

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN DISTRICT

SUNDARGARH

D11335

CONTENTS

1. Chapter I Introduction to the District
2. Chapter II Educational Profile
3. Chapter III Planning Process
4. Chapter IV Issues and Problems and Strategies
5. Chapter V Project Interventions and Activities with physical target
6. Chapter VI Costing Tables (Physical and Financial)

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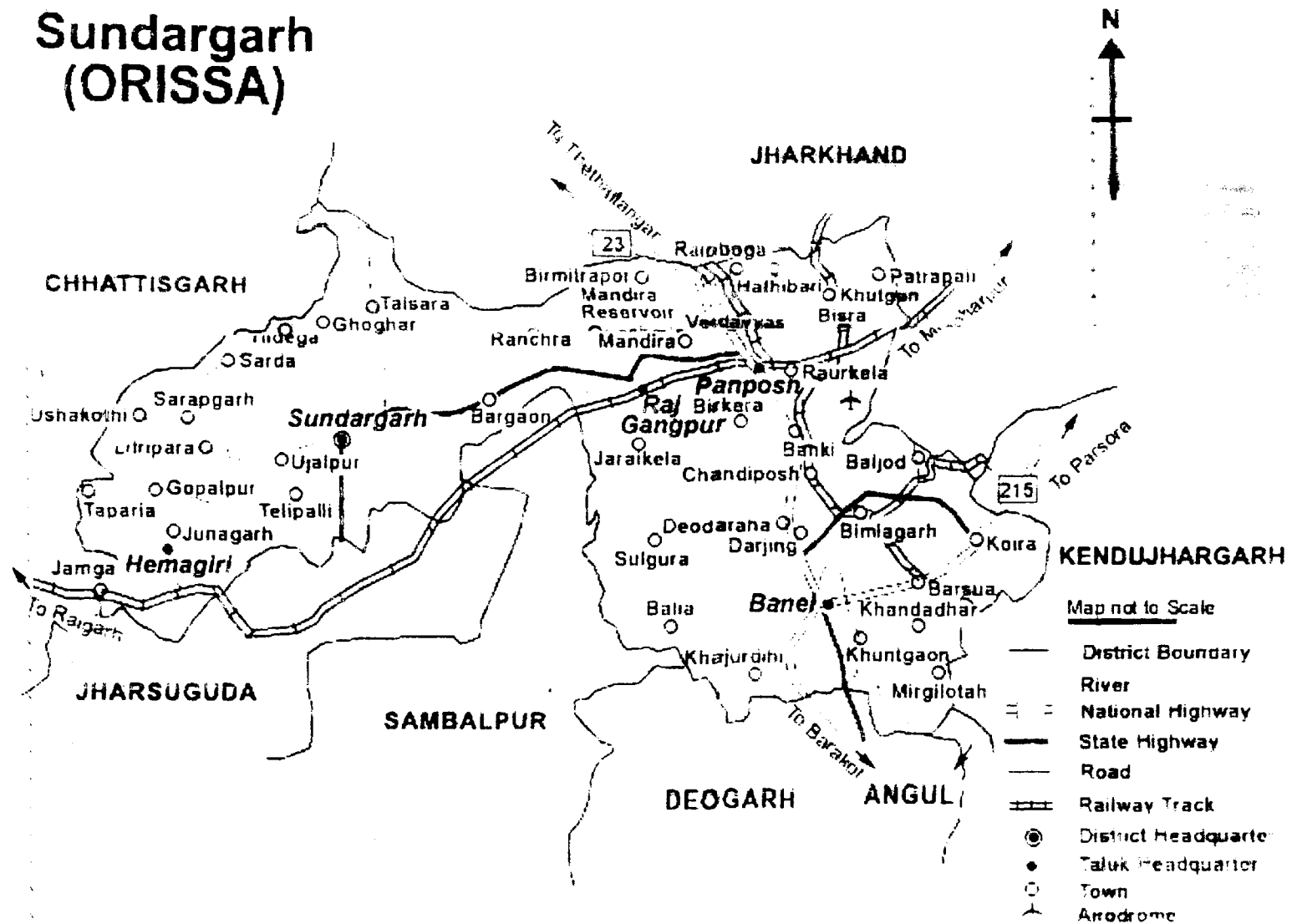
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CHAPTER I

1. The first part of the chapter discusses the importance of understanding the context of the data being analyzed. This includes identifying the source of the data, the methods used to collect it, and any potential biases or limitations. It is crucial to ensure that the data is reliable and valid before proceeding with any analysis.

Sundargarh (ORISSA)



CHAPTER - I

DISTRICT PROFILE

1.1 INTRODUCTION:-

The rhythm of the tribal thoomer, grey cloudy smoke of the chimneys and towers of the steel plant, silhouetting the grey green mountains, reverberating the laps of river Ib and Brahmani, refurbishing miles among the waterfall Khandadhar truly represents, justify & extend the name of the district 'Sundargarh' which means ' Beautiful Fort'. Its rich Natural bounty consists of widely dissimilar tracts of expensive and fairly opens country doubled with tree -clad, isolated peaks, vast maccessible forest, extensive river valleys and mountainous terrains. Broadly speaking it is an undulating tableland of different elevations broken up by rugged hill ranges and cut off by torrential hill streams and rivers

1.2 ORIGIN OF THE NAME:-

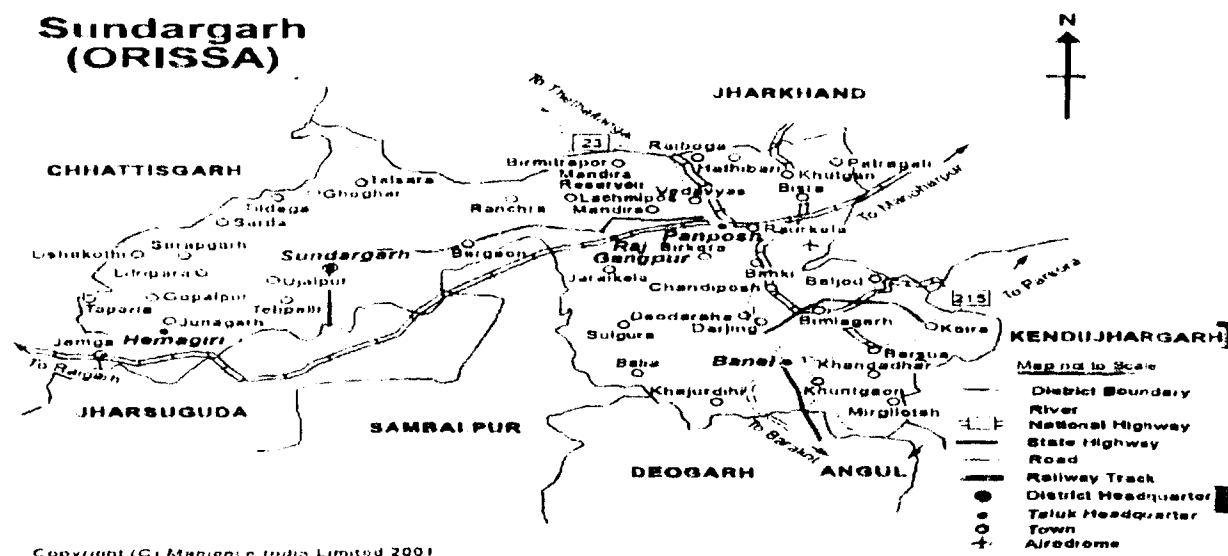
The name of the district Sundargarh was constituted from the name of the town Sundargarh that was the capital at Gangpur state. The town was formerly known by the name Suadihi (Suadi) until some tome in the first decade of the 20th century. Maharaja Raghunath Sekhar Deo, the 18th successor to the Gadi, Presumably in an unwritten order renamed it as 'Sundargarh', which literally means 'Beautiful Fort' It remained the head quarters of Gangpur ex-state, till its merger with Orissa in 1948 when the district Sundargarh was formed. Erstwhile princely states of Gangpur and Bonai merger in 1948 and constitute the present undeveloped district of Sundargarh

1.3 HISTORICAL BACKGROUND OF THE DISTRICT:-

Both these ex-states Gangpur and Bonei were once under the suzerainty of Sambalpur, which formed part of the dominions of the Maratha Rajas of Nagpur. They were ceded to the British Raj. in 1803 by the Maratha chief Raghuji Bhonsle of Nagpur under the treaty of Deogaon. But they were restored to him by a special engagement in 1806. They revered to the British Govt. under the provisional agreement concluded with Madhuji Bhonsle in 1818, and finally ceded in 1826. Both these states for some-times formed a part of the South-Western Frontier Agency on its creation in 1833, but they were transferred to the charge of the Commissioner of Chhota Nagpur in 1854. Again in 1905 they were transferred from the control of the commissioner of Chhota Nagpur under control of political agents of Orissa till its merger in 1948.

1.4 LOCATION, GENERAL BOUNDARIES.

The district Sundargarh occupies the Northwestern portion of the state and is situated between 210 35' N and 220 32' N longitudes and 830 32'E and 850 22' E longitudes. The district is bounded on the North by the State of Jharkhand, and on the Northwest by the state of Chhatisgarh. Its main - land in south and southeast penetrates towards the districts of Sambalpur, Jharsuguda, Deogarh and Keonjhar.



1.5 GEOGRAPHICAL FEATURE;-

The district as it is, does not form a compact geographical unit and is extremely irregular in shape. It extends over an area of 97,12,47sq km which is 6.24 percent of total area of the state. The rural and urban wise distribution of area among the three sub-division is as follows.

Area in sq km

Sub-division	Rural	Urban	Total
Sundargarh	4,565.65	49.99	4,615.64
Panposh	1,683.24	156.95	1,840.19
Bonai	3,356.64	0	3,356.64
Total	9,605.53	206.94	9,712.47

II. AREA AND POPULATION

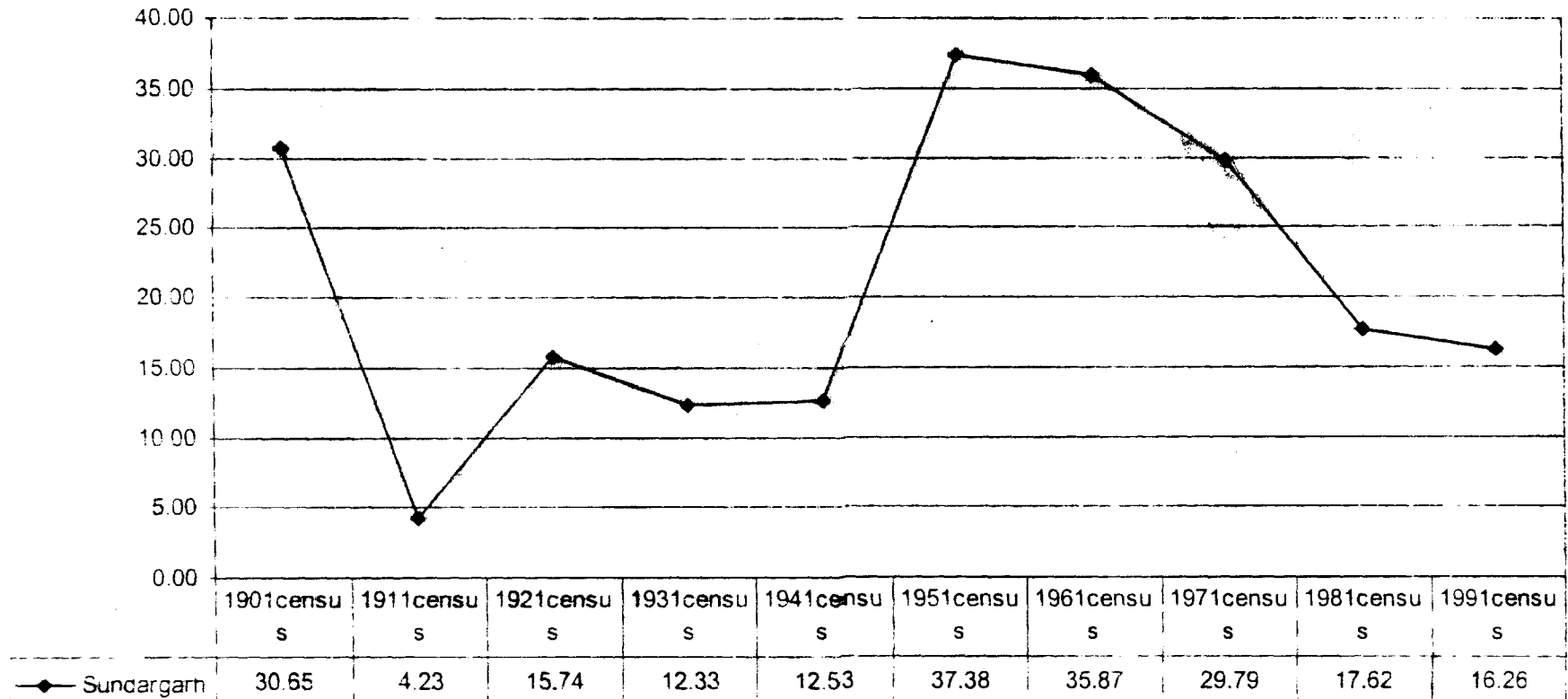
1.1 Area Number of occupied residential houses, Households and Census villages in different Blocks and Urban Areas of Sundargarh districts.

Sl. No	District/Block/Urban	Geographical area in Sq. km	No. of Residential Houses	No. of Households	No. of villages		
					Inhabited	Un-inhabited	Total
	1981	9,712.0*	245,833	263,599	1,665	55	1,720
	1991	9,712.0*	304,637	321,740	1,688	56	1,744
1	Balisankara	443.39	13,044	14,160	84	3	87
2	Bargaon	356.85	10,121	11,468	69		69
3	Bisra	176.05	8,834	8,891	68	1	69
4	Bonaigarh	333.99	10,926	11,076	102	16	118
5	Gurundia	585.69	9,702	10,111	138	8	146
6	Hemagiri	548.36	11,622	14,527	136	5	141
7	Koida	647.31	12,084	12,199	109	3	112
8	Kuanarmunda	499.35	12,079	13,546	105	2	107
9	Kutra	316.12	11,591	11,936	58		58
10	Labunipada	701.54	15,134	15,457	211	9	220
11	Lathikata	304.32	12,018	12,109	82	1	83
12	Lephripara	409.97	11,953	14,159	103	2	105
13	Nuagaon	391.75	14,744	15,181	119	1	120
14	Rajangpur	375.42	10,660	12,013	70	2	72
15	Subdega	351.43	10,769	11,429	73	2	75
16	Sundargarh	359.31	10,779	12,288	88	1	89
17	Tangarpalli	254.82	10,508	11,434	73		73
URBAN							
1	Biramitrapur (M)	35.22	6,661	6,677			
2	Hatibandha (C.T)	13.16	1,736	1,825			
3	(i) I.D.L. Factory & other Colony Area (O.G.)	5.96	1,323	1,333			
	(ii) I.D.L. Factory & Other Colony Area (O.G)	5.17	2,297	2,302			
4	Jalda (C.T)	6.18	2,318	2,618			
5	Kalunga Industrial Estate (O.G)	18.13	2,561	2,645			
6	Panposh (C.T)	5.43	1,910	1,910			
7	Rajgangpur (M)	26.16	8,005	8,147			
8	Pourkela (M)		29,352	30,004			
9	Rourkela (S.F.) N.A.C.	121.73	44,994	45,464			
10	Sundargarh (M)	23.83	5,896	5,904			
11	Tensa (C.T)	1.85	1,016	1,028			

- The district total is not additive
- Source- Census of India.

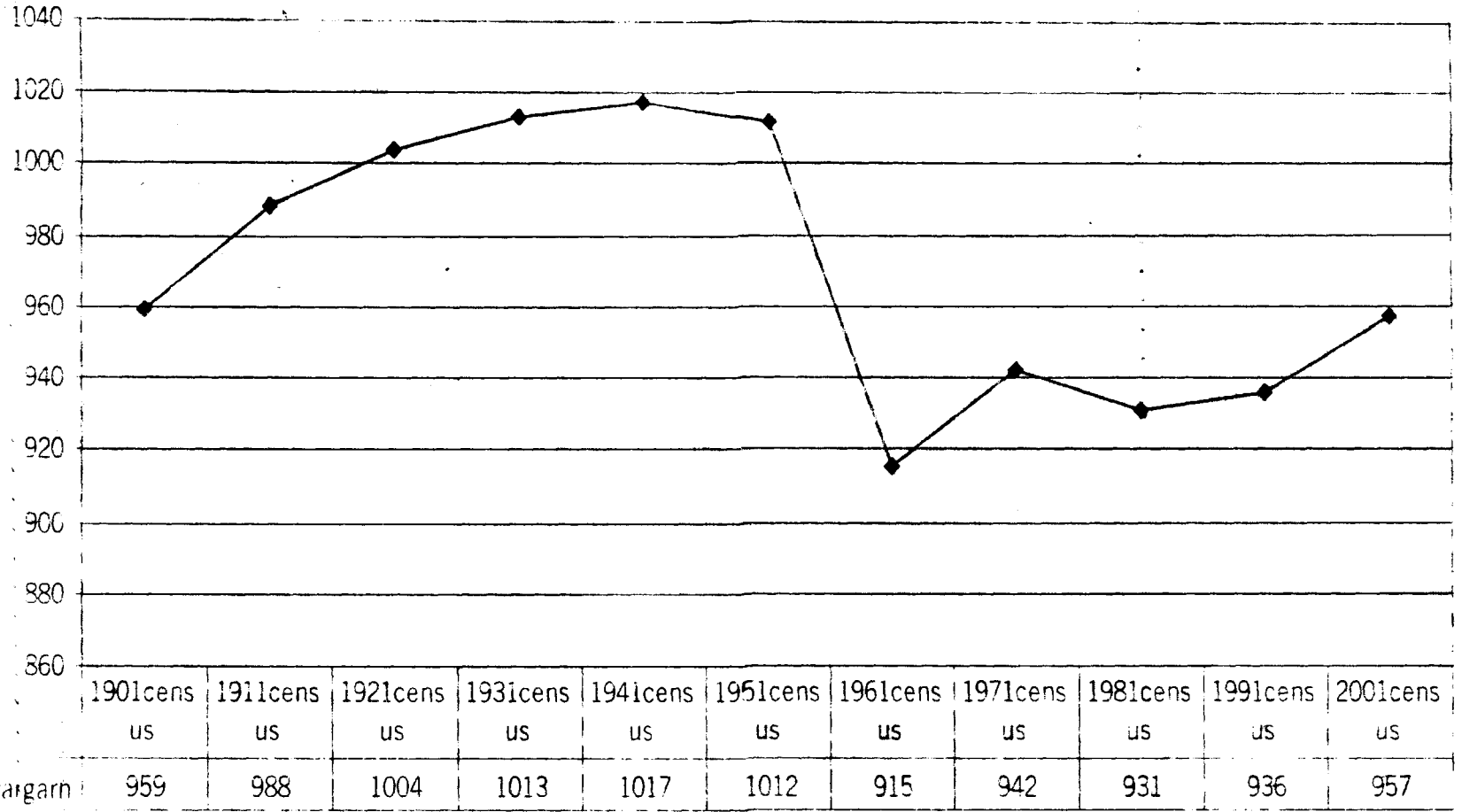
% Decadal Growth

Sundargarh



Sex Ratio

Sundargarh



◆ Sundargarh

1.6 HILLS & MOUNTAINS:-

The hills are mainly extensions of the Deccan and Chhota Nagpur Plateau. In Sundargarh and Panposh sub-division there are mainly three hills ranges apart from a few isolated outcrops. The one in the reserved forest blocks of Mahabir Chatan, Topkurlu, Bhaisnunda, Chiroheda on the South-east forming the boundary between Jharsuguda and Sundargarh runs East-West direction.

The second, in the center starts from Gurabasa reserved forest in Southwest to Northeast direction runs through Kumbahal, Runga, Peruabhadi and Brahmani reserved forest ending near the Sankh River.

The third on the west border of the district running South-East to North- West direction is an extension of the wide range of hills forming the watershed between the river Mahanadi and the Ib. Thus the mountain ranges seem to have started from a point in the middle of the Southern boundary of the district and outflanking in different direction and divide the district into three separate plains. From among the peak mountains the principals are Mankaranacha 3664ft, and Badmgarh 3525 ft.

1.7 RIVER SYSTEM:-

The principal rivers of the District are the Brahamani and the Ib. The Brahamani flows in the Panposh and Bonai subdivisions and the Ib in sundargarh sub-division. The Brahamani owes its origin from conference of the rivers of the 'Sankha' is the 'Koel'.

1.8 WATER FALLS:-

The only waterfalls Khandadhar is in the Bonai sub-division, which drops over the Southern face of the Chelliatika range 3,331ft from the height of 800 ft presents fine scenery for tourists.

1.9 FOREST:-

The entire forest area of the district is under the administrative control of two Divisional Forest Officer with head quarters at Sundargarh and Bonaigarh. The total area covered in these two divisions is 4232.57 sq km, which is 43.58% of the total geographical area of the district and 8.53% of forest area of the state total. The classification of forest areas by legal status is as follows.

Reserve Forest	- 2652.39 sq. km
Demarcated Protected forest	- 911.87 sq. km
Un-Demarcated protected Forest	- 666.59 sq. km
Un-classified forest	- 1.72 sq. km
Total	- 4232.57 sq. km

The Block wise distribution of forest area indicates that the highest forest area blocks are Hengiri, Gurundia and Korra, which covers area of 23,332 hect, 21,874 hect and 16,811 hect respectively. The lowest forest area Block is Bistra, which covers only 356 hect. The total forest area during 1994-95 was 158708 hectares. It started decreasing in subsequent years and the total forest area at present is only 4957.32 sq. kms. The principal forest product of the district are Bamboo, Timber (Hija, Asan Sal), Kendu leaves and the minor forest products are Siali leaves, Char, Kusum, Mahua seeds, fire woods, Karanj seeds, Mango kernel, sal seeds, lac, tossar cocoons etc which are the main earning sources of the tribals.

1.10 FLORA & FAUNA

The general slope of the country is from North to South. The surface of the plateau land between the valleys, where level is often bare and rocky, but where undulating is usually clothed with a dense scrub- jungle in which " Dendrocalamus Strictus" is prominent. The steep slopes of the hills are covered with a dense forest mixed with many Climbers, Sal, Buchananica Semecarpur, Terminalia, Cedrala, Bauhinia Acacia Adina etc are found.

Much of the world fauna are vanishing due to large-scale forest destruction. Elephants, Beers, Jackes Dulted Dears are part of its natural heritage.

1.11. CLIMATE:-

The Sundargarh district can be categorized under in following season cycles:-

1. the hot-dry season from March to May
2. The monsoon season from June to September.
3. The post monsoon season from October to November.
4. The cold season from December to February

1.12 TEMPERATURE:-

May is the hottest month with the mean daily maximum temperature at about 45.8⁰ c and the mean daily minimum temperature at about 26.8⁰ C. On an individual day The maximum temperature may reach 48⁰C to 49⁰C. The relative humidity varies 86% in August to 30% in May.

1.13 RAINFALL :-

The district receives the bulk of rainfall during the period of June to September through Southwest monsoon. The average rainfall has been recorded at 1647.6mm. About 86% of the annual rainfall is received during monsoon month. On the average there are 78 rainy days in a year in the district. The average rainfall during the monsoon period recorded at three different places of the district is as follows.

1.4 Average Rainfall in mm

Place	June	July	August	September
Rajgangpur	239.0	476.5	468.9	232.2
Bonai	262.0	483.9	447.5	215.7
Sundargarh	250.0	480.2	458.2	223.9

1.14 MINERALS & MINES:-

The stereography of the district in general, is represented by the geological sequence. The rock formation found in the district is mainly of pre-stone age and some are younger formations such as Gondulans in the west. The district is studded with rich mineral deposits like Iron Ore, Manganese, Lime Stone, Dolomite, Coal, and Zinc Mica etc. Several valuable minerals like base-metal and fire clay found in the district are Asbestos, Berytes, Bauxite etc. The major mines of the district are Sargipali Zinc mines of Lepripara Block, Gopalpur open Coal Mines (Asia's largest Coal deposit) of Hemgiri Block, Lengiberna-Lime stonic mines and Gomardih- Dolomite mines of Kutra Block, Biramitrapur lime stone and Dolomite of Kuarmunda Block, Purnapani lime stone & Dolomite of Nuagoan Block, Tensa, Kalta, Barsuan- Iron ore & Manganese mines of Koira Block.

1.15 INFRASTRUCTURE:-

The major industries in the district are steel plant, Fertiliser plant. IDL chemicals of Rourkela, L & T machinery works of Kansbahal, OCL Limited of Rajgangpur, ORIND Ltd of Lathikata etc. Besides these there are large number of small-scale industries especially in and around the industrial belts of Rourkela and Rajgangpur. The total number of Hospital in the district is 9 and Community and Primary health center 64 No. Of post offices 405 & 108 respectively. Commercial Banks are 86% of the villages are enjoying electrification.

1.16 HISTORICAL & TOURIST PLACES:-

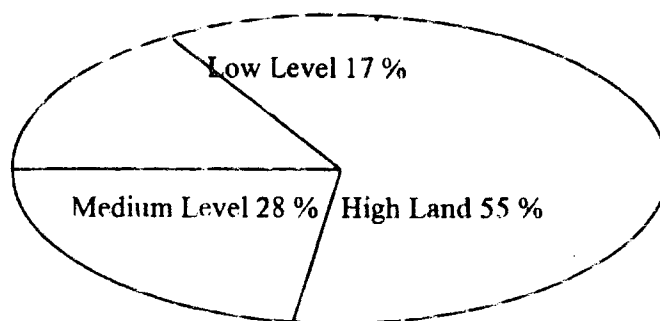
The main Historical places of the district are Junagath & Maniknunda and Tango of Hemgiri Block (66 km), Usakothi of Lephipara Block (47km), Bedbyas of Rourkela (110 km), Chatrihill of Badgaon Block (47 km) away from the head quarter town Sundargath in these historical places. primitive stone aged Arts, crafts and pictorial stone scrolls are found in the caves

The primitive stone aged weapons are also found at Bisalaburei, Jangore & Salkute areas. The middle aged weapons and various things like arts, scripts etc are also found at Bhanjagarh, Bhaludunguri, Boraigarh, Bisra, Jagannath post Jhirpanti, Khadiakudar, Khutgaon, Junkela ghat and Khuradi. Various things like shelter articles used of New stone aged are also discovered at langara, Kutgaon and Bhaludungiri. All these historical monuments prove that an extensive cultural heritage was there in the back of the Sundargarh history.

The tourist places and picnic spots found in the different blocks of the district, are Rourkela (110 km), Mandira Dem (75 km), Khandadhar (211 km), Dering (165km), Deodarah (163 km), Mirigkhos (221 km), Ghoghar (80 km), Pitamahul Dam (82 km), etc. from the district head quarter Sundargarh.

1.17 AGRICULTURE:-

The best cultivated lands of Sundargarh district are located along the valley of the two rivers the Brahmani and the Ib, and their tributaries, viz the Sankh, the Koel, the Safai, The Ichha etc. of the total area about 55% is high land, 28% is medium land and remaining 17% is low land.



The cultivated area of the district during 1970-71 was 2,19,622 hect. Which was increased to 2, 59,411 hect in 1996-97 and at present (in 2001) it is 2, 65,389hect

Agriculture is the mainstay of the rural economy. Sundargarh district has got 3 DAO circles namely Sundargarh, Panposh and Bonai, under the supervision of one Deputy Director, Agriculture.

The Block wise cultivable net area shows that the block Nuagaon has the highest cultivable land (24, 246 hect) and the block Koira has the lowest cultivable land (8,608 hect) The barren and uncultivable land pattern shows that the highest area

20,486 hect is covered by Lahunipara block and the lowest area covered by Sundargarh sadar block is 329 hect only.

1.18 CROPPING PATTERN

Kharif and Rabi are the two cropping pattern of the district. In Kharif food-grain like in the district rice, millets, pulses are yielded and in Rabi cash crop like oil seed, fibre, vegetable is cultivated. During 1999 the total food grain were cultivated in 2,76, 664 hect. The yielded ratio shows that per hect yield 15.11 qtl and the total product of food grain was 4,18,135 MT. Likewise the cash crop was cultivated in 62,454 hect and the total product was 198,444mt in the district.

For better crop production. Provision irrigation, use of quality seeds, fertilizer and improved agricultural implement play a vital role, Four medium irrigation project like Samphgarh Dam project of phripore block, Pitamahul Dam project of Lathikata Block, Talsera Dam project of Subdega Block, and Kensbahal Dam project of Rajgangpur block are operated. In addition to this near about 82 minor irrigation project are operating in the district. Lift irrigation project are also undertaken in certain blocks like Lephripora, Tangarpali, Gurundia, Bonai and Lahunipara from the river for both Kharif and Rabi Crop.

1.19 ADMINISTRATIVE SET-UP OF THE DISTRICT:-

For administrative convenience, the district has been directed into 3 Subdivisions, 9 Tahasils, 17 CD Blocks, 4 Urban bodies, 170 GPs, 1744 Nos of villages (1688 inhabited, 56 uninhabited), 7 Assembly constituencies. There are 41 police stations and 4 fire stations in the district.

1.8 Administrative set-up of Sundargarh.

District

Name of Sub-division	Tehsil	C.D. Blocks
1. Sundargarh	1. Sundargarh 2. Hemgir 3. Lephripora 4. Rajgangpur 5. Balisenkora	1. Subdega 2. Balisankora 3. Sundargarh 4. Lepripora 5. Tangarpali 6. Bargaon 7. Kutia 8. Rajgangpur 9. Hemgir.
2. Panposh	6. Rourkela 7. Panposh 8. Biramithapur	10. Lethikata 11. Bisra 12. Kuarmunda 13. Nuagaon

3. Bonai	9. Bonai	14. Lahunipara 15. Bonai 16. Koira 17. Gurundia
4. Municipalities		1. Rourkela 2. Rajgangpur 3. Sundargarh 4. Biramitrapur

1.20 CULTURAL HERITAGE:-

Sundargarh widely influenced by the culture of the Tribal people. It has inherited and safeguarded its tribal customs and traditions. Some of the important festivals are Karama, Fagunpuni, Kisan Dance, Jhoomar Dance, and Bani Butal etc. The general Hindu people are observing Durgapuja, Janmastami, Ganesh puja, Rath yatra, Kalipuja, Holi, etc. where as the SC people observe makar, sarhul, pausa purnima etc. The festival Nuakhai is observed by almost all the people. It is the main function of the district.

1.21 RELIGION:-

The Hindus, Christians and Muslims constitute the major religions communities in the district. The Sikhs, Jains, Buddhists form a small minority. According to 1991 census the Hindu population in the district is 12,5,69,16, Christian population is 2,59,540 and Muslim population is 41,262. The other communities are as follows:-

	1991	In %
Hindus	12,56,916	79.95
Christians	2,59,540	16.51
Muslims	4,12,62	2.62
Sikhs	5,605	0.36
Buddhists	184	0.01
Jains	701	0.04
Others	8002	0.51

1.22 CASTE SYSTEM:-

The caste system of the district indicates that there are three major categories of caste are shown, viz General Caste, Scheduled Caste, and Scheduled Tribes. From the general caste the agrarians, a dominating sub caste of industrious agriculturist are found mostly in Sundargarh, I eplripara, Tangarpali, Subdega, Badgaon, Balisankara and Hemgiri Blocks, the other sub Caste on this category are Brahmin, karan, Khyatria, Bania, Mali, Teli, Sundhi, Gudia, Ganda, etc. Among the scheduled caste Category the sub caste are mostly Pana, Tanti, Dhoba, Ghasi, Doni, Gonda, Chamar etc. And among the Scheduled tribes category the main Sub-caste are Oram Khadia Kissan

Santal Kutha, Gond, Bhuiyan, Mundani Bhuin etc. According to the 1991 census the total population of the district is 15,073,617 out of which SC population is 1,38,157 and ST population is 7,98,354. The tribal population is dominated in the district which is more than 50% of the total population. The concentration of the tribal people blocks are namely Kutra, Rajgangpur, Kuarmunda, Nuagaon, Gurundia, Koira, Iathikata, Balisankara, Hemgiri etc.

SC	ST	OTAEAS
51	8.78	40.22

1.23 LANGUAGE

There are 36 spoken languages in the district. Oriya is the mother tongue and is understood by the general public. Most of the general people of the district speak Sundargada that is close to sambalpuri language. The other spoken languages of the district are Hindi, Laria, Sadris, Mudari, Oram, Khadia, and Kissan etc. The use Oriya script of their own. The Oriya speaking people use Oriya but other spoken languages do not have any script, Sadri is the common language for the tribal groups.

1.24 ECONOMIC LIFE:-

The economy of the district is agrarian in nature. Majority of the population depends on agriculture. A sizable percentage of its population earns their livelihood from lives and industries including small scale and cottage industries.

1.25 OCCUPATIONAL PATTERN:-

The occupational pattern of the district is as follows:

1. Agriculture - 54%
2. Wage labour 40%
3. Small scale & cottage Industries 6%

The total Agricultural families in the district are 1,82,957 out of which 20,006 are SC's, 1,10,254 are STs, The MFP such as mohua flowers, tamarinds and myrobolans etc are also procured from the forest.

The economic life of the people of Sundargarh district is also reflected from the incidence of BPL, APL, and families. The Block-wise & municipality wise ration card position is given below

1.15 Block and Urban wise BPL/API. list

Sl.No	Name of Block/Municipality	No of Ration cards	
		BPL	API

1	Sadar	11,478	4,359
2	Tangatpali	9,654	6,170
3	Lephi para	12,872	2,799
4	Hemgiri	14,651	3,051
5	Subdega	9,296	4,446
6	Balisenkora	13,231	4,508
7	Bargaon	11,897	2,471
8	Kutra	12,004	3,728
9	Rajgangpur	12,368	4,516
10	Kuarmunda	15,865	4,618
11	Nuagaon	17,622	3,818
12	Bisra	6,788	6,436
13	Lathikata	13,596	11,635
14	Lahunipara	14,251	530
15	Bonai	9,718	5,641
16	Koira	13,072	4,292
17	Gurundia	11,687	2,073
	Block Total	2,10,050	75,091
	Municipality		
1	Sundargarh	2,123	9,341
2	Rajgangpur	1,519	14,943
3	Biramitrapur	2,291	9,802
4	Rourkela	19,071	85,929
	Municipality Total	25,004	1,20,015
	Total	2,35,054	1,95,106
	Grand Total		4,30,160

Agriculture provides employment to 55% of its labour force and only 45% labour force have been engaged in private sector, including services and other related trade fields.

1.26 UN- EMPLOYMENT :-

The unemployment position of the district is as follows accords to Live Register Position as on 31st Dec 1996.

Category	Below Matric	Matric	Under graduate	Graduate	Diploma	Total
SC	5,171	3,032	517	224	82	9026
ST	11,011	9,589	1,559	709	225	23,093

1.27 POPULATION:-

The total population of the district as per 1991 census is 3,1,73,617 out of which 7,98,781 are STs and 1,38,157 are SCs. The population profiles of the district is as follows -

1.16 District Population Data (category wise) (Rural/Urban)

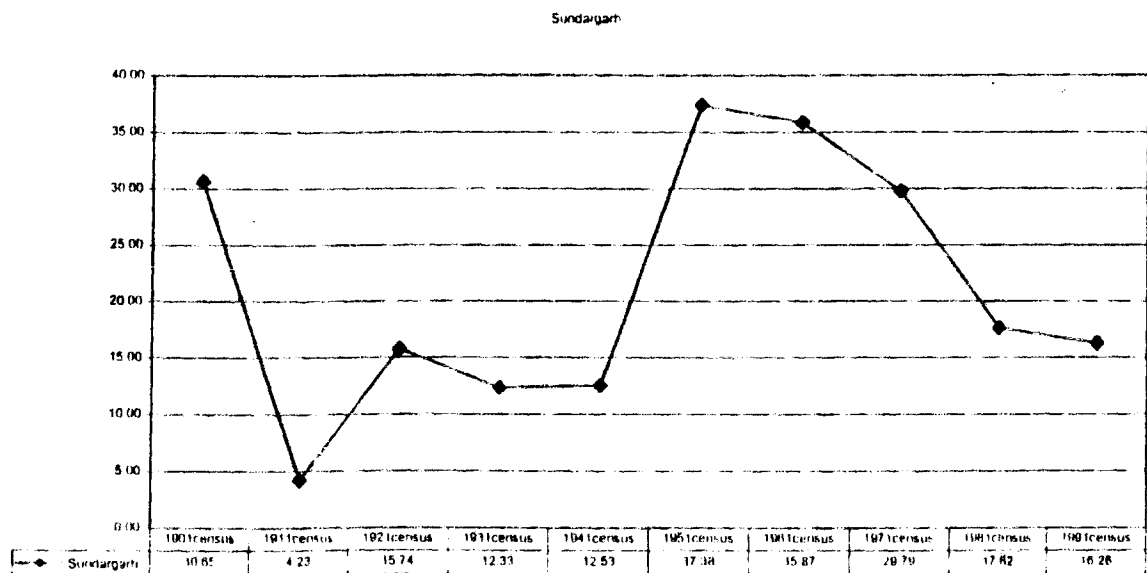
	1991 census				2001 Census			
	Male	Female	Total	Rank	Male	Female	Total	Rank
Total population	8,12,707	7,60,910	15,73,617	5	9,34,902	8,94,510	18,29,412	6
SC	70,703	67,454	1,38,157	Rural	6,02,043	5,98,477	12,00,520	
ST	4,00,127	3,98,354	7,98,481	Urban	3,32,859	2,96,033	6,28,892	

The SC and ST population respectively constitute 8.78% and 50.74% of total population. The rural and Urban population ratio is almost 2:1. The Sex ratio of the district indicates that it was 936 per thousand in 1991, which increased to 957 per thousand in 2001, and the district rank is 28 in the State. The rapid industrialisation and urbanization in this district has attracted the people in the countryside as well as from neighbouring state like Jharkhand, Chatisgarh.

The population of the district, which was 2,77,179 in 1901 has jumped to 18,29,412 in 2001. The following table indicates the decadal growth rate in Sundargarh district

1.19 Decadal growth rate of population

Year	Population	Increase	Percentage of increase	Percentage of total population of the state
1961	7,58,617			
1971	10,30,758	2,72,141	35.87	
1981	13,37,871	3,07,113	29.79	
1991	17,73,617	2,35,746	17.62	4.97
2001	18,29,412	2,55,795	16.26	4.98



The density of population of the district is 162 in 1991, which has increased to 188 in 2001 against the corresponding state average 203 in 1991, and 236 in 2001.

The Block, Urban area and Sex wise population data is furnished according to 1991 census report. It indicates that from among the 17 blocks the highest populated block is Nuagaon. Its population is 80,129 out of which 40,252 are male and 39,877 are female. The lowest populated block is Bisra, Its population is 46,511 out of which 23,558 are male and 22,952 are female. The highest SC populated of blocks is Hemagiri, which total SC population is 9,035, out of which 4,559 are male and 4476 are SC female. Like wise the largest ST Populated block are Kuormunda and Rajgangpur. The total ST Population of there two blocks are 56,781 and 56,321 respectively, out of which 28,498 and 27,989 are ST male and 28,283 and 28,332 are ST female population respectively.

From among the urban areas the highest populated is Rourkela (ST) NAC, which total population is 215,509 out of which 117,780 are male total and 97,729 are female total. The lowest populated town is Tensa (CT), which total population is 4,599 out of which total male as 2,500 and total female is 2,099 respectively.

The highest percentage of SC population to total population of the block is Tangarpali, which is 14.74 and the lowest is Gurundia, which is 5.07. Like wise the highest percentage of ST population to total population of the block is Rajgangpur, which is 85.58, and the lowest is Hemagiri, which is 46.82 only.

1.28 LITERACY:

The literacy rate of the district was 52.97 percent in 1991 census. It has risen to 56.09 percent in 2001 as compared to the state average of 63.61%.

The male literacy rate is decreasing by 0.23 percent from 1991 to 2001 census where as the female literacy rate is increased by 6.99 percent from 1991 to 2001 census.

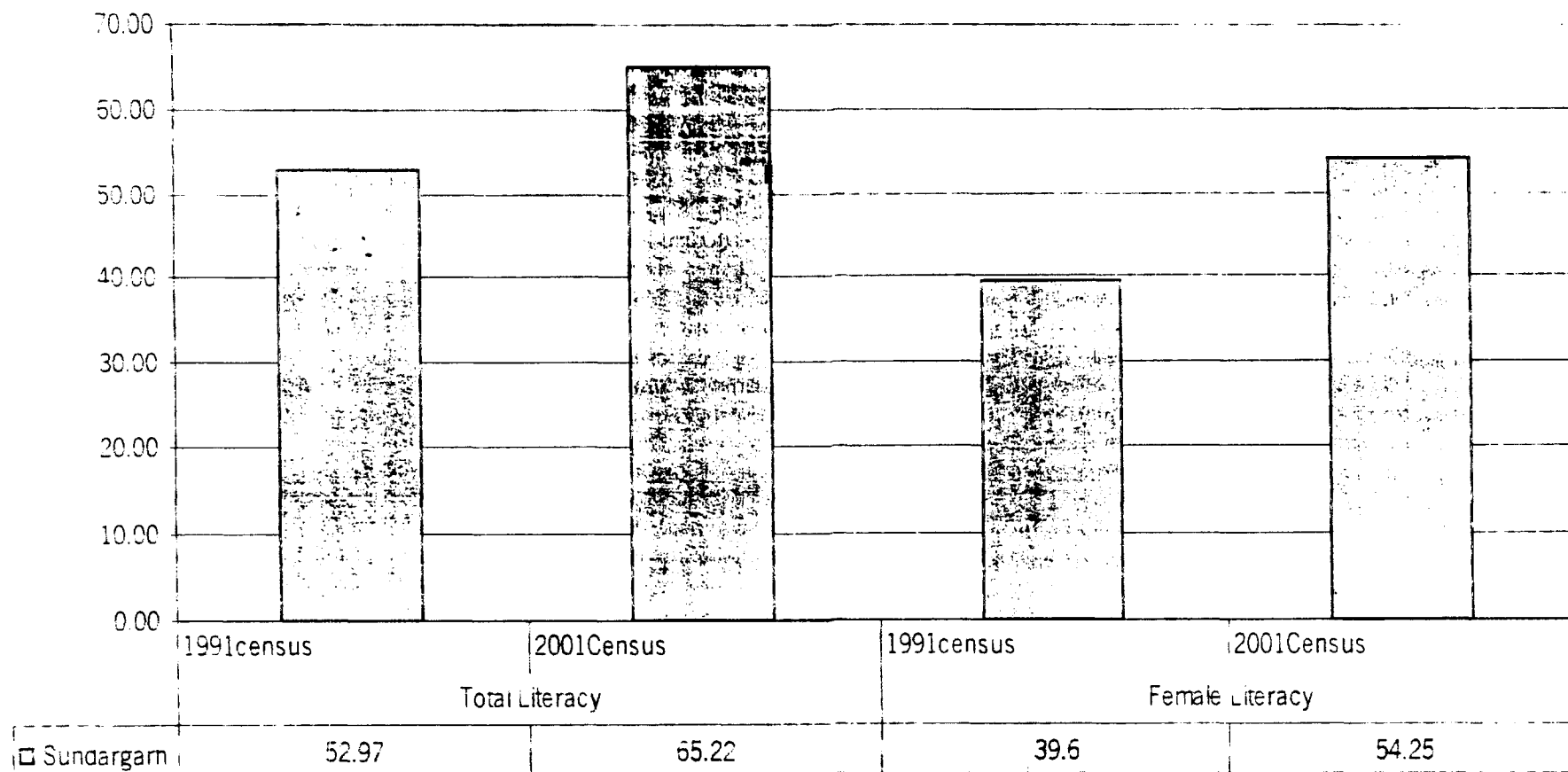
The highest % of rise in literacy rate Sadar, Bonai, Tangarpali and I eprshipara. The literacy percentages of these blocks are 50.86, 50.80, 45.90 and 45.84 respectively. The lowest rise in literacy rate are observed in Koina, I ahunipara, Rajgangpur, Nuagaon, Gurundia etc. Their % of literacy rates are 31% 14%, 35.87%, 35.59%, 36.87%, 36.12% respectively.

From among the SC population the highest literacy rates blocks are Bonai, Sadar, Tangarpali and the low rates literacy is seen in Kuarmunda, Rajgangpur, Nuagaon, Balisenkara, Subdegah etc.

From among the ST population the highest rates of literacy blocks are Tangarpali, Kutra, Balisankara, Sadar, Hemgiri and the lower literacy rates are Koina, I ahunipara, Gurundia, Rajgangpur, Nuagaon etc.

Literacy Growth

Sundargarh



Sundargarh is the first district in the state where total literacy campaign was launched in the year 1990. A survey was conducted by the Zilla Sakhyarata Saniti, Sundargarh to identify illiterates in the age group 9 to 45. 3,25,635 illiterates were identified, out of which 1,30,716 were male and 1,49,919 were female, and efforts were made to make them literate. A conducive and positive environment was built up to bring the designed result in the field of literacy. However the tempo which had gathered momentum, received a set back due to the bifurcation of the district. Later on sustained efforts were made by the district Administration, NGOs, members of the private sectors and public sectors to help the illiterates learn. In the year 1992 the district was declared total literacy district, first in Orissa. The beneficiaries of the programme were 1,51,393 illiterates, 1,28,467 half literates, who were literate in the post literacy campaign in 1993 onwards. So the total beneficiaries in this programme were 2,35,642.

1.29 PROJECT UNDERTAKEN THROUGH DISTRICT PLANNING OFFICE.

The MP lad funds, MLA lad funds and elected members untied funds are utilized through the district-planning officer of Sundargarh district. The programme was started on 23rd December 1993 just after the announcement of the Prime Minister. Now the district has four parliament members (three Rajya Sabha members and one Lok Sabha member). The district received Rs.32 crores 5 lakh rupees in total from MP lad fund.

From this fund 201 school buildings, 207 tubewells, 193 community centers, 21 Hospitals, 27 school Hostels, 7 Drinking water schemes, 11 village Electrification, 13 small bridges, one big bridge are constructed.

Seven Assembly constituencies are there in the district and MLA lad funds are placed for different developmental works. Up to now the total MLA fund received by the district is Rs. 385.00 lakhs. The completed projects under these schemes are 114 schools building, 22 tube wells, 200 community centres.

Except these the district also received elected members untied fund Rs. 62.40 lakhs, out of which 71 projects have been completed and 41 projects are continuing.

1.30 NUTRITIONAL STATUS:-

The nutritional status of the district is identified by the different activities undertaken by the different activities undertaken and coordinated under District social welfare office. The DSWO extended its activities to infants, women and weaker section of the society like widow, helples, old persons, pregnant women etc. Achievement under different schemes during last year is as follows:-

Name of the Scheme	Target fixed for 1999-2000	Achievement for 1999-2000
OAP/WP	17579	17501
ODP	3286	3279
NOAP	14086	14010
NMBS	7458	8057
NFBS	678	411

MDM programme

	1999-2000
1. Beneficiaries Target	- 195930
2. Beneficiaries on roll	- 158018
3. Beneficiaries covered under MDM	- 158018
4. No of schools in the District	- 2085
5. No of school left out	- 26
6. No of school covered	- 2059
7. Beneficiaries not covered	- 39012

	Target	Covered
Care feeding	1,63,200	1,56,155
Breed feeding	14,000	14,000
No of – ICDC project		19
No of AWCs		1884
Beneficiaries		1,63,200

Package of services- Supplementary Nutrition, Immunization, Referral Services, Health checkup Nutrition & Health Education, Pre- school Education.

1.31 ROAD, TRANSPORT AND COMMUNICATION:-

Out of the 253 km rail lines in the district, the Howrah-Mumbai mainline of South-Eastern Railway passes through the district covering 105 kms. Besides a two localities of the district, don not all the Block head quarters, and important places are well connected with roads.

The total registered motor vehicles in the district are 123,584 by the end of 1997-98. The distance between district head quarters and different block headquarters important places, man hats, tourist spots are as follows.

1.32 GAMES AND SPORTS

Sundargarh district holds the number one position in games and sports in the state. Four young sportsman had participated in Olympic held at Melbourne of Austrilia. History can't be written without them. Two Hockey young stars Dilip Tirkey and Iazrus Barla and two women runners Rachita Panda and Annuradha Biswal of the District participated in the last

Olympic game. Except this Junior Hockey team of the district both boys and girls regularly participate and win many national and international games.

1.33 BANKS AND CO OPERATIVES

Banks and cooperative societies of the district are mainly also big catalyst responsible for development of agricultural, industrial and success of self-employment programmes in the district. The leading banks in the district are as follows.

Leading bank State Bank of India (branches)	142
Total number of Banks	307
Total number of Cooperative societies	102
Commercial Banks	17
BAGB	22
District – cooperative Banks	01
OSFC	47
SBI	54
Other Commercial Banks	73
Rural Banks	15
Urban Banks	53
RCMS	03
I AMPS	47
Primary Consumer stores	28
FMCS	56
Others	124

For self-employment programme various project under taken through DRDA, ITDA are P.M.R.Y, S.J. S.R Y (G), and S.J.S.R.Y (R) ETC.

1.34 INACCESSIBLE AREAS;-

There are some villages located in remote areas and inaccessible pockets/ of the district Malodor, Budelkani, Purna, Khazurbahal of Lephripare Block, Bailame, Gutra Kachhar, Darlichhipa of Lephripara block Bedjharan, Katphal of Bonai block, Kadelia Chordhara, Punchperi of Koira block, Silpunji, Pitagaon of Jagannath Prasad and a portion of Solar of Gurundia block, Kundera of Kuarmunda block, Gobardhana, Patiaora of Subdega block, Babulpani of Bargaon block etc. are worth mentioning.

1.35 FOCUS BLOCKS

The focus blocks of district which need intensive planning, for qualitative improvement expansion and quantitative education are Hemgur, Balisankar, Rajganapur, Nuagaon, lathikata, Koma and Gurundia block.

CHAPTER II

CHAPTER – II

EDUCATIONAL PROFILE OF THE DISTRICT

Administrative set up of Education:

The district of Sundargarh is itself an education circle headed by one Inspector of Schools. It has 3 education districts, each headed by one District Inspector of Schools and 48 S.I. of Schools.

Education Circle	Education District	Education Block/Municipality	S. I. of Schools
Sundargarh	Sundargarh	1. Sundargarh Sadar	3
		2. Tangarpali	2
		3. Subdega	2
		4. Lephpare	3
		5. Hemgir	4
		6. Badgaon	2
		7. Balisankara	4
		8. Kutra	2
		9. Rajangpur	1
		10. Sundargarh Municipality	1
	Rourkela	11. Rajangpur Municipality	1
		12. Kuarmunda	2
		13. Nuagaon	3
		14. Lathikata	2
		15. Bisra	2
	Bonai	16. Biramitrapur Municipality	1
		17. Rourkela NAC	1
		18. Bonai	3
		19. Lahuripara	3
		20. Koira	3
		21. Gurundia	3

Source – D. I. of Schools, Sundargarh

EDUCATIONAL SCENARIO

The district of Sundargarh consists of three educational districts named, Sundargarh, Rourkela & Bonai these are 17 Blocks with 48 Sub-inspector schools. Table – II – 1 indicates the distribution of DIs and Sis in the Block.

EDUCATIONAL INSTITUTIONS:

Categories of educational institutions in the district is mentioned below.

1	Primary Schools	1514
2	Upper Primary Schools	409
3	TRW Primary Schools	56
4	TRW Upper Primary Schools	28
5	DIET	1

SUNDARGARH Block wise Enrolment of Student as on 30.9.2000

Sl.NO.	Name of the Block Municipality	No of Children enrolled in primary Schools (5-11)			No. of children enrolled in upper primary school			Primary (5-11)		Upper Primary (11-14)	
		Boys	Girls	Total	Boys	Girls	Total	SC	ST	SC	ST
1	Hemgir	4597	4419	9016	1797	1471	3268	811	3606	294	1307
2	Lephrpada	4548	4312	8860	1690	1605	3295	797	3544	296	1318
3	Jangarpali	3303	3130	6433	1955	1728	3683	578	2573	331	1473
4	Sundargam Sadar	4311	4152	8463	2570	2514	5084	761	3385	457	2033
5	Subdega	3596	3458	7054	1807	1625	3432	635	2821	308	1372
6	Saisankar	5475	5205	10680	1578	1404	2982	691	4272	268	1192
7	Bargaon	4597	4314	8911	1788	1601	3389	802	3564	305	1355
8	Kudroo	4401	4233	8634	1995	1805	3800	777	3453	342	1520
9	Rajgangapur	5714	4875	10589	1465	1122	2587	953	4235	232	1034
10	Bonaigam	3804	3429	7233	1480	1400	2880	651	2893	259	1152
11	Lahunipada	5769	4633	10402	1455	1332	2787	936	4160	250	1114
12	Gurandia	4378	3735	8113	1400	1281	2681	730	3245	241	1072
13	Koira	4799	3809	8608	1360	1258	2618	775	3443	235	1047
14	Bisra	5146	3999	9145	1392	1388	2780	823	3658	250	1112
15	Lathikata	10590	9015	19605	1635	1598	3233	1764	7842	290	1293
16	Kuarmunda	6226	5675	11901	1560	1321	2881	1071	4760	259	1152
17	Nuagar	7554	6423	13977	1400	1393	2793	1258	5590	251	1117
18	Rourkela (MPL)	17088	15740	32828	3452	2826	6278	2954	13131	565	2511
19	Biramitrapur (MPL)	2106	1778	3884	2349	2183	4532	350	1515	407	1812
20	Rajgangapur (MPL)	2454	2324	4778	2307	2185	4492	430	1911	404	1796
21	Sundargam (MPL)	1850	1988	3838	1519	1510	3029	345	1535	272	1214
	Total	112306	100646	212952	37954	34550	72504	18892	85136	6516	28993

Grand Total : 212.95+72504 = 285456

6	Teacher Training	3
7	AW centre	1884
8	High Schools	277
9	Vocational Schools	11

ENROLMENT

During the house hold Survey under SSA 232077 children with age group 5 to 11 and 1,10,204 children with age group 11 to 14 were identified. Out of them 2,12,912 children of age 5 to 11 and 72,504 children of age group 11 to 14 have been enrolled in different primary and upper primary schools in the district. It is clearly projected in the following table.

Numbers of Out of School Children in the Districts is given in the following Table:

Age group	No. of Children identified during Survey	No. Of Children enrolled	No. Of Children out of School
5-11	232077	212952	19125
11-14	110204	72504	37700
Total	342281	285456	56825

During the Survey it was found that 285456 students were enrolled and repeaters.

Dropout:-

Dropout of 19125 Children in primary schools and 37700 children in upper schools was found.

Numbers of Out of School Children in the Districts is given in the following Table:

Age group	No. of Children identified during Survey	No. Of Children enrolled	No. Of Children out of School
5-11	232077	212952	19125
11-14	110204	72504	37700
Total	342281	285456	56825

ENROLMENT 5 - 11 PRIMARY IN LAST FIVE YEARS

By 2000-2001

	All Communities		SC			ST			T
	B	G	T	B	G	T	B	G	
97 - 98	91365	80452	171817	9732	9162	18894	61609	51962	113571
98 -99	94024	82321	176345	10296	9286	19582	60493	52530	113025
99-2000	95,139	84,445	1,79,584	9,719	9,474	19,193	62,883	55,214	1,18,097
2000-01	95,165	88,406	1,83,571	9,958	9,194	19,152	66,240	57,136	1,24,076
2001-02	1,07,358	97,072	2,04,430	10,173	9552	19,725	56,993	50,048	1,07,041

*Before Household survey
2001*

I - Percentage of girl's enrolment in 2001 - 2002

All community - 47.48

SC - 48.42

ST - 46.75

Class Wise Enrolment (All community)

Sl No	Name of the Block Municipality	Class - I			Class - II			Class - III			Class - IV			Class - V			Class - VI			Class - VII		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Hemagir	1308	1319	2627	907	892	1799	843	744	1587	752	710	1462	787	714	1501	950	771	1721	847	700	1547
2	Lepnpara	1483	1433	2916	884	851	1735	748	757	1505	737	670	1407	696	601	1297	955	855	1810	735	750	1485
3	Tangarpali	976	895	1871	683	580	1263	598	574	1172	510	586	1096	536	495	1031	1050	955	2005	905	773	1678
4	Sundargarh	1248	1183	2431	963	817	1680	730	800	1530	774	708	1482	696	644	1340	1388	1275	2663	1182	1239	2421
5	Suboegr	1078	1037	2115	899	864	1763	719	691	1410	539	815	1354	361	348	709	1007	849	1856	800	776	1576
6	Baisankara	1834	1681	3515	1034	1083	2117	949	872	1821	869	827	1696	789	742	1531	880	735	1615	696	669	1367
7	Bargaa	1429	1293	2722	879	911	1790	819	791	1610	771	693	1464	699	626	1325	933	815	1748	855	786	1641
8	Kutra	1106	1071	2177	914	853	1767	828	819	1647	801	753	1554	752	737	1489	1023	933	1956	972	872	1844
9	Rajrangapur	2096	1720	3816	1157	1037	2194	1030	904	1934	853	623	1476	576	591	1167	830	665	1495	635	457	1092
10	Bonagam	1052	966	2018	797	778	1575	702	595	1297	654	523	1177	699	467	1166	775	714	1489	705	686	1391
11	Lahunpada	1932	1666	3598	1213	904	2117	1017	798	1815	864	718	1582	743	547	1290	812	742	1554	643	590	1233
12	Gurundia	1297	1235	2532	1034	908	1942	836	675	1511	648	506	1154	563	411	974	850	683	1533	550	598	1148
13	Koira	1717	1325	3042	1091	889	1980	858	664	1322	712	504	1216	621	427	1048	700	695	1395	660	663	1523
14	Bisra	1453	1146	2599	1188	889	2057	975	753	1728	837	671	1508	703	550	1253	738	751	1489	654	637	1291
15	Lathikata	2525	2600	5125	2347	2112	4459	2091	1725	3816	1827	1385	3212	1400	1123	2523	859	875	1734	776	723	1499
16	Kuarmunda	1895	1590	3485	1478	1245	2723	1253	985	2238	1124	817	1941	876	638	1514	813	715	1528	747	606	1353
17	Nuagaa	2632	2218	4850	1663	1403	3066	1308	1102	2410	1045	947	1992	906	752	1658	725	705	1430	675	688	1363
18	Rourkela MPL	3893	3490	7383	3508	3212	6720	3315	3094	6409	3248	3050	6298	3074	2094	5168	1745	1425	3170	1707	1401	3108
19	Biramitrapur MPL	571	480	1051	454	382	836	391	340	731	350	306	656	340	290	630	1202	1150	2352	1147	1033	2180
20	Rajgangapur MPL	646	577	1223	510	495	1005	441	429	870	459	414	873	398	409	807	1195	1158	2353	1112	1027	2139
21	Sundargarh MPL	585	566	1151	390	377	767	351	340	691	332	321	653	292	284	576	769	816	1585	750	694	1444
		32758	29471	62229	23873	21482	45355	20602	18452	39054	18706	16547	35253	16507	13490	29997	20199	18282	38481	17755	16566	34323

Teachers Profile

Total no. of teachers in the district is mentioned below in the table:-

Types of schools	Sanctioned posts	Teachers in position	SSS engaged	No of regular posts vacant
Govt. Primary Schools	6522	5512	273	810
Govt. Upper Primary Schools	1219	1117	51	102
Total	7741	6629	324	912

School Profile

In Sundargarh District there are the following numbers of Primary and Upper Primary Schools

as shown in the table below:-

Category of School	No. of Schools in the district
Govt. Primary Schools	1514
Govt. Upper Primary	409
TRW Primary Schools	56
TRW Upper Primary	28
Total	2007

Out of 2007 primary and upper primary schools 1967 schools have their own building and 40 schools are building less schools

Distribution of Schools on the basis of nature of School building

Nature of building	No. of Schools
Schools having Pucca building	1110
Schools having Kachha building	857
Building less Schools	47
Total	2017

Requirement of Schools

Nature of requirement	No. of schools requiring the benefit
Building	47
Additional class rooms	737
Tube well	815
Toilet facility	1159
Boundary wall	1496

PTR

Pupil teacher ratio in Primary Schools is 39:1 whereas in Upper Primary School it is 38:1.

Classwise enrolment of children in primary and upper primary schools in Sundargarh district is given in following table:

Teacher Profile:

There are 6422 Primary teachers functioning in the schools. They are

	Teachers	Schools
Primary Schools	5203	2014
Upper Primary School	1219	

GER & NER OF PRIMARY SCHOOLS:

The block wise total no of children from year age group and the total no. of Children from class I to V is mentioned in the table. The total No of Children enrolled in Class I to V between 5 to 11 years is Calculated and placed in the same table.

The block wise GER & NER of boys and girls indicated in the table shows the inter block disparity of Sundargarh district. Attached the table below.

The GER & NER of Tangarpali block is respectively 72.46% and 71.61%, RajGangapur block is 78.15 and 76.95 whereas the GER & NER of RajGangapur is 96.82 and 95.22. In Sundargarh its GER & NER is respectively 95.78 and 95.20.

It shows that the blocks like Tangarpali, Rajangapur and Koira are more non-enrolled and dropout than other blocks of the district.

GER / NER of Upper Primary Schools

The total no. of Children of 11-14 ages group in the District is collected from household survey and it is consolidated Block wise.

Total no. of Children from Class VI to VII (Both boys & girls) are indicated in the

Table out of which the total no. of children enrolled in class VI to VII between age group of 11 –14 years is calculated and the GER / NER of the children in Upper Primary stage is found out. The GER of boys is as high as 95.77 in Bisra Block where as it is as low as 23.56% in RajGangpur Block, 28.8% in Balisankara Block girls GER is high in 94.57 in Raurkela municipality and 91.59 in Bisra Block where as 19.03 in Rajangapur 25.23 in Balisankara, 33.7 in Lahunipada Block

NER

The NER of (11-14 Yrs) age groups children of Balisankara block, Koira Block, Lahunipada and Bargaon block are respectively 24.93, 27.02, 32.5 and 32.9 which shows very low in comparative to the block like Bisra and Sundargarh block. It clearly indicates that high dropout rate of children in some blocks is highly alarming. The table is given below Table showing the NER :

Infrastructural Facilities:

The details of infrastructure facilities current in Sundargarh district is mentioned below

1	No. of Schools having building of their own	1534
2.	No. of Schools with Pucca building	1110
3.	No. of Schools with Katchha	424
4	No. of Building less Schools	47

Percentage of Schools having 1 more than 5 classrooms is mentioned below:

1.	One classroom	4.17%
2.	Two classroom	45.83%
3.	Three classroom	24.12%
4.	Four classroom	11.99%
5.	Five classroom	8.60%
6.	More than 5 classroom	5.93% =776
7.	School without building	=47

Percentage of Schools having facilities of drinking water, toilets, electricity, playground and boundary walls are

1.	Drinking water	23.92
2.	Toilets	1.96
3.	Electricity Connection	9.17
4.	Play ground	13.79
5.	Boundary Walls	2.19

No. of unserved habitation in the district without schools is

Population (300 more)	=	45
Population (200 more)=		72

Total **117**

PRF PRIMARY EDUCATION (ECCE)

The pre-primary education under the school readiness programme plays a vital role to build a strong base for education. It creates readiness and favorable disposition in children towards schooling. This programme has been undertaken by the ICDS of district with objectives to cater the needs of the children of age group 3 -5. The children between the

age group of 0 -3 years are the future population of ICDS and ultimately the formal schools of the district. According to the house-hold survey 2001 the total number of children of age group of 0 -3 years is 1,09,618 out of which 54,981 are boys and 54,647 are girls. In further in SC population the total number of children in this age group is 10,317 out of which 5252 are SC boys and 5065 are SC girls. Likewise out of the total ST population children 60534 only 30,046 are boys and 29,488 are girls. The highest populated blocks/municipalities having SC categories of age group 0 -3 years Hemgir, Tangarpa, Rajgangpur, Kuarmunda, and Rourkela MPL. But the highest populated block municipalities having ST categories of children of the same age group are Lathikata, Nuagaon, Koda, Lahunipara, Rajgangpur, Kutra, Balisankara and Gurundia which they needs special provision of children of age group 0 -3 years. There do exist 1884 AWC centers in the district to provide Pre- schooling facilities.

Total number of children for the age group of 3-5 years in the district is 81,190 as per the house hold survey report 2001. Out of this figure 41,247 are boys and 39,943 are girls. But the enrolment figure of this age group is 65,226 out of which 33,270 are boys and 31,956 are girls. The ratio of AWCs for such children is 1.35. The difference of children 15,964 Nos have No AWCs yet in the district. So as per the ratio 1:30, 532 AWCs will be required more for the district.

As per the blocks municipalities scenario the out of school (AWCs) children are calculated simply by deducted the enrolment figure from the total household survey figure of this age group children. The highest number of out of schools children are in Kutra, Sundergarh, Laxmipore, Koira, Kharmunda And Rourkela MPL. These blocks requires more AWCs than other blocks.

EDUCATION OF IED CHILDREN:

The commitment of our constitution will not be achieved unless and until the provide education to the disabled children of our district. Such children of age group 5 to 14 are identified according to their category of disability. The total number of disable children in the district are 4725. Out of them some of such children in special schools meant for them and all other such children are admitted in our formal schools. where there is no special schools meant for them and all other such children are admitted in our formal schools where there is no special provision of teachers, equipment etc. The Director of T E & SCERT, BBSR has provided 3 to 4 special teachers to certain primary schools of the district, which some training modules and equipment's for such children. The block wise identification of such children are as follows:

SL NO	NAME	NO OF CHILDREN IDENTIFIED AGE GROUP 5 TO 14														G.T
		Vision		Hearing		Ortho Pediatric		Learning		Mentally		Other Disability		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	Hemgir	19	14	15	13	31	27	54	46	25	17			144	107	251
2	Laphripara	16	8	27	14	25	15	6	7	18	7			86	44	130
3	Tungarpali	6	5	10	12			35	25	8	6	20	15	79	63	142
4	Sunder Garh	2	1	4	3	1	3	40	30	2	1	1	1	50	38	88
5	Sabdega	8	6	12	11					9	13	14	22	43	52	95
6	Bali Sankara	4	11	19	14	30	20	51	49	18	12			122	106	228
7	Bargaon	6	10	15	17	21	22	28	37	11	10			81	96	177
8	Kutra	6	4	13	9	26	19	64	51	11	6			120	89	209
9	Rajgangpur	16	19	17	25	25	19	46	34	17	31			121	128	249
10	Bonaigarh	8	6	16	10	21	18	62	53	12	8			119	95	214
11	Laxmipara	17	19	23	24	68	39	76	70	5	3	17	11	206	166	372
12	Gurundia	5	4	33	37			41	34	26	38	60	44	165	157	322
13	Koira	7	6	30	13	68	29	12	13	20	13			125	61	186
14	Bisra	4	10	9	12	23	9	43	44	11	8			91	82	173
15	Lathikata	13	9	14	13	30	26	62	54	16	15			135	117	252
16	Kuarnunda	2		12	8	24	22	65	47	18	11			121	88	209
17	Nuagaon	8	7	12	9	10	8	62	53	18	15	10	11	120	103	223
18	Rourkela (MPL)	23	19	88	97	118	96	104	137	115	86	18	22	466	457	923
19	Biramitta Pur(MPL)			2		9	4	18	15	3	5			32	24	56
20	Rajgangpur (MPL)	7	3	11	7	30	16	20	16	11	7			79	49	128
21	Sundergarh (MPL)			6	2	8	5	35	25	7	2			56	34	90
	Total	177	161	388	350	468	397	921	839	461	314	140	126	2561	2156	4717

PARTICULARS OF IED CHILDREN (BLOCK WISE) SUNDARGARH. (5-11)

Sl NO	NAME	NO OF CHILDREN IDENTIFIED AGE GROUP 5 TO 14														G.T
		Vision		Hearing		Ortho Pediatric		Learning		Mentally		Other Disability		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	Hemga	14	8	11	5	21	20	39	36	17	9			102	81	183
2	Laphripara	11	5	21	10	19	11	4	4	11	5			66	35	101
3	Tungarpali	4	4	8	9			20	16	5	5	12	9	49	43	92
4	Sunder Garh	2	1	3	2	1	3	31	25	2	1	1	1	40	33	73
5	Sabdega	7	4	9	6					7	7	10	16	33	33	66
6	Bali Sankara	4	9	10	10	20	11	39	41	12	9			85	80	165
7	Bargaon	5	6	11	13	16	18	21	20	8	6			61	71	132
8	Kutra	5	1	7	7	20	14	45	39	9	5			86	66	152
9	Rajgang Pur	12	14	10	14	17	12	38	22	11	21			88	83	171
10	Bonaigarh	5	4	11	5	12	11	41	40	9	3			78	63	141
11	Laxmipara	13	16	20	18	59	31	64	60	3	3	11	9	159	128	287
12	Gurundia	5	4	22	25			30	20	19	17	40	30	116	106	222
13	Koira	7	6	21	9	52	23	8	10	14	8			102	56	158
14	Bisra	4	8	8	9	18	7	38	39	8	6			76	69	145
15	Lathikata	11	6	11	8	24	20	45	41	10	11			101	86	187
16	Kuarmunda	2		11	7	18	19	51	38	10	7			92	71	163
17	Nuagaon	6	4	9	7	6	7	49	42	11	12			81	72	153
18	Rourkela (MPL)	19	15	72	86	93	88	85	101	91	71	9	12	36	373	742
19	Biramitra pur(MPL)			2		8	4	15	11	3	5			28	20	48
20	Rajgangpur(MP L)	6	2	7	6	22	9	16	13	8	2			50	32	91
21	Sundergarh (MPL)			3	2	2	3	28	16	6	2			39	23	62
Total		142	117	287	261	428	311	707	642	274	225	83	77	1910	1624	3534

Sources Household Survey 2001

Sl. NO	NAME	NO OF CHILDREN IDENTIFIED AGE GROUP 11 TO 14														G T
		Vision		Hearing		Ortho Pedic		Learning		Mentally		Other disability		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1	Hemgir	5	6	4	5	10	7	15	10	8	8			42	36	78
2	Laphripara	5	3	6	4	6	4	2	3	7	2			26	16	42
3	Tungarpali	2	1	2	3			15	9	3	1	8	6	30	20	50
4	Sunder Garh			1	1	9	5							10	6	16
5	Sabdega	1	2	3	5					2	6	4	6	10	19	29
6	Bali Sankara		2	9	4	10	9	12	8	6	3			37	26	63
7	Bargaon	1	4	4	4	5	4	7	9	3	1			20	25	45
8	Kutra	1	3	6	2	6	5	19	12	2	1			34	23	57
9	Rajgang pur	4	5	7	11	8	7	8	12	6	10			33	45	78
10	Bonaigarh	3	2	5	5	9	7	21	13	3	5			41	32	73
11	Laxmipara	4	3	3	6	9	8	12	10	2		6	2	36	29	65
12	Gurundia			11	12			11	14	7	11	20	14	49	51	100
13	Koira			9	4	16	6	4	3	6	5			35	18	53
14	Bisra		2	1	3	5	2	6	4	3	2			15	13	28
15	Lathikata	2	3	3	5	6	6	17	13	6	4			34	31	65
16	Kuarmunda			1	1	6	3	14	9	8	4			29	17	46
17	Nuagaon	2	3	3	2	4	1	13	11	7	3			29	20	49
18	Rourkela (MPL)					1		3	4					4	4	8
19	Biramita Pur(MPL.)					1		3	4					4	4	8
20	Rajgangpur(M PL)	1	1	4	1	8	7	4	3	3	5			20	17	47
21	Sundergarh (MPL)			3		6	2	7	9	1				17	11	28
Total		35	44	101	89	140	86	218	197	107	89	47	38	648	543	1191

Sources House Household Survey

The block wise identification of different categories of disabled children in the district total are visioning impaired –338 Hearing impaired –738, orthopedic handicapped - 865 learning deficiencies-1760 mentally retarded –775, and other disability -266 .The learning deficiencies children are more in comparison to categories .The highest number of vision impaired children are identified in block Hemagiri, Rajgangpur Lahunipada, Lathikata and Rourkela MPI Likewise the highest number of hearing impaired children are identified

from the blocks Hemagir, Lepipara, Bargaon Rajgangpore, Lahunipara, Gundia Koira Lathikata and Rourkela MPL. The orthopedic handicapped children are found mostly in Rourkela MPL, Lathikata Koira Lahunipara, balisankara, Hemgir Lephipara, Rajgangpur, and Bargaon.

The blocks municipalities, which have most of the learning disability, are Rourkela MPL, Nuagaon, Kuarmunda, Lathikata, Bisra Lahunipara, Banaigarh, Kutra Balisankara, Sundargarh Tangarpali and Hemgir.

From a many the mentally retarded children Rourkela MPL bags highest, next to it are Gururdia, Rajgangpur and Hemgir blocks.

Except the blocks Tangarpali, Subdegal ahunipara, Gumndia, Nuagaon and Rourkela MPL no other blocks and municipality bags other disability category of disable children.

In general according to sex ratio 54 percent disability are boys and 46% of disability is girls. out of the total 2,29,868 children of age group 5 to 14 of the district the percentage of disability is 2% only.

Further age group wise also calculated separately for 5 -11 and 11- 14 each block and municipality for the age group 5- 11 and 11 - 14 each block and municipality. For the age group 5 -11 the total number of disabled children is 3534, which is 75% of the total disabled population and for the 11-14 age group the total number of children is 1191, which is only 25% of the total disabled population.

So the blocks / municipalities required special types at schools are Rourkela MPL, Gurundia Lahunipore, Rajgangpore, Balisankara, Lathikata and Hemgir for the age group of 5 - 11 children and for the age group of 11 - 14 children the blocks municipalities are Hemgir, Balisankara, Gurundia, and Rourkela MPL.

CHAPTER III

CHAPTER-III

SUNDERGARH DISTRICT

PLANNING PROCESS

INTRODUCTION :

Decentralisation of Educational planning involving Community participation is a major input in DPEP. In order to make the District perspective Plan meaningful with conceptual clarity priority has been attached to participative processes in the form of focus Group Discussion with the members of Panchayat Raj Institutions, Elected Representatives, Community Leaders, Mahila Mandals, Block Level and District Level Functionaries. The District Plan has been prepared on the basis of problems and issues that emerged from the data, facts and figures collected from the following sources :

1. Data and information emerged from Household Survey.
2. From Focus Group Discussions and interaction with the members of the community, elected representatives and from various cross sections of the Society

Orientation of Teachers on Household Survey :

Before conduct of Household survey in the District the MIS Personnel from state OPEPA, Bhubaneswar oriented the teachers in Block Headquarters for collection of data relating to Primary Schools on. A massive Training Programme was conducted for all teachers, S.I. of Schools and members of some enthusiastic NGOs for smooth conduct of Household Survey in the District. The Survey Exercise itself was strong for generation of awareness in the whole district. It marked the enthusiasm and zeal of NGOs and the members of the Community and helped in spreading the message of DPEP in the length and breadth of the district.

FOCUS GROUP DISCUSSION (WOMEN GROUP)

Focus Group Discussions were held at village level with the Rural Women Groups in which the women participated in the discussions. There was interactions with the women relating to Elementary Education particularly in respect of Enrolment and Retention of Children in Schools. Such discussions were also held with the women groups at Block and District level in order to involve the women in the District in DPEP activities.

FOCUS GROUP DISCUSSION WITH PRI MEMBERS :

Four Focus Group Discussion with the PRI members at the Block Level and They were consolidated. There was effective interaction with the PRI members present in the Discussion. It reveals from the discussion that PRI members will contribute their mite for successful implementation of DPEP in the district.

FOCUS GROUP DISCUSSION WITH NGO GROUP

Eight Focus Group Discussion at the Block Level and one Focus Group Discussion at the district level were conducted with the members of NGOs. There was effective interaction with the members of NGOs on various activities to be undertaken in the district. The problems and issues were discussed the readable. It revealed from the discussion that the NGOs will play a vital role in awareness campaign.

FOCUS GROUP DISCUSSION WITH VEC MEMBERS

Focus Group Discussion at the village level and discussions at the Block level were conducted with the members of VECs and strong interactions with the members of VEC regarding their role for strengthening Elementary Education in the District were meaningful. The discussion were participatory.

The problems and issues that emerged from Group Discussions held at different levels with different groups have been separately furnished.

DISTRICT LEVEL CONVERGENCE MEETING

In a District the activities undertaken under primary education can not be addressed in isolation. There are other departments such as Health services, Child & Women Welfare and SC / ST Deptt. are also dealing with various problems relating to Children of Primary Education. With a view to co-ordinating and integrating the activities of other line departments meetings for the convergence of services were held at the District Headquarters of Sonapur. All District level officers, CDPOs and S.I. of Schools attended the meeting. There was a threadbare discussion relating to issues and strategies to be adopted in the context of DPEP to be implemented in the district. Details of the FGD conducted in the field level are given below:

SUNDERGARH DISTRICT
CHAPTER-III
FOCUS GROUP DISCUSSION (Village-Level, Women Group & VEC)

Sl. No.	Level Village / Block District	Group present	Issues Identified
1	2	3	4
1	Village level Group Discussion	Women Group VEC members Parents	<ol style="list-style-type: none"> 1) No effective teaching 2) Disinterested teachers 3) Teachers do not maintain proper rapport with the community 4) Non involvement of lady members in school affairs 5) Frequent transfer and deputation of teachers. 6) Parent Teachers Associations though formed, are not properly functioning. 7) Absenteeism of teachers 8) Children's social attitude is not encouraging after finishing schools. 9) Less number of working days than that of holidays. 10. Placement of local teachers is demanded 11.No library books containing biographies of leaders, children story books cartoons and adventures books on science and technology 12.School environment is not encouraging
2	Block level Group discussion	Educationists	<ol style="list-style-type: none"> 1) Over burdened curriculum 2) Faculty Examinations 3) Cumulative performance report is not maintained in schools 4) No proper provision for mobility of Supervisory staff. 5) Poor infrastructural facilities.

3	Block level Group Discussion	VEC members and Community leaders	<ol style="list-style-type: none"> 1) Lack of school building 2) Non-repair of school building 3) Dearth of teachers in schools 4) No importance of VEC members in school affairs 5) No separate provision for urinals, drinking water, toilets for girls. 6) Unattractive school environment 7) Lack of storage and presentation of mid-day meal. 8) Textbooks to children 9) No special measures for poor students 10) Change in school timing is required to ensure access. 11) Uniforms to girls is required. 12) Hostels for boys and girls 13) No Use of local Language 14) Story books to schools 15) Reading writing materials for schools.
4	Block level Group Discussion	Teachers and teachers Association	<ol style="list-style-type: none"> 1) Lack of accommodation 2) Lack of classroom and teachers. 3) No timely repair of school building 4) Inadequate contingency and teaching aids and furniture's in schools. 5) No safety facilities in schools for storage. 6) No electricity facilities in schools 7) Over burdened teachers 8) Consumption of teaching time on mid-day meal programme. 9) Irregular salary payment of teachers. 10) Lack of teachers quarters in hilly areas.

			<ul style="list-style-type: none"> 11) Engagement of teachers in non-teaching activities. 12) Lack of space for storage and preparation of mid-day meal. 13) No refreshment training of teachers. 14) Resource support Groups are lacking. 15) Research institutes at block level/cluster level are not available 16) Handbooks to teachers is not is practice
5	Block level Focus Group Discussion	Mothers	<ul style="list-style-type: none"> 1) Lack of reference materials. 2) Lack of post care of the children 3) Lack of proper guidance and supervision at schools 4) Lack of incentive for girl students for teachers 5) Uniform for children 6) No efforts to strengthen Mahila Mandals and Women groups in School affairs
6.	Block level Focus Group Discussion	NGOs, Functionaries, Teachers	<ul style="list-style-type: none"> 1) No efforts to open separate schools for SC/ST 2) Utilisation of services of the inspecting staff for other purpose besides education. 3) Faulty examination system. 4) No conducive environment in schools for teaching learning process 5) Joint supervision and academic support is lacking 6) Quality education to children is lacking 7) More no. of Anganwadi centres is required 8) Redressal of teachers' grievances 9) Contingencies to schools 10) Book banks and supplementary reading materials to schools.
7.	Block level Convergence meeting	Block level functionaries, teachers, ICDS	<ul style="list-style-type: none"> 1) Unsuitable curriculum 2) Lack of coordination between the teachers and VEC members. 3) Lack of facilities for pre-school and non-functioning of pre-

		staff, PRI elected representative	<p>schooling in Anganwadi centres.</p> <p>4) Outdated supervision by the supervising in Anganwadi centres.</p> <p>5) Engagement of teachers in non-teaching activities.</p> <p>6) Poverty and illiteracy of parents.</p> <p>7) Lack of Educational opportunities.</p> <p>8) No efforts to sustain the fruits of TLC to generate demand for education.</p> <p>9) No efforts to enroll the children of leprosy patients.</p> <p>10) Problems of sibling care have not been taken into accounts.</p> <p>11) Dearth of required no. of teachers in schools.</p> <p>12) Stereo-type teaching.</p> <p>13) Lack of interaction among teachers guardians and students.</p> <p>14) More numbers of single classroom schools in the district.</p> <p>15) Lack of equipments and library facilities.</p> <p>16) Educational Issues in Panchayats.</p>
8.	District level functionaries SSW, DRDA, ITDA, PRI, Elected Representatives		<p>1) Teachers absenteeism</p> <p>2) Lack of accomodation facility for the teachers.</p> <p>3) Large scale deputation of teachers at one time</p> <p>4) No provision of teaching in local language.</p> <p>5) No special emphasis on the education of girl children.</p> <p>6) Teachers dominated education rather than child centred.</p> <p>7) Lack of interest of the teachers in teaching process.</p> <p>8) Lack of entertainment programme in the schools.</p> <p>9) Less number of lady teachers in schools than their counterparts particularly in upper primary schools.</p> <p>10) Grants to schools</p> <p>11) Regular training programmes for teachers</p>

			12) Recognition to teachers 13) Office room for schools.
9.	Meeting of peoples' representatives. Administrative authorities.		1) Schools in unserved habitations 2) Special provision for difficult to get children 3) Reduction in the norms for schooling facility 4) Camp schools for labour class children.

CHAPTER IV

CHAPTER IV

PROBLEMS,ISSUES,AND STRATEGIES AND FIXING OBJECTIVES

On the basis of the educational indicators and the problems and issues identified in previous chapters the major focus of this chapter is to identify the key issues and problems, devise strategies and specific objectives as per DPEP guidelines and to fix up the target in the time and space given in the project guideline.

The major issues in the district are:

- The district is a high tribal populated one
- The women literacy in the district is comparative low
- Children of 6-14 age group are not enrolled and there is a high dropouts in primary and upper primary levels
- Teachers are not adequate and there are single teacher schools
- The rural area schools are lacking infrastructure
- The toilets and drinking water is a need in the schools which are lacking.
- Community empowerment is highly essential.
- Most of the schools are lacking infrastructure facilities

The specific objectives there fore has to be fixed up identifying the problems and issues. A comprehensive tabular data is presented in this chapter dividing the issues and problems in logical sequence to put the problems in a systematic manner.

CHAPTER-IV

PROBLEMS, ISSUES, STRATEGIES : ACCESS, RETENTION, QUALITY IMPROVEMENT AND CAPACITY BUILDING

Sl. No.	Problem Areas	Issues	Strategies	INTERVENTION		
				SSA	Non-SSA	Remarks
1	2	3	4	5	6	7
1	ACCESS	1. Insufficient number of primary schools. Boys and girls are busy in family occupations and care siblings.	1. Construction of school building out of SSA funds and DRDA grants and MLA MP led funds in the deserving localities.	1. Construction of 26 school buildings out of SSA funds. 2. 75 upper primary schools 3. Construction of buildings for		Civil work
		2. Lack of facilities for pre-schooling.	2. Opening of ECCE.	2. Opening of ECCE in 532 villages/habitati	Out of DRDA grant 24 buildings for	
		3. No provision of schooling facilities for children of migratory parents children partially dropping out from schools due to house hold occupation	3. Strengthening of EGS centres, opening of Alternative Schools.	3. Opening of 654 EGS/AIE schools, strengthening of primary education. 240		ECCE
		4. Dilapidated condition of the buildings make children unsafe. No grants for minor repair.	4. To take up repair works both major and minor	4. 700 major repair work will be taken up under SSA.	DRDA grants and other grants strengthening primary	AIE-240
		5. Insufficient number of classrooms to accommodate student.	5. Construction of additional classrooms out of SSA funds and DRDA grants.	5. 473 Adddl. Classrooms for primary and 105 Addl.	minor repair 800 will be taken up by DRDA grants.	Civil work
		6. No provision of uninals for students	6. Construction uninals	6. 650 uninals will be constructed under SSA.	631 uninals will be constructed under DRDA Grants.	Civil work
		7. No provision of drinking water facilities	7. Construction of tube wells	7. 125 tube wells will be dug under SSA	198 tube wells will be dug under DRDA	Civil work
		8. No provision of compound wall facilities	Construction of compound wall in road side schools and wire fencing in other schools	8. (i) 200 compound walls will be constructed (ii) Wire fencing for beautification.	100 compound walls will be constructed out of DRDA grants.	Civil work

Problem Areas		Issues	Strategies	INTERVENTION		
1	2	3	4	SSA 5	Non-SSA 6	Remarks 7
2	ENROLMENT AND RETENTION	1. Lack of community participation in the School Management and maintenance	Awareness campaign Enrolment drive to aware parents, women. NGOs by conducting Mahila Mela, Sishu Mela, Street Plays, Wall writings. Padayatra. Pamphlets. posters, Banners. Hoarding etc.	1- Wall Writing - 1944 2-Sishu Mela- 1000 3-Street plays- 100 one group in each Block will be formed	Community support	SSA(CMP.)
		2. Inactive VEC	To sensitise the members of VEC Motivational training for the members of VEC	1. 2014 nos. of VECs will be strengthened.		
		3. Non-involvement of mothers & Guardians in School affairs.	Organisation of convention of District Block & GP level.	3. One for Dist. Level, Block level and GP level. Block level 21 x 1 CRC level 21 x 174		
		4. No. integrated approach for disabled children in schools	(i) Integrated education for the disabled children will fulfil the needs. (ii) Provision of supply to schools (iii) Medial check up.	Orientation of 6422 primary school teachers and 1219 Upper Primary School teachers.		
		5. Lack of reward and incentives to encourages better enrolment	5. (i) Incentives will be given for best performance of students (ii) Felicitation to best VECs. Teachers in quality achievements and participation	Incentive in shape of reading & writing materials III, III IV V year		

2 ENPOLMENT AND
RETENTION

school teachers in new pedagogy	be conducted at BRC & CRC level.	teachers will be oriented for 30 days during 5 yrs. From 2002	
7. Inadequate academic supervision by supervising officers academic support at Block and CRC level	Appointment of Coordinators at BRC & CRC level. Training to SIs of Schools.	187 Coordinators will be appointed & oriented	SSA(CMP).
8. No. provision of schooling facilities for migratory children	8. Opening of Alternative Schools for migratory children.	8. 88 Alternative Schools for migratory children will be opened in 17 blocks and 4	SSA(CMP).
9. No. provision of providing education to drop out students and to those who do not go to the formal schools	9. (i) Opening of EGS Centres for drop out and other out of school children within age group 5 to 14. (ii) Appointment of EVs and their Orientation.	9.(i) 80 AIE centres will be opened in 17 blocks under SSA. (ii) 80 nos. of Education Volunteers will be oriented after being appointed.	SSA(CMP).
10. No awareness of parents for primary education for their low level of literacy	10. Orientation of PTA & MTA	10. For better enrolment of children 2014 PTA & MTA will	SSA(CMP).
11. No accomodtion facilities	11. Construction of new school building and additional classroom.	26 ORUNART 75 UPPER PRIMARY (101)	SSA(Civil work).
12. Teachers' Absenteesm	12. Actitvisation of VEC	Training of all VECs	SSA(CMP).
13. Pre-schooling arrangement run by ICDS have not succeeded in creating school readiness for children of the reievant age groups.	13. Strengthening educational aspect of ICDS and orientation of Anganwari workers at BRC level	For better pre-schooling arrangement 532 AWC will be oriented and will be added supply resource.	SSA(ECCE).
14. No. use of play way method of teaching in schools	14. Introduction of games equipments in schools	SSA Schools can use their contingencies	SSA(CMP)

Sr. No.	Problem Areas	Issues	Strategies	INTERVENTION		
				SSA	Non-SSA	Remarks
1	2	3	4	5	6	7
3	RETENTION RELATED ISSUES	1. (I) Teachers inability to impart quality education. (ii) large periodic gap between successive training programme for teachers	1. Supply of reference materials like teachers' handbook which will contain various course and knowledge and methodology.	Supply of Hand book to teachers to 7641 existing teachers, 310 addl. Teachers in primary, 555 upper primary		SSA PPI 865 Addl Teachers according to projection.
		2. Teaching learning process and co-curricular activities are not child centred teaching is mostly dull, having little attraction for children	2. (i) Orientation of S.I. Schools, BRPs, CRPs and BPOs and other field functionaries. ii. TLM Training iii. Teachers Grant iv. Orientation of Anganwadi workers.	Orientation of 49 SSA S.I. Of Schools		
		3. Follow up action after the training programme	3. (i) Issues identified for difficulties in imparting child centred teaching ii. Issues to be discussed at the CRC level. (iii) Unsolved issues are attempted at BRC level, DPO/DIET and state level.	SSA CRC level meetings & BRC level meeting		SSA PPI
		4. Low level achievements and large incidence of dropouts force the children to withdraw from the school system ultimately.	4. Teaching learning process will be child centred. In order to make joyful play way method shall be encouraged both in curricular and co-curricular activities. Provisions will be made for supply of teaching materials, games materials, musical instruments.	SSA In depth studies Remedial camps Fixing of Accountability Record cards.		SSA PPI
		5. Teachers' learning and teaching ability is poor.	5. Teachers shall be oriented on modern methodology. Provision of Rs. 500/- per teacher for preparation of teaching aids. Rs 700/- to upper primary schools.	SSA		SSA

3	RETENTION RELATED ISSUES	6. Lack of trained teachers with up to date methodology , ineffective summer course training. No trained teachers available to teach different linguistic groups.	6. (i) Formation of MTA/PTA ii. Conduct of Shishu Mela iii. Involvement of the students in different school meeting iv. Conduct of exchange trip. v. Training of teachers an language	At school level the programmes will be taken up	Monthly metting of MTA/PTA celebration of national days & emerage children trs Orientation	
		7. Absence of adequate teaching aids and equipments.	7. Provision to teacher for preparation of teching aids	Teachers grant Rs 500/-		
		8. Needs improvement Examination System	8. Frequent supervise, visits emphasis on quality inspection, mobility arrangement of S.I. Of Schoois/resource groups	adoption of new evalusating method.		
		9. Lack of exposure.	9. Publication of penodicals	SSA at cluster, block and district level.		SSA PPI
		10. Lack of motivation of guardians to send children	10. (i) Awareness programme strengthening of PTA/MTA ii Textbooks to SC,ST and girl students and bookbanks for other children.	SSA		

Sl. No	Problem Areas	Issues	Strategies	INTERVENTION		
				SSA	Non-SSA	Remarks
1	2	3	4	5	6	7
4	CAPACITY BUILDING	1. The classroom process is not attractive and most of the teachers are not well equipped to teach in proper method.	1 (i) Orientation of Primary Teachers on child centred teaching. (ii) Orientation of Headmasters of all primary and upper primary schools on quality inspection of classes enhance numerical value among the students through local games and materials	SSA		SSA PFI
		2. Low level of academic standard of pupils	2. (i) Introduction of remedial teaching in schools for slow learners ii. Introduction of cumulative record cards. iii. Introduction of monthly examination system.	SSA	Non-SSA	SSA PFI
		3. Inadequate mobility of supervisory staff	3.(i) provision of TA as per requirement ii. Provision of two wheelers. iii. Step to lessen the burden on supervising staff from other line department	Supervision mechanism to be streamlined. Training in supervision Follow up	Non-SSA	
		4. Less number of school working days and more numbers of holidays	4. (i) Proper utilisation of holidays for study tour, exposure visit, summer vacation camp and sports, cultural activities. (ii) Besides holidays salary payment date in declared holidays, payment can be made at CRC on the date of center meeting. (iii) Non-engagement of the teachers in activities other than education. (iv) Devoting more time to poor academic children.	Forging teacher community linkage, children's cocumcular activities.	Non-SSA	

	5. Teachers' Recruitment system do not base on aptitude	5. (I) Aptitude tests are to be included during recruitment. (ii) un-trained teachers appointment is to be discouraged. (iii) Provision of additional training at least for three days annually under SSA. (iv) Training provision to untrained teachers.	SSA		SSA PPI
	6. Irregular attention of children	6. (i) Remedial teaching for low learners. ii. Issue of cumulative cards showing achievements of children. iii. Introduction of a systematic mechanism for continuous evaluation. iv. Issue of migration cards	SSA		SSA FFI
	7. Nutritional deficiency and Health Hazard	7.(i) Improvement of the quality of the Mid-day meal ii. Regular health check up of the students through speical school programme by Health Dept. iii. Maintenance of Health cards			Non SSA
	8. Language problem for children in Class I to Class-III	8. a. Supplementary Reading b. Indepth studies c. 1000 copies of the findings d. Word notes containing words in the appendix.			
	9. Existence of a wide gap between the standard Oriya language in the district	9. The gap in language learning can be bridged up ;by introducing supplementary readers writtn in Sadn language Oriya script	SSA		SSA

Sl. No.	Problem Areas	Issues	Strategies	INTERVENTION		
				SSA	Non-SSA	Remarks
1	2	3	4	5	6	7
		1. Teaching Learning process are not child centred	1. a. Introduction of joyful learning b. Introduction of play way method by using conventional play like Chhak Kaudi.	SSA		SSA FFI
		2. Lack of Supervisory competency	2. Orientation of S.I. Of Schools and Co-ordinators of BRC, CRC and Headmaster of primary and Upper Primary Schools in the district	SSA	SSA PPI	

CHAPTER V

CHAPTER - V

PLANNING & MANAGEMENT

Since the plan for SSA has to cater to the need stand aspirations at the grass roots, planning and management has a direct bearing on the kinds of plans and the achievement of plan targets. Therefore the DEEP needs to consider and identify the ways and means of formulating the process of planning. As the plans are need based and area specific, its processes to be decentralized and participative.

In order to implement the plan continuous assessment and annual planning process is to be taken up by Dist Planning group. While implementing and monitoring the project the relevant issues are to be taken up for the plan every year. During monitoring some valuable insight is gained which can be utilized for regulating the annual planning activities. The targets and objectives or perspective plan cannot be achieved unless the annual work plan is made in systematic manner. The more the degree of participation the more realistic the plan becomes. The concept accountability and the awareness are simultaneous by taken care of. As one knows DEEP needs to be specific to the district, it requires understanding the district identifying the major needs and workable strategies in its specific context. During the process of planning these needs have been identified but it is possible that new needs are likely to emerge. These new needs are to be incorporated in the annual plans. Survey and collection of data during the course of the implementation of the project may form important basis for identification of new needs. Further with in a district needs may vary from block to block. Micro planning is likely to indicate varied needs of villages. Its focus will be to generate demand for education as well as optimal utilization of human and financial resources. Besides VEC training, orientation to PTA/MTA will fuse rational thinking amongst community members. Thus the entire block will be covered under Micro planning and school mapping programmes.

In order to monitor implement the project successfully institutional planning and management is to be done from the very day of the implementation of the project. For this the personnel connected with primary education at grassroots level (such as

BRG/DRG/Headmaster) are to be oriented. Village Level data is to be collected and showed with villagers at cluster level once in every four months. The CRC coordinators are to collect & compile the data of the schools of their respective cluster and to submit in the block. A district level review meeting is to be conducted soon after the publication of journals for necessary changes and inputs in the areas when and where required.

The micro planning for SSA is to be done in all blocks Emphasis has been given for capacity building of Dist. Planning team, Block planning team through out the project period. Programme has been made for house-to-house survey during the programme. The data so collected are to be completed and analyzed at the Block and Dist level sharing workshop will be organised.

It has been further planned for an exposure visit for the Dist. planning team for capacity building from time to time.

For this, the formation of planning and implementation team as Resource groups at District / Block / CRC level is to be formed Presently the District and Block planning team is in operation.

The following table (1) indicates the Resource groups or different intervention in different levels:

Planning and Management

Sl.No	Objectives	Strategic Activities	Physical Target
1	Formation of district Resources Group	Selection of district Resource persons (master) on training tribal, Gender Media and community mobilisation, IED, AS Gender & ECCE	20
2	Formation of Block Resource Group	Selection of Block Resource persons on Teacher training tribal Gender & Media and community mobilisation , IED Alternative schooling.	20 per block.
3	Formation of cluster Resource Group.	Selection of cluster Resource persons on Teacher training Tribal Gender & ECC(E,IED) alternative schooling, Media & community mobilisation.	01 per cluster. Total 170
4	Strengthening Dist Planning team and Block	Orientation top SPO/DPO/DIS planning members	40

	Planning		
		Orientation programmed to Block plug team	7743 teachers
		Orientation to HMs of Pry UP school in every alternative year	
5	To find out the educational data from grassroots level	H to H survey in 1 st year and 4 th year compilation and analyses and finding of data at Block and Dist level.	
6	Preparation of AWP & B	Preparation of AWP & B monitoring and reviewed of the AWP & B Exposure visit to Dist plug team micro planning school mapping	9 years

CIVIL WORKS

The perspective plan has 33% allocation for civil works in Sundargarh Presently the civil works in Block areas are undertaken by DRDA under EAS and GPJRY Scheme. Yet the infrastructure facility of primary schools in Sundargarh district is very poor. Most of the schools need major and minor repairs. After prioritizing DEEP plans to under take major repairs in schools.

In Sundargarh district 44% of the existing schools do not possess any building of their own. The new schools to be opened by DPEP are to be provided with infrastructure facilities. It has been suggested to open 17 BRC centers and 170 CRC centers co-opting with the Gram panchayats which demand construction of BRC & CRC buildings and accordingly allocation has been made.

Classrooms are to be constructed in Primary Schools and upper Primary Schools. The Schools have been identified where boundary walls are to be constructed.

The infrastructure of Govt. DIFT Sundargarh needs support. A training hall is to be constructed in the school premises for undertaking various training activities.

It has also been felt necessary to construct teacher's barracks in accessible areas to check teachers absenteeism.

It is found that the SC/ST girls are apathetic to primary education. The female literacy rate in 1991 census is 9.01 (1.80 in respect of ST females). Plans to enhance enrollment retention for girl students have been addressed to in the project. There is a proposal to construct girls hostel in every Block through SSA. Accordingly infrastructure for girls hostel are to be done during the project period. The welfare department is to provide the recurring grant to the hostels for the day to day maintenance.

Details of the Civil works proposed in the project in the district is given in the following table:

CIVIL WORKS:

Sl. No	Strategies	Strategic Activities	Physical Target
	Access to all children	Opening of new Primary School building	26
		Opening of new Upper Primary School building	75
		Building for building less schools (Primary)	47
		Building for Upper Primary schools	50
		Additional classroom	709
		A room to headmaster	405
2	Strengthening Sub-district level Pedagogic Centres	Construction of CRC Buildings	170
		BRC Buildings	17
8	Renovation of weak schools building	Maintenance & Repairs of Primary school buildings	224
		Maintained & Repairs of Upper Primary Schools	132
		Minor Repairs primary schools	524

		Schools	Minor Repairs Upper Primary	132
			Major repairs Primary Schools	710
			Major repairs Upper Primary	200
		Schools		
			Up gradation of Schools for	218
		EGS		436
	Infrastructure to		Resource room for IED	170
	schools, MIS,		MIS Room	1
	DIETs , ECCE,		Training hall to DIET,ST	1
	IED Teacher		schools	
	Barrack		Improving ST Schools	3
			Tube well for schools	200
			Boundary walls for Schools	400
			Toilet for schools	650
			ECCE centre	532
			Addl. Classroom for UPS.	405
			Special repairs to DIET	1
			Teachers Barrack	27
			Electrification (400)	
			Child friendly elements:100	

The Civil work will be complete between 4-5 years of the project so that the schooling programmes will be take up smoothly. Community Construction will be given top priority.

PROJECT MANAGEMENT:

For smooth operation of the project in the district the project management structure is proposed in the perspective plan.

Details of the Project management structure and their financial implications have been indicated in the costing tables since the District project management structure is uniform to all the districts. However the consultancy for different intervention will be spent out every year as per requirement.

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The District level,/Block level,CRC level and Village level key actors both from the public sector and project functionaries will be engaged in different capacities in 14 interventions as indicated in the chapter V.

Access and Alternative Schooling & Pedagogy

Sundargarh is a district with 17 blocks and 50% tribal population and low women literacy on the basis of educational scenario and the problems and issues identified following district specific issues, which need to be addressed

Access Issues:

There are total 3,40,281 children of 5-11 age group in the district out of it total 2,12,952 children are enrolled in primary schools and 72 504 children of 11-14 age group are in upper primary stage totaling 285156.

The challenge before the district is to enroll 55125 children of 6-14 age groups in which the non-enrolled and dropout children are also involved

The enrolment projection from 2001-2010 indicates that there will be increase of 48000 children during coming 9 years thus during the project Period total no of 104000 children will be addressed

Teacher Profile:

At present the position of teachers in the primary/upper primary school, in the district is
Primary schools & Upper Primary School – 6430

In order to address 3,88,000 children up to 2010 the district need 9700 teachers as per 1:40 PTR also the ration for one Upper primary school in each 2 Primary schools need to be maintained. Thus keeping on eye on the need of the teachers in the forth-coming years, the posting of teachers in calculated and provision is mode New teachers to be recruited are

New EGS Centres Primary	654
New EGS Centres Upper Primary	132X2 =264trs
Provision of additional teachers in primary schools	648
Provision of Upper Primary schools	913
New Primary Schools to be open	26X2 teachers 52teachers
New Upper Primary Schools upended	75X2 150 teachers
	2681

Thus the existing teachers (6430) and new teachers (2681) will serve the 3,88000 children of 6-14 age group in total project period

Alternative Schooling:

Besides opening 654 PS and 132 UPS Provision of alternative strategies have been developed for the followings:

Target for Universal Access and Alternative Schooling

	Camp schools for out of school children (Primary Schools)	120
	Adolescent girls camp (4000 girls)	100 batches
	Remedial coaching for dropout children(Primary Schools)	200 camps
5	Remedial coaching for (Upper Primary Schools)	100
7	Special schools to address child labour in urban centres	35
8	Special schools to address children of slum areas	35
9	Special schools addressing the minority language groups	25

Minority language groups besides 25 newly schools & 75 upper primary schools will be opened to address the issues.

a) Planning for pedagogical improvement

One of the most important interventions in the planning process of SSA Sundargarh is the teacher training programme and the pedagogical improvement . As the Primary education needs both quantitative and qualitative developments strengthening and developing the quality of teacher competency is the basic need of the time. There are lots of specific problems like lack of content knowledge, lack of proper teaching attitude, understanding of children's problem among teachers. Some specific problematic situations are single teacher schools, tribal area schools with non-tribal teachers, rampant teacher absenteeism even in relatively inaccessible areas.

Area of the district. Some of the strategic activities have been throughout for the teacher training and pedagogical improvement. They are

1. Identification training needs of teachers and supervisions.
2. Post test for training effectiveness
3. Formation of District resource group and block resource group and their training.
4. Continuous training to primary teacher on content/pedagogy/methodology on child centered joyful teaching learning process
5. Workshop on low cost no cost aids.
6. Exposure visits to different places
7. Strengthening BRCS/C RCS with reference books/periodicals
8. Providing assistance and creating confidence in teachers for preparation of low-cost no cost aids
9. Providing text books and reading writing material to SC/ST and girls.

B) school improvement:

Quality improvement is ultimately reflected in the increased learning of children if there is better retention of children in schools where there is regular child centered teaching. Infrastructure facilities need to be reinforced .Some specific activities are to be carried out under financial allocation under DEEP. They are

- 1.School improvement grant
- 2.Providing library books to schools.
- 3.Providing drinking water facilities.
- 4.Providing reading Writing materials to SC/ST and all girls children of pry schools and A/S centers.

PLANNING FOR PEEDAGOGICAL IMPROVEMENT

Sl.No.	Strategies	Strategic Activittes	Physical Target
1	Smooth functioning of BRC	Contingency to BRC at the rate of 0.125 per years	17
2	Smooth functioning of BRC	Contingency to C RC @ 0.025 per year	170

3	Providing adequate	Furniture to BRC (@ 250 one time	17
4	Do for CRC	Furniture to CRC (@ 0.30	170
5	Smooth maintenance of information and analysis of data for academic support at BRC	Supply of computer and other equipments	17
6	Do for CRC	Do @ 0.57	170
7	Academic support to BRC	TLM grant @ 0.5 per year	17
8	Do to CRC	Do @ 0.1 per year	170
9	Capacity building of BRCC for resource supports to teachers	Visioning work shop for BRCC and BRG	10 prog.
10	Do for C.R.C.C.	Visioning work shop for CRCC	10 prog.
11	Capacity building of BRCC on pedagogical issues	Induction training to BRCC (7 days)	10 prog.
12	Do for CRCC	Induction training to BRCC (7 days)	10 prog.
13	Capacity building for BRG members	3 days Trg. At BRC Level	10 prog.
14	Empowerment of DIET and S.T. school for resource support	Furniture and equipment to DIET/STS. @ 4lakhs	4
15	Capacity building of DIET faculty members for resource support	Trg Programme of DIET. Faculty members	4
16	Empowerment of DIET/STS	Institutional development plan (@ 20 00	4
17	Empowerment of BRC	Institutional development plan (@ 1.00	17
18	Empowerment of RC	Do @ 250	170

19	Capacity building of existing Primary schools	TLM equipment to selected Primary @ 0.10	2040
20	Do to Upper primary schools	Do @ 0.5 to Upper primary Schools	516
21	Capacity building of Primary schools on pedagogical aspect	S.I.G to Primary Schools @ 0.02	2040
22	Do for Upper primary schools	Do @ 0.03	516
23	Capacity building of CRG members for resource support	Trg. Programme of CRG members	34 groups
24	Capacity building of DRG on pedagogy (Teachers training)	Trg Programme of DRG members (3 days)	2 batches each year
25	Do of BRG members	Do for BRG members (7days)	5 batches each year
26	Empowerment of schools Teachers on new pedagogy and new method of teaching	7 days Teachers. Training on new pedagogy	160 batches
27	Developing skill on new pedagogy	TLM work shop at block level (3 days)	51 batches
28	Evaluation of the children on their individual performance and providing guidance to children	Introduction of cumulative progress cards	3,38000

89	Maintaining good health of children with medical check	Introduction of health card	3,38,000
90	Empowerment and capacity building of Teachers on preparation of low cost aid	TLM grant to primary teacher and upper-primary teachers	5536 teachers 1597
91	Creating interest for reading ability among children	Library grant to schools	3320
92	Empowerment of BRC and CRC	Provision of library to BRC and CRC	187
93	Creating interest among children for academic purpose	Provision of free text book to all children	202800
94	News letters	AROHA teachers support materials	4000
95	Monitoring	Academic support	24 programmes
96	Exposures	Exposures visit of teachers	5 groups 150 teachers
97	Encouraging	Sishu Mela	170
98	Training of Teachers	Activity based training of teachers	175 programmes
99	Empowerment of teachers	Reinforcement of teachers	175 programmes
100	Tapping teachers creativity	Preparation of TLM by teachers	16 programmes
101	New Pedagogy	Transaction of activity based text books in the multigrade management and learners evaluation (7 days) Development of work sheets	175 16
102		learners Evaluation	16
103		Transaction of integrated text books	175
104		Management of Multigrade and	175

		Multilevel class	
45		Teaching English	175
46		Teaching Language in lower classes	175
47		Teaching Science with local materials	175
48		Teaching mathematics	175
49		Training of BRC and CRC on academic monitoring	16
50		Training of SI headmaster on schools management	16
51		Training of DIET faculty on development of Training package	24
52		Need based short term orientation at cluster and blocks on specific theme	64
53		Training of Para teachers	40
54		Recruitment of additional teachers in existing primary schools	648
55		Recruitment of additional teachers in Upper primary schools	600

Research And Evaluation:

The DEEP Sundargarh has programmed to undertake research studies on various emerging issues during the project period. There will also be impact assessment studies and action research projects to be undertaken by teachers. BRC Coordinators CRC Coordinators and DIET teachers. Training programme for capacity building in action research methodology is to be carried out. Plans have been made for formation of research advisory board, activities such as orienting researchers for identification of problems designing and commissioning of study. Guidelines have been included in the perspective plan.

Research studies impact assessments are to be done at district level, block level and school level. Provision is to be made for mid-term assessment studies.

RESEARCH AND EVALUATION

Sl No	Strategies	Strategic Activities	Physical Target
1	Self assessment of teachers	1.1 Undertaking action research projects by the elementary teachers and teachers educators.(Synopsis will be sought from elementary teachers, S.I. S, Headmasters, Teacher educators and 30 of them will be selected every year)	15 issue based studies
2.	Evaluation of teachers training programme.	2.1 Preparation of question (pre training and post training) 2.2 Providing progress record for evaluation of Teachers competency to be maintained by BRC,	3000+3000 per year 3000copies
03.	To evaluate the all round development of school children	3.1.To provide cumulative records of all the school going children and expected new entries.	To be done by the headmasters
04.	To influence backward schools contagious to Model schools	4.1 One school in each cluster having scope for community support and infrastructure will be selected as model school with all type of educational provision 4.2.Rewarding best school at cluster level barring the model schools of the cluster. 4.3. Rewarding best model schools in a Block every year.	170 per year cluster and GP involvement) 12 per year
05.	To evaluate programme implementation and progress is achieving objectives	5.1.Conducting Mid Term Assessment survey	
06.	To share research	5.1.sharing WS at district/Block/Cluster	

	airies	level b.2.Publication and Documentation of research finding	
07.	Consultancy service	7.1.To engage consultants for designing conducting, analogical complete & repartee research studies.	36 months every year
08.	Innovation	8.1.To carry out innovative and contractual research studies	5 invocation research studies.

Education for SC/ST children:

The 1991 census of Sundargarh district shows that 50.74 % of people are from ST population and 8.78% are from SC category. The disparity between SC/ST and general children respect of enrollment retention and achievement is very high as per the recent survey by Sundargarh. It needs to be lowered during the period of implementation of DPEP project.

Most of the tribal speak different dialects to be taken up during the project the project period to ensure education for SC/ST children.

- 1.Training to primary teachers on tribal language.
- 2.Workshop on preparation of TLM/Teachers hand book
- 3.Research and impact study on SC/ST children
- 4.Supply of bilingual primer /reading writing material for SC/ST
5. Assigning tribal youths
6. Provision of hostels for SC / ST girls in primary schools
- 7 Awareness amongst parents regarding benefits of being a literate.
- 8 Special focus in VEC/PTA/MIA meetings
- 9 Convergence with other departments so that there remains a very intensive focus on the issue.

SC ST Education

Sl No	Strategies	Strategic Activities	Physical target
1	Community empowerment in tribal areas	Community empowerment movement through Identifying and involving opinion leaders Traditional tribal leaders Tribal organizations Educated tribal women and youths Total 1400 villages have been identified for com. Empowerment 350 programme will be conducted is each year	1400 Village 3
2	Tribal convention	In 140 high tribal populated gram panchayat tribal convention will be conducted, social strength of the tribals will be utilized through public sharing	140 programme
3	Assigning tribal educated youth to ensure access, retention and	Identification of educated tribal youth from each G P will be made and they will be the agent for educational development in highly tribal GPs. They will be assigned as per need	140 ETY
4	Training of Educated youths	Educated tribal youths will be trained up in batches in 1 st year and in 5 th year.	8 programmes
5	Formation of DRG/BRG /CRG on SC/ST Education training of key actors on SC/ST Education	Training of master trainer on Attitudinal aspects	250 members 6 programmes X 3 =18 Programmes in project period
6	Training of change of attitude of teachers to make them tribal positive	Training of teachers on attitudinal aspects total 4080 teachers will be trained on 102 batches. Total 2 time training in project period	102 batches
7	Language	Linguistics survey and mapping in 10 high	One time study

	mapping in tribal areas	tribal populated Blocks, and sharing formulating strategies for classroom change in tribal areas.	800 schools
8	Using local resources	Collection of folklore data for using in classroom and to use the data in BRC/CRC while preparation of TLM	4 programmes
9	Sensitizing the BRC/CRC on management skill in tribal areas	Orientation of BRC/CRCs in high SC/ST populated Blocks. Total 4 programmes will be conducted for the total project period	8
10	Sharing of linguistics data and formulating strategies by DRG/BRG	Workshop on sharing of linguistics data and use them for preparation of TLM picture dictionaries in sadri language and other tribal languages, like santali mudi, Kisan, orom.	12 programmes in 10 Blocks
11	Provision of bilingual primers Teachers Handbook Picture Dictionary Word object chart Posters in tribal language Self learning material training module.	District level workshops On 5 areas Printing and distribution of tribal language materials to children 1,60 lakhs Materials to teachers Training to teachers of 10 Blocks on use of Primers	250 MFS 8 programmes 33000 children 4000 teachers training 100 programmes
12	Special innovation for micro project areas pahadi Bhuiya	Special innovative drive for PHDA and micro project areas sensing for the tribals Long term 7 years strategies to	3 tribal Blocks

	Development Agency (PBDA)	Address the primitive tribes of Sundargarh District Rs 50.00 lakhs for 1 Block X 3 Blocks	
13	Assistance to IRW Kanyashram	Maintenance cost of selected Kanyashram	15

Girls Education:

Sundargarh is the district having lowest women literacy . The survey data of Sundargarh already shows that girls enrollment and retention have been low as compounded to boys and this has increased the gender gap. The perspective plan of the district has given much emphasis on this, there is poor nutrition of girls. In order to do so following strategies are to be taken up during the period of implementation of programmes.

1. Formation of DRG and BRG and their orientation.
2. Orienting women PRI members for community mobilisation.
3. Providing text books and reading writing materials to all girl children.
4. Appointment of Gender coordinator at district project office.
5. Observation of campaign week for girls at CRC level.
6. Formation of MTA in each primary school.
7. Orientation of MTA at village level.
8. Women's connection at CRC level.
9. Model school/village development Approach.
10. Preparation of Gender aware materials in local forms.
11. Identify NGO and orientation for them and assigning tribal youths in 170 CRCs.

Sl no	Strategies	Strategic Activities	Physical Target
	Sensitizing women & MTA on promotion of Education	Formation of MTAs in 256 schools Training of MTAs Tra. Of master trainers on MTA	256 programmes in first 3 years and 256 programmes in 5 th to 8 th yrs.

		Total 2556 schools 5 member from each MTA 12780 / 50 per groups = 256 programmes in first yrs And more 256 programmes in 5 th yrs to 8 th yrs.	
2	Sensitizing the women PRIs	Training of women PRI members in 17 blocks in 3 phases in the project period. These are 170 GPs and the nos. of women PRI members are 1010 in the district. Thus there will be 20 progress in a year. This trg. will be imparted every alternative two years.	20 programmes X 4 = 80 programme
3	Public meetings and convention at the blocks level	Women convention will be conducted at the women block level. These will be 1. Programme in each Block per year for 8 year	36 programmes
4	Sensitizing mothers and girls children	These will be total 170 GPs these will be four times programme for 2 days in a GP in the total project period	680 programmes
5	Seminar on girls education	To facilitate the women with new concept of gender with primary education.	
6	Addressing the weaker girls in achievement in different subjects in classroom	Special coaching for girls will be conducted in weak school areas will be identified and surf listed and them monthly coaching will be non imparted 40 children will constitute a coaching centre per one month	100 coaching programme 15 programmes in first 44 years next 4 years
7	Tapping the educated youth girls volunteers mobiliser	The educated girls will be identified from each GP and will be trained up on educational activities for ensuring access, retention, parental counseling, checking students dropouts and linking schools commumty relation conducting MTA meetings.	70 community mobiliser one for each GP
8	Awareness & involvement of mothers	Matru-sammilam	70 are at each GP for 4 alternative years
9	School activities in	Observation of girl child week selected CRC's	100 program

	less women literacy areas	where the literacy of girls are less Identified in 110 GPs with low female literacy and girls enrolment.	
10	Inspiring the schools as a source of group activity in promoting girls education	Award to schools showing improvement in girls education, 200 schools will be awarded for the total project period. Every year 25 schools will be awarded.	200 schools
11	Empowerment of women	Empowerment of Self help group in 1700 villages for integrating economic activities with educational work 200 villages in each year will be facilitated.	700 villages
12	Health and gender sensitization	Training of MTA/Mothers and adolescent girls an reproductive health and its education. Each year these will be 64 progress in 17 blocks. This will b respected for eight years to core all areas.	612 groups
13	Gender activities generation of literature	Preparation and production of gender awareness literature and distribute them in all schools/AWC/ECCE/GPs & CRCs/BRCs	7 blocks
14	Introducing gender equity focus in schools	Training of teachers on gender equity improvement of gender sensitive activities in school centre in all schools CRCs/BRCs teachers will be sensitized	6 batches
15	Strengthening the educated girls in gender & education	Training of community mobiliser for 3 times in the project period	70 CMS
16	Intervention in low women literacy GPs	Model cluster Development approach will be adopted in low female literacy gram panchyats for special interventions	75 GPs
17	Ensuring access to girls through innovation projects in difficult rural	Opening of 4 projects in identified GPS	4 special projects for the girls

	areas		
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Since this is a community based programme the community sharing will also be mobilized, and many of the programmes will be non financial. The social capital and social strength will be tapped during the project after bring them to the educational awareness. So all the activities have not been costed in the costing table.

ECCE:

Early childhood education can not be ignored as it is a support programme for universalisation of primary education. The main objective of ECCE is to prepare a child for formal schooling. In sundargarh District ECCE programme is being carried out by ICDS department. But there are some barriers in imparting education to the children under the age group 03-05 yrs. SSA envisages fir capacity building of ICDS functionaries in respect of improving children's cognitive and psychomotor development.

The ICDS does not cover the urban areas. Hence the children under the age group of 3-5 years are not getting the opportunity except some ignorable children who attend pre school facility in some schools managed by NGOs. As such plans have been made under DEEP to create some pre schooling activities by opening ECCE centers in urban areas not covered under ICDS projects. Rs 300/- will be given to each ECCE center in urban rural school for development of low cost/cost TLM. ECCE worker and helper will be engaged. It has been proposed to orient the ICDS staff and to provide TLM and training to ECCE workers appointed during the project period. The training of AWC will be extended to enhance AWW to carry out pre school activities. Supervision and monitoring of pre school activities will be strengthened. Details in given in the following table:

Coordination of communities will be formed with filed functionaries of all developmental departments. The convergence meeting will be organised regularly to ensure interdepartmental convergence and implementation of project objectives. The plan envisaged to open 532 ECCE in the district.

	less women literacy areas	where the literacy of girls are less. Identified in 110 GPs with low female literacy and girls enrolment.	
10	Inspiring the schools as a source of group activity in promoting girls education	Award to schools showing improvement in girls education, 200 schools will be awarded for the total project period. Every year 25 schools will be awarded.	200 schools
11	Empowerment of women	Empowerment of Self help group in 1700 villages for integrating economic activities with educational work 200 villages in each year will be facilitated.	1700 villages
12	Health and gender sensitization	Training of MTA/Mothers and adolescent girls on reproductive health and its education. Each year these will be 64 progress in 17 blocks. This will be respected for eight years to cover all areas.	17 groups
13	Gender activities generation of literature	Preparation and production of gender awareness literature and distribute them in all schools/AWC/ECCE/GPs & CRCs/BRCs	17 blocks
14	Introducing gender equity focus in schools	Training of teachers on gender equity improvement of gender sensitive activities in school centre in all schools CRCs/BRCs teachers will be sensitized	16 batches
15	Strengthening the educated girls in gender & education	Training of community mobiliser for 3 times in the project period	170 CMS
16	Intervention in low women literacy GPs	Model cluster Development approach will be adopted in low female literacy gram panchayats for special interventions	175 GPs
17	Ensuring access to girls through innovation projects in difficult rural	Opening of 4 projects in identified GPs	4 special projects for the girls

	areas		
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Since this is a community based programme the community sharing will also be mobilized, and many of the programmes will be non financial. The social capital and social strength will be tapped during the project after bringing them to the educational awareness. So all the activities have not been costed in the costing table.

ECCE:

Early childhood education can not be ignored as it is a support programme for universalisation of primary education. The main objective of ECCE is to prepare a child for formal schooling. In sundargarh District ECCE programme is being carried out by ICDS department. But there are some barriers in imparting education to the children under the age group 03-05 yrs. SSA envisages for capacity building of ICDS functionaries in respect of improving children's cognitive and psychomotor development.

The ICDS does not cover the urban areas. Hence the children under the age group of 3-5 years are not getting the opportunity except some ignorable children who attend pre school facility in some schools managed by NGOs. As such plans have been made under DHEP to create some pre schooling activities by opening ECCE centers in urban areas not covered under ICDS projects. Rs. 300/- will be given to each ECCE centers in urban rural school for development of low cost/cost TLM. ECCE worker and helper will be engaged. It has been proposed to orient the ICDS staff and to provide TLM and training to ECCE workers appointed during the project period. The training of AWC will be extended to enhance AWW to carry out pre school activities. Supervision and monitoring of pre school activities will be strengthened. Details are given in the following table:

Coordination of communities will be formed with field functionaries of all developmental departments. The convergence meeting will be organised regularly to ensure interdepartmental convergence and implementation of project objectives. The plan envisaged to open 532 ECCE in the district.

ECCE

Sl.No	Strategies	Strategic Activities	Physical Target
1	Capacity building of A.W. workers on early child care	Training to A.W. workers (3 days)	
2	Providing academic support to A.W. workers	Conduct study on ECCE	
3	Capacity building of DRG for resource support	Trg. of DRG members (2 days)	
4	Providing access facility to children for ECCE	Opening of new ECCE centres	
5	Capacity building of C.D.S Staff	Trg. of C.D.P.O. and supervisors	
6	Empowerment of Q.W. centres	Provision of toys and learning materials	
7	Capacity building of A.W. workers	Provision of hand book on pre school	
8	Sensitization to women group on early child care and pre schooling	Orientation programme at cluster level (2days)	
9	Academic support and empowerment of ECCE centres and A.W. workers	TIM grant to AW workers @ .003	
10	Capacity building of ECCE centres and A.W. workers	In depth study	
11	Capacity building of ECCE workers	Trg. to AW workers	
12	Capacity building of ECCE staff on preparation of TIM (low cost)	Work shop at Block level	
13	Capacity building of teacher trainer on ECCE	Trg. of M.Ts	
14	Sensitization to community	Preparation of poster and folders etc	
15	Creation of awareness among community on per	Preparation of audio , video, cassettes and exhibition	

	schooling		
6			

Integrated Education For Disabled Children

Some of the enrolled children need special focus and attention by their teachers and guardians in order to stand in level with their counter parts. As long as their problems are not properly assessed and addressed, they are simply treated as back – benchers and labeled as children with low IQ. They are continue to be neglected in the mainstream of education. This plan proposes for training and orientation posting of a primary school teacher, appointment of resource IED coordinator, training special teachers per block to make the society more aware and dutiful towards these children. Those who are profoundly disabled they do not come to general schools. But the children with mild and moderate disability either do not get enrolled or get enrolled and then drop out of school with in a year or two. So for the successful implementation of universalisation of primary education integrated education for disabled children is to be addressed.

It is necessary to conduct a survey for collection of data to identify different types of impairments in the children of school going age. Proper assessment need to be done by professional experts in the first year of the implementation of the project. The following activities are to be carried out under the project. However 4100 disabled children have been identified and they will be given special care in this district.

I.E.D

SL NO	Strategies	Strategic activities	Physical target
01	To help plan, and implement and monitor IED, DRG is to be constituted	Quartering meeting of DRG	3 meetings
		2. Orientation of DRG	
		3. field visit of DRG	2 days per year

03	Assessment of IED children by experts	5.1 Medical assessment camp at BRC level by medical experts and DPI P personnel's	At least once to each school with disabled child every year
03	Training of teachers(40) as special teacher	5.1 Training of 4 teachers per block(mobile) for 10 days at District level	57 teachers
04	To create awareness on the educational facility to the parents	5.1. One day counseling programme to parents at Block Level	12 programme per year -approx parents 2000per year
05	To provide the IED children with educational facilities	5.1. Supply of instructional materials to IED teachers	To be ascertained by the IED teachers
06	Health check up	5.1 Health checkup of disabled children and issue of health card every year	

Arranging assessment camp for assessing degree of disability

Appointment of one I.E.D. co-coordinator at dist. level

Training of 4 teachers per block at block level to function as special teachers

Counseling the parents of disabled children

supply of instructional materials for IED children

Supply of aids and appliances in convergence mode

MEDIA

As media and communication strategy play a vital role in the advancement of DEEP some activities are stated here to generate accountability in the district functionaries. Media advocacy is essential to sensitize the larger group in the district. The success of the programme depends on the whole hearted community mobilization. Media is the only avenue, which can communicate in a better and faster manners. Poster, campaign, display of banners, distribution of leaflets are thought of to be prepared by DEEP in the entire district

A news letter need to be published regularly for reinforcement of the strategy. Workshop for development of posters & slogans as well as block level exhibitions need to be arranged to strengthen the steps. Arrangements are to be made for telecasting and broad casting activities. Press release are to be done continuously during the implementation of the project. Steps are to be taken for preparation of Audio and video cassettes

Accordingly a 7 years programme is made for the district following the guidelines of DPEP.

SI No.	Strategies	Strategic Activities	Physical target
01.	To enable the teachers/parents to know about the DPEP activity		7 years
02	To motivate the teachers and researchers / specialists for write up.		
03	Wide publicity	3.1. news to the news paper will be sent for publication	Continues process DPO
		3.2. Construction of hoardings at all the block head quarters and urban areas	32
		3.3. preparation of video tape focusing on the DPEP message to be prepared in the rural base	To be done by SRC
			Continuous effort
04	To produce attractive media materials	3.3 coordination with AIR and broadcasting DPEP messages through different programme	Convergence

Community Participation

It is necessary to respect to the views and suggestion of community leaders, villagers, primary school teachers and instructors, BRC and CRC coordinators and above all the perspective plan. The scale of community participation and the degree of their ownership, empowerment of VEC are the true indicators of success of DEEP hearts and believes that villages have capable latent force in them which have to be given a scope to breath and grow. Especially community is to be heard in order to determine and execute the kind of plans

Sundergarh being a tribal district is infested with wide spread acute poverty have acted as obstacles to the growth of education in the district .During the survey it was found that most of the tribal people are apathetic to primary education. The literacy rate of the tribal people according to 1991 census is very low as compared to general category and scheduled castes. It is time to take necessary steps through DEEP project to decrease the disparity by generating adequate awareness amongst the villages. Unless community mobilisation activities are planned properly universalisation in primary education may remain a utopia's. Rigorous activities are planned to be carried out

During the project period, it is proposed to taken up some strategies for capacity building of community organisation. At the village level education committee, parent teacher association, Mother teacher Association are to be organised. The resource groups are to be oriented and workshops on community mobilisation and participation is to be conducted. The members of villages education committee are to be oriented. Provision has been made for exposure visit of VEC members to build up their capacities and vision. The PRI members are to be oriented. Regular block level meetings of Women PRIs and other activities are to be conducted. There will be village level meetings to sensitize ownership.

Regular cluster level, Block level and district level Convergence meetings are to be held every year to monitor and reorganize the activities

Different public awareness activities such as cultural activity, media intervention are to be conducted. Block level cultural groups are to be identified and strengthened by conducting orientation programmes.

The impact and constraints of the mobilisation activities, need modification for time to time. Necessary action is to be taken up during the project period as and when required.

Community Mobilisation And Participation

Sl no	Strategies	Strategic activities	Physical target
1	Strengthening the VECs Training of MTs	The VEC's of primary and upper primary school will be trained up so MTs training in required. Total 10 progress will be taken up in first year & 5 th year of the project	20 prog.
2	Strengthening of VECs creating awareness UEE in the villages	Trg. of VEC members at CRC level in the first two years of the project and reorientation in the 6 th year of the project	512
3	Empower of women on girls education	Women convention at the block level three times in total project period.	17
4	Maa Jhee mela for mothers awareness on education	Children and mothers convention and sish mela in 17 blocks two three times in total project period	17
5	Print materials to be disseminated	Preparation and printing of community mobilization literature	187
6	Brining out news letter	Publication of "Parivartan" community mobilization news letter in oriya.	3500
7	Ensuring Access motivating the community for enrolment, retention	Enrollment Drive in feeder villages this includes primary schools upper primary schools and EGS schools	3342
8	Mass mobilization	Community mobilization week July 1 st to July 7 th NINAD in every year	170
9	Sensitizing the key actors of CRC /GP	Intervention between the village and GP are planning members and cluster resource group.	140
10	Village level campaign	Wall paintings in 1280 villages of the district	2000

1	Tapping the parents with special needs	Special interaction programme at CRC level Total 140 programmes will be taken up in identified areas in the district.	40 GPs
2	Tapping the traditional social organisations	2000 programmes traditional social organization is tribal villages will be generated through community mobilizes and educated tribal youths. The CRCs and the Jati Mahasabha will help for people side and generate awareness	200 programmes

Distance Education:

Distance education programme has been envisaged as an important component to supplement and strengthen the ongoing pedagogical activities. Though distance learning is one of the important component of teacher training, yet other personnel associated with primary teaching-learning process are to be involved in this intervention.

Accordingly distance learning under DEEP aims at development of production of contextual and pedagogical packages in continuous process Packages as support material related to different issues are to be prepared and sent to concerned quarters.

As English is foreign language and the students and teachers lack in phonetics audio cassettes are to be collected and supplied to BRCS and CRCS so that it would help in their capacity building. Cassettes are to be prepared at district level on different school subject of primary school through a workshop and are to be supplied to resource centers

SI No	Strategies	Strategies Activities	Physical target
01	To orient the teachers on methodology. teaching skills		
		2 publishing periodicals with the article	intervention with

		relating to educational innovative methodology	Media
02	Preparation of tribe specific TLM for teachers and students.	§ 1. Organise subg workshop for the tribe specific TLM at district level	intervention with SC /ST Edn.
		§ 2. printing of tribe specific TLM for teachers and supply of books	DO
03	Listing of existing audio visual materials at national/ state level(SIET, UNICEF NGO)	§ 1. Duplication and dissemination to BRC/CRC/schools with required facilities	170+17+2 DIET+1DPO
04	To develop teaching skill of the teacher	§ 1. Model lesson plans on various subjects prepared by experts to be sent to each school	
		a. Workshop	
		b. printing and publication	To be done by DIET
		§ 2. writing on low cost, no cost aids(procurement of books)	
		§ 3 Audio cassettes on teaching to be developed by different subject experts to be supplied to all BRCS and CRCS	
05	To enrich the students with different types of evaluation	§ 1. Preparation of model question for students on each subjects class wise before half yearly and before annual examinations.	

06	To evaluate the achievement of distance learning programme and the effectiveness of selective distance learning	Preparation of pre test design	00
07	To quicken the distance education system	5.1 Providing facilities for teleconferencing activities.	To be done from 1 st year of the project

Management Information system:

Setting up of a well equipped and well trained MIS unit will provide valuable information about educational scenario and different project activities that are in operation in different parts of the districts. This will facilitate better and timely management of the project and schools. It is an insuperable part of project management. It is to be an aid for better analysis of issues and improvement in planning. So Nabarangpur DEHP cell will have a MIS unit. A programmer cum training officer will be there to assist and aid the programmer. Necessary purchase of FMIS and equipment are to be funded by DPEP.

A telephone is to be installed in the MIS building for speedy communications. The data collection is to be made by BRCS and CRCS through prescribed formats and periodical journals, which will be compiled and analysed at this centre during the entire period of implementation of the project.

During the entire project a lot of furniture equipment are to be procured for CRC/BRC/ST School and other institution. Some procurement for district project office MIS building are to be procured immediately after implementation of the under this intervention. Some articles such as telephone to BRC/DIET school vehicle for DIET training schools. Overhead

project are to be procured for capacity building of those institutions. Every BRC and training institution are to be equipped with audio and video appliances.

Accordingly the plan for procurement intervention has been prepared. The procurement of different intervention has been reflected in the phasing of activities and costing chapter intervention wise.

Sl no	Strategies	Strategic activities	Physical target
01	To equip the district office and resource centres with resource personnel	1.1.1. Appointment of Resource persons of EMIS and data collection at MIS	
		1.1.2. Appointment of Resources person BRC (one per BRC)	
		1.1.3. Appointment of Resource person CRC level (one per CRC)	
		1.1.4. Appointment of Resource person S.T SCHOOL (one)	
02	To enable the persons for data collection	2.1.1. orientation to head teachers and resource persons	
		2.1.2. Material (data collection) by Head teachers	
03	To store data in computer	3.1.1. Appointment of software operators in MIS/ST school	
		3.1.2. Data analysis and reporting	
		3.1.3. Appointment of one electrical engineer at district level to look after the electricity maintenance	
04	To enrich the computer room	4.1. Supply of papers	

	with stationery		
		4.2.furniture(to be detailed in procurement chapter	
		4.3.equipments(to be detailed in procurement intervention chapter)	
		4.4 Printing of Data capture formats	

CHAPTER VI

COSTING TABLES

Planning and Management													
Yearwise Costing of Planned Physical Targets													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Preparation of Annual Work Plan and budget	0.3	9 years	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	5.70
	Development of GP Educational Profile for Gram Panchyats (3rd)	0.03	159 progs.	0.00	5.10	0.00	0.00	0.00	5.10	0.00	0.00	0.00	10.23
	Micro Planning in selected Educationally Deprived Areas (per GP)	0.05	112 nos	0.00	4.75	0.00	0.00	0.00	4.75	0.00	0.00	0.00	9.55
	Orientation in the Planning Process to the Resource Group (per Block)	0.05	25 batches	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	3.65
	Preparation of Block Specific Plan	0.05	8 years	0.00	0.85	0.85	0.85	0.85	0.85	0.85	0.85	0.85	6.85
	Preparation of Separate Plans for Urban Areas (Slums and Cities) (to be integrated into the district plan)	0.05	8 years	0.00	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	3.25
	Innovative Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	10 most backward GPs	0.00	5.50	5.50	0.00	5.50	5.50	5.50	0.00	0.00	28.00

School mapping and school efficiency measurement studies (per GP) 10 GPs 2 times other 1 time	0.15	73 programmes	0.00	25.50	0.00	0.00	25.50	0.00	0.00	25.50	0.00	76.65
innovating VECs.HMs CRCs. AWW.MTRs in cluster level planning process 13 days located GPs	0.03	90 programmes	0.00	5.10	5.10	5.10	5.10	5.10	5.10	5.10	5.10	40.83
Training to Headmasters , Sis, and administrative functionaries on management	0.084	18 batches	0.00	1.68	1.68	1.68	1.68	1.68	1.68	1.68	0.01	11.85
Total			1.00	49.88	14.53	9.03	40.03	24.38	14.53	34.53	7.36	195.27

	BRC Buildings	6.00	17			10	60.00	7	42.00											102.00
	Maintenance & Repair of School Buildings (primary)	0.05	224			50	2.5	50	2.50	50	2.50	50	2.5	24	1.2					11.20
	Maintenance & Repair of School Buildings (Upper primary)	0.05	132			33	1.65	33	1.65	33	1.65	33	1.65							6.60
	Minor Repair Primary schools	0.05	524			131	6.55	131	6.55	131	6.55	131	6.55							26.20
	Minor Repair Upper Primary Schools	0.05	132			33	1.65	33	1.65	33	1.65	33	1.65							6.60

Need based short term orientation at cluster / block level on specific themes Unit tests in particular topics.	0.084	64						1.1	1.1	1.1	1.1	1.1	5.5
At teachers Newly appointed teachers on	0.196	40 batches		2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	16.00
Total			1269.79	1397	1378	1386	1379	1364.26	742.84	743.3	714.76	7028.3	

DRG Training on Action Research Projects (3 days) at district	0.10	4 programme for 8 years		0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	3.2
Preparation of Teacher Profile Per block	0.15	17	2.55										2.55
Diagnostic Study For Teachers (Upr. Pny) per block	0.30	17	5.1										5.10
Analysis of Household Survey and sharing per GP	0.15	170	25.5										25.5
Midterm Assessment studies (primary)	0.5	17					8.5						8.5

Midterm Assessment studies (upper primary) per block	0.5	17						8.5					8.50
Comparative academic study between Pry. & EGS	0.3	5 Studies											1.50
Sharing of Research data	0.5	5 times	0.5	0.5	0.5	0.5	0.5						2.5
Academic assessment of students (GP wise)	0.015	2556	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	34.20
Total			49.70	4.7	4.7	4.7	4.7	21.7	4.2	4.2	4.2	4.2	108.05

Organisation block tribal fair	0.5	17		8.5		8.5		8.5		8.5		34.00
study on tribal education	5.00	5		1.00	1.00	1.00	1.00	1.00				5.00
Innovation on tribal education	5	5		1.00	1.00	1.00	1.00	1.00				5.00
District level seminar on tribal education		2										
	2			1					1			2.00
Total			5.4	191.45	140.2	164.7	40.2	88.45	38.2	62.7	35.7	468.00

	Gender & Health Education to MTA and adolescent girls.	0.05	512 groups		64	64	64	64	64	64	64	64	
					3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	25.60
	Preparation of Gender awareness programmes, literature and success stories	0.15	17		2.55		2.55		2.55			2.55	10.20
	Trg. of trs on Improvement of class room culture on gender equity	0.025	170		4.25			4.25		4.25		4.25	17.00
	Training of Community Mobilisers	0.30	12	1.2		-	1.2			1.2			3.60
	Innovative projects for urban area slum girls and difficult rural pockets(3 blocks and one ULB)	15	2		3.75	3.75	3.75	3.75	3.75	3.75	3.75	3.75	30.00
Total					137.07	126.16	134.02	125.41	127.32	126.11	124.77	127.46	222.52

ECCE

ECCE													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costing									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to Selected Anganwadi Workers on preschool education (3 days) out of 2416 only 1640 AWC & ECCE will be	0.084	1884 AWC 532 ECE 2416 42 programme	-	1.260	1.260	1.008	-	-	-	-	-	3.528
	Indepth study on preschool education and health in the district	0.300	17	-	1.800	1.800	1.500	-	-	-	-	-	5.100
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.060	10 programme	-	0.300	0.300	-	-	-	-	-	-	0.600
	Opening of New ECCE Centers (Salary and contingences)	0.100	532	-	53.200	-	-	-	-	-	-	-	53.200
	Orientation to CDPO/supervisors and selected NGOs	0.300	2	-	0.300	-	-	-	0.300	-	-	-	0.600
	Hand book on Pre school to AWWs	0.002	2416	-	0.604	0.604	0.604	0.604	0.604	0.604	0.604	0.504	4.832
	Meeting of MTAs, lady PRIs and AWWs on health, education matters(at GP level)	0.005	170	-	0.425	0.425	-	-	-	0.425	0.425	-	1.700
	Sharing experiences between escort mothers, AWWs, MTAs(at GP level)	0.005	170	-	0.425	0.425	-	-	-	0.425	0.425	-	1.700
	Esst. Of ECCE centre	0.06	532	-	6.000	6.000	6.000	6.000	7.920	-	-	-	31.920
	Honarium to ECE workers	0.10	532	-	10.000	20.000	30.000	40.000	53.200	53.200	53.200	53.200	312.800

(Monthly nonorarium to supervisor, ECE workers and helpers)	0.05		-	5 000	10.000	15.000	20.000	26.600	26.600	26.600	26.600	156.400
Provision of funds for toys and other contingency expenditure	0.02	2416	-	6 000	4 000	7.000	9.160	12.000	10.160	-	-	48.320
TLM grant of Rs. 1000/- to all AW centres	0.01	2416	-	24 160	24.160	24.160	24.160	24.160	24.160	24.160	24.160	193.280
Workshops for sharing of evaluation report and development of new evaluation programme to assess learners achievements	0.01	170 GPS 3 times	-	1 700	-	-	0.850	0.850	0.850	0.850	-	5.100
A study on role of AW workers and suggestion for transforming AW centers into better ECE centres.	0.05	17	-	-	0.250	-	0.200	0.300	-	0.100	-	0.850
Foundation and refresher training to ECE workers / per day to participants	0.03	170	-	0.750	1.050	0.600	1.050	1.350	0.300	-	-	5.100
Training of BRCC/CRCC on ECE (per day)	0.03	10	-	0.060	0.060	0.060	0.180	-	-	-	-	0.360
In service training to ECE supervisor	0.03	4	-	0.060	-	-	-	0.060	-	-	-	0.120
Training of DRG members and ECE workers on school readiness	0.03	4	-	0.060	-	-	-	0.060	-	-	-	0.120
Sensitisation of DPOs of ICDS, DSVC, CDPO, supervisor, RTs and CPCs (per day)	0.20	2 programme	-	0.200	-	-	-	0.200	-	-	-	0.400

AW workers and supervisors on activity based pre-primary education and school readiness (per day)	0.20	50 programme	-	2.000	2.000	2.000	2.000	2.000	-	-	-	10.000
Training of mother group members (per day sector)	0.012	50 programme	0.120	-	0.120	-	0.120	-	0.120	-	0.120	0.600
An orientation programme for teacher trainers of pre-primary teacher training institute in private sector (per year)	0.10	8	-	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.800
Posters, folders and stickers on ECE prepared for encouraging the enrolment of girl children (per day)	0.5	17	-	8.500	8.500	-	8.500	-	8.500	-	-	34.000
Audio and Video cassettes on ECE is to be purchased and supplied to dist programme coordinator	0.10	17	-	0.200	0.300	0.300	0.300	0.300	0.300	-	-	1.700
Child wise evaluation cards is to be used. (per child)	0.00005	2416 X 25=60,400 Children	-	-	0.500	0.600	0.600	0.670	0.650	-	-	3.020
Construction of temporary structure with community support (per selected centres)	0.050	532	-	6.600	10.000	5.000	5.000	-	-	-	-	26.600
Mothers group a. Track attendance of children and worker b. Celebration of birth days of children in ECE centers (per month per centre)	0.005	2416	-	2.500	2.500	2.500	2.500	2.080	-	-	-	12.080
Total			0.120	132.204	94.354	96.432	121.324	132.754	126.394	106.464	104.784	914.830

	Observation of enrolment week and " World Disability Day"	Rs 10.00 per child	4725	0.48	0.48	0.48	0.48	0.48	0.48	0.48	0.48	0.48	4.32
	45 days training to selected teachers on foundation course on IED (one teacher for each schools)	0.35	51 trs. 2556 (65 programmes)	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	1.75	26.25
	Construction of Ramps, Handrails Learning Corners & Special toilets for the children with special need	0.18	170	30.6									30.60
	Academic Structure to provide resource support to children with special need	0.1	500		5.00	10.00	5.00	10.00	5.00	5.00	5.00	5.00	50.00
	Development of Self - Learning Materials	100/- per child	5000 children		1.00	1.00	1.00	1.00	1.00	1.00			5.00
	Orientation to parents / Children / teacher on use and maintenance of aids and appliances	0.05	5000 100programme		1.00	1.00	1.00	1.00	1.00	1.00			5.00
	Hand books for teachers on identification and classroom management on IED	Rs 50/-	3000		1.50		1.50		1.50				4.50

Impact assessment study on I.E.D.	1	5		1.00		1.00	1.00	1.00		1		5.00
Books on famous events and success stories of persons with disability	Rs 100	2500		1.25				1.25				2.50
Opening of Special Schools	10.00	17	50.00	50.00	50.00	20.00						170.00
Strengthening Special Schools / NGOs to act as Resource Centres	0.15	51		0.75	0.75	0.75	1.35	1.35	1.35	1.35	1.35	9.00
Video film	3	5		3.00	3.00	3.00	3.00	3.00				15.00
Dist. Level	3	2		3				3				6.00
Impact	2					1.00				1.00		2.00
Assessment on IED												0.00
Total			110.38	205.88	168.13	127.28	107.03	113.57	95.43	95.08	91.33	1114.11

illustrated slides for use in cinema halls	0.05	20 twice		1.00			1.00						2.00
Hoarding on DPEP	0.10	200		2.60	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	20.00
Stall at different fairs District level exhibition	0.50	9		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	4.5
Workshops / Training on preparation of materials for girls education, posters, self help groups, district level media officers	0.50	6 progress		0.50	0.50	0.50	0.50	0.50	0.50	0.50			3.00
Seminars	1.00	3		1.00			1.00			1.00			3.00
Total				4.63	165.09	11.38	13.08	67.63	38.64	10.98	16.43	10.48	345.84

	Publication of parbartan	Rs 20	3500	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	6.30
	Community Sensitization Programmed "NINAD" (per block)	2.00	17		34.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00	258.00
	Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0.01	170		1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	13.8
	Leaflet, guide book for generating women empowerment literature	4.00	10,000 every alternative years		4.00		4.00		4.00		4.00		16.00
	Jati Mana Sabna in villages 2000 programmes in tribal villages	0.05	2000			400	400	400	400	400			
					2.00	2.00	2.00	2.00	2.00			10.00	
	Total			0.7	69.66	447.75	451.75	447.75	454.3	447.75	49.75	11.75	381.16

Sundargarh

Intervention : MIS

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10	1 set	1									1
	AC to MIS	0.4	1	1									1
	Strengthening information system of DI office	1	5 nos	5									5
	Training to Distinct Level Officers	0.28	5 batches every year	5	5	5	5	5	5	5	5	5	45
	Furniture for MIS Room	0.15	1 set	1									1
	DISE for primary and Upper primary Schools (EGS)	0.003	3500 schools including AS every year	3500	3500	3500	3500	3500	3500	3500	3500	3500	31500
	Sharing Workshop and Dissemination of DISE	0.1	2 workshops per year	2	2	2	2	2	2	2	2	2	18
	Telephone Charges for Data Communication	0.2	8 years		1	1	1	1	1	1	1	1	8
	MIS consumables	0.5	8 years	1	1	1	1	1	1	1	1	1	9
	Maintenance and contingencies	0.5	6 years				1	1	1	1	1	1	6
	"Anusandhan" study COHORT and Child Tracking	0.005	2000 villages every year	2000	2000	2000	2000	2000	2000	2000	2000	2000	18000
	Computerisation of Child tracking System	2	3	1			1			1			3
	Office Automation System	5	1	1									1
	Geographical Information System	2	2	1			1						2

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	8	1 set	4.00	0.50	0.50	0.50	0.50	1.00	0.50	0.50	0.00	8.00
	AC to MIS	0.4	1	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40
	Strengthening information system of DI office	1	5 nos	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
	Training to District Level Officers	0.28	5 batches every year	1.40	1.40	1.40	1.40	1.40	1.40	1.40	1.40	1.40	12.60
	Furniture for MIS Room	0.15	1 set	0.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15
	DISE for primary and Upper primary Schools (EGS)	0.003	3500 schools including AS every year	10.50	10.50	10.50	10.50	10.50	10.50	10.50	10.50	10.50	94.50
	Sharing Workshop and Dissemination of DISE	0.1	2 workshops per year	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.80
	Telephone Charges for Communication	0.2	8 years	0.00	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.60
	MIS consumables	0.15	8 years	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.35
	Maintenance and contingencies	0.5	6 years	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	3.00
	"Anusandhan" study, COHORT and Child Tracking	0.005	2000 villages every year	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	90.00
	Computerisation of Child tracking System	2	3	2.00	0.00	0.00	2.00	0.00	0.00	2.00	0.00	0.00	6.00
	Office Automation System	2	1	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2
	Geographical Information System	2	2	2.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	4
	Total			33.80	22.95	22.95	25.45	23.45	23.95	25.45	23.45	22.95	224.40

Slno	intervention	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	total
1	project management	106.04	119.99	121.39	119.34	119.34	92.09	85.09	84.44	80.44	958.16
2	civil works	1701.60	2154.60	2453.60	327.00						9050.10
3	planning and management	1.00	49.88	14.53	9.03	40.03	24.38	14.53	34.53	7.36	195.27
4	planning for pedagogical improvement	1269.793	1397.00	1378.00	1386.00	1379.00	1364.26	742.84	743.03	714.76	7028.30
5	Access for deprived children	75.84	547.24	547.24	547.24	838.00	782.08	633.96	633.96	633.96	6119.52
6	SC/ST (focus group) Education	5.40	191.45	140.20	164.70	40.20	88.45	38.20	62.70	35.70	460.00
7	Girls education	1.20	137.07	126.16	134.02	125.41	127.32	126.11	124.77	127.46	222.52
8	early child care education	0.01	132.20	94.35	96.43	121.32	132.75	126.39	106.46	104.78	914.83
9	integrated education for disabled	110.38	205.88	168.13	127.28	107.03	113.57	95.43	95.08	91.33	1114.11
10	Media	4.63	165.09	11.38	13.08	67.63	38.64	10.98	16.43	10.48	345.84
11	Community mobilisation and partition	0.70	69.66	447.75	451.75	447.75	454.30	447.75	49.75	11.75	381.16
12	Research and Evaluation	49.70	4.70	4.70	4.70	21.70	4.20	4.20	4.20	4.20	108.50
13	distance Education	52.90	40.45	40.45	40.45	40.45	40.45	39.45	39.45	39.45	250.55
14	Management information system	33.80	22.95	22.95	25.45	23.45	23.95	25.45	23.45	22.95	224.40
15	Planning Management	1.00	49.88	14.53	9.03	40.03	24.38	14.53	34.53	7.36	195.27
	TOTAL	3414.00	5288.04	5585.36	3455.50	3411.34	3310.82	2404.91	2052.78	1891.98	27568.53

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