

# DISTRICT PRIMARY EDUCATION PROGRAMME



## DISTRICT PLAN WITH ANNUAL WORK PLAN FOR 1997-1998 KEONJHAR DISTRICT



ORISSA PRIMARY EDUCATION PROGRAMME AUTHORITY

(OPEPA)

ORISSA

BHUBANESWAR

NIEPA DC

-54137

372.

DRABD



D09479

-5413.7  
372  
-ORI-D

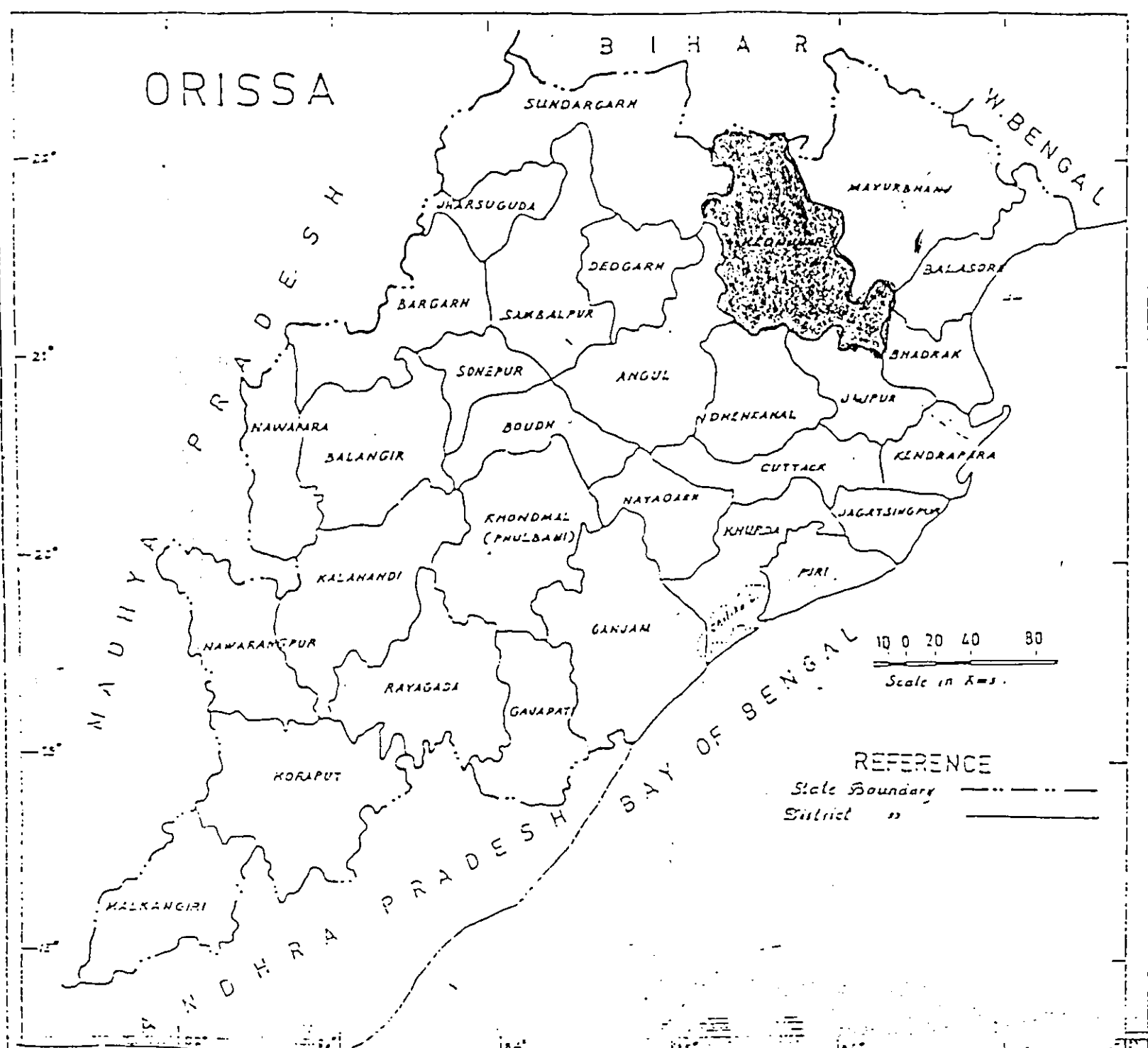
LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
JOC, No ..... D-9479  
Date ..... 25-4-97

DISTRICT PRIMARY EDUCATION PROGRAMME  
KEONJHAR - ORISSA

**C O N T E N T S**

<u>Sl.No.</u>	<u>CHAPATER</u>	<u>SUBJECT</u>	<u>PAGE</u>
1	I	DISTRICT PROFILE	1- 6
2	II	EDUCATION PROFILE	7- 24
3	III	PROBLEMS & ISSUES	25- 47
4	IV	MAIN OBJECTIVES	48- 49
5	V	PROJECT ACTIVITIES & STRATEGIES	50- 63
6	VI	ALTERNATIVE SCHOOLING	64- 66
7	VII (A)	ISSUES OF TRIBALS - SC/ST AND OTHER UNPRIVILEGED GROUPS	67- 78
	VII (B)	GENDER ISSUES	79- 84
8	VIII	PROJECT MANAGEMENT AND M.I.S.	85- 95
9	IX (A)	COST COMPONENTS OF THE PROGRAMME	96- 112
	IX (B)	UNIT COST	113- 126
10	X	BENEFITS AND RISKS	127- 128

ANNEXURES



ORISSA

B I H A R

W. BENGAL

M A D H Y A  
P R A D E S H

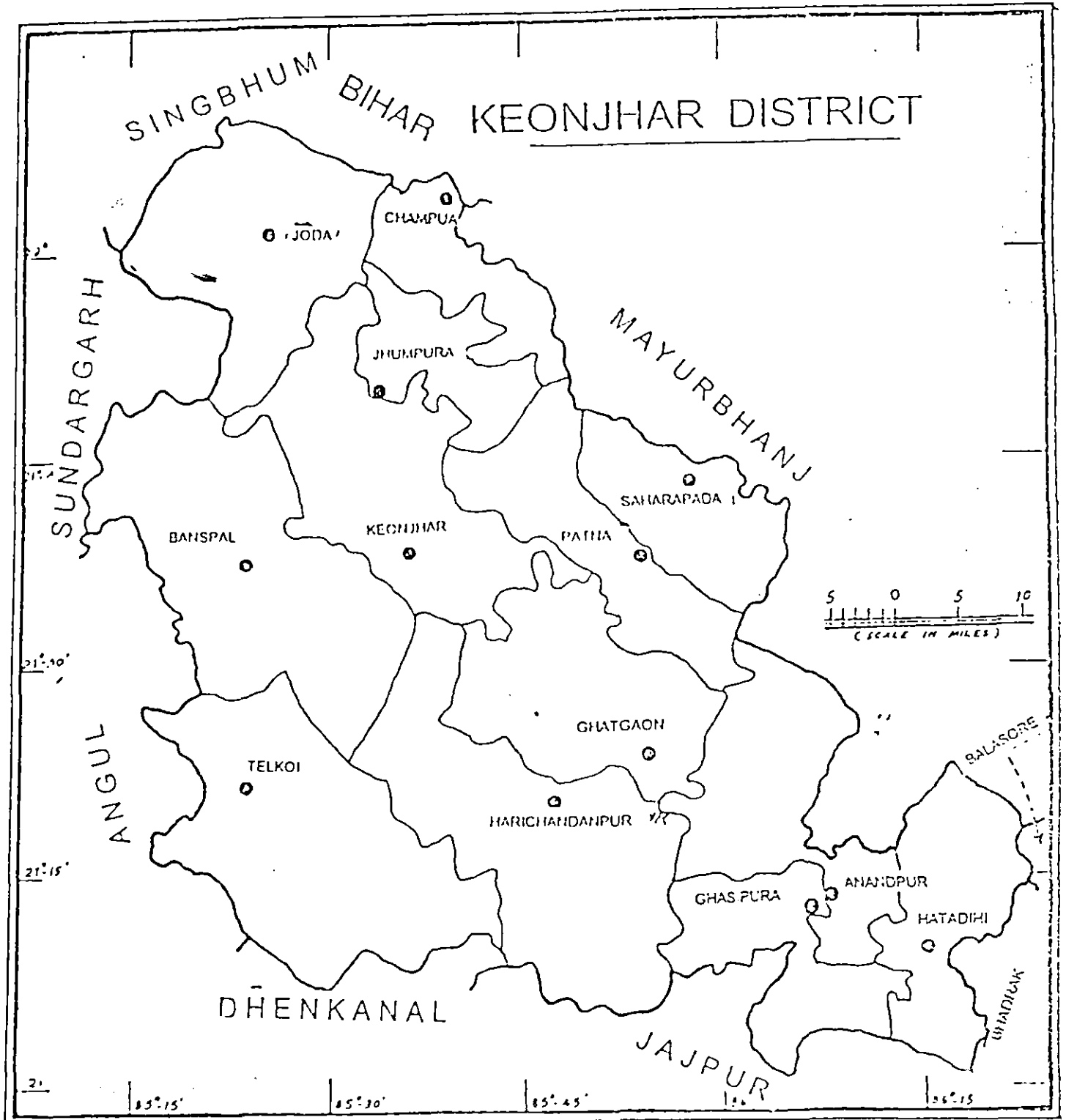
B E N G A L

10 0 20 40 80  
Scale in kms.

REFERENCE  
State Boundary - - - - -  
District " - - - - -

(1)

(ii)



# CHAPTER - 1

## DISTRICT PROFILE

### 1.1 INTRODUCTION

Keonjhar is one of the biggest districts in Orissa. It attracts us from the geological and anthropological point of view. Before the integration of the tributary states with Orissa on the 1st. January, 1948, the erstwhile princely state of Keonjhar emerged as one of the thirteen districts with headquarters at Keonjhargarh. The district has been named after the name of its headquarters, Keonjhar. Keonjhar is one of the three districts, other two being Mayurbhanja and Sundergarh, that have not been subjected to reorganisation of districts in 1994. Therefore, in terms of area, Keonjhar is the largest district, next only to Mayurbhanja that extends over an area of 8,303 square K.Ms Which constitutes 5.35 percent of the total land area of the state.

The district lies between 21° 1' N and 22° 10' N latitude and 85°11'E and 86° 22'E longitude. It is bounded on the north by the district of Singhbhum in Bihar on the east by the districts of Mayurbhanja and Bhadrak on the south by the districts of Jajpur and Dhenkanal and on the west by the district of Angul and Sundergarh.

### 1.2 TOPOGRAPHY

The district consists of a compact area and its extreme length from north to south is nearly 145 kms and the average breadth from east to west is about 65 kilometers. It is divided into two widely dissimilar tracts: the Lower Keonjhar and Upper Keonjhar. The former is a region of valley and low lands, while the latter includes mountainous highlands with a slope from north to south. The general highlands consisting of clusters of rugged crags afforded a safe retreat to its inhabitants in hostile and inhospitable times. The mountain tops appear from the low lands to be shaply ridged but in reality they have extensive table-lands on their summits, fit both for pasture and tillage.

At places, isolated hills rise abruptly from the plains. But some of the areas have a general elevation of over 600 meters which forms a watershed of some rivers. In between these two natural divisions, passes the state Highway from Champua to Jajpur road.

The climate of the district is extreme one i.e., very hot during the summer and very cold in winter. The temperature fluctuates between 8°C to 42°C. The range of humidity is generally high, varying from 25' to 90' per cent. It is sub-humid with an average rainfall of 121.77 mm. The soil of the district is of three different types namely red latitude, alluvial and stoney.

### **1.3 NATURAL RESOURCES:**

The district is bestowed with extensive deposits of iron-ores and manganese-ores with chromite and a few other mineral occurrences such as dolomite, limestone, pyrophyllite and quartzite. Orissa endowed with a vast reserve of high grade iron-ore ranks second in the country's iron-ore production. Keonjhar district plays a major role in contributing sizeable production of iron-ore. The most important Singbhum-Keonjhar-Bonai iron-ore belt runs through the district.

In view of the rich deposit of minerals in the district, it is considered as the storehouse of the mineral resources of the state. Forest coverage constitutes about 30.1 percent of the total land area of the district. In spite of being prodigiously rich in rare natural resources, the district, as a whole, remains economically backward.

### **1.4 FLORA AND FAUNA**

The district offers varieties of geographical features like mountain ranges, criss-cross of rivers and springs, bustling forests, sparkling waterfalls and beautiful valleys. The Gandhamardan mountain range forms a part of Easternghats and other mountains and hills are dispersed across the district. The Baitarani, the Aradei, the Kainjar, the Sita, the Kukur Kata, the Kusei, the Musal, the Karo, the Salandi, the Machhakandana, the Samakoi form the major components of the network of rivers system in the district. The scenic natural spots like Khandadhar, Sanghagara, Badaghagara, Murga Mahadev, Handibhanga, Bhimkund etc. and famous Tarini Pitha at Ghatagaon attract visitors from different parts of the country. A number of major and medium irrigation projects on the Baitarani, the Kainjar, the Kusei, the Salandi supply water round the year for cultivation, over a sizeable region of the district.

### **1.5 DEMOGRAPHIC COMPOSITION.**

According to the 1991 Census, the total population of the district stands at 13.37 lacs, which constitutes about 4.2 percent of the total population of the state. In terms of size of population, the district ranks eighth among all the districts of the state. Considered from the point of view of rate of population growth, the decennial growth rate of population (1981-91) of the district is marginally lower than the state average i.e. it is being 19.95 as against the state average of 20.06 per-cent. The district has an adverse sex ratio(97.4), a little less than the state average of 97.1.

With regard to the composition of population by major caste groups, SC and ST population constitute about 11.5 and 44.52 percent of the total population of the district respectively. The figures make it evident that the district has predominance backward community population.

## 1.6 THE TRIBES

The important tribes that inhabit the district with varying concentration across the blocks include conservative aboriginal like Juangas, Bhuyans, Kandhas, Santals, Sahars, Lohars, Mundas, Kolhas, Gondas and Bathudies.

The details of the population of the district have been presented in **TABLE-1.1**

**Table-1.1:** Block-wise population of Keonjhar by Sex and Caste Category (1991)

SlNo. Blocks	Population			Percentage of Population		
	Male%	Female%	Total	S.C.	S.T.	Total
1. Anandapur	42276	41455	83731	13.08	46.17	59.25
2. Ghasipura	62743	60984	123727	19.05	19.15	38.20
3. Hatadihi	61733	60024	121757	23.78	16.97	40.75
4. Banspal	35196	35451	70647	4.25	79.28	83.53
5. Ghatagaon	44164	43662	87826	5.71	62.76	68.47
6. H.C. Pur	52420	50962	103382	7.45	53.52	60.97
7. Keonjhar	58732	57992	116724	9.68	49.72	59.40
8. Patna	40239	40982	81221	7.13	51.67	58.80
9. Saharpada	34950	35952	70902	8.5	56.03	64.53
10. Telkoi	37601	36609	74210	10.7	51.09	61.28
11. Champua	42838	43013	85851	8.82	43.79	52.61
12. Jhumpura	41742	41703	83445	6.78	48.46	55.24
13. Joda	44109	41931	86040	9.62	60.93	70.55
Total	558743	5907201	1149463	11.08	46.87	57.95

**Table-1.2:** Urban population of Keonjhar by Sex & Caste category (1991 Census)

SlNo. Blocks	Population			Percentage of Population		
	Male%	Female%	Total	S.C.	S.T.	Total
1. Anandapur (N.A.C.)	15883	14395	30278	12.26	6.08	18.34
2. Barbil (M)	22705	19327	42032	17.80	38.31	56.11
3. Joda(N.A.C.)	16280	14789	31069	12.95	25.31	38.26
4. Keonjhar (M)	22742	19203	41945	18.79	34.62	53.41
5. Daitary (CT)	2364	2070	4434	12.25	35.32	47.57
6. Champua (CT)	3062	2684	5746	6.70	14.06	20.76
7. Balagada (CT)	6315	5055	11370	11.99	23.04	35.03
Total	118737	68826	187563	11.49	44.52	56.01



**Table-1.3 : ~~A-3~~ Communities Population (1991 Census)**

	All Community			S.C.			S.T.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
R	5,58,743	5,90,720	11,49,463	65,238	64,305	1,29,543	2,76,856	2,77,777	5,54,633
U.	1,18,737	68,826	1,87,563	12,467	11,629	24,096	21,095	19,456	40,551
T.	6,77,480	6,59,720	13,37,026	77,705	75,934	1,53,639	2,97,951	2,97,233	5,95,184

The interblock variations in respect of concentration of population belonging to major caste groups are perceptible from the figure furnished in Table-1.1 above. The variation ranges from 38.2 percent in Ghasipura to 83.53 in Banspal.

**LITERACY :-** The overall percentage of literacy of the district is 44.73 compared to the state average of 49.09(1991). According to the 1991 census, the national average of literacy stands at 52.21 percent. Thus the literacy rate is below the state as well as national averages. However, the literacy rate in the district has registered a numerable ascendance from only 21.3 percent in 1971 to 44.73 percent in 1991 (Table 1.2). This slow growth rate has resulted in the backwardness of Keonjhar. Therefore, efforts will be made to promote awareness campaign to create a demand for education. DPEP will sustain this effort.

**TABLE-1.4**  
GROWTH OF LITERACY IN THE DISTRICT VIS-A-VIS ORISSA  
AND INDIA LITERACY RATE (%)

	1971	1981	1991
Keonjhar	21.30	30.22	44.73
Orissa	26.18	34.23	49.09
India	29.45	36.17	52.21

The district average shows wide disparities of the levels of literacy among males and females, SC/ST population and general caste population and among blocks of the district. A dis-aggregative analysis reveals that the levels of literacy among females is almost one-half that makes : 30.01 percent for females and 59.04 percent for males. Similarly, the percentage of literacy for SC and ST caste category being 43.67 and 24.89 respectively, which are substantially lower than the districts total average literacy rate. The inter-district variations in literacy rates is indeed disturbing. The literacy rates range from as low as 17.8 percent in Banpal to as high as 57.8 percent in Ghasipura.

## **1.6 OCCUPATION PATTERNS**

Available data reveal a slow trend away from dependence on agriculture to other development sectors. For instance, the percentage of population subsisting on agriculture marginally glided from more than 75 percent in 1971 to 72 percent in 1981 and further down to a little more than 70 percent in 1991. However, agriculture remains as the main stay of people for livelihood. Next to agriculture mining and quarrying coupled with forest and forest produce gathering constitute a major source of occupation of the people of the district.

The percentage of people living below the poverty line is a parameter, which indicates the socio-economic status of the people. The latest available statistics indicate that more than 68 per cent of the households in the district are below poverty line. This state of socio-economic status of people of the district compounds and accentuates the problems with regard to education, health, child and women developments and other development sectors.

## **1.7 ADMINISTRATIVE SETUP.**

The details of the administrative setup and structures have been presented in Table 1.5.

**TABLE 1.5**  
**ADMINISTRATIVE DIVISIONS**

No. of Sub-Divisions	:-	03
No. of Tahasils	:-	08
No. of C.D. Blocks	:-	13
No. of Towns	:-	03
No. of Municipalities	:-	03
No. of N.A.C.s	:-	01
No. of Police Stations	:-	20
No. of Gram Panchyats	:-	244
No. of Inhabited Villages	:-	2068
No. of Un-habited Villages	:-	57

No. of Assembly Constituencies	:-	06
No. of Parliamentary Constituencies	:-	01
Population of the District :		
a) Total	:-	13,37,026
b) Male	:-	677480
c) Female	:-	659546
(A) Rural Population :-		1149463
(B) Urban Population	:-	187874
S.C. Population	:-	153639
S.T. Population	:-	595184

Keonjhar is one of the undivided districts of Orissa. The District consists of three sub-divisions : Anandapur, Keonjhar Sadar and Champua. The district comprises of 13 Community Development Blocks, 244 Gram Panchyats, 2125 Villages, with 57 of there uninhabited and four (4) urban areas. The district has six assembly constituencies and only one Lok Sabha Constituency.

## CHAPTER - II

### EDUCATION PROFILE.

According to the 1991 census report the total literacy of Keonjhar district is 44.73%. The total male and female literacy figure are 59.04% and 30.01% respectively. But the district has its distinct characteristic of regional variations in literacy rate among the Blocks as well as different socio-economic groups.

The block-wise distribution of literacy in Keonjhar can be well ascertained from the table given below.

Table 2A Block-wise Literacy Position (1991)

SLNO.	Name of Block/ N.A.C./M.Palty.	Literates.			Literacy % excluding population 0 to 6		
		Male	Female	Total	Male	Female	Total
1.	Anandapur.	18162	8877	27039	52.33	26.02	39.29
2.	Ghasipura.	37018	22818	59836	70.51	44.68	57.77
3.	Hatadihi.	36716	21785	58501	70.37	42.96	56.86
4.	Banspal.	8070	1960	10030	28.53	06.92	17.72
5.	Ghatagaon.	20701	8649	29350	57.79	24.38	41.13
6.	H.C.Pur.	22260	8779	31039	52.82	21.45	37.36
7.	Keonjhar.	29028	12664	41692	59.89	26.47	43.29
8.	Patna.	18758	9317	28075	56.81	27.44	41.92
9.	Saharpada.	14937	6880	21817	52.75	23.35	37.76
10.	Telkoi.	15846	6166	22012	51.78	20.76	36.50
11.	Champua.	22304	11160	33464	62.81	31.12	46.88
12.	Jhumpura.	18823	8473	27296	55.34	24.75	40.00
13.	Joda.	17170	6534	23704	48.65	19.74	34.66
Total(R)		279793	134062	413855	56.96%	27.63%	42.39%

#### URBAN

1.	AnandapurNAC.	10838	7039	17877	79.66	57.92	69.40
2.	Keonjhar(M).	16297	10106	26403	82.73	62.24	73.47
3.	Barbil(M).	12434	6186	18620	66.61	40.16	54.65
4.	Joda(M).	9267	4940	14207	68.84	40.65	55.47
Total(U).		48836	28271	77107	74.63	50.53	63.52
Grand Total.		328629	162333	490962	59.04	30.01	44.73

Source : Census of India, 1991.

The above table shows that the percentage of literates in Ghasipura and Hatadihi blocks and all urban areas is above the district average. The percentage of literacy in all the remaining blocks is less than the district average. It further appears from the table that percentage of literate persons among male in rural area is 56.51 as compared to 27.18 among females. The difference is due to apathy for women education and Tribal issues.

## 2.1: PRE-PRIMARY EDUCATION (ECCE CENTRES)

Pre-primary education lays the foundation of a strong basic education and creates readiness and favourable disposition in children towards schooling. Women and Child Welfare Department, Govt. of Orissa takes care of pre-primary education in the state through Integrated Child Development Scheme (ICDS). There are 1587 Anganawadi Centres and 28 Balwadi Centres functioning in 13 blocks of the district with 1.76 lakh beneficiaries within the age group of 3 to 6 in those centres.

The blockwise distribution of Anganawadi and Balwadies alongwith beneficiaries is presented in Table-2B.

**TABLE - 2B:**  
**BLOCKWISE DISTRIBUTION OF PRE-PRIMARY EDUCATION.**

SlNo.	Name of the Block.	No. of Centres		Beneficiaries.
		Anganawadi	Balwadi	
1.	Anandapur.	84	-	--
2.	Ghasipura.	124	-	7000
3.	Hatadihi.	140	-	10000
4.	Champua.	100	-	14500
5.	Jhumpura.	125	-	15300
6.	Joda.	121	-	15800
7.	Banspal.	113	28	14000
8.	Ghatagaon.	131	-	17700
9.	Harichandanpur.	150	-	14900
10.	Keonjhar.	140	-	22100
11.	Patna.	130	-	16800
12.	Saharpada.	111	-	15300
13.	Telkoi.	90	-	12500
14.	Joda(Municipalry).	31	-	--
Total.		1587	28	175900

Source:- Office of the DSWO, Keonjhar (1996)

## 2.2 Primary Education

The primary education system in the district consists of 1525 Primary Schools under the administrative control of the Department of School and Mass Education, and 46 Sevashram Schools and 13 Ashram Schools under the Harijan and Tribal Welfare Department. The position that obtains with regard to number of schools and their urban-rural distribution may be seen in Table 2C.

**Table 2C**  
**Distribution of Primary Schools (1996-97).**

SINo.	Blocks	No. of Primary Schools		
		Rural	Urban	Total
1.	Anandapur	124	26	150
2.	Ghasipura	168	-	168
3.	Hatadihi	185	-	185
4.	Banspal	123	-	123
5.	Ghatgaon	117	-	117
6.	Harichandanpur	135	-	135
7.	Keonjhar	148	32	180
8.	Patna	125	-	125
9.	Saharpada	121	-	121
10.	Telkoi	135	-	135
11.	Champua	127	-	127
12.	Jhumpura	127	-	127
13.	Joda	108	41	149
Total		1743	99	1842 *

\* The number includes primary sections of U.P(ME) and High Schools  
Source : Office of the D.I. of Schools, Keonjhar, 1996.

In the terms of management of schools all primary schools and primary sections of either ME or Secondary Schools are government managed schools. However, there are 43 recognised primary schools functioning under private management.

The district has 598 upper primary schools. The ratio of primary and upper primary schools works out to be 3:1. This position needs improved in conformity with the ratio 2:1.

## 2.3 Non-formal/Alternative Education

Non-formal education system functions as an alternative channel to formal education for those children who cannot have access to formal primary schooling for some reason or other and for those who have dropped out from the formal system. As in 1996-97, there are 681 Primary & 42 U.P. Government managed NFE Centers that cater

to the learning needs of socio-economically disadvantaged children. In addition to this 350 NFE centres have been functioning under the aegis of 6 NGOs in six out of 13 Blocks of the district.

Thus, the primary Schools and NFE centres contribute to universalise primary education in the district.

#### **2.4 Other Educational Institutions**

Primary schools do not work in isolation of other educational institutions located in the district. They are integrally inter-linked with other educational institutions for vertical and horizontal mobility of learners. Table 2D presents the quantitative magnitude of educational institutions that have created an imbalance for development of education in the district.

**Table 2D**  
Educational Institutions in the district

<u>SINo.</u>	<u>Institutions</u>	<u>Number</u>
1.	Secondary Schools	377
2.	Degree Colleges	
	(a) Women	4
	(b) Co-education	41
3.	Technical Institutions	3
4.	Teachers Training School and DIETs	2 1
5.	Teacher' Training College	1
6.	Vocational Schools	9
7.	Navodoya Vidyalaya	1
8.	Special Schools for Deaf	1

Source : Office of the D.I. of Schools, Keonjhar, 1996.

#### **Enrolment in Primary Schools:**

The Primary Education system in the district has, over the past few years, expanded remarkably in terms of enrolment. From a student strength of 1.71 lakhs in 1992-93, it has increased to 2.05 lakhs in 1996-97. The growth & the structure of enrolment by Sex has been presented in Table-2E.

**Table 2E**

Primary School Enrolment by Sex (1992-93 to 1996-97)

Year	Enrolment		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1992-93	95,266 (55.81)	75,432 (44.19)	1,70,668 (100.00)
1993-94	98,296 (55.31)	79,408 (44.69)	1,77,704 (100.00)
1994-95	1,04,342 (55.36)	84,123 (44.64)	1,88,465 (100.00)
1995-96	1,09,921 (54.98)	90,008 (45.02)	1,99,929 (100.00)
1996-97	1,11,333 (54.34)	93,526 (45.66)	2,04,858 (100.00)

Source:- Office of the D.I. of School, Keonjhar, Champua & Anandapur, 1996

Note : Figures within parentheses represent percentages.

The following inferences emerge out of this analysis.

The share of girls in the total enrolment has, over the period 1992-93 to 1996-97, has increased marginally risen from 44.20 to 45.70 percent.

The rate of growth of girls enrolment has been faster than that of boys during the five-year period 24 per cent for girls and 17 per cent for boys.

The gross enrolment ratio (G.E.R) which was found 104.4% in 1992-93 has steadily gone on increasing and is found to be nearly 116.5% in 1996-97. This could be accounted for by the existence of a large number of grade repeateres

= The aggregative NER in the District works out to be 87.57 percent. The formula adopted for calculating NER is :

$$\text{NER} = \frac{\text{No. of children in (6 to 11) age group enrolled}}{\text{No. of children in (6 to 11) age group}} \times 100$$

$$= \frac{1,54,051}{1,75,899} \times 100 = 87.57\%$$



**TABLE - 2F**

Year-wise Enrolment (Pry. classes upto Class -V) All communities

Sl. Class No.	1992-93			1993-94			1994-95			1995-96			1996-97		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
01. I	30181	26778	56959	34901	30764	65665	36539	31874	68413	38490	33658	72148	36770	33460	70230
02. II	21678	17772	39450	21484	17306	38790	23016	18565	41581	23558	19268	42826	24744	20933	45677
03. III	17200	12787	29981	17076	12570	29646	18053	13625	31678	19143	15186	34329	19735	15234	34969
04. IV	14923	9721	24644	13272	10130	23402	14220	11087	25307	15394	12070	27464	16126	13076	29202
05. V	11284	8380	19664	11563	8638	20201	12514	9872	21486	13336	9826	23162	13958	10822	24780
<b>Total</b>	<b>95266</b>	<b>75432</b>	<b>170698</b>	<b>98296</b>	<b>79408</b>	<b>177704</b>	<b>104342</b>	<b>84123</b>	<b>188465</b>	<b>10992</b>	<b>90008</b>	<b>199929</b>	<b>111333</b>	<b>93525</b>	<b>204858</b>

Source :- Office of the D.I. of Schools, Keonjhar (1997)

**TABLE - 2G**

Year-wise Enrolment (Pry. classes upto Class-V) Scheduled Castes

Sl. Class No	1992-93			1993-94		1994-95			1995-96			1996-97			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
01. I	3997	3547	7544	4333	4207	8540	4675	4446	9121	5246	4710	9956	4305	3709	8014
02. II	3041	2535	5576	2770	2355	5125	2945	2524	5469	3488	2671	6159	2816	2499	5315
03. III	2165	1674	3839	2161	1698	3859	2368	1758	4126	2787	1912	4699	2418	1577	3995
04. IV	1854	1275	3129	1823	1330	3153	1964	1409	3373	2401	1735	4136	2026	1488	3314
05. V	1297	900	2197	1512	1105	2617	1658	1130	2788	1904	1394	3298	1604	1386	2390
Total	12354	9931	22285	12599	10695	23294	13610	11267	24877	15826	12422	28248	14900	12820	27720

**IDENTIFICATION OF TRIBAL BLOCKS / TOWNS  
KEONJHAR DISTRICT**

Sl. No.	TRIBAL BLOCKS Weak Block / Town ( 40 - 60 % )	No of Villages	Total Population			ST Population			% of ST Population	M
			M	F	T	M	F	T		
1	Bansapal	159	35,196	35,451	70,647	27,743	28,270	56,013	79.29	4,464
2	Joda	15	37,794	36,876	74,670	24,720	25,086	49,806	66.70	6,543
3	Chatgaonj	150	44,164	43,662	87,826	27,464	27,658	55,122	62.76	10,514
4	Saharapada	137	34,950	35,952	70,902	19,521	20,211	39,732	56.04	6,278
5	Harichandanpur	202	50,358	49,205	99,563	27,398	26,942	54,340	54.58	8,596
6	Patna	153	40,239	40,982	81,221	20,772	21,200	41,972	51.68	7,614
7	Telkoi (Sadar)	145	37,601	36,609	74,210	19,178	18,737	37,915	51.09	5,935
8	Jhunpura	218	58,732	57,992	1,16,724	29,017	29,019	50,036	49.72	9,642
9	Anandpur		41,742	41,703	83,445	20,156	20,282	40,438	48.46	5,897
10	Champua		42,602	41,748	84,350	19,399	19,446	39,145	46.41	5,287
11			39,776	40,329	80,105	18,137	18,656	36,793	45.93	6,379
	<b>Medium Block /Town (25-40)%</b>									
1	Barbil(M)		22,705	19,327	42,032	6,158	5,746	11,904	38.31	1,829
2	Daitary(C.T)		2,364	2,070	4,434	828	740	1,566	35.32	433
3	keonjhar(M)		22,742	19,203	41,945	5,510	4,972	10,482	34.62	2,341
4	Joda (NAC)		16,280	14,789	31,069	5,440	5,177	10,617	25.31	2,091
	<b>Strong Block/Town (0-25)%</b>									
1	Balagada Bolani (C.T)		6,315	5,055	11,370	1,836	1,234	2,620	23.04	544
2	Ghasipura		62,899	61,156	1,24,055	12,222	11,799	24,021	19.36	3,371
3	Hatadhl		62,076	60,358	1,22,434	10,829	10,471	21,300	17.40	2,957
4	Champua(C.T)		3,062	2,684	5,746	430	378	808	14.06	237
5	Anandapur (NAC)		15,883	14,395	30,278	1,345	1,209	2,554	6.08	440
	<b>DISTRICT TOTAL</b>		6,77,480	6,59,546	13,37,026	2,97,951	2,97,233	5,59,184	44.52	90,362

NS / NACs ( Census of India 1991 )

Literates		ST Literacy			Total ST Population Age Group ( 0 - 6 )			No of Household with ST
F	T	M	F	T	M	F	T	
772	5,236	16.09	2.73	9.43	5501	5749	11,250	11563
1,860	8,403	26.46	7.41	16.87	5797	5797	11,566	9662
3,473	13,987	38.28	12.55	25.37	5537	5344	10,881	10385
2,161	8,439	32.16	10.69	21.23	4063	4011	8,074	7461
2,296	10,892	31.37	8.52	20.04	5898	5776	11,676	10658
2,898	10,512	36.65	13.66	25.04	4081	3977	8,058	7941
1,605	7,540	30.94	8.56	19.88	3851	3819	7,670	7137
2,833	12,475	33.22	9.76	21.49	5843	5688	11,531	11183
2,448	8,345	29.25	12.06	20.63	4136	4093	8,229	7847
1,492	6,779	26.83	7.67	17.31	3814	3874	7,688	7795
2,294	8,673	35.18	12.29	23.57	3726	3652	7,378	7522
667	2,496	29.7	11.6	20.96	1276	1215	2,491	2856
133	566	52.42	17.97	36.14	145	166	311	360
848	3,189	42.48	17.05	30.42	868	925	1,793	2170
798	2,889	38.43	15.41	27.21	1032	975	2,007	2542
179	723	39.24	14.5	27.59	235	289	494	599
677	4,048	27.58	5.73	16.85	2393	2399	4,792	4347
535	3,492	27.3	5.1	16.39	1961	2248	4,209	3944
96	333	55.11	25.39	41.21	90	86	176	175
176	616	32.71	14.55	24.11	236	199	435	506
27,854	1,18,216	30.32	9.37	19.86	60,483	60,226	1,20,709	1,16,651

**TABLE - 2H**

Year-wise Enrolment (Pry. classes upto Class-V) Scheduled Tribes

Sl Class No	1992-93			1993-94			1994-95			1995-96			1996-97		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
01. I	15334	11869	28203	17132	14412	31544	18386	15021	33407	19021	15935	34956	19393	16959	36352
02. II	9533	6673	16206	10095	6960	17055	10941	7688	18629	10783	7674	18457	12314	9300	21614
03. III	6699	4076	10775	7225	4109	11334	7631	4516	12147	7944	5404	13348	8627	5907	14534
04. IV	4711	2660	7371	4823	2673	7496	5157	3145	8302	5830	3781	9611	6081	3980	10061
05. V	3451	2076	5527	3965	2220	6185	4071	2524	6595	4670	2833	7503	4908	3040	7948
Total	39728	28354	68082	42993	30374	73367	46186	32894	79080	48248	35627	83875	51323	39186	90509

Source : D.I. of Schools, Keonjhar, Champua and Anandapur.

## Retention Rates

Retention Index indicates the internal efficiency of the Primary Education system. In other words, the higher is the retention index, the greater is the internal efficiency. Table 2E in conjunction with table 2F, 2G, and 2H represents the dropout and retention rates in respect of boys and girls and S.C. and S.T.

The overall drop out rate over the period 1996-97 is found to be 56.5 .

The dropout rate in case of girls is higher than that of boys, the former being almost 59.6 percent and the later 53.8 percent.

The incidence of dropout is higher among S.T. children i.e. 71.8 percent as against 51.4 percent for S.C.

It is quite evident that the Primary Education System in the district has low internal efficiency. The most adversely affected are the disadvantaged groups of children who need positive discriminatory interventions.

### **Teachers:**

Teachers constitute, next only to students, the single largest system input in primary education. The position obtaining in the district with regard to teachers: their number, composition by sex, their distribution by professional training, teacher-pupil ratio, sanctioned posts and teachers in position block-wise has been presented in Table-2I

TABLE - 2(I)  
DISTRIBUTION OF SCHOOLS BY SANCTIONED POST OF TEACHERS  
(SEXWISE & TRAINING)

BLOCK	SANCTIONED POST	TEACHERS IN POSITION	TPR	TEACHERS IN POSITION					
				MALE	FEMALE	TOTAL	TRAINED	UNTRAINED	TOTAL
Anandapur	327	274	1:55	232	42	274	256	18	274
Ghashipura	621	604	1:28	482	122	604	543	61	604
Hatadihi	500	500	1:46	399	101	500	443	57	500
Bansapal	285	206	1:53	186	20	206	161	45	206
Ghatgan	330	299	1:48	254	45	299	289	10	299
Harichandanpur	345	288	1:58	256	32	288	276	12	288
Keonjhar	449	407	1:42	314	93	407	375	32	407
Patna	349	315	1:41	282	33	315	292	23	315
Saharapada	323	283	1:42	239	44	283	255	28	283
Telkoi	350	254	1:54	233	21	254	201	53	254
Champua	457	436	1:34	374	62	436	408	28	436
Jhumpura	438	411	1:36	356	55	411	395	16	411
Joda	324	262	1:45	235	27	262	240	22	262
Anandapur(M) <sup>(e)</sup>	131	131	1:31	58	73	131	122	09	131
Keonjhar (M)	163	159	1:35	42	117	159	131	28	159
Barbil (M)	93	80	1:57	57	23	80	79	01	80
Joda (m)	69	66	1:69	54	12	66	64	02	66
<b>TOTAL</b>	<b>5554</b>	<b>4975</b>	<b>1:41</b>	<b>4053</b>	<b>922</b>	<b>4975</b>	<b>4530</b>	<b>445</b>	<b>4975</b>

Source : D.I. of schools, Keonjhar

An analysis of the figures furnished in the table above, brings out the following facts about teacher workforce in the district.

- = The district has 1842 primary schools managed by 4975 teachers. On an average, a primary school has three teachers.
- = Out of 4975 teachers in positions, as many as 4053 are males and only 923 are females. Female teachers constitute less than one-fifth (18.6%) of the teaching staff.
- = Of the total 5554 sanctioned posts of teachers, 4975 teachers are in position leaving behind 579 posts unfilled. In other words, nearly 10% of sanctioned posts have still remained vacant.
- = More than 91% of teachers have possessed professional teacher training qualification.
- = Teachers belonging to S.C. and S.T. Caste Category constitute 10.3% and 15.4 % of the total teachers of the District respectively. However, percentage of S.T. teachers in Tribal dominated Blocks works out to be 22.14%.
- = Compare to an average of 10% of sanctioned posts lying vacant in the district, the Tribal dominated Blocks are favourably placed : only 15% posts remaining unfilled.



## Literacy - rate

The literacy rate is an index of educational development. It is a happy augury that the literacy rate in Keonjhar district has registered a consistent rising trend over the past few decades. But this need to be sustained at a quicker pace. According to the 1991 Census, the overall literacy rate in the district was 44.73 percent. From 21.3 percent in 1971, the literacy rate steadily rose to 30.22 percent in 1981 progressively leading to 44.73 percent in 1991. The total literacy campaign launched in 1991 has, in the mean time, accelerated the momentum of growth in literacy.

This over all literacy scenario conceals a great deal of inter-block variations at the levels of literacy. Bansapal, one of the tribal blocks of the district has a literacy rate as low as 17.7 percent as against 57.8 and 56.9 percent of literacy rate in Ghasipura and Hatadihi, two relatively advanced blocks, respectively. The cluster of Tribal blocks, consisting of Harichandanpur, Joda, Telkoi has low literacy rates which indicate the educational backwardness of the Tribal blocks. Viewed from a disaggregative perspective, female literacy rates range from 6.92 percent in Bansapal, 15.4 percent in Joda, 19.9 percent in Harichandanpur 20.8 percent in Telkoi which reflect the educational status of women and the state of primary education in these tribal dominated blocks.

The Literacy rates among the Schedule Tribes of the district compare favourably with that of the state average. For instance the literacy rate among S.Ts was 19.9 percent in 1991 as against the state average of 18.1 percent S.T. rate.

Over the decades i.e., from 1971 to 1991 the literacy rate of S.T people in the district has been constitants higher than that of State average of S.T. literacy. One of the toughest challenges to D.P.E.P will be the distressingly low levels of female literacy in the district. Empowerment of women will substantially accelerate the pace of universalisation of Primary Education.

## Convergence of Services

Primary education system in the district, like in other districts, dose not operate in isolation. A number of programmes directly or indirectly related to primary education are operative in the district which are sponsored by different development departments and agencies. A synoptic outline of the agencies and their areas of concerned has been presented hereunder.

<u>Sl.No.</u>	<u>SCHEME</u>	<u>AREAS OF CONCERN</u>	<u>COVERAGE</u>	<u>AGENCY</u>
1	ECCE	Education of Pre-School Children	All Books	ICDS
2	Operation Black Board	Improving quality of primary education	All Books	GOI
3	Education, Health, Child & Women Development	Education, Health & Sanitation, Women & Child Development, Co-operative training.		NGOs
4	Tribal Learning & M.L.L.	Improving access, retention & quality		UNICEF
5	Integrated Education of the Disable Children	Education mainstreaming		GOI
6	Welfare programmes for SC & ST Children	Permission of free text Books, low cost hostels in ITDA blocks		Govt. of Orissa
7	Employment Assurance Scheme	Construction of Class rooms		GOI
8	Mid-day meal	Nutrition supplement		GOI

## ESSENTIAL FACILITIES AVAILABLE IN PRIMARY SCHOOLS

Sl. No.	Block/ NAC/ Municipality	Building Less	No. of Schools					Badly Dilapi- dated	With toilets	No. of Schools		
			One roomed	Two roomed	Three roomed	Four roomed	Four roomed & above			Safe Drinking water	Boundary Wall	
1.	Anandapur	-	07	46	32	25	14	12	-	12	08	
2.	Bansapal	-	09	60	40	09	05	10	02	15	03	
3.	Champua	-	07	45	50	20	05	10	01	24	19	
4.	Ghasipura	-	12	47	62	32	15	16	-	27	21	
5.	Ghatgan	-	10	60	24	18	05	12	02	25	04	
6.	Harichandanpur	-	09	61	36	21	08	13	05	65	06	
7.	Hatadihi	-	11	69	65	26	14	16	-	25	04	
8.	Jhumpura	-	03	49	45	21	09	12	01	09	16	
9.	Joda	-	03	28	42	27	08	10	01	09	06	
10.	Keonjhar	-	08	51	50	30	09	13	-	36	25	
11.	Patna	-	06	33	59	20	07	12	-	20	21	
12.	Saharapada	-	12	33	55	15	06	11	-	17	12	
13.	Telkoi	-	08	38	62	22	05	13	-	58	15	
14.	Anandapur (NAC)	-	-	06	06	10	04	04	01	01	04	
15.	Barbil (MPLTY)	-	-	03	03	09	05	03	-	01	04	
16.	Joda (MPLTY)	-	-	04	09	05	03	03	02	02	06	
17.	Keonjhar (MPLTY)	-	-	05	10	10	07	07	-	12	09	
TOTAL			-	105	638	650	320	129	177	15	358	183

Source :- Office of the D.I. of Schools, Keonjhar, Champua and Anandapur.

## SINGLE TEACHER SCHOOLS IN THE DISTRICT

Sl. No.	Name of the block	No. of Schools
1.	Anandapur	2
2.	Banspal	2
3.	Champua	2
4.	Ghasipura	2
5.	Ghatagaon	2
6.	Harichandanpur	3
7.	Hatadihi	2
8.	Jhumpura	1
9.	Joda	1
10.	Keonjhar	2
11.	Saharapada	2
12.	Patna	2
13.	Telkoi	2
14.	Anandapur(NAC)	-
15.	Barbil (M)	-
16.	Joda (N)	-
17.	Keonjhar(M)	-
	TOTAL	25

Source D.I. of Schools, Keonjhar, Anandapur and Champua

	<b>List of BRC</b>	<b>Annexure</b>
Sl.No.	Name of the Block	Name of the place where BRC is to be conducted
1.	Anandapur	In the campus of Office of the D.I. of Schools, Anandapur
2.	Bansapal	In the Block campus of Bansapal Block
3.	Champua	Block colony Primary school campus
4.	Ghasipura	Block colony Primary School, Ghasipura
5.	Ghatagaon	Ghatagaon Primary School
6.	Hatadihi	Block campus of Hatadihi Block
7.	Harichandanpur	Harichandapur Primary School
8.	Joda	Bansaikala Primary School
9.	Jhumpura	Jhumpura Primary School
10	Keonjhar	In the campus of Office of the D.I. of Schools, Keonjhar
11.	Patna	Patna Primary School
12.	Saharpada	Saharpada Primary School
13	Telkoi	Telkoi Primary School

## EDUCATION DISTRICTWISE NO. OF C.R.Cs

Name of Edn. district	Name of Block	No. of centre Schools. (CRCs)	No. of schools tagged.
Keonjhar	Banspal	15	123
	Ghatgaon	12	117
	Harichandanpur	14	135
	Patna	17	125
	Keonjhar	17	148
	Saharpada	15	121
	Telkoi	17	135
	Keonjhar (Municipality)	04	32
Anandpur	Anandpur	12	124
	Ghasipura	17	168
	Hatadihi	18	185
	Anandpur (NAC)	03	26
Champua	Champua	13	127
	Jhumpura	12	127
	Joda	10	108
	Joda (M)	02	20
	Barbil (M)	02	21
<hr/>		Total	200
			1842

Source : D.I.of Schools, Anandpur, Champua and Keonjhar.

## CHAPTER-III

### Problems and Issues in Primary Education in the District

Participating and decentralised planning is a critical input in DPEP. The problems be seizing the primary education system need to be objectively identified, their causes objectively diagnosed and unresponding strategies evolved.

In order to make the district perspective plans ideal specific and relevant, overriding priority has been accended to participatory processes in the form of focus gorups discussion (FGD), participatory rural appraisal (PRA) and discussion with the stake holders. The district perspective plan has been prepared on the basis of data and facts and figures that emerged primarily from two major sources:

1. Data and information collected from the primary and secondary sources.
2. Participatory processes, normaly FGDs, PRAs and interaction with community members representing various cross sections of the society.

The Baseline Assessment Study (BAS) and Social Assessment Study (SAS) expected to provide critical inputs to the preparation of the district perspcetive plan were, however, not available to the district planning team. In fact, the findings of the SAS were not available at the SPO but alone in the DPO. Therefore, in spite of all out seviore attempts to supplement and validate the data available with DPO with the data from SAS, it was not possible to do so as the findings of the study were not available. The problems and issues identified with their ingerent causes diagnosed through FGDs, PRAs etc. have been presented in the following sections. This participatory processes have made the stakeholdēs to own the district perspective plan.

# FOCUS GROUP DISCUSSION

Participants-  
 SI. of Schools- 2  
 NGO - 1  
 Villagers - 23

Venue-NIPPO                      Banspal Block  
 Date - 30-01-1997              Time- 7:30 P.M.  
 Facilitated by R.K.Swain D.I. of Schools, Keonjhar.

Theme of Discussion - Retention of Children

Sl.No.	Area	Problems Identified	Causes diagonised	Strategies	
				Rejected	Accepted
A.	Access	VEC	Do not take active part in School work and do not Co-ordinate with the curriculum.	-	Motu Mantri told, " We shall sit after the election work is over and take active part is the school work.
B.	<u>Retention</u> Daily Attendance	Drop out situations of the School.	Children like to play & more than attending School.	Sukadev Mantri replied "there was effort of the villagers during literacy. Now the parents do not take any steps to send their Children regularly to School.	The teacher along with the parents should be geared up fall taking better case of their Children to send them to school regularly.
C.	Girls Education	Generally girls children do not attend school.	1.(a) Early marriage  (b) Engagement in daily wages for generating family income.  <i>"reported by Tikayat Dehury &amp; Jahaja Dehury"</i>	1. Parents to motivated.	1. There should be special teaching especially for girls i.e., domestic Sc. SUPW. 2. Sukadev Mantri told, after the tranfer of lady teacher generally girl students do not come to



Sl.No.	Area	Problems Identified	Causes diagonalised	Strategies	
				Rejected	Accepted
			<p>(c) Sushita Pradhan replied "daughters are helping Land in the family "</p> <p>I. Higher education of girls will not be able to get in marriage.</p> <p>II. Girls' student attendance depend on appoinment of lady teachers.</p>		School regularly". One female teacher should be posted to the School
(D)	Irregularity of pupils are attending to Schools.	(a)Daily attendance only 20-25 in the School.	(a) Only one teacher in the School.	There should be one teacher for each class Sukadev Mantri.	There should be atleast three teachers with one lady teacher for each 5 class primary school Pathani Mantri. Khaire Mantri.
			(b) No residence for teachers.	<u>Sukadev Mantri</u> "We have no residence to live, How can we accomodate the teachers.	The Govt. should construct teachers residence specially in Juang area.
		(b) Truancy of children.	Children of higher caste frightens the children of lower sections.	<u>Chema Mantri and Sutar Parihal</u> Teacher should take care of children.	Regular guardian meeting and awareness campaign of parents to be ensured.

## FOCUS GROUP DISCUSSION

Official Participants	-	5	Venue	-	Guptaganga (Banspal Block)
			Date	-	12.02.97
			Time	-	6 P.M.
Nilamani Parida	(S.I.S.)		Facilitated by	-	Sri R.K. Swain, D.I. of School, Keonjhar
Benudhar Sahu	(S.I.S.)		Theme of		
D. Panigrahi	(S.I.S.)		discussion	-	Enrolment and Retention in Primary School
N.R. Das Pattnaik	(N.G.O. Member)				
Villagers	-	25			

Area	Problems identified	Causes diagnosed	Strategies	
			Accepted	Rejected
Gender equity	The girls don't come to school and some of them who are admitted become drop-outs.	<ol style="list-style-type: none"> <li>1. Sibbling Care</li> <li>2. Helping Parents in home works</li> <li>3. Parents are not interested in teaching girls</li> <li>4. Want of lady teachers in tribal schools.</li> <li>5. Separate hostel facilities is not available in schools.</li> <li>6. Parents are unable to provide school dress.</li> <li>7. Want of motivation</li> <li>8. Teachers absentism</li> <li>9. Want of companion to go to school through forests.</li> <li>10. Want of drinking water and sanitary facilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Residential School to be developed.</li> <li>2. School mother system to be reintroduce.</li> <li>3. Lady teachers to be appointed in every school.</li> <li>4. Separate hostel to be setup for girls with lady caretaker</li> <li>5. School uniform to be provided to girls.</li> <li>6. Awareness Campaign to be launched to motivate the guardians.</li> <li>7. Atleast three teachers are to be appointed in primary schools to check up absentism.</li> <li>8. Tubewells to be sunk in the School.</li> <li>9. Toilet in school with sanitary facilities to be provided.</li> <li>10. Teachers knowing tribal language to be posted in the school</li> </ol>	Girls Children to be provided with stipend.

Proceedings of the Workshop on District Primary Education  
Programme  
held at 10 A.M. on 12.12.1996

The Workshop on District Primary Education Programme (DPEP), was held at 10 a.m. on 12.12.1996 in Durbar Hall, Keonjhar under the Chairmanship of Inspector of Schools, Keonjhar to discuss problems and issues in primary education in the district and to suggest remedial measures and to frame plans for the next six years for the district. The list of Officers and delegates present is appended at Annexure-1.

At the outset Sri Rajkishore Swain, D.I. of Schools, Keonjhar introduced the dignitaries on the dais and welcomed the participants and delegates. The Workshop was inaugurated by Sri B. Mishra, Collector and District Magistrate who graced the occasion as Chief Guest by lighting the lamp.

Initiating the discussion Prof. Dr. D.K. Ray, Director, Orissa Primary Education Programme Authority (OPEPA) pointed out that without the help and involvement of the Collector no programme of any kind could be successful in the district, not to speak of DPEP. He then outlined the aims and objectives of DPEP and opined that all programme that were taken up by the Government for bringing about qualitative improvement in primary education have not been successfully implemented for some reason or the other. As a result, number of unprivileged children are remaining out of the main stream of primary education and some others are leaving the schools in the mid-way of primary education.

To overcome this unhappy situation and to provide primary education to all children of 6-11 years age group irrespective of gender and to minimise the drop out rate, DPEP has been introduced in this district. He urged the participants to take this task as a challenge and ensure that by 2000 AD no child is left unenrolled.

For successful implementation of DPEP in the district, he emphasised framing of District Action Plan in a bottom up approach with the active involvement of the villagers at the grassroots. Keeping the cultural heritage, environment, socio-economic condition, geographical situation of the district in view, the district plan should be framed. Furthermore, the plan should be framed according to the real and basic needs of the district.

Of the total allocation of DPEP, 24% will go towards construction of school building, 6% towards management cost and the remaining 70% is meant for class-room development. This emphasis on class-room inputs will make the Primary Schools vibrant and lively.

As Keonjhar has been included in OPEPA at the fag end of the session, he urged the District Co-ordinator to complete the District Action Plan within a month.

Since 24% of the total allocation is meant for construction of school building, Sri L.R. Dalai, President and Inspector of Schools, Keonjhar advised the S.I.s of Schools to prepare the list of buildingless schools and provide necessary data for the preparation of District Action Plan in time.

After tea break, Dr. M.K. Mishra, Co-ordinator, OPEPA took up the discussion and talked on community participation. He advanced the views of involvement of teachers, local public, NGOs and Government functionaries to find out issues and problems faced in primary education system and ways and means to set things right. He opined to evoke awareness among the local public and make personal contacts with them. For this, focus group discussion be made with the villages taking village head, SC & ST people, Women, college-going Youth, guardians of the drop outs.

The Collector, Keonjhar expressed concern over the increasing rate of drop-out despite all possible helps and facilities provided to the people by the Government. He contended that the first and foremost reason for this is the poverty of the people.

At this point, Sri G.N. Ray, Addl. Director, OPEPA opined that poverty is not the basic reason for increasing rate of drop out. Lack of social awareness is the reason for this. He also emphasized social awareness campaign and focus group discussion. Smt. Tulasi Munda, Secretary, Adivasi Vikas Samity opined that both poverty and lack of social awareness are the main reasons for increasing rate of drop-outs. She expressed her concern over mis-management in schools. She regretted that some of the students are being promoted to the next higher classes without having the basic knowledge of A,B,C,D. This disheartens the parents.

Again taking up the discussion, Dr. M.K. Mishra, Co-ordinator, OPEPA elaborated on focus group discussion. Accordingly 4 groups were constituted with the following team leaders.

1. D.D.O, Keonjhar
2. P.A, I.T.D.A, Keonjhar
3. Principal, DIET, Keonjhar
4. D.I. of Schools, Anandapur

The topics for these groups were :

- a) Problems of Primary school teachers
- b) Problems of S.C,S.T and girls children
- c) How can we improve the quality of primary education ?
- d) How can we involve village people in school programmes ?

Sri N.R. Das Pattnaik, Co-ordinator, EFA Project, Keonjhar pointed out that all

possible measures should be taken to cultivate awareness among the people to keep pace with different plans and programmes of the Government. The Principal, DIET, Keonjhar expressed deep concern over the deterioration of the national character for which the school administration and present day system of primary education have come to such a mess.

After lunch break, the workshop was resumed. 4 Group discussions were held headed by the respective group leaders. Some salient features of the group discussions are given as Annexure II.

Besides the group discussions, some more suggestions were put forth by the participants. Teaching vocational courses in schools, conduct of centre level quiz and song competitions were some of the suggestions.

The Collector suggested to supplement the M.D.M. Programme by raising green fencing in the schools in case construction of boundary walls is not possible. He also suggested that the answer papers should be returned to the students after evaluation.

Dr. D.K. Ray, Director, OPEPA vividly discussed the modalities of planning and preparation of the District Action Plan. Then he summed up the discussions made in the workshop and assured to render all possible help in implementing the suggestions made in the group discussions. He requested the District Inspector of Schools, Keonjhar-Cum-Nodal Officer and District Co-ordinator, DPEP, Keonjhar to submit the District Action Plan within a month. And for this the Collector, Keonjhar suggested that the Block level Workshops be held immediately. The gist of the such discussions be sent to the D.I. of Schools, Keonjhar after necessary alterations and modifications thus facilitating preparation of the District Action Plan on a war-footing.

In his concluding speech, Sri L.R. Dalai, Inspector of Schools and President of the Workshop requested all concerned in the DPEP to ensure 100% enrollment of the children and achieve total literacy in the district by the end of 2000 AD. He expressed concern over non-fulfillment of the ambitions and aspirations envisaged by our esteemed statesmen and nation builders. He urged to prepare such a District Action Plan that will reflect the ambitions and aspirations of the district for the 21st century.

The Workshop ended with a vote of thanks to the Chair, the Guests, the participants, Sri R.K. Swain, D.I of Schools, Keonjhar-cum-Nodal Officer and District Co-ordinator, DPEP, Keonjhar.

(Benudhar Mishra)  
COLLECTOR & DM  
KEONJHAR

(R.K. Swain)  
D.I. OF SCHOOLS

(L.R. Dalai)  
C.I. OF SCHOOLS

(D.K. Ray)  
STATE PROJECT  
DIRECTOR

## LIST OF PARTICIPANTS

SL.NO.	NAMES OF THE PARTICIPANTS	DESIGNATION
01.	Sj. Benudhar Mishra	Collector and District Magistrate, Keonjhar
02.	Sj. Lingaraj Dalai	Inspector of Schools, Keonjhar
03.	Prof. D.K. Ray	Director, OPEPA
04.	Sj. G.N. Ray	Addl. Director, OPEPA
05.	Dr. M.K. Mishra	Project Co-ordinator, OPEPA
06.	Sj. J. N. Panda	Addl. District Magistrate, Keonjhar
07.	Sj. R.K. Swain	District Inspector of Schools-Cum Project Co-ordinator DPEP, Keonjhar
08.	Sri Srinibas Behera	B.D.O, Jhumpura, Keonjhar
09.	Sri K.P. Dash	D.D.O. Keonjhar
10.	Sri U.C. Kar	Tahasildar, Keonjhar
11.	Sri Ajay Kumar Nayak	B.D.O, Keonjhar
12.	Sri S. Parija	D.S.W.O, Keonjhar
13.	Sri N.C. Jena	B.D.O, Sharpada
14.	Sri Niranjan Barik	General Secretary, KAKALI
15.	Sri Gourahari Naik	S.I. of Schools, Harichandanpur Block
16.	Sri Dharanidhar Panigrahi	S.I. of Schools, Harichandanpur Block
17.	Sri Banabehari Mishra	Auditor, I/S, Keonjhar
18.	Sri Chandramohan Pradhan	State Investigator, I/S, Keonjhar
19.	Sri Lalmohan Patra	Tahasildar, Patna
20.	Sri Basanta Kumar Sahu	S.I. of Schools, Turumunga circle
21.	Sri Asit Kumar Panda	B.D.O, Joda
22.	Sri Prahallad Mahanta	S.I. of Schools, Joda
23.	Sri Makar Ketan Thatoi	S.I. of Schools, Bhadra Sahi Circle, Joda
24.	Sri Sanatan Mahapatra	S.I. of Schools, Hatadihi Block
25.	Sri Ghanashyam Boitei	S.I. of Schools, Jhumpura Block
26.	Sri Gouranga Charan Ayach	S.I. of Schools, Hatadihi Block
27.	Sri M.K.H. Baig	Additional B.D.O, Patna Block
28.	Sri Rabindranath Panigrahi	S.I. of Schools, Sadar Block
29.	Sri Madhusudan Mishra	B.D.O, Ghasipura Block
30.	Sri Prafulla Kumar Mishra	Additional B.D.O, Ghasipura Block
31.	Sri Rama Chandra Khatua	PA. ITDA, Keonjhar
32.	Sri Narayan Samal	S.I. of Schools, Ghasipura Block
33.	Sri Chandra Sekhar Panigrahi	D.I. of Schools, Champua
34.	Sri Babaji Charan Sahoo	Headmaster of D.N.High School, Keonjhar
35.	Sri Prasanna Ku. Panigrahi	Principal, DIET, Keonjhar
36.	Sri Sadananda Nayak	B.D.O, Ghatagaon Block
37.	Sri Balaram Prusty	Retd. Headmaster of D.N.H.S, Keonjhar
38.	Sri Chaturbhuja Sethy	Sr. Co-ordinator (NFE), Keonjhar
39.	Sri Daitary Charan Jena	Jr. Co-ordinator, Ghatagaon NFE Project
40.	Sri Bhagirathi Sahoo	Jr.Co-ordinator, NFE, Champua & Joda Project

41.	Sri Nimain Charan Dash	Jr. Co-ordinator, NFE, Patna & Sahapada Project
42.	Sri S.K. Pradhan	Additional B.D.O, Jhumpura Block
43.	Sri J. Barik	Additional B.D.O, Ghatagaon Block
44.	Sri Debabrata Mohapatra	Additional B.D.O, Banspal Block
45.	Sri Aswini Kumar Naik	B.D.O, Banspal Block
46.	Sri Biswamber Sahoo	S.I. of Schools, Champua Block
47.	Sri Ismal Tudu	B.D.O, Anandapur Block
48.	Sri Narottam Sahoo	S.I. of Schools, Anandapur Block
49.	Sri Sarangadhar Sendh	Headmaster of ST School, Fakirpur
50.	Sri Nilamber Mahanta	S.I. of Schools, Jhumpura Block
51.	Sri Narendranath Mahakud	Headmaster of Jyotipur High School
52.	Sri Sukadev Mahanta	S.I. of Schools, Jhumpura Block
53.	Sri Rabindranath Kar	S.I.S attached D.I. of Schools, Keonjhar
54.	Sri Nirmal Ch. Pradhan	S.I.S attached D.I. of Schools, Champua
55.	Sri Narahari Mishra	Jr. Co-ordinator NFE Project, Jhumpura
56.	Sri Natabar Choudhury	Retd. Headmaster of ST School, Keonjhar
57.	Sri Ratnakar Barik	S.I. of Schools, Ghasipura Block
58.	Sri K.B. Mohanty	B.D.O, Harichandanpur Block
59.	Sri R.K. Pattnaik	Tahasildar Ghatagaon Block
60.	Sri Alekh Chandra Sethy	S.I. of Schools, Telkoi Block
61.	Sri Kailash Ch. Jena	Jr. Co-ord. NFE Project Anandapur Block
62.	Sri Haladhar Mahanta	Principal, Keonjhar Stenography College
63.	Sri Gobardhan Mahanta	S.I. of Schools, Patna Block
64.	Sri Bharat Ch. Dash	S.I. of Schools, Patna Block
65.	Miss Sehati Singh	Secretary IDA, Bonajodi
66.	Sri Benudhar Nayak	D.I. of Schools, Anandapur Block
67.	Sri Santi Ranjan Ray	I/CH.M. B.N.High School, Anandapur
68.	Sri Purṇa Ch. Deo	S.I. of Schools, Ghasipura Block
69.	Sri Nabakishore Jena	S.I. of Schools, Hatadihi Block
70.	Sri Harekrishna Mallick	S.I.S, Ghasipura Block
71.	Sri Ajay Kumar Pattanayak	S.I. of Schools, Hatadihi Block
72.	Sri Somanath Pradhan	Jr. Co-ordinator NFE, Banspal Project
73.	Sri Janardan Acharya	S.I.S attached D.I.S Anandapur Block
74.	Sri Anadi Charan Dash	S.I. of Schools, Anandapur Block
75.	Sri Biswanath Mishra	S.I. of Schools, Urban Area, (Joda& Barbil)
76.	Sri Raghunath Mishra	S.I. of Schools, Banspal Block
77.	Sri Nilamani Parida	S.I. of Schools, Banspal Block
78.	Sri Suresh Ch. Bal	S.I. of Schools, Banspal Block
79.	Sri Babaji Charan Sa	S.I. of Schools, Keonjhar Municipality
80.	Sri Ramachandra Jena	S.I. of Schools, Saharpada Block
81.	Sri Subarna Mahanta	S.I. of Schools, Saharpada Block
82.	Sri Indramani Mahanta	S.I. of Schools, Telkoi Block

83.	Sri Hrusikesh Mahanta	S.I. of Schools, Keonjhar Municipality
84.	Sri N.C. Jena	B.D.O, Champua Block
85.	Sri B.D. Sahu	S.I. of Schools, Pipilia Circle, Ghatagaon Block
86.	Sri Bansidhar Bej	S.I. of Schools, Champua Block
87.	Sri Rajkishore Rout	Jr. Co-ordinator NFE Project Keonjhar
88.	Sri Jadumani Behera	S.I. of Schools, Ghatagaon Block
89.	Sri Madhusudan Chakra	S.I. of Schools, Telkoi Block
90.	Smt. Bidyulata Sinha	Dy. Inspector of Schools, Anandapur
91.	Smt. Arati Das	Dy. Inspector of Schools, Keonjhar
92.	Sri Priyabrata Samal	Block Co-ordinator, EFA Project Keonjhar
93.	Sri Bharat Sahoo	Admn. Officer, Dhakotha Yubak Sangha
94.	Sri N.R. Das Pattanayak	Dist. Co-ordinator, EFA Project-Keonjhar
95.	Smt. Tulasi Munda	Secretary AVS, Serenda
96.	Sri Bhagabat Sahu	Incharge Headmaster ST School, Remuli
97.	Sri Bijay Kumar Pattanayak	S.I. of Schools, Keonjhar Block
98.	Sri Anam Charan Sahani	S.I. of Schools, Keonjhar Block
99.	Sri A.C. Sahu	Docu. Officer EFA Project-Keonjhar
100.	Sri Santosh Kumar Brahma	Director, TRIM SEED
101.	Sri Hemansu Sekhar Das	AAO. office of the Inspector of Schools, Keonjhar
102.	Sri Binod Behari Bej	D.D. College, Keonjhar
103.	Sri Padmanav Mishra	Jr. Co-ordinator NFE, Hatadihi Block
104.	Sri R.N. Hembram	C.S.O, Keonjhar
105.	Sri Girish Ch. Mohanty	PD. DRDA, Keonjhar
106.	Sri Sunaram Majhi	St. Asst. D.I.S, Champua Block
107.	Sri Manaranjan Pati	St. Asst. D.I.S, Anandapur Block
108.	Sri Bidyadhar Mahanta	St. Asst. Inspector of Schools, Keonjhar
109.	Sri Dhiren Kumar Bej	St. Asst. D.I.S, Keonjhar



## POINTS THAT EMERGED OUT OF GROUP DISCUSSIONS

GROUP - 1, Subject -: Problems of Primary School Teachers.

<u>Problem</u>	<u>Solutions</u>
a) Building <i>less schools</i> .	Building must be provided to the buildingless schools alongwith additional class-rooms as per requirement. The existing building should be <sup>repaired</sup> & maintained properly.
b) Residential quarters for teachers :	Atleast one set of residential <sup>quarters</sup> be <sup>constructed</sup> within the school premises in each school.
c) Inadequacy of teachers as per enrollment:	Adtl. teacher <sup>s</sup> be posted as per requirement. At least one for each class and in case of five-class primary schools three teachers be provided irrespective of student strength. At least one teacher be provided to the Centre level school to <sup>act</sup> as leave reserve teacher.
d) Non-Provision of adequate teaching materials :	Teaching & learning materials should be provided to each school for better teaching.
e) Non-availability of electricity :	All schools be provided with electricity for operating T.V. Set and Audio-Visual aids and for science experiments. The electricity charge be paid from contingency.
f) Furniture :	One table, one chair and one rack for each class room and one steel almirah, one wall clock and other equipment for the office must be provided.
g) Payment of salary :	Teacher <sup>s</sup> be paid their salary <sup>in time</sup> .
h) Training and Orientation :	Orientation training for the inservice teachers should be held at regular intervals.
i) Lack of reference <i>Materials.</i>	Newspapers, Children magazine, teachers Hand-book and other reference books etc. should be provided to each <i>school</i> .

- Centre schools in each G.P. should be <sup>used</sup> as Resource centres for the teachers of the G.P. Necessary furniture & equipments be provided to those schools.
- j) Poor performance of nodal (Centre) Schools :
- k) Lack of funds for teaching materials and maintenance of the school :
- Contingency must be provided to each school for teaching materials & maintenance of the school.
- l) Lack of proper guidance and supervision :
- One post of supervisor should be attached to S.I. of schools to assist him in the field of supervision. The post of BEO should be created with D.D.O. power to dispose of all financial & service matters of teachers. Each S.I. of Schools should be provided with conveyance facilities.
- m) Lack of post-school care of children :
- A guide be engaged <sup>in</sup> consolidated pay, in the backward pockets where people are illiterate & <sup>not</sup> interested <sup>in</sup> education.
- n) Non-Academic engagement of primary school teachers :
- Teachers should not be engaged otherwise & they should be solely engaged in educational activities.
- o) Lack of proper incentive for teachers :
- Selection grade scale of pay and incentive allowance for primary <sup>teachers</sup> should be allowed. <sup>given</sup>.

Group - II, Subject : Problems of SC/ST/Girls students

<u>Problem</u>	<u>Solution</u>
a) Lack of awareness :	Awareness camps in the inaccessible areas should be arranged.
b) Poverty :	<ul style="list-style-type: none"><li>i) Reading, writing materials with uniforms should be provided to the poor students.</li><li>ii) Monthly payment of attendance scholarship @ Rs.30/- P.M. to each student attending at least 75% days.</li><li>iii) Residential primary schools should be opened by Education Department in identified areas.</li></ul>
c) Health & Sanitation :	Orientation training on health education to teachers should be given. Regular health check up, free medicine & Vitamin capsules and safe drinking water should be provided to the students.
d) Miscellaneous :	<ul style="list-style-type: none"><li>i) If wife and husband both are teachers they should be posted in a residential school.</li><li>ii) In every school staff quarters should be constructed.</li><li>iii) Chhatrasalis should be opened in identified areas with local teachers having a minimum qualification at monthly remuneration of Rs.500/-p.m.</li><li>iv) In each Block one Sports hostel should be opened with a capacity of 100 boarders.</li><li>v) Tribal language training should be given to teachers working in tribal areas.</li></ul>

Group - III, Sub - : How can we improve the quality of Primary Education. ?

<u>Problem</u>	<u>Solution</u>
a) Non-provision of adequate no. of teachers :	<ul style="list-style-type: none"><li>i) Required no. of qualified teachers should be posted in teacher pupil ratio 1.30 and at least one teacher for each class and one Headmaster in each school.</li><li>ii) <del>50%</del> 50% lady teachers should be appointed.</li><li>iii) At least one lady teacher and one science teacher should be posted in each school.</li><li>iv) Initially each teacher should serve atleast for 5 years in sub-plan area.</li><li>v) Incentive allowance should be given to the teacher knowing Adivasi language and taking interest for the improvement of educational status Adivasi areas .</li><li>vi) The teachers should not stay outside the headquarters where the school is located.</li><li>vii) Regular orientation training should be provided to all teachers.</li></ul>
b) Remodification of prevailing system of Education :	<ul style="list-style-type: none"><li>i) M.I.L based curriculum should be provided to school children.</li><li>ii) Free text book should be provided to each student in the month of June positively.</li><li>iii) Teaching materials related to curriculum should be provided to each school.</li><li>iv) Efficient primary school teachers should be the members of the Syllabus Committee, Library Books, Sports Materials and Science equipment should be supplied to each school.</li></ul>
c) Examination :	<ul style="list-style-type: none"><li>i) Monthly examination &amp; unit test should be conducted.</li><li>ii) At the end of the session Dist. Board Examination should be conducted for the students of Class-III, V &amp; evaluation should be made centrally.</li><li>iii) Progress report should be given to each student and the answer papers after evaluation should be shown to the guardians.</li><li>iv) Subject teachers may be awarded or punished on the basis of result.</li></ul>
d) Environment :	<ul style="list-style-type: none"><li>i) At least one pucca building &amp; boundary wall should be constructed for each school.</li><li>ii) Drinking water, toilet facility and electricity should be provided to each school.</li><li>iii) First-Aid-Box to each school should be provided &amp; health card to each student should be issued.</li></ul>
e) Supervision :	District flying sward should be formed.

Group-IV, Subject : How can we involve villagers in the school programmes ?

<u>Problem</u>	<u>Solution</u>
a) Parent - Teacher Association :	In each school Parent - Teacher Association should be formed.
b) Emphasis on VEC :	V.E.C. should be activated in each village.
c) Cultural activities in the School :	Different cultural activities should be organised involving the villagers
d) Extra curricular & Co-curricular activities.:	Villagers should be involved in Extra-curricular & Co-curricular activities in the school.
e) Consciousness among villagers:	Rallies should be organised by the students & teachers to create public consciousness & at regular intervals the teachers should visit door to door in the village.
f) Environmental atmosphere :	Plantation, Village cleaning etc. may be done by the teachers & students at regular intervals.
g) Govt.programme through audio-visual aids :	Govt. should take steps to display audio-visuals in each village.
h) PLC library & village library etc.:	PLC library, village library & Bhagabat Ghar may be activated in each village.
i) Introduction of cumulative records :	Cumulative records may be maintained for each student.
j) Small savings activities :	Small savings activities among the students may be encouraged.
k) Financial position of guradians :	To improve financial position of the guardians programmes like DW CRA Scheme may be introduced.

**Proceedings of the Seminar on District Primary Education Programme held on 7/2/97 in Bapuji Adarsha U.P. (M.E.) School, Dhobadiha, Keonjhar.**

A Seminar on District Primary Education Programme (DPEP), Keonjhar was held at 10 A.M. on 7/2/97 in Bapuji Adarsha U.P. (M.E.) School, Dhobadiha, Keonjhar. Mr. Rajkishore Swain, D.I. of Schools, Keonjhar-Cum-Project Co-ordinator, DPEP, Keonjhar co-ordinated the Seminar and Mr. Prasanna Kumar Panigrahi, Principal, DIET, Keonjhar presided over it. All the Sub-Inspector of Schools of Keonjhar Circle, Keonjhar took part in it. The D.I. of Schools, Champua and Anandapur, Deputy Inspector of Schools, Keonjhar also participated in it. Mr. N.R. Das Pattanaik, Project Co-ordinator of EFA Project, Keonjhar was invited to participate in the meeting.

Initiating the discussion Mr. R.K. Swain, D.I. of Schools, Keonjhar highlighted the aims, objectives and need of the Seminar in his introductory speech. It may be noted here that a District Level Workshop was held on 12/12/96 in Durbar Hall of the Collectorate, Keonjhar under the Chairmanship of the Collector and District Magistrate in which the District, Sub-Division and Block Level Officers participated and discussed the problems and issues the prevailing system of Primary Education in the District to chalk out an effective plan for the district, Keonjhar to achieve the goal of Universalisation of Primary Education in the district by 2000 A.D.. Having such an aim Keonjhar District has been included into DPEP Programme and Mr. Swain being the district headquarters D.I. of Schools shoulders the responsibilities of Project Co-ordinator of the programme from that day and extending his services for the successful implementation of the programme and frame of the DPEP Plan of the district from the grass root level. Being involved keenly with this project he highlighted his experiences before the participants and at times he answered to the questions and doubts of the participants in procuring the real data and information from various sources. He also gave stress on collecting real information and factual data for a notable planning for the district. During the course his discussions he also gave an information to all the S.I. of Schools of the district who are being treated as the Key -Persons of the project that the preappraisal plan of the project has already been submitted to the GOI. He also stated that two other steps are ahead of us like appraisal and final appraisal of the plan of the project which we can set forth by dint of our honest, sincere and timely endeavours.

After the introductory speech of the Project Co-ordinator, Sri D. D. Panigrahi and Sri B. Sahu S.I. of Schools, Harichandanpur and Pipilia respectively narrated their experiences one after another as they have been working in the Project for framing the plan from the very outset with the D.I. of Schools, Keonjhar-cum-Project Co-ordinator. In their speech they explained that some more information is badly necessary on different items for the appraisal plan although the pre-appraisal plan has already been framed on the basis of data furnished by different S.I. of Schools of the district.

Sri Panigrahi requested S.I. of Schools to furnish data and information for implementation of Multigrade Teaching in Tribal Blocks and specially for educating the Juang female children through initiation of special programme in the Project. For successful implementation and to achieve target of such he expressed that school timing may be fixed according to the need of circumstances. He also narrated to collect seasonal migration data from the rural areas leaving their villages and even district for some time during different seasons to earn their livelihood. This data would be obtained through micro-planning.

Sri B. Sahu narrated that the different aspects of the programme such as District Profile, Education Profile, CRC, BRC, DPC etc. . He also gave a hint on role DIET for successful orientation training programmes for the teachers from time to time.

Then Mr. N.R. Das Pattanaik , Project Co-ordinator, EFA Cell, Keonjhar in his speech described that DPEP may be an opportunity for people of Keonjhar but in other hand it will be a challenge for all of us particularly for the officers who work in the field of education. He, being involved with this programme rendered his valuable service and participation for preparation of pre-appraisal plan. He also explained the following :

- (i) Circle wise area specific plan must be chalked out by the S.I. of Schools of the function circle
- (ii) Systematic data base must be with us.
- (iii) DPEP is an additionality to our present work.
- (iv) Local based planning need to be reflected in the DAP.
- (v) Keen involvement of teachers/S.I. of Schools/Co-ordinators including NGOs in the planning of the programme and planning ought to be reflected and done with full justifications.
- (vi) Development of managerial capacity within us.
- (vii) Lastly he also stressed on monitoring/assessment/evaluation which need to be done at regular intervals in order to expedite the programmed work.

Sri D.K.Bcj, Statistical assistant of the office of the D.I. of Schools, Keonjhar in his speech and discussion requested all the S.I. of Schools and told that data/information/ figures furnished by them must be correct and accurate as as planning is going to be only on that base.

Sri B.Mahanta, Sattistical Assistant, office of the Inspector of Schools, Keonjhar highlited and explained what is GER and NER.

In course of discussion and answaring to the questions of the participant the D.I. of Schools summed up all the things and expected 30 co-operation and sincer of involvement of other two D.I. of Schools, all Deputy Inspector of Schools and all S.I.s of Schools of the district to furnish data on different items or sucessful planning and implementation of the programme. Above all beautiful and heart touching slowgans be created/ framed on DPEP Programme to develop awareness in general public.

Mr.P.K. Panigrahi, Pricipal DIET,Keonjhar in his presidential speech sought hearty co-operation of all the participantpresent in the workshop for a greater achievment of our goal in Primary Education Programme in Districtand committed to extened his all hearty co-operation in preparing and counselling from DIET on preparation of the project plan.

With a vote thanks the workshop was concluded.

Sd/ R.K.Swain,  
D.I.S., Keonjhar  
(Project Co-ordinator)

Sd/ B.Nayak,  
D.I.S, Anandapur  
(Asst. P.C.O.)

Sd/ C.Panigrahi,  
D.I.S, Champua  
(Asst. P.C.O. )

Sd/ P.K.Panigrahi,  
Principal, DIET  
(President)



## Access and Enrolment Related Issues.

Though the district has 1842 Primary Schools providing access to school-age Children, the N.E.R, Low representation of children from disadvantaged social groups, children with special educational needs, existence of unserved habitations the phenomenon of drop out indicate that the existing Primary Education System has not reached all the Children of the relevant age groups. This has eluded the attempts towards achieving the goal of UEE.

- This could be attributed to the following problems.
- Dire poverty of parents, is demotivating them. That is why they don't send their children to schools.
- Low parental demand for primary education for children is largely due to low level of literacy.
- The S.T. communities appear to have failed to take advantage of schooling facilities in the neighbourhood on account of their seclusion and segregation from the main stream.
- Existence of disproportionately large member of habitations without provision of access such as primary schools and non formal centres, particularly in tribal pockets.
- Non-availability of primary schools/Non formal centres in the proximity of habitations, and natural barrier like hill streams, mountains, forests, rivers prevent children from taking advantage of the access facilities.
- Very small and scattered habitations with population of less than a hundred and between hundred and two hundred, unserved with schooling facilities, seem to be not economically and educationally viable to have primary schools.
- Existence of quite a few building less schools and schools with deplorably dilapidated buildings act. as deterrent to enrollment.

- Parents in the mining belts of Champua sub-division work in the mines leaving behind school age children at home to take care of the siblings.
- Extensive practice of child labour engaged in collection of forest produce and agriculture robs children of opportunities of schooling.
- TLC programme has not been very successful in generating awareness inducing parents to send their children to schools. This is a stark reality in tribal areas particularly among Juangs and Bhuyans.
- VECs though formed, have not become activated and sincerely functional resulting in the non-participation and non-involvement of community members in planning & development of primary education at the grass root level.
- The dearth of female teachers in primary schools of the district adversely affects enrollment as parents are reluctant to send their children particularly girls to schools.
- Though pre-school arrangements are existant in all the 13 blocks under ICDS, these have not succeeded in creating school readiness among children of relevant age group.

#### **Rentation Related Issues :**

Incidence of dropout indicates low internal efficiency of the primary education system in the district. Far more disturbing is the high dropout rates among children from marginalised groups such as SCs, STs and girls. The major inhibiting factors are.

- Primary schools in the district lack in basic infrastructure facilities such as buildings, provision of drinking water, toilets, instructional aids, play materials, etc. This has resulted in their low holding power, pushing out children from the schools.
- School processes, including teaching-learning and co-curricular activities are not child and child activity centered. Teaching is mostly monotonous, dry and dull having little attraction for children.

— Low level of learner achievement and high incidence of detention, force children to prematurely withdraw from the school system.

— Teacher absenteeism is a regular phenomenon in schools of Banspal and Telkoi. This leads to loss of parental interest and trust in functioning of primary schools and irregular attendance of children. The reasons are given below :

- \* Non-availability of residential accommodation in school campus or in the neighbourhood compels teachers to remain absent from schools.
- \* Tribal children face a lot of difficulties in comprehending and mastering certain content and competencies primarily because of regional language (Oriya), not their language is the sole medium of instruction. Moreover teachers teaching such children donot know the local language which further accentrates their learning difficulties. The situation alienates them from school and school environment.
- \* Supervision of schools by District Inspectors of schools and sub-Inspectors of schools is infrequent and perfunctory neither do heads of schools supervise the classes of their colleagues nor suggest innovations. This leads to teacher absenteeism, poor and uninteresting teaching and poor performance.
- \* School timing in the tribal area is not suitable either for the students or for their guardians. The students remain absent form school for days together during harvesting of paddy, oil seeds and maize and harvesting of forest produce like sal seed etc.
- \* A number of posts of teachers in the tribal belt are lying vacant due to economic and ecological grounds causing low rate of retention among the students.

## Quality Related Issues

The focus on universalisation of Elementary Education has perceptively shifted from equity in access and retention to equity in learner achievement. The Quantum and quality of learning is dependant on a number of input and process variables studies have shown that the level of learner achievement is almost stagnant or deteriorating.

Some of the factors responsible for low quality of primary education in the district are :

- Most of the teachers are under qualified i.e., they have inadequate general education back ground to teach the contents included in the primary school curriculum. In other words, they have poor content base.
- The pre-service training course offered through Secondary Training school and D.I.E.T. is not effective in equipping teachers with required competency and skills. The problem is related to upgradation of the skills of master trainers.
- Teachers teaching in primary schools do not have any exposure to training to effectively deal with the problem of children with disabilities. Therefore, such children with special educational needs get marginalised in the teaching learning process, resulting in low learner achievement.
- Acute dearth of teaching learning equipment and aids and absence of provision for such materials tend to make teaching learning process ineffective and uninteresting.
- Teachers have not been oriented in the concept, approach and mechanics of M.L.L. strategies.
- Absence of a mechanism for systematic continuous and comprehensive evaluation in Primary schools compounds the problem of low achievement.
- Absence of home support system for children from socio-culturally disadvantaged communities and non-provision of remedial teaching in schools lead to poor achievement.
- Inadequate no. of working days and daily instructional hours and their sub-optimal utilisation are responsible for load of incomprehension and low level of achievement.
- Absence of a systematic and reliable information system of learner achievement and their progress tends to influence the quality of primary schooling.
- Management inputs in terms of supervision, monitoring and capacity building seem to be missing in the primary schools.

- Absence of action research studies to help solve immediate process and management related problems.

### PROBLEMS RELATING QUALITY AND ACHIEVEMENT :

The problem of quantity, equity and quality of primary education in Keonjhar district are evident from the following quantitative indicators :

Sl. No.	Area	Numbers.
1	Habitations unserved with schooling facilities either formal or non-formal.	448
2	One-room primary schools	105
3	Two-room primary schools	638
4	Three-room primary schools	650
5	Four-room and more primary schools	449
6	Primary schools with drinking water facilities	358
7	Primary schools without toilets both for boys and girls separately.	1827
8	Primary schools without boundary wall	1619
9	Primary school teacher posts lying vacant	579
10	Number of single teacher primary schools (as per sanctioned post)	25
11	Number of double teacher primary schools	794
12	Number of tripple teacher primary schools	550
13	Number of untrained primary school teachers	439
14	Primary schools without residential quarters for teachers	1629
15	Number of primary schools without adequate library books.	1665
16	Number of schools without having library facilities	177
17	Number of primary school without teaching - learning materials.	1842
18	Number of primary schools need immediate repair.	354
19	Number of primary schools where V.E.Cs are not functioning actively.	423

Source : Office of the D.I. of Schools, Keonjhar, Anandpur & Champua.

## CHAPTER-IV MAIN OBJECTIVES

The principal objectives of DPEP for achieving universalisation of Primary Education by the year 2000 AD. are :-

1. To ensure 95 percent enrollment of children in the age group of 6 - 11 years, through awareness campaign and other activities presented in the main strategies.
2. Universal retention at primary and upper Primary stages.
3. A substantial improvement in quality of education to enable all children to achieve minimum levels of learning.
4. Access to all the girl children of 6-14 age group.
5. Access to disadvantaged groups like SC/ST and disabled children.
6. Access to out of School children through NFE & alternative schooling.
7. Improving school effectiveness.
8. Access to the people in UEE through community participation, achievement and school effectiveness, ensuring people's involvement and school effectiveness, ensuring peoples involvement, peoples empowerment and awareness in the process. Mass mobilisation for UEE.
9. Raising teachers competencies through training workshop, seminars and motivation, stress on MLL, joyful learning strategies competency based multigrade teaching, learning achievement and such other inputs.

The programme with stress the need for improved teaching learning materials both from inventory processes and local specific resources.

10. THE STRATEGY OF " GEM" PROGRAMME :- This precisely connotes Girls' Empowerment Mission. Under this, DPEP sub-plan efforts would be made to provide special inovative coaching to girl students on creative needs of both domestic and school learning activities. This will have convergence with creative tool making of the male child.

Preparation of bilingual primer for the disadvantaged groups having their ethnic languages will be undertaken special programme for tribal children, Tribal parents and teachers working in tribal areas especially in Tribal blocks.

Stress will be laid on women awareness and empowerment, involvement of Mahila Samiti, participation of Women in VEC, and MTA.

Streamlining of planning and management, installation of EMIS at Dist. & Block levels and school levels. Developing school statistics and data base for monitoring and evaluation of the programme implementation. Forging linkages between elementary education, RD & Welfare departments.

**SPECIFIC TARGET :-**

1. To improve infrastructure - New school buildings repair of building, residential teachers quarters, toilets for girls health rooms.
2. Forging link between community and teachers.
3. Awareness of social and cultural environment.
4. Bridging the gap between, tribal non-tribal disparities.
5. To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five percent.
6. To reduce overall primary dropout rates for all students from 43.5 percent to less than 10 percent.
7. To raise average achievement levels atleast by 25 percent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement level in other completencies by all primary school children.
8. To provide access to all children of 6-11 age groups in formal education, or its equivalent non-formal education.

## CHAPTER-V

### PROJECT ACTIVITIES AND STRATEGIES

The successful implementation of the DPEP activities depends upon the strategies chalked out for that. In order to combat the problems and issues, we are to fix the priorities of each intervention. The strategies adopted for this will be as under :

#### A IMPROVING ACCESS :

**1. OPENING OF NEW PRIMARY SCHOOLS:** Substantial progress in the field of education has been witnessed in expanding access to remote and unserved areas of the district during this decade. However, there are still 1097 habitations without any provision of formal educational opportunities for its inhabitants inside the village. Though a number of Non-formal Education Centers run by Government and NGO's 448 habitations are deprived of any kind of educational facilities either formal or Non-formal sector. In DPEP provision is made to provide one school in each of these habitations. Hence, 195 new primary schools will be opened during 1998-99. In spite of pressing need for provision of full scale primary school in 210 concern habitation with population range of 300 and above, the proposal for 195 primary schools has been included in the prospective plan due to the ciling of 24 percent on civil works. Out of the total requirement of construction one-room class room in 270 primary schools construction of 105 room class room is proposed to be mate from DPEP funds and funds for remaining 165 one room class rooms will be mobilised from other sources like DRDA through JRY, LIRY, EAS and OBB Schemes. Remaining 238 villages will be served by alternative schools, out of which 19 habitations having a population below 100 and 101 between 100-200. These 238 schools will be opened from 1997-98. (A special chapter on alternative schooling is attached).

**2. CONSTRUCTION OF SCHOOL BUILDING :** In Keonjhar 105 Schools are single room schools and 638 schools possess two-room buildings, accommodating all five grades of primary schooling resulting in over-crowded class rooms with 2 or 3 classes being taught simultaneously in one room. Besides, buildings of 354 schools are in dilapidated condition which requires major repairing. It proposed to repair 177 schools during the plan period from DPEP fund and the remaining 177 delapidated school buildings will be repaired from other sources like DRDA.

**3. APPOINTMENT OF TEACHERS :** To carry on the teaching in newly opened 195 schools 390 new teachers will be appointed. Due orientation and training will be provided to the teachers. Out of these posts 195 will be filled in during 2nd year i.e., in 1998-99. For alternative schools 238 committed and dedicated youths will be identified and assigned to take care of the villages. They will teach the school-going age children, organise the village community, impart the best possible use of available local resources and restore the cultural ethos of the community.



**4. MICRO-PLANNING & SCHOOL MAPPING :** To gain a clear and specific knowledge and to serve in a planned way the micro planning will be conducted throughout the district. A hand book will be developed with baseline data to help and guide in planning, implementation and evaluation of project activities. The planning will emphasize on school mapping including a social and resource mapping of the community.

**5. INCREASING AWARENESS :**

**a. Strengthening V.E.C :** To make the VEC a single most effective managerial unit for school supervision and management at village level, steps should be taken. Consequently, the Government of Orissa vide its Resolution No. 2570/ EYS dated 19.1.1991, issued a circular entrusting on VEC a number of responsibilities and authority. Through Education For All Project, these VECs have received orientation on effective management and their level of participation in school management. Now, in DPEP this climate will be maintained in a systematic manner to make use of these committees in fulfilling the project objectives. A set of VEC guidelines and their role in DPEP will be printed and circulated in addition to their orientation.

**b. Awareness campaign for villages :** To spread the message of DPEP and participation of general public in different activities of the project, a number of sensitising programmes will be taken up. Time to time different information and messages will be printed and circulated. Posters, banners, hand bills will be circulated during total enrollment drive, environment development drives, different festivals and important occasions. The parents as well as the public will be invited to the school during such occasions. A quarterly newsletter will be printed for wide circulation. Pictures and figures of importance will be painted in school walls to attract the children.

**c. Involvement of NGO's :** Since there is a sizable growth of NGO activities in Keonjhar district and their co-ordinated effort achieved result in EFA Project, a base is created for their common understanding to implement the project activities. They will be given responsibilities, to organise Padayatras, Palas, Daskathias and Street Plays. Other than these, they will organise VEC meetings and village meetings.

**d. Organisation of children festivals :** To develop an aesthetic test among children and to develop creativity at C.R.C. level sishumela will be organised. Components like science fair, cultural fair, games and sports, songs and stories, actions and competitions of various kinds will be covered during this functions.

**e. Tribal Interface :** Considering the backwardness and shyness of the tribal their growth and proximity to modern world are not felt much. To overcome this problem and bring a greater co-ordination block level tribal fairs will be organised. They will be given ample opportunities to share their views and ideas in meetings. More emphasis will be given to develop the tribal leadership particularly among Juangas.

**f. Participating of Women :** Women considered as the neglected sector of society and do not get opportunities in comparison to men. They are not coming out of their cells. Provision will be made to increase their membership in VEC from 1 to 3. They will be invited to share their views and ideas regarding their problem and issues. They will be given responsibility to send the children to the school in time and to make a follow up of their studies. The ideas of compulsory female education will only be possible when they became conscious.

**g. Media Coverage :** The message of DPEP will be spread over the district with effective media coverage in Doordarsan, AIR and News Papers. Different case studies and pilot projects will be reflected in newsletter and other media to get peoples reactions and recommendations. Public opinion will be given much more importance in media coverage

**6. DRINKING WATER & SANITATION FACILITIES :** To provide safe drinking water to the school children in the needy areas it is proposed to sink 120 bore wells in the school campuses over the district. These will be covered in the first three years of the project in a phased manner of 40 each. This will also helpful in growing plantation inside the school campus. Besides it will be useful in Mid-day Meal programmes.

Similarly, 700 toilets will be constructed during the first three years of the plan period in a phased manner of 200 (first year), 250 (second year) and 250 (third year) providing facilities for boys and girls separately to the required schools.

**7. PROTECTION WALL FOR RISK PRONE SCHOOLS :** At least 10 schools will be identified as risk prone and provided with boundary wall. It evident that wild animals come and attack students as well as teachers even in school hours. Besides many roadside schools need protection wall for safety of children. In addition to that it may be noted that schools having compound wall can raise seedlings and grow plantation and gardens to give a green look which will attract the children.

## **B. ENSURING RETENTION :**

A large number of children enrolled in formal school and non-formal education centres in the district dropout without completing the primary stage of education on account of socio-economic and other reasons. While the total drop out rate is 56.5 % in the district SC and ST communities account for dropout at 64% and 72% respectively. The case of girls it is heartening. With a concentrated effort of all concerned the net enrollment ratio is increased to 87.57 % during 1996-97 from 73.5% of 1994-95. Similarly the regularity of students has also increased from 62% to 77% by the end of 1996. But this is far short of required number. To ensure 100% enrollment and at

least 95% retention following measures may be considered :

### **1. Activating Village Education Committees :**

After intervention of TLC & EFA Project the VECs have been geared up to take care of primary education. But these need to be systematically organised and developed to act as real harbingers of change. Their authority and power need to be recognised and honoured. Alternative arrangement should be made to train and orient them in a desired structure so that they can be activated to take care of their educational institutions.

### **2. Improving facilities in the School :**

While the existing system of education fails to provide Primary Education facility to all the children, the dilapidated condition of existing rural schools combined with absence of basic drinking water and sanitation facilities for both boys and girls and unattractive classrooms have affected adversely the retention rate in schools. Out of 1842 existing schools in the district 270 are single room schools and 638 are having two class rooms to teach all 5 grades. The maintenance of building in general is very poor.

Hence the Project needs to support in construction of 195 new buildings having two rooms and 105 additional single rooms to provide the basic requirement of teaching place. It is planned to construct 700 toilets, one in each 700 selected schools during the Project period. Similarly steps will be taken to sink 120 bore wells to provide safe drinking water to school children inside the school campus. This is essential after the introduction of mid-day meal programme.

### **3. Teachers' Residence:**

Lack of residential facility has affected the teaching process a lot, particularly in tribal pockets. The indigenous styles of living of the tribal population and lack of proper housing in tribal areas along with weak communication and road facilities have compelled teachers to stay at far off places and for this teachers absenteeism has been a common factor. Similarly teachers from coastal areas are not able to adjust in highland climate and hence they are not able to deliver the service by commuting a long distance daily.

Considering this acute problem a Proposal is made to provide a barrack to teachers at CRC level having a provision to accommodate 10 teachers at a time. This will be constructed in 10 extensive tribal pockets located during survey.

### 3. Programme for Specific Disadvantaged Groups

#### a) Focus on the girl child :

To eliminate gender discrimination in schools and for improving learning competency of girls, special attention will be paid in the project. While state will initiate a review of all text books from a gender perspective with support from SCERT sensitization programmes will be taken up in the field. Direct intervention programme in the field will be taken up in Keonjhar by engaging school -mother to motivate girl students for schooling.

Reading and writing materials will be supplied to all girl students along with teaching learning materials. This is estimated at the rate mentioned below :

YEAR	NUMBER
1997-1998	1,05,367
1998-1999	1,07,905
1999-2000	1,09,279
2000-2001	1,11,290
2001-2002	1,13,338

#### b) SC & ST Students :

Considered as vulnerable groups SC and ST population accounts for 11.49% and 44.51% of the district population. This has prompted the Government to declare 10 of 13 Blocks of the district as Tribal Sub-plan Blocks. The educational needs of this deprived children need special attention in DPEP. Interventions designed to improve child participation and achievement levels include documentation of tribal literature, leaflets in tribal dialects (Juanga and Santal), upgradation of available developments of tribal languages and supply of educational materials to SC and ST students. These interventions are expected not only to increase their participation but also develop their self-esteem.

The projected number of such students will be as follows :

	SC			ST		
	Boys	Girls	Total	Boys	Girls	Total
1997-1998	12,411	12,133	24,544	47,599	47,484	95,083
1998-1999	12,639	12,357	24,996	48,475	48,385	96,833
1999-2000	12,872	12,584	25,456	49,367	49,248	98,615
2000-2001	13,109	12,815	25,924	50,275	50,155	100,430
2001-2002	13,350	13,051	26,401	51,200	51,078	102,278

**c) Introduction of School-Mother system:**

Keeping in view of the Focus Group Discussions held in the interior blocks predominantly inhabited by tribals and inferences derived there on it is ascertained that girl children in the remote areas have no access to primary schools in their proximity and the retention is very low due to want of motivation, escort service and lady teacher. In order to overcome this problem the district suggests to introduce School-Mother system in five of the thirteen blocks as mentioned below through D.P.E.P intervention. As such, 225 educated tribal women of the locality shall be engaged as School-Mother in the selected schools where the attendance is very low. On remuneration basis, each School-Mother shall be paid at the rate of rupees 200/- p.m.. They will bring students to schools, look to their sanitation, Mid-day meal and escort them to their houses after school hour.

Sl. No.	Name of the Block	Total No. of Schools	No. of Schools to be provided with School-Mother
1.	Bansapal	123	85
2.	Telkoi	135	42
3.	Harichandanapur	135	45
4.	Joda	108	30
5.	Ghatagaon	117	23
<b>TOTAL</b>		<b>618</b>	<b>225</b>

**d) Disabled Children :**

The trend towards inclusive Schooling has been widely acknowledged as the most viable and psychologically sound intervention for meeting the educational requirements of children with special needs. The Exclusive Schooling model envisages that children with mild disabilities would be taught in normal School alongwith normal children by the regular teachers. However, the existing pry-School teachers donot have any specialised training to deal with children with special educational needs. Therefore, they need training in skills like early identification of disabilities, styles and techeniques of teaching and dealing with their special educational problems.

Data with regard to exact number of children with different kinds of disabilities of the school-going age-group are not available from secondary sources. Therefore, it is not possible at this point to have an assesment of the magnitude of the problem. However, it is proposed to have an exact counting of children with special needs through a comprehensive micro-planning exercise. Keonjhar district has a few IED units attached to primary schools under the centrally sponsored Integrated Education of the Disabled Children (IEDC).

It has proposed to orient primary school teachers in the basis of teaching Children with disabilities in normal school setting.

## **6. Village Education Fund :**

In every village a Village Education Fund will be set up with an annual contribution of Rs.2,000/- per school by the project. The villagers will also be motivated to contribute to the fund to improve teaching process of the school. The fund will be managed <sup>by the</sup> Head Teacher for the purpose of consumable supplies and materials. VEC would decide the requirements and would keep records of all purchases made through these grants.

## **7. Development of Low-cost Teaching Aids :**

The project will give thorough attention to develop low-cost teaching aids to make the learning joyful. Each teacher will be provided with Rs.500/- per year to develop such teaching aids. They will be guided and supported by the VEC and educational supervisors.

## **8. Development of Learning Corners :**

Reading corners will be developed in each school by providing books and bookshelves. These will be used by the teachers and students both inside the school and lending the books to children. Interesting and attractive books of various kinds will be collected and circulated among the students. Magazines for children will also be subscribed to develop reading habit of the children. One period in each week will be devoted for a common session in schools where teachers or the senior students will read important chapters which will give a good model presentation.

## **9. Health Card and Cumulative Record Card :**

These will be maintained to keep track of required development in spheres of health care and learning achievement.

## **(C) QUALITY IMPROVEMENT & CAPACITY BUILDING**

### **1. Strengthening Resource Centres**

To provide quality service to the project the DIET will be strengthened. As the project gives thrust to empower all concerned 13 BRCs will be developed at block level and 200 CRCs at Centre School Level. These will be provided with basic facilities alongwith personnel. The District Project Office will be set-up in a rented building and strengthened with sound secretarial services.

Resource Persons as per provision will be hired for the project. Hence a 20-member District Resource Group will be formed at District level and 10-member Resource Groups at Block level. They will be oriented and tuned to the Project activities who will ultimately impart training and consultancy services.

## **2. Training and Orientation**

As the project activities need to revolve around effective training and orientation, stress would be given to impart such training to different client groups. In the process different trainings will be conducted. A detail table is attached.

## **3. MIS**

Management Information System of the project need to be systematic and well-planned. This will be in three phases.

(i) **Reporting:** Monthly progress reports would be submitted by the teachers/schools to BRC and CRC. This will be submitted to DPO after scrutiny and feedback. The CRC Heads and BRC Heads will also have to prepare monthly progress reports and submit to next higher authority which will ultimately come to DPO.

(ii) **Visits:** Whenever any field visit is made that would be reported to the next higher authority. A written visit note will be submitted in a prescribed format. Similarly the visitor would leave a note at the visiting end after the visit is over.

### **(iii) Meetings and Training Reports:**

The outcome of the training and meetings at various levels need to be recorded and sent to DPO for documentation.

Besides, required information need to be sent as and when required.

The district MIS Cell will be set up at DPO with advance facilities to record each and every happening systematically. This will help in dissemination of information. A strong and viable data base will develop at the District level.

## **(4) Mobility & Supervision**

The Project will provide ample opportunity for mobility and supervision of the activities. Three four wheelers will be supplied to three education districts and one to DIET. Adequate provision for fuel and maintenance will be provided. This will help in mobility of supervisory personnel who in turn will utilise more time for supervision in the field. Adequate TA/DA provision will also be provided for the purpose.

**(5) Furniture and Equipment**

Required furniture and equipment will be procured at various levels to provide required service to the client groups. This will also be supported by sufficient consumable items which will satisfy the needs of the project personnel.

**(6) Training Handouts**

Based on the training guidelines a training brochure will be developed and training handouts will be prepared accordingly. These will be distributed among the client groups in time to ensure their effective participation. The outcome will be circulated among them through a quarterly newsletter.

**(7) Seminars and workshops**

To disseminate the project achievements in various fields provision will be made to conduct a bi-monthly seminar at the district level. Reactions and new ideas will be collected from participants which will help to solve the problems and correct the operational disorder.

District and Block level workshops will be conducted at least once in six months to get the feedback of the participants in relevant field. Those will be incorporated in future planning.

**(8) Convergence**

The district is well ahead to undertake an integrated and holistic approach to achieve the goal set by World Declaration on EFA. The midday meal Programme provided by Government of Orissa has encouraged the participation of economically weaker section. Joyful learning initiated by UNICEF has also attracted the children in classrooms. EFA project implemented by Xavier Institute of Management, Bhubaneswar ensures participation of VEC in school management with NGO initiative. Hence there is a great scope for convergence in the district. A whole-hearted support of the District Collector in the project will make the programme successful. The present district set up is providing massive support to DPEP plan activities.

\*\*\*



## SUMMARY OF NEEDS, STRATEGIES AND RESOURCES

In summary from all the needs of components, the strategies to be adopted and sources of finance are given below

Sl. No.	Components	Strategies	RESOURCES		
			DPEP	Financial NON-DPEP	Non financial
1.	2.	3.	4.	5.	6.
1.	Community mobilization	VEC Sensitisation NGO and VEC will work for mobilizations of community.	Training prog. of VEC members	-	Supervision of PS NFECentres and AS by VEC members.
2.	Universalising Access	Const. of 210 New building and 270 Add. Class rooms.	195 Bldg. and 105 Addl. Class Room from DPEP Sources.	15 Building and 165 Addl. Class Room from other sources i.e. DRDA.	-
3.	Improving Quality and School effectiveness				
	i) Physical Environment Bldg.				
	a) Bldg. repairs	354 Bldg. will be repaired from DPEP PWD/VEC members	177 Bldg. repairs from DPEP	177 Bldg. repairs from other sources.	-
	b) Equipment	Equipment will be supplied by SPO and DUs.			
	ii) Academic resources				
	a) Teacher pupil ratio Teacher recruitment	Recruitment 390 new teacher will be done by DUs.	DPEP	-	-
	b) Teacher Empowerment (formal NFE, ECCE)	Academic training of teachers will be performed by B.R.C. in guidance of DIET	DPEP	-	-
		Training calender preparation and training Needs Assesment will be done by DIET.	DPEP	-	-

1.	2.	3.	4.	5.	6.
	CRC	CRC will be established and will be made functional from July'97	DPEP	-	-
4.	<b><u>EQUITY FOCUS</u></b>				
	i) Gender	With the help of Women member of VEC and Mahila Mandals the parents of the girls (not enrolled or dropout will be motivated for sending their girls regularly to schools.			The parent of girls will be motivated to avoid unenrolment and dropout by BEO; DIS.
	a) Women Empowerment				
	b) Girls enrolment & retention.				
	ii) Tribals	Due to isolated residence of tribes Alternative schools facilities will be provided in tribal areas.	DPEP	-	-
	iii) Escort Service	225 School mothers will be engaged in 5 tribal dominated blocks to give escort service to the girl children.	DPEP	-	-
	iv) Disabled Children	The minor disabled will be enrolled in local primary schools. They will be treated specially by teachers and major disabled will be suggested to join special schools meant for them.		-	Teachers specially trained have been appointed in I.E.D. unit of schools to look after the education of disabled. Teachers of primary schools will be trained to deal with children with mild disabilities
5.	<b><u>CIVIL WORKS.</u></b>				
	i) School building	In the first five years of the plan period 210 Schools bldg. will be constructed in the district.	195 School building will be constructed by DPEP funds in the first five years of the plan period.	15 School building are proposed to be constructed from the funds of JRY and DRDA and others.	-
	ii) Class Rooms	270 Class rooms will be constructed in the first five year of the plan period	105 Class rooms const. from DPEP.	165 class rooms const. from sources like DRDA and others.	-
	iii) Repairs	354 school buildings will be repaired in the five year of the plan period	177 school bldg. will be repaired by DPEP.	177 bldg. from other sources like JRY fund.	-
	iv) BRC & CRC	Const. of all 13 BRCs & 200 CRCs will be done at Block HQRs all above const. and repair works will be done by DRDA or VEC.	DPEP		

1.	2.	3.	4.	5.	6.
6.	<b>PROJECT MANAGEMENT</b>				
i)	Decentralized participative structure DU-BU-VEC	DU will be established at the district Hqrs. Keonjhar. The equipments and vehicles will be supplied by State unit.	DPEP	-	-
		BU will be established at 13 block H.Q. and their equipments will be supplied by district unit.	DPEP	-	-
		VEC are formed in 1842 Primary Schools.			
ii)	Orientation and training Official/Non-official personnel.	PS teachers and HM 5554, NFE instructors 681. NFE Supervisors 75. AS para teachers 238 and 11052 VEC members will be trained at BRC.	DPEP	-	-
		DIET will train up 44 BEOs, 3 DIS, COs and POs 200 master trainees. 18 members of DUs, 13 BRC coordinators, 50 NGOs and 200 cluster heads.	DPEP	-	-
iii)	Coordination mechanism - Inter Agency	The coordination among DU, BU, CRC and DIET will be strengthened.	-	-	-
	- Inter Department	Close contact will be made with the concerned Departments.	-	-	-
iv)	Supervision	Supervision of schools will be the main duty of VEC and DIS/BEOs to supervise and inspect schools at least once in a month.	-	-	-
v)	Monitoring and evaluation	The monitoring of Primary schools will be done by VEC, DIS, BEO and DIET. The evaluation will be done by DIS, BEO and DIET.	-	-	-
7.	<b>RESEARCH STUDIES AND INNOVATIONS</b>	Research Studies and innovation will be done by DIET. Evaluation will be done by DIS, BEO and DIET. The results will be circulated and shared among the teachers for promoting the teaching.	DPEP	DPO & DIET	-

1.	2.	3.	4.	5.	6.
(B)	<b><u>MOTIVATION</u></b>				
	Grievance redressal	The grievances of teachers will be removed by BEO & DIS.	-	-	Grivance will be redressed by departmental authorities.
	Incentive/Awards Honours/rewards	Teachers working with devotion will be praised and certificates will be awarded to them.	-	-	Certificates will be supplied by DU.
	Community's responded to teachers	With the help of VEC Members community and the teachers will be brought up nearer and a close contact will be established.	-	-	Monthly meeting of parents and teachers will be organised by VEC.
	Teachers' associations and their roles.	Associations of teachers will be utilised for motivations of teachers to work with devotion to	-	-	With help of teachers Associations.
(C)	<b><u>TEACHING-LEARNING PROCESS</u></b>				
	Monitoring levels of achievement	The Monitoring will be done by DIS and BEO monthly.	-	-	Monthly monitoring of achievement will be done by DIS at district level and BEOs at CRC levels.
	- Developing supplementary local teaching learning materials & aids.	The training for preparation of low cost and no cost teaching learning materials will be imperted at CRC, BRC & DIET level.	DPEP	School and Mass Edn. Deptt. with coloboration of UNICEF through Joyful-learning.	
	- Development of School Libraries and reference books.	Community will be mobilised with the help of VEC to provide funds for school libraries and reference books for teachers.	DPEP	S & M Edn. Deptt. under OB Scheme & Local community.	
(D)	<b><u>STRENGTHENING RESOURCE INSTITUTES</u></b>				
	DIET	Equipment, Vehiele and books will be provided from DPEP. Training needs and calander will be prepared by DIET.	DPEP	-	-
	BRC	BRC will conduct training programme of teachers of the block as suggested in training calander.	DPEP	-	-

## BLOCKWISE REQUIREMENTS OF PRIMARY SCHOOL AND OTHER FACILITIES/PROPOSAL INCLUDED (KEONJHAR)

Sl. No.	NAME OF BLOCK	New Primary Schools	Alter native Schools	Appointment of teachers for new Schools	Para Teachers for A/S	CONSTRUCTION OF		Schools Need Repair	Teachers' Hostel	Toilets	Bore well S.D.W.	Boundary wall Repair
						One room	Two room					
1.	ANANDAPUR	08 (07)	13 (13)	16 (14)	13 (13)	15 (05)	08 (07)	22 (12)	02 (01)	124 (50)	112 (10)	114 (02)
2.	BANSAPAL	25 (24)	30 (30)	50 (48)	30 (30)	20 (10)	25 (24)	19 (10)	17 (03)	121 (40)	108 (07)	118 (02)
3.	CHAMPUA	13 (12)	15 (15)	26 (24)	15 (15)	16 (06)	13 (12)	22 (10)	- -	126 (45)	103 (07)	106 (02)
4.	GHASIIPURA	15 (14)	08 (08)	30 (28)	08 (08)	14 (04)	15 (14)	57 (16)	- -	168 (50)	141 (10)	144 (03)
5.	GHATGAN	20 (19)	19 (19)	40 (38)	19 (19)	18 (08)	20 (19)	21 (12)	02 (01)	115 (40)	92 (07)	110 (03)
6.	HARICHANDANPUR	28 (25)	66 (66)	56 (50)	66 (66)	17 (07)	28 (25)	19 (13)	04 (01)	130 (50)	70 (07)	127 (02)
7.	HARADIII	15 (14)	06 (06)	30 (28)	06 (06)	19 (09)	15 (14)	35 (16)	01 (0)	185 (58)	160 (10)	178 (03)
8.	JHUMPURA	06 (05)	06 (06)	12 (10)	06 (06)	17 (07)	06 (05)	23 (12)	03 (-)	126 (40)	118 (10)	108 (03)
9.	JODA	17 (16)	13 (13)	34 (32)	13 (13)	15 (05)	17 (16)	21 (10)	11 (02)	107 (40)	99 (07)	100 (02)
10.	KEONJHAR	19 (18)	10 (10)	38 (36)	10 (10)	18 (08)	19 (18)	22 (13)	- -	148 (50)	112 (10)	120 (03)
11.	PATNA	11 (10)	18 (18)	22 (20)	18 (18)	18 (08)	11 (10)	17 (12)	03 -	125 (45)	105 (09)	102 (02)
12.	SHAHARPADA	14 (13)	06 (06)	28 (26)	06 (06)	17 (07)	14 (13)	16 (11)	01 -	121 (40)	104 (07)	107 (02)
13.	TELKOI	11 (10)	28 (28)	22 (20)	28 (28)	17 (07)	11 (10)	16 (13)	16 (02)	135 (50)	77 (07)	118 (02)
14.	ANANDAPUR (N)	- -	- -	- -	- -	13 (03)	- -	12 (04)	- -	28 (28)	75 (03)	20 (02)
15.	BARBIL (M)	02 (02)	- -	04 (04)	- -	13 (03)	02 (02)	09 (03)	- -	20 (20)	19 (03)	14 (02)
16.	JODA (M)	02 (02)	- -	04 (04)	- -	13 (03)	02 (02)	09 (03)	- -	22 (22)	19 (03)	12 (02)
17.	KEONJHAR (M)	04 (04)	- -	08 (08)	- -	14 (04)	04 (04)	14 (07)	- -	32 (32)	20 (03)	21 (02)
<b>TOTAL :-</b>		210 (195)	238 (238)	420 (390)	238 (238)	275 (105)	210 (195)	354 (177)	60 (10)	1833 (700)	1484 (120)	619 (40)

NOTE :- Figures within brackets indicate number proposed in the District Perceptive Plan.

SOURCE :- OFFICE OF THE D.I. OF SCHOOL, ANANDAPUR, CHAMPUA & KEONJHAR

## CHAPTER - VI

### PROVISION OF ALTERNATIVE SCHOOLING IN UNSERVED HABITATIONS

The provision of alternative schooling for the district is intended to cater to the requirements of four distinct categories of children : First :- Children of small and scattered habitation with population less than 300 hither to unserved by schooling facilities, Second :- Children of migratory families who leave their habitations during February to May, in search of work to coastal districts. Third :- Children of families who migrate to mining site for a couple of month during the lean season when they donot have opportunity to earn at their native places ; and fourth:-Children of school going age group who are engaged in child labour to supplement the slender income of their families.

The Database for the first category of children has been develop through a comprehensive survey conducted by the teachers are the behest of the D.I of Schools. The details of unserved habitations has been finished in the following tables.

**TABLE : HABITATIONS UNSERVED BY SCHOOLING FACILITIES**

Sl. No.	Block	Name of Habitation	No. Less than 100	101 to 200	201 to 300	300 and above
1	Anandapur	24	-	07	09	08
2.	Banspal	43	01	08	09	25
3.	Champua	33	02	08	10	13
4.	Ghasipura	15	-	-	-	15
5.	Ghatgaon	36	-	05	11	20
6.	Harichandanpur	73	05	12	28	28
7.	Hatadihi	30	-	06	09	15
8.	Jhumpura	19	01	05	07	06
9.	Joda	37	03	14	03	17
10.	Keonjhar	47	05	12	11	19
11.	Patna	19	01	05	02	11
12.	Saharpada	19	-	02	03	14
13.	Telkoi	41	01	17	12	11
14.	Anandapur(NAC)	-	-	-	-	-
15.	Barbil(M)	04	-	-	02	02
16.	Joda(M)	04	-	-	02	02
17.	Keonjhar(M)	04	-	-	-	04
<b>TOTAL</b>		<b>448</b>	<b>19</b>	<b>101</b>	<b>118</b>	<b>210</b>

With regard to the size of children of school going age group migrating to other places with their parents for a few month it has not been possible to have an objective assesment through a comprehensive suvey. How ever, efforts will be initiated to determine the number of such children to be provided with alternative schooling facilities. The compensatory and remedial teaching will be provided to the children who have missed a few month of schooling on account of their migration to other places, the intervention are intended to make good the learning loss caused to such children. How ever the unenrolled children of the relevent age group in non-viable habitations will be provided with instructions designed for other primary school children, though a different model of Alternative Schooling. The design of such a model will be developed on the basis of an evaluation of strength and weak nesses of the existing N.F.E. system. The details of the Alternative Schooling for the categories of children referred to earlier as follows.

These habitations are widely dispersed and located in in-accessible and inhospitable locations cut off by river hills and forests.

Provision of a full-scale primary school in such habitations is not economically viable.

Alternative schooling will relate education to the life needs and aspirations of the people.

Such habitations are ephemeral in nature i.e. they appear and exist for a temporary period and then disappear.

Considering the above facts and the contextof providing primary education to all the school-going-age children DPEP Keonjhar proposed to go for establishning atnerative schooling system for a period of five years. The main focus will be:

- \* To ensure universal enrolment and successful achievement of MLL.
- \* To organise the community for better understanding and application of facilities available for human growth.
- \* To develop ideas on the use of availab-le land and water based resources.
- \* To restore the traditional cultural ethos of the society.
- \* To preserve the spirit of traditional village model with modern facilities.

**Strategies for progress:**

- \* To bring such a change and to drive these communities towards the mainstream, the DPEP, Keonjhar has planned the following:

1. Each settlement will be treated as a unit.
2. Local dedicated youths will be identified and assigned specific responsibilities to work as community Education worker.
3. They will be oriented in group dynamism and other related fields.
4. The villagers will build/rennovate the community shed to serve as Learning corners and living room for the teacher.
5. The community as well as the teacher will take care of the students for successful completion on MLL.

Expenses:

1.	All.owancwe to the teacher @ 1,000/ - PM/x 12 x 5x238	= Rs. 1,42,80,000
2.	Teaching Learning Materials for children @ 1.000 per village	= Rs. 11,90,000
3.	Training of the Teacher	= Rs. 4,76,000
	Total	= Rs. 1,59,46,000



## CHAPTER 7 (A)

### ISSUES OF TRIBALS, SCHEDULED CASTE AND OTHER UNPRIVILEGED GROUPS

The Tribals, constitute the most important target group of district Primary Education Programme. The Keonjhar district has a sizeable tribal population of 5,951,845 covering 44.52% of the total population of Keonjhar. The tribes include also aboriginals like Juanga, Bhuyans, Kanddhas, Kolhas, Santalas, Gandas, Brathudi, Kissan, Sauntis, Saharas and Lohars, spread over different blocks:

Name of the Block	Total S. T. Population	% of ST Total Population.
1. Bansapal	56,013	79.29%
2. Joda	49,806	66.70%
3. Ghatgaon	55,112	62.76%
4. Sahanpada	39,732	56.04%
5. Harichandanpur	54,340	54.58%
6. Patna	41,972	51.68%
7. Telkoi	37,915	51.09%
8. Keonjhar	58,036	49.72%

These tribes are concentrated in Sadar and Champua Sub-Divisions. The rate of percentage of tribal people in other 2 blocks of these two Sub-Divisions are within the range of 45% to 50% But the scheduled caste population is comparatively more in Anandpur Sub-Division. There are 58 and 1012 villages predominantly inhabited by SC and ST respectively.

In Keonjhar district the Scheduled Tribe population is 5,95,184 out of which 2,97,951 are male and 2,97,233 are females as per the census of India 1991. The literates among the tribal population is 1,18,216 in which the population of tribal male literates constitutes 90,362 and female literates 27,854. It means the total tribal literacy rate is 19.86 out of which male literacy rate constitute 30.33 and female literacy rate 9.37 per cent.

The low literacy rate among the tribal women indicates that about 90 percent of tribal women and 60 per cent of tribal men are not literate this is an unfortunate situation. The social disparities inherent in the district has debarred the tribal society in participating in the developmental activities of the district consequently they are out of the main stream of social life. Moreover the first generation learners among the tribals do not get any family or social support for entering into the stream of education.

Although tribal groups differ among themselves in their Socio-cultural set up; the incidence of drop out, non-enrolment and stagnation is still very high among them. More specifically, the primitive Juang tribes are largely out of the educational mainstream and their culture need are to be preserved through education.

Due to illiteracy and poverty the S.T. people are not aware of the education of their children. Besides due to apathetic and calous attitude of the tribal mothers towards education of girl children they engage them in sibling care, domestic work and various kinds of income generating work such as tending cattles, collecting firewoods, seasonal forest products etc.

The socio economic factors like complete dependence on forest products, slash and podu cultivation, have regulated their life style in a primitive strata. Even the tribes in the plain areas also have not been able to adopt the modern agriculture technologies resulting the tribals engaged in labour work, displacement. It not only creates poverty but also seriously affects the socio physiological aspects, let alone to speak of educating them.

The rapid deforestation has impaired their normal living standard, they do not want to send their children to schools rather they deploy them in other activities. More over adequate educational facilities and infrastructure are not available in all the villages of tribal areas. Even if there is a school, the tribal culture and values do not find place in the school environment. The Tribals self-image, oral tradition, community life and values are not reflected in their state school curriculum. Above all, the present system of education does not cater to the needs of the tribals.

Migration of the tribal people from one place to another in search of work in the mining belt of Upper Keonjhar is another main reason for low literacy and drop outs of their children. The Adivasis of midle geographical region of Keonjhar also migrate to coastal districts after the harvest every year in quest of work leaving their children to look after the house. Hence the children remain absent from the school for months together.

Some of the tribal children like Juang, Kandha and Kolha do not understand Oriya and use Ethnic Language for interaction. The teachers have no knowledge about their Ethnic Language and Culture. This brings about a communication gap between the teacher and the taught.

The non-tribal teachers working in the remote tribal areas donot take interest in teaching tribal children because of lack of facilities for them, adverse conditions of remote schools and lack of communication and residential facilities. They do not take interest in teaching the tribals. The non-tribal people have some times a negative attitude towards the tribals.

In order to bring the Juangu children to school, we have to think of such a system of education which would not only suit to their culture and tradition but also to make them self-earning. If they would be taught to exploit their resources, they might get rid of superstitions and use of narcotics.

Following are the problems and issues in tribal areas of Keonjhar

## **1. THE PHYSICAL LOCATION OF THE VILLAGE**

1. The tribals inhabit the forests in a scattered manner. Most tribal villages have a population below 100. So, it becomes impossible to open up separate schools in each village where the required students strength is not available. On other land, tribal habitations remain segregated from each other by some physical barriers, like rivers, nalas and forests. So these physical barriers create a hindrance for the children of a tribal village to attend the school in a neighbouring village.

2. **Economic condition :** The tribals depend on forests for 8 months and on agriculture for 4 months. The children of 4 to 6 age group are found to be helping their parents in collection of forest products. In this situation, parents do not desire to spare their children or their labour power and allow them to attend school.

3. **Attitude of the parents :** Tribal parents are basically illiterate. Their illiteracy does not permit them to understand the long term values of education. As education does not yield them any immediate economic return, they prefer to engage their children in remunerative employment which supplements the family income and strengthens the family economy. Further a few parents who have become aware of the values of education, fail to accord education to their children as they cannot afford finances for it.

4. **Village Education Committee :** VECs have been constituted to preserve and monitor the functioning of the schools. Till now people are not aware of the role of the VECs. Neither the villagers nor the members of the VECs take any active interest to enhance enrolment and attendance of children in primary schools.

## **2. TEACHER RELATED PROBLEMS**

1. The relationship between teachers, schools and the villagers is quite thin. In tribal villages, villagers have virtually no relationship with the teachers. Teachers do not get any accommodation facility in the village, which makes them irregular which hampers the normal routine of a school. Further, the apathetic attitude of the villagers, and their simplicity provide ample scope to the teachers to act according to their sweet will.

2. The appointment of untrained teachers in tribal areas diminishes the values of education. However, recently the Government has started posting trained teachers in tribal schools which is a welcome step.

3. The lack of special incentives for the teachers in tribal areas serve as a demotivating factors for the teachers and degrades their efficiency. Teachers feel that their own children would illiterate in tribal areas.

4. Teachers have a pre-conception that tribal children are average students. Also they do not take special care in promoting tribal education.

5. The pre-conceive notions of the teachers that the tribal children can not grasp anything beyond nature, forest agriculture creat barriers in expanding primary education among the tribal areas.

6. The non-tribal teachers adopts an attitude of indifference to tribal languages, traditions, cultures and life-styles. They fail to perceive the human values ingrained in these folk cultures. When they try to impart an education which neglects these human values and culture, they fail to make it interesting for the tribal children.

7. The idea of the non-tribal teachers about tribal environment and culture is narrow and hollow. For this they fail to cite examples from the surroundings and make the concepts complicated for the tribal students. The inbuilt creativity of tribal children remains unknown to the teachers.

8. Teachers face a wide gulf between the language used in the books and the native uses while teaching the tribal students. They simply opine that the content of the text books is beyond the comprehension of the students, so teaching becomes futile.

9. No special thing on tribal language, cultures or current problems is being imparted to the techers serving in tribal areas.

10. Children's engagement in household works agriculture coupled with parent's indifference towrds their children's studies deprive the teachers to render their services in the class room.

11. No effort is made on the part of the higher authorities and the tribal masses to crub the frequent absenteeism among the teachers. The lack of a frequent and recurrent inspection machanism no doubt aggravates the situation.

### 3. TRIBAL STUDENTS

Tribal students do not attend schools :

1. Helping parent's at home
2. Discharging sibiling care responsibilities.
3. No positive environment for students at home.
4. School environment is uncomforable and horrifying.
5. Teachers inflict heavy punishment and do not help in studies.
6. No regular supply of study materials.

7. Parents have migrated from the village to earn their livelihood because of drought or other natural calamities.
8. Teachers do not bother whether the child comprehends the teaching or not.
9. The content and language of the primers are beyond the comprehensive ability of the tribal children. They do not find any example or experience of their environment in the books.
10. No health care facilities for the children suffering from malaria, skin diseases and anaemia.
11. Children contribute their physical power to supplement the family income.
12. The school timings hamper the routine household work of the tribal children.

#### 4. TEACHING LEARNING MATERIALS

Even though the national education policy has insisted on teaching the children in their mother tongues at the primary level, this has not been implemented for the tribals. The educationists have thoughtfully neglected the tribal language and culture and have ignored the problems of tribal children while framing books for them. So far as study materials are concerned, the following problems came to light :

1. The language used in the books are beyond the understanding of the tribal children.
2. Sometimes the local teachers also get swayed away by the bookish language and do not try to communicate in the tribal languages. As a result teaching seems to be artificial for the tribal children.
3. The contents of the primary school books are less practice oriented and are more factual and abstract.
4. Teaching at primary schools ignore the local nature, culture and environment.
5. There is dearth of study materials and kits in the class rooms.
6. The kits that have been provided to the schools under the Operation Black Board Scheme are not properly utilised by the teachers.
7. Books are not supplied to the schools at the session beginning by the Tribal Welfare Department and the Text Book Press. This irregularity found in the supply of books creates problems both for the teachers and students. Further stipends are not given in due time.

8. Further school fails to work out the idea of utilising the services of the local architects, painters and artists <sup>at</sup> low cost to prepare some of the educational kits for the children.
9. If given scope the children can build up their own museum.

## 5. CONDITION OF PRIMARY SCHOOLS

1. The School buildings are in broken condition and hence not <sup>1</sup>attractive.
2. Lack of care and repair make it difficult to sit in the collapsing class rooms.
3. Children of 2/3 classes are accomodated in a single class room.
4. <sup>r</sup>Nighter villagers nor the VEC take any active interest to preserve and <sup>^</sup>protect the school building. They preserve the impression that it is the Govt. out look and not theirs.
6. No accomodation arragement is being made for teachers either in the school or in the village.
6. The tribal habitations remain in scattered forms. So, they do not fuffill the needs of the required amount of child population to open a school within one kelometer radius. So, in the tribal areas schools remain for away from the habitations.
7. The number of Ashram schools are scanty. Ashram schools are best fitted for the tribal children.
8. In the primary schools, no effort is made to provide incentives and scope to music, dance , games, paintings etc. which remain as latent potencialities with an child.
9. In a school, a tribal child under goes mental stress and strain. A fear free environment is required for their proper development.
10. Physical barriers and communication difficulties also keep the tribal children away from the schools.

## 6. LACK OF INSPECTION

1. School Inspectors (at the block and district level) are not active in solving problems associated with the primary schools in the tribal areas.
2. The surveys bring to notice that the block level inspectors have not inspected all the schools in their areas.
3. Inspectors do not provide equal importance to the schools of hill areas as they give to the schools of plain areas.
4. The tribal teachers remain indifferent to tribal education. They are also marked with some mental stress.
5. The non-tribal teachers adopt an apathetic attitude towards tribal school management.

## 7. SOCIAL AND CULTURAL PROBLEMS

The community life, the economy, the life-style, the traditions of the tribals and their outlook of the world is totally unique. All these have got their humanitarian values and cultural significance. But they have not found recognition in the ideas of local Inspectors, teachers, parents and policy planners. The root cause of this can be attributed to the stratification system and the tribal and non-tribal attitude. Thus, a strong consciousness and pro-tribal attitude have not been built up among the people.

### Situation Analysis in Keonjhar District:

#### 1. Situation Analysis

The following table clearly indicates the high tribal population low female literacy in each block of Keonjhar District. Ten Districts have high tribal population (highest 79.25 of Bansapal to 45.93 in Champua) which have been presented in descending order. at page - 3 (43.79)

### 3. Strategies for intervention : ACCESS

#### 1. Physical location of the villages

(A) Micro planning and a school mapping in the whole districts will be undertaken to identify the habitation below 300 population to provide alternative schooling facilities.

(B) Linguistic-mapping will be undertaken in ten tribal blocks of Keonjhar. Most of the time are Jungo and Mundas belonging to Mundari Language group. The Linguistics mapping will leave the DPO to identify the multilingual tribals in the districts.

(C) Opening of Ashram School in ITDA area and convergence with the Welfare Department. The ITDA of Juango development in Gonasika will be the nodal agency to provide support coopting with the economic development programmes.

(D) Construction of 195 Primary schools in 13 Blocks out of which 10 tribal Blocks will be given top priority.

(E) To open 238 alternative schooling in the habitations without schooling facilities.

(F) Provide 10 teachers Barack in remote tribal blocks of Bansapal, Telkoi, Joda and Harichandanpur.

(G) Provision of 700 toilets for boys and girls.

(H) The VECs will be trained up and the tribal leaders will be involved in the VECs.

#### **AWARENESS CAMPAIGN :**

As the tribal people are first generation leaders, the need of awareness campaign is highly essential for the peoples empowerment. The village Panchayats, traditional leaders and the Mahila Mandals will be sensitized.

There are 2939 Nos. of villages. These are 200 CRCs and 13 BRCs in the district. Each CRC will be a platform to generate the awareness campaign whose the key actors like the primary teachers NFE Co-ordinators, is ECCE workers, TLC functionaries, VEC members and traditional leaders, Mahila Mandals will be involved.

Details of awareness campaign strategies have been evolved in the SPO for 5 DPEP districts which will be followed of in the Keonjhar district.



## Retention

1. The teachers working in tribal areas are non-tribal. They do not have the knowledge on tribal language and culture. Most of the teachers do not have a tribal outlook. So attitudinal change of teachers on tribal education will be the first priority in the first year of the project. In the first year teachers of ten tribal blocks will be trained up and in subsequent years the rest of the teachers will be trained up.

2. Preparation of teachers' Hand Book on Tribal Language and Culture in relation to Tribal Education (MIL based).

3. Tribal folklore, folk games, traditional informal learning system will be incorporated in curricular activities to bridge the gap of School and Home atmosphere of the tribal children.

## Capacity Building

Tribal Co-ordinator in DPO and DIETs will be appointed. The BRC Co-ordinators will be oriented for tribal education.

## Strategies

1. Modification and restructuring of present school building.
2. Beautification of class rooms.
3. Introduction of folk dance and music which would suit to their habits.
4. Supply of medicine for common diseases of that area in school and introduction of health programme.
5. Posting of local educated tribal lady in schools for escort service as School-Mother.
6. Special training to newly recruited School-Mother.
7. Introductions of agriculture/poultry/pottery etc. in schools as per infrastructure available.
8. Dermotory type of residence to be constructed at the remote tribal pockets.
9. Anganwadi and NFC to be opened in the small Juang habitation by S.W. Deptt.
10. Drinking water facility to be made available in schools.
11. Supply of musical instruments/sports materials.
12. Posting of lady teachers.
13. Special supervisors to be posted to review the progress (other than the S.I. of schools).
14. Supply of essential commodities in every village to check up teacher absentism.
15. Training to teachers in tribal dialect.
16. Supply of Steel Almirah to each school with toys/maps/charts
17. Supply of students corner cum library.
18. Observance of Juang Festivals in schools.

**Main strategies:**

1. Opening of Ashram school.
2. Opening of ECCE center.
3. Community mobilisation.
4. Bilingual Text Book QTB Hand Book.
5. Attitudinal training of teachers.
6. Formation of VEC on tribal education and involve traditional tribal head (Mutha head) in VEC.
7. Collection and documentation of tribal oral tradition for pedagogic revision of learning activities. (Parents to bring the things)
8. Construction of teachers quarter hossel in 10 Tribal pockets:
9. Training of BRC and CRC cordinators in tribal issue.
10. Training of Primary teachers on pedagogic issue in Tribal areas.
11. Integrating the ECCE with Primary education through integrated approach activities in the school by posting educated tribal ladies in 10 tribal pockets. 225 no of youth volunTERS will be assigned for child guard
12. Printing and publication of Tribal aware literature, Riddle books. Bilingual Text Book.

Tribal Issues

Sl. NO	Issues	Solution	Strategies	Agencies
1	2	3	4	5
1	Literacy rate of the Tribal is 19.86 % out of which female literacy rate is 9.37% They are first generation learners and non-literates, more specifically tribal women.	Opening of more no of Ashrama school.	DPEP	Provision of land through community.
2.	Inadequate educational facilities for the tribal children/schools and children. which results high drop-outs.	Provision of teaching learning materials to teachers and schools	Rs. 500.00 per teacher and Rs. 2000.to schools.	DPEP
3.	Inadequate educational facilities for the tribal children/school which results high drop-outs.	Provision of teaching learning materials teachers and children.	SCERT/ATDC CIIL Mysore NCERT will be involved.	DPEP
4.	Tribal children engaged in income generating activities and house hold work. Tribale people live below poverty line.	Provision of Ashram schools /ECCE/NFE Centres.	Opening of Ashram School ECCE center Alternative Schooling.	DPEP
5.	Parents take indifferent attitude towards education.	Mass mobili-sation and community participation.	Use of traditional media. Meeting and workshops.	DPEP
5a.	Mobilisation campaign.			
6.	Tribal culture and values art and aesthetics are not reflected in curriculum.	Revision of text book.	SCERT/ ATOC will revise corrigundum workshop and seminars will be conducted.	DPEP

7. Tribal parents are not involved in school activities.	Involvement of Tribal parents in school activities.	Involvement of Tribal parents in important national celebrations in schools.	
7a. Community participation.			
b Training of DPEP Head Masters.			
8. Due to lack of infrastructural facilities and accommodation trs do not stay in the village, resulting milestone between parents and teachers.	Construction of teachers quarters in tribal and remote areas.	Provision of teachers quarters in schools	DPEP
8a Provision of land through community.			
9. Lack of teachers training on tribal interventions.	Special teachers trainaing on tribal component.	Special training programme at Block & Dist. level & VECs & Trs.	DPEP
10. Tribal customs & tradition fairs	Collection and documentation	(i) Block level adibasi sisumala	DPEP
11. Teachers absentism. community central teachers absentism.	VECS/SIs of schools & the Tribal & remote area.	Regular monitoring & supervision in	

## GENDER ISSUES

The National policy of Education is a major landmark in ensuring the empowerment of women in India. To sustainable this effort education of the girls will be taken up at the grass-root level. The problem of illiteracy of women is an obstacle in their access to and retention in Elementary Education. Therefore, education of the girl child will receive priority in our plan through special support service. Since men and women play an overlapping variety of roles which compliment one another the women need to be educated in the same way as men. The DPEP will focus significantly on gender equity by adopting special strategies for girls education.

Keonjhar being a tribal district covers ten blocks in-habited by tribal people. Out of 13,37,026 people about 9,75,909 live in tribal areas. The literacy rate of women of the district is 30.01 percent, which constitutes only 50 percent lower than that of the males of the district.

The literacy percentage of females of 11 blocks remains poor as compared to the district average and all the blocks and urban areas below the state average too. The peculiarities of the sex ratio of the district i.e. 974 to 1000 reveals that it is higher than that of the national growth rate viz the sex ratio of the national and state is 929:1000 and 971:1000 respectively according to 1991 census. It may be noted here that the low rate of literacy of women is found especially in Banspal, Telkoi, Harichandanpur and Joda tribal blocks in comparison to other blocks. Therefore, specific attention for girls education will be given in these areas.

Name of the block	Female literacy rate.
Banspal	6.92
Joda	15.39
Harichandanpur	19.88
Telkoi	20.76

These four blocks whose female literacy is quite lower than the other blocks are in-habited by aboriginals like Juangas, Santals, Bhuyans, Hoes, and Sahars etc. covered under J.D.A., I.T.D.A. and atleast under T.L.C. In fail, favourable response has not been arisen as yet on the literacy front due to illiteracy and traditional way of their living.

The abnormally high drop outs, i.e., 15,956 constitutes 59.58% of the total enrolment. (enrolment in 1992-93 and girls continuing in class-V in 1996-97). This is matter of great concern for instance, the rate of dropout lies at above 74% due to socio economic compulsions. Factors like irrelevance of curriculum, discriminatory attitudes of teachers, parents and the community towards education and indifference towards the girls are responsible for low level of enrolment. They are forced to quit school before completing primary education.

Further more low enrolment of girls in the district in general is due to :

- \* Poverty
- \* Early marriage. •
- \* helping parents in house hold work and agricultural work.
- \* un-attractive school environment.
- \* Illiteracy and indifference of parents.
- \* lack of positive educational climate.
- \* neglect of studies leading to repeated failure and hence dropout of the school.
- \* Daughter attend to domestic chores and sibling care.
- \* Un-healthy fooding and clothing. Lack of early health care and child education.
- \* Girls are always considered inferior to boys .
- \* In class rooms girls are not taken due care by the teachers.
- \* Child marriages and conservative practices and rules.
- \* Less number of female teachers in rural areas.
- \* Inadequate infrastructure facilities for girls in the school
- \* Social concerns regarding safety.
- \* Physical inaccessibility to schools.
- \* lack of motivation where the boys and girls are discriminated through various activities and school activities.
- \* lack of awareness of women for self improvement as against the claim of bondage tied upon them from the age-old tradition.
- \* lack of toilet facilities in the school premises.

Thus, results either dropout or finally withdrawal.

### STRATEGIES FOR GENDER EQUITY

The issue of girl child's education requires strategies for the programmes of demand mobilisation. Through awareness campaign and selected strategic programmes for improving class room atmosphere by eliminating gender difference.

The following strategies have been adopted in the district to increase girl child's enrolment and to reduce drop-outs:

1. Extensive awareness campaign to be carried on to arouse people's awareness.
2. Provision of atleast one lady teacher in every pry.schools.
3. Provision of toilet facility and drinking water facility in each school.
4. Revision of text-books to marks those free from gender bias.

5. Facilitating all teachers to bring about changes in class room practices in respect of gender issue.
6. Increasing female participation in the school activities and village activities.
7. Gender sensibilisation of V.E.C members.
8. Provision of scholarship for girls attending schools regularly.
9. Provision of creches and ECCE centres.
10. Initiation of programme for women empowerment, participation of VEC.
11. Convergence of various programmes through Health, Welfare, Women and Child development Deptt.

Major problems and issues in the field of girl education can be discussed under access, retention and capacity building Access.

#### ACCESS:-

- \* No. of villages having no schooling facilities. <sup>they</sup>
- \* Girl attendance reduces in tribal areas, where <sup>they</sup> have to come across the hills forests rivers, springs etc. to attend the school.
- \* Girls are engaged in domestic cares and income generating schemes during rains and harvest and collecting seasonal forest produces.
- \* Lack of infrastructural facilities available in the school and curriculum too.
- \* Lack of early child health & education care.
- \* Lack of awareness in the community for girls.

#### Retention and learning achievements

1. Lack of facilities for schools exclusively for girls.
2. Less number of lady teachers in rural areas of the district.
3. School curriculum is not relevant to the girl child.
4. Due to poverty of parents, the girl children are unable to dress themselves properly to come to the school.
5. Lack of proper motivation for girls' education.
6. Social concerns regarding girls security.

Capacity building is required because of the following inadequacies:

1. Inadequate no of A.W.C in the districts.
2. Inactive Mahila-mandals .
3. Lack of incentives to the trs.
4. Lack of women'awareness for self empowerment.
5. Lack of special coaching facilities for girls in the school beyond school hour.
6. Lack of sound strategies to improve girl child's education.



SI NO	ISSUES	SOLUTION	STRATEGIES	AGENCY
1.	Lack of Toilet facilities for girls.	Provision of toilet for girls.	With the help of V.E.C. toilet and sanitation facilities must be provided in every school.	DPEP
2.	Girls engaged in house-hold work sibling care.	Community mobilisation	a) Awareness campaign to be organised  (b) Change of school timing.	DPEP, VEC involvement  Dist. authority will fix up school timing
3.	Low enrolment and retention and high drop-out-security of girls.	Appointment of women teacher.	Special coaching to girls beyond school hours and holidays.	DPEP, VEC involvement community mobilisation
4.	Non-availability of learning materials.	Provision of Learning materials.	Free supply of Text books to the girls.	DPEP (For other catagory of girls) H&TW Deptt. provides for SC/ST students
5.	In difference attitude ignorance and social customs stand against the girls education.	community mobilisation.	(a) village meetings seminars posters pamphlets. traditional media folk dance etc.	DPEP, People involvement, formation of women organisation, Mahila Samiti etc.
6.	Present curriculum is not satisfactory and does not represent The gender perceptive.	Revision of Curriculum and provision of teachers training.	DIET will conduct teachers training VEC members training, BRC will conduct Trs training and will support the mobilisation process.	DPEP

- |  |  |  |  |
|--|--|--|--|
| 7. Less nos of girl children are attracted towards alter native schooling NFE System due to lack of female facilitators. | Opening of new girls NFE centres appointing women facilitators only. | girls NFE centres will be opened and women facilitators will be engaged. | DPEP, VEC involvement community participation            |
| 8. Lack of accommo- dation facilities for lady teachers.   | Provision of lady teacher quarter in remote areas.                   | Lady Teachers quarter will be provided to the prescribed areas.          | DPEP, VEC & community will provide land site.            |
| 9. Lack of gender aware materials.   |  | Preparation of gender aware materials.                                   | DPO, Community will be facilitated to open mahila samiti |
| 10. Lack of platform for the women in the village.   |  | Malila samiti should be opened   | DPEP   |
| 11. No efforts to integrate ECE with in school   |  | Integrating ECCE with pry. schools through activities.                   | VEC, All supervisors                                     |
| 12. Lack of escorts for girl children. may be envolved for escort service for the girls.                                 |  | Mother teacher or school mother scheme                                   | DPEP, VEC  |

\*\*\*

## CHAPTER VIII

### PROJECT MANAGEMENT AND MIS

The DEEP in Keonjhar will be executed by a full time Project Officer and official staff with Project Coordinator (Ex- officio). The staffing pattern of the district Project Office is given hereunder :

Post	Scale of pay	Function
Project Co-ordinator	(Ex-officio)	Coordinate the Project in the district (Hqr. D.I.of Schools)
Additional Project Co-ordinator	2 (Ex-officio)	In charge of Educational Dist. for Project management
Finance cum Administrative officer	1 2000 - 3500	
Project Officer	1 1700 - 3200	Full timer for the project.
Asst. Engineer	1 2000 - 3500	Management of Civil Works.
Junior Engineer (Civil Work)	2 1400 - 2600	Look over to the civil work
Draftsmen	2 1400 - 2600	Component Project.
Women Development in charge	1 1700 - 3200	Supervise the work of ECCE
Dist.coordinator (Tribal)	1 1700 - 3200	
District Co-ordinator (Teachers training)	1 1700 - 3200	

Dist.coordinator (media & documentation)	1	1700 - 3200	
MIS in charge system	1	2000 - 3500	Look into the MIS
Programmer Analyst	1	1400 - 2600	
Data Entry operator	2	1200 - 2040	Assist the Programmer
Programme associates	2	1200 - 2040	
Office Secretary	2	1200 - 2040	Assist to DPO and DPC
Stenographer	3	1200 - 2040	
Junior Assistant	2	950 - 1500	Assist the secretary in official business
Accountant	1	1400 - 2600	In charge of Accounts
Senior Accounts clerk	1	1200 - 2040	
Junior Accountant	1	1200 - 2040	Assist the accountant
Cashier	1	1200 - 2040	
Driver	4	950 - 1500	One for DPO and other for common pool
Peon	6	750 - 940	Attend to all menial works
Watchman cum Sweeper	1	750 - 940	Guard the office

All the above scale of pay will be paid with usual D.A. and other allowances.

**DISTRICT PRIMARY EDUCATION PROGRAMME  
EMIS  
DISTRICT COMPONENT**

1. INFRASTRUCTURE AT DISTRICT  
1.1 COMPUTER ROOM (CIVIL WORK):

One big room with a space of 300 square feet will be constructed for the district. The computer will be in the Project Office for easy access. The room will possess three phases wiring i.e. separate phase for air conditioning. A specially dug pit with damp soil salt outside the Computer room will provide the correct earthing. Each electrical switch board has a fuse. This will reduce any future problem of electrical repair.

- 1.2 One A/c for Computer Room (1.5 Tonnes) Rs. 45.000/-(including Stabilizer)

- 1.3 FURNITURES:

The following furnitures are necessary to make the Computer Centre Operational.

Items	Numbers
i) Computer Tables	2
(ii) Computer Charirs for Operation	4
iii)Printer Table	2
iv) Chairs	4
v) Tables	2
vi) Almirah	2
viii) Racks (slotted Angles)	
ix) Fire Protection equipment	2

Approximate Cost:Rs50,000/-

**14. HARDWARE:**

The hardware required for the Computer Centre at district level,

Pentium 586 One Rs. 1,50,000/-

586DX

IGB Hard Disk

16MB Ram

Colour VGA

Ethernet Card

Gist Card

Key Board 101

Mouse

One floppy Drive 5 1/4

One Floppy Drive 3 1/2

PC/AT 486      Rs.90,000/-  
 486  
 640MB  
 16MBRAM  
 VGA MOno  
 Ethernet Card  
 Gist Card  
 Key Board 101  
 Mouse  
 One floppy Drive 5 1/4  
 One floppy Drive 3 1/2  
 One CID 150 Rs.30,000/-  
 Two Printers Rs75,000/-      Laser-50,000/-  
 24PIN DOT MATRIX-25,000/-  
 Each 132 Column Dot Matrix  
 Min.300 ups  
 Printer Share  
 Necessary Cables  
 UPS 2KVA Rs.75,000/-  
 Min two hours backup  
 Tabular batteries  
 Modem, Rs 15,000/-      Total Rs4,35,000/-  
 1.5 SOFTWARE:  
 The following softwire (s) will bedevelo  
 ped at NIÉPA and distributed to all states  
 participating in DPEP.  
 a) School statistics  
 b) Project monitoring  
 The other softwire to be purchased for each district are:  
 i) MS Windows for war groups Rs.22,000/-  
 Includes  
 MS Windows 3.1  
 ii) MS OFFICE Rs.40,000/-  
 includes-  
 MS word  
 MS EXCEL  
 MS POWER POINT  
 MS IN MAIN SERVICES  
 MS 2.5 (Run time) Rs.25,000/-  
 Windows  
 iv) Regional Language WP Rs.10,000  
 v) Software Utilities.      Rs.5,000/- Total Rs 102 000/-

### 1.6 CONSUMABLES :

- i) 25 Boxes of DS MDS
- ii) 15 Boxes of DS
- iii) 50,000 sheets (80 and 137 Column both )
- iv) Printer Ribbons (100)
- v) Tape Cartridge 10
- vi) Other stationary /Binders/ Stands etc.
- vii) Floppy Storage Boxes. Cost : Rs 30,000/- per year

### 1.7 TELEPHONE:

Instalation Cost (Rs.8,000/-)

Operational cost - Rs 5,000/- in 1st year and Rs 10,000/- in subsequent years

### 1.8 MAINTENANCE :

Generally every vendor gives at least one year warranty its product. So there will be no maintenance cost of the hardware for the one year but in subsequent years it should be borne which is normally 10 percent of the total hardware cost for one year.

### 2. INSURANCE :

#### 2.1 MANAGERIAL REQUIREMENT

2.2 SALARY : Rs. 96,000/P.M

Administrative support and maintaining accounts would be provided by the project office at the district level.

2.3 T.A/ D.A for Staff Rs. 25,000/-

2.4 CONTINGENCY FUND Rs. 25,000/-

### 3. TRAINING : (Per Annum )

TOPIC	COST	PERSONS IN TRAINING	DURATION	LOCATION	TRAINING AUTHORITY
1.Orientation EMIS and data collection	Rs.15,000/-	EMIS CELL RP/ Represen- tatives	3 DAYS	DISTRICT Head Qtrs	From state Cell
2. Material collection	Rs.90,000/-	School Heads	Two times for one day each	Block HQ	DPO/DC
3.Operation of Software	Rs10,000/-	Computer Operater	5 days	District HQ	State HQ
4.Stationary cost	Rs.20,000/-				

-----  
Total - Rs. 1,35,000/-

**DISTRICT COMPONENT**  
**Recurring and Non- recurring Expenditure**  
**For Five Years**

Sl Head	1997-98	1998-1999	1999-2000	2000-01	2001-02	Total
1 Room construction	1,00,000					1,00,000
2 Furniture	50,000					50,000
3 Air conditions	45,000					45,000
4 Hard-ware	4,35,000					4,35,000
5 Software	1,02,000					1,02,000
6 Teliphone	8,000					8,000
	7,40,000					7,40,000

**RECURRING**

1. Hardware Maintenance	-	50,000	50,000	60,000	60,000	2,20,000
2. Training	1,35,000	1,35,000	1,35,000	1,35,000	1,35,000	6,75,000
3. T.A. & D.A.	10,000	25,000	30,000	30,000	30,000	1,25,000
4. Data Transmission	50,000	1,00,000	1,50,000	1,50,000	1,50,000	6,00,000
5. Telephone	5,000	10,000	10,000	10,000	10,000	45,000
6. Contingency	10,000	25,000	25,000	25,000	25,000	1,10,000
7. Data Entry Charges	10,000	10,000	10,000	10,000	10,000	50,000
8. Consumables	30,000	30,000	30,000	30,000	30,000	1,50,000
<b>Total</b>	<b>2,50,000</b>	<b>3,46,000</b>	<b>4,01,000</b>	<b>4,23,000</b>	<b>4,23,000</b>	<b>19,75,000</b>



## DISTRICT EXECUTIVE COMMITTEE :

A committee has been formed under the Chairmanship of the Collector to implement the program through District Project Office. The members of the District Project Committee are :

1. Collector, Keonjhar	Chairman
2. Circle inspector of Schools	Vice Chairman
3. D.I. of Schools, Keonjhar	Member Convenor
4. D.I. of Schools, Anandapur	Member
5. D.I. of Schools, Champua	Member
6. Principal, D.I.E.T., Keonjhar	Member
7. Representative from DRDA, Keonjhar	Member
8. District Mass Education Officer, Keonjhar.	Member
9. D.W.O., Keonjhar	Member
10. District Planning Officer, Keonjhar	Member
11. D.S.W.O, Keonjhar	Member
12. Representative from leading NGO (selected by Collector)	Member

## RESOURCE SUPPORT

Resource support is essential for designing and preparing of training materials to fulfill the needs of different groups of beneficiaries like-women S.C./S.T. children, pre-primary children etc.

The following institutions will provide resource support :

1. S.C.E.R.T.
2. Anchalika B.Ed. Training College, Fakirpur
3. I.A.S.E., Cuttack
4. S.I.E.T. Bhubaneswar
5. D.I.E.T. Keonjhar
6. E.F.A Cell Orissa, S.R.C. Building, B.B.S.R.
7. E.L.T.I. , Bhubaneswar.
8. E.F.A. Project, Keonjhar.
9. Tribal Training Institute.
10. Dhakota Jubak Sangha.

### DISTRICT PURCHASE COMMITTEE

District Purchase committee will be consist of the following members :

- |                                 |                 |
|---------------------------------|-----------------|
| 1. Collector, Keonjhar          | Chairman        |
| 2. C.I. of Schools              | Member          |
| 3. District Project coordinator | Member Convener |
| 4. District Project Officer     | Member          |

5. D.I.S. Anandapur	Member
6. D.I.S. Champua	Member
7. District Mass Education Officer	Member
8. One S.I. of Schools to be nominated by Project Coordinator	Member

**TASK FORCE :**

The district P.O. will be assisted by two task forces, one for all blocks of each educational district headed by the D.I.S. concerned. The constituent will be the D.I.S. of concerned educational district along with following members.

1. Dy. Inspector of Schools	Member
2. S.I.S. of the area concerned	Member
3. Junior Coordinator N.F.E.	Member

Task force will look after the following activities :

- i) Civil Work
- ii) Training
- iii) E.C.C.E. Centres
- iv) N.F.E. Centres

**RECRUITMENT CELL (DPEP)**

1. Collector, Keonjhar	Chairman
2. Inspector of Schools, Keonjhar	Vice Chairman
3. D.I. of Schools, Keonjhar	Member Convener
4. D.I. of Schools, Champua	Member
5. D.I. of Schools, Anandapur	Member
6. Representative from S.P.O., O.P.E.P.A.	Member

## **MONITORING AND EVALUATION :**

There will be a monitoring cell in the DIET, Keonjhar to monitor and see that the programme components are implemented properly at all levels. The cell will act under constant advice and direction of the principal D.I.E.T. with the following as the members :

- |                             |                   |
|-----------------------------|-------------------|
| 1. Vice Principal           | D.I.E.T. Keonjhar |
| 2. Senior Tr. Educator      | D.I.E.T. Keonjhar |
| 3. Senior Faculty Member    | D.I.E.T. Keonjhar |
| 4. One retired educationist |                   |

## **BLOCK LEVEL MANAGEMENT :**

In blocks BRC will act as the nodal agency in implementing DPEP programs in the concerned area. It will function under direct supervision of a full time coordinator and will be assisted by an assistant and an attendant. The Block Level Executive Committee will guide and assist the BRC coordinator. This committee will seek the advice of District Executive Committee as and when required. The members of the committee are :

- |                                  |                 |
|----------------------------------|-----------------|
| 1. Block Development Officer     | Chairman        |
| 2. Sr. most S.I. of Schools      | Member Convener |
| 3. Coordinator, BRC              | Member          |
| 4. S.I. of Schools (others)      | Member          |
| 5. I.C.D.S. Supervisor           | Member          |
| 6. Social Extension Officer      | Member          |
| 7. Welfare Extension Officer     | Member          |
| 8. Junior Engineer (Civil Works) | Member          |

### **VILLAGE EDUCATION COMMITTEE :**

Village Education Committee will act at the grass root level for the implementation of the program. In Keonjhar, VECs has been formed since 1993. The constituent of VEC are :

- |  |          |
|--|----------|
| 1. Sarpanch/Ward Member/Councillor<br>(in case of NAC or Municipality) | Chairman |
| 2. Guardian of the Students (3 persons)                                | Member   |
| 3. Lady member of the village (one)                                    | Member   |
| 4. Representatives of SC/ST community<br>(one)                         | Member   |
| 5. Members of NGO/Mahila Samiti/ Jubak<br>Sangh of village (one)       | Member   |
| 6. Headmaster of the Primary School<br>of the village                  | Member   |

The powers and functions of the VEC are :

Maintenance/supervision of all categories of primary level educational institution.

Planning and development of the educational institutions of the village.

Organize enrollment drive and ensure regular attendance of students.

Beautification of school campus, development of play ground and children park.

Motivating the parents to send their children to the school regularly.

Grant of C.L. to teachers and to bring the fact of irregular attendance of teacher to the notice of the authorities.

To organize competitions in both curricular and extra curricular activities.

D.P.E.P : KEONJHAR

CHAPTER - IX - A

COST COMPONENTS OF THE PROGRAMME

**DISTRICT PRIMARY EDUCATION PROGRAMME, KEONJHAR STATE-ORISSA**

**EXPENDITURE ACCOUNTS BY PROJECT COMPONENTS  
(Summary Table)**

Improve quality & Access in Primary Education

(Rs. in lakhs)

Expenditure Account	Build State Institutional Capacity	Build district Institutional Capacity	Improve Retention	Increase Access	Quality Improvement	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]
<b>INVESTMENT COSTS (Non-recurring)</b>						
Civil works		-	174.00	495.00	355.50	1024.50
Furniture		2.60	-	-	231.79	234.39
Equipment		9.25	-	-	23.81	33.06
Vehicles		14.00	-	-	-	14.00
Books & Libraries		-	-	-	113.00	113.00
Local Consultant		5.00	-	-	-	5.00
Sports Equipment & Amenities		-	101.85	-	-	101.85
Training Costs (Including TA/DA)		6.75	-	-	346.58	353.33
Workshop & Seminars (Including Microw Planning)		-	37.50	10.34	-	47.84
Awareness Campaign Expenses		-	80.68	-	3.58	84.26
		37.60	394.03	505.34	1074.26	2011.23
<b>TOTAL INVESTMENT COSTS (Recurring Costs)</b>						
Salaries of additional staffs		105.78	-	-	1169.00	1274.78
Consumables (Office expenses etc.)		21.90	-	-	6.50	28.40
Teaching Materials		-	511.40	-	145.69	657.08
Contingency at District/BRC/School		10.90	-	-	245.62	256.52
Vehicle Operation and maintenance		5.20	-	-	-	5.20
Civil Works Maintenance		3.00	-	35.40	-	38.40
Honorarium		5.00	-	-	27.00	32.00
<b>TOTAL RECURRENT COSTS</b>		<b>151.78</b>	<b>511.40</b>	<b>35.40</b>	<b>1593.80</b>	<b>2092.38</b>
<b>TOTAL BASELINE COSTS</b>		<b>189.38</b>	<b>905.43</b>	<b>540.74</b>	<b>2668.06</b>	<b>4303.61</b>

## YEARWISE STATEMENT OF COST ESTIMATE

(Rs. in Lakhs)

Sl.No.	Head of Account	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1.	Access	10.34	450.00	65.00	15.40	-	540.74
2.	Retention	179.42	246.88	233.61	122.76	122.76	905.43
3.	Quality improvement	424.55	694.05	572.98	474.26	502.22	2668.06
4.	Building District institutional capacity	49.15	32.03	34.26	36.08	37.86	189.38
<b>TOTAL</b>		<b>663.46</b>	<b>1422.96</b>	<b>905.85</b>	<b>648.50</b>	<b>662.84</b>	<b>4303.61</b>

(Rupees fortythree crores three lakhs & sixty one thousand only)



D.P.E.P. : KEONJHAR

PROJECT COSTING

1) INCREASE ACCESS

**PROJECT COSTING  
DPEP, Keonjhar**

**I. INCREASE ACCESS**

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
1.	Opening of new Primary School-Construction of Building(195 Nos.)	2.00	-	-	195	390.00	-	-	-	-	-	-	195	390.00	-	390.00
2.	Repair of 177 Schools Building	0.20	-	-	50	10.00	50	10.00	77	15.40	-	-	177	35.40	-	35.40
3.	Construction of Addl. class room for 105 existing one room School	1.00	-	-	50	50.00	55	55.00	-	-	-	-	105	105.00	-	105.00
4.	Micro-planning and School Mapping for 2068 villages @ Rs. 50/-	0.005	2068	10.34	-	-	-	-	-	-	-	-	2068	10.34	-	10.34
<b>TOTAL</b>			<b>2068</b>	<b>10.34</b>	<b>295</b>	<b>450.00</b>	<b>105</b>	<b>65.00</b>	<b>77</b>	<b>15.40</b>	<b>-</b>	<b>-</b>	<b>2545</b>	<b>540.74</b>	<b>-</b>	<b>540.74</b>

D.P.E.P. : KEONJHAR

PROJECT COSTING

(2) IMPROVE RETENTION

## (2) IMPROVE RETENTION

DPEP KEONJHAR

(Rs. in lakhs)

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
1.	Supply of Reading and writing materials to students per school per annum.	0.05	1842	92.10	2037	101.85	2037	101.85	2037	101.85	2037	101.85	-	499.50	499.50	-
2.	One time grant to primary schools for games and sports.	0.05	40	2.00	1000	50.00	997	49.85	-	-	-	-	2037	101.85	-	101.85
3.	Construction of toilet	0.18	200	36.00	250	45.00	250	45.00	-	-	-	-	700	126.00	-	126.00
4.	Sinking of borewell	0.40	40	16.00	40	16.00	40	16.00	-	-	-	-	120	48.00	-	48.00
5.	Reading and writing Materials to Alternative school	0.01	238	2.38	238	2.38	238	2.38	238	2.38	238	2.38	-	11.90	11.90	
<b><u>AWARENESS CAMPAIGN</u></b>																
6.	Posters/leaflet and hand bill etc.	-	-	2.00	-	2.00	-	2.00	-	2.00	-	2.00	-	10.00	-	10.00
7.	Quarterly news letter @ Rs. 10/- x 4 x 5000	-	-	2.00	-	2.00	-	2.00	-	2.00	-	2.00	-	10.00	-	10.00
8.	Wall painting of slogans and captions per school	0.01	1000	10.00	1052	10.52	-	-	-	-	-	-	2052	20.52	-	20.52
9.	Organisation of street play/pala in the Block	0.10	13	1.30	13	1.30	-	-	-	-	-	-	26	2.60	-	2.60

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
10.	Cycle campaign/Padayatra @ Rs. 10000/- per Block per annum for first two year	0.10	13	1.30	13	1.30	-	-	-	-	-	-	26	2.60	-	2.60
11.	Video show of DPEP progress @ Rs. 100/- per school per annum	-	1842	1.84	2037	2.03	2037	2.03	2037	2.03	2037	2.03	-	9.96	-	9.96
12.	Children festival at G.P. level @ Rs. 2000/- per G.P. and urban area	0.02	250	5.00	250	5.00	250	5.00	250	5.00	250	5.00	-	25.00	-	25.00
13.	Tribal fair at Block level	0.30	13	3.90	13	3.90	13	3.90	13	3.90	13	3.90	65	19.50	-	19.50
14.	Women convention at Block level yearly	0.20	13	2.60	13	2.60	13	2.60	13	2.60	13	2.60	65	13.00	-	13.00
15.	District level convection	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	-	5.00
TOTAL				179.42	-	246.88	-	233.61	-	122.76	-	122.76	-	905.43	511.40	394.03

D.P.E.P. : KEONJHAR

PROJECT COSTING

(3) IMPROVE LEARNING ACHIEVEMENT

( 3 ) QUALITY IMPROVEMENT

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
1.	Appointment of teachers in 195 primary school (1080-1800)	-	-	-	195	24.96	390	149.76	390	164.73	390	181.20	390	520.65	520.65	-
2.	Provision of furniture to new primary school	0.13	-	-	195	25.35	-	-	-	-	-	-	195	25.35	-	25.35
3.	Provision of furniture to existing school	0.10	1842	184.20	-	-	-	-	-	-	-	-	1842	184.20	-	184.20
4.	Provision of library to primary school	0.05	-	-	2037	101.85	-	-	-	-	-	-	2037	101.85	-	101.85
5.	Annual grant to new school for improvement	0.02	-	-	195	3.90	195	3.90	195	3.90	195	3.90	-	15.60	15.60	-
6.	Annual grant to existing schools for improvement	0.02	1842	36.84	1842	36.84	1842	36.84	1842	36.84	1842	36.84	-	184.20	184.20	-
7.	Annual grant to teachers of new schools for teaching aids @Rs.500/-	-	-	-	195	0.98	390	1.95	390	1.95	390	1.95	-	6.83	6.83	-
8.	Annual grant to teachers of existing schools for teaching aids @Rs.500/-	-	5554	27.77	5554	27.77	5554	27.77	5554	27.77	5554	27.77	-	138.85	138.85	-
9.	Prize money to each block for block level competition among schools with higher learner achievement among girls	0.04	-	-	13	0.52	13	0.52	13	0.52	13	0.52	-	2.08	2.08	-

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
10.	Construction building of 13 BRC in 2800 Sft.	8.50	3	25.50	10	85.00	-	-	-	-	-	-	13	110.50	-	110.50
11.	Honorarium to 225 School mother @ Rs. 200/-p.m.	-	200	5.40	-	5.40	-	5.40	-	5.40	-	5.40	200	27.00	27.00	-
12.	Appointment of 238 Educational worker to facilitate Alternative Schooling starting at @ Rs. 1000/- p.m. with 107.	-	238	28.56	238	31.42	238	34.56	238	38.01	238	41.81	-	174.36	174.36	-
13.	Single room for CRC attached to centre school	1.00	-	-	100	100.00	100	100.00	-	-	-	-	200	200.00	-	200.00
14.	Salary to CRC Coordinator @ Rs.3000/-pm.	0.03	200	18.00	200	72.00	200	72.00	200	72.00	200	72.00	200	306.00	306.00	-
15.	CRC furniture	0.08	-	-	200	16.00	-	-	-	-	-	-	200	16.00	-	16.00
16.	CRC equipment	0.095	-	-	200	19.00	-	-	-	-	-	-	200	19.00	-	19.00
17.	Library to CRC	0.05	-	-	200	10.00	-	-	-	-	-	-	200	10.00	-	10.00
18.	Misc. Cont. to CRC	0.05	-	-	200	10.00	200	10.00	200	10.00	200	10.00	-	40.00	40.00	-
19.	Printing charges of DPEP handbooks and leaflets	-	-	0.50	-	0.50	-	0.50	-	-	-	-	-	1.50	1.50	-



Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
<b><u>Training Components</u></b>																
20.	Trg. to Pry. Trs. at BRC 1 day	0.037	111	4.16	115	4.31	120	4.49	120	4.49	120	4.49	586	21.96	-	21.96
21.	Trg. to Pry. School Trs. for 7 days	0.167	139	23.32	145	24.33	150	25.17	150	25.17	150	25.17	734	123.18	-	123.18
22.	Trg. to Pry. School teacher for 3 days	0.07	130	10.59	145	11.05	150	11.43	150	11.43	150	11.43	734	55.96	-	55.96
23.	Trg. of N.F.E. instructors for 3 days	0.09	25	2.35	25	2.35	25	2.35	25	2.35	25	2.35	125	11.75	-	11.75
24.	Trg. to ECCE workers for 3 days	0.076	42	3.20	42	3.20	42	3.20	42	3.20	42	3.20	210	16.01	-	16.01
25.	Trg. programme for Educational worker of alternative schooling for 4 weeks.	-	238	2.38	238	1.19	238	1.19	-	-	-	-	-	4.76	-	4.76
26.	Construction of 10 teachers barracks	1.20	-	-	5	6.00	5	6.00	-	-	-	-	10	12.00	-	12.00
27.	Construction of boundary wall in 40 schools	0.80	-	-	20	16.00	20	16.00	-	-	-	-	10	32.00	-	32.00
28.	Construction of MIS building	1.00	1	1.00	-	-	-	-	-	-	-	-	1	1.00	-	1.00
29.	Training to CRC head for 2 days	0.074	10	0.74	10	0.74	10	0.74	10	0.74	10	0.74	50	3.70	-	3.70

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
30.	Training for DRG for 5 days	0.09	1	0.09	1	0.09	1	0.09	1	0.09	1	0.09	5	0.45	-	0.45
31.	Training for BRC RP	0.09	7	0.65	7	0.65	7	0.65	7	0.65	7	0.65	35	3.26	-	3.26
32.	Training for VEC members for 1 days	0.028	246	6.96	259	7.32	273	7.72	273	7.72	273	7.72	1324	37.46	-	37.46
33.	Training for VEC members for 2 days	0.034	368	12.61	388	13.33	410	14.05	410	14.05	410	14.05	1987	68.09	-	68.09

### Strengthening of DIET

34.	Appt. of Trs. Educator Gender Faculty (1700-3200)	1	-	-	3	2.55	3	2.67	3	2.82	3	2.97	12	11.01	11.01	-
35.	Other mix cont.	-	-	0.50	-	0.50	-	0.50	-	0.60	-	0.60	-	2.70	2.70	-
36.	Purchase of Reference/ Library books	-	-	0.50	-	-	-	-	-	-	-	-	-	0.50	-	0.50

### Block Resource Centre

37.	Salary of BRC staff	-	52	16.38	52	26.19	52	31.43	52	37.72	52	45.26	-	156.98	156.98	-
38.	Furniture to BRC	0.48	13	6.24	-	-	-	-	-	-	-	-	-	6.24	-	6.24
39.	Equipments to BRC	0.37	13	4.81	-	-	-	-	-	-	-	-	-	4.81	-	4.81

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
40.	Books and Libraries to 13 BRC	0.05	-	-	13	0.65	-	-	-	-	-	-	-	0.65	-	0.65
41.	Office Misc. cont. BRC.	0.06	-	-	13	0.78	13	0.78	13	0.78	13	0.78	-	3.12	3.12	-
42.	TA/DA etc. to staff of BRC @ 10,000/- per year	0.01	13	1.3	13	1.3	13	1.3	13	1.3	13	1.3	65	6.5	6.5	-
TOTAL				424.55	-	694.05	-	572.98	-	474.26	-	502.22	-	2668.06	1613.80	1074.26

D.P.E.P. : KEONJHAR

PROJECT COSTING

(4) BUILDING DISTRICT INSTUTIONAL CAPACITY

## (4) BUILDING DISTRICT INSTITUTIONAL CAPACITY

DPEP KEONJHAR

( Rs. in lakhs )

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
1.	Staff salary of Dist. Project Officer	-	-	15.04	-	21.06	-	22.11	-	23.21	-	24.37	-	105.78	105.78	-
2.	Building rent for Dist. Office	-	-	0.36	-	0.48	-	0.60	-	0.72	-	0.84	-	3.0	3.0	-
3.	RCM/TA/DA/etc. Dist. staff	2.00	-	2.00	-	2.00	-	2.00	-	2.00	-	2.00	-	10.00	10.00	-
4.	Four vehicles	3.50	4	14.00	-	-	-	-	-	-	-	-	4	14.00	-	14.00
5.	Maintainance of 4 vehicles per annum	-	-	0.20	-	0.25	-	0.25	-	0.25	-	0.25	-	1.20	1.20	-
6.	Fule for 4 vehicles ( per month )	-	-	0.40	-	0.90	-	0.90	-	0.90	-	0.90	-	4.00	4.00	-
7.	Furniture for D.P.O.	-	-	2.10	-	-	-	-	-	-	-	-	-	2.10	-	2.10
8.	Equipments for D.P.O.	-	-	3.35	-	-	-	-	-	-	-	-	-	3.35	-	3.35
9.	Contigency at D.P.O.	-	-	0.80	-	1.50	-	2.00	-	2.50	-	3.00	-	9.80	9.80	-
10.	EMIS Equipments	-	-	5.90	-	-	-	-	-	-	-	-	-	5.90	-	5.90
11.	Honoraium at District level	-	-	1.00	-	1.00	-	1.00	-	1.00	-	1.00	-	5.00	5.00	-

Sl. No.	ITEM	Unit Cost	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total		Rec	Non-Rec
			Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost	Tar.	Cost		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]
12.	Local consultant	-	-	1.00	-	1.00	-	1.00	-	1.00	-	1.00	-	5.00	5.00	-
13.	EMIS furniture	-	-	0.50	-	-	-	-	-	-	-	-	-	0.50	-	0.50
14.	EMIS training	-	-	1.35	-	1.35	-	1.35	-	1.35	-	1.35	-	6.75	6.75	-
16.	EMIS contingency	-	-	0.10	-	0.25	-	0.25	-	0.25	-	0.25	-	1.10	1.10	-
16.	EMIS consumables	-	-	1.05	-	2.25	-	2.80	-	2.90	-	2.90	-	11.90	11.90	-
TOTAL				49.15		32.03		34.26		36.08		37.86		189.38	151.78	37.60

D.P.E.P. : KECNJHAR

CHAPTER - IX. -(B)

UNIT COST

## CIVIL WORKS

There is no adequate provision under the education plan, to meet the pressing demand for construction of new school or additional classroom to the existing schools, toilets, water supply etc. Based on DPEP guideline the following infrastructures are proposed to be taken up during the plan period. The estimate is based on prevailing rates of labour and local cost of materials.

(Rs. In Lakhs)

Sl. No.	Activities	Nos.	Unit Cost	Total Cost	Area Sft.	Cost per Sft.
1.	2 Room Building for 195 new Schools.	195	2.00	390.00	1120	179
2.	Additional Class room to existing school.	105	1.00	105.00	708	141
3.	Construction of Single room for CRC, attached to centre school.	200	1.00	200.00	690	145
4.	Construction of BRC	13	8.50	110.50	2800	304
5.	Construction of Computer Room (MIS)	1	1.00	1.00	300	333
6.	Construction of Teacher Hostel	10	1.20	12.00	540	222
7.	Sinking of Bore Well	120	0.40	48.00	-	-
8.	Construction of Boundary Wall	40	0.80	32.00	-	-
9.	Construction of Toilet for both boys and girls in the existing school.	700	0.18	126.00	-	-
Total				1024.50		



# DISTRICT LEVEL PROJECT OF KEONJHAR REVENUE DISTRICT

## DPEP : KEONJHAR

### FINANCIAL TARGET (Rs. in Lakhs)

Sl. No.	Item	Physical Target	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total	Remarks
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
	District Project Coordinator (Ex-offico)	1	0.045	-	-	-	-	-	Charge allowance 500/- P.M.
	Addl. Project Coordinator	2	0.090	-	-	-	-	-	Charge allowance 500/- P.M.
	District Project Officer (Full Time)	1	0.612	-	-	-	-	-	1700 - 3200
	Finance-cum-Admn. Officer	1	0.648	-	-	-	-	-	2000 - 3500
	Sr. Accountant	1	0.405	-	-	-	-	-	1200 - 2040
	Jr. Accountant	1	0.315	-	-	-	-	-	950 - 1500
	Sr. Accounts Clerk	1	0.405	-	-	-	-	-	1200 - 2040
	Cashier	1	0.405	-	-	-	-	-	1200 - 2040
	Office Secretary	2	0.810	-	-	-	-	-	1200 - 2040
	MIS in-charge System Analyst	1	0.648	-	-	-	-	-	2000 - 3500
	Programmer	1	0.504	-	-	-	-	-	1400 - 2600
	Data Entry Operator	2	0.810	-	-	-	-	-	1200 - 2040
	Civil Work in-charge (Asst. Engineer)	1	0.648	-	-	-	-	-	2000 - 3500

Sl. No.	Item	Physical Target	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total	Remarks
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
4.	Jr. Enginner	2	1.008	-	-	-	-	-	1400 - 2600
5.	Drafts Man	2	1.008	-	-	-	-	-	1400 - 2600
6.	District Coordinator for Gender & ECCE	1	0.612	-	-	-	-	-	1700 - 3200
7.	District Coordinator Tribal	1	0.612	-	-	-	-	-	1700 - 3200
8.	District Coordinator Teachers Training	1	0.612	-	-	-	-	-	1700 - 3200
9.	District Coordinator Media & Documentation	1	0.612	-	-	-	-	-	1700 - 3200
0.	Programme Associates	2	0.810	-	-	-	-	-	1200 - 2040
1.	Stenographer	3	1.215	-	-	-	-	-	1200 - 2040
2.	Driver	2	0.630	-	-	-	-	-	950 - 1500
3.	Peons	6	1.350	-	-	-	-	-	750 - 940
4.	Night Watchman-cum-sweeper	1	0.225	-	-	-	-	-	750 - 940
Total			15.039	21.055	22.107	23.213	24.373	105.787	

**BRC STAFF UNIT COST**

**DPEP : KEONJHAR**

Rs.in Lakh

1.	Name of the Post	Unit	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	BRC Coordinator (Administration) Full Time ( 1700 - 3200 )	13	5.85	9.36	11.23	13.47	16.16	56.07
	BRC Coordinator (Academic) Full Time ( 1400 - 2600 )	13	4.68	7.48	8.98	10.78	12.93	44.85
	Jr. Assistant (with the knowledge of type & accounting )	13	3.51	5.61	6.73	8.08	9.70	33.63
	Peon ( 750 - 940 )	13	2.34	3.74	4.49	5.39	6.47	22.43
			16.38	26.19	31.43	37.72	45.26	156.98

**DPEP KEONJHAR**  
**CRC STAFF UNIT COST**

Sl.	Name of the Post	Unit	1997-1998 (3 months)	1998-1999	1999-2000	2000-2001	2001-2002	Total	Remarks
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
1.	C R C Coordinator ( Full Time )	200	18.00	72.00	72.00	72.00	72.00	306.00	Rs. 3000/-p
		200	18.00	72.00	72.00	72.00	72.00	306.00	

**D.P.E.P.KEONJIAR,STATE;ORISSA**  
**FURNITURE TO CLUSTER RESOURCE CENTER(NON-RECURRING)**

Sl.No.	Item	Nos.	Rate	Total Cost
<b>A) <u>FURNITURE</u></b>				
1.	Chair/Table (Steel)	1 Pairs	Rs.1,500.00	Rs.1,500.00
2.	Almirah (Steel)	1 Nos.	Rs.6,000.00	Rs.6,000.00
3.	Reck (Steel)	1 Nos.	Rs. 500.00	Rs. 500.00
<b>Total :</b>				<b>Rs.8,000.00</b>

Sl.No.	Item	Nos.	Rate	Total Cost
<b>B) <u>EQUIPMENTS</u></b>				
1.	Dari	2 Nos.	Rs.3,500.00	Rs.7,000.00
2.	Water Drum	1 No.	Rs. 500.00	Rs. 500.00
3.	Black Board With Stand	1 No.	Rs.2,000.00	Rs.2,000.00
<b>Total :</b>				<b>Rs.9,500.00</b>

**D.P.E.P.,KEONJIAR, STATE ; ORISSA**  
**UNIT COST FOR FURNITURE TO BLOCK RESOSURCE CENTRE**  
**(NON-RECURRING)**

Sl.No.	Item	Nos.	Unit Cost	Total Cost
<b>A) <u>FURNITURE</u></b>				
a)	Chair/Table (Steel)	4 pairs	Rs.1500.00	Rs. 6,000.00
b)	Almirah (Steel)	4 Nos.	Rs.6000.00	Rs.24,000.00
c)	Reck ( Steel )	1 No.	Rs. 500.00	Rs. 500.00
d)	Desk Bench (Steel)	6 pairs	Rs.1000.00	Rs. 6,000.00
e)	Dari for Training Hall	2 nos.	Rs.7000.00	Rs.14,000.00
<b>Total :</b>				<b>Rs.48,000.00</b>

Sl.No.	Item	Nos.	Unit Cost	Total Cost
B)	<u>EQUIPMENTS</u>			
1.	Overhead Projector	1 nos.	Rs.10,000.00	Rs.10,000.00
2.	Type Writer	1 nos.	Rs.10,000.00	Rs.10,000.00
3.	Duplicating Machine	1 nos.	Rs.15,000.00	Rs.15,000.00
4.	Black Board with Stand	1 nos.	Rs. 2,000.00	Rs. 2,000.00
TOTAL ;-				Rs.37,000.00

**UNIT COST OF VEHICLES (NON-RECURRING)  
(PURCHASE OF VEHICLE)**

SL.NO.	ITEM	NOS	RATE	TOTAL
1.	Jeep for Project Coordinator	1no	3.5 lakhs	3.5 lakhs
2.	Jeep for two D.I.of Schools.	2no	3.5 lakhs	7.0 lakhs
3.	Jeep for D.I.E.T.	1no	3.5 lakhs	3.5 lakhs
Total :				14.0 lakhs

**D.P.E.P.,KEONJHAR,STATE;ORISSA  
UNIT COST FOR DISTRICT PROJECT OFFICE**

SL.NO.	DESCRIPTION	QUANTITY	RATE	AMOUNT ESTIMATE	REMARKS (RS.in Lakhs)
<u>FURNITURE</u>					
1.	Table and Chair	30 pairs	2500.00	0.750	
2.	Chairs	50 Nos.	400.00	0.200	
3.	Almirah	10 Nos.	6000.00	0.600	
4.	Recks(Slotted angle)	15 Nos.	1500.00	0.225	
5.	Bench	5 Nos.	500.00	0.025	
6.	Fans	10 Nos.	1300.00	0.130	
7.	Light Arrangement			0.170	
Total				2.100	

## B. EQUIPMENTS

1. Photo copier	1 No.	1.50
2. Type machine	3 Nos.	0.32
3. Fax	1 No.	0.40
4. Telephone i) Installation		0.03
ii) Rent per month @ Rs.500/- for 5 years		0.30
5. Duplicator	1 No.	0.15
6. Colour T.V.	1 No.	0.20
7. V.C.R.	1 No.	0.15
8. Video Camera	1 No.	0.30
Total		3.35

### UNIT COST

Sl.No.	Programme	Duration	Participants	Fooding	Stage & Stall	Audio & Video	Mobility & other price	Total
1.	Tribal fair	One day	1000	15,000/-	6000/-	4000/-	5000/-	30,000/-
2.	Women convention	One day	500	7,500/-	5000/-	4000/-	3500/-	20,000/-
3.	Children festival	One day	500	-	-	1000/-	1000/-	2,000/-
4.	Cycle Rally	Seven days	20-25	6000/-	-	2000/-	2000/-	10,000/-

### UNIT COST

1. HandBill/Posters

- (a) DPEP guidlines - 20,000 No. @ 4/- -Rs. 80,000/-
- (b) Admission Drive Posters - 20,000 No. @ 20/- Rs. 40,000/-
- (c) Awareness campaign letter - 40,000 NO. @ 1/- Rs. 40,000/-
- (d) Occassional Letter - Rs. 40,000/-

2. Quarterly News Letter

4 Pages information Newsletter  
DTP, Printing Cost 5,000 @ 2/- Rs. 10,000/-



## Unit cost

### District Convention

Participants - 2000 Nos.

#### Expenses -

a) Fooding for 2000x25/-	= Rs. 50,000.00
b) Guest Treatment	= Rs. 5,000.00
c) Tent and Decoration	= Rs. 15,000.00
d) Exhibition stalls	= Rs. 10,000.00
e) Prize and Testimonials	= Rs. 5,000.00
f) Sound / Light	= Rs. 2,000.00
g) Video and Photography	= Rs. 6,000.00
h) Contigencies	= Rs. 7,000.00

---

Rs. 100,000.00

## COSTING OF TRAINING PROGRAMME

Sl. No	Receptients of Training	Duration	Training Unit	R.P	Venue	T.A.		D.A.		Training Material	Refresher Charge	Contingency	Unit Cost
						P.P	R.P.	P.P	R.P.				
01.	DRG	5 days	20 Nos.	2	DPO	50/-	200/-	50/-	100/-	15/P	10/P/D	8%	9,336
02.	BRC RP	5 days	20 Nos.	2	DPO/DIET	50/-	200/-	50/-	100/-	15/P	10/P/D	8%	9,336
03.	VEC	1 day	60 Nos.	2	BRC	-	50/-	30/-	50/-	-	10/P/D	8%	2,830
04.	VEC	2 days	40 Nos.	2	BRC	-	50/-	30/-	50/-	-	10/P/D	8%	3,427
05.	P.S.Trs.Trig.	1 day	50 Nos.	2	BRC	-	50/-	40/-	50/-	15/P	10/P/D	8%	3,748
06.	P.S.Trs.Trig.	7 days	40 Nos.	2	BRC	-	50/-	40/-	50/-	15/P	10/P/D	8%	16,783
07.	P.S.Trs.Trig.	3 days	40 Nos.	2	BRC	-	50/-	40/-	50/-	15/P	10/P/D	8%	7,625
08.	Trg. to CRC Heads	2 days	40 Nos.	2	BRC	50/-	50/-	40/-	50/-	15/P	10/P/D	8%	7,495
09.	ECCE Workers	3 days	40Nos.	2	BRC	-	50/-	40/-	50/-	15/P	10/P/D	8%	7,625
10.	NFE facilitator	3 days	50 Nos.	2	BRC	-	50/-	40/-	50/-	15/P	10/P/D	8%	9,407

LIBRARY & DOCUMENTATION CENTRE  
 National Institute of Educational  
 Planning and Administration,  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC, No.....  
 Date.....  
 D-9479  
 95-84-87

## TRAINING CHART

Sl. No.	Recipients of Training	Duration of the Training	Training Unit	Venue	Agency to impart Training	Resource Persons for providing Training
1.	D.R.G.	5 days	All	D.P.O.	S.P.O.	S.R.G.
2.	B.R.C. Resource Persons	3 days	2 Blocks	D.P.O./DIET	DIET/D.P.O.	S.R.G., D.R.G., 2 S.R.G., rest D.R.G.
3.	V.E.C.	1 day	60	B.R.C.	B.R.C.	B.R.C. & S.R.G.
4.	V.E.C.	2 days	40	B.R.C.	B.R.C.	B.R.C. & S.R.G.
5.	Primary School Teachers	1 day	50	B.R.C.	B.R.C.	B.R.C. & D.R.G. supervised by S.R.G.
6.	Primary School Teachers	7 days	40	B.R.C.	B.R.C.	B.R.C. & D.R.G.
7.	Primary School Teachers	3 days	40	B.R.C.	B.R.C.	D.R.G. supervised by S.R.G.
8.	Training to C.R.C. Heads	2 days	2 Blocks	B.R.C.	D.P.O.	D.R.G. supervised by S.R.G.
9.	E.C.C.E.	3 days	40	B.R.C.	DPO/DIET B.R.C.	S.R.G., D.R.G., B.R.G.
10.	Disabled Children	3 days	40	B.R.C.	DPO/DIET B.R.C.	S.R.G., D.R.G., B.R.G.
11.	Alternative Schooling/NFE	3 days	50	B.R.C.	DPO/DIET B.R.C.	

**TRAINING EXEPENSES IN DPEP - KEONJHAR**

Training Receipt	Duration (Days)	Unit Cost (in Rs.)	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		Total	
			Tar.	Amount	Tar.	Amount	Tar.	Amount	Tar.	Amount	Tar.	Amount	Tar.	Amount
[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]
DRG	5	9,336	1	9,336	1	9,336	1	9,336	1	9,336	1	9,336	5	46,680
BRC RP	5	9,336	7	65,352	7	65,352	7	65,352	7	65,352	7	65,352	35	3,26,760
VEC	1	2,830	246	6,96,180	259	7,32,970	273	7,72,590	273	7,72,590	273	7,72,590	1324	37,46,920
VEC	2	3,427	368	12,61,136	389	13,33,103	410	14,05,070	410	14,05,070	410	14,05,070	1987	68,09,449
Primary School Teachers	1	3,748	111	4,16,028	115	4,31,020	120	4,49,760	120	4,49,760	120	4,49,760	586	21,96,328
Primary School Teachers	7	16,783	139	23,32,837	145	24,33,535	150	25,17,450	150	25,17,450	150	25,17,450	734	1,23,18,722
Primary School Teachers	3	7,625	130	10,59,875	145	11,05,625	150	11,43,750	150	11,43,750	150	11,43,750	743	55,96,750
CRC Heads	2	7,495	10	74,950	10	74,950	10	74,950	10	74,950	10	74,950	50	3,74,750
ECCE Workers	3	7,625	42	3,20,250	42	3,20,250	42	3,20,250	42	3,20,250	42	3,20,250	210	16,01,250
NFE Facilitators	3	9,407	25	2,35,175	25	2,35,175	25	2,35,175	25	2,35,175	25	2,35,175	125	11,75,875
<b>Total (TAR)</b>			<b>1088</b>	<b>64,71,122</b>	<b>1158</b>	<b>67,41,226</b>	<b>1188</b>	<b>69,93,883</b>	<b>1188</b>	<b>69,93,883</b>	<b>1188</b>	<b>69,93,883</b>	<b>5810</b>	<b>3,41,93,997</b>

## CHAPTER - X

### BENEFITS AND RISKS

Implementation of this project will lead to improvement of the in-take of educational facilities in the district and ensure the achievement of universal Primary Education, a constitutional right-free and compulsory education to all children up to age of 14 years. It will have better impact for ensuring access, reducing dropouts, improving transition and retention rate. MLL based education, raising the completion rate and increasing achievement level and reducing the teacher-pupil ratio.

The project will bring about a radical change in the life of style of women and tribal population, resulting a better social change and socio-economic factors.

Further, the operation of this project will ensure rural employment facilities by appropriate, and proper utilisation of various developmental programme floated by Government.

In other words, it can be said that the project will improve the entire primary educational system in all the three dimensions, i.e. access, retention and learners achievement and capacity building.

### **BENEFITS**

\* All habitations with a population of 200 and more within one kilometre radius will be served by a primary schools.

\* Wherever formal schools cannot be opened, alternative schooling facilities will be provided to remaining habitations.

\* Opening of new schools in the tribal pockets and appointment of para-teachers for Alternative Schools and School-Mother for escorts service to girl Childrent.

\* Orientation programme for teachers will equip the teachers with subject-based competencies and pedagogical skills.

\* Drop.-out rate will be reduced to to 10%. It aims at hundred percent retention with learner achievement by 25% above the measured base line level.

\* The achievement of the children especially girls of all sectors and scheduled caste/tribe children will improve and the minimum level of learning will be achieved by them.

\* The infrastructural facilities will improve significantly and the competency and motivation of the teacher would rise to a level, that would ensure better school effectiveness.

On the whole, improvements in the basic education system will bring about remarkable change in the life style of rural and tribal people.

## **RISKS**

The implementation of this project which is highly laudable one, may bring some risks too.

\* The increase in enrolment, retention and achievement will lead to a demand for better and enhanced middle and secondary schools. By utilising the existing facilities more efficiently and gradually providing additional facilities, the additional demand can be met.

\* After completion of the project, the recurring cost will have to be borne by the State Govt.

\* Creating awareness among the disadvantaged groups may lead to more demands on their parts for job opportunities.

However, the risks are minimal and can be solved, thus the project besides improving basic education, no doubt, will improve the living condition in the rural life of the district.

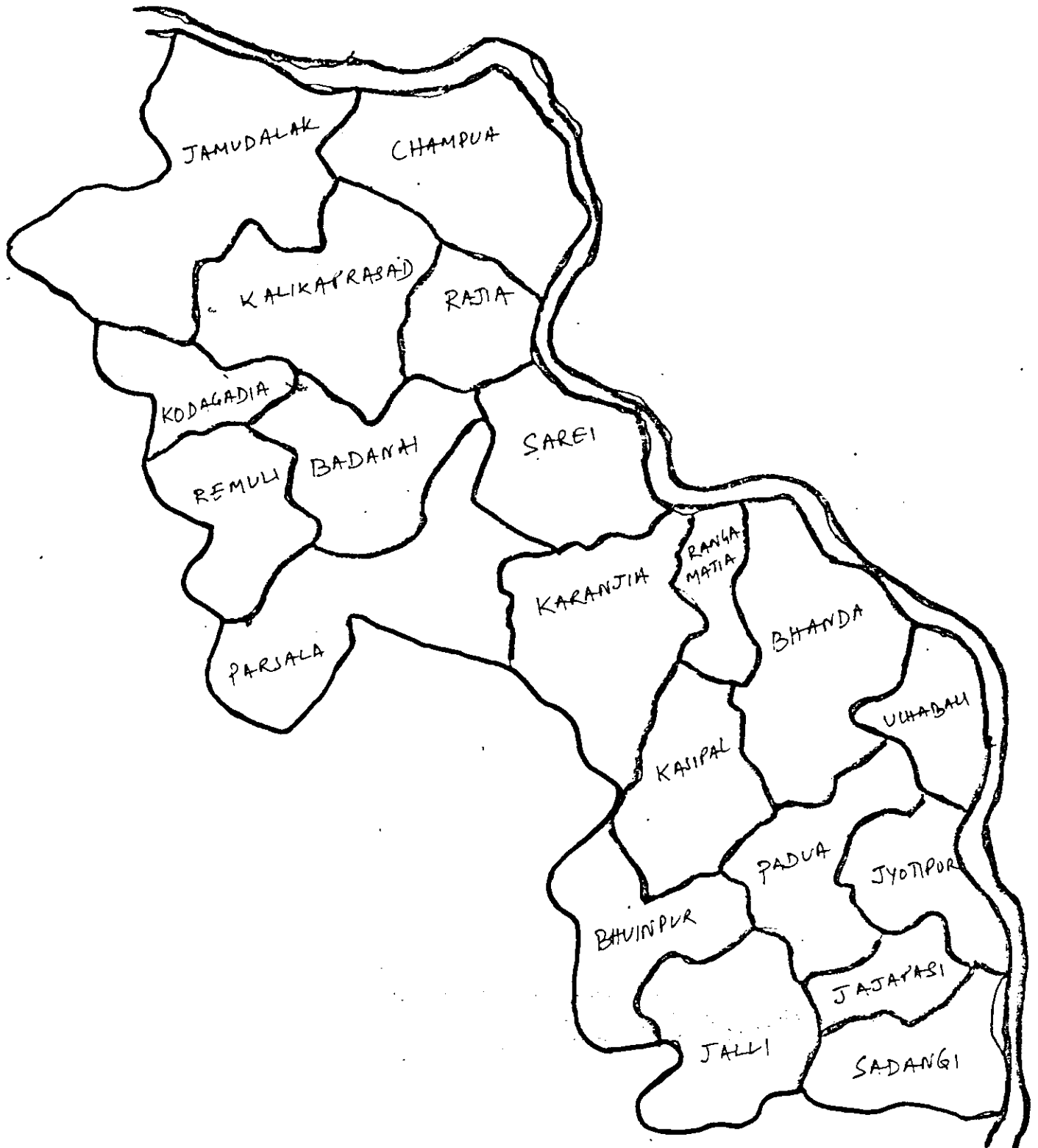
# ANANDPUR BLOCK



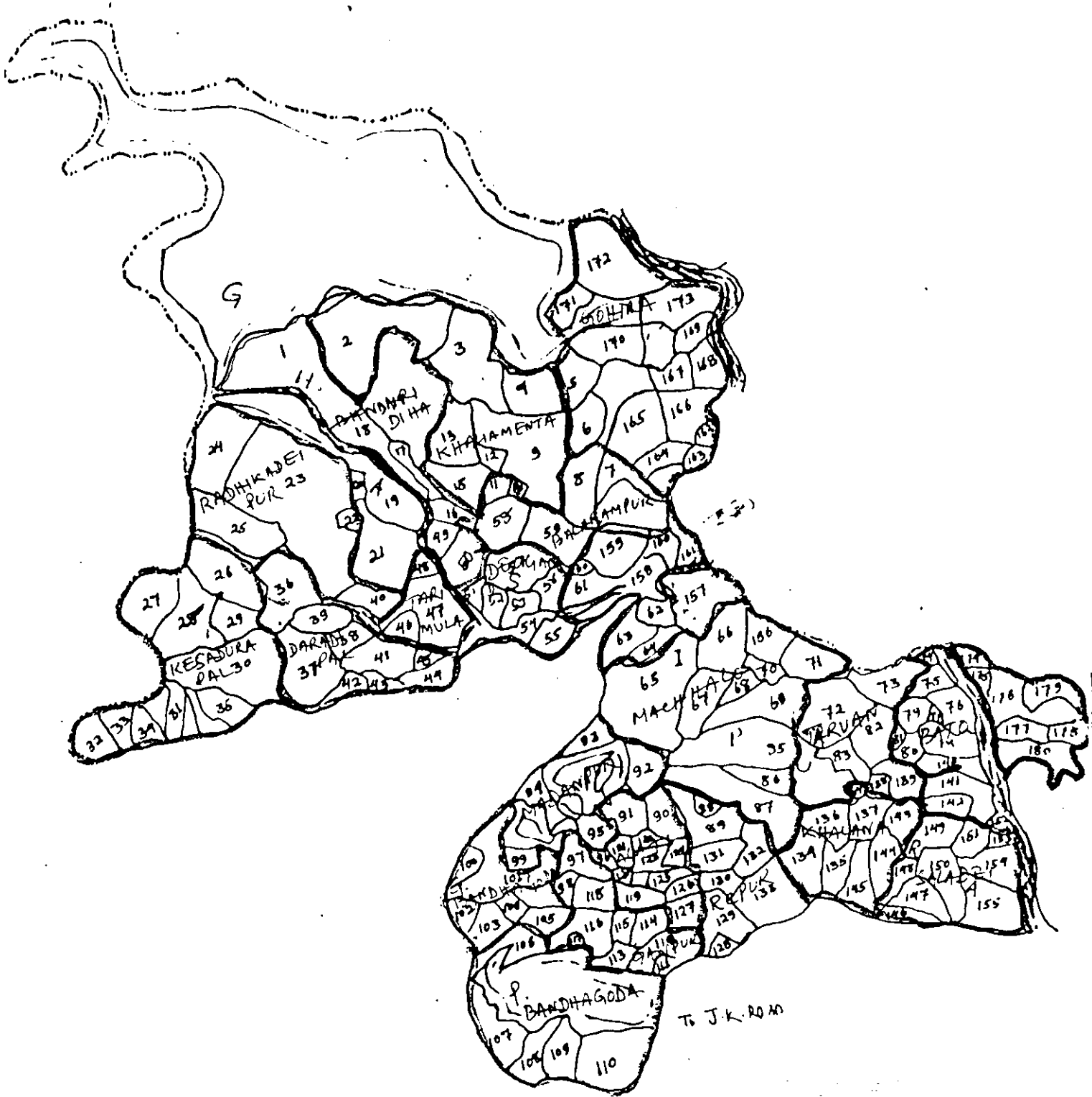




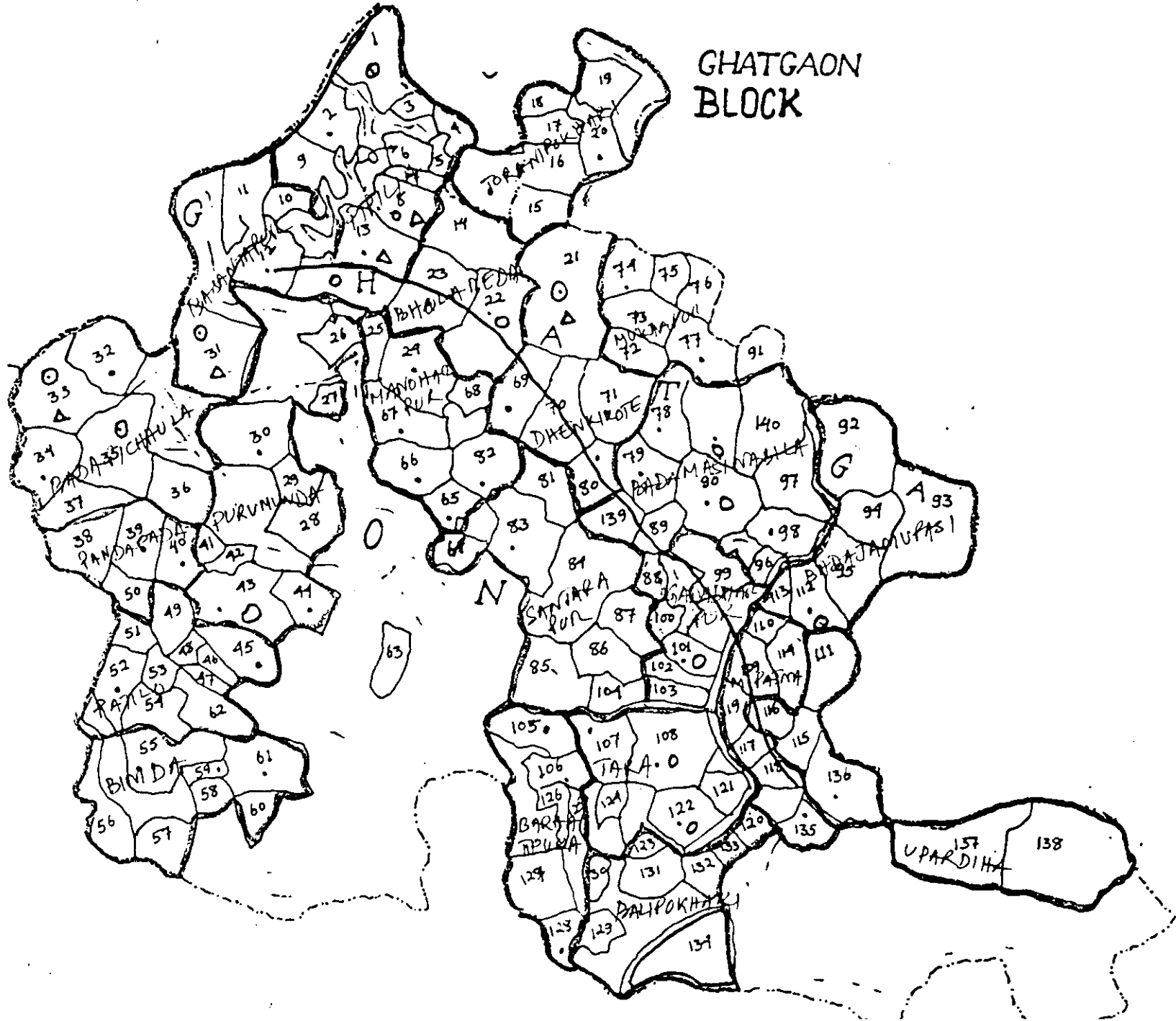
# CHAMPUA BLOCK



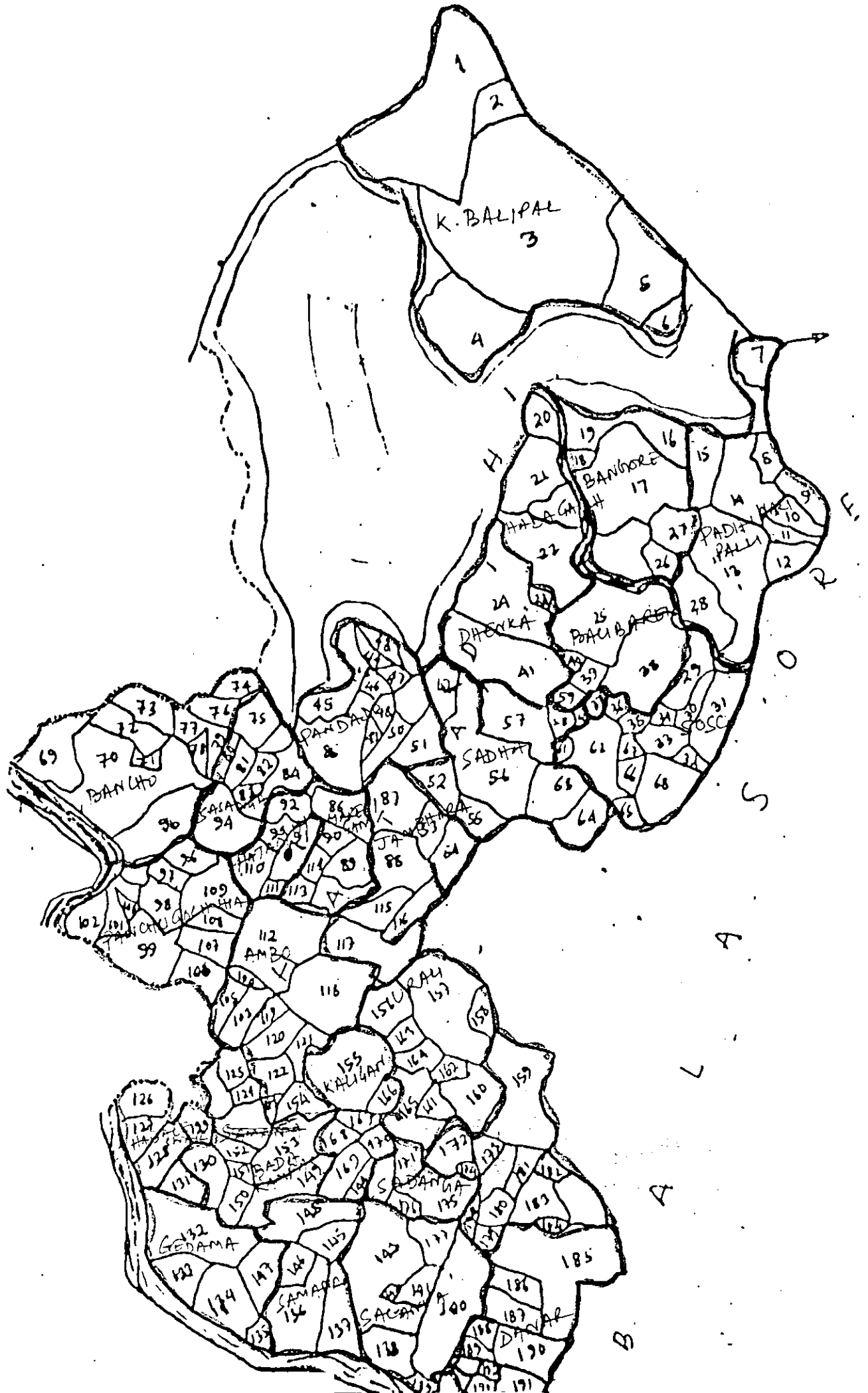
# GHASIPURA BLOCK



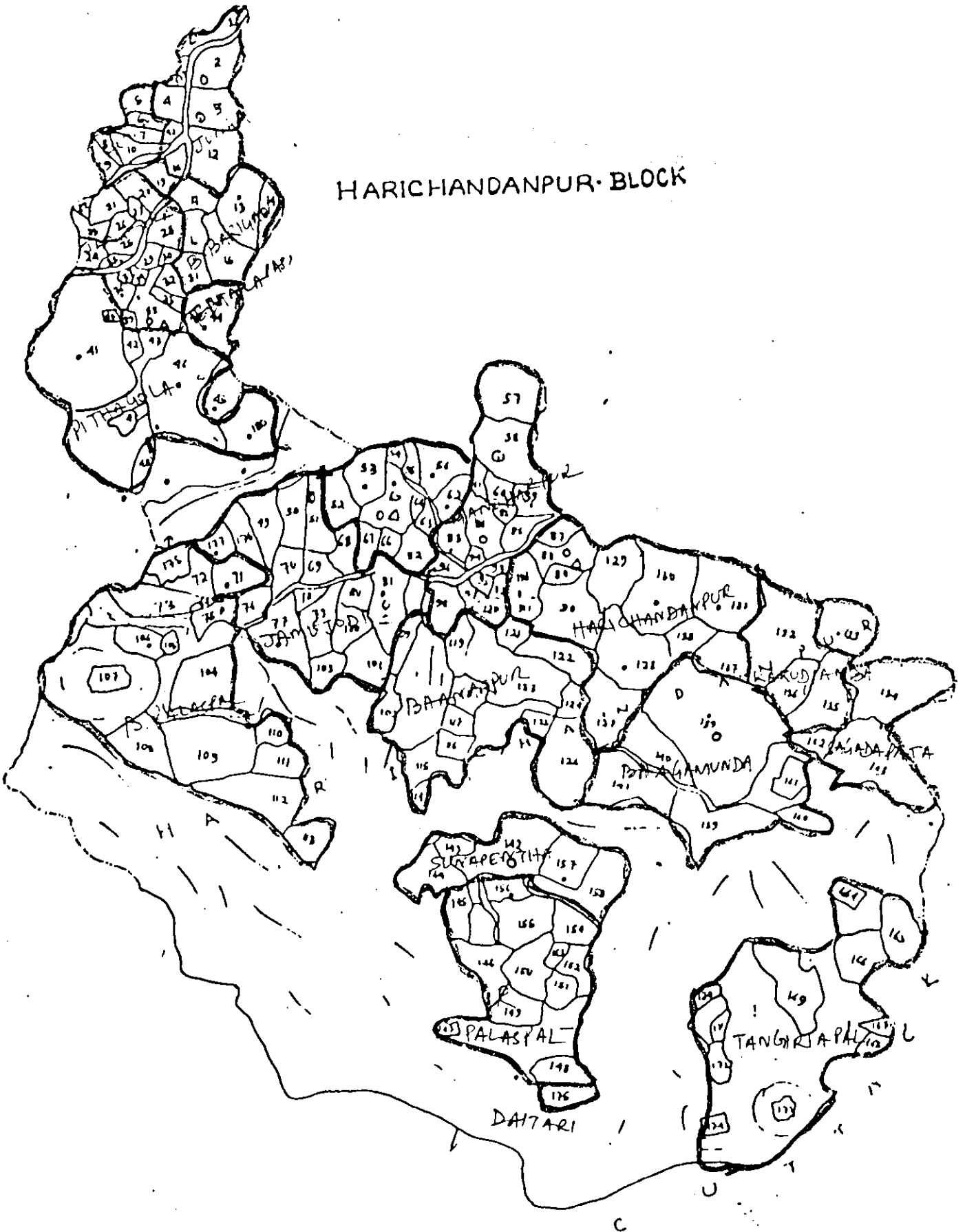
GHATGAON  
BLOCK



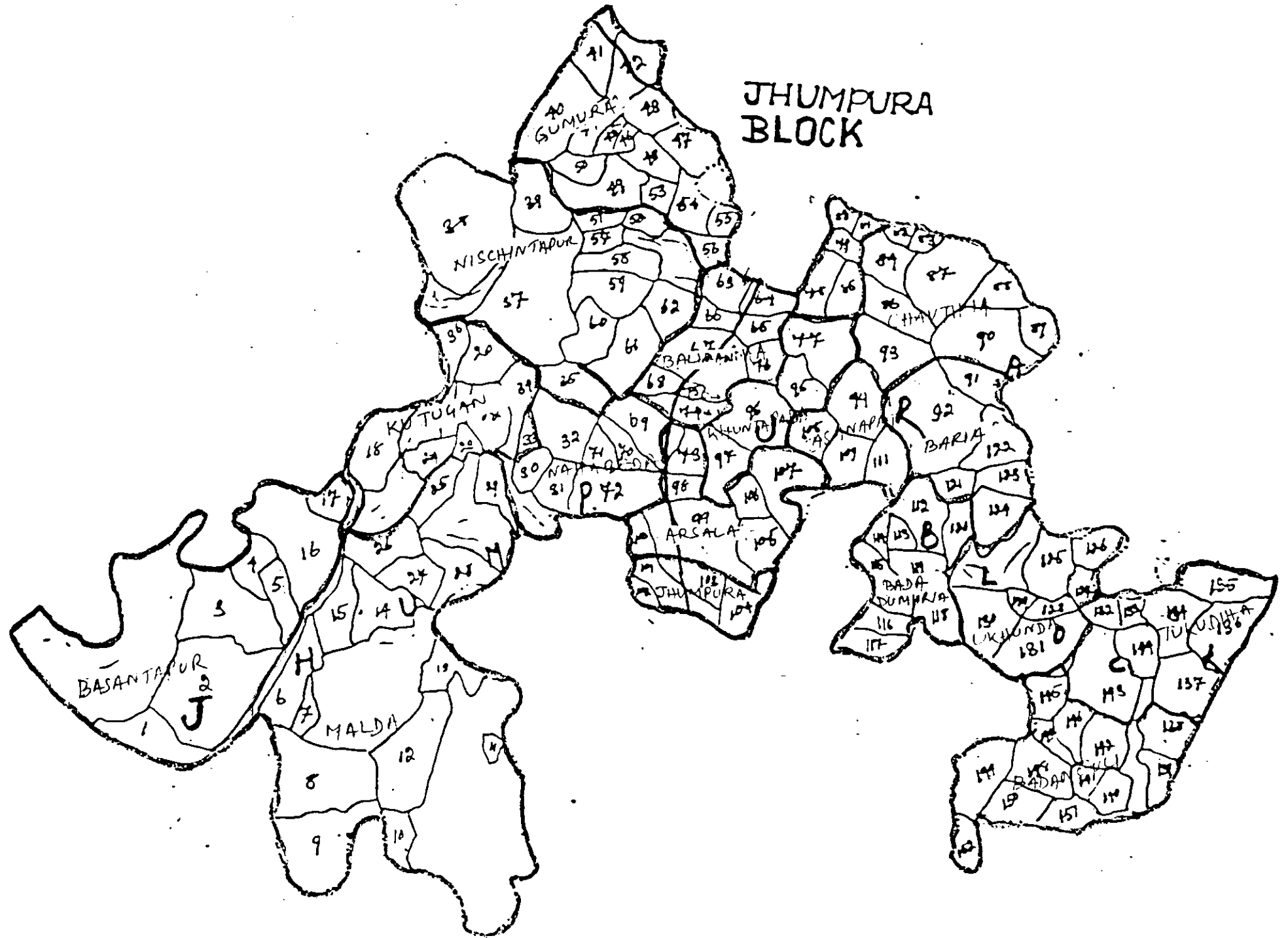
# HATADIHI BLOCK



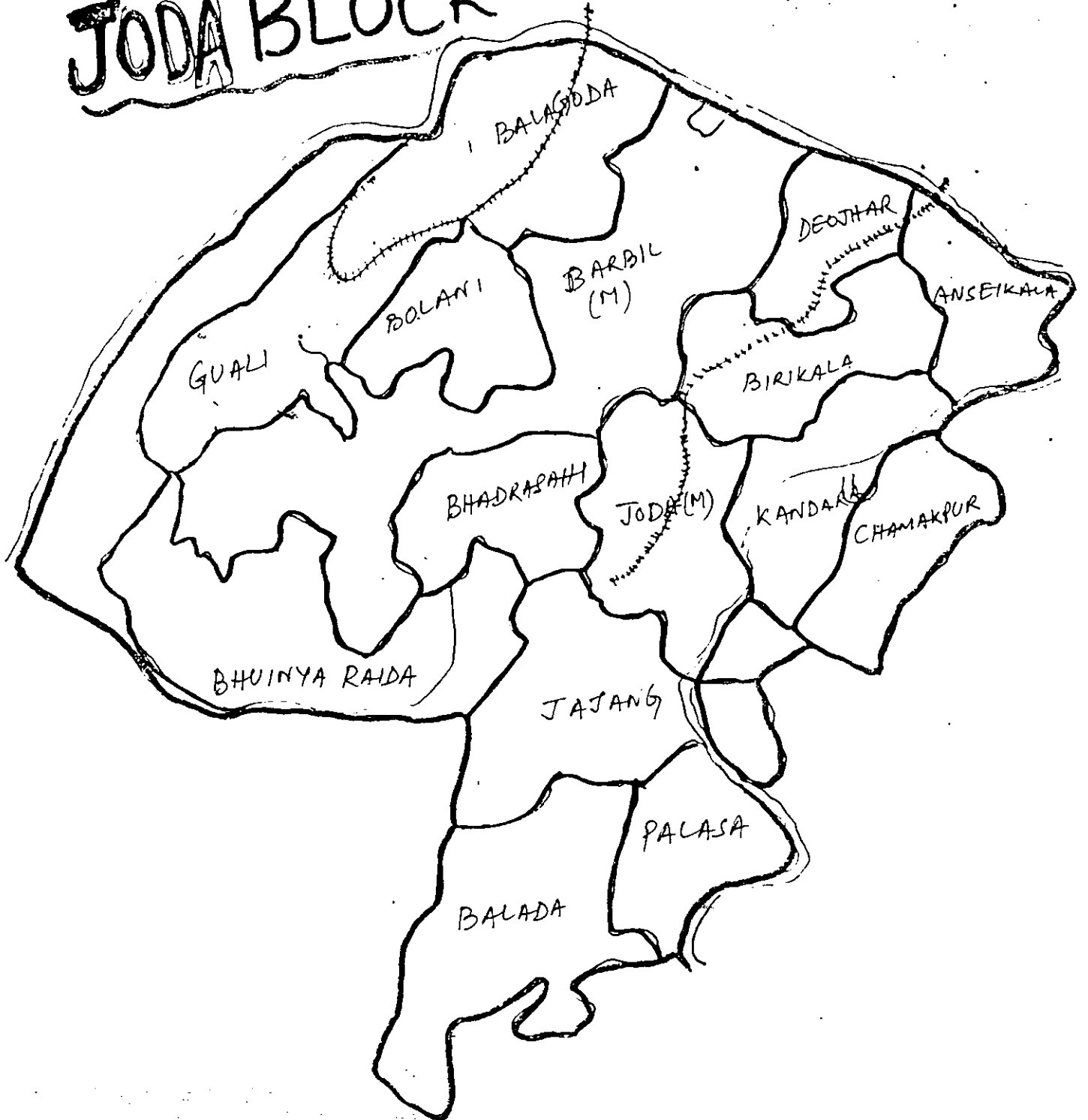
# HARICHANDANPUR BLOCK



# JHUMPURA BLOCK



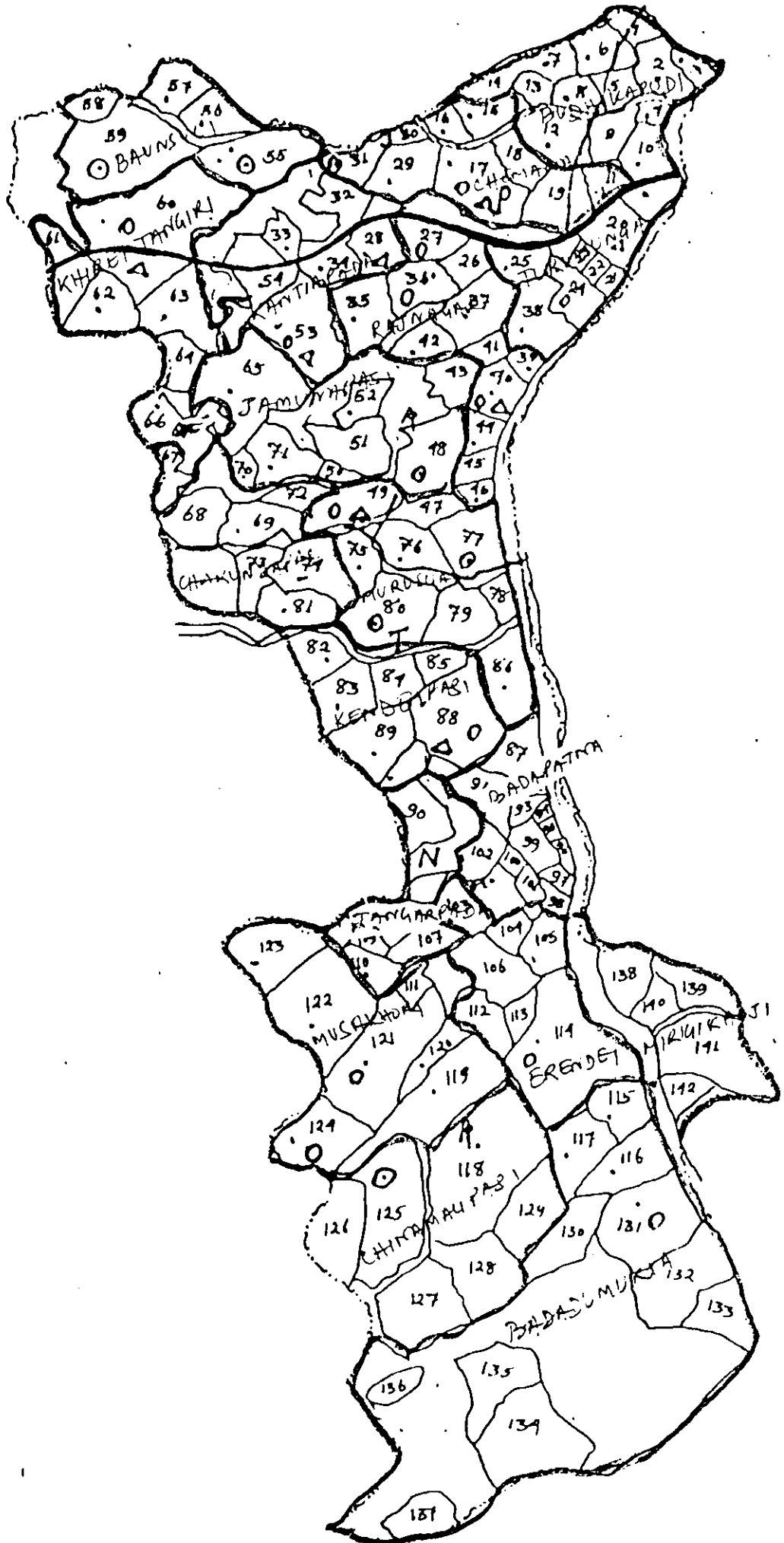
# JODA BLOCK



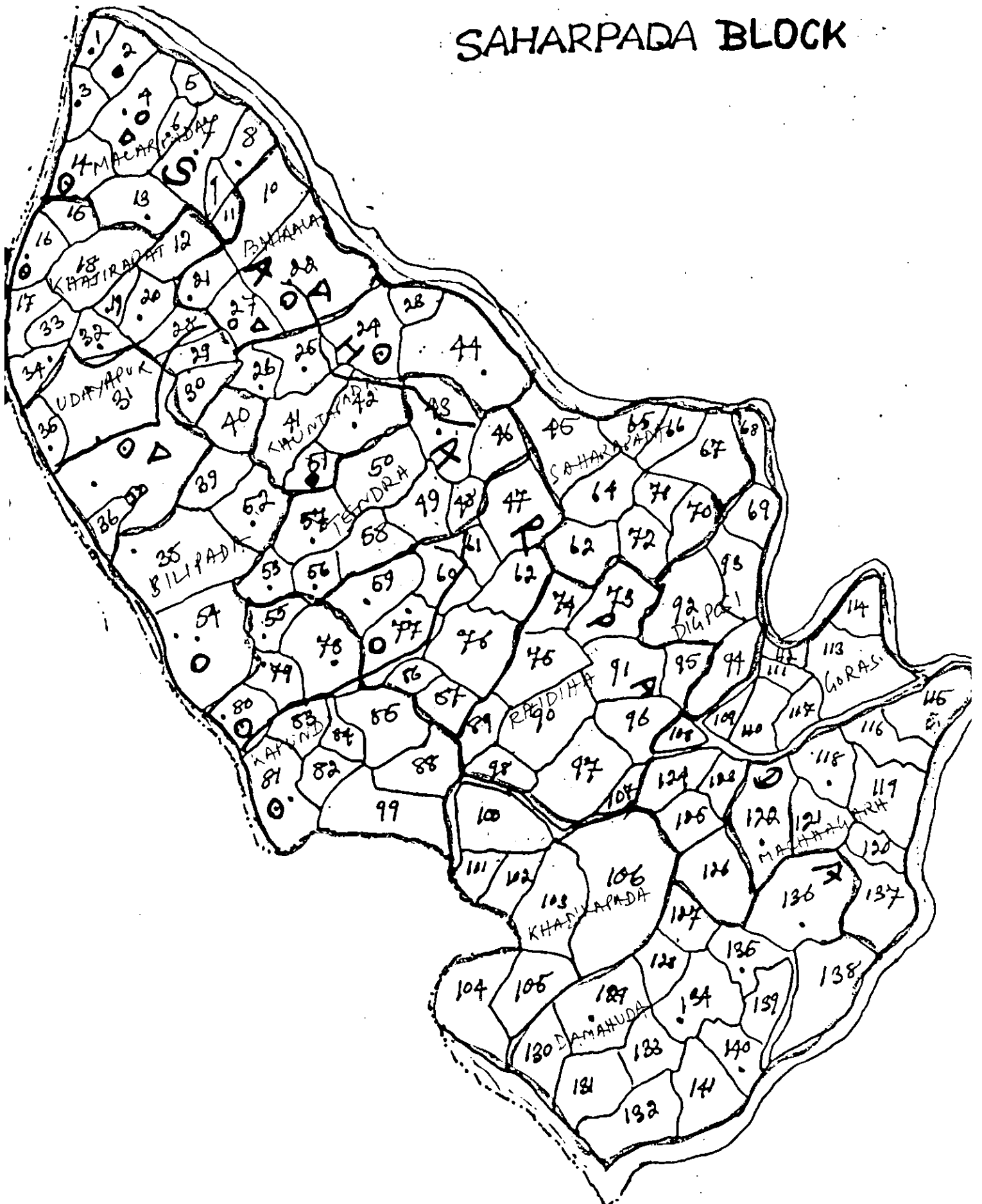


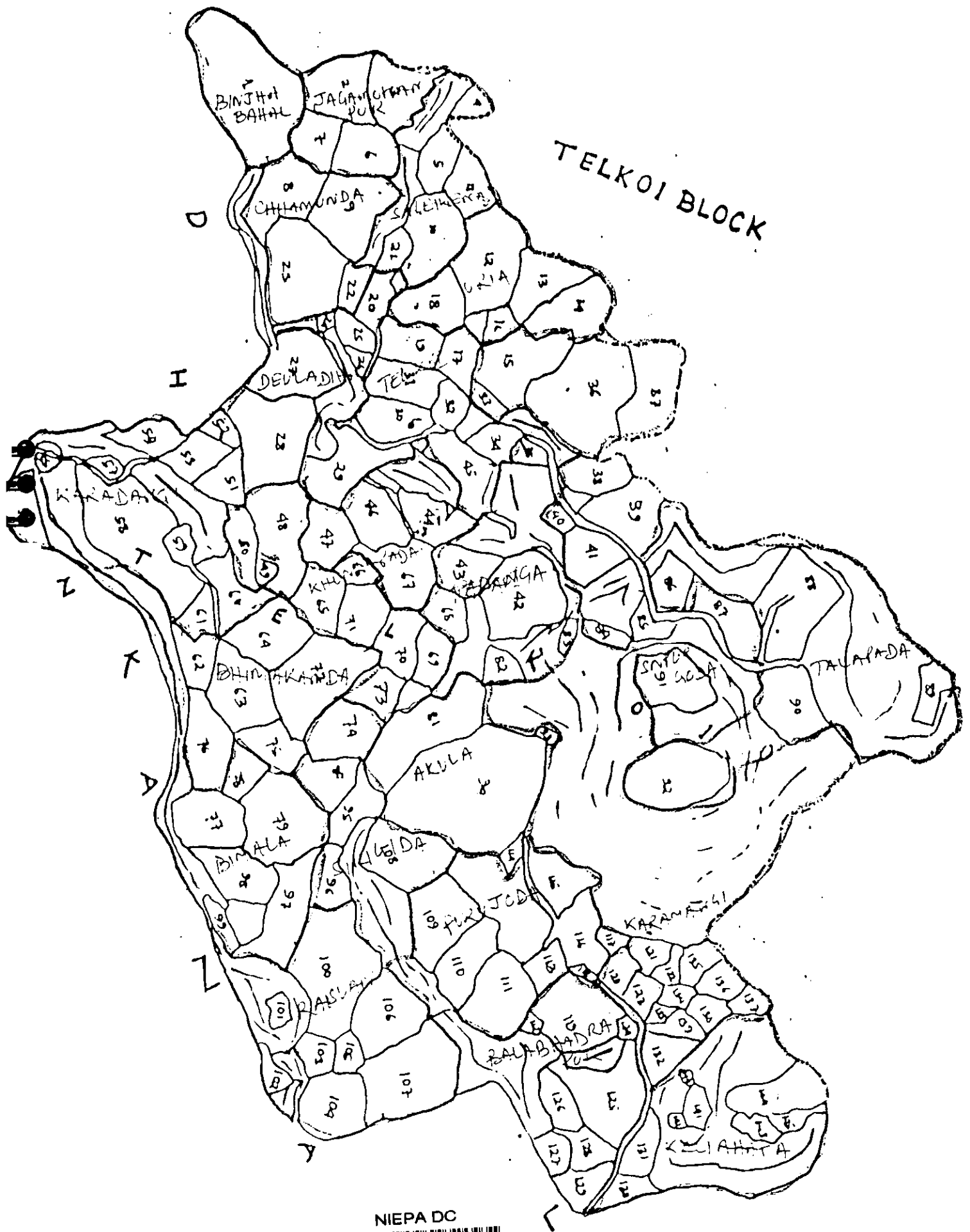


# PATNA BLOCK



# SAHARPADA BLOCK





NIEPA DC



D09479