

# DISTRICT ELEMENTARY EDUCATION PLAN

## KHURDA

Government of India  
Department of Education



### SARVA SHIKSHA ABHIYAN

ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY,  
BHUBANESWAR, ORISSA

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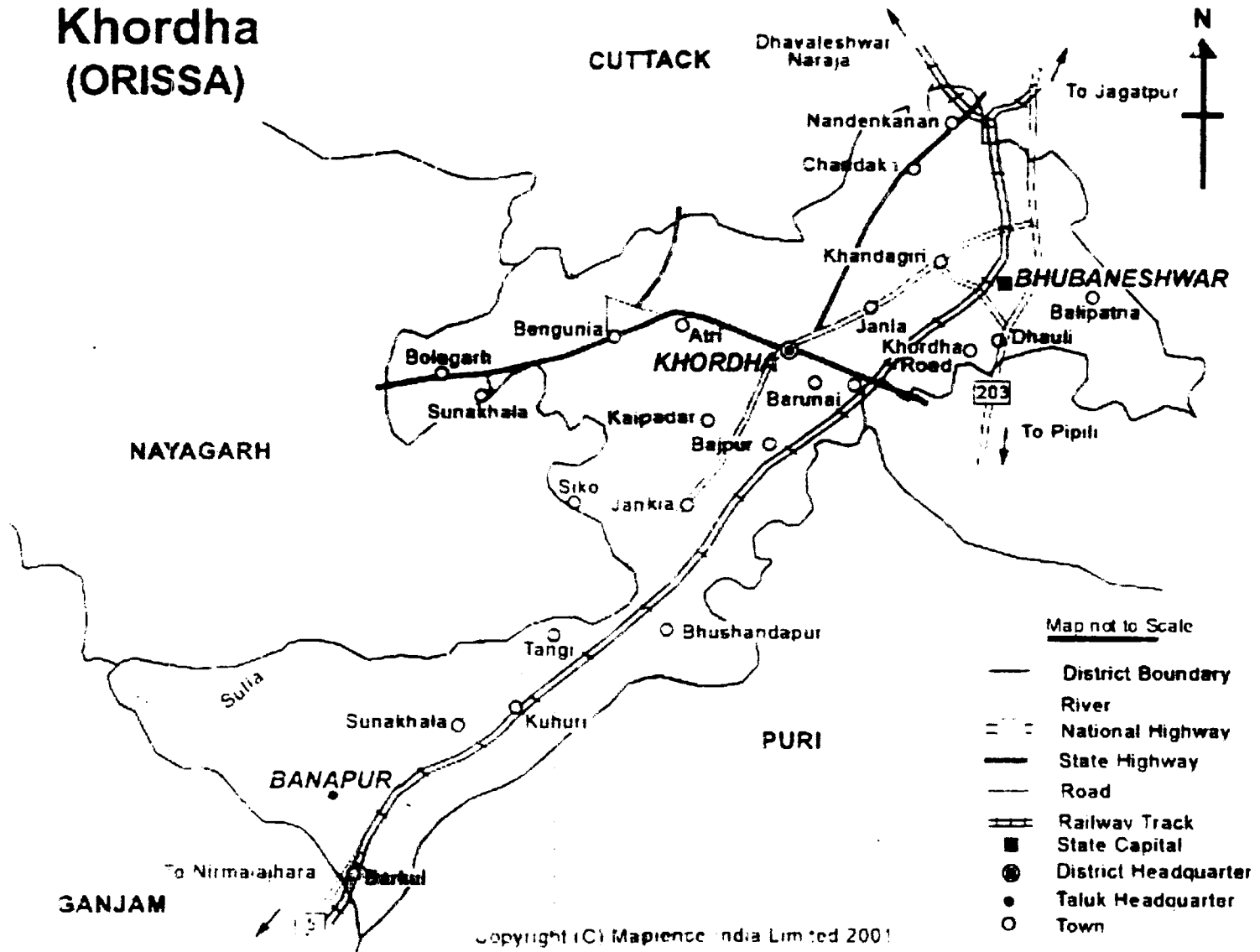
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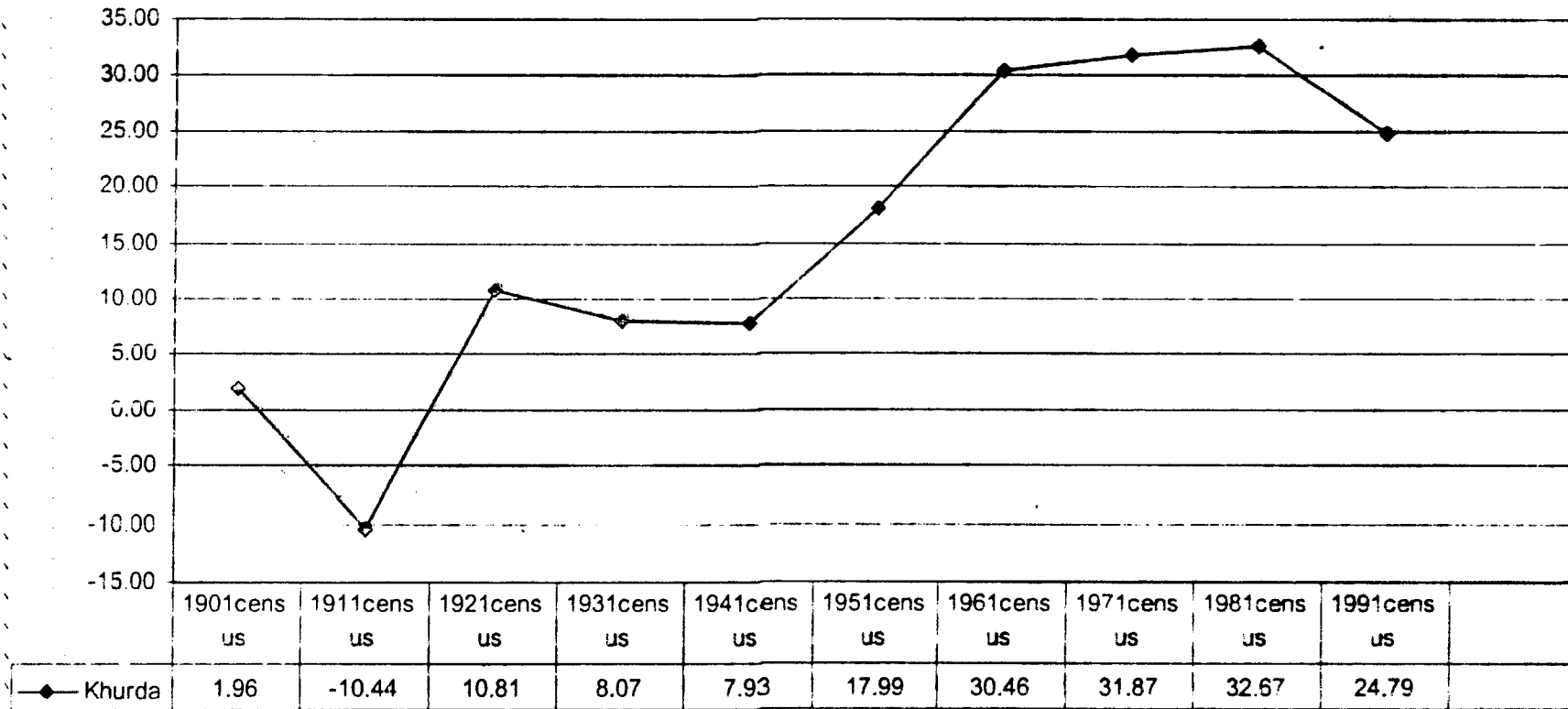
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# Khordha (ORISSA)



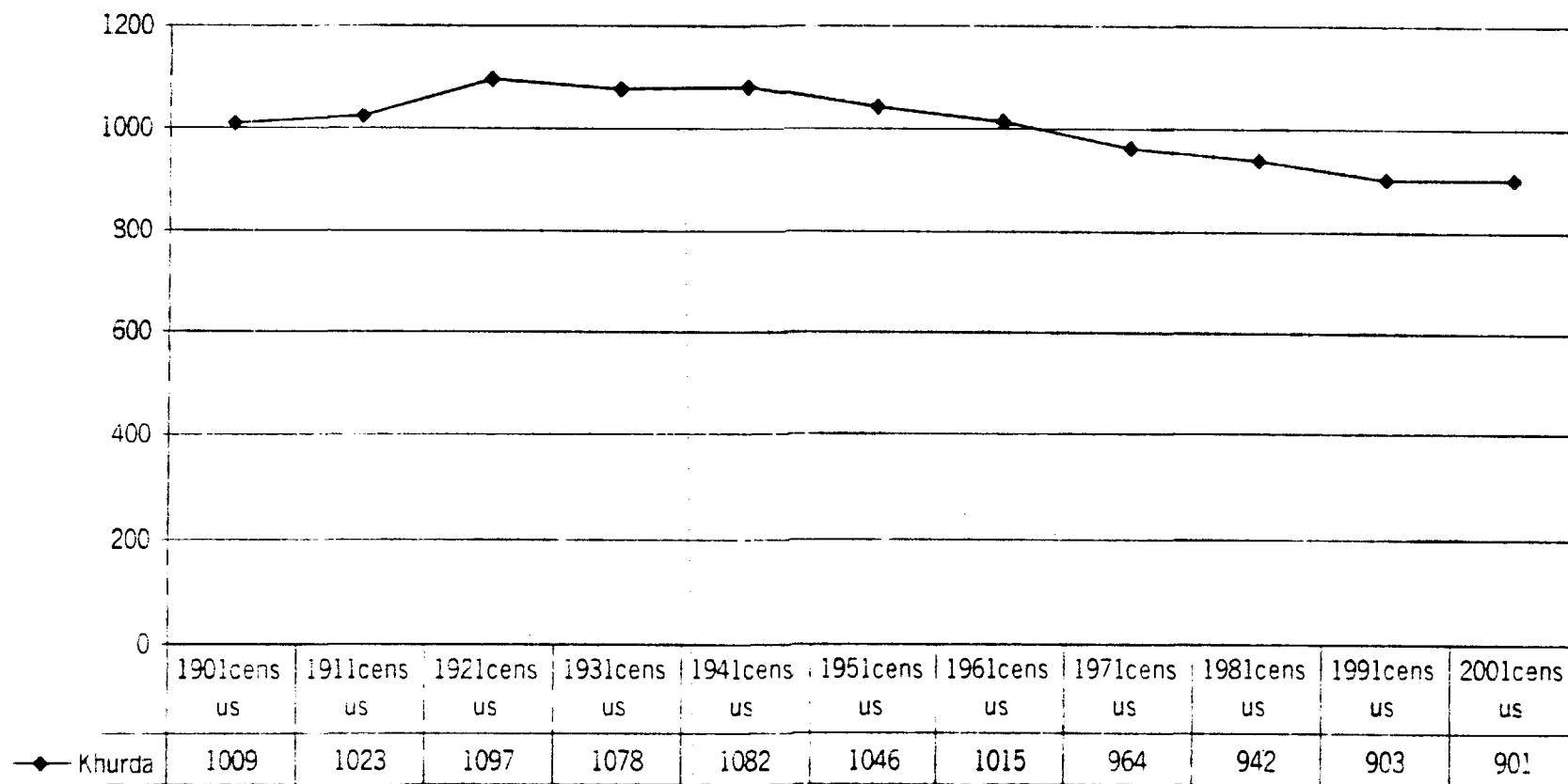
# % Decadal Growth

Khurda



# Sex Ratio

Khurda



# **CHAPTER - I**

## **DISTRICT PROFILE**

## CHAPTER –1

### **KHURDA DISTRICT: AN OVER VIEW**

Khurda district is the state head quarter district of the state of Orissa and one of the most developed, progressive and conscious districts of the state. It has assumed an unparalleled historical status and glorious cultural eminence in annals of history of Orissa. Its bravery and chivalry exhibited by its native paikas during freedom movement of India and its spiritual, artistic architectural and legendary reserves have made the district a model district of the state .Khurda district got its new identity being a separated from Puri district on 1<sup>st</sup> April 1993. It was the capital city of Orissa In 16<sup>th</sup> Century A.D for a period of 235 years i.e. from 1568 to 1803 AD and had remained as last independent part of the British India till its conquest by Britishers in 1803 A.D.

The district was covered by dense forest with number of forts & caves .due to the heroism of Dalbehera of Tapanga, khurda could prove its invincibility before Britishers with the help of his paik warrior, even remained independents. The last patch of land which came under the British rule in 1803 the paikas war the tenants who where granted, rent free land for their better military service. they were the cultivators but at the time of war they were fighting for their mother land.

#### **1. Topography:**

Khurda District is situated within the latitude of 20°-14-47" to 20°-18-40". In the North the longitude of 86° - 48 - 18" to 88°- 57 – 0" in the East.

#### **2. Land Soil:**

In the Khurda District the land and soil are fertile "PURVAGHAT DARVATMALA" runs through this district such as forest land, land used for



craps grazing low, cultivable waste land, Barren and un cultivates low and agriculture law are seen.

### 3. **Forest and Rainfall:**

Khurda is rich in forest reserves and industrial reserves. The deep forest of chandaka and its elephants have been a consultant cause of fear for the local people. The major part of the rainfall in Khurda districts is caused by North. East monsoon . The average rainfall in khurda districts is 120 to 150 C.M. and Maximum temperature of district is 45<sup>0</sup> Celsius of and minimum temperature is 12<sup>0</sup> Celsius during the calender year.

### 4. **Natural Resources :**

In Khurda district is fall of forest and mineral resources. This district is having reserve of late rite stones in 7 blocks limestone reserve in heladia of Khurda Block and block granites in 5 block areas.

### 5. **Socio –Cultural and economic features:-**

Out of population of 19 lakhs more then 7 lakhs of people live in Bhubaneswar Municipal Corporation of this district. as the Bhubaneswar municipality corporation of this district there are four NAC's and 22 police station under the khurda district. The socio economic status of slums of BMC & in villages of Khurda district is very deteriorating near about 40% of the total population of this district, are living in slums are pending on daily wages further livelihood near about 34% of the child population of this district help their parents in engaging themselves in various Jobs.

### 6. **Languages: -**

Generally the people in Khurda districts speak in oriya language. But the people of other state with diversified language and culture are migrated to the towns like khurda, Jatni and Bhubaneswar and speak in their own regional languages like Hindi, Urdu, telugu, Bengali and English

## 7. Historical Places and Tourist Spots

The historic Shantistup at Dhauri representing Buddhism caves at Khandagiri and Udayagiri are imperishable monuments of this district. the Zoo at Nandankanan Abhayaranya for which tigers. Lingaraj temple the Goddess Bhagabati, Baru nel hill Dakshya prajapati, up gradation of Bhasandpur are famous places adding feathers to go into this district. Historic Daya River glarmg emmimmsce need Kalinga war from eastern part of the Khurda district by river of Orissa like Mahanadi of the border is flowing in the western part of the providing fetrtile land, irrigation facility through its branches river like Daya and Bhasrgavi water is purify for drinking purposes

## 8. Location:

Khurda district is bordered by Nayagarh district in the west, Ganjam district in the south and Cuttack district in the north. It constitute two revenue sub-division namely khurda and Bhubaneswar with & Tahasils, blocks three municipalities (Bhubaneswar ,khurda ,jatni ) two N.A.C. (154 Gram Panchayat and 1562 villages covering total population of 18,74,384 . This revenue district comprises 6 nos of assembly Constituencies (Bhubaneswar ,khurda ,Chilika,Begunia ,Jatni and Balipatna)and covers two parliamentary constituency Bhubaneswar and Puri.The scenic beauty and fantastic land scope along with hilly surrounding laden with dense forest are the most attractive features of this district.

## 9. Religion:-

Most of the people in Khurda districts are Hindus People of various religion like Muslims, Christian Sikhs are also living in the districts.

## 10. Occupational pattern:-

60% of the total population depend upon in the agriculture sector and rest 30% of the people depends upon govt. services and 10% of the people depend upon the business sectors Agriculture is the main

occupation of the people and agricultural income is the mainstay for their livelihood.

**11. Demographic features:-**

	SC	ST	ALL COMMUNITY
MALE	1,31,081	49853	8,40,97
FEMALE	1,24,200	46,539	7,98,034
TOTAL	2,55,281	96,392	15,22,731

The total population of khurda district as per the 2001 census is 18,74,405 and density population per sq.Km.23,666. The dhenkanal growth rate is 24.79%

**12. Literacy rate:-**

The total literacy in Khurda district is 80.19% and female literacy 71.06% is the highest rate of literacy in Orissa (As on 2001) census. ✓

LITERACY RATE			
KHURDA DIST.	88.06%	71.38%	88.36%
ORISSA	12,118,256(75.95)	7,935,529(50.97)	20,053,785(63.61)
INDIA	(75.85)	(54.16)	(65.38)

**13. Nutritional status of children in the age group 0-3 and 3-5 years**

Nearly 40% of total population of this district is below poverty line. Hence children of this

Group suffers from malnutrition. As above group generally live in huts in village and un healthy Areas BMC,Khurda,jatniNAC Slums,children of the age group 3-5 years of this group do not have facilities for pre-Primary education.

#### 14. Administration Set Up:

1	No. of Sub division	2 ✓
2	No. of Tahasil	7 ✓
3	No of Blocks	10 ✓
4	No. of Municipality	3 ✓
5	No. of Gram panchayat	154 ✓
6	No. of villages	1567 ✓
7	No. of Uninhabited villages	212
8	No of habitations	1355
9	No. of police stations	22
10	No. of Hospital	11
11	No of P.H.C.	7
12	No. of Addl P.H.Cs	50
13	No of Ayurvedic Dispensaries	18
14	No. of veterinary Hospital	21
15	No of Electrified villages	1165 ✓
16	No of Assembly constituencies	6 ✓
17	No of parliamentary constituencies	2 ✓

#### 15. Constraints of the district

Lack of imagination facilities in Khurda Sub-division like Jatni,Khurda,Tangiand Banpur,Chilika and Chandaka mostly in hilly areas In addition to this there is lack of communication facilities in the blocks like

**Banpur, Ballanta, Balipatna, tangi, Chilika, and Jatni block natural calamities like cyclone, flood and drought regularly occurs in this districts.**

- Lack of irrigation potential
- 18% of the land is covered by hilly blocks, forest resources
- Lack of adequate communication.
- Lack of transport facilities
- Lack of health facilities
- Flood prone
- Cyclone prone
- Earth quake prone

**Educationally unserved villages.**

# **CHAPTER - II**

## **EDUCATIONAL PROFILE**

## CHAPTER II

### EDUCATIONAL PROFILE

This chapter briefly presents the educational scenario pertaining to Elementary Education of Khurda District. The particulars of Pre-schooling (Anganwadi/Balwadi Centre) primary schools, EGS & AIE centers. Particulars of teachers in position, enrolment, retention, dropout & projection of students etc. In the district have been incorporated which highlights the strength, weakness and requirements of the district.

ADMINISTRATIVE STRUCTURE		
1	No. of district inspector of schools	2 ✓
2	No. of deputy I/S of schools	2 ✓
3	No. of primary schools	32 ✓
4	No. of Upper primary schools	1022 ✓
5	No. of TRW Pry. schools	365 ✓
6	No. of TRW UPS	2 -
7	No. of sisumandir	7
8	No. of Integral schools	7
9	No. of Public schools	44
10	No. of AWC	1093
11	No. of NCLP	0
12	No. of High school	252
13	No. of +2 College	36
14	No. of +3 College	33
15	No. of vocational college	3
16	No. of ST school	3
17	No. of Teachers (working in the schools)	3374 (vacancy 352)
18	No. of teachers working in UP schools	1332 (vacancy 144)
19	Total enrolment (pry.)	196,567.00
20	Total enrolment (U. Pry)	101057+95510
21	No. of EGS centre (prop)	591
22	No. of EI Center (prop)	571
23	No. of Building less school	8

**ENROLLMENT POSITION IN PRIMARY SCHOOLS(Age group 5 to11)**

Sl.No	Name of The block	CLASS I			CLASS II			CLASS III			CLASS IV			CLASS V			TOTAL		
		B	G	TOT	B	G	TOT	B	G	TOT	B	G	TOT	B	G	TOT	B	G	TOT
1	BMC	2878	2713	5591	3012	2832	5844	3070	2962	6032	3096	2825	5921	2922	2784	5706	14978	14116	29094
2	J.Molty	468	415	883	425	395	820	404	372	776	413	406	819	438	418	856	2148	2006	4154
	Balipatna	1327	1193	2520	1325	1247	2572	1627	1488	3115	1577	1423	3000	1490	1351	2841	7346	6702	14048
4	Balianta	1169	1034	2203	1277	1220	2497	1382	1284	2666	1369	1295	2664	1157	1032	2189	6354	5865	12219
5	J.Block	1233	1074	2307	1172	1059	2231	1152	975	2127	1076	937	2013	954	868	1822	5597	4913	10510
6	BBSR	1217	1189	2406	1238	1174	2412	1295	1257	2552	1272	1251	2523	1274	1121	2395	6296	5992	12288
7	Khurda	1576	1621	3297	1928	1919	3847	1783	1549	3332	1792	1705	3497	1774	1532	3306	8953	8326	17279
8	Tangi	1506	1447	2953	1807	1711	3518	1894	1808	3702	1912	1891	3803	1634	1687	3321	8753	8544	17297
9	Chilika	1958	1838	3796	1825	1853	3678	1898	1843	3741	1947	1894	3841	1751	1776	3527	9379	9204	18583
10	Banpur	1819	1733	3612	1858	1863	3721	1858	1863	3721	1950	1890	3840	1966	1983	3949	9451	9392	18843
11	Bolgani	1825	1789	3614	1958	1885	3843	1943	1829	3772	1896	1833	3729	2055	1931	3986	9677	9267	18944
12	Begunia	2085	1885	3970	1963	1845	3808	1946	1839	3785	1861	1787	3648	2071	1770	3841	9926	9126	19052
13	Khurda (with)	245	234	479	257	251	508	273	268	541	272	260	532	265	263	528	1312	1276	2588
14	Banpur.NAC	104	105	209	97	87	174	68	78	146	65	45	110	54	55	109	378	370	748
15	Baugaon,NA C	107	80	187	111	84	195	106	81	187	98	85	183	87	81	168	509	411	920
	<b>TOTAL</b>	<b>19617</b>	<b>18410</b>	<b>38027</b>	<b>20243</b>	<b>19425</b>	<b>39668</b>	<b>20709</b>	<b>19496</b>	<b>40205</b>	<b>20596</b>	<b>19527</b>	<b>40123</b>	<b>19892</b>	<b>18652</b>	<b>38544</b>	<b>101057</b>	<b>95510</b>	<b>196567</b>



The present status of the Elementary education of eligible children of the district in the schools can be seen from the enrolment position, the proportion of the children out of the school. The adequacy of teachers imparting education and the physical climate of the schools of the district.

TABLE 2.2

ENROLMENT IN UPPER PRIMARY SCHOOL

Sl.No	Name of the Block	CLASS VI			CLASS VII			TOTAL		
		B	G	TOT	B	G	TOT	B	G	TOT
1	BMC	1434	1300	2734	1365	1316	2681	2799	2616	5415
2	J.Mpity	277	208	485	253	197	450	530	405	935
3	Balipatna	720	660	1380	714	633	1347	1434	1293	2727
4	Balianta	856	701	1557	837	700	1537	1693	1401	3094
5	Jatni block	658	576	1234	614	508	1122	1272	1084	2356
6	BBSR Block	921	846	1767	830	750	1580	1751	1596	3347
7	Khurda	1558	1504	3062	1459	1437	2896	3017	2941	5958
8	Tangi	1641	1610	3251	1655	1599	3254	3296	3209	6505
9	Chilika	1715	1692	3407	1650	1609	3259	3365	3301	6666
10	Banpur	1774	1731	3505	1643	1603	3246	3417	3334	6751
11	Bolgath	1699	1613	3312	1633	1609	3242	3332	3222	6554
12	Begunia	1693	1729	3422	1631	1629	3260	3324	3358	6682
13	Khurda(N)	245	243	488	244	247	491	489	490	979
14	Banpur(N)	123	104	227	143	142	285	266	246	512
15	Balugaon(N)	112	87	199	65	47	112	177	134	311
	<b>TOTAL</b>	<b>15426</b>	<b>14604</b>	<b>30030</b>	<b>14736</b>	<b>14026</b>	<b>28762</b>	<b>30162</b>	<b>28630</b>	<b>58792</b>

ENROLMENT POSITION:

The total enrolment of Upper primary 58792 no. of children age group 5-14 is 2,55,359. The child population in the age group of 5-14 is 315769. The table shows that there are about 31730 non-enrolled children and 28670 no of dropout children in the district. In Bhubaneswar municipality the total child population of 5-14 age group is 75532, but 54502 no. Of children are in the school 19848 no. Of students are still out of the school. This is mainly due to the existence of large number of slum in and around Bhubaneswar. The children of the sex worker in Bhubaneswar are also deprived of schooling facilities.

**BLOCK/MPLWISE DISTRIBUTION OF CHILD POPULATION OF AGE GROUP(5-14)**

Sl.No.	NAME OF THE BLOCK	Children group population of age group5-14			No of children enrolled			Non enrolled			No.of children drop out		
		Boys	Girls	Total	Boys	Girls	Total	Boys	girls	Total	Boys	Girls	Total
1	Balianta Block	9706	8707	18413	8047	7236	15283	592	514	1106	1067	957	2024
2	Balipatna (B)	9596	8909	18505	8783	7995	16778	238	380	618	575	534	1109
3	Banpur(B)	13156	13138	26294	10253	10083	20336	288	412	700	2620	2638	5258
4	Begunia(B)	13578	12778	26356	10383	10014	20397	294	394	688	2630	2641	5271
5	Bhubaneswar(B)	8311	7918	16229	8047	7588	15635	227	295	522	37	35	72
6	Bolgarn(B)	13410	12971	26381	10252	9970	20222	401	482	883	2630	2646	5276
7	Chilika(B)	13171	12951	26122	9972	9530	19502	427	446	873	2852	2895	5747
8	Jatni(B)	7425	6629	14054	6868	5997	12865	413	468	881	144	164	308
9	Khurda(B)	12580	11981	24561	11470	11029	22499	611	714	1325	357	380	737
10	Tangi(B)	12773	12241	25014	11198	11053	22251	724	788	1512	603	648	1251
11	Bhubaneswar(M)	45626	29906	75532	27502	27000	54502	13251	6597	19848	675	507	1182
12	Khurda(M)	4085	4045	8130	4107	3660	7767	117	132	249	50	64	114
13	Balugaon(N)	710	689	1399	581	500	1081	124	144	268	24	26	50
14	Banpur(N)	738	728	1466	604	548	1152	94	112	206	50	54	104
15	Jatni(M)	3824	3483	7307	2678	2411	5089	1059	992	2051	87	80	167
	<b>TOTAL</b>	<b>168689</b>	<b>147074</b>	<b>315763</b>	<b>130745</b>	<b>124614</b>	<b>255359</b>	<b>18860</b>	<b>12870</b>	<b>31730</b>	<b>14401</b>	<b>14269</b>	<b>28670</b>

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In Bhubaneswar there is only 82 primary schools and 31 Upper Primary schools. The provision of AIE and EGS is essential for enrolling all the children in other blocks and municipality area, there are a sizeable number of children out of school.

## TEACHERS POSITION

In khurda district, the number of teacher in primary school is 2913 and in Upper Primary school is 1494. The block wise distribution of teachers in Primary and upper primary school can be seen from Table2.5.

There is vacancy of 135 teachers is primary and 493 teacher in Upper primary schools.

TABLE 2.5

### TEACHERS POSITION

Sl.No	Name of The MPL	No of school			No of sanctioned Post			No of teachers in Position			Vacancy		
		PS	UP	TOTAL	PS	UP	TOTAL	PS	UP	TOTAL	PS	UP	TOTAL
1	BMC	77	40	117	397	287	684	397	287	684			
2	J.MPLTY	15	6	21	62	47	109	61	42	103	1	6	7
3	BALIANTA	94	33	127	278	137	415	242	132	374	36	5	41
4	BALIPATNA	112	26	138	339	102	441	298	100	398	41	2	43
5	JATNI	68	28	96	197	115	312	181	106	287	16	9	25
6	BBSR	82	31	113	243	136	379	229	132	361	14	4	18
7	KHURDA	84	39	123	246	140	386	224	122	346	22	18	40
8	TANGI	93	27	120	295	115	410	223	97	320	72	18	90
9	CHILIKA	71	19	90	213	70	283	177	52	229	36	18	54
10	BANPUR	85	26	111	246	111	357	210	93	303	36	18	54
11	BOLSADA	105	38	143	325	148	473	299	130	429	26	18	44
12	BEGUNIA	99	43	142	305	172	477	253	154	407	52	18	70
13	KHURDA MPLTY	18	6	24	68	32	100	65	32	97	3		3
14	BANPUR NAC	11	2	13	38	13	51	35	12	47	3	1	4
15	BALIANTA	8	1	9	20	3	23	19	3	22	1		1
	<b>TOTAL</b>	<b>1022</b>	<b>365</b>	<b>1387</b>	<b>3272</b>	<b>1628</b>	<b>4900</b>	<b>2913</b>	<b>1494</b>	<b>4407</b>	<b>359</b>	<b>135</b>	<b>493</b>

**TABLE 2.6**

**PARTICULARS OF TEACHER IN PRY/UPPER PRY SCHOOL**

Sl.No.	Name of the Block/NAC/MPL	All Community						SC				ST			
		M		F		U.train.		M		F		M		F	
		Trained		Trained		Trained		Trained		U.tra.		Trained		U.Trained	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	BMC	100	559	6	19	684		9		3		2			
2	J Mpty	38	70	2	3	113		7				1			
3	Balianta	174	178	20	2	374	13	4	8						
4	Balipatna	212	140	43	3	398	27	4	9						
5	Jatni	115	136	34	4	289	14	3	6						
6	Bhubaneswar	153	186	12	17	368	1				1				
7	Khurda	267	76	2	1	346									
8	Tangi	264	49	2	5	320	2	4						1	
9	Chilika	173	23	3	2	201	1	1						1	
10	Banpur	256	46	2	3	307	2	1							
11	Bolgada	365	54	6	4	429	2	2							
12	Begunia	319	67	5	16	407	2	2						2 14	
13	Khurda,NAC	23	70	2	2	97									
14	Banpur,NAC	40	6	2	3	51									
15	Balianta,NAC	15	8			23		2							
	<b>TOTAL</b>	2514	1668	141	84	4407	64	39	23	3	1	3		3 15	

TABLE 2.7

## BLOCK WISE PTR OF KHURDA DISTRICT

SL No	NAME OF THE BLOCK	Total No. of students enrolled from cl. 1 to vii			Teachers position			PTR	
		Pry.	U.Pry	Total	Pry.	U pry	Total	Pry.	U.Pry
1	BMC	29094	5415	34509	397	287	684	1:72	1:15
2	J.Mply	4154	935	5089	61	42	103	1:68	1:27
3	Balipatna	14048	2727	16775	298	100	398	1:47	1:23
4	Balianta	12219	3094	15313	242	132	374	1:50	1:22
5	Jatni	10510	2356	12866	181	106	287	1:58	1:22
6	BBSR	12288	3347	15635	229	132	361	1:53	1:25
7	Khurda	17279	5958	23237	224	122	346	1:77	1:48
8	Tangi	17297	6505	23802	223	97	320	1:77	1:67
9	Chilika	18583	6666	25249	177	52	229	1:104	1:128
10	Banpur	18843	6751	25594	210	93	303	1:89	1:72
11	Bolgarh	18944	6554	25498	299	130	429	1:63	1:50
12	Begunia	19052	6682	25734	253	154	407	1:75	1:43
13	Khurda,MPL	2588	979	3567	65	32	97	1:39	1:30
14	Banpur,NAC	748	512	1260	35	12	47	1:21	1:42
15	Balugaon,NAC	920	311	1231	19	3	22	1:48	1:103
	<b>TOTAL</b>	<b>196567</b>	<b>58792</b>	<b>255359</b>	<b>2913</b>	<b>1494</b>	<b>4407</b>	<b>1:67</b>	<b>1:39</b>

## SCHOOL POSITION

The present status of schools in the district in terms of the infrastructure and management are given below

**TABLE 2.8**

### DIFFERENT TYPES OF PRIMARY & UPPER PRIMARY SCHOOL

Sl.No.	Name of the Block/NAC/Municipality	Govt.Pry.School Cl 1to V	TRW School cl.1 to V	Govt.UP School Cl 1 to VII	Private managed Pry.school	Total
1	Balianta	94		33	2	33
2	Balipatna	114		26	2	26
3	Banpur	83	6	22	3	22
4	Begunia	99		43	2	43
5	Bhubaneswar	82	4	31	2	31
6	Bolgarh	105	2	37	1	37
7	Chilika	72		20	1	20
8	Jatni	68		22	2	22
9	khurda	84	3	40		40
10	Tangi	93		36	1	36
11	URBAN					
12	Bhubaneswar(M)	77	2	40	83	40
13	Khurda(N)	18		6	1	6
14	Balugaon(N)	7		1	1	1
15	Banpur(N)	11		2	2	2
16	Jatni(N)	15		6	2	6
	<b>TOTAL</b>	<b>1022</b>	<b>17</b>	<b>365</b>	<b>105</b>	<b>365</b>

The block wise distribution of primary and upper primary schools that in the district there is 1022 number of government primary schools and 17 TRW managed primary schools .In Bhubaneswar 83 Private managed primary schools are functioning .In comparison to total population of children, the number of schools are also not adequate to enroll all the children

The district shows that there are 364 school building having three class room and also there are 29 schools having one class room, So additional classroom for a schools is badly necessary to fulfill the state norm.

TABLE 2.9

SCHOOL BY TYPES OF BUILDING							
Sl.No.	Name of the Block	One class Room	Two class room	Three class room	Four class room	Five class room	Total
1	Baiianta	11	31	31	7	32	94
2	Balipatna	6	40	12	30	24	112
3	Banpur		10	46	19	8	83
4	Begunia		14	53	32		99
5	Bhubaneswar	6	18	18	13	27	82
6	Bolgarh		5	55	45		105
7	Chilika		21	34	17		72
8	Jatni	1	17	9	20	20	67
9	khurda		36	45	2	1	84
10	Tangi		21	30	31	11	93
11	URBAN						
12	Bhubaneswar(M)	4	13	11	9	35	72
13	Khurda(N)		3	5	6	4	18
14	Balugaon(N)		2	5			7
15	Banpur(N)			8	3		11
16	Jatni(N)	1	1	2	4	6	14
	TOTAL	29	232	364	238	168	1013



This table shows that the present need of building for building less schools stands to be 513 It is due to the super cycle occurred in 1999 The 735 schools need additional classroom, 1018 schools need toilets, 997 schools need boundary wall, 629 school need major repair and 1100 need minor repair.

As per the ceiling on civil work the adequate provision has been planned for the construction of toilets, tube wells, additional classroom, major & minor repair

**TABLE 2.10**

**STATEMENT SHOWING BUILDING POSITION WITH THEIR REQUIREMENT**

SL.NO	Name of the Block/Municipality	school need major repair	School need minor repair	School need additional class room	Toilet	Boundary wall	Tube well	Teachers quarter	New school Building
1	Balianta	45	95	34	100	100	62	4	43
2	Balipatna	54	114	38	113	134	37	4	28
3	Banpur	63	90	85	82	100	24	83	44
4	Begunia	74	100	95	92	106	40	99	67
5	Bhubaneswar	55	103	40	85	64	5	4	45
6	Bolgarh	45	123	90	103	100	70	105	57
7	Chilika	75	81	82	94	70	15	72	36
8	Jatni	38	81	42	80	78	10		38
9	Khurda	55	112	88	78	82	45	84	50
10	Tangi	66	100	88	88	90	10	93	48
	URBAN								
11	Bhubaneswar(m)	37	80	20	66	46	40	115	35
12	khurda(M)	10	8	13	18	12	5	18	7
13	Balugaon(N)	3	4	7	5	5	3	7	3
14	Banpur(N)	6	5	11	6	8	5	11	4
15	Jatni(M)	3	4	2	8	2		4	8
	<b>TOTAL</b>	<b>629</b>	<b>1100</b>	<b>735</b>	<b>1018</b>	<b>997</b>	<b>371</b>	<b>703</b>	<b>513</b>

Most of the school building the pre-independence period were not pucca building for which the building of 629 Nos. pry. Schools will be required

1100 Nos of schools need minor repair. The schools have no adequate class rooms as per the enhanced roll strength. Now most of the schools are converted into upper primary schools and three classes schools are also up-graded up to class-V. Hence 735 Nos of additional class rooms are required

Like the schools were not provided with toilets, boundary walls, tubewells and teachers quarters therefore the requirement as shown in the table are essentially required.

As per the Table 2.7 and 2.5 shows that there are 1022 no. of Primary school running with 3374 No. of Primary school teachers with a teacher pupil ratio of 1:58 which much tougher as per the state norm. Due to vacancy position of 352 no of teacher in the existing Primary schools As per the interaction of DEEP in the district there will be a demand for more primary schools. So 84 no Of new pry school is proposed in the plan. Secondly the existing 365 No. of Upper Primary school running with 1494 no. of teacher with a teacher pupil ratio of 44:1. But as per state norms each U.P. school must have two teachers As 84 No. of new primary school will be opened their will be additional requirement of 168 Primary teacher and new 46 U.P school be opened hence there will be need of 92 Additional Upper primary school teacher further the pupil projection is 4% growth per year Basing on the growth rate of pupil and 1/3 EGS centres will be converted to regular schools after three years, and Teachers will be deputed to 10B RC and 173 CRC and 20 resource teacher per block, there will be additional total requirement of 600 para teachers to deal with such situations.

In order to address the children of the deprived group of the district the following category of AIE has been proposed semi urban area.

1. Street and flat form children
2. Ashram and destitute children
3. Child labour
4. Workers children
5. Grabage Collector (pickers)
6. Adolescent girls
7. Red light area children

Different camp schools and Bridge course and other camp schools will be opened to provide access through 200 AIES centers of Khurda district.

## REQUIREMENT OF SCHOOLS

According to the existing child population and projected child population for 10 years, 84 primary schools, 46 Upper Primary schools, 53 EGS primary schools, 137 EGS Upper primary schools have been proposed for opening

In order to take care of the children of slum area, migrant families, sex workers, child labour 200 AIE centers have been proposed for opening.

TABLE 2.11

GROSS ACCESS RATIO OF KHURDA DISTRICT												
Name of the BLOCK/NAC /MPL	No. of habitation 150 to 300 population	No. of school	GAR%	No of habitation more than 400 population	No. of school	GAR%	No of habitation more than 400 population	No of school	GAR%	Total No. of habitation	No of school	GAR%
Balianta	20	2	10%	8	2	25%	71	123	173%	99	129	128%
Balipatna	18	2	12.50%	5	2	40%	62	136	219%	85	140	165%
Banpur	41			17	2	12%	88	107	122%	192	109	57%
Begunia	14			20	5	25%	105	137	130%	157	142	90%
Bhubaneswar	10			8	3	37%	80	110	137%	115	113	98%
Bolgarh	33	2	6%	29	4	14%	75	137	183%	193	143	75%
Chilika	10			12	2	17%	85	89	104%	123	91	74%
Jatni	11			9	2	22%	73	94	129%	93	96	103%
Khurda	6			6	2	33%	97	122	126%	117	124	106%
Tangi	34	2	6%	15	2	13%	98	116	118%	168	120	71%
URBAN												
Bhubaneswar(M)							11 wards	8	73%	11 wards	8	43%
Khurda(N)							20 wards	13	65%	20 wards	13	65%
Balugaon(Necessary)							31wards	117	377%	31 wards	117	377%
Banpur(N)							21 wards	21	100%	21 wards	21	100%
Jatni(N)							18 wards	24	133%	18 wards	24	133%
<b>TOTAL</b>	<b>197</b>	<b>8</b>	<b>4%</b>	<b>129</b>	<b>26</b>	<b>20%</b>	<b>935</b>	<b>1244</b>	<b>133%</b>	<b>1430</b>	<b>1278</b>	<b>89%</b>

## PROVISION FOR EARLY CHILDHOOD EDUCATION

The table 2.10 shows that there are about 10198 in child population of the age group 0-3. The child population of 3-5 Age group is

TABLE 2.12

ENROILMENT POSITION IN THE PRE-PRIMARY SCHOOLS FOR 2001-2001											
SLNO	Name of the block	NO OF AWC	All community			Schedule Caste			Schedule tribe		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BMC	123	2400	2400	4800	384	312	409	528	391	919
2	BBSRBLK	93	1826	1834	3660	293	298	591	401	301	702
3	JATNI BLK & MCP	75	1245	1314	2559	199	210	409	273	289	562
4	BALIPATNA	94	1716	1691	3407	274	270	544			0
5	BALIANTA	97	1856	1812	3668	296	289	585			0
6	KHURDA BLOCK	89	1795	1748	3543	287	279	566	394	384	778
7	BEGUNIA	103	1942	1921	3863	310	307	617	427	422	849
8	BOLGARH	108	1891	1908	3799	302	305	607	416	419	835
9	TANGI	121	2070	1924	3994	331	307	638	455	423	878
10	CHILIKA	94	1916	1844	3760	306	295	601	421	405	826
11	BANPUR	96	1910	1894	3804	305	303	608	420	416	836
	<b>TOTAL</b>	1093	20567	20290	40857	3287	3175	6462	3735	3450	7185

The table 2.12 shows the 40951 are getting benefits of the AWCs. There is still number of children uncovered in getting the facility of preschool.

As per the projection at the existing growth rate, new ECCE centers have been proposed for opening

**TABLE 2.13**

**CHILDREN POPULATION AS PER HOUSE HOLD SURVEY 2001(0-3Year Age Group)**

Sl.No.	NAME OF THE BLOCK	ALL COMMUNITY			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BMC	27085	20198	47283	2097	1678	3775	1165	937	2102
2	J.Mpity	2629	2386	5015	357	340	697	33	10	43
3	Balipatna	4474	4302	8776	1185	1139	2324			0
4	Ballanta	4718	4536	9254	1250	1229	2479	147	143	290
5	Jatni block	3494	3312	6806	534	505	1039	290	279	569
6	BBSR Block	4352	4125	8477	796	774	1570	373	357	730
7	Khurda Block	1188	1206	2394	178	181	359	214	217	431
8	Banpur (B)	1046	960	2006	157	144	301	230	193	423
9	Bolgarh(B)	1206	1136	2342	145	136	281	217	204	421
10	Begunia(B)	1072	1004	2076	139	131	270	225	201	426
11	Chilika(B)	1085	1087	2172	325	326	651	163	163	326
12	Tangi(B)	1227	1192	2419	221	214	435	245	238	483
13	Khurda(M)	720	694	1414	50	49	99	22	21	43
14	Balugaon(M)	356	362	718	71	72	143	11	11	22
15	Banpur (M)	432	401	833	78	72	150	17	16	33
	<b>TOTAL</b>	55084	46901	101985	7583	6990	14573	3352	2990	6342

**TABLE 2.14**

<b>CHILD POPULATION (3 - 5) Age Group</b>										
SL.No	Name of the block	All community			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BMC	12317	9287	21604	954	771	1725	530	431	961
2	J.Mpity	1195	1097	2292	162	156	318	15	12	27
3	Balipatna	2035	1978	4013	539	523	1062	3	1	4
4	Balianta	2145	2085	4230	568	565	1133	66	65	131
5	Jatni	1589	1523	3112	242	232	474	131	128	259
6	BBSR	1979	1896	3875	362	356	718	169	162	331
7	Khurda(B)	2290	2308	4598	344	346	690	412	415	827
8	Banpur(B)	2138	2056	4194	278	267	545	470	452	922
9	Bolgarh(B)	2308	2282	4590	277	274	551	415	411	826
10	Bolgarh(B)	2172	2091	4263	326	314	640	456	460	916
11	Begunia(B)	1882	1761	3643	565	528	1093	282	264	546
12	Chilika(B)	1971	1864	3835	355	336	691	394	373	767
13	Tangi(B)	968	981	1949	68	69	137	29	29	58
14	Khurda(M)	604	576	1180	42	40	82	18	17	35
15	Balugaon(M)	727	691	1418	1312	124	1436	29	28	57
	<b>TOTAL</b>	<b>36320</b>	<b>32476</b>	<b>68796</b>	<b>6394</b>	<b>4901</b>	<b>11295</b>	<b>3419</b>	<b>3248</b>	<b>6667</b>

**MAINSTREAMING OF DISABLE CHILDREN:**

With the objective of bringing all children in the fold of elementary schooling, the care of physically and mentally disable children have to be considered with greater care and sincerity

The preliminary survey of disabled children shows that there are 1028 disabled children across the districts. The table 2.12 shows that the block wise distribution of disabled children. The figure may rise quite high when conducted by experts covering all children in 6-14 age group. The resource support to the existing

institutions working for the disabled children is badly necessary to take care of the sizeable proportion at such children.

TABLE 2.15

DISABLED CHILDREN

Sl.No	Name of Block/N.A.C/Mpity			
		Boys	Girls	Total
1	BALIANTA	34	30	64
2	BALIPATNA	34	31	65
3	BANAPUR	46	46	92
4	BEGUNIA	47	45	92
5	BHUBANESWAR	30	27	57
6	BOLGARH	48	42	90
7	CHILIKA	46	45	91
8	JATNI	25	24	49
9	KHURDA	58	37	95
10	TANGI	48	40	88
11	BHUBANESWAR(UR)	111	83	194
12	KHURDA(M)	8	7	15
13	BALUGAON(N)	3	2	5
14	BANAPUR(N)	3	2	5
15	JATNI(M)	14	12	26
	<b>TOTAL</b>	<b>555</b>	<b>473</b>	<b>1028</b>

# **CHAPTER - III**

## **PLANNING PROCESS**



## CHAPTER III

### PLANNING PROCESS

#### Description:

Sarbaba Sikhya Abhijan is a representative plan of peoples demand for education. This is an embodiment of community ownership through mutual participation and awareness of people for achieving the Universal Elementary Education. The launching of DEP in Khurda district has been marked by detail planning with support from all quarters that Government, Non-Government and Community members. The planning process started with the core Team Trained at the State Project Office. Subsequently a district planning team was formed at district level under the chairmanship of honorable collector representing members from all sections. (Such as district level officers, PRI members, NGOs, Educationists) ✓  
Members from Mahila mandals to make the programme more realistic. For successful implementation of planning decentralized structure has been formed right from village level to district level. As it is a bottom up planning the planning emphasis starts from grass root level i.e. village level. Thus the planning team is structured as follows:-

1. Village level planning team consisting 7 to 10 members comprising of ward member, school committee chairman, Headmaster of concerned school, Anganwadi worker, Youth Club members, Guardian consisting S.C members.
2. G.P. level planning team consisting of 11 to 14 members sarapanch of the G.Das as the chairperson and other members as desired above.
3. Block level Planning team 11 to 15 members B.D.O. will act as the chairman and other member are chairman of the panchayat samiti two sarapancha, W.E.O., G.P.E.O.  
CDPO. One leading NGO teacher representatives and all S.I. of schools
4. District level planning team 25 members collector as the chairman.

Sub-Collector ,P.D.,D.R.D.A., Inspector of schools, D.I.of schools, Zilla parisad chairman, M.L.A., M.P.,N.G.O.,(two) Educationists, D S.W O., D.W.O., Women representative other members having interest in the field of Elementary Education.

**PLANNING PROCESS:-**

S.S.A is a peoples participatory programme and a need based programme. The issues on different aspects of elementary education need to be identified. The planning process identified the major problems through undertaking various activities, meeting, discussion etc.

**HOUSE HOLD SURVEY**

In order to get a clear picture of the educational profile and village profile and the socioeconomic status of the people of the district a detailed house hold survey was conducted in the district. The information gathered by household survey were consolidated at village level with a detail discussion with the villages on different issues and their reports are submitted along with village consolidated forms at the block level.

Additional information required on D.E.E P. context were gathered from DRDA / District. Information Centre / Forest Department / Agricultural Department / Irrigation Department / DPL survey.

After consolidate a different issue at district level convergence meetings were held to formulate strategies for the issue with the cheep of different departments.

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**KHURDA DISTRICT**

Level	Stake Holder	Issues Identified
District Level	P.R.I. Women	1. Lack of Professional interest

Work Shop	group, NGOs	<p>of teachers.</p> <ol style="list-style-type: none"> <li>2. Un attractive teaching learning process for rural children.</li> <li>3. Non availability of adequate number teachers according to PTR.</li> <li>4. Indifferent attitude of teachers towards students</li> <li>5. Migration of parents</li> <li>6. Poor Infrastructure in the school</li> <li>7. In sufficient classroom facilities.</li> <li>8. Lack of supervision and monitoring</li> <li>9. Lack of healthy co-ordination between parents and teachers.</li> <li>10. Motivational indifference for enrollment of girl children.</li> <li>11. Orientation of parents.</li> <li>12. Loss of interest in education of adolescence girls of different community.</li> <li>13. Inadequate pre schooling facilities.</li> <li>14. No availability of facility to disabled children of rural and slum areas of municipality.</li> <li>15 Less involvement of parents</li> </ol>
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		<p>in school management.</p> <p>16. In sufficient accommodation for schooling purpose.</p> <p>17. Non availability of play ground and playing equipment</p> <p>18. No boundary wall in the school most of the schools.</p> <p>19. No toilet facility for teachers and students ( specially for girls and lady teachers)</p> <p>20. Non availability of play ground</p> <p>21. Non availability of teachers quarter</p> <p>22. In sufficient teaching and learning materials</p> <p>23. Engagement of teachers in on teaching activities.</p> <p>24. Lack of new reading materials for teachers.</p> <p>25. No availability of resource centers.</p> <p>26. In sufficient teaching and learning materials.</p> <p>27. Large scale slum area migrant families street children and working children</p>
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Level	Stake holder	Issues Identified
Block and GP level	Teachers Parents, VEC Members, women activist groups & Tribal leaders	<ol style="list-style-type: none"> <li>1. School buildings not in proper order.</li> <li>2. Lack of teaching learning materials.</li> <li>3. Irregular attendance of students.</li> <li>4. Lack of orientation program regarding new concept of teaching.</li> <li>5. Engagement of teachers in non-teaching activities.</li> <li>6. Appointment of teachers in Paudi Bhuanya area having knowledge of local tribal language.</li> <li>7. Lack of residential facilities in schools.</li> <li>8. Non availability of sufficient class rooms</li> <li>9. Un attractive environment of schools.</li> <li>10. Lack of play ground.</li> <li>11. Compulsory school promotion.</li> <li>12. School building is not in proper condition.</li> <li>13. Unattractive environment of schools.</li> <li>14. Engagement of teachers in non educational activities.</li> </ol>

		<p>15. Irregular attendance of pupils.</p> <p>16. Lack of play ground.</p> <p>17. Lack of Infrastructure facilities.</p> <p>18. Improper teacher pupil ratio</p> <p>19. Curriculum Is not suitable to the culture of locality.</p> <p>20. Lack of awareness among parents.</p> <p>21. Non availability of schooling facility at nearest places.</p> <p>22. Indifferent attitude in sending girl children to school.</p> <p>23. Sibling care.</p> <p>24. Migration of Parents to distant places is search of earning</p>
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Level	Stake holders	Issues Identified
	<p>Teachers S.I. of schools</p> <p>I.C.D.S. P.R.I members</p> <p>Tribal leader</p>	<p>1. Irregular attendance of students.</p> <p>2. Irregularity of teachers.</p> <p>3. Lack of orientation training regarding new concept of teaching.</p> <p>4. Language problem.</p> <p>5. Lack of supervision.</p> <p>6. Lack of awareness among the parent / guardians</p> <p>7. Lack of adequate classrooms.</p>

		<p>8. Improper teacher pupil ration in comparison to hilly areas.</p> <p>9. Unsuitable school time for the students engaged in house hold works, such as cattle raring / goat keeping / sibling care mainly by girls.</p> <p>10. Indifferent attitude towards girl students in sending schools</p> <p>11. School buildings not in good condition.</p> <p>12. Lack of residential facility in school for both teacher &amp; pupil.</p> <p>13. Unattractive school environment.</p> <p>14. Lack of T.L.M.</p>
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Level	Stake holders	Issues Identified
	Teachers Executive officer    MPL chairman    No. 50	<p>1. Unhealthy school environment.</p> <p>2. Lack of play ground.</p> <p>3. Lack of T.L.M.</p> <p>4. School building in not proper condition.</p> <p>5. Lack of coordination among Teachers &amp; parents.</p> <p>6. Lack of supervision.</p> <p>7. Lack of orientation training to teachers.</p>

- Bringing children of very difficult groups to schools
- Creating awareness of community for creating demand for education and involving community in creating / providing access for their children.

In Khurda District the magnitude of the issue of access can be judged from the following figures:

### Strategies for Access & Enrolment

Issues	Strategies	Intervening Agency (ies)
1 Lack of schooling facility	<ul style="list-style-type: none"> <li>- Opening of new schools as per the state norm</li> <li>- Opening of EGS/AS Centres</li> <li>- Alternative and Innovative Education Centres</li> <li>- Construction of new school buildings</li> <li>- Appointment of teachers parateachers and Instructor</li> </ul>	<p>S.S A</p> <p>S S A. &amp; N.G.O.</p> <p>S.S.A. &amp; N.G.O</p> <p>S S.A., JRY, MPI AD Funds</p> <p>S.S.a. &amp; D.E.E. &amp; NGOs</p>
2 Creating additional space for learning	<ul style="list-style-type: none"> <li>- Construction of additional classrooms</li> </ul>	S.S.A., J R Y., MPI.



# **CHAPTER - IV**

## **ISSUES & STRATEGIES**

## **CHAPTER – IV**

### **ISSUES AND STRATEGIES**

The Sarva Shiksha Abhiyan aims of providing useful and relevant Elementary Education for all children in the 6 to 14 age group by 2010 in a phased manner as per the following manner:

- All children in school or its alternative by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of Elementary Schooling by 2010
- Focus on Elementary Education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps enrolment, retention and achievement primary stage by 2007 and at Elementary Education level by 2010
- Universal retention by 2010.

With these objectives in view, the issues already identified can be categorized under

- Access and Enrolment
- Quality Education
- Education of Disadvantage Groups

#### **ACCESS AND ENROLMENT**

Providing access of elementary schooling facilities requires the fulfillment of following criteria:

- Providing School or, Alternative Schooling Centre or, EGS Centre or AIE Centre within one K M of the habitation
- Creating additional learning space in the existing schools wherever required.
- Constructing or repairing buildings where there is no building

learning	<ul style="list-style-type: none"> <li>- Major and minor repair of existing structures</li> </ul>	S.S.A. J.R.Y., MPL
<p>3</p> <p>Providing alternative &amp; innovative schooling centers for difficult group of children like migratory groups, adolescent girls, child labourers, linguistic minorities, dropouts</p>	<ul style="list-style-type: none"> <li>- Camps schools for mainstreaming dropouts</li> <li>- Special camps for adolescent girls and other focused groups</li> </ul>	<p>S.S.A. &amp; N.G.O</p> <p>S.S.A. &amp; N.G.O.</p>
<p>4 making school environment child friendly and attractive</p>	<ul style="list-style-type: none"> <li>- Construction of child friendly elements</li> <li>- Creation of groups of handrails for disabled children</li> </ul>	<p>S.S.A. Community JRY, PMRY, NGO</p> <p>S.S.A. Community</p> <p>S.S.A., Community &amp; NGO</p>

	<ul style="list-style-type: none"> <li>- Beautification of school with fencing, wall painting</li> </ul>	
5 Providing basic amenities for children & teachers	<ul style="list-style-type: none"> <li>- Providing drinking water facilities</li> <li>- Providing toilets separately for girls</li> </ul>	<p>S.S.A., RWSS</p> <p>S.S.A., JRY &amp; NGO</p>
6 Building Community awareness for elementary education	<ul style="list-style-type: none"> <li>- Making VEC, PTA &amp; MTA functional and active</li> <li>- Community awareness programmes</li> <li>- Production and use of print, audio &amp; video materials, for community mobilization</li> </ul>	<p>S.S.A. &amp; NGO</p> <p>S.S.A &amp; NGO</p> <p>S.S.A.</p>

### QUALITY EDUCATION

Pedagogical Improvement in terms of child centers activity based approaches of teaching learning process is the major focus of all interventions. It requires a massive effort with collaboration of teachers, administrators, Government and Non-Government Organizations for bring

about a total change of the existing system. This requires concrete actions on the following aspects related to pedagogical improvement.

- ❖ Teachers Empowerment – Continuous teacher training and support service system for competence development and attitudinal change
- ❖ Child friendly curriculum and text books
- ❖ Decentralised Academic support system. Capacity building of academic institutions for giving continuous support
- ❖ Quality monitoring and on-site support system
- ❖ Changing school and classroom climate to make It more child friendly.
- ❖ Increasing community involvement in pedagogical activities.

#### Issues In Quality Education

Issues	Strategies	Intervening Agency (ies)
1. Both trained and untrained teachers lack vision of child-centred educational practices	<ul style="list-style-type: none"> <li>- Training program of teachers</li> <li>- Continuous monitoring and academic support</li> </ul>	S.S.A & NGO
2. Unhealthy school environment no scope for children for extra curricular activities.	<ul style="list-style-type: none"> <li>- Beautification of school building and campus.</li> <li>- Development of school building and Campus.</li> <li>- Providing a school library in each school.</li> </ul>	S.S.A. & Community  S.S.A. & N G.O.  S.S.A.
3. Unattractive	<ul style="list-style-type: none"> <li>- Training of teachers</li> </ul>	DEEP

content and process of teaching		
4. Teacher lack motivation in profession indifferent attitude of teachers behaviors.	<ul style="list-style-type: none"> <li>- Attitudinal change of teacher's behavior.</li> <li>- Orientation training program for teachers on attitudinal issues.</li> <li>- Provision of leaning material for teachers to increase the activeness of classroom process.</li> <li>- Preparation of competency based &amp; activity oriented Text Book</li> </ul>	
5. Unattractive curriculum Text Book does not reflect local culture.	<ul style="list-style-type: none"> <li>- Making Text Book more responsive to local specific material.</li> <li>- Attractive Text Books with follow up illustrations.</li> <li>- Activity based materials for teachers and children.</li> </ul>	<p>DFEP &amp; NGO</p> <p>DEEP</p>
6 Lack of proper supervision at block/CRC Level	<ul style="list-style-type: none"> <li>- Setting up structures like BRG to have constant monitoring &amp; supervision of</li> </ul>	DEEP

	<p>class rooms practice &amp; management.</p> <p>Support to monitoring activities in terms of training and mobility.</p>	
7. Need for continuous and comprehensive evaluation	<p>- Adaptation of formative evaluation &amp; introduction of competency based evaluation system.</p>	DEEP

### EDUCATION OF DISADVANTAGED GROUPS

The existing school practices are not conducive to socially disadvantage children like, girl children, children of SC and ST community, children of minority groups and also to the disabled children. In Khurda there are large number of Tribal children and disabled children. The social discrimination against these children usually percolates into the classrooms as a result most of these children either do not come to school or run away from the school.

The condition in khurda also makes it difficult for such children coming to school regular.

- ❖ The physical conditions of the localities are difficult for a child to go to the schools.
- ❖ Most of the parents of such children are illiterate and has little awareness of the benefit of Elementary Education
- ❖ The age old social discrimination of the girls also is reflected in the classroom processes.
- ❖ The teachers have no knowledge of attending to the disabled children and their special need for education.

### Issues In Education of Disadvantaged Children

Issues	Strategies	Intervening Agency (ies)
1. SC / ST Children lacking interest to continue in school.	<ul style="list-style-type: none"> <li>- Making awareness building program for such parents.</li> <li>- Providing Text Books TLM &amp; school dress to SC &amp; ST children.</li> </ul>	DEEP & Deptt of SC & ST Development
2. Language Problem for tribal groups children. Home language at school language has considerable gap.	<ul style="list-style-type: none"> <li>- Publication of supplementary reading materials for such groups.</li> <li>- Training of teachers on tribal language.</li> </ul>	DEEP  DEP & ATDC
3. i. Indifferent behavior of teachers making children afraid of going to schools. ii. District level & Block level support service of pedagogic issues lacking.	<ul style="list-style-type: none"> <li>- Motivational training to teachers visioning training to teacher BRG / DRG will be formed and training will be imparted.</li> <li>- Teachers ought to be trained on sensitive language issues.</li> </ul>	DEEP
4. Inadequate facilities	<ul style="list-style-type: none"> <li>- Provision for Tube well and Toilets in the</li> </ul>	DEEP



	<p>promises of schools.</p> <ul style="list-style-type: none"> <li>- Provision of school improvement grant.</li> <li>- Provision for teachers grant.</li> </ul>	
<p>5. The girls are discriminated both at home and in the schools</p>	<ul style="list-style-type: none"> <li>- The mothers need to be oriented on utility of girls education</li> <li>- MTA to be strengthened</li> <li>- Materials in terms of text books and reading writing materials to be provided</li> <li>- Discrimination in classroom practices are to be avoided by the teacher through teacher training</li> </ul>	<p>DEEP &amp; VEC</p> <p>DEEP</p> <p>DEEP</p>
<p>6. Handicapped children face difficulty in the school and hence are not interested in education</p>	<ul style="list-style-type: none"> <li>- Mild and moderate handicapped children to provided special support</li> <li>- Parents of such children are to be oriented</li> <li>- Constructions in building for orthopedically handicapped children in schools</li> </ul>	<p>DEEP, NGO., Department of W.C.D.</p> <p>DEEP &amp; NGO</p>

# **CHAPTER – V**

## **OBJECTIVES & TARGET**

## **CHAPTER –V**

### **OBJECTIVE AND TARGETS**

The situational analysis in the previous chapters indicates that the state of primary education in the district is very poor. To ensure universal elementary education for all its target population (5-11) years of age group, which is a mandatory constitutional provision, different intervention pertaining to access enrolment and retention, pedagogical improvement, capacity building and quality improvement need to be planned.

DEEP provides a ground for preparation of such an action intervention in holistic manner to combat with the present situation and to lead the district in achieving such desired goal. A 9 years perspective plan has been prepared with a view to meet the requirements of the community and to promote the state of primary education. The flexibility of DEEP and its additionally of funding over and above the state expenditure for primary education. The flexibility of DEEP and its additionally of funding over and above the state expenditure for primary education, provide a scope to chalk out the plan.

#### **The Major Objectives of SSA :-**

- To ensure enrolment of all the children between 6-14 years age group by 2003
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010
- To reduce the existing drop out rate by the end of the project period

- To raise the learning achievement in basic school subjects, viz Language, Mathematics and EVS
- To provide schooling facility or its alternatives to all children within the walking distance (i.e. as per the state norm,)
- To raise the pedagogic, managerial and supervising capacity of the personnel involved in the development of primary education, i.e. teachers, S.I of schools VEC members, faculty members of DIET through continuous training and orientations.
- To improvise and develop learning materials e.g. textbooks, work books, befitting to the language, needs, resources and above all the culture of the tribal students, who constitute the majority.
- To form and strengthen village level structures such as number of students, PTAs & MTAs so as to ascertain community demand and community ownership in primary Education sector by the end of the Project period.
- To draw the attention of various officials as well as non-official functionaries towards primary education of their area, through the continuous convergence
- To promote preparation and execution of village/Gram panchayat level " educational development plan" by villagers through participatory planning process. Promotion of cluster level planning.
- Continuous efforts to under take" Reforms in educational Administration to make it responsive to public demand.

Based on the set objectives, the plan is developed strategy and activities are proposed and targets have been fixed to achieve the desired goal. Intervention wise activity plan is proposed below:

## **PROJECT MANAGEMENT STRUCTURE**

The proposed project shall be managed in a decentralised manner in the district of Khurda. Four levels of Management system shall be introduced for effective implementation of the programme. Those are

***1. VILLAGE LEVEL STRUCTURE***

***2. CLUSTER LEVEL STRUCTURE***

***3. BLOCK LEVEL STRUCTURE***

***4. DISTRICT LEVEL STRUCTURE***

### **VILLAGE LEVEL STRUCTURE**

To manage the programme at grass root level i.e. village level school committee is to be constituted for each school as per Government circular. School committee Rule 2001. There will be 9 members in the committee. There is a major representation of parents of the children enrolled where the actual stakeholder of education in the committee. The committee shall be the real grass root level structure to manage the primary education at the lowest level. Hence, the committee shall be strengthened with due training and orientation on its roles and responsibilities.

### **CLUSTER LEVEL STRUCTURE**

Clusters normally consisting of 14-15 primary schools. The detail requirement of CRC is worked. The cluster will be headed by a Cluster resource Co-coordinator who will be basically responsible for providing academic input to the teachers and act as a liaison person between school and the community. He will also link the school with the BRC and District Office. The office of the cluster will be called as Cluster Resource centre and a building will be constructed to impart training and maintain the office. CRCC is expected to form a team of resource persons(CRG) from VEC, MIA, teachers and villagers of his area and will

supervise the academic progress. His team will act as catalyst for making maximum enrolment and retention in his area by empowering community and teachers.

#### **BLOCKLEVEL STRUCTURE**

At the block level, a Block resource centre shall be set up which will be headed by a Block Resource Coordinator to provide academic support to the teachers. An infrastructure will be developed at the BRC with residential training facility to provide resource input to the teachers and the VECs. Block level planning team will be constituted who will look after the progress of DEEP activities and plan the block plans. They will be members of BRG.

#### **DISTRICT LEVEL STRUCTURE**

At the district level, programme shall be implemented through the District Project Office. The District Project Coordinator shall remain in charge of the programme at the district level. A committee will be formed under the chairmanship of Collector and District Magistrate, Khurda to guide the District Project Coordinator in programme planning and implementation of the programme.

#### **GIRL'S EDUCATION**

DEEP reaffirms the commitment of Universalisation of Primary Education giving emphasis on equal and universal participation of all children irrespective of caste, creed, religion, sex, place of birth etc. In the light of the above commitment it is obvious that special attention is required to bring the socially disadvantaged groups of children to the main stream for the achievement of desired objectives. Among the disadvantaged groups girls occupy one half of the eligible child population who need special attention for their participation in primary education.

Because of low enrolment and retention of girls as compared with boys, the gender gap has widened, which is to be reduced through this programme activity .

It is a wrong notion that education 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 pursue their studies.

In Khurda district the retention of girls is very poor especially in the 11-14 age group of children. The obvious reason 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, natural barriers such as forests, hills, streams, lonely paths leading to 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 group household survey has been conducted in the district. The detailed figure in respect of girls of SC/ST communities, minority communities, OBC have been taken into consideration in the planning process.

#### **OPENING OF FGS**

In order to ensure the education of the non enrolled girls engaged in house hold activities and child labourer FGS facilities have been provided in the programme. Total no of 180 FGS have been proposed for the education of these children. The primary reasons being most of the girls are engaged in house hold

work and sibling care. In order to make their number of girl children enrolled to get primary education, new EGS centres and 200AIE centres have been proposed in the plan.

#### **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 nataika, writing slogans, wall paintings, etc. in the remote areas. Such activities will be organized in different backward habitations, slum areas. It includes enrolment drive for better enrolment of girls.

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

In order to empower the women, especially 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.

#### **PROVISION FOR FREE SUPPLY OF READING WRITING MATERIALS**

Provision for free supply of reading writing materials for the girls has been made in the project proposal for the retention of girls for seven years. As the funds for this component are limited, it is not possible to make provisions of supply of free textbooks to the girls.



## **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.

## **ENGAGEMENT OF SAHAYIKA /ESCORT MOTHER**

To make all the girl children of 6-14 age group back to school there is the necessities of special attention for the education of these children. In order to coordinate, monitor and supervise the activities relating to girls and other disadvantaged groups like SC/ST, minority communities provision has been made for engagement of sahayika and escort mother special supervisor in each block from among the local community. They will provide honorary service for the betterment of the community. They will have to mobilise the community for better enrolment of girls those are away from the main stream.

In addition to the above activities, in order to recognize the need for special efforts to bring the out of school girls to school special strategies have been chalked out. These are the following

- Converge with the self-help group.
- Widespread campaign for girls education.
- Special coaching camps for girls .

The girl children usually dropped out of the school when they remain poor in academic performances. Therefore to make improvement in the learning achievement of girls education, special coaching camps and AIE have been proposed to be opened. This will help in providing academic support to the weaker girl student.

- Convention like meeting with PRI members Maalheea Mela, Matru samillani have been proposed to provide greater focus in girl child education
- To remove the gender bias in the class room process, provision has been to bring improvement in classroom culture
- It is also proposed to occasionally felicitated the girl children with good attendance at local level functions. Rs.50 has been proposed to be given per child to 200 children per year.

<b>Girls Education</b>			
<b>Sl. No</b>	<b>Strategy</b>	<b>Activities</b>	<b>Physical Target</b>
1.	Focus on girl child enrolment and sensitization of the different functionaries like MTA PRI Women group	Training to MTA members <ul style="list-style-type: none"> <li>• Training to PRI members</li> <li>• Women convention at block level</li> <li>• Seminars on Girls Education.</li> </ul>	200 BATCHES 30 BATCHES 20 Programmes
2.	Follow up of dropout girls and improvement retention	<ul style="list-style-type: none"> <li>• Holding of Maa Jhee Mela</li> <li>• Special coaching camps for girls . Academic support is required to be give to the weaker children to improve in learning achievement 2000 children will be covered</li> <li>• Engagement of Sahayika and escort mothers at the cluster level to bring back girl children to school.</li> <li>• Matru Samillani will be organized to sensitize the mothers to send their girl children to school</li> </ul>	668 1000 CAMP 400 IN 9 YEARS

		<ul style="list-style-type: none"> <li>• Observation of Girl child week to encourage the girls to come to schools</li> <li>• Empowerment of self Help groups to make convergence with them for promotion of girls education.</li> </ul>	<p>100</p> <p>50 Programmes</p>
3.	To create gender friendly elements in the school and remove gender bias.	<ul style="list-style-type: none"> <li>• Publication of gender related literature and success stories</li> <li>• Improvement of class room culture through sensitization of through organization of teachers and girls.</li> <li>• Child friendly function in the school and promotion of extra-curricular activities</li> <li>• Undertaking of innovative projects for urban slum areas and different rural area</li> <li>• Module clusters approach to be made in the areas of low girl enrolment to promote girls education.</li> </ul>	<p>15 VOLUME</p> <p>20</p> <p>20</p> <p>5 Projects</p> <p>50</p>

## **MEDIA**

District Elementary Education Programme cannot function in isolation. Its success depends upon people's involvement. Media advocacy is therefore essential to sensitize the larger group through DEEP as a support of the programme. The extent to which the people's representative involves themselves in the programme the publicity in the programme gains more. It shall be endeavoured to make the programmes, strategies, inputs resources transparent to the people. The project shall be opened to criticism, comments, observations and suggestions from all quarters for improvement of performance. Environment building for any programme can be made to different mode like print and electronic. Events, seminars, discussions are to be organized to sensitize policy makers through DEEP. Development, production and distribution of publicity materials like print materials, (Posters, banners, photos, charts, cutouts, wall painting) audio, video, press releases, press meets, press briefings, media workshops seminars, folk and traditional media activities, exhibition, mela and documentation, field visits, film shows are planned to give wide publicity of different programme component and its achievement. Review of progress, expenditure and performances at regular intervals to be made transparent through print media. Interaction and interface with people, people's representative, organization and conventions holding school committee meeting, publication of Activating calendar shall be met through this intervention. The nine-year action plan, strategies for execution of activities are outlined here under.

## **COMMUNITY MOBILISATION**

In order to sensitize school committee members, NGOs, Youth club's members women groups, PRI, elected representatives a number of activities under community mobilisation will be taken up. The main objectives of the purpose are as follows

- a. Every school must have a school committee

b. Every village must have a women group

c. Enthusiastic clubs, Yubak Sanghas having better working knowledge are to be identified. the women groups will be formed. The training programme of school committee members, women groups and NGOs will be conducted at District, Block and at CRC .The villagers can play an important role in achieving the objectives of DEEP .Regular meeting of villagers to take stock of the affairs is of permanent importance. Equally the role of women is no less important than that of men. Sensitisation of women and empowering women groups will be given importance. Special focus has been made on conducting sharing workshop for dissemination of educational information at the block level and holding of special convention for PRI representatives.

### Community Mobilisation and Participation

Sl No	Strategies	Activity	Physical Target
1.	Setting up a community based monitoring system	<ul style="list-style-type: none"> <li>• Training of master trainers training up the members of school community participation.</li> <li>• Orientation to the members of school committee</li> <li>• MTA, self help group meeting to spread the message of DPEP objectives and targets</li> </ul>	8 Programmes  193 Programmes
2.	Sensitization of various groups to spread the objectives for achieving Universal Elementary Education.	<ul style="list-style-type: none"> <li>• Women convention at block level to be organized to sensitizes the various stakeholders</li> <li>• Orientation to</li> </ul>	143 Programmes  8 Convention

		mothers through organization of Maa Jhea mela at the cluster level	143 Programme
3.	To reduce dropout of disadvantaged groups.	<ul style="list-style-type: none"> <li>• Organisation of Enrolment drive in feeder villages / habitation (per school)</li> <li>• Community sensitization NINAD to be held to build awareness of the parents about the primary education</li> <li>• Interaction will be held with the villages to assess the problems of the selected areas to boost up the enrolments</li> </ul>	0.05 8
4	Awareness campaign and community sensitization programmed	<ul style="list-style-type: none"> <li>• Dialogue with the parents of first generation learners</li> <li>• Preparation of Wall painting print materials</li> <li>• Sensitization through News letter "Parivaritan"</li> <li>• To ensure the enrolment of all the SC / ST children, Jati Mahasabha will be organized.</li> </ul>	90 Programmes 151 1800 copies 2 issues per year 3 Programmed.

## **CIVIL WORKS**

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

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

## **PREPARATORY ACTIVITIES**

In order to undertake the construction activities more effectively under civil work components it has been proposed to provide training to the Engineers VEC members during the project period.

## **PROCESS OF CONSTRUCTION**

The process of construction within the project will be democratic and participatory in nature. Each block / Village will have its committees

## **PROVIDING BASIC AMMENITIES**

In order to provide basic amenities to the girls for better retention, it has been proposed to make provisions of toilet facilities especially for the girls in urban /semi urban /crowded and road sides schools in convergence with

RWSS, PHED, ITDA etc. Similar steps will also be taken for drinking water facilities through convergence with these departments.

### CIVIL WORK

Sl. No	Strategies	Activities	Physical Target
1	Access to all children	<ul style="list-style-type: none"> <li>-Opening of new Primary School building</li> <li>-Opening of new Upper Primary School building</li> <li>-Building for building less schools ( Primary)</li> <li>-Building for Upper Primary schools</li> <li>-Additional classroom</li> <li>-A room to headmaster</li> </ul>	<ul style="list-style-type: none"> <li>84</li> <li>46</li> <li>245</li> <li>primary &amp; upper primary</li> <li>200</li> <li>730 primary</li> <li>220 upper primary</li> <li>420</li> </ul>
2	Strengthening Sub-district level Pedagogic Centres	<ul style="list-style-type: none"> <li>-Construction of CRC Buildings</li> <li>-BRC Buildings</li> </ul>	<ul style="list-style-type: none"> <li>173</li> <li>10</li> </ul>
3	Renovation of weak schools building	<ul style="list-style-type: none"> <li>-Maintaince &amp; Repairs of Primary school buildings</li> <li>-Maintaince &amp; Repairs of Upper Primary Schools</li> <li>-Major repairs Primary Schools</li> </ul>	<ul style="list-style-type: none"> <li>760</li> <li>220</li> <li>420</li> </ul>



		-Major repairs Upper Primary Schools	200
		-Upgradation of schools for EGS	200 primary 200 upper primary
		-Resource power for IED	10
		-Mis room	1
		-Training hall to DIET,STS,ST school	8
4.	Infrastructural to schools,MI S,DIETs,E CCE,IED	-Tubewells for school,	371
		-Boundary walls for schools,	280
		-Toilet for schools	1018
		-Addl.classrooms UPS, special repairs to DIET	
		-Electrication Child friendly element	1200
		Matching grant for EGS	121

## DISTANCE EDUCATION

Qualitative Primary education depends upon good quality of teaching and empowerment of teachers. Teachers training is considered as one of the vital ingredients for developing capacity of teacher in pedagogy, contents and other area of knowledge which are essentials for imparting education in day to day class room activities. Chalk and duster has been out dated in this age of knowledge explosion, Computers, over head projectors, video audio print materials have been dominating in the field of auto education. Attempts have been made to empower teacher and enrich their knowledge through self-instructional materials. to achieve this objective support service of experts of state project office and SIET shall be

taken and a district resource Group shall be formed. DIET khurda shall be equipped with all accessories which are helpful for receiving instructions and shall programs from SIET S.I. of schools are to be oriented on distant learning materials. It has been experienced that tribal children rarely pronounce oriya words in a perfect way In order to acquaint students with proper Oriya as designed. Simultaneously cassettes shall be developed on difficult units of teaching subject, grammar, and phonetics. Identification of teaching difficult content units shall be made through workshop. All BRC shall be equipped with VCR, television Radio –cum- Cassette player, telephone, convergence with SIET IGNOU shall be made. A strategic plan on this intervention is drafted as follows

In order to supplement and strengthen the on going pedagogical activities distance education is an important component of teacher training other personals are to be associated with pre education.

Accordingly district education under DPEP aims at development of production of contextual and pedagogical packages as support materials related to different issues are to be prepared and sent to condemned quarters Details of activities for DED to be taken up in the district given in the table.

1	Capacity building of DIET, STS, IHMS, S.I.S, BRCC, CRCC on District level education	Orientation of DIET STs, HMs, SIS, BRCC is every year
2	Training of field functionaries	Work shop on use of distance learning material by the field functionaries at DPO/BRCC
3	Dissimination of printed materials in school on pedagogy	Printing of self instructional materials for

		primary teachers .This will be recurring activities through out the programme period.
4	Orientation to the functionaries in pedagogical aspect.	Teleconferencing in DIETs and district level
5	Strengthening Teachers competency	Printing and distribution of SIM for U.P.school teachers
6	Sensitive field personals and capacity building	The local AIR and DD will be utilized the purpose
7	Sensitives field personals and capacity building	TV shows at CRC level
8	Capacity building on pedagogical issues	Teleconferencing programme on different entertainments

## EARLY CHILD HOOD CARE EDUCATION

ECCE is an important programme for universalisation of primary education. it occupies an essential component of DEEP .The primary objective of this intervention are of 3.5 age group

Preparing children for primary school readiness

Encouraging the participation of girls and disadvantaged groups in primary schools by relieving them from sibling care responsibilities and other engagement at home

It has 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 programme have the component of preschool education, it is very weak in its functioning.

In Nayagarh district the rate of dropout is very high among girls particularly between the age group of 6 to 14 and accordingly retention of the learners in primary schools is low. Among SC & ST community learners the drop out rate is also high. As most of them are first generation learners they need special attention for their readiness to enter in school education. Due to lack of awareness about the importance of education and childcare especially among the tribal and SC community the children fail to avail the opportunity of schooling facilities leaving their traditional occupations. There is a need for opening of 233 additional AWCs for the need of the rest of beneficiaries. If adequate facilities for access in respect of pre school education are not provided the first generation learners specially the backward class children will remain away from primary education not being supported by special school readiness programmes. Further girls who are engaged in sibling care can be able to come to the school. It has been proposed to open 233 new AWCs in the district to bring all the children of 3-5 age group in to the field of pre primary education.

#### **STRENGTHENING OF ECCE**

On the other hand for the purpose of strengthening the existing of ECCE centres and its activities steps have been taken to provide support in the following ways

##### **A, PROVISION OF TLM**

It has been proposed to provide support by way of supplying TLM to the ECCE centers

## **CAPACITY BUILDING**

For capacity building for the ICDS functionaries and AWCs proposals have been made to provide training in every alternative years. Besides this for skilled development it has also been proposed to provide refresher training programmes to all the functionaries.

## **AWARENESS CAMPAIGN**

It has also been proposed to organize meetings seminars, baby shows, women conventions, exposure visits, for better linkage with community, community participation and awareness among women group.

## **IED**

Education of disabled children has received a great thrust in the framework of sarva shiksha abhiyan. It is the out come of the realization that universalisation of EE is impossible without providing educational opportunities to this segment of the population .The idea is to provide education to mild to moderate disabled children of various category such as hearing impaired, visual impaired, orthopedically handicapped naturally retarded and learning od disabled is general schooling system and to achieve this efforts need to the made to create conducive environment to others and outside the school. There are about 1800 disabled children in the district.

According to the survey additional 600 children have been identified

Then adequate provision is required in terms of equipment, medical assessment, special camps etc to mainstream those children into the formal school.

The details of the activities have been chalked out below.

It has 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 programme have the component of preschool education, it is very weak in its functioning.

In Nayagarh district the rate of dropout is very high among girls particularly between the age group of 6 to 14 and accordingly retention of the learners in primary schools is low. Among SC & ST community learners the drop out rate is also high. As most of them are first generation learners they need special attention for their readiness to enter in school education. Due to lack of awareness about the importance of education and childcare especially among the tribal and SC community the children fail to avail the opportunity of schooling facilities leaving their traditional occupations. There is a need for opening of 233 additional AWCs for the need of the rest of beneficiaries. If adequate facilities for access in respect of pre school education are not provided the first generation learners specially the backward class children will remain away from primary education not being supported by special school readiness programmes. Further girls who are engaged in sibling care can be able to come to the school. It has been proposed to open 233 new AWCs in the district to bring all the children of 3-5 age group in to the field of pre primary education.

#### **STRENGTHENING OF ECCE**

On the other hand for the purpose of strengthening the existing of ECCE centres and its activities steps have been taken to provide support in the following ways

##### **A, PROVISION OF TLM**

It has been proposed to provide support by way of supplying TLM to the ECCE centers

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According to the survey additional 600 children have been identified

Then adequate provision is required in terms of equipment, medical assessment, special camps etc to mainstream those children into the formal school.

The details of the activities have been chalked out below.

1	identification of IED children	Survey in village levels and printing of terms for survey
2	identification of IED children	Training of teachers in condition survey
3	Capacity building of block resource group	Orientation and training programme at block level
4	Special teachers learning programme for IED children	Appointment of special teachers in IED
5	Facilitating learning activities to IED children	Provision of equipment for learning of IED child
6	Capacity building of Teachers dealing with disable children	Theme based camp
7	Identification of mild moderate and acute disable children	Medical assessment camp
8	Capacity builders of BRCC an CRCC	Instructional materials to BRC and CRCC
9	Capacity building of teachers	Supply of hand book to schools on IED
10	Sensitiving parents on dealing with IED child	Orientation programme at block level
11	Providing learning facility to acute disable children	Appointment of special teachers
12	providing free and barrier	Construction of



	free access environment to children	ramps special toilets
13	Capacity building of teachers on IED	Development module for teachers
14	Capacity building of teachers in handling led children	Training of formal school teachers
16	Capacity building of AS instructors	Orientation program of AS instructors on IED
17	Facilitating education facilities to IED children	Preparation of TLM for children with special need
18	Capacity building of VEC members on IED	Orientation programme for VEC members at cluster level
19	Providing reintegration skill to identified disable children	Opening of early detection centres
20	Community mobilization on IED	Observation of enrollment week and world disability day
22	Increasing teaching ability of teachers on IED	45 days training to selected teachers on foundation course on IED
24	Community awareness	Printing of information booklets
25	Providing access facility to acute disable children	Opening of special schools

	Convergence with non governmental organizations	Collaborate with NGO to integrate activities on disabled children
27	Sensitisation of parents/functionaries /teachers	Preparation of video film District level seminar

### PLANNING AND MANAGEMENT

Implementation of the proposed project depends upon careful planning and continuous monitoring. Since the plan for SSA has to cater to the felt need at the grass root level planning and management has a direct bearing of the leads of plan and the achievement of plan targets. Therefore the continuous planning and annual planning process at all leads are required to be taken up every year.

The following table indicates the various strategies and activation to be taken up during the project period:-

SL.No	STRATEGIES	ACTIVITIES	PHYSICAL TARGETS
1	Initiation of planning process and preparing of district block and cluster specific plan	1. Preparing of annual work plan each year 2. preparation of block specific plans 3. GP level educational	9 plans 8 plans X 167 157 GP to be covered

		material 4.development of separate plans for urban area	8
2	As careful the requirement of opening of special camp school remedies coaching center	Monitoring in selected educationally deprived areas	120
3	Capacity building at district planning team	Orientation to the district planning team	20 programme in 9 years
4	Planning for better management of schools	Selected projects on school management and utilization of GP educational district for better management of schools	30projects
5	Building of Resource pool at the village level	Orientation of VECs .HMs, CRCs, AWW, MTAs in cluster level planning process	1336programme
6	Sensitization of educational administrators	Training to Headmasters SIs and administrative functionaries	60batches

## PEDOGOGICAL IMPROVEMENT

Providing quality education is an important objective of S.S.A. The teacher education institutions supervisors all need to be empowered for achieving the goal dealing with the children with new pedagogical approach the need of the time. Unless the taught are provided with congenial environment and the teaching personal are properly empowered the goal will be far off. At present system the educational institutional have failed to attract all the children to its circle. Hence steps will be taken through S S A. to provide quality education to the children

The following strategies has been need and to address these strategies the following activities have been proposed during the project period.

Sl.No.	Strategies	Activities
1	Smooth functioning of BRC	Contingency to BRC at the rate of 0.125 per years
2	Smooth functioning of CRC	Contingency to CRC @ 0.075 per year
3	Providing adequate	Furniture to BRC @ 250 one time
4	Do for CRC	Furniture to CRC @ 0.30
5	Smooth maintainece of information and analysis of data for academic support at BRC	Supply of computer and other equipments
6	Do for CRC	Do @ 0.57
7	Academic support to BRC	TLM grant @ 0.5 per year
8	Do to CRC	Do @ 0.1 per year
9	Capacity building of BRC for resource	Visioning work shop for BRC and BRG

	supports to teachers	
10	Do for C.R.C.C.	Visioning work shop for CRCC
11	Capacity building of BRCC on pedagogical issues	Induction training to BRCC ( 7 days)
12	Do for CRCC	Induction training to BRCC ( 7 days)
13	Capacity building for BRG members	3 days Trg At BRC Level
14	Empowerment of DIET and S.T. school for resource support	Furniture and equipment to DIET/STS. @ 4lakhs
15	Capacity building of DIET faculty members for resource support	Trg. Programme of DIET. Faculty members
16	Empowerment of DIET/STS	Institutional development plan @ 20.00
17	Empowerment of BRC	Institutional development plan @ 1.00
18	Empowerment of CRC	Do. @ 250
19	Capacity building of existing Primary schools	TLM equipment to selected to primary @ 0.10
20	Do to Upper primary schools	Do @ 0.5 to Upper primary Schools
21	Capacity building of Primary schools on pedagogical aspect	S.I.G to Primary Schools @ 0.02
22	Do for Upper	Do @ 0 03

	primary schools	
23	Capacity building of CRG members for resource support	Trg. Programme of CRG members
24	Capacity building of DRG on pedagogy ( Trs training)	Trg. Programme of DRG members ( 3 days)
25	Do of BRG members	Do for BRG members ( 7days)
26	Empowerment of schools Trs on new pedagogy and new method of teaching	7 days Trs. Training on new pedagogy
27	Developing skill on new pedagogy	TLM work shop at block level ( 3 days)
28	Evaluation of the children on their individual performance and providing guidance to children	Introduction of cumulative progress cards
29	Maintaining good health of children with medical check	Introduction of health card
30	Empowerment and capacity building of Trs on preparation of low cost aid	TLM grant to primary teacher and upper-primary teachers
31	Creating interest for reading ability among children	Library grant to schools
32	Empowerment of	Provision of library to BRC and CRC

	BRC and CRC	
33	Creating interest among children for academic purpose	Provision of free text book to all children
34	News letters	AROHA teachers support materials
35	Monitoring	Academic support
36	Exposures	Exposures visit of teachers
37	Encouraging	Sishu Mela
38	Training of Teachers	Activity based training of teachers
39	Empowerment of teachers	Reinforcement of teachers
40	Tapping teachers creativity	Preparation of T.I.M by teachers
41	New Padagogy	Transaction of activity based text books in the multigrade management and learners evaluation ( 7 days) Development of work sheets
42		Learners Evaluation
43		Transaction of integrated text books
44		Management of Multigrade and Multilevel class
45		Teaching English
46		Teaching Language in lower classes
47		Teaching Science with local materials
48		Teaching mathematics
49		Training of BRC and CRC on academic monitoring
50		Training of SI headmaster on schools management
51		Training of DIET faculty on development of Training package

52		Need based short term orientation at cluster and blocks on specific theme
53		Training of Para teachers
54		Recruitment of additional teachers in existing primary schools
55		Recruitment of additional teachers in Upper primary schools

### ACCESS AND ALTERNATIVE SCHOOLING

Providing access facility is an important part of academic quality. The house hold survey of Khurda district shows that 31730 children are never enrolled in the age group 5 to 11 and 28670 children are dropout main streaming to bring back such children is the prime goal of S.S.A. These out of school children are the main target group in S.S.A. for mainstreaming. As such providing Access facility is the prime objective. Hence, following provision has been made to provide access facility in the project period

Camp School Primary	-	780
U.P. Camp School	-	340
Adolescent girls camp school- Primary	-	180
Upper Primary	-	130
New Pry. School	-	84
New Upper Pry School	-	46
E.G.S. (Primary)	-	120
E.G.S. (Upper Primary)	-	80

As there are different scattered habitation with in accessible In nature and not having the quality as per Govt norms for opening of regular school, these habitations will be provided with the access facility in shape of E G S and AIFs



In course of time, some of these schools at least 30% will be converted to regular schools hence provision has been made for regular salary to 130 primary and 100 U.P. teachers as additional teachers.

Further provision has been also made for providing building and other TLM facilities for these schools for their academic support

Sl.No.	Strategies	Activity	Target
1	Providing access facilities to dropout children in Pry level	Opening of camp schools	50 schools
2	Providing access facilities to dropout children of upper primary stage	Opening of Camp schools	60 camp schools
3	Access facility for adolescent girls to provide bridge course	Opening of camp schools	40 schools
4	Access facility to children of school less habitations with more 300 population	Opening of new Primary schools and appointment of teachers	39 schools
5.	Providing access facility to dropout and non-enrolled adolescent girls of upper primary level	Opening of camp schools	80
6	Access facilities to children of school-less habitation within 300 population	Opening of EGS Schools	390
7	Providing educational facilities to the children at upper primary level, for school less habitation	Opening of UP EGS	600
8	Capacity building and facilitating Teaching activity to new teachers	Training of EGS Guruji, Guruma	24 progs.
9	Capacity building of supervising staff for resource support	Training of supervising staff	16 prog.
10.	Academic support to low achievement learners	Remedial coaching centers	80 camps per year
11.	Creating competitive awareness among children	Different competition on academic activity	143 cluster one prog each year
12.	Capacity building on content	Trg. Programme of	25 prog.

	primary schools	
23	Capacity building of CRG members for resource support	Trg. Programme of CRG members
24	Capacity building of DRG on pedagogy ( Trs training)	Trg. Programme of DRG members ( 3 days)
25	Do of BRG members	Do for BRG members ( 7days)
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12.	Capacity building on content	Trg Programme of	25 prog.

	knowledge of EGS volunteers	EGS Instructors	
13.	Creating congenial teaching atmosphere at EGS Centers	School improvement grant	390
14	Creating congenial teaching atmosphere at EGS Centers	School improvement grant	300
15	Providing sustainable edn. Facilities to children in primary level	Up gradation of EGS to regular pry Schools	120
16	Providing sustainable edn. Facilities to children in upper primary level	Up gradation of EGS to regular upper pry Schools	90

### MANAGEMENT INFORMATION SYSTEM

Management Information System is an important component of S.S.A. The Educational Management Information System (EMIS) will incorporate provision for collection of school level data with community-based information from micro planning and surveys. Therefore, EMIS shall form the basis of the periodic reporting system. This will facilitate better and timely management of the project and schools. It is to be aid for better analysis of issues and planning

Accordingly, various activities and procurement of equipment are proposed in the table below.

1	To equip the district offices and resource centers with resource personnel	<ul style="list-style-type: none"> <li>• Equipment to the DPC, MIS Unit</li> <li>• AC to MIS</li> <li>• Furniture for MIS room</li> <li>• Provision for office automation system</li> </ul>	1 set  1 set  1 set
2	Strengthen of D.I. Office	Procure of Hardware's to the D.I. Office	5 nos
3	Data Collection and sharing	Collection of	All Schools to be



	for better monitoring and supervision at attendance and other facilities	DISE Data	covered every year
4	Support of Educational Management	Anusandhan Study, Cohort and Child Tracking will be taken up in every village	All Villages to be covered in every year
		Computerisation of Child tracking system	3 times

### Research and Evaluation

Creation of resource group for providing resource support through research work is an integral part of Primary Education. Evaluation of the students along with the academic activities of the district research and sustainable evaluation is required. The resource institutions are to be involved for such work. The following strategies and activities are proposed to be taken up.

<u>No.</u>	<u>Strategies</u>	<u>Activity</u>	<u>Target</u>
1	Evaluation of the performance Of students in academic activities	Academic assessment of Students	143
2	Empowerment of research institute Like DIET, S.T. School Lakh	Providing Building Town Hall etc. @ 1.00	1 time
3	Evaluation of total academic Programme of each year	Baseline study	8 Prog.
4	Empowerment of DRG members (3 days)	DRG Trg. Programme	4 Prog.
5	Gathering detail information about 143 G.P. level Children analysis	Household Survey and	
6)	Evaluation of the total activity of The district on academic activities 3 Programme	Midterm assessment	

- 7) Empowerment of teacher on Pedagogical issues  
50 Research Teachers

Action Research by

## SC / ST Education

Out of the total population of the district SC constitutes nearly 4% and ST constitutes 21%.

The ST dominated blocks are Balianta, Balipatra and Chilika. The enrolment of children of SC/ ST community is low. They usually reside in slum Areas Though the SC/St comprise low percents of population disadvantage groups like street children, Children of sex workers children labour etc also need special intervention. Therefore, special hostel facilities for girls has been proposed under SC /ST Education

<i>SC/ST Education</i>			
SI.No	Strategy	Activities	Physical Target
1	Orient teacher to sensation towards SC/ST disadvantaged group children	-Attitudinal training -Material development and disseminator	10 batches 10 areas
2	Awareness building	Tribal convention Research work on specific tribal issues	20 4 studies
3	Development of special projects for retention and retention and reduction of dropout is slum /street children of SC/ST category	Opening of special Hostel facilities for girls in existing Asharm Schools ( 25 girls X Rs 500 per month X 12 month)  Special hostel maintenance cost for SC / ST girls per year for 3 years	10 schools  30 batches

# **CHAPTER - VI**

## **PHASING & COSTING**

1. Introduction

2. Phasing

3. Costing

# PHASING



Intervention : Project Management

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Contingency	4.000	9years	1	1	1	1	1	1	1	1	1	9
	Consumables	5.000	9years	1	1	1	1	1	1	1	1	1	9
	TA/DA	4.000	9years	1	1	1	1	1	1	1	1	1	9
	Office Maintenance and Misc charges	4.000	9years	1	1	1	1	1	1	1	1	1	9
	POL & Maintenance for 3 vehicles(1vehicle for four blocks@0.2 per month)	7.200	9years	1	1	1	1	1	1	1	1	1	9
	Installation of Fax	0.250	For 2 DIs + 1 at DPO		3								3
	Installation of phone	0.100	2	1	1								2
	Telephone & Fax charges per year	0.400	9years		5	5	5	5	5	5	5	5	40
	Equipment for DPO	5.000	9years	1									1
	Furniture for DPO	0.750	9years	1	1								2
	Consultancy Charges for expert in Community involvement, documentation, finance Girls education etc	5.000	9years	3	3	3	4	4	4	3	3	3	30



## 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	Physical Targets for Different Years										Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	New School Buildings (Pry. School)	3	84		40	20	24						84	
	New School Buildings (Up School) (3 rooms)	4.5	46		33	13							46	
	Building for buildingless Schools (primary) (plus building with not usable condition)	3	270	90	90	50	40						270	
	Building for buildingless Schools (Upper Primary) (plus building with not usable condition)	4.5	200	50	50	50	50						200	
	Addl. Classrooms for Existing Schools (Primary)	1.5	730	150	290	200	90						730	
	Addl. Classrooms for Existing Schools (Upper Primary)	1.5	220	50	50	50	70						220	
	Room for Head Master	1.5	420	90	90	90	150						420	
	CRC Buildings	2	173	90	83								173	
	BRC Buildings	6	10	4	4	2							10	
	Maintenance & Repair of School Buildings (primary)	0.05	860	100	100	100	100	100	100	120	140		860	
	Maintenance & Repair of School Buildings (Upper primary)	0.05	220	50	40	40	40	30	20				220	
	Major Repairs (primary)	0.3	420	50	100	100	50	50	50	10	10		420	
	Resource rooms for disabled children ( deaf, dumb and blind, additional support to govt. run	2.0	5	3	1	1							5	



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	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Major Repairs (Upper primary)	0.3	200	30	30	40	40	25	20	15			200
	Upgradation of Schools fro AS/EGS to upper primary schools	4.5	200					80	80	40			200
	Upgradation of Schools fro AS/EGS to primary schools	3	200					50	50	50	50		200
	Resource Rooms for IED Equipments	2	10		5	5							10
	MIS Room	2	1	1									1
	Training hall to DIET/ST School	8	4		2	2							4
	Maintenance and upgradation of of ST School & DIET	15	4				2	2					4
	Tubewell for Schools	0.4	371		100	171	100						371
	Boundary Walls for road-side and interior schools	0.5	280		80	100	50	50					280
	Toilets for Schools	0.12	1018		300	400	200	118					1018
	ECE Centres	1.5	233		60	80	93						233
	Electrification	0.01	1200		300	400	500						1200
	Matching grants for EGS centres	0.3	121		50	50	21						121
	Child friendly Element	0.05	1800		200	500	900	200					1800



## Intervention : Planning and Management

(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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Innovative Project on School Management and Utilisation of GP Educational Profile (3 GP per block)	0.5	30 most backward GPs	0.00	2.50	2.50	2.50	2.50	2.50	2.50	0.00	0.00	15.00
	School mapping and school efficiency measurement studies (per GP) 10 GPs 2 times other 1 time	0.15	512 programmes	0.00	38.55	7.50	0.00	0.00	0.00	38.55	7.50	0.00	92.10
	Involving VECs, HMs, CRCs, AWW, MTRs in cluster level planning process 13 days located GPs	0.03	1336 programmes	0.00	5.01	5.01	5.01	5.01	5.01	5.01	5.01	5.01	40.08
	Training to Headmasters, Sis. and administrative functionaries on management	0.084	60 batches	0.00	1.68	0.84	0.00	0.00	1.68	0.84	0.00	0.00	5.04
	Seminar / conference at Block/ District level	0.5	11	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50	49.50
	<b>Page Total</b>			5.50	53.24	21.35	13.01	13.01	14.69	52.40	18.01	10.51	201.72
	<b>Total</b>			6.10	58.22	26.33	18.34	15.49	17.17	54.88	20.49	12.99	230.01

**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	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Contingencies to BRC	0.125	10 for each year	10	12	12	12	12	12	12	12	12	106
	Contingencies to CRC	0.025	173 for each year	173	173	173	173	173	173	173	173	173	1557
	Furniture to BRC	0.250	9	3	2	4							9
	Furniture to CRC	0.030	173	20	20	20	20	20	20	20	33		473
	Equipment to BRC	0.750	10	3	3	4							10
	Computer to BRC	1.000	10	3	3	3	1						10
	Computer to CRC	0.500	173	30	30	30	30	30	23				473
	Equipment to CRC	0.070	173	40	30	40	40	23					473
	TLM Grant to BRC	0.050	10 each yr	10	10	10	10	10	10	10	10	10	90
	TLM Grant to CRC	0.010	173	173	173	173	173	173	173	173	173	173	1557
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	10	3	3	2	2						10
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	8	1	2		2	1			2		8
	Induction Training to BRCC (7 days) (40 members)	0.196	2	1	1								2
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	4 batch	2	2								4
	Capacity Building of 20 Member Resource Support Team for each BRC (3 days) (40 members)	1.000	12 batch		5			2			5		12



**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	Physical Targets for Different Years										Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	Workshop for development of activity bank for unit test (both Primary & UP) (3 days) (40 members)	0.196	4 batches		2	2							4	
	Furniture to DIET/ST Schools	1.000	3		1	1	1						3	
	Equipment to DIET/ST Schools	3.000	3		1	1	1						3	
	Capacity Building of DIET and ST School Personnel (Multiple Programmes) (7 days) (40 members)	0.196	3			3							3	
	Institutional Development Plan of DIET	1.250	3		1	1	1						3	
	Institutional Development Plan of BRC	1.000	10		2	2	2	2	2				10	
	Institutional plan of CRC (Per CRC)	0.250	173	173	173	173	173	173	173	173	173	173	1557	
	Salary to CRCC	0.090	173 X 9 years = 1557	173	173	173	173	173	173	173	173	173	1557	
	Salary to BRC Assistants	0.120	10 for 19 years	10	10	10	10	10	10	10	10	10	90	
	Salary to BRC Menials (contractual)	0.020	173 for 9 years	173	173	173	173	173	173	173	173	173	1557	
	Teaching Learning Equipment to selected uncovered schools (Primary)	0.100	200			50	50	50	50				200	
	Equipment to selected uncovered					50	50	50	50				200	

**Ann. 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	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	School Improvement Grant to Primary Schools	0.020	11200	1300	1100	1100	1200	1300	1300	1300	1300	1300	11200
	School Improvement Grant to Schools (Upper Primary)	0.030	365X9	500	365	365	365	365	365	365	365	365	3420
	Introduction of cumulative progress cards in selected schools	0.0002	900000	100000	100000	100000	100000	100000	100000	100000	100000	100000	900000
	Introduction of health cards in selected schools	0.0002	900000	100000	100000	100000	100000	100000	100000	100000	100000	100000	900000
	TLM Grant to Primary School teachers	0.020	3374X9	3374	3374	3374	3374	3374	3374	3374	3374	3374	30366
	TLM Grant to Upper Primary Schools	0.030	1454X9	1454	1454	1454	1454	1454	1454	1454	1454	1454	13086
	Library to Schools(PS/UPS/EGS)	0.35	1365 X 3	1365		1365		1365					4095
	Free textbooks to all children	0.001	522000		60000	61500	63000	64500	66000	67500	69000	70500	522000
	Library to BRC	0.300	10		3	3	4						10
	Library to CRC	0.080	173		50	50	50	23					173
	Journals at block and cluster level	0.0200	10		2	2	2	2	2				10
	Academic supervision and monitoring support to the resource group (4 months in a year Rs. 0.16/- per block per month)	1.0000	8		1	1	1	1	1	1	1	1	8
	Management of Multigrade and multi level classe 3 days workshop (40 Members)	0.196	2		1			1					2







**Intervention : Access for Deprived Children**
**Scheduling of Physical Targets to be Achieved**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Camp School Provisions for out of school children to get primary education (non res) per child rs 150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	720		40	60	80	80	100	120	120	120	720
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	340		20	20	30	40	50	60	50	60	340
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	180		10	10	20	20	30	30	30	30	180
	Recruitment of teachers in new schools (primary)	0.08	1600		50	100	200	250	250	250	250	250	1600
	Recruitment of teachers in new schools ( upper primary)	0.08	740		30	50	70	90	110	130	130	130	740
	Adolescent Girls' Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res) upper	0.24	130		5	10	15	20	20	20	20	20	130

**Scheduling of Physical Targets to be Achieved**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Instructors/Gurujees for EGS primary (1/3 will be converted to primary schools after 3 years)	0.01	3150		200	300	400	450	450	450	450	450	3150
	Instructors/Gurujees for EGS upper primary	0.01	1100		50	150	150	150	150	150	150	150	1100
	Training to Gurujees / Educated volunteers( 40 member 10 days)	0.28	15		2	3	5	5					15
	Academic supervision and other provision for camp school per block	0.15	20	5	5			5			5		20
	Facilitating school based activities in these institutions	0.03	600		200	200	200						600
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	190 camps		10	10	20	30	30	30	30	30	190
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	90			5	5	10	15	15	20	20	90
	competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	173		50	50	50	23					173

**Intervention . Access for Deprived Children**

**Scheduling of Physical Targets to be Achieved**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	2nd batch training to instrutors (EGS)	0.56	15 batch				5	5	5				15
	SIG to EGS pmary schools	0.02	450 X 8		450	450	450	450	450	450	450	450	3600
	SIG to EGS upper primary schools	0.03	150 X 8		150	150	150	150	150	150	150	150	1200
	Induction training to EGS Guruji for 30 days @ 50/- per dav per Guruii	6	15 batch		3	2	5	5					

**Int. 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	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Community leaders and Opinion makers meeting in selected Tribal / SC dominated Gram Panchayats	0.025	60 batches		20	15	15	10						60
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	120 in phased manner			30	30	30		30				120
	Teachers Requiring Attitudinal Training	0.112	40 batches		10	10	10	10						40
	Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	10 batches		2	2	2	2	2					10
	Research work on specific Tribal issues	0.3	4 studies		2			2						4
	Material development and dissemination	1	10 areas		1	3	3	2	1					10
	Special Hostel facilities for Girls in existing Ashram Schools (25 Girls X Rs 500/- per month X 12 Months)	2.5	10 schools		2	2	2	2	2					10

**Intervention : 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	Physical Targets for Different Years										Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	Identification of schools with Language understanding problem with members	0.025	10		2	2	2	2	2					10
	Collection of Folklore and Tribal literature	2	2		1			1						2
	Training of Tribal volunteers and activists(2 days) and families	0.15	10 batches		2	2	2	2	2					10
	Dissemination of DISE report on language problems in schools (per GP)	0.025	16 in phase		4	4	4	4						16
	Tribal Convention	0.025	20		4	4	2	2	2	2	2	2	2	20
	Special hostel maintainace cost for SC/ST girls per year for 3 yrs.	50	10 batches X 3		10			10			10			30

**Scheduling of Physical Targets to be Achieved**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Identification of schools with Language understanding problem with members	0.025	10		2	2	2	2	2				10
	Collection of Folklore and Tribal literature	2	2		1			1					2
	Training of Tribal volunteers and activists(2 days) and <b>sahayites</b>	0.15	10 batches		2	2	2	2	2				10
	Dissemination of DISE report on language problems in schools (per GP)	0.025	16 in phase		4	4	4	4					16
	Tribal Convention	0.025	20		4	4	2	2	2	2	2	2	20
	Special hostel maintenance cost for SC/ST girls per year for 3 yrs.	50	10 batches X 3		10			10			10		30

**Intervention : GIRLS EDUCATION**

**Scheduling of Physical Targets to be Achieved**

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to MTA members (50 members 1 day)	0.015	200 batches		20	40	40	20	20	20	20	20	200
	Training to lady PRI member, MTA, women groups (50 members 1 day)	0.015	30 batches		6	10			6	8			30
	Women convention at Block Level (100 members)	0.05	20 conventions		5	5			10				20
	Maa Jhee Meta at CRC level (2 days)	0.03	668 melas		167		167		167		167		668
	Seminars on Girls Education ( 2days) (40 members)	0.15	3 seminars		1			1			1		3
	Special coaching camps for girls (1month, 40 girls)	0.1	1000 different types camps		100	100	200	200	200	100	50	50	1000





Intervention : Early Child Care and 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	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Training to Selected Anganwadi Workers on preschool education (3 days)(768 AWC in 26 batches)	0.084	43 batches		15	10	10			5			3	43
	Indepth study on preschool education and health in the district	0.300	6		2		2			2				6
	Formation and orientation to DRG(ECCE)(40 members, 2 days)	0.060	1		1									1
	Opening of New ECCE Centers (Salary and contingences)	0.010	233		90	30	20	20	30	15	15	23		233
	Orientation to CDPO/supervisors and selected NGOs	0.050	10		2		2			2	1	2	1	10
	Toys and learning materials to AWCs	0.005	1093		500	593								1093
	Hand book on Pre school to AWWs	0.002	1093		500	593								1093
	Meeting of MTAs lady PRIs and AWWs on health, education matters(at GP level) in 40 batches	0.005	40		10	10	10	10						40
	Sharing experiences between escort mothers, AWWs, MTAs( at GP level)	0.005	173		50	30	20	30	30	13				173
	Esst. Of ECCE centre	0.06	233	80	30	20	20	30	15	15	23			233

Monthly honorarium to supervisor, ECE workers and helpers	0.01	233		80	30	20	20	30	15	15	23	233
Purchase of kit	0.05	1326	1093	1093	1223	1243	1263	1293	1308	1323	1326	11165
Provision of funds for toys and other contingency expenditure	0.02	233		80	30	20	20	30	15	15	23	233
Development of toys and supply to Dist. Worth Rs 2000/-	0.020	4		1		1		1		1		4
Rs 3500/- provided to centers for purchase of immovable assets	0.035	1326		1093			233					1326
TLM grant of Rs. 1000/- to all AW centres	0.010	11065	1093	1093	1123	1243	1263	1293	1308	1323	1326	11065
Workshops for sharing of evaluation report and development of new evaluation programme to assess learners achievements	0.01	16		2	2	2	2	2	2	2	2	16
AWW and helper & CRCC of the sector attend monthly interactive meeting at CRC level	0.01	173X8		173	173	173	173	173	173	173	173	1384
A study on role of AW workers and suggestion for transforming AW centers into better ECE centres	0.050	3		1		1			1			3
Foundation and refresher training to ECE workers ( per day to participants per days)	0.03	1326		500	400	300	126					1326
Training of BRCC/CRCC on ECE ( per day)	0.03	10		2		2		2		2	2	10
in service training to ECE supervisor ( per day)	0.03	10	programme	2		2		2		2	2	10
Training of DRG members and ECE workers on school readiness ( per day)	0.03	10		2		2		2		2	2	10

Sensitisation of DPs of ICDS, DSWO CDPO, supervisor RTs and CPCs ( per day)	0.20	10		2	2	2	2	2					10
Refresher training to AW workers and supervisors on activity based pre-primary education and school readiness ( per day)	0.20	13326		400	300	200	200	226					1326
Training of mother group members ( per day sector)	0.012	173		50	50	50	23						173
Orientation of mother of pre-primary children at school level ( per day one prog. Per yr. Per sector)	0.005	173X8		173	173	173	173	173	173	173	173	173	1384
Orientation training to Mahila Samiti and SRG members ( per day per yr.)	0.05	10 programme		2		2		2	2	2			10
Posters, folders and stickers on ECE prepared for encouraging the enrolment of girl children ( per day)	0.01	10,000			10,000								10,000
Audio and Video cassettes on ECE is to be purchased and supplied to dist programme coordinator	0.10	20		10			10						20
Child wise evaluation cards is to be used ( per child)	0.0	139300			100,000	39300							139,300
Mothers group a track attendance of children and worker b Celebration of birth days of children in ECE centers (per month per centre.)	0.00	1300		500	400	300	100						1300



Survey of Disabled Children within 14 years age group & Formal Assessment of Disabled Children	0.0015	1000		1000								1000
Friendly support to Disabled Children at School	0.005	2056		1028				1028				2056
Barrier free access / environment to Disabled Children at School	0.1	600		400	200							600
Module for Teachers Training	0.10	1			1							1
Training to formal schoolteachers for handling children with special needs (40 Trs in one batch)	0.14	40 batches		10	10	10	10					40
Orientation to A.S Instructors on I.E.D. (40 Trs in one batch)	0.14	20 batches		5	5	5	5					20
Theme - based camps at BRC / CRC level	0.14	180		30	30	30	30	30	30			180
Orientation to VEC / BRCC / CRCC on IED 40 trs in one batch	0.14	40 batches		10		10		10		10		40
Preparation of Activity Bank for Disabled Children	0.0007	10		2	2	2	2	2				10

Supply of Aids & Appliances to the identified Disabled Children on a convergence mode	20	2 times		1		1						2
Monitoring with the help of SRG / BRG	0.01	4		1		1		1		1		4
Early detection centers opened for imparting pre integration skills to identified disabled Children ( School readiness)	0.3	5		1		1	1	1		1		5
Parent counseling 2 to 3 days	0.005	20 batches		5	5	5	5					20
Observation of enrolment week and " World Disability Day"	0.0001	1400 X 8 yrs.		1400	1400	1400	1400	1400	1400	1400	1400	11200
Booklets, posters, leaflets on disability on General Awareness	0.10	2		1			1					2
Construction of Ramps, Handrails, Learning Corners & Special toilets for the children with special need	0.1	100		20	20	20	20	20				100

Academic Structure to provide resource support to children with special need	0.1	45	5	5	5	5	5	5	5	5	5	5	45
Development of Self - Learning Materials	0.1	1000		500				500					1000
Orientation to parents / Children / teacher on use and maintenance of aids and appliances	0.05	10 batches		5	5								10
Hand books for teachers on identification and classroom management on IED	0.0015	1500			1500								1500
Printing of information booklets	0.0003	2000			2000								2000
Impact assessment study on I.E.D.	0.2	4		2			2						4
Material for early identification of Disabled Children	0.0028	10		5		5							10
Books on famous events and success stories of persons with disability	0.001	2000			2000								2000
Opening of Special Schools	10.00	10		2	2	2	2	2					10



	Strengthening Special Schools/ NGOs to act as Resource Centres	1.00	8		2		2		2		2		8
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## Intervention : Media

## Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	-Total
	Media Equipments at Block Level(per block)	0.3	183		120	63							183
	Leaflets for spreading awareness for education per block	0.025	2000		2000								2000
	Traditional Folk Media Activities Promoting awareness(per block)	0.05	400 progs.	80	80	80	40	40	40	25	15		400
	Sharing Workshop and Dissemination of Educational information( per block)	0.1	50 nos		10	10		10	10	10			50
	Block Specific Annual Reports of progress	0.08	80		10	10	10	10	10	10	10	10	80
	Rural Reporters Meet	0.025	20	2	4	2	2	2	2	2	2	2	20
	PAS at DPC & BRCC	0.5	9 set	1	1	1	1	1	1	1	1	1	9
	Visual / Videc shows Radio talk seminars	0.5	200		50		50	40	60				200
	Posters and hoardings (per block)	0.5	40 sets	10	8	8	6	4	4				40

Intervention : Media

Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	District level convention for PRIs and Functionaries	0.5	3 progs.		1			1			1		3
	Photo Exhibition/ documentation and district level poster competition	0.05	25 nos	1	3	3	3	3	3	3	3	3	25
	Coverage of Press and mass media on different activities	0.01	20 nos.	1	2	2	3	2	2	3	3	2	20
	Preparation Video Cassetes on DPEP success story	1	10		1	1	1	1	1	1	2	2	10



Exposure visit to VECs @ 2.00 per year	2	8		1	1	1	1	1	1	1	1	1	8
Enrolment Drive in feeder villages/habitations (per school)	0.005	1400		200	300	300	400	100	100				1400
Community Sensitisation Programme "NINAD" (per block)	0.2	90	10	10	10	10	10	10	10	10	10	10	90
Interaction between village and GP core planning Members. Cluster Resource Group (per GP)	0.01	173	20	30	30	30	30	33					173
Wall Painting in selected schools	0.015	500		100	100	100		100		100			500
Special Interaction Programme between parents of first generation learners and Local Resource Group at Cluster Level (to facilitate monthly meeting)(80-100 parents)	0.024	10		2	2	1	1	1	1	1	1	1	10
Training VEC/PTH MTA at Cluster level 10 days training	0.15	173	20	20	20	20	20	20	20	20	20	13	173
Training VEC/PTH MTA on community mobilisation 8 days	0.12	173	20	20	20	20	20	20	20	20	20	13	173
Training VEC/PTH MTA on community mobilisation 8 days	0.9	173	30	20	30	30	20	20	23				173

Intervention : 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	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Academic assessment of students (GP wise)	0.02	1188	50	50	50	173	173	173	173	173	173	1188
	Capacity development of Research Institutes	1	1 institute in three years		1								1
	Baseline Assessment Study (Pry) including End period	0.25	10 units	5	5								10
	Baseline Assessment Study (Upr. Pry) including end period	0.25	10 units	5	5								10
	indepth Studies (subjects)	0.2	27 studies	2	5	5		5	5		5		27
	DRG Training on Action Research Projects (3 days) at district	0.084	3 rounds		1			1		1			3
	Preparation of Teacher Profile Per block	0.15	10		10								10
	Diagnostic Study For Teachers (Pry) per block	0.3	10			5	5						10
	Diagnostic Study For Teachers (Upr. Pry) per block	0.3	10			5	5						10
	Analysis of Household Survey and sharing per GP	0.15	692	173			173			173		173	692

Intervention : 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	Physical Targets for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Midterm Assessment studies (primary)	10	10							5	5			10
	Midterm Assessment studies ( upper primary) per block	0.5	10							5	5			10
	Comparative academic study between Pry. & EGS	0.3	4 units				1			1		2		4
	Evaluative studies for project	0.3	2				1					1		2
	Sharing of Research findings	0.5	24				12					12		24
	Action Research at School level	0.015	2200		100	600	600	400	200	150	150			2200





Scheduling of Physical Targets to be Achieved

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10	1 set	1									1
	AC to MIS	0.4	1	1									1
	Strengthening information system of DI office	1	5 nos	5									5
	Training to District Level Officers	0.28	6 batches every year	6	6	6	6	6	6	6	5	5	54
	Furniture for MIS Room	0.15	1 set	1									1
	DISE for primary and Upper primary Schools (EGS)	0.003	2300 schools including AS every year	2300	2300	2300	2300	2300	2300	2300	2300	2300	20700
	Sharing Workshop and Dissemination of DISE	0.1	2 workshops per year	2	2	2	2	2	2	2	2	2	18
	Telephone Charges for Data Communication	0.2	8 years		1	1	1	1	1	1	1	1	8
	MIS consumables	0.5	8 years	1	1	1	1	1	1	1	1	1	9
	Maintenance and contingencies	0.5	6 years				1	1	1	1	1	1	6
	"Anusandhan" study, COHORT and Child Tracking	0.005	2000 villages including urban areas	2000	2000	2000	2000	2000	2000	2000	2000	2000	18000
	Computensation of Child tracking System	4	3	1			1			1			3
	Office Automation System	5	1	1									1
	Geographical information System	3	2	1		1							2

# COSTING



intervention : Project Management

(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	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Contingency	4.000	9years	4	4	4	4	4	4	4	4	4	36
	Consumables	5.000	9years	5	5	5	5	5	5	5	5	5	45
	TA/DA	4.000	9years	4	4	4	4	4	4	4	4	4	36
	Office Maintenance and Misc. charges	4	9years	4	4	4	4	4	4	4	4	4	36
	POL & Maintenance for 3 vehicles(1vehicle for four blocks@0.2 per month)	7.200	9years	7.2	7.2	7.2	7.2	7.2	7.2	7.2	7.2	7.2	64.8
	Installation of Fax	0.250	For 2 DIs + 1 at DPO	0	0.75	0	0	0	0	0	0	0	0.75
	Installation of phone	0.100	2	0.1	0.1	0	0	0	0	0	0	0	0.2
	Telephone & Fax charges per year	0.400	9years	0	2	2	2	2	2	2	2	2	16
	Equipment for DPO	5.000	9years	5	0	0	0	0	0	0	0	0	5
	Furniture for DPO	0.750	9years	0.75	0.75	0	0	0	0	0	0	0	1.5
	Consultancy Charges for expert in Community involvement, documentation, finance, Girls education etc.	5.000	9years	15	15	15	20	20	20	15	15	15	150
	<b>Page Total</b>			<b>45.050</b>	<b>42.800</b>	<b>41.200</b>	<b>46.200</b>	<b>46.200</b>	<b>46.200</b>	<b>41.200</b>	<b>41.200</b>	<b>41.200</b>	<b>391.250</b>

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Rent, Electricity charges for DPO	0.100	108 Months	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	10.8
	Books and journals for DPO	0.050	9years	0.05	0.05	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.8
	Mobile Health Van	3.000	1 for each block in a year	0	24	24	24	24	24	24	24	24	24	192
	Monitoring and supervision by the District Project Office, preparation and sharing of Annual Progress Reports and Support to district functionaries to review the project	1.000	9 years	1	3	3	3	3	3	3	3	3	3	25
	<b>Page Total</b>			2.25	28.25	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	228.6
	<b>Total</b>			74.180	97.930	96.380	101.380	99.580	89.980	84.980	84.980	84.980	84.980	814.370

Intervention : Civil Works

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	New School Buildings (Pry School)	3	84	0	120	90	72	0	0	0	0	0	252
	New School Buildings (Up School) (3 rooms)	4.5	46	0	148.5	58.5	0	0	0	0	0	0	207
	Building for buildingless Schools (primary) (plus building with not usable condition)	3	270	270	270	150	120	0	0	0	0	0	810
	Building for buildingless Schools (Upper Primary) (plus building with not usable condition)	4.5	200	225	225	225	225	0	0	0	0	0	900
	Addl. Classrooms for Existing Schools (Primary)	1.5	730	225	435	300	135	0	0	0	0	0	1095
	Addl. Classrooms for Existing Schools (Upper Primary)	1.5	220	75	75	75	105	0	0	0	0	0	330
	Room for Head Master	1.5	420	135	135	135	225	0	0	0	0	0	630
	CRC Buildings	2	173	180	166	0	0	0	0	0	0	0	346
	BRC Buildings	6	10	24	24	12	0	0	0	0	0	0	60
	Maintenance & Repair of School Buildings (primary)	0.05	860	5	5	5	5	5	5	6	7	0	43
	Maintenance & Repair of School Buildings (Upper primary)	0.05	220	2.5	2	2	2	1.5	1	0	0	0	11
	Major Repairs (primary)	0.3	420	15	30	30	15	15	15	3	3	0	126
	<b>Page Total</b>			<b>1156.5</b>	<b>1635.5</b>	<b>1052.5</b>	<b>904</b>	<b>21.5</b>	<b>21</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>4810</b>

## 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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Major Repairs (Upper primary)	0.3	200	9	9	12	12	7.5	6	4.5	0	0	60
	Upgradation of Schools fro AS/EGS to upper primary schools	4.5	200	0	0	0	0	360	360	180	0	0	900
	Upgradation of Schools fro AS/EGS to primary schools	3	200	0	0	0	0	150	150	150	150	0	600
	Resource Rooms for IED Equipments	2	10	0	10	10	0	0	0	0	0	0	20
	MIS Room	2	1	2	0	0	0	0	0	0	0	0	2
	Training hall to DIET/ST School	8	4	0	16	16	0	0	0	0	0	0	32
	Maintenance and upgradation of of ST School & DIET	15	4	0	0	0	30	30	0	0	0	0	60
	Tubewell for Schools	0.4	371	0	40	58.4	40	0	0	0	0	0	148.4
	Boundary Walls for road-side and interior schools	0.5	280	0	40	50	25	25	0	0	0	0	140
	Toilets for Schools	0.12	1018	0	36	48	24	14.16	0	0	0	0	122.16
	ECE Centres	1.5	233	0	90	120	139.5	0	0	0	0	0	349.5
	Electrification	0.01	1200	0	3	4	5	0	0	0	0	0	12
	Matching grants for EGS centres	0.3	121	0	15	15	6.3	0	0	0	0	0	36.3
	Child friendly Element	0.05	1800	0	10	25	45	10	0	0	0	0	90
	<b>Page Total</b>			<b>11</b>	<b>269</b>	<b>368.4</b>	<b>326.8</b>	<b>596.66</b>	<b>516</b>	<b>334.5</b>	<b>150</b>	<b>0</b>	<b>2572.36</b>
	<b>TOTAL</b>			<b>1167.500</b>	<b>1904.500</b>	<b>1420.900</b>	<b>1230.800</b>	<b>618.160</b>	<b>537.000</b>	<b>343.500</b>	<b>160.000</b>	<b>0.000</b>	<b>7382.360</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	Costings for Different Years										Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
	Contingencies to BRC	0.125	10 for each year	1.25	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	13.25
	Contingencies to CRC	0.025	173 for each year	4.325	4.325	4.325	4.325	4.325	4.325	4.325	4.325	4.325	4.325	38.925
	Furniture to BRC	0.250	9	0.75	0.5	1	0	0	0	0	0	0	0	2.25
	Furniture to CRC	0.030	173	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.99	0	0	5.19
	Equipment to BRC	0.750	10	2.25	2.25	3	0	0	0	0	0	0	0	7.5
	Computer to BRC	1.000	10	3	3	3	1	0	0	0	0	0	0	10
	Computer to CRC	0.500	173	15	15	15	15	15	11.5	0	0	0	0	86.5
	Equipment to CRC	0.070	173	2.8	2.1	2.8	2.8	1.61	0	0	0	0	0	12.11
	TLM Grant to BRC	0.050	10 each yr	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
	TLM Grant to CRC	0.010	173	1.73	1.73	1.73	1.73	1.73	1.73	1.73	1.73	1.73	1.73	15.57
	Visioning Workshop for BRCC and block resource support group (7 days)(40 members)	0.196	10	0.588	0.588	0.392	0.392	0	0	0	0	0	0	1.96
	Visioning Workshop for CRCC (3 days)(40 members)	0.084	173	0.084	0.168	0	0.168	0.084	0	0	0	0.168	0	0.672
	Induction Training to BRCC (7 days) (40 members)	0.196	1	0.196	0.196	0	0	0	0	0	0	0	0	0.392
	Induction Training to CRCC (7 days) (40 members) includes new recruits if any	0.196	4 batch	0.392	0.392	0	0	0	0	0	0	0	0	0.784
	Capacity Building of 20 Member Resource Support Team for each BRC (3 days) (40 members)	1.000	12 batch	0	5	0	0	2	0	0	0	5	0	12



**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	Physical Targets for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Workshop for development of activity bank for unit test (both Primary & UP) (3 days) (40 members)	0.196	4 batches	0	0.392	0.392	0	0	0	0	0	0	0.784
	Furniture to DIET/ST Schools	1.000	3	0	1	1	1	0	0	0	0	0	3
	Equipment to DIET/ST Schools	3.000	3	0	3	3	3	0	0	0	0	0	9
	Capacity Building of DIET and ST School Personnel (Multiple Programmes) (7 days) (40 members)	0.196	3	0	0	0.588	0	0	0	0	0	0	0.588
	Institutional Development Plan of DIET	1.250	3	0	1.25	1.25	1.25	0	0	0	0	0	3.75
	Institutional Development Plan of BRC	1.000	10	0	2	2	2	2	2	0	0	0	10
	Institutional plan of CRC (Per CRC)	0.250	173	43.25	43.25	43.25	43.25	43.25	43.25	43.25	43.25	43.25	389.25
	Salary to CRCC	0.090	173 for 9 years	15.57	15.57	15.57	15.57	15.57	15.57	15.57	15.57	15.57	140.13
	Salary to BRC Assistants	0.120	10 for 9 years	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	10.8
	Salary to BRC Menials (contractual)	0.020	173 for 9 years	3.46	3.46	3.46	3.46	3.46	3.46	3.46	3.46	3.46	31.14
	Teaching Learning Equipment to selected uncovered schools (Primary)	0.100	200	0	0	5	5	5	5	0	0	0	20
	TLE to selected uncovered schools (Upper Primary)	0.500	200	0	0	25	25	25	25	0	0	0	100

(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	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	School Improvement Grant to Primary Schools	0.020	1100	26	22	22	24	26	26	26	26	26	224
	School Improvement Grant to Schools (Upper Primary)	0.030	365	15	10.95	10.95	10.95	10.95	10.95	10.95	10.95	10.95	102.6
	Introduction of cumulative progress cards in selected schools	0.0002	300000	20	20	20	20	20	20	20	20	20	180
	Introduction of health cards in selected schools	0.0002	300000	20	20	20	20	20	20	20	20	20	180
	TLM Grant to Primary School teachers	0.020	3374	67.48	67.48	67.48	67.48	67.48	67.48	67.48	67.48	67.48	607.32
	TLM Grant to Upper Primary Schools	0.030	1454	43.62	43.62	43.62	43.62	43.62	43.62	43.62	43.62	43.62	392.58
	Library to Schools(PS/UPS/EGS)	0.020	1365 X 3	27.3	0	27.3	0	27.3	0	0	0	0	81.9
	Free textbooks to all children	0.001	260000	0	60	61.5	63	64.5	66	67.5	69	70.5	522
	Library to BRC	0.300	10	0	0.9	0.9	1.2	0	0	0	0	0	3
	Library to CRC	0.080	173	0	4	4	4	1.84	0	0	0	0	13.84
	Journals at block and cluster level	0.0200	10	0	0.04	0.04	0.04	0.04	0.04	0	0	0	0.2
	Academic supervision and monitoring support to the resource group (4 months in a year Rs. 0.16/- per block per month)	1.0000	8	0	1	1	1	1	1	1	1	1	8
	Management of Multigrade and multi level classe 3 days workshop (40 Members)	0.196	2	0	0.196	0	0	0.196	0	0	0	0	0.392

## Intervention : Planning for Pedagogical Improverment

(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	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training on teaching English 3 days (40 members)	0.196	2	0	0	0.196	0	0	0.196	0	0	0	0.392
	Training on teaching Mathematics 3 days (40 members)	0.196	2	0	0	0	0.196	0	0	0.196	0	0	0.392
	Training on teaching Language 3 days (40 members)	0.196	2	0	0	0	0	0.196	0	0	0.196	0	0.392
	Training on teaching Science 3 days (40 members)	0.196	3	0	0.196	0	0	0.196	0	0	0.196	0	0.588
	3 days Workshop on Learners Evaluation (40 members)	0.196	3	0	0.196	0	0.196	0	0.196	0	0	0	0.588
	Reinforcement Training on New Pedagogy for 7 days (40 members batch)	0.0840	40	0	0.84	3.696	0.84	3.696	0.84	0	0.84	0	10.752
	Exposure visits of teachers /resource group to other districts/states (10 days each year for 10 persons)	0.100	3	0	0.1	0	0	0.1	0	0	0.1	0	0.3
	Block level Exhibition of TLM and supplementary reading materials	0.100	10	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	1
	3 days Workshop for development of questions (40 Members batch)	0.196	2	0	0	0.196	0	0	0.196	0	0	0	0.392
	Hand book/ Booklet for parents VEC on New Pedagogy	0.001	1400	0	0	1.4	0	0	0	0	0	0	1.4

**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	Physical Targets for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	News letter Aroha on classroom issue to teachers BRCs & CRCs (quarterly/ 4 copy per year)	0.0004	2000	0	0	0.8	0	0	0.8	0	0	0.8	2.4
	Training of SI, HM on school Management 7 days	0.196	40 batches	0	1.96	0	1.96	0	1.96	0	1.96	0	7.84
	Need Based short term orientation at cluster level on special themes	0.084	173	0	4.2	0	4.2	0	4.2	0	1.932	0	14.532
	Parateachers training on New pedagogy (7days)	0.084	300	0	0	8.4	0	8.4	0	8.4	0	0	25.2
	Training of BRC, CPC on accademic monitoring (7days)	0.196	5 batch	0	0.392	0	0.392	0	0.196	0	0	0	0.98
	Booklet on success stories in Pedagogy and school management	0.0001	1400	0	0	0.14	0	0	0	0	0	0	0.14
	Callender for pedagogical activity for each school	0.0002	2000	0	0	0	0	0.4	0	0	0	0	0.4
	TLM kit for multigrade management for each school, BRC and CRC	0.005	200	0	0	0	1	0	0	0	0	0	1
	Printing of teachers handbook 2000 set two times	0.0005	4000	0	0	1	0	0	0	1	0	0	2
	Recruitment of 590 SS according to PTR for 9 years @Rs. 2000 per month	0.24	500	0	24	72	24	120	120	120	120	120	720
<b>Total</b>				<b>368.36</b>	<b>446.77</b>	<b>556.29</b>	<b>470.40</b>	<b>592.32</b>	<b>552.89</b>	<b>511.58</b>	<b>514.27</b>	<b>504.77</b>	<b>4517.63</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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Camp School Provisions for out of school children to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	720	0.00	7.20	10.80	14.40	14.40	18.00	21.60	21.60	21.60	129.60
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 5 month Courses.	0.18	340	0.00	3.60	3.60	5.40	7.20	9.00	10.80	10.80	10.80	61.20
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	180	0.00	2.00	2.00	4.00	4.00	6.00	6.00	6.00	6.00	36.00
	Recruitment of teachers in new schools (primary)	0.08	1500	0.00	4.00	8.00	16.00	20.00	20.00	20.00	20.00	20.00	128.00
	Recruitment of teachers in new schools ( upper primary)	0.08	740	0.00	2.40	4.00	5.60	7.20	8.80	10.40	10.40	10.40	59.20
	Adolescent Girls' Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res) upper primary	0.24	130	0.00	1.20	2.40	3.60	4.80	4.80	4.80	4.80	4.80	31.20
	<b>Page Total</b>			0.00	20.40	30.80	49.00	57.60	66.60	73.60	73.60	73.60	445.20



Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Instructors/Gurujees for EGS primary (1/3 will be converted to primary schools after 3 years)	0.01	3150	0.00	2.00	3.00	4.00	4.50	4.50	4.50	4.50	4.50	31.50
	Instructors/Gurujees for EGS upper primary	0.01	1100	0.00	0.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	11.00
	Training to Gurujees / Educated volunteers( 40 member 10 days)	0.28	15	0.00	0.56	0.84	1.40	1.40	0.00	0.00	0.00	0.00	4.20
	Academic supervision and other provision for camp school per block	0.15	20	0.75	0.75	0.00	0.00	0.75	0.00	0.00	0.75	0.00	3.00
	Facilitating school based activities in these institutions	0.03	600	0.00	6.00	6.00	6.00	0.00	0.00	0.00	0.00	0.00	18.00
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	190 camps	0.00	0.50	0.50	1.00	1.50	1.50	1.50	1.50	1.50	9.50
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	90	0.00	0.00	0.25	0.25	0.50	0.75	0.75	1.00	1.00	4.50
	competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	173	0.00	2.50	2.50	2.50	1.15	0.00	0.00	0.00	0.00	8.65
	<b>Page Total</b>			0.75	12.81	14.59	16.65	11.30	8.25	8.25	9.25	8.50	90.35

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	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	2nd batch training to instrutors (EGS)	0.56	15 batch	0.00	0.00	0.00	2.80	2.80	2.80	0.00	0.00	0.00	8.40
	SIG to EGS primary schools	0.02	450 X 8	0.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	72.00
	SIG to EGS upper primary schools	0.03	150 X 8	0.00	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	36.00
	Induction training to EGS Guruji for 30 days @ 50/- per day per Guruji	6	15 batch	0.00	18.00	12.00	30.00	30.00	0.00	0.00	0.00	0.00	90.00
	<b>Page Total</b>			0.00	13.50	13.50	16.30	16.30	16.30	13.50	13.50	13.50	116.40
	<b>Total</b>			0.75	46.71	58.89	81.95	85.20	31.15	95.35	96.35	95.60	651.95

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Community leaders and Opinion makers meeting in selected Tribal SC dominated Gram Panchayats	0.025	60 batches	0	0.5	0.375	0.375	0.25	0	0	0	0	1.5
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	120 in phased manner	0	0	1.8	1.8	1.8	0	1.8	0	0	7.2
	Teachers Requiring Attitudinal Training	0.112	40 batches	0	1.12	1.12	1.12	1.12	0	0	0	0	4.48
	Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	10 batches	0	0.05	0.05	0.05	0.05	0.05	0	0	0	0.25
	Research work on specific Tribal issues	0.3	4 studies	0	0.6	0	0	0.6	0	0	0	0	1.2
	Material development and dissemination	1	10 areas	0	1	3	3	2	1	0	0	0	10
	Special hostel facilities for Girls in existing Ashram Schools (25 Girls x Rs.500/- per month x 12 Months)	2.5	10 schools	0	5	5	5	5	5	0	0	0	25

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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Camp School Provisions for out of school children to get primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses.	0.18	720	0.00	7.20	10.80	14.40	14.40	18.00	21.60	21.60	21.60	129.60
	Camp School Provisions for out of school children to get upper primary education (non res) per child rs.150/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.18	340	0.00	3.60	3.60	5.40	7.20	9.00	10.80	10.80	10.80	61.20
	Adolescent Girls' Camps primary (non res) each child Rs.200/- and Rs.2000/- to instructors. 40 children and 6 month Courses	0.2	180	0.00	2.00	2.00	4.00	4.00	6.00	6.00	6.00	6.00	36.00
	Recruitment of teachers in new schools (primary)	0.08	1500	0.00	4.00	8.00	16.00	20.00	20.00	20.00	20.00	20.00	128.00
	Recruitment of teachers in new schools ( upper primary)	0.08	740	0.00	2.40	4.00	5.60	7.20	8.80	10.40	10.40	10.40	59.20
	Adolescent Girls' Camps primary (non res) each child Rs.300/- and Rs.2000/- to instructors. 40 children and 6 month Courses (non res) upper primary	0.24	130	0.00	1.20	2.40	3.60	4.80	4.80	4.80	4.80	4.80	31.20
	<b>Page Total</b>			0.00	20.40	30.80	49.00	57.60	66.60	73.60	73.60	73.60	445.20

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	instructors/Gurujees for EGS primary (1/3 will be converted to primary schools after 3 years)	0.01	3150	0.00	2.00	3.00	4.00	4.50	4.50	4.50	4.50	4.50	31.50
	instructors/Gurujees for EGS upper primary	0.01	1100	0.00	0.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	11.00
	Training to Gurujees / Educated volunteers( 40 member 10 days)	0.28	15	0.00	0.56	0.84	1.40	1.40	0.00	0.00	0.00	0.00	4.20
	Academic supervision and other provision for camp school per block	0.15	20	0.75	0.75	0.00	0.00	0.75	0.00	0.00	0.75	0.00	3.00
	Facilitating school based activities in these institutions	0.03	600	0.00	6.00	6.00	6.00	0.00	0.00	0.00	0.00	0.00	18.00
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (Pry) (non res) 40 members and 2 months	0.05	190 camps	0.00	0.50	0.50	1.00	1.50	1.50	1.50	1.50	1.50	9.50
	Remedial Coaching Centers for probable drop outs and for children with low level of learning (upper Pry) (non res) 40 members and 2 months	0.05	90	0.00	0.00	0.25	0.25	0.50	0.75	0.75	1.00	1.00	4.50
	competition among students at Cluster Level to promote competitiveness and spread awareness for Education	0.05	173	0.00	2.50	2.50	2.50	1.15	0.00	0.00	0.00	0.00	8.65
	Page Total			0.75	12.81	14.59	16.65	11.30	8.25	8.25	9.25	8.50	90.35

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	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	2nd batch training to instrutors (EGS)	0.56	15 batch	0.00	0.00	0.00	2.80	2.80	2.80	0.00	0.00	0.00	8.40
	SIG to EGS primary schools	0.02	450 X 8	0.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	72.00
	SIG to EGS upper primary schools	0.03	150 X 8	0.00	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	36.00
	induction training to EGS Guruji for 30 days @ 50/- per day per Guruji	6	15 batch	0.00	18.00	12.00	30.00	30.00	0.00	0.00	0.00	0.00	90.00
	<b>Page Total</b>			0.00	13.50	13.50	16.30	16.30	16.30	13.50	13.50	13.50	116.40
	<b>Total</b>			0.75	46.71	58.89	81.95	85.20	31.15	95.35	96.35	95.60	651.95

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. In Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Community leaders and Opinion makers meeting in selected Tribal / SC dominated Gram Panchayats	0.025	60 batches	0	0.5	0.375	0.375	0.25	0	0	0	0	1.5
	Engagement of SC/ST volunteers in Educationally backward GPs	0.06	120 in phased manner	0	0	1.8	1.8	1.8	0	1.8	0	0	7.2
	Teachers Requiring Attitudinal Training	0.112	40 batches	0	1.12	1.12	1.12	1.12	0	0	0	0	4.48
	Orientation program for CRCCs with higher concentration of deprived SC/STs at GP level	0.025	10 batches	0	0.05	0.05	0.05	0.05	0.05	0	0	0	0.25
	Research work on specific Tribal issues	0.3	4 studies	0	0.6	0	0	0.6	0	0	0	0	1.2
	Material development and dissemination	1	10 areas	0	1	3	3	2	1	0	0	0	10
	Special Hostel facilities for Girls in existing Ashram Schools (25 Girls X Rs. 500/- per month X 12 Months)	2.5	10 schools	0	5	5	5	5	5	0	0	0	25

## Intervention : 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	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Identification of schools with Language understanding problem with members	0.025	10	0	0.05	0.05	0.05	0.05	0.05	0	0	0	0.25
	Collection of Folklore and Tribal literature	2	2	0	2	0	0	2	0	0	0	0	4
	Training of Tribal volunteers and activists(2 days) and sahayiles	0.15	10 batches	0	0.3	0.3	0.3	0.3	0.3	0	0	0	1.5
	Dissemination of DISE report on language problems in schools (per GP)	0.025	16 in phase	0	0.1	0.1	0.1	0.1	0	0	0	0	0.4
	Tribal Convention	0.025	20	0	0.1	0.1	0.05	0.05	0.05	0.05	0.05	0.05	0.5
	Special hostel maintainace cost for SC/ST girls per year for 3 yrs	50	10 batches X 3	0	500	0	0	500	0	0	500	0	1500
	<b>Total</b>			<b>0</b>	<b>510.82</b>	<b>11.895</b>	<b>11.845</b>	<b>513.32</b>	<b>6.45</b>	<b>1.85</b>	<b>500.05</b>	<b>0.05</b>	<b>1556.28</b>



Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to MTA members (50 members 1 day)	0.015	200 batches	0	0.3	0.6	0.6	0.3	0.3	0.3	0.3	0.3	3
	Training to lady PRI member, MTA, women groups (50 members 1 day)	0.015	30 batches	0	0.09	0.15	0	0	0.09	0.12	0	0	0.45
	Women convention at Block Level (100 members)	0.05	20 conventions	0	0.25	0.25	0	0	0.5	0	0	0	1
	Maa Jhee Meia (2 days)	0.03	668 melas	0	5.01	0	5.01	0	5.01	0	5.01	0	20.04
	Seminars on Girls Education ( 2days) (40 members)	0.15	3 seminars	0	0.15	0	0	0.15	0	0	0.15	0	0.45
	Special coaching camps for girls (1month, 40 girls)	0.1	1000 different types camps	0	10	10	20	20	20	10	5	5	100
	Sahayikas and escort mothers' remuneration (Per year)	0.96	400 in 9 years phase wise	0	48	48	48	48	48	48	48	48	384
	<b>Page Total</b>			0	63.8	59	73.61	68.45	73.9	58.42	58.46	53.3	508.9

**Intervention : GIRLS 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	Costings for Different Years										
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total	
	Observation of Girl child week at selected CRCs	0.03	100 programmes	9.6	19.2	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.5	96
	Awards to Schools showing improvement in Girl Retention (in kind)	0.05	300 schools	0	1	1	1	1.5	1.5	2	2	5	15	
	Empowerment of SHGs.	0.05	50 programmes	0	0.25	0.75	1	0.25	0.25	0	0	0	2.5	
	Gender awareness programmes, literature and success stories	0.15	15 volumes	0	0.15	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.25	
	Improvement of class room culture	0.25	20 programmes	0	0.5	1.25	0.75	0.5	0.5	0.5	0.5	0.5	5	
	Innovative projects for urban area slum girls and difficult rural pockets	2.5	5 innovative projects	0	2.5	2.5	0	2.5	0	0	2.5	2.5	12.5	
	Module cluster approach	0.2	50 programmes	0	0	2	2	2	1	1	1	1	10	
	Engagement of Community Mobilisers @700/- PM	0.084	50 No. X 12 Months	0	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	33.6	
<b>Page Total</b>				<b>9.6</b>	<b>27.8</b>	<b>21.6</b>	<b>18.85</b>	<b>20.85</b>	<b>17.35</b>	<b>17.6</b>	<b>20.1</b>	<b>23.1</b>	<b>176.85</b>	
<b>Total</b>				<b>9.6</b>	<b>91.6</b>	<b>80.6</b>	<b>92.46</b>	<b>89.3</b>	<b>91.25</b>	<b>76.02</b>	<b>78.56</b>	<b>76.4</b>	<b>685.79</b>	

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Training to Selected Anganwadi Workers on preschool education (3 days)(768 AWC in 26 batches)	0.084	43 batches	0.00	1.25	0.84	0.84	0.00	0.42	0.00	0.00	0.25	3.61
	Indepth study on preschool education and health in the district	0.300	6	0.00	0.60	0.00	0.60	0.00	0.60	0.00	0.00	0.00	1.80
	Formation and orientation to DRG(ECCE)40 members. 2 days)	0.060	1	0.00	0.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.06
	Opening of New ECCE Centers (Salary and contingences)	0.010	233	0.00	0.80	0.30	0.20	0.20	0.30	0.15	0.15	0.23	2.33
	Orientation to CDPO/supervisors and selected NGOs	0.050	10	0.00	0.10	0.00	0.10	0.00	0.10	0.05	0.10	0.05	0.50
	Toys and learning materials to AWCs	0.005	1093	0.00	2.50	2.97	0.00	0.00	0.00	0.00	0.00	0.00	5.47
	Hand book on Pre school to AWWs	0.002	1093	0.00	1.00	1.19	0.00	0.00	0.00	0.00	0.00	0.00	2.19
	Meeting of MTAs ,lady PRIs and AWWs on health, education matters(at GP level) in 40 batches	0.005	40	0.00	0.05	0.05	0.05	0.05	0.00	0.00	0.00	0.00	0.20
	Sharing experiences between escort mothers, AWWs MTAs( at GP level)	0.005	173	0.00	0.25	0.15	0.10	0.15	0.15	0.07	0.00	0.00	0.87
	Esst. Of ECCE centre	0.060	233	4.80	1.80	1.20	1.20	1.80	0.90	0.90	1.38	0.00	13.98

Monthly honorarium to supervisor, ECE workers and helpers	0.010	233	0.00	0.80	0.30	0.20	0.20	0.30	0.15	0.15	0.23	2.33
Purchase of kit	0.050	1326	54.65	54.65	61.15	62.15	53.15	54.65	65.40	66.15	66.30	558.25
Provision of funds for toys and other contingency expenditure	0.020	233	0.00	1.60	0.60	0.40	0.40	0.60	0.30	0.30	0.46	4.66
Development of toys and supply to Dist. Worth: Rs. 2000/-	0.020	4	0.00	0.02	0.00	0.02	0.00	0.02	0.00	0.02	0.00	0.08
Rs 3500/- provided to centers for purchase of immovable assets	0.035	1326	0.00	38.26	0.00	0.00	8.16	0.00	0.00	0.00	0.00	46.41
TLM grant of Rs. 1000/- to all AW centres	0.010	11065	10.93	10.93	11.23	12.43	12.63	12.93	13.08	13.23	13.26	110.65
Workshops for sharing of evaluation report and development of new evaluation programme to assess learners achievements	0.010	16	0.00	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.16
AWW and helper & CRCC of the sector attend monthly interactive meeting at CRC level	0.010	173X8	0.00	1.73	1.73	1.73	1.73	1.73	1.73	1.73	1.73	13.84
A study on role of AW workers and suggestion for transforming AW centers into better ECE centres.	0.050	3	0.00	0.05	0.00	0.05	0.00	0.00	0.05	0.00	0.00	0.15
Foundation and refresher training to ECE workers ( per day to participants per days)	0.030	1326	0.00	15.00	12.00	9.00	3.78	0.00	0.00	0.00	0.00	39.78
Training of BRCC/CRCC on ECE ( per day)	0.030	10	0.00	0.06	0.00	0.06	0.00	0.06	0.00	0.06	0.06	0.30
In service training to ECE supervisor ( per day)	0.030	10 programme	0.00	0.06	0.00	0.06	0.00	0.06	0.00	0.06	0.06	0.30
Training of DRG members and ECE workers on school readiness ( per day)	0.030	10	0.00	0.06	0.00	0.06	0.00	0.06	0.00	0.06	0.06	0.30

0.200	10	0.00	0.40	0.40	0.40	0.40	0.40	0.40	0.00	0.00	0.00	2.00
0.200	13326	0.00	80.00	60.00	40.00	40.00	45.20	0.00	0.00	0.00	0.00	265.20
0.012	173	0.00	0.60	0.60	0.60	0.28	0.00	0.00	0.00	0.00	0.00	2.08
0.005	173X8	0.00	0.87	0.87	0.87	0.87	0.87	0.87	0.87	0.87	0.87	6.92
0.050	10 programme	0.00	0.10	0.00	0.10	0.00	0.10	0.10	0.10	0.10	0.00	0.50
0.010	10000	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
0.100	20	0.00	1.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	2.00
0.001	139300	0.00	0.00	50.00	19.65	0.00	0.00	0.00	0.00	0.00	0.00	69.65
0.001	1300	0.00	0.25	0.20	0.15	0.05	0.00	0.00	0.00	0.00	0.00	0.65
<b>Total</b>			<b>70.380</b>	<b>214.870</b>	<b>305.786</b>	<b>151.035</b>	<b>134.856</b>	<b>129.465</b>	<b>82.860</b>	<b>84.375</b>	<b>83.577</b>	<b>1257.204</b>



Survey of Disabled Children within 14 years age group & Formal Assessment of Disabled Children	0.00	1000	0.000	1.500	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.500
Friendly support to Disabled Children at School	0.01	2056	0.000	5.140	0.000	0.000	0.000	5.140	0.000	0.000	0.000	0.000	10.280
Barrier free access / environment to Disabled Children at School	0.10	600	0.000	40.000	20.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	60.000
Module for Teachers Training	0.10	1	0.000	0.000	0.100	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.100
Training to formal schoolteachers for handling children with special needs (40 Trs in one batch)	0.14	40 batches	0.000	1.400	1.400	1.400	1.400	0.000	0.000	0.000	0.000	0.000	5.600
Orientation to A.S Instructors on I.E.D (40 Trs in one batch)	0.14	20 batches	0.000	0.700	0.700	0.700	0.700	0.000	0.000	0.000	0.000	0.000	2.800
Theme - based camps at BRC / CRC level	0.14	180	0.000	4.200	4.200	4.200	4.200	4.200	4.200	4.200	0.000	0.000	25.200
Orientation to VEC / BRCC / CRCC on IED (40 Trs in one batch)	0.14	40 batches	0.000	1.400	0.000	1.400	0.000	1.400	0.000	1.400	0.000	0.000	5.600
Preparation of Activity Bank for Disabled Children	0.00	10	0.000	0.001	0.001	0.001	0.001	0.001	0.001	0.000	0.000	0.000	0.007

Supply of Aids & Appliances to the identified Disabled Children on a convergence mode	20.00	2 times	0.000	0.000	20.000	0.000	20.000	0.000	0.000	0.000	0.000	0.000	40.000
Monitoring with the help of SRG / BRG	0.01	4	0.000	0.010	0.000	0.010	0.000	0.010	0.000	0.010	0.000	0.010	0.040
Early detection centers opened for imparting pre integration skills to identified disabled Children ( School readiness)	0.30	5	0.000	0.300	0.000	0.300	0.300	0.300	0.300	0.000	0.300	0.000	1.500
Parent counseling 2 to 3 days	0.01	20 batches	0.000	0.025	0.025	0.025	0.025	0.000	0.000	0.000	0.000	0.000	0.100
Observation of enrolment week and " World Disability Day"	0.00	1400 X 8 yrs.	0.000	0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	1.120
Booklets, posters, leaflets on disability on General Awareness	0.10	2	0.000	0.100	0.000	0.000	0.100	0.000	0.000	0.000	0.000	0.000	0.200





	Opening of Special Schools	10.00	10	0.000	20.000	20.000	20.000	20.000	20.000	0.000	0.000	0.000	100.000
	Strengthening Special Schools/ NGOs to act as Resource Centres	1.00	8	0.000	2.000	0.000	2.000	0.000	2.000	0.000	2.000	0.000	8.000
	<b>TOTAL</b>			<b>20.000</b>	<b>3171.055</b>	<b>658.341</b>	<b>45.390</b>	<b>59.766</b>	<b>92.391</b>	<b>9.940</b>	<b>8.950</b>	<b>5.340</b>	<b>4071.175</b>

Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Media Equipments at Block Level(per block)	0.3	183	0.00	36.00	18.90	0.00	0.00	0.00	0.00	0.00	0.00	54.90
	Leaflets for spreading awareness for education per block	0.025	2000	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
	Traditional Folk Media Activities Promoting awareness(per block)	0.05	400 progs.	4.00	4.00	4.00	2.00	2.00	2.00	1.25	0.75	0.00	20.00
	Sharing Workshop and Dissemination of Educational Information( per block)	0.1	50 nos	0.00	1.00	1.00	0.00	1.00	1.00	1.00	0.00	0.00	5.00
	Block Specific Annual Reports of progress	0.08	80	0.00	0.80	0.80	0.80	0.80	0.80	0.80	0.80	0.80	6.40
	Rural Reporters Meet	0.025	20	0.05	0.10	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.50
	PAS at DPO	0.5	9 set	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	4.50
	Visual / Video shows Radio talk seminars	0.5	200	0.00	25.00	0.00	25.00	20.00	30.00	0.00	0.00	0.00	100.00
	Posters and hoardings (per block)	0.5	40 sets	5.00	4.00	4.00	3.00	2.00	2.00	0.00	0.00	0.00	20.00
	<b>Page Total</b>			<b>9.55</b>	<b>121.40</b>	<b>29.25</b>	<b>31.35</b>	<b>26.35</b>	<b>36.35</b>	<b>3.60</b>	<b>2.10</b>	<b>1.35</b>	<b>261.30</b>

Intervention : Media

(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	Costings for Different Years									Total
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
	Distinct level convention for PRIs and Functionaries	0.5	3 progs.	0.00	0.50	0.00	0.00	0.50	0.00	0.00	0.50	0.00	1.50
	Photo Exhibition/ documentation and distinct level poster competition	0.05	25 nos.	0.05	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.25
	Coverage of Press and mass media on different activities	0.01	20 nos.	0.01	0.02	0.02	0.03	0.02	0.02	0.03	0.03	0.02	0.2
	Preparation Video Cassettes on DPEP success story	1	10	0.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	10
	<b>Page Total</b>			<b>0.06</b>	<b>1.67</b>	<b>1.17</b>	<b>1.18</b>	<b>1.67</b>	<b>1.17</b>	<b>1.18</b>	<b>2.68</b>	<b>2.17</b>	<b>12.95</b>
	<b>Total</b>			<b>9.61</b>	<b>123.07</b>	<b>30.42</b>	<b>32.53</b>	<b>28.02</b>	<b>37.52</b>	<b>4.78</b>	<b>4.78</b>	<b>3.52</b>	<b>274.25</b>



Enrolment Drive in feeder villages/habitations (per school)	0.005		0.00	1.00	1.50	1.50	2.00	0.50	0.50	0.00	0.00	7.00
Community Sensitisation Programme "NINAD" (per block)	0.2		2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	18.00
Interaction between village and GP core planning Members, Cluster Resource Group (per GP)	0.01		0.20	0.30	0.30	0.30	0.30	0.33	0.00	0.00	0.00	1.73
Wall Painting in selected schools	0.015		0.00	1.50	1.50	1.50	0.00	1.50	0.00	1.50	0.00	7.50
Special Interaction Programme between parents of first generation learners and Local Resource Group at Cluster Level (to facilitate monthly meeting)(80-100 parents)	0.024		0.00	0.05	0.05	0.02	0.02	0.02	0.02	0.02	0.02	0.24
Training VEC/PTH MTA at Cluster level 10 days training	0.15		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.95	25.95
Training VEC/PTH MTA on community mobilisation 8 days	0.12		2.40	2.40	2.40	2.40	2.40	2.40	2.40	2.40	1.56	20.76
Training VEC/PTH MTA on community mobilisation 8 days	0.9		27.00	18.00	27.00	27.00	18.00	18.00	20.70	0.00	0.00	155.70
<b>Total</b>			<b>40.60</b>	<b>85.94</b>	<b>53.15</b>	<b>51.72</b>	<b>42.40</b>	<b>42.25</b>	<b>55.28</b>	<b>23.78</b>	<b>19.53</b>	<b>414.67</b>

## Yearwise costing for Physical Targets

Budget Activity Code	Name of the Activity	Unit Cost (Rs. in Lakhs)	Physical Target for the Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Academic assessment of students (GP wise)	0.02	1188.00	1	1	1	3.46	3.46	3.46	3.46	3.46	3.46	23.76
	Capacity development of Research Institutes	1.00	1 institute in three years	0.33	0.33	0.33	0	0	0	0	0	0	1
	Baseline Assessment Study (Pry) Including End period	0.25	10 units	1.25	1.25	0	0	0	0	0	0	0	2.5
	Baseline Assessment Study (Upr.Pry) Including end period	0.25	10 units	1.25	1.25	0	0	0	0	0	0	0	2.5
	Indepth Studies(subjects)	0.20	27 stidies	0.4	1	1	0	1	1	0	1	0	5.4
	DRG Training on Action: Research Projects (3 days) at district	0.08	3 rounds	0	0.084	0	0	0.084	0	0.084	0	0	0.252
	Preparation of Teacher Profile Per block	0.15	10.00	0	1.5	0	0	0	0	0	0	0	1.5
	Diagnostic Study For Teachers (Pry) per block	0.30	10.00	0	0	1.5	1.5	0	0	0	0	0	3
	Diagnostic Study For Teachers (Upr.Pry) per block	0.30	10.00	0	0	1.5	1.5	0	0	0	0	0	3
	Analysis of Household Survey and snaring per GP	0.15	692.00	26.95	0	0	25.95	0	0	25.95	0	25.95	103.8
	<b>Page Total</b>			<b>30.183</b>	<b>6.417</b>	<b>5.333</b>	<b>32.410</b>	<b>4.544</b>	<b>4.460</b>	<b>29.494</b>	<b>4.460</b>	<b>29.410</b>	<b>146.712</b>

**Intervention : 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 Project	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Midterm Assessment studies (primary)	10	10	0	0	0	0	0	50	50	0	0	100
	Midterm Assessment studies ( upper primary) per block	0.5	10	0	0	0	0	0	2.5	2.5	0	0	5
	Comparative academic study between Pry. & EGS	0.3	4 units	0	0	0	0.3	0	0.3	0	0.6	0	1.2
	Evaluative studies for project	0.3	2	0	0	0	0.3	0	0	0	0.3	0	0.6
	Sharing of Research findings	0.5	24	0	0	0	6	0	0	0	6	0	12
	Action Research at School level	0.015	2200	0	15	9	9	6	3	2.25	2.25	0	33
	<b>Page Total</b>			0.000	1.500	9.000	15.600	6.000	55.800	54.750	9.150	0.000	151.800
	<b>Total</b>			30.183	7.917	14.333	48.010	10.544	60.260	84.244	13.610	29.410	298.512



## Intervention : Distance 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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	Orientation of DIET/ ST school, HMS, S/S, BRC, selected CRC (1 day)	0.1	64 batches	0	4	2.4	0	0	0	0	0	0	6.4
	Workshop on use of distance learning material (1 day)	0.03	16	0	0.24	0.24	0	0	0	0	0	0	0.48
	Equipments for teleconferencing	1	10	0	10	0	0	0	0	0	0	0	10
	Printing and Distribution of self instructional materials (Primary) (per teacher Rs.100/-)	0.001	6472	0	1.062	1.082	1.082	1.082	0	0	1.082	1.082	6.472
	Printing and distribution of SIM for Upper primary (per teacher Rs 150/-)	0.0015	1996	0	0.5475	0.597	0.6165	0	0.6165	0	0	0.6165	2.994
	Radio Shows (per yr)	0.15	16 shows	0	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	2.40
	TV shows (per yr)	0.3	12 Tvshows	0	0.3	0.6	0.6	0.6	0.6	0.3	0.3	0.3	3.6
	Teleconferencing Programmes (All types)	0.15	152 teleconferences	1.8	1.8	2.4	3	3	3.6	3.6	1.8	1.8	22.8
	Documentation	1	108 issues	12	12	12	12	12	12	12	12	12	108
	Video Programme	0.4	50	0	5	6	4	4	0	0	0	0	20
	Audio Programme	0.005	80	0	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.40
	<b>Total</b>			<b>13.8</b>	<b>36.2995</b>	<b>25.669</b>	<b>21.6485</b>	<b>21.032</b>	<b>17.1665</b>	<b>16.25</b>	<b>15.532</b>	<b>16.1485</b>	<b>183.546</b>

Intervention : MIS

(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	Costings for Different Years									
				2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
	MIS Equipment to the cell including softwares and training	10	1 set	4.00	0.50	1.50	1.50	0.50	1.00	0.50	0.50	0.00	10.00
	AC to MIS	0.4	1	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40
	Strengthening information system of DI office	1	5 nos	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
	Training to District Level Officers	0.28	5 batches every year	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	15.12
	Furniture for MIS Room	0.15	1 set	0.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15
	DISE for primary and Upper primary Schools (EGS)	0.003	2300 schools including AS every year	6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90	62.10
	Sharing Workshop and Dissemination of DISE	0.1	2 workshops per year	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.80
	Telephone Charges for Communication	0.2	8 years	0.00	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.60
	MIS consumables	0.15	8 years	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	1.35
	Maintenance and contingencies	0.5	6 years	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	3.00
	"Anusandhan" study, COHORT and Child Tracking	0.005	2000 villages including urban areas	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	90.00
	Computersation of Child tracking System	4	3	4.00	0.00	0.00	4.00	0.00	0.00	4.00	0.00	0.00	12.00
	Office Automation System	2	1	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2
	Geographical Information System	3	2	3.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	6
	<b>Total</b>			<b>32.48</b>	<b>19.63</b>	<b>20.63</b>	<b>25.13</b>	<b>20.13</b>	<b>20.63</b>	<b>24.13</b>	<b>20.13</b>	<b>19.63</b>	<b>202.52</b>

**Summary Table For Khurdha District**

Sl. No.	Intervention	Year wise Costing									Total Costing
		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1	Project Management	74.180	97.930	96.380	101.380	99.580	89.980	84.980	84.980	84.980	814.370
2	Civil Works	1167.500	1904.500	1420.900	1230.800	618.160	537.000	343.500	160.000	0.000	7382.360
2	Planning and Management	6.100	58.220	26.330	18.340	15.490	17.170	54.880	20.490	12.990	230.010
3	Planning for Pedagogical Improvement	368.357	446.765	556.287	470.399	592.323	552.889	511.581	514.267	504.765	4517.633
4	Access for Deprived Children	0.750	46.710	58.890	81.950	85.200	91.150	95.350	96.350	95.600	651.950
5	SC/ST (Focus Group) Education	0.000	510.820	11.895	11.845	513.320	6.450	1.850	500.050	0.050	1556.280
6	Girls' Education	9.600	91.600	90.600	92.460	89.300	91.250	76.020	78.560	76.400	685.790
7	Early Child Care Education	70.380	214.870	305.786	151.035	134.856	129.465	82.860	84.375	83.577	1257.204
8	Integrated Education for Disabled	20.000	3171.055	658.341	45.390	59.766	92.391	9.940	8.950	5.340	4671.175
9	Media	9.610	123.070	30.420	32.530	28.020	37.520	4.780	4.780	3.520	274.250
10	Community Mobilization and Participation	40.600	85.943	53.148	51.724	42.399	42.254	55.284	23.784	19.534	414.670
11	Research and Evaluation	30.183	7.917	14.333	48.010	10.544	60.260	84.244	13.610	29.410	298.512
12	Distance Education	13.800	36.300	25.669	21.549	21.032	17.167	16.250	15.532	16.149	183.546
13	Management Information System	32.480	19.630	20.630	25.130	20.130	20.630	24.130	20.130	19.630	202.520
	<b>Total</b>	<b>1843.540</b>	<b>6815.330</b>	<b>3359.610</b>	<b>2382.642</b>	<b>2330.120</b>	<b>1785.576</b>	<b>1445.649</b>	<b>1625.858</b>	<b>951.945</b>	<b>22540.270</b>

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17-01-2003