

# DISTRICT ELEMENTARY EDUCATION PROGRAMME

Government of Orissa  
Department of School & Mass Education



## PROSPECTIVE PLAN 2002-10

### BARGARH DISTRICT

SAKVA SHIKSHA ABHIYAN

ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY  
BHUBANESWAR, ORISSA.

NIEPA DC



D11733

**LIBRARY & DOCUMENTATION CENTRE**  
National Institute of Educational  
Planning and Administration,  
17-A, Anandide Marg,  
New Delhi-110016  
DOC. No. D-11733  
Date 23-01-2003

## Plan Overview

After the 56 Years of Independence though India as a nation has achieved a lot in the sphere of Education it is still considered as backward. A lots of measures had been taken up for universalisation of primary Education but no target has been achieved.

SSA has been promised to change the appearance of Elementary Education by providing Education to all the children in the age group 6 – 14 by 2010. This target will be achieved by improving performance of school system, creating community ownership providing quality Education, Gender gap and social gap.

### Broader strategies:

- Community involvement to develop the school as center of village and child as center of school
- School as a place to protect child's right
- Planning for special focus against child labour, girls education, ECCE, SC/ST education, IED.
- Planning simultaneously for the schooling of 6-14 age group children.
- Improvement of quality education
- Teachers improvement and monitoring with capacity building
- Child tracking and focus on actual completion rates and 100% transition from primary to upper primary stage

### Target on Key performance indicators of U.E.E

#### i) Access

- Improving access by way of opening 60 upper primary schools
- Improving access by way of opening 332 EGS centers and 130 A.I.E. centers
- Enhancing access to upper primary education by way of upgrading existing primary schools and EGS centers.
- Access facility for children with special educational need by making provision of integrated education in selected primary and upper primary schools.

## CONTENTS

### CHAPTER

1. Plan Overview
2. Target on key performance indicators of ULI
  - i. Access
  - ii. Enrolment
  - iii. Retention
3. Budget Summary (Accordingly to SSA norms)
  - i. Project of Management Cost.
  - ii. Civil work
  - iii. Quality Improvement

Chapter I	District profile
Chapter II	Educational profile
Chapter III	Planning Process
Chapter IV	Problems Issues Strategies
Chapter V	Objectives & Targets

- a. Civil works
- b. Management structures & institutional capacity building
- c. Planning for Pedagogical Improvement
- d. H D
- e. Community Mobilization
- f. Access for Deprived Children
- g. Research & Evaluation
  - i. Planning & Management
  - ii. Research & Evaluation
  - iii. MIS
- h. Innovative Project
  - i. Education for SC/ST
  - ii. Education for girls.
  - iii. E.C.F
  - iv. Computer Education.
- i. Repair & Maintenance
- j. Education for Urban Deprived children
- k. Budget & Costing

## BUDGET SUMMARY

### 1. *Project Management Cost*

As per the SSA norms Rs 578.2 lakhs has been proposed for Project Management cost for the entire Project period, which comes the 5.71% of the total budget

### 2. *Civil Works*

Rs.3293.75 lakhs has been proposed for the entire project period, which shows the 32.57% of the total budget.

### 3. *Quality Improvement*

Rs.6240.784 lakhs has been proposed for the entire project period which shows the 61.72% of the total budget

**Summary Table For Bargarh District**

Sl No.	Intervention	Year								Total Costing
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1	Civil Works	221.250	466.000	466.000	459.000	484.000	460.000	415.000	302.500	3293.750
2	Project Management	0.000	82.600	82.600	82.600	82.600	82.600	82.600	82.600	578.200
3	Planning for Pedagogical Improvement	530.664	537.678	510.569	512.760	517.898	522.002	524.509	529.225	4185.305
4	Integrated Education for Disabled	35.702	131.084	101.860	90.440	60.802	30.436	16.290	11.290	477.904
5	Community Mobilization and Participation	3.700	3.700	2.700	2.700	3.235	2.050	1.050	1.050	20.185
6	Access for Deprived Children	46.670	122.430	120.230	111.630	110.880	110.880	110.880	110.880	644.480
7	Research and Evaluation	24.540	23.140	23.290	24.940	25.490	25.290	25.690	28.340	200.720
8	Inovative Project	50.250	50.960	50.620	50.210	50.620	50.460	50.010	50.310	403.440
9	Repair & Maintenance of school building	10.000	10.000	10.000	10.000	15.000	15.000	15.000	23.750	108.750
	<b>Total</b>	<b>922.776</b>	<b>1447.592</b>	<b>1367.869</b>	<b>1344.280</b>	<b>1350.525</b>	<b>1298.718</b>	<b>1241.029</b>	<b>1139.945</b>	<b>10112.734</b>

All the proposal has been made as per the SSA norms

i) **Enrolment**

- Community Mobilization and Awareness Campaign for sensitizing the community and parents on child labour, girls education, SC/ST education and their education.
- Village wise programme for child tracking within the age group 0-14 along with in school and out of school children of SC/ST groups.
- 100% enrolment by 2006-07 of 6-14 years children.
- Village wise programme for child tracking and conduct of residential and non-residential bridge course for mainstreaming of out of school children.
- Convergence with other schemes for mainstreaming of out of school children through ICDS, NCLP back to school programme.

ii) **Retention:**

- 100% retention of 6-14 years children by 2007.
- 90% by 2004, 95% by 2005, 98% 2006, 100% by 2007.
- Close and continuous monitoring by community.
- Close and continuous monitoring by Department.
- Discouraging repetition and efforts for regular transition and actual completion rate.
- Regular attendance monitoring in all the primary schools and upper primary schools.
- Regular follow up of mainstreamed child labour, SC/ST providing additional support.
- Thrust for providing facilities to girls education.
- Opening of AWW Centres for Early Childhood Care and Education.
- Venture to streamline the BFD children.

**Geographical Features:** The longest river of the Ganges of Orissa, Mahanadi enters in to the state flowing from Madhya Pradesh in the western border of the district. The other rivers of the district are Jena, Danta, Ong and Jhaun. The cultivable land in the district is 1,78,076 hectares while 33% of the total area spreading over 1,92,095 sq. kms. covers with forest. The geographical shape of the district is uneven having a mixture blend of plain and hills are demarcated by the "Gandhamardan" and the "Barapahad" mountains at the South West and Western sides of the district respectively. The district is linked by 5,116 major PWD road but railway connection covers a little portion of the district. Telecom network serves all most all parts of the district.

### Demographic Characteristics:

As per 1999 census the total population of the district stands at 1,07,172 out of which 6,09,916 are male and 5,97,265 are female. Rural population of the district is 11,26,625 which constitute 93.32% of the total population and the rest 80,547 are urban dwellers being 6.68%. The scheduled caste and scheduled tribes population in the district form 18.44% and 19.56% respectively. Density of population in the district is 207 person per sq. kms. The aggregated literacy rate of the district is 47.65 % out which 63.78% are male and 31.21% are females. Female literacy in the Bharbandh block is the lowest being 18.15% while highest in the Attabira block 36.69%.

### Literacy -

The detailed breakup are stated below in table  
Comparative study of growth of literacy at National, state and District level in 1991 and 2001 census reveals the following

	1991 Census	2001 Census	Increase 91-01
National (India)	52.91	63.38	10.47
State (Orissa)	49.09	63.61	14.52
District (Baryath)	47.65	63.1	15.45

Source: Dist Statistical Handbook and Census, 1991 & 2001.  
The Dist. Literacy percentage stands above that of the National and the percentage.

## CHAPTER - I

### DISTRICT PROFILE

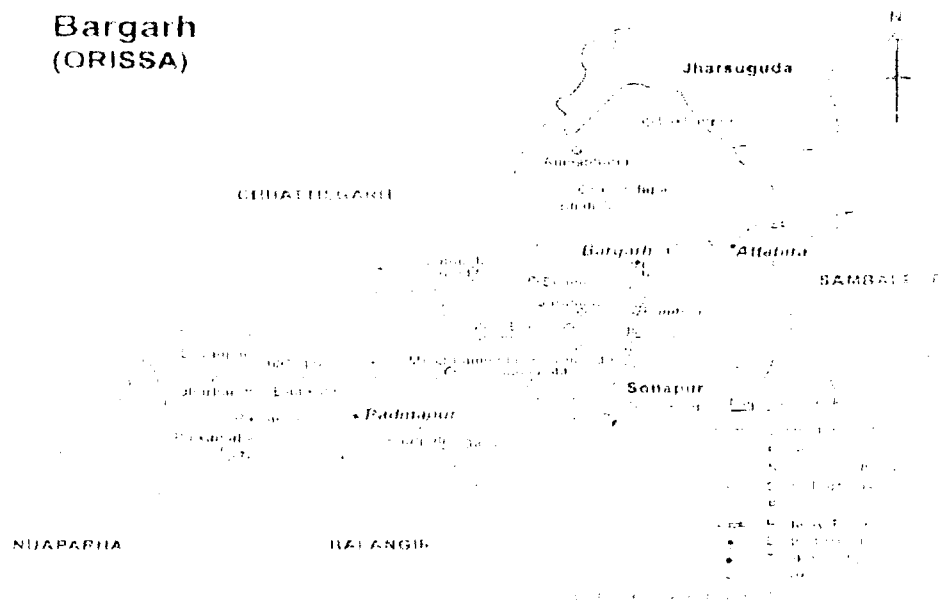
#### INTRODUCTION -

Bargarh is a magnificent district in the west end of Orissa. It is a renowned district famous for its ancient glory and pioneer in the field of art and culture, education and literature.

Bargarh is one among the three expansion districts which came under District II Primary Education Programme in the Year 1997-98 under the II-nd phase states at National level & under the New expansion districts at State level having strategised it's own objectives and priorities areas to achieve the U.E.E.

The district is surrounded by Jhansuguda district to the north; Sambalpur and Sonapat districts to the east, Bolangir and Nawapara districts to the south and the western border coincide with the border of Madhya pradesh. The district lies between 20° 19' N and 21° 20' latitude, 80° 40' E and 83° 05' E longitude scattering over a total area of 5834 sq kms. The climate of the district is unique in nature. The temperature rises up to 48°C during peak summer in May accompanied by intolerable heat wave and falls as low as 11°C during December with severe cold. The annual rainfall in the district is 151 cms having 65 rainy days on an average confined to the month of June to October every year. The rainfall is highly uneven and irregular which cause drought years together in the non-irrigated belt of the district.

#### Bargarh (ORISSA)





**Constraints:** - The major constraints for development of the district are:

1. Poverty of people
2. Lack of awareness among people
3. Lack of proper communication facility in extreme rural areas
4. Inadequate investment in the field of education, agriculture, health, irrigation, communication & a forestation etc.
5. Language stands as a barrier in tribal area like Iharbandh & Paikmal

#### **Administrative setup / structure.**

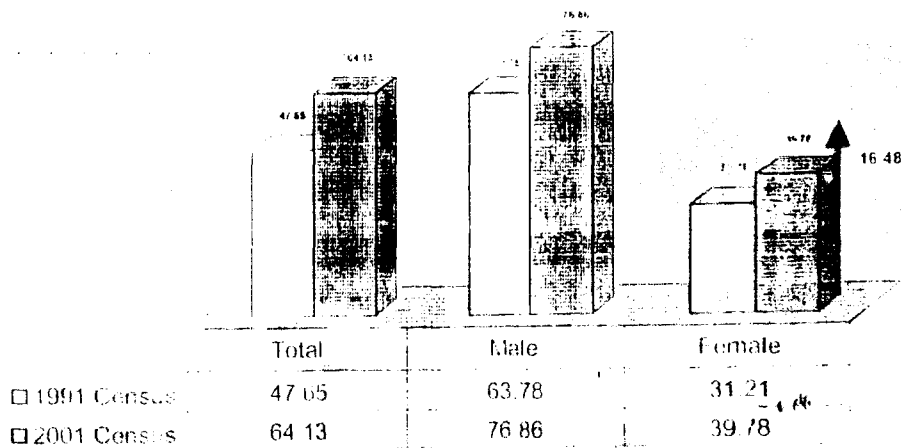
The district of Bargarh is divided into two subdivision, Eight Tahasil, Twelve C.D. Block, one Municipality & Two NAC. It has 196 Gram Panchayats & 1208 villages out of which 1177 are habited. The details are shown below in tabular form

#### **Administrative set up of Bargarh District.**

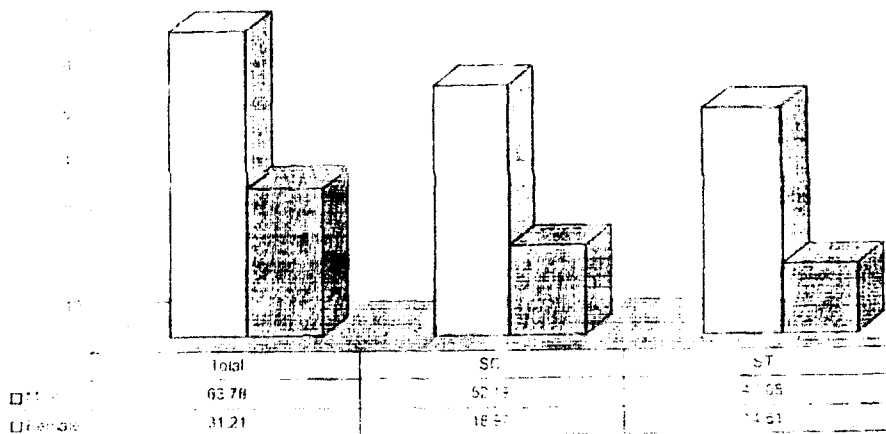
Sl. No	Items	Nos.	Names.
1.	No of Sub Division	02	i) Bargarh Sadar ii) Padampur
2.	No of Tahasils	08	i) Bargarh ii)Sohala iii) Barpali iv)Bhatli v)Padampur vi)Paikmal vii)Bheden viii) Atabira
3.	No of Blocks	12	i) Baragarh ii)Atabira iii) Bheden iv)Barpali v) Bhatli vi)Rajborasambar vii)Gaisilet viii) Bijepur ix) Sohela x) Jarbandh xi)Paikmal xii)Ambabhona
4.	i) No of ULBS	03	i) Municipality - 01 - Bargarh, 2)
	ii) Industrial Estate (OG)	02	NACs - 02 i) Barpali ii) Padampur
5.	No of Gram Panchayat	245	
6.	No of Villages	1208	<ul style="list-style-type: none"> <li>• Revenue villages - 1177</li> <li>• Hamlets - 31</li> </ul>
7.	No of Assembly Constituencies	05	
8.	No of Parliamentary Constituencies	01	
9.	No of Education Lists.	02	i) Bargarh ii)Padampur
10.	No of CI of Schools	00	
11.	No of police station	14	
12.	No of Fire station	02	

Source - District statistical Hand Book Bargarh, 1997.

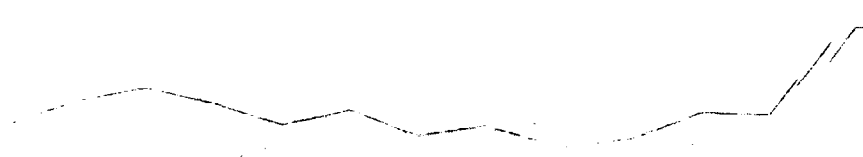
**DECADAL GROWTH OF LITERACY RATE  
DISTRICT : BARGARH**



**SC & ST - TOTAL LITERACY RATE (1991)**



**SEX RATIO (1991)**



Block	Male	Female	Total	Sex Ratio
Barbar	5116	4977	10093	1027
Bansaul	5022	4978	10000	1000
Dehri	5058	4941	10000	1024
Garh	5014	4990	10004	1004
Haripur	5000	4943	9943	1012
Haripur	5000	4943	9943	1012

Requirement of Additional Class rooms following the Principle of pupil classroom ratio and Teachers

District: Dajjaha

Year: 2011/12

Name of the Block	1 room to single room schools	No. of schools requiring Addl. Classroom										
		1		2		3		4 & above		High Schools		
		Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	1	2	3 & above
Ambabbona	1	10	4	3	3	2	3	1	1			
Attabira	2	13	14	6	2			1	1	2	2	
Bargaha	2	19	22	11	3	3	2		2	1		2
Barnali	1	9	6	3	4	1	3	1			2	
Bhatli	1	10	6	1	2							
Bheuen	1	6	11	2	3		1	1	2			
Bijepur	2	13	5	4	4	1	1	1	1		2	
Gaisilet	1	14	5	3	1	2	2	1		1		
Jharbarran		6	4	2	3	1	1					
Paikmal	1	9	7	2	1	1						
Raiborasambar	1	7	9	1	2	2				1		
Sohela	2	17	6	1	2		1		1	2	1	
Total	15	133	99	39	30	13	14	5	9	7	7	2

Pupil Classroom Ratio after construction of these rooms

## CHAPTER – II

### DISTRICT EDUCATIONAL PROFILE –

Educational and society are two sides of a coin. The relationship of the two is so close and deep that the existence of one cannot be felt without the other. With the advancement of time the education of the district has been developed to mark. A number of factors are influencing in the field of education like poor socio economic status of the district.

Long years ago primary education to the students was imparted under the tree or in the verandah of head man (Muhkia) of the village. They were known as "CHATSALIS" "ABADHAN" the master of chatawali was in all and administering in the field of education. Guardians were sharing the remunerations of 'Abadian' the teacher.

Before the advent of British, Primary Education was not well organized. Before 01.04.1993 Bargarh was with Sambalpur district which came under the control of British in 1802. From 1803 to 1836 there were skirmishes between the people of Sambalpur and British administration. After 1836 vernacular schools were upgraded to Middle English schools and in 19<sup>th</sup> Century number of High schools were increased.

After Independence during 1955 to 1965 special finance allocation for Primary school gave birth to present set up of Pry schools. Till 1961 the Primary Education of the District was under the control of District Board and from 20.1.1996 till date the District Inspector of schools became the sole authority of Pry Edn. Primary Schools were established and managed by the Govt. For education of out of school children and adults Total Liberated Campaign (TLC) has been launched in the district. It brought a spectacular achievement in literacy of the district. After completion of TLC, Post literacy programme (PLP) has been launched. Other schemes like Operation Black Board (OBB) Special Orientation for Pry Teachers (SOPT) have been conducted in the district for development of primary education in the district. From Oct 1991 onwards the entire Primary Education is under DPEP Project in Bargarh district.

In the field of Secondary Education a number of High schools Both (Boys & Girls) have been established in the district. In case of Higher Education, a large number of colleges (Men & Women) as well as Co-education colleges have been established. Law college Engineering schools & college and vocational colleges, it is functioning in this district.

### EDUCATIONAL INSTITUTIONS OF THE DISTRICT AT A GLANCE

Various Educational Institutions from Pre Primary to college including vocational institution have been shown Block wise in this table.

## Civil Work Requirement

District : *Bargara*

Year 2001-02

Name of the Block	Total Addl. Classrooms PS+UPS+HS+Building less Schools	New P.S.	New U.P Schools	Drinking Water	Toilets	Boundary Wall	BRC	CRC
Ambabhona	49	0	4	27	92	74	0	8
Attapira	53	0	7	34	133	83	0	2
Bargara	100	0	5	41	118	93	0	3
Barpali	46	0	4	23	112	59	0	6
Bhadi	25	0	4	29	110	77	0	5
Bheden	46	0	6	35	123	90	0	1
Bijepur	53	0	4	18	116	74	0	4
Gaisilet	39	0	5	39	98	70	0	6
Jharbandh	25	0	3	22	87	70	0	4
Paikmai	23	0	6	24	130	75	0	3
Rajbasantbar	35	0	6	34	126	84	0	0
Sohela	32	0	6	63	134	79	0	0
Total	526	0	60	389	1379	927	0	42

## Buildingless Schools and completely dilapidated Classroom

District : Bargarh

Year 2001-02

Name of the Block	No. of buildingless Schools		Dilapidated/Unsafe Classrooms					
	Primary	Upper Primary	Primary		Upper Primary		High Schools	
			Schools	Classrooms	Schools	Classrooms	Schools	Classrooms
Ambabhadra	-	-	15	30	9	21	0	0
Attanira	-	-	27	50	9	23	0	0
Bargarh	-	-	28	77	17	27	3	12
Barpali	-	-	35	64	10	23	3	7
Bhatri	-	-	33	70	5	17	1	1
Bheden	-	-	38	93	20	52	3	10
Bijepur	-	-	33	51	13	26	2	6
Gaisilet	-	-	30	51	11	21	1	5
Jnarbandh	-	-	33	65	11	24	1	3
Paikmai	-	-	48	87	14	22	3	9
Rajorasambar	-	-	47	86	21	55	0	0
Soneia	-	-	33	67	21	44		2

## Block Wise Total Additional Classrooms

District - Bargarh

Year 2001-02

Name of the Block	Total Additional Classrooms		
	Primary	Upper Primary	High Schools
Ambabhona	24	25	0
Attabira	24	23	6
Bargarh	50	42	8
Barpali	20	22	4
Bhalla	12	13	0
Bheden	18	28	0
Bijepur	26	23	4
Gaisilet	27	11	1
Jharbandh	13	12	0
Paikmal	14	9	0
Rajborasambar	16	18	1
Sohela	16	12	4
<b>Total</b>	<b>260</b>	<b>238</b>	<b>28</b>

Civil Works for Upgraded Primary and Upper Primary Schools (EGS)

Years	Upgraded PS (Civil Works)	Upgraded UPS (Civil Works)
2004 - 2005	40	35
2005 - 2006	40	35
2006 - 2007	40	35
2007 - 2008	40	35
2008 - 2009	40	35
2009 - 2010	21	31



## No. of Freshers & Repeaters in primary Schools

District : Bargarh

Year 2001-02

Block	Class I		Class II		Class III		Class IV		Class V	
	Fresh	Repeater	Fresh	Repeater	Fresh	Repeater	Fresh	Repeater	Fresh	Repeater
AMBABHONA	1361	236	12	138	18	104	106	78	52	78
ATTABIRA	3051	556	174	376	144	236	177	217	110	148
BARGARH	2821	636	62	665	67	403	102	382	32	254
BARGARHAPALI	1378	229	111	167	84	118	67	73	44	46
BARPALI	2185	411	121	310	105	250	176	176	98	131
BHATALI	1788	321	100	214	107	186	202	168	59	108
BHEDEN	2038	203	84	283	117	412	373	427	52	299
BIJEPUR	2144	581	89	374	73	320	114	180	46	111
GAISILET	2266	162	666	137	633	231	526	183	613	199
JHARBANDH	1674	851	93	339	77	292	62	202	65	185
FAIKMAL	2765	973	98	428	98	232	156	162	52	122
RAJBORASAMBAR	3019	718	48	396	61	359	86	270	53	226
SOHELA	2612	505	273	223	275	213	259	174	232	121
Total	29102	6382	1937	4050	1859	3356	2406	2692	1518	2028

## Distribution of Out of School Children

District - Bargarh

Year 2001-02

Name of the Block	No. of out of School Children			No. of out of School Children		
	6-11 Years			11 - 14 Years		
	Boys	Girls	Total	Boys	Girls	Total
AMBABHONA	58	55	113	26	25	51
DEGURIA	373	351	724	160	152	312
BARGARH	263	224	487	74	96	170
BARPALI	223	212	435	96	91	187
BHATALI	136	129	265	58	56	114
BHEDEN	225	214	439	97	92	189
BIJEPUR	418	396	814	179	171	350
GAISILET	327	311	638	141	134	275
JHARBANDH	463	439	902	199	189	388
PAIKMAL	393	373	766	169	160	329
RAJBORASAMBAR	246	234	480	107	101	208
SONELLA	173	164	337	75	72	147
<b>TOTAL</b>	<b>3298</b>	<b>3105</b>	<b>6403</b>	<b>1381</b>	<b>1339</b>	<b>2720</b>

Enrolment in Aws, Primary Schools, Upper Primary Schools and above for children below 14 yrs.

District : Bargarh

Year 2001-02

Name of the Block	3 - 5 Years	5 - 11 Years						11 - 14 Years					
	AWW	Boys		Girls		Total		Boys		Girls		Total	
		Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry	Pry	Upry
Ambabhora	1980	4101	977	3984	730	8085	1707	8	103	12	97	20	200
Attabira	4000	8663	2297	8028	2023	16691	4320	21	500	30	484	5	984
Bargarh	5128	12865	3124	11922	2961	24787	6085	43	675	46	520	89	1195
Sarpali	3513	7017	1931	6645	1737	13662	3668	40	378	37	399	77	777
Bhatli	3045	5354	1158	5155	1119	10509	2277	17	236	8	237	25	473
Bheden	3706	6478	2064	6204	1741	12682	3805	41	459	62	442	103	901
Bijepur	2450	6504	1327	6261	1155	12765	2482	54	513	38	416	92	929
Gaisilet	3145	5284	1038	5108	907	10392	1945	13	118	15	109	28	227
Jharbandh	3082	4792	673	4603	432	9395	1105	63	223	64	132	127	355
Paikmal	3190	7151	1341	6715	871	13866	2212	59	239	44	110	103	349
Raiborasambar	3308	7684	1433	7505	1218	15189	2651	113	568	74	474	187	1042
Sohela	3928	7731	1916	7458	1641	15189	3557	54	331	24	223	78	554
<b>TOTAL</b>	<b>40475</b>	<b>83624</b>	<b>19279</b>	<b>79588</b>	<b>16535</b>	<b>163212</b>	<b>35814</b>	<b>526</b>	<b>4343</b>	<b>454</b>	<b>3643</b>	<b>980</b>	<b>7986</b>

School less habitations in each block ( I )

District - Bargarh

Year 2001-02

Name of the Block	No. of Revenue Village	No. of Habitation	No. of Primary Schools	No. of Habitation Served by Primary Schools	No. of EGS (Pry) opened	No. of eligible EGS (pry) proposed	Addl. Habitations served by EGS (pry) total	Unservd Primary Habitation not qualifying under PS or EGS
Ambabhona	103	126	100		18	32		
Atapali	75	85	65		25	40		
Bargarh	62	78	54		26	47		
Barpara	73	73	21		5	24		
Bhatik	83	23	10		12	13		
Bheden	96	35	19		25	43		
Bilepur	109	24	25		7	40		
Chasilot	102	22	104		11	39		
Charbandh	81	54	83		19	65		
Dalkmal	124	38	134		28	53		
Kajbarwarbar	141	138	158		7	36		
Kohala	128	35	151		9	38		
Total	1177	714	1494	0	197	470	0	0

**School less habitations in each block ( II )**

District : Bargarh

Year 2001-02

Name of the Block	No. of School less Habitation (No PS within 1km. Dist)	Proposed Facilities under		Habitation to be benefited under SSA		Unserved scattered habitation left if any
		SSA Formal P.S. School	EGS (pry) School	Formal P S	EGS (PS)	
Ambabnana	32	100	19		18	10
Attabira	40	135	29		28	18
Bargarn	47	154	31		26	9
Barpan	24	121	7		6	35
Bnati	13	110	12		12	9
Bheden	43	119	31		26	7
Bijepur	40	125	9		7	70
Gaisitet	39	104	11		11	50
Jharbanoh	65	83	21		19	62
Faikmai	53	134	31		28	30
Raborasambai	36	158	7		7	29
Sokela	38	151	9		9	21
<b>Total</b>	<b>470</b>	<b>1494</b>	<b>217</b>	<b>0</b>	<b>197</b>	<b>350</b>

No. of Children to be benefited with the opening of EGS (PS) & Upper Primary Schools

*District - Bargarh*

*Year 2001-02*

Name of the Block	No. of Children to be benefited				Out of School Children in remaining scattered habitation	
	Under Proposed Primary		Proposed EGS		6 - 11	11 - 14
	6 - 11	11 - 14	6 - 11	11 - 14		
Ambabhona	0	0	263	112	76	64
Attabira	0	0	405	171	172	80
Bargarh	0	0	372	159	115	11
Barpali	0	0	87	37	348	150
Bhatli	0	0	175	74	90	40
Bheden	0	0	373	159	66	30
Biipur	0	0	132	56	682	294
Gaisieta	0	0	159	67	479	208
Jharbandh	0	0	294	125	508	263
Paikmal	0	0	469	200	297	129
Rajborasambar	0	0	101	43	303	101
Sabala	0	0	120	55	208	92
Total	0	0	2959	1258	3444	1462

## Distribution of Proposed Schooling Centres

District : Bargarh

Year 2001-02

Name of the Block	Unserved Habitations	Proposed		No. of Children targeted for	
		Pry. Schools	EGS (PS)	AIE Primary	AIE Upper Primary
Ambabhonra	15	0	2	142	107
Attabira	22	0	4	184	112
Bargarn	18	0	3	154	122
Barpali	20	0	3	167	103
Bhatli	14	0	2	108	97
Shecen	13	0	2	115	89
Bijepur	10	0	1	92	54
Gaisilet	19	0	2	147	102
Jharbandh	12	0	1	84	53
Paikmal	16	0	2	125	93
Rajborasambar	14	0	1	118	78
Sohela	11	0	1	91	68
<b>Total</b>	<b>184</b>	<b>0</b>	<b>24</b>	<b>1527</b>	<b>1078</b>

## Projected Child Population

District : Bargarh

Year 2001-02

Year	Projection of Children till 2010 :- ALL											
	0 - 3 Years			3 - 5 Years			6 - 11 Years			11 - 14 Years		
	B	G	T	B	G	T	B	G	T	B	G	T
2001 - 2002	23287	24212	50499	18542	17100	35642	77547	71231	148778	36047	30560	66607
2002 - 2003	23000	24100	47100	18000	16000	34000	78000	70000	151307	36660	31080	67740
2003 - 2004	27214	25066	52280	19195	17702	36897	80206	73674	153880	37283	31608	68891
2004 - 2005	27703	25517	53220	19540	19020	37560	81570	74926	156496	37917	32145	70062
2005 - 2006	28173	25950	54124	19872	19326	38198	82957	76200	159157	38562	32691	71253
2006 - 2007	28652	26391	55044	20210	18637	38847	84367	77495	161862	39218	33247	72465
2007 - 2008	29140	26840	55980	20553	18954	39508	85801	78812	164613	39885	33812	73697
2008 - 2009	29635	27296	56932	20902	19276	40179	87260	80152	167412	40563	34387	74950
2009 - 2010	30139	27760	57900	20258	19604	40863	88743	81515	170258	41253	34972	76225



## Schools in Block

District - Bargarh

Year 2001-02

Name of the Block	No. of Schools (Existing)			No. of EGS Schools (existing)		New Schools (proposed)		EGS School (proposed)	
	Primary	Upper Primary	High Schools	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Ambabhora	90	20	1	18	10	0	4	2	1
Attabira	120	38	5	28	2	0	7	4	2
Bargarh	128	44	8	26	10	0	5	3	2
Barpali	108	28	9	6	11	0	4	3	2
Bhatli	91	26	1	12	0	0	4	2	1
Bheden	118	38	6	26	0	0	3	2	1
Bijepur	104	26	2	7	19	0	4	1	0
Gaisilet	94	23	2	11	15	0	5	2	1
Jharbandh	82	20	1	19	15	0	3	1	0
Paikmal	125	28	4	28	18	0	6	2	1
Raiborasambar	136	38	4	7	15	0	6	1	0
Sohela	135	36	4	9	19	0	6	1	0
<b>Total</b>	<b>1331</b>	<b>365</b>	<b>47</b>	<b>197</b>	<b>135</b>	<b>0</b>	<b>60</b>	<b>24</b>	<b>11</b>

## Requirement of Block/ Cluster Resource Person

District : Bargarh

Year 2001-02

Name of the Block	Block Resource Person	Cluster Resource Person	Total
Ambabhona	3	8	11
Attabira	3	2	5
Bargarh	3	3	6
Bardah	3	6	9
Bhatik	3	5	8
Bhedon	3	1	4
Bijepur	3	4	7
Gaisilet	3	6	9
Jnarbandh	3	4	7
Pakmar	3	3	6
Rajorasambar	3	0	3
Simpur	3	0	3
Total	36	42	78

## Requirement of Additional Teachers

District Bargarh

Year 2001-02

Name of the Block	Additional Trs. for RPs	Additional Teachers for			Additional Teachers for	
		Primary Schools	Upper Primary Schools	High School for class - 8	New Primary Schools	New Upper Primary Schools
Ambabhora	8	38	39	4	7	8
Atabira	8	30	89	5	8	14
Bargain	8	61	107	8	9	10
Barpali	8	65	55	9	3	8
Bhatli	8	31	51	1	9	8
Bheder	8	57	68	6	8	12
Bijepur	8	52	71	2	8	8
Gaisili	8	49	25	2	7	10
Jharbandh	8	22	67	11	7	6
Paikma	8	46	45	4	8	12
Rajachandrapur	8	101	39	4	7	12
Soneia	8	78	53	4	10	12
<b>Total</b>	<b>96</b>	<b>630</b>	<b>709</b>	<b>47</b>	<b>8</b>	<b>120</b>

No. of Schools and Teachers in each block

District - Bargarh

Year 2001-02

Name of the Block	S&M Dept						TRW Dept						Other						Private Schools					
	Schools			Teachers			Schools			Teachers			Schools			Teachers			Schools			Teachers		
	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S	Pry	Up	H.S
Ambalimara							1			2														
Attabira	16	37	5	252	138	14	4	1		16	2		7	6		22	12		1	10	2	2	38	16
Bargarh	12	4	7	378	174	64	7		1	26		2	8	6	3	25	8	33	2	4	1	21	21	4
Barca	10	23	3	228	99	45	7		1	17		2		3			5		1	6	2	2	14	36
Bhatt	95	26	1	160	93	5	6			17			2	7		10	15							
Bheden	113	38	6	227	131	23	2			5			2	4		3	9		1	4		0		5
Bijapur	94	25	2	219	95	8	10	1		21	4		2	7		10	22				2			0
Gaisilet	86	23	2	195	71	11	8			21			3	1		6	2				1			2
Jharbandh	79	18	1	126	39	2	3	2		7	7													
Paikmal	107	27	2	210	78	7	18	1	2	34	5	6	6	3		9	15				3			
Rajporasambar	128	38	3	298	140	11	8		1	15		2	3	2		7	21		5	2		30		4
Soneia	129	35	4	290	145	14	6	1		15	3		2	5	1	10	22	14		1				2
Total	1251	359	42	2750	1271	212	80	6	5	197	2	2	35	44	4	102	131	47	10	33	5	55	91	

## Requirement TLM Grant in Government Managed Schools

District : Bargarh

Year 2001-02

Year	Existing Teachers			Additional Teachers		
	Pry	Upry	H.S 1/3rd of Trs)	Pry	Upry	H.S
2002 - 2003	2947	1292	75	630	709	47
2003 - 2004	3094	1357	79	662	744	49
2004 - 2005	3249	1425	83	695	781	51
2005 - 2006	3411	1496	87	730	820	54
2006 - 2007	3582	1571	91	767	861	57
2007 - 2008	3761	1650	96	805	904	60
2008 - 2009	3949	1733	101	845	949	63
2009 - 2010	4146	1820	106	887	996	66

## Beneficiaries of Free Text Books Upto Class - 8

District : Bargarh

Year 2001-02

Years	SC, ST & 41 Girls upto class - VIII	Projected Enrolment Upto Class - 8 (Total)
2002 - 2003	167120	233147
2003 - 2004	169960	237110
2004 - 2005	172850	241141
2005 - 2006	175788	245240
2006 - 2007	178776	249409
2007 - 2008	181816	253649
2008 - 2009	184906	257961
2009 - 2010	188050	262346

## Upgradation of EGS to Primary Schools or setting up New Primary Schools

District - Bargarh

Year 2001-02

Name of the Block	New Primary Schools	Upgraded New Primary Schools from EGS	New UPS	Upgraded New UPS from EGS (UPS)
Ambabhona		20	4	12
All. Jani		32	7	4
Bargarh		29	5	12
Barpali		9	4	13
Bhatli		14	4	1
Bheden		28	6	1
Biipur		8	4	19
Gaisilet		3	5	16
Jnarbandh		20	3	13
Paikmal		30	6	19
Rajborasambar		8	6	15
Sohera		10	6	19
<b>Total</b>		<b>221</b>	<b>50</b>	<b>146</b>

TLM for uncovered new and Upgraded Schools (EGS)

District : Bargarh

Year 2001-02

Years	New Schools		Upgraded Schools	
	Primary	Upper Primary	Primary	Upper Primary
2004 - 2005	0	60	221	146
2005 - 2006	0	60	221	146
2006 - 2007	0	60	221	146
2007 - 2008	0	60	221	146
2008 - 2009	0	60	221	146
2009 - 2010	0	60	221	146



## Training of Community Leaders

District : Bargarh

Year 2001-02

Name of the Blocks	No. of habitations	No. of Persons @ 8 per village/ habitation
Ambabhona	103	824
Atalra	75	600
Bargarh	62	496
Barpal	73	584
Bhatli	83	664
Bheden	96	768
Bijepur	109	872
Gaisilet	102	816
Jharbandh	81	648
Pakmal	124	992
Rajborasambar	141	1128
Sohela	128	1024
Total	1177	9416

CHILD POPULATION AS PER HOUSE HOLD SURVEY (0-3 AGE GROUP)

District - Bargarh

Year 2001-02

Sl. No.	BLOCK/M.P.L.	ALL COMMUNITY			SC			ST		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	AMBABHONA	1965	1778	3743	415	371	786	586	506	1092
2	ATTABARA	2834	2619	5453	842	751	1593	1028	967	1995
3	BARGARH	2804	2548	5352	960	861	1821	880	786	1666
4	BARPALI	996	1873	3869	542	552	1094	490	420	910
5	BHATALI	2130	2035	4165	450	410	860	716	724	1440
6	BHEDEN	2221	2022	4243	697	670	1367	560	451	1011
7	BIJEPUR	2060	1834	3894	677	600	1277	419	333	752
8	GAISLET	1683	1578	3261	265	249	514	454	428	882
9	JHARBANDH	1771	1690	3461	294	265	559	513	524	1037
10	PAKMAL	2144	1919	4063	350	314	664	830	704	1534
11	RAJBORASAM	2315	2091	4406	525	507	1032	826	683	1509
12	SOHELA	2364	2225	4589	649	580	1229	751	744	1495
	TOTAL	26287	24212	50499	6666	6130	12796	8053	7270	15323

CHILD POPULATION AS PER HOUSEHOLD SURVEY 2001 (3-5 Year Age Group)

District: Bargarh

Year 2001-02

Sl. No.	Name of the Block	All Community			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ambabhora	1373	1255	2628	295	258	553	397	381	778
2	Attabira	1986	1870	3856	577	556	1133	728	698	1426
3	Barguda	2068	1909	3977	716	681	1397	671	612	1283
4	Baroal	1518	1317	2835	434	378	812	403	323	726
5	Bhatli	1505	1418	2923	292	295	587	532	507	1039
6	Bheden	1506	1423	2929	489	450	939	336	357	693
7	Bijepur	1445	1328	2773	481	464	945	283	248	531
8	Gaisilet	1189	1105	2294	199	203	402	309	286	595
9	Jharbandh	1269	1116	2385	244	223	467	344	277	621
10	Paikmal	1437	1310	2747	294	220	514	462	474	936
11	Rajborasambar	1597	1485	3082	364	348	712	552	521	1073
12	Sohola	1640	1564	3213	457	428	885	511	520	1031
	Total	18542	17100	35642	4842	4504	9346	5528	5204	10732

CHILD POPULATION AS PER HOUSEHOLD SURVEY 2001 (6-11Year Age Group)

District: Bargarh

Year 2001-02

Sl. No	Name of the Block	All Community			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ambabhonr	4759	3674	8433	1190	949	2139	1304	1018	2322
2	Aitapira	6967	6557	13524	1850	1760	3610	1699	1648	3347
3	Bargarh	13152	11078	24230	3199	2752	5938	1681	1526	3207
4	Bardal	6052	5823	11875	1578	1517	3095	852	881	1733
5	Bhatli	5126	4843	9969	1071	997	2068	1394	1297	2691
6	Bheden	5518	5217	10735	1590	1538	3128	1085	1012	2097
7	Bilepur	6741	6019	12760	1405	1360	2766	1048	953	2001
8	Gaisilet	4406	4328	8734	868	765	1633	983	949	1932
9	Jharbandh	3609	3533	7142	821	1011	1832	1202	1095	2297
10	Paikmal	6288	5655	11943	1184	1114	2298	2433	2080	4513
11	Rajborasambar	7671	8105	15776	1504	1396	2900	2079	2757	4836
12	Scheia	7258	6399	13657	1847	1590	3437	1649	1559	3208
Total		77547	71231	148778	17895	16749	34644	17409	16775	34184

CHILD POPULATION AS PER HOUSEHOLD SURVEY 2001 (11-14Year Age Group)

District: Bargarh

Year 2001-02

Sl. No.	Name of the Block	All Community			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ambabona	2022	2724	4746	515	344	859	483	348	831
2	Ajabita	3113	2812	5925	756	627	1383	781	655	1436
3	Bargam	6614	5438	12052	1628	1262	2890	900	849	1749
4	Barpali	2559	2323	4882	521	529	1050	356	343	699
5	Bhatli	2414	2153	4567	435	387	822	574	477	1051
6	Bheden	2869	2577	5446	759	697	1456	578	520	1098
7	Bijepur	2805	2456	5261	692	609	1301	480	387	867
8	Gaisilet	2056	1816	3872	441	360	801	415	367	782
9	Jharbandh	2512	1193	3705	293	235	528	440	337	777
10	Paikmal	3008	1686	4694	405	327	732	783	596	1379
11	Rajborasambar	3371	3109	6480	697	545	1242	818	714	1532
12	Sonela	2704	2273	4977	600	579	1185	643	512	1155
	Total	36047	30560	66607	7760	6501	14261	7251	6105	13356

## Disabled Children in the Block

District - Bargarh

Year 2001-02

Name of the Block	0 - 3 Years	3 - 5 Years	6 - 11 Years	11 - 14 Years	Total
Ambabhona	75	52	138	61	326
Attabira	109	77	245	137	568
Bargarh	107	79	249	147	582
Barpali	77	57	170	92	396
Bhali	83	58	183	83	407
Bheden	85	58	194	107	444
Bijepur	78	55	186	99	418
Gaisiet	65	46	130	57	298
Jharbandh	69	47	123	55	294
Paikmai	81	54	185	97	417
Rajorasambar	88	62	148	65	363
Soneia	92	64	205	100	461
<b>TOTAL</b>	<b>1009</b>	<b>709</b>	<b>2156</b>	<b>1100</b>	<b>4974</b>

## Computer Education for Upper Primary Level

District : Bargarh

Year 2001-02

Name of the Block	No. of Schools	Feeder schools	Targeted no. of beneficition:	
			Students	Teachers
Ambabhona	15	20	900	9
Attabira	25	38	1560	15
Bargarh	28	44	1680	15
Barpali	18	28	1050	10
Bhatti	16	25	960	9
Bheden	24	38	1440	13
Bijepur	16	25	960	9
Gaisilet	13	23	780	7
Jharbandh	14	20	840	8
Paikmal	18	28	1080	10
Rajborasambar	24	38	1440	13
Sohela	22	36	1320	12
<b>TOTAL</b>	<b>234</b>	<b>365</b>	<b>14040</b>	<b>130</b>

### Expected Trend in Dropout & Non enrolled

District: *Bargam*

Year 2001-02

Years	Dropout			Non-enrolled		
	6 - 11	11 - 14	Total	6-11	11 - 14	Total
2002 - 2003	507	216	723	5896	2504	8400
2003 - 2004	375	198	573	3774	1602	5376
2004 - 2005	166	70	236	1932	821	2753
2005 - 2006	106	45	151	1237	526	1763
2006 - 2007						
2007 - 2008						
2008 - 2009						
2009 - 2010						



## Enroiment in the District (ALL)

District : Bargarh

Year 2001-02

Class	Govt. Schools			Govt. Residential Schools			Private Schools			Total		
	B	G	T	B	G	T	B	G	T	B	G	T
Class - I	17488	16997	34485	1423	1361	2784	756	542	1298	19667	18900	38567
Class - II	15601	15093	30694	1258	1262	2520	534	362	896	17393	16717	34110
Class - III	14770	14435	29205	1234	1188	2422	443	270	713	16447	15893	32340
Class - IV	13870	13131	27001	1208	1087	2295	385	240	625	15463	14458	29921
Class - V	13404	12552	25956	1097	1019	2116	379	253	632	14980	13824	28704
Class - VI	11011	9326	20337	304	197	501	1422	1166	2588	12737	10689	23426
Class - VII	9412	8175	17587	235	183	418	1293	1159	2452	10940	9517	20457
Class - VIII	9024	7819	16843	148	97	245	678	524	1202	9850	8440	18290
Total	104580	97528	202108	6907	6394	13301	5890	4516	10406	117377	108438	225815

## CHAPTER – III

### PLANNING PROCESS

Planning is indispensable in all spheres of life. Any exercise without proper planning is like a ship without rudder. It is a systematic and continuous process through which the objectives are achieved. Through planning process, needs are identified and necessary strategies are suggested for achieving the goals within the resources available. A better plan brings a better result. As the aims of "SARVA SIKSHYA ABHIYAN" is to achieve specific goal in respect of both qualitative and quantitative development in elementary education. The district planning teams prepare the plans accordingly. It should be area specific, need based and realistic. For achieving the goal a decentralized mode of planning should be done allowing the people to participate from grass root level. Hence necessary steps have been taken while planning for implementation of SSA in Bargarh district. As regards involvement of villagers PRI members school teachers NGOs, block level as well as district level functionaries both from Govt and private sectors associated with education process like community awareness, organization of meetings, discussions, work shops

The perspective plan for the district has been done as per following steps:

### CONSTITUTION OF DISTRICT PLANNING TEAM:-

The District Planning Team was constituted comprising of District Level Officers from District administration, Education Department, welfare Department and members from women organization, PRI members NGOs representatives of Teachers Training Institute and SC & ST group. A core planning Team consisting of seven members was also constituted and the members were oriented at OPEPA Bhubaneswar. For sensitization to the members of the District Planning Team a two-day workshop was organized at the district headquarters and the state resource persons oriented the District planning team. Block resource groups (BRG) was constituted for each Block consisting of 20 members from among the S.I of Schools, Headmasters of U.P. Schools PRI members & NGOs. They have oriented by the DRG in a three days work shop at the block head quarters.

### Household Survey:

For preparation of the plan, necessary datas on school going children, out of school children, disables etc were collected in the format developed and supplied by OPEPA. Survey work was conducted by the primary school teachers, Anganwadi workers and NGOs which was compiled at village level then at block level and at district level. All the relevant data have been incorporated in the plan under chapter II.

**School Survey:-**

The information's on Primary and Upper Primary Schools relating to teachers buildings, enrolment drop outs, teacher people ratio etc was collected in a format supplied by OPEPA and the work was completed.

**Community Sensitisation:-**

To create awareness among the people workshop, meetings, discussions were held at GP and Block Level for the focus groups such as women PRI, Trs and NGOs. Besides these, Posters, Pamphlets, etc were circulated and suggestions were invited from public. The teacher mobilization camp and students rallies were organized in the district.

**Discussion on Focus Group:**

Discussion on focus group with Woman organization, Anganwadi workers, Primary School teachers, VEC, leaders of Tribal group in tribal areas was conducted at GP, Block & District Level.

**Convergence Meeting:-**

Convergence Meeting at Block Level was conducted comprising of SEO, WEO, CDPO, S.I. of schools MI, Medical officers J.E. BDO members of NGO & PRI members and persons from other departments. Similarly a district level convergence meeting was organized with all Govt & non Govt agencies at the District Headquarters. Discussion different Project activities was made in the meeting.

**Report & Research Findings:-**

- i. Report & research Findings available at the college of Teacher education, Baragrh have been consulted views from several magazines and periodicals on educational aspects of the district have been taken in to account.
- ii. District specific books like District Statistical Hand book, Educational survey 1997, Action Plan for TLC etc have been referred.
- iii. Data like DISI data, Child data, Cohort analysis data available in the district level.

Problems, Needs, expectation of people came out through various meetings, group discussion & interaction with community members helped a lot for planning.

The two important activities undertaken for preparing plan document we have

- a. House to house survey
- b. Decentralized participatory process like discussion, conversation & interaction with different people of the community & stakeholder

It is to mention here the planning process has reached this grass root level. Discussion has been made at the village, GP, Block and dist level to bring with issues and strategies. The issues have been identified and real problems have been categorized. Hence it is need based and bottom up planning.

#### FOCUS GROUP DISCUSSION

*Duration* June 2002.  
*Level* Villages - Block Level  
*Groups present* SC, ST, Woman,

Issues Identified	Solution to the issues	Accepted	Non-accepted
Ignorance of parents	Free supply of Reading writing materials	Accepted	
Lack of awareness of parents	Awareness to be created	Accepted	
Lack of facilities in school	Development of infrastructural facilities	Accepted	
Natural & artificial barriers, schools at long distance	Opening of new school	Accepted	
Engagement of children in domestic and outside work (to farm)	Provide incentive to Children Parents, Alternative education facilities, Advocacy	Accepted	Non accepted
Interactive study atmosphere	Orientation of Tis For ABC method of teaching, and beautification of school	Accepted	
Non functioning of VEC	Capacity building of VEC through orientation	Accepted	
Lack of residence of teachers	Construction of Teachers quarters	Accepted	

## Specific Issues

1	Shortage of teacher	Appointment of additional/ para teachers and teacher rationalisation
2	Problems of girls and minority community and ST /ST group.	Opening of hostel/ special residential school / Adolescent girls centers and remedial teaching camps
3	Shortage of classroom	Construction of Addl Room.
4	Lack of required no of schools in some habitations.	Opening of new schools/ EGS centers

## District Level Convention

*Nature of process*

*Convention*

*Level*

*District*

*Duration*

*One day*

*Groups Present*

*PRI, ZP members officers of district*

Sl No	Issues Identified	Solution to the Issue
1	Water and sanitation	<ul style="list-style-type: none"> <li>- Provision for drinking water is to be made.</li> <li>- Toilets are to be constructed for students.</li> </ul>
2	Poverty	<ul style="list-style-type: none"> <li>- Reading writing materials are to be provided</li> <li>- Mid day meals are being provided</li> </ul>
3	Lack of proper Supervision	S.I of Schools will have to supervise the schools regularly and he should be made free from other non-educational work
4	Engagement of Teachers in other works	Teachers to be exempted from other works. Census & Election works may be entrusted to good voluntary organizations, NGOs.
5	Dilapidated building	Repairs Provision
6	No Library or reading writing materials	Supplementary reading materials and book banks
7	Single teacher schools	Rationalization of teachers and engagement of Para teachers
8	Lack of field knowledge or environmental and social concern in children	Conceptuality in education, IIM
9	Health	Regular health check up at least once in a month necessary.
10	Lack of School building	<ul style="list-style-type: none"> <li>- Each village has to be provided</li> </ul>

		<p>with a schooling facility according to schooling norm.</p> <ul style="list-style-type: none"> <li>- School building, additional classrooms are to be constructed. Immediate repair works are to be taken up in case of dilapidated buildings</li> </ul>
11	Dearth of teaching staff	Teaching staff should be provided as per enrollment and no. of classes
12	MTA & PTA lack interest in education	Regular context programme with MTA / PTA MTA and PTA are to be formed in the school and re-oriented.
13	Absenteeism of Teacher	Absenteeism of teacher should be checked proper against enring teacher should be taken <ul style="list-style-type: none"> <li>- Community is to be encouraged to look after this matter. Teacher counseling</li> </ul>

#### DISTRICT LEVEL TEACHERS CONVENSON

*Nature of process*

*Group discussion*

*Level*

*District*

*Durations*

*One day*

*Groups presence*

*Teachers representatives*

#### POINTS EMERGED ON GROUP DISCUSSION

Sl No	Issues Identified	Resolving the Issues
1	Lack of awareness among parents. They are indifferent forwards education	<ul style="list-style-type: none"> <li>- Awareness campaigns should be made by folk dance folksongs and organizing meeting at village level to create demand for education and for community owned schools</li> <li>- Strengthening VEC/ MTA/ PTA members.</li> <li>- Regular meeting of VEC should be organized</li> </ul>
2	Dearth of teacher and school building	<ul style="list-style-type: none"> <li>- Schools should be provided with required teachers</li> <li>- Repair of school building should be done every year</li> <li>- Additional classrooms should be constructed</li> <li>- Contingency management for schools</li> <li>- Enriching school development funds</li> </ul>

3	Language of Teacher and pupil differs	<ul style="list-style-type: none"> <li>- Preparation of primers on local dialect</li> <li>- Local teacher should be appointed</li> <li>- Teacher should be Oriented.</li> </ul>
4	Lack of communication facility to schools in some packets.	<p>School should be established in a well communicated place of the village.</p> <p>Roads may be made through convergence with PR Dept and RD Department.</p>
5	Lack of content knowledge of t/s.	Orientation to the teachers to be given.
6	Defective syllabus	Syllabus to be changed improved and need based.
7	Defective evaluation	<ul style="list-style-type: none"> <li>- Evaluation system to be changed and the process should be child friendly</li> </ul>
8	No scope for games sports	<ul style="list-style-type: none"> <li>- Provision to be made for sport/ games</li> <li>- Health cards to be introduced.</li> </ul>
9	Lack of proper supervision of the school.	<ul style="list-style-type: none"> <li>- S.I.s should supervise the school regularly and monthly support to be given.</li> <li>- Local resource support group for academic monitoring and supervision.</li> </ul>
10	Lack of sufficient school contingency.	<ul style="list-style-type: none"> <li>- School contingency and SIG should be provided to the schools</li> </ul>

#### DISTRICT LEVEL DISCUSSION WITH FOCUSED GROUP

*Level*

*District*

*Duration*

*One day*

*Groups present*

*Anganwadi Supervisors*

*No of participants*

*CDPO, DWCR 4 Supervisors.*

Sl No	Issues Identified	Resolving the Issues
1	Most of Anganwadi workers are not acquainted with preschool education	Orientation to Anganwadi workers on primary School
2	Plays materials are not supplied to AWC old play materials are not useful now	New play materials should be supplied.
3	Songs are not attracting the children	Anganwadi workers should be well trained in songs/ local songs and rhythms.
4	Anganwadi workers are paid with low honorarium	Honorarium to Anganwadi workers should be increases
5	Parents are reluctant to send children to A W centres.	Balmela should be organized and community should be involved.
6	Food is not palatable to the children	Care should be taken by AW workers for preparation of food to make it taste.

7	Lack of care and attention to the children	A.W workers should be oriented on taking care of the children Accountability should be given on them.
8	Irregular timing of AWC	To develop the habit of going to AWC in time.
9	Atmosphere of AWC is not conducive.	Anganwadi centres should be constructed where there is no infrastructure facilities.
10	Malnutrition areas without any AWCs	Norms for AWC is to be relaxed Get up at new centres.



## CHAPTER IV

### PROBLEMS ISSUES AND STRATEGIES

#### PROBLEMS AND ISSUES

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

1. Access
2. Retention
3. Quality Improvement
4. Capacity building

#### *Issues related to Access*

Primary education cannot be universalized until & unless access is provided to all target groups. It is not yet been achieved due to lack of awareness, negligence of parents, poverty, un-conducive school atmosphere apathy of teachers etc. The issue of access has been emphasized particularly to all children between the age of 6 to 14 year. The problems strategies for universal access are culminated here under.

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Lack of Primary Schools or Alternative Schooling facility within walk able distance	<ul style="list-style-type: none"><li>- The exercise of microplanning &amp; school mapping has been taken up to ascertain the needs of Primary Schools.</li><li>- Opening of new Primary School / EGS &amp; AIE centre in un served habitation</li><li>- Opening of hostel &amp; residential schools</li><li>- Posting of additional teacher</li></ul>	Planning Access Access S & M.L. Department
2	Physical Barriers like hills forests, rivers & artificial barrier like railway etc &	<ul style="list-style-type: none"><li>- Opening of alternative school where state norm for Primary School is</li></ul>	Access

	Highway	restricted - Recruitment of additional school teacher		S & ME
3	Building less Primary Schools	- Construction of School building/ additional classroom		Convergence with DRDA
4	Poor & dilapidated school building never attract children	- Major & Minor Repair of School building		Minor repair by the community & major by G.P. & Panchayat Samit. MI LAD, MPLAD
5	Disabled children neglected	- Disabled children are to be encouraged to attend school Parents of disabled children are to be motivated Incentive should be provided to the disabled children Free supply of aids, hearing aids. - Special enrolment drive for disabled children - Where the number of disabled are more one teacher should be trained in IED - Research studies on IED issues	IED IED IED IED IED IED	Convergence with NGO Health Department. Different Projects of Government of India
6	Poor road communication	- Provision for construction of road		Convergence with PRI

### Issues related to enrolment & Retention

Universal access follows universal retention. Retention aims at completion of class V education at the age of 10 years. The district specific problems relating to retention are discussed below along with suggested strategies.

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

		<ul style="list-style-type: none"> <li>- Introduction of teaching learning materials on tribal dialect</li> <li>- Subject specific discussion, analysis.</li> </ul>	SC ST Edn HDA
6	Lack of Interest among parents to send their children to school	<ul style="list-style-type: none"> <li>- Motivation to parents</li> <li>- Incentives, MDM rice etc.</li> <li>- Opening of special schools for working children/ migratory children/ children of socially backward groups</li> <li>- Flexible school timing in selected areas.</li> </ul>	PRI Access/AIF
7	Engagement of girls in household works	<ul style="list-style-type: none"> <li>- Special motivation to girls by teachers.</li> <li>- Motivation by Anganwadi workers/ MTA/ SHG</li> <li>- Door to door visit by teachers</li> <li>- Organisation of cultural programmes for development of girls education</li> <li>- Opening of hostels for girls in selected areas/ camps for Adolescent girls.</li> <li>- Display of posters on girls education.</li> <li>- Introduction of vocational health related education, women group meetings.</li> </ul>	MTA to be motivated  Welfare Department UNICEF
8	Problem of language	<ul style="list-style-type: none"> <li>- Appointment of tribal teachers in tribal area</li> <li>- Development &amp; supply of Text book in tribal languages.</li> </ul>	
9	Poor co-curricular activities including physical education games & sports	<ul style="list-style-type: none"> <li>- Supply of games &amp; sports articles to schools</li> <li>- Organisation of Sishu Mela Mini Sports &amp; science Exhibition etc.</li> <li>- Drawing, painting competitions at G.P.level.</li> <li>- Project activities</li> <li>- Development of physical education Mass drill. Help of local High School PEI to be taken</li> </ul>	PRI  STS  STS High School PEI
10	Poor Health of Children	<ul style="list-style-type: none"> <li>- Regular Health Check up of Children by local health workers &amp; doctors health card to children</li> </ul>	Health & F.W. UNICEF

11	Poor Economic condition of SC & St & BPL people	Free supply of Text books to SC ST % BPL students in time Free supply of reading writing materials to the above category of students Free supply of uniform to girl students.		PRI TRW TDA
12	Need of additional classroom	Additional classroom should be constructed as per need	Civil works	PRI DRDA
13	Toilets	Construction of toilet in every school is barely required	Civil works	UNICEF DRDA
14	Drinking water	Tube well should be installed in every school	Civil works	RWSS
15	Boundary wall and Electrification	For butification of schools	Civil Works	

#### Issues related to Quality Improvement of Education

Quality of Primary Education has been strengthened with introduction of activity-based approach in learning process. A good retention will certainly lead to spectacular quality achievement. Universalisation of Primary Education not only emphasizes on access & retention but also focuses on improvement of quality of education & out standing achievement. It aims at enhancing standard of knowledge of students 25% (Minimum) in language numerical & 40% minimum in other competencies. Despite several attempts targets have not been achieved some problems still exist in the district the penance for which are reflected below.

- Academic support group at block and clusters
- Forum for discussion
- Felicitation to good teachers
- Exposures to teachers
- Subject specific training programmes
- Change in the syllabus for C.T. & B.E.D.
- Subject weighthages according to requirements
- Accountability for quality education
- Regular evaluation/ unit test/ progress card sharing of results with stakeholders
- Effective Classroom management/ use of contextual TEM
- Sports and extra-curricular activities
- Promotion of teachers journals

- Exhibition of creative works of teachers/ students/ VEC members
- News paper and journals to schools
- DIET need to be strengthened
- Establishment of block and cluster resource centres
- Adequate no of teachers in each school.
- Supplementary teaching inputs to teachers
- Strengthening school management
- More resource support to weak schools.

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Problem of multigrade teaching	<ul style="list-style-type: none"> <li>- Appointment of additional teacher</li> <li>- Orientation on handling multigrade teaching</li> </ul>	SMF SCERT DIET
2	Poor content knowledge of teachers	<ul style="list-style-type: none"> <li>- Orientation of teachers on content of subject</li> <li>- Conducting Refresher courses</li> <li>- Preparing &amp; providing teachers hand book.</li> <li>- Opening of library at school. CRC &amp; BRC</li> <li>- Supplementary reading materials to be provided to teachers</li> </ul>	SCERT DIET SCERT
3	Lack of Knowledge on tribal dialect	<ul style="list-style-type: none"> <li>- Teachers in tribal areas should have knowledge on tribal language</li> <li>- S.E. teachers should be posted in tribal area</li> <li>- Teachers are to be oriented by CRC, BRC &amp; DIET institutes</li> </ul>	
4	Unattractive class room process	<ul style="list-style-type: none"> <li>- Attractive teaching learning system/ ABC method approach.</li> <li>- Training on activity based learning, joyful teaching &amp; play way method</li> <li>- Emphasis on use of teaching aids, Action song, story telling &amp; dramatization etc.</li> </ul>	
5	Improper Evaluation System	<ul style="list-style-type: none"> <li>- Continuous &amp; comprehensive evaluation system should be introduced</li> <li>- Unit test should be introduced</li> <li>- Evaluation should be followed by follow up action</li> <li>- Progress card of students should be maintained</li> </ul>	

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

### Issues Related to Capacity Building

Infrastructural development along with cooperative management and effective supervision from bottom to top can only change the exciting scenario of primary education. Existing system needs to be strengthened. Due to poor functioning of VEC, Poor supervision & monitoring the targets are not achieved. To achieve the goal of effective community participation they are to be oriented. Strengthening and updating management information system the details of issues & proposals are stated below.

Sl No	Issues / Problems	Possible Strategies	Intervention
1	Non involvement of VEC members & PRIs in school management system & Absences of community ownership	<ul style="list-style-type: none"> <li>- Orientation Training of VEC members</li> <li>1 Orientation of PTA, MTA &amp; NGO to involve them for all-round development of School</li> <li>- Formation of CRC &amp; BRC &amp; their orientation for community mobilization</li> <li>- Awards to best school committee.</li> <li>Exposure visits</li> </ul>	DEFP DELP
2	Lack of Teachers empowerment	<ul style="list-style-type: none"> <li>- Organisation of content oriented short term training programme on subjects like language, mathematics and EVS</li> <li>Libraries of schools CRC &amp; BRC should be enriched with Books.</li> <li>Training on preparation of low cost and cost teaching aids should be organized.</li> <li>- Training on activity based teaching learning process</li> <li>- Organisation of field Trips to make teaching more interesting</li> <li>- Making centre meetings of teachers more useful by means of demonstration lesson workshop etc.</li> <li>- Organisation work shops on new evaluation system</li> <li>- Development of films on teachings of selected topics.</li> </ul>	DEFP SCERT SI Schools
3	Poor supervision & monitoring	<ul style="list-style-type: none"> <li>- Orientation to S.I. of Schools</li> <li>- Establishment of CRC &amp; BRC with proper function</li> <li>- Block level information systems.</li> </ul>	
4	Empowerment of DIET	<ul style="list-style-type: none"> <li>- Improving infrastructural facilities like building, hostel, furniture, library, T.V. A.V. aids &amp; computer etc</li> <li>- Training to DIET personnel's</li> <li>- Involving DIET personnel's in supervision &amp; monitoring</li> <li>- Vehicle for supervision.</li> </ul>	
5	Lack of resource support at cluster Block Level	<ul style="list-style-type: none"> <li>- Centre schools be converted to CRC</li> </ul>	



		<ul style="list-style-type: none"> <li>- BRC building be constructed/</li> <li>CRC building be constructed</li> <li>- CRC &amp; BRC to be equipped with furniture &amp; library</li> <li>- Appointment of BRC coordinator</li> <li>- Staff, stationary &amp; telephone facility to BRC</li> <li>- Supply of over head projector at BRC</li> <li>- Strengthening and empowerment of local resources support groups, exposures.</li> </ul>	
6	Poor Incentive & recognition to teachers	<ul style="list-style-type: none"> <li>- Cultivating competitive spirit among teachers in the field of innovative teaching, action research, &amp; preparation of teaching aids.</li> <li>- Awards for 100% enrolment retention &amp; achievement</li> <li>- Field trips of teachers</li> <li>- Felicitation of teachers at block and Panchayat level every year.</li> </ul>	
7	Poor Infrastructural facility at D.I. of School level	<ul style="list-style-type: none"> <li>- The D.I. of schools should be provided minimum infrastructural facilities like vehicles, computer etc.</li> <li>- Training to DIs, personnel.</li> <li>- Administrative reforms</li> <li>- Systematic transfer policy</li> <li>- Some of the administrative issues to be transferred to BRC level.</li> <li>- Early response to teachers grievances</li> <li>- Training to D.Is , S.Is &amp; H.M.s on school management.</li> </ul>	
8	Creation Data base	<ul style="list-style-type: none"> <li>- Creation of Management Information system MIS</li> <li>- Construction of MIS room</li> <li>- Procurement of equipment like computers, Fax, Telephone Xerox machine type writer etc</li> <li>- Appointment of skilled staff for MIS to operate the system.</li> </ul>	
9	Insufficient contingency	<ul style="list-style-type: none"> <li>- S.L.G and T.L.G to be provided</li> <li>- Development of coups fund in schools</li> </ul>	
10	Inadequate Co-curricular activities	<ul style="list-style-type: none"> <li>- Incentives should be given for cultural functions.</li> </ul>	

		<ul style="list-style-type: none"><li>- Creation of school development funds</li><li>- Contingencies to schools</li><li>- Celebration of local festivals and involvement of parents there in.</li><li>- Evaluation of students</li><li>- Educational issues in Gram Sabha</li><li>- Progress cards and health cards to be made available to parents</li><li>- News paper to schools</li></ul>	
--	--	---	--

## **CHAPTER-V**

### **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 Programmed of Action 1992 reiterates the nation's determination for Universalisation of primary education for the age group 6-14. It has been determined 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 SPECIALLY FOR BARGARH DISTRICT**

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

01. To achieve 100% enrollment 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 unnerved 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 school.
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 hilly areas and forest areas, and in a accessible pockets.

- To provide academic, technical support and guidance to CRCs
- To act as a field laboratory of STS 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 programmed for teachers, other functionaries under the guidance of STS.
- To monitor the functioning of the schools
- To participate in the monthly meetings of CRCs
- Orientation programmed for teachers, other functionaries under the guidance of STS.
- 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 programmed at the grass root level keeping coordination with the community. For the better and effective functioning of the CRC, all the CRC will be provided (to 42 new) with office building, whole time coordinator, furniture, equipment library facilities etc. It will act as a forum for sharing of experiences of teachers among themselves. Resource support will be provided by the CRC to the teachers for better classroom performance. At the CRC teachers will meet once in a month to solve their academic problems. Each CRC will be provided with grants for conducting of research activities, micro planning & school mapping. 192 CRCs will be established at 1 for 15 schools 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 P. CF activities.
- Providing feed back to BRC and schools.
- Organising meeting of PTA, MTA, NGOs etc.
- Training to teachers in different subjects.

### **SCHOOL IMPROVEMENT ACTIVITIES**

School improvement 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 coordinators and local community leaders. Quality improvements- increased learning- better retention of children is the activities related to teacher development and appropriate classroom transaction strategies. But if due attention is not paid for school improvement the achievement of desired objectives will be far away. School improvement involves the activities like improvement of infrastructure, provision of adequate teachers, institutional planning for improvement with the help and participation of local individuals and use of local available resources, making school environment attractive, provision of opportunities for disadvantaged children, adequate provision for curricular and co-curricular activities. When some of the activities require financial allocations others can be materialized through participation and contribution of the public and the teachers.

#### **(a) PROVISION OF SCHOOL GRANT**

Provision for school improvement grant for schools (2075 schools) @ Rs.2000/- per school for nine times during the project period has been made to meet the urgent needs of the school. The said fund will be increased to the VEC and will be kept in a joint account in the name of the Chairman VEC and Head master of the concerned school.

#### **(b) PROVISION OF TLM GRANT**

Provision for TLM grant for Pr. & Upp. Schools Teachers @ Rs.500/- per trs. for 2002-10 has been made to meet the urgent needs of the school.

**(c) MONITORING & ACADEMIC SUPPORT SYSTEM - AIHWAN**

AIHWAN a programme of intensive monitoring and academic support system to schools will be conducted in all blocks of Bargarh district. In this regard a 5 members block monitoring team will be formed in each block & a district level monitoring team will be formed headed by Headmaster ST School.

Block monitoring team will visit all the schools of the block during 20 days programme (10 days in each phase) . During this period, the block monitoring team will emphasize on identified schools.

The district monitoring team will visit schools at random in the district. After every phase of AIHWAN programme block level review meeting will be conducted in each block followed by District review meeting.

Implementation period : October-November

Implementing agency : ST School/BRC

Duration : 20 days

**(d) BLOCK LEVEL TLM WORKSHOP ( 3DAYS)**

A proposal has been made to conduct 3 days TLM workshop in all 12 blocks of Bargarh to facilitate TLM preparation in schools. Hence 12 no of workshops will be conducted in this regard during Nov-Dec .

Participants : BRG members- all CRC C's+S.I of schools+BRCs+selected resourceful teachers.

Resource Persons : DRG members trained at SPO &S.T.S. faculty members.

Implementation period : Nov- Dec

Implementation agency : BRC

**(e) VISIONING WORKSHOP FOR BRCC, CRCC & BRG**

Block resource group has been formed in all the blocks to impart pedagogical training to the teachers issues. A provision has been made to impart training on pedagogical issues to BRCC, CRCC & BRG members along with 36 S.I of schools

Duration : 3 days

Implementation period : October

Resource Persons : CTT members/DRG members

**(f) 20 DAYS TEACHERS TRAINING ON NEW PEDAGOGY**

It has been proposed to provide one day CRC level training to all the teachers on preparation of activity, teaching calendar, lesson plan etc. for better class room transaction. All the teachers of 150 no of CRCs will undertake training during Oct-Nov 2002. This programme will be integrated with monthly center school meeting.

Duration: one day

RPs: CRG members / selected teachers

Implementation period: Oct-Nov

Implementing agency: CRC

**(g) 60 DAYS REFRESHERS COURSE TO UNTRAINED TEACHERS**

District has identified 150 nos of untrained teachers in primary sections and 220 untrained teachers in Upper primary sections. A refresher course will be designed to impart training to such teachers, specially during vacation. It has been proposed to undertake 10 days training under distance education mode. The total duration of training during year will be 30 days.

**(h) NEEDBASED SHORT TERM ORIENTATION AT CLUSTER LEVEL ON SPECIFIC SUBJECT**

In the Perspective Plan provision has been made to provide 1 days subject specific training to all the teachers of the cluster more emphasis will be given on the identified weak teacher of the cluster. The training programme will be conducted during Dec-Jan. The programme will be integrated at the time of monthly center school meeting of teachers.

Duration: 1day

R Ps : CRG members/ selected Teachers

Implementation period : Dec-Jan

Implementing Agency : CRC

**(i) DOCUMENTATION**

It is one of the major items of the component steps have been taken in the plan to well furnish the documentation center for providing better facilities for documentation and dissemination of information.

## **(j) INTERACTION THROUGH TELECONFERENCING PROGRAMME**

Distance Education Programmed (DEEP) has been envisaged as a National component that intend to supplement and strengthen the ongoing training activities for teachers and other persons related to primary education. Further it aims at involving a sustainable system of in service education aimed to improve effectiveness of teaching learning process in primary schools. DEEP has been contemplated to provide enriched materials and materials supplementing face to face teaching programmed. The major objectives to be initiated in DEEP.

- Capacity building among the personnel involved in the programmes for development, production, delivery of Distance Learning Materials (DLM)
- Development of DLM and packages on
  - a. Contextual and pedagogical issues
  - b. Content up gradation for teachers
  - c. Contextual issues for other personnel

Taking these aspects into consideration the following steps have been taken in the project proposal.

### **PRODUCTION OF DLM**

#### **a. Audio and video materials**

In this connection it has been proposed to produce audio and video programmes on contextual and pedagogical issues in each year for effective classroom teaching learning process.

#### **b. Printed material**

In addition to the above programmes printed materials in the form of charts, posters, media notes, guide books, will also be developed with the help of state project office and supplied to the schools

### **CAPACITY BUILDING**

#### **a. Training of field functionaries**

In order to build up the capacity of field functionaries like STS, DRG, BRG on Distance Education, training programmes will be organized with regular teachers training programmed under pedagogical improvement



## **. Orientation of teachers**

The teachers at CRC level will also be trained on the use of distance learning material by conferencing with regular teachers training programmed under pedagogical improvement

## **PROCUREMENT DISTANCE LEARNING EQUIPMENT**

Provision has been made for procurement of DLE for 12 BRC's and STS. The equipment includes VCR, CTV, Two-in-one, Fax, Still Camera, Generator and PAS for STS and TV, VCR, Two-in-one, PAS for each BRC.

## **INTEGRATED EDUCATION OF THE DISABLE**

DEIP is a bold initiative to extend the advantages of quality of Elementary education to the children with disabilities. Universalisation cannot take place unless children having disabilities are integrated in the main stream of education. In this component five categories of children i.e. visually impaired, hearing impaired, orthopadically handicapped, and learning disabled and mentally retarded will be benefited.

The most viable and psychological intervention to meet the educational requirement of these children is integrated schooling with special attention. In isolation, if they were kept it would create an inferiority complex among them because of their disabilities. DEEP aims at providing integrated education to these disabled children through normal schools with normal children without any discrimination. In order to provide adequate facilities to these children through the programmed activities it has been proposed to provide support to these children in their education.

## **DOOR TO DOOR SURVEY**

Door to door the teachers and Anganwadi Workers in the district have conducted survey for two days to identify different categories of disabled children (0 to 14 years)

## **ASSESSMENT OF DISABILITIES**

In order to accommodate these disabled children in normal schools, it has been proposed to assess the disabilities by the specialist medical officers in all the blocks of the district. For this purpose 12 medical assessment programmes will be conducted at the block headquarters.

LIBRARY & DOCUMENTATION CENTRE  
District Institute of Education  
Muzaffarpur, Bihar  
Date: 23-01-2003

#### **c. PROVISION FOR SUPPLY OF AIDS AND APPLIANCES**

In order to provide support to children for their better retention in schools, it has been proposed to provide aids and appliances to children during eight years of the programmed period by the convergence with other Department and reputed NGOs. Through this support programmed they can be able to prosecute their studies in normal schools.

#### **d. TRAINING OF TEACHERS**

As the teachers are not well conversant about the skills and techniques of teaching of these children, it has also been proposed to impart training to all the teachers on this aspect. All the teachers will be trained on various pedagogical aspects at least 20 days in a year.

#### **e. ORGANISATION OF PANCHYAT LEVEL MEETING**

It has been proceed to organize Panchayat level meeting of the community members for awareness building, development of positive attitude towards the education of disabled children and better cooperation & coordination. Meeting will be conducted during eight years of programmed for this purpose.

#### **f. TRAINING OF THE PARENTS**

Some times it appears that parents do not show their interest for the education of the disabled children. They feel that these children can't cope up with the normal children in schools because of their disabilities. Such wrong notion of the parents debar these children to get the education facilities. In order to remove such unhealthy attitude towards the disabled children it has been plan to organize training programmes for the change of attitude as well as to provide moral support to them. For this purpose training programmed will be conducted in 12 blocks of the district.

#### **g. SENSITIZATION PROGRAMME**

In order to sensitize the VECs, Community and public it has been proposed to prepare charts, posters and leaflets for disseminating the message relating to the education of disabled children

#### **h. APPOINTMENT OF SPECIAL TEACHER**

Provision has been made to appoint three teachers from three different categories who will be specially oriented for the teaching of the disabled learners in phased manner.

## **COMMUNITY MOBILISATION AND PARTICIPATION**

Community mobilization and participation in UEE is the corner stone of DEEP. The contextuality entails local area planning with decentralized planning and management. It is experienced that programmes launched by NGOs and Government with community support have yielded good results. Therefore, there is a necessity to involve stakeholders at local level in an intensive participatory process for effective functioning of school system. But community is-

- Unaware of the needs for education
- Lacks the sense of belongingness and sense of ownership

Hence the key to change is "Bring the Community close to the Education Systems"

Unless community comes forward to associate itself in the management of educational programmes, it would be difficult to achieve desired objectives of UEE. Community participation is an essential feature, which needs to be address. Involvement of people in local area planning, management and implementation of educational programmes, mobilization of community for school development, initiation for sustainability of the programmed activities and for quality education

On the basis of the above needs, steps in the proposed programmed have been taken, for effective environment building for community participation to achieve UEE.

### **a. ORGANISATION OF SPECIAL DRIVE (NINAD)**

Special drive for better enrolment especially for the SC & ST, girls and other disadvantaged group will be organized through community mobilization. It will much more helpful for change of attitude towards education of these children the special drive will be organized in tow ways as

- Enrolment drive will be done in the District.
- Community mobilization drive towards the development of attitude of the community members for schooling of these children specially where the enrolment is low in comparison to other areas

#### **b. TRAINING OF VEC MEMBERS**

VEC is the lowest level body in the hierarchy key. It has a direct link with the community. It plays a vital role in school management, local area planning, institutional planning, school mapping, increase of enrolment, & retention. In order to strengthen the functioning of VEC it has been proposed to provide training to the members of the VEC's.

- Training of BRGs on VEC

Three days training programmed for the BRGs will be organized each year for the orientation of VEC members.

- VEC training

During the 8 years of training period it has been proposed to organize 226 Programmes for VEC members at the CRC level.

#### **c. ORIENTATION OF PRIs / NGOs**

The role of PRIs and NGOs is much more important in the management of primary education. In order to associate them in the programmed it has been proposed to orient them about various aspects of the programmed as well as their roles in the management and implementation of programmed activities through training programmes in addition to this meeting of the members of PRIs and NGOs will also be conducted at the district level twice in a year to discuss various aspects, issues and formulation of strategies in the convergence with the same NGOs

#### **d. ORGANISATION OF CULTURAL FESTIVAL**

For ensuring better community relation and mobilization it has been proposed to organize cultural festival at different places of the district. Folk media for community mobilization, participation in community festivals, organization of children's festivals will be included in this component. This type of programme is being conducting availing the financial facility from the local Banks, NGOs. So further it will be organize by the same facility.

#### **e. VILLAGE LEVEL MEETING**

Under this component it has been proposed to conduct the monthly meetings of gramsabha and VEC at each village keeping coordination with other development activities.

## **MEDIA**

Media is another effective intervention of DEEP, which intends to sensitize the community. In this regard media and communication strategy play a vital role in the advancement of DEEP. The objectives are to -

- Bring about popularity and credibility of DEEP as national programmed which would help the process of UEF.
- Mobilise 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 programmed.

For the effective use of this intervention different activities at different levels have been proposed in the perspective plan.

## **PREPARATION AUDIO AND VIDEO CASSETTES**

Preparation of audio and video cassettes will be made by the State project Office on folk songs, slogans, and films on status of women, girl child. These programmes will be displayed in hats, bazaars, and other central places. Steps will also be taken for telecasting and broadcasting these items for awareness generation.

## **PRODUCTION OF MATERIALS**

Steps will be taken for production of materials like posters, banner, and hoarding in order to publicize the major aspects of the programmed.

## **USE OF PRINT MEDIA**

For this systematic of print media (Oriya and local language) steps will be to print leaflets on various occasions. Quarterly news letter, training modules on community mobilization will be printed and made available for better publicity and awareness generation for community participation.

## ' ACCESS FOR DEPRIVED CHILDREN '

Keeping UEF in view a door-to-door survey was conducted through out the district for two days to assess the situation with regard to Elementary Education.

On the basis of the survey it was revealed that out of 1177 revenue villages & 31 uninhabited villages, 60 nos. of Upp. School will be opened in the feeder village.

In order to over come these difficulties steps are to be taken on priority basis to provide better access to the children in all parts of the district. During the project period the activities proposed to be under taken in respect of this intervention are:

### ACCESS FOR DEPRIVED CHILDREN

INTERVENTIONS	OBJECTIVES	STRATEGIES/ACTIVITIES	PHY. TARGETS
ACCESS	Providing access through better schooling facilities.	I. Opening of new schools for the unerved habitations.	60 upper primary
		II. Camp school for out of school children	16 camps
		III. Camp school for adolescent girls	16 camps
	Providing access to the children of hilly & forest areas areas having natural barriers, and for special focus groups	IV. Requirement of teachers for new upp. school	60 nos
		V. Provision of Honorarium for EGS instructors.	
		VI. Contingency EGS centers.	
		VII. Furniture for EGS centres	
		VIII. Free text books & Reading writing materials for student of new schools and EGS centers.	

### **30 DAYS TRG. TO PRY & UPP. Evs.**

It has been proposed to impart a training to 332 nos. EVs, engaged in primary & Upp. Primary EGS centers.

### **20 DAYS TRG. TO CRP**

A 20 days training will be conducted for 192 nos. of CRP to streamline the EGS centre and to return back the out of school children in the same locality.

### **CUMULATIVE RECORD CARD**

A regular record card will be maintained in all school to track the students. Whether they are completing the study or not.

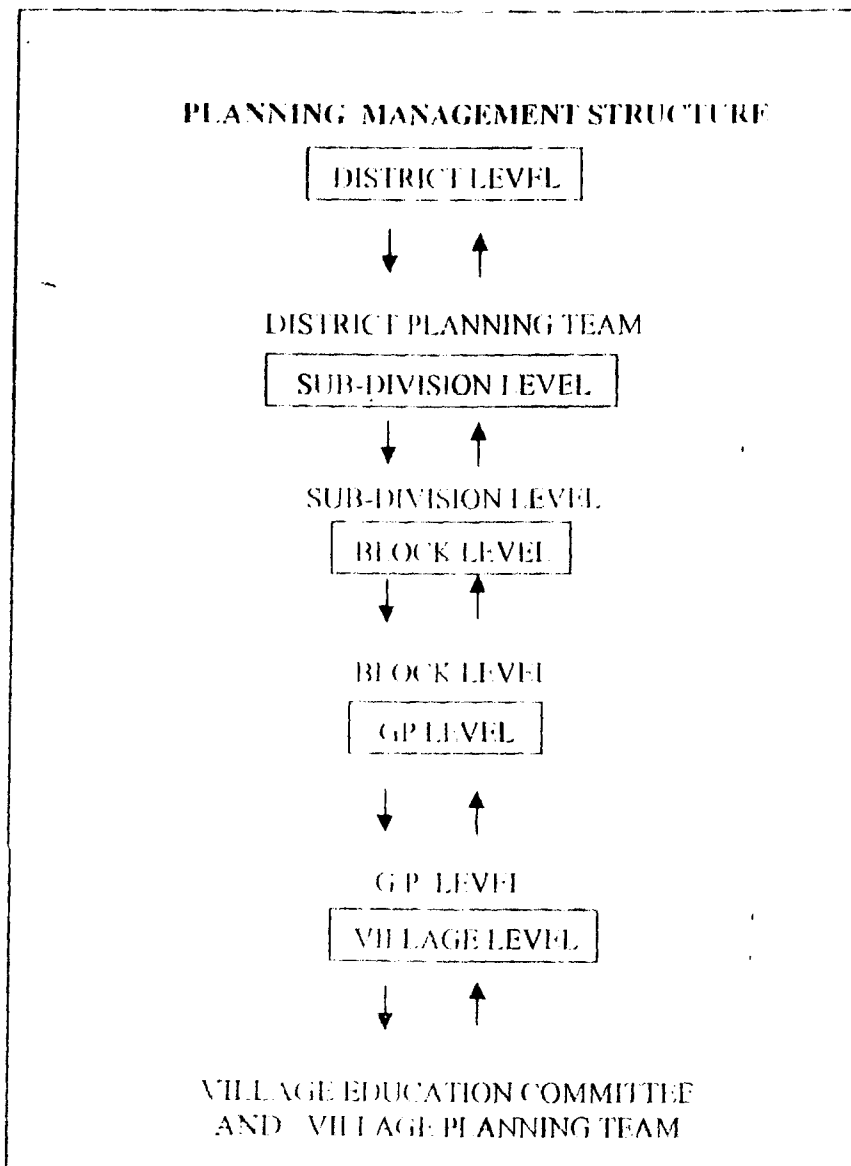
## **RESEARCH & EVALUATION**

### ***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 programmed 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.



#### 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, ST School personnel, district level officer of education department and other departments. The members like SC/ST will constitute the DPT. NGOs, members of PRIs, STS, District level officers 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 DPI 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 STS and primary Education management functionaries.
- (f) To formulate and issue policy guidelines for different activities under different components of the programmed
- (g) To develop suitable mechanism for participatory educational planning and development.
- (h) To approve the budget and expenditure of the project.

Besides this at the District level core planning Team, core advisory and purchase Sub-committee, budget Sub committee, plan Preparation Sub-Committee, Monitoring and Evaluation Sub-Committee, Recruitment cell, Task Force for supervision, Resource Groups have been constituted for decentralization of project management and its effective functioning.

## **B. VILLAGE LEVEL**

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

- a) Community involvement and environment building.
- b) Supervision of construction works
- c) A special meeting for the education of dropout sections specially the 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, meals, & special campaigns.
- h) Organisation of convergence services for better Primary Education.

## **HOUSE HOLD SURVEY**

It is one of the most important aspects which aims at identification of grass root level issues and problems, priority areas, focus groups. Unless until needs are properly identified it will be difficult to have a genuine planning. The financial provision for this has been made in planning and management intervention.

## **TRG. TO PLANNING TEAM**

This training is very important for the field functionaries to prepare the work plan for every year to clear up the problem in the concerned area

## **EXPOSURE VISIT**

It has been planned to visit other State to gain the idea and techniques to implement in own area for better prospectus of the in school and out school children.

## **RESEARCH AND EVALUATION**

DIETP envisages introduction of classroom practices base on research. Research activities include small scale research at STS, BRC level and Action Research at CRC level to find out solutions to the issues being faced in class rooms of primary schools.

## **COMPARATIVE ACADEMIC STUDY**

The research activities at STS level may be in the areas of multigrade teaching, pupil achievements, functioning of BRC & CRC. At the BRC level areas like remedial teaching for back ward children, pupil absenteeism identification of difficult concept in different subjects, socio-cultural influences etc. In addition to this studies relating to block specific issues will also be conducted at BRC level.

## **DIAGNOSTIC STUDY FOR TEACHER**

To increase the potentiality of the teachers in their concerned field subject a research study is very important. It will be take up by the STS persons time to time and then various training will solve the problem of the concerned, which has been proposed and planned under the Pedagogical Intervention

## **ORIENTATION PROGRAMMED & WORKING GROUP MEETING**

To bring out the innovative abilities of DRGs, BRCs, teachers and other educational functionaries in the field of research, training programmed will also be organized at different levels. Further working group meetings at district, block and CRC level will be organized in three phases for development of attitude towards research activities relating to the development of primary education.

## **CONDUCTING TERMINAL ASSESSMENT STUDIES**

For evaluation and documentation it has been proposed to conduct terminal assessment study on various inputs of the programmed at the district level. Such periodically evaluation will provide feedback for further improvement and effective implementation of the programmed.

## **ORGANISATION OF SHARING RESEARCH FINDINGS**

Sharing workshop at the district level will be organized for having discussions on research finding at various levels of the district.

## **COMPARATIVE ACADEMIC STUDY**

A comparative academic study will be performed between primary school and EGS centres for streamline the student of EGS to formal school.

## **MANAGEMENT INFORMATION SYSTEM (MIS)**

The project would have a computerized MIS to serve as an important source for management and obtaining timely feedback. The information in respect of the project implementation will be made available through an effective management structure.

## **MANAGEMENT STRUCTURE**

For effective field management in the light of DEEP activities there is necessity to have efficient MIS, which is the key of the success of the project. It produces a variety of output reports, which are very much useful in the management and planning. The management system of the district must be well structured, well equipped and well designed to collect information from all levels of the district. Keeping this in view, the management structure of the district of the district has been designed as follows.

## **DISTRICT LEVEL WORKSHOP**

A district level workshop will be conducted taking the resource persons from all blocks those will responsible for the entire exercise will be take up time to time from MIS side .

## **WORKSHOP FOR TEACHERS ON EMIS**

In order to obtain data from various levels of the district basing on EMIS it has been proposed to orient the teachers of 12 blocks in each year for providing exposure regarding collection and documentation of data.

## **SHARING WORKSHOP OF DATA**

Sharing workshop will be conducted at district level for dissemination of various data collected and analyzed time to time. In this workshop all the weak points will be find out of area wise and will be planned accordingly to overcome.

## **INNOVATIVE PROJECT**

### ***SC/ST EDUCATION***

The major innovative steps taken up by DPFP, is to bridge the gap of tribal and non-tribal disparities which is found in tribal area. The attitudes of the teachers play an important role in imparting education in qualitative form to the tribal children.

### **ISSUE RELATING SC/ST EDUCATION**

1. The literacy rate of ST population is only 30% and SC is 36%.
2. The enrollment of both SC/ST students has increased from 67756 in 2001-02 to 71867 in 2002-03 by 4111.
3. Bargarh has registered the highest growth of 2091 where as Gaisilet has shown the highest reduction of 248. The negative tendencies in certain blocks are due to migration and child labour. To carter to this problem Residential schools are being proposed
4. Since Atabira, Baupali, Bijepur & Gaisilet has shown negative growth, special thrust on mobilisation camps, Workshop on SC/ST intervention, Special Awareness campaigns has been proposed.

The basic reasons are as follows.

- i. Unsympathetic attitude of teachers as well as community
  - ii. Unattractive and non-inclusive climate in the school that these groups feel alienated, irrelevant learning context.
  - iii. A large portion of these populations also resides in scattered habitations too small to full with in the norms for the establishment of a regular school and even EGS.
- D. Even if the existence of the school in the remote place causes these Poor teachers attendance and low supervision.
- E. The pragmatic knowledge of the tribal children is based on village Context, which has little resemblance with that of the textbook content.
- F. The non-tribal teachers working in the tribal areas face the Transition problem in addressing the tribal children in classroom.
- G. Social restrictions are main barrier for the SC/ST girls' education
- H. Distance of School is the main cause in tribal area for education.

SC/ST education is identical in certain point but there are same issues among them, which need to be addressed intensively.

Enrollment of SC/ST children is very low in Bargarh district. It adversely affects enrollment, retention & dropout rate rises higher. It has occurred the status of an independent major intervention in the plan period 2002-010. In order to achieve the target the following activities will be taken up.

#### **ENGAGING VOLUNTEERS**

It has been planned to engage the volunteers in the educationally backward areas to find out the specific problem and to give focus on various reasons. In this manner more attention will be given to the SC/ST child

#### **MOBILISATION CAMPS**

To short out the local problems.

To discuss about specific in particular school.

Classroom transaction.

TEM demonstration can be displayed.

Effective teaching & learning ability can be developed.

Discussion on educational role in tribal society.

To understand the role and responsibility of traditional leaders

To improve SC enrollment through CRC specific strategies.

To increase retention of SC students in primary schools.

To create SC community participation in school management.

Discussion on relation between school and community.

To sensitize the people about education.

To increase SC/ST enrollment & retention

To understand the role & responsibility of tribal leader/ people/ Parents in the village.

To erase their wrong notions from the mind about blind beliefs.

### ***GIRLS' EDUCATION***

DIEP 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 Bargarh district the retention of girls is 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.

While preparing the district perspective plan care has been taken to high light these obstacles and accordingly activities have been proposed to be undertaken for the sustainability of girls education. The proposed activities are

#### **IDENTIFICATION OF FOCUS GROUPS**

For the purpose of identifying the focus groups house hold survey has been conducted in the district.

#### **ORGANISATION OF AWARENESS CAMPAIGN**

For the change of attitude of the parents and building of awareness among the backward communities towards girls' education it has been proposed to organize awareness building activities like seminars, discussions, personal contact, rallies, patha pranta natakā, writing slogans, wall paintings, etc in the remote areas. Such activities will be organized in different backward habitations. It includes enrolment drive for better enrolment of girls.

#### **FORMATION OF MTA / PTA**

In order to empower the women specially the mothers for the participation and management of primary education it has been proposed to constitute MTA / PTA in all the primary schools of the district. The meeting of these associations will be regularly organized to solve local issues, issues relating to the girls' education etc.

#### **AWARD FOR BETTER RETENTION OF GIRLS & MODEL SCHOOL APPROACH**

For better retention of girls and promotion of girls' education in remote areas provision of rewards to the teachers and also to schools have been made. It will provide incentives to these teachers for mobilization of community for the education of the girls especially in remote areas. This activity will be materialized through convergence with related departments.

## ***EARLY CHILDHOOD CARE AND EDUCATION***

ECCE is a support programmed for Universalisation of primary education. Being an essential component of DEEP, it plays a vital role in

- Preparing children particularly first generation learners for primary school readiness.
- Facilitating participation of girls and deprived groups in primary schools by relieving them from sibling care responsibilities and other engagements.

It has also been generally observed that those children from areas with preschool education through ECCE centers (AWC) have better retention and proportionately the drop out rate is lower in those areas. Although AWCs being run under ICDS programmed have the component of pre school education, it is very weak in its functioning.

### **OPENING OF NEW ECCE CENTRES**

It has been proposed to open 80 nos. of ECCE centres in all over the district

Sl no	Block	Nov of centres
1	Ambabhona	5
2	Attabira	7
3	Bargarh	6
4	Barpali	5
5	Bhath	8
6	Bheden	7
7	Bijepur	9
8	Gaisilet	6
9	Jharbandh	5
10	Paikmal	6
11	Rajborasambar	7
12	Sohela	9
	<b>Total</b>	<b>80</b>

## ***COMPUTER EDUCATION***

It has been planned to sensitize the student about computer education for which \_\_\_\_\_ no. of school will be take up in phased manner for a limited strength



## EDUCATION FOR URBAN DEPRIVED CHILDREN

There are three urban areas in Bargarh District. One is Bargarh town, the Head quarter of the district which is situated nearby NH 6 and others are two NAC i.e. Padampur NAC & Barpali NAC. All the urban areas have high commercial importance. There are 65 wards and having a few No. of schools & colleges except twelve urban slums. The population here is fully diversified. There are industries like IDCOL Cement, Sugar Mill and numbers of Rice Mills close to the town and provide huge working facilities to the working class people. Most population here are ST people of Orissa and those of Chhatisgarh who are mostly street hawkers, Shoe makers, hotel boys and industrial labourers. The twelve nos. of wards are having no school and are slum areas. These are the thrust for our district plan. There is an urgent need to focus in the educational needs of deprived children in urban areas of the district.

Studies indicate there is growing problem of schooling for the poor children in the above urban areas. In spite of various administrative arrangements and different managements schools in urban areas are still far away from achieving the goal of Universalisation of Elementary Education.

### DEMOGRAPHY OF URBAN AREAS UNDER BARGARH DISTRICT

Sl. No.	Name of the Urban Areas	Bargarh MPL	Padampur MPL	Barpali MPL
1.	No. of wards	50	7	8
2.	Population of			
	Total Urban	80547		
	(Male)	41926		
	(Female)	38621		
	(Sex)	52.48		
3.	Literacy of			
	Total Urban	52.13%		
4.	No. of Pny Schools	31	10	12
5.	No. of UP Schools	9	02	02
6.	No. of High School	8	05	03
7.	No. of Colleges	2	01	01
8.	No. of Wards having no schooling facility	5	03	04
9.	No. of Child Population	18253	15,145	14,251
10.	Enrollment	16257	14,530	13,518
11.	Out of Schools Children	1996	615	733
12.	SC-ST	8574	11421	9685

Studies reflected that the following problems may arise in urban area plans:

- Education of street children

- Education of children who are rag pickers.
- Education of children where parents are engaged various working profession.
- Education of children living in urban working class slums.
- Children working in households, tea shops, dhabas etc.
- Civil work for urban schooling facility.
- ECCF centres for urban areas.

(i) Education for Street/Platform Children:

During survey it was found that a sizable section of children are resorting to street begging or cleaning the train compartments and begging for money. They are detached from their home and family and almost pass their life in the plat form or street. The number of such children has been identified. Besides, there are some rag pickers moving at Bargath Municipality. It has been decided and planned to bring such category of children to school and give them the meaning of life. In Bargath district it is proposed to set up 6 residential camps for such children and provide them the required education.

Sl. No.	Name of the Urban Area	Total Children Identified	Target	Duration
1.	Bargath MPI	1065	3 Centres	2 Years
2.	Padampur NAC	674	2 Centres	2 Years
3.	Barpali NAC	422	1 Centre	2 Years
	<b>Total</b>	<b>1261</b>	<b>6 Centres</b>	<b>2 Years</b>

ACTIVITIES:

- Mobilization of parents
- Opening of Residential Camps
- Providing Work experience activities
- Convergence meeting with parents and officer of railway department, Police Department.

UNIT COST PER CENTRE:

Sl. No.	Item	Cost
1.	Home return to E.V.	12000 per annum
2.	FFV	100 per child per annum.
3.	Brk. cost and Night mill	(Rs.250/- per child x 12) 3000/- per annum.
4.	M. & M. 2	(@Rs.250/- per child x 12) 3000 - per annum.
5.	Contingency per centre	(@Rs.1000/- per month x 12) 12000 - per annum.

(ii) Schooling for the slum children in Bargarh Municipality, Pudarapur NAC & Barpali NAC is very essential for the ST students living in those slums. 50 numbers of children have been identified in the area. It is necessary to setup one camp school very soon. Due to rapid urbanization new slums are rising fast. As the parents are working class people they seldom take care for schooling of children of such poor parents. Camp schools should be set up for the same and the following activities are to be undertaken.

- Awareness campaign
- Sensitization programme among parents
- Setting up of camp school
- Drive for main streams of children to formal school

#### **BUDGET**

1	Honorarium to E.V.	-1000/- per month
2	TLM to children	-100/- per child per annum
3	Contingency	-1000/- per month for each Centre
4	Medical checkup and Medicine	-250/- per month per child

#### **Civil Work:**

For years together it has been observed that no building has been constructed in urban areas. The urban department has not been able to provide funds for the purpose while the schools are swelling with children. Provision shall be made to provide building facilities in the Bargarh Municipality as well as in both NACs.

#### **ECCE in Urban Area:**

Since urbanization is marked by professional engagement of poor parents and children of such parents in age group 6 to 14 education of such children is highly neglected. In most cases girls children in age group 11-14 are engaged in sibling care in both ways it is a hurdle in achieving UBE to tackle such problem it has been proposed to take up some activity in ECCE. Various approaches have been developed to meet the educational problems in three urban areas of the district in coordination and convergence with various departments, local bodies, NGOs & above all the Municipal bodies responsible for elementary e

## Intervention : Civil Works

## Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	New School Buildings (Up School)	4.5	60	10	10	10	10	10	10			60
	Building for buildingless Schools (primary delapidated)	3	90	0	15	15	5	15	15	15		90
	Building for buildingless Schools (Upp delapidated)	4.5	90	0	15	15	15	15	15	15		90
	Addl. Classrooms for Existing Schools (Primary)	1.5	390	0	50	50	50	60	60	60	60	390
	Addl. Classrooms for Existing Schools (Upper Primary)	1.5	265	25	30	30	30	30	40	40	40	265
	Room for Head Master	1	440	50	50	50	50	60	60	60	60	440
	Upgradation of Schools fro AS/EGS to upper primary schools	3	206	25	31	25	25	25	25	25	25	206
	Training hall to DIET/ST School	2	1	0	1							1
	Tubewell for Schools	0.2	400	50	50	50	50	50	50	50	50	400
	Toilets for Schools	0.15	375	25	50	50	50	50	50	50	50	375
	Electrification	0.1	1000		250	250	250	250				1000
	Child friendly Lament	0.07	1000	0	300	300	200	200				1000

## Intervention : Civil Works

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Yearwise costing for Physical Targets								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	New School Buildings (Up School)	4.5	60	45	45	45	45	45	45	0	0	270
	Building for buildingless Schools (primary delapidated)	3	90	0	45	45	45	45	45	45	0	270
	Building for buildingless Schools (Upper delapidated)	4.5	90	0	67.5	67.5	67.5	67.5	67.5	67.5	0	405
	Addl. Classrooms for Existing Schools (Primary)	1.5	390	0	75	75	75	90	90	90	90	585
	Addl. Classrooms for Existing Schools (Upper Primary)	1.5	265	37.5	45	45	45	45	60	60	60	397.5
	Room for Head Master	1	440	50	50	50	50	60	60	60	30	440
	Upgradation of Schools fro AS/EGS to upper primary schools	3	206	75	93	75	75	75	75	75	75	618
	Training hall to DIET/ST School	2	1	0	2	0	0	0	0	0	0	2
	Tubewell for Schools	0.2	400	10	10	10	10	10	10	10	10	80
	Toilets for Schools	0.15	375	3.75	7.5	7.5	7.5	7.5	7.5	7.5	7.5	56.25
	Electrification	0.1	1000	0	25	25	25	25	0	0	0	100
	Child friendly Element	0.07	1000	0	21	21	14	14	0	0	0	70
	<b>TOTAL</b>			<b>221.250</b>	<b>486.000</b>	<b>466.000</b>	<b>459.000</b>	<b>484.000</b>	<b>460.000</b>	<b>415.000</b>	<b>302.500</b>	<b>3293.750</b>











Intervention : Planning for Pedagogical Improvement

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Contingencies to BRC	0.125	12	12	12	12	12	12	12	12	12	96
	Contingencies to CRC	0.025	192	192	192	192	192	192	192	192	192	1536
	Computer to BRC	0.500	12	6	6							12
	Computer to CRC	0.300	192	100	92							192
	TLM Grant to BRC	0.050	12	12	12	12	12	12	12	12	12	96
	TLM Grant to CRC	0.010	192	192	192	192	192	192	192	192	192	1536
	Visioning Worksnop for BRCC/CRCC and block resource support group	0.196	12 batch	4	4	4	4	4	4			24



Intervention : Planning for Pedagogical Improvement

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project									Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Contingencies to BRC	0.125	12	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	12.00
	Contingencies to CRC	0.025	192	4.80	4.80	4.80	4.80	4.80	4.80	4.80	4.80	38.40
	Computer to BRC	0.5	12	3.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00
	Computer to CRC	0.3	192	30.00	27.60	0.00	0.00	0.00	0.00	0.00	0.00	57.60
	TLM Grant to BRC	0.05	12	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	4.80
	TLM Grant to CRC	0.01	192	1.92	1.92	1.92	1.92	1.92	1.92	1.92	1.92	15.36
	Visioning Workshop for IBCC/CRC and block resource support group	0.196	12 batch	0.78	0.78	0.78	0.78	0.78	0.78	0.00	0.00	4.70
	<b>Page Total</b>			<b>42.60</b>	<b>40.20</b>	<b>9.60</b>	<b>9.60</b>	<b>9.60</b>	<b>9.60</b>	<b>8.82</b>	<b>8.82</b>	<b>138.86</b>

Intervention . Planning for Pedagogical Improvement

Amount in lakhs

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project									Total	
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	20 days teacher training on new pedagogy	0.5	120 batches	7.50	7.50	7.50	7.50	7.50	7.50	7.50	7.50	7.50	60.00
	60 days refresher course for untrained trs.	1.27	6 batches	0.00	3.81	3.81	0.00	0.00	0.00	0.00	0.00	0.00	7.62
	30 days trs.trg. for freshly trained recruited	0.6	15 batches	1.80	1.80	1.80	1.80	1.80	0.00	0.00	0.00	0.00	9.00
	TLM Workshop at Block level	0.14	32 batches	0.56	0.56	0.56	0.56	0.56	0.56	0.56	0.56	0.56	4.48
	Need based short term orientation at cluster level on specific subject (2 day)	0.028	4 batches in each block	0.00	1.34	0.00	1.34	0.00	1.34	0.00	0.00	0.00	4.03
	Posters and hoardings (per block)	0.25	9 sets	0.75	0.75	0.75	0.00	0.00	0.00	0.00	0.00	0.00	2.25
	TLE to selected uncovered schools (Upper Primary)	0.5	1600	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	800.00
	School Improvement Grant	0.02	2075	41.50	41.50	42.00	44.00	45.00	46.00	46.00	46.00	46.00	353.00
	Equipments for teleconferencing	0.25	12 set	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
	Recruitment of teachers in existing schools ( Primary/ Upp. Primary )	0.03	1634	49.02	49.02	49.02	49.02	49.02	49.02	49.02	49.02	49.02	392.16
	Teachers Grant	0.005	6250	31.25	31.25	31.25	31.25	31.25	31.25	31.25	31.25	31.25	250.00
	Free textbooks to SC/ST & Girls children	0.0015	1419266	250.68	254.94	259.28	263.68	268.16	272.72	277.36	282.08	282.08	2128.90
	AHWAAN' Intensive monitoring and academic support	4	Every Year	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	32.00
	<b>Page Total</b>			488.06	497.47	500.97	503.16	508.29	512.40	515.69	520.41	520.41	<del>4046.44</del>
	<b>Grand Total</b>			530.66	537.68	510.57	512.76	517.90	522.00	524.51	529.23	529.23	4185.31



Intervention : IED

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Scheduling of Physical Targets to be Achieved								Total	
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	Equipments for resource room	3	12	4	8								12
	Teachers Training (5 days) on IED	0.15	125 batch	4	15	15	15	16	20	20	20		126
	Training of Master trainers on IED	0.14	6 batches		3	3							6
	Booklets, Posters, Leaflets on IED issues	0.2	8	1	1	1	1	1	1	1	1		8
	Development of self learning materials (@50/- per child) for 4974 IED children	5	4 times	1		1		1			1		4
	Research Study on IED issues	0.3	10	1	2	2	1	1	1	1	1	1	10
	Opening of Special Schools on IED	10	1 per block		4	4	4						12

Intervention : IED

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	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)	2	24	8.00	16.00	0.00	0.00	8.00	16.00	0.00	0.00	48.00
	Training regarding Disability Survey	0.028	24	0.11	0.22	0.00	0.00	0.11	0.22	0.00	0.00	0.67
	Salary of IED teachers	0.09	3 teachers per block	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	25.92
	Equipment for identified disabled children	0.003	for 4974 children	0.00	3.00	3.00	3.00	3.00	2.92	0.00	0.00	14.92
	Theme based camps	0.1	400 camps	4.00	6.00	6.00	6.00	6.00	4.00	4.00	4.00	40.00
	Medical Assessment camps	0.1	48 camps	0.40	1.00	1.00	0.80	0.40	0.40	0.40	0.40	4.80
	Instructional materials to BRC / CRC (Set)	0.1	245sets	1.50	4.00	5.00	7.00	7.00	0.00	0.00	0.00	24.50
	Hand books to schools	0.1	1000 sets	0.00	25.00	25.00	25.00	25.00	0.00	0.00	0.00	100.00
	Counselling of parents	0.05	400 batches	0.20	5.00	10.00	2.50	0.00	0.00	0.00	0.00	17.70
	TA / DA for IED staff	0.15	8 years	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.20
	Page Total			17.60	63.61	53.39	47.69	52.90	26.94	7.79	7.79	277.71



Intervention : IED

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Equipments for resource room	3	12	12.00	24.00	0.00	0.00	0.00	0.00	0.00	0.00	36.00
	Teachers Training (5 days) on IED	0.15	125 batch	0.60	2.25	2.25	2.25	2.40	3.00	3.00	3.00	18.75
	Training of Master trainers on IED	0.14	6 batches	0.00	0.42	0.42	0.00	0.00	0.00	0.00	0.00	0.84
	BOOKLETS, Posters, Leaflets on IED issues	0.2	8	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.60
	Development of self learning materials (SLLM) for 4974 IED children	5	4 times	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	20.00
	Research Study on IED issues	0.3	10	0.30	0.50	0.60	0.50	0.30	0.30	0.30	0.30	3.00
	Opening of Special Schools on IED	10	1 per block	0.00	40.00	40.00	40.00	0.00	0.00	0.00	0.00	120.00
	Page Total			18.10	67.47	48.47	42.75	7.90	3.50	8.50	3.50	200.19
	Total			35.70	131.08	101.86	90.44	60.80	30.44	15.29	11.29	477.904



## Intervention : Community Mobilization and Participation

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training for all VEC members on Community mobilisation	0.105	50 batches	1.05	1.05	1.05	1.05	1.05	0	0	0	5.25
	Community Sensitization Programmed "NINAD"	0.5	8	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.00
	Wall Painting in selected schools	0.003	845 Schools	0.6	0.6	0.6	0.6	0.135	0	0	0	2.54
	Pamphlet, Posters, folders, banners, calenders, leaflets (as a group of 10000)	1	4 X 10000	1	1	0	0	1	1	0	0	4.00
	Preparation / production and distribution of Audio Cassettes	0.25	8 Nos.	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	2.00
	MTA Trg.	0.3	8	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.40
	<b>Total</b>			<b>3.70</b>	<b>3.70</b>	<b>2.70</b>	<b>2.70</b>	<b>3.24</b>	<b>2.05</b>	<b>1.05</b>	<b>1.05</b>	<b>20.19</b>



intervention : Access for Deprived Children

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project									Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Camp School for out of school children to get upper primary education (non res)	0.12	16camps	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.92
	Adolescent Girls Camps primary (non res)	0.12	16camps	0.24	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.92
	Opening of new Upp. School	0.05	60	0.75	0.75	0.75	0.75	0.00	0.00	0.00	0.00	3.00
	Requirement of teachers in new schools ( upper primary)	0.18	60	0.00	10.80	10.80	10.80	10.80	10.80	10.80	10.80	75.60
	30 days trs.trg. to Pry.& Upp.Evs	1.5	10	4.50	6.00	4.50	0.00	0.00	0.00	0.00	0.00	15.00
	20 days trg. to CRP	1	5	0.00	3.00	2.00	0.00	0.00	0.00	0.00	0.00	5.00
	Salary for 3nos. BPO	1.2	36	0.00	43.20	43.20	43.20	43.20	43.20	43.20	43.20	302.40
	Hon to EVs (Pri & Upp.) (existing-new)	0.12	470	39.84	56.40	56.40	56.40	56.40	56.40	56.40	56.40	434.64
	Furniture for EGS Centre	0.01	470	1.00	1.70	2.00	0.00	0.00	0.00	0.00	0.00	4.70
	Cumulative record card	0.1	3	0.10	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.30
	<b>Total</b>			<b>46.67</b>	<b>122.43</b>	<b>120.23</b>	<b>111.63</b>	<b>110.88</b>	<b>110.88</b>	<b>110.88</b>	<b>110.88</b>	<b>844.48</b>



Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project									Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Preparation of AWP&B & mid year	0.1	8	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	House hold survey for selected deprived area	2	3	2	0	2	2	0	0	0	0	6
	Trg. to Block & Cluster persons for preparation of AWP&B	0.1	8	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Review meeting of all intervention	0.1	6	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.6
	Exposure visit to other state	2.5	2	0	2.5	0	2.5	0	0	0	0	5
	Conveyance	3	8	3	3	3	3	3	3	3	3	24
	TA/DA/Hon. To monitoring supervisor	0.5	8	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4
	<b>Page Total</b>			<b>5.800</b>	<b>6.300</b>	<b>5.800</b>	<b>6.300</b>	<b>3.800</b>	<b>3.800</b>	<b>3.800</b>	<b>3.800</b>	<b>41.400</b>

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	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Comparative academic studies between Upp. School & Upp EGS	0.200	4	1		1		1		1		4
	Diagnostic study for teachers (Up.pry)	0.200	3	1		1	1					3
	Action research at Up.pry. school	0.200	4	1		1		1		1		4
	Terminal Accessment studies	0.200	2		1	1						2
	Comparative academic study between Pry. & EGS	0.200	4	1		1			1	1		4
	Sharing of Research findings	0.200	2		1	1						2
	Action Research at 27 School level	0.05	2075	200	200	200	200	300	300	300	375	2075



Research & Evaluation

Amount in lakhs

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	Yearwise costing for Physical Targets								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Comparative academic studies between Upp. School & Upp EGS	0.2	4	0.2	0	0.2	0	0.2	0	0.2	0	0.800
	Diagnostic study for teachers (Up.pry)	0.2	3	0.2	0	0.2	0.2	0	0	0	0	0.600
	Action research at Up.pry. school	0.2	4	0.2	0	0.2	0	0.2	0	0.2	0	0.800
	Terminal Accessment studies	0.2	2	0	0.2	0.2	0	0	0	0	0	0.400
	Comparative academic study between Pry & EGS	0.2	4	0.2	0	0.2	0	0	0.2	0.2	0	0.800
	Sharing of Research findings	0.2	2	0	0.2	0.2	0	0	0	0	0	0.400
	Action Research at School level	0.05	2075	10	10	10	10	15	15	15	18.75	103.750
Page Total				10.800	10.400	11.200	10.200	15.400	15.200	15.600	18.750	107.550



## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	Total
				2003	2004	2005	2006	2007	2008	2009		
	Printing of forms for DISE data collection	0.3	8	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.4
	District level workshop for DISE/COHORT	0.1	8	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Block level workshop for DISE/COHORT	0.75	8	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	6
	Remuneration for data collection	1	8	1	1	1	1	1	1	1	1	8
	Up gradation of existing computer	0.5	10	2	0.5	0.5	0.5	0.5	0.5	0.5	0	5
	Printing of forms for COHORT, Child data collection	0.5	8	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4
	Furniture for MIS Room	0.15	8	0.15	0.15	0	0.15	0	0	0	0	0.45
	Sharing Workshop and Dissemination of DISE/COHORT	0.1	8	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Telephone & Data Communication charges	0.48	8	0.48	0.48	0.48	0.48	0.48	0.48	0.48	0.48	3.84
	MIS consumables	0.48	8	0.48	0.48	0.48	0.48	0.48	0.48	0.48	0.48	3.84
	Maintenance and contingencies	0.48	8	0.48	0.48	0.48	0.48	0.48	0.48	0.48	0.48	3.84
	Computerisation of Child tracking System	1	8	1	1	1	1	1	1	1	1	8
	Electricity charges	0.6	8	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	4.8
	Page Total			7.940	6.440	6.290	6.440	6.290	6.290	6.290	5.790	51.770
	Grand Total			24.540	23.140	23.290	24.940	25.490	25.290	25.690	28.340	200.720

Intervention : Inovative Project

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	Scheduling of Physical Targets to be Achieved								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	500 in phased manner		90	50	70	50	70	70	100	500
	Teachers Requiring Attitudinal Training	0.3	24 batches	6	3	3	2	2	3	4	3	26
	Research work on specific Tribal issues	0.3	5 studies		1		1	1		1	1	5
	Special Hostel facilities for Girls in existing Ashram Schools (25 Girls X Rs.500/- per month X 12 Months)	2.0	20 schools	5	3	4	4	4	4	4	3	31
	Mobilisation camps for SC/ST students	0.03	36	12		12		12				36



## SC/ST Education

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Yearwise costing for Physical Targets								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Engagement of SC/ST volunteers in Educationaly pappword GPs	0.06	500 in phased manner	0	5.4	3	4.2	3	4.2	4.2	6	30
	Teachers Requiring Attitudinal Training	0.3	24 batches	1.8	0.9	0.9	0.6	0.6	0.9	1.2	0.9	7.8
	Research work on specific Tribal issues	0.3	5 studies	0	0.3	0	0.3	0.3	0	0.3	0.3	1.5
	Special Hostel facilities for Girls in existing Ashram Schools (25 Girls X Rs.500/- per month X 12 Months)	2	20 schools	10	6	8	8	8	8	8	6	62
	Mobilisation camps for SC/ST students	0.03	36	0.36	0	0.36	0	0.36	0	0	0	1.08
	<b>Total</b>			<b>12.16</b>	<b>12.6</b>	<b>12.26</b>	<b>13.1</b>	<b>12.26</b>	<b>13.1</b>	<b>13.7</b>	<b>13.2</b>	<b>102.38</b>

## ECCE

## Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the									Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Opening of New ECCE Centers	0.03	640	80	80	80	80	80	80	80	80	640
	Refresher Trg to AWWs on Preschool Edu.	0.05	16	2	2	2	2	2	2	2	2	16
	Orientation to ICDS personnels on ECCE	0.15	6		1	2		1	2			6
	Play materials & trg. Kits	0.01	640	80	80	80	80	80	80	80	80	640
	Contingency @Rs.100/- per month to each AWCs	0.012	7560	945	945	945	945	945	945	945	945	7560
	Printing of Trg. Module for Trg. to AWWs	0.1	4		1			1		2		4
	Monitoring & Supervision	0.05	6	1	1		1	1		1	1	6





Computer Education

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Computer education for UPS student	1	81	9	11	11	10	11	10	9	10	81
Computer Education											<i>(Amount in lakhs)</i>	
Yearwise costing for Physical Targets												
Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakns)	Physical Target for the	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Computer education for UPS student	1	81	9.00	11.00	11.00	10.00	11.00	10.00	9.00	10.00	81.00
Total				9.00	11.00	11.00	10.00	11.00	10.00	9.00	10.00	81.00
IP Total				50.25	50.96	50.62	50.21	50.62	50.46	50.01	50.31	403.44

ECCE

(Amount in lakhs)

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the	Yearwise costing for Physical Targets								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Opening of New ECCE Centers	0.03	640	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	19.2
	Refresher Trg to AWWs on Preschool Edu	0.05	15	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Orientation to ICDS personnels on ECCE	0.15	6	0	0.15	0.3	0	0.15	0.3	0	0	0.9
	Play materials & trg. Kits	0.01	640	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	6.4
	Contingency@Rs.100/- per month to each AWCs	0.012	7560	11.34	11.34	11.34	11.34	11.34	11.34	11.34	11.34	90.72
	Printing of Trg. Module for Trg. to AWWs	0.1	4	0	0.1	0	0	0.1	0	0.2	0	0.4
	Monitoring & Supervision	0.05	6	0.05	0.05	0	0.05	0.05	0	0.05	0.05	0.3
	<b>Total</b>			<b>14.69</b>	<b>14.94</b>	<b>14.94</b>	<b>14.69</b>	<b>14.94</b>	<b>14.94</b>	<b>14.89</b>	<b>14.69</b>	<b>118.72</b>

**Summary Table For Bargarh District**

Sl. No.	Intervention	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total Costing
		1	Civil Works	221.250	486.000	466.000	459.000	484.000	460.000	
2	Project Management	0.000	82.600	82.600	82.600	82.600	82.600	82.600	82.600	<b>578.200</b>
3	Planning for Pedagogical Improvement	530.664	537.678	510.569	512.760	517.898	522.002	524.509	529.225	<b>4185.305</b>
4	Integrated Education for Disabled	35.702	131.084	101.860	90.440	60.802	30.436	16.290	11.290	<b>477.904</b>
5	Community Mobilization and Participation	3.700	3.700	2.700	2.700	3.235	2.050	1.050	1.050	<b>20.185</b>
6	Access for Deprived Children	46.670	122.430	120.230	111.630	110.880	110.880	110.880	110.880	<b>844.480</b>
7	Research and Evaluation	24.540	23.140	23.290	24.940	25.490	25.290	25.690	28.340	<b>200.720</b>
8	Inovative Project	50.250	50.960	50.620	50.210	50.620	50.460	50.010	50.310	<b>403.440</b>
9	Repair & Maintenance of school building	10.000	10.000	10.000	10.000	15.000	15.000	15.000	23.750	<b>108.750</b>
	<b>Total</b>	<b>922.776</b>	<b>1447.592</b>	<b>1367.869</b>	<b>1344.280</b>	<b>1350.525</b>	<b>1298.718</b>	<b>1241.029</b>	<b>1139.945</b>	<b>10112.734</b>

Intervention : Repair & Maintenance

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Year								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Repair & maintenance of school building (Pry+Upp+HS)	0.05	2157	200	200	200	200	300	300	300	475	2175

SC/ST Education

(Amount in lakhs)

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Year								Total
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Repair & maintenance of school building (Pry+Upp+HS)	0.05	2157	10.00	10.00	10.00	10.00	15.00	15.00	15.00	23.75	108.75
	Total			10.00	10.00	10.00	10.00	15.00	15.00	15.00	23.75	108.75

# ABBREVIATIONS

A.C.	Awareness Campaign
A.W.P.	Annual Work Plan
A.W.C.	Angan Wadi Centre
B.R.C.	Block Resource Centre
B.R.G.	Block Resource Group
C.M.O.	Community Mobilisation Officer
C.M.P.	Community Mobilisation Participates
C.W.	Civil Work
C.R.C.	Cluster Resource Centre
D.I.S.	District Inspector of Schools
D.E.	Distant Education
D.I.E.T.	District Institute of Education & Training
D.I.S.E.	District Information System for Education
D.P.O.	District Project Office
D.R.C.	District Resource Centre
D.R.G.	District Resource Group
E.C.C.E.	Early Childhood Care & Education
E.G.S.	Education Guarantee Scheme
E.M.I.S.	Education Management & Information System
G.E.R.	Gross Enrolment Ratio
G.A.R.	Gross Access Ratio
I.C.D.S.	Integrated Child Development Scheme
I.E.D.	Integrated Education for the Disabled
M.I.S.	Management Information System
M.L.L.	Minimum Level of Learning
M.T.A.	Mother Teacher Association
N.C.I.L.P.	National Child Labour Project
N.G.O.	Non Government Organisation
O.B.B.	Operation Black Board
P.E.D.	Pedagogy & School Improvement
P.T.A.	Parent Teacher Association
P.T.R.	Pupil Teacher Ratio
R.E.	Research & Evaluation
S.C.	Scheduled Caste
S.T.	Scheduled Tribe
S.C.E.R.T.	State Council of Education Research & Training
S.P.D.	State Project Director
S.R.G.	State Resource Group
S.S.A.	Sarva Siksha Abhiyan
T.E.	Teaching Learning Equipment
T.E.M.	Teaching Learning Materials
U.E.E.	Universalisation of Elementary Education
T.B.P.M.	Text Book Production & Marketing

NIEPA DC



D11733