

STRICT ELEMENTARY EDUCATION PLAN

BHADRAKH

Government of India
Department of Education



ŚARVA SHIKSHA ABHIYAN
ISSA PRIMARY EDUCATION PROGRAMME AUTHORITY

**SARVA SHIKSHA ABHIYAN
DISTRICT ELEMENTARY EDUCATION PLAN**

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

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

NIEPA DC



D11718

**SARVA SHIKSHA ABHIYAN
DISTRICT ELEMENTARY EDUCATION PLAN**

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

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

NIEPA DC



D11718

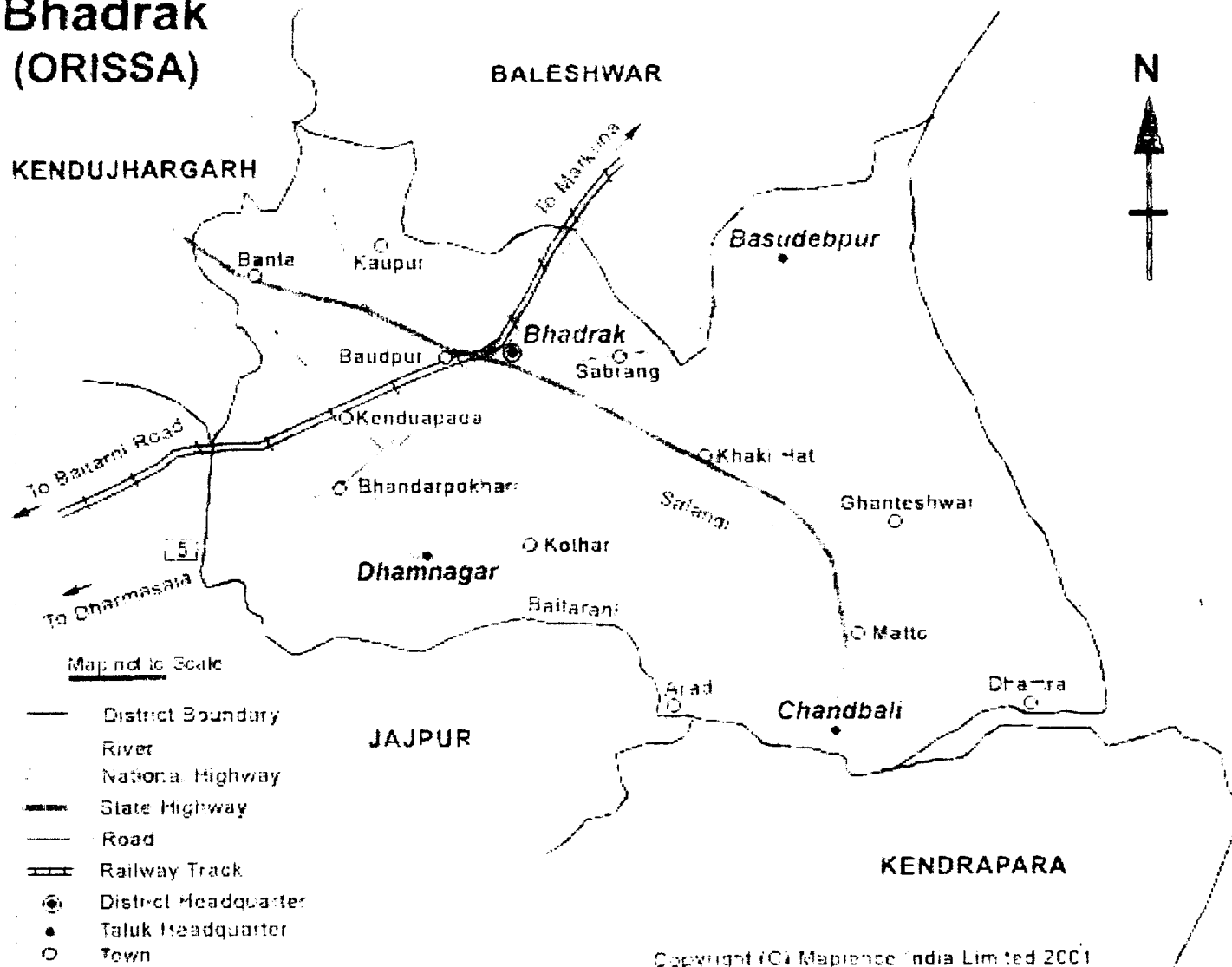
LIBRARY & DOCUMENTATION
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg,
New Delhi-110016

DOC. No. D-11718
Date 17-01-2003

CONTENT

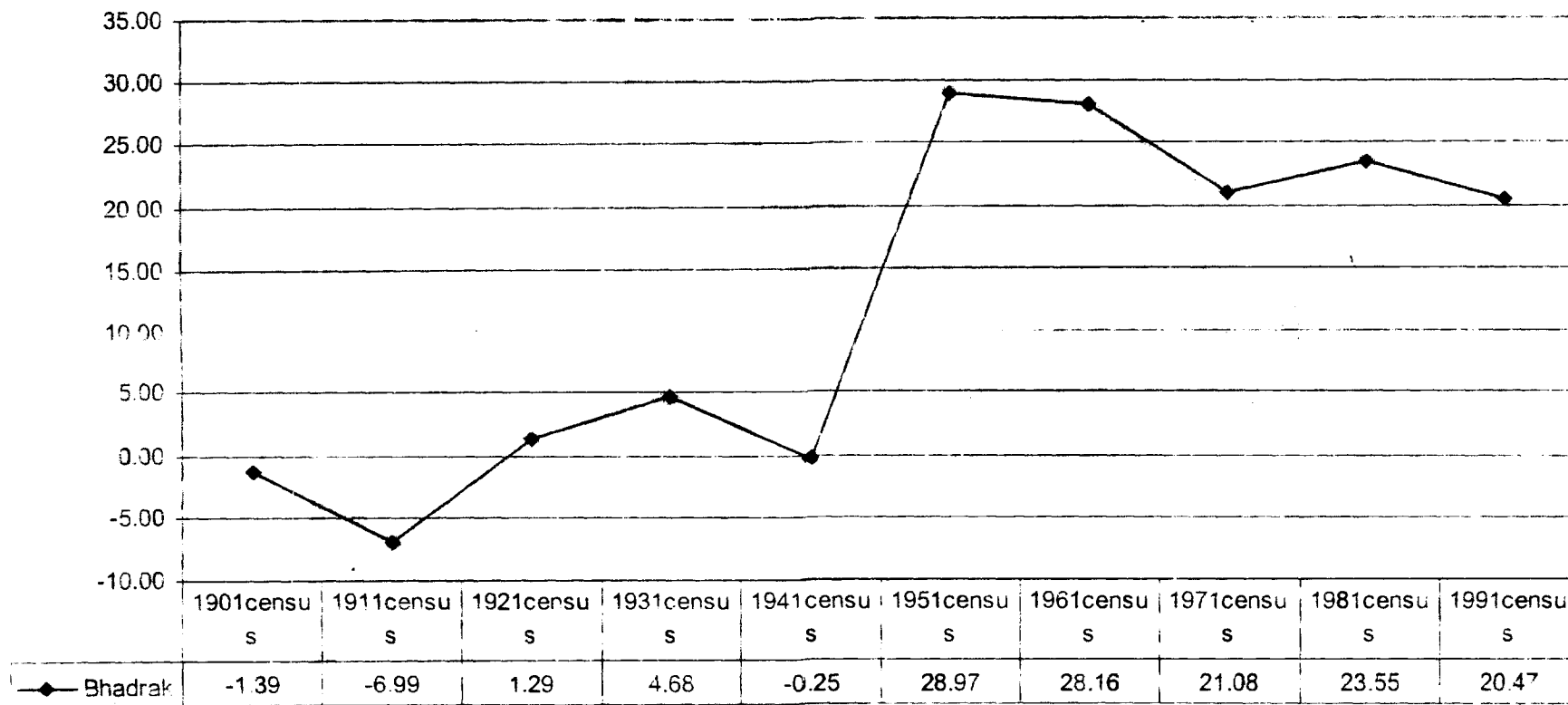
Sl. No.	Chapter	Contents	Subject
1	1	District Profile	<ol style="list-style-type: none">1. Introduction2. Geographical features3. Rainfall, Rivers & Forests4. Socio-cultural5. Language6. Culture & Religion7. Women8. Status9. Economic Features10. Constraints of the District11. Tourist centres.12. Transport and Communication13. Literacy Rate
2	2	Education profile	<ol style="list-style-type: none">1. History of Educational Development.2. Educational Institutions of the District3. Elementary Education4. Habitation & gross access rate
3	3	Planning process	<ol style="list-style-type: none">1. Planning Team2. Abstract of Planning process
4.	4.	Issues and strategies	<ol style="list-style-type: none">1. Issues and strategies2. Access to deprived children3. Enrolment & Retention4. Quality of Education5. Capacity Building.
5	5	Intervention	Objects and Target for all interventions.
6	6	Costings	<ol style="list-style-type: none">1. Phasing2. Costing the activities
7	7	Summary Table	

Bhadrak (ORISSA)



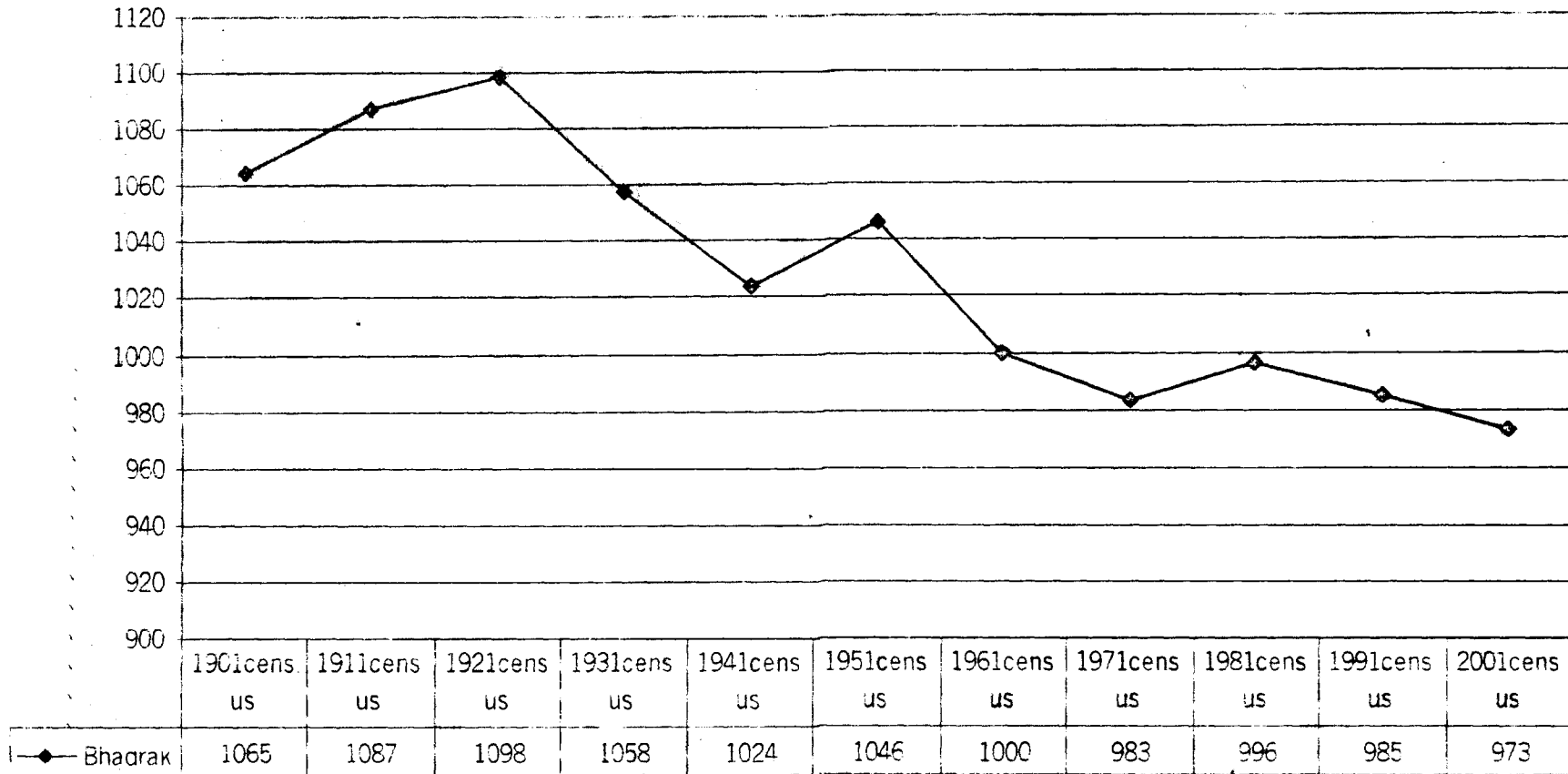
% Decadal Growth

Bhadrak



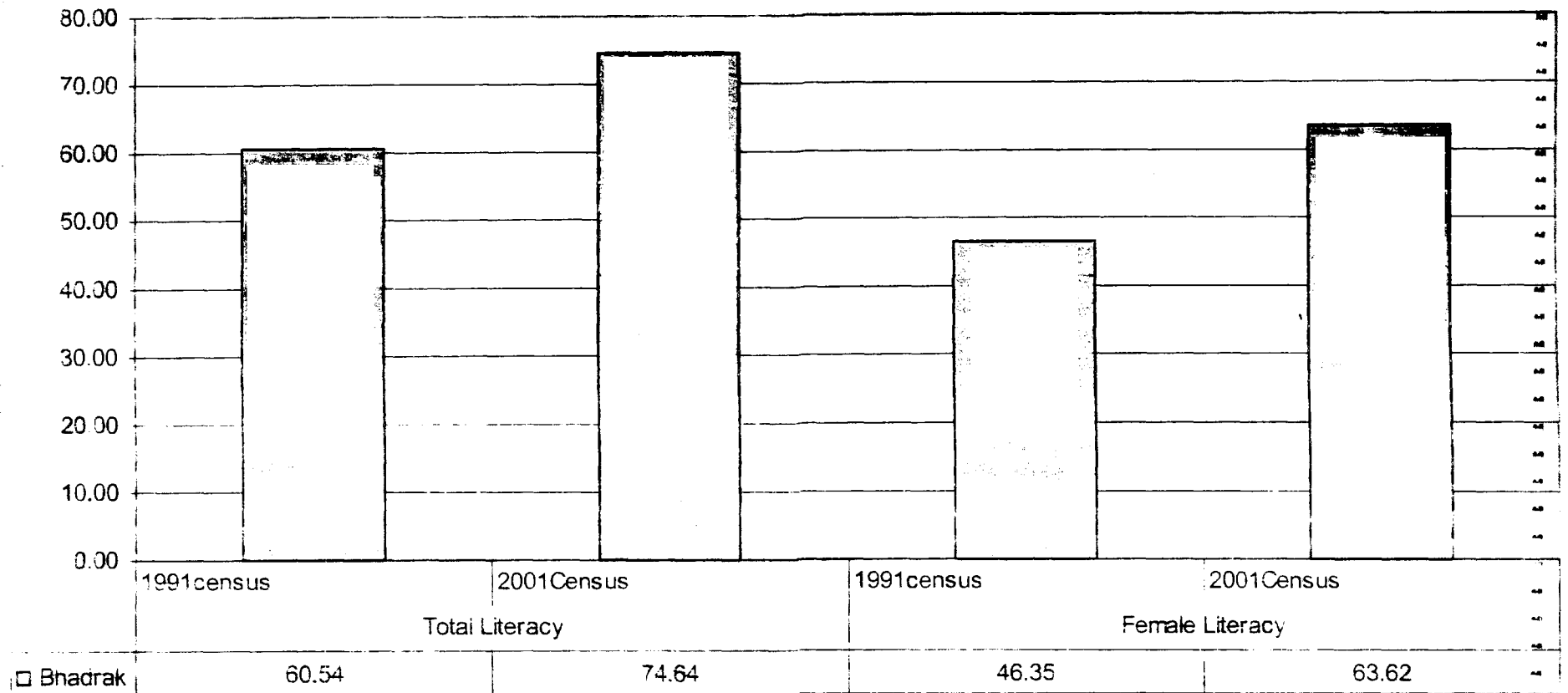
Sex Ratio

Bhadrak



Literacy Growth

Bhadrak



CHAPTER - 1

District profile

Introduction

On the eve of Utkal Divas i.e. on 01.04 1993, Bhadrak District came into existence under reconstitution of district in the state of Orissa. Prior to this Bhadrak was a Sub-Division of erstwhile, Balasore District. The District is presumably named after the famous Goddess 'Bhadra Kali'.

Gifted with beautiful natural coastline, having vast stretches of plain lands, Green paddy fields and Rivers the District is called one of the granaries of the State. The beautiful natural scenario of the District comprises of betel leaves, fish and paddy locally called "Pana, Mina and Dhana" symbolising its uniqueness.

Bhadrak district has a rich panorama of many heritage in the channels of history. In the past- Saivism and Budhism flourished here. Sri Chaitanya Dev preached Vaishnava cult in this District during Twelfth century A.D. The Moghuls came here and settled during seventeenth century AD.

The District has remained as a pioneer place during freedom movement of the Nation. Sacrifice of matyrs at 'Fran' in the year 1942 considered as one of the major events in the national struggle for Freedom. It has also remained as a citadel and birthplace for many personalities not only during the freedom movement but also in the field of art, culture, song, education, science, literature as well as politics. It is the birth place of Dr. Harekrishna Mahatab, the father of modern Orissa, Sri Banchanidhi Mohanty and Sri I axmi Kanta Mohapatra well known as Kantakabi of the state. Now a day the district is one of the premier districts of the state.

Geographical features

Bhadrak District falls on the coastal plains and situated on the north-eastern side of the state. It lies between 86⁰N to 87⁰ N latitude and between 21⁰ E to 22⁰ E longitude. Hammed in by a stuff- beaten sea coast line on the East of 40 kms of the Bay of Bengal and barriers of hills of Keonjhar District on the West; it lies between Jajpur District on the South and Balasore District on the North. The Headquarters of the District is 'Bhadrak Town' and is 130 kms away from the state capital, Bhubaneswar. The District comprises of 2505 sq. kms in area.

Rainfall, Rivers and Forest

The average Annual rainfall of the District is 1725.6 mm. The District receives highest rainfall during the month of July and August. It enjoys a sub-tropical climate. This is characterized by an extreme hot in summer followed by humid monsoon and average cold during winter. The District experiences maximum temperature (42.8⁰) in the month of May and minimum temperature in the month of January (11.4⁰). Major rivers of the districts are Baitarani, Salandi, Koochila, Genguti, Peb and Kapali. Apart from this, the district has many small even furious rivulets and nala which causes vast soil alkalinity and stand constraints for steady progress of average inhabitants. The District has three types of Soil viz. soft, alluvial, claming loam and clay. Existence of reserve forest in the District is nil. But an area of 97.07 sq. kms of protected forest land exist in the district. No mineral deposits are found in the district.

Unrecognised and unaided elementary schools have been excluded in the above table. Elementary Education was also extended to out of school children who are engaged as child labourer through child protection centres(C.I.P.C.) run by labour department. 5497 child labourers were identified, out of which 1043 were entered in normal school directly and 300 numbers were mainstreamed through C.I.P.C. The rest 4254 number need attention on priority basis. Table 2-3 shows the status of child labourer.

Socio cultural importance.

The total population is 13,32,249. SC & ST constitute 23.50% and 1.77% of the population respectively. Most of the S.T population of the District are migratory in nature. But in present days they started settling in the District on provision of 'Indira Abash'. Population Density of the District Stands at 532 per sq. km.

**Table 1.1
1991 census**

	1991 census			2001 census (provisional)		
	Male	Female	Total	Male	Female	Total
All communities	557017	548817	1105834	675162	657087	1332249
Schedule Caste (S.C)	121565	118462	240027	159068	154809	313877
Schedule Tribe (S.T)	9565	9138	18703	11950	11630	23580

Source;- 1991 census and 2001 census (provi)

Most of the S.C. population belong to 'Pana', Gukha, 'Kandara', 'Mochi', 'Hadi', 'Chamara', 'Keuta', Sub-caste. Similarly S.T. population mostly belong to 'Munda', 'Santal', 'Kohla'.

Language: -

Oriya is the main language used in the 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 and some pockets like Boudopur, Dhamara and Chandabali speak Bengali. Both Urdu and Bengali speaking people do understand Oriya and speak it well during their interaction with Oriyas. In short, people in the district very well understand and speak standard Oriya

Culture and Religion

The cultural heritage of Bhadrak District has been greatly inspired and enriched by both the Hindus and Muslim culture and traditions. These cultural tradition influencing each other continues till date and preaches fellow feeling and peaceful co-existence between two major communities. 'Moghul Tamsa' of the district plays a vital role in maintaining communal harmony among Hindus & Muslims since long. Both the Hindu sect and the Muslim sect have their own socio-cultural life pattern. These can be well visualized in their deeds, food, traditions and cultures, besides life style.

The vast of Saivism and Vaishnavism greatly inspired the cultural life pattern of the Hindus while the advent of Mughals introduced Persian culture. Although both the cast have their own distinct culture yet there are places and occasions where assimilation of both the cultures can be seen. Worship of 'Satyapir puja' among Hindus has an influence of Muslim culture where 'Durgapuja' and other common festivals of Hindus are also being celebrated by Muslim community with much pomp and gaity.

Women

Sex ratio of the District (females per 1000 male) stands at 973. Literacy rate among females is 63.62%. but the condition of average women residing in the district is below normal and the situation in remote habitations are quite gloomy. Early marriage and early motherhood as well as orthodox rituals put them into four corners of the house. Male dominance and their segregation from the development process has further weakened their both in the family as well as in the community.

Status: -

Illiteracy, low of access to family income and decision making process worsen their condition. Dominance of growth in employment, lack of opportunity for Girl child towards education, the condition of women in the District has further deteriorated with existence of varieties of atrocities on them. Their grievances are barely been heard. They need to be mainstreamed by providing them opportunity for Education, (especially minority girl child) health care facilities and their participation in decision making process.

27.78% of women in the district are engaged as agricultural field labourers and 29.57% of women in other agricultural sector besides 25.85% of women engage themselves as labourers in other fields.

Economic Features.

More than 90% of the total populations of the District are dependent upon agriculture. Here agriculture refers to paddy cultivation which normally taken up once in a year barring a few places where double crop is cultivated in both Kharif and Ravi seasons as per irrigation facilities. Apart from paddy, people use to raise pulses, vegetables, Jute and Sugar cane. Besides agriculture, business, service, fishing and traditional occupations are other sources of income. A sizable portion of youth and people are working at far away places like Calcutta, Bangalore, Surat and Delhi in absence of employment opportunity by the district. There are some industries like FACOR at Rahandi (Bhadrak) and Powerloom at ASURA (Bhadrak) where a good number of workers are engaged for their livelihood.

Though fishery and prawn cultivation could have become the major source of income for the inhabitants of Basudevpur and Chandbali Block, the farms are owned by outsiders to whom the benefit goes directly leaving the district at a blame. Only a few local people are engaged in processing and transporting the procurements.

60.29% of the total population lives below poorly line. Six out of seven blocks placed above the state average. The condition of Tihidi Block in this report is notable. Blockwise distribution of GPs/ Wards, number of habitations and families are reflected in table no. 1.2 below.

TABLE NO. 1.2

SLno	Name of the Block	Gps/ Word	No. of habitation	No. of families			No. of families under BPL	% of BPL families
				Literate	Illiterate	Total		
1	Basudevpur	28	361	23,133	7712	30845	18,795	60.93
2	Bhadrak	28	313	23,080	15382	38462	24,689	64.19
3	Bhandaripokhari	15	365	18635	8970	27605	14977	64.25
4	Borth	19	406	19430	10479	29909	15696	52.47
5	Chandbali	27	596	28140	13860	42000	26341	62.71
5	Dhamanagar	26	319	23447	12006	35453	23488	66.25
7	Tihidi	23	331	18721	10081	28802	22937	79.63
Total Rural		166	2691	1,54,586	78,490	2,33,076	146923	
8	Basudevour N.A.C	17	17	3626	1209	4835	1642	33.96
9	Bhadrak (MPTY)	27	27	8608	4123	12731	7412	58.22
Total Urban		44	44	12234	5332	17566	9054	
Grand Total		210	2735	1,66,820	83822	250642	1,55,977	60.29
						Source - DRDA, Bhadrak		

Constraints of the District: -

- Vast wet land and stretches of water logging areas are the major natural constraints for communication especially during rainy season
- Natural disaster like Floods and cyclone, which are a common phenomenon for the district stand as a barrier in the development of the District paralyzing Socio-Economic condition of the peoples.
- Existence of two major languages like Oriya and Urdu always create huddles in the progress of evolving common or parallel Education schemes
- Non enrolment of Urdu girl child in schools by their community is also a barrier in the progress of Girls Education in the District.

Tourist Centres:-

There are many Tourist places located in the District. Bhadrakali Temple, Akhandalamani Temple, Maa Dhamarai Temple, Dapanaikani Temple, Biranchi narayan Temple, Khillaeswar Temple are famous for pilgrims. Masjid of Dhamnagar is famous for pilgrims of Muslims to which people from all corners of India used to visit. Gohira Tikiri of Bhandari Pokhari Block is famous in the history of Orissa where last king of Gajapati dynasty faught his battle with Kalapahada (an invader). Agarpada of Bontha Block is famous for the remains of Buddhist culture. Sahid minar of 'Tram' under Basudevpur Block always reminds the visitors about national freedom struggle. Dhamara Chandabali Port which is planned to become the biggest river port of Asia speaks the ancient navigation of Orissa

Transport and Communication

The District has a communication network of 3633 kms by road and 40 kms by rails. In addition to this the district avails the services of 1 Head post office, 59 sub-post offices and 267 branch post offices. Bus communication to all block Headquarters, important places and weekly hats are available in the District.

Some interior pockets of Chandabali Block of this districts has not yet been connected with road links due to existences of rivers, canals and other rivulets. Transport and communication to these places take place only by boats and motor lunches.

Administrative set up

No of Sub-divisions	1
No. of Tahasils	6
No. of C.D. Blocks	7
No. of Towns	4
No. of Municipalities	1
No. of NACs	1
No. of Police Stations	12
No. of Gram Panchayats	166
No. of habitations	1. Revenue villages – 1291 2. Hamlets - 1400 Total 2691
No. of fire stations	4
No. of Assembly Constituency	5
No. of Parliamentary constituency	1

Demographic Profile :

Total population, Schedule Caste population and Scheduled Tribe Population by sex and their percentage to district total in different blocks/ULB as per census 2001 (provisional) is reflected in total number.

Table No. 1.3
Population - 2001 (provisional)

Sl.no	Name of the Block	Total population			Schedule caste			% SC population to total population	Schedule Tribe			% of S.T. population to total population
		Male	female	Total	Male	female	Total		Male	female	Total	
1	Basudevpur	99,105	96,520	195,625	23,537	22,682	46,219	23.75	129	125	254	0.13
2	Bhadrak	92,733	90,258	182,991	20,707	20,153	40,860	22.33	4,367	4,251	8,618	4.71
3	Bhandarpokhari	51,233	50,179	101,412	12,695	12,435	25,130	24.78	1,184	1,164	2,348	2.32
4	Bontri	70,502	69,296	139,798	18,895	18,571	37,466	26.8	2,672	2,626	5,298	3.79
5	Chandbali	1,19,172	1,15,268	2,34,440	28,248	27,226	55,474	23.62	167	164	331	0.14
6	Dhamanagar	89,932	89,339	179,271	22,372	22,165	44,537	24.81	863	857	1,720	0.96
7	Tihici	79,499	78,263	157,762	24,287	23,828	48,115	30.53	143	160	303	0.18
	Total Rural	6,02,176	5,89,123	11,91,299	150,741	147,060	297,801	24.99	9,525	9,347	18,872	1.58
8	Basudevpur N.A.C	Included in Basudevpur Block										
9	Bhadrak (MPTY)	72,986	67,964	140,950	8,327	7,747	16,074	11.4	2,425	2,283	4,708	3.36
	Total Urban	72,986	67,964	140,950	8,327	7,747	16,074	11.4	2,425	2,283	4,708	3.36
	Grand Total	6,75,162	657,087	13,32,249	159,068	154,807	313,875	23.55	11,950	11,630	23,580	1.76

Source- Census 2001 (provisional)

Literacy Rate in the District :

Table no. 1.4

	1991 Census			2001 census			% of Decadal growth		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nation (India)			52.21	75.85	54.16	65.38			13.17
State (Orissa)	63.09	34.68	49.09	75.95	50.97	63.61	12.86	16.29	14.52
District (Bhadrak)	74.62	46.35	60.54	85.44	63.62	74.64	10.82	17.27	14.10

It is evident from 2001 census (provisional) data that Bhadrak District is ahead of both the national and the State literacy percentage in respect of male and female. But, except in the case of females, decadal growth percentage of male and total are lower than that of the state growth rate. Block/ UI.B wise and sex wise literate figures are reflected in the following table including their percentage to total state population. Populations in the age group 0+ to 6 years are excluded from calculating percentage of literacy rate.

Table No. 1.5

Literacy Rate

Year	All communities			% of decadal growth	S.C community			% of decadal growth	S.T. community			% of decadal growth
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
1991	74.62	46.35	60.54		48.3	30.00	39.19		15.86	9.73	12.87	
2001 (provisional)	85.44	63.62	74.64	14.1	55.3	41.17	48.31	9.12	18.15	13.36	15.86	2.99

In comparison to district literacy growth rate of ST population is quite low with a decadal growth percentage of 2.99 %. Similarly the decadal growth rate of SC population stands at 9.12%. Much attention in the progress of Education for SC and ST community is highly essential in order to bring them back to the normal stream.

CHAPTER - II

History of Educational Development:-

Bhadrak 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. The influence of Islamic culture neighbouring state like west Bengal brought miraculous changes in the field of Education. Before the advent of Britishers to Bhadrak the traditional chatasthalies were preventing for imparting Education where Matabansh Abadhanas were engaged as teachers for primary Education. It is needless to say that Bhadrak is a place of mixed culture of Hindu and Muslims. During the reign of Akabar, the great Mansingh, the mansubadar established the first Madrasa at Bhadrak in the year 1590 while he was on his way from west Bengal to Puri. The Madrasa in the habitations of Muslims was a source of influence for the development of Education in the District. 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.J. 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. To facilitate Primary Education of child labour, C.L.P.C 's (Child Labour Protection Centre) have been opened. Total literacy campaign was launched 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.

In the year 1948 the first college of Bhadrak namely (Bhadrak College) was founded to impart higher education to the students of the District with combined dedicated effort of late Chhakadi Mohanty, Late Narendra Prasad Das and Late Dr. Harekrishn Mohatab. Being situated in a rural base on the bank of the river Salandi the college was affiliated to Utkal University and is now going to be autonomous. For expansion of technical education in the state with the establishment of a number of technical institution in Orissa, Bhadrak Engineering School, Barapada was upgraded to Bhadrak Institute of Engineering and Technology with degree classes in the year 1997.

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 educational institution of the District.

Table 2.1

Bhadrak district:

Name of the Block

Sl. No	Category of institutions	Basudevpur	Bhadrak	Bhandari Pokhri	Bonth	Chandbali	Dhamnagar	Tihidi	Basudevpur N.A.C	Bhadral U.L.B	Total	Remark
1	Post graduate college									1	1	
2	Degree college	4	1	3	3	3	8	2	2	3	29	
3	+ 2 college	1	3	3	5	4	8	3	1	3	31	
4	Engineering College		1								1	
5	Law college									1	1	
6	Art college									1	1	
7	Music college	1							1	2	4	
8	Sanskrit college	3			1		1	1		1	7	
9	higher secondary school									2	2	
10	High school	36	40	26	37	34	52	34	6	15	280	
11	Sanskrit tois	2	1		2	2	5	1	1	1	15	
12	Engineering school		1				1				2	
13	I.T.I									1	1	
14	Teacher training school			1	1						2	
15	Vocational higher secondary school			1						1	2	
16	Special school for disabled	1			1						2	
17	Crews training Institute					1					1	
18	U.P. school class I to VII	15	24	9	10	20	15	15	5	8	121	
19	U P schools Class IV to VII	3	3	3	3		4	1		2	19	
20	U.P. schools Class VI & VII	44	53	47	50	42	63	32	6	14	351	
21	S.S. Mandir			4	2	2	4	1	1	2	16	
22	Integral school	1	1		1	1		1			5	
23	Primary schools Class I to V	147	146	109	116	175	157	144	16	41	1051	
24	Primary Schools class I to III	2	2	1	2		3	6	1		17	
25	Sevashram (H & T.W)		1	3		2	1	1			8	
26	Madrasa						3			2	5	
	Total	260	277	210	234	286	325	242	40	101	1975	

Source :- D.Is Bhadrak - I & II

The above table indicates that a number of educational institutions are engaged in primary education. From primary stage to university stage. In addition to this vocational, technical and music institutions are also there in the district satisfying a ground taste of the people.

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 1081 No. of Primary Schools and 516 No. of Upper Primary schools managed directly by Govt. in the department of S.M.E. and S.C. and S.T. development department formulated by aided and unaided private management.

But for 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. In this regard there are 1073 Primary Schools and 456 Upper Primary Schools run by S.M.E. department, 8 Primary Schools run by S.C. and S.T Development Department and 35 U.P Schools run by private management on grant-in aid basis are included in the perspective plan.

Detail distribution of Elementary Schools are given here under in Table 2.2

**TYPES OF SCHOOLS. HAVING PRIMARY SECTION
MANAGEMENT WISE
TABLE 2.2.**

Dist : BHADRAK

Sl. no.	Name of Block and Municipality	School and Mass Education						T.R.W. Department						Privately Managed and Aided Schools				Total			
		Pry		U.P.		High School		Pry		U.P.		High School have's Elementary Education		Pry	U.P.S	High School having Ele. Edn	Total	Pry	J.P.S.	H. S having Ele. Edn	Total
		I to V	VI to VII	I to V	Total	I to X	VI to X	Total	I to V	VI to VII	I to VII	Total	I to X	VI to X	Total						
1	Basudevpur	149	40	15	55	2	2									7	7	149	62	2	213
2	Bhadrak	148	50	24	74	2	2	1			1					6	6	149	80	2	231
3	Bhandari Pokhari	110	48	9	57	3	3	3			3					2	2	113	59	3	175
4	Bonth	118	49	10	59	3	3									4	4	118	63	3	184
5	Chandabali	175	36	20	56	3	3	2			2					6	6	177	62	3	242
6	Dhamnagar	163	63	15	78	2	2	1			1					4	4	164	82	2	248
7	Tinidi	150	29	15	44	3	3	1			1	1		1		4	4	151	48	4	203
	Total Rural	1013	315	108	423	18	18	8			8	1		1		33	33	1021	456	19	1496
8	Basudevpur N.A.C.	17	4	5	9	2	2									2	2	17	11	2	30
9	Bhadrak Municipality	43	16	8	24	4	4											43	24	4	71
	Total Urban	60	20	13	33	6	6									2	2	60	35	6	101
	Grand Total	1073	335	121	456	24	24	8			8	1		1		35	35	1081	491	25	1597

Unrecognised and unaided Elementary Schools have been excluded in the above table. Elementary Education was also extended to out of school children. Those who are engaged as child labourer through Child Labour Protection Centers (C.L.P.C.) run by labour department 5497 No. of child labourer were identified out of which 1043 nos. were entered in normal school directly and 300 nos. were mainstreamed through C.L.P.C. The rest 4254 no. need attention on priority basis. Table 2.3 shows the status of child labourer.

Child Labour Protection Centre (CLPC) 0 to 14 age

Table 2.3

Sl.No	Name of the Block/ULB	No. of child Hazardous			Labour identified non hazardous			Total			No. of children enrolled in normal schools	No. of children through CLPC	Total Children maintained	Child labourer left non enrolled.
		M	F	T	M	F	T	M	F	T				
1	Basudevpur				527	334	861	527	334	861	132	50	182	679
2	Bhadrak				378	357	735	378	357	735	175	50	225	510
3	Bhandari Pokhari				217	141	358	217	141	358				358
4	Bonth				223	98	321	223	98	321	321	50	321	
5	Chandabali				307	97	404	307	97	404	62	50	112	292
6	Dhamngar				207	30	237	207	30	237	237	50	237	
7	Tihidi	3	2	10	952	720	1672	960	722	1682	39	50	89	1593
	Total Rural	3	2	10	2811	1777	4588	2819	1779	4598	966	300	1166	3432
8	Basudevpur N.A.C.				153	186	339	153	186	339	42		42	297
9	Bhadrak Municipality				400	160	560	400	160	560	35		35	525
	Total Urban				553	346	899	553	346	899	77		77	822
	Grand Total	3	2	10	3364	2123	5487	3372	2145	5497	1043	300	1243	4254

Source - D.L.O. Bhadrak

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 1002 No. of Anganwadi Centres under I.C.D.S. project in rural areas covering seven block with beneficiaries numbering 77096 in the age group 0-3 years and 63496 Nos in the age group 3-4 years. The districts of which is reflected in Table No. 2.4 and 2.5.

Nutritional Status of 3 to 5 yrs Children

Table No. 2 - 4

Dist :- BHADRAK

Sl.No	Name of the Block/Urban local Body	Total Children 3-5 yrs	Total weight up	Normal	Grwe I	Grwe II	Grwe III	Grwe IV	percentage	No. of E.D.ds
1	Basudevpur	9426								166
2	Bhadrak	9950								156
3	Bhandari pokhari	5745								100
4	Bonth	8565	7710	2406	2899	2349	55	1	90%	113
5	Chandbali	13199	11200	5240	3580	3405	79	3	84%	178
6	Dhamnagar	11533	10600	1041	2574	2428	13	4	91%	151
7	Tihidi	5078	4181	4190	1450	1485	35	6	82%	138
	Total Rural	38375 (63495)	33691	12877	10503	9667	182	14		1002
8	Basudevour NAC									
9	Bhadrak Municipality	5100								
10	Chandbali (Census Town)									
	Total Urban									
	Grand Total	38375 (63495)	33691	12877	10503	9667	182	14		1002

Source - D.S.W. Bhadrak

Nutritional Status of 0 - 3 years children

Table No. 2.5

Dist :- BHADRAK

Sl.No	Name of the Block/Urban local Body	Total children 0-3 yrs	Total Children weighted	Normal	Grwe I	Grwe II	Grwe III	Grwe IV	percentage	No. of I.C.D.C centre
1	Basudevpur	10211								166
2	Bhadrak	16940								156
3	Bhandari pokhari	6191								100
4	Bonth	9453	8559	3213	3267	1931	122	26	90%	113
5	Chandbali	15787	8805	3368	2646	3268	398	25	56%	178
6	Dhamnagar	16732	8112	1936	2719	2310	115	41	49%	151
7	Tihidi	1782	15700	4291	3615	3949	71	18	91%	138
	Total Rural	77096	41176	12808	12247	11458	706	110		1002
8	Basudevpur NAC									
9	Bhadrak Municipality									
10	Chandbali (Census Town)									
	Total Urban									
	Grand Total	77096	41176	12808	12247	11458	706	110		1002

Source- D.S.W. Bhadrak

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.

Habitation and gross access ratio.

Recent Survey for planning under S.S A. reveal that 3385 no. of habitation exist in the District out of which 2788 habitation have schooling facility. The rest 597 habitations are unserved with Elementary Education, which need immediate attention.

The gross access ratio of the District swells to 77.43 in case of primary education and 65.13 in case of upper primary education. While calculating G.A.R for primary education population of habitation is limited to 300 and for U.P. education it is 500.

$$G.A.R = \frac{\text{No. of schools}}{\text{No. of habitation}} \times 100$$

i.e. (i) for primary $\frac{1081}{1396} \times 100 = 77.43$

(ii) For U.P. $\frac{512}{786} \times 100 = 65.13$

Analysis of the Table 2.6 and 2.7 indicates that 22.57% of habitations with populations more than 300 are deprived up access to primary education. Where as 34.5% of habitations with population more than 500 are deprived up access to upper primary education.

Bonth Block and Bhandaripokhari block need much attention towards access primary education. Where as Tihidi, Chandbali and Bonth block need attention for access to upper primary education.

On the whole 30nos of habitation having more than 500 population 79 nos of habitations having population between 300-499, 319 habitation having population slab 200-299 and 169 habitation bellow 200 population totaling to 600 nos are unserved with Elementary Education. They need attention on priority basis to provide formal school/ E.G.S centers A.I.E. centers.

Sl.No	Block/ N.A.C Municipality	Total R.V.	No. of pada	Habitation Total	No. of habitation with more than 300 population	no. of pry. School	G.A..R of P.S.	No. of habitation more than 500 population	No of U.P. S	Govt. A.R. of U.P.S
1	Basudevpur	173	283	456	185	149	80 : 54	95	63	66.31
2	Bhadrak	150	242	392	183	148	80 : 87	117	81	69.23
3	Bhandari Pokhari	175	279	454	171	113	66 : 08	91	63	69.23
4	Bonth	195	308	503	185	118	63 : 78	105	66	62.87
5	Chandabali	286	430	716	222	177	79 : 74	112	65	58.03
6	Dhamngar	153	247	400	210	164	78 : 09	128	86	67.18
7	Tihidi	159	261	420	198	151	76 : 26	94	50	53.19
	Total Rural	1291	2050	3341	1352	1020	75 : 44	742	474	63.88
8	Basudevpur N.A.C.	17		17	17	17	100	17	12	70.5
9	Bhadrak Municipality	27		27	27	44	162 :96	27	26	96.29
	Total Urban	44		44	44	61	138.63	44	38	86.36
	Grand Total	1335	2050	3385	1396	1081	77.43	786	512	65.13

Source - S.S.A. Census 2001.

Table No. 2.7
No of unserved Habitation population wise

Dist - BHADRAK

Sl.No	Block/ N.A.C Municipality	More than 500 population	Between 300 - 499	Between 200 - 299	Bellow 200	Total
1	Basudevpur	3	9	38	20	70
2	Bhadrak	3	9	40	24	76
3	Bhandari Pokhari	3	14	48	19	84
4	Bonth	4	14	51	16	85
5	Chandabali	5	11	44	37	97
6	Dhamngar	4	11	43	28	86
7	Tihidi	6	11	46	20	83
	Total Rural	28	79	310	164	581
8	Basudevpur N.A.C.	1		3	3	7
9	Bhadrak Municipality	1		6	2	9
	Total Urban	2		9	5	16
	Grand Total	30	79	319	169	597

Source - S.S. survey - 2001

Table 2.8 indicates enrolment of children in the age group 11-14 in the upper primary schools. Nearly 37,500 children are enrolled in upper primary schools in all the blocks. Table 2.9 indicates children in upper primary schools. The concentration over age group children is to the tune of 2,000. Table 2.10 indicates the concentration of child population in the age group 5-11 and 11-14 respectively (caste-wise and sex-wise). 2,07,922 children are in the age group of 5-11, which 77,103 children are in the age-group of 11-14. Table 2.11 and 2.12 shows gross and net enrollment in Bhadrak district. Chandbali shows lowest NER (69.66%), whereas Hasudevpur shows highest NER at 92.61%. For Upper Primary School the lowest NER is observed in Dhamanagar at 39.23, whereas highest is shown in Bhadrak block at 64.33%. NER at NAC's are under represented as we could not include enrolment private managed schools. Most of the slum children are out of schools.

Table 2.13 indicates the incidence of out of school children with age group of 6-14 years which includes both at primary and upper primary level. Table 2.14 shows the enrollment of children in the age group 5-11 in the primary schools. Similarly in the age group of 11-14, 77,103 children are there. This has been taken into consideration while evaluating out of school children and projection of requirements for the districts.

Table 2.15 shows the type of facilities available in the district. The poor infrastructure facility in primary and upper primary education is clearly revealed in this table. Basic essential facilities like toilets, drinking water, classrooms are in sharp supply. Table 2.16 shows the distribution of schools by no. of classroom. There is 354 buildingless schools, 232 single class-room schools which need immediate interventions. Only 89 schools have adequate classroom facilities (5 or more).

Table 2.17 (c) shows teachers position with respect to primary schools, whereas 2.17 (b) shows teachers position in upper primary schools. The corresponding pupil teacher ratio for both category of schools in table 2.18. There is dearth of teachers in primary schools. Even in NAC's, the PTR is not favourable. PTR for primary school is 1:5 contrary to the state norm of 1:40. In case of upper primary schools, the position is comfortable now (31:1). But taking into consideration the no. of out of school children in the age group of 6-14 years, the requirement is huge for both primary and upper primary schools. For primary Schools 1184 additional teachers for the existing schools and 109 for upper primary schools are suggested.

Table 2.18 represents the people ratio of the district both for primary and upper primary schools.

Enrolment of Children in the age group (11- 14) yrs in Upper Primary School (All community)

Table-2.8

Dist- BHADRAK

Sl. No	Block / NAC/ Municipality	Class - VI			Class - VII			Total		
		B	G	T	B	G	T	B	G	T
1	Basudevpur	1723	1102	2825	1567	1106	2673	3290	2208	5498
2	Bhadrak	1403	995	2398	1446	783	2229	2849	1778	4627
3	Bhandari Pokhari	982	905	1887	860	867	1727	1842	1772	3614
4	Bonth	957	1255	2212	1465	1096	2561	2422	2351	4773
5	Chandapali	1182	1024	2206	1096	873	1969	2278	1897	4175
6	Dharamnagar	1660	1446	3106	1640	1267	2907	3300	2713	6013
7	Tindi	1249	1212	2461	1154	1039	2193	2403	2251	4654
	Total	9156	7939	17095	9228	7031	16259	18384	14970	33354
8	Basudevpur N.A.C	272	228	500	229	187	416	501	415	916
9	Bhadrak MPL	803	839	1642	799	819	1681	1602	1658	3260
	Total	1075	1067	2142	1028	1006	2034	2103	2073	4176
	Grand Total	10231	9006	19237	10256	8037	18293	20487	17043	37530

Survey S S A- 2001

Enrolment Class VI to VII (Table- 2.9(A))

Dist - BHADRAK

Sl No	Name of the Block / N.A.C.	Class VI			Class VII			Grand total		
		B	G	Total	B	G	Total	B	G	Total
1	Basudevpur	1800	1176	2976	1646	1182	2828	3446	2358	5804
2	Bhadrak	1502	1046	2548	1447	837	2284	2949	1883	4832
3	Bhandari pokhari	1041	964	2005	917	924	1841	1958	1888	3846
4	Banth	1021	1312	2333	1529	1162	2691	2550	2474	5024
5	Chandabali	1197	1085	2282	1115	943	2058	2312	2028	4340
6	Dnamanagar	1747	1534	3281	1727	1355	3082	3474	2889	6363
7	Tihidi	1313	1275	2588	1218	1103	2321	2531	2378	4909
	Total	9621	8392	18013	9599	7506	17105	19220	15898	35118
8	Basudebabur	285	233	518	246	198	444	531	431	962
9	Bhadrak Molty	819	857	1676	815	834	1649	1634	1691	3325
	Total	1104	1090	2194	1061	1032	2093	2165	2122	4287
	Grand Total	10725	9482	20207	10660	8538	19198	21385	18020	39405

Source - Survey S.S.S. - 2001

Table-2.9(b)

Block wise and sex-wise Scheduled Tribe (S.T.) Children enrolled in Class I to V Enrolment

Sl. No.	Name of the Block / L.U.B	Class I			Class - II			Class - III			Class - IV			Class - V			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Basudevpur	5	4	9	5	4	9	5	4	9	4	3	7	4	3	7	23	18	41
2	Bhadrak	134	112	246	120	113	233	121	103	224	107	88	195	106	93	199	588	509	1097
3	Bhandari pokhari	58	46	104	54	43	99	47	41	88	29	26	55	29	26	55	217	182	399
4	Banath	78	50	128	69	48	117	75	57	132	70	59	129	79	53	132	371	267	638
5	Chandabali	5	4	9	5	4	9	4	4	8	4	3	7	4	3	7	22	18	40
6	Dharamanagar	26	24	90	25	22	47	24	22	46	23	22	45	22	21	43	120	111	231
7	Tihidi	5	4	9	3	7	7	4	3	7	3	5	8	4	3	7	19	22	41
	Total	311	544	855	284	237	521	280	234	514	242	204	446	244	200	444	1361	1419	2780
8	Basudebapur NAC				1	1	2	1	1	2	1	2	3	0	2	2	3	6	9
9	Bhadrak Molty	41	42	83	42	40	82	46	41	87	39	34	73	36	30	66	204	187	391
	Total	41	42	83	43	41	84	47	42	89	40	36	76	36	32	68	207	193	400
	Grand Total:	392	586	938	327	278	605	327	276	603	282	240	522	281	231	512	1568	1612	3180

Source - S.S.A. Survey -2001

Table-2.9©

Block wise and Sex-wise distribution of Scheduled Caste (S.C.) Children enroied in Class I to V Enroiment

Dist- BHADRAK																			
Sl. No.	Name of the Block / L.U.E	Class I			Class - II			Class - III			Class - IV			Class - V			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Basudevpur	877	704	1587	848	689	1537	870	676	1546	837	583	1420	723	539	1262	4155	3191	7346
2	Bhadrak	636	530	1166	567	933	1100	575	489	1064	508	415	923	51	440	952	2798	2407	5205
3	Bhandari pokhari	617	492	1109	593	462	1055	501	436	937	310	287	597	270	263	533	2291	1940	4231
4	Banth	552	353	905	489	346	835	529	406	935	497	420	917	561	376	937	2628	1901	4529
5	Chandabali	301	599	1400	776	595	1371	719	608	1327	696	558	1254	670	548	1218	3662	2908	6370
6	Dhamanagar	665	615	1280	663	579	1242	630	593	1223	614	586	1200	593	545	1138	3165	2918	6083
7	Tihidi	829	668	1497	828	557	1385	741	585	1326	828	548	1376	647	449	1096	3873	2807	6680
	Total	4977	3961	8938	4764	3761	8525	4565	3793	8358	4290	3397	7687	3976	3160	7136	22572	18072	40644
8	Basudebapur NAC	111	98	209	119	117	236	138	192	290	121	177	298	123	111	234	612	655	1267
9	Bhadrak Mpity	139	144	283	144	136	280	156	142	298	132	117	249	122	104	226	693	643	1336
	Total	250	242	492	263	253	516	294	294	588	253	294	547	245	215	460	1305	1298	2603
	Grand Total	5227	4203	9430	5027	4014	9041	4859	4087	8946	4943	3691	6234	4221	3375	7596	23877	19370	43247

Source - S.S A Survv - 2001

Total child population
Table- 2.10

Dist- BHADRAK

Sl. No	Block/ N.A.C Municipality	AGE GROUP (5 - 11)									AGE GROUP (11- 14)								
		All community			S.C			S.T.			All community			S.C			S.T.		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Basudevpur	18024	13503	31527	4351	3138	7489	24	17	41	6187	5664	11851	1477	1348	2825	8	7	15
2	Bhadrak	14492	12449	26941	3240	2772	6012	683	586	1269	4171	3021	7192	940	675	1615	196	142	338
3	Bhandari Poknan	12259	8878	21137	3038	2201	5239	284	206	490	5172	2218	7390	1282	551	1833	122	51	173
4	Bonth	9889	9099	18988	2570	2519	5089	364	353	717	5899	4735	10634	1583	1269	2852	224	179	403
5	Chandabali	19751	18292	33043	4665	4322	8987	28	26	54	4426	3678	8104	1045	869	1914	6	5	11
6	Dnamngar	13380	12019	25399	3320	2982	6302	128	115	243	7782	7545	15327	1932	1872	3804	75	72	147
7	Tinidi	14345	12273	26618	4381	3744	8125	26	22	48	4805	4090	8895	1468	1249	2717	9	7	16
	Total Rural	102140	86513	188653	25565	21678	47243	1537	1325	2862	38442	30951	69393	9727	7833	17560	640	463	1103
8	Basudevpur N.A.C.	2957	2808	5765	701	663	1364	7	6	13	1418	1208	2626	33	28	62	2	2	4
9	Bhadrak Municipality	7012	6492	13504	799	740	1539	227	225	452	2563	2521	5084	292	288	580	96	84	170
	Total Urban	9969	9300	19269	1500	1403	2903	234	231	465	3981	3729	7710	629	475	1204	88	86	174
	Grand Total	112109	95813	207922	27065	2381	50146	1771	1556	3327	42423	34680	77103	10356	8308	18764	728	549	1277

Source- Survey S.S.A. - 2001

Table-2.11

Gross enrolment Ratio (GER)

Dist - BHADRAK

Sl.No	Name of Block and Municipality	Primary									Upper Primary												
		All Community			S.C			S.T			All Community			S.C			S.T						
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
1	Basudevpur	97.13	99.53	98.16	95.49	101.68	98.09	95.83	105.88	100	55.69	41.63	48.97	55.45	41.54	48.97	55.45	41.54	48.97	55.45	41.54	48.97	
2	Bhadrak	86.19	86.6	86.38	86.35	86.83	86.57	86.09	86.86	86.44	70.7	62.33	57.16	55.53	82.51	66.81	56.12	82.39	67.15	67.15	67.15	67.15	
3	Bhandari Pokhan	75.41	88.2	80.78	75.41	88.14	80.75	76.4	88.34	81.42	37.85	85.12	52.04	37.83	84.93	51.99	55.88	82.35	50.26	50.26	50.26	50.26	
4	Bonth	99.13	77.98	88.99	102.25	75.46	88.99	101.92	75.63	88.98	43.22	52.24	47.24	43.22	52.24	47.19	39.73	24.58	33	33	33	33	33
5	Chandbali	78.47	67.29	73.09	78.49	67.28	70.88	78.57	69.23	74.07	52.23	55.13	53.55	52.24	55.12	53.55	66.66	40	54.54	54.54	54.54	54.54	
6	Dnamnagar	95.32	97.82	96.5	95.33	97.85	96.52	93.75	96.52	95.06	32.86	43.22	41.51	39.8	43.16	41.45	40	44.44	42.17	42.17	42.17	42.17	
7	Tihidi	88.43	74.93	82.21	88.4	74.97	82.21	73.07	100	85.41	52.67	58.14	55.18	52.65	58.12	55.17	55.55	28.57	43.75	43.75	43.75	43.75	
	Total	88.1	83.7	86.08	88.29	83.36	86.02	88.54	107.09	97.13	49.99	51.36	50.6	47.26	54.30	50.44	44.68	62.85	52.31	52.31	52.31	52.31	
8	Basudevpur N.A.C	87.65	93.66	90.58	87.03	98.79	92.88	42.85	100	69.23	37.44	35.67	36.63	37.68	39.72	38.62	50		25	25	25	25	
9	Bhadra MPL	86.53	86.86	86.75	86.73	86.89	86.8	88.46	83.11	86.5	63.75	67.07	65.4	65.41	65.27	65.34	65.11	65.47	65.29	65.29	65.29	65.29	
	Total Urban	86.95	93.21	87.9	87	92.51	89.66	88.46	83.54	96.02	54.38	56.9	55.6	50.55	63.57	51.49	64.77	63.95	64.36	64.36	64.36	64.36	
	Grand Total	88	84.2	86.25	88.22	83.92	86.24	88.53	103.59	95.58	50.4	51.96	51.1	47.46	54.92	50.51	47.11	63.02	53.95	53.95	53.95	53.95	

Table-2.12

Net Enrolment Ratio (NET)

Dist - BHADRAK

Sl.No	Name of Block and Municipality	Primary									Upper Primary								
		All Community			S.C.			S.T.			All Community			S.C.			S.T.		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Basudevpur	92.41	92.89	92.61	90.85	94.83	92.52	75	64.7	70.73	53.17	38.98	46.39	52.87	38.79	46.15	25	14.28	20
2	Bhadrak	83.09	82.92	83.01	83.48	83.08	83.3	82.57	82.42	82.5	68.3	58.85	64.33	67.55	58.66	63.83	52.55	56.33	54.14
3	Bhandari Pokhari	71.33	82.28	75.93	71.19	82.14	75.79	70.42	80.58	74.69	35.61	79.89	48.9	35.56	79.49	48.7	33.6	74.5	45.66
4	Bonth	94.23	72.49	83.81	97.08	70.02	83.69	96.42	70.25	83.54	41.05	49.65	44.88	40.93	49.56	44.77	36.16	20.11	29.03
5	Chandbali	75.18	63.7	69.66	75.11	63.51	69.53	64.28	42.3	53.7	51.46	51.57	51.51	51.1	51.43	51.25	16.66		9.09
6	Dhamnagar	90.62	92.54	91.53	90.51	92.45	91.43	88.28	89.56	88.88	42.4	35.95	39.23	37.11	41.23	39.14	38.66	33.33	36.05
7	Tindi	84.17	70.88	78.04	84.09	70.88	78	69.23	54.54	62.5	50.01	55.03	52.32	49.93	55	52.35	22.22	14.28	18.75
	Total	94.01	78.88	81.66	84.13	78.45	81.52	83.4	78.03	80.92	47.82	48.36	48.06	46.3	49.68	47.81	40.46	38.87	39.8
8	Basudevpur N.A.C	85.15	91.16	88.08	84.87	91.1	87.9	55.1	51.2	52.25	55.1	55.25	55	35.01	34.14	34.61	NA	NA	NA
9	Bhadrak MPL	85.02	85.07	85.04	84.73	84.86	84.79	86.78	80.88	83.84	62.5	65.76	64.12	61.98	64.93	63.44	60.46	63.09	61.76
	Total Urban	85.06	86.37	85.95	84.8	87.81	86.25	94.61	79.22	81.93	52.82	55.59	54.16	47.53	60	48.5	59.09	61.62	60.34
	Grand Total	84.1	79.66	82.05	84.17	79.02	81.8	83.56	78.21	81.06	48.29	49.14	48.67	46.37	50.27	47.91	42.71	42.44	42.59

Table-2.13

Incidence of Out of School Children in the age group of 6-14 years													
Sl.No	Name of the Block/ Urban Local Body	Drop out and never enrolled children in the district			Drop out children as percentage of 6-14yrs in the district			Never enrolled children as percentage of 6-14yrs in the district			Never enrolled and drop out children as percentage of 6- 14yrs in the district		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Basudevpur	3558	3069	6627	12.66	13.78	13.14	4.46	5.47	4.89	17.11	19.25	18.03
2	Bhadrak	3223	2805	6028	13.06	13.54	13.28	7.88	8.53	8.17	20.94	22.07	21.45
3	Bhandari Pokhari	6228	1377	7605	23.72	19.12	21.58	16.67	12.58	14.77	40.38	31.70	36.35
4	Bonth	3135	4564	7699	23.01	20.00	21.69	13.71	13.06	13.42	36.71	33.06	35.12
5	Chandbali	7489	6509	13998	15.11	15.63	15.36	28.73	27.59	28.18	43.83	43.22	43.54
6	Dhamnagar	5243	4608	9851	24.32	15.32	20.25	11.24	10.76	11.01	35.56	26.68	31.26
7	Tihidi	3944	4777	8721	16.11	21.78	18.56	15.13	12.50	13.99	31.23	34.28	32.55
	Total	32820	27709	60529	17.64	16.70	17.21	13.54	13.08	13.33	31.18	29.78	30.54
8	Basudevpur N.A.C	1252	955	2207	28.18	21.86	25.05	11.91	9.34	10.64	40.09	31.20	35.69
9	Bhadrak MPL	1874	1683	3557	14.22	20.40	17.23	5.91	6.98	6.43	20.13	27.38	23.66
	Total Urban	3126	2638	5764	18.25	20.83	19.51	7.64	7.68	7.66	25.89	28.51	27.17
	Grand Total	35946	30347	66293	17.70	17.12	17.43	13.00	12.52	12.78	30.70	29.64	30.22

Table- 2.14

Enrolment of children in the age group(5-11) years in primary school(All Community)

Dist-BHADRAK

Sl. No.	Name of the Block/L.U.B.	Class-I			Class-II			Class-III			Class-IV			Class-V			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Basudevpur	3364	2637	6001	3255	2575	5830	3350	2461	5811	3200	2126	5326	2728	1941	4669	15675	11793	27700
2	Bhadrak	2609	2131	4740	2305	2150	4455	2346	1951	4297	2035	1607	3642	1997	1734	3731	11292	9573	20865
3	Bhandari pokhari	2239	1730	3969	2146	1608	3754	1770	1505	3275	999	905	1904	841	807	1648	7995	6555	14550
4	Banth	1815	1065	2880	1578	1042	2620	1728	1267	2995	1607	1320	2927	1841	1152	2993	8569	5846	14415
5	Chandabali	3119	2257	5376	1042	2239	3281	2763	2290	5053	2671	2083	2083	2522	2034	4556	14100	10903	25003
6	Dhamanagar	2405	2202	4607	3025	2057	5082	2250	2123	4373	2202	2085	4287	2112	1906	4018	11375	10373	21748
7	Tihidi	2443	1938	4381	2396	1580	3976	2248	1662	3910	2080	1548	3628	2026	1222	3248	11325	7950	19275
	Total	17994	13960	31954	15747	13251	28998	16455	13259	29714	14794	11674	23797	14067	10796	24863	80331	62993	143324
8	Basudebapur NAC	304	250	554	336	330	666	421	333	754	356	302	658	351	295	646	1768	1810	3578
9	Bhadrak Mpty	1050	1094	2144	1087	1023	2110	1192	1070	2262	989	852	1841	894	734	1628	5812	5373	11185
	Total	1354	1344	2698	1423	1353	2776	1613	1403	3016	1345	1154	2499	1245	1029	2274	7580	7183	14763
	Grand Total	19708	15304	34652	17170	14604	31774	18068	14662	32730	16139	12828	26296	15312	11825	27137	87911	70176	158087

Table-2.15
Types of Facilities

List - BHADRAK

Sl. No.	Name of the Block/ Urban Local Body	Book Bank	Boundary	Electricity	Girls Toilet	General Toilet	School Bell	Black board	First Aid	Wall Clock	Bench and desk for		Chairs for Teachers		Tables for Teachers			Water Supply	Science Kit	
											Some	Total	All	Some	Total	All	Some			Total
1	Basudevpur	2	1	3		2	120	210			62	68	30	30	60	30	30	60	150	200
2	Bhadrak	2		10	1	3	125	230		67	50	50	230		230	230		230	146	200
3	Bhandari Pokhari	2	1	7	2	2	107	177		2	48	48	48	48	96	176		176	98	150
4	Bonth	3	4	8	3	4	112	184		10	51	51	184		184	184		184	113	120
5	Chandbali	3	4	8	1	4	120	244		7	41	41	238		238	238		238	16	224
6	Dhamnagar	2	1	2		5	23	252		4	85	85	202		202	202		202	124	117
7	Tihidi	2	2	8	2	2	101	207		36	36	36	205		205	205		205	43	185
	Total	18	13	46	9	22	788	1504		126	373	379	1137	78	1215	1265	30	1295	750	1196
8	Basudevpur N.A.C	1		1			2	29		1	10	20	20		20	20		20	20	27
9	Bhadrak MPL	8	18	23	8	8	43	64	5	42	8	23	64		64	64		64	43	48
	Total Urban	9	18	24	8	8	45	93	5	43	118	43	84		84	84		84	63	75
	Grand Total	27	31	70	17	30	833	1597	10	169	391	422	1221	78	1299	1349	30	1379	813	1271

Table-2.16

Distributions of Schools by No. of Class Rooms

Dist - BHADRAK

Sl. No	Name of the Block/ Urban Local Body	Building less schools	One class room	Two class room	Three class rooms	Four class room	Five class rooms	Six class rooms	More than Six rooms	Total
1	Basudevpur	42	10	62	35	53	10			212
2	Bhadrak	52	34	50	54	21	19	2		232
3	Bhandari Pokhari	29	51	61	13	19		3		176
4	Bonth	50	10	73	25	18	5	3		184
5	Chandbali	54	30	92	34	22	12			244
6	Dhamnagar	86	71	52	20	14	5	2	2	252
7	Tihidi	37	23	91	28	17	11			207
	Total	350	229	481	209	164	62	10	2	1507
8	Basudevpur N.A.C	1	1	12	4	6	5			29
9	Bhadrak MPL	3	2	29	17	3	1	1	8	64
10	Chandabali (Census Town)									
	Total Urban	4	3	41	21	9	6	1	8	93
	Grand Total	354	232	522	230	173	68	11	10	1600

Table-2.17(b)

Teachers Position (Upper Primary)

Dist- BHADRAK

Sl No	Block / NAC / Municipality	No of sanctioned Post	No. of teachers in Position			No. of post Vacant	All community									Scheduled Caste						Scheduled Tribe		
			Regular Teacher	Para teacher	Total		Trained			Untrained			Trained			Untrained			Trained			Untrained		
							M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Basudevpur	125	105	12	117	8	80	27	107	7	3	10	25	12	37	2	2	4	2	1	3			
2	Bhadrak	185	166	7	173	12	149	14	163	8	2	10	36	11	47	2		2	4		4			
3	Bhandari Pokhari	169	146	3	149	20	91	51	142	3	4	7	2	1	3									
4	Bonth	260	228	9	237	23	167	67	234	3		3	22	22	44	1		1						
5	Chandabai	213	188	13	201	12	136	26	162	32	7	39	19	3	22	11	4	15	4		4	11	1	12
6	Dhamanagar	271	173	10	183	88	98	41	139	36	8	44	10	2	12	1		1						
7	Tihid.	150	135	9	144	6	86	32	118	15	11	26	20	4	24	4	3	7	6	1	7		4	4
	Total	1373	1141	63	1204	169	807	258	1065	104	35	139	134	55	189	19	9	28	16	2	18	11	5	16
8	Basudevapur N.A.C	45	43	2	45		22	14	36	5	4	9	11	3	14	3	1	4						
9	Bhadrak MPL	109	103		103	6	72	31	103				3	3	6									
	Total	154	146	2	148	6	94	45	139	5	4	9	14	6	20	3	1	4						
	Grand Total	1527	1287	65	1352	175	901	303	1204	109	39	148	148	61	209	22	10	32	15	2	18	11	5	16

Source- Survey S.S.A. - 2001

Teacher Pupil Ratio

Table:2.18

BHADRAK

Sl. No	Block / NAC/ Municipality	Primary			Pupil Teacher Ratio	Upper Primary			Total	Pupil Teacher Ratio	
		No. of students enrolled (I to V)	No of teacher in position			No of students enrolled (VI to VII)	No of teacher in position				
			Regular Teacher	Para teacher			Total	Regular Teache			Para teacher
1	Basudevpur	30947	398	38	436	71 : 1	5804	105	12	117	50 : 1
2	Bhadrak	23273	473	59	532	44 : 1	4832	166	7	173	28 : 1
3	Bhandari Pokhari	17076	274	24	298	57 : 1	3846	146	3	149	26 : 1
4	Bonth	16899	312	51	363	47 : 1	5024	228	9	237	21 : 1
5	Chandabali	27809	372	35	407	68 : 1	4340	188	13	201	22 : 1
6	Dhamanagar	24512	417	38	455	54 : 1	6363	173	10	183	35 : 1
7	Tihidi	21883	429	29	458	48 : 1	4909	135	9	144	34 : 1
	Total	162399	2675	274	2949	55 : 1	35118	1141	63	1204	29 : 1
8	Basudebapur N.A.C	5252	52		52	100 : 1	962	43	2	45	21 : 1
9	Bhadrak MPL	11716	183		183	64 : 1	3325	103		103	32 : 1
	Total	16938	235		235	72 : 1	4287	146	2	148	29 : 1
	Grand Total	179337	2910	274	3184	56 : 1	39405	1287	65	1352	31 : 1

Source - S. S. A. - 2001

CHAPTER – III

Planning Process

Sarba Siksha Abhiyan is a national programme aimed at achieving the goal for universalisation of Elementary Education in an effective manner, 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 on 18.08.2001. All the Sarapanchis 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	<p data-bbox="317 277 555 309">Villagers and P.R.I.</p> <p data-bbox="317 315 514 347">Issues identified</p> <ol data-bbox="317 353 729 1778" style="list-style-type: none"> 1 children have to travel long (2 kms. & more) to reach school. 2. school building are not safe. 3 more than 2 classes held in one classroom. 4. uncomfortable sitting arrangement 5 limited rooms are also used for storage & M.D.M. 6 roadside schools with no boundary walls are always prone to accident. 7. children fail to gather minimum knowledge. 8. teachers do not stay in feeder village 9. lack of interaction between villagers/parents 10. improvement of teachers in MDM robs their valuable teaching time. 11. teachers donot attempt to impart teaching in friendly manner. 12. lack of regular supervision and academic monitoring the school. 13. teachers are helpless regarding irregular attendance of teachers. 14. textbooks are not available in time. Some parents find it costly to buy. 15. minority community demand special education facility. 16. migrating parents do not find residential schooling facilities for their children. 17. drop-outs : there is no specific provision to teach them beyond schooling times 	<p data-bbox="853 277 1248 309">Common issues discussed in the</p> <ol data-bbox="797 315 1356 1809" style="list-style-type: none"> 1. School in each habitation or within 1 km distance. 2. Condition of the building 3. Inadequate class rooms 4. Lack of basic infrastructural facilities 5. Inadequate teaching 6. Irregular teachers 7. Poor quality of teaching 8. Non-availability of teaching aids. 9. Lack of villagers teaching relation 10 Teachers do not stage in the school premises. 11. Involvement of teachers in M.D.M work. 12 Lack of proper supervision of schools 13. Lack of orientation to teachers on modern concept of learning. 14 Irregular attendance of the students at the schools 15. Poverty of the parents. 16. Lack of free text books to poor children. 17. M.D.M not qualitative and quantitative. 18. No step to check the dropouts. 19. Language problem in Muslim and Bengali dominated pockets. 20. Lack of pre school facility 21 No provision for beautification of school campus. 22 Non involvement of the community for the improvement of enrolment position and other developmental work of the school. 23. No provision of schooling facilities for the children of migrant families. 24 Lack of schooling facilities for special class of children like Scheduled Caste, Muslims, Child labour. 25 Lack of Provision for interacting the villagers with authority of Education Department and block/district administration. 26 Lack of communication facilities in flood-affected blocks where river, rivulets and nalas exist

2	Block level convergence meeting.	All Block level officers/Chairman/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. 3. Superstitions of minority groups. 4. Overloaded syllabus 5. Land property of the schools being encroached by the villagers. 6. Non-availability of plan ground for each school. 7. No regular health check-up for school children 8. Teachers don't adopt child centred and joyful learning approach. 9. No facility for labour class for attending the school due to rise up timetable. 10. V.E.C and teachers are ignored in 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. No of school 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 of urban areas. 8. There is no coordination among local urban body and educational supervising authorities. 9. Qualitative difference is found in 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 and award to teachers lack scientific judgment of reports to districts. 15. Lack of achievement level by rural students due to negligence of the teachers.

4	Teacher group- Primary teacher, U.G.M.E teachers Welfare Department 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 in transfer of teachers and school administration 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. Schools are among from the villages often students have to cross the high ways, railway lines, rivers etc. 11. Books are not supplied to the reserve are going of students and poor needy students. 12. Students are not given incentive like N.C.L.P. and welfare schools. 13. 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, Hindi 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

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 600 no. of unserved villages in the district which lacks schooling facilities	Out of unserved villages 79 no of villages justify opening of new primary school. Hence to given justice to the unserved villages, the rest villages should be covered with EGS / Alternative Schooling facility.
	II. National barriers like rivers, Nalas, lack of road and man made barriers like Highways, railway line create hindbrains for better access of children of these areas.	II. 400 no of Alternative schools are to be opened for children of the said area through DEEP.
	III. There are 354 building less Primary schools in the district where Teaching Learning is affected	Building for those schools are to be provided for better Schooling facility by DPEP.
	IV. Out of 1081 no. of Primary Schools and 512 no. of Upper Primary Schools there are 232 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 Basudevpur, Chandhali, Dhamnagr 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. 20 Community Hostels with arrangement for boarding, lodging coaching and care of children's who stay back one to be opened b. 20 condensed bridging Courses for children on their return are to be opened to make up for schooling time loss.
	VI. Special focus group like Muslim Girls, Scheduled Cast children are deprived of the educational facilities	VI Special schooling facilities are to be provided by opening of EGS/ Alternative Schooling facilities.(DEEP)
	VII. There are 1002 Anganwadi Centers in the Districts, which	VII a. Special Provision to be made for such category of children

	cannot accommodate 63495 children belonging to the age group of 3-5 for preschool children care	<ul style="list-style-type: none"> b Adequate trained teachers to be posted in some schools c. New Anganwadi Centres are to be opened d. Health issues of MTA.
Enrolment Retention	<ul style="list-style-type: none"> I. As per House hold survey 27959 children in the age group 15-10 are not attending schools due to household works, family occupation or as child labour. II. Want of Public awareness especially among women and Scheduled Tribe and SC Parents. III. Poverty of Parents IV Gender Disparities 	<ul style="list-style-type: none"> I. The problem can be solved by <ul style="list-style-type: none"> a Opening of Alternative Schools in that habitation. b. Rescheduling of time of school c. Free supply of reading writing material including textbooks. II. Awareness can be generated by <ul style="list-style-type: none"> a Involving NGOs/Youth clubs / Mahila Mandals b Activating VEC's c. By organizing Rallies. d. Discussion among them with interception by the community members. e. Display of Poster/ Wall Painting etc f. Special approach by door to door approach by teaching public Personalities, Retired Persons & elected representatives. g. Organisation of street play. h. Micro Planning for identification of issues and problems. i. If possible sending children of the same locality to bring their friends. j. Special drive for enrolment. III. <ul style="list-style-type: none"> a Providing free textbooks and other reading writing material to the deserving students in the presence of their parents. b. Ensuring of qualitative and quantitative MDM c. Providing free hostel facilities. d. Activating income generating Programme e. Award of merit scholarship/ incentives IV. <ul style="list-style-type: none"> a. Empowerment of women organization b. Formation of Kishori Sangha as Balika/Girls Group. c. Formation MTA.

	<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. Migrating family</p> <p>VIII. Students are mentally not ready to come to school for learning as there is a happy life at home.</p>	<p>V. a. Providing a school mother to take care of the babies in schools with provision of feeding and toys.</p> <p>VI. Motivating the community, religious leaders and their representatives. a. Additional information b. Lady teachers c. Community meetings.</p> <p>VII. a. Provision of single school b. Provision of mobile Teachers for that community. c. Special condensed Bridging Courses.</p> <p>VIII. a. School readings programme to be introduced by ICDS. b. ICDS center to be in the school campus or area near by place.</p>
Retention	<p>1. Irregular attendance of students</p> <p>2. Want of special care weaker students Development of Fear Psychosis</p>	<p>1. a. Regular Contact of teachers with Parents, VEC interaction, constant assessment by cluster groups and gram Sevaks. b. Activities to intervene and bring this back VEC, MTA.</p> <p>2. a. Unit Test to be conducted to identify such students. b. Special locality for weaker students. c. Remedial measures to be undertaken. d. Special incentives for the teachers taking extra responsibility.</p>
	<p>3. Unfriendly attitude of Teachers</p> <p>4. Monotonous teaching process of teachers</p>	<p>3. a. Special orientation for the teachers has to deal with young children b. Proper supervision and assessment of teacher's aptitude.</p> <p>4. a. Orientation of teachers for</p>

			joyful learning approach
			b. Supply of Teaching Aids and other materials.
5	Non availability of book	Text	5.
			a. Books are to be made available in time.
			b. Free Textbook to be supplied for focused groups/deprived children
6	Dull school Environment		6.
			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.
7.	Non involvement of VEC		7.
			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.
8.	Lack of drinking water facilities and Toilet facility for students and teachers.		8.
			a. All school should have drinking water facilities.
			b. Provision of separate Toilet facilities for boys and girls.
9.	Non involvement of NGOs in Education Sector		9.
			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.
10.	Inadequate Provision of extra curricular activities.		10
			a. Regular sports activities.
			b. Different competitions like

	<p>11. Demand of Examination fees and other fees for cultural functions</p> <p>12. Migration of Parents</p> <p>13. Lack of skill oriented Education especially for girls.</p> <p>14. Over burdened curriculum</p> <p>15. Evaluation is in complete.</p>	<p>music, art</p> <p>c. Organisation of Annual function and other cultural functions.</p> <p>d. Celebration of important events and days.</p> <p>e. News papers to schools</p> <p>11.</p> <p>a. Contingencies to be provided for the purpose</p> <p>b. Examination/Evaluation to be conducted in a continuous process without taxation to pupils.</p> <p>12. Provision of Seasonal Hostels, condensed bridging course and mobile teachers is to be made</p> <p>13. (a) Due emphasis is to be given or work experience under school curriculum.</p> <p>b) Gradual change in environment by introducing education closer to life skills</p> <p>14. (a) Curriculum to be re organized so as to suit the liking of the pupils.</p> <p>15.(a) Evaluation to be simplified by continuous evaluation.</p> <p>(b) Students are not to be serious/ too conscious about evaluation</p>
Quality of Education	I. Lack of proper method of teaching of teachers in teaching learning process	<p>I.</p> <p>(a) Orientation programme on suitable methods of teaching is to be organized.</p> <p>(b) Center school activities to be strengthened</p> <p>(c) Regular supervision and follow up action to be made.</p>
	II. Non availability of common teaching aids	<p>II. Provision of standard teaching aids to be made</p> <p>(a) Teachers to be imparted skill to develop low cost aids.</p> <p>(b) CRCs to be given charge to impart technique among teachers.</p> <p>(c) All schools to be electrified for use of Electronic aids.</p>

	III. Regarding training on context knowledge.	III (a) Development of modules of effective training on methodology, evaluation process, preparation of daily diary etc. (b) DIET, BPC, 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 ICDS functionaries to be ensured. (c) Provision of adequate play material, Booklet containing pictures etc. are to be supplied. (d) Increasing of pre-school timing. (e) Strengthening pre-school education aspect.
Capacity Building	I. Lack of provision to enrich the capacity of teachers	I. (a) Provision of establishment of DIET

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

CHAPTER - V

BHADRAK 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 Bhadrak district in DPEP 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 UEE 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 upper grading the primary school .
08. To ensure a better and balanced student teacher ratio.
09. To strengthen the S.T schools
10. To make coordination for better convergence among different educational offices and other agencies
11. To strengthen the district primary education system by creating a silent social revolution.
12. To ensure education for migratory population, special focus group.
13. To provide better educational facilities to the children of remote areas and in accessible pockets.
14. 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 & ST (boys & girls)
- Girls from general and minority communities
- Migrating family children
- Handicapped boys & girls.
- Children of inaccessible areas
- Working children
- Street children, platform 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
- (h) Strengthening of ST School for carrying out innovative activities relating to research, evaluation, quality improvement.

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.

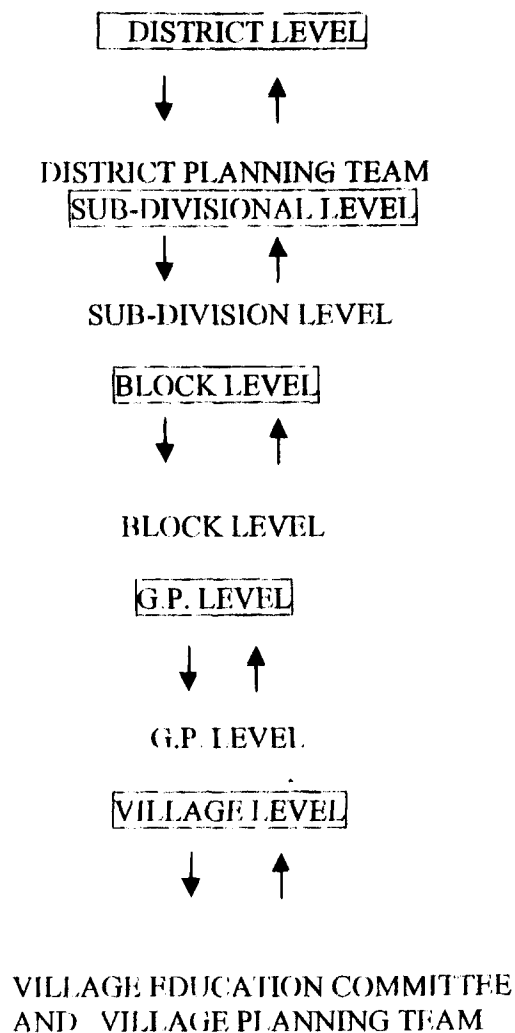
2. PLANNING AND MANAGEMENT

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 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.

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 DEEP Plans)

- 1. Buildings for building less schools. 254 other agency 100
- 2. Opening of new Primary Schools with buildings: 29 Primary Schools + 39 Upper Schools.

3. Additional class rooms: Primary 660+ Upper Primary 325.
4. C.R.C Buildings: 166
5. B.R.C Buildings: 07
6. Training Hall: 01
7. M.I.S Building : 01
8. Major repairs of buildings : 480(Primary School 410 + Upper Pry. Schools 70)
9. Toilets : 530
- 10 Renovation of S.T schools hostel : 1
11. ECC Centers – 410
12. EGSC to be upgraded to primary schools – Primary School 260 + Upper Primary Schools 38
13. Electrification of BRC,CRC, MIS buildings and Schools.
14. Boundary wall – 250
15. Headmaster's room-for Upper Primary Schools
16. Tubewell – 530
17. Child friendly element like sliders etc.

4. ACCESS AND ALTERNATIVE SCHOOLING

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

Retention of these children in school by providing residential facilities during the period of migration. Enrolment in child labour schools during this period.

- a) Courses of studies EGSC curriculum.
- b) Appointment of two additional teachers in each child labour school.
- c) Feeding of the children through mid day meal.
- d) Additional contingency to be provided through DEEP for teachers to prepare T.I.M.
- e) School Improvement Grant

The household survey shows an important reason of non enrollment 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.

Separate child labour school should be opened for the children employed as child labour.

166 Primary School teachers will be deputed as CRC Coordinator and 7 Elementary teacher of level III will be BRC Coordinator. They will be selected through visioning workshops. 7 Upper Primary teacher may act as Training Assistant. As 173 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	<p>Providing access through better schooling facilities.</p> <p>Providing access to the children of unserved habitations and areas having natural barriers, and for special focus groups</p>	<p>I. Opening of new schools for the unserved habitations</p> <p>II. Construction of building for building less schools</p> <p>III. Construction of additional class rooms.</p> <p>IV. Appointment of teachers for the new school.</p> <p>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.</p> <p>VI. Engagement of instructors for EGS</p> <p>VII. Provision of salary for new schools.</p> <p>VIII. Provision of Honorarium for EGS instructors.</p> <p>IX. Contingency to EGS centers.</p> <p>X. Furniture for new schools</p> <p>XI. Teachers grant for new schools</p> <p>XII. Grants for EGS instructors</p> <p>XIII. Reading writing materials for student of new schools and EGS centers.</p>

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

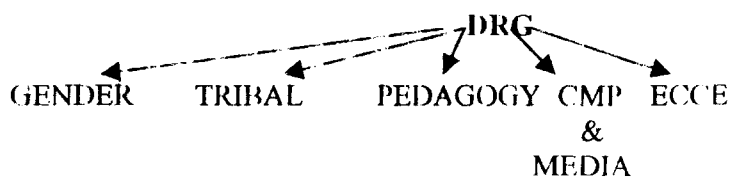
Imparting needbased training to teachers:

- 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. The common DRG will be for

COMMON DRG FROM THE DISTRICT



Organisation of training programmes

Three tier training programme at DIET ,BRC,CRC level will be organized for, BRGs, 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, 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, Bhadrak 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 workload of training programmes and other related activities of DEIP.

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. 07 BRCs will be established in the district one for each block. Further it will provide guidance and technical support to 166 CRCs and will also monitor and evaluate the functioning of CRCs . The BRC will be provide 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 DRU 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 there academic problems. Each CRC will be provided with grants for conducting of research activities, micro planning & school mapping.

166 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 ECC'E activities.
- Providing feed back to BRC and schools.
- Organising meeting of PTA, MTA, NGOs etc.
- Training to teachers on different subjects.

Handwritten notes and stamps at the bottom left of the page, including a date stamp "D-11/7/18" and a signature "72-203".

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 additional Classroom and repairing of existing school building 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. year.
2.	Intensive training programme for BRGs & Coordinators on pedagogy	To train in the new approach on pedagogy to BRG, BRCCs & 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 B.R.C Coordinator	Pedagogical Improvement	Project Management
2.	Salary to Training Assistant	-do-	
3.	Peon cum messenger	-do-	
4.	C.R.C 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-
22.	Purchase of motor cycles for BRC	-do-	-do-
23.	Maintenance of Motor cycle at BRC	-do-	-do-

6. EDUCATION FOR SC/ST :

In Bhadrak district 3% of the total population contain S.T. and 20% contain SC population. These SC/ST students, specially SC girls need attention for pry 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. Hostel facility for SC/ST children specially for SC girls.
4. Awareness among parents/guardians regarding education
5. Focus in VEC/MTA/PTA.

	Strategies	Strategic Activities
1	Attitudinal training to teachers	a. Formation of DRG b. Training to SC/ST teachers
2	Supply of textbooks/TLM to all SC/ST children.	a. Identification of SC/ST children b. Purchase/production/transportation of books
3	Language barrier if any	Preparation of bi-lingual textbooks.
4	Meeting of VEC MTA/PTA etc.	Regular meeting of DRG, supervision/monitoring of education.
5	To bring SC/ST children to socio-cultural and educational mainstream.	a. Organisation of Block level/District level children fair. b. Provision of SC/ST girls hostel in primary school

7. GIRLS' EDUCATION:

DEIP 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 Bhadrak 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 /STSfaculty 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 leanners 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 under taken of district and block level.
5.	Orientation programmes for the eluster resource co-coordinators on possible Action Research Projects to be under taken on different intervention of the programmes.	Action Research to prove the achievement level on classroom studies various intervntion under DEEP.	To be under taken in 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.
----	---	--	--------------------------------------

9. ECCE:

As per the information received from DSO, Bhadrak out of 1335 villages in the District only 1002 villages have AW centers ECCE center will be opened in 410 villages and habitation as there are thickly populated habitations in the District.

From the issues identified at different conventions FGD held at different block the following strategies have been fixed from DIPEP 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 musical instruments for ECCE 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	Training 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 CIPO on DIPEP	To acquaint them with the DIPEP 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	7 days orientation training to school mother 10 each in 7 block each year.	To provide better training to school mother to provide better service.	To be undertaken in urban and semi urban area.
8	Supply of 1412 hand books to AW worker @ Rs.20/-	For better training reference books for better service.	To be progressed in the district by resource person.
10	Pre service trg. of 21 days once in service time of 1002 AWW and 10 supervisor residence	Necessary trg. for new AWW and supervisors is quite necessary for their service	-do -
11	Opening of 25 crèches in the Dist. 5 in each block & appointment of care taker.	To provide child care to working mother and girl child who engage in sibling care don't go to school.	
12	Infrastructure & recurring grants of Rs.500/- to each creates 25 x 500/- per annum	To facilitate the creators to run smoothly	

10. IED:

Following activities and steps are to be taken up through DEEP 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 resources 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. Firing 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
1	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
2	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 DPEP Dist. Authority.
3	Block level Competition of IED children once in each year for 6 years.	To enhance the ability of IED child in different level.	To be done in block level.
4	Medical assessment camp for IED child one camp in each block (1x7)	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 10 teachers.	To provide primary education to IED child.	Spl school in each block for this category of child.
6	One day orientation trg 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 instructional materials to IED children.	To provide; spl. teaching learning materials to disabled children.	To be provided to IED child of the district.

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 3 days each year. (3 days X 9 years). 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, PTA & MTA	The members of DRG/BRG will be selected on the basis of their experience in community mobilization activities.
2	Training of DRG, BRG	To enable them to impart training to VEC, PTA, MTA	The members will be trained at the District Level by the experts from SPO
3	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.
4	Exposure visit of DRG, BRG members to neighboring DEEP district or State.	To acquaint them with the progress and process of community mobilization	A group of member will move.
5	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
6	Wall painting in every Panchayat & Block Head Quarters	-do-	-do-
7	Printing & distribution of leaflets stating the details of DEEP for the knowledge of people.	-do-	-do-
8	Village level 1 day student rally (without any cost) for mobilization of the project. Rs.50 will be paid to each school towards banner.	Enrollment drives.	-do-
9	Preparation of video cassettes (schooling) of local folk dances, street plays Daskathia etc for mobilization campaign.	-do-	-do-
10	Preparation of Audio cassettes (100) comprising songs of local dialect advertisement the various aspects of DEEP.	-do-	-do-

11	Training of VEC members at cluster level 166 cluster center comprising members of the VEC of each school. 3 days (tg) in each Year for the project year	Imparting the role and function of VEC for achieving UEE	To be done in each village in the 1 st year of DEEP
12	A 3-day block level training of VEC Presidents of 108 schools in the district.	-do-	-do-
13	A 3 days training of women activities in block level training 30 participants in each block	The role of women in achieving UEE and suggestions relating to girls students.	To be held in each block for 3 days in the 1 st year
14	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.
15	Awards to the best VEC who have done remarkable work each yr. from each block (5 x 1) for 9 years.	To enhance other working spirit of VECs	To be done each year in block level
16	A District level VEC award will be given to best 3 VECs scheduled in the district.	-do-	To be done in the district level each year for 9 year.
17	Students welcome day will be observed in each year in each school with a cost of Rs.200/- per school for 9 year.	To acquaint the new comer students with the school environment.	Done in school level each year after admission is over.
18	Organizing pada yatra of youth activities, NGOs, VEC. A group of 50 persons in each block	To mobilise the people and provide the various aspects of DEEP and its working.	To be done in each block only 5 x 2000 pamphlets and posters & banners will be provided by the DEEP.
19	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 UEE	To be done in all village, GPs, Block headquarters and selected places by DEEP.
20	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
21	Block level convention each year in every block in 7 blocks in 9 years (The convention consisting of 100 members from each block.	To highlight the achievement of DEEP and assess its working	To be done in each year in block level.
22	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	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.	

	project.		
23	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.	
24	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, askathia, and fock
 - ii) Preparation and presentation of street plays
7. Provision of Exhibition at District level and Block level.
8. Documentation.
9. Field visit.

MEDIA

SL. NO.	INTERVENTION	OBJECTIVES	STRATEGIC ACTIVITIES
1	Publication of News letters on DEEP	To make publication on different DEEP activities.	Monthly news letters one month.
2	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
3	Development and production of posters banners, slogans wall painting conveying DEEP message.	For wide publicity and motivation.	Through workshop.
4	Preparation of news items on DEEP for local dailies.	Wide publicity.	Articles from teachers researchers & curriculum specialities will be invited.
5	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.

13. DISTANCE EDUCATION:

In order to strengthen the on going training activities the following activities will be taken up 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.I. 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.I. 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) Chau - 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 I 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 FMIS 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 FMIS & 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)

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, engagement as child labour.

MIGRATION ISSUE IS A DISTRICT SPECIFIC ISSUE:

Due to repeated flood ,cyclone and regular crop failure migration is a major problem in Bhadrak. 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 campus for a period of six months due to seasonal migration of their parents to Gujurat, Andhra Pradesh and Maharastra. Some parents try to enrol their children in schools during the month of June and July each year. But in the month of November / December the parents along with their children migrate to other states. 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 DFEP 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 DFEP.
3. The teachers of alternative schooling will be paid by DFEP.
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 Bhadrak to monitor and evaluate the programme components implemented properly at all levels. The cell will act under constant advice and direction of the Principal DIET Bhadrak.

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

BLOCK LEVEL MANAGEMENT

The blocks will act as the model agency in implementing DFEP 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. WFO | Member |
| 8. J.E (Civil works) | Member |

Miscellaneous / maintenance contingency	5	9	1	1	1	1	1	1	1	1	1	1	
concurables	4	9	1	1	1	1	1	1	1	1	1	1	
TA / AD	4	9	1	1	1	1	1	1	1	1	1	1	
POL for vehicle (Per Vehicle Month) 1 vehicle per atlease four blocks for monitoring and onsite support (7 blocks+ 2 DIS + 3 DPO +1 STS/DIET) maintenance	6.5	9	1	1	1	1	1	1	1	1	1	1	
Purchase and instalation of Fax	0.25	9	1										
Installation of Phones	0.01	4	2	2									
Telephone and Fax charges per year	1.2	18	2	2	2	2	2	2	2	2	2	2	
Equipment for DPO	1	24	12	12									
Furniture for DPO	0.75	24	12	12									
Rent. Electricity chages for DPO (per month)	0.25	108	12	12	12	12	12	12	12	12	12	12	
Books and journals for DPO	0.005	108	12	12	12	12	12	12	12	12	12	12	
Consultancy charges haring of exports on pedagogy involmment documentation fainance, participatory planning management, special focus group and others as required	5.00	30	3	3	3	4	4	4	4	3	3	3	

Reviwe of the progress by national reviw mission	2.00	17	1	2	2	2	2	2	2	2	2	
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 facilitating convergence	1.00	26	2	3	3	3	3	3	3	3	3	
Consultancy	2.00	235	15	25	25	25	25	30	30	30	30	

Miscellaneous / maintenance contingency	5	9	5	5	5	5	5	5	5	5	5	5	45
concomabies	4	9	4	4	4	4	4	4	4	4	4	4	36
TA / AD	4	9	4	4	4	4	4	4	4	4	4	4	36
POL for vehicle (Per vehicle Month) i vehicle per atleast four blocks for monitoring and onsite support (7 blocks+ 2 DIS + 3 DPO +1 STS/DIET) maintenance	6.5	9	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	58.5
Purchase and instalation of Fax	0.25	9	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	18	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	21.6
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	0.005	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 haring of exports on pedagogy involment documentation fainance. participatory planning management. special focus group and others as required	5	30	15	15	15	20	20	20	20	15	15	15	150

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 faciliting convergence	1	26	2	3	3	3	3	3	3	3	3	3	26
Consultancy	2	235	30	50	50	50	50	60	60	60	60	60	470
Total			112.030	138.380	117.360	122.360	122.360	130.560	125.560	125.560	125.560	125.560	1119.730

Training hall to DIET/ST School	4.0	1		1								1-
Upgradation of ST School to DIET	15.0	1		1								1-
Tubewell for Schools	0.5	530	100	100	100	100	130					530
Boundary Walls for road-side and interior schools	0.75	250	100	100	50							250
Toilets for Schools	0.22	530	230	230	50	20						530
ECE Centres	1.5	410	100	100	100	100	10					410
Matching grant to EGS centre for construction of buildings when it will be converted to PS and UPS.	0.3 (P.S.)	600				300	300					600
	0.3(UPS)	75				40	35					75
Electrification of BRC,CRC and selected schools	0.2	573	200	200	173							573
Childfriendly elements(sliders)	0.1	1410	200	610	600							1410
Training hall to DIET/ST School	8.0	1		1								1-
Model school for the disables	20.0	1			1							1-
Resource Rooms for IED Equipments	2.0	7		3	4							7-

	involving VECs,HMs,CRCs, AWW,MTRs in cluster level planning process 13 days located GPs	0.03	180 programm es	0	10	20	20	20	20	30	30	30	180
	Training to Headmasters Sis. and administrative functionaries on management	0.084	45	5	5	5	5	5	5	5	5	5	45

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 Panchnyats (3rd)	0.03	166 programmes	0.60	0.60	0.60	0.60	0.90	0.90	0.78	0.00	0.00	4.98
	Micro Planning in selected Educationally Deprived Areas (per GP)	0.05	140	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	0.00	7.00
	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	8 years	0.00	0.35	0.35	0.35	0.35	0.35	0.35	0.35	0.35	2.80
	Preparation of Separate Plans for Urban Areas (Slums and Cities) (to be integrated into the district plan)	0.05	8 years	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	30 most backward GPs	0.00	0.00	2.50	2.50	2.50	2.50	2.50	2.50	15.00	30.00
	School mapping and school efficiency measurement studies (per GP) 10 GPs 2 times other 1 time	0.15	176 programmes	0.00	0.00	3.75	3.75	3.75	3.75	3.75	3.75	3.90	26.40

Involving VECs, HMs, CRCs, AWW, MTRs in cluster level planning process 13 days located GPs	0.03	180 programmes	0.00	0.30	0.60	0.60	0.60	0.60	0.60	0.90	0.90	0.90	5.40
Training to Headmasters Sis, and administrative functionaries on management	0.084	45	0.42	0.42	0.42	0.42	0.42	0.42	0.42	0.42	0.42	0.42	3.78
Total			2.57	3.32	9.87	9.87	10.17	10.17	10.35	8.57	21.22	86.11	

Scheduling of Physical Targets to be Achieved (Pedagogical Improvement)

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	63	7	7	7	7	7	-	7	7	7
	Contingencies to CRC	0.025	1494	166	166	166	166	166	166	166	166	166
	Furniture to BRC	0.250	7	4	3							
	Furniture to CRC	0.030	166	50	100	16						
	Equipment to BRC	0.750	7		3	4						
	Computer to BRC	1.000	7		7							
	Computer to CRC	0.500	166		52	52	62					
	Equipment to CRC	0.070	166		52	52	62					
	TLM Grant to BRC	0.050	63	7	7	7	7	7	7	7	-	-
	TLM Grant to CRC	0.010	1494	166	166	166	166	166	166	166	166	166
	Visioning Worksnop for BRCC and block resource support group (7 days)(40 members)	0.196	42	7	7			7	7		7	7
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	19batches	2	3	1	2	2	2	2	1	1
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	8batch		4	1	1		2			
	Capacity Building of 20 Member Resouce Support Team for each BRC (3 days) (40 members)	0.084	49	4	3	7	7	7	7	7	3	4

Theme based block level workshop 3 days 3 workshop every-year	0.84	189	21	21	21	21	21	21	21	21	21	21
Needbased cluster level workshop in a year 3 days each	0.084	1494	166	166	166	166	166	166	166	166	166	166
Needbased shortterm orientation of teachers 2 days at cluster level 3 programmes each year	0.056	4482	498	498	498	498	498	498	498	498	498	498
intensive monitoring programme AHWAN for five alternative year.3 months in a year	11.2	10	2		2		2		2		2	
Training to Headmaster and Educational administrators on School Management.5 days (40 in a group)	0.14	2350	500	500	500	500	350					

Year wise Costing to be Achieved (Pedagogical Improvement)

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	63	0.875	0.875	0.875	0.875	0.875	0.875	0.875	0.875	0.875	7.875
	Contingencies to CRC	0.025	1494	4.15	4.15	4.15	4.15	4.15	4.15	4.15	4.15	4.15	37.35
	Furniture to BRC	0.25	7	1	0.75	0	0	0	0	0	0	0	1.75
	Furniture to CRC	0.03	166	1.5	3	0.48	0	0	0	0	0	0	4.98
	Equipment to BRC	0.75	7	0	2.25	3	0	0	0	0	0	0	5.25
	Computer to BRC	1	7	0	7	0	0	0	0	0	0	0	-
	Computer to CRC	0.5	166	0	26	26	31	0	0	0	0	0	83
	Equipment to CRC	0.07	166	0	3.64	3.64	4.34	0	0	0	0	0	11.62
	TLM Grant to BRC	0.05	63	0.35	0.35	0.35	0.35	0.35	0.35	0.35	0.35	0.35	3.15
	TLM Grant to CRC	0.01	1494	1.66	1.66	1.66	1.66	1.66	1.66	1.66	1.66	1.66	14.94
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	42	1.372	1.372	0	0	1.372	1.372	0	1.372	1.372	8.232
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	19batches	0.168	0.252	0.084	0.168	0.168	0.168	0.168	0.336	0.084	1.596
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	8batch	0	0.784	0.196	0.196	0	0.392	0	0	0	1.568
	Capacity Building of 20 Member Resouce Support Team for each BRC (3 days) (40 members)	0.084	49	0.336	0.252	0.588	0.588	0.588	0.588	0.588	0.252	0.336	4.116

School Improvement Grant to Schools (Upper Primary)	0.03	4846	15.48	16.08	16.26	16.26	16.26	16.26	16.26	16.26	16.26	16.26	145.38
Introduction of cumulative progress cards in selected schools	0.0001	307000	1	4	4	5	1.7	7	4	4	0	0	30.7
Introduction of health cards in selected schools	0.0001	307000	1	4	4	5	1.7	7	4	4	0	0	30.7
TLM Grant to Primary School teachers	0.005	34087	16.495	16.995	17.545	19.9	19.9	19.9	19.9	19.9	19.9	19.9	170.435
TLM Grant to Upper Primary Schools	0.007	14367	10.689	10.829	10.969	11.347	11.347	11.347	11.347	11.347	11.347	11.347	100.569
Free textbooks to SC, ST and girls	0.001	284000	15	20	23	27	30	35	40	44	50	0	284
Supplementary reading materials @ Rs.25 per child)	0.00025	120000	3.75	3.75	3.75	3.75	3.75	3.75	3.75	3.75	3.75	0	30
Journal at Block level and cluster level.	0.02	1557	3.46	3.46	3.46	3.46	3.46	3.46	3.46	3.46	3.46	3.46	31.14
Academic supervision and monitoring support to Resource Groups	0.25	9	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	2.25
Library to BRC	0.3	28	0	2.1	0	2.1	0	2.1	0	2.1	0	0	8.4
Library to CRC	0.08	664	0	13.28	0	13.28	0	13.28	0	13.28	0	0	53.12
Library to Schools/PS/UPS including new schools	0.03	2350	15	15	15	15	10.5	0	0	0	0	0	70.5
Calendars on Pedagogical activities for schools, BRC, CRC, DIET	0.0015	2350	0.75	0.75	0.75	0.75	0.525	0	0	0	0	0	3.525
Video cassettes and CD on different themes for BRC, CRC and DIETs (20 sets to each)	0.1	174	4	4	4	4	1.4	0	0	0	0	0	17.4
Material development at block and district	2	7	0	14	0	14	0	14	0	14	0	0	56

Exposure visit of Resource Groups and Teachers	0.3	36	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	10.8
TLM book exhibition, sishumela at block level atleast in each year.	0.1	126	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	12.6
Theme based block level workshop 3 days 3 workshop every year	0.84	189	17.64	17.64	17.64	17.64	17.64	17.64	17.64	17.64	17.64	17.64	158.76
Needbased cluster level workshop in a year 3 days each	0.084	1494	13.944	13.944	13.944	13.944	13.944	13.944	13.944	13.944	13.944	13.944	125.496
Needbased shortterm orientation of teachers 2 days at cluster level 3 programmes each year	0.056	4482	27.888	27.888	27.888	27.888	27.888	27.888	27.888	27.888	27.888	27.888	250.992
Intensive monitoring programme AHWAN for five alternative year. 3 months in a year.	11.2	10	22.4	0	22.4	0	22.4	0	22.4	0	22.4	0	142
Training to Headmaster and Educational administrators on School Management. 5 days (40 in a group)	0.14	2350	70	70	70	70	49	0	0	0	0	0	329
TOTAL			342.576	401.381	433.583	419.735	397.143	276.957	335.838	277.613	290.036		3174.86

Access for Deprived Children													
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
	Camp School Provisions for out of school children to get primary education (non res) per child rs 150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	280	40	50	50	50	30	30	30			280
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	260	40	40	40	40	40	40	20			260
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	42 camps	6	6	6	6	6	6	6			42
	Salary of teachers in new schools (primary) 58 teachers	0.96	328		38	58	58	58	58	58	58	58	328
	Salary of teachers in new schools (upper primary)78 teachers	1.2	432	20	40	60	78	78	78	78	78	78	432

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	210 camps		40	40	40	40	40	40	10			210
Instructors/Gurujees for EGS primary	0.01	5380	800	800	540	540	540	540	540	540	540	540	4300
Instructors/Gurujees for EGS upper primary	0.01	1636	230	230	168	168	168	168	168	168	168	168	1300
Training to Gurujees / Educated volunteers(40 member 10 days)	0.005	234	26	26	26	26	26	26	26	26	26	26	182
Academic supervision and other provision for camp school per block	0.15	60	8	8	8	8	8	8	10	10			60
Facilitating school based activities in these institutions	0.03	180	24	24	24	24	24	24	30	30			180
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	60	40	40	40	30			300
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	260	40	40	40	40	40	40	40	20			260

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	210 camps	0	9.6	9.6	9.6	9.6	9.6	9.6	2.4	0	0	50.4
Instructors/Gurujees for EGS primary	0.01	5380	8	8	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	53.8
Instructors/Gurujees for EGS upper primary	0.01	1636	2.3	2.3	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	16.36
Training to Gurujees / Educated volunteers(40 member 10 days)	0.005	234	0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13	1.17
Academic supervision and other provision for camp school per block	0.15	60	1.2	1.2	1.2	1.2	1.2	1.2	1.5	1.5	0	0	9.7
Facilitating school based activities in these institutions	0.03	180	0.72	0.72	0.72	0.72	0.72	0.72	0.9	0.9	0	0	5.4
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	3	2	2	2	1.5	0	0	15
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	260	2	2	2	2	2	2	2	1	0	0	13

competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	166	1.3	2	1.25	1.25	1.25	1.25	0	0	0	8.3
SIG to EGS primary schools	0.02	800	4	4	4	4	0	0	0	0	0	16
SIG to EGS upper primary schools	0.03	115	1.5	1.5	0.45	0	0	0	0	0	0	3.45
Salary of primary school teachers due to upgradation of EGS centres (for 260 teachers)	0.96	1560	0	0	0	249.6	249.6	249.6	249.6	249.6	249.6	1497.6
Salary of additional teacher for existing primary schools (for 511 teachers)	0.96	3044	0	96	192	288	384	490.56	490.56	490.56	490.56	2922.24
Salary of additional teacher for upper pry schools (for 170 teachers)	1.2	1060	0	48	96	144	192	204	204	204	204	1296
Salary of Upschool teachers due to upgradation of EGS Centre (for 72 teachers)	0.96	432	0	0	0	69.12	69.12	69.12	69.12	69.12	69.12	414.72
Total			62.250	279.830	462.010	946.380	1081.780	1200.820	1187.270	1169.770	1169.770	7559.880

SC/ST 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
	Community leaders and Opinion makers meeting in selected Tribal dominated Gram Panchayats	0.025	210 batches	10	20	30	30	30	30	30	30		8
	Engagement of Tribal Activities in Educationally Backward GPs per noon	0.06	360 in phased manner	20	60	60	60	60	60	20	20		360
	Teachers Requiring Attitudinal Training	0.112	60 batches	10	10	10	10	10	10				60
	Areas of Language Mapping Surveys per block	0.6	2			2							2
	Identification of Schools with Language Understanding Problem with members	0.025	120 schools	10	10	20	20	30	30				120
	Collection of Folklore	1.0	for 7 blocks	1	1	1	1	1	1	1			7

	Supplementary reading materials for SC/ST children	0.00025	18500		6000	6000	3000	3000	500				18500
	Bi-lingual primer for ST children	0.0005	2412		400	400	400	400	400	412			2412
	Bi-lingual pictorial dictionary for all ST children	0.0005	2412		400	400	400	400	400	412			2412

SC/ST 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
	Community leaders and Opinion makers meeting in selected Tribal dominated Gram Panchayats	0.025	210 batches	0.25	0.5	0.75	0.75	0.75	0.75	0.75	0.75	0	5.25
	Engagement of Tribal Activities in Educationally Backward GPs per noon	0.06	360 in phased manner	1.2	3.6	3.6	3.6	3.6	3.6	1.2	1.2	0	21.6
	Teachers Requiring Attitudinal Training	0.112	60 batches	1.12	1.12	1.12	1.12	1.12	1.12	0	0	0	6.72
	Areas of Language Mapping Surveys per block	0.6	2	0	0	1.2	0	0	0	0	0	0	1.2
	Identification of Schools with Language Understanding Problem with members	0.025	120 schools	0.25	0.25	0.5	0.5	0.75	0.75	0	0	0	3
	Collection of Folklore	1	for 7 blocks	1	1	1	1	1	1	1	0	0	7

Supplementary reading materials for SC/ST children	0.00025	18500	0	1.5	1.5	0.75	0.75	0.125	0	0	0	4.625
Bi-lingual primer for ST children	0.0005	2412	0	0.2	0.2	0.2	0.2	0.2	0.206	0	0	1.206
Bi-lingual pictorial dictionary for all ST children	0.0005	2412	0	0.2	0.2	0.2	0.2	0.2	0.206	0	0	1.206
Total			11.025	15.575	18.43	16.475	19.647	17.95	12.617	6.63	4.68	123.024

Observation of Girl child week at selected CRCs	0.03	166 for 9 years	4.98	4.98	4.98	4.98	4.98	4.98	4.98	4.98	4.98	4.98	44.82
Awards to Schools showing improvement in Girl Retention (in kind)	0.05	332 for 9 years	16.6	16.6	16.6	16.6	16.6	16.6	16.6	16.6	16.6	16.6	149.4
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	6.75
Empowerment of SHGs.	0.05	830 for 9 years	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	373.5
Health Education to MTA and adolescent girls	0.05	166 for 9 years.	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	74.7
Gender awareness programmes, literature and success stories	0.15	7 programme every year for 9 years	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05	9.45
Improvement of class room culture.	0.25	1494	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	373.5
Innovative projects for urban area slum girls and difficult rural pockets	5	9	5	5	5	5	5	5	5	5	5	5	45
Module cluster approach	0.2	166 for 9 years	33.2	33.2	33.2	33.2	33.2	33.2	33.2	33.2	33.2	33.2	298.8
Total			192.191	192.191	192.191	192.191	192.191	192.191	192.191	192.191	192.191	192.191	1709.71^a

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)(294+75)	0.084	104		26		26		26		26		104
	Indepth study on preschool education and health in the district	0.300	21 studies		3	3	3	3	3	3	3		21
	Formation and orientation to DRG(ECCE)(40 members. 2 days)	0.060	1 batch for 8 years	1	1	1	1	1	1	1	1	1	8
	Opening of New ECCE Centers (Salary and contingences)	0.120	410		100	200	300	410	410	410	410	410	2650
	Orientation to CDPO/supervisors and selected NGOs	0.300	36 batches		12	12	12						36
	Toys and learning materials to AWCs	0.005	1002 AWC		500	502							1002
	Hand book on Pre school to AWWs	0.002	1412		212	300	300	300	300				1412
	Meeting of MTAs, lady PRIs and AWWs on health, education matters(at GP level)	0.005	332 meeting		32	60	60	60	60	60			332
	Sharing experiences between escort mothers, AWWs, MTAs(at GP level)	0.005	310		70	60	60	60	60				310

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)(294+75)	0.084	104	-	2.184	-	2.184	-	2.184	-	2.184	-	8.74
	Inoepth study on preschool education and health in the district	0.300	21 studies	-	0.900	0.900	0.900	0.900	0.900	0.900	0.900	-	6.30
	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	0.060	0.060	0.060	0.060	0.060	0.54
	Opening of New ECCE Centers (Salary and contingences)	0.120	410	-	12.000	24.000	36.000	49.200	49.200	49.200	49.200	49.200	318.00
	Orientation to CDPO/supervisors and selected NGOs	0.300	36 batches	-	3.600	3.600	3.600	-	-	-	-	-	10.80
	Toys and learning materials to AWCs	0.005	1002 AWC	-	2.500	2.510	-	-	-	-	-	-	5.01
	Hand book on Pre school to AWWs	0.002	1412	-	0.424	0.600	0.600	0.600	0.600	-	-	-	2.82
	Meeting of MTAs, lady PRIs and AWWs on health education matters(at GP level)	0.005	332 meeting	-	0.160	0.300	0.300	0.300	0.300	0.300	-	-	1.66
	Sharing experiences between escort mothers, AWWs, MTAs(at GP level)	0.005	310	-	0.350	0.300	0.300	0.300	0.300	-	-	-	1.55

	Total		0.06	22.18	32.27	43.94	51.36	53.54	50.46	52.34	49.26	355.42
--	-------	--	------	-------	-------	-------	-------	-------	-------	-------	-------	--------

Physical Target to be Achieved

Name of the intervention:-IED

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakns)	Physical Target for the Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Disability Survey in Blocks (including printing of formats)	1.0	7	2	2	2	1						7
	Training regarding Disability Survey	0.028	21 batch	3	3	3	3	3	3	3			21
	Capacity building of 3 member Block Resource Group IED	0.15	49 for 7 blocks	7	7	7	7	7	7	7			49
	Salary of IED teachers	0.1	63	7	7	7	7	7	7	7	7	7	
	Equipment for identified disabled children	3.0	7	3	3	1							
	Theme based camps	0.06	150	14	14	14	21	21	21	28	17		150
	Medical Assessment camps	0.15	42	5	5	5	5	5	5	5	5	2	42
	Instructional materials to BRC, CRC (Set)	0.01	150	20	20	20	20	20	20	20	10		150
	Hand books to schools	0.001	140	20	20	20	20	20	20	20			140
	Counselling of parents	0.03	70	10	10	10	10	10	10	10			70
	TA, DA for ID staff	0.15	96	12	12	12	12	12	12	12	12		96
	Construction of Ramps, handrails, Learning corners and special toilet for the children with special needs	0.18	7 Blocks	1	1	1	1	1	1	1			7

Integrated Education for the Disabled

Year wise 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
	Disability Survey in Blocks (including printing of formats)	1.0	7	2.00	2.00	2.00	1.00	0.00	0.00	0.00	0.00	0.00	7.00
	Training regarding Disability Survey	0.0	21 batch	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.00	0.00	0.59
	Capacity building of 3 member Block Resource Group IED	0.2	49 for 7 blocks	1.05	1.05	1.05	1.05	1.05	1.05	1.05	0.00	0.00	7.35
	Salary of IED teachers	0.1	63	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	6.30
	Equipment for identified disabled children	3.0	7	9.00	9.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	21.00
	Theme based camps	0.1	150	0.84	0.84	0.84	1.26	1.26	1.26	1.68	1.02	0.00	9.00
	Medical Assessment camps	0.2	42	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.30	6.30
	Instructional materials to BRC, CRC (Set)	0.0	150	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.10	0.00	1.50
	Hand books to schools	0.0	140	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.00	0.00	0.14
	Counselling of parents	0.0	70	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.00	0.00	2.10
	TA, DA for ID staff	0.2	96	1.80	1.80	1.80	1.80	1.80	1.80	1.80	1.80	0.00	14.40
	Construction of Ramps, Handrails Learning corners and special toilet for the children with special needs	0.2	7 Blocks	0.18	0.18	0.18	0.18	0.18	0.18	0.18	0.00	0.00	1.26

	Academic structure to provide resource support to children with special need	0.1	7	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.00	0.00	0.70
	Preparation of Activity bank for disabled children	1.5	7	1.50	1.50	1.50	1.50	1.50	1.50	1.50	0.00	0.00	10.50
	Orientation of EGS Instructors for IED.	2.4	1130 teachers for 3 days training for 9 years (Rs. 70/- per day)	2.37	2.37	2.37	2.37	2.37	2.37	2.37	0.00	0.00	16.59
TOTAL				20.89	20.89	14.89	11.31	10.31	10.31	10.73	4.37	1.00	104.73

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	7	0.30	0.90	0.90	0.00	0.00	0.00	0.00	0.00	0.00	2.10
	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	0.50	1.00	1.50	1.00	1.75	1.00	1.25	1.00	1.00	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	27	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	2.16
	Rural Reporters Meet	0.025	48 mix	0.00	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.20
	PAS at DPO	0.5	1 set	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
	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	7	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00	3.50
	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			4.915	6.665	6.690	5.290	6.040	5.290	5.540	4.790	4.190	49.410

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	430	100	100	100	100	30					
	MTA, Self help group and lady PRI members meeting at GP level (50 members)1 day	0.015	456 batches	100	100	100	100	56					

	Interaction between village and GP core planning Members. Cluster Resource Group (per GP)	0.01	1494	1.66	1.66	1.66	1.66	1.66	1.66	1.66	1.66	1.66	14.94
	Wall Painting in selectec schools	0.015	180	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	2.7
	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	332	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.29	7.968

	Audio-visual kit for CRC BRC coordinators for community mobilisation	0.2	120		60				60				120
	Total			654.94	165.94	86.04	91.04	83.28	146.54	81.54	81.54	84.86	1475.68

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	166 x 9 years	166	166	166	166	166	166	166	166	166	1494
	Capacity development of Research Institutes	1.00	9	1	1	1	1	1	1	1	1	1	9
	Baseline Assessment Study (Pry) Including End period	0.25	63	7	7	7	7	7	7	7	7	7	63
	Baseline Assessment Study (Upr.Pry) Including end period	0.25	63	7	7	7	7	7	7	7	7	7	63
	Indepth Studies(subjects)	0.20	45	5	5	5	5	5	5	5	5	5	45
	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	21	7			7			7			21
	Diagnostic Study For Teachers (Pry) per block	0.30	63	7	7	7	7	7	7	7	7	7	63
	Diagnostic Study For Teachers (Upr.Pry)per block	0.30	63	7	7	7	7	7	7	7	7	7	63
	Analysis of Household Survey and sharing per GP	0.15	1494	166	166	166	166	166	166	166	166	166	1494
	Midterm Accessment 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	166 x 9 years	3.32	3.32	3.32	3.32	3.32	3.32	3.32	3.32	3.32	29.98
	Capacity development of Research Institutes	1	9	1	1	1	1	1	1	1	1	1	9
	Baseline Assessment Study (Pry) Including End period	0.25	63	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	15.75
	Baseline Assessment Study (Upr Pry) Including end period	0.25	63	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	15.75
	Indepth Studies(subjects)	0.2	45	1	1	1	1	1	1	1	1	1	9
	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	21	1.05	0	0	1.05	0	0	1.05	0	0	3.15
	Diagnostic Study For Teachers (Pry) per block	0.3	63	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	18.9
	Diagnostic Study For Teachers (Upr.Pry) per block	0.3	63	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	18.9
	Analysis of Household Survey and sharing per GP	0.15	1494	24.9	24.9	24.9	24.9	24.9	24.9	24.9	24.9	24.9	224.1
	Midterm Accessment studies (primary)	0.5	3 units	0	0	0.5	0	0	0.5	0	0	0.5	1.5

	Midterm Assessment studies (upper primary) per block	0.5	3 units	0	0	0.5	0	0	0.5	0	0	0.5	1.5
	Comparative academic study between Pry. & EGS	0.3	4 units	0	0	0.3	0	0.3	0	0.3	0	0.3	1.2
	Evaluative studies for project	0	9	0	0	0	0	0	0	0	0	0	0
	Sharing of Research times	0.5	63	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	31.5
	Total			42.554	41.504	42.8	42.554	41.804	42.504	42.854	41.504	42.804	380.886

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	7	7	7	3	3					27
	Equipments for teleconferencing	1.0	7		7								7
	Printing and Distribution of self instructional materials (Primary) (per teacher Rs.100/-)	0.001	10000 copies	2000	2000	2000	2000	2000					10000
	Printing and distribution of SIM for Upper primary (per teacher Rs.150/-)	0.0015	5000 copies	1000	1000		1000		1000		1000		5000
	Radio Shows (per yr)	0.15	15 shows	2	2	2	2	2	2	2	1		15
	TV shows (per yr)	0.3	15 shows	2	2	2	2	2	2	2	1		15
	Teleconferencing Programmes (All types)	0.15	120 teleconferences		20	10	20	10	15	15	15	15	120
													15229

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	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
	Workshop on use of distance learning material (1 day)	0.03	27	0.21	0.21	0.21	0.09	0.09	0	0	0	0	0.81
	Equipments for teleconferencing	1	7	0	7	0	0	0	0	0	0	0	7
	Printing and Distribution of self Instructional materials (Primary) (per teacher Rs 100/-)	0.001	10000 copies	2	2	2	2	2	0	0	0	0	10
	Printing and distribution of SIM for Upper primary (per teacher Rs.150/-)	0.0015	5000 copies	1.5	1.5	0	1.5	0	1.5	0	1.5	0	7.5
	Radio Shows (per yr)	0.15	15 shows	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.15	0	2.25
	TV shows (per yr)	0.3	15 shows	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.3	0	4.5
	Teleconferencing Programmes (All types)	0.15	120 teleconfernces	0	3	1.5	3	1.5	2.25	2.25	2.25	2.25	18
	Total			5.110	15.110	5.110	7.990	4.990	5.150	3.650	4.700	2.750	54.560

MIS													
Scheduling of Physical Targets to be Achieved													
Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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	10.00	1	1									
	AC to MIS	0.4	1	1									
	Strengthening information system of DI office	1.00	2		1	1							
	Training to District Level Officers	0.28	45		1	1	1			1	1		
	Furniture for MIS Room	0.15	1		1								
	DISE for primary and Upper primary Schools (EGS)	0.003	2580		400	500	700	900	900	900	900	900	
	Sharing Workshop and Dissemination of DISE	0.1	18			2	2	2	2	2	2	2	
	Telephone Charges for Communication	0.2	8		1	1	1	1	1	1	1	1	
	MIS consumables	0.15	9	1	1	1	1	1	1	1	1	1	
	Maintenance and contingencies	0.5	7			1	1	1	1	1	1	1	
	Anusandhan study COHORT and child Tracking (1307 villages for 9 years)	0.005	11763	1307	1307	1307	1307	1307	1307	1307	1307	1307	
	Computerisation of child Tracking system	2	3	1			1			1			
	Office Automition system	5	1	1									
	Geographical information system	3	2	1		1							

	Total			27.085	9.515	13.365	11.965	10.285	10.285	12.565	10.565	10.285	115.915
--	--------------	--	--	--------	-------	--------	--------	--------	--------	--------	--------	--------	---------

Summary Table For Bhadrak 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	112.030	138.380	117.360	122.360	122.360	130.560	125.560	125.560	125.560	1119.730
2	Civil Works	1638.350	1817.850	1317.600	852.650	330.500	0.000	0.000	0.000	0.000	5956.950
2	Planning and Management	2.570	3.320	9.870	9.870	10.170	10.170	10.350	8.570	21.220	86.110
3	Planning for Pedagogical Improvement	342.576	401.381	433.583	419.735	397.143	276.957	335.838	277.613	290.036	3174.862
4	Access for Deprived Children	62.250	279.830	462.010	946.380	1081.780	1200.820	1187.270	1169.770	1169.770	7559.880
5	SC/ST (Focus Group) Education	11.025	15.575	18.425	16.475	19.647	17.950	12.617	6.630	4.680	123.024
6	Girls Education	192.191	192.191	192.191	192.191	192.191	192.191	192.191	182.191	182.191	1709.719
7	Early Child Care Education	0.060	22.178	32.270	43.944	51.360	53.544	50.460	52.344	49.260	355.420
8	Integrated Education for Disabled	20.894	20.894	14.894	11.314	10.314	10.314	10.734	4.370	1.000	104.728
9	Media	4.915	6.665	6.690	5.290	6.040	5.290	5.540	4.790	4.190	49.410
10	Community Mobilization and Participation	654.935	165.935	86.035	91.035	83.275	146.535	81.535	81.535	84.863	1475.683
11	Research and Evaluation	42.554	41.504	42.804	42.554	41.804	42.504	42.854	41.504	42.804	380.886
12	Distance Education	5.110	15.110	5.110	7.990	4.990	5.150	3.650	4.700	2.750	54.560
13	Management Information System	27.085	9.515	13.365	11.965	10.285	10.285	12.565	10.565	10.285	115.915
	Total	3116.545	3130.328	2752.207	2773.753	2361.859	2102.270	2071.164	1970.142	1988.609	22266.877

NIEPA DC
 D11718

New Delhi
 Date: 11/17/18
 11/17/18