

**SARVA SHIKSHA ABHIYAN
DISTRICT ELEMENTARY EDUCATION PLAN**

**PERSPECTIVE WORK PLAN & BUDGET
2001 – 2009
KENDRAPARA DISTRICT**

**OFFICE OF THE STATE PROJECT DIRECTOR
ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR**

NIEPA DC



D11334

**-54135
372
ORI-S**

- 54135
372
ORI-S

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational

Planning and Administration

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC. No

Date

D-11334

13-2-2002.

CONTENT

<u>Chapter</u>	<u>Contents</u>
1	District Profile
2	Education profile
3	Planning process
4.	Issues and strategies
5	Intervention
6	Costing
7	Summary Table

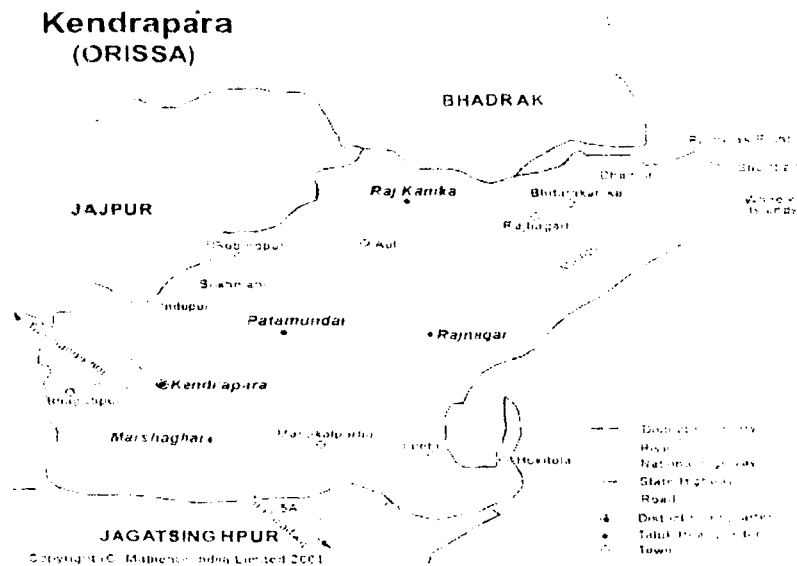
CHAPTER-I

Historical Background :

Kendrapara is a place of mythological importance from the vedic age. It is also known as "Tulasi-khetra" which is coined after the name of Tulasi the daughter of the defeated demon king "Kandarasur who became the wife of Lord Baladevjew. The legend of the war between Kanderasur and Sri Baladevjew still survives among the people. But the modern district, kendrapara came into being on the eve of Utkal Divas i.e., on 01/04/1993 under reconstitution of district in the state of Orissa. Prior to this Kendrapara was a sub-division of erstwhile, Cuttack district. The river Bataram serves the Northern boundary with Jagatsinghpur district in South and Jajpur and Cuttack district are at Western boundary with Bay of Bengal in the East.

The district has remained as a pioneer place during freedom movement of the Nation. Sacrifice of matyrs like Basu Sethi, Bisuni Madhual, Anandda Jena etc. are considered as some of the major events in the national struggle for freedom. It has also remained as a citadel and birth place for many personalities not only during the freedom movement but also in the field of art, culture, education, science, literature as well as politics. In 1922 three persons were martyred for the noble cause of peoples right.

Geographical Features:



Kendrapara district falls on the coastal plains and situated on the eastern side of the state.

It lies between 86.15°E to 87.15°E latitude and between 20.15°N to 20.52°N longitude. The total geographical area amounts to 2548 Sq. Km. It is bounded on South by Jagatsinghpur, North by Bhadrak, East by Bay of Bengal and West by Jajpur and Cuttack district.

Soil :

The plain region having alluvial soil useful for both Rabi and Kharif type of cultivation.

River system :

The main river of Kendrapara is Brahmani which serves the Western boundary with Jajpur district. Rivers like Kharasrota, Gobari, Luna, Karandia, Chhotpala and Paikka flow through this district.

Climate and Rainfall :

The district has a mean elevation of 25 meter above the sea level and the climate of the district is moderate hot in summer alongwith the rainfall of medium range. The temperature in the month of May is approximately 39 degree centigrade. The average rainfall is 140 c.m. per year. From April to August the wind blows from South to North.

Forest :

This has a vast area of forest. Existence of forest in the district is about 248.05 Square Kms. Including 14.49 Sq. Km. of reserve forest.

Mangroves forests are grown near the sea mainly in two blocks namely Rajkanagar & Mahakalapara. Cashew nut, Mango, Coconut, Neem, Baniyan, Karanje, & Peepal types of trees are found in the district. Bamboo bushes are commonly found in this district.

Language :

Oriya is the major language of this district. Besides Urdu and Bengali are also used in small communities.

Oriya is the mother tongue of 85% of the total population. Urdu is being spoken by Muslims. The people of some pockets, like Rajnagar and Mahakalapada speak in Bengali. Both Urdu and Bengali speaking people do understand and speak Oriya well during their interaction with Oriyas. In short, people in the district can speak and understand Oriya well.

Festivals :

Gajalaxmi Puja, Durgapuja, Holi, Raja, Diwali, Badaosha, Moharun, Iddd, Rathayatra, Rama Navami, Puspuni are the main festivals observed by the people of the district.

Tourist place :

Crocodile sanctuary and Reserve Forest at Bhitarkanika, light house at Batigha, Baladevjew temple at Aul, Barohjow Temple at Kendrapara, Olehuni hill, Hanuman Temple at Garadpur, Panchabarahi Temple at Satabhaya, Jaganath Temple at Keragarh and Rihagarh etc are the main tourist places of this district. A large number of Tortoise and Siberian Birds came to gahirmatha & Bhitarkanika respectively during early winter every year which are not only attract National tourists but also tourists of international level.

Administrative set up:

1.	No. of Sub-Division	-	1
2.	No. of Tahasil	-	7
3.	No. of C.D. Block	-	9
4.	No. of Grampanchayat	-	205
5.	No. of NACs	-	1
6.	No. of Municipalities	-	1
7.	No. of Inhabited Village	-	1389
8.	No. of Unhabited village	-	143
9.	No. of Police Station	-	7
10.	No. of Fire Station	-	3
11.	No. of Assembly Constituency	-	5
12.	No. of Parliamentary Constituency	-	1

Road and Communication :

National High way No. 5 (A) connects this district with Jajpur, Cuttack and Jagatsinghpur. Though Govt. have started taking steps for the improvements and maintenance of roads in some villages, people have to use boat for their communication. Mostly rural areas are yet to get good roads and depend upon Kuccha roads and so remain inaccessible mostly during rainy season. Even Municipality and NAC area do not have wide and well-maintained roads for communication.

Motorable communication to all blocks from District headquarters except Rajkanika Block are available in the District. In order to go to Rajkanika Block one has to cross the river Kharasota by boat. The bridge over this river is under construction.

Some interior pockets of most of the blocks of this district have not yet been connected with road links due to existence of rivers, canals and other rivulets. Transport and communication to this places take place only by boats and motor lunches

The district avails the services of 1 Head Post office, 18 Sub-post offices and 90 branch post offices.

Land Utilisation and cropping pattern in the Block areas : (Area in Hect.)

Name of Block	Forest Areas	Pasture of grazing land	Cultivated waste land	Non-agricultural use	Barren land	Miscellaneous crops
AUL	3	1,046	172	3773	34	306
DERABIS	92	1,192	125	2899		278
GARADPUR		680	119	2660		229
KENDRAPARA	3,283	850	53	3869	102	220
MAHAKALAPADA	3,283	2847	592	9423	57	1427
MARSHAGHAI	15	724	100	3618	61	201
PATTAMUNDAI	4	1079	579	3954	800	185
RAJKANIKA		1181	177	5015	28	379
RAJNAGAR	1188	974	423	5416	554	25

Occupational Pattern :

The table shows the classification of main workers in different block and urban areas of the district.

Block/Town	Cultivators	Agricultural Labour	Live stock, Forestry etc.	Mining and Overjoing	Household Industry	Trade and commerce
AUL	13869	5252	756	8	415	1582
DERABIS	13666	9068	231	31	76	1476
GARADPUR	11782	3891	423	9	872	923
KENDRAPARA	16219	7744	320	7	561	1345
MAHAKALAPADA	31634	6044			382	1272
MARSHAGHAI	13881	4694	423	6	847	1436
PATTAMUNDAI	17278	6542	311	7	588	1070
RAJKANIKA	15028	5216	273	5	579	1541
RAJNAGAR	20679	6717	763	1	355	833
KENDRAPARA NAC	622	637	251	5	156	1139
PATTAMUNDAI NAC	1564	1056	164	8	172	1019

Source : District Statistical Handbook.(1991 Census data)

Demographic Profile of the District :

1.	Area	:	2548 Sq. m		
2.	Population	:	<u>Total</u>	<u>Male</u>	<u>Female</u>
			1,301,856	646,356	6,55,500
3.	Decadal growth	:	13.23		
4.	Sex Ratio	:	1014 female per 1000 male		
5.	Density	:	492 per sq. km		

Percentage of SC/ST Population :

Following figure indicate the percentage of SC/ST population to the total population of the district.

PRESENCE OF SC/ST IN THE DISTRICT:

1. Scheduled Caste percentage : 19.83
2. Scheduled Tribe percentage : 0.40

Percentage of SC & ST 19.83 & 0.40. As nearly 20.83 of the population belong to SC & ST Community, special focus is to be given for the education of the children of these deprived groups. 3.95% of the population comprises Muslim.

Literacy in the district :

As per census 2001 the literacy percentage of Kendrapara district is 77.33. About 22.67% of the total population are non-literate. The women literacy is 67.29%.

Literacy Rate As per 1991 Census

Name of the block/Town	All classes	Scheduled Caste	Scheduled Tribe
AUL	65.74	41.47	38.46
DERABIS	66.42	40.81	16.24
GARADPUR	67.91	49.54	18.18
KENDRAPARA	64.47	41.10	9.42
MAHAKALAPADA	55.40	40.87	13.51
MARSHAGHAI	67.73	49.76	12.62
PATTAMUNDAI	62.39	35.88	46.15
PAIKANIKA	65.08	40.53	100.00
RAINAGAR	57.04	36.82	23.53

Socio Economic Structure :

The district retains the old caste-based society that defines the socio-economic status of the people. The district is highly populated with SC people whose economic condition is yet to be developed. About 40% of people live below the poverty line.

CHAPTER – II

History of Educational Development:-

Kendrapara as a District came into existence being separated from Balasore District in the year 1993. It has its special uniqueness as regards to growth and development of Education. After the advent of Britishers in the year 1803, some vernacular schools were established in the town areas, which subsequently came under the control of District Board. In pre Independence era in some important places of the District M.E. schools were established with the contribution of local Zamindars, which were upgraded into High Schools later. For the development of Vedic culture and to popularise Sanskrit language, Sanskrit Tol were established at different places of the District.

After Independence during 1955 – 1965 special Finance allocation for primary schools gave birth to present set up of Primary Education. In the year 1961 the administration of primary Schools was diverted from local Board to the District Inspector of schools under Education Department. The conscious inhabitants and the educated people of the District contributed a lot for expansion and development of academic atmosphere and eradication of illiteracy.

Non-formal education system was introduced in the District During 1989-90 to educate dropouts. Total literacy campaign was lunched in the year 1999 to educate adult learners and to create awareness for education. Some other scheme like Operation Black Board was introduced in the District with increasing allocation expenditure, attempts were made to achieve the goals of universalisation of Elementary Education. But unfortunately it is still remained an elusive goal. Now time has come to review the achievement of the District in the field of education. Attempt has been made to present the educational scenario of the District in this chapter.

Educational institutions of the District:-

Education is a co-operative effort. Elementary Education does not function in isolation leaving other educational institutions as those institutions facilitate vertical and horizontal mobility of learners. Table 2.1 presents the quantitative magnitude of Elementary Educational institution of the District.

BLOCKWISE/NAC WISE/MUNICIPALITY WISE DISTRIBUTION OF DIFFERENT TYPES OF PRIMARY/UPPER PRIMARY

SCHOOL

Dist - KENDRAPARA

Table-2 1

SL. NO.	Name of the Block NAC/Municipality	Govt. Pry School Cl. I to V	Govt. UP School Cl. I to VII	Saraswati Sisumandir Cl. I to VII	TRW schools Cl. I to V	TRW schools Cl. I to VII	Integral education Cl. I to VII	Public School Cl. I to VII	Other types of schools Cl. I to VII	Total
1	Aul	134	50	1	2			1	4	192
2	Derabish	147	49	5						202
3	Garadpur	115	40	4			1			160
4	Kendrapara	133	61	2	2		3			201
5	Marshaghai	111	53	1	1		1			165
6	Mahakalapara	142	97	4	1			1		245
7	Pattamunda	149	68		2					219
8	Rajkanika	131	60	2				4		197
9	Rajnagar	147	47						3	197
10	Kendrapara Mupth	29	6	1			1	3	5	45
11	Pattamundai NAC	20	8	1	1		1	2	1	34
	Total	1258	539	22	9		7	11	13	1857

The above table indicates that a number of educational institutions are engaged in Elementary Education. In addition to this high schools, colleges, vocational, technical and music institutions are also there in the district satisfying a ground taste of the people.

The details are given in table 2.2.

Table 2.2

Administrative structure :	
No. of District Inspector of Schools	2
No. of Dy. Inspector of Schools	2
No. of Sub-Inspector of Schools	34
No. of Primary Schools	1258
No. of Upper Primary Schools	580
No. of TRW Primary Schools	9
No. of TRW UPS	0
No. of Sisumandir	22
No. of Integral schools	7
No. of Public Schools	11
No. of AWC	661
No. of NCLP Schools	0
No. of High School	324
No. of +2	12
No. of Vocational college	2
No. of +3 college	18
No. of ST School	2
No. of Teachers (working in the pry. schools)	2968
Vacancy	454
No. of Teachers working in UP schools	1620
Vacancy	269
Total Enrolment (Pry.)	152503
Total Enrolment (U Pry.)	49217
No. of EGS Centre(prop) Primary	519
No. of EI Centre(prop) Upper Primary	150
No. of Buildingless school	226

There is no D.I.E.T in the District, only two teacher training schools (S.T. schools) are there to facilitate various pedagogical improvement programmes and resource support to teachers. The district has other institutions such as Special School for disabled, training institute and Sanskrit college to create the needs of the children of special group schools located in the District especially for imparting Elementary Education and its resource support need infrastructural development plan for the institution.

Elementary Education

The District has 1258 No. of Primary Schools and 580 No. of Upper Primary schools managed directly Govt. in the department of S.M.E. and S.C. and S.T. Development Department.

In the perspective plan under S.S.A (D.E.E.P) the district considers it necessary to include only Elementary schools managed by S & ME Department S.C & S.T Development Dept. and privately managed aided schools.

Pre-school Education.

Pre School Education plays an important role in setting a base for Elementary Education. It creates conducive atmosphere in developing readiness for Elementary Education. A number of school i.e., English medium school in urban areas imparting pre school Education in private through nursery classes.

Unfortunately there is no provision for pre schooling Education in the district. The woman and child development department is imparting pre schooling education through 661 No. of Anganwadi Centres under I.C.D.S. project in rural areas covering 9 blocks with beneficiaries numbering 32118 in the age group 0-3 years and 63496 Nos in the age group 3-5 years. The details of which is reflected in Table No. 2.3.

The centers run under I.C.D.S Project are not adequate to cater all the children in the age group 0-5 years. Therefore much attention is needed for establishment of pre schooling centers in the district.

Table-2.3
ENROLMENT POSITION IN THE PRE-PRIMARY SCHOOLS FOR 2001-2001(Age group 3 to 5)

Sl. No.	Name of the Block	No. of AWC	All Community			Schedule Caste			Scheduled Tribe			Total		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aui	123	2203	2250	4453	560	665	1325	0	0	0	2203	2250	4453
2	Derabish	102	2022	1519	3541	205	183	388	0	0	0	2227	1702	3929
3	Garadpur	0	120	105	225	5	4	9	0	0	0	120	105	
4	Kendrapara	121	1467	1443	2910	342	298	640	0	0	0	1467	1443	2910
5	Marsnaghai	0	34	27	61	9	7	16	0	0	0	34	27	61
6	Mahakalapara	82	890	883	1773	200	190	390	21	17	38	890	833	1773
7	Pattamundai	131	7221	4814	12035	1661	1107	2768	0	0	0	7221	4814	12035
8	Rajkanika	102	1329	1474	2803	691	752	1443	0	0	0	1329	1474	2803
9	Rajnagar	0	1851	1449	3300	232	187	419	117	103	220	1851	1449	3300
10	Kendrapara Muplty.	0	269	271	540	9	5	14	8	2	10	269	271	540
11	Pattamundai NAC	0	287	190	477	10	7	17	0	0	0	287	190	477
TOTAL :		661	17693	14425	32118	4024	3405	7429	146	122	268	17898	14558	32281

Source: DIS, Kendrapara
& DIS, Pattamundai

Table: 2.4
TOTAL POPULATION OF THE DISTRICT

SL. No.	Name of the Block/Municipality	Household	All community			SC			S.T.		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aui	30609	72197	56130	128327	124	10092	22521	0	0	0
2	Derabish	20175	47441	52918	100359	14346	13085	27431	151	130	281
3	Garadpur	16320	36114	42237	78351	9782	8782	18564	40	31	71
4	Kendrapara	21488	54606	62702	117308	16534	16534	33136	49	36	85
5	Marshaghai	19320	42734	44642	87376	10215	9438	19653	151	136	287
6	Mahakalapara	18029	89821	96065	185886	18908	18502	37410	1835	1588	3413
7	Pattamundai	25963	66528	71986	138514	20200	19446	39646	10	6	16
8	Rajkanika	14232	39515	50397	89912	6621	6871	13492	0	0	0
9	Rajnagar	31495	62347	58245	120592	11829	10693	22522	1120	1005	2125
10	Kendrapara Muplty.	50215	115429	107081	222510	979	992	1971	85	77	162
11	Pattamundai NAC	605	19624	13097	32721	4514	3010	7524	0	0	0
	TOTAL :	248451	646356	655500	1301856	114052	117445	243870	3441	3009	6440

Source : 2001 Census data.

The population as per census data 2001 shows that the total population is 1301856 and the sex ratio is 1014 (i.e. 1014 female for 1000 male). The percentage of SC population is 18.73 and ST population is 0.49. The combined SC and ST population is about 19.22% of the total population. So they need special attention in the field of primary education.

CHILD POPULATION

Dist: Kendrapara

Table-2.5

(5-11 age group)

Sl. No.	Name of the Block NAC/Municipality	All Community			Scheduled Caste			Scheduled Tribe		
		Boy	Giri	Total	Boy	Giri	Total	Boy	Giri	Total
1	Aul	11255	9921	21176	3745	2955	6700	82	0	82
2	Derabish	8212	7319	15531	2932	2739	5671	53	27	80
3	Garadpur	6180	5535	11715	830	670	1500	0	0	0
4	Kendrapara	8114	8090	16204	2633	2325	4958	25	31	56
5	Marshaghai	5119	4703	9822	1637	1561	3198	15	13	28
6	Mahakalapara	12573	12300	24873	583	566	1149	47	41	88
7	Pattamundai	14325	12729	27054	2730	2581	5311	0	0	0
8	Rajkanika	2094	1544	3638	2273	1873	4146	0	0	0
9	Rajnagar	14528	12311	26839	4120	3112	7232	482	357	839
10	Kendrapara Muplty.	1897	1975	3872	251	233	484	17	27	44
11	Pattamundai NAC	1894	1264	3158	435	290	725	0	0	0
	Total	86191	77691	163882	22169	18905	41074	721	496	1217

Sources: DIS, Kendrapara
DIS, Pattamundai

Table: 2.6
CHILD POPULATION

Dist: Kendrapara

(11-14age group)

Sl. No.	Name of the Block NAC/Municipality	All Community			Scheduled Caste			Scheduled Tribe		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Aul	3555	2971	6526	1300	880	2180	0	0	0
2	Derabish	3321	3712	7033	1335	1259	2594	61	35	96
3	Garadpur	1480	1360	2840	280	121	401	0	0	0
4	Kendrapara	2900	2993	5893	1185	1243	2428	11	17	28
5	Marshaghai	2978	2951	5929	513	554	1167	27	15	42
6	Mahakalapara	3050	3017	6067	483	471	954	45	43	88
7	Pattamundai	5755	3877	9632	1323	891	2214	0	0	0
8	Rajkanika	4497	4130	8627	210	197	407	0	0	0
9	Rajnagar	4935	2088	7023	320	716	1536	331	201	532
10	Kendrapara Muplty.	374	433	807	29	31	60	29	27	56
11	Pattamundai NAC	989	660	1649	227	151	378	0	0	0
	Total	33834	28192	62026	7905	6514	14319	504	338	842

Sources: DIS Kendrapara, DIS, Pattamundai.

Dist: Kendrapara

Table 2.7

ENROLMENT POSTION IN PRIMARY & UPPER PRIMARY SCHOOLS AGE GROUP (5 to 11)

Sl. No	Name of the Block/NAC/MPL	Class-I			Class-II			Class-III			Class-IV			Class-V		
		B	G	Total	B	G	Total	E	G	T	B	G	Total	B	G	Total
1	Aul	2815	2310	5125	2520	2104	4024	1915	1713	3628	1875	1695	3570	1695	1453	3148
2	Derabish	1614	1504	3123	1857	1491	3148	1468	1373	2841	1333	1248	2581	1233	1177	2410
3	Garadpur	1086	995	2081	1162	1048	2210	1256	1136	2392	1087	1004	2091	995	946	1941
4	Kendrapara	1611	1524	3135	1658	1511	3169	1641	1636	3277	1324	1154	2478	1308	1138	2446
5	Marshaghai	1029	950	1979	1254	1149	2403	1398	1252	2650	1263	1167	2430	1267	1185	2452
6	Mahakalapara	1690	1652	3342	1981	1950	3931	2166	2049	4215	2155	1976	4131	2039	1864	3903
7	Pattamundai	1952	1755	3707	1927	1696	3623	2822	2601	5423	2070	1803	3873	1762	1478	3240
8	Rajkanika	1682	1620	3308	1803	1605	3408	1953	1723	3676	1713	1443	3156	1512	1402	2914
9	Rajnagar	3778	2576	6354	3124	2688	5812	2631	2152	4783	1921	1601	3522	1347	1003	2350
10	Kendrapara Muplty.	390	381	771	379	349	728	463	497	960	396	400	796	355	334	689
11	Pattamundai NAC	269	244	513	301	256	557	405	364	769	346	288	634	299	275	574
	TOTAL :	17916	15511	33438	17966	15847	33013	18118	16496	34614	15483	13779	29262	13812	12255	26067

Source: DIS, Kendrapara & Pattamundai.

ENROLMENT POSTION IN PRIMARY & UPPER PRIMARY SCHOOLS AGE GROUP (11 to 14)

Sl No.	Name of the Block/NAC/MPL	Class-Vi			Class-Vii		
		B	G	Total	B	G	Total
1	Aul	1685	1443	3128	1670	1428	3098
2	Derabish	1215	1420	2635	1204	1415	2619
3	Garadpur	887	793	1680	814	747	1561
4	Kendrapara	1232	1163	2395	1225	1160	2385
5	Marshaghai	1207	1142	2349	1215	1147	2362
6	Mahakalapara	1548	1502	3050	1522	1495	3017
7	Pattamundai	2659	1783	4442	2465	1633	4098
8	Rajkanika	926	865	1791	823	726	1549
9	Rajnagar	1480	1106	2586	1412	850	2262
10	Kendrapara Mupity.	165	179	344	201	212	413
11	Pattamundai NAC	491	270	761	462	230	692
	TOTAL :	13495	11666	25161	13013	11043	24056

Source: DIS, Kendrapara & Pattamundai.

Dist: KENDRAPARA

Table 2.9

STUDENT ENROLMENT PROJECTION

Year	All Community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2001-02	107362	94358	201720	27837	23558	51395	732	536	1268
2002-03	108924	99262	208186	28643	24264	52907	757	554	1311
2003-04	109505	100831	210336	29504	24988	54492	781	573	1354
2004-05	110123	101492	211615	30378	25725	56103	808	595	1403
2005-06	111865	102295	214160	31279	26477	57756	837	617	1454

PARTICULARS OF TEACHER IN PRIMARY/UPPER PRIMARY SCHOOL

Sl. No	Name of the Block/NAC/MPL	All community			Schedule caste			Scheduea Tribe		
		M	F	Total	M	F	Total	M	F	Total
1	Aul	400	105	505	45	20	65	0	0	0
2	Derabish	342	146	488	18	5	23	0	0	0
3	Garadpur	195	167	362	42	6	48	0	0	0
4	Kendrapara	310	186	496	28	12	40	2	0	2
5	Marshaghai	268	159	437	18	5	23	0	0	0
6	Mahakaiapara	392	123	515	22	14	36	0	0	0
7	Pattamundai	453	177	630	64	16	80	0	0	0
8	Rajkanika	445	65	510	57	14	71			
9	Rajnagar	330	88	418	15	17	32	2	1	3
10	Kendrapara Mupity.	25	90	115	5	1	6	0	0	0
11	Pattamundai NAC	55	47	102	1	2	3	0	0	0
	TOTAL :	3215	1363	4578	315	112	427	4	1	5

Sources: DIS.Kendrapara,
DIS, Pattamundai

Source- Surv

Dist Kendrapara

Table 2.11
BLOCK/MPL WISE DISTRIBUTION OF CHILD POPULATION OF AGE GROUP (5 TO 14)

Sl. No.	Name of the Block/NAC/MPL	No. of children enrolled			No. of out of school children			No. of children dropout		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aul	14175	11531	26621	420	395	815	265	151	416
2	Derabish	10957	9633	20590	1476	1231	2707	273	217	490
3	Garadpur									
4	Kendrapara	9999	9086	19085	1105	1997	3102	355	232	587
5	Marshaghai	8633	7992	16625	86	56	142	135	278	313
6	Mahakalapara	13101	12488	20129	687	670	1357	601	614	1215
7	Pattamundai	5657	12749	28406	2055	1729	3784	368	187	535
8	Rajkanika	10421	9390	19811	323	199	522	82	70	152
9	Rajnagar	15693	12958	28651	3325	2141	5466	415	312	727
10	Kendrapara Muplty.	2349	2352	4701	89	99	188	35	39	74
11	Pattamundai NAC	2573	2120	4500	97	76	173	77	57	134
	TOTAL :	93558	90299	189119	9663	8593	18256	2606	2157	4643

Source: DIS, Kendrapara&Pattamundai

SCHOOLS BY TYPES OF BUILDING:

Sl. No.	Name of the Block	One class Room	Two Class Room	Three Class Room	Four Class Room	Five Class Room	Total
1	Aul	20	108	64			192
2	Derabish	20	68	36	18	5	147
3	Garadpur	45	55	22	20	13	155
4	Kendrapara	60	40	18	6	5	129
5	Marshaghal	61	50	22	2	5	140
6	Mahakalapara	115	48	21			184
7	Pattamundai	85	65	35	15	12	212
8	Rajkanika	72	60	40	12	10	194
9	Rajnagar	84	87	17	3	1	192
10	Kendrapara Muplty	10	12	5	6	1	34
11	Pattamundai NAC		2		20	12	34
	Total	572	595	280	102	64	1613

Sources: DIS, Kendrapara
DIS Pattamundai

CHAPTER – III **(Planning Process)**

Planning Process

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

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

Survey

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

The S.I. of schools of all the blocks and municipality devoted their time for compilation of village data and under their direct supervision the block data was submitted during 1st week of Sept. 2001. The district level survey data was completed by the core team member by November.

The survey of school data was conducted with the assistance of the State Project Office. The Headmaster of all Primary Schools, Upper Primary Schools and High Schools having Elementary Section have tried their best to provide accurate data during the survey period.

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

A convergence meeting was connected at the district headquarters. All the Sarpanchs of the district were involved. The district level officers and officers of Education Department have attended the meeting. Aims and objectives of the S.S.A. were discussed in the meting. They specified their need based problems and their strategies, which are included in the perspective plan.

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

The issues that have been identified in the convergence meeting and workshops are classified and discussed in the planning process

Sl.No	Level	Groups	Issues identified.
1	Village	<p>Villagers and P.R I</p> <p>Issues identified</p> <ol style="list-style-type: none"> 1. school building are not sale. 2. more than 2 classes held in one classroom 3. uncomfortable sitting arrangement 4. children fail to gather minimum knowledge. 5. teachers do not stay in feeder village 6. lack of interaction between villagers/parents 7. improvement of teachers in MDM robs their valuable teaching time. 8. teachers donot attempt to impart teaching in friendly manner. 9. lack of regular supervision and academic monitoring the school. 10. teachers are helpless regarding irregular attendance of teachers. 11. textbooks are not available in time. Some parents find it costly to buy. 12. minority community demand special education facility. 13. drop-outs : there is no specific provision to teach them beyond schooling times. 	<p>Common issues discussed in the</p> <ol style="list-style-type: none"> 1. Condition of the building. 2. Inadequate class rooms 3. Lack of basic infrastructural facilities. 4. Inadequate teaching 5. Irregular teachers 6. Poor quality of teaching 7. Non-availability of teaching aids. 8. Teachers do not stage in the school premisses. 9. Involvement of teachers in M.D.M work. 10. Lack of proper supervision of schools 11. Lack of orientation to teachers on modern concept of learning. 12. Irregular attendance of the students at the schools 13. Poverty of the parents. 14. Lack of free text books to poor children. 15. M D M not qualitative and quantitative. 16. No step to check the dropouts. 17. Language problem in Muslim and Bengali dominated pockets. 18. Lack of pre school facility. 19. No provision for beautification of school campus. 20. Non involvement of the community for the improvement of enrolment position and other developmental work of the school. 21. Lack of schooling facilities for special class of children like Scheduled Caste, Muslims. 22. Lack of Provision for interacting the villagers with authority of Education Department and block/district administration. 23. Lack of communication facilities in flood-affected blocks specifies where river, rivulets and nalas exist
2	Block level converge nce	<p>All Block level officers/Chairman/all P.S. members Sarpanches/Ward members.</p>	<ol style="list-style-type: none"> 1. Provision of adequate contingency for schools. 2. Lack of retention for S.C. and Muslim children.

CHAPTER – III **(Planning Process)**

Planning Process

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

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

Survey

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

The S.I. of schools of all the blocks and municipality devoted their time for compilation of village data and under their direct supervision the block data was submitted during 1st week of Sept 2001. The district level survey data was completed by the core team member by November

The survey of school data was conducted with the assistance of the State Project Office. The Headmaster of all Primary Schools, Upper Primary Schools and High Schools having Elementary Section have tried their best to provide accurate data during the survey period.

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

A convergence meeting was connected at the district headquarters. All the Sarapanchs of the district were involved. The district level officers and officers of Education Department have attended the meeting. Aims and objectives of the S.S.A. were discussed in the meting. They specified their need based problems and their strategies, which are included in the perspective plan.

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

The issues that have been identified in the convergence meeting and workshops are classified and discussed in the planning process.

Sl.No	Level	Groups	Issues identified.
1	Village	Villagers and P.R.I	<p>Common issues discussed in the</p> <ol style="list-style-type: none"> 1. Condition of the building 2. Inadequate class rooms. 3. Lack of basic infrastructural facilities. 4. Inadequate teaching 5. Irregular teachers 6. Poor quality of teaching 7. Non-availability of teaching aids. 8. Teachers do not stage in the school premises 9. Involvement of teachers in M.D.M work. 10. Lack of proper supervision of schools 11. Lack of orientation to teachers on modern concept of learning. 12. Irregular attendance of the students at the schools 13. Poverty of the parents. 14. Lack of free text books to poor children. 15. M.D M not qualitative and quantitative 16. No step to check the dropouts. 17. Language problem in Muslim and Bengali dominated pockets. 18. Lack of pre school facility. 19. No provision for beautification of school campus. 20. Non involvement of the community for the improvement of enrolment position and other developmental work of the school. 21. Lack of schooling facilities for special class of children like Scheduled Caste, Muslims. 22. Lack of Provision for interacting the villagers with authority of Education Department and block/district administration 23. Lack of communication facilities in flood-affected blocks specifies where river, rivulets and nalas exist
2	Block level converge nce	All Block level officers/c hairman/all members Sarpanches/Ward members	<ol style="list-style-type: none"> 1. Provision of adequate contingency for schools. 2. Lack of retention for S.C. and Muslim children.

	meeting.		<ol style="list-style-type: none"> 3. Superstitions of minority groups 4. Overloaded syllabus 5. Non-availability of play ground for each school. 6. No regular health check-up for school children 7. Teachers don't adopt child centred and joyful learning approach 8. V.F.C and teachers are ignored infrastructural development.
3	Parents, Teachers and students of school		<ol style="list-style-type: none"> 1. Women in the village have little involvement in school activities. 2. Girl children look after their youngsters when their parents are on cultivation 3. Engagement of teachers in non-teaching activities. 4. Teaching hampers due to vacancy of teachers. 5. Lack of schooling facilities in some habitations. 6. Lack of motivation in parents to enroll and retain their children in schools. 7. No Agency take care of the building in urban areas. 8. There is no coordination among local urban body and educational supervisory authorities. 9. Qualitative difference is found between English medium schools and general primary schools. 10. Urban area lack of I.C.D.S. facility. 11. Lack of S.U.P.W. activities in schools. 12. Curriculum is not need based in rural areas. 13. The School Committee remains inactive to mobilize children. 14. Promotional perspective investments award to teachers lack scientific judgment of reports to districts 15. Lack of achievement level by rural students due to negligence of teachers.
4	Teacher group-Primary teacher, U.G.M.E teachers		<ol style="list-style-type: none"> 1. Pupil teacher ratio is high in places. 2. Difficulty in multigrade teaching. 3. Non-cooperation of villagers in educational activities. 4. Interference of local politicians, transfer of teachers and so

	Welfare Department teachers.		<p>administration.</p> <ol style="list-style-type: none"> 5. There is no provision of reward and punishment for deserving teachers. 6. There is no feeling of ownership of the Educational institutions in the villages. 7. No involvement of Youth Clubs and NGOs in environmental building. 8. Teacher's irregular in their duty. 9. Long staying of a teacher in a place makes the job boring. 10. Books are not supplied to the reserve are going of students and poor needy students. 11. Imposition of fees for Examination, functions related to schools discourages the children for attending the schools sometimes.
5	District level convergence meeting	Z.P. chairman, Block and Municipality/ N.A.C. chair persons, planning team members, B.D.Os and Dist level officers.	<ol style="list-style-type: none"> 1. Different language Oriya, Urdu, Bengali, are spoken in the district. 2. Some remote area and inaccessible area are away from the present cultural main stream of the district. 3. Teacher's absenteeism in accessible area. 4. Dire poverty of the people in the district. 5. Most of the families are illiterates. 6. Need of co-ordination among all related department. 7. Lack of convergence with different target groups of society. 8. Lack of adequate incentives to both students and teachers. 9. No facility of Early Childhood Care and Education in urban area. 10. Lack of P.T.A. and M.T.A.

Chapter –IV (Issues and Strategies)

Introduction:

Since Independence Primary Education has been a focused Area in all our development programme. In spite of our efforts for more than 50 years, we have not been able to achieve the goal of universalisation of Elementary Education. It is not because that we have no adequate manpower or financial viability. But it is because of our inability to handle successfully local problems and identification of issues and the related solution. In this chapter the Planning team has tried to find out issues related to Access, Enrolment and retention, quality education and capacity building and has tried to plan accordingly with the strategies to be undertaken. The strategies have been suggested by the stakeholders in volume in the meetings, discussion workshops and minor planning.

Problem	Issues	Strategies
Access Related	I. There are 609 no. of unserved habitations in the district which lacks schooling facilities	Out of unserved habitations 90 no of habitations justify opening of new primary school (40 Primary and 50 Upper Primary). Hence to given justice to the unserved villages, the rest 519 villages will be covered with EGS.
	II. National barriers like rivers, Nalas, lack of road and man made barriers like Highways create hindbrains for better access of children of these areas.	II. 519 no of EGSCs are to be opened for children of the said area through DEEP.
	III. There are 126 building less Primary schools in the district where Teaching Learning is affected. Also 100 nos of completely dilapidated buildings have been identified in which new building are to be constructed.	Building for those schools are to be provided for better Schooling facility by DPEP.
	IV. Out of 1258 no. of Primary Schools and 580 no. of Upper Primary Schools there are 572 no of single room schools where children cannot the accommodated	Additional classrooms one each for all the primary schools are to be provided.
	V. Landless labourers and families from agriculturally backward areas like Rajnagar & Mahakalapada are more out of their villages in search of lively hood in Calcutta, Surat, Bombay etc they live their children/ take them with them.	a. 75 condensed bridging Courses for children on their return are to be opened to make up for schooling time loss. 45 camps for primary and 30 camps for upper primary are to be opened.
	VI. Special focus group like Muslim Gils, Scheduled Cast children are	VI. Special schooling facilities are to be provided by opening of EGS/

	deprived of the educational facilities.	Alternative Schooling facilities.(DIEP)
	VII. There are 661 Anganwadi Centers in the Districts, which cannot accommodate 32118 children belonging to the age group of 3-5 for preschool children care.	VII a. Special Provision to be made for such category of children b. Adequate trained teachers to be posted in some schools c. New 700 nos of ECCE Centres are to be opened d. Health issues of MTA.
Enrolment Retention	<p>I As per House hold survey 19256 children in the age group 15-14 are not attending schools due to household works, family occupation or as child labour.</p> <p>II. Want of Public awareness especially among women and Scheduled Tribe and mainly SC Parents.</p> <p>III. Poverty of Parents Around 51% of total population are under below poverty line.</p>	<p>I. The problem can be solved by</p> <ol style="list-style-type: none"> Opening of Alternative Schools in that habitation Rescheduling of time of school Free supply of reading writing material including textbooks. <p>II. Awareness can be generated by</p> <ol style="list-style-type: none"> Involving NGOs/Youth clubs / Mahila Mandals Activating VECs By organizing Rallies. Discussion among them with interception by the community members Display of Poster/ Wall Painting etc. Special approach by door to door approach by teaching public Personalities, Retired Persons & , elected representatives. Micro Planning for identification of issues and problems. If possible sending children of the same locality to bring their friends. Special drive for enrolment <p>III.</p> <ol style="list-style-type: none"> Providing free textbooks and other reading writing material to the deserving students in the presence of their parents. Ensuring of qualitative and quantitative MDM Providing free hostel facilities. Activating income generating Programme Award of merit scholarship/ incentives.

Chapter –IV (Issues and Strategies)

Introduction:

Since Independence Primary Education has been a focused Area in all our development programme. In spite of our efforts for more than 50 years, we have not been able to achieve the goal of universalisation of Elementary Education. It is not because that we have no adequate manpower or financial viability. But it is because of our inability to handle successfully local problems and identification of issues and the related solution. In this chapter the Planning team has tried to find out issues related to Access, Enrolment and retention, quality education and capacity building and has tried to plan accordingly with the strategies to be undertaken. The strategies have been suggested by the stakeholders in volume in the meetings, discussion workshops and minor planning.

Problem	Issues	Strategies
Access Related	I. There are 609 no. of unserved habitations in the district which lacks schooling facilities	Out of unserved habitations 90 no of habitations justify opening of new primary school (40 Primary and 50 Upper Primary). Hence to given justice to the unserved villages, the rest 519 villages will be covered with EGS.
	II National barriers like rivers, Nalas, lack of road and man made barriers like Highways create hindbrains for better access of children of these areas.	II. 519 no of EGSCs are to be opened for children of the said area through DPEP.
	III. There are 126 building less Primary schools in the district where Teaching Learning is affected. Also 100 nos of completely dilapidated buildings have been identified in which new building are to be constructed.	Building for those schools are to be provided for better Schooling facility by DPEP.
	IV. Out of 1258 no. of Primary Schools and 580 no. of Upper Primary Schools there are 572 no of single room schools where children cannot the accommodated	Additional classrooms one each for all the primary schools are to be provided.
	V. Landless labourers and families from agriculturally backward areas like Rajnagar & Mahakalapada are more out of their villages in search of lively hood in Calcutta, Surat, Bombay etc they live their children/ take them with them.	a. 75 condensed bridging Courses for children on their return are to be opened to make up for schooling time loss. 45 camps for primary and 30 camps for upper primary are to be opened.
	VI Special focus group like Muslim Girls, Scheduled Cast children are	VI Special schooling facilities are to be provided by opening of EGS/

	deprived of the educational facilities.	Alternative Schooling facilities.(DEEP)
	VII. There are 661 Anganwadi Centers in the Districts, which cannot accommodate 32118 children belonging to the age group of 3-5 for preschool children care.	VII. a. Special Provision to be made for such category of children b. Adequate trained teachers to be posted in some schools c. New 700 nos of ECCE Centres are to be opened d. Health issues of MIA.
Enrolment Retention	<p>I As per House hold survey 19256 children in the age group 15-14 are not attending schools due to household works, family occupation or as child labour.</p> <p>II. Want of Public awareness especially among women and Scheduled Tribe and mainly SC Parents.</p> <p>III. Poverty of Parents Around 51% of total population are under below poverty line.</p>	<p>I. The problem can be solved by</p> <ol style="list-style-type: none"> Opening of Alternative Schools in that habitation Rescheduling of time of school Free supply of reading writing material including textbooks. <p>II. Awareness can be generated by</p> <ol style="list-style-type: none"> Involving NGOs/Youth clubs / Mahila Mandals Activating VECs By organizing Rallies. Discussion among them with interception by the community members Display of Poster/ Wall Painting etc. Special approach by door to door approach by teaching public Personalities. Retired Persons & , elected representatives. Micro Planning for identification of issues and problems. If possible sending children of the same locality to bring their friends. Special drive for enrolment <p>III</p> <ol style="list-style-type: none"> Providing free textbooks and other reading writing material to the deserving students in the presence of their parents. Ensuring of qualitative and quantitative MDM Providing free hostel facilities. Activating income generating Programme Award of merit scholarship incentives

	<p>IV. Gender Dispatches</p> <p>V. Engagement of Girl child in taking care of babies/ household works which labour club parents go for work</p> <p>VI. Minority Community Girls</p> <p>VII Students are mentally not ready to come to school for learning as there is a happy life at home.</p>	<p>IV.</p> <ol style="list-style-type: none"> Empowerment of women organization Formation of Kishori Sangha as Balika/Girls Group. Formation MTA. Opening of Adolescent Girls centres <p>V</p> <ol style="list-style-type: none"> Providing a school mother to take care of the babies in schools with provision of feeding and toys. <p>VI. Motivating the community, religions leaders and their representatives.</p> <ol style="list-style-type: none"> Additional information Camp Schools for specific groups and adolescent girls. Community meetings. <p>VII.</p> <ol style="list-style-type: none"> School readings programme to be introduced by ICDS ICDS center to be in the school campus or area near by place.
Retention	<ol style="list-style-type: none"> Irregular attendance of students Want of special care weaker students Development of Fear Psychosis 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Regular Contact of teachers with Parents, VEC interaction, constant assessment by cluster groups and gram Sevaks. Activities to intervene and bring this back VEC, MTA. <ol style="list-style-type: none"> Unit Test to be conducted to identify such students. Special locality for weaker students. Remedial measures to be undertaken. Special incentives for the teachers taking extra responsibility.
	<ol style="list-style-type: none"> Unfriendly attitude of Teachers 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Special orientation for the teachers has to deal with young children Proper supervision and assessment of teacher's aptitude.

<p>4 Monotonous teaching process of teachers</p>	<p>4.</p> <ul style="list-style-type: none"> a. Orientation of teachers for joyful learning approach b. Supply of Teaching Aids and other materials.
<p>5. Non availability of book</p>	<p>Text 5.</p> <ul style="list-style-type: none"> a. Books are to be made available in time. b. Free Textbook to be supplied for focused groups/deprived children.
<p>6 Dull school Environment</p>	<p>6.</p> <ul style="list-style-type: none"> a. Timely repair of school Building by community participation. b. Raising plantations and flower garden. c. Decorating inside & outside with the photographs of great man. d. Writing of moral lines on the walls. e. Erecting of compound walls. f. Provision of playgrounds and sports equipments.
<p>7. Non involvement of VEC</p>	<p>7.</p> <ul style="list-style-type: none"> a. Training programme of VEC. b. Regular sitting of VEC for check of dropout. c. Establishment of linkage between school and community vis -a- vis teacher and community through community participation in school and participation of school in community functions.
<p>8 Lack of drinking water facilities and Toilet facility for students and teachers.</p>	<p>8.</p> <ul style="list-style-type: none"> a. All school should have drinking water facilities. Drinking Water facilities are required in 1482 schools and provision has been made to provide drinking water facilities in 1200 schools and rest to be undertaken in convergence with RWSS. b. Provision of separate Toilet facilities for boys and girls 1316 schools need toilet facilities, out of which provision for construction of 1200 nos of toiles have been made and rest

	<p>9. Non involvement of NGOs in Education Sector</p> <p>10. Inadequate Provision of extra curricular activities.</p> <p>11. Demand of Examination fees and other fees for cultural functions</p> <p>12. Lack of skill oriented Education especially for girls.</p> <p>13. Over burdened curriculum</p> <p>14. Evaluation is incomplete.</p>	<p>to be undertaken in convergence with other departments.</p> <p>9.</p> <ul style="list-style-type: none"> a. NGOs to be actively associated with development of school b. School effectiveness can be assured by NGOs. c. Successful NGO interventions to be replicated. <p>10.</p> <ul style="list-style-type: none"> a. Regular sports activities. b. Different competitions like music, art c. Organisation of Annual function and other cultural functions. d. Celebration of important events and days. e. News papers to schools <p>11.</p> <ul style="list-style-type: none"> a. Contingencies to be provided for the purpose. b. Examination/Evaluation to be conducted in a continuous process without taxation to pupils. <p>12. (a) Due emphasis is to be given on work experience under school curriculum. b) Gradual change in environment by introducing education closer to life skills.</p> <p>13. (a) Curriculum to be re organized so as to suit the liking of the pupils.</p> <p>14. (a) Evaluation to be simplified by continuous evaluation. (b) Students are not to be serious too conscious about evaluation.</p>
Quality of Education	Lack of proper method of teaching of teachers in teaching learning process	<p>1.</p> <ul style="list-style-type: none"> (a) Orientation programme on suitable methods of teaching is to be organized (b) Center school activities to be strengthened (c) Regular supervision and follow up action to be made

	II Non availability of common teaching aids	II. Provision of standard teaching aids to be made. (a) Teachers to be imparted skill to develop low cost aids. (b) CRCs to be given charge to impart technique among teachers. (c) All schools to be electrified for use of Electronic aids
	III Regarding training on context knowledge.	III (a) Development of modules of effective training on methodology, evaluation process, preparation of daily diary etc (b) DIEI, BRC, CRC Coordinators and resources groups to be empowered.
	IV. Faulty method of teacher selection	IV. (a) A definite rules to be formed for teacher selection giving emphasis on aptitude test. (b) Transfer/ posting rules to be implemented. (c) Steps/action to be taken on teacher absenteeism.
	V Curriculum not suitable	V(a) Curriculum to be redesigned to suit the present day needs. (b) Text books to be modified to arrest attention of students and should be of national standard.
	VI Lack of effective Evaluation.	VI (a) Visit wise evaluation to be made in addition to regular system. (b) Records of Evaluation are to be supervised by VEC/parents/field functionaries. (c) Cumulative progress card is to be maintained.
	VII Lack of health education.	VII (a) Special Provision to be adopted to look to the Health and Hygiene of students (b) Regular medical checks ups by Medical Officers are to be ensured. (c) Teachers need to be oriented in health education.
	VIII Ineffective and unsatisfactory school readings programme by ICDS	VIII (a) Opening of Anganwadi center in each village is to be ensured.(for atleast 15-20 students) (b) Special training programme of

		<p>ICDS functionaries to be ensured</p> <p>(c) Provision of adequate play material, Booklet containing pictures etc. are to be supplied</p> <p>(d) Increasing of pre-school timing.</p> <p>(e) Strengthening pre-school education aspect</p>
Capacity Building	I. Lack of provision to enrich the capacity of teachers	<p>I.</p> <p>a) Provision of upgradation of ST schools to DIEL to be made with adequate staff to impart training.</p> <p>(b) Refresher courses to be organized each year.</p> <p>(c) VEC members to be trained on school management.</p> <p>(d) Refresher courses on pedagogy will be imparted to the teachers.</p> <p>(e) Untrained teachers to be imparted training</p> <p>(f) Diary of resourceful teachers and their utilisation to be ensured</p>
	II. Lack of Resource centers and management information system.	<p>II. (a) Construction of CRC/ BRC/ DPO MIS Building to be undertaken</p> <p>(b) Strengthening of these centres</p> <p>(c) Capacity Building of field functionaries.</p>
	III. Non Academic engagement of teachers/ supervising officers.	<p>III. (a) Efforts to be made to free the teachers supervising officers free from non-academic work.</p>
	IV. Absenteeism of teachers.	<p>IV. (a) PTA VEC/ to be organized and they are to be made aware of their responsibilities.</p> <p>(b) Linkage is to be maintained between supervising officers and VEC.</p> <p>(c) MIS system to be well organized. Evaluation at regular intervals reports from resources group alongwith supervisory group.</p>
	V. Lack of convergence and coordination with other department.	<p>V.(a) Convergence meeting to be organized with the concerned department for effective organization and execution.</p>
	VI Lack of research activities	<p>VI. (a) Research activities relating to innovative practice, better class room transaction, supervision, monitoring, institutional planning, enrolment, identification of specific issues are to be undertaken.</p>

		(b) Empowerment of DIET, BRC & CRC is to be ensured on this score.
	VII. Large number of vacancy in teachers post	VII (a) Teacher vacancies are to be filled up temporarily by efficient trained teachers gradually. (b) Apart from this pupil teachers ratio, all the primary schools will have minimum of 3 teachers.

CHAPTER - V

KENDRAPARA

OBJECTIVES AND TARGETS

INTRODUCTION

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

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

AIMS AND OBJECTIVES :

The aims and objectives especially for Kendrapara district in DEEP context are –

01. To achieve 100% enrolment targets for the age groups 6-14
02. To ensure retention of enrolled children till the completion of upper primary education
03. To improve the quality of primary education
04. To promote the rate of girls education and to reduce the gender disparities.
05. To reduce the rate of drop outs up to 0%.
06. To ensure public sharing, cooperation and participation in the achievement of UPE and to bring physical development of schools
07. To establish new schools and EGS schools to cater the needs of the unserved habitations and provide facilities for upper primary education by upgrading the primary school.
08. To ensure a better and balanced student teacher ratio
09. To make coordination for better convergence among different educational offices and other agencies.
10. To strengthen the district primary education system by creating a silent social revolution.
11. To ensure education for migratory population, special focus group.
12. To provide better educational facilities to the children of remote areas and in accessible pockets.
13. To strengthen the infrastructure of the district of the primary education

For the successful implementation of the programme with above objectives, suitable strategies are to be chalked out.

TARGET GROUPS

The following target groups have been high lighted in the project.

- Deprived and neglected sections (6-14 age group)
- Children from SC (boys & girls)
- Girls from general and minority communities
- Handicapped boys & girls.
- Children of inaccessible areas
- Working children
- Street children

PROGRAMMED INTERVENTION:

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

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

1. PROJECT MANAGEMENT:

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

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

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

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

DISTRICT PROJECT OFFICE

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

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

STRENGTHENING OF DISTRICT PROJECT OFFICE

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

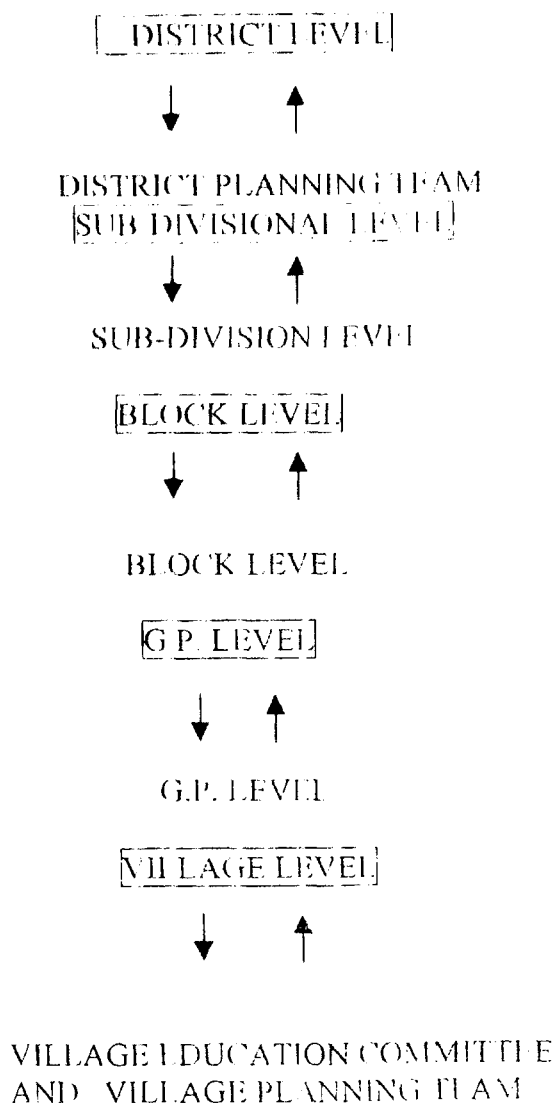
2. PLANNING AND MANAGEMENT

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

ORGANISATION STRUCTURE

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

PLANNING MANAGEMENT STRUCTURE



A. DISTRICT LEVEL:

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

- (a) To oversee the implementation of different components of DEEP.
- (b) To make adequate provision for supervision of civil work.
- (c) Strengthening of management Information System.
- (d) To have a better linkage between various departments for effective convergence for Elementary Education at the grass root level i.e. village level.
- (e) To establish better coordination between DIET/ST School and primary Education management functionaries.

- (f) To formulate and issue policy guidelines for different activities under different components of the programme.
- (g) To develop suitable mechanism for participatory educational planning and development.
- (h) To approve the budget and expenditure of the project.

Besides this at the District level Core Planning Team, Core Advisory and Purchase Sub-committee, Budget Sub-committee, Plan Preparation Sub-Committee, Monitoring and Evaluation Sub-Committee, Recruitment cell, Task Force for supervision, Resource Groups have been constituted for decentralization of project management and its effective functioning.

B. VILLAGE LEVEL:

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

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

3. CIVIL WORKS:

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

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

From the information collected through the house-hold survey and School Survey the need for construction of school buildings and construction of class rooms, residential school, major and minor repair of present school buildings, construction of B.R.C and C.R.C buildings and boundary walls are as follows.- (in DFEP Plans)

- I Buildings for building less schools: 226 primary and 50 upperprimary.

2. Opening of new Primary Schools with buildings 40 Primary Schools + 50 Upper Primary Schools.
3. Additional class rooms: Primary 1000+ Upper Primary 500.
4. C.R.C Buildings: 205
5. B.R.C Buildings: 09
6. Training Hall at ST school : 01
7. M.I.S Building : 01
8. Major repairs of buildings : 870(Primary School 610 + Upper Pry Schools 260)
9. Toilets - 1200
10. Upgradation of ST school to DIET : 01
11. ECC Centers - 650
12. EGSC to be upgraded to formal schools - Primary School 173 + Upper Primary Schools 50
13. Electrification of BRC,CRC, MIS buildings and selected Schools.
14. Boundary wall - 1000
15. Additional Room Headmaster - 350
16. Tubewell - 1200
17. Child friendly element . 2150
18. Model School Disable : 01
19. Resource Room for IED in each block : 9
20. Maintenance and Repair of School building – Primary 490 + Upper Primary 108.

ACCESS AND ALTERNATIVE SCHOOLING

In order to cope with the education of specific and deprived groups the following strategies have been fixed from DFEP Context.

Retention of these children in school by providing residential facilities during the period of migration.

- a) Courses of studies EGSC curriculum.
- b) Feeding of the children through mid day meal.
- c) Additional contingency to be provided through DEEP for teachers to prepare TLM.
- d) School Improvement Grant

The household survey shows an important reason of non enrolment of children of age group 6 to 14 is engagement of such children in cattle grazing, goat keeping and helping their parents in earning. This practice cannot be stopped because poverty of the parents compel the children to assist in their earning. The following strategies have been fixed to deal with the education of the children.

Alternative school facility will be provided in shape of EGSC. Timing of such schools will be 4 hours duration as per the suitability of the students. During this period these children take rest at home with the animals.

205 Primary School teachers will be deputed as CRC Coordinator and 9 Elementary teacher of level III will be BRC Coordinator. They will be selected through visioning workshops. 9 Upper Primary teacher may act as Training Assistant. As 214 teachers will be deputed and they will not take part in teaching of their respective schools, this number of new teachers will be appointed as additional teacher. So that the teaching is not disturbed. If these number remains vacant the teaching work will be disturbed.

ACCESS FOR DEPRIVED CHILDREN

INTERVENTION	OBJECTIVES	STRATEGIES/ACTIVITIES
ACCESS FOR DEPRIVED CHILDREN	Providing access through better schooling facilities. Providing access to the children of unserved habitations and areas having natural barriers, and for special focus groups	I. Opening of new schools for the unserved habitations II. Construction of building for building less schools III. Construction of additional class rooms IV. Appointment of teachers for the new school. V. Opening of alternative schools for the unserved habitations which do not come under the norms for opening of formal schools, migratory families, special focus group. VI. Engagement of instructors for EGS VII. Provision of salary for new schools. VIII. Provision of Honorarium for EGS instructors IX. Contingency grant to EGS centers. X. Furniture for new schools XI. Teachers grant for new schools XII. Grants for EGS instructors XIII. Reading writing materials for student of new schools and EGS centers.

5. PEDAGOGICAL IMPROVEMENT:

This is the crucial area of the project. The district has not observed much improvement in the quality of elementary education for the last two decades. While probing the reasons for such stagnation in the quality education, absolute teaching learning process, many factors came to forefront. The reasons were discussed in the meetings of the teachers' group, parents and educationists. The strategies are already mentioned in Chapter IV. The renewal of Pedagogic improvement require holistic approach involving stakeholders at each level. This multiprong strategy also involves measures to make the project efforts sustainable even after the completion of the project.

The major areas chosen are :

- i. Teacher Empowerment
- ii. Curriculum and Teaching-Learning Materials.
- iii. Continuous academic supervision, support mechanism and evaluation.
- iv. Developing academic support system at block and cluster level
- v. Empowering a team of resourceful persons
- vi. Institutional capacity building
- vii. Imparting need based training to teachers.
- viii. School-efficiency reports and preparations of school development plans.
- ix. Quality monitoring of schools

Teacher Empowerment Programmes :

- Training to teachers on new pedagogic process
- How to evaluate a child
- Attention to poor children
- Process to promote poor academic children
- Preparation of contextual teaching aids
- Action Research Projects by teachers
- Handbooks to teachers
- Supplementary reading materials for teachers
- Resource group to help teachers
- Cluster-level support group
- Evaluation mechanism which supports pupil's learning growth
- Tele-conferencing
- Exposures to teachers
- Teaching Aids to teachers

Curriculum and Teaching Learning Materials :

- Consultation process in curriculum preparation
- Training for curriculum
- Workshops for teachers
- Continuous support mechanism through resource groups.

Developing Academic Support :

- Formation resource groups at district, block and cluster
- Training and exposures to resource groups
- Material development at the district and block level
- Supervision by the resource teams
- Sharing progress reports with community
- Scaling of schools according to performance and developing support system.

Institutional capacity building :

- Strengthening block resource centres and block resource groups
- Regular interactions at cluster level
- Use of teachers profile
- Developing support system for institutions
- Development plans for Institutions
- Networking between institutions.

Preparation of School Development Plan :

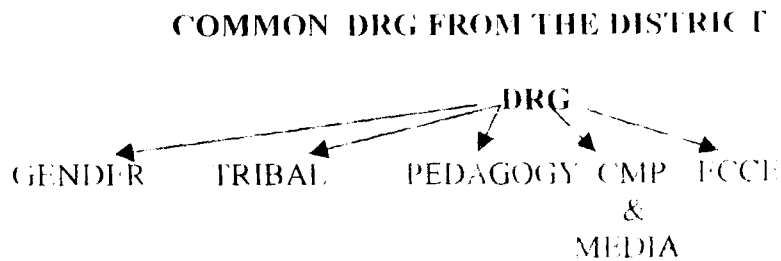
- Involvement of VEC, PTA & MTA
- Community Involvement in School Management
- Preparation of Community Action Plans
- Sufficient infrastructural facilities to every schools

Imparting need based training to teachers:

- Need assessment survey
- Using cluster level programmes according to the findings.
- Resource directory of teachers at G.P. and block level.

Formation of Resource Groups

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



Organisation of training programmes

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

PROVIDING SUPPORT TO DISADVANTAGED GROUPS

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

STRENGTHENING OF ST SCHOOL:

At the district level as there is no DIET, ST School, Kendrapara is functioning as a Nodal Institute in providing academic as well as managerial support to the primary education of the district. It plays a vital role in imparting training to the teachers of the district, conducting activities on institutional planning, research studies, designing curriculum, developing audio and video programmes in the field of Elementary education. Through the programmed activities, ST School will be strengthened, so that it can bear the work-load of training programmes and other related activities of DEEP. Also the necessary steps will be taken to upgrade the ST school to DIET.

BLOCK RESOURCE CENTER (BRC)

BRC acts as a link between STS and CRC. It will be a forum where the CRCs will meet and interact with each other and share their experiences. The difficulties faced at the CRCs level will be solved at BRC. 09 BRCs will be established in the district one for each block. Further it will provide guidance and technical support to 205 CRCs and will also monitor and evaluate the functioning of CRCs. The BRC will be provided with office building, whole time coordinator and other official staff, library facilities, furniture, equipment and resources groups. The BRC will have residential facilities. The functions of the BRC are as follows:

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

CLUSTER RESOURCE CENTER (CRC)

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

205 CRCs will be established in the district to cater the academic need of the teachers. The functions of the CRC are as follows:

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

SCHOOL IMPROVEMENT ACTIVITIES:

It is a part of Pedagogical Improvement, which needs to be planned more carefully. It is, no doubt, a joint exercise of the teachers, CRC, BRC Coordinator and local community leaders. Some of these activities require financial allocations, others can be materialized through participation and contribution of the public and the others under this provision of school grant. construction of addl Classroom and repairing of existing school buildings would be taken up.

PEDAGOGICAL IMPROVEMENT TEACHERS TRAINING

Sl. NO	ACTIVITY	OBJECTIVES	STRATEGY
1.	Training of teachers in new pedagogy	To acquaint the teacher with activities based teaching learning approach in mono and multigrade situation. .	All primary school teachers of this district are to be trained in 7 days training each.
2.	Intensive training programme for BRGs & Coordinators on pedagogy.	To train in the new approach on pedagogy to BRG, BRCs & CRCCs to impart facility to teachers.	To be trained at the district level in 7 days duration each year in 9 years.
3.	Training of untrained teachers on pedagogy.	To acquaint untrained teachers with teaching skills.	To be organized at the district level during all vacation namely summer and puja.
4.	Training in development of TLM	To build the capacity of teacher in preparation of contextual TLMs.	3 days teacher training for 9 years.
5.	Training of teacher on action research technique.	To enable the teacher to identify problems in class room process	The teacher one to be master trained at district level.
6.	Orientation of ST school faculty member.	To acquaint DEEP goals & intervention.	To be trained at the S.P O
7.	Teachers grant	To assist teacher to prepare teaching learning materials.	Orientation and preparation of content related low cost materials relating to Rs.500/ per teacher.

Capacity Building

1	Some school exchange programmes.	To enhance pedagogic skills and content knowledge of teachers.	Innovation of teachers will be exposed.
2	Exposure visit to other DEEP states.	To boost teacher for their enrolment in the programme	Selected BRC, CRC coordinators and teachers will be sent to DEEP STATES.
3	Competition among teachers on innovation teaching, action research development of teaching learning materials, bring out excellence in learning achievement enrollment and retention in the school	To encourage teachers.	

Sl NO.	INTERVENTION	OBJECTIVES	STRATEGY ACTIVITY
1.	Salary to BRC Coordinator	Pedagogical Improvement	Project Management
2.	Salary to Training Assistant	-do-	
3.	Peon cum messenger	-do-	
4.	CRC Coordinator	-do-	
5.	TA/DA/RCM/ of BRC/ CRC/ Staff	-do-	
6.	MATERIAL DEV. a) Training Package b) Training modules c) Teachers hand book	-do- -do-	Pedagogy -do-
7.	Furniture for BRC	-do-	-do-
8.	Furniture for CRC	-do-	-do-
9.	Furniture for STS	-do-	-do-
10.	Equipments for BRC	-do-	-do-
11.	Equipments for CRC	-do-	-do-
12.	Equipments for STS	-do-	-do-
13.	Contingency for BRC	-do-	-do-
14.	Contingency for CRC	-do-	-do-
15.	Contingency for STS	-do-	-do-
16.	Library books for BRC	-do-	-do-
17.	Library for STS	-do-	-do-
18.	Library books for STS	-do-	
19.	School improvement (@ 3000/- to Upper Primary School	-do-	
20.	School improvement (@ 2000/- for Primary School.	-do-	-do-
21.	Hiring of vehicle for academic support for ST school.	-do-	-do-

6. EDUCATION FOR SC/ST:

In Kendrapara district only 0.40% of the total population contain S.T. and 19.62% contain SC population.

These SC/ST students, specially SCs need attention for prve education which will be taken up during the project period

1. Workshop on preparation of TLM/Teachers handbook
2. Supply of reading writing materials for SC/ST children.
3. Awareness among parents/guardians regarding education.
4. Focus in VEC/MIA/PTA.

	Strategies	Strategic Activities
1	Attitudinal training to teachers	a. Formation of DRG. b. Training to SC/ST teachers.
2	Supply of textbooks/TI M to all SC/ST children.	a. Identification of SC/ST children. b. Purchase/production/transportation of books
3	Meeting of VEC,MTA/PTA etc.	Regular meeting of DRG, supervision/monitoring of education.
4	Improve SC enrolment/retention	a. SC activists in backward district. b.Meetingwith Community leaders/opion makers. c. Orneation to CRCs/Convention of SC people

7. GIRLS' EDUCATION:

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

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

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

8. RESEARCH & EVALUATION:

1. Research studies on various emerging issues relating to access, enrolment and retention.
2. Action research to be undertaken by teachers on various issues and classroom teaching improvement.
3. Provision of training to teachers on research activities.
4. Involvement of NGOs on research activities, selection of NGOs in the districts.
5. Area specific research studies on teacher contained knowledge
6. Action research project to be undertaken by CRC coordinators, BRC co-coordinators, DIET /STS faculty members.
7. Action research by teachers.

RESEARCH & EVALUATION

Activity	Objectives	Strategy
1. Conducting Research on impact studies relating to the major interventions of the programmes at the district levels	For self assessment of on the impact studies relating to major interventions.	Research to be conduct at district level
2. Research studies on identification of block specific problems relating to enrolment, attendance and retentions of the learners and suggestions of action points to be taken for their remediation.	Area specific studies or studies on block specific subject like migration, SC/ST language problems etc to be studies at our level.	Studies to be made of block level of not less than twice a year
3. Action Research projects on classroom transaction supervision and school management process to be under taken at the CRC and school level	Self-assessment of the teachers improve classroom transaction management and supervision quality.	Research to be under taken at school and CRC level
4. Orientation programmes for the distant and block level officials, DIET/ST School Faculty members and block resource coordinators for their exposure to possible research studies on various interventions of the programmes.	To facilitate to know the various interventions of DEEP programmes and to provide their co-operation in possible research studies to be under taken during the programmes period.	To be und district and b
5. Orientation programmes for the cluster resource co-coordinators on possible Action Research Projects to be under taken on different intervention of the programme.	Action Research to prove the achievement level on classroom studies various intervntion under DEEP.	To be unc cluster level.
6. Working group meeting of the researchers, Research Project supervisors and experts in conducting research studies of various levels (i) District level (ii) Block level (iii) Cluster level	To access the coordination on working group, Research and research supervisors in various research programmes on DEEP interventions in such Block & cluster level.	To be under taken at cluster, block and dist. Level.
7. One sharing work shops in each year of three days duration at the District level for dissemination of the research finding under taken in the district during the year	For compilation of research findings at district level of different research group to find out the ways and means.	To be under taken of district level

As per the information received from DSO, Kendrapara out of 1532 villages in the District only 661 villages have AW centers ECCE center will be opened in 700 villages and habitation as there are thickly populated habitations in the District.

From the issues identified at different conventions EGD held at different block the following strategies have been fixed from DPEP context to support programme for Universalisation of Primary Education.

The issues relating to girls educations shows that they are engaged for sibling care at home. This results in non-enrollment of girl children in School. ECCE center will make these girl free to be enrolled at Schools.

Meeting and convention at District, Block and GP level. Supply of Study materials to ICDS/ AW centers and new ECCE centers on early childhood care.

Timing of ICDS and school should be identical.

Location of school building and AW centers in one campus Training modules will be developed. Centers to be opened for 6 months to 3 years children.

Purchase of Toys and play materials for ECCE/AW centers.

ECCE (Early Child Care Education)

SL. NO.	INTERVENTION	OBJECTIVES	STRATEGIC ACTIVITIES
1	Training of child centered AWW on pedagogy	To enhance the skill of AWW to make the class room process activities.	The programmes are to be organized at the block level in two phases each for duration of 2 days
2	Supply of play materials to A.W. centers.	To attract children to the center.	The lists of materials are to be ascertained from the concerned centers.
3	Fraining of instructors of new ECCE centers.	To acquaint the instructors with child centered teaching technique.	Training programmes are to be organized at the district level in two phases each for duration of 10 days.
4	Orientation of AW supervisors and CDPO on DEEP	To acquaint them with the DEEP goals and importance of ECCE.	The programme is to be organized at district level for one day.
5	Training and workshop of AWW and instructors of newly ECCE centers on developmental of low cost toys and TLM	To develop the skill among the AWW and instructors of newly opened ECCE	To be organized at block level
6	Five days orientation training to 50 AW workers in 5 block each year	To promote awareness and teaching skill of AWW.	To achieve the DPEP target in ECCE

7	Supply of 1361 hand books to AW worker @ Rs.20/ and Toys and learning materials to those centers @50/-	For better training reference books for better service	To be progressed in the district by resource person
8	Pre service trg. of selected AWW in 71batches	Necessary trg. for new AWW and supervisors is quite necessary for their service	-do-
9	Meeting of MTAs/PFIS/AWW and sharing of Experiences.	To gather experiences among the fieldfunctionaries	-do-
10	Orientation of Supervisors/CDPOs/Selected NGOson pre school education 6 batches in a year.	To promote awareness and teaching skill of field administrators.	-do-

10. IED

Following activities and steps are to be taken up through DEIP to attain the advantages of quality primary education of children with disabilities.

1. Setting up a team comprising medical experts, psychologists, neurologists and special doctors
2. Appointment of IED coordinator at district level.
3. Net working with NGOs and special schools dealing with this aspect
4. In service teacher training to pre schools dealing with this aspect and competencies in this district field
5. Recruitment of three resource teachers at block level.
6. Provision of essential rehabilitation and educational aids and appliances to primary school children with special aids.
7. Recruitment of a parent of disabled children in the VEC.
8. Health check up to school children by convergence
9. Supervision cost of doctors.
10. Medicines
11. Printing of health Cards
12. Timing once in a month to each school.
13. Health awareness campaign for teachers and guardians once in every six months

IED

SL. NO.	INTERVENTION	OBJECTIVES	STRATEGIC ACTIVITIES
	One day block level Training to AWW and school mothers for survey of disabled child	To provide trg. to trace out such child in each village.	To be undertaken in the district
	Supply of printed forms for above survey & honorarium to each AW worker.	Total 614 AW workers do survey works in 614 forms	To be supplied & developed by DPIP Dist. Authority.

3	Training to teachers on IED. For this Master Trainers will be trained.	To aware how to teach disabled children	To be imparted twice during the project proposal
4	Medical assessment camp for IED child one camp in each block. (1x9) in each year.	To identify the IED child and their area of disability medically.	To be done once in the project period.
5	Appointment of IED teachers 3 nos in each block total 9 teachers.	To provide primary education to IED child.	Spl school in each block for this category of child.
6	One day counselling. to parents of IED child once in each block.	To create awareness in parents to take spl. attention to IED child.	To be done in every block.
7	Supply of special equipments to IED children.	To provide; spl. Teaching learning materials to disabled children.	To be provided to IED child of the district.
8	Supply of Handbooks to 100 schools having IED children. Construction of Ramps, Handrills etc. for special needs. Development of Self learning materials @50/-per child to 5000 IED children.	To increase the quality of education among disabled in schools It will increase access as well as retention of IED children.	To be provided in each year.

11. COMMUNITY MOBILISATION AND PARTICIPATION:

The major draw back of present educational system is lack of community involvement in the general educational system. DEEP lays importance on community and making them aware of their role in educational system is a must.

The following activities are to be taken up in DEEP for the said purpose.

1. Training of DRG and BRG, Identification of Block/District.
 - a) 15 DRG member
 - b) 10 BRG members at each block level to be trained
 - c) VEC, PTA, MTA Tribal leader and women group.
 - d) Empowerment of VEC and their training
 - e) Three days training to each VEC and their training.
 - f) 3 days training to PTA MTA, Tribal leader and women group at cluster level.
2. Convention community mobilization at District level, Block level, Cluster level.
3. Organization of village meetings in each village.
4. News letter publication at DPO level quarterly.
5. School information board at each school
6. Sishu Samaroha at Dist., Block and CRC level.
7. Micro planning and school mapping.
8. Special enrollment drive at village level
9. Involvement of NGOs, PRIs and their empowerment.
10. Exposure visit of DRG, BRG members to neighboring DEEP District and State.
11. Annual enrollment drive week to be conducted in each school during 10 to 15 July each year. A sum of Rs. 500/- will be given to each school for conduct of this week.
12. V.E.C Training. Each V.C.E group comprising of 8 members.

13. P.T.A / M.T.A meeting once a month .

COMMUNITY MOBILISATION AND PARTICIPATION:

1	Formation of DRG and BRG for community mobilization	To train VEC, P.T.A & M.T.A	The members of DRG/BRG will be selected on the basis of their experience in community mobilization activities.
2	Involvement of NGOs in community mobilization	For better community mobilization on DEEP	The NGOs working in the district will be selected on the basis of their experience
3	Preparation of posters for advertisement to be displayed in important places of whole district.	For community mobilization and advertisement for the knowledge of mass	To be redisplayed through out the district
4	Wall painting in every Panchayat & Block Head Quarters	-do-	-do-
5	Printing & distribution of leaflets stating the details of DEEP for the knowledge of people.	-do-	do
6	Village level 1 day student rally (without any cost) for mobilization of the project	Enrollment drives.	-do-
7	Preparation of video cassettes (schooling) of local folk dances, street plays Daskathia etc. for mobilization campaign.	-do-	-do-
8	Preparation of Audio cassettes (100) comprising songs of local dialect advertisement the various aspects of DEEP.	-do-	-do-
9	Training of VEC members at cluster level	Imparting the role and function of VEC for achieving U.F.E.	To be done in each village in the 1 st year of DEEP
10	Exposures visit of VEC members to other DEEP District in Orissa, an expert team consisting of 50 members each year for 9 years.	To educate and provide extra knowledge of VECs working in the state and to acquire the practical knowledge of VECs functioning.	To be done each year from the scheduled VEC members who have motivated and shown works in their respective fields
11	Street plays and folk dances consisting 10 members in each group move through out the dist.	To mobilize, realize and create awareness of mass about U.F.E.	To be done in all village, GPs, Block headquarters and selected places by DEEP.
12	District level convention of 100 members in every year in a project period.	To educate the knowledge of DEEP to the well-known people of the district.	To be done each year 100 x 9
13	Block level convention each	To highlight the	To be done in each year in block

	year in every block in 7 blocks in 9 years (The convention consisting of 100 members from each block.	achievement of DEEP and assess its working.	level.
14	Village level meeting to sanction ownership of public in Primary Schools to be held in villages in all the district with a minimum cost of 500 for each meeting to be done in the 1 st year of the project.	To make aware the people about DEEP and its activities to be done in the coming 9 years. And the role of public for achieving UEE.	
15	Huge sign boards in multicolours will be displayed in the 3 entrances of the District Hqr. highlighting the various aspects on ongoing DEEP prog. and also similar big tin signboards with huge stands will be displayed in the main places of 5 block hqrs.	To provide various activities of DEEP the ongoing projects running in the district for achieving UEE.	
16	District level NGOs workshop on DEEP involving all of them who are master in educational field will be given priority. 50 participants of main NGOs will be organized on the beginning of the project year.	Involvement of NGOs in the DEEP programme and to ensure their role on the ongoing project.	To be organized in the district level in the beginning of project year.

12. MEDIA

D.E.E.P aims at Universalisation of Elementary Education. The involvement of community is of greater importance for the Access, Enrolment and retention of school children. Hence community needs to be made well aware of all the salient features of D.P.E.P. In order to communicate the message to the community and the policy makers media plays a significant role.

The objectives are to:-

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

The following strategies have been fixed through D.E.E.P.

1. Publication of news letter.
2. Preparation of Audio video materials.
3. Preparation of posters, banners, photos, wall painting
4. Provision of press meets.
5. Workshops/ seminars for Rural Reporters and Project functionaries
6. Folk and traditional media activities
 - i) Selection of cultural troops such as pala, daskathia and folk

ii) Preparation and presentation of street plays.

7. Provision of Exhibition at District level and Block level
8. Documentation
9. Field visit

MEDIA

INTERVENTION	OBJECTIVES	STRATEGIC ACTIVITIES
Publication of News letters on DEEP.	To make publication on different DEEP activities.	Monthly news letters one month
Display of DEEP activities on large sized boards with attractive colour and size.	To give wide publicity of the personnel.	At bus stop, Block head quarters, populated places Dist HQ, CRC and traffic square
Development and production of posters banners, slogans wall painting conveying DEEP message.	For wide publicity and motivation	Through workshop
Preparation of news items on DEEP for local dailies	Wide publicity.	Articles from teachers researchers & curriculum specialities will be invited.
Organization of exhibition on DEEP activities during important festive days.	To spread the messages of DEEP.	The play will be displayed with a group of artists in payment of minimum expenses

DISTANCE EDUCATION:

In order to strengthen the on going training activities the following activities will be taken through DEEP.

1. Training of resource persons and meeting of trainers at district and S.P.O. level.
2. Training of CRC/BRC coordinators at district level.
3. Orientation to supervisory staff.
4. Training of V.E.C. members.
5. Training of EGS functionaries.
6. Development of distant learning materials
7. Contextual and pedagogical issues for teacher education and teacher.
8. Materials related to gender sensitisation
9. Orientation to field functionaries such as S.T School facility, DRG BRG and CRC etc.
10. Materials related to community mobilization
11. Training for script writing.
12. Purchase of TV,VCR/FAX machine.
13. Research activities - conducting need based surveys.
14. Documentation.

DISTANCE EDUCATION

Sl. NO.	INTERVENTION	OBJECTIVES	STRATEGIC ACTIVITIES
1	Orientation of DIET/STs facility members S.Is & BRC coordinators. Formation of DRG on distance education.	To acquaint them with objectives and spirit	The programmed will be organized at the District level.
2	Formation of DRG on Distance Education.	To prepare D.L. materials for pedagogical contents.	Selection of DRG consisting of 10 members on the basis of these participants from the experts from DIET/ST schools teachers, BRC coordinators.
3	Orientation of D.R.G. on distance education	To enable the member to understand the spirit of D.L materials	By the state & National level experts for a duration of 3 days.
4	Training on the use of D.L. materials to the SIs/Coordinators.	To help them to guide teachers on the materials.	The training will be organized at the distance resource support from SPO
5	Development of package on the basis of school subject EVS/language.	To facilitate the teachers to teach basic school subject and technique.	Through services of workers
6	Development of question bank on different school subjects.	To assist the teachers in the process of evaluation.	Test items on different competency are to be developed and working of the experts consisting of teachers trainers.
7	Equipments. 1) Pentium III. (A.C) 3 2) Laser Printer - 1 3) Dot-matrix Printer - 1 4) Kequareal software - 1 5) U.P S 6) Modern 7) Fire protection system. 8) Vaccume cleaner. 9) Computer Table - 03 10) Printer table - 02 11) Table - 03 12) Chair - 03	To facilitate data processing and transmission of information, store of information, documentation & remote sensational activities. -do-	To be placed at District level and in S.T School. -do-

14. MANAGEMENT INFORMATION SYSTEM (MIS)

The management Information System provides valuable information about educational issues and management of school and information about project management. In order to analyse dissemination and effective use of data following steps are to be taken up.

1. Training for collection of EMIS and PMIS DATA.
2. Maintenance and supervision of data collection,
3. Provision for availability of school data at BRC and CRC level.
4. Capacity building of personal to analyse and understand data.
5. Procurement of Hardware/ software.
6. Air conditioner
7. Furniture
8. Construction of MIS room.

MANAGEMENT INFORMATION SYSTEM :

1	Trg. for collection of EMIS & PMIS data.	To create an up-date data and reliable data base.	The data are to be collected jointly by the teachers and computer personals.
2	Maintaining and supervision of data collection.	To ensure accuracy in the process of data collection.	A team of experts to make surprise field visit. 10% of the school
3	EMIS and PMIS data entry.	To store the data in computer.	Data entry is to be uniformly done by the trained data entry operator.
4	Availability of the school level data at BRC and CRC level.	To use the data for selection of teachers training.	To report one to be prepared and made available at the BRC & CRC.
5	Updating EMIS & PMIS data.	To make the data up to date.	Every year basing the data on 30 th Sept.
6	Procurement of Hardware and software and furniture's etc.	To facilitate the system property.	(As per procurement list)
7	Anusandhan Study. COHORT data analysis.	To detect dropout, repeater, internal efficiency of schools	To be collected from schools villages in each year.

DISTRICT SPECIFIC ISSUES :

Factor related to non enrolment and dropout :-

1. Poverty and indifferent attitude of proper learning.
2. Engagement of children in House hold
3. Lack of awareness of parents in Primary Education.
4. Engagement of children as agricultural labour .
5. Low literacy of parents & poverty.

Due to repeated flood ,cyclone and regular crop failure migration is a major problem in Kendrapara After careful study and from the statistics of household survey, it is found that a large section of school going children remain out of schools. In this way there is a continuous interruption of primary schooling of children year after years. Due to stagnation the age group of children became higher. Opening of alternative schooling is only alternative for such children. The nature of these alternative schooling need to be a quasi-residential and may be opened in each block in the specific area. The education support may be brought from DEEP and the food will be provided by M.D M

1. Suggested strategies :-

Due to over age and as they were away from formal school only EGS school is suitable where they can study soon and also to reach the minimum level of learning.

2. Temporary Alternative School:-(AIE)

These temporary camp schools will be opened in the specific area of each block. It will be temporary quasi-residential school having a provision of Mid Day Meals facilities. The teachers engaged in that school will reside with the students for the temporary period of six months till their parents return from the migrated area.

1. Mid-Day-Meals will be provided by District authority. It needs convergence with W & CD.
2. The house for camp school will be provided by the community and District Authority and educational expenditure including contingency in EGC model will be provided by DEEP
3. The teachers of alternative schooling will be paid by DEEP
4. After completion of course the students are to be allowed to give examination and they will come in to main stream.
5. They may join the formal school if their parents desire to continue their study without interruption.
6. Camp A/S house will be provided by the community support by the District authority

RESOURCE SUPPORT

1. Resource support is essential for designing and preparing training materials to fulfill the needs of the different groups of beneficiaries like women, and backward classes children
The following institute will provide resource support

- 1) SCERT
- 2) ST School, Bhadrak.

MONITORING AND EVALUATION

There will be Monitoring cell in STS Kendrapara to monitor and evaluate the programme components implemented proper at all levels. The cell will act under constant advice and direction of the Principal DIFT Kendrapara

1. Headmaster, ST School, Kendrapara
2. Dy. Inspector of schools, Kendrapara
3. Senior faculty member
4. One retired Educationist.
- 5.

BLOCK LEVEL MANAGEMENT

The blocks will act as the model agency in implementing DEEP programmed in the concerned area. It will function under the direct supervision of full time coordinator and an attendant. The block level executive committee will guide and assist the BRC coordinator. This committee will seek the advise of Dist Executive committee and where required. The members of the committee are

- | | |
|--------------------------|-----------------|
| 1. BDO | Chairman |
| 2. SI of schools | Member Convenor |
| 3. Coordinator, BRC | Member |
| 4. SI of schools (other) | Member |
| 5. CDPO | Member |
| 6. SFO | Member |
| 7. WEO | Member |
| 8. I.E. (Civil works) | Member |

FILE NO. 13-02-2002
D-11334
24
13-02-2002

Salary for Special School Teachers (3 nos. , Rs. 10000/- per month)	1.2	3 nos	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	32.4
Miscellaneous maintenance contingency	5	9	5	5	5	5	5	5	5	5	5	5	45
consumables	4	9	4	4	4	4	4	4	4	4	4	4	36
TA / DA	4	9	4	4	4	4	4	4	4	4	4	4	36
POL for hired vehicle (1 DIET 2 DIS)	5.4	9	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	48.6
Purchase and instalation of Fax	0.25	1	0.25	0	0	0	0	0	0	0	0	0	0.25
Installation of Phones	0.01	4	0.02	0.02	0	0	0	0	0	0	0	0	0.04
Telephone and Fax chages per year	1.2	32	2.4	2.4	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	38.4
Equipment for DPO	1	24	12	12	0	0	0	0	0	0	0	0	24
Furniture for DPO	0.75	24	9	9	0	0	0	0	0	0	0	0	18
Rent. Electricity chages for DPO (per month)	0.25	108	3	3	3	3	3	3	3	3	3	3	27
Books and journals for DPO	0.01	108	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.54
Consultancy charges sharing of exports on pedagogy involment documentation fainance, participatory planning management. social focus group and others as required	5	190	100	125	125	150	125	100	75	75	75	75	950

Reviwe of the progress by national reviw mission state reviw mission	2	17	2	4	4	4	4	4	4	4	4	4	34
Monitoring and supervision by the districts project office preparation and sharing of Annual Progress report and support to districts functionaries to reviw the projects and facilliting convergence	1	26	2	3	3	3	3	3	3	3	3	3	26
Projected salary of DPO staff (escalation of cost)	2	15	0	4	4	4	4	4	4	4	4	4	32
Purchase of Vehicle for DPO	5	2	10	0	0	0	0	0	0	0	0	0	10
Salary of Driver	0.72	18	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	12.96
POL for 2 DPO vehicle	1.2	18	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	21.6
Repair & Maintenance of Venicie	0.5	16	0	1	1	1	1	1	1	1	1	1	8
Salary of Office Secretary	0.96	9	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	8.64
Salary of Data Entry Operator	0.72	9	0.72	0.72	0.72	0.72	0.72	0.72	0.72	0.72	0.72	0.72	6.48
Salary of Contingent Minia	0.48	18	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	8.64
Total			186.01	208.76	190.14	215.14	190.14	163.34	138.34	138.34	138.34	138.34	1568.55

Upgradation of ST School to DIET	15.0	1		1						
Tubewell for Schools	0.5	1200	300	300	300	200	100			1200
Boundary Walls for road-side and interior schools	0.75	1000	200	300	300	300	100			1200
Toilets for Schools	0.22	1200	300	300	300	200	100			1200
ECE Centres	1.5	650	100	100	150	150	150			650
Matching grant to EGS centre for construction of buildings when it will be converted to PS and UPS.	0.3	669	150	250	250	19				669
Electrification of BRC, CRC and selected schools	0.2	1200	250	250	250	250	200			1200
Childfriendly elements(slaers)	0.1	2150	400	450	500	500	300			2150
Model school for the disables	20.0	1			1					1

Planning and Management													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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	1	1	1	1	1	1	1	1	1	9
	Development of GP Educational Profile for Gram Panchyats (3rd)	0.03	205 programmes	30	30	30	30	30	30	25			205
	Micro Planning in selected Educationally Deprived Areas (per GP)	0.05	180	30	30	40	40	40					180
	Orientation in the Planning Process to the Resource Group (per Block)	0.05	45	5	5	5	5	5	5	5	5	5	45
	Preparation of Block Specific Plan	0.05	72		9	9	9	9	9	9	9	9	72
	Preparation of Separate Plans for Urban Areas (Slums and Cities) (to be integrated into the district plan)	0.05	8		2	2	2	2	2	2	2	2	16
	Innovative Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	50 most backward GPs				10	10	10	10	10		50
	School mapping and school efficiency measurement studies (per GP) 10 GPs 2 times other 1 time	0.15	215 programmes		25	25	25	25	25	25	25	40	215

Training MECs, HMs, CRCs, AWW, MTRs in cluster level planning process 13 days located GPs	0.03	180 programmes	20	20	20	20	20	20	20	20	20	20	180
Training to headmasters, Sis. and administrative functionaries on management	0.084	60	15		15		15		15		15		60

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	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	2.70
	Development of GP Educational Profile for Gram Panchyats (3rd)	0.03	205 programmes	0.90	0.90	0.90	0.90	0.90	0.90	0.75	0.00	0.00	6.15
	Micro Planning in selected Educationally Deprived Areas (per GP)	0.05	180	1.50	1.50	2.00	2.00	2.00	0.00	0.00	0.00	0.00	9.00
	Orientation in the Planning Process to the Resource Group (per Block)	0.05	45	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	2.25
	Preparation of Block Specific Plan	0.05	72	0.00	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	3.60
	Preparation of Separate Plans for urban Areas (Siums and Cities) (to be integrated into the district plan)	0.05	8	0.00	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.80
	Innovative Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	50 most backward GPs	0.00	0.00	0.00	5.00	5.00	5.00	5.00	5.00	0.00	25.00
	School mapping and school efficiency measurement studies (per GP) 10 GPs 2 times other 1 time	0.15	215 programmes	0.00	3.75	3.75	3.75	3.75	3.75	3.75	3.75	6.00	32.25

VECs, HMs, CRCs, AWW, MTRs in cluster level planning process 13 days located GPs	0.03	180 programmes	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	5.40
Training to Headmasters Sis, and administrative functionaries on management	0.084	60	1.26	0.00	1.26	0.00	1.26	0.00	1.26	0.00	0.00	0.00	5.04
Total			4.81	7.85	9.61	13.35	14.61	11.35	12.46	10.45	7.70	92.19	

Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Contingencies to BRC	0.125	81	9	9	9	9	9	9	9	9	9
	Contingencies to CRC	0.025	1845	205	205	205	205	205	205	205	205	205
	Furniture to BRC	0.250	9	5	4							
	Furniture to CRC	0.030	205	150	55							
	Equipment to BRC	0.750	9	5	4							
	Computer to BRC	1.000	9	5	4							
	Computer to CRC	0.500	205	105	100							
	Equipment to CRC	0.070	150	150	55							
	TLM Grant to BRC	0.050	63	81	9	9	9	9	9	9	9	9
	TLM Grant to CRC	0.010	1845	205	205	205	205	205	205	205	205	205
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	27	5	4		9		9			
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	20	5	5	5	5					
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	5	5				5				

Library to BRC	0.02	30	5	1		2		9		9		30
Library to CRC	0.08	820	105	100		205		205		205		820
Library to Schools/PS/UPS including new schools	0.05	2507	2150		2507				2507			2507
Calenders on Pedagogical activities for schools,BRC,CRC,DIET	0.0015	1935	215	215	215	215	215	215	215	215	215	1935
Video cassettees and CD on different themes for BRC,CRC and DIETs(20 sets to each)	0.1	215	100	115		215		215				215
Material development at block and district	2.0	45	5	4	9		9		9		9	45
Exposure visit of Resource Groups and Teachers	0.3	27	3	3	3	3	3	3	3	3	3	27
TLM book exhibition.sishumela at block level atleast in each year	0.1	30		0		0		0		0		30
Theme based block level workshop 2 days 3 workshop every-year	0.04	145	27		27		27		27		27	145
Needbased cluster level workshop in a year 2 days each	0.084	1845		205		205		205		205		1845

Needbased shortterm orientation of teachers 2 days at cluster level 3 programmes each year	0.056	10802	5311				5491					
Intensive monitoring programme AHWAN for five alternative year.3 months in a year.	11.2	6	1		1		2		1			
Training to Headmaster and Educational administrators on School Management.5 days (40 in a group)	0.14	108	53						55			

10802

6

108

Pedagogical Improvement

Year wise Costing to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingencies to BRC	0.125	81	1.125	1.125	1.125	1.125	1.125	1.125	1.125	1.125	1.125	10.125
	Contingencies to CRC	0.025	1845	5.125	5.125	5.125	5.125	5.125	5.125	5.125	5.125	5.125	46.125
	Furniture to BRC	0.25	9	1.25	1	0	0	0	0	0	0	0	2.25
	Furniture to CRC	0.03	205	4.5	1.65	0	0	0	0	0	0	0	6.15
	Equipment to BRC	0.75	9	3.75	3	0	0	0	0	0	0	0	6.75
	Computer to BRC	1	9	5	4	0	0	0	0	0	0	0	9
	Computer to CRC	0.5	205	52.5	50	0	0	0	0	0	0	0	102.5
	Equipment to CRC	0.07	150	10.5	3.85	0	0	0	0	0	0	0	14.35
	TLM Grant to BRC	0.05	63	4.05	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	7.65
	TLM Grant to CRC	0.01	1845	2.05	2.05	2.05	2.05	2.05	2.05	2.05	2.05	2.05	18.45
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	27	0.98	0.784	0	1.764	0	1.764	0	0	0	5.292
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	20	0.42	0.42	0.42	0.42	0	0	0	0	0	1.68
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	5	0.98	0	0	0	0.98	0	0	0	0	1.96
	Capacity Building of 20 Member Resource Support Team for each BRC (3 days) (40 members)	0.084	58	0.42	0.336	0.756	0.756	0.756	0.756	0.756	0.336	0	4.872

School Improvement Grant to Schools (Upper Primary)	0.03	5620	17.4	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	168.6
Introduction of cumulative progress cards in selected schools	0.0001	90000	1	1	1	1	1	1	1	1	1	1	9
Introduction of health cards in selected schools	0.0001	90000	1	1	1	1	1	1	1	1	1	1	9
TLM Grant to Primary School teachers	0.005	35500	17.5	20	20	20	20	20	20	20	20	20	177.5
TLM Grant to Upper Primary Schools	0.007	19500	13.3	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	15.4	136.5
Free textbooks to SC, ST and girls	0.001	1700000	180	190	190	190	190	190	190	190	190	190	1700
Supplementary reading materials (@ Rs.25 per child)	0.00025	1700000	45	47.5	47.5	47.5	47.5	47.5	47.5	47.5	47.5	47.5	425
Journals at Block level and cluster level.	0.02	1926	4.28	4.28	4.28	4.28	4.28	4.28	4.28	4.28	4.28	4.28	38.52
Academic supervision and monitoring support to Resource Groups	0.25	18	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
Library to BRC	0.3	36	1.5	1.2	0	2.7	0	2.7	0	2.7	0	2.7	10.8
Library to CRC	0.08	820	8.4	8	0	16.4	0	16.4	0	16.4	0	16.4	65.6
Library to Schools/PS/UPS (including new schools)	0.03	2507	64.5	0	75.21	0	0	0	75.21	0	0	0	214.92
Calenders on Pedagogical activities for schools,BRC,CRC,DIET.	0.0015	1935	0.3225	0.3225	0.3225	0.3225	0.3225	0.3225	0.3225	0.3225	0.3225	0.3225	2.9025
Video cassettees and CD on different themes for BRC,CRC and DIETs(20 sets to each)	0.1	215	10	11.5	0	21.5	0	21.5	0	0	0	0	64.5
Material development at block and district	2	45	10	8	18	0	18	0	18	0	18	18	90

Exposure visit of Resource Groups and Teachers	0.3	27	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	8.1
TLM book exhibition, sishumela at block level atleast in each year.	0.1	36	0	0.9	0	0.9	0	0.9	0	0.9	0	9.6
Theme based block level workshop 3 days 3 workshop every-year	0.84	243	22.68	0	22.68	0	22.68	0	22.68	0	22.68	173.4
Needbased cluster level workshop in a year 3 days each	0.084	1845	0	17.22	0	17.22	0	17.22	0	17.22	0	58.88
Needbased shortterm orientation of teachers 2 days at cluster level 3 programmes each year	0.056	10802	297.416	0	0	0	307.496	0	0	0	0	604.912
Intensive monitoring programme AHWAN for five alternative year. 3 months in a year	11.2	6	11.2	0	11.2	0	22.4	0	11.2	0	11.2	67.2
Training to Headmaster and Educational administrators on School Management. 5 days (40 in a group)	0.14	108	7.42	0	0	0	0	0	7.7	0	0	15.12
TOTAL			1135.4875	775.7905	830.4065	676.4255	1062.4525	673.0055	825.6865	648.3215	687.7705	7315.3465

Adolescent Girls Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res). upper primary	0.24	45 camps	10	10	10	5	5	5					45
Instructors/Gurujees for EGS primary	0.01	35292	6228	6228	6228	4152	4152	4152	4152	4152	4152	4152	43596
Instructors/Gurujees for EGS upper primary	0.01	20400	3600	3600	3600	2400	2400	2400	2400	2400	2400	2400	25200
Training to Gurujees / Educated volunteers (40 member 10 days)	0.005	4241	819	819	819	446	446	446	446	446	446	446	5133
Academic supervision and other provision for camp school per block	0.15	30	4	4	4	4	4	4	4	4	2		30
Facilitating school based activities in these institutions	0.03	180	24		24	24			24		28		124
Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	300	30	50	50	50	20						200
Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	200	30	50	40	40	40						200

Adolescent Girls' Camps primary (non res) each child Rs 300/- and Rs 2000/- to instructors. 40 children and 6 month Courses (non res) upper primary	0.24	45 camps	2.4	2.4	2.4	1.2	1.2	1.2	0	0	0	10.8
Instructors/Gurujees for EGS primary	0.01	35292	62.28	62.28	62.28	41.52	41.52	41.52	41.52	41.52	41.52	435.96
Instructors/Gurujees for EGS upper primary	0.01	20400	36	36	36	24	24	24	24	24	24	252
Training to Gurujees / Educated volunteers (40 member 10 jays)	0.005	4241	4.095	4.095	4.095	2.23	2.23	2.23	2.23	2.23	2.23	25.665
Academic supervision and other provision for camp school per block	0.15	30	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.3	0	4.5
Facilitating school based activities in these institutions	0.03	180	0.72	0	0.72	0.72	0	0.72	0	0.84	0	3.72
Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	300	1.5	2.5	2.5	2.5	1	0	0	0	0	10
Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	200	1.5	2.5	2	2	2	0	0	0	0	10

competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	205	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.25	0	0	10.25
SIG to EGS primary schools	0.02	2941	10.38	10.38	10.38	6.92	6.92	6.92	6.92	6.92	6.92	6.92	72.66
SIG to EGS upper primary schools	0.03	1050	4.5	4.5	4.5	3	3	3	3	3	3	3	31.5
Salary of primary school teachers due to upgradation of EGS centres	0.96	1384	0	0	0	332.16	332.16	332.16	332.16	332.16	332.16	332.16	1992.96
Salary of additional teacher for existing primary schools	0.96	4130	96	192	240	288	336	384	432	470.4	470.4	470.4	2908.8
Salary of additional teacher for upper pry schools	1.2	1100	60	60	90	120	120	150	150	180	180	180	1110
Salary of Upschool teachers due to upgradation of EGS Centre	1.2	400	0	0	0	120	120	120	120	120	120	120	720
Total			287.2	579.5	656.9	1145.4	1191.1	1264.7	1310.5	1378.2	1377.0	1377.0	9190.315

Training to SC volunteers and activists (2 days) and sahayileas	0.05	40 batches	5	5	5	5	5	5	5	5	5	5	40
Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	21 batches	3	3	3	3	3	3	3	3	3	3	21
Dissemination of DISE report on language problems in schools (per GP)	0.025	360	40	40	40	40	40	40	40	40	40	40	360
Research work on specific issues	0.3	28 studies		3	3	3	3	3	4	4	4	4	28
SC people convention	0.025	81	9	9	9	9	9	9	9	9	9	9	81
Material development and dissemination	1.0	10 areas	2		2			2		2		2	10

Training to SC volunteers and activists (20 days) and sanayileas	0.05	40 batches	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	2
Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	21 batches	0.075	0.075	0.075	0.075	0.075	0.075	0.075	0.075	0	0	0.525
Dissemination of DISE report on language problems in schools (per GP)	0.025	360	1	1	1	1	1	1	1	1	1	1	9
Research work on specific issues	0.3	28 studies	0	0.9	0.9	0.9	0.9	1.2	1.2	1.2	1.2	1.2	8.4
SC people convention	0.025	81	0.225	0.225	0.225	0.225	0.225	0.225	0.225	0.225	0.225	0.225	2.025
Material development and dissemination	1	10 areas	2	0	2	0	2	0	2	0	2	0	10
Total			10.87	9.77	13.82	10.02	12.27	10.57	7.62	4.425	6.175		85.54

GIRLS EDUCATION

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to MTA members. (50 members 1 day)	0.015	2151 43 batchesx9 yrs.	43		43		43		43		43	215
	Training to lady PR member MTA women groups (50 members 1 day)	0.015	570 batches for 9 years	114		114		114		114		114	570
	Meeting of lady VEC Presidents	0.05	387 batches for 9 years	48		48		48		48		48	387
	Women convention at Block Level (100 members)	0.05	81	9	9	9	9	9	9	9	9	9	63
	Maa Jhee Mela (2 days)	0.03	820		205		205		205		205		820
	Seminars on Girls Education (2days) (40 members)	0.15	27	3	3	3	3	3	3	3	3	3	27
	Special coaching camps for girls (1month, 40 girls)	0.1	90 batches	10	10	10	10	10	10	10	10	10	90
	Sahayikas and escort mothers' remuneration (Per year) selected GPS	0.96	450 for 9 years	50	50	50	50	50	50	50	50	50	450
	Maatru Samilani: at GP Level.	0.015	205for 9 years166	205		205		205		205		205	1025

GIRLS EDUCATION

Yearwise Costing for the Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to MTA members (50 members 1 day)	0.015	2151 43 batchesx9 yrs.	0.645	0	0.645	0	0.645	0	0.645	0	0.645	3.225
	Training to lady PRI member, MTA women groups (50 members 1 day)	0.015	570 batches for 9 years	1.71	0	1.71	0	1.71	0	1.71	0	1.71	8.55
	Meeting of lady VEC Presidents	0.05	387 batches for 9 years	2.4	0	2.4	0	2.4	0	2.4	0	2.4	12
	Women convention at Block Level (100 members)	0.05	81	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	4.05
	Maa Jhee Mela (2 days)	0.03	320	0	6.15	0	6.15	0	6.15	0	6.15		24.6
	Seminars on Girls Education (2days) (40 members)	0.15	27	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	4.05
	Special coaching camps for girls (1month, 40 girls)	0.1	90 batches	1	1	1	1	1	1	1	1	1	9
	Sahayikas and escort mothers' remuneration (Per year) selected GPS	0.096	450 for 9 years	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	43.2
	Maatru Samillani at GP Level.	0.015	205for 9 years166	3.075	0	3.075	0	3.075	0	3.075	0	3.075	15.375

Observation of Girl child week at selected CRCs	0.05	205 for 9 years	0	6.15	0	6.15	0	6.15	0	6.15	0	6.15	0	24.6
Awards to Schools showing improvement in Girl Retention (per GP)	0.05	410 for 9 years	10.25	10.25	10.25	10.25	10.25	10.25	10.25	10.25	10.25	10.25	10.25	92.25
Adolescent Girls camp	0.05	135	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	6.75
Empowerment of SHGs.	0.05	500 for 9 years	25	25	25	25	25	25	25	25	25	25	25	225
Health Education to MTA and adolescent girls.	0.05	205 for 9 years.	0	10.25	0	10.25	0	10.25	0	10.25	0	10.25	0	41
Gender awareness programmes, literature and success stories	0.15	45 programme	0.6	0.75	1.35	0	1.35	0	1.35	0	1.35	0	1.35	6.75
Improvement of class room culture.	0.25	1845	25	26.25	0	51.25	0	51.25	0	51.25	0	51.25	0	205
Innovative projects for urban area sium girls and difficult rural pockets	0	5	0	0	0	5	0	5	0	5	0	5	5	25
Module cluster approach	0.2	100 for 9 years	20	20	20	20	20	20	20	20	20	20	20	180
Total			96.13	117.25	71.88	141.5	71.88	141.5	71.88	141.5	71.88	141.5	76.88	930.4

ECCE

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to Selected Anganwadi Workers on preschool education (3 days)	0.084	71	2	3	4	5	6	8	10	15	18	71
	Indepth study on preschool education and health in the district	0.300	15 studies	3		3		3		3		3	15
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.060	1 batch for 8 years	1		1				1			4
	Opening of New ECCE Centers (Salary and contingences)	0.120	2750	50	100	150	200	250	300	400	600	700	2750
	Orientation to CDPO/supervisors and selected NGOs	0.300	54atches	6	6	6	6	6	6	6	6	6	54
	Toys and learning materials to AWCs/ECCE	0.005	1361 AWC	711	50	50	50	50	100	100	200	100	1411
	Hand book on Pre school to AWWs/ECCE	0.002	1361	711	50	50	50	50	100	100	200	100	1411
	meeting of MTAs, lady PRIs and AWWs on health, education matters(at GP level)	0.005	205 x 5 meeting	105	100	205	205	205		205		205	1230
	Sharing experiences between escort mothers, AWWs, MTAs(at GP level)	0.005	410		205		205						410

Early Child Care and Education
Yearwise Costing of Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to Selected Anganwadi Workers on preschool education (3 days)	0.084	71	0.168	0.252	0.336	0.420	0.504	0.672	0.940	1.260	1.512	5.98
	Indepth study on preschool education and health in the district	0.300	15 studies	0.900	-	0.900	-	0.900	-	0.900	-	0.900	4.50
	Formation and orientation to - DRG(ECCE)(40 members, 2 days)	0.060	1 batch for 8 years	0.060	-	0.060	-	0.060	-	0.060	-	-	0.24
	Opening of New ECCE Centers (Salary and contingences)	0.120	2750	6.000	12.000	18.000	24.000	30.000	36.000	48.000	72.000	84.000	330.00
	Orientation to CDPO's supervisors and selected NGOs	0.300	54atches	1.800	1.800	1.800	1.800	1.800	1.800	1.800	1.800	1.800	16.20
	Toys and learning materials to AWCs/ECCE	0.005	1361 AWC	3.555	0.250	0.250	0.250	0.250	0.500	0.500	1.000	0.500	7.06
	Hand book on Pre school to AWWs/ECCE	0.002	1361	1.422	0.100	0.100	0.100	0.100	0.200	0.200	0.400	0.200	2.82
	Meeting of MTAs ,lady PRIs and AWWs on health, education matters(at GP level)	0.005	205 x 5 meeting	0.525	0.500	1.025	1.025	1.025	-	1.025	-	1.025	6.15
	Sharing experiences between escort mothers, AWWs, MTAs(at GP level)	0.005	410	-	1.025	-	1.025	-	-	-	-	-	2.05
	Total			14.43	15.93	22.47	28.62	34.64	39.17	53.33	76.46	89.94	374.98

Academic structure to provide resource support to children with special need	0.1	9	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.90
Preparation of Activity bank for disabled children	1.5	9	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	13.50
Orientation of EGS instructors for IED.(3 days @70/- per day)	0.0	5733	0.17	0.17	0.17	0.11	0.11	0.11	0.11	0.11	0.11	0.11	1.20
Equipment for Resource Rooms	2.5	9	12.50	10.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22.50
Teachers Training on IED	0.1	136	5.60	2.90	0.00	0.00	8.82	0.00	0.00	8.82	0.00	0.00	26.04
Training of Master Trainerson IED	0.1	9	0.42	0.00	0.00	0.42	0.00	0.00	0.42	0.00	0.00	0.00	1.26
Booklets Posters Leaflets on IED	0.1	9	0.30	0.00	0.00	0.30	0.00	0.00	0.30	0.00	0.00	0.00	0.90
Development of Self Learning Materials (@50/- per IED child)	0.0	45000	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	22.50
TOTAL			72.68	38.99	26.82	25.56	32.87	22.70	24.77	31.52	20.98	296.93	

Media													
Yearwise Costing for 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
	Media Equipments at Block Level(per block)	0.3	9	0.00	0.90	0.90	0.90	0.00	0.00	0.00	0.00	0.00	2.70
	Leaflets for spreading awareness for education per block	0.025	30	0.08	0.08	0.10	0.10	0.10	0.10	0.10	0.10	0.00	0.75
	Traditional Folk Media - Activities Promoting awareness(per block)	0.05	200	1.50	1.50	1.50	1.50	1.00	1.00	1.00	0.50	0.50	10.00
	Sharing Workshop and Dissemination of Educational Information(per block)	0.1	27 nos	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	2.70
	Block Specific Annual Reports of progress	0.08	72	0.00	0.72	0.72	0.72	0.72	0.72	0.72	0.72	0.72	5.76
	Rural Reporters Meet PAS at DPO	0.025	48	0.00	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.20
	Visual / Video shows Radio talk, seminars	0.5	45	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	22.50
	Posters and hoardings (per block)	0.5	36	4.50	0.00	4.50	0.00	4.50	0.00	4.50	0.00	0.00	18.00
	District level convention for PRIs and Functionaries	0.5	8	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	4.00
	Total			9.375	7.145	11.170	6.670	9.770	5.270	9.770	4.770	4.170	68.110

Community Mobilisation and Participation
Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	total
	Constitution of VECs according to guidelines (presentation of Women and Cocus Deprived Groups) Primary/upper primary	non financial											
	2-day Orientation programmed for VECs (Functions of VECs and community participation rules (2000) Atleast 5 schools to be covered at one time)	0.03	1245	215	200		415				415		1245
	MTA, Self help group and lady PRI members meeting at GP level (50 members)1 day	0.015	1041	200	147		347				347		1041

Women Convention at block level	0.05	81	9	9	9	9	9	9	9	9	9	9	81
Maa Jheea Mela (for a batch of 60 mothers at GP Level) 1 day	0.02	162	18	18	18	18	18	18	18	18	18	18	162
Gender Sensitisation programs for Teachers, Administrators, CRCC, BRCC, and Community leaders (for a batch of 60 at GP level)	0.02	615	205				205					205	615
Enrolment Drive in selected villages/habitations (per school)	0.005	1200	300	300	300	300	100	100	100				1200
Community Sensitization Programmed "NINAD" (per block)	2	35	9	9	9	9	3	2	1	1		1	35

Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0.01	880	105	205	205	205	50	50	30		30	880
Wall Painting in selected schools	0.015	900 x 3	900			900			900			2700
Special Interaction Programme between parents of first generation learners and Local Resource Group at Cluster Level (to facilitate monthly meeting)(80-100 parents)	0.024	205 x 2	205			205						410
Mass campaign like Health Awareness drive, Observance of literacy day, Pada Yatra, Rallies etc. (any 5 in a year) Block / cluster level	0.01	205 x 5	205	205	205	205	205					1025

Community Mobilization and Participation

Yearwise costing of Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	total
	Constitution of VECs according to guidelines (presentation of Women and Cocus Derived Groups) Primary/upper primary	non financial											
	2-day Orientation programmed for VECs (Functions of VECs and community participation rules 2000) Atleast 5 schools to be covered at one time)	0.03	430	3.45	0	0	12.45	0	0	0	12.45	0	37.35

MTA, Self help group and lady PRI members meeting at GP level (50 members)1 day	0.015	458 batches	3	2.205	0	5.205	0	0	0	5.205	0	15.615
Women Convention at block level	0.05	63 batches	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	4.05
Maa Jheea Mea (for a batch of 60 mothers at GP Level)1 day	0.02	333	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	3.24
Gender Sensization programs for Teachers, Administrators, CRCC, BRCC, and Community leaders(for a batch of 60 at GP level)0	0.02	490	4.10	0.00	0.00	4.10	0.00	0.00	4.10	0.00	0.00	12.3
Enrolement Drive in feeder villages/habitations (per school)	0.005	945	1.50	1.50	1.50	0.50	0.50	0.50	0.00	0.00	0.00	6

Community Sensitization Programmed "NINAD" (per block)	2	14	18.00	18.00	18.00	6.00	4.00	2.00	2.00	0.00	2.00	70
Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0 01	1494	1.05	2.05	2.05	2.05	0.50	0.50	0.30	0.00	0.30	8.8
Wall Painting in selected schools	0 015	180	13.50	0 00	0.00	13.50	0.00	0.00	13.50	0 00	0.00	40.5

Community Mobilization and Participation

Yearwise costing of Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	total
	Constitution of VECs according to guidelines (presentation of Women and Cocus Deprived Groups) Primary/upper primary	non financial											
	2-day Orientation programmed for VECs (Functions of VECs and community participation rules 2000) Atleast 5 schools to be covered at one time)	0.03	430	0.45	0	0	12.45	0	0	0	12.45	0	37.35

MTA, Self help group and lady PRI members meeting at GP level (50 members) 1 day	0.015	455 batches	3	2.205	0	5.205	0	0	0	5.205	0	15.615
Women Convention at block level	0.05	63 batches	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	4.05
Maa Jheea Meia (for a batch of 60 mothers at GP Level) 1 day	0.02	333	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	0.36	3.24
Gender Sensization programs for Teachers, Administrators, CRCC, BRCC, and Community leaders (for a batch of 60 at GP level) 0	0.02	490	4.10	0.00	0.00	4.10	0.00	0.00	4.10	0.00	0.00	12.3
Enrolement Drive in feeder villages/habitations (per school)	0.005	945	1.50	1.50	1.50	0.50	0.50	0.50	0.00	0.00	0.00	6

Community Sensitization Programmed "NINAD" (per block)	2	14	18.00	18.00	18.00	6.00	4.00	2.00	2.00	0.00	2.00	70
Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0.01	1494	1.05	2.05	2.05	2.05	0.50	0.50	0.30	0.00	0.30	8.8
Wall Painting in selected schools	0.015	180	13.50	0.00	0.00	13.50	0.00	0.00	13.50	0.00	0.00	40.5

<p>Special Interaction Programme between parents of first generation learners and Local Resource Group at Cluster Level (to facilitate monthly meeting)(80-100 parents)</p>	0.024	332	4.92	0.00	0.00	4.92	0.00	0.00	0.00	0.00	0.00	9.84
<p>Mass campaign like Health Awareness drive, Observance of literacy day, Padal Yatra, Rallies etc. (any 5 in a year) Block / cluster level</p>	0.01	540	630	70	70	70	70	70	70	70	70	1190
<p>Filed visit of VEC to other districts to State (10 members groups)</p>	0.3	20		5		5		5			5	20

	News letter on DPEP Activities	0 0005	32000		4	4	4	4	4	4	4	4	32
	Materials for education awarences building liks poster pamplets boolets etc.	0.2	1		2	2	2	2	2	2	2	2	16
	Audio-visuai kit for CRC BRC coordinators for community mobilisation	0.2	120		60				60				120
	Total			683.3	171.6	98.4	130.5	81.8	144.8	96.7	94.5	84.1	1585.7

Research & Evaluation													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Academic assessment of students (GP wise)	0.02	205 x 9 years	205	205	205	205	205	205	205	205	205	1845
	Capacity development of Research Institutes	1.00	5	1		1		1		1		1	5
	Baseline Assessment Study (Prv) including End period	0.25	45	9		9		9		9		9	45
	Baseline Assessment Study (Upr.Prv) including end period	0.25	81	9		9		9		9		9	45
	Indepth Studies(subjects)	0.20	20		5		5		5		5		20
	DRG Training on Action Research Projects (3 days) at district	0.08	9	1	1	1	1	1	1	1	1	1	9
	Preparation of Teacher Profile Per block	0.15	27	9			9			9			27
	Diagnostic Study For Teachers (Prv) per block	0.30	36		9		9		9		9		36
	Diagnostic Study For Teachers (Upr.Prv) per block	0.30	81	9	9	9	9	9	9	9	9	9	81
	Analysis of Household Survey and sharing per GP	0.15	820	205			205			205		205	820
	Midterm Assessment studies (primary)	0.5	3 units			1			1			1	3

Research & Evaluation													
Yearwise Costing of Physical Targets													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Academic assessment of students (GP wise)	0.02	205 x 9 years	4.100	4.100	4.100	4.100	4.100	4.100	4.100	4.100	4.100	36.900
	Capacity development of Research Institutes	1	5	1.000	0.000	1.000	0.000	1.000	0.000	1.000	0.000	1.000	5.000
	Baseline Assessment Study (Pry) including End period	0.25	45	2.250	0.000	2.250	0.000	2.250	0.000	2.250	0.000	2.250	11.250
	Baseline Assessment Study (Upr.Pry) including end period	0.25	81	2.250	0.000	2.250	0.000	2.250	0.000	2.250	0.000	2.250	11.250
	Indepth Studies(subjects)	0.2	20	0.000	1.000	0.000	1.000	0.000	1.000	0.000	1.000	0.000	4.000
	DRG Training on Action Research Projects (3 days) at district	0.084	9	0.084	0.084	0.084	0.084	0.084	0.084	0.084	0.084	0.084	0.756
	Preparation of Teacher Profile Per block	0.15	27	1.350	0.000	0.000	1.350	0.000	0.000	1.350	0.000	0.000	4.050
	Diagnostic Study For Teachers (Pry) per block	0.3	36	0.000	2.700	0.000	2.700	0.000	2.700	0.000	2.700	0.000	10.800
	Diagnostic Study For Teachers (Upr.Pry) per block	0.3	81	2.700	2.700	2.700	2.700	2.700	2.700	2.700	2.700	2.700	24.300
	Analysis of Household Survey and sharing per GP	0.15	820	30.750	0.000	0.000	30.750	0.000	0.000	30.750	0.000	30.750	123.000
	Midterm Accessment studies (primary)	0.5	3 units	0.000	0.000	0.500	0.000	0.000	0.500	0.000	0.000	0.500	1.500

Midterm Assessment studies (upper primary) per block	0.5	3 units	0.000	0.000	0.500	0.000	0.000	0.500	0.000	0.000	0.500	1.500
Comparative academic study between Pny & EGS	0.3	4 units	0.000	0.000	0.300	0.000	0.300	0.000	0.300	0.000	0.300	1.200
Evaluative studies for project	1	9	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	9.000
Sharing of Research times	0.5	81	4.500	4.500	4.500	4.500	4.500	4.500	4.500	4.500	4.500	40.500
Conduct of Action Research in selected schools	0.15	360 (5 schools x 9 biks x 8 yrs)	0.000	4.050	4.050	4.050	4.050	4.050	4.050	4.050	4.050	32.400
Training of Teachers on Action Research (5 days)	0.14	8	0.000	0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	1.120
Total			50.0	20.3	23.4	52.4	22.4	21.3	54.5	20.3	54.1	310.5

Distance Education													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-10	Total
	Orientation of DIET, ST school, HMS, SiS, BRC, selected CRC (1 day)	0.1	45 batches	5	5	5	5	5	5	5	5	5	45
	Workshop on use of distance learning material (1 day)	0.03	27	5	9	9	4						27
	Equipments for teleconferencing	1.0	9		9								9
	Printing and Distribution of self Instructional materials (Primary) (per teacher Rs 100/-)	0.001	15000 copies	1500	3000	3000	3000	3000	1500				15000
	Printing and distribution of SIM for Upper primary (per teacher Rs. 150/-)	0.0015	7000 copies	500	1000	1000	1000	1000	1000	1000	500		7000
	Radio Shows (per yr)	0.15	15 shows	2	2	2	2	2	2	2	1		15
	TV shows (per yr)	0.3	15 snows	2	2	2	2	2	2	2	1		15
	Teleconferming Programmes (All types)	0.15	120 teleconfernces		20	10	20	10	15	15	15	15	120

Distance Education

Yearwise Costing for the 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	2009-10	Total
	Orientation of DIET/ST school, HMS, SIS, BRC, selected CRC (1 day)	0.1	45 batches	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	4.500
	Workshop on use of distance learning material (1 day)	0.03	27	0.150	0.270	0.270	0.120	0.000	0.000	0.000	0.000	0.000	0.810
	Equipments for teleconferencing	1	9	0.000	9.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	9.000
	Printing and Distribution of self Instructional materials (Primary) (per teacher Rs.100/-)	0.001	15000 copies	1.500	3.000	3.000	3.000	3.000	1.500	0.000	0.000	0.000	15.000
	Printing and distribution of SIM for Upper primary (per teacher Rs.150/-)	0.0015	7000 copies	0.750	1.500	1.500	1.500	1.500	1.500	1.500	0.750	0.000	10.500
	Radio Shows (per yr)	0.15	15 snows	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.150	0.000	2.250
	TV shows (per yr)	0.3	15 shows	0.600	0.600	0.600	0.600	0.600	0.600	0.600	0.300	0.000	4.500
	Teleconferencing Programmes (All types)	0.15	120 teleconfernces	0.000	3.000	1.500	3.000	1.500	2.250	2.250	2.250	2.250	18.000
	Total			3.80	18.17	7.67	9.02	7.40	6.65	5.15	3.95	2.75	64.56

Management Information System													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10.000	1	1									1
	AC to MIS	0.400	1	1									1
	Strengthening information system of DI office	1.000	2		1	1							2
	Training to District Level Officers	0.280	45 (5 bathes x 9)	5	5	5	5	5	5	5	5	5	45
	Furniture for MIS Room	0.150	1	1									1
	DISE for primary and Upper primary Schools (including EGS)	0.003	23807	2597	2597	2659	2659	2659	2659	2659	2659	2659	23807
	Sharing Workshop and Dissemination of DISE	0.100	18	2	2	2	2	2	2	2	2	2	18
	Telephone Charges for Communication	0.200	8		1	1	1	1	1	1	1	1	8
	MIS consumables	0.150	9	1	1	1	1	1	1	1	1	1	9
	Maintenance and contingencies	0.500	7			1	1	1	1	1	1	1	7
	Anusandhan study COHORT and child Tracking (1307 villages for 9 years)	0.005	1532 villages	1532	1532	1532	1532	1532	1532	1532	1532	1532	13788
	Computerisation of child Tracking system	2.000	3	1						1			3
	Office Automation system	5.000	1	1									1
	Geographical information system	3.000	2	1		1							2

Anusandhan study COHORT and child Tracking (1307 vilages for 9 years)	0.005	1532 villages	7.660	7.660	7.660	7.660	7.660	7.660	7.660	7.660	7.660	7.660	68.94
Computerisation of child Tracking system	2.000	3	2.000	0.000	0.000	2.000	0.000	0.000	2.000	0.000	0.000	0.000	6.00
Office Automition system	5.000	1	5.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	5.00
Geographical information system	3.000	2	3.000	0.000	3.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	6.00
Total			37.75	18.40	22.09	20.09	18.09	18.09	20.09	18.09	18.09	18.09	190.761

Summary Table For Kendrapara District

Sl. No.	Intervention	Year wise Costing									Total Costing
		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1	Project Management	186.010	208.760	190.140	215.140	190.140	163.340	138.340	138.340	138.340	1568.550
2	Civil Works	2460.750	2700.750	1956.250	1302.950	554.900	0.000	0.000	0.000	0.000	8975.600
2	Planning and Management	4.810	7.850	9.610	13.350	14.610	11.350	12.460	10.450	7.700	92.190
3	Planning for Pedagogical Improvement	1135.488	775.791	830.407	676.426	1062.453	673.006	825.687	648.322	687.771	7315.347
4	Access for Deprived Children	287.175	579.455	656.875	1145.350	1191.130	1264.650	1310.480	1378.170	1377.030	9190.315
5	SC/ST (Focus Group) Education	10.870	9.770	13.820	10.020	12.270	10.570	7.620	4.425	6.175	85.540
6	Girls' Education	96.130	117.250	71.880	141.500	71.880	141.500	71.880	141.500	76.880	930.400
7	Early Child Care Education	14.430	15.927	22.471	28.620	34.630	39.172	53.325	70.460	69.937	374.981
8	Integrated Education for Disabled	72.684	38.994	26.824	25.565	32.875	22.705	24.775	31.525	20.985	296.930
9	Media	9.375	7.145	11.170	6.670	9.770	5.270	9.770	4.770	4.170	68.110
10	Community Mobilization and Participation	683.330	171.565	98.360	130.535	81.810	144.810	96.710	94.465	84.110	1585.695
11	Research and Evaluation	49.984	20.274	23.374	52.374	22.374	21.274	54.474	20.274	54.124	318.526
12	Distance Education	3.800	18.170	7.670	9.020	7.400	6.650	5.150	3.950	2.750	64.560
13	Management Information System	37.751	18.401	22.087	20.087	18.087	18.087	20.087	18.087	18.087	190.761
	Total	5052.586	4690.101	3940.937	3777.606	3304.337	2522.383	2630.757	2570.737	2558.058	31057.504

D-11334-
13-2-2002
Date -