li>21. No provision for beautification of school campus.</li> <li>22. Non involvement of the community for the improvement of enrolment position and other developmental work of the school.</li> <li>23. No provision of schooling facilities for the children of migrant families.</li> <li>24. Lack of schooling facilities for special class of children like Scheduled Caste, Muslims, and Child labor.</li> <li>25. Lack of Provision for interaction between the villagers with authority of Education Department and block/district administration.</li> <li>26. Lack of communication facilities in flood-affected blocks where river rivulets and nalas exist.</li> </ul>
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6.	<p>Teacher group- Primary teacher, U.G.M.E teachers Welfare Department teachers.</p>	<ul style="list-style-type: none"> <li>1. Pupil teacher ratio is high in places.</li> <li>2. Difficulty in multigrade teaching.</li> <li>3. Non-cooperation of villagers in educational activities.</li> <li>4. Interference of local politicians in transfer of teachers and school administration.</li> <li>5. There is no provision of reward and punishment for deserving teachers</li> <li>6. There is no feeling of ownership of the Educational institutions in the villages.</li> <li>7. No involvement of Youth Clubs and NGOs in environmental building.</li> <li>8. Teacher's irregular in their duty.</li> <li>9. Long staying of a teacher in a place makes the job boring.</li> <li>10. Schools are among from the villages often students have to cross the high ways, railway lines, rivers etc.</li> <li>11. Books are not supplied to the reserve are going of students and poor needy students.</li> <li>12. Students are not given incentive like N.C.L.P. and welfare schools.</li> <li>13. Imposition of fees for Examination, functions related to schools discourages the children for attending the schools sometimes.</li> </ul>
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# **CHAPTER –IV**

## **ISSUES AND STRATEGIES**

### STRATEGIES FOR ISSUES IN ELEMENTARY EDUCATION:

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

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

#### **Issues related to Retention:**

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

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



	SC ST IFDA Edn.	tribal dialect - Subject specific discussion, analysis.
6	Lack of Interest among parents to send their children to school  PRI  Access/AIF	- Motivation to parents - Incentives, MDM rice etc. - Opening of special schools for working children/ migratory children/ children of socially backward groups - Flexible school timing in selected areas.
7	MTA to be motivated   Welfare Department UNICEF	- 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.
8	ITDA TRW Health	Appointment of tribal teachers in tribal area - Development & supply of Text book in tribal languages particularly in Palahara, Athamallik Block
9	Poor co - curricular activities including physical education games & sports PRI  STS  STS High School PET	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 Development of physical education Mass drill. Help of local High School PET to be taken
10	Poor Health of Children Health & F.W. UNICEF	Regular Health Check up of Children by local health workers & doctors/ health card to children

11	Poor Economic condition of SC & St & BPL people PRI TRW ITDA	- 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.
12	Need of additional classroom PRI DRDA	Additional classroom should be constructed as per need
13	Toilets UNICEF DRDA, DEFP	Construction of toilet in every school is barely required
14	Drinking water UNICEF DRDA, DEFP	Tube well should be installed in every school
15	Boundary wall and Electrification DRDA, DEFP	For butification of schools

### Issues Related to Capacity Building

Infrastructure 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.

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

Academic support group at block and clusters

1. Forum for discussion
2. Felicitation to good teachers

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

The details of issues & proposals are stated below.

Sl No	Issues / Problems	Possible Strategies
1	Non involvement of VEC members & PRIs in school management system & Absences of community ownership DEEP DEEP	<ul style="list-style-type: none"> <li>- Orientation Training of VEC members</li> <li>- Orientation of PTA, MTA &amp; NGO to involve them for all-round development of School</li> <li>- Formation of CRC &amp; BRC &amp; their orientation for community mobilization</li> <li>- Awards to best school committee.</li> <li>- Exposure visits</li> </ul>
2	DEEP	-Organisation of content oriented short term training

	DIET SCERT ST Schools	<p>programme on subjects like language, mathematics and EVS</p> <p>Libraries of schools CRC &amp; BRC should be enriched with Books.</p> <p>Training on preparation of low cost and cost teaching aids should be organized.</p> <p>Training on activity based teaching learning process</p> <ul style="list-style-type: none"> <li>- Organisation of field Trips to make teaching more interesting</li> <li>- Making centre meetings of teachers more useful by means of demonstration lesson workshop etc</li> <li>- Organisation workshops on new evaluation system</li> <li>- Development of films on teachings of selected topics.</li> </ul>
3	Poor supervision & monitoring	<ul style="list-style-type: none"> <li>- Orientation to S.I. of Schools</li> <li>- Establishment of CRC &amp; BRC with proper function</li> <li>- Block level information systems.</li> </ul>
4	Empowerment of DIET	<ul style="list-style-type: none"> <li>- Strengthening DIET Remuna</li> <li>- Improving infrastructural facilities of DIET like building, hostel, furniture, library, T.V. A.V. aids &amp; computer etc</li> <li>- Training to DIET personnel's</li> <li>- Involving DIET personnel's in supervision &amp; monitoring</li> <li>- Vehicle for supervision.</li> </ul>
5	Lack of resource support at cluster Block Level	<ul style="list-style-type: none"> <li>- Centre schools be converted to CRC</li> <li>- BRC building be constructed/ CRC building be constructed</li> <li>- CRC &amp; BRC to be equipped with furniture &amp; library</li> <li>- Appointment of BRC coordinator</li> <li>- Staff, stationary &amp; telephone facility to BRC</li> <li>- Supply of over head projector at BRC</li> <li>- Strengthening and empowerment of local resources support groups, exposures.</li> </ul>
6	Poor Incentive & recognition to teachers.	<ul style="list-style-type: none"> <li>- Cultivating competitive spirit among teachers in the field of innovative teaching, action research &amp; preparation of teaching aids.</li> <li>- Awards for 100% enrolment retention &amp; achievement</li> <li>- Field trips of teachers</li> <li>- Felicitation of teachers at block and Panchayat level every year.</li> </ul>
7	Poor Infrastructural facility at D.I. of School level	<ul style="list-style-type: none"> <li>- The D.I. of schools should be provided minimum infrastructural facilities like vehicles, computer etc.</li> <li>- Training to DIs, personnel.</li> <li>- Administrative reforms</li> </ul>

		<ul style="list-style-type: none"> <li>- Systematic transfer policy</li> <li>- Some of the administrative issues to be transferred to BRC level.</li> <li>- Early response to teachers grievances</li> <li>- Training to D.Is , S.Is &amp; H.M.s on school management.</li> </ul>
8	Creation Data base	<ul style="list-style-type: none"> <li>- Creation of Management Information system MIS</li> <li>- Construction of MIS room</li> <li>- Procurement of equipment like computers, Fax, Telephone Xerox machine type writer etc</li> <li>- Appointment of skilled staff for MIS to operate the system.</li> </ul>
9	Insufficient contingency	<ul style="list-style-type: none"> <li>- S I.G and T.I.G to be provided</li> <li>- Development of copus fund in schools</li> <li>-</li> </ul>
10	Inadequate Co-curricular activities	<ul style="list-style-type: none"> <li>- Incentives should be given for cultural functions.</li> <li>- Creation of school development funds</li> <li>- Contingencies to schools</li> <li>- Celebration of local festivals and involvement of parents there in.</li> <li>- Evaluation of students</li> <li>- Educational issues in Gram Sabha</li> <li>- Progress cards and health cards to be made available to parents</li> <li>- News paper to schools</li> </ul>
1	SME SCERT DIET	<ul style="list-style-type: none"> <li>- Appointment of additional teacher</li> <li>- Orientation on handling multigrade teaching</li> </ul>
2	Poor content knowledge of teachers	<ul style="list-style-type: none"> <li>- Orientation of teachers on content of subject</li> <li>- Conducting Refresher courses</li> <li>- Preparing &amp; providing teachers hand book.</li> <li>- Opening of library at school, CRC &amp; BRC Supplementary reading materials to be provided to teachers</li> </ul>
3	Lack of Knowledge on tribal dialect	<ul style="list-style-type: none"> <li>- Teachers in tribal areas should have knowledge on tribal language</li> <li>- S.T. teachers should be posted in tribal area</li> <li>- Teachers are to be oriented by CRC, BRC &amp; DIET institutes</li> </ul>
4	Unattractive class room process	<ul style="list-style-type: none"> <li>- Attractive teaching learning system/ ABC method approach.</li> <li>- Training on activity based learning, joyful teaching &amp; play way method</li> <li>- Emphasis on use of teaching aids, Action song, story telling &amp; dramatization etc.</li> </ul>
5	Improper Evaluation	<ul style="list-style-type: none"> <li>- Continuous &amp; comprehensive evaluation system</li> </ul>

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

### Problems in Access

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

Sl No	Issues / Problems	Possible Strategies
1	Lack of Primary Schools or Alternative Schooling facility within walk able distance Planning Access Access S & M.E. Department	<ul style="list-style-type: none"> <li>- The exercise of microplanning &amp; school mapping has been taken up to ascertain the needs of Primary Schools.</li> <li>- Opening of new Primary School / EGS &amp; AIE centre in un served habitation</li> <li>- Opening of hostel &amp; residential schools</li> <li>- Posting of additional teacher</li> </ul>
2	Physical Barriers like hills, forests, rivers & artificial barrier like railway etc & Highway Access	<ul style="list-style-type: none"> <li>- Opening of alternative school where state norm for Primary School is restricted</li> <li>- Recruitment of additional school teacher</li> </ul>
3	Building less Primary Schools In convergence with DRDA	<ul style="list-style-type: none"> <li>- Construction of School building/ additional classroom</li> </ul>
4	Poor & dilapidated school building never attract children (Community, PR, DEFP)	<ul style="list-style-type: none"> <li>- Major &amp; Minor Repair of School building</li> </ul>

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



## CHAPTER-V

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

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

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

1. Schools or EGS and AIE.
2. To achieve 100% of enrolment in both primary and elementary education.
  - 3.To reduce the dropout from 22.6% and 38.1% to zero during this stipulated time period(primary 22.6%,upper primary38.1%)
3. To raise the learning standard of primary and upper primary schools.
4. To develop the capacity of managerial and supervisory institutions relating to elementary education
5. Provision of adequate classrooms and teachers
6. Education is contextual and closer to life skills
7. Vibrant Resource Group and Research Institute

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

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

### **1. MAJOR INTERVENTIONS; PROJECT MANAGEMENT**

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

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

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

#### A. (1) Village level Management System

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

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

#### B BLOCK LEVEL MANAGEMENT SYSTEM:-

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

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

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

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

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

## CIVIL WORK

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

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

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

The following constructions are planned to be undertaken under Civil Works.

Objectives	Strategy	Activity	Target
To provide schooling facility within the reach of the community.	Opening of new primary and upper primary schools in unserved habitations as per state norms.	Construction of three roomed schools buildings for new schools for building less school Buildingless School	64
		Repair of schools	53 + 28
		Additional class room for children	All
		Rooms for Headmasters	671 + 269
		Removal architectural barriers	179
		Girls Hostel	265
		New ECCE centers	15
			180
To make school attractive for new learners.	Repair of dilapidated buildings	Repair of dilapidated schools buildings.	(365 through DPEP)

To accommodate all students in over crowded schools	Provide accommodation to all students.	Minor repairs of school buildings every year. Construction of addl. Class room	All schools to be provided funds in phase wise. 1091 primary schools and 284 for upper primary schools + new schools.
To provide schooling for girls	Providing residential school	Residential schools to constructed	15 schools
		Toilet facility	450
		Providing electricity facility/solar light, child friendly elements.	450
To attract girls to school and teach them good health habits.	Providing sanitary facility at residential schools.	Construction of toilets both for girls and boys residential schools.	To be provided with convergence in the other department.
To provide safety to children in risk prone areas.	Making provision for boundary walls in risk prone areas.	Construction of boundary wall in risk prone areas. Green fencing (noted in school improvement Intervention chapter)	161
To provide safe drinking water to schoolchildren	Installation of up tube wells in	Setting up tube wells	465
To establish right kind of communication network with block and cluster level.	Establishing block resource centres.	Construction of BRC building.	8
	Establishing CRCs	Construction of CRC room at cluster schools.	181
To facilitate data base at district	Establishing block resource centres.	Construction of one room at Block Headquarters/BRC/D. I. Office.	1
To facilitate the operation District Project Office	District will operate in Government building if available.	Maintenance of buildings.	To be met from project management
To build competency of teaching of teachers and orientation of Trs.	Providing accommodation facility to trainees and outside resource person and space for training.	Construction of 3 training hall for upgrading ST school, and conducting training programme	2

## PLANNING AND MANAGEMENT

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

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

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

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

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

The following activities have been planned under this intervention.

Objectives	Strategy	Activity
To strengthen the District Planning Team.	Providing orientation to planning team.	Organizing orientation programme/workshops state level for District Planning Team BRC planning team.
		Consultation for plan preparation
		Inviting personnel from STATE PROJECT OFFICE, NFIPA, EDUCIL for annual plans, NGOs, Functionaries of other departments.
	Providing scope for field visits to nearby DEEP district.	Selected personnel of D.P.E.P planning team will be facilitated to have interaction with planning personnel of other D.E.E.P districts.
To be sufficient with	Making the data informations	Organizing training programmes

required data & information.	available at BRC & CRC level.	for BRCCs, & CRCCs for collection of data informations.
		Providing contingent to BRCs & CRCs.
To identify the problems	Interaction with community	Organising conventions/Focus Group Discussions the areas where achievement level remains under average.
		Organising convergence meetings with Teachers, Officials, NGOs, PRIs,
	Interaction with BRCCs/CRCCs and other supervisory agencies.	Organizing meetings/conventions with BRCCs/CRCCs/supervisors i.e. Teachers co-ordinator.
	In depth studies	Studies on different issues be conducted and findings be incorporated. As mentioned under research & evaluation.
To improve educational management system.	Discussions and consultation with other officials.	Discussions will be made with educational administrators of the district for planning.
		The S.P.O will be consulted for improvement of existing educational system.
AWP and B preparation.		Training of BRG/DRG on institutional planning management.
	Micro planning & school mapping	Training of all H Ms on institutional management.
	Monitoring and review of programme	Training to DIS, BDOs, and SIS and supervising authority.
	Exposure visit to planning group	Participatory planning process.
	Material development for all years. (District/Block/Cluster)	To incorporate and share field ideas
	District level review meeting	Qualitative Improvement in teaching process, physical progress, incidence of drop outs, repeater.
	Household survey for micro planning	To review educational development and facilitate preparation of GP level Educational Development Plan and target setting for following years
	Training for mid-term school mapping	To give more focus to deprived areas

## ACCESS AND ALTERNATIVE SCHOOLING

D.I.E.P commits itself to Universalisation of elementary Education. In spite of quantitative growth of primary and upper primary schools in Angul district. In recent years a good number of children still remain out of school due to various reasons & mentioned on chapter IV. One among them lack of schooling facility in some villages

There are 285 habitations with upper primary education facility. 517 habitations remain unserved. In other words, 21.57% of the population is devoid of any educational opportunities for upper primary schools. The number of unserved habitations for primary education in the district is 527.

Only 34 habitations qualify to avail primary schools. Nearly 97 habitations are likely to be benefited (within 1 Km. Range) with this opportunity. There is demand for 282 EGS centres. This is likely to serve 410 feeder habitations.:

44 habitations qualify for formal upper primary school according to our State norms. This will serve around 169 habitation (feeder habitation). 70 unserved habitations qualify for EGS upper primary schools. Opening of these schooling opportunities will help children of 125 more habitations who are deprived of elementary education.

38 EGS (Primary Schools) are to be upgraded to formal schools after 4 years with requisite presence of student strength. 20 EGS (Upper Primary) is to be upgraded to formal upper primary schools. These centres will have more strength with the functioning AIE Centres. The students from there centres are to mainstreamed after acquiring education correspond to their age.

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

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

In order to provide Elementary Education for dropout or non-enrolled children in age group of (6-14) especially for girls (minimum 20 nos. of students) those who cannot attend schools (formal). It has been decided to open 1523 nos. of AIE centres phase wise in



habitation with low literacy rate. Each centre will cater to more than one habitation. The duration of the study will be 4 hour per day. The teacher should selected by the V.E.C.

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

Objectives	Strategy	Activity	Target
To provide schooling facility to all children in the age of group 6-14	Opening new schools in unserved habitations as per state norms (i.e. habitations with 200 and more population having no schooling facility within one-kilometer walking distance.	Identify habitations for opening new schools through school mapping.	Primary=34 Upper primary=44
		Selection of site for school building with the help of community.	68
		Recruitment of qualified teachers as per state govt.	136
		Making provision for supply of furniture and equipment to school newly created.:	68
	Opening EGS/AIE schooling system in small habitations where the number of out or more and having no schooling facility within one km. walking distance.	Identification of habitations for opening alternative schools through school mapping & micro planning.	EGSC=382(pri mary school)+70(upp er primary school)=452 AIE=1523 (9- 11), 2512 (11- 14)
	Additional teachers for primary and upper primary schools		Primary 21 1st year, 159 2 <sup>nd</sup> , 365 3 <sup>rd</sup> , 544 4 <sup>th</sup> , 659 5 <sup>th</sup> , 710 6 <sup>th</sup> , 761 in 7 <sup>th</sup> 2003/04 onwards Upper primary 117 4 <sup>th</sup> yr, 219 5 <sup>th</sup> , 341 6 <sup>th</sup> , 433 7 <sup>th</sup> , 509 8 <sup>th</sup> and 535 in the last year.

## RESEARCH ANDEVALUATION

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

The DEEP Angul has also programmed to form research advisory bodies for identification of- causes behind of certain problems and preparation of activities for systematic evaluation of the project input out put and processes. Financial Implication for such programme are also to be undertaken through this team

SL. No	Objectives	Strategy	Activity
1.	To build the research capacity of teachers.	Self-assessment teachers	Undertaking action research projects by elementary teachers educators(synopsis will be sought from elementary teachers, SIs, HMs.
2	Evaluating success indicators	Using project inputs, process and out put.	Undertaking effectiveness of different intervention programmes relating to access enrolment, retention and learning achievement.
3	Quality Assessment of Teachers	Evaluation of students	Conducting assessment studies in various areas (Class-I to Class-VII across the district once in a year to identify the level of achievement.
4	Need Assessment of teachers	Evaluation of teachers	Preparation of questionnaires for the teachers. Providing progress report on evaluation of teachers competency to be maintained by BRC, CRC.
5	To asses the level of achievement of students.	Evaluation of all round development of school children.	Providing cumulative records of all the school going children and expected new entrants
6	Model school approach.	Influencing backward school contagious to model school.	One school in cluster having scope for community support and infrastructure will be as model school with all type of education provisions and community support.
7	To have assessment on different interventions	Research study evaluation.	(i)Commissioning of research studies on learning achievement by researchers. ii) Midterm assessment survey(one at midterm and one at end)

8	To development the capacity of the project staff	Organizing orientation to project functionaries on research and evaluation	Conduction training and workshop for teachers, CRCCs, BRCCs, Researchers, NGOs on action research methodology
9	To develop research ability of institutions.	Demand for incorporation of research inputs.	Creating linkage a networking with participating and consulting institutions.
			Formation of research advisory body consisting eminent teachers, BRCCs, CRCC's and researchers.
			Developing monitoring mechanism for researchers.
			Holding seminars sharing workshops for the researchers
			Engagement consultancy service under project managemet
			Innovation activity programme can be arranged from Action Research grant to schools grant to CRCs, institutional development plans.

### EARLY CHILDHOOD EDUCATION:

Early Childhood Education is a programme to achieve the goal of UEE. Early childhood education is a vital input towards preparing children particularly first generation learners for school readiness. This institution facilitates the girls to participate in school activities by relieving them of sibling care responsibilities. Though 426 AWW, 28 Private managed preschool centres are existing in the district. 180 AWCs are proposed to be opened in the project. The salary part will be borne by the project while W & C.D. Department will bear the nutritional expenditure

It will be run at any selected place by the community salary for instructor Rs800/-p.m. duration of school hour will be 4(four) per day and minimum 300 days per year

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

Objective	Strategy	Activity	Target
To prepare the children for school readiness.	Establishment of ECCE	Establishment of ECCE new habitations where new schools will be opened. Adjacent to existing P.S.	68
		Appointment of local dedicated young ladies to maintain the centres. ECC workers	180
		Ensuring that school timings and ECE centres timing are the same.	
To strengthen ECF Centres through training		Providing TLM grant to ECE Centres.	42existing + 180 new
		Training to ECE Workers	
		Training to ICDS functionaries.	
		Material development for ECCE Centres	
		Orienting Mahila Mandal members for creating awareness.	
		Allowing mothers to take care of ECE Centres.	
To aware the people to monitor ECE Centres.	To monitor the ECE Centres.	Formation of DRG	20 - 30 members
		Orientation to DRG	7 rounds
		Meetings and Workshops for DRG	7 rounds
		Workshop for Tl M development (shown in pedagogy)	25
		Preparation of Tl Materials for ECE.	
		Exposure visits to ECE workers.(shown in project Management)	2 groups

		Orientation to VEC & MTA (shown in Community Mobilization and participation integrated in two day training module. MTA is shown in Girls Education.	2 – 3 rounds
Monitoring ECCE	To create attraction to A.W workers/ECCE works to strengthen ECCE Centres.	Providing incentives to ECE workers for working during school times. Support to NGO	Depending on approval. To be met from innovation fund.
		Making provision for supply of play materials to ECE Centres.	All
		Holding Seminars/Review meeting at BRC Level.	Shown in Pedagogy

### GIRL'S EDUCATION

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

Sl. NO	Objectives	Strategies	Activities
1	Creating awareness for Girls education	Formation of resource groups for women empowerment.	Formation DRG for women empowerment (5 members of a group)
			Formation Block Resource Group for women empowerment (5 members in a group in each block);
			Formation of cluster resource group each group consisting 5 members, out of cluster Resource Group
			Holding meetings, issue based seminar/workshops DRG, BRGs & CRGs.(once in every year) at district level.
2	Capacity building of resource groups.	Organizing training programme resource groups.	Conducting Orientation programme for DRG, by SPO
			Conducting orientation programme for BRG, at district level.
			Conducting Orientation programme for CRGs at Block level by DRG & BRGs.
			Conducting issue based seminars/workshop of resource groups at block level. (Twice in a year.)
3	Building the capacity of project functionaries	Appointment of Gender Co-ordinator	Appointment of one district gender co-ordinator.
			Training to project functionaries on women empowerment. community mobilization for girls educational state level.
		Exposure visits	Exposure visit for resource groups/project functionaries to other districts.
			Exposure visit of lady PRI members/NGOs dealing with women empowerment, active lady educationists of the district.

4	To build the capacity of Resource groups & project functionaries for propose planning.	Conducting Review/Planning meetings.	Conducting review meetings at district level for planning one in a year.
		Development, Printing and distribution of materials/handbooks on environment building, women's awareness, supplementary reading materials, TLMs.	Development & printing of materials on environment building, women empowerment. TLMs distribution to BRCs, CRCs.
5	To empower women to take leading part in education of their children especially girls.	Awareness campaign for women empowerment	Mahila Mandals to be formed in each school habitations comprising the active ladies of the habitations. Consisting 7 members in each Mandal.
			Strengthening of MTAs in each school habitations. Representation of weaker groups.
			Formation of SHG (women) as mentioned in SC/ST intervention.
			Organizing training programme on women empowerment to MTA members/women member of VEC/PRI.
6	To ensure enrolment of girls.	Special enrolment campaign.	Special enrolment drives by teacher, girl students, lady VEC members, Mahila Mandals, and lady PRI members & NGOs by door to door approach.
			Awarding MTAs for better girl enrolment.(one MTA from each cluster once in a year)
			To make formal school prepared to enroll girls who have been mainstreamed through bridge gap course/A.S (one day meeting of AIE/Headmasters in 1 <sup>st</sup> four years) during June every year
7	To provide access to all girls.	Opening EGS/AIE and such bridge gap courses	Opening AIE for adolescent girls for over age in habitations where out of schools girls is more than 15

			Providing TLM to such EGS and remuneration to instructor.
			(Opening residential schools for girls. 15)
8	To ensure retention of girls	Provision of free supply of Reading writing materials.	Free supply of reading & writing materials girls. As the girls from ST & SC community are being supplied RWM ST/SC intervention other girls will be provided.
			Free supply of text books to girls
			Providing self practice book to girls.
		Awards to student & school for best retention.	Awards to girl student for regular attendance and retention.
			Award to school for best retention of girls at CRC/BRC district level once in year.
9	To reduce gender gap in school atmosphere	Building school environment attractive for girls	Training of teachers in changing their attitude in gender equity (As mentioned under teacher training in PPI)
			Revision of textbooks to make those free from gender bias.
			Organizing study tours to significant places outside block/District.(once in a year-50 girls from one block will visit other for one day)
			Awarding Headmaster of school for his/her innovations for retention and achievement of girls, BRC level
10	To bridge the gap of gender.	Special coaching to girls	Provision for special coaching to girls. 2 to3 hours coaching at the leisure time of the child. Lady instructor other than the teacher may be engaged in every school to coach the girls.
11	To sustain the girls education	Follow up action provision	Regular monthly meeting of MTA
			Organization 'Matru Sammilani' mother conference at every school once in a year.
			Documentation and reporting of girls education by researchers.



		Studies.	Conducting in-depth study on girls education.
			Publishing journals on girls' education.

### **Integrated Education for Disabled Children (IED).**

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

SL. No	Objectives	Strategy	Activity
1.	To identify the disabled children	Conducting door to door survey both in and out of school going children with special needs	Training for AW workers/pry teachers and NGOs.
			Collection & compilation of data at block level
		Identify the disabled children of different categories.	Medical assessment by physicians for VI, III, MR, OM.
2.	To provide assistance to disabled children	Equipping disabled children to attend school.	Making provision for purchase and aid and appliance to children with disabilities
			Making provision for writing materials.
3.	Pre-integration to children.	To equip disabled children with pre-integration skills before to be mainstreamed to the regular schools.	Formation

			Training of DRG
			Formation & orientation to DRG
			Exposure visit of DRG 7 BRG
			Two days orientation to Anganwadi workers to provide pre integration skills to mild disabled children to prepare for schools
4	To change the attitude of parents	Change the attitude of parent towards disabled children	Provision for attitudinal training to parents of disabled children.
			Recruitment of parent of disabled children to VEC
5	To raise the competency of teachers of teaching mild disabled children	Equip teachers with competency to hold disabled children in general school and teach them.	Conducting training program for teachers of general schools for integrated education
			Provision of training to workers of NGO engaged in teaching the disabled children in each district.
6	To facilitate the disabled children	Provide facility at Block and Cluster levels for the disabled.	Construction of learning corners at schools
			Selection of resource teacher for IED. 3 per each block special training to resource teachers.
			Arranging convergence with other Govt. organization and NGOs

### COMMUNITY MOBILIZATION & PARTICIPATION.

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

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

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

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

SL. No	Objectives	Strategy	Activity
1.	To create awareness among people for education and spread of DFEP message in interior habitations.	Awareness campaigns through posters, leaflets, wall paintings, stording rallies and padyatras.	Posters with DEEP message will be produced & displayed.
			Wall paintings on DEEP will be done on Gram Panchayat offices/Block office/other important place of village and schools.
			Hordings to be installed in buildings/weekly market places and junctions.
			Leaflets on DEEP will be printed and distributed among literate villagers, headmen/retired teachers in the habitations etc.
			Arranging rallies padyatras by students, teachers, PRI group and officials.
			Organizing meetings, conventions of PRI members /village headmen in all the GPs.
2.	To mobilize community for enrolment	Strengthening VEC for community mobilization	Strengthening of VEC members at Block level during the first year for community mobilization (2 days training non-residential)

			Organizing village level meetings of Parents/mothers and VEC members plus members of local PRI (Meeting to be organized by teacher with the help of CRC).
			Enrolment drives week to be observed at school level by VEC members/teachers & students
			"Prabesh Utshab" to be organized in every school during 3 <sup>rd</sup> week of July every year. (Enrolment Drive)
			Organisation of children fair and annual sports and seminars in DRC/JBRC and CRC level.
3		Motivating the community through village meetings.	Encouraging to members of PRI/NGOs/STGs/VEC to organise regular monthly meetings for motivation
			Organizing training for PRI members/NGO for community Mobilization (to be conducted at block level.)
4	To build the capacity of VECs/PTA/MTA panchayat.	Orientation program for stakeholders.	Training to VEC members on school management at cluster.
			Meeting to PTA/MTA Mahila Mandal/VEC.
			Training of women members at block level (3 day training).
5	To empower community to own the responsibility of primary education.	Organization of village level meetings.	One day meeting in school every year comprising VEC members, teachers, parents opinion heads will be held.
6	To acquaint the weak VEC's with the activities of competent VEC's.	Exposure visit of VEC members' inside/Outside district.	The weak VEC's will visit competent VEC's inside/Outside the cluster block (2 such groups be formed every year)

			Selected VEC members will visit the activities of VECs of other DEEP district. (A group consisting 50 VEC members)
7	To give exposure to the activities of model VECs.	Preparation of a video film on model VEC	This cassette can be used during training and meetings.
		Making provision for all photo album at CRCs/BRCs.	The achievements of different VECs will be documented and be kept on the wall photo album of CRCs & BRCs.
			Award to VEC in a block every year for its best performance.
			Award to best VEC of the year at district level every year.
8	To mobilize the people in a combined effort.	Distributing the Responsibility of DEFP to all.	District level convergence meeting every year during April comprising MP, MLAs, Zp members, DI Os, NGOs, members from STATE PROJECT Representatives other Educationists & DPO functionaries etc.
			Block level convergence once in every year during April comprising DEFP personnel, NGOs, VEC presidents PRI members, Tribal leaders, B I O., opinion leaders.
			Cluster level convergence during March every year with DEFP personnel, VEC members, and PRI members.
			Organizing meetings/workshop of VEC/PTA/MIA at BRC every year.
			Organizing training cum workshop for village leaders or opinion makers etc.
9	Motivating people through traditional cultural program.	Orientation of traditional cultural group on DEFP	Traditional cultural groups will be trained at district level.
			Organizing & street plays.

10	To strengthen mechanism for community participation.	Consultancy activity to be undertaken.	Consultants to be engaged for strengthening CMP
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## MEDIA

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

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

Sl. No	Objectives	Strategy	Activity
1.	To raise the visibility of DEEP as a national program to promote the process of UFE	Development and production of publicity materials.	Printing of posters, leaflets and their distribution for dissemination.
			Production of audio Advt., Program such as songs, plays, etc. and broadcasting them.
			Production of Video films basing on DEEP achievement inside and outside the district.
			Production of Banner, Photos, Charts, Wallcutting, etc.
		Distributions of publicity materials	
			Supply of RCCP sets to schools, BRC and CRCs (Non-DEEP).
			Making provision for supply sufficient Audio cassettes basing on DEEP Message, Songs, Plays, to schools, BRCs & CRCs as mentioned in RMP

			Making provision for repair and maintenance of RCCP sets out of contingencies.
			Taking the help of AIR for Broadcasting DEFP message out of contingencies.
			Providing TV & VCPs to BRCs DPO for publicity of DEFP Message & achievements
			Providing TV sets to each school having Electricity facility (non DEFP)
			Making provisions for maintenance of TV sets at BRCs & CRCs & schools and supply of Video Cassette to BRCs
			Distribution of banners, Photos, Charts, Cut outs to schools, BRCs & CRCs.
			Making provision for wall coatings on school boundary wall, Bus Stops and weekly market place and junctions where people assemble.
2.	To mobilize opinion makers, legislators, policy makers.	Press releases features to be published.	Production of bimonthly journals/Magazines.
			Publishing articles in Daily News dailies/Journals.
			Making provisions for press conference.
3	To motivate community	Production folk & traditional media activities	Production and development short plays.(Nrutya Natika) in local dilate to be incorporated in local traditional folk Songs, Dance and folk cultural activities.
			Making provision for incorporating DEFP message & achievements through folk dance.
			Providing P.A. System to every BRC s/making provision for maintenance

			Providing P.A. System to every BRC/making provision for maintenance.
		Exhibition & Melas.	Making District Primary Education Programme stalls and District Level Exhibition and other Melas.
			Arranging folk dance Competitions in Melas on DISTRICT ELEMENTARY EDUCATION PROGRAMME Component.
		Documentation.	Documentation of learning achievements/Mobilization Campaigns and exhibit them in functions.
			Documentation of achievements of VECs in school Management
		Making provision of field visits to the areas where DEEP has attained noticeable achievement.	Arranging workshops/Seminars for Project functionaries/Rural reporters and other local individuals component and presentation through Doordarshan/film show at cluster level.

### DISTANCE EDUCATION

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



Sl. No	Objectives	Strategy	Activity
1.	To supplement & strengthen the on going training programmes.	Production & delivery of distance learning materials to DRG/BRCs	Developing & printing of self-institutional materials.
2	To develop the competency of RPs/MTs/CRCCs/BRCC's /ST school faculties/supervisory staff through self-instructional materials	2.1 Distribution on self-instructional materials 2.2 training and capacity building of field functionaries	2.1.1 Distribution of self instructional materials to each teacher. 2.1.2 Production of Audio, Video self-instructional materials and distributions to DRGs, BRCs, CRCs 2.2.1 organizing orientation of field functionaries like STs faculty BRCCs/CRCCs in use of Distance in learning materials 2.2.2 Training through teleconferencing
3	To equip the DRG and BRC's with adequate distance learning materials.	3.1 providing distance learning equipment to DRG & BRCs.	3.1.1 Procurement of TV, VCR, Cassette player for BRCs 3.1.2 Installing telephone connection to DRG & BRCs 3.1.3 Providing P.A. system to DRG & BRCs.
4	To develop the competency of VEC /women's group functionaries	To develop the competency of VEC/women's group functionaries	4.1.1 Developing and printing of support materials related to gender sensitization community mobilization, alternative schooling, ECE, IED, etc and distribution among VEC/NGO/NFE/ECCE functionaries

### MANAGEMENT INFORMATION SYSTEM (MIS)

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

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

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

No	Objective	Strategy	Activities
1	To equip the project with in information relating to educational issues and management of schools.	Make provision for management information system functionaries of DPO	Construction of one room for computer of at least 300sq.ft.
			Equipping the MIS room with adequate furniture.
			Providing AC facility to computer room.
			Providing 3 computer to MIS Softwares. § Provision for each DI Circle. § Data sharing through Internet. § Sharing DISE & PMIS reports.
			(i) Appointment of personnel for computer operating. (ii) Appointment of computer programmer.(in charge of MIS)
			Providing hardware and software facilities to computer

2	To equip the competency in collection of data.	Training of MIS personnel for collection of data. Storage validation & compilation of data.	Training to MIS personnel data collection & complication.
3	To analyse data compiled and dissemination of information.	Making provision for adequate contingency to MIS	Providing adequate contingency and stationary materials to MIS.
			Installation of telephone in MIS building.
4	To analyse & dissemination of data for planning and implementation.	Organizing sharing workshops and seminars.	Organizing workshops at BRC& CRC level to analyse & disseminate of data.

### PEDAGOGICAL IMPROVEMENT

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

Under the DEEP intervention the following activities have been undertaken in the district

- § Identification of training needs.
- § Formation of District Resource Group and Block Resource Group and their training.
- § Continuous teacher training to primary teacher on content/Pedagogy/Methodology on child contoured joyful teaching learning process.
- § Exposure visits to different places. (shown in Project Management)
- § Strengthening BRCs/CRCs.
- § As school is the grassroots institution for qualitative achievement. Beautification of school environment, making school child friendly is an essential aspect of this intervention. With the following activities this aim can be fulfilled.
- § School improvement grant.
- § Providing book bank facility.
- § Providing drinking water facility to schools etc.

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

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

Sl. No	Objective	Strategies	Activities
1(a)	Acquainting teachers with specific needs	Making provision for short-term orientation program for Teachers.	Identification District Resource Group
			Organizing training program for District Resource Group at state level.
1(b)			Identification of Block Resource persons(20 form each Block)
			Training of BRGs at District Level every year in educational matters
			Preparation & distribution of training modules.
			Training to teachers. (General and subject specific)
2	Equip teachers with the competency of multigrade teaching.	Making provision for multigrade teaching competency.	Training to BRGs/DRG. (Separate for primary and upper primary)
			Organizing training program for teachers on activity-based learning process.
			Preparation or training modules.

3	To equip teachers with competency of developing teaching learning materials.	Making provision for teacher fund for preparation of TLM	Providing annual grant to teachers @ Rs.500/- for preparation of teaching learning materials for primary school and @ Rs. 700/- for upper primary schools. (exposure in TLM preparation workshop)
		Making provision for materials development training.	Induction training Brags/BRCs/CRCs.
			Preparation of training modules.
			Data analysis and signification.
			Organizing 3 days training programs for teachers.
			Organizing TLM preparation workshops.
			Re-enforcement Training to BRCs every year through visioning workshops reflecting the progress of elementary education in the block.
4	To equip HMs with the competency of school management, supervision and institutional planning	Organizing two-day training program for Headmasters.	Identification of BRGs and their training
			Production of training modules.
			Training program for HMs.
			Workshop on development of Training package
5	To develop the competency of teachers in teaching learning activity.	Providing regular academic support to teachers.	Training of BRC & CRC co-ordinators.
			Organizing monthly meetings of teachers at CRC level
			Providing exposure visit for teachers to model schools inside/outside the cluster/block
			Providing scope for teachers to observe classroom teachings
			Furniture for BRC & CRCs

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

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

### SC/ST Education:

The major activities planned are:

- ξ Opinion makers and community leaders meetings to influence the public and generate sustained interest in education.
- ξ To help creating accountability in teachers.
- ξ Influencing the community to take advantage of remedial and other camp provisions.
- ξ To own up the Educational Development Plans.
- ξ Engagement Social activists and tribal educated volunteers to influence VEC/PTA to held retaining children for 8 years.
- ξ Attitudinal training to teachers in selected areas where SC/ST children performed poor in class and irregular in attendance and high drop out syndrome
- ξ Language mapping exercise to help preparing remedial teachers hand book and supplementary books for children.
- ξ Collection of folklores, and stories to generate interest in children and help in preparation of contextual TLM for this children
- ξ Material development for teachers and students in these identified pockets

## **SUMMARY**

For Universalization of Elementary Education in Angul, the district needs around Rs 153.49 crores over the current allocation to elementary education. At the same, the cooperation of other Departments, convergences, man-power sharing and public demand for remedial measures in education and political support is crucial for the success of the project.

5.05 % is allocated to Project Management, 30.69 % to Civil Works. 64.27% is devoted for Quality Improvement in educational system.



**Intervention wise  
Physical Targets  
2001-2010**



Office Maintenance and Misc. charges	3.000	9years	1	1	1	1	1	1	1	1	1	1	9
Hiring of Vehicle (including POL) atleast one vehicle for three blocks (Expenditure per block, hiring Rs10000/- per month, POL Rs15000/- per month)	3.00	9years	1	3	3	3	3	3	3	3	3	3	25
Installation of phone ( 2 phones) including Telephone & Fax Charges	1	9years	1	1	1	2	2	2	2	2	2	2	15
Exposure visits for Resource Groups, Project functionaries, attendance of National level workshops	1	9years	3	4	3	4	3	3	3	3	3	3	29
Equipment for DPO	1	9years in phasec manner	5	8	5	2	2	1	0.5	0.5	0.5	0.5	24.5
Furniture for DPO	1	distributed over the years	2.5	1	1	0.50	0.50	0.50	0.50	0.5	0.5	0.5	7
Rent ,Electricity charges for DPO(per month)	0.13	9years	12	12	12	12	12	12	12	12	12	12	108
Books and journals for DPO	0.05	9years	20	20	15	10	10	8	8	5	5	5	101



### 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	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	New School Buildings (including Upgraded EGS) (Pry. School)	3.00	72	4	25	5			25	13			72
	New School Buildings (Up School)(including Upgraded EGS) (3 rooms)	4.50	64	4	35	5			10	10			64
	Building to buildingless Schools (primary)	3.00	53		28	25							53
	Building to buildingless Schools (Upper Primary)	4.50	28		12	16							28
	Building for Kuchha and thached schools (Primary)	3.00	42		21	21							42
	Building for Kuchha and thached schools (UP)	4.50	21		16	5							21
	Classrooms for Existing Schools (Primary)	1.50	671	10	220	300	70	71					671
	Classrooms for Existing Schools (Upper Primary)	1.50	269	10	25	82	90	62					269
	A Room for Head Master (U.P.)	1.50	179	25	80	65	9						179
	CRC Buildings	2.00	181		60	60	61						181
	BRC Buildings	6.00	8		6	2							8
	Maintenance & Repair of School Buildings (primary)	0.05	5544 Schools in 9 yrs.		526	427	700	700	700	700	700	1091	5544

Maintenance & Repair of School Buildings (Upper primary)	0.05	1624 schools in 9 yrs.		180	160	200	200	200	200	200	284	1624
Major Repairs (primary)	0.30	285		135	80	50	20					285
Major Repairs (Upper primary)	0.30	80		40	32	8						80
Resource Rooms for IED Equipments	2.00	8		2	4	2						8
MIS Room (every DI Circle)	2.00	4		1	2	1						4
Training hall to DIET/ST School	4.00	2		1	1							2
Maintenance and upgradation of of ST School & DIET	15	1		1								1
Tubewell for Schools	0.41	465		108	186	71	100					465
Boundary Walls for road-side and interior schools	0.50	161		70	71	20						161
Toilets for Schools	0.12	1011	400	250	250	111						1011
ECE Centres	1.50	180		65	75	40						180
Matching grants for EGS centres	0.5	352		50	150	100	52					352
Electrification	0.01	1500		300	500	300	400					1500
Child friendly elements including electrification	0.15	450	120	200	100	30						450
Removal of Architectural Barriers	0.10	265		52	56	100	57					265
Girls Hostels(9) and Special Schools(6) for Disabled Children	10.00	15		5	5	5						15



Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	144			24	24	24			24	24	24	144
School mapping and school efficiency measurement studies (per GP) Educationally Deprived GPs 2 times other 1 time and subsequent integration with GIS	0.15	343 programmes		50	85	50	30	30		50	40	8	343
Involving VECs, HMs, CRCs, AWW, MTAs in cluster level planning process 3 days (GP level)	0.03	181 programmes		30	30	30	26	20		15	15	15	181
Training to Headmasters, Sis, and administrative functionaries on management	0.084	68 batches		12	12	12				12	20		68







20 days teacher training on new pedagogy (40 members)(general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Primary)	0.560	658 batches(includes all primary and additional proposed teachers for 9 rounds)	54	54	65	72	76	81	84	85	87	658
Training to DRG (pedagogy) on teachers training (20 days in each year) two seven days (40 members) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Upper Primary)	0.560	18 batches and 9 rounds	2	2	2	2	2	2	2	2	2	18
Training to BRG (pedagogy) on teachers training (20 days in each year) two seven days (40 members because of 22 blocks) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Upper Primary)	0.560	64 batch (16 rounds) in 9 years)	4	4	8	8	8	8	8	8	8	64
20days teacher training on new pedagogy (20 days in each year) two seven days (40 members because of 22 blocks) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum contextuality analysis (3 days); ( Upper Primary)	0.560	330 batch (9 rounds) in 9 years) for all upper or teachers	15	45	30	35	36	39	41	44	45	330





Recruitment of teachers in new schools ( upper primary)	0.1	88 teachers		88	88	88	88	88	88	88	88	88	704
Instructors:Gurujees for EGS primary(shown cumulative)	0.01	282 gurujees	25	282	282	282	282	282	282	244	244	244	2167
Instructors:Gurujees for EGS upper primary	0.01	70 gurujees	25	70	70	70	70	70	70	50	50	50	525
Training to Gurujees / Educated volunteers( 40 member 30 days)	0.0005	9 yrs	25	282	282	282	282	282	282	244	244	244	2167
Training to Gurujees / Educated volunteers Upper Primary( 40 member 30 days)	0.0005	9 yrs	25	70	70	70	70	70	70	50	50	50	525
Facilitating school based activities and supervision in these institutions	0.03	9 yrs	1	4	5	5	5	5	5	5	5		35
Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months special focus groups to reduce the present flow of repeaters and drop outs	0.05	616 batches		181	181	102	60	41	30		21		616
Competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	184 programmes	20	21	21	20	23	21	23		23	12	184
SIG to EGS primary schools	0.02	all EGS centres		282	282	282	282	282	282	244	244	244	2142
SIG to EGS upper primary schools	0.03	all EGS centres		70	70	70	70	70	70	50	50	50	500
Additional Teachers to primary Schools (shown in cumulative)(the district is suffering from adverse PTR with present sanctioned strength)	0.08	1620			21	159	265	545	656		710	761	











**ECCE**

**Scheduling of Physical Targets to be Achieved**

udget ctivity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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)	0.084	71	2	3	4	5	6	8	10	15	18	71
	Indepth study on preschool education and health in the district	0.300	15 studies	3		3		3		3		3	15
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.060	1 batch for 8 years	1		1		1		1			4
	Opening of New ECCE Centers (Salary and contingences)	0.120	211 in 9 yrs.	50	100	211	211	211	211	211	211	211	1627
	Orientation to CDPO/supervisors and selected NGOs	0.300	54atches	6	6	6	6	6	6	6	6	6	54
	Toys and learning materials to AWCs/ECCE	0.005	637 AWC	200	344	70	23						637
	Hand book on Pre school to AWWs/ECCE	0.002	637		200	344	93						637
	Meeting of MTAs ,ady PRIs and AWWs on health, education matters(at GP level)	0.005	181 x 5 meeting	105	100	181	181	181		181		181	1110
	Sharing experiences between escort moth AWWs	0.005	362		181		181						362

**I.E.D.**  
**Yearwise Physical Targets**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Diasability Survey in Blocks (including printing of formats)	1	44( 2 round survey in 9 years)		7	15		2	4	8	8		44
	Training regarding Disability Survey to teachers (5 days) primary and upper primary	0.14	361 batches to all teachers		50	85	85	75	45	21			361
	Capacity building of 3 member Block Resource Group IED	1.9845	5 batches including new entrants		4			4			2		10
	Salary of IED teachers	0.1	3 for 9 years	6	6	6	6	6	6	6	6	6	54
	Equipment for identified disabled children	1.5	To the identified children (per block 1.5 lakh)		7	15		1	2	4	4		33
	Theme basec camps (per block 10 programmes atleast)	0.05	620 camps	20	40	80	80	80	80	80	80	80	620
	Medical Assessment camps	0.15	69 camps		10	20		3	6	15	15		69
	Instructional materials to BRC, CRC (Set)	0.01	70 sets		40	80	50	20					190
	Hand books to schools	0.001	2000 sets		2000	2000	2000	2000	2000				10000
	Counselling of parents	0.03	32 batches		4	6	6		6	6	4		32
	TA, DA for ID staff	0.15	9 years	1	2	3	8	8	8	8	8	8	54

Mec.ia													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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	8		8	8							16
	Leaflets for spreading awareness for education per block(every year reflecting the change and new measures for improvement)	0.05	9 years	4	8	8	8	8	8	8	8	8	68
	Traditional Folk Media Activities Promoting awareness(per program)	0.05	208 progs in 9 years mostly over deprived focus group GPs	8	16	32	32	32	32	32	16	8	208
	Sharing Workshop and Dissemination of Educational Information( per block)	0.1	63 progs for analysis and dissemination	2	5	8	8	8	8	8	8	8	63
	Block Specific Annual Reports of progress	0.08	8	8	8	8	8	8	8	8	8	8	72
	Press/Rural Reporters Meet (2 times a year)/massedia/ advertisements	0.12	319 meets	2	4	12	16	16	16	16	16	16	114
	PAS at DPO	2	1 set		1								1

Anual costing

Visual / Video shows , Radio talk, seminars on educational progress, community invoivement and ongoing works for all types of stakeholders	0.5	151 progs	3	20	20	20	20	20	20	16	16	16	151
Posters and hoardings (per block)	0.5	12 sets in one unit and 20 units	4	8	4	4							20
District level convention for PRIs and Functionaries	0.5	16 progs.		2	2	2	2	2	2	2	2	2	16
Block level convention for PRIs and Functionaries	0.25	56 progs.		4	8	8	8	8	8	8	8	4	56
Newsletter publication photo exhibition, production of audio visual cassettes activity calenders	0.5	62 progs.	2	8	8	8	8	8	8	8	8	4	62
Film on community mobilization ,shows, teleconferencin cassettes (per unit in cluding duplication and shows)	1.5	72 times	5	8	8	8	8	10	10	10	10	5	72
Photo Exhibition/ documentation and district level poster competetion	0.05	25 nos.	1	3	3	3	3	3	3	3	3	3	25
Preparation Video Cassetes on DPEP success story	1	10		1	1	1	1	1	1	1	2	2	10







**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	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	10000	10000	12500	13000	13000	13000	13000	13000	13000	13000	110500
	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		1	3
	Field visit of VEC to other districts (50 persons @ 500/-)	0.25	8 times		1	1	1	1	1	1	1	1	1	8
	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		1					3

**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	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)	0.020	181 GPs 6 times	25	60	160	160	120	120	130	40	60	875
	Capacity development of Research Institutes	1.000	1 institute	in three years time									0
	Baseline Assessment Study (Pry)Including End period Assessment (per block)	0.250	6 units	4	4			4			4	4	20
	Baseline Assessment Study (Upper Pry)Including End period Assessment (per block)	0.250	6 units	4	4			4			4	4	20
	Indepth Studies(subjectwise)	0.200	20 studies		4	4	8	8	8	4	4		40
	DRG Training on Action Research Projects (3 days) at district	0.084	6 rounds		1	1	1	1	1		1		6
	Preparation of Teacher ProfilePer block (including new teachers /EGS teachers)	0.150	11		4	4	1		1	1			11
	Diagnostic Study For Teachers (Pry) per block(including new teachers /EGS teachers)	0.300	18		4	4	6	2		1	1		18
	Diagnostic Study For Teachers (Upr Pry)per block(including new teachers /EGS teachers)	0.300	18		4	4	6	2		1	1		18

Analysis of Household Survey and sharing per GP (includes phasewise collections) deprived GPs to be covered more than 5 times in 4 years	0.150	520		20	60	60	80	80	80	70	70	520
Midterm Assessment studies (primary) (per block)	0.500	8				1	2	5				8
Midterm Assessment studies ( upper primary) per block	0.500	8				1	2	5				8
Comparative academic study between Pry. & EGS	0.300	8 studies			2		2		2		2	8
Evaluative studies for project implications and impacts (areawise/intervention inputs)	0.500	40 studies for 8 blocks			6	6	5	5	5	8	5	40
Action Research Projects for teachers (per school) all schools primary and upper primary(with the help of Cluster support group and BRG)	0.015	3950 projects for all schools( minimum 1 for each school)		150	300	600	1000	600	600	400	300	3950
Sharing of Research findings at the block and cluster level (per set)	0.500	16 research				8				8		16

**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	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-10	Total
	Orientation of DIET, ST school, HMS, SIS, BRC, selected CRC (1 day)	0.1	23 batches	3	5	3		2		2	3	5	23
	Workshop on use of distance learning material (1 day)	0.03	17 workshops	4	2	3	2	2	1	1	1		17
	Equipments for teleconferencing (lumpsum)	3	1 set			1							1
	Printing and Distribution of self Instructional materials (Primary) and Upper Primary (per teacher Rs.150/-)	0.0025	53000 copies to teachers(3times)around 14000 teachers		11000		14000		14000		14000		53000
	Radio Shows (per yr)	0.15	60 shows		8	8	8	8	8	8	8	4	60
	TV shows (per yr)(per month atleast once)	0.3	56 Tvshows		6	12	12	6	6	6	6	2	56
	Teleconferming Programmes (All types)	0.15	180 teleconferences		20	20	20	30	30	20	20	20	180

**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	0.28	6 batches every year	6	6	6	6	6	6	6	6	6	54
	Furniture for MIS Room	0.15	1 set	1									1
	DISE for primary and Upper primary Schools (EGS)	0.003	1500 schools including AS every year	1500	1500	1500	1500	1500	1500	1500	1500	1500	13500
	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	9
	Maintenance and contingencies	0.5	6 years				1	1	1	1	1	1	6
	"Anusandhan" study COHORT and Child Tracking	0.005	2000 villages including urban area	2000	2000	2000	2000	2000	2000	2000	2000	2000	18000
	Computerisation of Child tracking System	4	3	1			1			1			3
	Office Automation System	5	1	1									1
	Geographical Information System	3	2	1		1							2

**Intervention wise  
Costing Tables  
2001-2010**



	Office Maintenance and Misc. charges	3	9years	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	27.00
	Hiring of Vehicle (including POL) atleast one vehicle for three blocks (Expenditure per block, hiring Rs10000/- per month, POL Rs15000/- per month)	3	9years	3.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	75.00
	Installation of phone (2 phones) including Telephone & Fax Charges	1	9years	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	15.00
	Exposure visits for Resource Groups, Project functionaries, attendance of National level workshops	1	9years	3.00	4.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00	29.00
	Equipment for DPO	1	9years in phased manner	5.00	8.00	5.00	2.00	2.00	1.00	0.50	0.50	0.50	24.50
	Furniture for DPO	1	distributed over the years	2.50	1.00	1.00	0.50	0.50	0.50	0.50	0.50	0.00	7.00
	Rent, Electricity charges for DPO(per month)	0.13	9years	1.56	1.56	1.56	1.56	1.56	1.56	1.56	1.56	1.56	14.04
	Books and journals for DPO	0.05	9years	1.00	1.00	0.75	0.50	0.50	0.40	0.40	0.25	0.25	5.05



	Consultancy Charges for Hiring of experts on pedagogy, community involvement, documentation, finance, participatory planning, management, special focus groups and others as required	1	9 yrs	10.00	15.00	18.00	18.00	15.00	15.00	10.00	10.00	10.00	121.00
	Mobile Health Van	3	1 for each block in a year	0.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00	192.00
	Review of the progress by National Review Missions State Review Missions including supervision support to DIET	1	0	0.00	2.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	22.00
	(Monitoring and Supervision by the District Project Office, preparation and sharing of Annual Progress Reports and support to district functionaries to review the project and facilitating convergence)	1	0	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	17.00
	<b>Total</b>			<b>61.460</b>	<b>101.960</b>	<b>101.710</b>	<b>99.960</b>	<b>93.160</b>	<b>83.460</b>	<b>77.960</b>	<b>77.810</b>	<b>77.310</b>	<b>774.790</b>

## Civil Works

### Yearwise Costing of of Physical Targets Planned to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	total
	New School Buildings (including Upgraded EGS) (Pry. School)	3.00	72	12.00	75.00	15.00	0.00	0.00	75.00	39.00	0.00	0.00	216.00
	New School Buildings (Up School)(including Upgraded EGS) (3 rooms)	4.50	64	18.00	157.50	22.50	0.00	0.00	45.00	45.00	0.00	0.00	288.00
	Building to buildingless Schools (primary)	3.00	53	0.00	84.00	75.00	0.00	0.00	0.00	0.06	0.00	0.00	159.00
	Building to buildingless Schools (Upper Primary)	4.50	28	0.00	54.00	72.00	0.00	0.00	0.00	0.00	0.00	0.00	126.00
	Building for Kuchha and thached schools. (Primary)	3.00	42	0.00	63.00	63.00	0.00	0.00	0.00	0.00	0.00	0.00	126.00
	Building for Kuchha and thached schools (UP)	4.50	21	0.00	72.00	22.50	0.00	0.00	0.00	0.00	0.00	0.00	94.50
	Classrooms for Existing Schools (Primary)	1.50	671	15.00	330.00	450.00	105.00	106.50	0.00	0.00	0.00	0.00	1006.50
	Classrooms for Existing Schools (Upper Primary)	1.50	269	15.00	37.50	123.00	135.00	93.00	0.00	0.00	0.00	0.00	403.50
	A Room for Head Master (U.P.)	1.50	179	37.50	120.00	97.50	13.50	0.00	0.00	0.00	0.00	0.00	268.50
	CRC Buildings	2.00	181	0.00	120.00	120.00	122.00	0.00	0.00	0.00	0.00	0.00	362.00
	BRC Buildings	6.00	8	0.00	36.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	48.00
	Maintenance & Repair of School Buildings (primary)	0.05	5544 Schools in 3 yrs.	0.00	26.30	21.35	35.00	35.00	35.00	35.00	35.00	54.55	277.20

Maintenance & Repair of School Buildings (Upper primary)	0.05	1624 schools in 9 yrs.	0.00	9.00	8.00	10.00	10.00	10.00	10.00	10.00	10.00	14.20	81.20
Major Repairs (primary)	0.30	285	0.00	40.50	24.00	15.00	6.00	0.00	0.00	0.00	0.00	0.00	85.50
Major Repairs (Upper primary)	0.30	80	0.00	12.00	9.60	2.40	0.00	0.00	0.00	0.00	0.00	0.00	24.00
Resource Rooms for IED Equipments	2.00	8	0.00	4.00	8.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	16.00
MIS Room (every DI Circle)	2.00	4	0.00	2.00	4.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	8.00
Training hall to DIET/ST School	4.00	2	0.00	4.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.00
Maintenance and upgradation of of ST School & DIET	15.00	1	0.00	15.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15.00
Tubewell for Schools	0.41	465	0.00	44.28	76.26	29.11	41.00	0.00	0.00	0.00	0.00	0.00	190.65
Boundary Walls for roadside and interior schools	0.50	161	0.00	35.00	35.50	10.00	0.00	0.00	0.00	0.00	0.00	0.00	80.50
Toilets for Schools	0.12	1011	48.00	30.00	30.00	13.32	0.00	0.00	0.00	0.00	0.00	0.00	121.32
ECE Centres	1.50	180	0.00	97.50	112.50	60.00	0.00	0.00	0.00	0.00	0.00	0.00	270.00
Matching grants for EGS	0.50	352	0.00	25.00	75.00	50.00	26.00	0.00	0.00	0.00	0.00	0.00	176.00
Electrification	0.01	1500	0.00	3.00	5.00	3.00	4.00	0.00	0.00	0.00	0.00	0.00	15.00
Child friendly elements including electrification	0.15	450	18.00	30.00	15.00	4.50	0.00	0.00	0.00	0.00	0.00	0.00	67.50
Removal of Architectural Barriers	0.10	265	0.00	5.20	5.60	10.00	5.70	0.00	0.00	0.00	0.00	0.00	26.50
Girls Hostels(9) and Special Schools(6) for Disabled Children	10.00	15	0.00	50.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	150.00
<b>Total</b>			<b>163.50</b>	<b>1581.78</b>	<b>1556.31</b>	<b>673.83</b>	<b>327.20</b>	<b>165.00</b>	<b>129.00</b>	<b>45.00</b>	<b>68.75</b>	<b>4710.37</b>	



Preparation of Separate Plans for Urban Areas (Slums and Cities) (to be integrated into the district plan) 5 member team for urban area (8 area at one time)	0.05	4	0.00	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.60
Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	144	0.00	0.00	12.00	12.00	12.00	0.00	12.00	12.00	12.00	12.00	72.00
School mapping and school efficiency measurement studies (per GP) Educationally Deprived GPs 2 times other 1 time and subsequent integration with GIS	0.15	343 programmes	0.00	7.50	12.75	7.50	4.50	4.50	7.50	6.00	1.20		51.45
Involving VEGs, HMs, CRCs, AWW, MTAs in cluster level planning process 3 days (GP level)	0.03	181 programmes	0.00	0.90	0.90	0.90	0.78	0.60	0.45	0.45	0.45	0.45	5.43
Training to Headmasters, Sis. and administrative functionaries on management	0.084	68 batches	0.00	1.01	1.01	1.01	0.00	0.00	1.01	1.68	0.00		5.71

TOTAL

0.500    14.508    34.408    29.508    19.880    7.700    26.058    25.630    15.150    173.342





	20 days teacher training on new pedagogy (40 members)(general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Primary)	0.560	658 batches(includes all primary and additional proposed teachers for 9 rounds)	30.24	30.24	36.40	40.32	42.56	45.36	47.04	47.60	48.72	368.48
	Training to DRG (pedagogy) on teachers training (20 days in each year) two seven days (40 members) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Upper Primary) )	0.560	18 batches and 9 rounds	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12	10.08
	Training to BRG (pedagogy) on teachers training (20 days in each year) two seven days (40 members because of 22 blocks) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Upper Primary) )	0.560	64 batch (16 rounds) in 9 years)	2.24	2.24	4.48	4.48	4.48	4.48	4.48	4.48	4.48	35.84
	20days teacher training on new pedagogy (20 days in each year) two seven days (40 members because of 22 blocks) (general(7 days), subject specific(10 days), new evaluation procedure, curriculum , contextuality analysis (3 days) ( Upper Primary) )	0.560	330 batch (9 rounds) in 9 years) for all upper pr teachers	8.40	25.20	16.80	19.60	20.16	21.84	22.96	24.64	25.20	184.80







Material Development at district (through workshops, seminars and inter district sharing workshops of DRG and Master Trainers)	1.000	21 volumes	0.00	0.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	21.00
Material Development and distribution at block, cluster and schools (per block)	0.500	all blocks	2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	34.00
Journals at block and cluster level (per block edition)	0.300	all blocks	0.00	2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	19.20
Academic supervision and monitoring support to the resource group	1.500	all blocks	0.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	96.00
AHWAAN Intensive monitoring and academic support	0.640	4 months in a year	0.00	0.64	0.64	0.64	0.64	0.64	0.64	0.64	0.64	0.64	5.12
Calendar for Pedagogical activity for Schools/ BRC/ CRC/ SIS (as a group of 100)	0.150	191 X 100	0.00	3.45	3.45	3.45	3.60	3.60	3.60	3.60	3.75	3.75	28.65
News letter 'AROH' on classroom issues to all schools/ BRC/ CRC/Sis/ DIETs (as a group of 100)	0.050	191 X 100 X 4 per year	0.00	1.15	1.15	1.15	1.20	1.20	1.20	1.20	1.25	1.25	9.55
TLM kits for multigrade managements in selected schools/ BRC/ CRC	0.010	1100 in every alternate year	0.00	1.00	0.00	2.00	0.00	3.00	0.00	5.00	0.00	0.00	11.00
TLM exhibition at block and district level	0.050	72	0.00	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	3.60
<b>TOTAL</b>			<b>178.63</b>	<b>504.12</b>	<b>492.03</b>	<b>491.99</b>	<b>505.05</b>	<b>526.42</b>	<b>532.98</b>	<b>541.43</b>	<b>544.25</b>	<b>544.25</b>	<b>4316.88</b>

**Access for Deprived Children  
Costing**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	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 (migratory and working group to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses. ((repeat camps for many identified children in initial years))	0.18	865 camps over 9 years	0	54	54	28.26	12.06	7.38	0	0	0	155.70
	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.(migratory and working group to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses. ((repeat camps for many identified children in initial years))	0.18	1440 camps	0	108	65.16	38.88	32.4	10.8	1.98	1.98	0	259.20
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	1072 camps over 9 yrs In 181 GPs	0	92.2	72.2	30	8	8	2	2	0	214.40

Recruitment of teachers in new schools (primary) (shown cumulatively)	0.08	68 teachers	0	5.44	5.44	5.44	5.44	5.44	5.44	5.44	5.44	5.44	43.52
Recruitment of teachers in new schools (upper primary)	0.1	88 teachers	0	8.8	8.8	8.8	8.8	8.8	8.8	8.8	8.8	8.8	70.40
Instructors/Gurujees for EGS primary (shown cumulative)	0.01	282 gurujees	0.25	2.82	2.82	2.82	2.82	2.82	2.82	2.44	2.44	2.44	21.67
Instructors/Gurujees for EGS upper primary	0.01	70 gurujees	0.25	0.7	0.7	0.7	0.7	0.7	0.7	0.5	0.5	0.5	5.25
Training to Gurujees / Educated volunteers (40 member 30 days)	0.0005	9 yrs	0.0125	0.141	0.141	0.141	0.141	0.141	0.141	0.122	0.122	0.122	1.08
Training to Gurujees / Educated volunteers Upper Primary (40 member 30 days)	0.0005	9 yrs	0.0125	0.035	0.035	0.035	0.035	0.035	0.035	0.025	0.025	0.025	0.26
Facilitating school based activities and supervision in these institutions	0.03	9 yrs	0.03	0.12	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0	1.05
Remedial Coaching Centers for probable drop outs and for children with low level of learning (Prv) (non res) 40 members and 2 months special focus groups to reduce the present flow of repeaters and drop outs	0.05	616 batches	0	9.05	9.05	5.1	3	2.05	1.5	1.05	1.05	0	30.80
Competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	184 programmes	1	1.05	1.05	1	1.15	1.05	1.15	1.15	1.15	0.6	9.20
SIG to EGS primary schools	0.02	all EGS centres	0	5.64	5.64	5.64	5.64	5.64	5.64	4.88	4.88	4.88	42.84
SIG to EGS upper primary schools	0.03	all EGS centres	0	2.1	2.1	2.1	2.1	2.1	2.1	1.5	1.5	1.5	15.00

Additional Teachers to primary Schools (shown in cumulative)(the district is suffering from adverse PTR with present sanctioned strength)	0.08	1620	0	0	1.68	12.72	21.2	43.6	52.48	56.8	60.88	249.36	
Additional Teachers to upper primary Schools(shown in cumulative)	0.1	1270	0	0	0	11.7	21.9	34.1	43.3	50.9	53.5	215.40	
Tim grant to EGS primary teachers	0.005	in schools	0	1.41	1.41	1.41	1.41	1.41	1.22	1.22	1.22	10.71	
Tim grant to EGS upperprimary teachers	0.007	in schools	0	0.49	0.49	0.49	0.49	0.49	0.35	0.35	0.35	3.50	
Furnitures to New Primary Schools and EGS	0.05	316 schools	0	15.8	0	0	0	0	0	0	0	15.80	
Furnitures to New Upper Primary Schools and EGS Upper	0.05	0	0	5.2	0	0	0	0	0	0	0	5.20	
Contingencies to New Primary Schools and EGS	0.02	0	0	6.32	6.32	6.32	6.32	6.32	6.32	6.32	6.32	50.56	
Contingencies to New Upper Primary Schools and EGS Upper	0.025	0	0	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	20.80	
<b>Total</b>				<b>1.555</b>	<b>321.916</b>	<b>239.79</b>	<b>164.31</b>	<b>136.36</b>	<b>143.6</b>	<b>136.76</b>	<b>148.23</b>	<b>149.177</b>	<b>1441.706</b>

**SC/ST Education**  
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	110	0.5	0.375	0.375	0.25	0.25	0.25	0.25	0.25	0.25	2.75
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	330 in phasec manner	1.8	3	3	3	2.4	2.4	1.8	1.2	1.2	19.8
	Teachers Requiring Attitudinal Training	0.112	20 batches	0.56	0.56	0	0	0.56	0.56	0	0	0	2.24
	Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	9 batches	0.075	0	0	0.075	0	0.075	0	0	0	0.225
	Research work on specific Tribal issues	0.3	5 studies	0	0	0.6	0	0.3	0	0.3	0.3	0	1.5
	Matenal development and dissemination	1	9 years	1	1	1	1	1	1	1	1	1	9
	Special Hostel facilities for Girls in District and Block H.Q. Schools (25 Girls X Rs.500/- per month X 12 Months)	1.5	64schools	0	12	12	12	12	12	12	12	12	96
	<b>Total</b>			<b>3.935</b>	<b>16.935</b>	<b>16.975</b>	<b>16.325</b>	<b>16.51</b>	<b>16.285</b>	<b>15.35</b>	<b>14.75</b>	<b>14.45</b>	<b>131.515</b>

**GIRLS EDUCATION**  
Yearwise costing for Physical Targets

Budget Activity -Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	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	190 batches	0	0.75	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.85
	Training to lady PRI member, MTA, women groups (50 members 1 day)	0.015	24 batches	0.12	0	0	0	0.12	0	0	0	0.12	0.36
	Women convention at Block Level (100 members)	0.05	32 conventions	0.4	0.4	0	0	0.4	0	0	0.4	0	1.6
	Maa Jhee Mela at CRC level (2 days)	0.03	724 melas	0	5.43	0	5.43	0	5.43	0	5.43	0	21.72
	Seminars on Girls Education ( 2days) (40 members)	0.15	18 seminars	0	1.35	0	0	0	0	1.35	0	0	2.7
	Special coaching camps for girls (1month, 40 girls)	0.1	400 different types camps	0	5	5	5	5	5	5	5	5	40
	Sahayikas and escort mothers' remuneration (Per year)	0.96	360 in 9 years phase wise	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	345.6
	<b>Page Total</b>			<b>38.92</b>	<b>51.33</b>	<b>43.7</b>	<b>49.13</b>	<b>44.22</b>	<b>49.13</b>	<b>45.05</b>	<b>49.53</b>	<b>43.82</b>	<b>414.83</b>



## GIRLS EDUCATION

### Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Observation of Girl child week at selected CRCs	0.03	60 programmes	0.12	0.24	0.24	0.24	0.24	0.18	0.18	0.18	0.18	1.8
	Awards to Schools showing improvement in 100% Girls Retention (in kind)	0.05	187schools	0	0.8	0.8	0.8	1.2	1.2	1.2	2	1.35	9.35
	Empowerment of SHGs.	0.05	50 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	5 volumes	0	0.15	0	0.15	0	0.15	0.15	0.15	0	0.75
	Improvement of class room culture.	0.25	50 programmes	0	2.5	2.5	2.5	1.25	1.25	1.25	1.25	0	12.5
	Innovative projects for urban area slum girls and difficult rural pockets	2.5	5 innovative projects	0	2.5	2.5	0	2.5	0	0	2.5	2.5	12.5
	Model cluster approach	0.2	50 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
	<b>Page Total</b>			0.12	10.64	12.99	10.89	11.64	8.23	7.98	11.28	9.23	83
	<b>Total</b>			39.040	61.970	56.690	60.020	55.860	57.360	53.030	60.810	53.050	497.930

## Early Child Care and Education

### Yearwise Costing of Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	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)	0.084	71	0.168	0.252	0.336	0.42	0.504	0.672	0.84	1.26	1.512	5.964
	In depth study on preschool education and health in the district	0.3	15 studies	0.9	0	0.9	0	0.9	0	0.9	0	0.9	4.5
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.06	1 batch for 8 years	0.06	0	0.06	0	0.06	0	0.06	0	0	0.24
	Opening of New ECCE Centers (Salary and contingences)	0.12	211 in 9 yrs.	6	12	25.32	25.32	25.32	25.32	25.32	25.32	25.32	195.24
	Orientation to CBPO/supervisors and selected NGOs	0.3	54atches	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	16.2
	Toys and learning materials to AWCs/ECCE	0.005	637 AWC	1	1.72	0.35	0.115	0	0	0	0	0	3.185
	Hand book on Pre school to AWWs/ECCE	0.002	637	0	0.4	0.688	0.186	0	0	0	0	0	1.274
	Meeting of MTAs, lady PRIs and AWWs on health, education matters(at GP level)	0.005	181 x 5 meeting	0.525	0.5	0.905	0.905	0.905	0	0.905	0	0.905	5.55
	Sharing experiences between escort mothers, AWWs, MTAs( at GP level)	0.005	362	0	0.905	0	0.905	0	0	0	0	0	1.81
	<b>Total</b>			<b>10.453</b>	<b>17.577</b>	<b>30.359</b>	<b>29.651</b>	<b>29.489</b>	<b>27.792</b>	<b>29.825</b>	<b>28.38</b>	<b>30.437</b>	<b>233.963</b>

I.E.D.

Yearwise Costing of of Physical Targets Planned to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	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	44( 2 round survey in 9 years)	0.00	7.00	15.00	0.00	2.00	4.00	8.00	8.00	0.00	44.00
	Training regarding Disability Survey to teachers (5 days) primary and upper primary	0.14	361 batches to all teachers	0.00	7.00	11.90	11.90	10.50	6.30	2.94	0.00	0.00	50.54
	Capacity building of 3 member Block Resource Group IED	1.9845	5 batches including new entrants	0.00	7.94	0.00	0.00	7.94	0.00	0.00	3.97	0.00	19.85
	Salary of IED teachers	0.1	3 for 9 years	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	5.40
	Equipment for identified disabled children	1.5	To the identified children (per block 1.5 lakh)	0.00	10.50	22.50	0.00	1.50	3.00	6.00	6.00	0.00	49.50
	Theme based camps (per block 10 programmes atleast)	0.05	620 camps	1.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	31.00
	Medical Assessment camps	0.15	69 camps	0.00	1.50	3.00	0.00	0.45	0.90	2.25	2.25	0.00	10.35
	Instructional materials to BRC, CRC (Set)	0.01	70 sets	0.00	0.40	0.80	0.50	0.20	0.00	0.00	0.00	0.00	1.90
	Hand books to schools	0.001	2000 sets	0.00	2.00	2.00	2.00	2.00	2.00	0.00	0.00	0.00	10.00
	Counselling of parents	0.03	32 batches	0.00	0.12	0.18	0.18	0.00	0.18	0.18	0.12	0.00	0.96
	TA, DA for IED staff	0.15	9 years	0.15	0.30	0.45	1.20	1.20	1.20	1.20	1.20	1.20	8.10
	<b>Total</b>			<b>1.750</b>	<b>39.358</b>	<b>60.430</b>	<b>20.380</b>	<b>30.388</b>	<b>22.180</b>	<b>25.170</b>	<b>26.139</b>	<b>5.800</b>	<b>231.595</b>



	Visual / Video shows Radio talk seminars	0.5	151 progs	1.50	10.00	10.00	10.00	10.00	10.00	8.00	8.00	8.00	75.50
	Posters and hoardings (per block)	0.5	12 sets in one unit and 20 units	2.00	4.00	2.00	2.00	0.00	0.00	0.00	0.00	0.00	10.00
	District level convention for PRIs and Functionaries	0.5	16 progs.	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.00
	Block level convention for PRIs and Functionaries	0.25	56 progs.	0.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	14.00
	Newsletter publication, photo exhibition, production of audio visual cassettes, activity calenders	0.5	62 progs.	1.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	31.00
	Film on community mobilization, shows, teleconferencing cassettes (per unit in- cluding duplication and shows)	1.5	72 times	7.50	12.00	12.00	12.00	12.00	15.00	15.00	15.00	7.50	108.00
	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
	Preparation Video Cassettes on DPEP success story	1	10	0.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	10.00
	<b>Total</b>			<b>13.730</b>	<b>40.370</b>	<b>39.430</b>	<b>37.510</b>	<b>35.510</b>	<b>38.510</b>	<b>36.510</b>	<b>36.710</b>	<b>25.810</b>	<b>304.090</b>

**Community Mobilization and Participation**  
Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	Costings for Different Years									Total	
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	Constitution of VECs according to guidelines (presentation of Women and Cocus Deprived Groups) Primary/uoper primary	non financial												0
	Training for all VEC members on Community mobilisations ( 50 persons for 3 days @Rs.70/- per day)	0.105	120 batches	4.2	0	4.2	0	0	4.2	0	0	0	0	12.6
	Enrolement Drive in feeder villages/habitations (per school)	0.005	16800 Schools in 9 Years	8	8	9	9	10	10	10	10	10	10	84
	Community Sensitization Programmed "NINAD" (per block)	2	Twice in each block	0	16	0	16	0	0	0	0	0	0	32
	Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0.01	1320 GPs in 8 Years	0	1.81	1.81	1.81	1.81	1.81	1.81	1.81	1.81	1.81	14.48
	<b>Page Total</b>			<b>12.20</b>	<b>25.81</b>	<b>15.01</b>	<b>26.81</b>	<b>11.81</b>	<b>16.01</b>	<b>11.81</b>	<b>11.81</b>	<b>11.81</b>	<b>11.81</b>	<b>143.08</b>

## Community Mobilization and Participation

### Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Wall Painting in selected schools	0.015	2000 Schools	0	3	15	12	0	0	0	0	0	30
	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	0.12	0.24	0.288	0.312	0.12	0.12	0	0	1.2
	Pamphlet, Posters, folders, banners, calendars, leaflets (as a group of 1000)	2	300 X 1000	120	40	40	20	100	60	80	80	60	600
	Preparation / production and distribution of Audio Cassettes	0.5	30 Nos.	1.5	2	2	2	1.5	1.5	1.5	1.5	1.5	15
	Audio/video cassettes on NINAD and other programmes	0.1	9 sets X	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	8.1
	<b>Page Total</b>			122.40	46.02	58.14	35.19	102.71	62.52	82.52	82.40	62.40	654.30

## Community Mobilization and Participation

### Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	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	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	28.8
	Organisation of health awarness programme, literacy day, celebration of national days etc. at school and EGS centres	0.01	5 activities per year in 4000 schools/ EGSC	100	100	125	130	130	130	130	130	130	1105
	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	0	0.035	0	0	0.035	0	0.035	0	0.105
	Field visit of VEC to other districts (50 persons @ 500/-)	0.25	8 times	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	2
	Training of Master trainers of VEC/ MTA/ PTA/ NGOs at block level (40 persons for 3 days @ 70/- per day)	0.084	3 batches	0.084	0	0	0.084	0	0.084	0	0	0	0.252
	<b>Page Total</b>			103.28	103.45	128.49	133.53	133.45	133.57	133.45	133.49	133.45	1136.16
	<b>Total</b>			237.88	175.28	201.64	195.53	247.97	212.10	227.78	227.70	207.66	1933.54



## Research & Evaluation

### Yearwise Costing of of Physical Targets Planned to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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)	0.020	181 GPs 6 times	0.500	1.200	3.200	3.200	2.400	2.400	2.600	0.800	1.200	17.500
	Capacity development of Research institutes	1.000	1 institute	0.000	0.000	1.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000
	Baseline Assessment Study (Pry)Including End period Assessment (per block)	0.250	6 units	1.000	1.000	0.000	0.000	1.000	0.000	0.000	1.000	1.000	5.000
	Baseline Assessment Study (Upper Pry)Including End period Assessment (per block)	0.250	6 units	1.000	1.000	0.000	0.000	1.000	0.000	0.000	1.000	1.000	5.000
	indepth Studies(subjectwise)	0.200	20 studies	0.000	0.800	0.800	1.500	1.500	1.600	0.800	0.800	0.000	8.000
	DRG Training on Action Research Projects (3 days) at district	0.084	6 rounds	0.000	0.084	0.084	0.084	0.084	0.084	0.000	0.084	0.000	0.504
	Preparation of Teacher ProfilePer block (including new teachers /EGS teachers)	0.150	11.000	0.000	0.600	0.600	0.150	0.000	0.150	0.150	0.000	0.000	1.650
	Diagnostic Study For Teachers (Pry) per block(including new teachers /EGS teachers)	0.300	18.000	0.000	1.200	1.200	1.800	0.600	0.000	0.300	0.300	0.000	5.400
	Diagnostic Study For Teachers (Upr.Pry)per block(including new teachers /EGS teachers)	0.300	18.000	0.000	1.200	1.200	1.800	0.600	0.000	0.300	0.300	0.000	5.400

Analysis of Household Survey and sharing per GP (includes phasewise collections) deprived GPs to be covered more than 5 times in 4 years	0.150	520.000	0.000	3.000	9.000	9.000	12.000	12.000	12.000	10.500	10.500	78.000
Midterm Assessment studies (primary) (per block)	0.500	8.000	0.000	0.000	0.000	0.500	1.000	2.500	0.000	0.000	0.000	4.000
Midterm Assessment studies (upper primary) per block	0.500	8.000	0.000	0.000	0.000	0.500	1.000	2.500	0.000	0.000	0.000	4.000
Comparative academic study between Pry. & EGS	0.300	8 studies	0.000	0.000	0.600	0.000	0.600	0.000	0.600	0.000	0.600	2.400
Evaluative studies for project implications and impacts (areawise/intervention inputs)	0.500	40 studies for 8 blocks	0.000	0.000	3.000	3.000	2.500	2.500	2.500	4.000	2.500	20.000
Action Research Projects for teachers (per school) all schools primary and upper primary (with the help of Cluster support group and BRG)	0.015	3950 projects for all schools (minimum 1 for each school)	0.000	2.250	4.500	9.000	15.000	9.000	9.000	6.000	4.500	59.250
Sharing of Research findings at the block and cluster level (per set)	0.500	16 research	0.000	0.000	0.000	4.000	0.000	0.000	0.000	4.000	0.000	8.000
<b>Total</b>			2.500	12.334	25.184	34.634	39.384	32.734	28.250	28.784	21.300	225.104

## Distance Education

## Costing

Budget Activity Code	Name of the Activity	Unit Cost (Per Unit)	Physical Target for the Project	2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-10	Total
				2002	2003	2004	2005	2006	2007	2008			
	Workshop on use of distance learning material (1 day)	0.03	17 workshops	0.12	0.06	0.09	0.06	0.06	0.03	0.03	0.03	0.03	0.51
	Equipments for teleconferencing (lumpsum)	3	1 set	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
	Printing and Distribution of self Instructional materials (Primary) and Upper Primary (per teacher Rs.150/-)	0.0025	53000 copies to teachers(3times)around 14000 teachers	0.00	27.50	0.00	35.00	0.00	35.00	0.00	35.00	0.00	132.50
	Radio Shows (per yr)	0.15	60 shows	0.00	1.20	1.20	1.20	1.20	1.20	1.20	1.20	0.60	9.00
	TV shows (per yr)(per month atleast once)	0.3	56 Tvshows	0.00	1.80	3.60	3.60	1.80	1.80	1.80	1.80	0.60	16.80
	Teleconferencing Programmes (All types)	0.15	180 teleconferences	0.00	3.00	3.00	3.00	4.50	4.50	3.00	3.00	3.00	27.00
	<b>Total</b>			<b>0.420</b>	<b>34.060</b>	<b>11.190</b>	<b>42.860</b>	<b>7.760</b>	<b>42.530</b>	<b>6.230</b>	<b>41.330</b>	<b>4.730</b>	<b>191.110</b>

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	4.00	0.50	0.50	0.50	0.50	0.00	0.00	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	6 batches every year	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	15.12
	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	1500 schools including AS every year	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	40.50
	Sharing Workshop and Dissemination of D.SE	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 Data 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	0.5	8 years	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	4.50
	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	2000 villages including urban areas	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	90.00
	Computerisation of CHW tracking System	4	3	4.00	3.00	0.00	4.00	0.00	0.00	4.00	0.00	0.00	12.00
	Office Automation System	5	1	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5
	Geographical Information System	3	2	3.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	6
	<b>Total</b>			<b>30.43</b>	<b>21.08</b>	<b>17.58</b>	<b>22.08</b>	<b>18.08</b>	<b>18.08</b>	<b>21.58</b>	<b>17.58</b>	<b>17.58</b>	<b>184.07</b>

**Summary Table for Angul District**

Name of the Intervention	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
Project Management	61.46	101.96	101.71	99.96	93.16	83.46	77.96	77.81	77.31	774.79
Drill Works	163.50	1581.78	1556.31	673.83	327.20	165.00	129.00	45.00	68.75	4710.37
Planning & Management	0.50	14.51	34.41	29.51	19.88	7.70	26.06	25.63	15.15	173.34
Planning for Pedagogical improvement	178.65	504.12	492.03	491.99	505.05	526.42	532.98	541.43	544.25	4316.88
Access for Deorived Children	1.555	321.916	239.786	164.306	136.356	143.626	136.757	148.227	149.177	1441.71
SC/ST (Focus Group) Education	3.935	16.935	16.975	16.325	16.51	16.285	15.35	14.75	14.45	131.52
Girls' Education	39.04	61.97	56.69	60.02	55.86	57.36	53.03	60.81	53.05	497.83
Early Childhood and Care Education	10.45	17.58	30.36	29.65	29.49	27.79	29.83	28.38	30.44	233.96
Indegrated Education for Disabled Children	1.75	39.36	60.43	20.38	30.39	22.18	25.17	26.14	5.80	231.60
Media	13.73	44.37	39.43	37.51	35.51	38.51	36.51	36.71	25.81	304.09
Community Mobilization and Participation	237.88	175.26	201.64	195.52	247.97	212.10	227.78	227.70	207.66	1933.54
Research and Evaluation	2.50	12.33	25.18	34.63	39.38	32.73	23.25	28.78	21.30	225.10
Distance Education	0.42	34.06	11.19	42.86	7.76	42.53	6.23	41.33	4.73	191.11
Management Information System	30.43	21.08	17.58	22.08	19.08	18.08	21.58	17.58	17.58	184.07
<b>Total</b>	<b>745.78</b>	<b>2943.25</b>	<b>2883.71</b>	<b>1918.58</b>	<b>1562.60</b>	<b>1393.77</b>	<b>1346.48</b>	<b>1320.27</b>	<b>1235.45</b>	<b>15349.91</b>

Provision for Different Interventions in the Perspective Plan for 2018-19

Sl.No.	Programme Component	Financial Provisions for 9 years	% of the Total Provision	Project Management	Civil Works	Quality Improvement
1	Project Management	774.79	5.05	5.05	30.69	64.27
2	Civil Works	4710.37	30.69			
3	Planning & Management	173.34	1.13			
4	Planning for Pedagogical Improvement	4216.88	28.12			
5	Access for Deprived Children	1441.71	9.39			
6	SC/ST (Focus Group) Education	131.52	0.86			
7	Girls' Education	497.83	3.24			
8	Early Childhood and Care Education	233.96	1.52			
9	Indegradated Education for Disabled Children	231.60	1.51			
10	Media	304.09	1.98			
11	Community Mobilization and Participation	1933.54	12.60			
12	Research and Evaluation	225.10	1.47			
13	Distance Education	191.11	1.25			
14	Management Information System	184.07	1.20			
	Total	15349.91	100.00			



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