

DISTRICT PRIMARY EDUCATION
PROGRAMME

REVISED
DISTRICT PLAN

BARGARH DISTRICT

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GOVERNMENT OF ORISSA
DEPARTMENT OF SCHOOL AND MASS EDUCATION
MARCH, 1997



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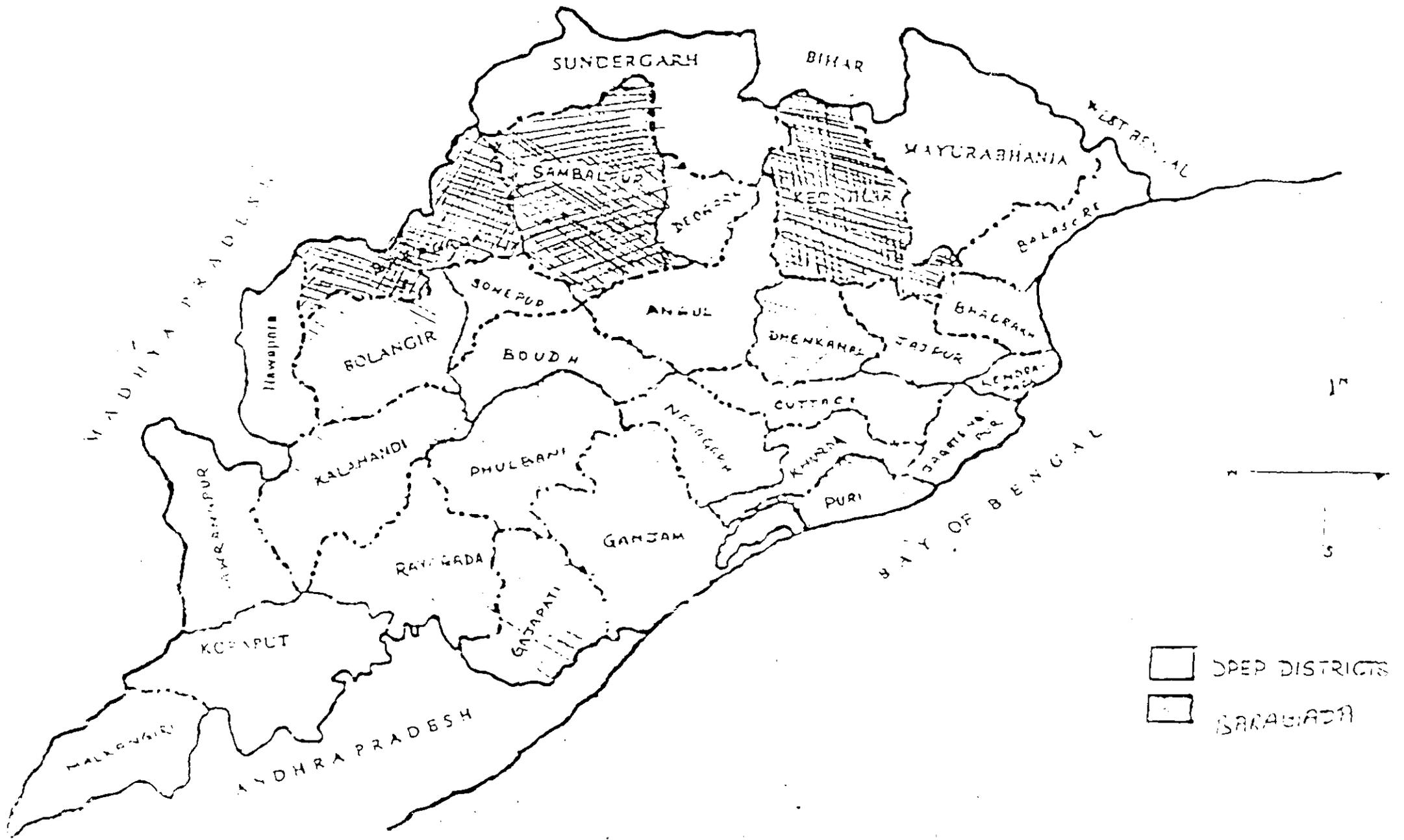
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C O N T E N T S

<u>CHAPTER</u>		<u>PAGE</u>
I.	DISTRICT PROFILE	1 - 4
II.	EDUCATIONAL PROFILE	5 - 10
III.	PROBLEMS & ISSUES IN PRIMARY EDUCATION	11 - 29
IV.	OBJECTIVES AND TARGETS	30 - 37
V.	STRATEGIES AND COMPONENTS	38 - 45
VI.	TRIBAL ISSUES	46 - 48
VII.	GENDER ISSUES	49 - 50
VIII.	CIVIL WORKS	51 - 52
IX.	PROJECT MANAGEMENT AND M.I.S.	53 - 61
A.	BENEFITS AND RISK	62 - 63
II.	COSTING	
XII.	ANNEXURE.	



MAP OF ORISSA

CHAPTER- I
DISTRICT PROFILE

Bargarh which was a part of the Sambalpur district was carved into a new district on 2nd October, 1993. This district has two Sub-Divisions namely Bargarh and Padampur. Thus it is a new district which needs innovative strategies for its development.

Bargarh is the inheritor of a great historical tradition. Long ago this district was a part of the former princely state named Patna founded by the then King Romai Deo. The king had set up eighteen forts all over the princely state to guard it against external aggression. Bargarh is the most important of all the forts, for which it is known as 'BADAGADA' BADA means 'chief' and GADA means "Fort". This name continued till the invasion of the British Rulers who changed the name Badagada to BARGARH.

TOPOGRAPHY :

This district is situated within 20°22" North Latitude and 84° 32" East Longitude. The total Geographical Area of this district is 5831.6 Sq.Kms.

In the West Bargarh is close to Madhya Pradesh. Sambalpur is to its North-East Bolangir is on the South and Nuapara district is on the South-West. Bargarh is divided into two parts. The North Eastern part of this district is a plain land. The people of this part mainly depend on agriculture through out the year. The South Western part is covered with Hills and Forest. The Tribal people of the district live on forest products. The historically famous Gandhamardhan Mountain range attracts visitors throughout the year.

CLIMATE :

The climate of this district is tropical. The average annual rainfall is 1527 MM and the temperature varies from 40C° to 8C°.

FLORA & FAUNA :

The total forest area of this district is 1,066.43 Sq.Km out of this Reserved Forest is 443.41 Sq.Km. The rich flora and fauna of this district consist of valuable trees like SAL, PIASAL, SISHU & TEAK. The Tribal inhabitants are BINJHAL by Sub-Caste. Their economy is partly based of forest products like CHAR, MAHUA and KENDU LEAF. The Char seed is exported to the neighbouring provinces. The forest animal like Tigers, Elephants, Deers, Sambar and Leopards are found in large number in the forests of Bargarh. The epic famous "GANDHAMARDAN" mountain is rich in life-saving herbal plants.

DEMOGRAPHY :

The total population of this district as per 1991 Census is 1207172 out of which 1126625 are in Rural Area. Hence, Bargarh is a village-dominated district. The male population is 609916 and the female population is 597256, S.C.Population of this district or 222562 (18.44%) and the S.T.population is 236042 (19.55%). The density of population is 20 per Sq.Km. The main facts of population structure are given at the end of this chapter here in a tabular form.

ECONOMIC LIFE :

(Reference-Annexure-I & II) The main occupation of the people is agriculture. Paddy and groundnut are

the main crops of Bargarh district. Most of the people of this district are economically backward and below the poverty line.

SOCIAL STATUS :

Bargarh district has a rich cultural background and heritage. The epic famous Nrushinghanath Temple at Paikmal and the Dadhibaman Temple at Bhatli are monuments of great beauty, art and culture. The cultural function "Dhanuyatra" is celebrated every year at Bargarh for a fortnight. It symbolises the triumph of Dharma over injustice and irreverence. The people of this district are simple, trustworthy and resilient. They are receptive to new ideas. So it is easier to implement developmental plans in this district.

ADMINISTRATIVE DIVISIONS :

The district comprises two revenue Sub-divisions namely Bargarh and Padampur. There are 8 Tahasils, 12 Blocks, One Municipality, Two NACs, 196 GPs, 1171 inhabited villages. The following details give a broad profile of Bargarh district.

**GENERAL ADMINISTRATIVE SET-UP OF
BARGARH REVENUE DISTRICT.**

Sl. No.	I T E M	UNIT	MEGNITUDE
1.	Geographical Area	Sq. Kms.	5831.6
2.	Sub-Divisions	Number	02
3.	Tahasils	Number	08
4.	C.D.Blocks	Number	12
5.	Towns	Number	03
6.	Municipalities	Number	01

Sl. No.	I T E M	UNIT	MEGNITUDE
7.	N.A.Cs.	Number	02
8.	Police Stations	Number	14
9.	Gram Panchayats	Number	196
10.	<u>Villages</u> :		
	a) Inhabited	Number	1177
	b) Un-inhabited	Number	31
11.	Fire Station	Number	02
12.	Assembly Constituencies	Number	05

Source- District Statistical Handbook, 1993, Bargarh
 Directorate of Economics and Statistics, Orissa,
 Bhubaneswar.

CHAPTER- II EDUCATIONAL PROFILE

As per 1991 Census, the total literacy rate of Bargarh district is 47.65%. Female literacy rate is 31.21% and the male literacy rate is 63.78%. The female literacy rate of this district is below the national average and the state average of 34.68%.

Wide variation of literacy rate among the Blocks exists in this district Jharbandh (18.15%), Caisilat (19.61%) and Paikmal (20.80%). Blocks with low literacy rate are indentified as thrust area in our plan. In some parts in the tribal pockets the female literacy is less than 15%.

PREPRIMARY EDUCATION :

The early childhood care centres (ECC) in our district have been managed by women and child welfare department through ICDS Project. There are 836 such centres spread over 9 Blocks. Opening of new ECCE centres in three blocks namely ATTabira, Bheden and Barpali is under active consideration of the Government.

PRIMARY EDUCATION :

There are 1132 no. of primary schools managed by S & ME Department and 79 Sevashrams Managed by Welfare Departments in our district. Besides there are 23 nos. of primary schools managed by private bodies in our district. There are 3929 number of sanctioned post of teachers out of which 675 posts are lying vacant. (Detailed break up of Primary Schools and Teacher Position is given at Table-I).

UPPER PRIMARY :

358 Upper Primary Schools are managed by S & ME Deptt. and three U.P.Schools managed by Welfare Deptt. The ratio of Primary and Upper Primary School is 4:1. Therefore specific emphasis should be given during the plan period for upgradation of Pry.Schools to Upper Primary Schools with view to bringing down the ratio to 2:1 to provide better educational facilities in primary level.

Detailed break-up of U.P.School is given in Table No.1.

HIGH SCHOOLS :

208 High Schools are functioning in Bargarh district. These Schools are supervised and administered directly by the Inspector of Schools, Sambalpur.

HIGHER EDUCATION :

The district has 22 Degree Colleges, five Vocational Schools, One Law College and One ST School to cater to the higher educational needs of the locality. The absence of a DIET in our district is felt by every one in the district. So proposal for up-gradation of the existing ST School to the status of a DIET is incorporated in this plan.

NON-FORMAL EDUCATION :

In order to provide access to the dropouts, 586 NFE centres are functioning in our district. Out of these 571 centres are managed by S&ME Department and 15 centres are managed by an NGO named Chetana Shramik

(TABLE -1 .)

NO OF SCHOOLS.

SL. NO.	Number of Schools Name of the Block (12) Urban local Bodies.	Primary schools.			Upper Primary		TOTAL
		Edn. Deptt.	Welfare Deptt.	Total	Edn. Deptt.	Welfare Deptt.	
1.	Bargarh	84	07	91	41	-	41
2.	Barpali	79	03	82	28	-	28
3.	Ambbhana	77	01	78	21	-	21
4.	Attabira	104	03	107	39	-	39
5.	Bhatli	76	07	83	22	-	22
6.	Bheden	108	02	110	36	01	37
7.	Rajborasambar	114	07	121	32	-	32
8.	Gaisilat	81	07	88	21	-	21
9.	Paikmal	97	19	116	26	-	26
10.	Jharbandh	71	05	76	21	01	22
11.	Sohella	114	08	122	35	-	35
12.	Bijepur	86	08	94	25	01	26
13.	Bargarh MPL	26	02	28	07	-	07
14.	Barpali NAC	11	-	11	02	-	02
15.	Padampur NAC	04	-	04	02	-	02
TOTAL :		1132	79	1211	358	03	361

TABLE-2
BLOCKWISE SANCTIONED POST OF
PRIMARY SCHOOL TEACHERS AND VACANCIES

Sl. No.	Name of the Block/MPL/NAC	Sanctioned Post of Teachers	Teacher in Position	Vacancy
1.	Bargarh	293	245	48
2.	Barpali	272	234	38
3.	Ambabhona	211	166	45
4.	Attabira	309	265	44
5.	Bhatali	220	172	48
6.	Bheden	301	251	50
7.	Rajborasamber	332	284	48
8.	Gaisilate	231	184	47
9.	Paikmal	269	219	50
10.	Jharbandha	195	143	52
11.	Sohella	317	281	36
12.	Bijepur	252	212	40
13.	Bargarh MPL.	423	375	48
14.	Barpali NAC	-		
15.	Padampur NAC	304	281	23
		<u>3929</u>	<u>3312</u>	<u>617</u>

Source: List of Schools, Padampur & Bargarh

TABLE- 3

NUMBER OF NFE CENTRES SCHEMewise

Scheme	Bargarh Education District	Padampur Education District	Total
Boys P.C.	165	177	342
Girls P.C.	84	104	188
Boys M.C.	05	18	23
Girls M.C.	01	06	07
Primay Centre(NGO)	-	15	15
	266	320	586

Source:- D.I. of Schools, Bargarh and Padampur.

:10 :

Sangha at Paikmal Block. To manage the NFE Centres 605 instructions have been engaged by Govt. and NGO. Above more, 64 supervisors and 06 Junior Co-ordinators are engaged by Govt. to supervise the day to day work of the centre.

(Detailed break-up of NFE Centre Schemewise
is given at Table-3)

CHAPTER- III

PROBLEMS AND ISSUES IN PRIMARY EDUCATION

Bargarh, a new district has a varied problems in relation to Primary Education. The district has two sub-divisions namely Bargarh and Padampur. A participatory rural appraisal was conducted in number of villages in both the sub-divisions to get a first hand information about the varied problems differing from Blocks to Blocks. Consolidated PRA is given at Annexure - 3.

On the result of PRA conducted in different blocks, we have selected six blocks namely Jharabandha, Paikmal, Rajborasamber, Gaisilat, Bijepur, Ambabhona as under developed blocks and hence, thrust area for DPEP on the basis of low female literacy rate and SC, ST population. (The detailed female literacy rate and SC/ST population are given in Table-IV and V).

Problems and issues are discussed Blockwise as below : (Thrust areas).

TABLE- 4
LITERACY RATE BY SEX (BLOCK-WISE)
(CENSUS-1991)

Sl. No.	Blocks	Male	Female	Total
1.	Ambabhona	67.02	32.64	49.88
2.	Attabira	64.58	36.69	50.89
3.	Bargarh	65.85	34.62	50.60
4.	Barpali	66.14	30.63	48.64
5.	Bhatli	70.63	35.37	53.05
6.	Bheden	62.82	31.94	47.51
7.	Bijepur	60.99	24.71	42.74
8.	Gaisilat	55.64	19.61	37.62

Sl. No.	Blocks	Male	Female	Total
9.	Jharbandh	50.66	18.15	34.30
10.	Paikmal	54.42	20.80	37.56
11.	Rajborasambar	60.61	26.15	43.44
12.	Sohella	67.43	32.76	50.18
	TOTAL:	63.78	31.21	47.65

It is evident from the above table that the Female Literacy rate of Gaisilat (19.61%), Jharbandh (18.15%) and Paikmal (20.80%) is far below the district and state average. So emphasis was given on the Blocks as thrust areas during the Plan Period.

* Source- District Statistical Handbook, 1993, Bargarh:

TABLE-5
BLOCKWISE POPULATION OF THE DISTRICT.

Sl. No.	Bargarh Block	S.C.	S.T.	State Total	Orissa General
1.	Ambabhona	19.84	27.19	47.03	52.97
2.	Attabira	22.33	21.55	43.88	56.12
3.	Bargarh	20.63	12.85	33.48	66.52
4.	Barpali	20.30	13.97	34.27	65.73
5.	Bhatli	17.43	23.54	40.97	59.03
6.	Bheden	23.37	13.38	36.75	63.25
7.	Bijepur	15.97	13.30	29.27	70.73
8.	Gaisilat	13.82	19.89	33.71	66.29

Sl. No.	Bargarh Block	S.C.	S.T.	State Total	Orissa General
9.	Jharbandh	13.64	30.47	44.11	55.89
10.	Paikmal	13.90	37.19	51.09	48.91
11.	Rajborasamber	15.63	24.15	39.75	60.22
12.	Sohella	18.39	19.84	38.23	61.77
TOTAL :		18.55	20.48	39.03	60.97

This table indicates that in Ambabhona, Paikmal, Jharbandh Blocks SC and ST Population is substantially high. Therefore more emphasis will be given to educational interventions during the DPEP Plan period.

* Source- Deistrict Statistical Handbook, 1993, Bargarh.

JHARBANDHA

Jharbandha is a boarder block. It is nearer to M.P. The educational facilities available in the Block is given below :-

No.of Village	Primary School S.M.E. Welfare	Total	UG.UP School	NFE Govt.	NGO	ECCE Centre	
83	71	05	76	12	49	-	68

In the way of preparation of the Plan for DPEP, participatory Meeting were organised in this block to findout the problems and issues in relation to Primary education. They may be categorised as follows :-

1. Teacher Absenteeism.
2. Poor Economic condition of the villages.
3. Low Educational consciousness.
4. Teacher has apathy for teaching.
5. Most of the sanctioned post of teachers remains unfulfilled for years together.
6. Lack of continuous supervision due to insufficient mobility.
7. Migration
8. No separate urinal for boys and girls.

These problems contributes to the low literacy rates in the block.

PAIKMAL

The educational facilities available in the block is given below :-

No. of	Primary School M.E. Welfare	Total	UG.UP School	N.F.E. Govt. Ngo.	ECCE Centre		
128	97	19	116	16	57	15	96

In the way of preparation of the plan for the DPEP, participatory meeting were held. The block has 11 villages having no schooling facilities. This has been ascertained during the time of focus group discussion. Problems of low enrollment, dropout and low standard of education may be due to the following reasons as ascertained.

1. Natural barrier hinders students to attend the school.
2. Schools less villages.
3. Migration of children.
4. Teachers post have remained un-fulfilled for years together.
5. Teachers absenteeesum
6. Apathy of teachers towards teaching.
7. Poor economic condition of the people.
8. Non-availability of local teachers.
9. No Urinal and water facilities in the school.
10. Tribal children have problems of schooling.

RAJBORASAMBER

Educational facilities available in the Block are as follows :-

No. of Village	Primary School S.M.E. Welfare	Total	UG.UP School	NFE Govt. NGO	ECCE Centre
150	114	07	121	15	48 - 97

During participatory planning it was ascertained that there are 20 schoolless villages this Block has four interior G.P. namely Khaliapali, Buden and Budamal and Dahigaon. Which have the same problems like Jharbandha and Paikmal. Other G.Ps. have the following problems :-

1. Teachers post have not been fulfilled for years together.
2. Child Labour exists in the Block.
3. Economic condition of the people is very poor.
4. Teachers lacks depth in changing syllabus.
5. Lack of proper infrastructure in the school.
6. Lack of proper supervision due to mobile facilities.

GAISILATE

Facilities of education available in this block is as follows :-

No. of Village	Primary School S.M.E. Welfare	Total	UG.UP School	NFE Govt. NGO	ECCE Centre
103	81	07	88	10	52 - 82

This block has six schooles village. Problems of education in low-enrolment, dropout in this block may be categorised as follows :-

1. The economic condition of the people of this block is miserable.
2. Infrastructure in school is not adequate.
3. Migration and child labour exists.
4. Teachers absenteeism.
5. Teachers post have not been fulfilled.

BIJEPUR

Educational facilities available in this block is as follows:-

No. of Village	Primary School	S.M.E. Welfare	Total	UG. UP School	NFE Govt.	NGO	ECCE Centre
110	86	08	94	13	57	-	73

This block has eight schooles villages problems of dropout, non-attendance of students may be due to following problems:-

1. Lack of Schooling facilities.
2. Poor economic condition of the people.
3. Text book is not conductive to teacher.
4. Urinal and water facilities are not available in the school.
5. Misuse of teaching learning materials by teacher due to lack of trainings.

AMBABHANA & BHATALI

Though Bargarh is a developed Sub-division, two blocks, Ambabhana, and Bhatli are under developed due to its Geographical situation. These two blocks are boarder blocks. Educational facilities available in these block are indicated below :-

No. of village	Primary School	S.M.E. Welfare	Total	UG.UP School	NFE Govt.NGO	ECCE Centre	
Ambabhana 109	77	01	78	12	-	-	85
Bhatli 84	76	67	83	14	-	-	115

During participatory discussion various problems have been emerged for Non-attendance, low-enrolment and dropout in the School. They may be categorised under following heads:-

1. Teachers are not interested to work in these remote places.
2. Child labour exists in these blocks due to poor economic condition.
3. Schools has no attractive environment for students.
4. Villagers are not associated with various function of the schools.
5. Proper supervision is lacking.
6. Infrastructure facilities are not attractive.

Participatory planning has been crucial to any kind of systematic planning. Participatory meetings were organised in various thrust area block to identify problems in Pry. Edn. The participants in these meeting were teachers, Villagers, S.I.of Schools, D.I. of Schools, Village Head Man, Tribal People etc. Result of inter action with the people are given hereunder four broad categories i.e. Access, Retention, learning achievement and capacity building.

ACCESS

1. Socio-Economics conditions :- The socio economic condition of the people in-habited in thrust area Blocks are very poor. They mainly depend on agriculture as labourers and few of them are marginal farmers. Jharbandh, Paikmal, Rajbora-sambar, Gaisilat, Bijepur are Non-Commandable, hence draught proned areas. Employment in these blocks is available only for a peirod of six months in rainy season. So the inhabitants of these blocks migrate to the nearby commandable blocks i.e. Bargarh, Attabira, Bheden and other irrigated areas twice a year in search of livelihood. Solution to these problems has been dealt in Chapter-V.
2. Infrastructure deficiencies :- Most of the villages of the District are not equipped with educational facilities out of 1171 in hibited villages. 209 habitations don't have any kind of educational facilities either formal or non-formal, 102 habitations have a population 200 or less. Similarly the rest 107 habitations don't

possess any schooling facility, though the population of each village exceeds 300. In Jharbandh block 03 habitations, in Paikmal Block 11, in Rajborasambar, 14, in Gaisilat, 08, Bijepur 06, Ambabhana 06 and Bhatli 10 habitations requires new schooling facility as these habitations are inaccessible due to natural barriers, like Nallas, Forests and Hillocks. Further new schools should be opened in Bargarh Block 06, Barpali, 06, Attabira, 17, Bheden, 14, Padampur NAC, 4 and Sohella, 2, as schooling facility is not available within a radius of one K.M. (A list enclosed in the annexure-4 and 5).

In thrust areas, high dropout rate exist (40%) due to seasonal migration of the inhabitants. It is proposed to issue identity card to these migrants to continue their learning in the migrated places to maintain their level of learning.

In the whole district drinking water facilities are available only in 94 schools including U.G.M.E./UP Schools. Rest Schools need drinking water facilities. So 1300 bore wells have been proposed to be provided to these schools during the plan period.

1.Jharbandh	: 12
2.Paikmal	: 19
3.Rajborasambar	: 16
4.Gaisilat	: 16
5.Bijepur	: 16
6.Bhatli	: 11
7.Ambabhana	: 08
8.Padampur NAC	: 02
TOTAL:	<u>100</u>

These 100 single roomed schools in the blocks are identified. Single room schools hamper the multigrade teaching and qualitative achievements. So construction of more rooms is proposed in our plan in these blocks. Similarly Toilet facilities is not available in any School separately for Girl Children. So the dropouts in case of Girl children is remarkably high. Proposal has been given to provide separate Toilets for Boys and Girls in 1394 Schools in the district.

Teachers quarter is barely needed in these areas. We may construct teacher quarter in a G.P. level keeping into consideration the number of teachers to be accommodated in these quarters. Effective teaching is mainly hampered due to teacher absentism. Teachers in these rural peripheries are compelled to run from their home daily covering a distance of 20 to 30 K.M. for want of residential accomodation in their place of posting. Hence it is proposed at the out set to construct at least residential Hostels in the remote G.P. identified to house the teachers of those remote Schools.

<u>Sl. No.</u>	<u>Name of Blocks</u>	<u>No. of G.Ps.</u>	<u>No. of Hostel</u>	<u>Teachers required</u>
1	Jharbandha	12	12	
2	Paikmal	19	19	
3	Ambabhona	08	08	
		<u>39</u>	<u>39</u>	

RETENTION

Problem of dropout :- Dropout rate have been calculated in the district among Boys,Girls,SC,ST,separately. It has been annexed in Annexure-VI to XIV wide variation exists among the Blocks. Tribal dominated blocks like Jharabandha, Paikmal and Ambabhana have highest percentage of dropouts. Droupouts among Tribal Boys is 58.13% while in Girls it is 65.8%. Hence in total, tribal students have highest droupout in the district (61.45%) in comparision to other categories of Boys. The reason for dropout have been discussed in total in the begining of this chapter.

Problem of Teacher Absenteeism :- Out of 3929 No. of sanctioned post, there is a vacancy of 665 teachers which creates a major problem for effective teaching in Jharbandha, Paikmal area. Teacher absenteeism is mainly due to lack of residential accomodation. They have no intention to stay in the remote area. The problem in detail and its solution is discussed before hand.

Problems of Tribal Children :- Tribals specifically Binjhals inhibit in Jharabandha, Paikmal, in some G.Ps. of Rajborasambar, Ambabhona and Bhatali Blocks. Most of the tribals dropouts in School during the month of February to May for collecting Mahua flowers. Some of them also dropout due to rearing their younger brother and sisters while their parents go for work. Moreover, un-attractive school environment and teachers apathy add to the problem. They also feel alienated in school as the teachers are outsider and the educated tribal teachers do not want to teach in remote tribal areas.

Tribal Games are also not played in schools. Communication gap exists between teachers and parent (tribal) as the teachers do not know the tribal language.

Poor Health Care :- Poverty makes people prone to diseases. The people of this area specifically Jharbandha and Paikmal are not able to keep their children in healthy condition. Therefore, children are prone to various fatal diseases. Total no. of Hospitals available is only 0.4 in this areas and PHC is 08 which is insufficient to cater the needs. The parents are unable to provide proper nutritional diet to their wards, as they are all living below the poverty line. So qualitative learning to these children is a day dream. However, during 95-96 and 96-97 Health departments have issued Health Card to all students at all Primary School on war footing basis. Proper monitoring in regular health check-up of students in each School is proposed in our plan on convergence with the line departments.

Problems related to Curriculum & Text Books :- During discussion with the Teachers it is revealed that the Text Books are being changed. The books do not reflect the local needs, customs and festivals of the areas. The Teachers are not trained in M.L.L. Text book introduced this year. The method of teaching has been forgotten by the teachers as no regular training in intervals has been imparted to them after this ET/CT or B.Ed. Training. The words used in these books are totally different from local language. The problem and its solution has been dealt in strategy chapter.

QUALITY & LEARNING ACHIEVEMENT

Educational Institutions at Primary level has increased a lot during the last five years with increase in enrolment as 125586 (1991-92) to 145993 (1996-97). But it is a matter of regret that the quality of education is poor during these years. Cent percent of the students of particulars class in Primary state are promoted to next higher class without attaining the prescribed MLL competency. The reason are manifold and interrelated with the causes of retention and dropouts.

The low quality of inputs provided may be one reason for low quality of education. Datas available with x us and discussion with focus group reveal the following points as the reason for low quality and learning achievement.

Communication Gap :- Specifically in Jharbandh, Paikmal areas Teachers are not well-versed with tribal language, culture and customs of the area. They are not accepted by the community being outsiders. Tribal Teachers donot want to serve in their areas. Motivation of student and less contact with the parents causes high dropout in School.

Problems of Migration :- Migration of students for 3 to 4 months in a year causes low learning achievement. In Padampur sub-division most of the tribal people migrate to Bargarh (irrigated area) for earning their livelihood during the month of February to May along with their children. This causes droupout of students.

Mis utilisation of teaching learning material :- All the Primary Schools have been provided with O.B. Teaching materials with Box and RCCP. These aids are

not used properly in Class Room due to lack of training, Further the teachers are not well-versed in changing curriculum and joyfull learning. This creates a low enrolment in Schools.

In effective inspection :- The sub-inspector of Schools are Primarily responsible for supervision and inspection of Primary education. But they are more or less engaged in non-academic work in the Block. This is a main reason for lack of proper supervision and inspection. This revenue dist. has two educational districts. Both the D.I. of Schools hardly inspect a School once in four years due to lack of mobile facility. It has been proposed to provide a moped to each S.I. of Schols and a vehicle to each D.I. for better inspection and monitoring.

Non - formal Education :- Non-formal education is not upto mark due to life-less and stereo type teaching like formal Schools, so the instructors are to be trained regularly in innovative methods of teaching. Moreover, monitoring of NFE Centres by the Co-ordinator is below our expectation for want of motivation. Solution to this problem has been dealt in strategy chapter.

CAPACITY BUILDING

S.T. School Bargarh :- There is only one S.T.School in our district located at Bargarh. The staffing pattern, infrastructure and educational teaching materials available inthe school is inadequate to cater our need. The School does not possess a training hall; of its own. We can't impart training to 50 participants on residential basis. The teachers are not trained in new

methodology. No tribal or women teacher is appointed in the School.

Education at Block :- The education section at Block does not have its own identity we can't conduct a training programme at Block Headquarter. Non-availability of accomodation facilities at the Block Headquarter is a hindrance to conduct continuous training to teachers and field functionaries.

Centre School :- Now 150 Centre schools are working in our district. They are to be activised. The centre School should be well equipped with man and materials to guide and train the teachers and VEC members for better qualitative education.

Management information system :- There are two D.I. of Schools in our district. No office is equipped with any mordern amenities like Xerox machine, computer, hardware and software. For implementing the plan and programme, provision of modern equipment is essential, specifically at District Project Office.

ON GOING SCHEMES

Convergences of services of various departments towards Primary Education, Pre-Primary Education and facilities available for children in various sectors or departments are of great importance for D.P.E.P. We note here various schemes and facilities that are being provided by State and Central Govt.

1. OPERATION BLACK BOARD SCHEMES :

The Operation Black Board Scheme of Govt. is operational in all the 1132 Primary Schools of SME Deptt. in relation to appointment of two teachers, minimum teaching learning materials and two classrooms to be used in all seasons. But most of the Schools lacks double teacher. TLM are not used properly. Primary Schools of Welfare Deptt. may be included under this scheme.

2. FREE TEXT BOOKS TO SC/ST STUDENTS :

The Welfare Department of the Govt. of Orissa is regularly supplying free-Textbooks to SC & ST students in each year. But the Books are supplied late and also in less numbers. The scheme does not include the Girls and Boys of economically backward classes.

3. INTEGRATED EDUCATION FOR DISABLED :

Govt. of India introduced the schemes for the disadvantaged children to this district under Integrated Education for Disabled. There were eight schools in the district covered, under this schemes. But now only one School named L.B.S. UGUP School, Padampur have been covered under this Scheme.

4. TRAINING CENTRE FOR ICDS :

A freedom fighter Late. Parbati Giri founded an NGO named Kasturba Gandhi Matru Niketan at Paikmal. This NGO is providing training to workers of ICDS Schemes having all the facilities well equipped.

5. SCHOLARSHIP AND FINANCIAL ASSISTANCE :

Scholarships to meritorious students have been provided at Primary and Upper Primary School level annually under block quota basis.

6. SUPPLY OF CTV AND RCCP :

Under operation black board schemes CTV were provided to 42 Schools and all the Primary and Upper Primary Schools with Record-cum-Cassette players for use in the class room. In most of the Schools these are not used due to lack of Electricity, training, safety.

7. MID-DAY MEAL PROGRAMME

Like all other district, MDM Programme was introduced in all Primary non-residential Schools of this district from 1.7.95 to increase enrolment, retention and to decrease dropouts. The scheme provides hot-oven-cooked food to school children adding to enrolment.

8. ANGANWADI CENTRE :

ICDS is running in 9 Blocks of the district having 836 anganwadi centres. New centres will start soon in other three blocks namely Bheden, Attabira and Barpali. These centres have a preparatory role in enrolling children in Primary Schools.

9. TOTAL LITERACY CAMPAIGN : ↓

The total literacy plan has been approved by National Literacy Mission on 28.1.97 and will be launched in a big way soon.

10. CHILD LABOUR SCHOOLS :

40 Schools under District Child Labour Projects have been approved by Govt. of India of which 10 Schools have already been started.

As all these schemes have already been started in this district DPEP will take a strong steps to converge with all these programmes.

CHAPTER- IV

OBJECTIVES AND TARGET

The National Policy of Education 1986 and programme of action 1992 reaffirm Universalisation of Elementary Education as envisaged article 45 of Indian Constitution U.E.E. has three aspects namely;

- 1) Universal access.
- 2) Universal enrolment and retention at children upto 14 years of age.
- 3) Substantial improvement in quality of Education to enable all children to achieve essential levels of learning.

In order to achieve this aim systematic planning and proper implementation should be ensured.

The various problems as depicted in the last chapter hinder in achieving the above objectives. Due to this reason we have to identify our district specific objectives in comparison with National and State objectives clearly envisage the U.E.E. in all dimensions before we enter into the twenty first century.

Keeping the above objectives in view we have formulated our district specific objectives as detailed under :-

- 1) To provide universal access to all the children in the age group of 6-14 years through formal Primary Schools or equivalent alternatives i.e. to provide access from 84-79% to 100% within the plan period .(Reference Table-VIII)

- 2) To achieve universal enrolment at the primary level i.e. from 70.98 in all to 120%, 49.37% in SC to 120% and from 47.27% in ST to 120%.
- 3) To achieve the net enrolment ratio upto 90% during the plan period that is, from 35.49% in all to 90%, 24.68% of SC to 90% and from 23.58% of ST to 90%.
- 4) To enhance the rate of retention from 53.13% to 90%. (Refer to Table-VII).
- 5) To reduce the dropout rate upto 5% in all cases i.e. in all from 45.11 to 5% in SC 48.94% to 0.5% and in ST from 61.51% to 5%.
- 6) To reduce the gender gap and all types of disparities at the primary level.
- 7) To increase average primary learning achievement by 25% in specific subjects to be indicated by baseline survey.
- 8) To strengthen the existing capacity of district Pry. Edn. System including both the D.I.Office.
- 9) To strengthen the S.T.School, Bargarh to the status of DIET. to provide an institutional support system for training.

TABLE- VII

RATE OF RETENTION

<u>Year</u>	<u>Computation</u>	<u>Rate of Retention</u>
1991-92	$\frac{15870}{35622} \times 100 =$	44.55%
1992-93	$\frac{16846}{36910} \times 100 =$	45.64%
1993-94	$\frac{18493}{37074} \times 100 =$	49.88%
1994-95	$\frac{18917}{38019} \times 100 =$	49.75%
1995-96	$\frac{19551}{33276} \times 100 =$	58.75%
1996-97	$\frac{20577}{38597} \times 100 =$	53.31%

It is evident from the above table that the rate of retention of this current year (53-31) is for below our expectations. Our aim is to achieve 100% retention during the plan period. So we have to increase the rate of retention by 56.69% through joyful learning environment buildings, quality of education and access of all to education.

Gross Enrolment Rate

$$\frac{\text{No. of children in Class-I to V (1996-97)}}{\text{No. of children in 6-11 Age Group}} \times 100$$

$$\frac{145993}{205681} \times 100 = 70.98\% \quad (\text{GER})$$

Net Enrolment Ration

$$\text{GER} \times \frac{100}{200} = \frac{70.98 \times 100}{200} = 35.49\% \quad (\text{NER})$$

This table indicates that GER and NER are not upto our expectation. This estimate may include both under aged and above aged children. So GER can't be 100%. It may exceed 100%. It is supposed to be arround 120%. This may include children in both formal and Non-Formal Schools.

TABLE- VIII

An estimated child population of Bargarh District is presented below to ascertain enrolment position, droupouts wastage and stagation.

<u>Years</u>	<u>Estimated Child Population 6-11</u>
1996	129458
1997	131206
1998	132954
1999	134702
2000	136451
2001	138199
2002	139947

Though these figures indicates the estimated child population during the plan period, this may be treated as expected enrolment figure within the age group of 6-11 in order to ~~achieve total UEE.~~

Gross Access Ratio

Total No. of habitation : 1177

Total No. of habitation : 179
not served with schools.

No. of habitation faci-
lities served with
school served facilities: 998

GAR = $\frac{998}{1177} = 100\% \times 84.79\%$

T A B L E - V I
T A R G E T S E T T I N G

RATIO	PERCENTAGE	1997-98	1998-99	1999-2000	2000-2001	2001-2002
G.A.R	84.79	86	88	94	97	100
GER(ALL)	70.98	75	80	101	111	120
GER(SC)	49.37	55	60	92	106	120
GER(ST)	47.17	55	60	92	106	120
NER(ALL)	35.49	49	62	75	88	90
NER(SC)	24.69	30	35	55	75	90
NER(ST)	23.58	30	35	55	75	90
R.R	53.31	60	65	75	85	90
DROPOUT(ALL)	45.11	40	30	20	10	05
DROPOUT(SC)	48.91	45	40	25	15	05
DROPOUT(ST)	61.51	55	50	35	20	05

98

vii
T A B L E - III.
RATE OF RETENTION

<u>Year</u>	<u>Computation</u>	<u>Rate of Retention.</u>
1991-92	$\frac{15870}{35622} \times 100 =$	44.55%
1992-93	$\frac{16846}{36910} \times 100 =$	45.64%
1993-94	$\frac{18493}{37074} \times 100 =$	49.88%
1994-95	$\frac{18917}{38019} \times 100 =$	49.75%
1995-96	$\frac{19551}{33276} \times 100 =$	58.75%
1996-97	$\frac{20577}{38597} \times 100 =$	53.31%

It is evident from the above table that the rate of retention of this current year (53-31) is far below our expectations. Our aim is to achieve 100% retention during the plan period. So we have to increase the rate of retention by 56.69% through joyful learning environment buildings, quality of education and access of all to education.

Gross Enrolment Rate.

$$\frac{\text{No. of children in Class-I to V (1996-97)}}{\text{No. of children in 6 - 11 Age Group}} \times 100$$

$$\frac{145993}{205681} \times 100 = 70.98\% \quad (\text{GER})$$

Net enrolment Ratio...

$$\frac{\text{GER} \times 100}{200} = \frac{70.98 \times 100}{200} = 35.49\% \quad (\text{NER})$$

This table indicates that GER and NER are not upto our expectation. This estimate may include both under aged and above aged children. So GER can't be 100%. It may exceed 100%. It is supposed to be around 120%. This may include children in both formal and Non-Formal Schools.

VIII
T A B L E - XI

An estimated child population of Bargarh District is presented below to ascertain enrolment position, dropouts wastage and stagnation.

<u>Years</u>	<u>Estimated Child Population 6 - 11</u>
1996	129458
1997	131206
1998	132954
1999	134702
2000	136451
2001	138199
2002	139947

Though these figure indicates the estimated child population during the plan period, this may be treated as expected enrolment figure within the nge group of 6 - 11 in order to achieve total UEE.

Gross Access Ratio

Total No. of habitation :	1177
Total No. of habitation : not served with schools.	179
No. of habitation faci- lities served with School served facilities.	998
GAR =	$\frac{998}{1177} = 100\% = 84.79\%$

CHAPTER - V

STRATEGIES AND COMPONENTS

In the previous chapter problems & issues have been discussed vividly. The successful implementation of the DEEP Project in the district depends on the strategies adopted & prioritising the intervention. Keeping the D.P.E.P. guidelines & financial parameters as the basis, in this chapter attempt has been made to reinduct the strategies to be undertaken to combat various problems in relation to primary education in this district under four broad categories.

* ACCESS

In order to provide universal access to all children within age group 6-11 years to primary school, the following strategies may be adopted under Access Head.

a) AWARENESS CAMPAIGN.

The Socio economic position of various thrust area blocks is vary miserable. In order to combat the problem, awarness of parents women folk is of prime importance. Awarness campaign may be organised in all the blocks through MAA-JHEE MELA, and SISHUMELA. It is proposed to organised both the melas in the blocks once in a year.

b) EMPOWERMENT OF MATRUSHAKTI :- It is ascertained from problem chapter that women organisation is lacking in almost all the blocks. Women group is disorganised. To organise them, we have propose to make the women organisation as Matrushakti. Matrushakti is to be empowered in each block in each year. To generate awarness among women it is to be a continous programme during the whole plan period. Awarness among women is to be the basic criteria.

c) AWARENESS AMONG VILLAGERS :- Villagers are to be mobilised through awarness campaign in each year. It will continue for the whole plan period.

d) PRINTING OF BANNER :- Various types of banners will be displayed in various places. We have propose to keep banner in 150 Cluster Resource Centres.

e) PRINTING OF POSTERS :- Five thousand posters may be printed to creat awarness among the people.

f) PROCESSION :- Procession by school children will be organised in 1394 schools to generate awarness among villagers, parents & other public in each year.

g) ESTABLISHING NEW SCHOOLS :- Basing on the following two criteria new schools are to be opened in 107 habitation.

1. The habitations having more than 300 population.
2. The habitations having no schooling facilities within 1 K.M. radius.

A detail list of name of the habitations block wise have been given in Annexure - 4. Each new school will require rupees two lakhs having four rooms & one office room.

h) Establishing new ALS centre :- There are some habitations having two hundred or less population. These habitations do not have schooling facilities within one kilometer radius. We have propose to open 108 new alternative education centres in these habitations. The list of such habitations have been given in ANNEXURE - 5.

i) REPAIR OF SCHOOL BUILDING.

In thrust area blocks, there are some school which require immediate repair. In total hundred schools require such immediate repair.

j) TOILET AND DRINKING WATER FACILITIES.

Survey reveals that there 94 schools having toilet and drinking water facilities. We may construct toilet and provide drinking facilities in all 1300 schools including UG-UP schools.

k) CONSTRUCTION OF ADDITIONAL ROOM.

In thrust area we have identified hundred school having single room. We may construct extra rooms in each school. Totally we have to construct hundred more rooms in these areas for more excess of tribal and girl children.

l) CONSTRUCTION OF TEACHER'S QUARTERS.

There is justification for planning teacher's quarter in thrust area blocks. We may construct teacher's quarters in each G.P. of these blocks to improve support system in education. The outside teachers will stay in these quarters, so teachers absenteeism may be lowered down. They will help in providing environment building in the school and the G.P. areas. School children may consult the teacher after the school hour. Moreover the safety of the campus will be ensured. Basing on the number of G.P. in these areas if proposed to construct 39 teacher's hostel in Paikmal, Jharbandha, Ambabhona blocks.

m) ORIENTATION OF V.E.C. MEMBERS.

In social mobilisation and school management activities, all V.E.C. members will be trained at C.R.C. level. The programme will be for one day with 50 participants in each year.

n) INCENTIVE COMPETITION.

Competition among the blocks will be organised for better enrollment. Incentives may also be given for that purpose to schools.

** RETENTION

The enrollment among general students is 70%, in case of SC it is 49% and in case of it is 47% S.T. . We have to increase it upto 120% as per D.P.E.P. parameters. Further, the rate of retention that is 53.31% is to be increased upto 90%. We have also to reduce the dropout rate to 5% . For all the above problems the following strategies are proposed to be introduced .

a) ORIENTATION OF PRIMARY SCHOOL TEACHERS.

All the primary school teachers will be oriented each year at the B.R.C. and S.T. school Bargarh. In the first two years, it will be a seven day programme. Each programme will include 50 participants. We have 4143 teachers to be oriented in 83 batches. For the last three years, it will be 5 days programme.

b) ORIENTATION OF HEADMASTERS.

All the headmasters of primary schools will be oriented in each year at B.R.C. and S.T. Bargarh. In the first two years, it will be a seven days programme having 50 participants. We have 1314 primary school headmasters including those of welfare schools . These headmasters are to be oriented in 26 batches.

c) TRAINING OF N.F.E. INSTRUCTORS.

All the N.F.E. instructors including those of new centres to be opened are to be trained besides their usual training under D.P.E.P. at B.R.C. level for a period of 05 days. There are 575 and N.F.E. instructors. They will be trained in 12 batches.

d) TRAINING OF E.C.C.E. WORKERS.

All the E.C.C.E. workers are to be trained under D.P.E.P. at B.R.C. level for a period of 05 days. There are 836 A.W.C. workers. New centres will be opened in other three blocks. They will be trained in 20 batches.

e) ORIENTATION OF SUB-INSPECTORS OF SCHOOLS.

All the sub-inspectors of school including those of welfare departments are to be trained in each year at S.T. school Bargarh for period of 05 days. There are 36 S.I.S. of S.M.E. and 02 welfare S.I.S.. They will be trained in two batches.

f) ORIENTATION OF N.F.E. FUNCTIONARIES.

All the junior co-ordinators of N.F.E. Project will be oriented for three days at S.T. school Bargarh. Each course will include 10 persons. For the first two years, it will be a three days and the last three years, it will be a two days programme. Similarly, N.F.E. supervisors will also be trained under D.P.E.P. besides they are usual training.

G) ISSUE OF MIGRATION CARD.

Migration is one of the important reason for drop out of children in tribal blocks as

revealed from the past years. We have propose to provide identity card to these migratory children so that they under take study in other school while migrated. They can be admitted in any school by showing the I.card.

h) MAINTENANCE OF HEALTH CARD.

Health department have issued cards to all children during 1996-97 to identify specific diseases in them. These card may be reviewed under D.P.E.P.

i) SUPPLY OF TEACHER'S HAND BOOK.

Teachers will be supplied with a hand book which will contain various course contains, method of teaching and knowledge in tribal language.

j) PROVISION OF TEACHING LEARNING MATERIALS.

As per D.P.E.P. guidelines each teacher will be provided with an amount of Rs.500/- per year to prepare low-cost or no-cost teaching learning materials to make the teaching joyful.

k) FINANCIAL GRANT TO SCHOOL IMPROVEMENT.

Each school shall be paid a lump sum amount of Rs.2000/- each year for the improvement of the school as per D.P.E.P. norm.

l) WALL BLACK-BOARD.

Wall black-board will be made in around the walls of class rooms. The board size will be upto 3' from the ground level to be used by the students of cl.1. Constructions of each will cost Rs.1000/-.

m) FREE TEXT BOOK FOR ALL GIRL STUDENTS.

Besides the girls of sc st communities we have proposed to provide free text book to girls of other communities from DPEP fund to increase enrollment.

n) TOY HOUSE AT CRC.

150 schools have been identified as CRC. Toy house will be opened in each CRC. The unit cost will be 0.5 lakh.

o) SUPPLY OF CUMULATIVE RECORD CARD.

Cumulative record card to each student will be provided to low the progress in a month and year. The cost of each card will be Rs.25/-.

*** IMPROVEMENT OF LEARNING ACHIVEMENT

Improvement in learning of the student depend on training of the personnel as well as constant supervision. For this reason we have proposed to under take following activities.

A) ORIENTATION PROGRAMME FOR FIELD FUNCTIONARIES ON PLANNING AND MANAGEMENT.

The Planning Team of the district will be trained at Dist. Project Office for Continuous and comprehensive knowledge on planning.

B) SUPERVISION.

Inspection of School is very much nominal due to the lack of speedy mobility available to both the D.I. of Schools and Sub-Inspector of Schools.

C) USE OF KASADI.

Kasadi is Western Orissa traditional game which can be used for teaching simple arithmetic at Primary level. This will also be used at ECCE centre for attracting more children and better learning achivement.

*****CAPACITY BUILDING.

a) STRENGTHENING THE ST SCHOOL, AT BARGARH.

On tribal issues we have proposed to open a tribal unit in the ST School, Bargarh to under take various kinds of studies in tribal problem. This unit will also findout reason for low-literacy and dropout in tribal dominated areas by conducting various Survey.

Further a gendor cell be opened in ST School, Bargarh and extra room for women wing will be constructed. They will make research on gender-sensitisation. The chief of the wing will be a gender-sensitized person. Field level functionaries are also to be trained in gender sensitization.

b) EXPOSURE TRIPS.

We propose to send the District Planning Team to outside the state to gain first hand information on various experiments going on Primary Education like Rishi Valley Project.

c) TRAINING HALL FOR I.E.D. GROUP.

Only one School in the District has the programme of integrated Education for the disabled, we proposed to impart training to the teachers at LBS UGUP Schools, Padampur for quality of education.

d) CONVERGENCE WITH CHILD LABOUR SCHOOL.

We will provide academic support to child labour School already opened by providing training and preparation of various teaching learning materials for these Schools. No new Schools will be opened. But the child Labour Project School will be provided with various educational inputs.

e) FURNITURE.

For organisation and smooth conduct of training programme, furniture for 50 participants is barely necessary. So also, furniture for female participant is necessary as for courses are to be conducted residentially.

f) PERIODICALS

A good reference library is essential at ST School Bargarh for quality improvement. Journals and magazines on education are to be subscribed.

g) BLOCK RESOURCE CENTRE.

Bargarh District has 12 Blocks, one Municipality and 02 NACs. In order to supplement the training need of teachers, it is proposed to construct one training centre called Block Resource Centre (BRC) located in each Block Head-quarter. A BRC co-ordinator appointed through recruitment shall remain in-charge of the BRC to monitor the training programmes of Primary School teachers and NFE functionaries, in direct co-operation and guidance with Head-quarter SIS. Where the BRC is located. The BRC will select and train up experienced teachers as Master Trainers.

It is proposed to construct buildings at BRC for the use of the participants as residence during the training period.

MAIN FUNCTIONS OF BRCs

- Maintaining Training Calender.
- Preparing the list of training personnel.
- Collecting data from grass root level.
- School mapping and micro-planning.
- Mobilising community and creating awarness.
- Organising teacher's training, subject wise and MLL based.
- Organising training for other functionaries.

It is proposed to start functioning of all BRCs in the first year of the Project as per the list given below.

BLOCK WISE LIST OF SCHOOLS WHERE BRC ARE PROPOSED TO BE OPENED.

Sl, No.	Name of the Block	Name of the Schools
1	Bargarh	Officer's Colony Primary School
2.	Barpali	Gangadhar Primary School.

TABLE
BLOCK WISE LIST OF SCHOOLS WHERE BRC ARE PROPOSED TO BE OPENED.

Sl, No.	Name of the Block	Name of the Schools
1	Bargarh	Officer's Colony Primary School
2.	Barpali	Gangadhar Primary School.
3	Bheden	Bheden Boys Primary School.
4	Bhatli	Dadhi Baban UP School
5	Ambabhona	Govt. UP School
6	Attabira	Girls Primary School
7	Jharbandh	Block Colony Primary School
8	Paikmal	Paikmal UP School
9	Raj Bora Sambar	Chandrabati UP School
10	Bijepur	SME UP School
11	Gaisilate	R.R. UP School
12	Sohella	Govt. UP School

CLUSTER RESOURCE CENTRE

In Bargarh Dist, there are 150 centres Schools functioning in both the education District. All the teachers under the centre Schools meet once in a month and discuss various educational problems. These centres Schools are proposed to be converted in to Cluster Resource Centre (CRC) under DPEP plan. In order to break the academic isolation of primary School teachers and to develop a system of continuous school based in service training, The concept of CRC is evolved. It is to bring academic assistance and guidance into the those step of primary school. The teachers will be provided with the skill of multi grade teaching and be encouraged to students participation in learning and thereby ensure the MLL.

The main of CRC can be summerised as :

- * To develop and encourage community participation and mutual support for providing School & Class room practices.
- * To provide Continuous workshop on various subjects.
- * To provide facilities to teachers of the associated Schools in developing low-cost & no-cost teaching learning materials.
- * To visit associated Schools and assist the teacher in encountering the problems.

- * To organise educational fairs and Science fairs every year.
- * To serve as model Schools for collection & information.
- * It has been proposed for construction of one additional loan for each CRC in the centre School. One additional teacher shall be provided to organise curricular and co-curricular activities in each CRC. The CRC must be headed by a designated, experienced & dynamic teacher. This school will be well equipped with teaching learning material, Library facilities, Periodicals, News Papers and materials for preparation of teaching aids.

A detail list of propose CRC is given in Annexure XVI. It is also propose to start functioning of all CRCs during the first year of the project.

Chapter 6

TRIBAL ISSUES

The scheduled tribes constitute the most backward group among the weaker section in Orissa. The figures of 1991 censuses provide that there are 230702 tribals in the district which constitute 20.48% of the whole population. The SC population constitute 18.55% of district population. In sum, approximately 39% of the total population constitute backward population of the district. The tribals of various block in the district varies from 12.85 % (Bargarh) to 40.47 % (Jharbandh). Tribals in habit more in Paikmal (37.19 %), Jharbandh (40.47 %), Bhatli (23.54 %) and Ambabhona (27.19 %). We do kind here that the tribals in habit namely in these blocks.

Regarding educational facilities available to these tribal blocks there are 01 welfare School in Ambabhona, 07 Schools in Bhatli, 17 Schools in Paikmal and 05 Schools in Jharbandh Block. Hence it is evident that Ambabhona block lacks welfare Schools in comparison to Schools in other blocks.

PROBLEMS AND ISSUES

The tribals children in this districts faces the following problems from educational point of view. Again th problem varies from block to block in density. An attempt was made in this part abot the problems of tribals block wise.

JHARMANDH.

During focus group discussion with tribals in this block, th following problems are identified.

1. All the villages of the district have been covered by Primary School facilities still than the economic condition of the tribals hinder students to attend the School. The children have to look after youngster. The School are not attractive to the tribal students. The tribals parents are almost illiterate. Most of the students are first generation learners. The parents are not aware of the value of education. The VEC are not properly motivated to work actively in enhancing enrolment and retention of the children.
2. Most of the teachers are outsiders. The tribal teachers appointed in this area are untrained. This diminishes the value of education. Teachers face difficulties in bridging the language in between the book and the dialects of the tribals. No tribal organisation come forward for the upliftment of the tribals. Teachers absentism is most crucial for low standard of education.

3. Tribals students help thier parents at home in stead of coming to schools. Regular supply of study materials is not ensured. School environment is unattractive to the students, children migrate with their parents in the month of February to May.

PAIKMAL

1. Most of the Schools' physical environment is attractive. While teachers absenteeism hinders students to come to School. Outsider as well as untrained teachers add to low standard of the education in the Blocks.

2. Due to in-adequate number of class rooms and teachers, students are accommodated in a single class room. The scattered habitation and illiteracy among the parents again debars students to attend the School inadequate umber of Ashram School is another cause of low enrolment.

AMBABHONA

1. Teacers absenteeism is the main cause of low enrolment of students. Large number of vacancies is another reason for dropout. This blocks have more enrolment, and more dropout simultaneously. This is due to less number of residtial schols because the area is totally seggregated from District headquarter.

2. During focus group discussion, it is ascertained that parents do not want their wards to be taught in tribal language.

3. The School building and the surrounding is not healthy and attractive for retening the children in school. Due to lack of communities interest and inactive VEC, the School is not emerging as the centre for social gathering, creating pathy towards education. Illiteracy, non-availability of educational facilities in time, lack of regular and contineous supervision by the inspecting authorities to this block is another point of low-standard of education.

BHATLI

During focus group discussion it is revealed that this block has following problems as far as tribal education is concerned.

1. The tribal students are not attracted to school as it does not have any facilities of tribal games. Tribal stories are not being told in the class room due to lack of knowledge of the teachers in tribal customs and tradition.

2. The education provided in the Schools are not related to the life, neds and aspiration of the students. Teachers appointed in these schols have a alienated attitude to the student specifically tribals.

In view of the tribal problems identified above, following strategies have been proposed under DPEP Project to enhance enrolment, to reduce dropout and to ensure qualitative achievement in these tribal blocks.

- * Preparation of bilingual teachers hand book for class I to III
- * Training of teachers in tribal language.
- * Establishment of a tribal cell in ST School, Bargarh
- * Construction of teachers hostels in G.P.S. of Jharbandh, Paikmal and Ambabhana to reduce teachers absenteeism.
- * Action research in above three blocks be taken to find out causes and remedies in low-literacy low-retention and high dropouts in these areas.

CHAPTER-VII

GENDER ISSUES

The National policy of Education, 1986 envisages the improvement of the status of Women in India to provide equal educational opportunity and Social justice to Women and eradicating social disparities of man and women. With this end in view of the early education of the Girls child should be taken care of through DPEP so that a beginning can be made at the grass root level.

The total population of Bargarh according to 1991 Census is 12,07,172. Out of this Female population is 5,97,256. The Sex ratio of the number of females per 1000 males (1991 census) is 979 which is higher than state ratio (972). As per 1991 census the literacy rate of females in Bargarh district is 31.21 % which is lower than state ratio (34.40%) The state ratio is comparatively low by all India standard.

Similarly the female literacy rate in the district is very low (31.21%). The female literacy rate of tribal dominated blocks are given below :-

<u>Sl.No.</u>	<u>Block</u>	<u>Female liteacy rate.</u>
1.	Bijepur	24.71 %
2.	Gaisiat	19.61 %
3.	Jharbandh	18-15 %
4.	Paikmal	20.80 %
5.	Rajborasambar	26.15 %

The above table shows not only social disparities in the field of women equality, but also inequality blockwise. The general cause for low female literacy rate in these area may be due to gender disparities. Women folk in these area are generally treated as a follower or supporter without independent identity of her own. She supplements the work of man and does not deserve special recognition. Moreover, the status of women and more specifically girl children in rural area is controlled by social pressures of many customs practices, beliefs, superstition. These have shaped their way of life in such a manner that special care should be given to provide schooling for the girl child.

BESIDES THE REASON FOR GENDER DISPARITIES IN DIFFERENT BLOCKS ARE SPECIFIED BELOW :-

1. JHARBANDH :-

Text books and learning materials are not supplied freely to the Girls students, Toilet facilities are not available specifically to girl student. Migration of Girls child with parents during February to May is another reason. No women organisation is available in the whole block. Lack of lady teachers (only 10 in number in the whole block) may be another cause.

2. PAIKMAL :-

Migration is the main problem in case of Girls children in this block. Non-existence of any women organisation is also another cause. Tribal Girl children are not attracted towards schooling, lady teachers are very less in number in rural areas in comparison to block head quarters. Tribal teachers are not interested to teach in rural areas. Most of the Tribal teachers in the area are un-trained.

3. RAJBORASAMBAR :-

Vacancy of Teachers in most of the school is a reason for non-enrolment of Girl Child. Toilet facilities are not available in most of the schools. Girl child is engaged in domestic work like sibling care, household activities in the whole block is a reason for low enrolment of girl. Boy child is getting more facilities and attention in comparison to girl child. Gender biasness among parents hinders girl child in attending the school.

4. GAISILAT :-

Gaisilat is a drought prone area. The economic condition of the people is highly miserable. Employment avenues is very much lacking. Landless labourer are more in the block to school in the block have separate toilet facilities. Parents apathy towards education as well as no immediate gain of educated youths encourage the tribal parents not to send their children to school. Poor economic condition pressurises people of the locality to migrate outside the block resulting in heavy dropout.

5. BIJEPUR :-

One mahila Samiti is active in Bijepur Block. It does not create any impact on rural areas. The organisation does not emphasize on gender biasness. Low female literacy rate is a cause for gender biasness. Separate Girls school through exist does not create gender sensitisation. Rather a difference in sex is being motivated among the children. No toilet for girls child low status of women in family life is another cause for gender disparities.

In view of the above discussion and problems identified, the following interventions are proposed under DPEP to overcome the problems.

Continuous awareness campaign to draw the attention of general man to remove gender disparities.

Organisation of Maa-Jhee Mela.

Provision of free text books and other teaching learning materials to poor non SC/ST girl students to cover direct cost of education .

Special orientation for VEC members and teachers on gender issues.

Encouraging women organisation in each block.

Provision of separate toilets for girls in each school.

Recruitment of more women teacher.

Opening of a cell in women education at ST school Bargarh.

CHAPTER - VIII CIVIL WORKS

The number of existing Primary Schools in Bargarh Dist. is 1394 including UGUP School which is inadequate to cater to the needs of a population of 1207172. Hence it is proposed to establish 107 new primary schools, 12 BRC at Block Headquarter. 150 additional accomodation in CRCS, a training hall and a dormitory in ST School Bargarh, teacher hostels in 39 GPD, a D.P.O. computer, construction of separate toilets in 1394 Schools and digging bore wells in 1300 Primary School in phase manner. The civil works will be chanelised by the district, block and village level committees having various members given below.

DISTRICT LEVEL CIVIL WORK COMMITTEE

1. D.M. and Collector, Bargarh	Chairman
2. Inspectors of Schools, Sambalpur	Vice-Chairman
3. Project Director, DRDA, Bargarh	Member
4. Assistant Engg, DRDA, Bargarh	Member
5. Dist. Project Co-ordinator	Member
6. Engineer DPEP Construction cell	Member-Secretary
7. Sub-Collector, Bargarh	Member
8. Sub-Collector, Padampur	Member
9. D.I. of Schools, Padampur	Member
10. D.I. of Schools, Bargarh	Member

BLOCK LEVEL CIVILWORK COMMITTEE

1. Sub-Collector	Chairman
2. B.D.O.	Vice-Chairman
3. Junior-Engineer	Member-Secretary
4. All Sub-Inspectors of Schools	Member
5. All Sarpanch	Member

The VEC will look after the civil work at village level. The civil work shall be executed through only recognised govt. agency like PWD, Housing Board.

B type : New School
building having two
rooms 18' x 14', toilet/Store
for boys and girls separately

CIVIL WORKS

Sl.No.	Particulars	No.	Unit Cost	Total
1.				
	B type : New School building having two rooms 18' x 14', toilet/Store for boys and girls separately Size 6' x 4', 6' x 5' each, Verandah 9' wide water and electricity facilities plus leveling of the site.	107	1.5	160.5
	BRC building one hall size 20' x 18', two room size 18' x 14', store 6' x 5'. Separate toilet for male and female 6' x 4', verandah 7' wide water and electricity facilities.	12	9.00	108.00
	CRC Building having one additional rooms and store size room 18'x14', store 6'x8' in existing 150 schools.	150	0.75	112.5
	A training hall ad the dormitory at STS Bargarh.	2	2.00+4.00	6.00
	Teachers Hostel at remote G.P. level in three Blocks	39	2.00	78.00
	D.P.O. computer at Bagarh	1	0.5	0.5
	Toilets for both boys and girls separately in 1394 schools		0.20	278.8
	Borewell for drinking water facilities	1200	0.09	108.00
	Wall Black Board	1501	0.01	15.01

55

CHAPTER-IX
PROJECT MANAGEMENT AND MIS

The DPEP in Bargarh will be executed by a full team of Project Office, and official staff with Project Coordinator (Ex-officio). The staffing pattern of the District Project Office is given here-under:

Post	Scale of Pay	Functions of duty
Project Coordinator-1	(Ex-officio)	Coordinator the Project in the district. (Hqr. D.I. of Schools)
Additional Project Cordinator-1	(Ex-officio)	Incharge of Educational Dist. for project management.
Project Officer-1	1700-3200	Full timer for the project
Civil Work in charge-1	1700-3200	Look over to the civil workcomponent of the project
Junior Engineer-2	1400-2600	Look over to the civil work component of project Skupervise the work of ECCE
Women Development In-Charge - 1	1400-2300	Supervise the work of ECCE
Programme-cum-MIS In-charge-1	1400-2300	Look into the MIS
Research Assistant	1640-2900	Work in MIS
Data Entry Operator-2	1200-2040	Assist the Programmer
Documentation/Media/ A.S.-In-charge-1	1700-3200	
Office Secretary-2	1200-2040	Assist to DPO and DPC
Junior Assistance-2	950-1500	Assist the secretary in official busi ness
Accountant-1	1400-2600	In-charge of Accounts

Junior Accountant-1	1200-2040	Assist the Accountant
Driver-3	950-1500	On for DPO and others for common pool
Peon-4	750-940	Attend to all material works
Watchman-cum-Sweeper-1	750-940	To guard the office

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

DISTRICT EXECUTIVE COMMITTEE.

To implement this programme efficiently a committee has been formed under the chairmanship of the Collector of the District Project Committee are.

1. Collector, Bargarh	Chairman.
2. Inspector of Schools, Sambalpur Circle, Sambalpur	Vice Chairman
3. District Inspector of Schools, Bargarh.	Member-Secretary.
4. District Inspector of Schools, Padampur	Member.
5. Dist. Planning Officer	Member
6. Dist. Pass Edn Officer	Member
7. Project Director, DRDA, Bargarh	-do-
8. Project Officer, ICDS, Bargarh	-do-
9. Project Officer, Child Labour Society	-do-
10. D.W.O., Bargarh	-do-
11. One member of N.G.O.	-do-

RESOURCE SUPPORT :-

Resource support is essential for designing and preparing training materials to fulfil the needs of different groups of beneficiaries like-women, SC/ST children, Pre-primary children etc.

The following institution will provide resource support.

1. DTE & SCERT, Bhubaneswar
2. IASE, Sambalpur.
3. DIET, Sambalpur.
4. SIET, Bhubaneswar
5. ST, School, Bargarh.

District purchase committee :

District purchase committee will consist of the following members.

- | | |
|---------------------------------------|------------------|
| 1. Inspector of Schools, Sambalpur :- | Chairman. |
| 2. DIS, Bargarh | Member convenor. |
| 3. DIS, Padampur | Member. |
| 4. Headmaster, ST, School, Bgh. | -do- |
| 5. Principal, DIET, Sambalpur | -do- |

DISTRICT PLANNING TEAM

Govt. of Orissa in SME Deptt. have constituted District Planning Team as per office order No. 33434/SME Dated 24th October,1996 which will also monitor and evaluate the programme during Plan period with the following members.

1. Collector, Bargarh	Chairman
2. Inspector of Schools, Sambalpur	Member
3. District Inspector of Schools, Bargarh	Member-Convenor
4. D.I. of Schools, Padampur	Member
5. Principal, DIET, Sambalpur	Member
6. Dist. Mass Edn. Officer, Sambalpur	Member
7. D.W.O., Bargarh	Member
8. District Planning Officer, Bargarh	Member
9. Dist. Social Welfare Officer, Bargarh	Member
10. A representative from leading NGO to be selected by the Collector.	Member

The District Planning Team, Bargarh will deal with the following action.

To deal with micro-planning and Plan preparation.

- To monitor the programme

- May Co-opt other members for the purpose.

preparation of plans and monitor the programme.

Meet at least twice a year and maintain recorded proceedings of the deliberation of each meeting.

BLOCK LEVEL MANAGEMENT :

In each block BRC will be the nodal agency to implement DPEP Programme of concerned area it will function under direct supervision of a full time coordinator, and assistant and on attendant. The Block level executive committee will consist the following member.

1. B.D.O.	:-	Chairman
2. Sr. Most S.I. of Schools	:-	Member
3. Co-ordinator, BRC	:-	Member-Convenor
4. S.I. of Schools, (Other)	:-	Member
5. C.D.P.O.	:-	Member
6. S.E.O.	:-	Member
7. W.E.O.	:-	Member
8. Jr. Engineer	:-	Member

VILLAGE EDUCATION COMMITTEE.

The village education committee will act at the grass root level for the implementation of the programme. In Bargarh, VEC have been formed since 1993. The constituent of VEC are.

- | | | |
|--|----|-------------------|
| 1. Sarpanch/Ward Member/Councillor | :- | Chairman |
| 2. Guardian of Student (3 person) | :- | Member |
| 3. Lady Member (one) | :- | -do- |
| 4. Representative of SC/ST(one) | :- | -do- |
| 5. Member of Club NGO/Matrushakti(One) | :- | -do- |
| 6. Head Master of the Pry. School | :- | Member, Secretary |

The power and the function of VEC are :

- Maintenance/Supervision of all categories, of Pry. level Educational institutions.
- Planning and development of the educational institution of the village.
- ▶ Organise enrolment drive and ensure regular attendance of children.
- Beautification of School campus. Development of Play ground.
- To look into the "Improvement of School functioning "already started in our district.
- Motivation of parents to send their ward to school regularly.
- Grant of C.L. to teachers.
- To organise competitions in both curricular and extra curricular activities.

MANAGEMENT INFORMATION SYSTEM (MIS)

The District Project Office will have a MIS Cell. The cell will be responsible for collection, compilation, computerization and transmission of all data that will be collected from field level. This will help for on ward data transmission and vice versa. The infrastructure of the system will be as follows.

COMPUTER ROOM :

A small room of 16' x 13' will be constructed in the District Project Office. The room will have 3 Phase wiring, i.e. separate phases for air conditioning, General lighting and computer. The room will be provided with correct earthing facility and each electrical switch board will have a fuse. The cost of wiring will be Rs. 50,000/-.

AIR CONDITIONING :

One air conditioner of 1.5 tonnes capacity will be provided for computer room. The total cost of air-conditioner including stabilizer will be Rs. 50,000/-

FURNITURE :

The following furniture are necessary to make the computer cell operational :

Item	Numbers	Cost
1. Computer Table	2	4,000
2. Computer chairs	4	8,000
3. Printer table	2	5,000
4. Tables	2	3,000
5. Chairs	4	4,000
6. Almirah	2	10,000
7. Pedestal fan	2	4,000
8. Racks (slotted angles)	2	6,000
9. Fire Protection equipments	2	4,000
10. Vacuum cleaner	1	7,000
Total cost (estimated)		55,000

HARDWARE :

The following hardware specifications will be accumulated for MIS cell in the district project office.

Specification	Description	Tentative Price
PENTIUM CPU	90 Mhz. Intel	14,000.00
PENTIUM Mother Board	255 KB Cache	8,450.00
Hard Disk	1.07 GB	22,900

SPECIFICATION FOR COMPUTER PRINTERS

Dot Matrix Printer	24 PIN 136 Col.300 CPS	23,000
Laser Printer	600 DPI Post Script, 6 PPM,2 MB	48,000.00

OTHER ACCESSORIES

UPS	for above specs.	7,600
CVT	3 KVA	8,000
MODEM	External 9600	16,500

SOFTWARE :

The following are the software to be used in the computers of MIS Cell.

MS DOS	Version 6.22	3,000
MS WINDOWS	for Workgroup V-3.11	3,500
MS OFFICE	4.2	15,500
HARD DISK CONTROLLER	VEASA-SCSI	9,600
RAM	16 MB	27,200
MONITOR	SVGA color	16,000
Ethernet Card	One	2,000
GIST Card	Quark GIST	20,000
Key Board	101 Key Enhanced	2,000
150 MB CTD	One	35,000
Mouse	400 DPI Top Class	3,500
Floppy Drive 5.25"	1.2 MB (One)	2,075
Floppy Drive 3.5"	1.44 MB (One)	1,950

Specification	Description	Tentative Price
PENTIUM CPU	90 Mhz. Intel	14,000.00
PENTIUM Mother Board	255 KB Cache	8,450.00
Hard Disk	1.07 GB	22,900

SPECIFICATION FOR COMPUTER PRINTERS

Dot Matrix Printer	24 PIN 136 Col.300 CPS	23,000
Laser Printer	600 DPI Post Script, 6 PPM,2 MB	48,000.00

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MS OFFICE	4.2	15,500
HARD DISK CONTROLLER	VEASA-SCSI	9,600
RAM	16 MB	27,200
MONITOR	SVGA color	16,000
Ethernet Card	One	2,000
GIST Card	Quark GIST	20,000
Key Board	101 Key Enhanced	2,000
150 MB CTD	One	35,000
Mouse	400 DPI Top Class	3,500
Floppy Drive 5.25"	1.2 MB (One)	2,075
Floppy Drive 3.5"	1.44 MB (One)	1,950

SPECIFICATION FOR COMPUTER TERMINALS

Specification	Description	Price
PENTIUM CPU	90 Mhz.Intel	14,000
PENTIUM Mother Board	255 KB Cache	8,450
Hard Disk	1.07 GB	22,900
Hard Disk Controller	VESA-SCSI	9,600
RAM	16 MB	27,200
MONITOR	VGA MONO	6,500
Ethernet Card	One	2,000
Mouse	400 DPI	3,500
Key Board	101 Key Enhanced	2,000
Floppy Drive	5.25" 1.2 MB (one)	2,075
Floppy Drive	3.5" 1.44 MB (one)	1,950

SPECIFICATION FOR COMPUTER PRINTERS

Dot Matrix Printer	24 Pin 136 Col. 306 CPS	23000
Laser Printer	600 DPI Post Script 6PPM 2 MB	48000

OTHER ACCESSORIES

UPS	for above specification	7,600
CVT	3 KVA	8,000
MODEM	External 9600	16,500

SOFTWARE

MS DOS	Ver.6.22	3,000
MS Windows	for work group Ver. 3.11	3,500
MS Office	4.2	15,500

Maintenance

Every vendor supplying pentium computers given atleast two years warranty of his product. Maintenance charges for computer will be charged @ 10 % of the total hardware. The cost for data entry charges will be Rs. 30,000/-. The installation and maintenance charges of telephone will be Rs. 15,000/- for the first year.

STAFF

STAFF

The MIS unit will work under the supervision of one programme-cum- MIS In-charge. He will be assisted by two data entry operator.

TRAINING

Orientation training will be given to the SIS and Head Master. Project staff on data collection and basic compilation.

TRAINING MATERIALS

The materials on softward and basic of computer be supplied by NIEPA

CHAPTER-X

BENEFITS AND RISKS

Implementation of this project will lead to improvement of the entire basic education system in the district and ensure the achievement of Universal Primary Education, the Constitutional right. It has the impact of ensuring access, reducing dropouts, improving transition and retention rates, raising the completion rate and increasing achievement level and reducing the teacher pupil ratio.

In the sother words it can be said that the project will improve the entire primary education system in all the three dimensions, i.e. Access, Retention and Learner Achievement and Capacity Building.

BENEFITS :

1. All habitations with a population of 300 or above within one kilometer radius will be served by the primary schools.

2. Whereever formal schools can not be opened Non-Formal Education Centres will be opened.

3. The dropout rate will be reduced to below 15 % for all children.

4. 100 % retention rate will be achieved. The completion rate will be increased by 10 %.

5. The achievement of the children especially girls and SC/ST children will improve, and the minium levels of learning will be achieved.

6. The teacher pupil ratio will be fixed at 1:40.

7. The infrastructure facilities will vastly improve and the competence and motivation of the teacher would rise to a level that will ensure better school effectiveness. On the whole, improvements in the basic education system will bring about remarkable change in the life condition of rural people by increasing the literacy level and health condition creating an awareness and accepting National Programme like small family norm, conservation of environment.

RISKS

The successful implementation of the programme, a highly laudable one, may bring some risks also.

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

2. After the completion of the project, the recurring cost will have to be borne by the State Government.

3. Creating awareness among the disadvantaged sections may lead to more demands on their parts for all services.

Effective implementation of social welfare schemes will meet such a situation. The risks are minimal and can be solved easily. The project, besides improving basic education no doubt will improve the living condition in the villages of the district.

ANNEXURE I

NAME OF THE DISTRICT	NAME OF THE SUB DIVISION TAHASILS	POLICE STATION IN THE SUB-DIVISION	NAME	NO. OF G.P.S.	NO. OF VILL-AGE	AREA (Sq. km)	POPULATION		TOTAL
							MALE	FEMALE	
BARGARH	1. <u>BARGARH</u> :								
	1) Attabira	1) Ambabhona	1) Ambabhona	8	109	182.26	28543	28269	56812
	2) Bargarh	2) Attabira	2) Attabira	19	78	404.96	72710	70308	143018
	3) Barpali	3) Bargarh	3) Bargarh	21	62	369.37	70259	67064	137323
	4) Bhatli	4) Barpali	4) Barpali	18	74	266.18	47631	46205	93836
	5) Bheden	5) Bhatli	5) Bhatli	11	84	355.55	38050	37710	75760
		6) Bheden	6) Bheden	18	98	362.75	58040	56719	114759
	II. <u>PADAMPUR</u>								
	1) Padampur	1) Bijepur	1) Bijepur	16	110	323.94	42211	42357	84568
	2) Paikmal	2) Boden	2) Gaisilet	16	103	354.93	35545	35343	70888
	3) Sohella	3) Gaisilet	3) Jharbandh	12	83	422.97	29230	29683	58913
		4) Jagadapur	4) Paikmal	19	128	564.64	43665	44039	87704
		5) Melchhamunda	5) Rajborasambar	16	150	488.04	46040	45649	91689
		6) Padampur	6) Sohela	22	129	515.11	56066	55289	111355
		7) Paikmal							
		8) Sohela							

Source - Re-organized Districts - A Population Analysis.
 Govt. of Orissa, Panchayati Raj Department, Bhubaneswar.

ANNEXURE - II

(TABLE E-IX.

URBAN POPULATION.Male of the urban
local bodies.

	Male	Female	S.C.	S.T.	TOTAL
Bargarh, MPL	26872	24333	8256	2976	51205
Barpali, NAC	8316	8056	8874	901	16371
Padampur, NAC	6738	6233	1488	1493	12971
TOTAL	41926	38621	13618	5370	80547

Source - Re-organised DISTRICT - A Population Analysis
Govt. of Orissa, Panchayati Raj Department, Bhubaneswar

CHAPTER-XI
PRA

Divyankur - III

Date	Place	Organiser	Participants	Issues	Suggetion Accepted	Suggetion Rejected	Remarks
30.12.96	Lakhanpur	SIS Ambabhona	1. Manglu Bhue 2. Surendra Dash 3. Premananda Pradhan 4. Makhnu Barboo 5. Hema Sagar Sahoo	1. Apathy of parents 2. Supply of free text books (non SC?ST) 3. Garden Improvement 4. Moral teaching be given	1. Supply of free text book to the SC/St Girls. 2. Awarness		
28.12.96	Jhulapali	SIS Barpali	1. Rusav Bariha 2. Guna Barchanov 3. Kishor Meher 4. Sanand Pradhan 5. Basuku Sahoo 6. Teraror Meher	1. School and syllbus be changed 2. posting of new teachers for MDM 3. Drinking water facilities 4. Regular Health check up	1. Drinking Water facilities 2. Regular Health check up	Posting of new teacher for MDM School timing be changed	

Date	Place	Organiser	Participants	Issues	Suggetion Accepted	Suggetion Rejected	Remarks
17.11.96	Apamara	sis Bheden	1. Bidyadhar Chhanda 2. Suresh Mahakur 3. Rabinarayan Kumbhar 4. Hiralal Badhei 5. Aniruddha Mahakud 6. Urkulu Kumbhar	1. Additional room required 2. Separate urinal for girls and boys 3. Construction of room for M.D.M.	1. Separate urinal for boys and girls	1. Additional room 2. MDM room	
	Rana Pratap High School, D.I.S., Bargarh Bargarh		1. Anu Garg, D.M. & Collector, Bargarh 2. K.C. Guru, Inspector of School, Sambalpur 3. Dr. M. Mishra, OPEPA 4. U.N. Praharaj, OPEPA 5. S.P. Nepak, DIS, Bargarh 6. S.N. Mishra, DIS, Padampur 7. N. Barapanda, PMI, ASE, Sambalpur. 8. Smt. R.K. Mahapatra, Bijepur Mahila Samiti 9. All S.I. of Schools, Bargarh District. 10. All Junior Co-ordinators, Bargarh.		1. Problem of primary education and its solution 2. How to make school environment attractive 3. Community participation 4. Strategy for tribal SC/ST/IED/Girl child & migration		

11. R.C. Das, STS, Bargarh
12. Prasanna Kumar Das, HM
RPUV, Bargarh

AWARENESS CAMPAIGN

1. Awareness campaign
2. Teachers Hostel in remote G.P.
3. Monitoring should be continuous
4. Training should be continuous
5. Plantation of trees through VEC Members
6. Convergence
7. Wall Black Board
8. Maa-Jhee Mela
9. Introduction of traditional games like Kasadi in each school
10. Strengthening of Matrushakti through awareness
11. Supply of Teaching learning materials

Date	Place	Organiser	Participants	Issues disussed	Suggetion Accepted	Suggetion Rejected	Remarks
	Laumunda	S.I.S., Bijepur	1. Ashok Kumar Hota, 2. Goura Ch. Meher 3. Binod Ku. Agrawal 4. Ramesh Ch. Salpathy 5. Lalit Mohan Padhee 6. Kunja Panigrahi 7. Bhagirathy Dip 8. Subasini Guru 9. Mahima Meher 10. Golok Bihari Dash 11. Nabin Ku. Hota	1. Drinking water facilities 2. Shortage of class rooms 3. Play Ground 4. Separate Girls School 5. Supply of uniform 6. Maa-Jhee Mela 7. Poor economic condition 8. Separate Urinal 9. PTA 10. Joyful Learning 11. Flower Garden 12. Science Aparatus	1. Drinking water 2. Convergence 3. Awarness 4. Separate Urinal 5. Training for teachers	Supply of uniform to girls	

11.9.96	Kendubhata	SIS Gaisilat	<ol style="list-style-type: none"> 1. Alekh Ch. Sahu 2. Rabindra Sahu 3. Shiba Pr. Kandha 4. Nishamani sahu 5. Jaydev Sahu 6. Benudhar Sahu 	<ol style="list-style-type: none"> 1. Compound wall 2. Poor economic condition of SC Population 3. Supply of free uniform & reading material 4. More Stress on Discipline 5. More teachers & Physical Education 6. Kitchen Garden 	<ol style="list-style-type: none"> 1. Convergence 2. Writing Materials to all girl children 	Supply of free Uniform
12.9.96	Thakurdiha	SIS Dava	<ol style="list-style-type: none"> 1. Narottam Panda 2. Bhubaneswar Sahu 3. Satyananda Sahu 4. Parameswar Sahu 5. Madhaba Sahu 6. Jaydev Sahu 7. Gopinath Sarap 8. Jogindra Bag 	<ol style="list-style-type: none"> 1. Teachers absentism 2. Child labour 3. Migration in Feb. to May 4. Poor economic condition 5. Moral teaching 6. Formation of PTA 	<ol style="list-style-type: none"> 1. Teacher's Hostel 2. Convergence 3. Identity Card 4. Writing material to girl Children 5. Awarness 	

69

7.9.96	Badikata	SIS Paikmal	1. Tarinisen Sahu 2. Ram Pr. Pradhan 3. Arun Ku. Hota 4. Prafulla Ku. Naik 5. Sarathi Bhoi 6. Premlal Dash 7. S.N.Mishra, DIS 8. P.Panda, SIS 9. N.Panda, SIS 10. Gagan Ku. Mohanty, HM 11. Giridhari Meher	1. Duplication of classes 2. Class room problem 3. Supply of TV sets 4. Drinking water facilities 5. Regular health checkup 6. Focus on girl child 7. Moral teaching in schools. 8. PET should look into the physical education of Primary Schools.	1. Convergence with the dept. 2. Drinking water facilities 3. Focus on girl child
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6.9.96	Sampia	SIS Rajborasambar	1. Jhasketan Behera 2. Lingaraj singh Bariha 3. C. Hati 4. Sadananda Suna 5. Raghunath Meher 6. Manoranjan Kunar 7. Tirtha Basi Panda 8. Gagan Ku. Mohanty 9. S.N.Mishra	1. Shortage of class room 2. Shortage of teachers 3. Poor economic condition 4. Repair of roof 5. Iron gate for School 6. Motivation of VEC member 7. Caste feeling 8. Written works be ensured 9. Drinking water facilities	1. Poor economic condition 2. Awarness campaign 3. Training to teachers 4. Drinking water facilites 5. Post of teachers be filled up 6. Convergence with the dept.
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28.12.96	Rengalipali	SIS Attabira	1. Balaram Sahu 2. Bijay Ku. Pradhan 3. Makardhwaj Pradhan 4. Gajendra Pradhan	1. Quality of education through training be given 2. Motivation among parents to increase enrolment 3. Teaching of science in Primary School with teaching aids be provided 4. Joy ful learning be provided in Schools 5. Separate room for each Class 6. Convergence with other NGO & clubs of the village	----- YES Accepted	----- Separate room for each Class
29.10.96	Charpali	SIS Bargarh	1. Nilanchal Banchhor 2. Ratnakar Bhoi 3. Bharat Rout 4. Patari Bhue 5. Keshari Thapa	1. Apathy of guardians 2. Poor quality of teaching 3. Transfer be made within three years for long stay of Teachers 4. Illiteracy of parents 5. Irrugular attendance of SC/ST students	1. Awarness campaign 2. Training of teachers 3. TLC be launched 4. Motivation to VEC members	----- Transfer of Teachers be made -----
31.12.96	Badmal	SIS Bhatli	1. Agni Ku. Panda 2. Manobadha Bhoi 3. Ugrasen Budhia 4. Nimai Bhoi 5. Gobinda Badhei	1. Schools syllabus 2. Students difficulties in Class rooms 3. Motivation of Students to creat interest in TL process 4. Motivation of teachers 5. Dropout	1. Curriculum be local specific 2. Training to teachers 3. Awarness Campaign	----- NIL

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 DOC, No.....
 Date.....

11

TOTAL OUTLAY OF PLAN

Component	Recurring	non-recurring	Total
ACCESS.	221.61	760.34	981.95
RETENTION	2097.23	148.86	2246.09
CAPACITY BUILDING	137.25	44.23	181.48
ACHIEVEMENT	218.7	10.8	229.50
TOTAL	2674.79	964.23	3639.02

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT : **BARGARH**

OBJECTIVE WISE COSTING TABLE

ACCESS															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1. Ma-Themela	12	0.05	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	3.00		
2. Sishu-mela	12	0.05	12	0.6	12	0.6	12	0.6	12	0.6	12	0.6	3.00		
M.T.A	1394	0.02	1394	27.88	1394	27.88	1394	27.88	1394	27.88	1394	27.88	139.4		
Mobilisation of V.E.C	150	0.02	150	3.00	150	3.00	150	3.00	150	3.00	-	-	12.00		
Printing of Banners	150	0.005	150	0.75									0.75		
Printing of posters	5000	0.002	5000	0.1									0.1		
processions for awareness Campaign	1394	0.002	1394	2.788	1394	2.788	1394	2.788	1394	2.788	1394	2.788	13.94		
Construction of new pry. schools	107	1.5	107	160.5										160.5	
Repair of school Building	74	0.25	-	-	24	6	25	6.25	25	6.25				18.5	
									Total				172.17	179.00	

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT **BARGARH**

OBJECTIVE WISE COSTING TABLE

ACCESS															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
													BF	172.79	179.00
Construction of Toilets	1394	0.20	1394	278.8											278.8
Drinking water facility	1200	0.09	1200	108											108.00
Construction of B.R.C Complex with Training hall	12	9.00	12	108.00											108.00
S.T School Training Hall	1	2.00	1	2.00											2.00
D.P.O Computer Room	1	0.5	1	0.5											0.5
Teachers Hostel at Remote G.P.	39	2.00	39	78.00											78.00
Dormitory in ST School	1	4.00	1	4.00											4.00
Remuneration to N.R.E instructors	102	6.12	50	3.00	102	6.12	102	6.12	102	6.12	102	6.12	27.48		
													Total	2002.7	758.3

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

<i>ACCESS</i>															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
													<i>BF</i>	<i>200.27</i>	<i>758.3</i>
<i>Remuneration to Supervisors</i>	<i>10</i>	<i>1.2</i>	<i>5</i>	<i>0.6</i>	<i>10</i>	<i>1.2</i>	<i>10</i>	<i>1.2</i>	<i>10</i>	<i>1.2</i>	<i>10</i>	<i>1.2</i>	<i>5.4</i>		
<i>Reading writing materials for the Learning Corner</i>	<i>102</i>	<i>0.03</i>	<i>50</i>	<i>1.5</i>	<i>102</i>	<i>3.06</i>	<i>102</i>	<i>3.06</i>	<i>102</i>	<i>3.06</i>	<i>102</i>	<i>3.06</i>	<i>13.29</i>		
<i>Contingency to Centres</i>	<i>102</i>	<i>0.005</i>	<i>50</i>	<i>0.25</i>	<i>102</i>	<i>0.51</i>	<i>102</i>	<i>0.51</i>	<i>102</i>	<i>0.51</i>	<i>102</i>	<i>0.51</i>	<i>2.29</i>		
<i>Furniture for N.EE</i>	<i>102</i>	<i>0.02</i>	<i>50</i>	<i>1.00</i>	<i>52</i>	<i>1.04</i>									<i>2.04</i>
<i>Incentive Compensation in each Block</i>	<i>12</i>	<i>0.02</i>			<i>12</i>	<i>0.24</i>	<i>12</i>	<i>0.24</i>	<i>12</i>	<i>0.24</i>	<i>12</i>	<i>0.24</i>	<i>0.96</i>		
<i>Addl. class room for cluster school</i>	<i>150</i>	<i>0.75</i>	<i>150</i>	<i>112.5</i>											<i>112.5</i>
													<i>Total</i>	<i>221.61</i>	<i>760.34</i>

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

<i>RETENTION</i>														
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)	
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
<i>Orientation of P.T. Teachers</i>	83	0.40	83	33.2	83	33.2	83	26.56	83	26.56	83	26.56	146.08	
<i>Orientation of Head masters</i>	26	0.40	26	10.4	26	10.4	26	8.32	26	8.32	26	8.32	45.76	
<i>Orientation of N.F.E. Instructors</i>	12	0.32	12	3.84	12	3.84	12	3.84	12	3.84	12	3.84	19.2	
<i>Orientation of E.C.C.E Workers</i>	20	0.32	20	6.4	20	6.4	20	6.4	20	6.4	20	6.4	32.00	
<i>Supply of Teachers hand BOOK</i>	3463	0.001	3249	3.249	3297	3.297	3393	3.393	3463	3.463	3463	3.463	16.865	
<i>Grant to teachers for T.L.M.</i>	3463	0.005	3249	16.245	3297	16.485	3313	16.565	3463	17.315	3463	17.315	83.925	
<i>Grant for school improvement</i>	1501	0.02	1394	27.88	1418	28.36	1466	29.32	1501	30.02	1501	30.02	145.6	
<i>Development planning and student work BOOK</i>	15 Lac	0.001	1.45L	1.450	1.46L	1.460	1.48L	1.480	150L	150.00	1.50L	150.00	739.00	
<i>Orientation of S.I.S</i>	10	0.22	2	0.44	2	0.44	2	0.44	2	0.44	2	0.44	2.2	
													Total	1230.63

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

<i>RETENTION</i>															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs. in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
													<i>BF</i>	1230.63	
<i>Orientation of field functionaries</i>	2	0.20	2	0.40	2	0.40	2	0.40	2	0.40	2	0.40	2.00		
<i>Research at the District level</i>		1.00		1.00		1.00		1.00		1.00		1.00	5.00		
<i>Salary to new school Teachers</i>	214	0.5			48	24	144	72	214	107	214	107	310.0		
<i>Furniture Equipments</i>	107	0.03			24	72	48	1.44	35	1.05				3.21	
<i>Teaching learning materials for Learning corners</i>	107	0.03			24	72	72	2.16	107	3.21	107	3.21	9.3		
<i>Play materials</i>	107	0.02			24	48	48	96	35	7				2.14	
<i>Library Books and Almirah for storing books</i>	107	0.5			24	12	48	24	35	17.5				53.5	
<i>Wall black Board</i>	1501	0.01	390	3.9	390	3.9	390	3.9	331	3.31				15.01	
													<i>Total</i>	1556.93	73.86

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT : **BARGARH**

OBJECTIVE WISE COSTING TABLE

<i>CAPACITY BUILDING</i>														
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs. in Lakhs)	
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
<i>District Project officer (1700-3200)</i>	1	1		0.52		0.54		0.56		0.58		0.60	2.80	
<i>Jr. Eng (1400-2400)</i>	1					0.43		0.44		0.46		0.46	1.79	
<i>Computer Prq (1400-2600)</i>	1					0.43		0.44		0.46		0.46	1.79	
<i>Accountant (1400-2600)</i>	1			0.42		0.43		0.44		0.46		0.46	2.21	
<i>Jr Accountant (1400-2300)</i>	1			0.42		0.43		0.44		0.46		0.46	2.21	
<i>Data Entry operator (1200-2000)</i>	1					0.37		0.38		0.39		0.40	1.54	
<i>Office Secretary (1200-2000)</i>	1	2		0.72		0.74		0.73		0.78		0.80	37.7	
<i>Jr Asst (950-1500)</i>	2			0.50		0.60		0.62		0.64		0.66	3.02	
												Total	53.06	

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

RETENTION															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
													BF	1556.93	73.86
Free reading writing materials to Focus Group	1 Lakh	0.001	1	100	1	100	1	100	1	100	1	100	500		
Toy House at CRC	150	0.5	100	50	50	25									75
Supply of cumulative Record Card	1.5	0.0025	1.5 Lakh	3.75										37.5	
Orientation of field functionaries	7	0.08	7	0.56	7	0.56	7	0.56	7	0.56	7	0.56	2.8		
													Total.	2097.23	148.86

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : **BARGARH**

OBJECTIVE WISE COSTING TABLE

<i>CAPACITY BUILDING</i>															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
													BF	86.84	30.34
<i>Air Conditioner</i>	1	0.50				0.50									0.50
<i>Computer Hardware</i>	1					3.68									3.68
<i>Computer software</i>	1					3.68									3.68
<i>Hardware maintenance</i>										0.36		0.36	0.72		
<i>Telephone Installation</i>	1		1	0.06	1	0.03	1	0.03	1	0.03	1	0.03	0.15	0.03	
<i>Training and workshop (Computer)</i>						2.16		2.16		2.16		2.16	8.64		
<i>T. E and DA</i>				0.15		0.15		0.15		0.20		0.20	0.85		
<i>Data Transmission Equipment</i>						0.50		0.50		0.50		0.50	2.00		
												Total	99.2	38.23	

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

CAPACITY BUILDING														
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs in Lakhs)	
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
												BF	99.2	38.23
Consumables				0.30		0.30		0.30		0.35		0.35	1.60	
Contingency for Computer						0.25		0.25		0.25		0.25	1.00	
Exposure Trips	05	20	5	1.00	5	1.00	5	1.00	5	1.00	5	1.00	5.00	
Orientation to MTS	02	0.27		0.54		0.54		0.54		0.54		0.54	2.70	
Orientation to N.F.E functionaries	2	0.16		0.16		0.16		0.16		0.16		0.16	7.89	
Additional Staff to S.T. School	3			1.77		1.8		1.83		1.86		1.90	9.16	
Furniture (office, Training, hostel)						3.00								3.00
Xerox Copier	1					2.00								2.00
Library						1.00								1.00
Total												117.39	44.23	

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

OBJECTIVE WISE COSTING TABLE

ACHIEVEMENT															
Component / Activity	Physical Target	Unit Cost	Year wise Target										Total Cost (Rs. in Lakhs)		
			1997-98		1998-99		1999-2000		2000-2001		2001-2002		Recurring	Non Recurring	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
BRC CO-Ordinator 3000	12	0.36	12	4.32	12	4.32	12	4.32	12	4.32	12	4.32	21.6		
Clerk	12	0.24	12	2.88	12	2.88	12	2.88	12	2.88	12	2.88	14.4		
Attendant	12	0.12	12	1.44	12	1.44	12	1.44	12	1.44	12	1.44	7.2		
Library Books	12	0.05	12	0.60										0.60	
Cont. Exp.	12	0.20	12	2.4	12	2.4	12	2.4	12	2.4	12	2.4	12.0		
Newspaper and periodicals	12	0.1	12	1.2	12	1.2	12	1.2	12	1.2	12	1.2	6.00		
Furniture	12	0.5			12	6								6.0	
Type writer	12	0.25			12	2.8								1.8	
													Total	61.2	8.4

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

ORIENTATION FOR FIELD FUNCTIONARIES ON PLANNING & MANAGEMENT

Venue : B.R.C.
Participants : 20 (Planning Team)
Resource Person : 05 (SIMET)
Duration : 03 days

Cost

Honourarium to Course Director	200 x 3 =	600.00
T.A. to Participant	100 x 20 =	2000.00
D.A. to Participant	100 x 20 x 3 =	6000.00
T.A. to R.Ps.	200 x 5 =	1000.00
D.A. to R.Ps.	200 x 5 x 5 =	5000.00
Honourarium to R.Ps.	200 x 5 x 3 =	3000.00
Contigencies	10 x 25 =	250.00
Refreshment	10 x 25 x 3 =	750.00
Miscellaneous		1400.00

Rs.20,000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

ORIENTATION PROGRAMME FOR VEC MEMBERS

Venue : C.R.C.
Participant : 50
Resource person : 05 (SIS, Jr. Coordinators)
Duration : 1 day

Cost

T.A. & D.A. to participant	50 x 50	2500.00
Refreshment	10 x 55	550.00
Contingencies	10 x 55	550.00
T.A. to R.P.s.	50 x 5	250.00
D.A. to R.P.s	50 x 5	250.00
Honourarium for R.P.s.	100 x 5	500.00
Miscellaneous		400.00

Rs. 5000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

ORIENTATION FOR MASTER TRAINERS :

Venue : TE & SCERT/SIMET
Participant : 20 (DRG)
Resource person : 05 (SCERT, IASE, DIET)
Duration : 05 days

Cost

Honourarium to Course Director	200 x 5	1000.00
T.A. to participant	10 x 20	2000.00
D.A. to participant	10 x 20 x 5	10000.00
T.A. to A.Ps.	200 x 5	1000.00
D.A. to A.Ps.	200 x 5 x 5	5000.00
Honourarium to A.Ps.	200 x 5 x 5	5000.00
Contigencies	10 x 25	250.00
Refreshment	10 x 25 x 5	1250.00
Miscellaneous		1500.00

Rs. 27000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGAR.

ORIENTATION PROGRAMME FOR SI OF SCHOOLS (SHE & WELFARE DEPT.)

Venue : ST Schools
Participant : 20
Resource person : 05 (DIET, IASE)
Duration : 03 days (From 3rd year)

Cost

Honourarium to course Director	100 x 3	300.00
T.A. to participant	100 x 20	2000.00
D.A. to participant	100 x 20 x 3	6000.00
T.A. to R.Ps.	100 x 3	300.00
D.A. to R.Ps.	100 x 5 x 3	1500.00
Honourarium to R.Ps.	100 x 5 x 3	1500.00
Contingencies	20 x 25	500.00
Refreshment	10 x 25 x 3	750.00
Miscellaneous		1150.00

Rs. 14 000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT: BARGARH

ORIENTATION PROGRAMME FOR ECCE WORKERS :

Venue : BRC/CRC
Participant : 50
Resource person : 05 (CDPC's, SIS, DIET, IASE)
Duration : 05 days

Cost

Honourarium to Course Director	100 x 5	500.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 7	17500.00
T.A. to R.Ps.	100 x 5	500.00
D.A. to R.Ps.	100 x 5	3500.00
Honourarium to R.Ps.	100 x 5 x 5	2500.00
Contigencies	20 x 55	1100.00
Refreshments	10 x 55 x 5	2750.00
Miscellaneous		1150.00

Rs. 32000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : OAISSA

DISTRICT : BARGANAH

ORIENTATION PROGRAMME FOR ECCE WORKERS :

Venue : BAC/CAC
Participants : 50
Resource persons : 05 (CDPCS', SIS, DIET, IASL)
Duration : 03 days (From 3rd year)

Cost

Honourarium to Course Directors	100 x 3	300.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 5	12500.00
T.A. to R.Ps.	100 x 5	500.00
D.A. to R.Ps.	100 x 5 x 5	2500.00
Honourarium to R.Ps.	100 x 5 x 3	1500.00
Contingencies	20 x 55	1100.00
Refreshment	100 x 55 x 3	1650.00
Miscellaneous		1450.00

Rs. 24000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : CRISSA

DISTRICT: BARGARH

ORIENTATION PROGRAMME FOR ECCE WORKERS :

Venue : BRC/CRC
Participant : 50
Resource person : 05 (CDPC's, STS, DIET, IASE)
Duration : 05 days

Cost

Honourarium to Course Director	100 x 5	500.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 7	17500.00
T.A. to K.Ps.	100 x 5	500.00
D.A. to K.Ps.	100 x 5	3500.00
Honourarium to K.Ps.	100 x 5 x 5	2500.00
Contigencies	20 x 55	1100.00
Refreshments	10 x 55 x 5	2750.00
Miscellaneous		<u>1150.00</u>
		Rs. 32000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGANAH

ORIENTATION PROGRAMME FOR ECCE WORKERS :

Venue : BAC/CAC
Participants : 50
Resource persons : 05 (CDPOS', SIS, DIET, IASE)
Duration : 03 days (From 3rd year)

Cost

Honourarium to Course Directors	100 x 3	300.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 5	12500.00
T.A. to R.Ps.	100 x 5	500.00
D.A. to R.Ps.	100 x 5 x 5	2500.00
Honourarium to R.Ps.	100 x 5 x 3	1500.00
Contingencies	20 x 55	1100.00
Refreshment	100 x 55 x 3	1650.00
Miscellaneous		1450.00
		Rs. 24000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

LIST : BARGARA

UNIT COST ORIENTATION PROGRAMME FOR HMs' OF PRIMARY SCHOOLS :

Venue : SI School, BAC
Participants : 50
K.Ps. : 05 (CTE, STS, IASB)
Duration : 07 days

Cost

Honourarium to Course Director	100 x 7	700.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 9	22500.00
T.A. to K.Ps.	100 x 5	500.00
D.A. to K.Ps.	100 x 5 x 9	4500.00
Honourarium to K.Ps.	100 x 5 x 7	3500.00
Contigencies	20 x 55	1100.00
Refreshment	10 x 55 x 7	3850.00
Miscellaneous		850.00

Rs. 40,000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

ORIENTATION PROGRAMME FOR HEADMASTERS OF PRIMARY SCHOOLS :

Venue : ST Schools, BFC
Participant : 50
A.Ps. : 05 (SIS, CIE, IASE)
Duration : 05 days (from ~~1~~ year)

Cost

Honourarium to Course Director	100 x 5	500.00
T.A. to participant	50 x 50	2500.00
D.A. to participant	50 x 50 x 7	17500.00
T.A. to A.Ps.	100 x 5	500.00
D.A. to A.Ps.	100 x 5 x 7	3500.00
Honourarium to A.Ps.	100 x 5 x 5	2500.00
Contigencies	20 x 55	1100.00
Refreshment	10 x 55 x 5	2750.00
Miscellaneous		1150.00

Rs. 32000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : CHHISA

LIST : BARGARA

UNIT COST ORIENTATION PROGRAMME FOR HMs' OF PRIMARY SCHOOL :

Venue : SI School, BAC
Participants : 50
K.Ps. : 05 (CTE, STE, IASE)
Duration : 07 days

Cost

Honourarium to Course Director	100 x 7	700.00
T.A. to participants	50 x 50	2500.00
D.A. to participants	50 x 50 x 9	22500.00
T.A. to K.Ps.	100 x 5	500.00
D.A. to K.Ps.	100 x 5 x 9	4500.00
Honourarium to K.Ps.	100 x 5 x 7	3500.00
Contingencies	20 x 55	1100.00
Refreshment	10 x 55 x 7	3850.00
Miscellaneous		850.00

Rs. 40,000.00

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BANGARH

ORIENTATION PROGRAMME FOR HEADMASTERS OF PRIMARY SCHOOLS :

Venue : ST Schools, BFC
Participant : 50
A.Ps. : 05 (STs, CTE, IASE)
Duration : 05 days (from 24 year)

Cost

Honourarium to Course Director	100 x 5	500.00
T.A. to participant	50 x 50	2500.00
D.A. to participant	50 x 50 x 7	17500.00
T.A. to A.Ps.	100 x 5	500.00
D.A. to A.Ps.	100 x 5 x 7	3500.00
Honourarium to A.Ps.	100 x 5 x 5	2500.00
Contingencies	20 x 55	1100.00
Refreshment	10 x 55 x 5	2750.00
Miscellaneous		1150.00

Rs. 32000.00

Annexure

NAME OF THE DIST. DRDA	NAME OF THE BLOCK	NAME OF THE G.Ps.	S.C.	Population of the Block		
				S. T.	General	Total
BARGARH	1. Ambabhona	8	11273 (19.84)	15447 (27.19)	30092 (52.97)	56812 (100)
	2. Attabira	19	31941 (22.33)	30819 (21.55)	80258 (56.12)	143018 (100)
	3. Bargarh	21	28722 (20.53)	17649 (12.85)	91352 (66.52)	137323 (100)
	4. Barpali	18	19049 (20.30)	13112 (13.97)	61675 (65.73)	93836 (100)
	5. Bhatli	11	13205 (17.43)	17835 (23.54)	44720 (59.03)	75760 (100)
	6. Bheden	18	26821 (23.37)	15355 (13.38)	72583 (63.25)	114759 (100)
	7. Bijepur	16	13502 (15.97)	11585 (13.70)	59481 (70.73)	84568 (100)
	8. Gaisilet	16	9792 (13.82)	14102 (19.89)	46994 (66.29)	70888 (100)
	9. Jharbandh	12	8037 (13.64)	17949 (40.47)	32927 (55.89)	58913 (100)
	10. Paikmal	19	12190 (13.90)	32613 (37.19)	442901 (48.91)	87704 (100)
	11. Rajborasambar	16	14331 (15.63)	22141 (24.15)	55217 (10.22)	91689 (100)
	12. Sohella	22	20481 (18.39)	22095 (19.84)	68779 (61.77)	111355 (100)
TOTAL		196	208944 (18.55)	230702 (20.48)	686979 (60.97)	1126625 (100)

A N N E X U R E - I V

DISTRICT PRIMARY EDUCATION PROGRAMME
STATE- ORISSA
DISTRICT- BARGARH

OPENING OF NEW PRIMARY SCHOOLS

<u>Name of the Block/NAC /Municipality</u>	<u>Name of the habitations</u>
1. Rajborasambar	1. Amara Khol 2. Amdhan 3. Baaki khaman 4. Firu Pali 5. Chitakhhol 6. Dhuma Berna 7. Baidpali 8. Indira Abas, Jayapur 9. Meher Pada Khairpali 10. Neem Tikra 11. Girsl Primary, Dahita Hospital Pada 12. Hatpada Pada, Melchhamunda (For Girls only) 13. Harijan Pada, Barikel 14. Indira Abas Colony Mirdha Pali
2. Gaisilat	1. Barihapada, Gaisilat (Girls) 2. Dharua Khaman 3. Burro Chhapar 4. Halan Kansi 5. barhamunda 6. Jhankar Munda 7. Nuapali 8. Argadi
3. Paikmal	1. Khandi Jharan 2. Laudi Mal 3. Ichhapur (Dhenkimunda) 4. Halan Dadar (Mandia Dhipa)

ANNEXURE

DISTRICT PRIMARY EDUCATION PROGRAMME

STATE : ORISSA

DISTRICT : BARGARH

ORIENTATION TO NFE INSTRUCTORS :

Venue : BRC
Participant : 50
Resource person : 05 (Sr. Coordinator, Jr. Coordinator,
STS, DIBI)
Duration : 05

Cost

Honourarium to Course Director	100 x 5	500.00
T.A. to participant	50 x 50	2500.00
D.A. to participant	50 x 50 x 7	17500.00
T.A. to A.Ps.	100 x 5	500.00
D.A. to A.Ps.	100 x 5 x 7	3500.00
Honourarium to A.Ps.	100 x 5 x 5	2500.00
Contigencies	20 x 55	1100.00
refreshment	10 x 55 x 5	2750.00
Miscellaneous		1150.00

Rs. 32000.00

GROWTH OF LITERACY IN BARGARH

Nation/State District.	1971 Census.	1981 Census.	1991 Census.	Percentage wise form 1971-91	Percentage wise form 1981 - 91
India	29.45	36.17	51.11	06-72	14 - 94
Orissa	26.18	34.23	48.55	08-05	14 - 32
Bargarh	26.09	31.29	47.65	05-20	16 - 36

GROWTH OF LITERACY IN URBAN AREA VIS-A-VIS RURAL AREAS OF BARGARH DISTRICT.

Rural Area/ Urban Area.	Population.	Literates	Percentage	Illiterates.
Rural Area	11,26,625	442284	46.38%	5,53,968
Urban Area	80,54	44,331	65.68%	27,167
Grand Total	12,07,172	4,86,615	47.65%	5,81,135

: 18 :

<u>Name of the Block/NAC/ Municipality</u>	<u>Name of the habitations</u>
	5. Narsing Pada (Paikmal)
	6. Khadiamunda (Jhitiki)
	7. Tal Pada (Dhuma Bhata)
	8. Karla Mal
	9. Gurunda
	10. Kado Guchha
	11. Bhubaneswar Pur (Jaypur)
4. Jharbandh	1. Hat Pada, Jharbandh
	2. Rangamatia
	3. Kuma Dhipa
5. Sohella	1. Hospital Pada, Sohella
	2. Chamar pada, Petupali
6. Bijepur	1. Buro Mal
	2. Char Pali
	3. Nuã Pali
	4. Brahman Pali
	5. Kendu Dera
	6. Manpur Tikra
7. Padampur NAC	1. Shanti Nagar
	2. Bijaya Nagar
	3. Shivaji Nagar
	4. Chiroli Colony (Padampur)
8. Bargarh	1. Khuntpali
	2. Tal Srigida (Girls School)
	3. Tora (Girls School)
	4. Chakarkend
	5. Thapa Tikra
	6. Ranga Tikira

: ४ :

9. Barpali

1. Katapali
2. Kadalipali
3. Bhatigaon
4. Bag Badi
5. Telipada
6. Padhan Tikra

10. Ambabhona

1. Kusunda
2. Banjipali
3. Muchh Malda
4. Ludu Pali
5. Jamada
6. Dunguri

11. Attabira

1. Larambha
2. Gauda Tikira (Bazar Pada)
3. Padhan Tikra
4. Mana Pada
5. Attabira Andhari Pada
6. Kuler Jore Pada
7. Gartia Tikra
8. Khalia Pat
9. Bhoi Pada
10. Kadani Tikira
11. Bali Pada
12. Lahanda
13. Mahakhanda (Harijan Pada)
14. Sindur Bahal
15. Kuli Munda
16. Larambha Harijan Pada
17. Mana Pada

12. Bhatali

1. Jadamunda
2. Sulsulia
3. Hada Shankari
4. Bishal Pali
5. Ude Pali

: 8 :

Name of the Block/NAC/
Municipality

Name of the habitations

	6. Kharsal
	7. Jayapur
	8. Kangaon
	9. Sardha Pali
	10. Nali Chuan
12. Bheden	1. Remenda
	2. Mahulpali
	3. Burda
	4. Huisara
	5. Salepali
	6. Singhen Pali
	7. Hati Pali
	8. Suna Larambha
	9. Pipal Pali
	10. Arjunda
	11. Hatgaon
	12. Khagsipali
	13. Lupur Singha
	14. Mahul Pali

Total No. of Primary Schools- 107.

ANNEXURE- V

OPENING OF NEW NON-FORMAL EDUCATION CENTRE

<u>Name of Block</u>	<u>Name of G.P.</u>	<u>Name of Village</u>	<u>Name of habitation</u>
Bargarh	Gudesira	Gudesira	Thapa Tikra
-do-	Talsrigida	Talsrigida	Karua Tikra
-do-	Tora	Tora	Harijan Pada
-do-	Birmal	Birmal	Khalia Tikra
-do-	Khuntpali	Khuntpali	Indira Abas
-do-	N.Jampali	Bonda	Ranga Tikra
			TOTAL: 06
Gaisilat	Firingimal	Burochhapar	Burochhapar
-do-	Jamut Pali	Halan Kansi	Halan Kansi
-do-	Chikhili	Nua Pali	Nua Pali
-do-	Buromunda	Jankeda	Jankeda
-do-	Bariha Pukhapani	Bariha Pukhapani	Adibasi Pada
			TOTAL: 05
Ambabhona	Dunguri	Jampali	Kudo Khair
-do-	Dunguri	Dunguri	Dhipa Pada
-do-	Uttam	Tamdei	Dhibar Pada
-do-	Uttam	Khola	Ghati Pada
-do-	Lakhanpur	lakhanpur	Telipada
-do-	Ambabhona	Ludu Pali	Patikar Pada
-do-	Kanda Pala	Muchh Malda	Jhankar Pada
-do-	Kandapala	San Darlipali	Samanth Dhipa
-do-	Bhoina Tora	Baiga Pali	Dhipa Pada
-do-	Ambabhona	Kusmuda	Birja Pada
			TOTAL: 10
Paikmal	Palsada	Denglikendu	Denglikendu
-do-	Paikmal	Durga Pali	K.G.M.N.Ashram
-do-	Paikmal	Khaliamunda	Khaliamunda
-do-	Mithapali	Manmatha Pali	Manmatha Pali
-do-	Bartunda	Motipali	Motipali

: 40 :

<u>Name of Block</u>	<u>Name of G.P.</u>	<u>Name of Village</u>	<u>Name of habitation</u>
Paikmal	Mandosil	Kadogochha	Kadogochha
-do-	Mithapali	Laudimal	Laudimal
			TOTAL: 07
Rajborasambar	Kansingha	Bhalukani	Bhalukani
-do-	Sargi Bahal	Arjun Nagar	Arjun Nagar
-do-	Boden	Firu Pali	Firu Pali
-do-	Dahita	Banki Khaman	Banki Khaman
-do-	Boden	Khatua	Khatua
-do-	Dahita	Amdhan	Amdhan
			TOTAL: 06
Sohella	Rengali	Rengali	Rengali
-do-	Sohella	Sohella	Hospital Pada
-do-	Ghess	Ghess	Adibasi Colony
-do-	Birjam	Birjam	Birjam
-do-	Tabada	Tabada	Tabada
-do-	Sohela	Dhusar Bahal	Dhusar Bahal
-do-	Dumberpali	Dumberpali	Dumberpali
-do-	Pandakipali	Pandakipali	Adibasi Colony
			TOTAL: 08
Bheden	Remunda	Remunda	Gaugotta
-do-	Remunda	Mahulpali	Rajput Tikra
-do-	Remunda	Dunguripali	Dunguri Tikra
-do-	Bakti	Bakti	Behera Tikra
-do-	Bakti	Loisira	Khalia Pali
-do-	Areigudi	Salepali	Naik Tikra
-do-	Resham	Singhenpali	Gandhi Tikra
-do-	Resham	Hatipali	Nag Tikra
-do-	Bheden	Bheden	Tahasil Colony
-do-	Suna Larambha	Suna Larambha	Indira Awas
-do-	-do-	Pipilipali	Gandhi Nagar
-do-	-do-	Papanga	Santoshi Pada
-do-	Arjunda	Arjunda	Mirdha Pada
-do-	Rusuda	Hatgaon	Jam Tikira

<u>Name of Block</u>	<u>Name of G.P.</u>	<u>Name of Village</u>	<u>Name of habitation</u>
Bheden	Kubedega	Khagsipali	Lim Tikra
-do-	Ainla Pali	Bargaon	Indira Awas
-do-	Chichinda	Lupur Singha	Prem Nagar
-do-	Mahulpali	Mahulpali	Padhanpali
-do-	Sialkhandatha	Sialkhandatha	Gurupali
			TOTAL: 20
Bhatli	Kelendapali	Jadamunda	Nuan Dihi
-do-	Dumal Pali	Nalichuan	Khadia Pada
-do-	Nuagarh	Sulsulia	Indira Awas
-do-	Narangapur	Kahenmunda	Indira Awas
-do-	Naugarh	Hada Sankari	Kuda Pada
-do-	Halupali	Bishalpali	Harijanpada
-do-	Halupali	Udepali	Sahara Pada
-do-	Dumal Pali	Kharsal	Harijan Pada
-do-	Narangpur	Jayapur	Sahara Pada
-do-	Kamgaon	Kamgaon	Munda Dera
-do-	Mulbar	Sardhapali	Sukudia Pada
			TOTAL: 11
Attabira	Lahanda	Lahanda	Bali Pada
-do-	-do-	-do-	Lukha Mang
-do-	Godbhaga	Kumelsingha	Bagarti Tikra
-do-	-do-	Mahakhand	Harijan Pada
-do-	Kultatukra	Sindur Bahal	Sindur Bahal
-do-	Tope	Tope	Kuhi Munda
-do-	Tamparsara	Tali Tamparsara	Kulerjori Pada
-do-	Jhilminda	Gurkhapali	Indira Awas
-do-	Attabira	Attabira	Rly.Stn.Andhra Pada
-do-	Mana Pada	Mana Pada	Kadoni Tikra
-do-	Bugbuga	Khaliapali	Gartia Tikra
-do-	Kulunda	Bhoipura	Padhan Tikra
-do-	Silat	Goud Tikra	Bazar Pada
-do-	Larambha	Larambha	Bazar Pada
			TOTAL: 14

: 0 :

<u>Name of Block</u>	<u>Name of G.P.</u>	<u>Name of Village</u>	<u>Name of habitation</u>
Barpali	Tileimal	J.Bramhani	Tikira Pada
-do-	Bhatigaon	Bhatigaon	Tali Pada
-do-	Lenda	Kadali Pali	Tali Pada
-do-	Kusanpuri	Bahia Padar	Indira Awas
-do-	Katapali	Sarandapali	Sahara Tikira
-do-	Katapali	Katapali	Binjhalahi
-do-	Patkulunda	Patkulunda	Mali Pada
-do-	Kainsir	Barangapali	Padhan Tikra
-do-	Bagbadi	Bagbadi	Gochar Tikra
-do-	Barguda	Barguda	Talipada
-do-	Satlama	Bishopali	Padhantikra
			TOTAL: 11
Bijepur	Talpadar	Buromal	Harijan Pada
-do-	Jokhipali	Nuapali	Nuapali
-do-	Budapali	Suru Bali	Suru Bali
-do-	Bad Bausen	Kena Dera	Kena Dera
-do-	Laumunda	Ranimal	Ranimal
-do-	Bad Brahmani	Brahman Mal	Brahman Mal
			TOTAL: 06
Jharbandh	Kanda Gadh	Kanda Gadh	Kanda Gadh
-do-	Bhandar Puri	Bhadar Puri	Indira Awas
-do-	Bhaisa Darha	Bhaisa Darha	Bhaisa Darha
-do-	Kumir	Saransil	Saransil
			TOTAL: 04

Grand Total: 108

A. B. L. E. - XIII

<u>DROP OUT RATE (BOYS)</u>					
<u>Year</u>	<u>Enrolment in Class-I</u>	<u>Class</u>	<u>Examine in 95 96</u>	<u>No Of Dropout</u>	<u>% of D.O</u>
1991-92	19635	V	11205	8430	42.93%
1992-93	19496	IV	13705	5791	29.70%
1993-94	19571	III	15686	3885	19.95%
1994-95	19824	II	17029	2795	14.89%
1995-96	19848	II/96-97	16836	3012	15.17%

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DROP OUT RATE (GIRLS)

Year	Enrolment in Class-I	Class	Examinee in 95-96	No of Dropout	Percentage
1991-92	15987	V	8345	7641	47.79%
1992-93	17414	IV	11342	6072	34.86%
1993-94	17503	III	13850	3643	20.81%
1994-95	18195	II	15261	2934	16.12%
1995-96	18428	II/96-97	15851	2577	13.98%

Annexure B

D R O P O U T T O T A L

Year	Enrolment in Class-I	Class-V	Examinee in 95-96	No. of dropout	Percentage
1991-92	35622	V	19,551	16,071	45.11%
1992-93	36910	IV	25,047	11,883	32.14%
1993-94	37074	III	29,546	7,528	20.30%
1994-95	38019	II	32,290	5,729	15.09%
1995-96	38276	II/95-96	32,687	5,589	14.60%

Annexure - 9

DROPOUT RATE- SCHEDULED CASTE-BOYS

Year	Enrolment in class	Class	Examinee in 95-96	No. of dropouts	Percentage of dropouts
1991-92	3912	V	2181	1731	44.24%
1992-93	4662	IV	3037	1625	34.85%
1993-94	4519	III	3376	1143	25.29%
1994-95	4693	II	3944	749	15.95%
1995-96	4373	II/96-97	4112	261	5.96%

Annexure - 10

DROPOUT RATE-SCHEDULED CASTE-GIRLS

Year	Enrolment	Class	Examinee in 95-96	No. of dropouts	% of dropouts.
1991-92	2256	V	1486	1780	34.50%
1992-93	3377	IV	2646	1331	33.46%
1993-94	3709	III	2999	800	21.05%
1994-95	3318	II	3380	538	13.73%
1994-95	4256	II, 96-97	3530	636	15.26%

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DROP OUT RATE - SC (TOTAL)

Year	Enrolment in Class - I	Class	Examinee in 95-96	NO. of dropouts	Percentage of dropouts.
1991-92	7178	V	3667	3511	48.91%
1992-93	8639	IV	5683	2956	34.21%
1993-94	8318	III	6375	1943	23.35%
1994-95	8611	II	7324	1287	14.94%
1995-96	8539	II/96-97	7642	897	10.50%

ANNEXURE - 12

DROP OUT RATE OF SCHEDULED TRIBE - BOYS

Year	Enrolment in Class - I	Class	Examinee in 95-96	No. of dropouts	Percentage of Dropouts
1991-92	4514	V	1890	2624	58.13%
1992-93	4604	IV	2523	2081	45.19%
1993-94	3970	III	3082	888	22.36%
1994-95	4442	II	3507	935	21.04%
1995-96	4578	II/96-97	3702	868	18.99%

Annexure-14

DROPOUTS : S.T. TOTAL

Year.	Enrolment in Class - I	Class	Examinee in 95-96	No. of dropouts.	Percentage of dropouts
1991-92	7963	V	3069	4894	61.45
1992-93	7978	IV	4463	3515	44.05%
1993-94	7153	III	5404	1749	24.45%
1994-95	8143	II	6606	1537	18.87%
1995-96	8552	II/96.97	6946	1606	18.77%

ANNEXURE - 15

CLASS WISE ENROLMENT FIGURE OF BARGARH DISTRICT

Class	1991-92			1992-93			1993-94			1994-95		
	Boys	Girls	Total									
I	19635	15987	35622	19446	17414	36910	19571	17503	37074	19824	18195	38015
II	16428	14651	31079	17615	15325	32940	16735	14495	31230	17179	15227	32406
III	14511	10427	24938	13349	12127	25476	15156	13168	28324	15311	13037	28348
IV	11272	6804	18077	12468	6729	21197	12814	11210	23024	12046	9228	21274
V	10499	5371	15870	9812	7034	16846	10511	7982	18493	10575	8042	18917
Total:	72345	53241	125586	72740	60629	134369	105111	7982	138145	75235	63729	138964

	1995-96			1996-97		
	Boys	Girls	Total	Boys	Girls	Total
I.	19848	18428	38276	28015	18582	38597
II.	17029	15261	32290	16836	15851	32687
III.	15686	13860	29546	15074	13953	29027
IV.	13705	11342	25047	13654	11451	25105
V.	10205	8346	19551	11463	9114	20577
Total:	76473	67237	143710	77042	68951	145993

Source : D.I. of Schools, Bargarh & Padampur.

Annual Report

Dropout All

Year	General	S.C.	S.T.	General	S.C.	S.T.
1991-92	45.11	48.91	61.45	54.89	51.09	38.55
1992-93	32.14	34.21	44.05	67.86	65.79	45.95
1993-94	20.30	23.35	24.45	69.70	76.65	75.55
1994-95	15.09	14.94	18.87	84.91	85.06	81.13
1995-96	14.60	10.50	18.77	85.40	89.50	81.23

This table indicates that the dropout rate of the Focus group (SC & ST) is more than the General students, so more attention is given in the plan to reduce the dropout rate to less than 5%.

Annexure - XVII

T-A-B-L-E - XI

Yearwise Enrolment Position of Children Belonging to Age Group 06-11 At Primary Stage.

Year	All Communities			Schedule Caste			Schedule Tribes		
	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls	Total:
1991-92	72345	53241	125586	13732	9654	23386	13812	10268	24084
1992-93	72740	60629	133369	15690	11653	27343	15303	10980	26283
1993-94	74787	63358	138145	15463	125830	27993	14778	12047	26825
1994-95	75235	63729	138964	16710	13321	30031	14183	12357	26540
1995-96	76473	676237	130710	8712	6979	15691	8851	7077	15918
1996-97	77042	68951	145993	8601	7175	15776	8811	7168	15979

Source :- D.I. of Schools, Bargarh and Padampur.

This table indicates that the enrolment of S.C. and S.T. Students are decreasing in the year 1995-96 and 1996-97 in comparison to the general students. So more emphasis is planned for the year focus group to enhance their enrolment during the plan period.

REGISTRATION CENTRE
 National
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 110016
 D-9477
 Date 25-4-97

