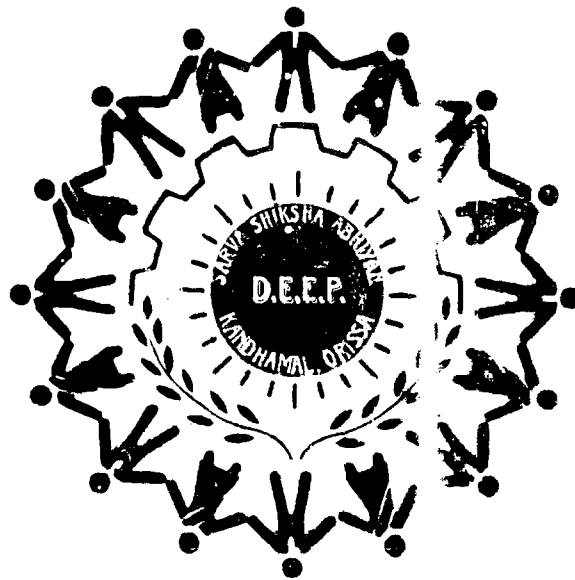


**DISTRICT ELEMENTARY EDUCATION PROGRAMME  
(D.E.E.P.)**

**KANDHAMAL DISTRICT**

**SARVA SHIKSHA ABHIYAN  
PROSPECTIVE PLAN  
(2007 - 2010)**



NIEPA DC



D11741

**ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY  
(OPEPA)  
BHUBANESWAR, ORISSA**

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# EXECUTIVE SUMMARY

## **ABBREVIATIONS**

<b>AAS</b>	<b>Access and Alternative Schooling</b>
<b>AC</b>	<b>Awareness Campaign</b>
<b>APC</b>	<b>Additional Project Coordinator</b>
<b>AWP &amp; B</b>	<b>Annual Work Plan &amp; Budget</b>
<b>AWC</b>	<b>Anganwadi Center</b>
<b>BC</b>	<b>Backward Caste</b>
<b>BL</b>	<b>Books &amp; Libraries</b>
<b>BRC</b>	<b>Block Resource Center</b>
<b>BRCC</b>	<b>Block Resource Center Coordinator</b>
<b>BRG</b>	<b>Block Resource Group</b>
<b>BRP</b>	<b>Block Resource Person</b>
<b>CAP</b>	<b>Capacity Building</b>
<b>CMO</b>	<b>Community Mobilization Office</b>
<b>CMP</b>	<b>Community Mobilisation &amp; Participation</b>
<b>CO</b>	<b>Consumables &amp; Office Expenses</b>
<b>CRC</b>	<b>Cluster Resource Center</b>
<b>CRCC</b>	<b>Cluster Resource Center Coordinator</b>
<b>CRP</b>	<b>Cluster Resource Person</b>
<b>CW</b>	<b>Civil Works</b>
<b>CWS</b>	<b>Civil Works</b>
<b>DEO</b>	<b>District Educational Officer/DI of Schools</b>
<b>DEP</b>	<b>Distance Education Programme</b>
<b>DIET</b>	<b>District Institute of Education &amp; Training</b>
<b>DISE</b>	<b>District Information System for Education</b>
<b>DPO</b>	<b>District Project Office</b>
<b>DRC</b>	<b>District Resource Center</b>
<b>DRG</b>	<b>District Resource Group</b>
<b>ECCE</b>	<b>Early Childhood Care Education</b>
<b>EGS</b>	<b>Education Guarantee Scheme</b>
<b>EMIS</b>	<b>Education Management and Information System</b>
<b>EQ</b>	<b>Equipment</b>
<b>EV</b>	<b>Education Volunteers (Para Teacher)</b>

<b>FAG</b>	<b>Focus Areas / Group</b>
<b>FU</b>	<b>Furniture</b>
<b>GED</b>	<b>Girls Education</b>
<b>GER</b>	<b>Gross Enrolment Ratio</b>
<b>GOI</b>	<b>Government of India</b>
<b>HO</b>	<b>Honorarium</b>
<b>ICDS</b>	<b>Integrated Child Development Society</b>
<b>IED</b>	<b>Integrated Education for the Disabled</b>
<b>IN</b>	<b>Innovations</b>
<b>ITDA</b>	<b>Integrated Tribal Development Agency</b>
<b>JRM</b>	<b>Joint Review Mission</b>
<b>JRY</b>	<b>Jawahar Rojgar Yojana</b>
<b>LC</b>	<b>Local Consultants</b>
<b>MED</b>	<b>Media</b>
<b>MIS</b>	<b>Management Information Center</b>
<b>MLL</b>	<b>Minimum Levels of Learning</b>
<b>MTA</b>	<b>Mother Teacher Association</b>
<b>NCLP</b>	<b>National Child Labour Project</b>
<b>NGO</b>	<b>Non-Governmental Organization</b>
<b>OBB</b>	<b>Operation Black Board</b>
<b>OP</b>	<b>Equipment Operation &amp; Maintenance</b>
<b>OSE</b>	<b>Out of School Children</b>
<b>PEC</b>	<b>Panchayat Education Committee</b>
<b>PED</b>	<b>Pedagogy &amp; School Improvement</b>
<b>PLM</b>	<b>Planning and Management</b>
<b>PMIS</b>	<b>Project Management Information System</b>
<b>PMT</b>	<b>Project Management</b>
<b>PTA</b>	<b>Parent Teacher Association</b>
<b>R&amp;E</b>	<b>Research &amp; Evaluation</b>
<b>RE</b>	<b>Research Studies</b>
<b>RWS</b>	<b>Rural Water Supply</b>
<b>SA</b>	<b>Salaries</b>
<b>SAM</b>	<b>State Appraisal Mission</b>
<b>SC</b>	<b>Scheduled Caste</b>

SCERT	State Council of Education Research & Training
SEC	School Education Committee
SHG	Self-Help Groups
SIEMAT	State Institute of Educational Management and Technology
SIET	State Institute of Educational Technology
SPD	State Project Director
SRG	State Resource Group
SSA	Sarva Shiksha Abhivan
ST	Scheduled Tribe
TC	Teachers Centre
TC	Training Cost including TA & DA
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TPR	Teacher Pupil Ratio
UEE	Universal Elementary Education
UPE	Universal Primary Education
UPS	Upper Primary Schools
VEC	Village Education Committee
VH	Vehicles
WS	Workshops & Seminars



## **SSA – KANDHAMAL**

### **Plan Overview**

#### **Broader Strategies**

- \* Community involvement to develop the school as center of village and child as center of the school.
  - School as a place to protect Childs rights
  - Planning for Special focus against child labor
  - Planning simultaneously for the schooling of all the children in the age group of 6 – 14 years
  - Teacher involvement and motivation
  - Child tracking and focus on actual completion rates and 100% transition from primary to upper primary stage

#### **I. What are the items planned for?**

##### **A) Access**

- Improving access by way of opening of 57 New Primary Schools
- Improving access by way of opening 120 alternative schools. 494 EGS Centers. 93 AIF Centers, 208 Remedial Coaching Centers. 149 Back to School Camps or Bridge Course, 17 Adolscent Girls' Camp, 18 Special School each
- Enhancing access to Upper Primary Education by way of up gradation of 41 existing Primary Schools to Upper Primary Schools.
- Access facilitation for the Children with Special Education Needs (SEN) by making provision for Integrated Education in selected existing primary and UP schools with 13 IED Resource Centers at each Block Headquarters.

##### **B) Enrolment**

- Community mobilization and Awareness Campaigns for sensitizing the community and parents on child labour and their education.
- Village-wise programme for child tracking - Block / GP wise lists of children in the age group of 0 – 14 alongwith in-school, out-of school children and Nature of work in which the Out of School children are involved in
- 100% enrolment of 6 – 14 years children by 2006

- Village-wise programme for child tracking and conduct of residential and non residential bridge courses for the mainstreaming of Out of School children.
- Convergence with other schemes for the mainstreaming of Out of School children viz., Back to school programme etc

**C) Retention**

- 100% retention of 6-14 years children by 2006
  - 90% by 2002, 93% by 2003, 95% by 2004, 98% by 2005, 100% by 2006.
  - Close and continuous monitoring by community
  - Close and continuous monitoring by the department
  - Discouraging repetitions and efforts for regular transition and actual completion rates
  - Regular attendance monitoring in all the primary, upper primary and high schools through BRPs/SIS.
- Regular follow-up of mainstreamed child labour and providing additional support

**D) Quality**

- Activities for teacher involvement and motivation – Support to Teachers forums – Teachers networks, exhibitions and other professional exchange programmes
- Development of strong State and District Resource Groups in pedagogy and orientations to teachers i.e. existing, newly recruited, untrained teachers.  
Regular on job support to the teachers of primary and upper primary schools through BRCs and BRGs / DRGs
- Professional exchange through conduct of Cluster meetings on monthly basis  
Appointment of required No. of Teachers, maintenance of proper TP Ratio to 1:40 Providing Teacher Training capacity building of to SIS / BRCs / BRPs / BRGs / DRG and HMs and Teachers.  
Establishment of 12 BRCs and 153 CRCs and 1 District Resource Centre  
TLM grants to all 1363 Primary Schools, 256 UP Schools, 2816 Primary Teachers, 961 Upper Primary Teachers and 153 Cluster  
Review of Curriculum and Textbooks and preparation of Group specific curriculum i.e. Child labour, IED
- Developing and dissemination of pupil interactive material

- Developing pupil Assessment Procedures to reflect the pedagogical renewal.
- Development of subject-wise item banks to make pupil assessment procedures more relevant and practicable.
- Conduct of pupil achievement study from time to time to assess the status of pupil achievement both primary and upper primary.
- Special programmes for improvement of Language, Maths and Science especially 1<sup>st</sup> generation literates.
- Provision for library books and Children literature in primary and upper primary schools
- Special focus on implementation of non-scholastic areas in primary and upper primary schools (SUPW, Art Education Physical Education, Moral Education) and capacity building of teachers and Field Functionaries.

**2. What are the other aspects covered in the plan?**

**A. Physical / Infrastructure facilities**

- Construction of 57 New School Buildings in DPEP
- Construction of 25 Building to Building less schools in DPEP
- Construction of 262 Additional Class Rooms
- Construction of 41 Additional Class Rooms for upgraded UP schools
- Construction of 17 BRC's in DPEP
- Construction of 48 CRC's Building
- Repairs to 174 school buildings
- Construction of 103 Toilets
- Electricity connections to 368 Schools
- Providing Drinking Water facilities to 260 Schools
- Construction of 275 ECCE Centers

**B. Teachers**

- Appointment of 114 Teachers to New Primary Schools in DPEP
- Appointment of 82 Teachers to upgraded Upper Primary Schools

**C. Teacher Training**

- Constitution of strong District Resource Groups (DRGs) and Block Resource Groups(BRG) in various content areas and their capacity building on regular basis.
- 20 days Training to 2702 regular Teachers  
Training to 879 teachers of upper primary schools in content

- 30 days training to newly recruited teachers of 196.

Training to Education Volunteers, Instructors of Alternative Schools, Child Labour Bridge Course Camps,

#### **D) Community Mobilisation & Participation**

School is a place for regular meetings with School Committee Members, Parent Teacher Associations, Self-Help groups, youth groups etc.

- Conduct of Awareness Campaigns, rallies and mobilization of the community for owning and running the schools, reliving the child labour from the employers / domestic work and mainstreaming them
- Conduct of Shisu Mela, Mahila Melas and Habitation level village meeting
- Training to members of School Education Committees.
- Development of campaign material and dissemination
- Exposure visits to School Committee Members and other Self-Help groups to the successful schools / places.
- Support to school committees to undertake mobilization against child labour and monitoring the enrollment and retention
- Conduct of Block Level Melas / Meets with Women Group and other Self-help groups.

### **3. Upper Primary Education - New Items Planned?**

Improvement of access to Upper Primary education by way of upgrading 41 existing primary schools into upper primary schools

Focussed monitoring on the transition of all the children from C class to class and primary stage to upper primary stage.

- Mainstreaming of Out of School children in the age group of 11 - 14 through Long-term Residential Bridge and Non-Residential Bridge courses.
- Pedagogical renewal through curriculum and textbook revision, subject wise training to all teachers Separate Resource groups for Upper Primary Schools.
- Teaching Learning Material (as one time grant of Rs. 50,000 per school), on job support to the teachers through BRCs, regular teachers meet on monthly basis at CRCs for professional exchange and training to all the teachers, subject-wise in content and methodology every year
- Special emphasis on utilization of available resources in the schools like Library books, Kits, TV, VCR etc
- Supply of TLM to all UP Schools including UP Sections in High Schools.

- Construction of 3 additional classrooms for each new UP School
- Community involvement for 100% enrolment and retention in the age group of 11-14 years
- DIETs support to UP Schools Monitoring & on Job support – DIET Lecturers as Academic Leaders – Block wise
- Grants to 153 Cluster Schools 256 and Teacher Grants 961 to UP Schools
- Separate meeting to chairman's of SEC of UPS on School support and monitoring
- Conduct of achievement tests in all subjects to the upper primary classes (Class VI and Class VII) on annual basis
- Monitoring of transition of upper primary children to secondary classes through community and department monitoring
- Improving school infrastructure of Upper Primary Schools – New buildings Additional Classrooms, Toilets, Electricity, Drinking Water, Repairs etc

**4. SSA – New aspects in SSA that is not there in DPEP?**

- Clear target setting on major indicators of UFE – viz., Access, Enrollment, Retention, Quality, Capacity Building with year-wise targets to achieve the goals of SSA by 2003, 2007 and 2010
- Specific strategies for the schooling of all the children of 6-14 years simultaneously
- Improving access to upper primary by way of upgradation of existing primary schools 41 to Upper Primary Schools.
- Teacher involvement motivation through Teachers forums, Networking, conduct of exhibitions, meals, professional exchange at BRC's & CRC's.
- Constitution and development of strong District Resource Group for training and providing on job support alongwith monitoring.
- Focus is on child rather than teacher or school
- Strong component of community mobilization and participation through conduct of special campaigns, rallies, meals on child labour, their educational issues and to own and run the schools
- Mainstreaming of children through conduct of Residential & Non-Residential Bridge Courses
- Convergence among the Department of School Education, Tribal Rural Welfare, Social Welfare and Urban Development for the mainstreaming of

• • • **Out of School children and conduct of Bridge Courses for mainstreaming of child labour**

- A strong component for monitoring the retention of children in primary and upper primary school through involvement of community as a way of monitoring children attendance and dropouts in addition to department initiatives.
- Assistance to School Committees for mobilization for 'Education of All' activities
- Augmentation of Civil Works – A Room for a teacher in Primary School and UP School along with HM Room for UP School in addition to provision for school repairs, toilets(Girls toilets separately), Electricity etc.
- Provision for Building repairs & Maintenance (Major & Minor)
- Specific Intervention for focused groups i.e., Girls, ECCE, Minorities, Migrated child labour, Street Children, Domestic Child Labour
- SSA is community-based project-formation of village teams and Block teams for participatory planning, implementation and monitoring.
- Preparation of village plans by village teams and Block plans by Block teams.
- Developing institutional networking and support for the quality improvement of primary and upper primary education – DIETs, SCERT, SIET University departments of education NCERT, NIEPA and NGOs
- Convergence with NGOs on UFE
- Developing suitable Pupil Assessment Procedures for primary and upper primary level and conduct of pupil achievement tests (external) on annual basis.
- Specific quality initiatives to upper primary stage, i.e., providing teaching learning equipment, library books and children literature, professional support mechanisms through BRCs, DRGs and DIETs, curriculum textbook renewal
- Science improvement programme through conduct of Science Camps and other science fairs / meals

**5. Capacity Building – New Institutions for professional Support and Networking**

- Professional Resource Centers at Block Level i.e., Block Resource Centers (BRC's) for providing in-service training to the existing teachers alongwith on site support and monitoring children progress

Clusters for professional exchange among primary and upper primary teachers

Capacity building of DIETs viz., infrastructure and HRD for academic monitoring of schools and provide on site support to primary and upper primary teachers, conduct of studies, surveys, alongwith acting as academic incharges at Block level

Networking with Teachers groups, NGOs and other professional organizations

**6. Addressing Focused Groups -- strategies.**

**A) Grls' Education**

- Village-wise database – Name-wise lists of Girl children who are out of school / child labour.
- Mainstreaming of girl children who are out of school through non-residential bridge courses and 17 residential bridge course.
- Conduct of gender issues workshops.
- Involvement of Women groups and other Self-Help groups for motivating community and parents for the schooling of girl children.
- Conduct of campaigns, rallies along with campaign material.
- Sensitizing the community and parents in Low Female Literacy habitations against girl child labour and their educational issues
- Separate toilets for girls in Upper Primary Schools.

**B) Early Childhood Care Education**

- Strengthening of existing 963 Anganwadis by extending the working hours and shifting of the centers to more needy locations.
- Convergence with Anganwadi centers of ICDS to make them run in school premises during school hours
- Capacity building Anganwadi instructors through training, meets, rallies etc
- TLM to Anganwadi Centers.
- Opening 175 new ECCE Centers in required habitations.

**C) Child Labour**

- Campaigns / rallies at Habitation-level sensitizing community, parents on child labour and their education
- Formation of village-wise care groups with youth and other self help groups to campaign on child rights and to relieve child labour and mainstream them.

- **Conduct of Residential (18) and Non Residential bridge course camps (450 per year).**
- Convergence with other programmes such as, Back to School Programmes and NGOs for the mainstreaming of Out Of School children
- Support to community for their efforts on mobilization for the norm that no child should work – the best place for the child is school.
- Preparation of modules and literature on the process of mainstreaming.
- Special strategies for the street children, platform children and other forms of child labour.
- Exposure visits to the mobilisers, Youth groups and camp volunteers to the successful camps, child labour free habitations to witness and feel the mobilization process and community involvement

**D) Child with Special Educational Needs (SEN)**

- Name-wise lists of children with SEN – Habitation-wise.
- Conduct of Assessment camps at Block levels
- Training to Teachers on IED
- Resource Persons at Block and district level
- Preparation of module for children of Disabled
- Provision for TLM and Teacher Grants and other forms of Teaching Learning Equipment

**7. Systems improvement for monitoring and follow-up**

**A) Database**

- Maintain basic information about schools, Teachers, children, enrollment, retention, achievement etc. at school level and maintaining the data at Block point as basic unit.
- Village-wise information on children in the age group of 0-14 years
- Maintain village-wise, Name-wise lists of Out of School children in the age group of 5-14 years
- Provision of Computers and Computer Operator Block Level for data management.

**B) Validation**

- Review the data collected from the field once in a month at Block level and district level.
- Validation of data at village level in village meeting on quarterly basis



- Sharing the data in teachers meetings at Block level.

**C) Updation**

Provision for regular updation of data on major indicators of UEE alongwith school facilities at Block point through computers

**D) Utilisation**

Data transfer from Blocks to schools after analysis

Discussion of school-wise data in cluster meetings and checking the targets and achievements.

Using the data for the purpose of planning at village level, Block level and district level.

- Data use for target fixing and for planning suitable strategies.
- Data sharing between Blocks, districts and state on a regular basis through Internet.

**8. Identification of schools and teachers - supervision and monitoring**

- Identification of schools and teachers by way of categorization of schools into 'A', 'B' and 'C' categories based on the various performance indicators
- Onsite support to schools and teachers through BRPs, BRGs and DRGs
- Support to teachers' networks, conduct of academic forums is a way for the involvement of more and more teachers with positive outlook in school development programmes.
- Academic monitoring of schools by DIET staff
- Identification of effective schools - Alternative Schools, EGS centers, Primary Schools, Upper Primary Schools, ECCE Centers, Child Labour Camps, School Committees, BRCs, CRCs etc and monitoring for further improvement
- Capacity building of field staff i.e. SIS, DRGs, BRGs, BRCC, CRCC, DPO Staff and D Is on pedagogical renewal and school support systems.

**Targets Key Performance Indicators – UEE**

**a) Access Status**

**b)**

	Total No. of Villages	Villages with P.S	Villages without P.S.	Gap %	Villages with U.P Schools	Gap %
Existing schools	251	1359	1156	46%	215	76%
Proposed schools		57			41	
Proposed EGS centers		513			101	

## Enrolment

<b>District Enrolment Targets for the Period 2002-2010</b>					
Sl.No.	Year	Child population (6-14) Yrs.	Students Enrolment (6-14) Yrs	Target % of enrolment	Out of School Children
1	2002	1461817	110384	74.62%	26433
2	2003	137935	118110	85.62%	19825
3	2004	139594	126377	90.53%	13217
4	2005	141832	135223	95.34%	6609
5	2006	143336	143336	100%	Nil
6	2007	146202	146202	100%	Nil
7	2008	149126	149126	100%	Nil
8	2009	152108	152108	100%	Nil
9	2010	155150	155150	100%	Nil

### C) Retention

#### District Retention Target for the Period 2002-2010

Sl.No.	Year	Total Enrolment	Total Retention	% of Retention	Dropouts
1	2002	110384	99279	89.93%	11105
2	2003	113565	105236	92.66%	8329
3	2004	117103	117127	97.25%	5553
4	2005	119904	117127	97.68%	2777
5	2006	121808	121808	100%	Nil
6	2007	126680	126680	100%	Nil
7	2008	130480	130480	100%	Nil
8	2009	133090	133090	100%	Nil
9	2010	135751	135751	100%	Nil

# CHAPTER - I

## DEMOGRAPHIC PROFILE OF THE DISTRICT

# ' CHAPTER - 1 '

## DEMOGRAPHIC PROFILE OF THE DISTRICT

### 1. Introduction

The present district of Kandhamal is constituted of two sub-divisions named Phulbani & Balliguda. The district of Boudh – Kandhamal was created in the year 1948 with two sub-divisions named Boudh and Kandhamal. Later in 1949, the taluks of G.Udayagiri and Balliguda were added to the district being separated from Ganjam district. Finally Kandhamal district was created being separated from Boudh district with effect from 1.1.94 with its head quarters at Phulbani.

The district has a predominant Kandha population. The Kondhas are an ancient hill tribe and hospitable to the extent that they will give shelter to an enemy who may come as their guests.

### 1.1 Location

One of the centrally located district of Orissa, Kandhamal lies between 19 degree 34' N and 20 degree 54' N latitudes and between 83 degree 30' E and 84 degree 48' E longitudes. It is bounded on the north by the district of Boudh, on the east by Ganjam and Nayagarh, on the South by Ganjam and Rayagada district. The district extends over an area of 7649.3 sq kms and its population is given below.

#### Population growth rate and sex ratio.

Population	Male	Female	Total	Sex Ratio		Growth rate	Density of population
				Male	Female		
1991	273278	273003	546281	1000	999	21.69	68
2001	322674	325238	647912	1000	1008	18.60	81

The district is full of uplands and hills elevated towards the eastern and southern borders and the plateau of height from 1700 feet to 3500 feet from sea level. The hills of the southern border form a natural watershed from which many small streams find their way to the river.

**Mahanadi** : The hills on the southern border are thickly covered with forests. Primeval forest covers much of the tract. The villages lie in scattered clearing on the hill sides and the valley below, while some are in almost inaccessible places on the topmost summits of the hills. In fact, the whole of this is network of hills and forests, interspersed here and there with small hamlets.

of Kandhas. Taken as whole Kandhamal is a wild hilly track intersected in all directions by streams and torrents which run dry after cessation of the rains. The area of cultivated land is small. The uplands and slopes leading down from the foot of the hills are periodically cleared for raising dry crops and the low paddy lands have been permanently cleared and cultivated every year. The rest of the area of the district is covered with thick forests. Kalinga Ghat is the main gateway to Kandhamal district from Ganjam. The highest point of this ghat-road is Kalinga at the height of 729 meters above the sea level. The southern portion is a belt of high lands varying from about 600 to 1100 meters above sea level. The hills of Balliguda sub-division consisting of plateau with about 520 meters in height is intersected by circular ranges of hills. Balliguda consists of a confused mass of wooded hills intersected by deep ravines and averages about 915 meters in elevation.

Among the principal rivers in the district mentioned may be made of The Bagh, The Salki, The Rushikulya and The Loharkhandi. These are mostly hill streams which from the affluence of larger rivers like the Mahanadi.

The tribal people in the district live mostly in far off interior regions inside the forests. Their primary activity is cultivation of land by primitive methods, hunting and collection of forest produce. They speak kui language. 70% of the total population of the district belongs to SC & ST community. Main tribes of the district are Kandha, Kolha, Sabar, Pan Ghasi.

The maximum temperature in the district is felt 40<sup>o</sup> and minimum 15<sup>o</sup> Celsius. The average rain fall of the district is 1586.10 mm per year. Daringbadi block of the district is known as Kashmir of Orissa. Kandhamal is rich in natural resources, it is still economically backward. Large number of people especially STs and the SCs live below poverty line. Main causes of their poverty is rapid deforestation, conventional method of cultivation, pressure of population and above all illiteracy. Despite a number of poverty alleviation programmes launched in the district both by the govt agencies and Non-Govt organization, no tangible effect has been noticed as yet.

## **1.2 Scheduled Caste and Scheduled Tribe population :**

The district comprises of two sub-divisions namely Phulbani & Balliguda with 12 nos. of CD blocks and two urban local bodies named G.Udayagiri and Phulbani. There are 153 grampanchayats covering 2536 nos. of revenue villages and 1556 nos of hamlets. According to 2001 census report and data collected from NINAD-II survey conducted in the year 2001, the rural population is 582436 and urban population is 65476. Out of total population male members

• • are 3,22,647 and female members are 3,25,238. Total SC population comes to 148690 and ST population comes to 314669.

**TABLE – 1.1**  
**Population of SC and ST and their percentage**

Caste	Population Rural			Urban			Percentage	
	Male	Female	Total	Male	Female	Total	Rural	Urban
SCs	65996	67797	133793	7231	7666	14897	24.16	22.75
STs	144177	145489	289666	11670	13333	25003	52.32	38.18

### 1.3 Literacy

According to 2001 census report and data collected from NINAD-II survey conducted in the year 2001, that there is large disparity in literacy rate of different block of the district. Particularly blocks like Tumudibandha, Kotagarh, Daringbadi and K Nuagam stands at the lowest. Inter block disparity is high throughout the district. Literacy rate of the district is 43.56%. It is 57.35% for male and 29.88% for female. There are regional variations in literacy rates of different blocks as well as those of different socio-economic groups.

### 1.4 Administrative structures :

The district of Kandhamal centrally located in the state of Orissa. The area of the district is 7649.35 Sq kms which accounts 5.08 percent of the state total area. The district has district physio-geographical regions, the hill tracts of and Balliguda sub-divisions.

#### The details of the administrative structure of the district.

1.	No. of sub-division	02
2.	No. of Tahasils	04
3.	No. of CD Blocks	12
4.	No. of NAC's	02
5.	No. of Police station	15
6.	No. of Grampanchayats	153
7.	No. of Inhabited villages	2515
8.	No. of Uninhabited villages	21
9.	No. of of Assembly Constituencies	03
10.	No. of parliamantry constituencies	01

TABLE NO 1-1  
BLOCK WISE POPULATION OF KANDHAMAL DISTRICT ( SEX & CASTE WISE )

Sl. No.	Name of the Block	Total Population			Schedule Caste			Scheduled Tribe			Percentage	
		Male	Female	Total	Male	Female	Total	Male	Female	Total	S.C.	S.T
1	2	3	4	5	6	7	8	9	10	11	12	13
1	BALLIGUDA	31763	31699	63462	6475	6645	13120	14034	14668	28702	21.00	45.00
2	CHAKAPADA	20386	20789	41175	4921	5198	10119	9497	9721	19218	24.57	46.67
3	DARINGBADI	48433	49130	97563	12847	12985	25832	29359	30177	59536	26.00	61.00
4	G.UDAYAGIRI	14484	15147	29631	1856	1913	3769	9488	9713	19201	12.71	64.80
5	KHAJURIPADA	23530	22029	45559	7701	7286	14987	11156	11098	22254	32.89	48.84
6	K.NUAGAON	24319	25090	49409	3756	3909	7665	10362	10557	20919	15.50	42.50
7	KOTAGARH	21299	21008	42307	5260	5385	10645	12585	12280	24865	25.16	58.77
8	PHIRINGIA	35742	35935	71677	6885	6946	13831	20483	20840	41323	19.29	57.65
9	PHULBANI	17940	18623	36563	4090	4246	8336	9980	10360	20340	22.80	55.63
10	RAKIA	24599	24630	49229	6761	6811	13572	11616	12077	23693	27.56	48.12
11	TIKABALI	24990	24081	49071	6968	6670	13638	12904	12866	25770	27.79	52.05
12	TUMUDIBANDH	20112	20577	40689	3842	3820	7662	11660	12111	23771	19.00	58.00
	<b>TOTAL:</b>	<b>307597</b>	<b>308738</b>	<b>616335</b>	<b>71362</b>	<b>71814</b>	<b>143176</b>	<b>163124</b>	<b>166468</b>	<b>329592</b>	<b>24.00</b>	<b>53.00</b>
13	Phulbani NAC	16006	14002	30008	3385	3499	6884	1889	1702	3591	23.00	12.00
14	G.Udayagiri NAC	4971	5235	10206	608	593	1301	1062	1234	2296	12.00	63.00
	<b>TOTAL:</b>	<b>20977</b>	<b>19237</b>	<b>40214</b>	<b>3993</b>	<b>4192</b>	<b>8185</b>	<b>2951</b>	<b>2936</b>	<b>5887</b>		

Source : From Concerned B.D.Os

FORMAT NO. 1-2  
BLOCK WISE LITERACY FIGURE OF KANDHAMAL DISTRICT

Sl. No	Name of the Block	Total Population			No. of Literate				Total	Percentage
		Male	Female	Total	Male	Percentage	Female	Percentage		
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	31763	31699	63462	10943	34.45	9756	30.77	20699	32.61
2	CHAKAPADA	20386	20789	41175	13351	65.49	6509	31.30	19860	48.23
3	DARINGBADI	48433	49130	97563	19576	40.41	10806	21.99	30382	31.14
4	G.UDAYAGIRI	14484	15147	29631	9806	67.70	6284	41.48	16090	54.30
5	KHAJURIPADA	23530	22029	45559	10526	44.73	3651	16.57	14177	31.11
6	K.NUAGAON	24319	25090	49409	14129	58.09	7119	28.37	21248	43.00
7	KOTAGARH	21299	21008	42307	7794	36.59	4946	23.54	12740	30.11
8	PHIRINGIA	35742	35935	71677	15769	44.11	10751	29.91	26520	36.99
9	PHULBANI	17940	18623	36563	11021	61.43	5789	31.08	16810	45.97
10	RAIKIA	24599	24630	49229	12664	51.48	7196	29.21	19860	40.34
11	TIKABALI	24990	24081	49071	16398	65.61	9776	40.59	26174	53.33
12	TUMUDIBANDH	20112	20577	40689	7259	36.09	3020	14.67	10279	25.26
	<b>TOTAL:</b>	<b>307597</b>	<b>308738</b>	<b>616335</b>	<b>149236</b>	<b>48.51</b>	<b>85603</b>	<b>27.72</b>	<b>234839</b>	<b>38.10</b>
13	Phulbani NAC	16006	14002	30008	13637	85.19	10318	73.68	23955	79.82
14	G.Udayagiri NAC	4971	5235	10206	4762	95.79	2501	47.77	7263	71.16
	<b>TOTAL:</b>	<b>20977</b>	<b>19237</b>	<b>40214</b>	<b>18399</b>	<b>87.71</b>	<b>12819</b>	<b>66.63</b>	<b>31218</b>	<b>77.62</b>

Source : From Concerned B.D.Os



FORMAT NO. 1-3  
BLOCK WISE B P L FAMILIES OF KANDHAMAL DISTRICT

Si.No.	Name of the Block	No. of Pensioners				No. of BPL Families
		OAP	NOAP	ODP	Total	
1	2	3	4	5	6	7
1	BALLIGUDA	1221	466	104	1791	13525
2	CHAKAPADA	851	325	75	1251	8609
3	DARINGBADI	1797	547	178	2622	19512
4	G.UDAYAGIRI	1041	250	69	1360	4711
5	KHAJURIPADA	1026	376	81	1483	8123
6	K.NUAGAON	922	359	77	1358	8763
7	KOTAGARH	813	290	73	1176	7966
8	PHIRINGIA	1463	536	110	2109	12248
9	PHULBANI	1371	495	105	1971	6698
10	RAIKIA	1017	379	73	1469	8195
11	TIKABALI	1050	386	90	1526	7844
12	TUMUDIBANDH	755	273	54	1082	7744
	<b>TOTAL:</b>	<b>13327</b>	<b>4782</b>	<b>1089</b>	<b>19198</b>	<b>113958</b>
13	Phulbani NAC	475	169	36	680	1358
14	G.Udayagiri NAC	249	56	15	330	348
	<b>TOTAL:</b>	<b>724</b>	<b>235</b>	<b>51</b>	<b>1010</b>	<b>1706</b>

Source : From Concerned B.D.Os

FORMAT NO. 1-4

BLOCK WISE CHILD POPULATION OF KANDHAMAL DISTRICT ( 0 - 3 ) YEAR AGE GROUP

Si.No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	2151	2263	4414	453	500	953	1094	1124	2218
2	CHAKAPADA	1331	1228	2559	373	344	717	692	639	1331
3	DARINGBADI	3830	3795	7625	1077	1053	2130	2418	2415	4833
4	G.UDAYAGIRI	976	996	1972	302	310	612	655	660	1315
5	KHAJURIPADA	1553	1591	3144	492	415	907	737	798	1535
6	K.NUAGAON	1683	1807	3490	337	362	699	695	751	1446
7	KOTAGARH	2149	1600	3749	513	388	901	1155	921	2076
8	PHIRINGIA	2811	2866	5677	534	546	1080	1736	1709	3445
9	PHULBANI	1199	1257	2456	265	288	553	679	714	1393
10	RAIKIA	1890	1790	3680	530	566	1096	858	930	1788
11	TIKABALI	2615	2270	4885	712	585	1297	1442	1254	2696
12	TUMUDIBANDH	1458	1443	2901	619	596	1215	612	618	1230
	<b>TOTAL:</b>	<b>23646</b>	<b>22906</b>	<b>46552</b>	<b>6207</b>	<b>5953</b>	<b>12160</b>	<b>12773</b>	<b>12533</b>	<b>25306</b>
13	Phulbani NAC	1082	1009	2091	360	383	743	260	184	444
14	G.Udayagiri NAC	162	152	314	55	60	115	61	73	134
	<b>TOTAL:</b>	<b>1244</b>	<b>1161</b>	<b>2405</b>	<b>415</b>	<b>443</b>	<b>858</b>	<b>271</b>	<b>257</b>	<b>528</b>

Source . From Concerned B.D.Os

FORMAT NO. 1-5

BLOCK WISE CHILD POPULATION OF KANDHAMAL DISTRICT (3 - 5) YEAR AGE GROUP

Sl.No	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	2542	2559	5101	554	558	1112	1287	1285	2572
2	CHAKAPADA	1298	1170	2468	359	332	691	667	616	1283
3	DARINGBADI	4782	4520	9302	1223	1147	2370	3077	2929	6006
4	G.UDAYAGIRI	1123	1087	2210	258	250	508	557	537	1094
5	KHAJURIPADA	1803	1747	3550	532	496	1028	847	851	1698
6	K.NUAGAON	1493	1555	3048	293	306	599	642	672	1314
7	KOTAGARH	2335	1591	3926	618	419	1037	1346	920	2266
8	PHIRINGIA	3065	3135	6200	592	595	1187	1872	1851	3723
9	PHULBANI	1379	1440	2819	312	321	633	775	817	1592
10	RAIKIA	1056	993	2049	303	353	656	401	453	854
11	TIKABALI	2243	2271	4514	550	558	1108	1206	1276	2482
12	TUMUDIBANDH	1794	1760	3554	700	673	1373	793	777	1570
	<b>TOTAL:</b>	<b>24913</b>	<b>23828</b>	<b>48741</b>	<b>6294</b>	<b>6008</b>	<b>12302</b>	<b>13470</b>	<b>12984</b>	<b>26454</b>
13	Phulbani NAC	994	1002	1996	341	306	647	196	226	422
14	G.Udayagiri NAC	275	260	535	117	100	217	103	109	212
	<b>TOTAL:</b>	<b>1269</b>	<b>1262</b>	<b>2531</b>	<b>458</b>	<b>406</b>	<b>864</b>	<b>299</b>	<b>335</b>	<b>634</b>

Source : From Concerned B.D.Os

FORMAT NO. 1-6

BLOCK WISE CHILD POPULATION OF KANDHAMAL DISTRICT (6 - 11) YEAR AGE GROUP

Sl No	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	5288	4901	10189	1103	1013	2116	2495	2381	4876
2	CHAKAPADA	2748	2569	5317	714	729	1443	1557	1459	3016
3	DARINGBADI	9709	9302	19011	2568	2459	5027	6054	5755	11809
4	G.UDAYAGIRI	3179	2803	5982	755	659	1414	2060	1831	3891
5	KHAJURIPADA	3477	3268	6745	1065	1091	2156	1730	1513	3243
6	K.NUAGAON	4371	4513	8884	869	893	1762	1868	1931	3799
7	KOTAGARH	4666	3473	8139	1277	896	2173	2571	1828	4399
8	PHIRINGIA	7094	6386	13480	1365	1210	2575	4092	3566	7658
9	PHULBANI	3343	3499	6842	739	753	1492	2071	1974	4045
10	RAIKIA	4693	4430	9123	1185	1130	2315	2625	2603	5228
11	TIKABALI	5065	4745	9810	1221	1230	2451	3027	2706	5733
12	TUMUDIBANDH	4324	4070	8394	1899	1718	3617	1658	1745	3403
	<b>TOTAL:</b>	<b>57957</b>	<b>53959</b>	<b>111916</b>	<b>14760</b>	<b>13781</b>	<b>28541</b>	<b>31808</b>	<b>29296</b>	<b>61104</b>
13	Phulbani NAC	1529	1453	2982	493	459	952	304	297	601
14	G.Udayagiri NAC	898	1028	1926	324	415	739	249	271	520
	<b>TOTAL:</b>	<b>2427</b>	<b>2481</b>	<b>4908</b>	<b>817</b>	<b>874</b>	<b>1691</b>	<b>553</b>	<b>568</b>	<b>1121</b>

Source : From Concerned B.D Os

FORMAT NO 1-7

BLOCK WISE CHILD POPULATION OF KANDHAMAL DISTRICT (12 - 14) YEAR AGE GROUP

Sl No	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	2113	1995	4108	406	442	848	970	910	1880
2	CHAKAPADA	724	426	1150	306	174	480	277	160	437
3	DARINGBADI	3553	2959	6512	1058	818	1876	2016	1782	3798
4	G.UDAYAGIRI	663	881	1544	323	196	519	427	456	883
5	KHAJURIPADA	911	907	1818	337	287	624	453	476	929
6	K.NUAGAON	1585	1639	3224	311	321	632	640	668	1308
7	KOTAGARH	1704	1243	2947	480	362	842	995	706	1701
8	PHIRINGIA	2560	2303	4863	528	440	968	1535	1329	2864
9	PHULBANI	1164	991	2155	328	299	627	544	484	1028
10	RAIKIA	966	724	1690	325	237	562	450	355	805
11	TIKABALI	1547	1250	2797	498	367	865	751	667	1418
12	TUMUDIBANDH	1545	1653	3198	614	645	1259	654	690	1344
	<b>TOTAL:</b>	<b>19035</b>	<b>16971</b>	<b>36006</b>	<b>5514</b>	<b>4588</b>	<b>10102</b>	<b>9712</b>	<b>8683</b>	<b>18395</b>
13	Phulbani NAC	990	579	1569	321	306	627	213	222	435
14	G.Udayagiri NAC	449	821	1270	113	146	259	198	258	456
	<b>TOTAL:</b>	<b>1439</b>	<b>1400</b>	<b>2839</b>	<b>434</b>	<b>452</b>	<b>886</b>	<b>411</b>	<b>480</b>	<b>891</b>

Source : From Concerned B.D.Os

## CHAPTER - II

### EDUCATIONAL PROFILE OF THE DISTRICT

## CHAPTER - II

### Educational Profile of the District

#### 2.1. Access

60% of the villages in the district possess access to primary schooling facility whether a working distance of 1-2 kilometers. About % of the villages have an upper primary schooling facility whether a distance of 5-6 kilometers.

#### Educational Administrative Setup:-

The two sub-division of Kandhamal district have divided into 3 educational districts. Phulbani sub-division has Phulbani education district with headquarters at Phulbani, Tikabali education district with head quarters at Tikabali and Balliguda education district with headquarters at Balliguda are under the control of inspector of schools Boudh Kandhamal circle, Phulbani and the director elementary education Orissa at Bhubaneswar

The district inspector of school of the above 3 education district are the administrative respective education district. The management of the entire process of primary schools with help of sub-inspectors of schools and headmasters of upper primary schools. The block development officers of the respective blocks are the drawing and disbursing officers for drought of salary and allowances of primary school teachers. The headmasters and assistant teachers of upper primary schools get their salary and other allowances from their respective Dist. inspector of schools.

Besides the primary & upper primary schools functioning in the district there are other educational institution like high schools and training schools (DIET, Tikabali) spread over the district which help in promoting the district. The district do not have neighbor a BFD college nor a S.T. school. DIET Tikabali imparts per service and in-service teacher training.

#### Type / Management wise Educational Institutions of Kandhamal District 2002-03

Sl. No.	Type of Management	Primary	Upper Primary	High school	Remarks
1.	State Govt (SME)	1208	208	41	
2.	State Govt. (TRW)	98	7	15	
3.	Private recognised	9	15	51	
4.	Private Non-recognised	13	16	41	
	<b>Total</b>	<b>1328</b>	<b>246</b>	<b>148</b>	

Table here with affected with difference schools educational facilities at various level

**Block wise list of Govt. managed schools and type wise institutions:**

Sl.No.	Name of the Blocks	No. of Primary Schools	No of Upper Primary Schools	No. of High Schools
1	Balliguda	110	19	11
2	Chakapada	107	16	5
3	Daringbadi	164	23	12
4	G Udayagiri	75	13	10
5	Khajuripada	124	23	7
6	K Nuagaon	106	16	10
7	Kotagarh	94	13	3
8	Phiringia	155	23	9
9	Phulbani	103	22	15
10	Raikia	102	16	7
11	Tikabali	82	21	6
12	Tumudibandha	84	10	12
	<b>Total</b>	<b>1306</b>	<b>215</b>	<b>107</b>

**2.2. Enrolment :**

The total number of school age children between age group 6-14 years is around 155569 and among them 38119 are out of school as on 7/2002. All the records received from the blocks reflecting to child enrolment figure shows 70%, so the rest 30% children of the district to be enrolled by 2003-04 and all children will be in school by 2005

**Age group wise population details ( 6 -- 14 ) (2002-03)**

Age group	Population	Enrolled	To be enrolled	To be enrolled percentage
6-14	155569	117550	38119	24.5%

**Age - group wise population details (6-14 years) (2002-03)**

Sl No.	Name of the Blocks	Total population	Enrolled	To be enrolled	% to be enrolled
1.	Balliguda	14297	10907	3390	23.71
2.	Chakapad	6467	5195	1272	19.66
3.	Daringbadi	25523	18206	7317	28.66
4.	G Udayagiri	7526	6418	1108	14.72
5.	Khajuripada	8563	6411	2152	25.13
6.	K Nuagam	12108	9392	2716	22.43



7	Kotagarh	11086	7802	3284	26.62
8	Phiringia	18343	13858	4485	24.45
9.	Phulbani	8997	7004	1993	22.15
10.	Raikia	10813	9006	1807	16.71
11.	Tikabali	12607	8597	4010	31.80
12	Tumudibandh	11592	7588	4004	34.54
	<b>Total:</b>	<b>147922</b>	<b>110384</b>	<b>37538</b>	<b>25.37</b>
13	NAC, Phulbani	4793	4544	249	5%
14	NAC, G Udayagiri	2854	2622	332	12%
	<b>Total:</b>	<b>7647</b>	<b>7166</b>	<b>581</b>	<b>8%</b>

**Enrolment position in Primary Stage in Kandhamal District of 2002-03**

Sl. No.	Name of the Block	Primary Class I - V			Upper Primary Class VI - VII		
		Boys	Girls	Total	Boys	Girls	Total
1	Balliguda	4641	3798	8439	1333	1135	2468
2	Chakapad	2633	1830	4463	417	315	732
3	Daringbadi	8126	6649	14775	1956	1475	3431
4	G Udayagiri	2824	2607	5431	509	478	987
5.	Khajuripada	2981	2539	5520	481	410	891
6.	K. Nuagam	3923	3210	7133	1243	1016	2259
7.	Kotagarh	4037	2805	6842	566	394	960
8.	Phiringia	6351	4598	10949	1658	1251	2909
9.	Phulbani	3347	2851	6198	428	378	806
10	Raikia	4148	3829	7977	535	494	1029
11.	Tikabali	3448	3057	6505	1109	983	2092
12	Tumudibandh	3881	2811	6692	520	376	896
	<b>Total:</b>	50340	40584	90924	10755	8705	19460

**Primary Schools ( 2002-03 )**

Sl.No	Name of the Block	All Community Trained			All Community Un-Trained		
		M	F	T	M	F	T
1.	Balliguda	130	53	183	35	17	52
2.	Chakapad	149	30	179	5	5	10
3.	Daringbadi	223	40	263	85	22	107

4.	G. Udayagiri	81	85	166	3	4	7
5.	Khajuripada	173	40	213	17	6	23
6.	K. Nuagam	139	31	170	52	15	67
7.	Kotagarh	98	8	106	66	4	70
8.	Phiringia	218	45	263	38	9	47
9.	Phulbani	103	50	153	17	11	28
10.	Raikia	132	66	198	9	2	11
11.	Tikabali	119	45	164	8	11	19
12.	Tumudibandh	73	8	81	42	5	47
	<b>Total:</b>	<b>1638</b>	<b>501</b>	<b>2139</b>	<b>377</b>	<b>111</b>	<b>488</b>

**Upper Primary Schools ( 2002-03 )**

Sl.No	Name of the Block	All Community Trained			All Community Un-Trained		
		M	F	T	M	F	T
1.	Balliguda	64	14	78	6	6	12
2.	Chakapad	46	12	58	1	1	2
3.	Daringbadi	62	7	69	20	9	29
4.	G. Udayagiri	35	18	53		..	
5.	Khajuripada	71	23	94	5	1	6
6.	K. Nuagam	63	8	71	10	5	15
7.	Kotagarh	27	2	29	4	2	6
8.	Phiringia	42	13	55	11	7	18
9.	Phulbani	20	12	32	..	..	..
10.	Raikia	51	10	61	..	..	..
11.	Tikabali	74	25	99	1	1	2
12.	Tumudibandh	23	..	23	11	4	15
	<b>Total:</b>	<b>578</b>	<b>144</b>	<b>722</b>	<b>69</b>	<b>36</b>	<b>105</b>

**Class wise Enrolment of all Blocks ( 2002-03 ) of Kandhamal District**

Class	All Community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	13561	12116	25677	3447	3219	6666	7756	6699	14455
II	12504	11300	23804	3149	3043	6192	7255	6257	13512
III	10624	9428	20052	2731	2518	5249	6007	5145	11152
IV	8767	7564	16331	2241	2003	4244	4904	4011	8915

V	7558	5966	13524	1973	1664	3637	4106	3058	7164
VI	5094	3537	8631	1512	1077	2589	2376	1561	3937
VII	4640	3221	7861	1364	971	2335	1957	1330	3287
VIII	4016	2645	6661	1177	1043	2220	1788	1067	2855

**Class wise Enrolment of all NAC's ( 2002-03 ) of Kandhamal District**

Class	All Community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	468	445	913	158	167	325	102	105	207
II	444	507	951	144	198	342	87	98	185
III	447	482	929	143	199	342	84	92	176
IV	393	482	875	127	185	312	73	85	158
V	446	396	842	171	151	302	72	72	144
VI	633	724	1357	188	203	391	170	221	391
VII	646	655	1301	197	189	386	192	206	398
VIII	442	592	1034	98	125	223	151	194	345

**No. of Teachers in Primary Schools in All Blocks (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1688	501	2189	248	81	329	318	90	408	377	111	488	118	36	154	143	45	188

**No. of Teachers in Upper Primary Schools in All Blocks (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
578	143	721	49	27	76	58	17	75	68	36	104	25	13	38	15	17	32

**No. of Teachers in High Schools for only Class VIII in All Blocks (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
209	54	263	22	5	27	25	6	31	7	1	8	1	1	1	1	1	1

**No. of Teachers in Primary Schools in N.A.C. Area (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
22	48	1	4	5	2	6	8	..	5	5	..	..	..	..	..	..	..

**No of Teachers in Upper Primary Schools in two N.A.C. Area (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
12	41	53	..	1	1	..	4	4	..	..	..	..	..	..	..	..	..

**No. of Teachers in High School for only Class VIII in two N.A.C. Area (2002-03)**

Trained									Un-Trained								
A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
147	31	178	12	6	18	11	4	15	..	..	..	..	..	..	..	..	..

**2:3 Existing schemes for improvement of elementary education in this district.**

**1) Free distribution of text –books:-**

The govt. of Orissa is distributing the nationalised activity based text book cum work book to all the children from I-VIII in the schools except general boys in the state managed by the Govt. It is an incentive for promoting enrolment and retention of the children in the school upto class-VIII for all groups

**2) Mid-day meal scheme**

The govt of Orissa launched the scheme of national programme like MDM for nutritional support to primary education during 1995 to give a boost to UFE, specifically improving enrolment and retention covering all schools in the state, but now in NAC areas rice 100 grms per day child i.e. 3 Kg per month which is being distributed to each child subject to minimum of 80% of attendance

**3) Early childhood care and Education:-**

ECCE is a school readiness programme and releases the order school age children from sibling care. The department of women development and child welfare is running anganwadi centers functioning in project areas under ICDS in the district. These centres are catering to the needs of 3-5 age group children along with health needs and prepares them for primary schooling

#### **4) Operation Black Board Scheme**

O.B. scheme is a centrally sponsored scheme taken up in the district during 1990-94 for the improvement of schools. Under this scheme following components were taken up

- a) Provision of teachers to primary schools
- b) Connection of class rooms
- c) Provision of teachers learning materials to all primary schools

#### **5) EGS Scheme**

It is a community based, primary education programme taken up in kandhamal district through Govt. and NGO and making primary education more accessible and effective for primary school aged children, especially girls, deprived communities and disadvantaged social groups

#### **6) Community awareness programme( NINAD I & II)**

Community mobilization programme was launched in the district in the year 2000-2001. A massive comparing for identification of out of school children and their enrolment in the school through community participation. During this programme the following activities have been taken up

- ◆ Constitution of Block wise and village wise nodal teams. Nodal officer is in-charge of the teams.
- ◆ Discussion in the nodal teams on various aspects of schooling of out of school children through community mobilization.
- ◆ Conduct of rallies, campaigns at village level and identification of out of school children in the age group of 6-14 years and efforts for their main streaming.

#### **7) Interventions for the improvement of education of SC and ST children.**

**Following activities have been taken up in the district for the education of SC & ST.**

- ◆ Provision of free supply of activity based text books to all SC/ST children up to class VII
- ◆ Supply of Kui primer to all SC & ST students of class I.
- ◆ Supply of teachers hand book and dictionary for use of Kui Primer to all primary schools.
- ◆ Functioning of residential hostel schools in remote areas of the district with the help of ITDA.

♦ **Functioning of separate girls' residential hostel school by the help of T & RW Department.**

**8) Assistance to school committees for the service for education volunteers.**

The Govt of Orissa has taken a decision to support school committees for taking the assistance of education volunteers in order to reduce the teacher pupil ratio for meaningful class room transaction. Under this policy the school committees were provided with assistance to engage 494 E V to schools of EGS PS & EGS UPS. Under this an amount of Rs 1000/- per month per volunteer will be released to school committees. The E U belongs to the local village and responsible for education of children both in school and out of school in the age group of 6-14 years in the village.

**9) Community participation Act 2000**

The Govt of Orissa enacted pupil participation i.e., Orissa Community participation Act 2000 and formed committees for the improvement of education at various levels. School committees at all schools, village education committees at all schools, village education committees at unsaved habitations where EGS centers are going to open. Block level education committees and district level education committees. School committees are being involved in the micro planning exercise and development of village education plans. The school committees are the management structures at village level to undertake monitoring as well as agency to procure T.M. undertake civil works etc. under partnership with Government.

FORMAT NO. 2-1(A)

BLOCK WISE INFORMATION ON PRIMARY SCHOOLS OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	Govt. Managed Primary Schools			Private Managed Primary Schools			Total Primary Schools of the Block	Remarks
		S.M.E. Dept.	T & R W Dep.	Total	Recognised	Non-Recognised	Total		
1	2	3	4	5	6	7	8	9	10
1	BALLIGUDA	99	11	110	3	1	4	114	
2	CHAKAPADA	102	5	107	..	..	..	107	
3	DARINGBADI	151	13	164	..	4	4	168	
4	G.UDAYAGIRI	59	7	66	1	..	1	67	
5	KHAJURIPADA	115	9	124	..	1	1	125	
6	K.NUAGAON	95	11	106	1	2	3	109	
7	KOTAGARH	89	5	94	..	..	..	94	
8	PHIRINGIA	143	12	155	..	..	..	155	
9	PHULBANI	79	8	87	..	..	..	87	
10	RAIKIA	95	7	102	3	4	7	109	
11	TIKABALI	76	6	82	..	1	1	83	
12	TUMUDIBANDH	81	3	84	..	..	..	84	
	<b>TOTAL:</b>	<b>1184</b>	<b>97</b>	<b>1281</b>	<b>8</b>	<b>13</b>	<b>21</b>	<b>1302</b>	
13	NAC,Phulbani	15	1	16	..	..	..	16	
14	NAC.G.Udayagiri	9	..	9	1	..	1	9	
	<b>TOTAL.</b>	<b>24</b>	<b>1</b>	<b>25</b>	<b>1</b>	<b>..</b>	<b>1</b>	<b>25</b>	

Source . From Concerned B.D.Os

FORMAT NO. 2-1(B)

BLOCK WISE INFORMATION ON UPPER PRIMARY SCHOOLS OF KANDHAMAL DISTRICT

Sl No	Name of the Block	Govt. Managed UP Schools			Private Managed UP Schools			Total School of the Block	Remarks
		S.M.E. Dept.	T & R W Dept	Total	Recognised	Non-Recognised	Total		
1	2	3	4	5	6	7	8	9	10
1	BALLIGUDA	17	2	19	1	..	1	20	-
2	CHAKAPADA	16	..	16	..	..	..	16	-
3	DARINGBADI	23	..	23	2	5	7	30	-
4	G UDAYAGIRI	10	1	11	..	..	..	11	-
5	KHAJURIPADA	22	1	23	..	..	..	23	-
6	K.NUAGAON	15	1	16	1	1	2	18	-
7	KOTAGARH	13	..	13	..	..	..	13	-
8	PHIRINGIA	23	..	23	..	2	2	25	-
9	PHULBANI	15	1	16	4	..	4	20	-
10	RAIKIA	16	..	16	1	3	4	20	-
11	TIKABALI	20	1	21	1	..	1	22	-
12	TUMUDIBANDH	10	..	10	2	5	7	17	-
	<b>TOTAL:</b>	<b>200</b>	<b>7</b>	<b>207</b>	<b>12</b>	<b>16</b>	<b>28</b>	<b>235</b>	<b>-</b>
13	NAC, Phulbani	6	..	6	..	..	..	6	-
14	NAC, G. Udayagiri	2	..	2	3	..	3	5	-
	<b>TOTAL:</b>	<b>8</b>	<b>..</b>	<b>8</b>	<b>3</b>	<b>..</b>	<b>3</b>	<b>11</b>	<b>-</b>

Source : From Concerned B.D.Os



FORMAT NO 2-1(C)

BLOCK WISE INFORMATION ON HIGH SCHOOLS OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	Govt. Managed High Schools			Private Managed High Schools			Total High Schools of the Block	Remarks
		S.M.E.Dept.	T&R W Dept	Total	Recognised	Non-Recognised	Total		
1	2	3	4	5	6	7	8	9	10
1	BALLIGUDA	4	2	6	5	2	7	13	
2	CHAKAPADA	3	1	4	1	7	8	12	
3	DARINGBADI	4	2	6	6	4	10	16	
4	G.UDAYAGIRI	2	..	2	4	1	5	7	
5	KHAJURIPADA	4	1	5	2	7	9	14	
6	K.NUAGAON	3	1	4	6	..	6	10	
7	KOTAGARH	1	1	2	1	..	1	3	
8	PHIRINGIA	5	2	7	2	5	7	14	
9	PHULBANI	..	1	1	7	..	7	8	
10	RAIKIA	3	2	5	2	5	7	12	
11	TIKABALI	4	..	4	2	6	8	12	
12	TUMUDIBANDH	4	2	6	6	4	10	16	
	<b>TOTAL:</b>	<b>37</b>	<b>15</b>	<b>52</b>	<b>44</b>	<b>41</b>	<b>85</b>	<b>137</b>	
13	NAC,Phuibani	2	..	2	5	..	5	7	
14	NAC,G.Udayagiri	2	..	2	2	..	2	4	
	<b>TOTAL:</b>	<b>4</b>	<b>..</b>	<b>4</b>	<b>7</b>	<b>..</b>	<b>7</b>	<b>11</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-2(A)

BLOCK WISE GROSS ENROLMENT RATIO (6 - 11) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Si. No	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	84.00	81.40	82.83	87.66	84.00	86.00	77.55	75.30	76.45	-
2	CHAKAPADA	83.73	84.15	83.93	78.43	77.91	71.17	79.44	76.07	77.81	-
3	DARINGBADI	78.32	77.08	77.31	82.43	83.57	82.99	76.06	73.74	74.93	-
4	G.UDAYAGIRI	91.97	89.43	90.78	85.43	81.94	83.80	93.93	90.98	92.54	-
5	KHAJURIPADA	86.13	77.26	81.83	91.26	78.91	85.01	95.43	82.22	89.26	-
6	K.NUAGAON	80.27	80.30	80.29	89.52	85.33	87.40	88.86	88.34	88.50	-
7	KOTAGARH	83.41	84.94	84.06	80.73	75.78	78.69	70.75	74.61	72.35	-
8	PHIRINGIA	83.76	78.40	81.22	88.57	80.99	85.00	84.79	80.08	82.60	-
9	PHULBANI	95.03	94.43	94.74	94.31	93.22	93.76	90.97	94.12	94.56	-
10	RAIKIA	87.27	87.60	87.43	87.08	87.61	87.34	91.92	99.46	89.93	-
11	TIKABALI	67.08	65.47	66.30	62.89	60.89	61.89	61.64	59.46	60.61	-
12	TUMUDIBANDH	94.79	86.30	90.67	94.31	91.05	92.76	94.37	70.20	81.98	-
	<b>TOTAL:</b>	<b>86.38</b>	<b>80.94</b>	<b>83.72</b>	<b>85.00</b>	<b>81.87</b>	<b>83.48</b>	<b>82.04</b>	<b>79.48</b>	<b>80.82</b>	-
13	NAC Phulbani	93.00	97.00	98.00	91.00	87.00	89.00	92.00	92.00	92.00	-
14	NAC, G.Udayagiri.	85.00	92.00	89.00	85.00	93.00	90.00	79.00	92.00	86.00	-
	<b>TOTAL:</b>	<b>90.26</b>	<b>94.98</b>	<b>94.54</b>	<b>88.91</b>	<b>89.90</b>	<b>89.42</b>	<b>86.08</b>	<b>92.05</b>	<b>89.11</b>	-

Source : From Concerned B.D.Os

FORMAT NO 2-2(B)

BLOCK WISE GROSS ENROLMENT RATIO ( 12 - 14 ) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Sl No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	61.33	58.74	60.07	71.18	71.71	71.46	47.73	49.12	48.40	
2	CHAKAPADA	64.36	62.44	63.65	53.92	52.29	53.33	50.90	43.37	48.54	
3	DARINGBADI	57.16	47.31	52.92	64.74	56.84	61.30	50.59	40.01	45.62	
4	G.UDAYAGIRI	91.40	43.24	63.92	53.56	48.40	51.63	92.03	95.70	73.27	
5	KHAJURIPADA	54.11	43.88	49.00	67.35	64.45	66.02	42.38	29.41	35.73	
6	K.NUAGAON	73.37	66.87	70.06	70.02	57.32	64.55	75.00	63.32	69.03	
7	KOTAGARH	35.97	27.91	33.49	37.70	50.82	33.72	31.25	23.08	27.86	
8	PHIRINGIA	63.71	55.49	60.56	74.81	65.45	70.55	59.15	52.14	55.90	
9	PHULBANI	87.96	83.33	85.83	88.11	84.61	86.44	89.02	85.30	87.27	
10	RAIKIA	61.38	60.22	60.88	65.23	66.24	65.65	71.11	57.88	69.68	
11	TIKABALI	73.88	75.92	74.79	75.90	73.84	75.02	78.29	85.75	77.57	
12	TUMUDIBANDH	62.00	59.00	60.00	67.00	65.00	66.00	66.00	61.00	63.00	
	<b>TOTAL:</b>	<b>59.70</b>	<b>51.71</b>	<b>55.93</b>	<b>60.66</b>	<b>54.74</b>	<b>57.98</b>	<b>55.24</b>	<b>47.27</b>	<b>51.48</b>	
13	NAC,Phulbani	94.00	99.00	96.00	90.00	96.00	93.00	96.00	97.00	96.50	
14	NAC.G.Udayagin	85.00	92.00	89.00	76.00	90.00	84.00	87.00	92.00	90.00	
	<b>TOTAL:</b>	<b>90.82</b>	<b>96.54</b>	<b>93.65</b>	<b>83.63</b>	<b>94.24</b>	<b>90.54</b>	<b>91.97</b>	<b>94.16</b>	<b>93.15</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-2 ( C )

BLOCK WISE NET ENROLMENT RATIO (6 -11) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Sl No	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	74.00	71.04	72.54	77.06	74.00	75.53	67.05	65.30	66.17	-
2	CHAKAPADA	73.70	74.10	73.90	68.40	67.90	68.15	69.44	66.07	67.75	-
3	DARINGBADI	68.16	67.08	67.62	72.40	73.57	72.98	66.06	63.07	64.56	-
4	G UDAYAGIRI	81.90	79.43	80.66	80.70	75.43	78.06	83.03	80.08	81.55	-
5	KHAJURIPADA	83.10	73.20	78.15	81.20	71.90	76.55	85.40	72.20	78.80	-
6	K.NUAGAON	70.27	70.30	70.28	79.50	75.30	77.40	78.46	78.16	78.31	-
7	KOTAGARH	73.40	73.90	74.15	70.70	65.70	68.20	60.70	64.60	62.65	-
8	PHIRINGIA	85.00	82.00	84.00	93.00	91.00	92.00	84.00	79.00	82.00	-
9	PHULBANI	94.73	93.77	94.30	91.93	99.23	91.88	95.37	94.11	94.83	-
10	RAIKIA	77.20	77.60	77.40	78.08	76.60	77.34	81.12	89.42	85.27	-
11	TIKABALI	65.08	63.40	64.24	60.80	58.89	59.84	57.64	56.46	57.05	-
12	TUMUDIBANDH	84.36	76.15	80.25	84.31	81.05	83.68	84.37	68.20	76.28	-
	<b>TOTAL:</b>	<b>77.57</b>	<b>75.16</b>	<b>76.36</b>	<b>78.17</b>	<b>75.88</b>	<b>77.02</b>	<b>76.05</b>	<b>73.05</b>	<b>74.55</b>	-
13	NAC Phulbani	83.00	87.00	88.00	81.00	78.00	79.00	82.00	81.50	82.00	-
14	NAC, G.Udayagiri.	70.00	70.00	70.00	70.00	70.00	70.00	65.00	67.00	66.00	-
	<b>TOTAL:</b>	<b>82.26</b>	<b>83.62</b>	<b>82.44</b>	<b>86.45</b>	<b>85.93</b>	<b>86.17</b>	<b>84.37</b>	<b>81.05</b>	<b>82.71</b>	-

Source : From Concerned B.D.Os

FORMAT NO. 2-2(D)

BLOCK WISE NET ENROLMENT RATIO (12 - 14) YEAR AGE GROUP OF KANDHAMAL DISTRICT 2001-2002

Sl. No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	57.30	55.74	56.54	68.18	67.7	67.94	45.73	48.14	46.92	
2	CHAKAPADA	62.36	60.40	61.38	52.02	51.09	51.55	48.90	42.30	45.60	
3	DARINGBADI	56.10	46.30	51.20	52.70	54.80	58.75	49.09	39.01	44.50	
4	G.UDAYAGIRI	81.40	42.24	61.82	51.56	46.40	48.98	82.03	85.70	83.86	
5	KHAJURIPADA	51.11	40.80	45.95	63.35	61.40	62.37	40.30	28.00	34.15	
6	K.NUAGAON	68.27	64.06	66.16	66.06	56.32	51.17	68.00	60.32	64.16	
7	KOTAGARH	34.07	26.90	30.48	36.50	48.80	42.65	55.15	50.14	52.64	
8	PHIRINGIA	61.01	52.49	56.75	71.18	52.45	66.81	57.15	50.14	53.61	
9	PHULBANI	86.54	84.72	85.73	80.95	81.81	81.35	86.72	87.22	86.95	
10	RAIKIA	58.38	57.22	57.80	62.01	64.24	63.16	68.29	65.44	66.86	
11	TIKABALI	68.80	67.90	68.35	72.90	70.80	71.85	75.30	78.70	77.00	
12	TUMUDIBANDH	57.00	56.00	50.50	65.00	62.00	64.00	62.00	58.00	50.00	
	<b>TOTAL:</b>	<b>68.86</b>	<b>54.56</b>	<b>65.82</b>	<b>63.20</b>	<b>58.00</b>	<b>61.00</b>	<b>54.00</b>	<b>43.00</b>	<b>51.00</b>	
13	NAC,Phulbani	84.00	89.00	86.00	30.00	36.00	83.00	86.00	87.00	86.50	
14	NAC G Udayagi	75.00	77.00	76.00	65.00	67.00	66.00	60.00	70.00	65.00	
	<b>TOTAL:</b>	<b>81.82</b>	<b>82.00</b>	<b>81.99</b>	<b>82.18</b>	<b>78.63</b>	<b>80.40</b>	<b>84.90</b>	<b>80.16</b>	<b>82.53</b>	

Source : From Concerned B.D.Os

FORMAT NO 2-3  
BLOCK WISE GROSS ACCESS RATIO OF KANDHAMAL DISTRICT

Sl. No	Name of the Block	Total No. of Village	Total No. of habitations	Villages more than 300 Population	Total No of Primary Schools Govt./T&RW / Private	G.A.R %	Total No. Of U.P. Schools	G.A.R %	Villages more than 200 Population	Villages less than 200 Population	Total No of villages habitants without school
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	254	257	51	114	44.88	20	39.21	59	62	- 121
2	CHAKAPADA	158	141	29	107	67.72	16	55.17	38	40	- 78
3	IDARINGBADI	345	206	63	16	48.61	30	47.61	69	58	- 127
4	G.UDAYAGIRI	83	79	40	61	80.72	11	27.50	28	32	- 60
5	KHAJURIPADA	248	238	42	125	50.40	23	54.76	54	56	- 110
6	K.NUAGAON	175	150	45	109	62.28	18	40.00	48	51	- 99
7	KOTAGARH	144	75	30	94	65.27	13	43.33	42	50	- 92
8	PHIRINGIA	416	250	55	158	37.25	25	38.46	79	80	- 159
9	PHULBANI	215	202	64	87	40.46	20	31.25	58	44	- 102
10	IRAIKIA	149	57	28	109	73.15	20	71.42	40	42	- 82
11	TIKABALI	130	154	45	83	63.84	22	48.88	39	40	- 79
12	TUMUDIBANDH	219	209	20	84	38.35	17	20.23	42	41	- 83
	<b>TOTAL:</b>	<b>2536</b>	<b>2018</b>	<b>522</b>	<b>1147</b>	<b>51.45</b>	<b>235</b>	<b>45.01</b>	<b>596</b>	<b>596</b>	<b>- 1192</b>
13	NAC,Phuibani	13	..	13	16	123.00	6	46.00	..	..	- ..
14	NAC.G.Udayagiri.	13	..	13	9	69.20	5	38.40	..	..	- ..
	<b>TOTAL:</b>	<b>26</b>	<b>..</b>	<b>26</b>	<b>25</b>	<b>96.00</b>	<b>11</b>	<b>42.20</b>	<b>..</b>	<b>..</b>	<b>- ..</b>

Source : From Concerned B.D.Os

FORMAT NO. 2-4

BLOCK WISE TEACHER PUPIL RATIO OF KANDHAMAL DISTRICT 2001-2002

Sl.No	Name of the Block	No. of Students Enrolled			No. of Teachers in Position			Teacher Pupil Ratio		
		Primary	U.Primary	Total	Primary	U.Primary	Total	Primary	U.Primary	Total
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	8439	2468	10907	235	89	324	1:36	1:28	
2	CHAKAPADA	4463	732	5195	189	60	249	1:24	1:13	
3	DARINGBADI	14775	3431	18206	370	98	468	1:40	1:35	
4	G.UDAYAGIRI	5431	987	6418	173	53	226	1:32	1:19	
5	KHAJURIPADA	5520	891	6411	236	100	335	1:24	1:09	
6	K.NUAGAON	7133	2259	9392	237	86	323	1:30	1:27	
7	KOTAGARH	6842	960	7802	176	35	211	1:39	1:28	
8	PHIRINGIA	10949	2909	13858	310	73	383	1:36	1:40	
9	PHULBANI	6198	806	7004	181	32	213	1:35	1:26	
10	RAIKIA	7977	1029	9006	209	61	270	1:39	1:17	
11	TIKABALI	6505	2092	8597	183	101	284	1:36	1:21	
12	TUMUDIBANDH	6692	896	7588	128	38	166	1:52	1:24	
	<b>TOTAL:</b>	<b>90924</b>	<b>19460</b>	<b>110384</b>	<b>2627</b>	<b>826</b>	<b>3453</b>	<b>1:35</b>	<b>1:24</b>	
13	NAC, Phulbani	2795	1749	4544	43	35	78	1:65	1:50	
14	NAC, G.Udayagiri.	1712	910	2622	32	18	50	1:54	1:51	
	<b>TOTAL:</b>	<b>4507</b>	<b>2659</b>	<b>7166</b>	<b>75</b>	<b>53</b>	<b>128</b>	<b>1:60</b>	<b>1:50</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-5

BLOCK WISE DISTRIBUTION OF ANGANAWADI CENTRES OF KANDHAMAL DISTRICT

Sl.No	Name of the Block	No. of Centre			Remarks
		Anganawadi	Balwadi	Beneficiaries	
1	2	3	4	5	6
1	BALLIGUDA	103	..	3605	
2	CHAKAPADA	64	..	2240	
3	DARINGBADI	121	..	4308	
4	G UDAYAGIRI	61	..	2135	
5	KHAJURIPADA	76	..	1540	
6	K.NUAGAON	71	..	2840	
7	KOTAGARH	80	2	3200	
8	PHIRINGIA	105	..	3823	
9	PHULBANI	54	..	2160	
10	RAIKIA	75	..	2049	
11	TIKABALI	87	..	2577	
12	TUMUDIBANDH	66	..	3110	
	<b>TOTAL:</b>	<b>963</b>	<b>2</b>	<b>33587</b>	
13	NAC.Phulbani	..	..	..	
14	NAC,G.Udayagiri.	..	..	..	
	<b>TOTAL:</b>	..	..	..	

Source : From Concerned B.D.Os



FORMAT NO. 2-6(A)

BLOCK WISE ENROLLED STUDENTS OF KANDHAMAL DISTRICT ( 6 - 11 ,AGE GROUP 2001-2002

Sl.No	Name of the Block	All Community			Scheudea Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	4,447	3,992	8,439	967	852	1,819	1,935	1,793	3,728	
2	CHAKAPADA	2,301	2,162	4,463	560	568	1,128	1,237	1,110	2,347	
3	DARINGBADI	7,605	7,170	14,775	2,117	2,055	4,172	4,605	4,244	8,849	
4	G.UDAYAGIRI	2,924	2,507	5,431	645	540	1,185	1,935	1,666	3,601	
5	KHAJURIPADA	2,995	2,525	5,520	972	861	1,833	1,651	1,244	2,895	
6	K.NUAGAON	3,509	3,624	7,133	778	762	1,540	1,660	1,706	3,366	
7	KOTAGARH	3,892	2,950	6,842	1,031	679	1,710	1,819	1,364	3,183	
8	PHIRINGIA	5,942	5,007	10,949	1,209	980	2,189	3,470	2,856	6,326	
9	PHULBANI	3,177	3,021	6,198	697	702	1,399	1,967	1,858	3,825	
10	RAIKIA	4,096	3,881	7,977	1,032	990	2,022	2,413	2,589	5,002	
11	TIKABALI	3,398	3,107	6,505	768	749	1,517	1,866	1,509	3,475	
12	TUMUDIBANDH	3,604	3,088	6,692	1,575	1,375	2,950	1,376	1,077	2,453	
	<b>TOTAL:</b>	<b>47,890</b>	<b>43,034</b>	<b>90,924</b>	<b>12,351</b>	<b>11,113</b>	<b>23,464</b>	<b>25,934</b>	<b>23,116</b>	<b>49,050</b>	
13	NAC,Rhubani	1,454	1,341	2795	430	380	810	268	260	528	
14	NAC G.Udayagiri.	762	950	1712	276	386	662	196	250	446	
	<b>TOTAL:</b>	<b>2,216</b>	<b>2,291</b>	<b>4507</b>	<b>706</b>	<b>766</b>	<b>1,472</b>	<b>464</b>	<b>510</b>	<b>974</b>	

Source . From Concerned B.D.Os

FORMAT NO. 2-6(B)

BLOCK WISE ENROLLED STUDENTS OF KANDHAMAL DISTRICT (12 - 14) YEAR AGE GROUP

Sl.No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	1296	1172	2468	289	317	606	463	447	910	-
2	CHAKAPADA	466	266	732	165	91	256	141	71	212	-
3	DARINGBADI	2031	1400	3431	685	465	1150	1020	713	1733	-
4	G.UDAYAGIRI	506	381	987	173	95	268	393	254	647	-
5	KHAJURIPADA	493	398	891	227	185	412	192	140	332	-
6	K.NUAGAON	1163	1096	2259	224	184	408	480	423	903	-
7	KOTAGARH	613	347	960	181	103	284	311	163	474	-
8	PHIRINGIA	1631	1278	2909	395	288	683	908	693	1601	-
9	PHULBANI	446	360	806	126	110	236	211	180	391	-
10	RAIKIA	593	436	1029	212	157	369	320	241	561	-
11	TIKABALI	1143	949	2092	378	271	649	588	512	1100	-
12	TUMUDIBANDH	491	405	896	178	153	331	169	139	308	-
	<b>TOTAL:</b>	<b>10972</b>	<b>8488</b>	<b>19460</b>	<b>3233</b>	<b>2419</b>	<b>5652</b>	<b>5196</b>	<b>3976</b>	<b>9172</b>	-
13	NAC,Phulbani	927	822	1749	290	294	584	205	215	420	-
14	NAC G.Udayagiri.	380	530	910	86	132	218	173	237	410	-
	<b>TOTAL:</b>	<b>1307</b>	<b>1352</b>	<b>2659</b>	<b>376</b>	<b>426</b>	<b>802</b>	<b>378</b>	<b>452</b>	<b>830</b>	-

Source : From Concerned B.D.Os

FORMAT NO. 2-5( C )

BLOCK WISE NON-ENROLLED STUDENTS (6 - 11) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	619	621	1240	102	105	207	401	413	814	
2	CHAKAPADA	263	233	496	64	56	120	124	110	234	
3	DARINGBADI	1860	1874	3734	374	357	731	1318	1339	2657	
4	G.UDAYAGIRI	172	216	388	70	75	145	82	127	209	
5	KHAJURIPADA	338	519	857	65	161	226	57	186	243	
6	K NUAGAON	579	647	1226	120	168	288	221	271	492	
7	KOTAGARH	511	281	792	150	133	283	85	283	368	
8	PHIRINGIA	801	971	1772	330	390	720	397	475	872	
9	PHULBANI	166	178	344	42	51	93	104	116	220	
10	RAIKIA	395	346	741	100	79	179	111	116	227	
11	TIKABALI	1396	1370	2766	379	403	782	972	918	1890	
12	TUMUDIBANDH	413	588	1001	147	191	338	204	291	495	
	<b>TOTAL:</b>	<b>7513</b>	<b>7844</b>	<b>15357</b>	<b>1943</b>	<b>2169</b>	<b>4112</b>	<b>4076</b>	<b>4645</b>	<b>8721</b>	
13	NAC Phulbani	28	39	67	19	23	42	11	6	17	
14	NAC, G. Udayagiri.	64	38	102	17	12	29	24	9	33	
	<b>TOTAL:</b>	<b>92</b>	<b>77</b>	<b>169</b>	<b>36</b>	<b>35</b>	<b>71</b>	<b>35</b>	<b>15</b>	<b>50</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-6(D)

BLOCK WISE NON-ENROLLED STUDENTS (12 - 14 ) YEAR AGE GROUP OF KANDHAMAL DISTRICT -

Sl. No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	556	503	1059	77	76	153	344	299	643	-
2	CHAKAPADA	125	166	291	30	40	70	81	109	190	-
3	DARINGBADI	1150	1203	2353	308	272	580	768	840	1608	-
4	G.UDAYAGIRI	31	480	511	12	220	232	19	190	209	-
5	KHAJURIPADA	167	204	371	44	41	85	104	135	239	-
6	K NUAGAON	307	342	649	60	86	146	102	123	225	-
7	KOTAGARH	654	538	1192	118	155	273	410	326	736	-
8	PHIRINGIA	599	894	1493	214	307	521	278	444	722	-
9	PHULBANI	433	512	945	128	142	270	192	199	391	-
10	RAIKIA	213	186	399	36	45	81	63	61	124	-
11	TIKABALI	330	245	575	98	78	176	133	126	259	-
12	TUMUDIBANDH	540	698	1238	204	261	465	244	313	557	-
	<b>TOTAL:</b>	<b>5105</b>	<b>5971</b>	<b>11076</b>	<b>1329</b>	<b>1723</b>	<b>3052</b>	<b>2738</b>	<b>3165</b>	<b>5903</b>	-
13	NAC, Phulbani	30	32	62	18	16	34	7	9	16	-
14	NAC. G.Udayagiri.	24	12	36	9	3	12	10	6	16	-
	<b>TOTAL:</b>	<b>54</b>	<b>44</b>	<b>98</b>	<b>27</b>	<b>19</b>	<b>46</b>	<b>17</b>	<b>15</b>	<b>32</b>	-

Source : From Concerned B.D Os

FORMAT NO. 2-6(E)

BLOCK WISE DROPOUT STUDENTS (6 - 11) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	222	288	510	34	56	90	159	175	334	
2	CHAKAPADA	190	168	358	47	40	87	85	84	169	
3	DARINGBADI	244	258	502	77	47	124	131	172	303	
4	G.UDAYAGIRI	83	80	163	40	37	77	43	43	86	
5	KHAJURIPADA	145	223	368	28	69	97	22	83	105	
6	K.NUAGAON	234	291	525	43	63	106	99	137	236	
7	KOTAGARH	263	242	505	96	84	180	54	181	235	
8	PHIRINGIA	428	331	759	105	105	210	285	224	509	
9	PHULBANI	153	147	300	45	43	88	73	82	155	
10	RAIKIA	202	203	405	53	61	114	101	98	199	
11	TIKABALI	275	264	539	66	68	134	172	158	330	
12	TUMUDIBANDH	296	405	701	115	151	266	145	199	344	
	<b>TOTAL:</b>	<b>2735</b>	<b>2900</b>	<b>5635</b>	<b>749</b>	<b>824</b>	<b>1573</b>	<b>1369</b>	<b>1636</b>	<b>3005</b>	
13	NAC, Phulbani	49	71	120	32	45	77	13	18	31	
14	NAC, G. Udayagiri.	72	40	112	31	17	48	29	12	41	
	<b>TOTAL:</b>	<b>121</b>	<b>111</b>	<b>232</b>	<b>63</b>	<b>62</b>	<b>125</b>	<b>42</b>	<b>30</b>	<b>72</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-6(F)

BLOCK WISE DROPOUT STUDENTS (12 - 14 ) YEAR AGE GROUP OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	All Community			Scheduled Caste			Scheduled Tribe			Remarks
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	261	320	581	40	49	89	163	164	327	-
2	CHAKAPADA	74	53	127	21	15	36	30	21	51	-
3	DARINGBADI	372	356	728	65	81	146	228	221	449	-
4	G UDAYAGIRI	26	20	46	11	8	19	15	12	27	-
5	KHAJURIPADA	251	305	556	66	61	127	157	201	358	-
6	K.NUAGAON	128	188	316	26	66	82	57	122	179	-
7	KOTAGARH	437	358	795	119	104	223	274	217	491	-
8	PHIRINGIA	185	276	461	66	95	161	86	137	223	-
9	PHULBANI	211	193	404	85	70	155	98	81	179	-
10	RAIKIA	132	130	262	67	43	110	55	71	126	-
11	TIKABALI	79	51	130	32	24	56	40	29	69	-
12	TUMUDIBANDH	492	572	1064	190	247	437	204	264	468	-
	<b>TOTAL:</b>	<b>2648</b>	<b>2822</b>	<b>5470</b>	<b>788</b>	<b>853</b>	<b>1641</b>	<b>1407</b>	<b>1540</b>	<b>2947</b>	-
	NAC, Phulbani	..	..	..	..	..	..	..	..	..	-
14	NAC, G.Udayagiri.	45	37	82	18	11	29	15	15	30	-
	<b>TOTAL:</b>	<b>45</b>	<b>37</b>	<b>82</b>	<b>18</b>	<b>11</b>	<b>29</b>	<b>15</b>	<b>15</b>	<b>30</b>	-

FORMAT NO. 2-7

BLOCK WISE DISSABLED CHILDREN IN THE AGE GROUP ( 6 - 14 ) YEARS OF KANDHAMAL DISTRICT

Si.No	Name of the Block	No. of dissabled children in different groups						Remarks
		O.P.H.	V.I.	H.I.	O.M.	M.R.	Total	
1	2	3	4	5	6	7	8	9
1	BALLIGUDA	25	27	22	..	12	86	
2	CHAKAPADA	22	1	17	..	7	47	
3	DARINGBADI	99	45	34	..	34	212	
4	G.UDAYAGIRI	13	12	10	..	15	50	
5	KHAJURIPADA	29	15	17	..	22	83	
6	K.NUAGAON	26	9	13	..	24	72	
7	KOTAGARH	41	31	32	..	21	125	
8	PHIRINGIA	50	55	45	..	5	156	
9	PHULBANI	23	5	9	..	6	43	
10	RAIKIA	54	9	7	..	37	107	
11	TIKABALI	8	4	8	..	..	20	
12	TUMUDIBANDH	21	15	16	..	14	66	
	<b>TOTAL:</b>	<b>411</b>	<b>228</b>	<b>231</b>	<b>..</b>	<b>197</b>	<b>1067</b>	
13	NAC Phulbani	..	..	..	..	..	..	
14	NAC, G.Udayagiri.	8	3	6	..	6	23	
	<b>TOTAL:</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>..</b>	<b>6</b>	<b>23</b>	
	<b>Grand Total:</b>	<b>419</b>	<b>231</b>	<b>237</b>	<b>..</b>	<b>203</b>	<b>1090</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-8

BLOCK WISE INSTITUTIONAL BUILDING POSITION OF KANDHAMAL DISTRICT

S. No	Name of the Block	Building Less School		Delapited Condition School		Room for U.P. School Head Master		Required No. of Adm./ Class		School Building with Available Rooms						Remarks
		P.S	U.P.S	P.S.	U.P.S.	Available	Not available	P.S.	U.P.S.	One	Two	Three	Four	Five	Six & above	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	BALLIGUDA	..	..	18	..	6	12	88	16	7	80	10	12	6	13	-
2	CHAKAPADA	..	..	3	1	..	16	14	8	14	74	10	3	1	..	-
3	DARINGBADI	10	1	53	5	5	..	245	64	12	116	24	10	9	2	-
4	G.UDAYAGIRI	..	..	12	2	..	12	37	12	2	33	22	17	6	..	-
5	KHAJURIPADA	6	..	17	8	6	16	14	10	..	100	7	3	4	..	-
6	K.NUAGAON	1	..	1	..	..	15	101	13	28	68	20	5	15	1	-
7	KOTAGARH	6	1	24	2	..	13	69	19	40	44	14	4	5	..	-
8	PHIRINGIA	1	..	..	2	13	9	20	11	2	123	17	6	1	1	-
9	PHULBANI	..	..	..	..	10	6	6	..	8	42	25	8	3	1	-
10	RAIKIA	4	..	33	2	2	5	69	10	..	35	17	16	2	3	-
11	TIKABALI	1	1	8	1	6	16	110	18	5	50	24	11	8	5	-
12	TUMUDIBANDH	8	..	43	2	..	8	68	14	23	37	11	9	13	..	-
	<b>TOTAL:</b>	<b>37</b>	<b>3</b>	<b>222</b>	<b>25</b>	<b>48</b>	<b>128</b>	<b>841</b>	<b>195</b>	<b>141</b>	<b>802</b>	<b>201</b>	<b>104</b>	<b>73</b>	<b>26</b>	-
13	NAC,Phuibani	..	..	2	2	4	2	4	3	..	1	7	6	3	5	-
14	NAC,G.Udayagiri	..	..	2	1	3	2	..	..	2	2	4	2	1	3	-
	<b>TOTAL:</b>	<b>..</b>	<b>..</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>8</b>	-

Source : From Concerned B.D.Os



FORMAT NO. 2-9(A)

BLOCK WISE FACILITIES AVAILABLE IN PRIMARY SCHOOLS OF KANDHAMAL DISTRICT

Sl. No.	Name of the Block	Drinking Water	Toilet	Compound Wall	Electricity	Library	Fist Aid Box	Wall Clock	School Bell	Chair & Table for
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	66	57	7	..	107	..	105	105	79
2	CHAKAPADA	75	74	9	..	107	..	107	107	..
3	DARINGBADI	53	32	3	6	119	4	12	114	150+76
4	G.UDAYAGIRI	54	54	..	..	..	..	..	..	54
5	KHAJURIPADA	80	40	..	4	..	..	5	115	53
6	K.NUAGAON	51	21	..	..	103	..	..	103	..
7	KOTAGARH	69	32	2	1	..	..	..	..	..
8	RHIRINGIA	77	58	6	4	145	..	145	145	140
9	PHULBANI	67	71	1	1	..	..	..	..	..
10	RAIKIA	34	35	2	..	..	..	..	..	1
11	TIKABALI	52	21	..	..	83	..	..	83	83
12	TUMUDIBANDH	43	31	10	..	..	2	34	34	..
	<b>TOTAL:</b>	<b>721</b>	<b>526</b>	<b>40</b>	<b>16</b>	<b>664</b>	<b>6</b>	<b>408</b>	<b>806</b>	<b>636</b>
13	NAC,Phulbani	..	..	4	..	10	..	2	16	16
14	NAC,G.Udayagiri.	8	6	1	2	2	1	2	3	3
	<b>TOTAL:</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>19</b>	<b>19</b>

Source : From Concerned B.D.Os

FORMAT NO 2-9(B)

BLOCK WISE FACILITIES AVAILABLE IN UPPER PRIMARY SCHOOLS OF KANDHAMAL DISTRICT

Sl.No	Name of the Block	D.Water	Toilet	Compound Wall	Electricity	Library	First Aid Box	Wall Clock	School Bell	Chair & Table	Remarks
1	2	3	4	5	6	7	8	9	10	11	12
1	BALLIGUDA	12	15	3	2	16	..	12	12	11	..
2	CHAKAPADA	10	10	..	..	16	..	..	16	16	..
3	DARINGBADI	9	9	..	1	18	1	5	21	68+44	..
4	G.UDAYAGIRI	10	12	..	..	13	..	..	13	13	..
5	IKHAJURIPADA	16	21	..	1	21	..	15	22	40	..
6	K NUAGAON	14	10	2	..	20	..	..	16	67	..
7	KOTAGARH	13	13	1	..	..	..	..	19	13	..
8	PHIRINGIA	22	17	2	2	22	..	11	24	24	..
9	PHULBANI	15	12	..	..	20	..	10	22	22	..
10	RAIKIA	5	3	..	..	5	..	5	5	5	..
11	TIKABALI	18	16	3	..	22	1	15	22	22	..
12	TUMUDIBANDH	10	9	1	..	..	..	10	10	..	..
	<b>TOTAL:</b>	<b>154</b>	<b>147</b>	<b>12</b>	<b>6</b>	<b>173</b>	<b>2</b>	<b>84</b>	<b>202</b>	<b>345</b>	..
13	NAC,Phulbani	6	6	2	..	6	..	6	6	6	..
14	NAC G.Udayagiri.	3	3	2	1	2	1	2	2	3	..
	<b>TOTAL:</b>	<b>9</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>8</b>	<b>8</b>	<b>9</b>	..

Source : From Concerned B D.Os

# CHAPTER - III

## PLANNING PROCESS

LIBRARY OF THE NATIONAL  
INSTITUTE OF TECHNOLOGY  
NEW DELHI  
DOC. No. D-11741  
Date 23.01.2003



FORMAT NO. 2-17(C)

BLOCK-WISE PRIVATE RECOGNIZED U.P.SCHOOL (12 -1 4) AGE GROUP OF KANDHAMAL DISTRICT

Sl. No.	Name or the Block	Class - VI									Class - VII									Class - VII + Class - VI									Class - VIII								
		A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	BALLIGUDA	25	15	10	2	2	4	4	1	5	22	16	38	1	1	2	3	3	5	47	31	78	1	1	6	7	4	11	46	8	54	28	2	30	19	3	22
2	CHAKAPADA																												52	4	58	8		8	19	1	40
3	DARINGBADI																												116	131	247	58	8	66	144	41	185
4	G.UDAYAGIRI																												102	70	172	37	23	60	45	6	51
5	KHAJURIPADA																												116	131	247	58	8	66	144	41	185
6	KOTAGARH																																				
7	KNUAGAON	17	6	23	1		1	16	5	21	16	9	25	1		1	12	9	21	33	15	48	2		2	28	14	42	114	133	247	25	34	59	56	54	110
8	PHIRINGIA																																				
9	PHULBANI																																				
10	RAIKIA	59	27	86	25	14	39	33	12	45	39	14	53	18	4	22	19	8	27	58	41	99	43	18	61	52	20	72									
11	TIKABA																												68	38	104	16	12	28	25	19	54
12	TUMUDIBANI																																				
	TOTAL:	101	48	149	28	16	44	63	18	71	77	39	116	20	6	26	34	20	54	178	87	265	48	21	69	38	16	54	126	136	262	184	161	345	208	169	377
13	NAC, Phulbani	197	161	358	69	57	126	59	17	76	161	41	202	56	16	72	40	25	65	358	292	650	125	103	228	86	26	112	196	110	306	33	24	57	28	17	45
14	NAC, G. Udayagiri	36	46	82	12	13	25	16	17	33	34	41	75	10	16	26	16	9	25	70	88	158	22	29	51	32	26	58	110	82	192	6	34	40	12	14	26
	TOTAL:	233	207	440	81	70	161	75	65	140	185	172	367	66	64	128	50	49	113	428	380	808	147	132	278	138	114	253	132	209	341	39	52	91	40	61	91

**FORMAT NO. 2-17(B)**  
**BLOCK WISE ENROLLED POSITION IN (T.R.W. UPS) (12 - 14) AGE GROUP OF KANDHAMAL DISTRICT**

Sl. No.	Name of the Block	Class - VI									Class - VII									Class - VII + Class - VII									Class - VIII								
		A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	BALLIGUDA	93	18	111	29	7	36	59	10	69	42	14	56	6	6	12	32	5	37	135	32	167	35	13	48	71	15	86									
2	CHAKAPADA																																				
3	DARINGBADI	75	53	128	23	6	29	43	47	90	50	34	84	11	8	19	26	24	50	125	87	212	34	14	48	89	71	140	73	54	127	21	4	25	37	89	78
4	G.UDAYAGIRI	37	2	39	5		5	32	1	33	26	5	31	1	1	2	24	1	25	63	7	70	6	1	7	56	2	58									
5	KHAJURIPADA	9	3	12				9	3	12	3	4	7				3	4	7	12	7	19				12	7	19	15	13	28	10	9	19	3	3	5
6	KOTAGARH		27	27		8	8		13	13		37	37		11	11		17	17		64	64		19	19		30	30		30	30		30	30			
7	K NUAGAON	18	14	32	2	3	5	12	8	20	16	18	34	5	3	8	7	9	16	34	32	66	7	6	13	19	17	36	93	24	117	10	10	20	28	60	88
8	PHIRINGIA	52	34	86	24	7	31	28	23	51	48	30	78	16	4	20	22	20	42	100	64	164	40	11	51	50	43	93	146	36	182	34	11	45	78	143	221
9	PHULBANI		27	27		7	7		20	20		37	37		4	4		33	33		64	64		11	11		70	70		70	70		70	70			
10	RAKIA	47	21	68	3	4	7	43	16	59	49	21	70	3	5	8	46	16	62	96	42	138	6	9	15	89	32	121	79	125	204	12	25	37	67	144	211
11	TIKABALI	53	10	63	0	8	8	41	9	50	37	17	54	7	1	8	27	8	35	90	27	117	15	32	47	16	88	104	16	3	19	4	3	7	44	53	111
12	TUMUDIBANDH	34	33	67	19	16	35	19	14	33	47	32	79	19	16	35	21	12	33	91	65	156	15	32	47	15	26	41	6	3	9	2	1	3	6	6	12
	TOTAL:	418	242	660	113	68	171	286	164	480	318	249	567	68	69	127	208	148	367	746	491	1237	181	117	298	422	381	803	480	364	944	119	81	200	279	195	444

FORMAT NO. 2-17(A)

BLOCK WISE ENROLLMENT POSITION IN (SME UPS) (12-14) YEARS AGE GROUP OF KANDHAMAL DISTRICT

Name of the Block	Class - VI									Class - VII									Class - VII + Class - VII									Class - VIII											
	AC			S.C.			S.T.			AC			S.C.			S.T.			AC			S.C.			S.T.			AC			S.C.			S.T.					
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
BALLIGUDA	426	282	706	107	69	178	145	52	207	440	252	692	96	65	161	120	76	196	866	534	1400	203	134	337	265	138	403	270	186	456	78	28	108	35	20	25			
CHAKAPADA	238	139	377	81	44	125	71	41	112	224	129	353	84	47	131	70	30	100	462	268	730	165	91	256	141	71	212	158	52	210	38	12	50	34	10	44			
DARJINGBADI	559	290	849	184	105	289	306	146	452	415	243	658	135	80	215	215	117	332	974	533	1507	319	185	504	521	263	784	150	70	220	58	13	71	54	9	63			
G.UDAYAGIRI	246	198	444	74	43	117	150	138	288	297	176	473	93	51	144	187	114	301	543	374	917	167	94	261	337	252	589	92	75	167	19	19	38	64	53	117			
KHAJURIPADA	252	198	450	117	100	217	87	56	143	228	194	422	110	85	195	92	78	170	480	392	872	227	185	412	179	134	313	286	198	486	103	68	171	72	54	199			
KOTAGARH	333	243	576	104	69	173	143	116	259	211	173	384	69	46	115	115	77	192	613	347	960	181	103	284	311	163	474	475	195	670	143	58	201	214	88	332			
K.NUAGAON	389	344	733	75	72	147	140	125	265	366	361	727	75	75	150	136	132	268	755	705	1460	150	147	297	276	257	533	95	57	152	16	7	23	36	18	54			
PHIRINGIA	402	241	643	105	65	170	186	109	295	543	228	771	81	52	133	167	60	227	761	416	1177	186	117	303	348	189	537	277	102	379	89	29	118	72	53	175			
PHULBANI	423	294	717	96	90	186	194	130	324	372	281	653	110	76	186	171	128	299	795	575	1370	206	166	372	365	256	623	372	281	653	110	76	186	171	128	299			
RABKA	339	250	589	118	78	196	194	149	343	297	206	503	132	92	224	126	92	218	535	456	1092	250	170	420	320	241	561	101	56	157	35	18	53	55	35	93			
TIKABALI	601	492	1093	180	148	328	271	221	492	467	415	882	146	119	265	208	171	379	1068	907	1975	326	267	593	479	392	871	228	141	369	36	28	54	54	28	82			
TUMUDIBANDH	203	157	360	82	50	142	64	38	102	211	158	369	93	73	166	62	40	102	414	315	729	175	133	308	126	78	204	45	33	78	20	15	35	12	3	15			
TOTAL:	4411	3128	7539	1323	943	2266	1951	1331	3282	4071	2816	6887	1224	861	2085	1669	1115	2784	9367	5822	14189	2555	1792	4347	3668	2436	6104	2551	1448	3997	745	371	1116	963	529	1462			
NAC,Phulbani	270	298	568	89	91	180	38	54	92	271	260	531	85	66	151	44	48	92	541	558	1099	174	157	331	82	102	184	101	116	217	16	32	48	17	10	27			
NAC, G.Udayagiri	130	219	349	18	42	60	57	102	159	180	223	403	46	61	107	84	109	193	310	442	752	64	103	167	141	211	352	209	267	476	43	41	84	94	133	227			
TOTAL:	400	517	917	107	133	240	95	156	251	451	483	934	131	127	258	128	157	285	851	1000	1851	238	260	498	223	313	536	310	383	693	59	73	132	111	143	254			





FORMAT NO. 2-16( C )

BLOCK WISE ENROLLMENT POSITION IN PRIVATE RECOGNISED PRIMARY SCHOOLS (6-11) YEARS AGE GROUP OF KANDHAMAL

Name of the Block	Class - I						Class - II						Class - III						Class - IV						Class - V						Total																							
	A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.											
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.												
BALLIGUDA	33	29	62	1	5	2	7	13	10	10	39	18	57	3	2	5	16	4	20	43	34	77	6	5	11	20	9	29	33	35	88	5	2	7	15	12	27	50	21	71	5	2	7	30	4	34	199	137	336	24	13	37	94	39
CHAKAPADA																																																						
DARINGBADI																																																						
G.UDAYAGIRI	9	7	16				7	5	12	11	10	21				9	8	17	14	5	19	1	1	12			3	15	9	6	15	2	2	2	19	8	27	5	2	7	5	2	9	62	36	98	8	2	10	15	21			
KHAJURIPAD																																																						
KCTAGARh																																																						
K.NUAGAON	17	14	31	5	3	8	6	1	7	6	10	16	1	2	3	2	1	3	3	2	9																																	
PHIRINGIA																																																						
PHULBAN.																																																						
RAIKIA	19	36	55	8	19	27	3	11	14	19	38	57	9	20	29	5	10	15	15	25	23	48	16	9	25	9	12	18	27	4	4	22	26	48	10	13	9	105	161	266	52	79	131	21	40									
TIKABALI																																																						
TUMUDIBANDH	28	43	71	10	28	36	14	23	37	30	48	78	10	15	20	17	25	32	42	39	38	77	33	19	5	9	12	12	21	28	41	44	58	85	11	13	12	105	161	266	52	79	131	21	40									
TOTAL:	108	129	236	28	64	84	43	60	93	106	124	229	23	39	52	49	62	87	97	123	107	230	33	19	5	9	12	18	27	36	41	44	58	85	11	13	12	105	161	266	52	79	131	21	40									
NAC,Phulban.																																																						
NAC, G. Udayagiri.	28	33	61	12	16	28	6	4	10	12	30	42	9	20	29	3	4	7	7	15	29	44	10	22	5	3	4	4	32	44	25	25	32	32	26	32	31	97	97	97	8	4	4	143	143	143	18	18						
TOTAL:	28	33	61	12	16	28	6	4	10	12	30	42	9	20	29	3	4	7	7	15	29	44	10	22	5	3	4	4	32	44	25	25	32	32	26	32	31	97	97	97	8	4	4	143	143	143	18	18						



FORMAT 2-16(A)  
SME DEPTT. PR. SCHOOL (5-11)

Name of the Block	Class - I									Class - II									Class - III									Class - IV									Class - V									Total		
	A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.			A.C.			S.C.			S.T.					
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
BALLIGUDA	953	950	1903	225	174	399	449	473	922	1058	978	2036	217	206	418	521	554	1075	442	440	882	901	804	1705	158	120	278	330	261	591	616	442	1058	809	735	1544	123	100	223	261	231	492						
CHAKAPADA	530	453	983	135	108	243	277	255	532	543	536	1079	135	136	271	305	283	588	442	440	882	901	804	1705	158	120	278	330	261	591	616	442	1058	809	735	1544	123	100	223	261	231	492						
DARINGBADI	1814	1588	3402	479	483	962	1133	963	2096	2125	1938	4063	565	666	1231	1377	1112	2489	1822	1703	3525	442	440	882	901	804	1705	158	120	278	330	261	591	616	442	1058	809	735	1544	123	100	223	261	231	492			
G.UDAYAGIRI	541	470	1011	135	116	251	348	296	644	569	550	1119	134	94	228	368	390	758	497	420	917	97	508	109	202	125	327	563	1071	1101	988	2089	1480	265	606	871	206	482	689	206	482	689						
KHAJURIPAD	1051	893	1944	318	283	601	548	468	1016	636	546	1182	207	191	398	361	290	651	487	420	907	487	467	954	128	116	244	291	387	678	156	688	844	156	314	470	156	294	450	156	184	340	156	184	340			
KOTAGARH	1009	842	1851	261	283	544	635	544	1179	812	654	1466	214	191	405	484	364	848	632	445	1077	848	632	1480	135	130	265	267	387	654	389	688	1077	135	130	265	267	387	654	389	688	1077						
K.NUAGAON	822	845	1667	142	160	302	409	401	810	901	905	1806	177	173	350	439	431	870	805	841	1646	805	841	1646	133	133	266	267	387	654	389	688	1077	133	133	266	267	387	654	389	688	1077						
MHIRINGIA	1645	1627	3272	173	137	310	923	911	1834	1093	1080	2173	240	26	228	604	614	1218	885	866	1751	885	866	1751	164	164	328	490	734	1224	476	1127	1603	315	531	846	315	531	846	315	531	846	315	531	846			
PHULBANI	844	601	1245	114	117	231	410	369	779	594	579	1173	111	117	228	385	363	748	587	531	1118	587	531	1118	101	79	180	476	657	1133	167	657	824	167	657	824	167	657	824	167	657	824	167	657	824			
RAIKIA	954	104	1968	254	276	530	570	564	1134	842	779	1621	210	193	403	496	485	981	634	636	1270	634	636	1270	152	141	293	476	1086	1562	307	523	830	307	523	830	307	523	830	307	523	830						
TRKABA	851	643	1494	205	149	354	488	389	877	733	766	1499	148	173	321	413	384	797	730	620	1350	730	620	1350	127	135	262	476	1093	1569	293	549	842	293	549	842	293	549	842	293	549	842						
TUMULUBAND	935	798	1733	415	364	779	352	283	635	960	838	1798	423	172	595	389	288	677	747	652	1399	747	652	1399	234	234	468	475	1023	1498	201	188	389	475	1093	1568	201	188	389	201	188	389						
TOTAL	11749	10824	22573	3058	2850	5908	5542	5918	12460	10866	10149	20018	2776	2738	5514	6142	5558	11700	9223	8486	17708	9223	8486	17708	4631	4631	9262	6676	14230	18906	1763	3711	5474	11680	1710	24780	1763	3711	5474	1763	3711	5474	1763	3711	5474			
NAC Phulbandi	293	262	555	106	99	205	42	45	87	300	295	595	92	111	203	43	38	81	294	275	569	294	275	569	43	39	82	253	503	756	87	166	243	478	84	562	87	166	243	87	166	243						
NAC G. Udayagir	140	140	280	37	50	87	50	48	98	119	169	288	38	62	100	33	48	81	75	116	191	75	116	191	44	81	125	180	299	479	67	103	170	253	419	672	67	103	170	67	103	170						
TOTAL	433	402	835	143	149	292	92	93	185	419	464	883	130	173	303	76	88	162	134	173	307	134	173	307	87	163	250	433	802	1165	164	289	452	406	377	783	164	289	452	164	289	452						

FORMAT 2-15(D)

BLOCK WISE TEACHERS PARTICULARS ON PRIVATE NON-RECOGNISED HIGH SCHOOLS OF

Sl. No	Name of the Block	Trained						Un-Trained						Remarks -	
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	BALLIGUDA	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	CHAKAPADA	13	2	..	..	1	..	3	1	1	..	..	..	..	
3	DARINGBADI	16	6	..	..	..	..	4	..	..	..	1	..	..	
4	G.UDAYAGIRI	..	3	..	..	..	1	..	..	..	..	..	..	..	
5	KHAJURIPADA	12	2	2	..	2	..	..	..	..	..	..	..	..	
6	K.NUAGAON	..	..	..	..	..	..	..	..	..	..	..	..	..	
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	..	
8	PHIRINGIA	..	..	..	..	..	..	..	..	..	..	..	..	..	
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	..	
10	RAIKIA	18	3	..	..	..	..	12	5	2	..	7	3	..	
11	TIKABALI	21	2	..	..	..	..	4	1	..	..	..	..	..	
12	TUMUDIBANDH	..	..	..	..	..	..	..	..	..	..	..	..	..	
	<b>TOTAL:</b>	<b>80</b>	<b>18</b>	<b>2</b>	<b>..</b>	<b>3</b>	<b>1</b>	<b>23</b>	<b>7</b>	<b>3</b>	<b>..</b>	<b>8</b>	<b>3</b>	<b>..</b>	
13	NAC, Phulbari	..	..	..	..	..	..	..	..	..	..	..	..	..	
14	NAC, G.Udayagin	..	..	..	..	..	..	..	..	..	..	..	..	..	
	<b>Total:</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	

FORMAT NO. 2-15(C)

BLOCK WISE TEACHERS PARTICULARS OF PRIVATE RECOGNISED HIGH SCHOOLS OF KANDHAMAL DIST.

Sl.No.	Name of the Block	Trained						Un-Trained						Remarks	
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	BALLIGUDA	..	..	..	2	..	1	..	..	..	..	..	..	..	..
2	CHAKAPADA	6	..	..	..	..	..	..	..	..	..	..	..	..	..
3	DARINGBADI	17	3	..	1	..	..	5	..	..	..	..	..	..	..
4	G UDAYAGIRI	9	4	..	..	..	..	3	1	..	..	..	..	..	..
5	KHAJURIPADA	4	..	..	..	..	..	..	..	..	..	..	..	..	..
6	K.NUAGAON	24	2	2	..	4	..	5	..	..	..	..	..	..	..
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	PHIRINGIA	..	..	..	..	..	..	14	..	3	..	..	2	..	..
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	RAIKIA	13	8	3	..	1	..	2	5	..	..	..	1	3	..
11	TIKABALI	12	..	..	..	..	..	4	1	..	..	..	..	..	..
12	TUMUDIBANDH	9	2	..	..	..	..	6	2	3	..	..	..	..	..
	<b>TOTAL:</b>	<b>94</b>	<b>19</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>..</b>	<b>39</b>	<b>9</b>	<b>6</b>	<b>..</b>	<b>..</b>	<b>3</b>	<b>..</b>	<b>..</b>
13	NAC, Phulbani	6	2	1	1	..	..	..	..	..	..	..	..	..	..
14	NAC.G.Udayagin	..	8	..	..	..	..	..	..	..	..	..	..	..	..
	<b>Total:</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

Source : From Concerned B.D.Os

FORMAT 2-15(B)

BLOCK WISE TEACHERS PARTICULARS ON (SME)DEPT. HIGH SCHOOLS OF KANDHAMAL DISTRICT

Sl No	Name of the Block	Trained						Un-Trained						Remarks	
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	BALLIGUDA	7	3	1	1	2	1	..	..	..	..	..	..	..	..
2	CHAKAPADA	27	2	..	..	..	..	..	..	..	..	..	..	..	..
3	DARINGBADI	17	2	2	..	2	1	..	..	..	..	..	..	..	..
4	G.UDAYAGIRI	7	1	1	1	..	..	..	..	..	..	..	..	..	..
5	KHAJURIPADA	7	1	1	..	..	..	..	..	..	..	..	..	..	..
6	K.NUAGAON	12	3	1	2	1	..	..	..	..	..	..	..	..	..
7	KOTAGARH	2	..	..	..	1	..	..	..	..	..	..	..	..	..
8	PHIRINGIA	12	3	3	..	2	1	..	..	..	..	..	..	..	..
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	RAIKIA	14	1	1	..	3	..	..	..	..	..	..	..	..	..
11	TIKABALI	25	2	..	..	..	..	..	..	..	..	..	..	..	..
12	TUMUDIBANDH	8	..	..	..	1	..	2	..	..	..	1	..	..	..
	<b>TOTAL:</b>	<b>138</b>	<b>18</b>	<b>10</b>	<b>4</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>
13	NAC. Phulbani	4	6	1	2	..	1	..	..	..	..	..	..	..	..
14	NAC, G. Udayagiri	5	7	1	..	1	..	..	..	..	..	..	..	..	..
	<b>Total:</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

FORMAT NO. 2-15 (A)

BLOCK WISE TEACHERS PARTICULARS ON (T & RW DEPT.) HIGH SCHOOLS OF KANDHAMAL DISTRICT

Sl.No.	Name of the Block	Trained						Un-Trained						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	..	..	..	..	..	..	..	..	..	..	..	..	..
2	CHAKAPADA	1	13	..	..	..	..	..	..	..	..	..	..	..
3	DARINGBADI	14	6	1	1	2	..	..	1	..	..	..	..	..
4	G UDAYAGIRI	..	..	..	..	..	..	..	..	..	..	..	..	..
5	KHAJURIPADA	2	1	1	..	1	..	..	..	..	..	..	..	..
6	K.NUAGAON	12	..	1	..	2	..	..	..	..	..	..	..	..
7	KOTAGARH	11	..	1	..	1	..	1	..	1	..	..	..	..
8	PHIRINGIA	4	..	1	..	1	..	..	..	..	..	..	..	..
9	PHULBANI	4	..	1	..	1	..	..	..	..	..	..	..	..
10	RAIKIA	10	16	3	..	2	3	2	..	..	..	1	..	..
11	TIKABALI	..	..	..	..	..	..	..	..	..	..	..	..	..
12	TUMUDIBANDH	13	..	3	..	3	..	2	..	..	..	..	..	..
	<b>TOTAL:</b>	<b>71</b>	<b>36</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>
13	NAC, Phulbani	..	..	..	..	..	..	..	..	..	..	..	..	..
14	NAC, G.Udayagin	..	..	..	..	..	..	..	..	..	..	..	..	..
	<b>Total:</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

Source : From Concerned B.D.Os

FORMAT NO. 2-14(D)

BLOCK WISE TEACHERS PARTICULARS ON PRIVATE NON-RECOGNISED U.P.SCHOOL OF KANDHAMAL DIST.

Sl.No.	Name of the Block	Trained						Un-Trained						Remarks	
		All Community		Sch Caste		Sch Tribe		All Community		Sch Caste		Sch. Tribe			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	BALLIGUDA	..	..	..	..	..	..	..	..	..	..	..	..	..	-
2	CHAKAPADA	..	..	..	..	..	..	..	..	..	..	..	..	..	-
3	DARINGBADI	..	..	..	..	..	..	4	..	..	..	1	..	..	-
4	G UDAYAGIRI	..	..	..	..	..	..	..	..	..	..	..	..	..	-
5	KHAJURIPADA	..	..	..	..	..	..	..	..	..	..	..	..	..	-
6	K.NUAGAON	..	..	..	..	..	..	2	..	..	..	..	..	..	-
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	..	-
8	PHIRINGIA	..	..	..	..	..	..	2	4	..	..	..	..	..	-
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	..	-
10	RAIKIA	1	..	..	..	..	..	8	..	5	..	2	..	..	-
11	TIKABALI	..	..	..	..	..	..	..	..	..	..	..	..	..	-
12	TUMUDIBANDH	..	..	..	..	..	..	..	..	..	..	..	..	..	-
	<b>TOTAL:</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>16</b>	<b>4</b>	<b>5</b>	<b>..</b>	<b>3</b>	<b>..</b>	<b>..</b>	-
13	NAC, Phulbani	..	..	..	..	..	..	..	..	..	..	..	..	..	-
14	NAC, G. Udayagiri	..	..	..	..	..	..	..	..	..	..	..	..	..	-
	<b>Total:</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	-

Source : From Concerned B.D.Os



**BLOCK WISE TEACHERS PARTICULARS ON PRIVATE RECOGNISED U.P.SCHOOLS OF KANDHAMAL**

Sl.No.	Name of the Block	Trained						Un-Trained						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	..	..	..	..	..	..	10	7	1	..	..	..	..
2	CHAKAPADA	..	..	..	..	..	..	..	..	..	..	..	..	..
3	DARINGBADI	1	2	1	..	..	1	6	3	2	..	..	..	..
4	G.UDAYAGIRI	..	..	..	..	..	..	..	..	..	..	..	..	..
5	KHAJURIPADA	..	..	..	..	..	..	..	..	..	..	..	..	..
6	K NUAGAON	2	..	..	..	..	..	..	..	..	..	..	..	..
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	..
8	PHIRINGIA	..	..	..	..	..	..	..	..	..	..	..	..	..
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	..
10	RAIKIA	3	..	..	..	..	..	..	..	..	..	..	..	..
11	TIKABALI	1	1	..	..	..	..	..	1	..	..	..	..	..
12	TUMUDIBANDH	..	..	..	..	..	..	..	..	..	..	..	..	..
	<b>TOTAL:</b>	<b>7</b>	<b>3</b>	<b>1</b>	..	..	<b>1</b>	<b>16</b>	<b>11</b>	<b>3</b>	..	..	..	..
13	NAC, Phulbani	..	..	..	..	..	..	..	..	..	..	..	..	..
14	NAC,G.Udayagiri	7	8	..	1	1	1	..	3	..	..	..	..	2
	<b>TOTAL:</b>	<b>7</b>	<b>8</b>	..	<b>1</b>	<b>1</b>	<b>1</b>	..	<b>3</b>	..	..	..	..	<b>2</b>

Source : From Concerned B.D.Os



FORMAT NO. 2-14(A)

BLOCK WISE TEACHERS PARTICULARS ON (SME DEPT.) U.P.SCHOOL OF KANDHAMAL DISTRICT

Sl.No.	Name of the Block	Trained						Un-Trained						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	56	13	3	2	1	..	5	6	2	..	..	4	
2	CHAKAPADA	46	12	7	1	4	1	1	1	1	1	..	..	
3	DARINGBADI	62	7	12	5	3	1	20	9	9	4	6	5	
4	G UDAYAGIRI	29	15	2	..	4	4	..	..	..	..	..	..	
5	KHAJJRIPADA	67	21	3	5	11	5	5	1	2	..	1	1	
6	K.NUAGAON	57	7	..	1	3	..	10	5	2	3	1	1	
7	KOTAGARH	27	2	2	1	..	..	4	2	2	..	1	2	
8	PHIRINGIA	42	13	4	..	1	2	11	7	1	2	5	1	
9	PHULBANI	20	5	5	2	5	1	..	..	..	..	..	..	
10	RAIKIA	51	10	7	6	11	2	..	..	..	..	..	..	
11	TIKABALI	59	22	2	1	4	..	1	1	..	..	..	1	
12	TUMUDIBANDH	23	..	..	..	1	..	11	4	5	3	1	2	
	<b>TOTAL:</b>	<b>549</b>	<b>127</b>	<b>47</b>	<b>24</b>	<b>48</b>	<b>16</b>	<b>68</b>	<b>36</b>	<b>24</b>	<b>13</b>	<b>15</b>	<b>17</b>	
13	NAC, Phulbani	7	28	..	..	..	1	..	..	..	..	..	..	
14	NAC, G.Udayagiri	5	13	..	1	..	3	..	..	..	..	..	..	
	<b>Total:</b>	<b>12</b>	<b>41</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>4</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-13(D)

BLOCK WISE TEACHERS PARTICULARS ON PRIVATE NON-RECOGNISED PRIMARY SCHOOL OF KANDHAMAL

Sl. No.	Name of the Block	Trained						Un-Trained						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	..	1	..	1	..	..	4	2	3	2	1	..	-
2	CHAKAPADA	2	..	..	..	2	..	2	..	..	..	2	..	-
3	DARINGBADI	..	..	..	..	..	..	..	..	..	..	..	..	-
4	G UDAYAGIRI	..	..	..	..	..	..	..	..	..	..	..	..	-
5	KHAJURIPADA	..	..	..	..	..	..	3	2	..	..	..	..	-
6	K NUAGAON	..	..	..	..	..	..	3	2	..	..	..	..	-
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	-
8	PHIRINGIA	..	..	..	..	..	..	..	..	..	..	..	..	-
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	-
10	RAIKIA	..	..	..	..	..	..	8	..	4	..	4	..	-
11	TIKABALI	..	..	..	..	..	..	..	..	..	..	..	..	-
12	TUMUDIBANDH	..	..	..	..	..	..	..	..	..	..	..	..	-
	<b>TOTAL:</b>	<b>2</b>	<b>1</b>	<b>..</b>	<b>1</b>	<b>2</b>	<b>..</b>	<b>20</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>..</b>	<b>-</b>
13	NAC, Phulbani	..	..	..	..	..	..	..	..	..	..	..	..	-
14	NAC, G Udayagiri	..	..	..	..	..	..	..	..	..	..	..	..	-
	<b>Total:</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>-</b>

FORMAT NO. 2-13( C )

BLOCK WISE TEACHERS PARTICULARS ON PRIVATE RECOGNISE PRIMARY SCHOOL OF KANDHAMAL DIST.

Sl. No.	Name of the Block	Trained						Un-Trained						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	4	1	4	1	..	..	11	5	4	2	..	1	
2	CHAKAPADA	..	..	..	..	..	..	..	..	..	..	..	..	
3	DARINGBADI	..	..	..	..	..	..	..	..	..	..	..	..	
4	G UDAYAGIRI	..	..	..	..	..	..	..	..	..	..	..	..	
5	KHAJURIPADA	..	..	..	..	..	..	..	..	..	..	..	..	
6	K.NUAGAON	..	..	..	..	..	..	2	5	..	..	..	..	
7	KOTAGARH	..	..	..	..	..	..	..	..	..	..	..	..	
8	PHIRINGIA	..	..	..	..	..	..	..	..	..	..	..	..	
9	PHULBANI	..	..	..	..	..	..	..	..	..	..	..	..	
10	RAIKIA	6	5	..	1	..	1	1	3	..	..	1	..	
11	TIKABALI	..	1	..	..	..	..	2	2	..	..	..	..	
12	TUMUDIBANDH	..	..	..	..	..	..	..	..	..	..	..	..	
	<b>TOTAL:</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>..</b>	<b>1</b>	<b>16</b>	<b>15</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	
13	NAC, Phuibani	..	..	..	..	..	..	..	..	..	..	..	..	
14	NAC. G. Udayagiri	5	..	..	..	..	..	..	..	1	1	..	..	
	<b>Total:</b>	<b>5</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>1</b>	<b>1</b>	<b>..</b>	<b>..</b>	

Source . From Concerned B.D.Os

FORMAT NO. 2-13(B)

BLOCK WISE TEACHER PARTICULARS OF ( T & RW) SCHOOLS OF KANDHAMAL DISTRICT

Sl No	Name of the Block	Trained						Un-Trained						Remarks	
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	BALLIGUDA	21	11	5	4	3	3	..	..	..	..	..	..	..	..
2	CHAKAPADA	12	3	3	1	4	1	..	..	..	..	..	..	..	..
3	DARINGBADI	23	3	7	1	9	1	1	..	1	..	..	..	..	..
4	G.UDAYAGIRI	13	10	1	1	6	5	..	..	..	..	..	..	..	..
5	KHAJURIPADA	22	4	7	2	7	..	1	1	..	..	..	..	1	..
6	K.NUAGAON	22	4	2	..	3	2	..	..	..	..	..	..	..	..
7	KOTAGARH	9	1	2	..	5	1	..	..	..	..	..	..	..	..
8	PHIRINGIA	35	3	11	2	6	1	..	..	..	..	..	..	..	..
9	PHULBANI	14	9	3	1	5	2	..	..	..	..	..	..	..	..
10	RAIKIA	6	12	1	..	5	7	..	..	..	..	..	..	..	..
11	TIKABALI	12	4	1	..	..	1	..	..	..	..	..	..	..	..
12	TUMUDIBANDH	8	2	2	1	3	1	..	..	..	..	..	..	..	..
	<b>TOTAL:</b>	<b>197</b>	<b>66</b>	<b>45</b>	<b>13</b>	<b>56</b>	<b>25</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>
13	NAC Phulbani	..	3	..	1	..	..	..	..	..	..	..	..	..	..
14	NAC,G.Udayagiri	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	<b>Total:</b>	<b>..</b>	<b>3</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

FORMAT NO. 2-13(A)  
BLOCK WISE TEACHER PARTICULARS OF KANDHAMAL DISTRICT(SME) Primary

Sl.No.	Name of the Block	Trained Teachers						Un-Trained Teachers						Remarks
		All Community		Sch. Caste		Sch. Tribe		All Community		Sch. Caste		Sch. Tribe		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	109	42	12	2	6	3	35	17	14	2	9	2	
2	CHAKAPADA	137	27	25	5	29	5	5	5	3	3		1	
3	DARINGBADI	200	37	43	18	25	11	84	22	29	9	28	9	
4	G UDAYAGIRI	68	75	7	10	19	23	3	4		1	3		
5	KHAJURIPADA	151	36	17	5	37	7	16	5	8		13	4	
6	K.NUAGAON	117	27	4	2	8	6	52	15	7	6	10	5	
7	KOTAGARH	89	7	8		8	1	66	4	6	2	45	3	
8	PHIRINGIA	183	42	25	5	30	1	38	9	21	3	11	6	
9	PHULBANI	89	41	14	1	18	1	17	11	1	5	8	5	
10	RAIKIA	126	54	15	13	45	23	9	2			7	4	
11	TIKABALI	107	41	21	6	25	7	8	11	2	5	4	4	
12	TUMUDIBANDH	65	6	12		12		42	5	26		5		
	<b>TOTAL:</b>	<b>1441</b>	<b>435</b>	<b>203</b>	<b>68</b>	<b>262</b>	<b>88</b>	<b>375</b>	<b>110</b>	<b>117</b>	<b>36</b>	<b>143</b>	<b>44</b>	
13	NAC Phulbani	14	23	1	3	1	3		3					
14	NAC, G.Udayagiri.	8	22		3	1	3		2					
	<b>TOTAL:</b>	<b>22</b>	<b>45</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b></b>	<b>5</b>	<b></b>	<b></b>	<b></b>	<b></b>	

Source : From Concerned B.D.Os

FORMAT NO. 2-12

BLOCK WISE NEWLY ACCESS PROVIDED FROM KANDHAMAL DISTRICT

Sl.No.	Name of the Block	Proposed EGS Centres	EGS Centres Opened	Primary Schools Proposed	Primary Schools Opened	Proposed U.P.Schools	U.P.Schools Opened	Remarks
1	2	3	4	5	6	7	8	9
1	BALLIGUDA	127	60	9	5	2	..	-
2	CHAKAPADA	26	14	4	2	2	..	-
3	DARINGBADI	155	116	20	14	12	..	-
4	G.UDAYAGIRI	4	3	5	3	2	..	-
5	KHAJURIPADA	45	11	7	5	3	..	-
6	K.NUAGAON	70	27	5	3	2	..	-
7	KOTAGARH	108	50	6	3	3	..	-
8	PHIRINGIA	148	99	10	6	6	..	-
9	PHULBANI	38	6	4	2	3	..	-
10	RAIKIA	35	27	9	7	2	..	-
11	TIKABALI	38	21	5	4	2	..	-
12	TUMUDIBANDH	157	60	4	3	1	..	-
	<b>TOTAL:</b>	<b>951</b>	<b>494</b>	<b>88</b>	<b>57</b>	<b>40</b>	..	-
13	NAC, Phulbani	..	..	..	..	..	..	-
14	NAC G Udayagin	3	..	1	..	1	..	-
	<b>TOTAL:</b>	<b>3</b>	..	<b>1</b>	..	<b>1</b>	..	-



FORMAT NO. 2-11  
HABITANTS ACCORDING TO POPULATION OF KANDHAMAL DISTRICT

Sl No.	Name of the Block	No of villages/ ward	No of habitations	Villages having less than 100 Population	Population having 100 - 199	Population having 200 - 299	Population having 300 - 399	Population having 400 - 499	Population having 500 above	Remarks
1	2	3	4	5	6	7	8	9	10	11
1	BALLIGUDA	256	379	181	111	31	20	13	23	
2	CHAKAPADA	158	141	53	32	15	9	9	23	
3	DARINGBADI	203	268	138	169	79	26	15	44	
4	G.UDAYAGIRI	83	81	10	14	15	3	10	24	
5	KHAJURIPADA	248	238	74	67	53	23	10	11	
6	K.NUAGAON	168	109	59	135	41	16	7	19	
7	KOTAGARH	144	72	38	44	32	13	5	11	
8	PHIRINGIA	416	..	234	100	31	20	15	16	
9	PHULBANI	215	202	76	68	34	8	4	12	
10	RAIKIA	149	53	1	40	66	94	2	..	
11	TIKABALI	132	166	32	33	31	16	7	26	
12	TUMUDIBANDH	219	209	120	54	15	9	5	6	
	<b>TOTAL:</b>	<b>2391</b>	<b>1918</b>	<b>1016</b>	<b>867</b>	<b>443</b>	<b>262</b>	<b>103</b>	<b>215</b>	
13	NAC.Phulbani	13	..	..	..	..	..	..	13	
14	NAC G Udayagiri	13	..	..	..	..	..	..	13	
	<b>TOTAL:</b>	<b>26</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>26</b>	

Source . From Concerned B.D.Os

FORMAT NO. 2-10  
BLOCK WISE TEACHERS INFORMATION OF KANDHAMAL DISTRICT

Sl No.	Name of the Block	No. of Schools			No. of Sanctioned Post			No. of Trs. In position			No. of Posts Vacant			No. of Para Teachers			Remarks
		P.S.	U.P.S.	TOTAL	P.S.	U.P.S.	TOTAL	P.S.	U.P.S.	TOTAL	P.S.	U.P.S.	TOTAL	P.S.	U.P.S.	TOTAL	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	BALLIGUDA	110	19	129	253	87	340	235	89	324	18	-2	16	18	..	18	
2	CHAKAPADA	107	16	123	273	84	357	189	60	249	84	24	108	19	..	19	
3	DARINGBADI	164	23	187	369	127	496	370	98	468	-1	29	28	17	..	17	
4	G UDAYAGIRI	66	11	77	187	64	251	173	53	226	14	11	25	..	..		
5	KHAJURIPADA	124	23	147	333	104	437	236	100	336	97	4	101	8	..	8	
6	K NUAGAON	106	16	122	259	94	353	237	36	323	22	8	30	1	..	1	
7	KOTAGARH	94	13	107	234	61	295	176	35	211	58	26	84	4	..	4	
8	PHIRINGIA	155	23	178	404	80	484	310	73	383	94	7	101	35	..	35	
9	PHULBANI	87	16	103	161	32	193	181	32	213	-20	..	-20	1	..	1	
10	RAIKIA	102	16	118	246	70	316	209	61	270	37	9	46	17	..	17	
11	TIKABALI	82	21	103	214	122	336	183	101	284	31	21	52	11	1	12	
12	TUMUDIBANDI	84	10	94	216	47	263	123	38	166	88	9	97	..	..		
	<b>TOTAL:</b>	<b>1281</b>	<b>207</b>	<b>1488</b>	<b>3149</b>	<b>972</b>	<b>4121</b>	<b>2627</b>	<b>826</b>	<b>3453</b>	<b>522</b>	<b>148</b>	<b>668</b>	<b>131</b>	<b>1</b>	<b>132</b>	
13	NAC,Phuibani	16	5	22	48	35	83	43	35	78	5	..	5	..	..	..	
14	NAC G Udayag	9	2	11	33	18	51	32	18	50	1	..	1	..	..	..	
	<b>TOTAL:</b>	<b>25</b>	<b>8</b>	<b>33</b>	<b>81</b>	<b>53</b>	<b>134</b>	<b>75</b>	<b>53</b>	<b>128</b>	<b>6</b>	<b>..</b>	<b>6</b>	<b>..</b>	<b>..</b>	<b>..</b>	

# **Chapter - III**

## **Planning Process**

### **IN THE CONTEXT OF UEE (SSA)**

Several activities have been made since independence for the Universalisation of elementary education both in terms of quantity and quality. Yet the objective of UEE is not realized.

Therefore a new intervention for the universalisation of elementary education i.e. Sarva Siksha Abhiyan – a programme with clear time frame for universal elementary education, a response to the demand for quality basic education and opportunity for promoting social justice through basic education is launched in the district. Specially, it is an expression of political will and commitment for UEE.

Sarva Siksha Abhiyan is to provide useful and relevant elementary education for all children in the age group 6-14 years by 2010 A.D. There is also another goal to bridge social and general gaps with the active participation of the community in the management of the schools.

#### **Objectives of Sarva Siksha Abhiyan-**

- All children in school, education guarantee center, alternate school, back to school camp special school by 2003.
- All children complete 5 years of primary schooling by 2007.
- All children complete 8 years of Elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage 2007 and elementary education level by 2010.
- Universal retention by 2010.

#### **PLANNING PROCESS**

The achievement of universalisation of elementary education depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until and unless the community owns the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization without participation i.e. involvement of PRI members and other local groups in the process of providing basic education to all the children will however remain an elusive goal.

The pre-project activities in the district have been started with the promise that the community can plan and participate in the process of implementation of the plan for the improvement of education in the village.

## **FORMATION OF CORE PLANNING GROUP**

### **AT DISTRICT LEVEL**

A district level core planning group was formed with district Collector-Cum-Chairman, DPEP as Chair person and D.I of Schools-Cum-Nodal Officer, DPEP, Phulbani as a member convenor with the other following members.

1. Collector-Cum-District Magistrate, Kandhamal,
2. Chairman, Zilla Parisad
3. Project Director, D.R.D.A.,
4. Addl. District Magistrate, Kandhamal
5. Principal, DIET, Tikabali,
6. Inspector of Schools, B K Circle, Phulbani
7. District Welfare Officer, Kandhamal
8. District Social Welfare Officer, Kandhamal
9. District Inspector of School, Phulbani, Tikabali & Balliguda,
10. C.D.P.O., Phulbani
11. District Project Co-ordinator Kandhamal
12. One Prominent N G O in the district
13. One Local Educationist
14. All the district planning team member

The core group will meet several times under the chairmanship of Collector to discuss and plan for UFE. The District Level was held on 11.7.2002 and it was decided to develop village and block level educational plan on SSA along with clear list of children who are in school and out of school. It was also decided to form a block level planning team and G.P level planning team to prepare the G.P. and Block perspective plan for the period 2002-2010. The following members will be in the block level core group and G.P. level core group.

#### **Block Level Core Group**

1. Block Development Officer,
2. Chairman of the Block,
3. Vice-Chairman of the Block
4. Additional Block Development Officer,
5. C.D.P.O.
6. W E O
7. G.P.O.

8. Some selected ICDS Supervisors
9. All S L of Schools
10. S.E O
11. Some selected Head Masters of Primary and Upper Primary Schools
12. Some selected N G O Persons
13. Some selected Youth Group Members
14. Zilla Parishad Members and Samiti Members

The block level core group was formed on dtd. 16.7.2002 and training to all the members on SSA was given to them by the DRG team. According to that, the block resource group team move to different G Ps of their concerned blocks from dt. 22.7.2002 to 27.7.2002

#### **G.P.Level Core Group**

1. Sarpanch of the G P
2. Naib Sarpanch
3. Head Master of Primary & Upper Primary Schools
4. School Committee President
5. Youth Group Members
6. N G O Persons
7. A W Workers
8. Ward Members
9. V L W
10. Community Health Worker

The G.P. Level core group divided their work among all the members of the group. They proceed to all the village under that G P. to collect the data related to SSA from dt. 22.7.2002 to 27.7.2002. The village level data compiled at G P level and submitted to the block level after compilation.

#### **Development of Database**

Conduct of door to door survey.

The accurate details of children, who are in school and the particulars of out of children i.e., the nature of work they are involved with, along with other family background is very much necessary for planning UEE. This can form the basis to work out various strategies for the

- • • • schooling out of school children i.e. never enrolled and dropped out simultaneously in the age group of 6-14yr

Therefore, family survey was planned and conducted in all the villages of the selected GPs. The required information was collected in a Proforma to capture the information of children aged 0-14yr. Family wise and village wise in each and every school (attachment area). The information is pertained to children education viz. Enrolment, initialization where studying, dropouts reasons for out of school children nature of handicapped if any social status, in addition to capturing children's family background. Village level meeting with parents of out of school children and never enrolled children, women groups, village leaders and youth activities.

#### **TRAINING AND CAPACITY BUILDINGS**

The district level core team were oriented at state level by the state team members at state project office OPEPA. These core team further trained all the Block Level core team members at their concerned Blocks.

The block level core team members have conducted a one day orientation programme at G.P. level and one day at village level along with distribution of survey sheets and guide lines. The family survey was conducted during this in all the villages monitored by block level core team. The village core team has developed a list of out of school children manners both never enrolled and dropped out along with other particulars. However all the family sheets have been checked and the out as a process of validation, involving the community in all the villages.

#### **Development of village education development plan**

The entire process of generation of a data base in children in the age group of 0-14 yr who are in school and out of school with family background have been developed with involvement of local community. The community along with teachers have displayed the names of out of school children in the village.

A series of village level meeting have been conducted during July 2002 onwards and take up validation of survey data as a first measure for of UEB. The village meeting is represented by community members, school committee members, youth groups, NGOs etc. After validation the community discussed on the village education status and developed village education plan. The nodal officer of the Block and as well as village also participated in the deliberation. All the village level plan have been furnished to block level team.

### **Development of block plans**

The block level core group have discussed the salient features of village level education plans and consolidated and developed block level educational plans and submitted the same before the district planning team at DPO Kandhamal.

### **DEVELOPMENT OF DISTRICT ELEMENTARY EDUCATIONAL PLAN**

The district Planning Team has gone through the entire process of planning starting from village to Block. The team members have actively participated in the meetings of village level, G.P. Level, Block level and as well as district level. Finally the district elementary education plan developed in conformity with guidelines of SSA and as well as state project office to achieve UFE in all 12 blocks on 2 NACs. Further it has also worked out an annual work plan and budget for 8 years (2002-2010) showing the prioritized activities to be carried out for the year 2002-2003.

### **CONVERGENCE WITH OTHER DEPARTMENTS**

Department of social welfare and handicapped

- ◆ Establishment of adolescent girls camp (Residential) with boarding lodging for drop out students. establishment of FCC'E centers in required villages.
- ◆ Conduct of block to school programme during summer for mainstream of all out of school children in convergence with department of education
- ◆ Remedial coaching center for children of below average to stop detain in same class
- ◆ Establishment of IED center in each block for handicapped children
- ◆ Supply of aids and appliances to disabled children special drive for assessment of disability and providing hospital facilities

### **DEPARTMENT OF WELFARE**

- ◆ Running special schools (Hostel) with boarding and lodging with remote areas for class I -V students.
- ◆ Establishment of as centers in required villages for out of school children and for economically backward classes
- ◆ Conduct special programme for vocational rehabilitation and programme for social background children

## **WOMEN AND CHILD WELFARE DEPARTMENT**

- ◆ Running of ECCE centers for the children in the age group of 3-5 yr under ICDS programme.
- ◆ Running girls school including hostel facility for SC, ST children
- ◆ Conduct of long term residential bridge course for mainstreaming the girls children.
- ◆ Survey and development of data-base on girl children and their education.



FORMAT NO. 3-1  
CHILD POPULATION AND ENROLLED, NON-ENROLLED, DROPOUT CHILDREN OF KANDHAMAL DISTRICT FOR  
THE YEAR 2002-03

Sl. No.	Name of the Block	Total No. of Children					Enrolled Children			Non-Enrolled Children			Dropout Children	
		(0 - 3) Yrs	(3 - 5) Yrs	(6 - 11) Yrs	(12 - 14) Yrs	Total Children	In AWC (3 - 5)	In P.S. (6 - 11) Yrs.	In J.P.S. (12 - 14)	(3 - 5) Yrs.	(6 - 11) Yrs.	(12 - 14) Yrs	(6 - 11) Yrs	(12 - 14) Yrs
1	BALLIGUDA	4414	5101	10189	4108	23812	3605	8439	2468	1496	1240	1059	510	581
2	CHAKAPAD	2559	2468	5317	1150	11494	2240	4463	732	228	496	291	358	127
3	DARINGBADI	7625	9302	19011	6512	42450	4308	14775	3431	4994	3734	2353	502	728
4	G.UDAYAGIRI	1972	2210	5982	1544	11708	2135	5431	987	75	388	511	153	46
5	KHAJURIPADA	3144	3550	6745	1818	15257	1540	5520	891	2010	857	371	368	556
6	K.NUAGAON	3490	3048	8884	3224	18646	2840	7133	2259	208	1226	649	525	316
7	KOTAGARH	3749	3926	8139	2947	18761	3200	6842	960	726	792	1192	505	795
8	PHIRINGIA	5677	6200	13480	4863	30220	3823	10949	2909	2377	1772	1493	759	461
9	PHULBANI	2456	2819	6842	2155	14272	2160	6198	806	659	344	945	300	404
10	RAIKIA	3680	2049	9123	1690	16542	2049	7977	1029	..	741	399	405	262
11	TIKABALI	4885	4514	9810	2797	22006	2577	5505	2092	1937	2766	575	539	130
12	TUMUDIBANDH	2901	3554	8394	3198	18047	3110	6692	896	444	1001	1238	701	1064
	<b>Total:</b>	<b>46552</b>	<b>48741</b>	<b>111916</b>	<b>36006</b>	<b>243215</b>	<b>33587</b>	<b>90924</b>	<b>19460</b>	<b>15154</b>	<b>15357</b>	<b>11076</b>	<b>5635</b>	<b>5470</b>
13	NAC. Phulbani	2091	1996	2982	1811	8880	..	2795	1749	..	67	62	120	..
14	NAC, G.Udayagi	314	535	1926	1028	3803	..	1712	910	..	102	36	112	82
	<b>Total:</b>	<b>2405</b>	<b>2531</b>	<b>4908</b>	<b>2839</b>	<b>12683</b>	<b>..</b>	<b>4507</b>	<b>2659</b>	<b>..</b>	<b>169</b>	<b>98</b>	<b>232</b>	<b>82</b>

Source : From Concerned B.D.Os

FORMAT NO 3-2  
BLOCK WISE STRATEGIES OF KANDHAMAL DISTRICT

Sl No	Name of the Block	Children to be Enrolled 3 - 5 Years	Children to be Enrolled 6-14 Years	ECCE Centers	EGS PS	EGS UPS	New PS	New UPS	Special School or Hostel	Adolescent Girls Camp	Bridge Course or back to school Camp	Remedial Coaching Center	AIE Centers	IED Centers
1	2	3	4	No of Children	No of Children	No of Children	No of Children	No. of Children	No. of Children	No. of Children	No. of Children	No. of Children	No. of Children	No. of Children
1	BALLIGUDA	1496	3390	1496	1084	840	196	97	100	100	204	523	160	
2	CHAKAPADA	228	1272	228	334	40	58	90	50	50	182	200	211	4
3	DARINGBAD	4994	7317	4994	3032	1344	587	650	150	150	120	872	200	21
4	G.UDAYAGIRI	75	1108	75	415	..	107	95	50	50	..	93	225	7
5	KHAJURIPADA	2010	2152	2010	526	89	188	135	50	50	424	428	173	8
6	K.NUAGAON	208	2716	208	889	285	122	100	50	50	510	638	-	7
7	KCTAGARH	726	3284	726	1594	165	151	145	100	50	400	394	169	12
8	PHIRINGIA	2377	4485	2377	2300	462	233	250	100	100	400	484	-	15
9	PHULBANI	659	1993	659	479	67	59	125	50	50	320	400	400	4
10	RAIKIA	..	1807	..	620	200	277	85	50	50	200	218	-	10
11	TIKABALI	1937	4010	1937	884	504	144	100	50	50	724	700	834	2
12	TUMUDIBANDH	444	4004	444	1378	1176	110	45	100	100	230	256	543	64
	<b>TOTAL:</b>	<b>15154</b>	<b>37538</b>	<b>15154</b>	<b>13535</b>	<b>5172</b>	<b>2242</b>	<b>1917</b>	<b>900</b>	<b>850</b>	<b>3714</b>	<b>5206</b>	<b>2912</b>	<b>1090</b>
13	NAC,Phulbani	300	244	300	60	40	..	..	..	..	50	94	-	..
14	NAC.G.Udayagiri	535	232	535	50	40	..	45	..	..	47	..	-	..
	<b>TOTAL:</b>	<b>835</b>	<b>476</b>	<b>835</b>	<b>120</b>	<b>80</b>	<b>..</b>	<b>45</b>	<b>..</b>	<b>..</b>	<b>97</b>	<b>94</b>	<b>-</b>	<b>..</b>

FORMAT NO. 3-3

BLOCK WISE REQUIREMENT LIST OF KANDHAMAL DISTRICT

Sl. No	Name of the Block	No. of building/less School	Building for New P.S.	Building for New UPS	Add. Class Room	Add. Teacher	Major Repair	Boundary wall	Toilet	Tube Well	Electricity supply	No. of BRC Building	No. of CRC Building	Office Room for HM of UPS
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	BALLIGUDA	..	..	2	12	..	18	28	5	27	29	..	6	15
2	CHAKAPADA	..	..	2	..	..	21	11	5	19	20	..	4	17
3	DARINGBADI	..	..	12	36	..	21	47	16	40	30	..	8	34
4	G.UDAYAGIRI	..	..	2	10	..	7	11	4	10	20	..	2	7
5	KHAJURIPADA	..	..	3	15	..	11	8	9	18	26	..	3	19
6	K.NUAGAON	..	..	..	37	..	16	21	13	26	27	..	2	13
7	KOTAGARH	..	..	3	35	..	16	14	8	10	22	..	3	15
8	PHIRINGIA	..	..	6	13	..	10	12	13	31	20	..	7	25
9	PHULBANI	..	..	3	6	..	3	10	5	10	41	..	3	15
10	RAIKIA	..	..	2	39	..	21	12	7	19	56	..	3	22
11	TIKABALI	..	..	2	51	..	9	12	12	30	27	..	4	16
12	TUMUDIBANDH	..	..	1	8	..	18	27	6	20	27	..	3	10
	<b>TOTAL:</b>	..	..	..	<b>262</b>	..	<b>171</b>	<b>213</b>	<b>193</b>	<b>260</b>	<b>345</b>	..	<b>48</b>	<b>208</b>
13	NAC, Phulbani	..	..	..	..	..	1	5	..	..	15	..	..	7
14	NAC, G.Udayagir	..	..	1	..	..	2	2	..	..	8	..	..	3
	<b>TOTAL:</b>	..	..	<b>41</b>	<b>262</b>	..	<b>174</b>	<b>220</b>	<b>103</b>	<b>260</b>	<b>368</b>	..	<b>48</b>	<b>218</b>

FORMAT NO: 3-4

Block Wise Access to be Provided for 3 - 5 Yrs.& 6-14Yrs. Age group on SSA from 2002-10

Sl. No	Name of the Block	Child Population		Children Enrolled		Children to be Enrolled		Access to be Provided										% of students to be enrolled	
		3 - 5 Years	6 - 14 Years	3 - 5 Years	6 - 14 Years	3 - 5 Years	6 - 14 Years	ECCE Center	EGS PS	EGS UPS	New PS already opened budgeted in DPEP	New UPS	Special School /Hostel	Adolescent Girls Camp	Bridge Course or back to school	Remedial Coaching Center	AIE Centers		IED Centers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	BALLIGUDA	5101	14297	3605	10907	1496	3390	15	43	20	5	2	2	2	8	21	6	1	24
2	CHAKAPADA	2468	6467	2240	5195	228	1272	5	13	1	2	2	1	1	7	8	8	1	20
3	DARINGBADI	9302	25523	4308	18206	4994	7317	45	94	32	14	12	3	3	4	35	8	2	24
4	G UDAYAGIRI	2210	7526	2135	6418	75	1108	2	13	..	3	2	1	1	..	3	9	1	..
5	KHAJURIPADA	3550	8563	1540	6411	2010	2152	12	21	2	5	3	1	1	16	17	7	1	25
6	K.NUAGAON	3048	12108	2840	9392	208	2716	3	34	7	3	2	1	1	20	25	..	1	22
7	KOTAGARH	3926	11086	3200	7802	726	3284	10	54	4	3	3	2	1	16	15	6	1	33
8	PHIRINGIA	6200	18340	3823	13856	2377	4485	33	88	11	6	6	2	2	16	19	..	1	24
9	PHULBANI	2819	8997	2160	7004	659	1993	9	16	1	2	3	1	1	12	16	10	1	23
10	PAIKIA	2049	10813	2049	9006	..	1907	..	22	5	7	2	1	1	8	8	..	1	17
11	TIKABALI	4514	12607	2577	8597	1937	4010	28	34	12	4	2	1	1	29	28	23	1	32
12	TUMUDIBANDH	3554	11592	3110	7588	444	4004	6	53	28	3	1	2	2	9	10	16	1	35
	<b>TOTAL:</b>	<b>48741</b>	<b>147922</b>	<b>33587</b>	<b>110384</b>	<b>15154</b>	<b>37538</b>	<b>168</b>	<b>485</b>	<b>123</b>	<b>57</b>	<b>40</b>	<b>18</b>	<b>17</b>	<b>145</b>	<b>205</b>	<b>93</b>	<b>13</b>	<b>23</b>
13	NAC, Phulbani	1996	4793	..	4544	..	249	3	2	1	..	..	..	..	2	3	..	..	3
14	NAC. G.Udavagin	535	2854	..	2622	..	232	4	2	1	..	1	..	..	2	..	..	..	8
	<b>TOTAL:</b>	<b>2531</b>	<b>7647</b>	<b>..</b>	<b>7166</b>	<b>..</b>	<b>481</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>..</b>	<b>1</b>	<b>..</b>	<b>..</b>	<b>4</b>	<b>3</b>	<b>..</b>	<b>..</b>	<b>6</b>

## CHAPTER - IV

### **OBJECTIVE-WISE INTERVENTIONS**

## **CHAPTER - IV**

### **Objective-wise Interventions**

The planning teams at various levels viz., village, cluster (School Complex Agency Area) Block, and district have interacted with teachers, parents and community members along with participation in village meeting and also observed the functional aspects of schools and professional practice of teachers, participation of the community, etc. and identified the needs for the improvement of elementary education to achieve the national goal of UFE.

Keeping in view the status of Educational Scenario on the key performance indicators viz., access, enrolment, retention and quality, with special reference to equity (area specific), strategies have been formulated to achieve the objectives of Sarva Siksha Abhiyan (UEE).

**Following are the broader strategies for the improvement of key project indicators:**

#### **Access**

- Expanding access by way of establishing new schools, alternative schools in all the schoolless habitations or areas where children do not have access to primary schooling facilities within a radius of 1 km
- Some of the existing primary schools are proposed to be upgraded to upper primary schools to provide access to upper primary schools especially girl children who dropped out after completion of class V in their native village where parents are reluctant to send them to other village for upper primary education

#### **Enrolment and Retention**

- Conduct of campaigns involving youth, School Committees, PRI members and other self-help groups sensitizing the community, child labour and child rights and convincing the parents, employers for relieving the child labour from work and joining them in the schools.
- Conduct of long-term residential bridge camps for mainstreaming of out of school children
- Conduct of non-residential bridge courses, and other Back-to-school programmes at village level for mainstreaming of dropouts and never enrolled children, with community participation & ownership

- Improving of teacher-pupil ratio by positioning swechasebi Shikshya ShayaK and education volunteers
- Assistance to the School Committees for mobilization and as well as monitoring the children for continuous schooling and mainstreaming of children in various age groups simultaneously through EGS schooling strategies
- Opening of ECCE centers for the children in the age group of 3-5 years and to do away with the problem of over crowding in class I, with under aged children and as well as relieving the girl children from sibling care and help for their continuous education.
- Fixing GP ward-wise accountability on the part of the teachers, School Committee members and youth-activists for the schooling of out of school children, regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement for regular transition of pupil from one class to another.
- Developing close monitoring mechanisms.
- Assessment of disability by conduct of camps at Block Level
- Supply of Aids & appliances to disabled children through convergence.
- Specific interventions for the enrollment of children with Special Educational Needs, domestic child labour and disabled and street children.
- Conduct of Awareness campaigns and orientation to School Committee Members, field visits to successful practices and other capacity building programmes for the development of village Education Plan, monitoring & implementation etc.

#### **Quality Improvement**

- Orientation to teachers for the improved classroom practices
- Provision of school repair Grants, School improvement Grants, Teacher Grants and Grants to clusters / School complexes in the Blocks
- Providing Tl M to the Primary and as well as Upper Primary Schools.
- Strengthening monitoring and supervision to Primary and Upper Primary Schools
- Constitution of cluster, block and District Resource Groups for providing on job support to the teachers and for their implementation of quality issues

- Establishment of Block Resource Centers (like BRC's) along with formation of Block Resource Team with 3 Block Resource Persons BRP who assist school sub-inspectors for monitoring and supervision of project initiatives.
- Establishment of cluster Resource Centers (like CRCs) (at) one for every 10 to 15 schools for professional exchange among teachers.
- Strengthening of CRCs by way of providing infrastructure facilities i.e. Building, Furniture, Equipment and contingencies on a recurring basis
- Strengthening of schools by providing a TLM grant of Rs. 2000/- per annum, and convening monitoring meeting with teachers for professional exchange.
- Strengthening of DIETs, which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.
- Conduct of Pupil Achievement Survey.
- Conduct of Academic convention with interested teachers to build up teacher momentum for quality concerns & building teacher network.
- Conduct of exposure visits
- Library facilities at DIET, DPO and BRC/CRC
- Video library facilities at BRC
- Action Research programme by the practitioner.
- Language and science improvement programmes

#### **Improvement of infrastructure facilities**

- Construction of buildings to New schools and buildingless schools.
- Construction of Additional Classrooms to the existing schools.
- Maintenance & repair of school buildings
- Provision of toilets to the Primary, Upper Primary schools.
- Electricity and drinking water provision for all Primary and Upper Primary Schools
- Construction of buildings to all the Block Resource Centers proposed to be established



# CHAPTER -V

**ISSUES, STRATEGIES AND ACTIVITIES**

**ACCESS ENROLLMENT AND RETENTION**

## **CHAPTER - V -**

### **Issues, Strategies and Activities**

The important aspects of UEF to be addressed under SSA are as follows

- **Access**
- **Enrollment and Retention**
- **Quality Issues**
- **Coverage of Special focus group, Out of School Children**
- **Monitoring and Supervision**
- **Improving school infrastructure facilities etc.**

Following are the major issues that have emerged as a result of micro planning exercise conducted in all the villages of the 12 blocks to active involvement of community, teachers for which suitable interventions were planned at village level which are analysed at Block and as well as district and thus formulated District Elementary Education Plan as follows

#### **5.1 Access**

**One of the main objective of SSA is that all children be in schools, Education Guarantee Centers, Alternative Schools, Back to School Camps by 2003.**

- Starting of new primary schools wherever there is no access to schools for 1 km radius. The micro planning exercise was conducted which revealed the requirement of new primary schools in the habitations and other schoolless colonies. The micro plan revealed the requirement of 57 primary schools in the schoolless slums/colonies in DPEP
- Starting of alternative schools where the number of children is not sufficient for starting a new primary school. After the micro planning survey it was planned to open 120 such alternative schools in the habitations. 393 EGS primary schools, 101 EGS UP Schools, 41 upgradation of Primary Schools to Upper Primary Schools.
- Strengthening of anganwadi centers by extending the hours and shifting of centers to the needy places and opening of 175 new ECCE centers.

### 5.1.1 New Primary Schools

It is proposed to open new primary schools in 46 schoolless habitations where the population is 250 and above along with provision of 2 teachers per school as per SSA norms. The details are as follows:

No. of New Primary Schools proposed in School less villages	No. of Teachers (@ 2 per school)
57	114

It is also proposed to provide buildings to these 57 new primary schools in DPEP.

### Community Contribution

During the micro-planning exercise, community has agreed to provide free land for the opening of new schools and for the construction of school buildings (around 1000 Sq. Yards for each school). The executive agency for the construction of buildings / civil works will be the School Committees as was done in case of DPEP districts.

### Access – Block distribution of New Primary Schools & Teachers

Sl.No.	Name of the Blocks	Primary Schools	Teachers
1.	Balliguda	5	10
2.	Chakapad	2	4
3.	Daringbadi	14	28
4.	G.Udayagiri	3	6
5.	Khajurpada	5	10
6.	K. Nuagam	3	6
7.	Kotagarh	3	6
8.	Phiringia	6	12
9.	Phulbari	2	4
10.	Raikra	7	14
11.	Tikabali	4	8
12.	Tumudibandh	3	6
	<b>Total:</b>	<b>57</b>	<b>114</b>
13.	NAC Phulbari	..	..
14.	NAC G Udayagiri	..	..
	<b>Total:</b>	<b>57</b>	<b>114</b>

**Block wise distribution of proposed EGS Schools**

Sl.No.	Name of the Blocks	No. of Alternative Schools / EGS	
		P.Schools	U.P.Schools
1.	Balliguda	43	20
2.	Chakapad	13	1
3.	Daringbadi	94	32
4.	G Udayagiri	13	..
5.	Khajuripada	21	2
6.	K Nuagam	34	7
7.	Kotagath	54	4
8.	Phiringia	88	11
9.	Phulbani	16	1
10.	Raikia	22	5
11.	Tikabali	34	12
12.	Tumudibandh	53	28
	<b>Total:</b>	<b>485</b>	<b>123</b>
13.	NAC, Phulbani	2	1
14.	NAC, G Udayagiri	2	1
	<b>Total:</b>	<b>489</b>	<b>125</b>

**5.1.2 Upgradation of Primary Schools to Upper Primary Schools**

During the participatory planning exercise it was observed that in many habitations children were discontinued their studies especially girl children, after completion of Class V in their habitation because of non-availability upper primary facilities in their village or near by village with in the radius of 5 K Ms. In many villages it was resolved in the village level meeting for the upgradation of existing primary schools in to Upper Primary School for the continuity of their children education. Depending upon the pupil strength 77 primary schools are proposed for upgradation into Upper Primary School.

As per SSA norms the proposed upgradation 41 primary schools in to upper primary schools are with the norms i.e (a) 1:2 to upper primary to primary

Total number of existing primary schools (State and Central Government)	-	1363
Total number of proposed primary schools(State Govt.)	-	
<b>Total:</b>	-	<b>1363</b>

Number of upper primary schools required		41
Number of existing UFS (State and Central Government)	-	215
Number of High Schools with UP sections (State and Central Government)	-	107
<b>Total:</b>	-	<b>363</b>

Requirement @ 1:2 = 680 - 215 = 465 Upper Primary Schools

Proposed UPS = 41 Upper Primary Schools

Eligibility as per 1:2 norm = 465

#### Infrastructure

No school has adequate classrooms to run the Upper Primary sections. Therefore two additional classrooms are proposed for each of the upgraded upper primary school

#### Access - Upgradation of Primary Schools to Upper Primary Schools

Sl. No.	Name of the Blocks	No. of Primary Schools to be upgraded	No. of Teachers required	No. of Additional Classrooms
1.	Balliguda	2	4	4
2.	Chakapad	2	4	4
3.	Daringbadi	12	24	24
4.	G.Udayagiri	2	4	4
5.	Khajuripada	3	6	6
6.	K. Nuagam	2	4	4
7.	Kotagarh	3	6	6
8.	Phiringia	6	12	12
9.	Phulbani	3	6	6
10.	Raikia	2	4	4
11.	Tikabali	2	4	4
12.	Tumudibandh	1	2	2
	<b>Total:</b>	<b>40</b>	<b>80</b>	<b>80</b>
13.	NAC, Phulbani	..	..	..
14.	NAC, G.Udayagiri	1	2	2
	<b>Total:</b>	<b>41</b>	<b>82</b>	<b>82</b>

## **5.2 ■ Enrollment & Retention ■ ■ ■**

Continuous efforts of mass enrollment are being defeated due to alarming dropout rates. Further greater disparities exist between gender and social groups. Further most of the children especially girls have discontinued their studies after completion of V class in the primary school of their native village since there is access for Upper Primary Schooling facilities in the same village or near by.

- Door to Door survey on regular basis, atleast yearly once.
- Monthly home contact programme along with the list of non-school going children.
- Awareness and mobilization activities at village level on regular basis.
- Forming of village Education committees for all the villages and entrusting responsibilities of retention and enrollment to them. Sharing of information on status of children at village level meetings.
- Non-residential bridge courses for all the children in the age group of 8 and above, dropouts and illiterates.
- Residential camps for 11 and above working children to cover 200 children in each year in each block
- Appointing one community mobilizer for each slum along with school, FCCCE center and Alternative School. Her/his responsibility is to see no child is out of school
- Improving the community participation in strengthening of schools
- The details of children who are in school and out of school in the age group of 6-14 in the proposed 12 project Blocks are as follows:

<b>Total children in the age group of 6-14</b>	<b>Children in school (6-14 Years)</b>	<b>Out of School Children (6-14 Years)</b>
<b>147922</b>	<b>110384</b>	<b>37538</b>

### **Interventions for Enrollment and Retention**

#### **5.2.1 Provision of Additional teachers to the existing primary schools**

**The Teacher Pupil Ratio in the district is 1:40. The village Education Plans revealed the requirement of more regular teachers to the existing primary schools wherever the TPR is more than 1:40**

### 5.2.2 Provision of Additional Classrooms

During the micro-planning exercise it is observed that most of the primary schools in the project Blocks possess two rooms on an average. All the 5 classes are adjusted in the available two classrooms which are over-crowded. More while there are instances where two teachers are sharing one classroom which causing much inconvenience both for the teachers and students. As per SSA norms a room for every teacher in primary and upper primary school, in addition to a room for Head Master in Upper Primary School is worked out to create meaningful classroom atmosphere.

As per the above not additional classrooms are proposed for the existing schools of Primary & Upper Primary Schools.

Total No. of Teachers in Primary Schools (Govt.)	Total No. of Classrooms available	Additional requirement of classrooms
2702	2612	90

#### Block-wise requirement of Additional Classrooms Primary Schools

Sl.No.	Name of the Block	No. of Teachers in Primary	No. of Classrooms available	Additional requirement of classrooms
1	Balliguda	235	220	
2	Chakapad	189	214	
3	Daringbadi	370	328	
4	G Udayagiri	173	132	
5	Khajuripada	236	248	
6	K Nuagam	237	21	
7	Kotagarh	176	188	
8	Phiringia	310	310	
9	Phulbani	181	174	
10	Raikia	209	204	
11	Tikabali	183	164	
12	Tumudibandh	128	168	
	Total	2627	2562	
13	NAC, Phulbani	43	48	
14	NAC, G Udayagiri	32	27	
	Total	2702	2637	65

**Upper Primary Schools – Requirement of Class Rooms (Govt.)**

Total No. of Teachers in Upper Primary(Govt )	Total No of Classrooms available	Additional requirement of classrooms
880	860	20

**Block-wise requirement of Additional Classrooms, Upper Primary Schools**

Sl No	Name of the Block	No. of Teachers in Upper Primary Schools	No. of Classrooms available	Additional requirement of classrooms
1.	Balliguda	90	76	
2.	Chakapad	60	64	
3.	Daringbadi	98	92	
4.	G.Udayagiri	53	44	
5.	Khajuripada	100	92	
6.	K. Nuagam	86	64	
7.	Kotagarh	35	52	
8.	Phiringia	73	92	
9.	Phulbani	32	64	
10.	Raikia	61	64	
11.	Tikabali	101	84	
12.	Tumudibandh	38	40	
	<b>Total:</b>	<b>827</b>	<b>828</b>	
13.	NAC, Phulbani	35	36	
14.	NAC, G Udayagiri	18	10	
	<b>Total:</b>	<b>880</b>	<b>874</b>	<b>6</b>

- This includes a room for Head Master. However the requirement of additional class rooms for upper primary schools is worked as here under.

Total Number of teachers in UPS	-	880
Teachers in UP Sections	-	215
Primary Teachers in UP Schools	-	665
Rooms for Upper Primary Sections in 77 UP Schools @ 3 rooms per schools	-	231
Total Requirement of rooms in Schools	-	961
Existing rooms in UP Schools	-	490
Net requirement proposed	-	426



### 5.2.3 Free Textbooks

To encourage children for their regular schooling Govt of Orissa took a decision to supply free textbooks to the children of all primary schools belongs to various social groups. With regard to Upper Primary & class-VII children belongs to all the categories except OC boys are being provided free textbooks. Accordingly free textbooks are have been supplying to all the children since 2001 onwards.

### 5.2.4 Maintenance and Repair of School Buildings

During planning process, the village level meeting resolved to take up repairs to existing school buildings, repairs to walls, Blackboards, Flooring, Doors, Windows etc. The little effort of maintenance and provision of doors and windows will provide much security to the school in terms of protection to the equipment and library books.

No. of Schools proposed for repairs and maintenance		Government Share (SSA)
Major Repairs	Minor Repairs	
174	1521	100%

### 5.2.5 Mainstreaming of Out of School Children

The SSA is an effort to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gap through active participation of the local community. Special initiatives will be taken up to see all children in School / EGS / AIE / Back to School Camp, Bridge Course for child labour, Non-Residential Bridge Course centers and other strategies by 2010.

Therefore the major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc. The planning process reveals that there are 37,538 out of school children in the proposed 12 Blocks and 481 out of school children in 2 NAC's.

Age Group	Out of school children
6-11	20992
12-14	16546
<b>Total</b>	<b>37,538</b>

#### Strategies for mainstreaming

- a) Campaign and Community Mobilization against Child Labour and educational issues in all the villages.

## **Objective**

- i) To involve community i.e., parents, local youth, school committees, Panchayats, local youth activities, village elders and Self-help group for the cause of children education
- ii) To strengthen existing government schools through SECs
- iii) To sensitize them on child labour and educational issues
- iv) To increase their commitment towards the children and the school.

## **Major Inputs**

- i) Exposure visits for members of SECs and Youth groups
- ii) Training of the members of School Committees, youth groups and self-help groups.
- iii) Convening meetings, discussion on issue of child labour and school dropouts and Teacher position and accommodation.
- iv) Mobilize funds for the school through local community.

During the planning process, out of school children were identified alongwith nature of work they are involved in. Further negotiations have been made with parents and as well as community on the schooling of the children. Based on the database, it is proposed to take up campaigns in the villages to relieve child labour by involving following groups in the villages

- Youth activists
- School Committee Members
- Self-help groups
- AWC Workers
- School Headmasters and Teachers
- NGOs

With massive community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows

- Holding of public meetings, rallies, marches, utilizing every public function to highlight the child rights issue.
- Conferences with members of SECs, Women's groups, youth groups and NGOs.

- Induction of teachers through trainings, provision of support structures in the villages.
- Street theatre, child-to-child campaigns and use of children as resource persons
- Support to School Committees for mobilization and for campaign

The local groups will take up the programme and generate an atmosphere in the villages to discourage child labour. The community will be convinced for attending all children to full time formal day schools and at the same time treat any child out of school as a child labourer. The parents and employers will be convinced for the schooling of the out of school children (Child Labour) through mainstreaming strategies. Further necessary assistance will be given to school committees to take up mobilization in the village against child labour and for their mainstreaming.

Campaigns in the villages	Orientation to School Committee Members
1520	6200

**b) Conduct of Non-Residential Bridge Courses for mainstreaming of out of school children.**

It is proposed to conduct non-residential bridge course in the village wherever there are 20 and more out of school children for providing basic education for a period of 3 - 6 months and mainstreamed in the near by school depending upon the age and performance. The local volunteer identified by School Committee for the purpose of mobilization will be conducting these bridge course camps for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

No. of Non-Residential bridge courses proposed on a pilot basis
450

**Block-wise list of Non-Residential Bridge courses**

Sl.No.	Name of the Blocks	No. of Non-Residential Bridge Courses
1	Balliguda	35
2	Chakapad	23
3	Daringbadi	47
4	G Udayagiri	12
5	Khajuripada	40

6.	K. Nubagam	45
7.	Kotagarh	37
8.	Phiringia	35
9.	Phulbani	38
10.	Raikia	16
11.	Tikabali	80
12.	Tumudibandh	35
	<b>Total:</b>	<b>443</b>
13.	NAC, Phulbani	5
14.	NAC, G.Udayagiri	2
	<b>Total:</b>	<b>450</b>

**c) Conduct of Residential Bridge Courses**

Children in these camps are prepared to be students and also helped to gain confidence to go to classes according to their age. These camps not only convert the children but prepare the parents, teachers and community at large into accepting the norm that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the efficacy of the arguments on child labour and related issues.

These bridge course are conceived as a continuous process of community mobilization and mainstreaming of the out of school children preferably who are never enrolled in the age group of 12-14 years.

**Objective**

- i) To withdraw all children in the age group of 12-14 years.

(Target group: Children in wage employment such as-bonded labourers, daily wage earners, agricultural labourers, goatherds and cowherds, girl children as agricultural labourers. Also children engaged in non wage self employment such as children in domestic work, working in family agriculture farms working as goatherds, and cattle herds)

- ii) To mainstream the children by providing access to formal education.

**Major inputs**

- i) Motivation centers  
 ii) Residential educational camps for 1750 students.  
 iii) Mobilization and campaigns support to school committees

### Major outputs

- i) At least 1750 children in the age group of 6-14 years are withdrawn from work and sent to schools.
- ii) Camps utilized as mobilization and resource centers
- iii) Trained teachers/education activists to carryout the programme

<b>No. of Residential bridge courses proposed on a pilot basis</b>
<b>35</b>

### Block-wise list of Residential Bridge courses

Sl.No.	Name of the Block	No. of Residential Bridge Courses
1	Balliguda	4
2	Chakapad	2
3	Daringbadi	6
4	G.Udavagiri	2
5	Khajurpada	2
6	K.Nuagam	2
7	Kotagarh	3
8	Phiringia	4
9	Phulbani	2
10	Raikia	2
11	Tikabali	2
12	Tumudibandh	4
	<b>Total:</b>	<b>35</b>
13	NAC, Phulbani	..
14	NAC, G.Udavagiri	..
	<b>Total:</b>	<b>35</b>

### Residential & Non-Residential Bridge Courses – Unit Costs

#### EGS & AIE – Unit Costs breakup for various interventions

#### Interventions for Out of School children

#### A. Residential Bridge Course Center for Child Labour / Street Children / Adolescent Girls Child Labour

Unit Cost

Rs. 300/-per child per annum

No. of Children per camp for

Mainstreaming in a year - 300(150 Boys and 150 Girls)  
 Total Amount = Rs 3000 x 300 children = Rs. 9,00,000/-

**Proposed Expenditure**

- |   |   |   |                        |
|---|---|---|------------------------|
| 1 | Honorarium to Camp Teachers (15) @ Rs. 1000/-<br>Per Month for 12 Months (15 x 12 x 1000) | - | Rs. 1 800 lakhs        |
| 2 | Training to Camp Teacher 20 days @ Rs 70/-<br>Per day - 15 teachers                       | - | Rs 0 420 lakhs         |
| 3 | TLM - Rs. 100/- per learner (Rs. 100 x 300 children)                                      | - | Rs 0 300 lakhs         |
| 3 | Food charges @ 6 per day per child &<br>Rs. 54,000 per month Rs. 6,48,000 P A             | - | Rs 6 480 lakhs         |
|   | <b>Total:</b>   | - | <b>Rs. 9.000 lakhs</b> |

**B. Non-Residential Bridge Courses for U.P.Level Children**

Unit Cost - Rs. 1200/- per child per annum  
 Camp Strength - 30 children  
 Total Amount Rs. 1200 x 30 children = Rs. 36,000/-

**Expenditure**

- |   |  |                     |
|---|--|---------------------|
| 1 | Honorarium to Education Volunteers - 2 persons<br>(@) Rs. 1000/- P M for 12 months (2 x 1000 x 12) | Rs. 24,000/-        |
| 2 | Training to Education Volunteers - 10 days<br>Rs. 70/- per day - 2 members                         | Rs. 1,400/-         |
| 3 | TLM - Rs 150/- per learner (Rs. 150 x 30 children)   | Rs. 4,500/-         |
| 4 | Equipment for center   | Rs. 3,500/-         |
| 5 | Contingencies to Center / Meetings   | Rs. 2,600/-         |
|   | <b>Total:</b>  | <b>Rs. 36,000/-</b> |

**C. Back to School Programme during summer (in convergence with Social Welfare Department with partial support ) from SSA**

Unit Cost - Rs 500/- per child  
 Camp Strength - 100 children

**Expenditure**

- |   |  |              |
|---|--|--------------|
| 1 | Honorarium to Education Volunteers - 5 persons<br>(@) Rs. 1000/- P.M for 3 months (5 x 1000 x 3) | Rs. 15,000/- |
| 2 | Training to Education Volunteers - 10 days<br>Rs. 70/- per day - 5 members                       | Rs. 3,500/-  |
| 3 | TLM Rs. 150/- per learner<br>(Rs 150 x 100 children)   | Rs. 15,000/- |

4	Material & Equipment for center	Rs. 8,000/-
5	Honorarium to Camp Incharge Rs. 1500/- per month – 3 months	Rs. 4,500/-
6	Contingencies	Rs. 4,000/-
	<b>Total:</b>	<b>Rs. 50,000/-</b>

**D. Alternative Schools (EGS Center) – Primary Level**

Unit Cost	-	Rs 845/- per child
Total Strength	-	25 children
Total Amount eligible	-	Rs 21,125/-

**Expenditure Plan**

1	Honorarium to Education Volunteer- (@ Rs 1000/- P.M. per person ( 1 x 1000 x 2)	Rs 12,000/-
2	Training to Education Volunteers – 20 days Rs. 70/- per day – 1 member	Rs 1,400/-
3	TLM- Rs. 110/- per learner (Rs 110 x 25 children)	Rs. 2,750/-
4	Material & Equipment for center	Rs 2,500/-
5	Other center cluster level activities	Rs 2,500/-
	<b>Total:</b>	<b>Rs. 21,125/-</b>

## **CHAPTER -VI**

### **QUALITY ISSUES IN ELEMENTARY EDUCATION**



## **CHAPTER - VI**

### **Quality Issued in Elementary Education**

Improvement of Quality in Primary and as well as Upper Primary Education both in terms of Class room processes and as well as pupil achievement is an important objective of the programme to be achieved. These issues have community members. Following is the status and as well as interventions for the improvement of quality in Primary and Upper Primary Education is discussed here under

#### **6.0 PRIMARY EDUCATION:**

##### **Pedagogy and Teacher Training**

**The focus of entire pedagogy process is the child.** The needs of the children and their developmental processes requirements will forms the basis for providing classroom learning experiences for the children. Top priority will be given to basic skills of languages and arithmetic and providing child friendly environment in the classrooms. Following are the guidelines for taking various initiatives under pedagogy and teacher training.

##### **Parents and Community Perception on Quality Education**

The planning teams at various levels i.e., District, Block, Cluster interacted with parents and community members on the aspects of quality education and pupil achievement during planning process. According to them the quality in terms of pupil output means for various grades is as follows

##### **Class-I**

Parents from Urban Community demand for introduction of English from class-I. They expect their children to look (Apparently) like students with uniform and discipline is the strong requirement felt by parents. Learning of rhymes, riddles, numbers and extrovert nature is liked by parents. Some times parents look at play way methodologies with suspicion. They expect their children to learn whole of the alphabets numbers, simple additions i.e. like 1+2, 3+4, etc., and memorize small number of tables.

##### **Class-II**

The parents expect their children to learn comparisons small valuations extensive number of songs, consolidation in numbers with small additions, subtractions, etc., They are expected to read small words and sentences. They want their children to play and enjoy but they look at play and study as two different things. Especially in urban scenario the comparison between English

medium schools and Government schools is inevitable. The demand for cleanliness at school is also visible. The children should also show visible enthusiasm to go to school.

### **Class-III**

The attitudinal difference between School going and non-school going should be apparent. The general comment is there is no change in the child even when he is going to school for the past 2 years. They expect their children to read small letters for them. Some times they even expect the children to read small awareness pamphlets which obviously the illiterate parents can't read. They revel in the capacity of the child, which is not present in them. Although the parents are illiterate they are very perceptive about the progress of the child from year to year. If a child comes to school for 3 years and the progress is not felt satisfactory the parents tend to get very disappointed.

### **Class-IV & V**

The illiterate parents start depending upon their children for simple calculations, reading letters, collecting information for them. Telling class stories, talking about teachers, hearing about their class room activity parents feel joy. The apparent enthusiasm of the child will make parents satisfied. At same time the parents starts having the vision in future of the child in terms of education.

### **High School**

The parents perceive the progress of a child from primary school to upper primary school as a promotion. Going to an upper primary school is a pride for any parent. From here onwards the parents start looking in to the education needs of children seriously. The parents themselves will take care of uniforms, upkeep etc. so that their child looks a good example. They certainly differentiate a child going high school as very different and respect them some kind of adulthood.

Many of the children who come to government high schools are first generation literate. Although the parents know how serious the education is going on they do not want to meddle in the class room activities. Here the most important component for the parents is the regular attendance of the children and also the teachers. They also look at the facilities available in the school.

These perceptions will be taken into consideration by developing the appropriate strategies for the improvement of Quality Pupil Outcome.

## **Strategies**

- Revision of curriculum and textbooks
- Teacher Training
- Development of Teaching-Learning Material and other pupil interactive materials
- Pupil-assessment procedures reflecting pedagogical renewal.
- On-job support to the teachers through DRG, BRG, CRG and DIET.
- Evolving Pedagogy as child-centered and activity-based with pupil participation.
- Constitution of academic groups i.e DRG and BRG for pedagogical planning and field interaction
- Professional exchange among teachers through conduct of cluster-level meetings at Cluster.
- Teachers' Forums and networking for motivation and commitment.
- Capacity building of DIETs, BRCs for providing academic support to schools and teachers.
- Language improvement, Science improvement and Maths improvement programmes- diagnosis and follow-up.

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

### **a) Pedagogy of affection**

In majority of the classrooms, it is observed that children are treated with strict discipline with restricted movements. Using of cane, practice of homework & assignments during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation

The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness love, affection and care, which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising these aspects, alongwith exposure visits for additional charges.

### **b) Pedagogy of Retention**

Majority of the children of the schools of Government / local bodies are first generation literates, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the schools with the pretext that the students are often without school uniform, incomplete homework, not having adequate notebooks, pencils and other teaching learning materials. This discourages children and creates aversion towards school, which leads to absenteeism and eventually resulting in the dropout.

Therefore teachers need to be oriented thoroughly on this subject of pupil: retention vis-à-vis his family background. Wherever teachers are well acquainted with the family background of students, their interest towards children regular attendance and retention is quite encouraging and evident. An atmosphere will be created in the school for improved home-school contacts. Teachers will be sensitized in these aspects through orientation.

### **c) Curricular approaches – the model of providing information vs developing the abilities among the children.**

The education especially elementary education became increasingly textbook centered and teacher centered. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This snubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

The profile of the child such as his innate abilities i.e. thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc. are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education along with subject-wise objectives are never fully reflected in the textbooks as well as pupil assessment procedures.

Therefore the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of the component in teacher training programmes.

### **Quality concerns – Upper Primary Education:-**

The Primary focus of primary Education is providing joyful learning. Class room situation with child friendly school atmosphere with basic focus of learning of reading, writing and arithmetic. A single teacher can manage a class dealing with scholastic and non scholastic areas. Where as the Upper Primary Education is increasingly subject specific with trained man power i.e. Subject specific teachers such as Maths, Science, Social Studies, Languages and other non scholastic areas. Further other facilities such as buildings, Libraries, Reading room, Laboratories also required for improved education at Upper Primary Stage.

Therefore focus will be on the following issues

- Provision of additional building facilities to the existing Upper Primary Schools and additional rooms to primary schools proposed for upgrading as Ups.
- Providing Library facilities – the existing upper primary schools have not been covered under OHB scheme. Therefore most of the schools do not possess any literature to the pupil as well as teachers. Therefore it is proposed to established libraries in all the upper primary schools which are existing and as well as new Upper Primary Schools proposed to be provided
- Laboratory facilities – The Curriculum at Upper Primary Stage is increasingly subject specific and content oriented. The subject of science is being dealt as physical as well as biological science. The basic concepts of the sciences will be introduced which requires certain equipment in physics, chemistry, botany and zoology. Therefore it is proposed to equip all the upper primary schools with the required equipment.

#### **5.1 Academic conventions – Networking and Linkages – Primary and Upper Primary**

Teachers will be encouraged to adopt and work further on the methodology that they think it results in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from SSA.

Therefore, it is proposed to encourage some of the interesting teachers who comes forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceive by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits etc.

Following are the initiatives proposed to be taken up

- Language improvement programme

- Mathematics improvement programme
- Science Improvement programme
- Programme for sensitizing the community on child labour and educational issues.

## 5.2 Quality Teaching & Learning – Teacher training

### Primary Stage

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a five-day training programme will be organized for the regular teachers and a 10-day orientation programme to be conducted to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in a cascade mode i.e. training of **District Resource Group (DRG)** by **State Resource Group (SRG)** which in turn trains the **Block Resource Group (BRG)** and this BRG ultimately trains the teachers at Block level / cluster level.

### Training – Personnel to be covered Primary

No. of BRG @ per Block 5	No. of Teachers		BRG @ 4 per Block
	In-service	Newly Recruited	
12			12
60	2702	114	48

### Training - Personnel to be covered Upper Primary

No. of BRG @ per Block 5	No. of Teachers		BRG @ 4 per Block
	In-service	Newly Recruited	
12			12
60	880	82	48

### Different type of Training Programmes

Sl.No.	Type of Training Programme	Duration	Frequency	Participations
1	Induction Training to newly recruited Teachers	15 days	Once in a Year	196
2	Refresher Course Training to Teachers	15 days	Once in a Year	2702
3	Orientation to ECCE Instructors	10 days	Once in a Year	675
4	Training to SEC members	3 days	Once in a Year	6082
5	Training to Upper Primary stage teachers in content	10 days	Once in a Year	889

## **UPPER PRIMARY STAGE**

The Upper Primary stage in Orissa covers classes-I to VII. The number of teachers up to primary classes i.e. class I – V are being provided at the rate of 1:40 teacher pupil ratio in non tribal areas and 1:20 in tribal areas. With regard to Upper Primary sections 4 teachers with Graduation and B.Ed., qualification (School Assistants) viz. A teacher each of the subject areas viz. Mathematics / Sciences, Social Studies / English and language.

Therefore it is required to provide training to the teachers in their subjects areas for their capacity building as follows

Training to teachers in teaching Mathematics

Training to teachers in teaching Science

Training to teachers in teaching Social Studies.

Training to teachers in teaching Languages

### **TRAINING FOR UPS – IMPLICATIONS OF SCERT AND DIET**

The training will be in a cascade mode. The SCERT will plan the training programme as per the needs assessment at Primary & Upper Primary stage with the help of state project office SSA and DIETS. Necessary module for the District resource group will be developed and training will be provided at state level. Further the DIETs will conduct the programme for the Block level functionaries so that they can conduct training to the teachers and other field functionaries.

### **Constitution of District Resource Group (DRG), Block Resource Groups (BRG)**

#### **District Resource Groups – Primary & Upper Primary Stages**

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with the persons representing from DIETs, Head Masters, Teachers, Block Resource Persons etc., covering all subject areas of primary and upper primary schools. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the states. DRG in turn orient the Block Resource groups and visit the schools to monitor the implementation aspects.

In case of Upper Primary Stage the DRGs will be selected duty representing the various content areas i.e. Maths, Science, Social Studies and Languages and will be oriented accordingly for their capacity building.

### **Block Resource Groups (BRG)**

Block Resource Groups will be constituted with active Head Masters and teachers of primary and upper primary schools covering various curricular areas, who will be exposed to novel practices in addition to orientation by DRG groups, who in turn provide training and orientation to the regular teachers & freshly recruited teachers, S.S., Education volunteers, ECCE instructors etc.

The BRG who specially selected for Upper Primary stage at the rate of one per subject i.e Maths, Science, Social Studies and English shall undertake the training aspects and as well as the monitoring and providing on job support to the teachers teaching Upper Primary classes in addition to attending the center meetings of Upper Primary school teachers

### **5.3 School Support – Professional support Structures**

The Professional support to teachers of Primary and Upper Primary teachers includes support from the DIET, BRG & TC.

#### **a) District Institute of Education and Training (DIET)**

National Policy of Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of elementary education. In practice the role of DIETs have been limited to imparting Pre-service training programmes and seldom monitor to in service training programmes. Therefore the DIETs are proposed to take up various quality initiatives for the improvement of elementary education as follows

- Academic monitoring of schools
- As a part of DRG conduct in-service training programmes to the teachers, Head Masters, ECCE instructors, Block Resource Groups, monitoring and supervisory staff etc.
- Take up Research and Evaluation activities.
- Participates in the planning processes i.e., perspective as well as Annual Work Plan Budgets
- Conduct of achievement surveys and appraisal of various initiatives

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

- Provision of equipment.
- Provision of furniture





#### **• • • Provision of Equipment • • •**

- Provision of Furniture
- Provision of Library Books – Video Library
- Provision of Contingency grants
- Provision of capacity building of BRC staff through orientations, exposure visits etc.

#### **Functional aspects of BRC/ BRPs**

- All the schools in the Blocks will be divided among three BRPs for effective monitoring, supervision
- Each BRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupil and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each BRP also records his impressions in the Academic guidance register.
- Each BRC will maintain the information on various aspects of primary education pertaining to all the villages in the form of registers and records i.e. Block Profile, School Profile, Stock File, School Monitoring returns, Enrolment & Retention School-wise particulars. School-wise furniture, equipment and accommodation details. Block Census Register, Village Education Plan Register, BRCs and BRPs handbook etc.
- In addition to monitoring the schools, the BRP also visits Early Childhood Education Centers and meets the School Committee members. Several orientation programmes have been planned for BRPs in the fields of Pedagogy, Girls' education, ECCE, Community Mobilisation, etc. for their capacity building and enable them to take up monitoring and supervision, effectively for UEE.

#### **BRCs – Professional support mechanisms to Upper Primary Schools – Block Resource Group**

The BRPs Proposed for each BRC will be mostly monitoring the Primary schools and providing on job support in addition to collection of the statistical information from the primary and Upper Primary Schools. With regard to professional support to the teachers at upper primary stage, a separate group of resource persons is required representing various subject areas. Therefore it is proposed to identify strong teachers at the rate of one per each of the subject area of Maths,

Science, Social and Languages from within the Block. These services will be used for providing training and on job support to the upper primary teachers. Necessary TA, DA and Honorarium will be paid when ever their services will be used

<b>Total No. of BRCs</b>	<b>Total No. of BRGs (@ 5 per Block) representing the subjects (UPS)</b>
<b>12</b>	<b>60</b>

**b) Cluster (Clusters)**

**PRIMARY STAGE:**

Cluster are Cluster Resource Centers (CRC) wherein primary teachers meet once in a month for professional exchange and to deliberate on the new innovations, ideas, TLM and other issues. Each cluster will be provided with Rs. 2000/- as Annual Grant for procuring necessary stationery and other TLM. These centers are proved to be effective source of teacher development and teacher motivation and are being served as centers for professional exchange in DPEP districts. On an average each Block will be having CRCC at GP level within 10-12 schools. Further furniture and a room for cluster is planned.

**UPPER PRIMARY STAGE:**

During the Period of Orissa Primary Education Project (2000-07) the Cluster which were established at cluster level supported for the professional exchange among primary teachers, which are being going to open.

In view of SSA it is proposed to provide a forum for exchange of professional information among the teachers of Upper Primary stage. The Block Resource Centers proposed to be established with add on facilities is now proposed for the meetings of Upper primary school teachers at the rate of one per month and to a maximum of 10 per annum. An amount of rupees 2000 is proposed as grant per year per CRC towards TLM and other arrangements.

**Blocks** **12**

**Clusters** **153**

**Block-wise list of clusters**

Sl.No.	Name of the Block	No. of BRC's	No. of CRC's
1.	Balliguda	1	14
2.	Chakapad	1	10
3.	Daringbadi	1	24

Sl. No.	Cluster Name	No. of Schools	Total No. of Teachers
5.	Khajuripada	1	13
6.	K. Nuagam	1	11
7.	Kotagarh	1	11
8.	Phringia	1	20
9.	Phulbari	1	11
10.	Raikia	1	10
11.	Tikabali	1	12
12.	Tumudibandh	1	09
	<b>Total:</b>	<b>12</b>	<b>153</b>

#### Functional Aspects:

- The BRC and BRPs will be attending the Teacher Center meetings regularly and take part in the deliberations
- The broader agenda for the Cluster meetings will be discussed and finalized DRG and BRG meetings within which they can have district-specific, Block-specific, school-specific activities
- Further, it is proposed to have theme specific activities / trainings / workshops at cluster level.
- Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular areas.
- The teachers will be encouraged to share their innovative practices and take away the prepared TLM to the schools
- Subject wise meetings for exchange and for improved practice at CRC

#### Inputs

- Annual grant of TLM @ Rs. 2000/- per cluster per year.
- Training to CRCC
- Monthly teachers meet at cluster for professional exchange
- The CRC will acts as TC secretary at CRC co-ordinator for Upper Primary stage.

#### 5.4 Quality Teaching – School, Cluster / School Complex Grants (Primary & Upper Primary Stages)

In order to improve school infrastructure facilities and improved classroom practices It is planned to provide annual grants to schools (@ Rs. 2000/- per year per school to improve school infrastructure facilities and annual teacher grants (@ Rs. 500/- per year per teacher for acquiring the required teaching learning material to enable him / her to implement the child-centred activity based pedagogy in the classrooms. It is also planned to provide annual grants to the clusters (@ Rs. 2000/- per year per cluster for stationery and TLM to be used in the Cluster meetings. The grants proposed as above will be released to all the Primary & Upper Primary Schools and teachers on an annual basis.

**Particulars of Grants – School, Cluster**

<b>No. of School Grants</b>	<b>1521</b>
<b>No. of Cluster</b>	<b>153</b>

**Development of TLM**

Making the class room colourful and creating delightful atmosphere leads to attract the child to school, which requires preparation and usage of TLM Teachers should be provided with necessary training i.e., need based, useful to them Hand books also to be provided for immediate guidance. TLM should be developed according to need and availability of material.

**Following are the major types of TLM required in each school.**

Sl.No.	Type of TLM	Responsible Persons
1	ECCE Kit	SRC / ECCE / NGO
2	Joyful Learning Kit	DRGS / NGO
3	Mathematics Kit	DRGS / BRGs / NGO
4	Science Kit	DRGS / BRGS / NGO / CRCs
5	Recurring Models with Indigenous materials	Teachers
6	Subject wise TLM for Upper Primary	BRGs & CRCs / NGO
7	Pupil interactive Material	DRG / BRG / NGO / CRCs
8	TLE (Black Board / TV / VCP / VCR	DPO

**5.5 Teaching Learning Material to Upper Primary Schools**

The Upper Primary Schools were not covered with any sort of assistance towards TLM and other support services. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLM through school committees (Community participation) (@

- **Rs. 50,000/- per school**. The procurement will be based on items selected based on the requirement to be determined by the teachers and school committees

<b>No. of Blocks</b>	-	<b>12</b>
<b>No. of U.P.Schools</b>	-	<b>41</b>

#### **6.6 Categorization of School into 'A', 'B' & 'C' – Primary & Upper Primary**

It is planned to categorize all the schools into three categories 'A', 'B' & 'C' based on the following criteria to develop some motivation and internal competition to excel

- Community Participation
- Enrollment
- High level of retention
- Regular pupil and teacher attendance
- Pupil performance in reading & writing
- Teacher Preparation, Development of TLM and display of Teacher and Pupil work
- Utilization of OBB Equipment, Library Books and A.V.Equipment
- School Premises - Clean and Green
- Innovative activities taken up by Teachers

The schools, which possesses high incidence of above criteria, may be treated as 'A' grade schools and schools which have potential to change into 'A' grade schools with little external assistance by way of motivation and guidance may be categorized in to 'B'. The remaining schools are proposed to be kept under 'C' category. The categorization of schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

#### **5.6 Improved School Management – Training to Head Masters (Primary & Upper Primary)**

The School Headmasters leadership places a vital role for managing change in classrooms and school as a whole. The Head Master is supposed to play a key role and an initiator for the conduct of various programmes / meetings in school premises i.e., with community, school committees, youth activists, parents, teachers for the improvement of children education i.e., UFE. There are plenty of evidences for significant impact of effective school need on school

improvement. The school heads shall play a vital role in the process of school effectiveness. Therefore it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links schooling of out of school children etc.

#### **Proposed Strategies for School Improvement (Primary & Upper Primary)**

- 1 Awareness Campaigns for the enrollment of all out of school children
- 2 Fencing around the campus with community involvement.
- 3 Raising flower / Fruit garden
- 4 Exhibiting of Teachers / Pupil work
5. Proper usage of TLM supplied / manufactured
6. Improving the curriculum transactions
7. Improving the school infrastructural facilities
8. Providing on job support to teachers
9. Strengthening teacher networking – teacher motivation

#### **6.8 Academic monitoring of schools by DIETs**

DIETs in the state are mostly concentrating on the preserves training aspects and there is less participation with respect to field interaction visiting the schools, meeting the teachers, discussing with School Committee members, interacting with pupil, etc. It is also found that the interaction between DIETs, District Educational Officers and DPEP district staff is not encouraging.

Therefore, it is proposed to involve DIET faculty in academic monitoring of the schools. In this process, initiation has already been taken in assigning a set of schools which are 'B' and 'C' grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters i.e achievement levels of the children, classroom transaction, teacher preparation, TLM development, assessment procedures, enrolment and retention activities and other innovative activities taken by the teachers.

In addition to it, the DIET staff also attends Teacher Center meetings which are scheduled to be conducted at CRC level once in a month and participate in the

deliberations of professional exchange. Support from DIET staff shall improve the schools in holistic way and helps in exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle), stationary support, etc. will be provided to the DIETs.

The field interaction will be shared in the district core group meeting staff of DFO, DPEP and DIET. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

### **CURRICULAM AND TEXT BOOKS REVIEW**

The Curriculum review in the Orissa is based on the curriculum review taken up from time to time at National level and as per the guidelines issued by NCERT. All the schools up to Secondary stage in the State follow the uniform curriculum and text books developed by SCERT at state level.

As a result of various pedagogical initiatives taken up for which specialized projects at elementary stage such as Orissa primary education project OPEPA and District Primary Education Programme warranted for necessary changes in the text books to suit the changed methodological processes of curriculum transitions and class room interactions. Accordingly a major step in the process of textbook development was initiated during the OPEPA and being continued in DPEP. Improved text books duly reflecting the modern with exhaustive illustrations in multi color have been developed up to primary stage. Certain text books were further proposed for improvement being taken up in DPEP in coordination with other primary education projects else where.

Therefore it is proposed to follow the curriculum developed for the state in proposed SSA districts. No separate exercise is proposed for this purpose.

### **CURRICULA AND TEXT BOOK REVISION FOR UPPER PRIMARY STAGE**

In view of change of pedagogy at primary stage along with curriculum and text book renewal it is further proposed to maintain the transition from primary to Upper primary viz. Pedagogy, illustrations, multi color etc.

The curriculum at primary stage reflects the potential for self learning and creating space for providing various teaching learning activities along with developing creativity and



thinking skills among children. The same is proposed for upper primary stage with more stress on content with illustrations in addition to other non-scholastic areas.

A text book development project is proposed which will be reflected in the state component plan. It shall deliberate the issue of curriculum renewal and text book development aspects.

#### **6.9 Pupil assessment procedures (Primary & Upper Primary)**

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children learning and the major emphasis is on the testing of the children's cognitive abilities through written tests. There is no much relation between teaching learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the affective and psychomotor aspects of pupil development. The test items do not reflect the objectives of the subject and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at elementary stage by making assessment a comprehensive one focusing on the entire child profile i.e., different aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal, etc. rather than information acquisition through memorization. The assessment will be linked to pedagogical practices and as well as objectives of subject and education in broad.

It is also proposed to focus on the assessment of abilities of the children i.e., ability of thinking, reasoning, imagination, estimation, observation, synthesis, analysis, evaluation, etc. than information-acquisition in the process of knowledge generation. The test items also will be linked to nature of subject matter and its transaction. Further, emphasis will be on various types of assessment procedures viz., oral, written, performance, projects, etc. which reveal the overall development of the individual. Accordingly, the nature of tests, periodicity and areas of assessment, management and administering, etc. will be reviewed and modified accordingly.

#### **Inputs:**

- Workshops for the development of strategies on assessment procedures at elementary stage.

### • Development of suitable module and other related literature •

- Orientation to teachers and other field staff
- Workshops for the development of test items
- Discussion of pupil assessment procedures in Cluster meetings and BRC meetings
- Assessment of Pupil performance for all the classes (class - I to Class - VII) on an external basis one time per year

Plan to improve the quality of Teacher Training

Identification of immediate and long term needs of the teachers

The In-service and Field interaction, Innovation and Coordination (IFIC) department of the DIET in association with District Project Office will convene a workshop with participating teachers, the members of the faculty of the DIET and the IASE and Block Education Officers to prepare a list of need-based training programmes keeping in view the immediate and the long term needs of the teachers / Education Volunteers.

Later, based on the list prepared in the work shop, an Opinionnaire for need based training programmes' will be developed by the faculty of the DIET and it will be circulated among the large proportion of teachers using the Stratified Random Sampling Method.

After analyzing the opinions of the teachers, the District Project Office will prepare a comprehensive list of training programmes that are to be conducted

#### **Existing capacity at District and Block levels:**

Apart from PSTE branch of the DIET, there are other branches like District Resource Unit, Curriculum, Material Development and Evaluation (CMDE), Education Technology (ET), Work Experience (WE), Planning and Management (P&M), In-service and Field Interaction Innovation and Coordination (IFIC) and English Language Teaching Campaign (ELTC) in the DIET

Likewise District Resource Group(DRG) was formed to give necessary training to teachers. In the Block level, 8 BRGs, 3 BRPs and SCRPs will give necessary training support to teachers

The faculty of the DIET, DRG, BRCs, BRPs and CRCCs will give training to teachers in cascade mode

**Target Group:**

The target group will be primary and upper primary school teachers, headmasters of primary schools, headmasters of UP schools, Education volunteers, ECCE Instructors, S.S. etc

**Duration, Frequency and Venue:**

Duration of the training programme depends on the nature of the training. Frequency of the training depends on the number of trainees. The venue will be nearer to the trainees such as the DIET District Resource Center, BRC Resource Center and CRC

**Infrastructure Facilities:**

Creating congenial atmosphere and facilitating easy and pleasant learning to the child necessitates provision of facilities like additional class rooms for additional enrollment, new buildings to schools without building etc., peoples estimation and actual expenditure must be displayed on each new construction

**Training to Civil Engineers:**

Awareness about SSA norms, transparency in implementation of works, qualitative work with peoples participation is essential for achievement of the set goals. There fore it is proposed to provided orientation to the Engineering staff on various aspects of quality construction using local technologies with participation of community.

**Training to village Education Committees:**

The village education committees which are going to play a crucial role for the effective functioning of Primary / Upper Primary / EGS / AIE etc ,

These committees should be evaluate their village plans periodically for implementing the strategies perfectly. There fore regular orientation is proposed on following aspects.

- Goals & Objectives and norms of SSA
- Execution of Civil Works
- Academic Issues and School monitoring



# CHAPTER -VII

## COVERAGE OF SPECIAL FOCUSED GROUPS

## **CHAPTER VII**

### **Coverage of Special Focus Groups**

#### **7.1 Girls Education**

Education of girls is the primary focus in Sarva Shiksha Abhiyan. Every activity under it will be judged in terms of its gender focus. In all the activities of SSA, efforts will be made to mainstream gender concerns. The proportion of girls in the total enrolment is indicative of their forward march on the front of education.

The planning process taken up as a part of pre-project activities revealed the presence of girls who are out of school. Majorities of these girl children are in the age group of 10-14 years, who are never enrolled and few are dropped out after primary education.

Education of Girls especially those belonging to the SC, ST and other backward classes is the primary focus of SSA. Following are the strategies proposed for mainstreaming of girl children who are out of school.

- Appointing local women as teachers in EGS & AIE Centers.
- ECCE centers will encourage tiny girl children in attending schools.
- Special bridge course centers, both residential and non-residential, for girl children.
- Toilet facilities in school.
- Orientation workshops for teachers and volunteers on girl child issues.
  
- Mobilization at the village, urban slums level using women groups viz., and other self-help groups for sensitizing the community, parents on child rights, for elimination of child labour and for universalization of elementary education.
- Convening meetings at GP, Block and District level discussion on issues of girl children who are involved in sibling care, domestic work, wage earner etc., and their educational issues.
- Conduct of village based alternative schools / back to school camps (Non-residential) exclusively for girls keeping in view of various minority groups.
- Conduct of regular attendance monitoring of the children especially girls and involving the community to take up the issue of irregular girl children.

- Monitoring the school children especially girls for their regular schooling especially in case of children who are mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools)
- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy Blocks

As there is a need for special efforts to bring out of school girls' to schools, in the course of micro planning, proper identification of 'out of school girls' was made

Residential Bridge Courses for Adolescent Girls were planned in the Planning process. Such camps were planned by the GP / Cluster level meeting in various Blocks of the district.

### CONVERGENCE

It is proposed to work with Convergence with the department of Women Development & Child Welfare, who runs various programmes for adolescent girls who are out-of-school children and child labour. Further, the department of Social Welfare is running special hostels for girls with whom the convergence will be established for child-tracking and schooling

### 7.2 Early Childhood Care and Education

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

ECCE is an effort for the school readiness of the children in the age group of 3-5 years and a support service for working women of the disadvantaged sections of the society.

No. of Blocks	No. of Villages	3 – 5 children	Anganwadies existing	New ECCE Centers to be opened
12	2515	15989	963	275

#### Inputs under ECCE

- Extending the hours of Anganwadies
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component

- Running the Anganwadies in school premises during school hours under the supervision of Headmasters.

### **Convergence**

Convergence with the Anganwadi centers of ICDS, along with the centers run by NGOs

Conduct of quarterly reviews at divisional level with the functionaries of ICDS, NGOs and SSA programme officers to review the functional aspects of the Anganwadis.

### **7.3 Intervention of Disabled Children**

The list of disabled children GP-wise has been generated based on the Family Survey conducted as a part of pre-project activities. In view of guidelines provided under SSA following initiatives have been proposed.

- Identification of children with Special Educational Needs
- Assessment of disability in all the villages of the Blocks through camps
- Mainstreaming of Disabled children into special schools depending upon the type and extent of disability.
- Efforts for integrating the disabled with the mainstreaming schools
- Development of TLM and other training material for the teachers and as well as pupil
- Providing resource support to schools through Special Resource Teachers
- Convergence with other departments working for the disabled viz , Health, Disabled Welfare, Social Welfare, Women & Child Welfare, etc .
- Procurement and supply of aids and appliances through various sources of Govt. of Orissa and Govt. of India.
- Conduct of trainings and capacity building programmes to the district resource groups on SEN activities.

### **Convergence:**

Convergence with the department of Handicapped Welfare, NGOs working with child labour street children etc. and GOI programmes for providing all possible support to the children with special needs.



#### **7.4 Domestic Child Labour**

With an increase in urbanization, the incidence of people migrating from rural areas has increased manifold and their Children from the major stock of Domestic Child labour who are employed for meager amounts. Bonded full time working Children are generally brought from the villages with an oral agreement to pay a meager amount on an annual basis. These Children work from dawn to dusk with no time for recreation, leisure or education. They are often abused and suffer ill health and have no one to take care of them. Contact with the family is restricted to occasions only. There is no scope of education in the lives of these children who are concerned about supporting their family.

There are various legislations and acts to stop Child working in hazardous conditions but there is no law to guard the rights of these children and prevent them to stop from working.

#### **Strategies:**

1. A ground survey to assess the number and extent of domestic child labour and also to understand the available resources.
2. Motivation centers to encourage parents and children to admit in mainstream schools.
3. Sensitization programmes GF / Block wise keeping inter sectoral linkages as the primary base.
4. Lobbying for law enforcements.

#### **Action Plan:**

1. NAC level action plan committee to be formed.
2. Placements of registers in police stations for the declaration of domestic child labour.
3. Ward level discussions and workshops
4. Identification of partners at every level
  - 50 EJS centers to act as motivation centers immediately
  - Nodal agency: 4-5 reputed NGOs

#### **7.5 Child labour in shops and establishments**

#### **Present Situation:**

We believe that every Child who is out of school is a child labour or a potential child labour. Thus it becomes imperative that providing schooling to all children is the only solution.

Nevertheless, specific strategies for Children working in various trades is necessary to optimize the benefits of any intervention

To operationalize any intervention for the rehabilitation of these children, data is very essential. In Kandhainal district we do not have exact information of the number of children and their concentration in various trades. We also do not have information on the availability of infrastructure that is needed for full time education of these children. Therefore there is need for survey and educational infrastructure mapping.

Inter departmental specific law enforcement drives with NGO partners could be an effective strategy to remove a child off the place of work till the child joins the school.

**Strategies:**

1. Specific trade data collection
2. Motivation centers at strategic locations
3. Identification of partners from various sectors
4. Orientation camps for parents and employers
5. Orientation and rehabilitation camps for children.

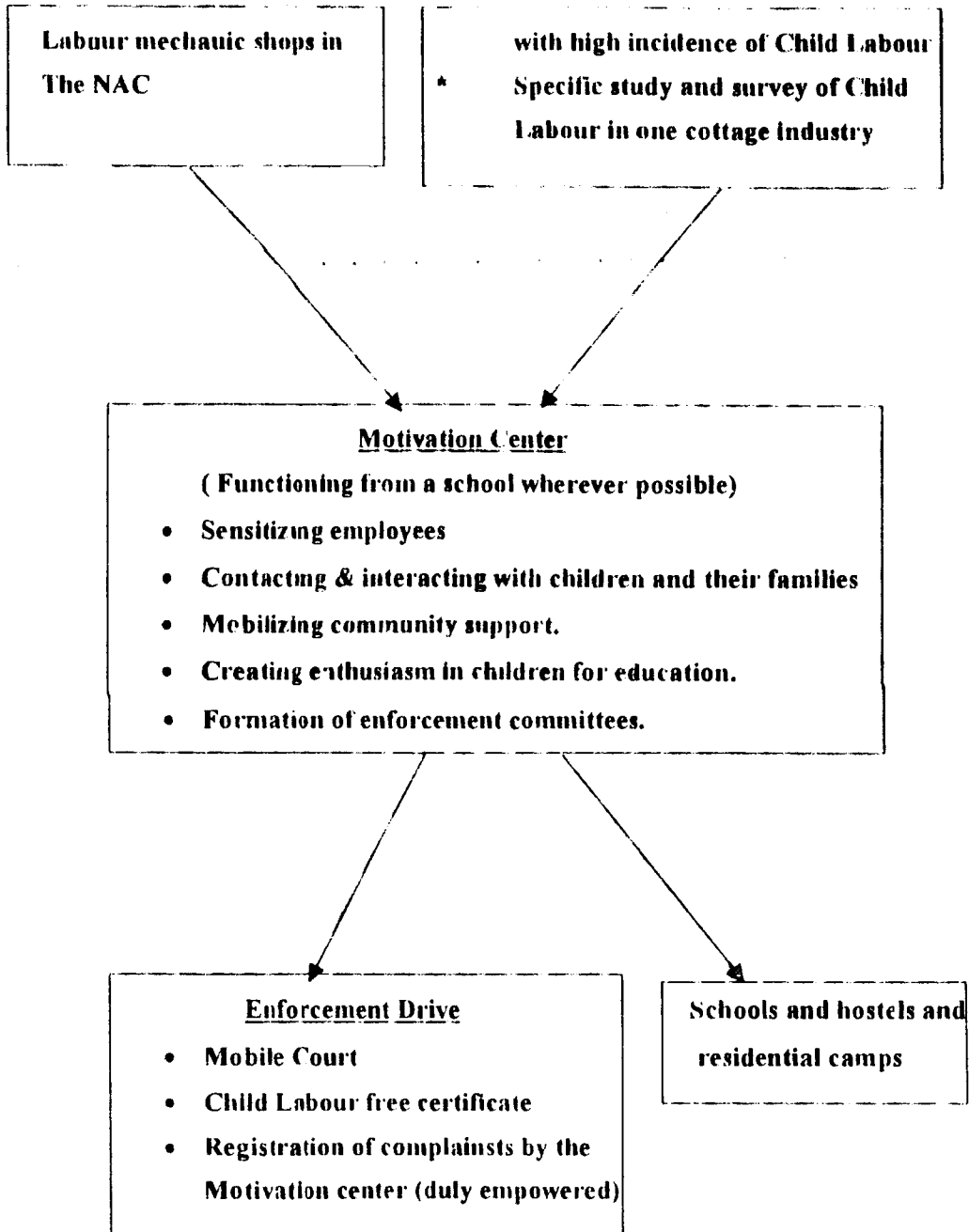
**Action Plan:**

- 1 Trade specific survey in two sectors i.e. automechanic and cottage industries.
2. Mobile courts and law enforcement drives at strategic locations
3. Community mobilization through meetings and workshops.
4. Neighbour hood schools to act as motivation centers
5. Assessment and presentation of "Child labour free" certificates to various trades
6. Formation of a core committee for trade specific interventions

**Children in Shops and Establishments, Cottage Industries and other Child Labour;**

**Study and Survey of Child**

**\* Identification of Cottage Industries**



# **CHAPTER -VIII**

## **RESEARCH, EVALUATION, SUPERVISION AND MONITORING**

## **CHAPTER – VIII**

### **Research, Evaluation, Supervision and Monitoring**

#### **8.1 Research**

Adequate studies will be sponsored on various interventions to guide the future activities of the SSA for UEE. Research under the project will be viewed as a guiding force for taking up of various new initiatives for realizing the objectives of UEE. Small scale Pilot Projects for the implementation of programmes on emerging issues will be taken up as follows

**Minstreaming of out of school children, Improvement of Pupil abilities in the Language, Arithmetic, creating interesting classrooms, Disabled children's education, Networking of Teachers. Education of focused groups i.e., SC, ST, Girls, ECCE, Minorities etc.**

Further teachers will be encouraged to take up action researches to solve problems faced in their day-to-day professional practice. Necessary training programmes will be conducted to the field staff i.e., DIS / SIS / BRCC / BRPs / CRCC / DIET Staff, DRG and BRG groups.

#### **Inputs:**

- Sponsoring research studies / pilot programmes, to the staff of DIETs, NGOs and Resource Institutions with district specific focus
- Conduct of School mapping and micro planning exercises
- Provision of travel grant and honorarium for the personal involved in researches & innovations.

#### **8.2 Evaluation Aspects**

The impact of the project in the field in terms of progress in achievement of the objectives laid down under SSA in terms of indicators of implementation and progress and evaluating these at regular intervals. It is a sort of reflection and as well as consolidation of various initiatives both in terms of process and as well as outcome. Evaluation of following aspects will be taken up during the project.

- Functional aspects of various initiatives and their impact
- Progress in terms of achievement of objectives of SSA
- Participatory evaluation through community participation
- Conduct of pupil achievement surveys i.e., base line and mid term surveys

## **Inputs**

- Capacity building of the field staff viz. DIET, BRC / SIS, DRG, BRG for conducting evaluation activities.
- Conduct of pupil achievement surveys
- Orientation to community management structures for participatory evaluation

### **8.3 Supervision and Monitoring**

It is proposed to strengthen the DIETs and constitution of Block Resource Centers and strengthening of cluster resource centers in addition to community based management structures. For providing effective professional support to the schools.

- **The entire focus of monitoring and supervision is the child.**

Therefore knowing the status of the child in terms of achievement of competencies / abilities will be the starting point and, the entire process will be back mapped to the availability and efficiency of teachers and their professional practice and other conditions of schools and out side schools respectively.

- The DIET staff will take up Academic Monitoring of schools and provide on job support / training to the teachers of Primary and Upper Primary schools
- **The District Resource Group** will also visit the schools and tract the progress of various schools categorized as A, B & C and provides guidance
- The propose structures for professional support at Block Level i.e., BRC with 3 BRC Resource Persons who assist the SI of School shall also monitor the schools and classroom practices and provide on job support to the teachers
- Adequate initiatives will be taken up for the capacity building of community level structures i.e. School Committees, village Education Committees, Block Committees, GP Education Committees to own and monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of school committees.

### **8.4 Management Information System (MIS)**

The MIS is an important component of Planning and Implementation of Sarva Siksha Abiyan Programmes. The EMIS (DISE & PMIS) will be proposed to be set up at District level and take up following programmes.

- Basic information on schools like infrastructure facilities, TLM, furniture, equipment etc , of the schools of Primary and Upper Primary.
- Total children in the age group of 6-14
- Name wise particulars of children those who are in school and out of school.
- Teacher information
- Pupil achievement in various school subjects for Primary and Upper Primary Schools.
- Enrollment retention and actual completion rates
- School pupil ratio, classroom pupil ratio, Teacher pupil ratio
- Progress in terms of project activities.
- Progress in terms of SSA objectives, quantitative data and analysis.
- Updation of available data base (family survey) as a result of initiatives of SSA (PMIS)

#### **8.5 Objectives of MIS**

- To creat comprehensive database at primary education level in the district and review the status every year.
- To monitor enrollment and retention
- To monitor performance in respect of students and achievement with special reference to girls and social groups.
- To monitor to implementation of all programmes and schemes under SSA.
- Establishing MIS unit in DPO office
- Capacity building of field staff for getting suitable information on DISE and as well as PMIS.
- Computerisation. analysis of DISE and PMIS information and using it in the planning process and dissemination

#### **8.6 Inputs under SSA**

- Provision of computers and peripherals
- Provision of data entry operators (3). and Programmer
- Training to MIS staff

• Printing of Data collecting forms, collection of data, analysis, output

- Networking with districts and provision of Internet facilities.



# **CHAPTER -IX**

**IMPROVING SCHOOL INFRASTRUCTURE FACILITIES  
AND  
OTHER CIVIL WORKS**

## Chapter – IX

### Improving School Infrastructure Facilities And Other Civil Works

9.0 Several initiative have been taken up for providing an atmosphere of school to the existing schools by way of providing minimum required building / classrooms and other infrastructure facilities like compound wall, toilets, storage facilities etc. schools and classrooms must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up as a part of pre-project activities revealed over crowed classrooms, in adequate classrooms, running multiple classes simultaneously in single classrooms / verandah with two teachers etc majority schools do not posses proper space for storage and also security for the available audiovisual equipment and other TLM.

The expenditure on school buildings and other mfrastructure facilities will be a one-time expenditure so that concentration will be focused on other quality aspects in subsequent years.

#### Status of School Infrastructure facilities

##### a) Building less schools

	Total No. Of Schools	No. Of schools with buildings	Gap
Primary Schools	1306	..	..

**b) Additional Class Rooms**

Total No. of Schools	Schools with two class rooms	Schools with three class rooms	Schools with four class rooms	Schools with five and above class rooms	Gap
1521	1003	278	129	111	..

**c) New School Buildings**

Schools	No. of Buildings
Upper Primary	41

**d) Toilets**

No. of Schools	Schools with Toilets	Proposed	Gap
1521	688	103	730

**e) Drinking water facilities**

No of schools	Schools with drinking water facility	Gap	Proposed
1521	892	309	260

**f) Electricity**

No. of schools	Schools with electricity	Gap	Proposed
1521	25	1130	368

**Execution of Civil Works**

Community participation will be the means for undertaking Civil works in the improvement of Schools facilities. The School Committees will be given the responsibility of under taking construction work of new schools buildings,

- additional class rooms and CRC/ BRG buildings in addition to repair and maintenance of school buildings

### **Community contribution**

In addition to execution of civil works, the community agreed for contributing in following ways as decided in the village level meeting developing village educational plans.

- Providing land for the construction of new schools buildings (about 1000 Sq Yards per new school) and adequate space for the additional classrooms.
- Providing matching grant of Rs 5000 for each school towards repair and maintenance of school buildings.
- Participation of the community / school community for the quality construction and monitoring for progress.
- Support for providing local material and other cost effective material (Cash, Kind & Service)

### **Civil Works - Requirement - Proposals under SSA**

#### **9.1 Buildings to New Schools**

As a part of expansion of access for the schooling facilities to all the children in the age group of 6-14. It is proposed to open new primary schools in schoolless habitations. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., two room verandah to 25 existing building less primary schools. An amount of Rs.2.5 lakhs is estimated for the construction of two room verandah building. The school committees will be the executive agencies for the construction of school buildings.

## 9.2 Requirement of Additional Class rooms

It is proposed to provide a room for every teacher in primary and upper primary schools and room of HM in UPS as per SSA norms. The planning process i.e. village education plans reveals the requirement of minimum additional classrooms in all the 13 blocks. This provides minimum required space for each child for interaction and for other learning process. The schools Committee will be the executive agency of construction work.

### a. Primary Schools

Total No. of Teachers in Primary schools (Govt.)	Total No. of Classrooms available	Additional requirement of classrooms
3230	3058	172

### b. Upper Primary Schools

#### Upper Primary Schools – Requirement of Class Rooms (Govt.)

Total No. of Teachers in Upper Primary (Govt.)	Total No. of Classrooms available.	Additional requirement of classrooms
1055	965	90

School	No. of Schools	No. of Teachers	No. of existing classrooms	Gap/Requirement.
Primary	1306	3230	3058	172
Upper primary	215	1055	965	90
Room for HM for existing UPS	38	..	..	177
Total	1521	4285	4023	262

### 9.3 Construction of Building of Block Resource Center (BRC) 1

Various resources such as library books, TLM etc. and teachers will be regularly using these centers for their professional growth and for interaction. BRCC and BRPS will be functioning from this BRC. BRC will be supported with other add-on facilities such as computers, furniture, equipments, stationery and other contingencies.

Therefore it was budgeted in DPEP to provide buildings to all the 12 blocks in a phased manner, which serves as office-cum-training center. The BRCC and BRPs will function from the BRC.

No. of Blocks	No. of BRC Buildings	Implementation agency
12	12	School Committee

An amount of Rs 6 lakhs was estimated for the construction of each BRC building. The Schools Education Committee is the executing agency for the construction of BRC building.

### 9.4 Construction of room to CRCs

The teacher center, being a place for the conduct of monthly meeting with teachers for professional exchange and deliberate on various Pedagogical issues and school improvement matters there is requirement for a meeting room in the teacher centers. Therefore it is planned to construct a room for each cluster as per the norms of SSA. From DPEP fund it was budgeted to construct 105 CRC and the rest 48 CRC will be constructed in SSA.

# CHAPTER - X

## IMPLEMENTATION ARRANGEMENTS

# **Chapter-X**

## **Implementation Arrangements**

### **10.1 Organisation responsible for the implementing of the programme**

The activities under SSA will be implemented by an autonomous organization i.e. OPEPA (Orissa Primary Education Programme Authority) implementation agency for the DPEP programmes in the State. The OPEPA has been registered for planning, implementing and monitoring the project formulated for achieving the objectives of the District Primary Education Programme as outlined in the Project Document. The OPEPA has a general council and Executive Committee with defined power, functions and responsibilities. There is a well-structured State level Office as well as District level Offices (DPOs) in DPEP districts.

In view of proposed programme for UEE through SSA in Non-DPEP districts, the organization structure at State Level i.e. is proposed to oversee the programme monitoring aspects of the SSA in the SSA districts.

### **10.2 Executing Agencies at various levels:**

OPEPA will execute project components through the following outside agencies in SSA districts.

Village Level :                      School Committees

#### **I. Village Level :**

Village level management structures viz., School Committees has been formulated for all the schools through Community Participation Act, 2000, Orissa consisting of 9 members out of which, three are women members and among them one from SC / ST / Group. The parents of the children attending the school. In addition to School Committees, Basti Education Committees have been formulated under the chairmanship of Basti elders with the representatives of the members of the school Committees in the Basti the school committee. The committee looks after school matters and monitor the children education through their active participation and support.

Following are the functions of various committees at village level with reference to executing project components:



**a) School Committees (SC's):**

- SC takes a lead role in executing all types of civil works at village level. The SECs shall identify and provide the free land to new schools and invite other contributions in cash and kind from the community.
- Participate in the preparation of village educational plan.
- SC members prepare village social map to record unenrolled and dropped out children and resources.
- Takes responsibility for mobilizing community and parents to sensitize them on the issues of child labour and their educational issues and also supports the school for improving the infrastructure facilities by contributing in terms of cash, kind, service.
- Manage the school education fund for school development
- Ensure enrolment and retention of all the children.
- Arrange for the services of local persons as Education volunteer instructors, where there a felt need, on voluntary basis or on payment of fixed honorarium meeting the cost from school education fund as well as assistance from government.
- Ensure excellence in the over all performance of the school and the children
- Ensure effective use of educational equipment supplied to the schools under various central / state schemes.
- Monitor the AIE Centers in the other Alternative educational facilities in the village for mainstreaming the out of school children.

**b) Village Education Committees:**

- The village Education Committee shall take all steps required for the effective functioning of the schools in the village and to achieve total literacy.
- The committee shall maintain a separate fund called village Education fund through some taxes and donations from the public and help augment infrastructure facilities and supplement resource base for the school.

- Monitor the efforts initiated for UEE.

## **II) Block Level:**

- Block is a viable basic unit and an immediate sub-level to monitor and support all the primary and upper primary schools under its jurisdiction

### **a) Block Resource Centres:**

- Brc is an alternative structure proposed at Block level to look after in-service training requirement of primary school & Upper primary School teachers and other functionaries at Block level. In addition to training, BRCs are responsible for monitoring and supervision of schools and providing on-job support to the teachers
- MRPs regularly visit the school and monitor the attendance of pupils and as well as the teachers in addition to providing professional support to schools.
- Guide and monitor the utilization of A.V equipment and other teaching learning material.
- Monitor all types of SSA viz., grants utilization, awareness campaigns, TC meetings, etc., and its impact.
- The training programmes proposed at BRC are
  - (a) In-service teacher training and
  - (b) Induction and recurrent training to newly recruited teachers and Education Volunteers.
  - (c) Training of ECCE workers
  - (d) Training to School Committee (SC) members on community mobilization and for their participation in school matters
  - (e) Conducts meetings with village-wise youth members, SC and other self-help groups for conducting campaigns and other mobilization activities sensitizing the community on child labour and their educational issues.

### **b) Block Education Committee (BRC):**

As per the Orissa School Education (Community Participation) Act, 2000. Block Committees have been formed for all the Blocks in the state to ensure active participation

of the local community for the effective functioning of the school system and achieving the national goal of UEE in its true spirit

The BRCC shall monitor the functioning of the schools under the control of the D I.A School (DEO) and take necessary corrective steps wherever necessary.

- Under take annual evaluation of the performance of the schools, and its facilities and provide for academic supervision and inspection of schools under the control of, D.F O
- Prepare Block Education Plan and monitor the UEE interventions

### **III) District Level:**

#### **District Education Committee :**

The District Committee is represented with parents, HMs, educationists, NGOs, all DIS / Principal DIET representatives from other welfare departments, Inspector of Schools, DSWO / UNDER Chairmanship of collector.

The Committee shall have to undertake annual evaluation of the performance of the schools and prepare annual budget and operate district education fund. It reviews all the initiatives of UEE and monitors the progress in achieving the UEE in scheduled time.

#### **District Institutes of Education & Training :**

Diet is a premier academic institute at district level which provide all types of professional support to the teachers, supervisors and resources persons at Block level and play a vital role for the enhancement of quality of elementary education.

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

- Academic resources center in the field of elementary education, alternative education, pre-primary / ECCF etc.
- Training of BRPs in the key areas of Pedagogy, community mobilization, planning, multi-grade teaching, child-centered pedagogy.
- Development of district specific training strategies
- Conduct process as well as impact evaluation of UEE (SSA) interventions.
- The faculty members of DIET will be the some of the core team members of District Resources Groups.

• • • Take up academic monitoring of schools • • •

**IV) Regional level :**

**a) IASE s and universities**

The institutes of Advanced Studies in Education and University departments of education are resource bases at regional level in the State following are the proposed activities to be taken up in partnership with them

- Development of capacities for appraisal and supervision and for an defective EMIS
- Conduct of evaluation and achievement studies, baseline midterm and other sustainable studies.
- Training of District Resource Groups in teacher training in areas of Pedagogy especially multi level, multi grade teaching, activity based child centred education.
- Training of District Resource Groups in the areas of alternative schooling.
- Training of district Groups like street children, child labour and domestic child labour depending upon the area specific needs of the district and the regions
- Training of district Resource group in micro-planning and community based school management

**V) State level:**

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

**a) SCERT**

- Conduct workshops, Seminars, training programmes for district level resource personal, DIET faculty BRPs and building their capacities in the areas of gender, problems of focused groups, community mobilization, teacher motivation and school effectiveness.
- Innovation for quality improvement designing of TLM, developing training packages
- Carrying out surveys and other assessment studies

- Taking up research projects based on the requirements of the UEE.
- Documenting the progress made in primary education as a result of UEE and other interventions

#### **b) SIET**

The SIET is presently playing a key role in the implementation of educational Television programmes in the state for bringing qualitative improvements in the classroom process. In the context of UEE SIET plays a vital role at three levels. (1) School, (2) teacher center, (3) district at district level as follows

- supply of software both transmission and cassette mode.
- designing and supplying of support material for maximum utilization of E.T
- Training of user teachers in operation, maintenance and utilization of both hardware and software supplied.

#### **10.3 Other Agencies:**

The project management will also collaborate with outside academic institutions like Rishivalya Education Centre for improving Education quality. NGOs with good track record and expertise in specific areas of

Interest like MV Foundation Will be associated in development strategies and for training the project staff and to work in partnership

The State project Office and the district Project Office will also take up activities, which require intensive personal attention of SPD or other project staff. Development of training packages, Manuals, trainings of various functionaries, development of textbooks etc. will be undertaken by project office directly in association with professionals from reputed institutions and individual consultants.

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

#### **10.4 Participation Arrangements**

To ensure participation of stakeholders including parents, teachers and community at large the project has carefully designed arrangement for implementation. Many of the interventions should be implemented through organizations headed and managed by the

parents of the school going children. A number of training and contact programmes have been planned to ensure regular community participation. The Head Master would be involved in almost all crucial interventions. Networking with NGOs has been envisaged as a major implementation tool

As mentioned in the previous chapters, the local level institutes community management structures viz., village Education Committees, Mother Associations, School Committees etc., play a lead role in the planning, monitoring and in the implementation of various school improvement programmes as follows

#### **Planning:**

- School committees conduct survey for village level information and prepare a list of all the children name-wise who are in school and out of school in the age -group of 6-14 year
- School Committees participates and prepare village educational plan
- Mother Association identifies location, instructor and ECCE workers starting ECCE centers.
- These committees identify major resources for support of elementary education activities in the village

#### **Implementation**

- School committees takes a lead role in executing all types of civil works at Block level. The SC shall identify free land and invite other contribution in cash, kind from the community
- School committee members take responsibility of specific unenrolled dropped out children for schooling.
- Mother association takes the responsibilities of running the center by providing accommodation; teaching learning materials, along with identification of local educated Youth as instructor and ECCE workers provide monthly remuneration to them from SSA funds

#### **Monitoring:**

- School Committees shall monitor the utilization of school and teacher grants and progress of civil works and its quality.

- School Committee monitors the efforts for releasing child labour from the work and mainstreaming them through various types of Bridge Courses.
- Monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.
- School Committee monitors the attendance of the pupil and teachers from time to time.
- Mother s Association shall monitor and supervise the functioning of ECCE centers.
- School Committees monitor the utilization of teaching learning equipment supplied to school under various central and State schemes.
- School Committees also mobilise community support to provide necessary site and accommodation for establishing Alternate schools (A.S ) in school less habitation, which are not viable to start a Formal primary schools.
- Further these committees mobilise public support for enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc.
- Training to SC member for developing awareness on school related issues, along with preparation of participatory village education plans.
- Conduct of model SC meeting and organization of Village meeting Sabha
- Inter district and inter State tours of SC member for observing good practices.
- SC members from each Village construction activity will be given training at Block on day today construction techniques and other cost effective techniques.
- Training to the member of Mothers Associations on monitoring and supervision of ECCE centres.

The project Management will operate and facilitate at State/District level At the Village level. The project will be solely run by the parents and members of the community. This ensures commitment of management to the goal of UEE and DPEP objectives At state and district levels project management will consist of persons with proven expertise, dedication to the organisation goals and willingness to work hard for the organisation

Functional group, which will interact with each other for common objectives and goals, will be set up with scope to contribute to spheres which may not be directly with them Main areas will be teacher education MIS, Civil works wing, gender,

disadvantages groups and general management. Organization will be a learn one and with missionary Zeal.

Accounting will be the motto of all the functionaries. They will hold themselves accountable to the assigned tasks as per project goals. Accountability includes efficiency in use of financial resources also. The project will aim for high degree of effectiveness and efficiency in deploying all resources.

For achieving the project goals, the management will cooperate the other convergent goal, departments, NGOs and other resource institutions. This will ensure sustainability of may components the initiatives the project also.

**Following will constitute policy and working strategies of the Management.:**

State Project Office is already established and working at the state level for DPEP. In SPO, where people meet frequently in small, manageable groups, discuss milestones, recall successes and analyses failures to perform and achieve UEE objectives. The existing staffing pattern in SPO will be adequate to look after the interventions of SSA in the project districts.

**10.5 District Project Office (DPO)**

District Project Office (DPO) is already established in the district ( on the pattern of DPEP districts) at the district headquarters. The District Educational Officer is the ex-officio District Project Coordinator (DPC) of district SSA. DPO will be run by SSA Coordinator in coordination with DPC who will be appointed by the Department of Education, District Collector / Chairman and Government of Orissa. He / she shall have the powers and responsibilities to carry out the various initiatives for UEE in consultation with District Educational Officer under the chairmanship of Collector and District Educational Officer under the chairmanship of Collector and district Magistrate who is the chairman of district SSA, subject to entitlement, jurisdictional powers as decided by the Executive Committee of the State Govt. staffing pattern in DPO is as follows ( as per the staffing pattern of DPEP district)



### **Functional aspects of DPO**

- Development of Annual Work Plan 7 Budget in de-centralised participatory mode
- DPO is responsible for the implementation of the activities as per AWP & B and submits progress reports from time to time as desired by SPO / GOI
- Publication of reports, newsletters, etc.

### **Inputs**

The DPEP project will be located in a rented building (provided suitable accommodation is not available in the office of the District Educational Officer)

The DPO office will be supported with required furniture, equipment along with stationary and other contingencies.

### **10.6 Flow of fund**

The process of fund will be from SPD TO DPO

- Funds flow from SPO to district collector, Ex-Officio Chairman, District SSA by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP & B provision.
- All funds from DPO to executing agencies like School Committees, DIETs, BRCs, CRCs will be through Accounts Payee cheque or Accounts payee DD

\* Accounts will be maintained as per the statutors requirements for societies reports will be sent to SPO / GOI as per requirements.

\* Audit ( as per the guidelines in vogue as in case of DPEP ):

- a) Pre audit by AAO of DPO of all expenditure
- b) Statuary audit every year,by the auditor appointed by executive Committee.
- c) Annual audit by Chartered Accountant General

## **General**

### **Expenditure payment will be sanctioned by:**

- Competent authority
- Subject to budget provision
- Within approved workplan
- In accordance with rules / procedure

### **Bank Transactions will be made by:**

- Authorised signatory / Signatories
- With delegated competents
- Based on competent sanction

### **In all financial Transactions:**

- Prudent
- Cost effectiveness
- Transparency will be maintained

# CHAPTER -XI

## **PROGRAMME INITIATIVES-COMPONENT-WISE INTERVENTIONS**

## **CHAPTER XI**

### **Programme initiatives-Component-wise interventions.**

#### **11.1 PROJECT MANAGEMENT**

##### **A) Major Strategies**

Establishment of District Project Office at District Head Quarters with District Collector and Magistrate as Chairman of the SSA programme with District Educational Officer and SSA Co-ordinator as the programme members.

Provision of Equipment, Furniture, Stationery and other contingencies to the State Project Office and Salaries (not more than 6% of Total Project Cost)

DPO is responsible for the implementation of all the activities as per the Annual Work Plan and Budgets and follow-up the activities and furnish progress report on the performance indicators of the project both in Primary and Upper Primary level to the State project Office and Government of India.

##### **B. Activities**

- Furniture for DPO
- Equipment for DPO
- Hire Charges for Vehicle for DPO
- Hire charges for Vehicle for DIET
- Salary for DPO staff
- DPO Consumables
- Water, Electricity, Telephone etc.
- Rent for DPO

- TA & DA
- Equipment maintenance and operation at DPO
- Consultant Honorarium

**C) Monitoring and Follow-up**

The Sectoral Officers of DPO in charge of various major interventions will be monitoring the implementation of sector-wise planned programme in all the Blocks with adequate file visits and with review meetings. The S.I of Schools along with Block Resource Persons will be implementing, monitoring the programmes at Block level. The progress of the project in the field will be reviewed at divisional and district level with DRGs and BRPs / District administration on monthly basis and the same will be shared at State level.

Further separate meetings will be convening reviewing the education of Focused Groups i.e. Girls Education, Street Children, IED, Minorities, ECCFs, Child Labour, Migrated children, Domestic Child Labour etc., and taking up of necessary follow-up action

The monthly progress report will be compiled initially at District-level reflecting Block-wise targets and achievements along with progress on project performance indicators and the same will be furnished to the State Project Office on a monthly basis.

**D) Convergence**

The SSA programme being additionality to the existing departmental programmes and other initiatives being implemented by the departments such as Social Welfare, Municipal, Urban Community development, Welfare of the disabled, Women & Child Development,

necessary convergence may be established between these departments for the education of children up to elementary stage. Further, there are considerable number of NGOs operating from various geographical areas and working in the areas of education of Street Children, domestic children, child labour, girls education, disabled children etc. Therefore, it is proposed to work with NGOs by way of support from SSA.

#### **E) Budget Tables**

The details of year wise expenditure for various activities shown above for the years 2002 -2010 in budget statement.

### **PLANNING MANAGEMENT**

#### **A) Major Strategies**

- Capacity building of local community and teachers for participatory planning and development of Habitation Education Plans.
- Capacity building of SRGs, BRGs, NGOs, Teachers for school-mapping and micro-planning
- Development of database on the major performance indicators of the project and analysis, target-setting, plan for implementation, participatory evaluation etc.

#### **B) Activities**

- Planning Exercise Development of Annual work Plans etc
- Training of BRPs, CRCs and NGOs in School Mapping, Micro planning, School Improvement Plan etc
- Orientation to the BRPs and community organization on planning
- Exposure visits

#### **C) Monitoring & Follow-up**

Necessary networking will be planned among planning teams at state, district, Block and habitation Levels. Further, monitoring of development

of Habitation Level Plans along with target-setting will be taken up along with the consolidation of these plans into Block and district level plans. It is further proposed for the monitoring of achievement of targets as planned on each major indicator of UEE. Further, necessary reviews with by D Is, Deputy Inspector of Schools DRGs, S Is and BRGs will be taken up at district level to share the field-level implementation of the project alongwith problems, if any. The district planning teams and Block planning teams will involve and take up the quarterly feedback in the district. The implementat.on of the activities will be monitored and reviewed as per implementation schedule.

#### **D) Convergence**

Convergence will be established between the departments of Urban Development, NCLP, Welfare of the Handicapped, Social Welfare where programmes are being implemented for the education of children.

#### **E) Budget Tables**

The details of year-wise expenditure for various activities shown above for the years 2002-2010 in budget statement.

### **11.6 CIVIL WORKS**

#### **A) Major Strategies**

- Improving school infrastructure a room of every teacher in primary and Upper Primary, a room for Headmaster in Upper Primary School / Sector.
- Improvement of school facilities, construction of BRC's, CRC's etc
- Maintenance and repairs of school buildings.

• • • • • Getting community support in terms of cash, kind and services for the construction of school buildings.

- Involvement and implementation of construction of school building by School Committees.
- Capacity building of School Committees for their participation in construction of school buildings in terms of cost-effectiveness and using of local materials.

#### **B) Activities**

- Building for building-less schools
- Additional classrooms for existing schools
- Classrooms for proposed new UP schools
- Electricity facility for existing schools
- Cluster Resource Centre building
- Major repairs to school buildings - roof-leaking etc
- Minor repairs to school buildings
- Toilets to existing Schools

#### **C) Monitoring & Follow-up**

Fortnightly Progress Reports will be obtained from field-level staff duly indicating physical and financial status.

### **11.2 RESEARCH, EVALUATION, MONITORING & SUPERVISION**

#### **A. Major Strategies**

- Development of suitable strategies for achieving the objectives of UFE



- Capacity building of teachers, NGOs and other field staff for taking up of smallscale classroom-based teaching and other action research programme.
- Evaluating the performance of the project in terms of inputs, implementation and monitoring on major indicators of the project.
- Development suitable monitoring and supervision techniques and making the field staff more accountable.
- Taking up of surveys, studies on emerging issues.

#### **B. Activities**

- Conduct of Action Researches by the Teachers and field-staff alongwith commiltv organization i.e. CMO and NGOs.
- Conduct of Small Scale classroom-based Researches
- Orientation on Research and Evaluation to the field staff.
- Conduct of pupil Achievement Tests-Primary-External-@once in a year
- Conduct of Pupil Achievement Tests-Upper Primary-External-@once in a year.
- Baseline & Midterm Assessment - Primary & Upper Primary.
- Academic monitoring 9of Schools by DIET staff and education consultants
- Academic Supervision by BRCC/BRPs/SIS-Primary stage
- Academic supervision by DIS/DRGS-Upper Primary State
- Cohort Studies

- School Visits by DRGs & Reporting

### **C. Convergence**

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

### **D. Budget tables**

The details of yearwise expenditure for various activities shown above for the year 2002-2010 in budget statement.

## **11.4 COMMUNITY MOBILIZATION & PARTICIPATION**

### **A) Major Strategies**

- o Campaigns, Awareness building for the mobilization and participation of community in the management of schools and to take up citizen initiatives for improvement of schools
  - Making Parent-Teacher Associations functional and improving home-school links.
  - Frequent visit of community/parents to the schools and enquiring about the quality of the children education and school facilities.
  - Capacity building of community management structures i.e. School Committees, Mothers' Committees, Youth Organization Block committees, etc. for their participation in

school matters by way of orientations, exposure visits, sharing sessions, etc

- Convergence between various self-help groups for the education of all the children in the age groups of 6-14 years simultaneously
- Awareness building and sensitization of community on child labour and their education issues

#### **B. Activities**

- Orientation to SEC members
- Shisumela at village level
- Village level Melas for CRC/Teachers/Parents
- Support to School Committees for Mobilisation
- Campaign materials and Travel Charges
- Block level meetings and motivation camps for child labour
- Exposure Visits to School Committees and Block Committees and other Groups
- Training to SEC on Civil Works

#### **C) Monitoring & Follow-up**

The Block level monitoring staff that is D.I. of School, Deputy inspector of Schools, S.I.A Schools and BRPs community Mobilization Officer at district level shall monitor all the programmes of Community Mobilization & participation. In addition to these, necessary sharing sessions will be arranged to exchange the effective practices and exemplary works with community participation, etc.

Identification of School Committees and other community-activities will be taken up and further motivated for their improved participation for the cause of education of all the children in the age-group of 6-14 years

**D) Convergence**

It is proposed to take assistance with NGOs who are working in the field and good at community mobilization and relieving the child labour from the employers. Further, it is proposed to work for interface between CDs, VCD and other community management structures on various aspects of implementation of SSA programmes.

**E) Budget tables**

The details of yearwise expenditure for various activities shown above for the years 2002-2010 in budget statement.

**11.4 ACCESS & ALTERNATIVE SCHOOLING**

**A) Major Strategies**

- Improving access to all the children in the age group of (6-14) yrs (Primary and Upper Primary) by way of opening of New Primary Schools, alternative Schools EGS Centres School-less habitations along with up gradation of Existing Primary Schools into Upper Primary Schools.
- Mainstreaming of out-of-school children (child labour) through conduct of residential and non-residential Bridge Courses.
- Provision for the access of disabled children through integrated Education on selective formal schools.

- Convergence with NCLP, Back to School programmes, Social Welfare hostels, etc. for the mainstreaming of out-of-school children
- Improving school infrastructure both Primary and upper Primary schools
- Mainstreaming of street children and Domestic child labour
- Increase of retention and promotion of dull students to next higher class through remedial catching centers.

**B) Activities**

- Conduct of Residential Bridge Courses
- Conduct of Non residential Bridge Courses
- Salaries for Upper Primary School Teachers
- Back to school programme
- Conducting of catching centers, Residential and non residential bridge courses for street children and domestic child labour
- Transportation facilities for the children from slums to schools and exposure
- Street children contact centres-honorarium and transports.

**C) Monitoring and Follow-up**

- Access will be ensured up to Upper Primary stage of education for all the children in the age-group of 6-14 years simultaneously
- Monitoring for 200% access for all the children and support the families of first-generation literates for the schooling of their children.

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

**D) Convergence**

Convergence with the departments of NCLP, Back to School Programme, Social Welfare, Women and Child Welfare, Urban community development department, Tribal Welfare Department etc.

**E) Budget Tables**

The details of year-wise expenditure for various activities shown above for the years 2002-2010 in budget statement

**11.5 CIVIL WORKS**

**A) Major Strategies**

- Improving School infrastructure a room for every teacher in Primary and Upper Primery, a room for headmaster in Upper Primery school / sector
- Improvement of school facilities, construction of BRC's, CRC's etc.
- Maintainance and repairs of school buildings
- Geeting community support in terms of cash, kind and services for the construction of school buildings.
- Involvement and implementation of construction of school buildings by school Committees.

- Capacity building of School Committees for their participation in construction of school buildings in terms of cost-effectiveness and using of local material.

#### **B) Activities**

- Building for building-less schools
- Additional classrooms for existing schools
- Classrooms for proposed new UP schools
- Drinking water facility for existing schools
- Electricity facility for existing schools
- Cluster Resource center building
- Major repairs to school buildings roof-leaking etc.
- Minor repair to school buildings
- Toilets to existing Schools

#### **C) Monitoring & Follow up**

Fortnightly progress Reports will be obtained from field-level staff duly indicating physical and financial status.

#### **D) Convergence**

Adequate space will be provided to each child by way of construction of classrooms through SSA and other state level programmes viz., MP and MLAs, Constituency development funds, Municipal Corporation funds, DRDA funds DRDA funds.

#### **E) Budget Tables**

The details of year-wise expenditure for various activities shown above for the year 2002-2010 in budget statement.

## **11.7 PEDAGOGY & SCHOOL IMPROVEMENT.**

### **A) Major Strategies**

- Pedagogical renewal at Primary and Upper Primary stages through following initiatives.
- Revision of curriculum and textbooks.
- Teacher Training.
- Development of Teaching-Learning Material and other pupil interactive material.
- Pupil-assessment procedures reflecting pedagogical renewal.
- On-job support to the teachers through DRG, BRG, CRG and DIET
- Evolving Pedagogy as child-centred and activity-based with pupil participation.
- Constitution of academic groups viz., DRG and BRG & CRG for pedagogical planning and field interaction.
- Professional exchange among teachers through conduct of cluster-level meeting at Teacher Centres.
- Teachers' Forums and networking for motivation and commitment.
- Capacity building of DIETs ,BRCs, CRG for providing academic support to schools and teachers.



- Languages improvement, Science improvement and Maths improvement programmes – diagnosis and follow-up

**B) Activities**

- School Visioning Workshop – Primary
- School Visioning Workshop - upper primary
- Teachers training in activity-based MG teaching and other aspects
- Training to newly-recruited teachers
- Training to BRPs in methodology
- Orientation training to DRGs
- Training to Teachers of Upper Primary Stage in content
- Training to BRGs for UP Stage subject wise.
- Capacity Building of DRG at Up stage .
- TLM grant for teachers of formal schools.
- TLMs grant for Teachers of Upper Primary Schools.
- School grants-Upper Primary.
- TLE grant to new schools.
- TLE grant to Up schools- existing one time only
- BRC and CRC grant
- Furniture to DIET
- Furniture to CRC/BRG
- Equipment for DIET.
- Equipment for CRC/BRC
- Exposure visits to BRG and BRGs

- Academic review meetings
  - Library Books for DIET
  - Library Books for BRCs
  - Printing of modules.
  - TC coordinator Training
  - Teachers Academic conventions Upper Primary (Division-wise)
  - Equipment maintenance and operation at DIET
  - Equipment maintenance and operation at BRC/CRC
  - School library books and magazines - primary
  - School library books and magazines-upper primary
  - Review meetings with DRGS and BRGs / CRGs (Division level)
  - Workshops on pedagogic issues
  - Workshop on the development of material in non –cognitive areas
  - Projects at primary Stage -workshop
  - Project at upper primary stage-workshop.
- 
- Children science camps
  - Science improvement programme-primary and upper primary-experimentation
  - Documentation at DPO
  - Creating child friendly environment in primary schools

### **C) Monitoring and follow-up**

- School monitoring through BRC and DIETs, DRGS
- Conduct of review with DRGs, BRDS, SLS, DIET staff, etc. on the functional aspects of school and pupil achievement
- Conduct of classroom observations, pupil achievement at regular intervals and to take necessary steps for improvement.

#### **D) Budget tables**

The details of yearwise expenditure of various activities shown above for the years 2002-2010 in budget statement.

### **11.8 EDUCATION OF FOCUSED GROUPS**

#### **Girl Child Education**

##### **A) Major Strategies.**

- Awareness campaigns and sensitizations of the community Employers on girl child labour and relieving them for work
- Mainstreaming of girl child labour through conduct of residential and non-residential bridge courses
- Conduct of shisumeals as in the habitations with more girl out of school children and motivating the children and parent for schooling
- Sensitisation of teachers, parents and community on gender issues.

##### **B) Activities.**

- Gender issue workshop
- Printing of modules
- Review meetings and convergence meetings

##### **C) Monitoring and follow up.**

The activities relating to education of girls children will be monitored through girls child development officer and consultant on girls children at district level and through BRCPS and s/s at block level. The enrolment of all the girl children at the age group of 6-14 yrs. will be monitored against the data base development through Family survey conducted as a part of pre-project activities of SSA. Further,

regular attendance along with achievement will be monitored on a regular basis.

#### **D) Convergence**

It is proposed to work with Convergence with the department of Women Department and Child welfare, who run various programmes for adolescent girls who are out of school children and child labour. Further the departments of Social Welfare and Tribal Welfare are running special hostels for girls with whom the convergence will be established for child tracking and schooling.

#### **E) Budget Table**

The detail of year wise expenditure for various activities shown above for the year 2002-2010 in budget statement.

### **11.8.2 Early Childhood care Education.**

#### **A. Major Strategies**

- A programme for children in the age-group of 3-5 years for providing school-readiness programme and relieving girl children for sibling care
- Shifting of Anganwadis to more needy places
- Support to existing Anganwadi Centres to make them run in the school premises during school hours.
- Capacity Building of Mothers' Committees to own and run the ECE centers
- To develop existing FCCCF centers in selected habitations.

#### **B. Activities**

- Training of Mothers Association Members

- Training to ECCE and Anganwadi Instructors
- Training of BRPs and Girl child Officers on ECCE
- TLM for ECCE
- Printing of Modules
- Reviews and Convergence Meetings

**C. Monitoring & Follow-up**

The District Girl Child Officer at district level and BRPs / SIS at Block level will be monitoring the ECCE programmes. Monthly reviews will be conducted with the Instructors of ECCE Centres and Anganwadis at Block level.

**D. Convergence**

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

**D. Budget Tables**

The details of year-wise expenditure for various activities shown above for the year 2002-2010 in budget statement.

**11.8.3 Children with Special Educational Needs**

**A. Major Strategies**

- Improving access for the children in the age-group of 6-14 yrs for all the groups viz., Child labour, Street Children, Domestic child labour, Physically challenged and mentally challenged.

- Assessment of disability and providing suitable initiative for their schooling.
- Support to schools and teachers in terms of on-job support, TLM etc.

**B Activities**

- Access for children with Special Educational Needs (SEN)
- TLM for IED Schools
- IED Training to BRC staff
- IED Assessment Camps
- Resource Persons Honorarium (District Level)
- Resource Persons Honorarium (Block level)
- Review Meetings and Convergence Meetings.

**C. Monitoring and Follow-up**

Monthly review meeting will be conducted at district level with Resource Persons and BRC staff on various functional aspects of IED Schools alongwith coverage of childrens in all the other groups.

**D. Convergence**

Convergence with the department of Handicapped Welfare, NGOs working with Child Labour, Street Children, Domestic Child Labour etc and GOI programme for providing all possible support to the children with special needs

**E. Budget Tables**

The details of year-wise expenditure for various activities shown above for the year 2002-2010 in budget statement.

## **11.9 DISTANCE EDUCATION.**

### **A) Major Strategies.**

- Professional support to the teachers and other field functionaries on various emerging issues through distant mode / teleconferences
- Support to the schools in terms of utilization of various audio-visual equipment being supplied
- Providing extension services by way of development, duplication and dissemination of various audio-visual materials.
- Facilitating schools and teachers in using the educational television channel.

### **B) Activities**

- Maintenance of TVs, VCPs and RCCPs
- Distance Education Workshops and Seminars
- Procurement of Cassettes
- Video Library at BRC
- Conduct of Teleconferences – 4 per year
- Development and Printing Self instructional Material

### **C) Convergence**

- Convergence with Distance Education, Department of IGNOU for the conduct of training to teachers and field functionaries through teleconferences alongwith development and dissemination of other TLM.

- Convergence with CIET, New Delhi for duplicating, developing video programmes on various school subjects at primary and upper primary stages.
- Convergence with SIET and other studios at state level for the production of video programme on various school subjects.

**D) Budget tables**

The details of year-wise expenditure for various activities shown above for the year 2002-2010 in budget statement.



# **CHAPTER -XII**

## **BUDGET AND SUMMARY STATEMENT**

## CHAPTER - XII -

### BUDGET AND SUMMARY STATEMENT

For universalization of elementary education in Kandhamal District, it needs around Rs. 48 Crores including State share 0.95 Crores and Dist. Share Rs. 47.05 Crores over the current allocation to elementary education.

To achieve the above goal, the co-operation of other departments, convergence, man-power sharing and demand for remedial measures in education and political support is crucial for the success of the project.

The district proposed for expenditure on project management 3.86%, 33% on civil works and 61.14% for access and quality improvement in educational system. The details of the expenditure is given under the tables. Considering it, the district has 12 Blocks and 2 NACs around 155150 children will be in the age group of 6 -- 14 years by 2010. With the respect of current bottle neck in the educational infrastructure, the planned amount is bare minimum to achieve the goal by 2010.

PROJECT MANAGEMENT ON SSA 2002-2010 OF KANDHAMAL DISTRICT

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. in Lakh.
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PRM-1	Salary of DPC	1	0.15											1	1.8	1	1.8	1	1.8	5.4
PRM-2	Dist. Co-ordinator MIS & Planning	1	0.10											1	1.2	1	1.2	1	1.2	3.6
PRM-3	Dist. Co-ordinator Training & SC/ST IED	1	0.10											1	1.2	1	1.2	1	1.2	3.6
PRM-4	Dist. Co-ordinator Girs Education & ECCE	1	0.10											1	1.2	1	1.2	1	1.2	3.6
PRM-5	Dist. Co-ordinator IED & Community Mobilisation	1	0.10											1	1.2	1	1.2	1	1.2	3.6
PRM-6	Dist. Co-ordinator Civil Work	1	0.10											1	1.2	1	1.2	1	1.2	3.6
PRM-7	Jr. Engineer ( 1 for 2 Block & 1 for Hqs.)	7	0.08					7	6.72		6.72									13.44
PRM-8	Sr. Account -1	1	0.08											1	0.96	1	0.96	1	0.96	2.88
PRM-9	Jr. Account - 1	1	0.07											1	0.84	1	0.84	1	0.84	2.52
PRM-10	Casher	1	0.07											1	0.84	1	0.84	1	0.84	2.52
PRM-11	Data Entry Operator	1	0.07											1	0.84	1	0.84	1	0.84	2.52
PRM-12	Stenographer-Cum-DTP Operator	1	0.07											1	0.84	1	0.84	1	0.84	2.52
PRM-13	Jr. Clerk-cum-Typist	1	0.07											1	0.84	1	0.84	1	0.84	2.52
PRM-14	Peon	2	0.03											2	0.72	2	0.72	2	0.72	2.16
PRM-15	Sweeper-cum-watchman	1	0.03											1	0.36	1	0.36	1	0.36	1.08
PRM-15	TA/DA/RCM for DPO Staff	3	1.00												1		1		1	3.00
PRM-17	Office Contingency (File Folder/Paper/Hospitality/Advertisement / Stationary / Printing / Audit Fee etc	3	1.00												1		1		1	3.00
PRM-18	Books & Journals for DPO	3	1.10												0.1		0.1		0.1	0.30
PRM-19	Consumable (Rent/Insurance Charge/Phone/Electric/Computer/Fax/Water Charge)	3	2.00												2		2		2	6.00
PRM-20	Hiring of Vehicle	3	0.10			3	3.6	3	3.6	3	3.6	3	3.6	3	3.6	3	3.6	3	3.6	25.20
PRM-21	POL for Vehicle	3	1.50			3	4.5	3	4.5	3	4.5	3	4.5	3	4.5	3	4.5	3	4.5	31.50
PRM-22	Operation & Maintenance of Office Equipment	3	0.20											1	0.2	1	0.2	1	0.2	0.60
PRM-23	Misc. Expenditure	3	0.25											1	0.25	1	0.25	1	0.25	0.75
PRM-24	Consultancy Service - 24 per year	2	0.05											24	14.4	24	14.4	24	14.4	43.20
PRM-25	Exposer Visit	4	0.50											1	0.5	1 Batch	0.5	1 Batch	0.5	1.50

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
PRM-26	Innovation	3	1.00											1	1	1	1	1	1	1	
PRM-27	Hiring of Vehicle DIE	1	0.10			1	1.2	1	1.2	1	1.2	1	1.2	1	1.2	1	1.2	1	1.2	1.2	8.4
PRM-28	POL for Vehicle	1	0.50			1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	0.5	3.5
<b>Total:</b>							<b>9.8</b>		<b>16.52</b>		<b>16.52</b>		<b>9.8</b>		<b>44.29</b>		<b>44.29</b>		<b>44.29</b>	<b>185.51</b>	



	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
LM-17	One day training of PRI members/Sec Members/PTA/MTA/NGO persons at NAC level for	2	0.015	2	0.03	2	0.03	2	0.03	2	0.03	2	0.03	2	0.03	2	0.03	2	0.03	2	0.03	0.24
LM-18	Exposure visit of planning group	3 Batch	0.5											1	0.5	1	0.5	1	0.5	1	0.5	1.5
	<b>Total:</b>				7.235		7.235		7.235		7.235		7.235		15.735		11.835		11.835		11.835	75.58

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**RESEARCH AND EVALUATION ON SSA 2002-2010 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Res. Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
R&E-1	Workshop on Action Research Methodology	4	0.1			1	0.1			1	0.1			1	0.1				0	0.4
R&E-2	Issue based Research Studies	15	0.2							3	0.6	3	0.6	3	0.6	3	0.6	3	0.6	3
R&E-3	Sharing workshop on Research findings	4	0.1									1	0.1	1	0.1	1	0.1	1	0.1	0.4
R&E-4	Publication of Research finding	3	0.1											1	0.1		0.1		0.1	0.3
R&E-5	Consultancy service (18)	3 Yrs	0.05											18	10.8	18	10.8	18	10.8	32.4
R&E-6	End line survey	Once	1																	1
R&E-7	Action research & project to be taken up in the BRC, CRC, PS & UPS	18	0.03											6	0.18	6	0.18	6	0.18	0.54
R&E-8	Academic support & Monitoring of schools by DIET Staff/DRG	8 Yrs.	2	1	2	1	2	1	2	1	2				2	1	2	1	2	15
R&E-9	Academic support & supervision by BRGs & BRPs in primary stage	1440	0.005	240	1.2	240	1.2	240	1.2	240	1.2	240	1.2	240	1.2					7.2
R&E-10	Academic support & supervision by DRG in upper primary stage	216	0.003	36	0.108	36	0.108	36	0.108	36	0.108	36	0.108	36	0.108					0.648
R&E-11	Cohort Studies	40	0.05	5	0.25	5	0.25	5	0.25	5	0.25	5	0.25	5	0.25	5	0.25	5	0.25	2
R&E-12	School visits by DIG, SIS, DRG & reporting	8 Yrs.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3
R&E-13	Exposure visit	2 Bat.	1							1	0.5			1	0.5					1
	<b>Total:</b>				<b>4.558</b>		<b>4.658</b>		<b>4.558</b>		<b>5.758</b>		<b>5.258</b>		<b>16.938</b>		<b>16.63</b>		<b>16.13</b>	<b>72.883</b>

**COMMUNITY MOBILISATION AND PARTICIPATION ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. in Lakhs	
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
CMP-1	2 days orientation to SEC members/4 persons from each school & 6280 members on school management & civil work)	1256	0.024	157	3.768	157	3.768	157	3.768	157	3.768	157	3.768	157	3.768	157	3.768	157	3.768	3.768	30.14
CMP-2	Block Level & GP Level meeting and motivational camps for child labour	165	0.02	165	3.3	165	3.3	165	3.3	165	3.3	165	3.3	165	3.3	165	3.3	165	3.3	3.3	26.40
CMP-3	Campaign materials & travel charges for all blocks and cluster	165	0.01	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	1.65	13.20
CMP-4	2 days orientation to NGO persons youth members on community mobilisation in all blocks(840)	21x8 Prog.	0.028	21	1.176	21	1.176	21	1.176	21	1.176	21	1.176	21	1.176	21	1.176	21	1.176	1.176	9.40
CMP-5	Women convention at block level and NAC level	8 Yrs	0.05			14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	0.7	4.90
CMP-6	Shishoo Mela at GP & Block level	24 Prog.	0.01			165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	165	1.65	1.65	11.55
CMP-7	MTA self-help group lady PRI members meeting at cluster level 50 members - 1 day	165 GPs	0.015			153	2.295	153	2.295	153	2.295	153	2.295	153	2.295	153	2.295	153	2.295	2.295	16.06
CMP-8	Support to school community mobilisation	153 Prog.	0.005			1570	7.85	1570	7.85	1570	7.85	1570	7.85	1570	7.85	1570	7.85	1570	7.85	7.85	54.95
CMP-9	Exposure visit of school committee and block committee members	1570	0.5									1	0.5	1	0.5	1	0.5	1	0.5	0.5	2.00
	<b>Total:</b>				<b>9.894</b>		<b>22.389</b>		<b>22.389</b>		<b>22.389</b>		<b>22.389</b>		<b>22.889</b>		<b>22.889</b>		<b>22.889</b>	<b>22.889</b>	<b>168.61</b>



**ACCESS AND ALTERNATIVE SCHOOLING (AAS) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy Tar	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. Lakhs	
				Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
AS-1	Residential Adolescent girls camp (50 per camp) 17 camps & Rs. 3000/- Per child / Per Year.	4000	0.03	850	12.75	750	22.5	650	19.5	550	16.5	450	13.5	350	10.5	250	7.5	150	4.5	107.250	
AS-2	Residential Hostel School of special school(50 per hostel) Rs. 3000/- per child per year	3150	0.03			900	27	750	22.5	600	18	450	13.5	300	9	150	4.5			94.500	
AS-3	EGS(FS)Centers-Rs. 845/- per child per year and 25 children per center	49864	845/-	3000	12.675	5500	46.47	7800	65.91	9825	83.021	7925	66.966	6470	54.08	5230	44.103	4184	33.439	406.768	
AS-4	EGS / UPS Center Rs 1200/- per child per year - 30 children per center	12631	0.012	3030	18.18	2424	29.088	1939	23.268	1571	18.852	1230	14.76	984	11.808	787	9.444	566	6.792	132.92	
AS-5	Remidial coaching center or back to school camp - Rs. 500/- per child - 100 children per center for 3 months	14481	0.005	4000	5	3300	4.125	2500	3.125	2400	3	2200	2.85							13.10	
AS-6	Non-Residential Bridge course or back to school camp Rs. 500/- per child - 100 students per center for 3	10944	0.005			1072	2.264	1492	4.102	2912	6.151	2030	4.282	1420	2.999	922	1.947	646	1.364	23.115	
AS-7	Salary of 82 new JPS teachers	82	0.015	82	7.38	32	14.75	32	14.75	32	4.76	32	14.75	32	14.75	32	14.75	32	14.75	110.700	
AS-8	Furniture to new UPS	41	0.05	41	2.05															2.050	
AS-9	School improvement grant for new UPS	41	0.02			41	0.82													0.820	
AS-10	One time TLM grant for new UPS	41	0.5			41	20.5													20.500	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
AS-11	Teachers grant for new JPS	82	0.005			82	0.41	82	0.41	82	0.41	82	0.41	82	0.41	82	0.41	82	0.41	82	2.970
AS-12	Free Textbooks to new UPS students	28200	0.001			3665	3.665	3775	3.775	3887	3.887	4003	4.003	4120	4.12	4250	4.25	4500	4.5	4500	26.210
AS-13	Reading Writing materials for new UPS Students	28200	50/-			3665	1.8325	3775	1.8875	3887	1.9435	4003	2.0015	4120	2.06	4250	2.125	4500	2.25	4500	14.100
AS-14	Training programme for fresh recruited teachers ( 30 days)	82	70/-			82	1.722	82	1.722	82	1.722	82	1.722	82	1.722	82	1.722	82	1.722	82	12.054
	<b>Total:</b>				<b>58.035</b>		<b>175.162</b>		<b>160.96</b>		<b>168.247</b>		<b>138.7615</b>		<b>111.458</b>		<b>90.851</b>		<b>69.737</b>	<b>973.211</b>	

**CIVIL WORK ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. In Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CW-1	New Proposed U.P. School	41	3.00	10	30.00	10	30	10	30	11	33.0									123
CW-2	Construction of CRC Building	48	2.00	16	32.00	16	32	16	32											96
CW-3	Construction of Hostels for Special Schools	18	3.50			6	21	5	21	5	21.0									63
CW-4	Construction of Hostels for Adolescent Girls Camp	17	3.50			6	21	6	21	5	17.5									59.59
CW-5	Construction of Resource Center for IED	13	3.00			4	12	4	12	5	15.0									39
CW-6	Construction of Toilets for U.P. Schools	103	0.15	14	2.10	30	4.5	30	4.5	29	4.4									15.45
CW-7	Electricity Connection for U.P. Schools	368	0.10	16	1.60	100	10	100	10	100	10.0	52	5.2							36.8
CW-8	Construction of Tube Well for U.P. Schools	250	0.40	10	4.00	50	20	50	20	50	20.0	50	20	50	20					104
CW-9	Construction of Boundary Wall for U.P. Schools	220	0.50	20	10.00	50	25	50	25	50	25.0	50	25							110
CW-10	Construction of Addl. Class Rooms for U.P. Schools	262	1.50	10	15.00	84	126	84	126	84	126.0									393
CW-11	Major Repair for existing U.P. School Building	177	0.40			58	23.2	58	23.2	59	23.2									69.6
CW-12	Minor Repair for P.S. & U.P.S. Building	521	0.05											1521	76.05	1521	76.05	1521	76.05	228.15
CW-13	A Office Room for Head Master for Existing & New UP	218	0.50	25	12.50	64	32	64	32	65	32.5									109
CW-14	Construction of ECCE Centers	275	0.50			90	45	90	45	95	47.5									137.5
<b>Total:</b>					<b>107.20</b>		<b>401.7</b>		<b>401.7</b>		<b>375.05</b>		<b>50.2</b>		<b>96.05</b>		<b>76.05</b>		<b>76.05</b>	<b>1584.39</b>

**PLANNING FOR PEDAGOGY AND SCHOOL IMPROVEMENT (PPI) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. in Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PPI-1	Visioning workshop for	1	0.2	1	0.2															0.2
PPI-2	Visioning workshop for	12	0.1	12	1.2															1.2
PPI-3	Trg. of Newly recruited teachers PS & UPS-196 for	7 Yrs.	0.0007	139	1.4595	196	2.058	196	4.116	196	4.116	196	4.116	196	4.116	196	4.116	196	4.116	28.2135
PPI-4	Training of BRG & DRG on new methodology( 10 days)	70	0.0007	70	0.49															0.49
PPI-5	TLM Grant for teachers of new PS	114	0.005	57	0.285	114	0.57	114	0.57	114	0.57	114	0.57	114	0.57	114	0.57	114	0.57	4.275
PPI-6	TLM Grant for teachers of existing UPS and newUPS(834 + 82 = 916)	916	0.005	458	0.9	916	4.58	916	4.58	916	4.58	916	4.58	916	4.58	916	4.58	916	4.58	32.95
PPI-7	School Improvement Grant for new PS	57	0.02	57	1.14	57	1.14	57	1.14	57	1.14	57	1.14	57	1.14	57	1.14	57	1.14	9.12
PPI-8	School improvement Grant for new UPS and existing	256	0.02	254	5.08	256	5.3	256	5.3	256	5.3	256	5.3	256	5.3	256	5.3	256	5.3	42.18
PPI-9	TA to CRCC per month	153	0.002	153	2.142	48	1.152	48	1.152	48	1.152	48	1.152	48	1.152	153	3.672	153	3.672	15.246
PPI-10	TA to BRCC per month	12	0.005	12	0.42									12	0.72	12	0.72	12	0.72	2.50
PPI-11	Contingency to new CRC	48	0.025	48	1.2	48	1.2	48	1.2	48	1.2	48	1.2	48	1.2	48	1.2	48	1.2	5.6
PPI-12	Monthly meeting of new CRC	48	0.002	48	0.096	48	1.152	48	1.152	48	1.152	48	1.152	48	1.152	48	1.152	48	1.152	8.16
PPI-13	Furniture for new CRC	48	0.1	48	4.8															4.8
PPI-14	Equipment for new CRC	48	0.2	48	9.6															9.6
PPI-15	Cumulative Record Card for all students	109000	5/-		5.45										5.4					10.85
PPI-16	Free Reading Writing materials for all UPS students	109000	0.0005	10000	5	11000	5.5	12000	6	13000	6.5	14000	7	15500	7.75	16500	8.25	17000	8.5	54.5
PPI-17	Free Supply of activity based textbook to all UPS students	109000	0.001	10000	10	11000	11	12000	12	13000	13	14000	14	15500	15.5	16500	16.5	17000	17	109
PPI-18	Conduct of Dist. Level evaluation of learners achievement from class-I to V	109000	6/-		6.54		6.54		6.54		6.54		6.54		6.54		6.54		6.54	52.32
PPI-19	Conduct of Dist. Level evaluation of learners achievement from class-VI to VII	33000	10/-		3.3		3.3		3.3		3.3		3.3		3.3		3.3		3.3	26
PPI-20	TLM to all CRC	153	0.01	153	1.53	153	1.53	153	1.53	153	1.53	153	1.53	153	1.53	153	1.53	153	1.53	2.24
PPI-21	TLM to all BRC	12	0.05	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	4.8
PPI-22	Contingency for existing BRC	12	0.125													12	1.5	12	1.5	3
PPI-23	Contingency for existing CRC	153	0.025													153	3.825	153	3.825	7.65
PPI-24	Contingency for DIET	1	0.15													1	0.15	1	0.15	0.3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PPI-25	School improvement Grant for Existing PS	1306	0.02											1306	26.12	1306	26.12	1306	26.12	78.36
PPI-26	Maintenance and Repair of Motor Cycles at BRC	12	0.02											12	0.24	12	0.24	12	0.24	0.72
PPI-27	POL for Motor Cycles at BRC	12	0.08													12	0.96	12	0.96	1.92
PPI-28	Operation and maintenance of equipment at DIET/BRC/CRC and DPC	3 (Yrs.)	0.5											1	0.5	1	0.5	1	0.5	1.5
PPI-29	7 days in-service teachers training on subject specific activity based methodology - 2984	7 Yrs.	0.0007			2984	14.621	2984	14.621	2984	14.621	2984	14.621	2984	14.621	2984	14.621	2984	14.621	102.347
PPI-30	3 days in-service teachers training on new pedagogy - 2984	7 Yrs.	0.0007			2984	6.266	2984	6.266	2984	6.266	2984	6.266	2984	6.266	2984	6.266	2984	6.266	43.862
PPI-31	7 days Induction training to BRG / DRG - 180	7 Yrs.	0.0007			180	0.882	180	0.882	180	0.882	180	0.882	180	0.882	180	0.882	180	0.882	6.174
PPI-32	7 days induction training to CRCC - 153	7 Yrs.	0.0007			153	0.7497	153	0.7497	153	0.7497	153	0.7497	153	0.7497	153	0.7497	153	0.7497	5.2479
PPI-33	PLM workshop at block level - 3 days	5 Yrs.	0.15							18	2.7	18	2.7	18	2.7	18	2.7	18	2.7	13.5
PPI-34	Un-trained in-service teachers' training for 60 days(Refresher Course)	7 Yrs.	0.0007			500	25.2	500	25.2	500	25.2	500	25.2	500	25.2	500	25.2	500	25.2	176.4
PPI-35	15 days refresher training to newly recruited teachers - 196	5 Yrs.	0.0007							196	1.372	196	1.372	196	1.372	196	1.372	196	1.372	6.86
PPI-36	3 days induction training for un-trained in-service teachers 2984	7 Yrs.	0.0007			2984	6.2664	2984	6.2664	2984	6.2664	2984	6.2664	2984	6.2664	2984	6.2664	2984	6.2664	43.8648
PPI-37	Monthly meeting of existing CRC	105	0.002											105	2.52	105	2.52	105	2.52	7.56
PPI-38	Monthly meeting of new	12	0.1											12	1.44	12	1.44	12	1.44	4.22
PPI-39	TLM Grant to existing Primary Teachers	2700	0.005											2700	13.5	2700	13.5	2700	13.5	40.5
<b>Total:</b>						<b>61.4325</b>	<b>99.6071</b>		<b>104.537</b>		<b>108.737</b>		<b>110.2371</b>		<b>162.9271</b>		<b>167.9821</b>		<b>167.3601</b>	<b>982.8202</b>

**GIRLS EDUCATION ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. In Lakhs
				Phy	Fin.	Phy	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy	Fin.	Phy	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
GE-1	Workshop on gender issue in all Blocks and in two NAC Aees(14)	8 Yrs.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3
GE-2	Printing and distribution of modules 2000	2 Yrs.	1	1	1							1	1							2
GE-3	Review & convergence meeting in all blocks and two NACs(14)	8 Yrs.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8
GE-4	Reading writing materials to UP schools students	84000	0.0004			9000	3.6	10000	4	11000	4.4	12000	4.8	13000	5.2	14000	5.6	15000	5	33.6
GE-5	Free text book for all girls students of UP Schools	84000	0.0008			9000	7.2	10000	8	11000	8.8	12000	9.6	13000	10.4	14000	11.2	15000	12	67.2
	<b>Total:</b>					<b>3</b>	<b>12.8</b>		<b>14</b>		<b>15.2</b>		<b>17.4</b>		<b>17.6</b>		<b>18.8</b>		<b>20</b>	<b>18.8</b>

**EARLY CHILD CARE EDUCATION ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. In Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ECCE-1	One day Training of Mothers Association Members(1520)	8 Yrs.	70/-	1513	1.0591	1520	1.064	1520	1.064	1520	1.064	1520	1.064	1520	1.064	1520	1.064	1520	1.064	8.5071
ECCE-2	Supply of TLM to new 75 ECCE Centers	8 Yrs.	0.005	61	0.305	75	0.375	75	0.375	75	0.375	75	0.375	75	0.375	75	0.375	75	0.375	2.93
ECCE-3	Printing & supply of Modules to new ECCE Centers	1320 for 2 Yr	30/-	50	0.019	1320	0.396					1320	0.396							0.81
ECCE-4	Engagement of 75 ECCE workers in new ECCE Centers for pre-education	8 Yrs.	0.008	61	2.928	75	7.2	75	7.2	75	7.2	75	7.2	75	7.2	75	7.2	75	7.2	53.328
ECCE-5	Review & convergence meeting at Block Level and NAC Level(14)	8 Yrs.	0.05	12	0.6	14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	14	0.7	5.5
<b>Total:</b>					<b>4.9101</b>		<b>9.735</b>		<b>9.339</b>		<b>9.339</b>		<b>9.735</b>		<b>9.339</b>		<b>9.339</b>		<b>9.339</b>	<b>71.076</b>

**EDUCATION FOR S.C. / S.T. (STE) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs In Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
STE-1	Attitudinal Training to teachers -3 days	3500	70/-							700	1.47	700	1.47	700	1.47	700	1.47	700	1.47	7.35
STE-2	Training to DRG/BRG & MTs - 4 days	600	70/-							120	0.336	120	0.336	120	0.336	120	0.336	120	0.336	1.68
STE-3	Tribal convention and opinion makers meet -2days(GP Level)	32	0.02									23	0.92	23	0.92	23	0.92	23	0.92	3.63
STE-4	Engagement of youth activist for education of SC/ST children by VEC in backward pockets (6 Blocks) 30 per Block	900	0.002							180	4.32	180	4.32	180	4.32	180	4.32	180	4.32	21.5
STE-5	Training of tribal youths & activists (2 days) 180 members	900	70/-							180	0.126	180	0.126	180	0.126	180	0.126	180	0.126	0.63
STE-6	Engagement of Tribal youths in schools facing severe teacher absenteeism.	3 Yrs.	0.1											50	5	50	5	50	5	19
STE-7	Workshop on Tribal education(3 days) at district	8 Prg.	0.15									2	0.3	2	0.3	2	0.3	2	0.3	1.2
STE-8	Workshop on Tribal education(3 days) at district level(utilisation of language mapping)	112 Prg.	0.1									28	2.8	28	2.8	28	2.8	28	2.8	11.2
STE-9	Printing & distribution of Tribal language primer	32000	30/-			4000	1.2	4200	1.26	4400	1.32	4500	1.35	4700	1.41	5000	1.5	5200	1.56	9.6
STE-10	Reinforcement training of tribal youths (4 days)(2 times in a year - 50 participants)	6	0.15											2	0.3	2	0.3	2	0.3	0.9
STE-11	Issue based Training to selected teachers(4 days)	3 Yrs.	0.14							200	0.56			200	0.56			200	0.56	1.68
STE-12	Supply of handbooks to teachers	3500	50/-											3500	1.75					1.75
STE-13	Exposure visit of SHG & Tribal volunteers	4 Group	0.5							1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	2
STE-14	Award to 3 best Trs. Of the block on Teachers day for retention of Tribal children	126	0.02											42	0.84	42	0.84	42	0.84	2.52

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
STE-15	Award to 3 best schools of the block & NAC for retention of SC/ST & Girls children	125	0.05											42	2.1	42	2.1	42	2.1	
STE-16	Award to 5 best VEC members of the block and NAC for best enrolment of their area	210	0.02											70	1.4	70	1.4	70	1.4	
STE-17	7 days Dist. Level workshop on preparation of bilingual primer	3 Yrs.	0.35											1	0.35	1	0.35	1	0.35	
STE-18	Manuscript preparation	180	0.01											60	0.6	60	0.6	60	0.6	
STE-19	Field Testing & tryout	76	0.01											25	0.25	25	0.25	26	0.26	
Total:									1.2	1.26	8.632	12.122		26.332	24.112				24.242	



**COMPUTER EDUCATION (CE) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1		3	1	5	5	7	3	9	10	11	12	13	14	15	16	17	18	19	20
CE-1	Selection & Engagement of Computer Instructor and their remuneration. (One for each Block)	12	0.05	12	3.6	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2
CE-2	Supply of Computers	12	0.5	12	6														
CE-3	Furniture for Computers	12	0.25	12	3														
CE-4	Consumables for Computer	12	0.15	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8
CE-5	Maintenance and repair of computer & furnitures	12	0.1			12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2
<b>Total:</b>							<b>14.4</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>

1.8  
1.2  
1.2

**DISTANCE EDUCATION (DE) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. In Lakh	
				Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
DE-1	Conduct of teleconferencing programme(4 per year)	28	0.3					4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2
DE-2	Procurement of cassettes	50	0.005							50	0.25	50	0.25	50	0.25	50	0.25	50	0.25	50	0.25
DE-3	Maintainance of TV & VCPs	6 Yrs.	0.2					1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2
DE-4	Orientation of field functionaries(DIET, DRG, BRG, BRCC, CRCC & SIS)	18	0.1					3	0.3	3	0.3	3	0.3	3	0.3	3	0.3	3	0.3	3	0.3
DE-5	Workshop on use of DL Materials	7 Yrs.	0.05			1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05
DE-6	Printing and distribution of self instructional materials for IPS and UPS	3500	0.001					700	0.7	700	0.7	700	0.7	700	0.7	700	0.7	700	0.7	700	0.7
DE-7	Radio casting per year(4)	28	0.15			4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6
DE-8	TV show per year (24)	28	0.3			4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2
DE-9	VDO Programme	42	0.1			5	0.6	6	0.6	5	0.6	6	0.6	6	0.6	6	0.6	6	0.6	6	0.6
DE-10	Audio Programme	84	0.005			12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	12	0.06
DE-11	Documentation of good practices	5 Yrs	0.5							1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5
DE-12	Monitoring and Evaluation on use of DL materais	5 Yrs.	0.15							1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15
DE-13	Research activities on impact studies	3 Yrs.	0.2											1	0.2	1	0.2	1	0.2	1	0.2
<b>Total:</b>							2.51		4.91		5.81		5.81		6.01		6.01		5.31		25

**INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. in Lakhs	
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
IED-1	Supply of instructional materials to BRC/CRC and all	1550	0.001	1550	1.55															1.55	
IED-2	Incentive to disabled children for conveyance	1090	0.001	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09
IED-3	Supply of health card to all disabled children	1090	0.0005	1090	0.545							1090	0.545								1.09
IED-4	Medical Assessment Camp	12	0.15							12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8
IED-5	Appointment of Special Teacher for IED children	14	0.05	14	4.2	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4
IED-6	Training to IED Teachers 3 for each block & NAC for 15 days at OPEPA	224	0.0007			56	0.588			56	0.588			56	0.588			56	0.588	56	0.588
IED-7	TLM for special education in IED centers	1090	0.0015	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635
IED-8	IED Equipments	1090	0.01							218	2.18	218	2.18	218	2.18	218	2.18	218	2.18	218	2.18
IED-9	TA/DA to IED staff	14	0.02			14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	14	0.28
IED-10	Convergence and review meeting at Dist. Level	7 Yrs.	0.1			1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1
IED-11	Module for teachers training	2	0.1			1	0.1					1	0.1								0.2
IED-12	Honorarium to RP (Dist.	12	0.048			12	0.576			12	0.576			12	0.576			12	0.576	12	0.576
IED-13	Honorarium to RPS at Block Level	36	0.012			36	0.432			36	0.432			36	0.432			36	0.432	36	0.432
<b>Total:</b>						<b>9.02</b>	<b>13.201</b>		<b>11.505</b>		<b>17.081</b>		<b>16.13</b>		<b>17.081</b>		<b>15.485</b>		<b>17.081</b>		<b>118.05</b>

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
STE-15	Award to 3 best schools of the block & NAC for retention of SC/ST & Girls children	125	0.05											42	2.1	42	2.1	42	2.1	
STE-16	Award to 5 best VEC members of the block and NAC for best enroiment of their area	210	0.02											70	1.4	70	1.4	70	1.4	
STE-17	7 days Dist. Level workshop on preparation of bilingual primer	3 Yrs.	0.35											1	0.35	1	0.35	1	0.35	
STE-18	Manuscript preparation	180	0.01											50	0.6	60	0.6	60	0.6	
STE-19	Field Testing & tryout	76	0.01											25	0.25	25	0.25	26	0.26	
<b>Total:</b>									1.2	1.26	8.632	12.122		26.332	24.112					24.242

**COMPUTER EDUCATION (CE) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy Target	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		R/L
				Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
CE-1	Selection & Engagement of Computer Instructor and their remuneration. (One for each Block)	12	0.05	12	3.6	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2	12	7.2	
CE-2	Supply of Computers	12	0.5	12	6															
CE-3	Furniture for Computers	12	0.25	12	3															
CE-4	Consumables for Computer	12	0.15	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	
CE-5	Maintenance and repair of computer & furnitures	12	0.1			12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	
<b>Total:</b>						<b>14.4</b>	<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>		<b>10.2</b>	

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**DISTANCE EDUCATION (DE) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. in Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
DE-1	Conduct of teleconferencing programme(4 per year)	28	0.3					4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	1.2
DE-2	Procurement of cassettes	50	0.005							50	0.25	50	0.25	50	0.25	50	0.25	50	0.25	0.25
DE-3	Maintenance of TV & VCPs	6 Yrs.	0.2					1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	0.2
DE-4	Orientation of field functionaries/DIET DRG, BRG,BRCC,CRCC & SIS)	18	0.1					3	0.3	3	0.3	3	0.3	3	0.3	3	0.3	3	0.3	0.3
DE-5	Workshop on use of DL Materials	7 Yrs.	0.05			1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	0.05
DE-6	Printing and distribution of self instructional materials for PS and UPS	3500	0.001					700	0.7	700	0.7	700	0.7	700	0.7	700	0.7			
DE-7	Radio casting per year(4)	28	0.15			4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	4	0.6	0.6
DE-8	TV show per year (24)	28	0.3			4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	1.2
DE-9	VDO Programme	42	0.1			5	0.6	6	0.6	6	0.6	6	0.6	6	0.6	6	0.6	6	0.6	0.6
DE-10	Audio Programme	64	0.005			12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	12	0.06	0.06
DE-11	Documentation of good practices	5 Yrs.	0.5							1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	0.5
DE-12	Monitoring and Evaluation on use of DL materials	5 Yrs.	0.15							1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	0.15
DE-13	Research activities on impact studies	3 Yrs.	0.2											1	0.2	1	0.2			0.2
<b>Total:</b>							<b>2.51</b>		<b>4.91</b>		<b>5.81</b>		<b>5.81</b>		<b>6.01</b>		<b>6.01</b>		<b>5.31</b>	<b>26</b>

**INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED) ON SSA 2002-10 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy. Tar.	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Re. in Lakhs
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
IED-1	Supply of instructional materials to BRC/CRC and all	1550	0.001	1550	1.55															1.55
IED-2	Incentive to disabled children for conveyance	1090	0.001	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	1090	1.09	8.72
IED-3	Supply of health card to all disabled children	1090	0.0005	1090	0.545							1090	0.545							1.09
IED-4	Medical Assessment Camp	12	0.15							12	1.8	12	1.8	12	1.8	12	1.8	12	1.8	9.00
IED-5	Appointment of Special Teacher for IED children	14	0.05	14	4.2	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	14	8.4	63.00
IED-6	Training to IED Teachers 3 for each block & NAC for 15 days at OPEPA	224	0.0007			56	0.588			56	0.588			56	0.588			56	0.588	2.35
IED-7	TLM for special education in IED centers for 8 Yr	1090	0.0015	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	1090	1.635	13.00
IED-8	IED Equipments	1090	0.01							218	2.18	218	2.18	218	2.18	218	2.18	218	2.18	18.00
IED-9	TA/DA to IED staff	14	0.02			14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	14	0.28	1.80
IED-10	Convergence and review meeting at Dist. Level	7 Yrs.	0.1			1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	0.7
IED-11	Module for teachers training	2	0.1			1	0.1					1	0.1							0.2
IED-12	Honorarium to RP (Dist)	12	0.048			12	0.576			12	0.576			12	0.576			12	0.576	2.30
IED-13	Honorarium to RPS at Block Level	36	0.012			36	0.432			36	0.432			36	0.432			36	0.432	1.70
<b>Total:</b>						<b>9.02</b>	<b>13.201</b>		<b>11.505</b>		<b>17.081</b>		<b>16.13</b>		<b>17.081</b>		<b>15.485</b>		<b>17.081</b>	<b>116.1</b>





**MANAGEMENT INFORMATION SYSTEM (MIS) ON SSA 2002-2010 OF KANDHAMAL DISTRICT**

Code	Activity Details	Phy Tar	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total Rs. In Lakhs		
				Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
MIS-1	Strengthening information system to all DI of Schools	5	1			5	5													5.00		
MIS-2	Training to Dist. Level Officer on Education including MIS personnel	5 Batch	0.28			5	1.4	5	1.4	5	1.4	5	1.4	5	1.4	5	1.4	5	1.4	5	1.4	9.80
MIS-3	Furniture for MIS	5 Sets	0.15			5	0.75														2.75	
MIS-4	DISE for P.S. & U.P.S including EGS and AIE	1700 for 2Yr	0.003							1700	5.1					1700	5.1				10.20	
MIS-5	Sharing workshp & dissemination of DISE	4 rrs.	0.1									2	0.2	2	0.2	2	0.2	2	0.2	2	0.2	0.80
MIS-6	Telephone charges for communication	4 Yrs	0.2									1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	0.80
MIS-7	MIS consumables	7 Yrs.	0.15			5	0.75	5	0.75	5	0.75	5	0.75	5	0.75	5	0.75	5	0.75	5	0.75	5.25
MIS-8	Maintenance and	7 Yrs.	0.3			5	1.5	5	1.5	5	1.5	5	1.5	5	1.5	5	1.5	5	1.5	5	1.5	10.5
MIS-9	Anusandhan Study on "COHORT and Child tracking" (25*5 Schools)	Once	0.005									2513	12.575									2.57
MIS-10	Computersation of Child Tracking System	2 Times	4									2	4			2	4					8.00
MIS-11	Office automation system	1	2					1	2													2.00
MIS-12	Geographical information system	2	1.5							1	1.5			1	1.5							3.00
	<b>Total:</b>						<b>9.4</b>		<b>5.65</b>		<b>10.25</b>		<b>20.625</b>		<b>5.55</b>		<b>13.15</b>		<b>4.05</b>		<b>63.62</b>	

## FINANCIAL OUTLAY FROM 2002-10 ON SSA OF KANDHAMAL DISTRICT

Sr. No.	Intervention	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	%	Total Rs. in Lakhs
1	2	3	4	5	6	7	8	9	10	11	12
1	Project Management		9.8000	16.4500	16.5200	9.8000	44.2000	44.2900	44.2900	3.860	185.3510
2	Civil Works	107.2000	503.2000	503.2000	470.4000					33.000	1584.0000
3	Planning and Management	7.2350	7.2350	7.2350	7.2350	7.2350	15.7350	11.8350	11.8350	1.57	75.5000
4	Access and alternative Schooling	58.0350	175.1615	160.9595	168.2465	138.7615	111.4590	90.8510	69.7370	20.28	973.2110
5	Research & Evaluation	4.5580	4.6580	4.5580	5.7580	5.2580	16.9380	15.3300	16.1300	1.51	72.8880
6	Community Mobilisation & Participation	9.8940	22.3890	22.3890	22.3890	22.8890	22.8890	22.8890	22.8890	3.51	168.6170
7	Planning for pedagogy & School improvement	61.4325	99.6071	104.5370	108.7371	110.2371	162.9271	167.9821	167.3601	20.48	982.3232
8	Girls Education	3.0000	12.8000	14.0000	15.2000	17.4000	17.6000	18.8000	20.0000	2.48	118.8000
9	E.C.C.E.	4.9101	9.7350	9.3390	9.3390	9.7350	9.3390	9.3390	9.3390	1.48	71.0751
10	Education for S.C./S.T.		1.2000	1.2600	3.5390	12.1220	26.3320	24.1120	24.2420	2.03	97.9070
11	Computer Education for UPS	14.4000	10.2000	10.2000	10.2000	10.2000	10.2000	10.2000	10.2000	1.79	85.8000
12	I.E.D.	9.0200	13.2010	11.5050	70.0810	16.1300	17.0610	15.4810	17.0810	2.43	116.5800
13	Media & Advocacy	4.4850	16.5200	13.4800	7.8350	6.2600	6.2600	6.2600	5.7600	1.39	66.8600
14	Distant Education		2.5100	4.9100	5.8100	5.8100	6.0100	6.0100	5.3100	0.76	36.3700
15	M.I.S.		9.4000	5.6500	10.2500	20.6250	5.5500	13.1500	4.0500	1.43	63.6750
	<b>Total:</b>	<b>284.1696</b>	<b>897.6166</b>	<b>889.6725</b>	<b>936.6396</b>	<b>392.4626</b>	<b>472.5211</b>	<b>456.2291</b>	<b>428.2231</b>	<b>98.00</b>	<b>4704.6313</b>

PROVISION FOR DIFFERENT INTERVENTIONS IN THE PROSPECTIVE PLANS ON SSA OF KANDHAMAL DISTRICT

SI.No	Programme Component	Financial Provisions From 2002-2010	% of the Total Provisional	Project Management	Civil Works	Quality Improvement	State Share
1	2	3	4	5	6	7	8
1	Project Management	185.3510	3.86				
2	Civil works	1584.0000	33.00				
3	Planning and Management	75.5800	1.57				
4	Access and alternative	973.2110	20.28				
5	Research & Evaluation	72.8880	1.51				
6	Community Mobilisa-tion & Participation	168.6170	3.51				
7	Planning for pedagogi & School Improvement	982.8202	20.48	3.86	33	61.14	2%
8	Girls Education	118.8000	2.48				
9	E.C.C.E.	71.0751	1.48				
10	Education for S.C/S.T	97.9070	2.03				
11	Computer Education for	85.8000	1.79				
12	I.E.D.	116.5800	2.43				
13	Media & Advocacy	66.8600	1.39				
14	Distant Education	36.3700	0.76				
15	M.I.S	68.6750	1.43				
	<b>Total:</b>	<b>4704.5343</b>	<b>98.00</b>				<b>2%</b>



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