

GOVERNMENT OF ORISSA
DEPARTMENT
OF
SCHOOL & MASS EDUCATION

DISTRICT
PRIMARY EDUCATION PROGRAMME

NIEPA DC



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DISTRICT PLAN
FOR KALAHANDI DISTRICT

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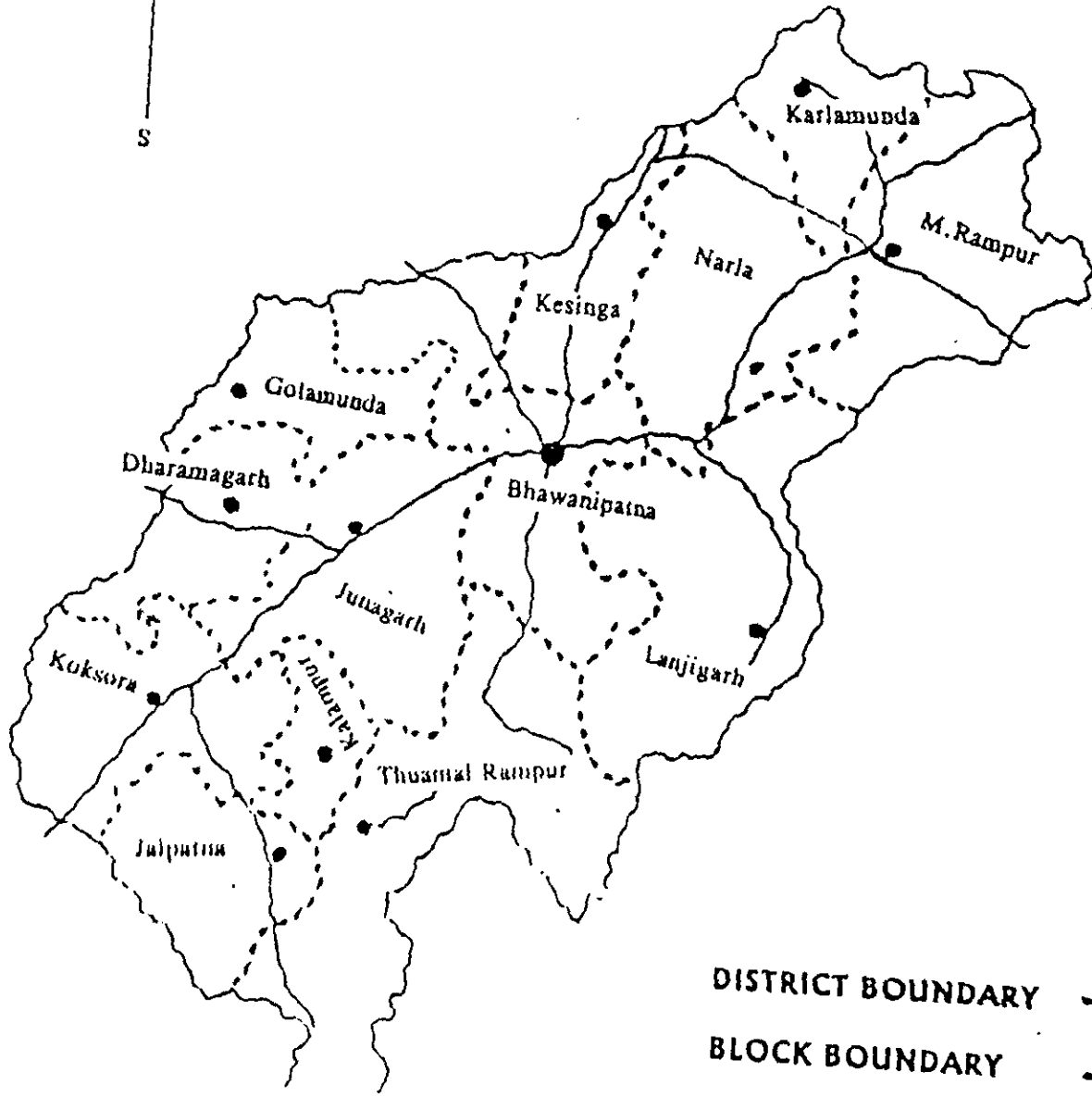
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BLOCK BOUNDARY 

ORISSA MAP



CHAPTER -I

INTRODUCTION

Education is a powerful instrument of social change. It invariably brings about a gradual transformation of the society in all spheres enriching the lives of the individuals. It is in this context that every nation in the world now lays much stress on education, specially on Primary education in as much as primary education is the very foundation of the educational system on which the edifice of the higher education rests.

Now with the development of modern civilisation, a worldwide perception has been in evidence in which education for all is gradually gaining ground. In fact, Article 26(1) of the universal declaration of Human Rights, endows everybody in the world with the right to education. Article 22 further affirms that education is the key to "the economic, social, cultural rights indispensable for the dignity of man and free development of his personality".

In view of this, our Indian constitution that came into operation in 1950, lays down in its Directive principles of state policy that it shall be the endeavour of the state to introduce free and compulsory education to the children of age group 6-11 years in the state within 10 years of time from the year of promulgation of the constitution. But this goal could not be realised even

after 48 years of its adoption due to financial constraints. India is the largest democracy in the world but, it is an irony of fate that we have not been able to infuse the spirit of democracy among the citizen of the country. As a result, the fruits of independence could not be made available to all sections of people of emerging India Society. As now confronted with a number of challenges, we have to wage a relentless war against poverty, hunger and wide spread ignorance to ensure a better and decent living for the country men.

The problems of unemployment, population explosion, low national income, exploitation, communalism, linguism, pollution of environment are prevalent all over the country. Some of these issues like poverty, environmental degradation and other related issues are conspicuous in backward districts like Kalahandi.

The district of Kalahandi which forms a part of the southern Orissa has of late been indentified as one of the most backward regions, and has been a focus of attention of the people all over the world on account of its poor standard of living and backwardness in all sphares of life. But this backwardness is a part of the ~~dominant~~ custom-ridden tribal culture and its deeply rooted forest life. This is an interesting aspect of their life-style which has attracted the attention of the social scientists. In fact, all developmental inputs have

proved inadequate because of illiteracy and lack of openness. Therefore, educational inputs are essential for accelerating the process of development of the tribals of Kalahandi District.

Due to extremely low levels of income, inadequate health and educational facilities, poor infrastructural support, the children are deprived of a congenial environment for their balanced growth. As they grow up, they get segregated economically, socially and culturally from the main stream of the society. It is therefore, imperative that these people are brought to the main stream. We can ill afford to neglect them any longer. A sound educational policy and programme implemented well can help in generation of awareness of their rights, privileges and duties. This can help them in making them equal partners in the process of development. In this context, inclusion of Kalahandi under District Primary Education programme will go a long way in improving substantially the primary education system in the district. The programme will take care of the financial constraint that has beset the education so far.

Here an attempt has been made to incorporate in this booklet a holistic plan for 5 years for improvement of primary education in this district in the light of the guidelines issued by the Govt. of India in the Ministry of Human Resource Development.

C H A P T E R - I I

C) THE DISTRICT PROFILE:

The district of Kalahandi, a region of antiquity, was a part of South Kosala. Prior to Independence of the country it was a princely State. After the independence of India, merger of princely states took place on the 1st Jan. 1948 and subsequently on November, 1949 this erstwhile princely state of Kalahadi was merged with Orissa alongwith other princely states. It was at this time that the present districts of Kalahandi came into being forming a part of the Southern Orissa in India.

This district is situated between $19^{\circ}.3$ North to $21^{\circ}5$ North latitude and between $82^{\circ}.20$ East to $83^{\circ} - 43$ East longitude. On 1.4.1993 the entire Nuapada Sub-Division has been separated from this district and carved into a new district named Nuapara for administrative convenience.

With the separation of Nuapara, the district of Kalahandi has become fairly compact. As to its location, this district is bounded on the North by the districts of Bolangir, Sambalpur and Raipur in M.P., on the west by the districts of Nuapara, Koraput and Phulbani. The district headquarters is at Bhawanipana^t Town.

TOPOGRAPHY:

The district comprises of two district physiographic regions -the plain lands and hilly tracts. The entire Nuapara Sub-Division which was in the plain regions has since been taken out, the plain region now covers southward up to Bhawanipatna and then covers Junagarh and Dharamgarh in the West.

The hilly tracts cover the South Western part of Bhawanipatna Sub-Division.

CLIMATE:

The climate of this district is of extreme type. It is characterised by extreme heat in summer, and extreme cold in winter. The winter usually sets in November and lasts till the end of February. Thereafter follows the hot season which continues till June when the moonsoon breaks and continues till mid October. The average rainfall in a year records at 18783 mm.

A R E A :

The district of Kalahandi covers an area of 8,373 sq. Kms. For the sake of administrative convenience this

district has been divided into two Sub-Divisions, 12 police stations, 13 C.D. Blocks, 195 Grampanchayats, 2213 Revenue Villages, One Municipality and two N.A.Cs.

WATER SOURCE:

The major rivers flowing in the district of Kalahandi are the Tel, and the Indravati. The other small rivers like moter, Sagada, Hati, Ret, Utei, are also other important rivers that constitute the water source for this district. However these rivers are rain fed and dry out the summer resulting in scarcity of water of general use.

DEMOGRAPHIC COMPOSITION:

The total population of this district as per the 1991 census is 11,30,903 out of which 5,65,595 are males and 5,65,308 are females. The scheduled caste / scheduled Tribe population in the district comprises 47.03% of the total population. Rural population is 14,88,097 and Urban population is 78,163. The rate of female literacy is 15.28 percent.

Most of the tribal people dwell in the hilly and forest areas. The way of life of these people is different from others. They have their own distinct language, culture and tradition, quite different from that of the urban people. Modern civilisation has little impact upon them. As a result they often remain under poverty line. The Government is now taking various measures to ameliorate the condition of these people and bring them at par with others. Consequently, no substantial progress in this regard has been achieved so far have they still remain under developed.

ECONOMY:

Agriculture is the mainstay of the people of the district. About 90% people of this district depend on agriculture. The people mostly follow the traditional method of agriculture as a result the yield is very low. Of late, some farmers from Andhrapradesh have settled in Kalahandi. They are doing intensive cultivation through modern methods. They have set an example worth emulation for the people of this district. Still the yield per acre remains fairly low.

There is no Industrial base in this district. The trade and commerce of this district are also quite unsatisfactory.

PRINCIPAL CROPS:

The principal crops of this district are paddy, Jawar, small millets followed by mung, biri, arhar, and oil seeds like til, mustard and neem seed. The agriculture in this district is rainfed and fully dependent on monsoon. The erratic rainfall, inadequate irrigation facilities and traditional methods of cultivation are responsible for low productivity. Besides, the district being a drought prone district agricultural production in this district suffers a serious setback due to perpetual drought.

LABOUR FORCE:

About 70% of the whole population constitute the labour force of the district. Most of them are agricultural labourers. They get employed only in the sowing and harvesting seasons. In other seasons they remain idle. The average income of these people is abnormally low. So they are ill fed and ill clad.

THE STATUS OF WOMEN:

The women who constitute 50 percent of the total population in this district are still looked upon as house wives and mothers. The women belonging to the lower status of the society do manual labour both at home and in farm alongwith the males. The tribal women do more work then men both at home and in the field. These tribal women also take active part in festivals and cultural activities. They sing and dance to the tune of drums and musical instruments. They do not enjoy a status at par with men. The women of upper class and middle class families keep indoor engaging themselves in house-hold works. Now some of them are coming out and becoming service holders and other job workers. On the whole the status of women in the society requires improvement. In fact, a low female literacy rate has been cause of worry for all of us.

NATURAL RESOURCES:

There was a time when Kalahandi district ^{was replete} with dense forests and hills. But in the recent times there has been considerable shrinkage in forest areas due to deforestation caused by indiscriminate felling of trees, shifting cultivation etc.

The forest products like Kendu leaf, Bamboo, Firewood, mahua flowers are available in plenty. Timber is the major forest produce. Kendu leaf is the main exportable forest produce of the district. The Adivasis get employed nearly for 4 months in collecting these minor forest products. Buxite, Graphite, Manganese are some of the mineral deposits in this district. Out of these graphite has been commercially exploited. Irrigation projects have not been started in Kalahandi district.

ELECTRICITY:

The consumption of electricity has been steadily increasing in this district. Out of 2213 Revenue villages 1258 have been electrified by 1994-95.

DRINKING WATER FACILITIES:

The drinking water facility in this district is anything but satisfactory. The dug wells and deep borewells in the district are not adequate for supply to safe drinking water to the people. But now all out efforts are being made to implement the programme of water supply and sanitation to ensure safe drinking water for all in the districts under this programme. A large number of tube wells are now being installed in every village for supply of safe drinking water.

COMMUNICATION AND TRANSPORT:

The district has poor road communication facilities. The total length of the roads in this district is 5,236 Kms of which 908 kms. is surfaced and 4328 kms unsurfaced. Even though many villages are connected by roads, still a large number of villages remain unconnected. There are still some villages in hilly tracts which are not connected by roads.

So far as transport system of this district is concerned 24 public and 61 private buses play in the dist. since the number of buses playing are inadequate in number.

SOCIAL STRUCTURES - LANGUAGES:

Oriya is the principal language of the district. Other languages like Hindi and Telugu are also spoken by the people who have migrated to this district from other provinces. The tribals dwelling, in the hilly tracts especially in Th. Rampur Langigarh, M. Ramkpur Blocks, speak their common dialects which is 'Kondh' dialect. The adwasis living in plain areas speak oriya while interacting with other people. The Oriya language as spoken by the people is a mixture of chhatisagad and Hindi.

CULTURAL MATRIX:

People of this district are broadly divided into two culture groups one is tribal culture depending upon forest and its resources and the others are agrarian. Agriculture being the main occupation of the people the culture, content of the lives of the people centres round agriculture. They observe many festivals like "NUAKHAI", "CHAITRAPARBA", "PUSHPUNI". The tribals have developed their own culture distinct from that of others. Both men and women participate in dance and music. The rhythmic music of drums, ghumra, folk dance and song has special attraction. The people enjoy these after the day's hand labour put in by them. Only 10% people of this district form the urban population in three towns and semi-urban areas.

PRESENT EDUCATIONAL STATUS:

A cursory glance at the different data furnished below in regard to the rate of literacy growth in this district would instantly provide a discouraging and distressing picture of the slow progress of primary education in this district. The rate of literacy of this district as per 1991 census is only 31.08. The rate of literacy amongst the male is 46.85% and amongst females is 15.28%. The growth rate of literacy among scheduled caste

and scheduled tribe people is not up to the mark. The rate of literacy among tribal women vis-a-vis. among other women is the lowest and the poorest, which needs special planning.

The following are identified as some of the main factors responsible for the poor and slow progress of literacy in this district.

- a) Poverty of the people.
- b) Lack of adequate infrastructure both in terms of establishment and teacher-students ratio.
- c) Low propensity to learn due to socio-economic backwardness.
- d) Poor and inadequate communication facilities.
- e) Lack of consciousness of the people for education.
- f) Retention of traditional social strategy and other social evils.
- g) Predominance of males over the females.

There are at present 13 C.D. blocks, 2 N.A.Cs and one municipality in this district. The following tables provide a clear picture on the literacy scenario in the

T A B L E - I

GROWTH OF LITERACY IN KALAHANDI

Nation/State District.	1971 census	1981 census	1991 census	Percentage wise from 1971-81	Percentage wise from 1981-91
India	29.45	36.17	51.11	06.72	15.94
Orissa	26.18	34.23	48.55	07.97	14.43
Kalahandi	18.85	19.4	31.08	5.55	11.68

T A B L E - II

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

Rural Areas/ Urban area	Population	Literates	percentage	Illiterates
Rural Area	10,52,740	2,53,897	28.78%	8,07,283
Urban Area	78,163	40,720	68.80%	26,307
Grand Total	11,30,903	2,94,617	31.08%	8,33,590

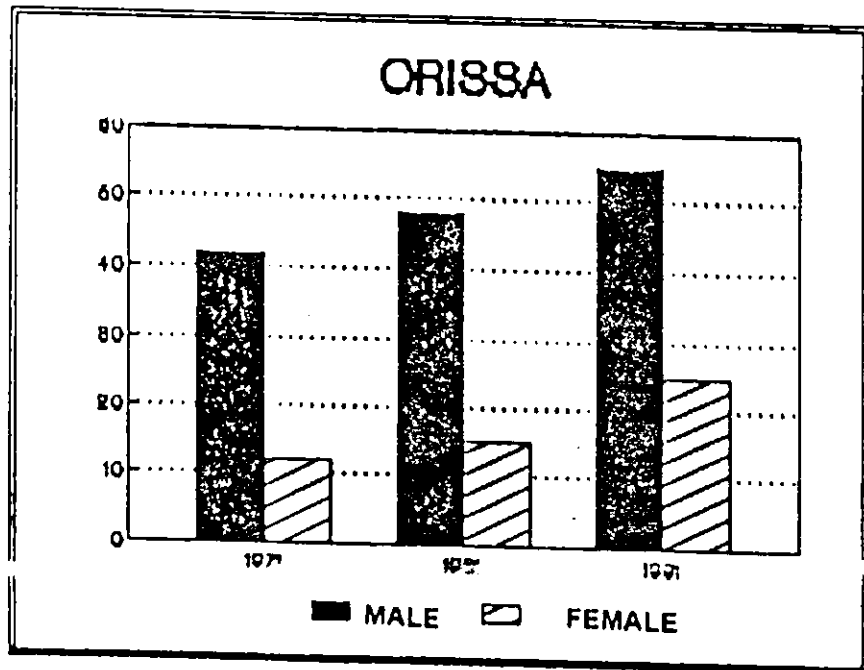
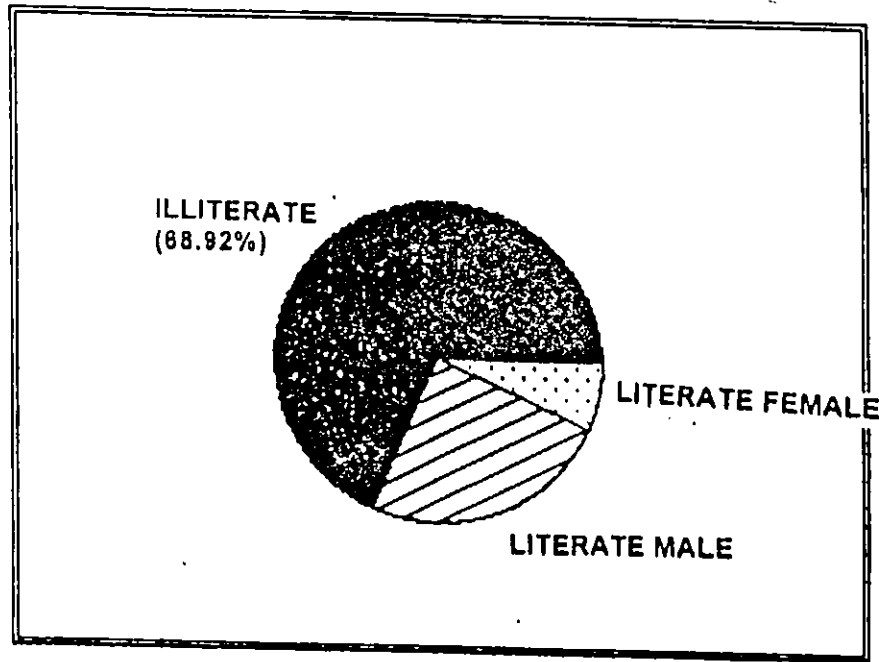
T A B L E - I I I

BLOCK MUNICIPALITY & NAC WISE LITERACY RATE.

Sl. No.	Name of the C.D. Block/ Urban local bodies.	Total population in the age gro- up seven & above	Total literate	Literacy percentag
<u>C.D. BLOCKS</u>				
1.	Bhawanipatna	96,940	26,125	26.95
2.	Kesinga	71,005	25,473	35.88
3.	Narla	74,007	30,185	40.79
4.	M.Rampur	47,799	15,512	32.45
5.	Karlamunda	35,917	12,523	34.87
6.	Lanjigarh	49,552	10,520	21.23
7.	Th.Rampur	44,714	6,323	14.14
8.	Dharmgarh	83,697	24,610	29.40
9.	Junagarh	114,209	30,421	26.64
10.	Jaipatna	79,052	20,599	26.06
11.	Koksora	69,801	20,871	30.04
12.	Kalampur	37,616	12,618	33.54
13.	Golamunda	77,789	18,017	33.16
Total		8,82,098	2,53,897	28.78
<u>URBAN LOCAL BODIES</u>				
1.	Bh. Patna Municipality	43,390	29,882	68.87
2.	Kesinga NAC	11,726	5,751	49.04
3.	Junagarh NAC	10,775	5,087	47.21
Total		65,891	40,720	61.80
Total Kalahandi Dist.		9,47,989	2,94,617	31.08

The Male-Female disparity is also wide with 48.85% of male found literate against 15.28% Female. The decadal growth of literacy from 1971 to 1981 and 1981-1991 shows a rising trend as evidents from the above Table and Graph given below:

LITERACY RATES (1991 Census),
KALAHANDI



ADMINISTRATIVE SET-UP IN KALAHANDI DISTRICT :
(Census of India, 1991)

The administrative set-up of the District is as follows:-

1.	No. of Sub-Divisions	1. Bhawanipatna
		2. Dharmagarh
2.	No. of Tehsils	: 5
3.	No. of C. D. Blocks	:13
4.	No. of Towns	: 3
5.	No. of Municipality	: 1
6.	No. of NACs	: 2
7.	No. of Police Stations	:12
8.	No. of Grampanchayats:	195
9.	No. of inhabited villages	2068
10.	No. of un-inhabited villages	137
		2205
11.	No. of Assembly Constituencies	6
12.	Population of the District	:
	Total:	11,31,000
	Males:	5,66,000
	Females:	5,65,000
13.	Rural population	10,53,000
	Urban population	78,000
14.	S.C. Population	1,92,000
15.	S.T. Population	3,27,000
16.	No. of females per 1000 males:	999
17.	Percentage of district - population to State population	3.57%

C H A P T E R - III

PRESENT EDUCATIONAL STATUS IN THE DISTRICT:

The following tables indicate the educational status of Kalahandi district to ascertain the scenario of primary education in the district.

T A B L E - IV
EDUCATIONAL INSTITUTIONS IN KALAHANDI

Sl. No.	Type of Educational Institution	Total No. of Institutions	Total No. of Teachers
01.	Primary Schools Edn. Deptt.	1450	3686
02.	Upper Primary (M.E.) School	24	101
03.	Non-Formal Edn. Centres:		
	a) Prathamik	617	617
	b) Madhyamik	52	104
04.	Integral School	4	24
05.	Deaf & Dumb School	1	3
06.	Blind School	1	5
07.	Sanskrit Tol	1	3
08.	Secondary Schools (high)	198	1437
09.	Secondary Training School	1	6
10.	D. I. F. T.	1	8
11.	Vocational (Higher Secondary) School	6	-
12.	Novadaya Vidyalaya	1	24
13.	Teachers Training College	1	5
14.	Law College	1	-
15.	Degree College	24	232
16.	Industrial Training Institute	1	-

T A B L E - V

NUMBER OF SCHOOLS

Sl. No.	Name of the Block (13) Urban Local Bodies (14-16)	Primary School			Upper Primary (Middle) School			High School		
		Edn. Deptt.	Deptt.	Total	Edn. Deptt.	Deptt.	Total	Edn. Deptt.	Deptt.	Total
1.	Bhawanipatna	169	3	172	31	-	31	17	-	17
2.	Kesinga	106	-	106	30	2	32	16	1	17
3.	Karlamunda	63	-	63	17	1	18	7	-	7
4.	M. Rampur	89	6	95	15	-	15	14	1	15
5.	Narla	157	-	157	27	-	27	16	1	17
6.	Lanjigarh	85	1	86	16	1	17	5	2	7
7.	Th. Rampur	74	4	78	12	1	13	1	3	4
8.	Dharamgarh	106	-	106	35	-	35	18	-	18
9.	Junagarh	143	5	148	39	-	39	25	2	27
10.	Kalampur	71	-	71	13	1	14	9	-	9
11.	Kok	94	1	95	29	1	30	18	1	19
12.	Japatra	122	2	124	23	2	25	13	1	14
13.	Golamunda	118	2	120	34	-	34	16	-	16
14.	Bhpatra (Mptly)	34	-	34	13	-	13	6	-	6
15.	Kesinga NAC	10	-	10	4	-	4	3	-	3
16.	Junagarh NAC	9	-	9	3	-	3	2	-	2
Total		1450	24	1474	341	9	350	186	12	198

TABLE - VI (A)

RURAL AREA

Sl. No.	Block/Municipality/NAC.	Primary School (including)TRW	Upper Primary Schools	High Schools	Degree College	S.T.School D.I.E.T.	Vocational H.S. School
1.	Bhawanipatna	172	31	17	2	-	1
2.	Kesinga	106	32	17	1	-	-
3.	Karlamunda	63	18	7	1	-	-
4.	M. Rampur	85	15	15	1	-	2
5.	Narla	157	27	17	2	-	1
6.	Lanjigarh	86	17	7	1	-	-
7.	Th. Rampur	78	13	4	-	-	-
8.	Dharamgarh	106	35	18	3	1	1
9.	Junagarh	148	39	27	1	-	-
10.	Kalampur	71	14	9	1	-	1
11.	Koksra	95	30	19	2	-	-
12.	Jaipatna	124	25	14	1	-	-
13.	Galamunda	120	34	16	3	-	-
Total (A)		1421	330	187	19	1	6

T A B L E - VI (B)URBAN AREA

1.	Bh. Patna MPLTY	34	13	6	3	1	-
2.	Kesinga NAC	10	4	3	1	-	-
3.	Junagarh NAC	9	3	2	1	-	-
Total (B)		53	20	11	5	1	-
Grand Total (A+B)		1474	350	198	24	2	6

BUILDING POSITION

Building position of the educational Institutions primary and upper primary is presented in the following table. It indicates a poor standard of infrastructure which has been one of the factors for poor academic environment.

T A B L E - V I I

BLOCK WISE BUILDING POSITION OF PRIMARY AND UPPER PRIMARY SCHOOLS IN KALAHANDI REVENUE DISTRICT.

Sl. No.	Name of the block/ NAC/Municipality	Total No. of Schools		No. of schools having building				No. of school having no. building		No. of School building mainting repair.	
		Pry.	M.E.	PUCCA		KUTCHA		Pry.	M.E.	Pry.	M.E.
				Pry.	M.E.	Pry.	M.E.				
1.	Bhawanipatna	169	31	165	29	2	2	2	-	25	6
2.	Kesinga	106	32	106	30	-	2	-	-	22	8
3.	Karamunda	63	18	49	15	10	3	4	-	18	4
4.	M.Rampur	89	15	89	11	-	4	-	-	26	3
5.	Narla	157	27	101	21	40	6	16	-	35	6
6.	Lanjigarh	85	17	82	13	-	4	3	-	20	6
7.	Th.Rampur	74	13	57	8	7	5	10	-	25	11
8.	Dharamgarh	106	35	63	30	41	5	2	-	35	11
9.	Junagarh	143	39	117	35	17	4	9	-	40	14
10.	Kalampur	71	14	69	13	-	1	2	-	35	9
11.	Koksora	94	30	89	28	32	2	2	2	20	20
12.	Jaipatna	122	25	119	21	2	4	1	-	46	13
13.	Golamunda	118	34	115	32	-	2	3	-	40	14
14.	Bhawanipatna	34	13	10	11	9	-	15	2	10	1
15.	Kesinga NAC	10	4	8	4	1	-	1	-	5	2
16.	Junagarh NAC	9	3	9	3	-	-	-	-	3	1
		1450	350	1248	304	132	44	70	2	415	109

STUDENT-TEACHER RATIO AND PRESENT STATUS:

As per Kothari Commission Report, student-teacher ratio at Primary level should be 25:1 so as to make academic achievement near to perfection. Though it varies from school to school, efforts have been made to keep pace with the commission's recommendation.

So far as Kalahandi district is concerned, the student - teacher ratio is 35:1. The present ratio in the state is 40%.

QUALIFICATION AND TRAINING STATUS OF PRIMARY SCHOOL TEACHERS

Minimum general qualification - H. S. C. Pass
 Professional qualification - C.T. Pass
 (Certificate in teacher training)

At present no. of teacher's working in primary schools in the district including urban areas.

1.	Male teachers	2749
2.	Female Teachers	512
	TOTAL:	<u>3261</u>

Most of the primary schools in Kalahandi district are multigrade schools taught by two to three teachers for 5 classes. So invariably one teacher is required to teach students of more than one class. At the same time due to shortage of class rooms, 2 to 3 classes are put in one room and one teacher is put in charge of such combined class. It is badly required to increase the class rooms and teachers to raise the standard of academic achievements.

A blockwise statement on teacher position for both Rural and urban area indicates the inadequacy of teacher provision in different blocks of this district.

T A B L E - V I I I

THE FOLLOWING TABLE INDICATES THE TEACHERS POSITION WORKING IN DIFFERENT BLOCKS OF THE DISTRICT. No. OF TEACHERS IN PRIMARY AND UPPER PRIMARY SCHOOLS.

Sl. No.	Name of the Block/ NAC	No. of Schools		Sanctioned post		Primary Schools			Upper primary	
		Pry.	U.Ps.	Pry.	U.Ps.	Male	Female	Total	Male	Female
1.	Bhawanipatan	169	32	384	154	293	116	409	130	15
2.	Kesinga	106	32	241	127	193	43	236	91	19
3.	Karlamunda	63	18	170	75	148	12	160	61	2
4.	M.Rampur	89	15	220	71	152	22	174	56	2
5.	Naula	157	27	363	122	262	49	311	106	5
6.	Lanjigarh	85	17	182	57	148	21	169	49	1
7.	Th.Rampur	74	13	157	53	102	7	109	35	7
8.	Dharmagarh	106	35	282	169	234	14	248	134	7
9.	Junagarh	143	39	416	176	333	18	351	148	7
10.	Kalampur	71	14	174	60	145	10	155	50	3
11.	Koksira	94	30	244	104	204	14	218	100	-
12.	Jaypatna	122	25	283	104	215	0	223	92	2
13.	Golamunda	118	34	297	114	222	14	236	91	2
14.	Bhawanipatna (Mptly)	34	13	156	74	39	144	183	20	53
15.	Kesinga NAC	10	4	78	28	29	11	40	14	3
16.	Junagarh NAC	9	3	23	19	30	9	39	13	3
Total		1450	350	3686	1498	2749	512	3261	1190	131

CHAPTER - IV

PROBLEMS ISSUES, AND SHORT FALL THEREOF:

Article 45 of the Indian constitution envisages free and compulsory education to all the children in the age group 6-11 irrespective of category. In this context Govt. of India directed that cent percent literacy be achieved in 10 years i.e. by 1960. But, till 1985 it was found that achievement was every dismal and hence the new education policy took shape. It emphasised imparting three "Rs." to all the children through the length and breadth of the country. The achievement so far is far from satisfactory. Again under the programme "Education for All" hectic preparations are on to achieve the target i.e. to make every individual learn the three "S." by 2000 A.D.

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

T A B L E - I X

Year	<u>Child population 6-11</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1992-93	84424	84381	168805
1993-94	85901	85857	171758
1994-95	87301	87257	174558
1995-96	88984	88888	177672

Year	<u>Child population 11-14</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1992-93	41066	38487	79553
1993-94	41682	39064	80746
1994-95	41916	39232	81148
1995-96	42132	39382	81514

T A B L E - X

2.F

YEAR-WISE ENROLMENT POSITION OF CHILDREN BELONGING TO AGE GROUP 6-11 AT PRIMARY STAGE.

Year	All community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1992-93	61535	41701	103236	11637	10211	21848	15160	10103	25263
1993-94	74691	51819	126510	12163	10750	22913	15943	10558	26501
1994-95	76694	52066	128760	15632	10814	26446	19780	12023	31803
1995-96	80597	57431	138028	16175	12426	28601	21471	14937	36408

T A B L E - XI

YEAR-WISE ENROLMENT POSITION OF CHILDREN BELONGING TO AGE GROUP 11-14 AT UPPER PRIMARY STAGE

Year	All community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1992-93	17919	11326	29245	2968	1324	4292	3966	1668	5634
1993-94	20141	11662	31803	3435	1482	4917	4212	1932	6144
1994-95	21572	11855	33427	3486	1507	4993	4288	1972	6260
1995-96	21966	12214	34180	3502	1557	5059	4306	1993	6299

T A B L E - X I I

GROWTH OF ENROLMENT YEAR WISE/CATEGORY-WISE (6-11)

29

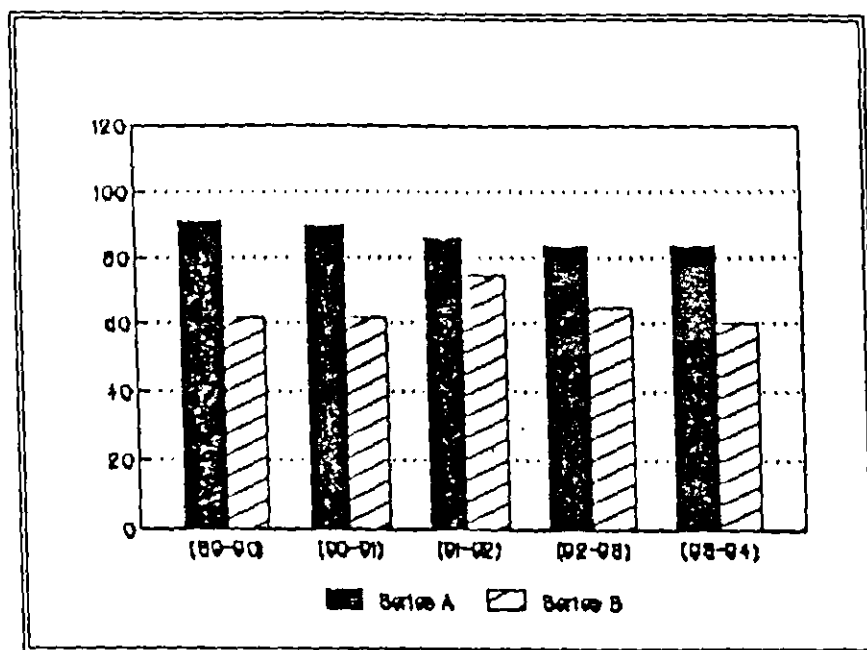
Total	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1. Population (6-11)						
Boys	79867	82972	84424	85901	87404	88984
Girls	78659	82930	84381	85857	87360	88888
Total	158526	165902	168805	171758	174764	177872
2. Total Enrolment(6-11)						
Boys	58906	60212	61535	74691	76694	80597
Girls	38585	39779	41701	51819	53066	57431
Total	97491	99991	103236	126510	128760	138028
3. Percentage of enrolment (6-11)						
Boys	73.76%	72.57%	72.89%	86.95%	87.75%	90.62%
Girls	49.6%	47.98%	49.42%	60.36%	59.60%	64.61%
Total	61.68%	60.27%	61.16%	73.66%	73.67%	77.61%
4. Schedule Caste Population(6-11)						
Boys	14392	14680	14974	15273	16836	17762
Girls	14144	14396	14683	14977	15277	15583
Total	28536	29076	29657	30250	32113	33355
5. S.C.Percentage of Enrolment						
Boys	73.5%	76.1%	77.71%	79.63%	92.84%	91.06%
Girls	66.71%	67.64%	69.54%	71.77%	70.78%	79.74%
Total	70.1%	71.87%	73.62%	75.7%	81.81%	85.4%
6. Schedule Tribe Population(6-11)						
Boys	24154	24637	25129	25631	26143	26665
Girls	24843	25339	25845	26361	26888	27426
Total	48997	49976	50974	51992	53031	54091
7. S.T.Percentage of Enrolment(6-11)						
Boys	57.85%	59.62%	60.32%	62.2%	75.66%	80.55%
Girls	37.98%	38.6%	39.09%	40.05%	44.72%	54.46%
Total	47.92%	49.11%	49.7%	51.12%	60.19%	67.5%

T A B L E - X I I I

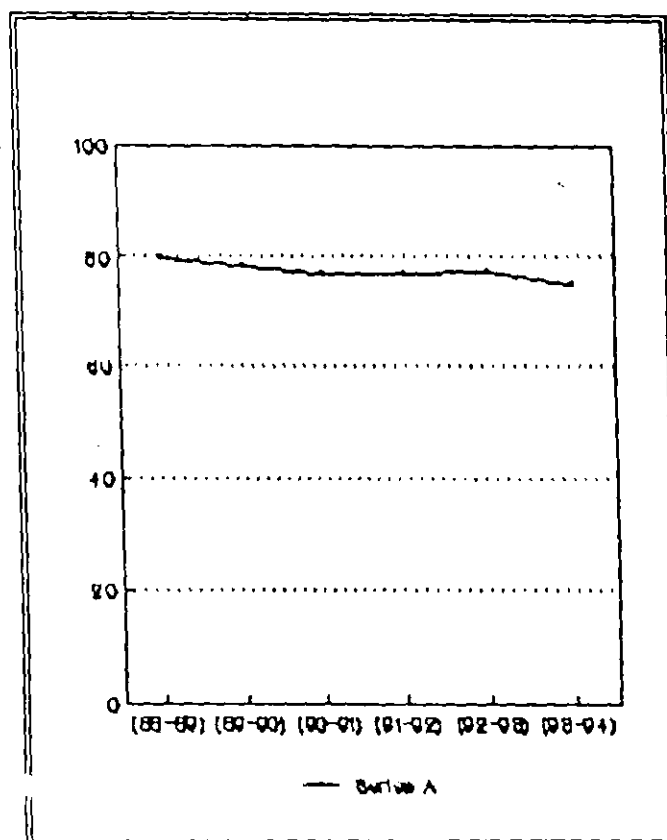
THE TABLE SHOWING THE GENERAL NATURE OF DROPOUT AT THE PRIMARY LEVEL IN KALAHANDI DISTRICT AGE GROUP (5-11).

<u>Y e a r</u>	<u>All Community</u>	<u>Schedule Caste</u>	<u>Schedule Tribe</u>
1989-90	79.23%	81.21%	79.89%
1990-91	74.42%	76.31%	75.21%
1991-92	69.47%	72.34%	71.12%
1992-93	69.62%	67.43%	66.47%
1993-94	58.73%	62.44%	63.48%
1994-95	55.28%	59.34%	60.37%

THE GRAPHIC REPRESENTATION OF YEARWISE GROWTH OF ENROLMENT IS SHOWN BELOW:



YEARWISE GROWTH OF ENROLMENT IN KALAHANDI DISTRICT



The above statistics show that percentage of dropout in the district at the primary level is high. In 1985 the rate of dropout in India was 77%. It has now gone down to 67% in 1991. A sharp analysis of the position of drop outs in kalahandi district indicates that the rate is higher among the scheduled tribes than other cases.

As a matter of fact Kalahandi district is in particular has a higher dropout rate. The following reasons are attributed to it:

POOR CONDITION OF PEOPLE.

1. poor financial condition of the people is a major cause which threatens the parents to send their children to school. In tribal areas parents are even unable to afford low cost dresses for the school-going boys and girls, let alone to speak of reading materials.

SCHOOLING TIME

Food collection from the forest and single crop cultivation depending upon the rain water are the common occupations of this district. Collection of fire wood from the jungle is the daily occupation of the rural women of this area. In the summer vacation, children neglect in retaining their education, where as in harvesting season when the schools open the children help their parents.

The economic condition of the people is so poor that their children also help them in agricultural work. entire harvesting season is spent by the children in watching the field.

Parents migrate to far off regions of India from kalahandi. That is one of the major problems in children's education. People migrate to Raipur, Bhilai (MP) Vizag of AP, and Kota Rajasthan) due to lack of self sustained resources. This problem needs to be tackled through suitable planning.

INFRASTRUCTURE OF THE SCHOOL"

Most of the schools in this district are in unhealthy atmosphere. The delapidated school walls, the muddy floor, unused black boards, insufficient air and light in class rooms due to lack of sizeable windows and ventilation etc. do not attract the children to schools.

PROBLEM OF TEACHING THE TRIBAL CHILDREN:

Especially in the Rampur and Lanjigarh blocks, the tribal children are unable to understand the book language. Tribal people in these two blocks speak 'Kui' a dialect of the Dravidian language group. They also speak the local Oriya language and most of them are not well conversant with the state language i.e. Oriya. There is a communication gap between teacher-student relation. The tribal children also can not speak Oriya properly.

TEACHERS ABSENTISM:

Due to lack of adequate accomodation facilities communication facilities, and health facilities in the

hilly and remote areas, teachers absenteeism is very acute in this district.

THE ROLE OF VEC:

The village people and the VEC members do not have the awareness of retaining the teacher in the school and to open it regularly and to attract the children for education.

TRIBAL NON-TRIBAL DISPARITIES:

The non-tribal teachers working in this district in tribal areas do not interest in teaching tribal children because of lack of facilities for them adverse conditions of remote schools and lack of communication and residential facilities.

FOCUS GROUP DISCUSSION:

A frank appraisal and keen observation of the objective situation is given below for which there is high dropout in the school.

- (1) Lack of adequate school furniture and equipments and teaching learning aids. Mere bookish descriptions do not attract the children.
- (2) Schooling time does not suit the people as they engage their children in household work and agricultural work. It directly effects the economic factors of the people.

- (3) Total lack of School inspection and supervision.
- (4) Children do not have an attractive invironment in the schools. The authorisation attitude of teachers create a fear-psychosis among the rural children. Since the teachers do not understand that they are the facilitators and friendly guides.
- (5) There is a huge gap between the cultural atmosphere of the home and the school environment. The child fels alien in his own village school whereas the teacher is not careful to bridge the gap between village culture and school activities commensurate with the needs of children.
- (6) Dropout rate of the SC and ST children is very high 50.34% and 60.37% respectively. It is seen that they are enrolled in the school at the time of special enrolment drive. But within a few days they are discontinue the from the school. Hence a high rate of dropout is common in every school. This is an acute problem in Kalahandi district.

GROUND REALITIES:

1. About 39% of the total population lies below poverty line and hence the people are unable to ensure enrolment and retention.

2. Female literacy in the district in 15.28%.
3. Literacy rate of the scheduled Tribes is 15.44 % in the district.
4. Out of total nos. of children of age group of 6-11 Only 1,38,028 are enrolled in the schools and 39,794 are non-enrolled.
5. Dropout rate of children of all categories boys, girls are 55.28%. In fact 714 nos. of villages have no schooling facilities.
6. Sofar 1152 nos. of Anganwadis are in operation in the district and 901 villages are not served with Anganwadi of ECCE Centres. Some schools have single teacher facility, so multigrade teaching is practised here and 165 schools have no additional class rooms. A study shows that 415 Primary schools and 109 Upper Primary Schools additional class rooms. In addition to this provision for furniture and equipment should be made.

PROGRAMMES AND SCHEMES IN THE DIST. FOR USE:

1. Total literacy campaign.
2. Anganwadi centres
3. N.F.E.Centres
4. O.B.Scheme for improvement
5. Welfare Department schemes.

Itemwise details are mentioned below.

TOTAL LITERACY CAMPAIGN:

The total literacy campaign was started in kalahandi on 10.3.92 with an approved cost of Rs.2.65 crores for the

beneficiaries/Learners of 3,01,245 nos. in Kalahandi (including 1,29,656 Nuapara District). The TLC campaign has tremendously mobilised the people towards literacy. Prmers I, II and III are completed and the post literacy campaign is being followed.

ANGANWADI CENTRES:

There are 1152 nos of Angawadi Centres in 13 blocks of the district but 901 nos of villages have no these facilities. Hence to raise the enrolment in primary education ECCE Centres in these 901 villages are highly essential to motivate the infants of 3-6 age group.

NON-FORMAL EDUCATION:

At present there are 617 NFE Centres in the district serving for Class.I to Class V as Prathamik Chatasakues 52 nos. of Madhyamika Chatasali (VI-VII) serving with 104 NFE Instructors. Hence DPEP will further review the needs in the light of the first year's plan implementation programme.

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CHAPTER- V

GOALS & TARGET:

The broad goal of the project is to achieve the following:

1. Universal access and enrolment of the children of 6-14 age group.
2. Universal retention at primary and upper Primary stages.
3. A substantial improvement in quality of education to enable all children to achieve minimum levels of learning.
4. Access to all the girl children of 6-14 age group.
5. Access to disadvantaged groups like SC/ST and disabled children.
6. Access to out of school children through NFE & alternative schooling.
7. Improving school effectiveness.
8. Access to the people in UEE through community participation, achievement and school effectiveness ensuring peoples involvement, peoples empowerment and awareness in the process. Mass mobilisation for UEE.
9. Growing teachers competencies through training workshop, seminars and motivation, stress on MLL, joy

of learning, learning without burden, competency on multigrade teaching, learning achievement and such other inventory activities.

Stressing need for improved teaching learning materials both from inventory processes and local specific resources.

10. "GEM " Programme: This briefly means Girl's empowerment Mission. Under this DPEP sub-plan efforts would be made to provide special innovative coaching to girl students on creative needs of both domestic and school learning activities. This will have convergence with creative tool making of the male child.

Stressing need for preparation of bilingual primer for the disadvantaged groups having their ethnic languages.

Special programme for tribal children, Tribal parents and teachers working in tribal areas especially in Tribal blocks.

Stressing upon women awareness and empowerment, involvement of Mahila Samiti, Participation of Women in VEC, and MTA.

To open 901 ECCE Centres in non-ICDS villages for children of 3-5 years of age.

Streamlining of planning and Management, installation of EMIS at Dist. & Block Levels and school levels. Developing school statistics and data base for monitoring and evaluation of the programme implementation.

Forging linkages between elementary education and ICDS, Heads, RD & Welfare departments.

SPECIFIC TARGET:

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

These targets are to be achieved for UPE by 2001 AD
yearwise achievable targets have been given below:

TARGET SETTING

General:

Ratio	Percentage	1996-97	1997-98	1998-99	1999-2000	2000
-------	------------	---------	---------	---------	-----------	------

General

GAR	44.79%	60%	80%	90%	100%
-----	--------	-----	-----	-----	------

GER	77.61%	80%	90%	95%	100%
-----	--------	-----	-----	-----	------

SC

GAR	40.66%	60%	80%	90%	100%
-----	--------	-----	-----	-----	------

GER	85.4%	90%	95%	100%
-----	-------	-----	-----	------

ST

GAR	39.63%	60%	80%	90%	100
-----	--------	-----	-----	-----	-----

GER	67.5%	70%	80%	90%	100%
-----	-------	-----	-----	-----	------

In terms of number this would lead to an increase in enrolment per patterns envisaged here:

<u>Population(6-11)</u>	<u>1995</u>	<u>2001</u>
Children(6-11)	1,77,822	200386
Grosse enrolment Ratio	77.61	100%
Enrolment	138028	200386
Girls	57431	100099
SC	28601	26955
ST	36408	60912

HABITATIONS

Presently there are 714 villages without primary schooling facilities with in one km out of these 522 have population

of less than 100. These habitations are to be covered by opening 31 Nos. of residential schools, 60 primary schools with additional facilities ensure universal access. As new NFE centres will be opened by the Govt., these have not been reflected in this project. The present GAR of 44.72% will be raised to 100% within the project period by 2001 AD. The details of the table are given below:

NEW RESIDENTIAL SCHOOLS TO BE OPENED UNDER DPEP

<u>Sl.No</u>	<u>Year</u>	<u>School/Residential</u>
1	1996-97	-
2	1997-98	16
3	1998-99	15
4	1999-2000	-
5	2000-2001	-

		31

With these infrastructural facilities the enrolment of the children will increase. The improvement in school environment with attractive class rooms would help in raising enrolment and retention.

DPEP INTERVENTION IN KALAHANDI DISTRICT

The broad goal of the programme is to achieve education for all for which the following measures will be adopted.

1. To ensure total achievement in enrolment.
2. Universal retention at primary and upper primary stages.
3. To ensure qualitative improvement of education meant for all children covering the age group 6-11 by means of improved curriculum and syllabus.

4. Implementation of strategy for formation of link between the the community and teachers.
5. To ensure adequate teachers training, development of teacher modules .
6. To improve infrastructure of school buildings, teacher- ,teacher-accomodation facilities for teaching-learning.
7. openingn of new Primary Schools.
8. Development of school statistics and data base for monitoring and evaluation of programmes of implementation.
9. Adoption of sound system of administration and management at the district level to make effective decentralised planning and its implementation.
10. Organising workshops in (C.R.C.) cluster resource Centres at all cluster primary schools for exchange of ideas among teachers.
11. Establishment of Block Resource Centres for providing different training inputs for the teachers and VEC members at Block level.
12. Adoption of sound system of administration and management at the district level to make effective decentralised Planning and its implementation.
13. Conduct bench mark survey and extensive and intensive supervision at frequent intervals to specify the objectives of the district plan. The specific objectives of the same being:

- i. Total enrolment of boys and girls of the age group 6-11.
 - ii. Complete retention of enrolled children.
 - iii. Attaining minimum level of quality education.
14. The strategies required to be adopted for improving enrolment are ensuring early childhood care and development facilities such as,
- i. Immunisation of children in 0-6 age group.
 - ii. Nutrition of children in 0-6 age group. This has already been taken care of, but their need to be monitored.
 - iii. Pre-schooling facilities in 3-6 age group.
 - iv. Provision of medical facilities for all school going children.
15. STRATEGIES FOR IMPROVING PRIMARY SCHOOLING FACILITIES.
- i. Providing Inservice training, Orientation to teachers.
 - ii. Providing teacher guide books.
 - iii. providing text books, interactive materials and work books to girls and economically backward children.
 - iv. Improving status of Tribal people and supply of bilingual text books to the tribal children.
 - v. Strengthening women education.
 - vi. Empowerment of VEC.

- vii. Community mobilisation.
- viii. Residential schools and hostels for Girls in Tribal areas.
- ix. Improving Games/Sports/Cultural programme/Agricultural activities etc. at all primary schools.

CHAPTER - VI

PROCESS OF PLANNING:

PARTICIPATION OF PEOPLE:

The focus group discussions were initiated during Sept. '95 in some sample villages to know the peoples perception of education taking the interviews in some agrarian villages in plain areas as well as some tribal villages. The general consensus of the PRA regarding the people's opinion on educating their children are given below:

1. When being asked, Shri Duam Majhi of village-Bilat in Narla Block said that, what would be the utility of giving education to a girl, who would ultimately go to her father-in-law's house. He also said that if a tribal girl reads up to Class. V or VII no suitable match will be found to marry her.
2. Another participant in the tribal village Kaniguma said that, in no way education would fulfill the needs of the tribals. He said that son of his neighbour is a Matric pass student and was unemployed. As he is the only educated in the village, he hesitates to do the agricultural work. He consider physical labour

as disrespectful. He uttered a proper "Jat Paḍhā tat Beḍā which means the more you are educated, the more you are a fool. He tried to emphasize that being educated Jayashankar the Matric pass boy of the village didn't like to help his father in the field.

3. Shri Gaurachandra Boi a farmer of a village expressed his opinion that, it is only through education that he can empower himself. He stressed that when the Govt. was taking interest, it should be their duty to avail up the chance. But who would motivate and convince the "murukh lok" (illiterate).
4. Another person argued that, their children help them in tending goats, animals, watching the field, caring for the sibilings, collecting the mahua, (Flower of bassialatifolia) Kendu leaf, and fire wood etc. Even they consider that giving birth to a large number of male children would help them in their economic growth.

5. In a village named Permani there is a village Education committee. Being asked the VEC members expressed that the teachers take less interest in associating them in school activities. They are also ignorant of the content of learning materials.

6. A woman was asked if the school activities were satisfactory. She answered that if the cow boy is not regular then how would we hope that the cattle of the village would be taken to the field for grazing ? This metaphorical expression was a fair indictment of teacher absentism.

Thuamul Rampur Block and Lanjigarh are two most underdeveloped Blocks with heavy tribal concentration. The traditional way of depending upon the forest, inadequate water facilities, lack of local employment and lack of local productive activities compel the people to live below the poverty line.

A village headman was asked as to why they were not interested in sending their children to school, though there are schools with teachers. The headman replied that

"We are not destined to read. We tried our best to read. But the Oriya people can read and get "noukari" not we."

Thus the participative dialogues give clear indicators for improving the Primary Education System. At least one major point emerges out of it, that is, there should be specific campaign to enlist the support of the tribals for the improvement in access, retention and achievement. This effort will certainly bring attitudinal changes in the minds of the tribals.

CHAPTER-VII

PROGRAMME COMPONENTSITEMWISE DESCRIPTION OF COSTING

In order to promote the percentage of enrolment and to decrease the percentage of drop-outs the following measures may be taken up.

1. MEDICAL CHECK UP OF THE STUDENTS:

In tribal areas children are found un-healthy which is one of the causes for drop outs and high rate of truancy. Medical check-up of the students at least twice in a year and medical facilities need be provided to the students. It is proposed that the medical officer incharge of the P.H.C. of the block will make visit to all schools of his area for medical check up of the students for which he will be paid honourarium @ Rs.500/- per month. At the District level a Doctor of the rank of A.D.M.O. may be given the supervisory and monitoring work and he will be paid an honorarium of Rs.1000/- per month. He will organise his tour in such a way as to visit each Block 3 to 4 times in a year. There will also be provision for supply of preventive medicines and vitamins to the tribal students. The total cost on the scheme including honorarium and medicine is estimated to Rs.5,70,000/ as shown in Table No.1.

2. STIPEND FOR DISABLED CHILDREN:

A large number of disabled children are deprived of the normal primary education for want of proper care. In 1993-94 234 and 1994-95 284 disabled children dropped out. The

disabled children in primary schools may be provided with a special allowance @ Rs.30/- per month from class.I to III which can be used for special growth needs and enable them to pick up learning alongwith normal children. For stipend facilities for five years, the total cost comes to Rs.10,80,000/- as shown in Table No.1.

3. SUPPLY OF READING AND WRITING MATERIALS:

Poverty has remained a constrain for which the students are not able to purchase text books and writing materials resulting in poor learning achievement among this category of children ultimately leading to dropout. At present Govt. of Orissa is providing free text books to the SC and S.T. students through the welfare Department which is inadequate. Hence to facilitate education of the economically backward people, some reading and writing materials need to be provided. The estimated cost per student in a year shall be Rs.20/- for class.I, Rs.30/- for Class.II and Rs.40/- for class.III. The total estimated cost is Rs.14,21,500/- only as stated below and the same has also been reflected in financial Table No.1.

Beneficiary & Estimated cost

Year	Class.I (Rs.20/-)	Class.II (Rs.30/-)	Class.III (Rs.40/-)	Total	Estimated Cost.
1996-97	4665	5555	2250	10454	2,88,350
1997-98	4832	3618	2286	10736	2,96,620
1998-99	4916	3698	2336	10950	2,02,700
1999-2000	5021	5763	2412	11196	3,09,790
2000-2001	5217	3812	2636	11665	3,24,140
Total	24649	18446	11906	55001	14,21,500

4 SCHOOL FACILITIES:

In view of the inadequate provision of contingencies for purchase of teaching (consumable) aids a grant of Rs.500/ per teacher per annum would be provided for teaching learning aids. The total estimated cost for 5 years shall come to Rs.1,06,92,500/-. Total teachers in primary schools and primary section of upper primary schools are $3688 + 591 = 4277$ $\times 500 = 21,38,500 \times 5 = 1,06,92,500/-$. (Table-1 Item No.4)

5. CO-ORINATION BETWEEN VILLAGE EDUCATION COMMITTEE AND TEACHERS:

To achieve 100% enrolment the active association of the Village Education Committee is highly necessary. This alone can ensure people's participation in school management and improve enrolment. Hence a grant of Rs.2000/- per annum per school may be provided jointly to the school and VEC for improving school facilities, such as purchase of books, Journals, furniture, to enhance school environment.

The estimated cost of the scheme comes to Rs.1,64,70,000/-. 1450 primary schools + 191 up-graded upper primary schools + 191 up-graded upper primary schools + 06 upper primary schools having primary sections = 1647 schools $\times 2000 \times 5 = 1,64,70,000/-$ as shown in table No.1.

6. APPOINTMENT OF SIKHYA SEBIKA:

. Non attendance and irregular attendance of children in schools after their enrolment is a remarkable feature in

remote and tribal pockets. In order to check this problem and ensure optimum level in attendance, One Sikhya Sebika per school may be engaged in 559 tribal and remote area-schools with an allowance of 300/- per month. The Sikhya Sebika will go round the village from door to door and get the school going children to the school. This practice may continue for 3 years of the plan period i.e. from 1996-97 to 1998-99 to bring awareness among the children and parents for schooling. The total cost estimated to Rs.60,37,200/- as shown in financial table No.1.

7. AWARD TO SCHOOLS AT BLOCK LEVEL SHOWING REGULAR ATTENDANCE AND RETENTION OF GIRLS/SC & ST CHILDREN:

To promote competition among schools in areas such as enrolment and retention of girls/SC/ST a cash award of Rs.4000/- will be provided to one school in a block per each year. There are 13 blocks in this district. As such 13 schools in each year will be awarded with the above programme. For total 5 years 65 schools will be awarded. Total expenditure will be Rs.2,60,000/- @ Rs.4000/- to each school. (Table-3)

8. INFRASTRUCTURAL FACILITIES:

In Kalahandi district 60 primary schools are functioning without any pucca class^{room} building, 165 with one pucca class room buildings and 903 run with two pucca class room buildings. Besides these 322 school buildings are in delapidated condition which require immediate major repair.

A detailed blockwise list of 60 building-less primary school is furnished below:-

LIST OF BUILDINGLESS PRIMARY SCHOOLS:

Sl. No.	Name of the Block.	Total No. of Buildingless schools.	List of the Primary having no building.
1	2	3	4
1.	Bhawanipatna	2	1. Jugsaipatna P.S 2. Loharadabri P.S.
2.	Kesinga	Nil.	
3.	Karlamunda	Nil	
4.	M.Rampur	Nil	
5.	Narla	10	3. Gidhamal P.S. 4. Anlapali P.S. 5. Thapen P.S. 6. Bafla P.S. 7. Jodabandh P.S. 8. Dudalu P.S. 9. Kenrandi Khunti P.S. 10. Limursinga P.S. 11. Salebhata P.S. 12. Tikrapada P.S.
6.	Lanjigarh	3	13. Sitapur P.S. 14. Punjam P.S. 15. Maska P.S.
7.	Th. Rampur	10	16. Badasukli P.S. 17. Benakhamar P.S. (Submerged) 18. Talachobri P.S. " 19. Bahardenga P.S. " 20. Podapadar P.S. " 21. Jhimi P.S. "

1	2	3	4
			22.Kusumguda P.S. ((Submerged
			23.Ghutra Khal P.S."
			24.Jorbhata P.S. "
			25.Sikatuji P.S. "
8.	Dharmagarh	3	26.Belpada P.S. "
			27.Gopalpada P.S. "
9.	Junagarh	7	28.Mukundpur P.S.
			29.Beheragada P.S.
			30.Bijradar P.S.
			31.Jhikipara P.S.
			32.Lakharapara P.S.
			33.Jamunabahal P.S.
			34.Kandakhalpara P.S.
10.	Kalampur	4	35.Chancharapara P.S.
			36.Limpada P.S.
			37.Dakulpada P.S.
			38.Khamardangiriguda P.S
11.	Koksara	4	39.Nuapada P.S.
			40.Malpada P.S.
			41.Nuapada(B) P.S.
			42.Sarangapada P.S.
12.	Jaipatna	1	43.Khaliapali P.S.
13.	Golamunda	Nil	
14.	Bhawanipatna (Municipalty)	14	44.Bharati P.S.
			45.Model P.S.
			46.Kalimandirpara P.S.
			47.Saktinagar P.S.
			48.Milapada P.S.
			49.Ramnagarpara P.S.
			50.Chudiharipara P.S.

1	2	3	4
			51.Gountia para P.S.
			52.Jaleswar P.S.
			53.Bewan sahebpara P.S.
			54.Gosalapara P.S.
			55.Naktiguda P.S.
			56.Doordarsanpara P.S.
			57.Deaf and Dumb School
15.	Kesinga N.A.C.	1	58.Jaganath Para P.S.
16.	Junagarh N.H.C.		59.Hirjibahali P.S.
			60.Baragachhapara P.S.

The following table shows the block/urban area wise no. of primary school building run with 1 room, 2 rooms and in delapidated condition.

Sl. No.	Name of the Block.	No. of building-less school.	No. of single room school	No. of double room school.	No. of Schools required immediat repair.
1	2	3	4	5	6
1.	Bhawanipatna	2	32	96	38
2.	Kesinga	-	-	99	28
3.	Karlamunda	-	6	30	10
4.	M.Rampur	-	5	71	19
5.	Narla	10	18	97	37
6.	Langigarh	3	03	75	20
7.	Th.Rampur	10	7	34	24
8.	Dharmagarh	2	11	49	30
9.	Junagarh	7	37	63	31
10.	Kalampur	4	5	56	16
11.	Kopara	4	14	50	25
12.	Jaipatna	1	5	93	23
13.	Golamunda	-	22	75	10
14.	Bhawanipatna(Mplty)	14	-	8	8
15.	Kesinga NAC	1	-	5	2
16.	Junagarh NAC	2	-	2	1
Total		60	165	903	322

- a) A sound planning has to be made for construction of three class rooms of 70' x 16.5' size with one teacher quarters-cum-Television shed (one room, one kitchen, one varanda) in the above listed 60+165 single class room pry. Schools. The estimated cost is Rs. 1,19,000/ per school as per the plan estimated enclosed. The total cost for construction of the above 225 school building comes to Rs. 2,67,75,000 as shown in table No.2.
- b) Besides this immediate repair to the above shown 322 primary schools is a need of the district. Hence provision have been made for repairing of the above 322 primary schools which are in delapidated condition. This may be done with an approximate cost of Rs.40,000/ per school which comes to Rs.1,28,80,000/- in total as shown in table No.2.
- c. There are 129 No. of centre primary schools in Kalahandi out of which 80 no. of centre primary schools are having no boundary wall where the Cluster Resource Centre (CRC) shall function. Hence a boundry wall with one gate and sign board may be provided at an estimated cost of Rs.50,000/- per school. The total estimated cost on the scheme stands at Rs.40,00,000/-. This will definitely attract the rural people for sending their children to schools and a garden can also be maintained in the school campus.

10. PROVISION OF SAFE DRINKING WATER FACILITIES:

In Kalahandi district out of 1450 primary schools only

463 have drinking water facilities and 987 schools go without any source. Hence in 354 primary schools tube wells and in 633 primary schools (where tube wells can not be made) 633 dug wells are proposed. The estimated cost per tube well is Rs.33,000/- and per dugwell is Rs.20,000/- each. The total cost comes to Rs.1,16,82,000/- + Rs.1,26,60,000/- = Rs.2,41,65,000/-. The work of repair and maintaining may be entrusted to the P.H.D. (RWS and S. Division) for which an amount of Rs.50,000/- per year may be provided. The total cost comes to Rs.2,00,000/- as shown in table No.2.

11. PROVISION OF ELECTRICITY IN PRIMARY SCHOOLS:

Of the 1450 no. of primary schools 1275 nos. are not electrified out of 1275 schools (non-electrified) 292 primary schools are situated just near the electric pole, 212 schools are situated at a distance of two poles from the electric line and 106 schools are situated at a distance of 3 to 4 poles. Hence 292 schools nearer to poles will be electrified. For electrification for these above 292 primary schools an estimated cost of Rs.14,60,000/- estimated cost of Rs.5,000/- each. Out of these 292 schools the CRCs center will be taken into account. (Table-2 Item-4)

12. SUPPLY OF HAND BOOK FOR TEACHERS:

No reference text books are supplied to the teachers. The teacher should be provided reference books @

Rs.200/- per school as one time grant. In tribal blocks i.e. in Th Rampur, Lanjigarh and M Rampur the teacher's may be supplied a set of text books printed in the (bi-lingual form) may be supplied with an estimated cost of Rs.200/- extra per school as one time grant which comes to $248 \times 200 = \text{Rs.}49,600/$ only as shown in table No.3 + $1450 \times 200 = \text{Rs.}2,90,000/$ - Grant total Rs.3,39,600/-. (Table-3. Item-2)

13. SUPPLY OF SCIENCE EQUIPMENTS TO PRIMARY SCHOOLS:

To provide better science teaching in primary schools science equipments may also be supplied to all $(1450+225) = 1675 = 1675$ primary schools in phased manner. The cost of science equipments per school may be Rs.800/- as one time grant and the total cost works out to Rs.1340,000/- as shown in table No.3.

14. SUPPLY OF FURNITURE, MODULES, MAPS, CHARTS, TOYS, BLACK BOARD AND LIBRARY BOOKS TO ALL PRIMARY SCHOOLS:

For better academic structure and to make the children interested in learning the above items at a one time grant of Rs.7,500/- per school may be supplied. The total cost for the scheme stands at Rs.1,25,62,500/- in phased manner as shown in Table No.3.

15. GREEN FENCING IN SCHOOLS:

The school should have a garden where ever boundry walls exist. This project report proposes gardens for 129 no. of centre primary schools (80 new boundry walls

proposed + 49 existing). In order to plant and maintain various types of flower plants and valuable trees, a sum of Rs.400/- may be provided to each school in a year. Besides this, green fencing may be made all round the school campus where there is no boundary wall. Green fencing is proposed in 600 no. of primary schools in this programme. A sum of Rs.1000/- per school may be sanctioned for the purpose. In addition to these $129 + 600 = 729$ primary schools in rest 946 schools tree plantation work may be taken with the help of forest department for supply of seedlings. For maintenance of the trees a sum of Rs.200/- per annum may be provided to each school. The detailed estimated cost has been shown in Table No.3.

16. OPENING OF RESIDENTIAL SCHOOLS IN TRIBAL POCKETS:

In Kalahandi district Thuamul Rampur, Lanjigarh and M Rampur blocks are mostly tribal areas. A list of Gram panchayats, no. of villages, population and no. of schools are furnished below.

It is ascertained from the table that most of the villages are within a population of less than 100 in which provision of school cannot be made as only 5 to 10 school going children in age group 6-11 are found in those villages. There is no school in 312 villages of M. Rampur block. Hence to cater these $312 + 148 + 130 = 590$ tribal villages it is proposed that 31 residential school may be

opened in phased manner in 5 years plan in the 31 Gram panchayats excepting 4 G.P's namely M.Rampur, Muding, Saidalaya and Alatara of M-Rampur block as schooling facility is available in these G.P's as per requirement.

Name of the Block.	Name of the G.P. No.	No. of village in the G.P.	No of Schools
Lanjigarh	1.Biswanathpur	9297	12
	2.Bandhapari	4542	6
	3.Lanjigarh Road	4086	8
	4.Gobardhanpur	3296	4
	5.Kamardha	4886	6
	6.Gunduri	3711	5
	7.Bengaon	5423	7
	8.Lanjigarh	6160	6
	9.Bijepur	3855	7
	10.Chhatrapur	5494	8
	11.Lanje	7063	10
	12.Malijubanga	4164	6
Total		61873	481

Thua.Rampur	1.Ghutrukhal	6189	10
	2.Jubrajpur	6814	10
	3.Jahulpatna	5208	5
	4.Badchnatarang	4690	7
	5.Dumerpadar	4491	3
	6.Th.Rampur	5487	7
	7.Gopalpur	5090	8

	8.Kaniguma	4481	33	8
	9.Karlapat	5450	33	4
	10.Gunpur	4040	20	6
	11.Nakrundi	2367	27	2
	12.Kerpai	2919	33	4

		55610	301	

M.Rampur	1.Manikara	3324	36	6
	2.Mohangiri	7538	41	12
	3.Banobandha	4682	33	11
	4.Urladani	4148	40	3
	5.Madanpur	4898	17	7
	6.Gochhadegen	4709	20	9
	7.M.Rampur	9768	16	14
	8.Mudinga	6278	11	9
	9.Saidalaya	5495	13	9
	10.Alatara	2803	7	6
	11.Nunpur	2750	13	3

		57328	245	

31 Schools may be opened in the following phas manner. In first year of the DPEP ~~no~~ schools ^{will be opened} i.e. during 1996-97. 2nd year of the DPEP-16 Schools i.e. during 1997-98. 3rd Year of the DPEP-15 schools i.e. during 1998-99.

1.	(a) Land will be given by the state Govt. Revenue Department.	
	(b) Building with 5 class room, one office room, 2 dormitories, 1 stock room, 1 kitchen, Lavatory and with Baranda and boundry walls.	Rs.5,60,000/-
2.	Drinking water facilities: Tube well	Rs.40,000/-
3.	100 Beds (Iron) Bench and tables for 100 students.	Rs.1,00,000/-
4.	Furniture for office and Tns.	Rs.15,000/-
5.	Science Equipments, maps, charts, library books, teaching aids etc.	Rs.10,000/-
6.	Electrification of the school	Rs.05,000/-

		Rs.7,30,000/-

7.	Fooding clothing and of the students @ 250/- per month per student excluding valuations.	Rs.2,50,000/-
8.	Free text books will be supplied by the State Govt. through T.R.W. Dept. and any reading writing materials @ Rs.50/- per student per year shall be borne by DPEP.	Rs. 5,000/-

		Rs.2,55,000/-

(Ref: Table -4) Total Cost Rs 4,82.45
Exculation Cost 72.37

Total 559.85

Year	No. of Schools.	Non-Recurring expenditure on school.	Recurring Expenditure. for maintainance.	No. of Tr.	No. of Peons. Teachers cum Cook.	Salaries of peons.	Grand Total
1997-98	16						
1998-99	16 New 10 Old.						
1999-2000	31						
2000-2001	31						

The total estimated cost for opening and maintainance of 31 Residential schools comes to Rs. 554.85 as reflected in financial table No.4 in details.

17 (a) GEM PROGRAMME:

Special coaching to the students, especially for the girl children to improve their subject competencies would be provided in this project. GEM is "Girls Empowerment Mission" introduced in this programme.

Girl students who are academically poor should be given special coaching. For this programme two teachers in a school may be given an amount of Rs.250/- per month to improve subject competencies of the students per 10 months. Details cost estimate is given year wise in Table-5.

1996-97		1474	Rs. 73.70
1997-98	No of teachers	1474	Rs. 73.70
1998-99	No of teachers	1551	Rs. 75.58
1999-2000	No of teachers	1628	Rs. 81.40
2000-2001	No of teachers	1704	Rs. 85.20

Total:			Rs.315.85

17(b) LADY TEACHERS QUARTER:

320 --Lady Teachers quarters in remote Tribal areas one room 10'x 10', one kitchen 5'x 5', one laboratory 5'x5'=25'=150 sqft at average cost of Rs.330/- per sq.ft. Total cost come 49,500/- or 50,000/- per building . This has been shown in Table No.-5 item.3.

1997-98=20 nos	
1998-99=200 nos	
1999-2000=100 nos	Total 320
2000-2001=100 nos	<u>x 50,000/-</u>
	1,60,00,000/-

18. CONSTRUCTION OF URINALS FOR GIRLS STUDENTS ONLY:

In the Town areas the girl students may be provided with urinals in the school Campus. Minimum 600 Primary schools in Municipality, NAC, and some town areas may be provided with this facility with an unit cost of Rs.6000/- per urinal. The total cost estimated to Rs.6000 x 600 = 36,00,000/- in table No.5.

19. CLUSTER RESOURCE CENTRE:

In Orissa there is the provision of centre meeting system once in every month among the teachers^{*} of all the schools under the Centre school which is located generally in a centre place of the G.P. Each month all the teachers under the Centre assemble in the centre meeting presided over by the Sub-Inspector of Schools of the circle and discuss on academic matters, collect pay bills to submit the same in the office of the B.D.O.

So, in order to strengthen the centre schools, it has been proposed to name the centre schools as "cluster Resource Centre" to develop community based primary schools, encouraging collaboration and mutual support for schools and class room practice. The C.R.C. will assist the teachers and Headmasters of Primary schools in implementing the skills based teaching and learning during inservice training.

At present in Kalahandi district 129 Centre Schools are functioning for 1450 primary schools. Hence, there will be no problem in starting functioning all the C.R.C. in all the centre schools from the 1st. year of the project with the objectives stated above. The block wise list of Centre schools are given below;

BLOCKWISE LIST OF CENTRE SCHOOL

Name of Block.	No. of G.P.	No. of Centre School	Name of the Centre Schools
1. Bhawanipatna	23	15	1. Dadpur Primary School. 2. Permanandpur School 3. Medinipur 4. Beheraguda 5. Kamthana School 6. Sargiguda School 7. Risgaon School 8. Kalam School 9. Singjharam School 10. Borda School 11. Dumria Primary " 12. Borebhata School 13. Karlapada School 14. Matia School 15. Kandaakhal School
2. Kesinga	19	9	16. Belkhandi School 17. Kashrupada "

				19.Kandel School
				20.Boria School
				21/Kikia School
				22.Utkela Primary "
				23.Jujurang School
				24.Pastikudi School
3.	Karlamunda	10	6	25.D.Karla Kalunta "
				26.Rengali School
				27.Teresinga School
				28.Risida School
				29.Gajabahal School
				30.Joradobra School
4.	M.Rampur	11	8	31.M.Rampur School
				32.Ainapali School
				33.Muding School
				34.Barabandha School
				35.Madanpur School
				36.Talkona School
				37.Mahangiri School
				38.Sulesuru School
5.	Narla	19	13	39.Narla School
				40.Burat School
				41.Sanipuri School
				42.Rupra School
				43.Muskuti School
				44.Palam Primary "

1	2	3	4	5
				45.Balbas pur School
				46.Parbangi School
				47.Sariaan School
				48.Tulapada School
				49.Sergarh School
				50.Bhanpur Primary "
				51.Jampada School
6.	Lanjigarh	12	8	52.Biswanathpur "
				53.Lanjigarh School
				54.Bandhapati "
				55.Musanal School
				56.Pengsur School
				57.Lanjigarh Road "
				58.Gobardhanpur "
				59.Karkata School
7.	Th.Rampur	12	6	60.Th.Rampur School
				61.Saisurni School
				62.Podapadar "
				63.Birikote School
				64.Kaniguma School
				65.Odri School
8.	Dharamgarn	10	13	66.Dharamgarn School
				67.Kashibahal School
				68.Khairpadar School
				69.Nandagaon Schol

1	2	3	4	5
				70.Parla School
				71.Chhanchanabahali "
				72.Khatuluguda School
				73.Tarapur School
				74.Brahmanchhendia "
				75.Kankeri School
				76.Dumerguda School
				77.Godbhanja School
				78.Behera School
9.	Junagarh	21	15	79.Junagarh Primary School
				80.Mathura
				81.Chhoriagarh
				82.Chichaiguda
				83.Atigaon
				84.Mahichala
				85.Charbahal
				86.Habaspur
				87.Mundraguda
				88.Banijore
				89.Matigaon
				90.Brahamaniguda
				91.Boxi Tulsipali
				92.Paraguda
				93.Sandol
10.	Kalampur	7	6	94.Kalampur
				95.Churagaon
				96.Badkutra

1	2	3	4	5
				97.Mingur School
				98.Mandal
				99.Bargaon
11.	Koksora	16	9	100.Koksora
				101.Temra
				102.Kaudala
				103.Darlipada
				104.Sanpodaguda
				105.Ladugaon
				106.Siuni
				107.Kashibahal
				108.Dahagaon
12.	Jaipatna	14	10	109.Jaipatna Primary School
				110.Mukhiguda "
				111.Mangalpur "
				112.Baner "
				113.Banjibahal "
				114.Ranmal "
				115.Bimla "
				116.Ghantiguda "
				117.Negiguda "
				118.Kandakhal "
13.	Golamunda	15	11	119.Golamunda "
				120.Brundabahal "
				121.Grindo "
				122.Chichia "
				123.Farang "

1	2	3	4	5
			124.	Boreguma Primary School
			125.	Temri "
			126.	Khaliapal "
			127.	Mahaling "
			128.	Kegaon "
			129.	129.Uchhala"

TOTAL		195	129	Centre Schools or Cluster
Resource Centre. Detail unit cost of 129 CRCs is given below.				

C.R.C.: COSTING:

Total Nos. of CRC is 129. To improve their status and functioning following financial provisions are made which is reflected in Table No.7. With the non-recurring amount of 0.13 lakhs per CRC i.e. equipment, educational aids etc.. For 129 CRC the total cost would be Rs.16.77 lakhs. So far as the recurring grant is concerned the unit cost for the CRC centre would be 0.15 lakhs i.e. monthly meeting, educational aids and office expenses - Rs.15,000/-
 $x 129 = Rs.19.35 \text{ lakhs} \times 4 \text{ yrs.} = 77.40 \text{ lakhs.}$

This is reflected in Table-7.

20. BLOCK RESOURCE CENTRE (BRC):

In Orissa, as well as in the District on Kalahandi the present level of infrastructure for inservice Training of primary school teachers is inadequate. Therefore, 13 Block Resource centre have been proposed in the District to provide inservice training to primary school teachers and the facilitators of Non-Formal Education Centres. The strategy will be to provide one week's training at Block Resource Centre to be supplemented by school base inservice training at school. The emphasis will be on improving the teaching, writing and mathematics in the beginning courses. In each of the B.R.C. one experienced teacher will be provided to service as a co-ordinator of Training. The B.R.C. will train up experienced teachers as Resource Persons for the training programmes. The B.R.C. TEAM WILL RECEIVE TRAINING AS MASTER TRAINERS IN THE D.I.E.T. at Bhawanipatna.

The B.R.C. will be provided ^{with} buildings in each of the 13 Blocks with lodging facilities for the trainees. The boarding will be arranged by the participants on their organisation. However, they will be provided daily allowance as per state Government norm for the period of their training.

MAIN FUNCTION OF B.R.C.:

1. To impart short term inservice training to Primary school teachers within the Block.

2. Environment building.
3. Preparation, implementation and monitoring of Block level plan.
4. Co-ordination with various department & functionaries.
5. Provide support to cluster Resource Centre.
6. Provide assistance to D.I.E.T. in developing materials and field testing.
7. To assist in collecting various information from grassroot level.
8. School mapping and microplanning.
9. Function as a Resource centre for all the Schools in the clusters.

List of the Block Headquarters, proposal for opening of B.R.C.

Name of the Block(Headquarters) proposed for opening of B.R.C.	No. of G.P. in the Block.	No. of Primary School	No. of Cluster (Centre School)	No. of teachers
1	2	3	4	5
1. Bhawanipatna	23	159	15 Mpl.area	384 156 540
2. Kesinga	19	NAC 106 10	116 9 24	241 74 315

1	2	3	4	5	
3.	Karlamunda	10	63	6	170
4.	M.Rampur	11	89	8	220
5.	Narla	19	157	13	363
6.	Lanjigarh	12	85	8	182
7.	Th.Rampur	12	85	8	182
8.	Dharmagarh	16	106	13	286
9.	Junagarh	21	143	15	416
		NAC	9	NAC	23
10.	Kalampur	7	71	6	174
11.	Koksora	16	94	9	244
12.	Jaipatna	14	122	10	283
13.	Golamunda	15	118	11	297
Total		195	1450	129	3686

It is proposed to start functioning of all the 13 B.R.Cs. during 1st. year of the project.

The details of expenditure on this score is given below:

DISTRICT COMPONENT:

I. Non-Recurring Expenditure (Rs.in lakhs).

1. Furniture Rs.0.63 x x 13 = Rs.8.19
2. Equipment Rs.0.53 x 13 = Rs.6.89

3. Educational materials Rs.0.02 x 13 = Rs.0.26
4. Books Rs.0.05 x 13 = Rs.0.65
5. Construction of BRC building with One Lecture hall
One Dining Hall
One Store-room-cum
Warden Room.
One Kitchen Room
3 Toilets.
6. Borewell and Over head Tank & Tap Rs.1.50 x 13 = Rs.19.5

A. Total N.R. Expenditure Rs.106.95

- II. Recurring Expenditure (for 5 years) (Rs. in lakhs)
7. Salary to the staff at B.R.C. Rs.0.66x13=Rs.8.58
8. Operation & Maintenance Rs.0.18x13=Rs.2.34
9. Books Rs.Rs.0.01x13=Rs.0.13
10. Prof. fees Rs.0.08x13=Rs.1.04
11. Educational Materials Rs.0.05x13=Rs.0.65

B. Total Recovery 3.185x5= Rs.15.93
 Expenditure. -----

Total Total N.R. Expenditure Rs.122.88

A . 106.95
 B. 15.93

 Total 122.88

DISTRICT PRIMARY EDUCATION PROGRAMMEEMIS21. EMIS AT DIST. PROJECT OFFICE:

1. INFRASTRUCTURE AT DISTRICT:

1.1 COMPUTER ROOM (CIVIL WORK):

Two dust free rooms or one big room with a space of 200-400 square feet will be sufficient in each district. The computer should be in the office of DEO/Project Office for the easy access. The room must possess three phases wiring i.e. separate phases for air conditioning, General lighting and Computer is necessary. A specially dug pit with damp soil and sale outside the Computer room will provide the correct earthing. Ensure that each electrical switch board has a fuse. This will reduce any future problem of electrical repairs, if room is not available than Rs.50,000 is provided for room.

1.2 One A/c for Computer Room (1.5 Tonnes) Rs.45,000/
(including stabilizer)

1.3 FURNITURES:

The following furnitures are necessary to make the computer centre operational.

<u>ITEMS</u>	<u>NUMBER</u>
i) Computer Tables	2
ii) Computer Chairs for Operation	4
iii) Printer Tables	2

iv)	Chairs	4
v)	Tables	2
vi)	Almirah	2
vii)	Pedestal fans	2
viii)	Racks (Slotted Angles)	2
ix)	Fire protection equipment	2
x)	Vaccum Cleaner	1

TOTAL: 70,000/-

Estimated.

1.4 HARDWARE:

The hardware required for the Computer centre at district level.

PC/AT 486	One	Rs.1,50,000/-
- 486 DX		
- 580 MB	Hard Disk	
- 4 MB RAM		
- Colour VGA		
- Ether net Card		
- Gist Card		
- Key Board 101		
- MOUSE		
- One Floppy Drive 5 $\frac{1}{4}$		
- One Floppy Drive 3 $\frac{1}{2}$		

PC/AT 386	One	Rs.90,000/-
- 386 DX		
- 240 MB		
- 4 MB RAM		
- VGA Mono		
- Ethernet Card		
- Gist Card		
- Key Board 101		
- Mouse		
- One floppy Drive 1½		
- One floppy Drive 3½		
One CID 150		Rs.30,000/-
Two Printers		Rs.55,000/-
- One 24 pins other 9 pins		
- Each 132 column Dot matrix		
- Min. 300 ups		
- Printer Share		
- Necessary Cables.		
UPS 2 KVA		
- Min two hours backup		Rs.75,000/-
- Tabular batteries		
Modem		Rs.15,000/-

1.5 SOFTWARE

The following software(s) will be developed at NIEPA and distributed to all states participating in DPEP.

- a) School statistics.
- b) Project monitoring.

The other software to be purchased for each district are:

- | | | |
|------|----------------------------------|-------------|
| i) | MS. Windows for Ward Group | Rs.22,000/- |
| | Rs.11,000/- | |
| | Includes | |
| | - MS Windows 3.1 | |
| | - Man features | |
| | - 1 small facility | |
| | | Rs. |
| | MM | |
| | - includes - | |
| | - includes - | |
| | - MS Word | |
| | - MS Fxcill | |
| | - MS Power point | |
| | - MS In man services | |
| iii) | MS 2.5 (Run time) | Rs.25,500/- |
| | Windows | |
| iv) | Regional Language WP | Rs. 5,000/- |
| v) | Software and
other utilities. | Rs. 5,000/- |

1.6 CONSUMABLES: R.70,000/-

- i) 25 Boxes of DS MD 5
- ii) 15 Boxes of DS
- iii) 80,000 Sheets (80 and 137 Column both)
- iv) inter Ribbons (100)
- v) Other stationary/Binders/stands etc.
- vi) Tape Cartridge 10
- vii) Floppy storage Boxes.

1.7 DATA ENTRY CHARGES Rs.30,000/-

Rs.30,000 for first year and Rs.10,000 for subsequent years)

1.8 TELEPHONE Rs.18,000/-

- Instalation Cost (Rs.8,000/-)
- Operation Cost (Rs.10,000/-)

1.9 MAINTENANCE:

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

2. INSURANCE:

2.1 MANPOWER REQUIREMENT

2.2	Salary	Rs.96,000/ P.A
	i) Programmer (Incharge)	Rs. 4,000/-P.M.
	ii) (Two) Data Entry Operator	Rs. 2,000/-P.M.

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

2.3	T.A./D.A. for staff	Rs.25,000/-
2.4	CONTIGENCY FUND	Rs.25,000/-

3. TRAINING:

Topic	Person in Training Training Authority	Duration	Location
1. Orientation OS/Al on EMIS and data collection.	EMIS Cell, Resource persons/ Representative from state Cell.	3 Days.	Disstrict Headquarters.
		Estimated Cost	Rs.15,000/-
2. Data School Collection Heads	Two times Block for one day BEO/AEO Each.		Headquarters.
		Estimated Cost.	Rs.90,000/-

3.	Operation of Software.	Computer Operator Project Staff.	Staff Cell/State Electronic Agency.	EMIS 5 days	District Headquarters.
----	------------------------------	-------------------------------------------	----------------------------------------------	----------------	---------------------------

NOTE: Training materials on operations of Software and basic of Computers will be supplied by NIEPA.

Training materials, Stationary etc. Rs.20,00/

4. WORKSHOP:

A workshop on the usage of EMIS would be necessary to organise for the persons related to the educational field to make best use of the system which could be held after every six months.

DISTRICT COMPONENT
2. RECURRING & NON-RECURRING EXPENDITURE
FOR FIRST FIVE YEAR

Sl. No.	Head	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
NONRECURRING							
1.	Room Construction	50,000				50,000	50,000
2.	Furnitures	70,000				70,000	70,000
3.	Air Conditioner	45,000				45,000	45,000
4.	Hardware	4,15,000				4,15,000	4,15,000
5.	Software	1,02,500				1,02,000	1,02,000
6.	Telephone Install	8,000				8,000	8,000
RECURRING							
1.	Hardware Maintenance		50,000	50,000	60,000	60,000	2,20,000
2.	Salaries	96,000	96,000	96,000	108,000	108,000	5,04,000
3.	Training & Workshop	1,43,000	145,000	145,000	145,000	145,000	7,25,000
4.	T.A. & D.A.	25,000	25,000	25,000	30,000	30,000	4.35.000
5.	Data Transmission	1,00,000	1,00,000	1,00,000	1,50,000	1,50,000	6,00,000
6.	Consumable	70,000	70,000	70,000	80,000	80,000	3,70,000
7.	Telephone	10,000	10,000	10,000	10,000	10,000	50,000
8.	Contigency	25,000	25,000	25,000	25,000	25,000	1,25,000
9.	Data Entry charges	30,000	10,000	10,000	10,000	10,000	70,000

Grand Total amount : (Rs.) 3,489,500.00 (Table - 7)

22. APPOINTMENT OF ADDITIONAL TEACHER:

The teacher pupil ratio in Kalahandi District is 1:37. In remote tribal belt of the district the schools are running with less enrolments and for this cause only two teachers have been appointed as per the present norm i.e. 1:40. So far better teaching in primary schools the teacher people ratio should be 1:30 in Kalahandi district. A statement showing the details of Addl. teacher requirement in Kalahandi District is given below:

Year	Enrolment in primary schools projected	Total No. of trs. sanct- ioned.	No. of teachers. required to make the ratio 1:30	Addl. Trs. required to be appointed during the year.	Estimated Cost of salary of the Trs.
1997-98	1,56,330	3686+591	4466	189	60.22
1998-99	1,68,439	4466	4812	346	173.34
199-2000	178325	4812	5095	283	265.03
2000-2001	185127	5095	5289	194	327.88
Total				1012	826.47

This has been reflected in Table-7

23. TRAINING COMPONENT

This chapter reveals training at an glance-Training is a worthwhile investment on 'Human Resources' involved in DPEP movement. Training Spectrum involved following core groups.

- 1) VEC members and members of Mother Teacher Association.
- 2) Training of Primary school Teachers.
- 3) Training of N. F. E. instrsuctors.
- 4) Training of ECCE Workers.
- 5) Training of Headmasters of Primary Schools.
- 6) Training of Field functionaries.
- 7) Training of S.I. of Schools.
- 8) Training of Master Trainers Rationale of the number.

The detail numbers of the trainees are reflected in table 1 to 8 in Annexure under training programme. However the number of trainees is increased to meet the kbulging needs of different years. Training of personnel under category no. 1,2,5,& 7 varies from year to year as the number of students increase resulting establishment of more no. of schools. The increase in number of Schools lead to appointment of more number of Headmasters, teachers and formation of more number of V.E.C.

The number of V.E.C. members is 9. But separate training programme for Headmaster & teacher representtives (under teachers training) is scheduled to be organised separately. Therefore, training of V.E.LC. members is taken 7 for each school.

Regarding N.F.E. functionaries the number is given 617. Because enrolment drive, awareness generation programme etc. will bring all the children of school going age under the Umbrella of School Education. The provision of award of Rs.4,000/-(Four thousand) only will generate a constructive competition among different schools to improve academic competencies of students. So dropout rate will be less. Hence the no. of NFE is kept constant in all the years.

Regarding ECCE P.R. Department has covered all the 13 Block's (7 Blocks of bhawanipatna & 6 blocks of Dharamgarh) of the district. There no. is 1152. As per guideline of DPEP the blocks which are not brought under the umbrella of ICDS can be taken under this programme. So ECCE workers no remains constant in all the five years.

Regarding field functionaries B.D.O. & executive heads with other 3 persons of each block(total 4) shall be oriented in this programme. Hence total no. of trainees under field functionaries will be $4 \times 13=52$ & 8 persons from district level. Hence total no. of trainees will be $52+8=60$.

BUDGET PROVISIONS:-

Budget of the training programme of each category is reflected in all the tables. However a total training cost is 2,38,24,343 or 2,38,24,000.

3 tier training system shall be adopted in the State or Orissa.

1. Master Trainers:- This will be conducted at State level by eminent educationists both in service and retired from training institutes college branch & school branch having elementary education background and experience.

2. Second category of training will be norganised at District level. They will be known as Key Resource Persons.

3. 3rd tier training will be organised at block level involving BRC and other professionals having competencies in the area.

STEPS TO IMPROVE TRAINING:-

(1) Training will be mainly organised to improve academic standard and to gear-up management system.

(2) Each training will be need based realistic with inbuilt component of evaluation.

(3) Acid test of field realities shall be the criterion of successful training programme.

(4) Feed back during training and after training course shall be given due weithtage and training programme shall be revised accordingly.

(5) Instead of 'Wait & Watch' the principle of push the programme' shall be the guiding principle for the training programme.

(6) Follow up programmes should be taken to tune up training ncomponent to uplift the educational scenario of the district.

(7) Pre-test and post test will be administered to rate the effectiveness of the training imparted.

Training is the key to open the door of knowledge and wisdom leading the district of Kalahandi to the land of spring from present thorney, winter sticken land of depression.

DETAILS OF TRAINING PROGRAMME AT A GLANCE

Table 1. Orientation of VECs	Total cost Rs. 5,849,186
Table 2. Training of Pry.school Teachers	Rs. 9,981,540
Table 3. Training of NFE Instructors	Rs. 9, 56,482
Table 4. Orientation programme of ECCE Workers.	Rs.17, 85,452
Table 5. Training of headmaster of Pry. Schools.	Rs.45, 88,804
Table 6. Orientation of Field functionaries.	Rs. 1, 94,652
Table 7. Orientation of S.I.s of schools.	Rs. 1, 33,887
Table 8. Orientation of Programme of master Trainers.	Rs. 3, 34,340
Total cost for Trg.Programme	Rs.2,38,24,343
	Rs.2,38,24,000

(Rupees Two crores thirtheight lakhs
twentyfour thousand) only.

This has been reflected in Table-6 with 8 items separately.

24. PROJECT MANAGEMENT STRUCTURE (Table-7)

The project is known as District Primary Education programme, Kalahandi. The programme will be spear headed by the planning body which will plan, organise, command, co-ordinate and control all the functions by periodical meetings

and regular reporting. The chairman of the project is the collector, kalahandi. The inspector of Schools, kalahandi is the Vice-chairman. The D.I. of Schools, Bhawanipatna will act as the member secretary of the body. For monitoring the day to day works the following personals may be appointed at the District level.

INDICATIVE DPEP MANAGEMENT STRUCTURE AT DISTRICT LEVEL

DISTRICT PROJECT CO-ORDINATOR (EX-OFFICIO)	ONE	
SECRETARY-CUM-STENO	ONE	3000
PEON	ONE	1500
ADDITIONAL PROJECT COORDINATOR (FULL TIME)	ONE	6000
SECRETARY	ONE	3000
PEON	ONE	1500
DRIVER	ONE	2000
FINANCE CUM ADMINISTRATION OFFICER	ONE	6000
JR. ACCOUNTANT	ONE	3000
CLERK	ONE	2000
MIS INCHARGE	ONE	4000
RESEARCH ASSISTANT	ONE	3000
DATA ENTRY OPERATOR	TWO	5000
CIVIL WORKS INCHARGE(ENGINEER)	ONE	4000
JUNIOR ENGINEER	TWO	3000
DRAFTSMAN	TWO	2000
TEACHER TRAINING INCHARGE	ONE	4000
WOMENS DEVELOPMENT INCHARGE (& ECCE)	ONE	4000

DOCUMENTATION AND MEDIAN INCHARGE	ONE	3000	
COMMON POOL OF SERVICES			
GROUP C	THREE		
STENO	THREE	9000	
PEONS	SIX	4500	
DRIVERS	AS REQUIRED	6000	
PART TIME EXPERTS FOR FIELD PROGRAMMES	UPTO 36 MONTHS PER YEAR		CONSULTANT

Posts	Unit cost per month	Amount for one year	Amount for 5 (In lakhs)
1. Dist. project co-ordinator (one)	Rs.8,000/-	Rs.96,000	Rs.4.90
2. Steno (1) in consolidated pay	Rs.2,000/-	Rs.24,000	Rs.1.20
3. Peon (1) in consolidated pay	Rs.1,000/-	Rs.12,000	Rs.0.60
4. Addl. Project Co-ordinator	Rs.6,000/-	Rs.72,000	Rs.3.60
5. Steno (1) in consolidated pay	Rs.2,000/-	Rs.24,000	Rs.1.20
6. Peon (1) in consolidated pay	Rs.1,000/-	Rs.12,000	Rs.0.60
7. Finance-cum-Administration Officer	Rs.5,000/-	Rs.60,000	Rs.3.00
8. One Jr. Accountant	Rs.3,000/-	Rs.36,000	Rs.1.80
9. Jr. Clerk	Rs.2,000/-	Rs.24,000	Rs.1.20
10. EMIS incharge	Rs.3,000/-	Rs.36,000	Rs.1.80
11. Research Assistant	Rs.4,000/-	Rs.48,000	Rs.2.40
12. Data entry operator	Rs.3,000/-	Rs.36,000	Rs.1.80
13. Civil work in-charge engineer	Rs.6,000/-	Rs.72,000	Rs.3.60
14. Jr. Engineer (1)	Rs.4,000/-	Rs.48,000	Rs.2.40
15. Draftsman	Rs.3,000/-	Rs.36,000	Rs.1.80
16. Jr. Clerks (3)	Rs.2,000/-	Rs.73,000	Rs.3.60
17. Peons (4)	Rs.4,000/-	Rs.48,000	Rs.2.40
18. Drivers (4)	Rs.1,500/-	Rs.72,000	Rs.3.60
19. Purchase of 4 new Diesel Jeeps	Rs.3,00,000/-		Rs.12.00
Mis. Contingencies @ 50,000 per year			Rs.2.50
Other Expenditure as per need			Rs.4.00

25. STRENGTHENING D.I.E.T. AT BHAWANIPATNA:

The D.I.E.T. at Bhawanipatna may be provided with the teaching aids of Rs.1,00,000/- per year for the last four years of the plan for strengthening its teaching facilities as it will bring out qualitative improvement in elementary education and will help in achieving the goal of universalisation of primary education. Hence, strengthening D.I.E.T. has become necessary to achieve the following additional objectives:

- i) To bring about qualitative improvement in methodology and evaluation.
- ii) To increase its access to the target area by moving to blocks and clusters of villages.
- iii) To sharpen its focus on primary education to enable it effectively to perform its role in D.P.E.P.

Total Cost has been reflected in Table-7 item No.5.

INNOVATION:

In the District Project fund Rs.1 lakh per annum would be provided for innovative project. This fund would be administered by the district unit of the State Society. The fund will be used for innovative research to find out the local specific problems in the ground level and to find out the innovative solutions which would be sustainable and achievable at the local level. Total cost for 5 years is 5 lakhs.

CHAPTER - VIII

BENEFITS AND RISK

This programme is expected to benefit the district greatly by bringing out basic changes in the existing primary education system of the district. Firstly it will take education to every nook and corner of the district. It will secondly strengthen the system by filling gaps in infrastructure. More important than these infrastructures, the programme will help in improving the quality of teaching - learning by concentrating on the need for involving the student, teacher and guardian in a concerted manner. The programme also seeks to improve the educational environment through people's participation in School Management. It is proposed to adopt simple programmes like getting the school building white washed every year through "Shramadan" by the people.

It is said "NO RISK NO GAIN". There is hardly any risk in implementing D.P.E.P. There of course will be problems in Co-ordinating with various agencies and people to bring them into common frame of mind but it can be achieved through the active leadership of the :District planning Body". If this body can understand the needs of the people and make sincere efforts in involving all concerned, the programme can be implemented successfully.

TABLE 1
PHYSICAL STATEMENT OF THE PROJECT .

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. MEDICAL CHECK UP OF STUDENTS.						
1. Projected number of students engagement of 13 Medical Officer of 13 P.H.U.	129759	131704	133679	135683	137717	668578
ii. Medical check up of students on Honorarium basis for 5 year	13	-	-	-	-	13
iii. Engagement of an A.D.M.O. at District level for Supervising and maintaining for 5 year	01	-	-	-	-	01
2. Stipend for disabled children	200	400	600	800	1000	3000
3. Supply of reading and writing materials.	10454	10736	10950	11190	11665	55001
4. School facilities (Grant of Rs.500 per teacher per annum)	4277	4277	4277	4277	4277	21385
5. Co-ordination between village Education committees and teachers.						
i. Up-graded Primary Schools	191	191	191	191	191	191
ii. Primary schools	1450	1450	1450	1450	1450	1450
iii. Upper Primary schools having Primary class .	-	559	-	-	-	559
6. Appointment of 559 Sikshya Sevikas in Tribal and Rural Areas	559	-	-	-	-	559

FINANCIAL STATEMENT
KALAHANDI REVENUE DISTRICT

(Rupees in lakhs)

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. MEDICAL CHECK UP OF STUDENTS.						
i. Engagement of 13 Medical Officer of 13 PHC for 5 years on a honorarium of Rs.500/- p.m.	0.78	0.78	0.78	0.78	0.78	3.90
ii. Provision of medicine @ Rs.2000/-	0.24	0.24	0.24	0.24	0.24	1.20
iii. Engagement of an ADMO at District level with a honorarium @ Rs.1000/- per month.	0.12	0.12	0.12	0.12	0.12	0.60
2. Stipend for disabled children	0.72	1.44	2.16	2.88	3.60	10.80
3. Supply of reading and writing materials.	2.883	2.966	2.027	3.098	3.241	14.215
4. School facilities(Grant of Rs.500/- per teacher per annum for teaching aids(consumable))	21.385	21.385	21.385	21.385	21.385	106.925
5. Co-ordination between village Education committees and teachers @ Rs.2000/- per school per annum for school facilities 1647 schools	32.94	32.94	32.94	32.94	32.94	164.70
6. Appointment of Sikhya Sebaka in Tribal area schools @ Rs.300/- per annum per 3 years.	20.124	20.124	20.124	-	-	60.372
Total -	79.192	79.995	79.776	61.443	62.306	362.717
With Escalation Cost -		11.99	11.966	9.216	9.346	42.518

TABLE NO. 2
PHYSICAL STATEMENT

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. INFRASTRUCTURE FACILITIES						
i. Construction of 225 Primary school building with 2 class rooms of 20x165 size =330 Sq.ft.and at sq fit 300 for Verandah 20x10'=200 Sq ft. @ 100/- per sqft for 200 sq ft . Verandah . 200x100	25	50	50	50	50	225
ii. Provision of repairing works of 322 Primary schools in dilapidated condition @ Rs.40,000 each	-	100	100	100	22	322
2. Provision of boundary wall to 80 Centre primary schools with one gate and sign board with an estimated cost of Rs.49,500/- each of Rs.50,000/-	-	20	20	20	20	80
3. DRINKING WATER FACILITIES						
i. Installation of Tube wells in 354 Primary Schools @ Rs.32,500/- or Rs.33,000/-	-	94	90	90	80	354
ii. Provision of dug wells in 633 Primary School @ Rs.20,000/-each.	-	233	150	150	100	633
iii. Provision of Repair and maintenance of PHD.	-	-	-	-	-	-
4. ELECTRIFICATION IN 292 PRIMARY SCHOOLS.						
Electrification in 292 Primary Schools nearby electric poles.	192	50	50	-	-	292

TABLE NO. 2
FINANCIAL STATEMENT (KALAHANDI DISTRICT)

(Rupees in lakhs)

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. INFRASTRUCTURE FACILITIES.						
i. Construction of 225 Primary School building with 3 class rooms	29.75	59.50	59.50	59.50	59.50	267.75
ii. Provision of repairing works of 322 Primary schools in dilapidated condition @ Rs.40,000/- each 1,19,000/-	-	40.00	40.00	40.00	8.80	128.80
2. Provision of boundary wall to 80 Centre Primary Schools with one gate and sign board with an estimated cost of Rs.49,500/- or Rs.50,000/-	-	10.00	10.00	10.00	10.00	40.00
3. <u>Drinking water facilities.</u>						
i. Installation of tube wells in 354 primary schools @ Rs.32,500/- each.	-	31.02	29.70	29.70	26.40	116.82
ii. Provision of dug wells in 633 Primary schools @ Rs.20,000/- each .	-	46.60	30.00	30.00	20.00	126.60
iii. Provision of repair and maintenance by P.H.D.	-	0.50	0.50	0.50	0.50	2.00
4. Electrification of 292 Primary Schools @ Rs.5000/- each .	8.60	3.00	3.00	-	-	14.60
Total -	38.35	190.62	172.70	169.70	125.20	696.57
With Escalation cost -	-	28.59	25.91	25.46	18.78	98.74.

TABLE NO. 3

PHYSICAL STATEMENT(KALAHANDI DISTRICT)

Item	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
AWARD TO SCHOOLS						
1. Involvement of the U.E.C. in regular attendance of childrens in schools and N.F.E.Centres.	13	13	13	13	13	65
2.i. Supply of Hand books to teachers.	250	300	300	300	300	1450
ii. Supply of Bi-languag reference Text book to the teachers of Tribal area schools.	-	98	50	50	50	248
3. Supply of science equipment to Primary schools.	175	450	350	350	350	1675
4. Supply of furniture,modules,maps charts,tags , blk board and library books to all primary schools.	175	450	350	350	350	1675
5. Green Fencing in Primary School.						
i. Garden facility in 129 primary school where there is boundary wall @ Rs. 00/- per school per annum .	49	20	20	20	20	129
ii. Green fencing to 600 primary school @ Rs.1000/-per school one time cost .	100	200	200	100	-	600
iii. Tree plantation in rest 946 Primary school through Forest Deptt.with maintenance cost @ Rs.200/- per school .	-	296	250	250	150	946

TABLE NO. 3
FINANCIAL STATEMENT (KALAHANDI DISTRICT) (Rs. in lakhs)

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
AWARD TO SCHCOLS						
1. Involvement of V.E.Cs in regular attendance of children in schools as well as N.F.E.Centres.	0.52	0.52	0.52	0.52	0.52	2.60
2.i Supply of reference text books to the teachers of all primary school @ Rs.200/- each .	0.50	0.60	0.60	0.60	0.60	2.90
ii. Supply of bilingual textbook to 248 tribal schools.	-	0.196	0.10	0.10	0.10	0.496
3. Supply of science equipments to primary schools @ Rs.300/- per school (one time grant in phasing manner)	1.40	3.60	2.80	2.80	2.80	13.40
4. Supply of furniture,modules,maps charts, toys,black board and library books to all 1450 primary schools @ Rs.7,500/- to each school.	13.13	33.75	26.25	26.25	26.25	125.63
5. <u>Green Fencing in Primary schools.</u>						
i. Garden facility in 129 Centre primary school where there is boundary wall @ Rs.400/- per school per year .	0.196	0.08	0.08	0.08	0.08	0.516
ii. Green fanching to 600 primary school @ Rs.1000/- per school one time grant .	1.00	2.00	2.00	1.00	-	6.00
iii. Tree plantation in rest Primary school with the help of Forest Deptt.with a maintenance cost of Rs.200/- per school .	-	0.59	0.50	0.50	0.30	1.89
Total	16.746	41.336	32.95	31.85	30.65	153.43
Escalation Cost	-	-	-	-	-	-

TABLE NO. 4

PHYSICAL STATEMENT (KALAHANDI DISTRICT)

Items	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. Opening of Residential primary schools in the Tribal blocks (31 schools)	-	16	15	-	-	31
i. Provision of buildings with 5 class rooms, one office room , two storerooms, one stock room , Lavatory, one kitchen ,Barandhan and boundry wall .	-	16	15	-	-	31
ii. Drinking water facilities Tube wells .	-	16	15	-	-	31
iii. Electrification of the schools	-	16	15	-	-	31
iv. Furniture for the school Office.	-	16	15	-	-	31
v. Science equipments, maps ,charts library books , teaching aids etc.	-	16	15	-	-	31
vi. 100 beds of Iron made and bench and tables for students.	-	16	15	-	-	31
vii. Fooding and clothing for students.	-	16	15	-	-	31
viii. Free textbooks by H & TW Deptt. and reading and writing materials by the DPEP @ Rs.50/- per student per annum .	-	16	15	-	-	31

TABLE NO. 5
PHYSICAL STATEMENT (KALAHANDI DISTRICT)

Item	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
<u>'GEM PROGRAMME'</u>						
1.a. SPECIAL TEACHING TO STUDENTS ESPECIALLY GIRLS TO IMPROVE THEIR SUBJECT COMPETENCIES.	-	1474	1551	1628	1704	6357
1.b. Construction of Lavatory and Urinals for girls students in 600 Primary school situated in advanced area @ Rs.6000/-	120	120	120	120	120	600
2. Construction of 320 lady teacher quarters in remote Tr- ibal areas with small rooms, one small kitchen and Lavatory @ Rs.50,00/- each .	-	20	100	100	100	320
10 x 10 = 100		330 Sq ft.				
5 x 5 = 25		49,500 /-or				
5 x x = 25		50,000/-				

FINANCIAL STATEMENT (KALAHANDI DISTRICT) (Rupees in lakhs)

Items	1976-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. Opening of Residential primary schools in the Tribal blocks to cater the scattered people of M.Rampur, Manjigarh and Th.Rampur blocks . 3 schools in 31 G.Ps .						
i. Construction of building with 5 class room , one office room,two dormitories,one stock room,laboratory,one kitchen,barandah and boundary wall with gate and sign board @ Rs. ,50,000/- each.	-	89.60	84.00	-	-	173.60
ii. Electrification to the school building @ Rs.05,000/- per school.	-	0.84	0.75	-	-	1.55
iii. Drinking water facilities-Tube wells @ Rs.40,000/- per school.	-	6.40	6.00	-	-	12.40
iv. Provision of furniture for the school Office and Teachers @ Rs.15,000/- each .	-	2.40	2.25	-	-	4.65
v. Provision of 100 Iron beds and bench and table @ Rs.100 per students.	-	16.00	15.00	-	-	31.00
vi. Fooding,clothing etc. of the students @ Rs.250/- per month per students .	-	40.00	70.50	70.50	70.50	251.50
vii. Provision of science equipments to the schools including maps,charts, library books, teaching aids etc. @ Rs.10,000/- per school.	-	1.60	1.50	-	-	3.10
viii. Provision of reading,writing,materials to the students @ Rs.50/- per student per year .	-	0.80	0.75	1.55	1.55	4.65
Total	-	157.60	180.75	72.05	72.05	482.45
Escalation Cost	-	23.64	27.11	10.81	10.81	72.37

TABLE NO. 5
FINANCIAL STATEMENT (KALAHANDI DISTRICT) (Rupees in lakhs.)

Item	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
GEM PROGRAMME						
1.a SPECIAL TEACHING TO STUDENTS SPECIALLY GIRLS TO IMPROVE THEIR SUBJECT COMPETENCY .	-	73.70	75.55	81.40	85.20	315.85
1.b. Construction of lavatory and Urinals for girls students in 500 Primary school situated in advance area @ Rs.6000/-	7.20	7.20	7.20	7.20	7.20	36.00
2. Construction of 320 lady teacher quarters in remote Tribal area schools with two small room, one small kitchen and lavatory @ Rs.50,000/- each	-	10.00	50.00	50.00	50.00	160.00
Total -	7.20	90.09	132.75	138.60	142.40	511.84
Escalation cost -	-	13.51	19.91	20.78	21.36	75.56

ABSTRACT OF
TABLE - VI

DETAILS OF TRAINING PROGRAMME AT A GLANCE

		<u>Total Cost for 1st yr.</u>	<u>Total cost for 5 yrs. DPEP.</u>
Table 1.	Orientation of VECs and MTA	Rs. 9,92,952	Rs. 58,49,186
Table 2.	Training of Pry. School Teachers	Rs. 18,71,338	Rs. 99,81,540
Table 3.	Training of NFE Instructors	Rs. 2,06,078	Rs. 9,56,482
Table 4.	Orientation programme of ECCE Workers	Rs. 3,84,100	Rs. 17,85,452
Table 5.	Training of Headmaster of Pry.Schools	Rs. 9,35,106	Rs. 45,88,804
Table 6.	Orientation of Field functionaries	Rs. 41,850	Rs. 1,94,652
Table 7.	Orientation of S.I.s of Schools	Rs. 25,574	Rs. 1,33,887
Table 8.	Orientation of Programme of master Trainers.	Rs. 72,540	Rs. 3,34,340
		<hr/> Rs. 45,29,530	<hr/> Rs.2,38,24,343
		or	or
	Total cost for Training Programme	<hr/> Rs. 45,30,000	<hr/> Rs. 2,38,24,000

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(Rupees Two crores, thirtyeight lakhs, twentyfour thousand) only.

TABLE - VI

TRAINING ITEM - I : ORIENTATION OF VEC MEMBERS AND MEMBERS OF MTA

Sl. No.	Year	Target group	No. of participants	Duration	Venue	Batch	Source of RPs.	Unit cost	Total cost	With Escalation cost
1.	1996-97	VEC Members	10318	1 day	G.P. H.Q.	206	DIET(NFE) I/C Junior & Senior Co-ordinator	4810	9,92,592	992592
2.	1997-98	-do-	10661	-do-	-do-	213	-do-	4810	10,25,588	1179426
3.	1998-99	-do-	11123	-do-	-do-	222	-do-	4810	10,70,033	1230537
4.	1999-2000	-do-	11578	-do-	-do-	232	-do-	4810	11,13,904	1280874
5.	2000-2001	-do-	11928	-do-	-do-	239	-do-	4810	11,47,474	1319595
			55608						53,49,491	60,03,024

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TABLE - VI

TRAINING ITEM - II : TRAINING OF PRIMARY TEACHERS

Sl. Year No.	Target Group	No. of Participants	Duration	Batches	Source of RPS	Unit cost per programme	Training cost	Venue	Remarks with Escalation cost
1. 1996-97	Primary School Teachers	2904	7 days	58	IASE,CTE, DIET,Rtd. Hm.CT Hms. etc.	32220	1871338	DRU BRC CRS	18,71,338
2. 1997-98	-do-	3093	-do-	62	-do-	32220	1993129	-do-	2292098
3. 1998-99	-do-	3405	5 days	68	-do-	24400	1661640	-do-	19,10,886
4. 1999-2000	-do-	3653	-do-	73	-do-	24400	1782664	-do-	20,50,063
5. 2000-2001	-do-	3842	-do-	77	-do-	24400	18,74,896	-do-	21,56,130
Total		16897					91,83,667		1,02,90,509

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TABLE - VI

TRAINING ITEM - III : TRAINING OF N.F.E. INSTRUCTORS

Sl. No.	Year	Target group	No. of Participants	Duration (in days)	Batches	Source of RPs	Unit Cost	Total Cost	Venue	Escalation cost
1.	1996-97	N.F.E. Instructors	617	3	12	DIET	16,700/-	2,06,078/-	DRU/ BRC/ CRC.	2,06,078
2.	1997-98	-do-	617	3	12	DIET	16,700/-	2,06,078/-	-do-	2,36,989
3.	1998-99	-do-	617	2	12	DIET	12,820/-	1,58,199/-	-do-	1,91,928
4.	1999-2000	-do-	617	2	12	DIET	12,820/-	1,58,199/-	-do-	1,81,199
5.	2000-2001	-do-	617	2	12	DIET	12,820/-	1,58,199/-	-do-	1,81,199
Total			3085					8,86,753/-		9,87,393

TABLE - VI

TRAINING ITEM - IV : PRE-PRIMARY & ECCE ORIENTATION PROGRAMME

Sr. No.	Year	Target Group	No. of Participants	Duration (in days)	Venue	Batch	Source of RPs	Unit cost	Total cost	Escalation cost
1.	1996-97	ECCE Workers	1152	3	DRU/ BRC/ CRS.	23	TE SCERT DIET	16,700	3,84,100	3,84,100/-
2.	1997-98	-do-	1152	3	-do-	23	-do-	16,700	3,84,100	4,41,715
3.	1998-99	-do-	1152	2	-do-	23	-do-	12,820	2,94,860	3,39,084/-
4.	1999-2000	-do-	1152	2	-do-	23	-do-	12,820	2,94,860	3,39,084/-
5.	2000-2001	-do-	1152	2	-do-	23	-do-	12,820	2,94,860	3,39,084/-
Total			5760						16,52,780	18,39,084/-

TABLE - VI

TRAINING ITEM - V : TRAINING FOR HEADMASTER OF PRIMARY SCHOOLS

Sl. No.	Year	Target Group	No. of Participants	Duration	Batches	Source of RPs	Unit Cost per programme	Total cost	Venue	Total cost with escalation cost.
1.	1996-97	H.M.	1474	7 days	29	IASE, CTE, DIET, Trg. College	31,720	9,35,106	DRU BRC CRS	9,35,106
2.	1997-98	-do-	1523	-do-	30	-do-	31,720	9,66,191	-do-	11,11,119
3.	1998-99	-do-	1589	5 days	32	-do-	23,620	7,50,644	-do-	8,63,240
4.	1999-2000	-do-	1654	-do-	33	-do-	23,620	7,81,350	-do-	7,98,552
5.	2000-2001	-do-	1704	-do-	34	-do-	23,620	8,04,970	-do-	9,25,715
Total			7944					42,38,261		47,33,732

TABLE - VI

TRAINING ITEM - VI : ORIENTATION OF FIELD FUNCTIONARIES.

Sl. No.	Year	Target group	No. of participants.	Duration	Venue	Batch	Source of RPs	Unit cost.	Total cost.	Remarks with Escalation cost.
1.	1996-97	Field functionaries.	60	3 days	DRU	3	State level Trg. personnel	13,950	41,850	41,850
2.	1997-98	-do-	60	-do-	-do-	3	-do-	13,950	41,850	48,128
3.	1998-99	-do-	60	2 days	-do-	3	-do-	10,720	32,160	36,984
4.	1999-2000	-do-	60	-do-	-do-	3	-do-	10,720	32,160	36,984
5.	2000-2001	-do-	60	-do-	-do-	3	-do-	10,720	32,160	36,984
Total			<u>300</u>						<u>1,80,180</u>	<u>2,00,930</u>

TABLE - 7

TRAINING ITEM - 7 : ORIENTATION OF S.I. OF SCHOOLS (GENERAL + WELFARE)

Sl. No.	Year	Target group	No. of participants	Duration	Batch	Source of R.P.	Cost for Unit	Total cost.	Venue	With escalation cost.
1.	1996-9	S.I. of Schools	38	3 days	2	DIET	13450	25,574	DRU	25574
2.	97-98	-do-	40	3 days	2	-do-	13450	26900	-do-	30,935
3.	98-99	-do-	42	2 days	2	-do-	10720	22,512	-do-	25,888
4.	99-200	-do-	44	2 days	2	-do-	10720	23,584	-do-	27,121
5.	2000-2.01	-do-	46	2 days	2	-do-	10720	24,656	-do-	28,354
								123,226/-		Rs. 1,37,992/-

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TABLE - 8

TRAINING ITEM - 8 : ORIENTATION PROGRAMME OF MASTER TRAINERS.

Sl. No.	Year	Target group	No. of participants	Duration	Batch	Source of	Cost per unit.	Total Cost.	Venue	With escalation cost.
1.	96-97	Master Trainer	80	5 days	4	IASE, CTE Training Colleges, DIET.	18160	72640	TE & S.C.E.R.T.	72,640
2.	97-98	-do-	80	-do-	4	-do-	18160	72640	-do-	83,536
3.	98-99	-do-	80	3 days	4	-do-	13700	54800	-do-	63,020
4.	99-2000	-do-	80	3 days	4	-do-	13700	54800	-do-	63020
5.	2000-2001	-do-	80	3 days	4	-do-	13700	54800	-do-	63,020
								3,09,680		3,45,236

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For each block 6 master trainers shall be trained.
 So for 13 blocks 13x6=78 or 80 will be taken as master trainers.

TABLE No.7

PHYSICAL STATEMENT (KALAHANDI DISTRICT)

Item	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total
1. Provision for function of 129 Cluster Resource Centres.	129	129	129	129	-	516
2. Provision for function of 13 Block level Resource Centre	-	13	13	13	13	52
3. Installation of E.M.I.S. at District Headquarters.	-	1	-	-	-	1
4. Appointments of additional teachers under D.P.E.P.	-	189	346	283	194	1012
5. Strengthening of D.I.E.T. at Bhawanipatna .	-	1	1	1	1	4
6. District Office for Project Management , 1 office .	-	1	-	-	-	1

TABLE NO.7
FINANCIAL STATEMENT (KALAHANDI DISTRICT)

(Rupees in lakhs)

Item	1996-97	1997-98	1998-99	1999-2000	2000-2001	Total	
1. Provision for functioning of 129 Cluster Resource Centre							
Non-recurring	-	16.77	-	-	-	16.77	
Recurring.	-	19.35	19.35	19.35	19.35	77.40	
2. Provision for functioning of 13 Block Resource Centre							
Non-recurring	-	106.95	-	-	-	106.95	
Recurring	3.185	3.185	3.185	3.185	3.185	15.93	
3. Installation of EMIS at district headquarters.	11.91	5.31	5.31	6.18	6.18	34.89	
4. Appointment of additional teacher under DPEP.	-	60.22	173.34	265.03	327.88	826.47	
5. Strengthening of DIET at Bhawanipatna .	-	1.00	1.00	1.00	1.00	4.00	
6. District Project Office maintenance and salaries and purchase of 4 new jeeps .	-	15.00	15.00	15.00	15.00	60.00	
7. Innovation and Workshop.	-	-	-	-	-	-	
Total	-	15.095	227.785	217.185	309.745	372.596	1142.41
Escalation Cost	-	-	34.160	32.58	46.46	55.88	169.08

Financial Abstract Table (Kalahandi district)

(Rupees in Lakhs)

Item	1st year	2nd year	3rd year	4th year	5th year	Total
1. Table No.1 Escalation Cost	79.192 -	79.995 11.99	79.776 11.966	61.443 9.216	62.306 9.346	362.717 42.518
Total	79.19	91.99	91.74	70.66	71.65	405.23
2. Table No.2 Escalation Cost	38.35 -	190.62 28.59	172.70 25.91	169.70 25.46	125.20 18.78	696.57 98.74
Total	38.35	219.21	198.61	195.16	143.98	795.31
3. Table No.3 Escalation Cost	16.746 -	41.336 6.200	32.85 4.93	31.85 4.78	30.65 4.60	153.43 20.51
Total	16.75	47.54	37.78	36.63	35.25	173.94
4. Table No.4 Escalation Cost	- -	157.60 23.64	180.75 27.11	72.05 10.81	72.05 10.81	482.45 72.37
Total	-	181.24	207.86	82.86	82.86	554.85
5. Table No.5 Escalation Cost	7.20 -	90.09 13.51	132.75 19.91	138.60 20.78	142.40 21.36	511.84 75.56
Total	7.20	103.60	152.66	159.38	163.76	587.40
6. Table No.6 Escalation Cost	45.30 -	47.16 7.07	40.45 6.07	42.41 6.36	43.92 6.59	219.08 26.09
Total	45.30	54.23	46.52	48.77	50.51	245.18
7. Table No.7 Escalation Cost	15.095 -	227.785 34.160	217.185 32.58	309.745 46.46	372.596 55.88	1142.41 169.08
Total	15.095	261.95	249.77	356.21	428.48	1311.49

D.P.E.P ANNUAL WORK PLAN 1996-1997

ANALYSIS OF FINANCIAL IMPLICATION OF DPEP AS RELATED IN THE
DISTRICT PLAN OF KALAHANDI FOR THE 1996-97, I.E. THE FIRST
YEAR OF DPEP IN KALAHANDI

(ACCESS)

1. Civil Work (24% of the total budget i.e. 48 lakhs out
of 2 crores.)

(1) Infrastructure facilities

Table No.2.

Item No.1. (a) Construction of 25 Primary School 29.75

Table No.3

Item No.5.1 (a) Gorden facility in 49 Primary School 0.196

Item No.5(b) Green fencing to 100 primary
Schools 1.000

Table No.2

Item No.4. Electrification in 192 Primary
School 8.60

Table No.5

Item No.2 Construction of 120 Lavatory
for girls. 7.20

(ii) Total 46.746

2. Management & Administration (6% of total cost i.e. 12 lakhs
(Capacity Building). out of 2 crores).

Table No.7

Item No.2 B.R.C. 3.185

Item No.3 E.M.I.S. 11.91

(I) Total 15.095

3. Educational Quality development (70% of the total cost i.e. 140 lakhs out of 2 crores).

Table I.	Item 1. Medical Check up I, II & III.	1.14
	Item 2. Stipend for disabled children	0.72
	Item 3. Supply of reading Materials to 10454 students.	2.883
	Item 4. School facilities to teachers Rs.500/- each to 4277 teachers.	21.385
	Item 5. Co-ordination of V.E.C. and Schools Rs.2000/- per school	32.94
	Item 6. Appointment of Sikhya Sevika Rs.300/- per each.	20.124

Table III.

Item I. Award to 13 Schools in 13 blocks	0.52
Item 2:1. Supply of handbook to 250 teachers at the rate of Rs.200/- each	0.50
Item No.3 Supply of science equipments	1.40
Item No.4 Supply of Maps etc. to all 1450 Primary Schools	13.13

Table No.VI.

Trg. Programme	45.30
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(III) Total	140.042
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Grand Total : (I) 46.75 + (II) 15.01 + (III) 140.042 = 201.802
or
202 lakhs

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4. Long Term Action Plan for KBK. Districts. (1995 to 2002). Deptt. of Planning & Coordination, Govt. of Orissa.
5. Baseline Assessment Study of Four Districts of Orissa.Ed. Nagpal S, (Nov'93 - March '94) Deptt. of Teacher Education & Special Education, NCERT, New Delhi.
6. DPEP Strategy on Research Intervention, NCERT, 1994.
7. DPEP Guidelines, Deptt. of Education, MHRD, Govt. of India, New Delhi, May'95.
8. Status Report on Tribal Education in Orissa, Feb' 95.
9. Tribal Study, DPEP. (Nov' 93 - March' 94), Directorate of Elementary Education, Orissa.
10. DPEP, District Plan Darrang Assam.
11. DPEP, District Plan Rattam, Madhya Pradesh.
12. DPEP, District Plan, South Arcot District.
13. Directorate of Elementary Education, Statistical Cell. Bhubaneswar, Orissa.
14. Papers circulated by NIEPA in DPEP Workshops & Seminars

TRAINING COMPONENTANNEXURE-ORIENTATION PROGRAMMES.

- (1) Orientation programme for VEC members and Members of Mother Teacher Associations.

Venue- G.P.Hqrs.

Participants- 50

R.P.s- 5 (NFE in charge DIET, Senior/Junior Coordinators and S.I. of Schools)

Duration- 1 days

Cost Participants:

T.A. and D.A. 50X50 =	Rs. 2500/-
Refreshment 5 X 54=	Rs. 270/-
Contingencies 10 X 54 =	Rs. 540/-
T.A. to R.P.s 100 x 3=	Rs. 300/-
D.A. to R.P.s 100 X3=	Rs. 300/-
Honorarium R. Persons 100 x 3 =	Rs. 300/-
Honorium to course Directorate	Rs. 100/-
Miscellaneous	Rs. 500/-
	<u>Rs. 4,810/-</u>

- (2) Orientation programme for Primary school Teachers.

Venue-(DRU, BRC, CRS)

Participants- 50

R.P.S- 5 (IASE, CTE, DIET, Rtd. Hm. CT, HM & S.I. of Schools)

Duration- 7 days.

<u>Cost</u> Honorarium to course Director 100 x 7=	Rs. 700/-
T.A. to participants 50X50=	Rs. 2500/-
D.A. to participants 50X50x7=	Rs. 17500/-
T.A. to R.P.s 100X5=	Rs. 500/-
D.A. to R.P.s. 100X5x9=	Rs. 4500/-

Honorarium to R.P.s 100X5X7	Rs. 3500/-
Contingencies @ 10X56=	Rs. 560/-
Refreshment @ Rs.5x56x7	Rs. 1960/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 32,220/-
 (ii) 5 days programmes from 3rd year onwards.	
Honorarium to Director Rs.100X5=	Rs. 500/-
T.A. to participants 50X50=	Rs. 2500/-
D.A. to participants 50X50x5=	Rs. 12500/-
T.A. to R.P.s 100x5=	Rs. 500/-
D.A. to R.P.s 100X5x7=	Rs. 3500/-
Honorarium to R.P.s 100X5X5=	Rs. 2500/-
Contingencies 10 x 56=	Rs. 560/-
Refreshment Rs.5X56X5=	Rs. 1400/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 24,460/-
 (3) (i) Orientation to NFE Instructors	
Venue- (DRU/BRC/ CRS)	
Participants -50	
R.P.s- 5	
Duration- 3 days.	
<u>Cost-</u> Honorarium to Course Director 100x3=	Rs. 300/-
T.A. to participants 50X50=	Rs. 2500/-
D.A. to participants 50X50x3=	Rs. 7500/-
T.A. to R.P.s 100X5=	Rs. 500/-
D.A. to R.P.s 100x5x 3=	Rs. 2500/-
Honorarium 100x5x3=	Rs. 1500/-
Contingencies 10x56=	Rs. 560/-

<u>Cost-</u> Refreshment 5x56x3=	Rs. 840/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 16700/-
(ii) 2days programme from the 3rd year.	
Honorarium to Course Director 100X2=	Rs. 200/-
T.A. to participants 50X50=	Rs. 2500/-
D.A. to participants 50X50X2=	Rs. 5000/-
T.A. to R.P.s. 100 x5=	Rs. 500/-
D.A. to R.P.s 10X5x4=	Rs. 200/-
Honorarium to R.P.s 100X5x2=	Rs. 1000/-
Contingencies 10 x56=	Rs. 560/-
Refreshment 5 x56=2=	Rs. 560/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 12,820/-

- (4)(1) Orientation programme for pre-Primary Teachers/ ECCE work
 Venue-(DRU|BRC|CRS)
 Participants- 50
 R.P.'s 5
 Duration- 3 days.

<u>Cost</u>	
Honorarium to Course Director 100 X3=	Rs. 300/-
T.A. to participants 50X50=	Rs. 2500/-
D.A. to participants 50X50X2=	Rs. 5000/-

T.A. to R.P.s 100x5=	Rs. 500/-
D.A. to R.P.s 100X3x5=	Rs. 2500/-
Honorarium 100x5x3=	Rs. 1500/-
Contingencies 10X56=	Rs. 560/-
Refreshment 5X56X3=	Rs. 840/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 16,700/-

(ii) 2 days programme from the 3rd year.

Honorarium to Course Director 100x2=	Rs. 200/-
T.A. to participants 50x50=	Rs. 2500/-
D.A. to participants 50X50x2=	Rs. 5000/-
T.A. to R.P.s 100x5=	Rs. 500/-
D.A. to R.P.s 10x5x4=	Rs. 2000/-
Honorarium to R.P.s 100x5x2=	Rs. 1000/-
Contingencies 10x56=	Rs. 560/-
Refreshment 5X56x2=	Rs. 560/-
Miscellaneous	Rs. 500/-
	<hr/>
	Rs. 12,820/-

5.

(i) Orientation programme for Headmasters of Primary school.

Venue- (DRU, BRC, CRS)

District- ...

R.P.s-5 (IASE, CTE, DIET, Training Colleges)

Duration- 7 days.

<u>Cost</u>	Honorarium to Course Director 100x7=	Rs. 700/-
	T.A. to Participants 50x50=	Rs. 2500/-
	D.A. to participants 50x50x7=	Rs. 17500/-
	T.A. to R.P.s 100x5=	Rs. 500/-
	D.A. to R.P.s 100x5x9=	Rs. 4500/-
	Honorarium to R.P.s 100x5x7=	Rs. 3500/-
	Contingencies 10x56=	Rs. 560/-
	Refreshment 5 x 56x7=	Rs. 1960/-
		<hr/>
		Rs. 31,720/-

(ii) 5 days programme from 3rd year onwards

	Honorarium to Course Director 100x5=	Rs. 500/-
	T.A. to participants to 50x50=	Rs. 2500/-
	D.A. to participants 50x50x5=	Rs. 12500/-
	T.A. to R.P.s 100x5=	Rs. 500/-
	D.A. to R.P.s. 10x5x7=	Rs. 3500/-
	Honorarium to R.P.s 100x5x5=	Rs. 2500/-
	Contingencies 10x56=	Rs. 560/-
	Refreshment 5x56x5=	Rs. 1460/-
	Miscellaneous	Rs. 500/-
		<hr/>
		Rs. 24,520/-

6.(i) Orientation programme for Field functionaries on planning and Management.

Venue- (DRU)

Participants -20 (3 programmes)

R.P.s- 5 (State level Training personnel on Management

Duration-3days

Cost:

Honorarium to Course

Director 100X3= Rs. 300/-

T.A.to participants 100x20= Rs. 2000/-

D.A. to participants 100x20x3= Rs. 6000/-

T.A. to R.P.s 100x5= Rs. 500/-

D.A. to R.P.s 100x5x5= Rs. 2500/-

Honorarium to R.P.s 10x5x3= Rs. 1500/-

Contingencies 10x26= Rs. 260/-

Refreshment 5x26x3= Rs. 390/-

Miscellaneous Rs. 500/-

Rs. 13,950/-

(ii) 2 days programme from 3rd year onwards (3 programmes)

Honorarium to course

Director 100x2= Rs. 200/-

T.A.to participants 100x20= Rs. 2000/-

D.A. to participants 100x20x2= Rs. 4000/-

T.A. to R.P.s 100x5= Rs. 500/-

D.A. to R.Ps. 100x5x4= Rs. 2000/-

Honorarium to R.P.s 100x5x2=	Rs. 1000/-
Contingencies 10x26=	Rs. 260/-
Refreshment 5X26x2=	Rs. 260/-
Miscellaneous	Rs. 500/-

Rs. 10,720/-

7.(i) Orientation programme for S.I. of Schools (General and Welfare Department)

Venue- DRU

Participants- 20

R.P.s- 5

Duration- 3 days.

Cist.

Honorarium to Course	
Director 100x3=	Rs. 300/-
T.A. to participants 100x20=	Rs. 2000/-
D.A. to participants 10x20x3=	Rs. 6000/-
T.A. to R.P.s 100x5=	Rs. 500/-
D.A. to R.P.s 100x5x5=	Rs. 2500/-
Honorarium to R.P.s 10x5x3=	Rs. 1500/-
Contingencies 10x26=	Rs. 260/-
Refreshment 5x26x3=	Rs. 390/-
Miscellaneous	Rs. 500/-

Rs. 13,950/-

(ii) 2 days programme from 3rd year onwards (3 programmes)

Honorarium to Course Director 100x2=	Rs. 200/-
T.A. to participants 100x20=	Rs. 2000/-
D.A. to Participants 100x20x2=	Rs. 4000/-
T.A. to R.P.s 100x5=	Rs. 500/-
D.A. to R.P.s 100 x5x2=	Rs. 2000/-
Honorarium to R.P.s 100x5x2=	Rs. 1000/-
Contingencies 10x26=	Rs. 260/-
Refreshment 5x26x2=	Rs. 260/-
Miscellaneous	Rs. 500/-

8.

Rs. 10,720/-

(i) Orientation programme for Master Trainers

Venue- TE & SCERT

Participants - 20 (3 programmes)

R.P.s-5 (IASE, CTE, Training College, DIET)

Duration- 5 days.

Cost.

Honorarium to Course Director 100 X5=	Rs. 500/-
T.A. to participants 150x20=	Rs. 3000/-
D.A. to Participants 50x20x7=	Rs. 7000/-
T.A. to R.P.s 50x5 =	Rs. 0250/-
D.A. to R.P.s 100x5x7=	Rs. 3500/-
Honorarium to R.P.s 100X5x5=	Rs. 2500/-
Refreshment 5x26x5=	Rs. 650/-
Contingencies 10x26=	Rs. 260/-
Miscellaneous	Rs. 500/-

Rs. 18,160/-

(ii) 3 days programme from 3rd year.

Cost

Honorarium to Course Director 100x3=	Rs. 300/-
T.A. to Participants 150x20=	Rs. 3000/-
D.A. to participants 50x20x5=	Rs. 5000/-
T.A. to R.P.s 50x5=	Rs. 250/-
D.A. to R.P.s 100x5x5=	Rs. 2500/-
Honorarium to R.P.s 100x5x3=	Rs. 1500/-
Refreshment 5x26x3=	Rs. 390/-
Contingencies 10x26=	Rs. 260/-
Miscellaneous	Rs. 500/-

 Rs. 13,700/-

Unit cost per a class-room with Verrandh:
(Civil work)

Per student space 0.75 Sq.km. 8.25 Sq.ft.

For 40 students = $0.75 \times 40 = 30$ Sq.ft.

1 room = $20' \times 16.5' = 330$ Sq.ft.

Cost of construction per 1 Sq.ft. Rs.300/-

For 330 Sq.ft. : Rs.99,000/-

Verrandah : $20' \times 20' = 200$ Sq.ft.

For 1 Sq.ft. rate of construction Rs.100/-

For 200 Sq.ft. Verrandah : $200 \times 100 =$ Rs.20,000/-

Unit cost 1 room with verrandah

$$= 99000 + 20,000 = 1,19,000/-$$

Construction of building with
5 Class rooms (Residential school
of unit cost in each item)

1.	(a)	Class rooms (550 Sq.ft.per Sq.300/-)	1,65,000/-
	(b)	Verrandah: 500 Sq.ft. (per Sq.ft.200/-)	1,00,000/-
2.		One Office room (110 Sq.ft. Rs.300/-per Sq.ft.	33,000/-
		One Verrandah (100 Sq.ft. Rs.200/-)	20,000/-
3.		Two Dormitories : 25X12=300 Sq.ft. X 2 rooms <hr style="width: 10%; margin: 0 auto;"/> 600 Sq.ft. (@ Rs.300/- per Sq.ft.)	1,80,000/-
		(25X4=100 Sq.ft. 100 x 200/-	20,000/-
4.		Stock room, Lavatory and Kitchen 16 x 8 = 128 Sq.ft. x 300/-	42,000/-
			5,60,000/-

C.R.C.: COSTING:

Total nos. of CRC is 129. To improve their status and functioning following financial provisions are made which is reflected in Table No. With the non-recurring amount of 0.13 lakhs per CRC i.e. equipment, educational aids etc.

For 129 CRC the total cost would be Rs.16,77 lakhs. So for as the recurring grant is concerned the unit cost for the CRC centre would be 0.15 lakhs i.e. monthly meeting, educational aids and office expenses. Rs.15,000/- x 129 = Rs.12,35 lakhs x 5 years. = 96,75 lakhs. The escalation cost from 1998 is 14,51,250/- which costs total 1.11 Crores.

This is reflected in Table - 7.

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