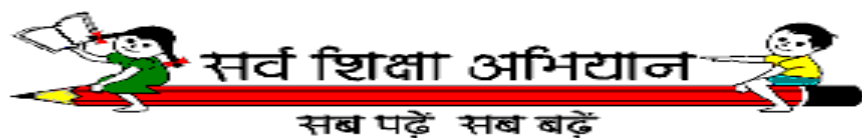


**MONITORING REPORT OF
Dr PM Institute of Advanced Studies in Education,
Sambalpur
ON SSA FOR
ORISSA
STATE
FOR THE PERIOD
1ST APRIL 2006 TO 30TH SEPTEMBER 2006**

DISTRICTS COVERED

**Jharsuguda
Deogarh
Sundergarh**



REPORT OF DISTRICT VISIT
TO JHARSUGUDA (ORISSA)
FOR MONITORING AND
SUPERVISION
OF
SARVA SHIKSHA ABHIYAN

**FOR THE PERIOD
OF
1ST SIX MONTHS 2006-07
Submitted to
The M.H.R.D. Govt. of India**



**Dr.P.M.INSTITUTE OF ADVANCED STUDY IN EDUCATION,
SAMBALPUR
ORISSA-768001**

**REPORT OF DISTRICT VISIT TO JHARSUGUDA (ORISSA)
FOR MONITORING AND SUPERVISION OF SSA BY DR.P.M.INSTITUTE OF ADVANCED STUDY IN
EDUCATION, SAMBALPUR.**

1.0 INTRODUCTION

Half yearly visit to Jharsuguda district of Orissa was conducted by Dr.P.M.IASE., Sambalpur for monitoring and supervision of SSA as per provision of MHRD, Govt. of India. The observation of the team are presented in the report in three heading as follows:

2.0 THE DISTRICT PROFILE

3.0 FIELD VISIT TO INSTITUTIONS AND INTERACTION WITH S.S.A. FUNCTIONARIES

4.0 OVER ALL OBSERVATION

2.0 THE DISTRICT PROFILE

The revenue district of Jharsuguda was a part of the Sambalpur district till the year 1993. In the year 1993 it became an independent district. The district was included under DPEP in the year 1997.

2.1 Location

The district is situated in the western part of Orissa. It is surrounded by Sundargarh district to the North, Sambalpur to the South, Deogarh to the east. To the west of the district Chhatisgarh state is there.

2.2 Climate

The climate of the district is extreme in nature. During summer the temperature rises upto 47°C in May accompanied by intolerable heat wave. On the other hand in winter season people experience cold as low as 8°C in December. The annual rain fall of the district is 153 cms. having 68 rainy days on an average.

2.3 Transports Communication

The district is well connected both by train and road. It is linked with National Highway No 200. It is well connected with neighbouring district and states by road and rail. All the villages are connected by roads constructed by Pradhan Mantri Gramya Sadak Yojana. All the Panchayats are connected to the Block as well as to the district headquarter by PWD road and telecommunication network covers all the parts of the district.

2.4 Festivals

The major population of the district is Hindu. However a small portion of the population belong to Muslim and Christianity. The important festivals observed in the district are Nuakhai, Rathayatra, Dashahara, Holi, Id, Muhharum, X-mass etc.

2.5 Economy

More than 90% of population live in villages and they depend on agriculture for their livelihood. They produce paddy, cereals and pulses. The district is also rich in mineral resources. Many coal mines are there in the district. The district is fast becoming an industrial district having steel plant, chrome and thermal project.

2.6 Language

The district is a tribal dominated district. The major tribes are Bindhals, Gond, Kissan and Khadia. They use their own tribal dialect. The majority of the population speak Sambalpuri as their mother tongue.

2.7 Administrative Set-up

The district is having one Sub-Divisions having three Tahasils and five Blocks. It has three urban areas and seven Police Stations. The district is having three assembly Constituencies and comes under Sambalpur Parliamentary Constituency.

3.0 FIELD VISIT AND INTERACTION WITH SSA FUNCTIONARIES

On the scheduled date i.e. on 17.7.2006 (Monday) the district visit was conducted. The District Project Office, Jharsuguda was informed sufficiently earlier about the visit of the Monitoring Institute (Annexure-I). As per the programme on the 1st day of the visit the members of the team, had a sharing meeting with the DPC and other officials of the (coordinators & Consultants) District Project Office and Collected the required information and documents on the areas to be included in the report. From the 2nd day onwards the team conducted field visit to schools. As mentioned earlier there are five revenue blocks in the district, for each block two days were given and twenty schools/EGS/AIE centres per block selected at random basis before the scheduled programme were visited by the team. Thus the team visited 10 numbers of centres per day and collected the required information / observed the items to be mentioned in the report. In this way 100 schools/ centres were visited in 10 days. The list of schools/ centres visited is mentioned block-wise in Annexure-II.

3.1 Opening of Schools (both Primary and Upper Primary)

For the current financial year 2006-07 the district office has not received any instruction from the state office (OPEPA) for opening of new primary and upper primary schools. Hence the land for construction of the school has not been identified and the VEC/SMC have not received any fund for the purpose. Only in 07 member of schools construction has been completed up to roof level and funds for which were sanctioned in the last financial year. On verification it was found that the VEC is involved in the construction. Since there is no proposal for opening of new schools, no teachers have been appointed.

When the bank pass books of VEC/SME were verified it was found that 20 number of primary schools have received Rs.10,000/- each and 17 number of upper primary schools have received Rs.50,000/- each as grants for TLM. The block wise distribution of grant is presented in the table below.

TABLE - I
RELEASE OF GRANTS

Sl. No.	Activities	Fund Received	School/teachers covered	Amount to be released	Remarks
1.	S.I.G.(@Rs.2000/- each school)	1272000.00	636	1272000.00	
2.	R&M (@Avg.Rs.5000/- each school)	3130000.00	610	3050000.00	(558+ PS 14 + MPL 38)
3.	TLM (@Rs.500/- each teachers)	1298000.00	1915	957500.00	1375 formal + 540 SSS
4.	TLE	3700000.00	72 PUPS + 10 P.PS	3700000.00	Already released to VEC account
		3680000.00	17 PUPS + 20 P.PS.	1050000.00	To be released to VEC account
5.	BRC GRANT-TLM - Contingency	150000.00	7 (@Rs.5000/- each)	35000.00	To be released to BRC account
			7(@Rs.12500/- each)	87500.00	-do-
6.	CRC GRANT-TLM - Contingency	500000.00	58(@Rs.1000/- each)	58000.00	To be released to CRC account
			58(@Rs.2500/-	145000.00	-do-

		each)		
TOTAL			1,03,55,000/-	

All the schools have received guidelines during last financial year.

3.2 Civil Works

So for the targets for construction of school building and other civil works are concerned the table below indicates the target of the district office.

TABLE - II
TARGET OF CIVIL WORK

Sl. No.	Target	Number as per AWP & B 06-07	Taken up 06-07	Progress	Remarks
1.	BRC	2	-	-	It will be started by this month
2.	CRC	18	-	-	It will be started by this months
3.	New Primary Schools	31	-	-	It will be started by this month
4.	New Upper Primary Schools	12	-	-	It will be started by this month.
5.	Additional Class room	100	-	-	It will be started by this month
6.	Toilet	-	-	-	-
7.	Drinking Water	-	-	-	-

At the time of field visit it was seen that 03 CRC building were under construction. Five primary schools and 2 upper primary schools were under un-construction. In 18 schools additional classrooms were under construction. In all the schools visited no members of the VEC/SMC have been trained by technical

persons for civil work, however the members of the VEC/SMC are involved in the civil work and are satisfied with the quality of work. So far construction of ramp is concerned in 87% of schools ramps have been provided, in 08 schools they are under construction and in 05 schools where there is no ramps, they were advised to take up the work at the earliest. In all the schools the VEC/SMC are keeping a separate account of funds for construction.

For technical supervision of civil work at block level technical consultants are appointed and at the district level a senior technical consultant is appointed. The following table gives the names of the consultants at the block and district level.

TABLE - III
NAME OF TECHNICAL CONSULTANTS

Block Level	-	Technical Consultant
District Level	-	Senior Technical Consultant
<u>Name of the T.C.</u>		<u>Block</u>
Sri Dev Kishor Patel	-	Kirmira, Kolabira and Laikera
Sri Pratap Ch. Choudhury	-	Lakhanpur
Sri Dharendra Kumar Dash	-	Jharsuguda
Name of the I/c Sr. T.C.		District
Sri Dharendra Kumar Dash		Jharsuguda

As per the report of the VEC/SMC members and teachers, the technical consultants visit the construction site at regular intervals.

There is no convergence with total sanitation campaign and Swajaladhara. However out of 100 schools visited only 11 schools have received Rupees @ Rs.18,000/- where construction of toilet is going on. But the quality of construction is not upto satisfaction.

It was observed that Toilets constructed under TSC is not satisfactory, however in schools approximately in 45 number where toilets are constructed through SSA, they are alright. It was further observed that in all the schools toilets are not well maintained and no where disinfectant like phyanail etc. is used.

It was also observed that no specialised agency in any school is engaged in the construction of drinking water facilities however all the VECs/SMCs have taken concerted effort for supply of safe drinking water.

So far the impression of the members who visited the schools of the district regarding quality of construction is concerned, out of five blocks of the district, in 03 blocks namely Kolabira, Kirmira and Laikera construction of school building is excellent and quality is properly maintained. The gardens and play grounds maintained by few schools of these blocks are worth seen and exemplars. But the quality of construction of Lakhanpur block of the district needs proper attention. When enquired it came to knowledge that though there is one technical consultant at the state level he never visits the district to review progress of civil work. The state office is now contemplating to have a third party monitoring of civil work.

3.3 Text Books

As per the information obtained from the state office, all the students are supplied with free text books in the state either from SSA funds or from state government fund. In the district visited though there is late distribution of free text books in four subjects in majority of the classes and subjects it is done in time. However free text books are being distributed for all subjects for all classes and to all eligible children. All the SC, ST & Girls students are supplied with free text books from SSA fund and general category students from state government fund. The first phase of free text books was first received by the district office in April, 2006 and 2nd phase has received on 10.7.2006.

3.4 School Grants

The district office has received an amount of Rs.12,72,000/- from the state office as school grant and the amount has been sanctioned for 636 number of schools at the rate of Rs.2,000/- per school. It was also verified from the passbook of the VEC/SMC. However no guideline has been supplied to any school for the expenditure of the fund. Only in case of non-recurring expenditure the district office has made centralized purchases, but in most cases the VEC has purchased the required material by following proper formalities. These were verified from the minute/ resolution books, stocks register and cash books of the schools.

3.5 Teachers and Teacher Training

There are 578 number of additional teachers sanctioned for this year for the district out of which 378 teachers have been recruited and are in position.

There is a committee at the district level consisting of the following members to recruit teachers for primary and upper primary schools.

- | | | | |
|----|-----------------------------|---|----------|
| 1. | Collector | - | Chairman |
| 2. | District Employment Officer | - | Member |
| 3. | D.I. of Schools | - | Member |

4. C.I. of Schools - Member
5. District Project Coordinator - Conventor

For recruitment of teachers ORV Act on the basis of 80 point roster is followed as per government norms. The nature of appointment of teachers is on contract basis for one year.

It was also seen during field visit that no VES/SMC, or Panchayat is empowered to make any decentralized recruitment of teachers at their level.

Out of the 100 schools visited it was seen that 1 school is completely managed by para teachers, no regular teachers are appointed in the school in 30% of the schools 50% of the regular teacher posts are being filled up by para teachers. All teachers were present in the schools on the day of visit except in 8 schools where one in each school were absent as they were on leave. No case of habitual absentee was found in any school during the visit.

During visit it was observed that the rapport between the children and the teachers were very cordial and encouraging.

As per the training calendar prepared by the district office and verified during field visit to schools 670 teachers have undergone teachers training on Udaya- II Module and 611 teachers have undergone training on SSHE. The district office has prepared a training calendar to conduct training programme for teachers for the year 2006-07 (Programme attached) in Annexure-III.

The modules for the training of the teachers have been prepared at the SPO level and have been supplied to the district office for training of teachers. The State Resource Group (SRG) have trained members of the District Resource Group (DRG) to impart training to teachers in the district.

The district has a supervision team consisting of DPC, DIS and Dist co-ordinator to supervise and monitor the training programme of the district. At the same time DIET, Sambalpur and DIET, Sundargarh have been requested by the district Office to conduct / supervise the training programme for teachers.

Out of the 378 teachers appointed this year 283 have already undergone 30 days orientation training in DIETs. The faculties of DIETs have acted as resource persons of the orientation programme. To ensure quality of the orientation programme a monitoring team has been formed at the district level.

The district has neither conducted any refresher training of 60 days for teachers nor has planned to conduct such programme. During the visit to the schools the teachers expressed their satisfaction on the training programme. Few teachers during visit expressed the need of content enrichment programme.

During field visit the visiting team also visited for BRCs & CRCs office. On the basis of the verification of records and inquiry from the teachers it was observed that the BRCs and CRCs have been

coordinating, planning and organizing training programme for teachers. In certain cases they are also working as resource persons in the training programme. Though there is no calendar of activities relating to teacher training at the BRC and CRC level they are functioning most effectively for teacher training programme as and when implemented by the district office.

The BRCs and CRSs use to visit the schools at regular interval. As reported by the teachers, during their visit, the BRCC and CRCC observe classes, monitor the progress of courses, suggests remedial measures verify record of attendance, progress of pupils achievement , continuous comprehension evaluation, demonstrate skills of teaching. However it was also observed that the BRCC and CRCC sparingly visit the schools located in hilly and inaccessible areas and hence those schools are neglected.

There is good coordination between the DIET and district office. The DIET faculties are usually involved as resource person in capacity building of teachers, conduct of orientation and induction level training. They also extend academic supervision and undertake research and evaluation programme as entrusted by the District Office and State Office from time to time.

It was also observed that the BRCs and CRCs are extending their academic support to EGS and AIE centres of their areas in the form of training, academic support and community mobilization.

The ensure quality of the SSA programme the state office has developed perfect coordination between the SCERT and DIETs.

3.6 Teaching Learning Material (TLM) Grants

Ons the day of visit 1895 number of teachers were eligible to get TLM grant @ Rs.500/- in the district.

An amount of Rs.12.98 lakhs has been released by the State Office vide his letter No.4116/FIN/06 dt.1.7.2006 and the district office has received the same on dt.4.7.2006 as verified on the first day of visit. Steps are now being taken to sanction the TLM grants to teachers.

During school visit it was observed that more than 80% of schools have displayed the TLM materials for instant use by teachers and students. Most of the TLM materials are self made and very few are purchased from the market. It was also observed that the children are using TLM material in classroom activities. However, unusual and note worthy TLM have not been prepared by any teacher in any school. Training needs to imparted to teachers on development of low cost / no cost teaching aids. At the BRC and CRC level avenues have to be created for sharing and demonstration of TLM among the teachers.

3.7 EGS and AIE

There are 166 EGS/AIE centres running in the district (Annexure-IV). There is no such NRBC /RBC/School camps in the district. Recently the district office has received a proposal from the SPO to open three seasonal hostels in the district.

Since the validation and updating of child census is in progress, the district office could not supply the number of children actually enrolled in these centres category wise.

There are 180 number of EVs working in 166 EGS centres. All the EVs have undergone 19 days recurring training from 27.5.2006 to 14.6.2006 in three venues of the district. The members of the DRG, pedagogy act as the resource persons of the training programme. The modules used for the training are Unmesh-I, Unmesh-II and English. The modules are prepared by the SPO. During field visit, when the EVs were inquired they expressed that the training programme have proved very effective and beneficial.

Training in two more phases shall be held from 25.9.2006 to 28.9.2006 and from 2.10.2006 to 8.10.2006 as per the schedule prepared by the district office (Programme in annexure-V).

The BRCC/CRCC give academic support regularly. They visit the centres once in a week on an average. The District-Planning Coordinator who is in charge of EGS/AIE also visit the centres at regular interval. The State Office has also supplied a monitoring format and instructions to the DPO which are used by the BRCC/CRCC. (Copy enclosed – Annexure-VI).

The EVs are mostly matriculates, in certain cases they are also graduates with CT/ B.Ed. training. They are getting a monthly honorarium of Rs.1,000/- in cash. The VEC gives honorarium to the EVs. There is no regularity in the payment of the honorarium. However the EVs are regular in their duty. There is no designated district coordinator for EGS/AIE in the district. The district coordinator planning is in-charge of EGS/AIE. He has not received any capacity building training conducted by SPO.

There is a monitoring format available with the DPO which is supplied by the SPO. Though information is furnished through the format to the SPO the frequency is not encouraging.

In the district visited 11 number of EGS centres have been upgraded to primary schools (List enclosed Annexure-VII). It was also verified on the spot visited that the funds have been transferred to the VEC and for 8 centres land for construction have been already identified. Construction has already been started upto linten level in 03 sports visited. No teachers have been put in position in the new schools. The EVs are managing the work till now. However the district Office has taken steps to place teachers in the new schools.

The district office has no concrete date regarding the number of children actually mainstreamed during the last academic year.

In the EGS/AIE centres visited infrastructure such as durries, blackboard, books and TLM are available and the students are given mid-day-meal.

The following table shows the enrollment position and attendance of the students in the three EGS centres visited by the Monitoring Institute.

TABLE - IV
ENROLLMENT AND ATTENDANCE POSITION IN E.G.S. CENTRES

Sl. No.	Name of the Centre	No of students enrolled			No. of students present on the Date of Visit		
		Boys	Girls	Total	Boys	Girls	Total
1.	Nuapada EGSC	20	07	27	18	04	22
2.	Kadomal EGSC	21	04	25	17	03	20
3.	Lalupada EGSC	22	06	28	17	04	21

In the three EGS centres visited more than 25 students have been enrolled in each centre and more than 80% of the students were present in the centres on the day of visit.

The achievement level of the children studying in the EGS centre is average and the rapport of the EVs with the children is good.

The school text books are used in the EGS centres and the students are supplied with free text books.

3.8 Children with Special Needs (CWSN)

During the current financial year 4305 children with special needs have been identified, and 3864 children have been enrolled. The table below shows the block wise and category wise children with special needs identified in the district.

TABLE - V
CHILDREN WITH SPECIAL NEEDS (CWSN)

Name of the Block	III	VI	OH	MR	LD
Jharsuguda	85	52	72	185	693
Kirmira	35	45	35	89	385
Kolabira	56	42	36	94	489
Laikera	65	48	45	89	460

Lakhanpur	89	62	65	196	793
Total	330	249	253	653	2820

It is seen from the above table that 4305 children with special needs have been identified in five blocks of the district. Lakhanpur block is having the maximum number of children with special needs in all categories. While Kirmira and Kolabira blocks have relatively less number of children with special needs.

TABLE - VI
ENROLMENT OF CHILDREN WITH SPECIAL NEEDS (CWSN)

Name of the Block	III	VI	OH	MR	LD
Jharsuguda	72	49	62	80	693
Kirmira	29	35	29	49	385
Kolabira	48	36	32	86	489
Laikera	59	39	35	32	460
Lakhanpur	70	52	55	86	793
Total	278	211	213	333	2820

Table above reveals that all children identified as having learning disabilities have been enrolled while 100% enrollment has not taken place in case of children with other handicaps.

As verified from the record 175 number of children have been given aids and appliances in the district during the current financial year. As opined by the DPO there is no difficulties in getting and utilizing the aids and appliances.

In the district fifteen number of resource teachers have been identified and four NGOs are associated with CWSN in the district they are –

1. District Disabled School, Budapada, Jharsuguda
2. Zilla Deaf and MR School, Brundamal, Jharsuguda.
3. Asha Kiran Mentally Retarded School, Dipupada, Jharsuguda.
4. CAPARD, Near Engg. School, Jharsuguda.

Two manuals have been developed by the SPO to be used as guidelines for the resource teachers / NGOs working with CWSN.

There is one IED coordinator in the district and he has attended two capacity building programme at the State level.

The State has not yet prescribed any monitoring format for CWSN, though there is an IE coordinator of SPO.

More than 50 schools visited have been provided with ramps and no child has been provided with home based support during the current financial year. It was also verified that 420 parents have been given counseling during the current financial year.

In the 100 schools and centres visited by the MI it was seen that totally 922 CWSN children have been enrolled and on the dates of visit 685 children were present in the schools/ centres.

3.9 National Programme for Education of Girls at Elementary Level (NPEGEL)

The NPEGEL is not yet implemented in the district.

3.10 Kasturba Gandhi Balika Vidyakya (KGBV)

The district has no such school under KGBV at present.

3.11 District Information System for Education (DISE)

So far EMIS formats are concerned, no school level format CRC level, BRC level and district level formats as suggested in the NCERT manual are used/ maintained in the district. When inquired, the DPO level officials expressed that they are not aware of such formats and the SPO has not supplied any such formats. Instead the SPO has supplied very few formats of wholistic nature, which are developed at state level and are maintained at CRC & BRC level.

The district project office has 7 number of computers and one server. In MIS section there are two computers and one server. The finance section and civil section has one computer each. There are two data entry operators in the MIS section of the district.

Since no EMIS formats are in use there is no time schedule drawn up by the SPO for the current year. Further no DCF have been supplied to schools by August.

Training was imparted to the teachers only in the year 2004-05 to fill up the data capture formats.

The BRC coordinators are verifying 5% of the DISE data collected and they have been trained for this verification. The SPO has not appointed any third party to verify the data.

The data so collected are compiled and are passed on to the state in time.

3.12 Research and Evaluation

At the district level a Research screening committee has been constituted. The DPO has invited research proposals from prospective researchers/ scholars in the field of education. On verification, it was seen that the committee has already short listed and selected 8 number of research proposals and have sent to SPO for final approval.

3.13 Functioning of the VEC

In the district visited 814 VECs have been constituted. Table below indicates block wise number of VECs constituted in the district.

TABLE - VII
CONSTITUTION OF VECs.

Name of the Block	No. of VEC constituted		No. of VEC trained		No. of Members Trained		
	Formal	EGS	Forma I	EGS	Forma I	EGS	Formal + EGS
Jharsuguda	220	45	213	45	1320	270	1590
Kirmira	65	19	63	19	390	114	504
Kolabira	73	16	70	16	438	96	534
Laikera	71	30	69	30	426	180	606
Lakhanpur	207	68	203	68	1242	408	1650
Total	636	178	618	178	3816	1068	4884

Table above indicates that 636 VECs have been constituted in formal schools and 178 VECs have been constituted for EGS centres. Out of 814 VECs 796 VECs have been trained and 4884 members have been trained.

A book named "Odisha Bidyalaya Sikshya", Rules – 2000 (Community Participation) has been supplied to all the VECs and it was verified that the copy is available with the committees.

As per guideline, there are nine members in the committee and fifty percent of the parents representative are women.

The details of the constitution of VEC is as follows :

1. Ward Member/ Counselor - One member

2. Guardian (Male) - Three (One each from SC, ST & General)
3. Guardian (Female) - Three (One each from SC, ST & General)
4. NGO / Community Representative - One (Male / Female)
5. Headmaster - One (Member Secretary)

Members of 796 VECs have been oriented in the month of April 2006. The district coordinators of Girl's Education, ECCE and community mobilization conducted the training.

The members of the VECs were of opinion that the training they have attended has played a great role in their capacity building. They have been exposed to the various roles they are supposed to play in the community and school. They were also of the view that the duration of the training should be increased from 02 days to at least five days.

During field visit it was observed in most of the schools that the members of the VEC are playing a very supporting and complementary role in civil work, mid-day-meal, enrolment and attendance.

It was also observed that in 96% of the schools visited the VECs used to maintain record of accounts properly and in only 04% of schools they are not maintained properly. The reasons most possibly is shortage of teachers to coordinate and or schools solely managed by para teachers.

3.14 Staffing at District Level

At the district level 27 number of sanctioned posts are there out of which 05 number of post are vacant. The table below presents the staff structure of the district project office. The table indicates that one post of senior Technical consultant and two post of Technical consultants are vacant. The posts of EGS/AIE coordinator and SC & ST coordinator are also vacant.

TABLE - VIII
STAFF STRUCTURE OF DISTRICT PROJECT OFFICE, S.S.A., JHARSUGUDA

Sl. No.	Name of the post	No. of sanctioned	No. of Post fill up/vacant	Remarks
1.	District Project Co-ordinator	1	Filled up	
2.	Senior Technical Consultant	1	Vacant	Vacant on dt.4.2.2006
3.	Technical Consultant	5	2 Vacant	Vacant on dt.8.7.2006
4.	Pedagogy Co-ordinator	1	Filled up	
5.	Planning Co-ordinator	1	Filled up	
6.	EGO/AIE Co-ordinator	1	Filled up	
7.	IED & Media Co-ordinator	1	Filled up	
8.	Girls Education/ ECCE/CM Co-ordinator	1	Filled up	

9.	ST/SC Co-ordinator	1	Vacant	
10.	Financial Consultant	1	Filled up	
11.	Accountant	1	Filled up	
12.	Cashier	1	Filled up	
13.	Jr.Steno	1	Filled up	
14.	Programme Assistant	2	Filled up	
15.	Office Assistant	2	Filled up	
16.	MIS Programmer	1	Filled up	
17.	Data Entry Operator	2	Filled up	
18.	Peon	2	Filled up	
19.	Night Watchmen – Sweeper	1	Filled up	

3.15 Mid-day-Meal Scheme

The schools are daily serving cooked food and there is no variety in the food. Once in a week either one egg or banana is served. In mid-day-meal rice and dal are served daily curry or green vegetables are added occasionally. Once in a week either one boiled egg or banana is served.

In rural and tribal areas children are happy with the quality and quantity of meal.

No micronutrients and de-worming medicine is given to the children in the school.

In rural and tribal areas all the children are taking MDM and in urban areas few children are bringing additional items like curry, chutney and it was observed that 10% of the children in urban areas are not at all taking MDM in schools.

In 80% of the schools visited cook/ helpers are engaged while in 20% of the schools Self Help Group are engaged in cooking and serving meals. In all the schools women either from SC/ST from other under privileged community on wider are engaged in cooking and serving the food.

A monthly remuneration of Rs.300/- is paid to the cook and helper. But the payment is not regular. In the schools visited they have not been paid their remuneration for last 03. to 06 months.

In 90% of the schools there in no pucca kitchen shed and food is cooked in school varanda. It was surprising to see that in 03% of schools food is cooked in the abandoned school building.

Food grain and other food items are stored in safe place mostly in a store room and only in few schools either in class room or headmaster's office.

In all the schools there is provision of safe drinking water, so it is not a problem. All the schools have their own utensils for cooking food and they are purchased from SSA fund.

In all the schools visited fire wood is used as fuel to cook food. So far the general impression of the of the environment relating to safety, hygienic, cleanliness and discipline among students is concerned it is generally fair.

In the schools visited it was verified that the children wash their hands before and after the consumption of MDM and take their meal in an orderly and disciplined manner. Students are also encouraged to use water properly and no discrimination of caste, gender or disability was observed in any school.

So far extent of participation by parents /VECs/ Panchayats/ Urban bodies is concerned, relating to daily supervision of MDM programme is concerned it is good in rural areas and very poor in urban areas.

Contribution in shape of cash was not seen anywhere, only in few schools vegetable are contributed by few public.

The district office has not developed any formal mechanism for inspection of the MDM programme. However it is incidentally supervised by CRC/BRC/DPO/ Sub-Collector and Collector.

3.16 Additional Items to Check during School Visit by M.I.

During last academic year the school functioned for 230 days. Excepting few schools of Lakhanpur Block, all the schools visited in the five blocks of the district have clean environment, good building, play ground good classroom with proper flooring, roof and windows. The Classrooms are adequately lighted having cross ventilation.

The classroom have proper sitting arrangement for children, have black boards and TLM corners.

In no school, health camp is organized during last six months. In 76% of the schools there is adequate play material for the children. It is revealed from the district visit that only in Lakhanpur block of the district, enrollment of girls is less in comparison to other blocks. In case of attendance also Lakhanpur block is falling behind other blocks.

There is prevalence of low attendance in Lakhanpur block of the district. As per the information obtained from the teachers and members of the VECs and wholistic observation the reasons of low attendance in the block is geographically in accessible areas, poor awareness among parents, poor motivation, teachers posts remaining vacant, etc. Though steps for increasing enrollment have been taken, they have not worked effectively, hence. this aspect needs serious attention.

Students level of achievement is assessed through unit tests and monthly test. Continuous comprehensive Evaluation is followed and grades are awarded to the students in all the schools.

The achievement level of children is highly satisfactory in the three blocks of the district namely Laikera, Kirmira and Kolabira. It is average in Jharsuguda Block and very poor in Lakhanpur Block.

The rapport of the children with the teachers was found to be satisfactory in all the schools of the five blocks visited by the team.

When the issue of number of under-age and over age children was inquired only three over-age children were identified in three schools of Jharsuguda block of the district. The possible reason for this is that Jharsuguda block being an industrial and mines area these children were working some where for few years. No cases of dropout have been registered during last six months in any school of the district and there is no case of retention also in the district.

3.17 Any Other Issues Relevant to SSA Implementation

In the process of interaction with the functionaries of different level, it was found that the required convergence between the district project office, District Inspector of Schools and other agencies such as Panchayatraj, Welfare Department are required to be improved.

Besides it was observed that the block level functionaries under the district Inspector of Schools such as sub-Inspector of Schools and Block Resource coordinators are required to have a little more coordination in sorting out the administrative and academic problems of the teachers under their supervision.

Inter block exchange of teachers for few days should be introduced for exposure and sharing.

In order to revamp the implementation of SSA, SPO/DPO should be impressed upon to use the EMIS formats or monitoring formats for quality Dimensions under SSA. The SLF, CLF, BLF, DLF are not at all used in the district. So steps should be taken for supply of these formats and training of the functionaries to fill-up these formats.

4.0 OVER ALL OBSERVATION

Out of the five blocks of the district visited by the M.I. it is observed that Lakhanpur block is most backward. All the SSA interventions have very less impact on the functioning of the schools.

In relation to Civil work, appointment of teachers, teachers training, enrollment of students special attention need to be given to this block in comparison to other block.

In relation to Mid-day-meal the quality of rice and dal was very poor in this block. The visiting team takes it very seriously. Attention of the district authority supplying rice and dal to this block should be drawn immediately.

Further members of the VEC have to be empowered through capacity building programme. As a whole this block needs attention from all direction.

On the other hand four schools of Laikera, Kolabira and Kirmira blocks are worth seen. For school building, school climate, garden, playground and involvement of VEC: these schools need special mention. The members of the Monitoring team express their satisfaction on the functioning of these schools.

ANNEXURE – I to VII

- I. Letter addressed to DPC Jharsuguda to visit the district.
- II. List of Schools visited Block wise.
- III. Teachers Training Programme.
- IV. List of EGS/AIE centres.
- V. Schedule of Training Programme.
- VI. Monitoring Format and Instruction.
- VII. List of EGS centres upgraded.

ANNEXURE – II
LIST OF SCHOOLS VISITED

1.0 JHARSUGUDA BLOCK :

1. Talpatia Nodal U.P.School
2. Talmal UGME School
3. Barmal Primary School
4. Banjari U.G.U.P.School
5. Tangarpali Primary School
6. Jamunapali Primary School
7. Kumbhari Primary School
8. Kurebaga Nodal Upper Primary School
9. Durlaga Primary School
10. Loisingh U.G. Upper Primary School
11. Puruna U.G. Upper Primary School
12. M.Saletikra Primary School
13. Sripura Primary School
14. Sarbahal U.G. Primary School
15. Tileimal U.G. Primary School
16. Rajpur Girls Upper Primary School
17. Bidyut Colony Primary School
18. Panchapara Primary School
19. Nuapada E.G.S.C.
20. Amlipali M.P.L. Primary School

2.0 KIRMIRA BLOCK :

1. Ambapada Primary School

2. Thakurpara Primary School
3. Dhutra P.U. Primary School
4. Kirmira Nodal Upper Primary School
5. Agaria Bagdihi Primary School
6. Gombharidihi Primary School
7. Bagdihi Primary School
8. Naxapali Upper Primary School
9. Kankaramunda Primary School
10. Kadobahal N.C.L.P.
11. Arda Primary School
12. Kheriakani Primary School
13. Jharmal Primary School
14. Chandrapur N.C.L.P.
15. Mundapada Primary School
16. Bhimjor P.U. Primary School
17. Sulahi Primary School
18. Deopav Primary School
19. Dantapali Primary School
20. Chandimal Primary School

3.0 KOLABIRA BLOCK :

1. Parmanpur Upper Primary School
2. Gudigaon Nodal Upper Primary School
3. Paikpara Primary School
4. Samasingha Upper Primary School

5. Amopali Upper Primary School
6. Belmunda Primary School
7. Kusumdihi Primary School
8. Kadomal E.G.S.C.
9. Raghunathpali Primary School
10. Vegikud Primary School
11. Guchapali Upper Primary School
12. Singhibahal Primary School
13. Kullihamal Upper Primary School
14. Siriapali Upper Primary School
15. Bhadimal Primary School
16. J.Pandemal N.C.L.P.
17. Jhirlapali Upper Primary School
18. Belmunda Primary School
19. K.Patrapali Primary School
20. Kuputikra Primary School

4.0 LAIKERA BLOCK :

1. Kumbhari Primary School
2. A.Bagdihi Primary School
3. Kukerama Primary School
4. Aitapara Primary School
5. Bhatlaida U.G. Primary School
6. Niktimal Upper Primary School
7. Sahaspur Primary School

8. Gamharigudi Primary School
9. Thakurpada Primary School
10. Rout bahal Primary School
11. Uragarh Primary School
12. Laikera N.U. Primary School
13. Pakelkhol P.U. Primary School
14. Thitheimal Primary School
15. Sarangloi U.G. Upper Primary School
16. Rangiatikra Upper Primary School
17. Kadodhara N.C.L.P.
18. Saletikra Nodal Upper Primary School
19. Jhariabahal Primary School
20. Lalupada E.G.S.C.

5.0 LAKHANPUR BLOCK :

1. Belpahad V.I.School
2. Kanaktora Primary School
3. Bandbahal P.U. Primary School
4. Debdihra Primary School
5. Jamuna Primary School
6. Telenpali N.C.L.P.
7. I.B. Thermal Primary School
8. Charpali U.G. Upper Primary School
9. Katarbaga G.P.Upper Primary School
10. Adhapara Primary School

11. Kantapali Primary School
12. M.Kantapali U.G.Upper Primary School
13. Sahasbag Primary School
14. Gudam U.G. Upper Primary School
15. Panchasakha Upper Primary School
16. Lakhanpur Primary School
17. Grinde Upper Primary School
18. Bhikampali Primary School
19. Block Colony Primary School
20. Remta Upper Primary School

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REPORT OF DISTRICT VISIT
TO DEOGARH (ORISSA)
FOR MONITORING AND
SUPERVISION
OF
SARVA SHIKSHA ABHIYAN

**FOR THE PERIOD
OF
1ST SIX MONTHS 2006-07
Submitted to
The M.H.R.D. Govt. of India**



**Dr.P.M.INSTITUTE OF ADVANCED STUDY IN EDUCATION,
SAMBALPUR
ORISSA-768001**

REPORT OF DISTRICT VISIT TO DEOGARH (ORISSA)

For Monitoring and Supervision of Sarva Sahiksha Abhiyan by Dr.P.M.IASE, Sambalpur

1.0 INTRODUCTION

Half yearly visit (April – September, 2006) to Deogarh district of Orissa was conducted by Dr.P.M.IASE, Sambalpur for monitoring and supervision of SSA as per provision of MHRD, Govt. of India. The visit was proceeded by prior contact with the district office and the State Implementing Authority, OPEPA, Orissa. The observation of the team is presented in the report in three heading as follows:

2.0 THE DISTRICT PROFILE

3.0 FIELD VISIT OF SCHOOLS / EGS/AIE CENTRES

4.0 OVER ALL OBSERVATION

2.0 THE DISTRICT PROFILE

2.1 Historical

The state of Bamanda, comprising of two subdivisions namely, Deogarh and Kuchinda, which was formerly in Chhatisgarh Division of Central Province and transferred to Orissa Division of Bengal in the year 1905, became a part of Sambalpur District on 1st April 1936 when Orissa was declared as a separate State. Deogarh remained as a Sub-Division of Sambalpur District. The district Deogarh came into existence as a separate district on 1st January, 1994 with only one subdivision i.e. Deogarh, three community development Blocks i.e. Barkote, Reamal & Tileibani and one municipality i.e. Deogarh Municipality.

2.2 Topographic

The District is situated in the northwest part of Orissa. This district lies between 84° 29' E to 85° 12' longitudes and 21° 01' N to 45° N latitudes. The district has two broad physical regions, the plains and the hilly tracks. The Tileibani and Reamal Block constitute hilly areas and Barkote is the plain area block. The district headquarter is also located in hilly tracks. The district covers 1258.79 Sq. Km under forest, out of 2940 Sq. Km of total geographical area, which is about 42.8%.

2.3 Cultural

The district integrates multicultural aspects with the presence of native social groups Kisan, Kondha, Munda Orani and Bhuyan. The above tribes are the major ethnic groups contributing to the composite characteristic of the district. Oriya as a main language are spoken by the people with a flavor of Koshli. The tribal people of the district have their own dialects, which are mostly in spoken form.

2.4 Geographic

The National Highway No. 6 goes through this district and cover a distance of 84 kms. The State Highway covering 84 kms., distance is now converted to National Highway No. 200. Though the Block headquarters have all weather road communication facilities, the GPs & villages are lacking road communication facilities; shortages in fair weather road are a major problem for development in the district.

There are some areas, which are surrounded by hills and mountains like Pradhanpat, Chulia, Chikinighat etc. Some places are inhabitant by people, which are inaccessible and remain without any communication. Moreover dense forest does not provide them any facility to be conscious in matching with the present society. The people who were evacuated due to Rengali Dam Project have been migrated and rehabilitated.

FIGURE - I
POPULATION FIGURE OF DEOGARH DISTRICT

Block/ UA	Total Population			SC Population				ST Population			
	Male	Femal e	Total	Male	Femal e	Total	% of SC	Male	Femal e	Total	% of ST
Barkot e	49230	48386	97916	9196	12962	2215 8	22.7 0	1490 6	14508	29414	30.1 3
Ream al	45541	45284	90825	7170	6920	1409 0	15.5 1	1055 5	10112	20667	22.7 6
Tileiba ni	33550	32139	65689	5577	5309	1088 6	16.5 7	1521 0	14718	29928	45.5 6
D.Mplt y	10089	9891	19980	1657	1543	3200	16.0 2	2410	2190	4600	23.0 2
TOTAL	13840 8	13570 0	27410 8	23600	26734	5033 4	18.3 6	4308 1	41528	84609	30.8 7

2.5 Demographic Features

(a) Population

As per the 2001 Census, the total population of Deogarh District is 2, 74. 108 with 93, density of person per Sq. Km. It is the least populated district of Orissa and occupies 28th position so far as density of population is concerned. The rural literacy rate is 59.05 and the urban literacy rate is 76.31.

The rural population is 2,54,012, which is lowest in Orissa. The sex ratio is 986 : 911. The distribution of population is given in the table above -

The table-I shows the detail status of the population of the district with percentage population of Schedule Caste and Schedule Tribe. The Tileibani Block of the district has the major percentage of tribal population i.e. 45.56% of total population and the lowest lies with Reamal Block i.e. 22.76 %. The SC population is higher in the Barkote Block with 22.70% of total population and again the Reamal Block has the lowest i.e. 15.51 %. The district as a whole carries 18.36% of SC and 30.87% of ST population of the total population.

2.6 Educational Scenario

The existing educational facilities available in the district with special focus on elementary education is given below. The basic indicators of educational development in the district on elementary education is also presented in a detailed manner.

Other Higher Educational Facilities

(a)	No. of High Schools	:	64
(b)	No. of +2 Colleges	:	13
(c)	No. of +3 Colleges	:	06
(d)	No. of Vocational Colleges	:	01

Barkote has highest no of rural population. In three blocks the no of female population is very lower than compared to the male population. The % of SC population is highest in Barkote and the % of ST population is highest in Reamal. The female population in the respective categories that is SC and ST are highest in Barkote & Tileibani.

The male literacy is higher than compared to female literacy in case of all community. ST literacy rate is lower than SC literacy.

We have three CD blocks and one educational district. There are 3 BRCs and 51 CRCs. Reamal has highest no of villages and both Barkote and Reamal have same no of GPs.

TABLE – II
URBAN DENSITY OF POPULATION

	Percentage of Urban Population	Sex Ratio (Females per 000' Males)	Density of Population (Per Sq.K.M.)
Deogarh	7.33	980	93

(Source : Census 200)

TABLE – III
LITERACY RATE

	Male	Female	Total	SC	ST	Rural	Urban
Deogarh	73.79	47.56	60.78	34.06	27.47	59.05	76.31

TABLE – IV
BLOCK WISE SEX RATIO

Block	Female per 000' Males
Barkote	982
Reamal	994
Tileibani	957
Deogarh Mpl.	980

(Source Census 2001)

TABLE – V
DISTRICT PROFILE

PRIMARY		UPPER PRIMARY	
Total Habitation	1046	Transition Rate	92.55
School Less Habitation	25	School less Eligible Habitation	23
Govt. Schools	326	Govt. Schools	140
Building less	NIL	Building less	NIL
Govt. Aided Schools	0	Govt. Aided Schools	
Sanction Teachers		Sanction Teachers	
Working Teacher	1227	Working Teacher	94
Govt. Aided Teacher	Nil	Govt. Aided Teachers	6
Total Child Population (CTS)	37612	Total Child Population	10435

Total Enrolment (All) (6-11 Yrs.)	36011	Total Enrolment (All) (11-14 Yrs.)	9383
Total Girls Enrolment (6-11Yrs)	17376	Total Girls Enrolment (11-14 Yrs.)	4513
Total Boys Enrolment (6-11 Yrs.)	18635	Total Boys Enrolment (11-14 Yrs.)	4870
SC Boys Enrolment (6-11 Yrs.)	3038	SC Boys Enrolment (11-14 Yrs.)	783
SC Girls Enrolment (6-11 Yrs.)	2883	SC Girls Enrolment (11-14 Yrs.)	719
ST Boys Enrolment (6-11 Yrs.)	7470	ST Boys Enrolment (11-14 Yrs.)	1861
ST Girls Enrolment (6-11 Yrs.)	7668	ST Girls Enrolment (11-14 Yrs.)	1701
Out of School Children (6-11 Yrs.)	1601	Out of School Children (11-14 Yrs.)	1052
Children with special needs	2501		

2.7 District at a Glance

The administrative setup of the district presented as follows:

(a)	No. of Sub-Divisions	:	01
(b)	No. of Tahasils	:	01
(c)	No. of Blocks	:	03
(d)	No. of Municipality	:	0!
(e)	No. of Gram Panchyat	:	60
(f)	No. of Villages	:	720
(g)	No. of Un-inhabited Village	:	164
(h)	No. of Police Station	:	04
(i)	No. Of Hospitals	:	01
(j)	No. of PHCs & CHCs	:	04
(k)	No. of PHC New	:	07

(l)	No. of Ayurvedic Dispensaries	:	03
(m)	No. of Homeopathic Hospitals	:	03
(n)	No. of Assembly Constituencies	:	011
(o)	No. of Parliamentary Constituencies	:	01
(p)	No. of Zilla Parisad Constituencies	:	09

Administrative Structure of supervising officers in education department

(a)	No. of District Inspector of Schools	:	01
(b)	No. of Sub Inspector of Schools	:	09

Administrative Structure of supervising! implementing officers in District Project Office, SSA, Deogarh. (in position)

(a)	No. of District Project Coordinator	:	01
(b)	No. of Intervention Heads	:	07
(c)	No. of Block Resource Coordinators	:	09
(d)	No. of Cluster Resource Coordinators	:	51

3.0 FIELD VISIT OF SCHOOLS / EGS/ AIE CENTRES

On the scheduled date i.e. 11.9.2006 (Monday) the district visit was conducted. The district project office, Deogarh was informed sufficiently earlier about the visit of the team (Annexure-I). As per the programme on the first day of visit the members of the team had a sharing meeting with the DPC and other officials of the district project office. The team collected the required information and documents on the areas to be included in the report. From the 2nd day onwards the team conducted field visit to schools. As mentioned earlier, there are three revenue blocks in the district, for each block two days were given and 33 schools/EGS/AIE centres per block selected at random were visited by the team and collected the required information and observed the items to be mentioned in the report.

3.1 Opening of Schools (Both Primary and Upper Primary)

As per information obtained from the State Project Office and Up dated by DPO, 01 BRC, 27 number of CRCs, 40 number of Primary Schools, 15 number of Upper Primary Schools and 35 number of additional classrooms have been sanctioned in the current financial year for the district.

As per the information obtained from the DPO, land for construction have been identified for all the schools sanctioned. During sample check and with the assistance of VEC members it was found that land has been identified for the schools and it was also verified from the bank passbooks that the VECs have received funds for construction of the school building.

As per the information received from the District Office construction have been taken up for 22 number of schools and Rs.3.15 lakhs have been released for construction. During field visit it was ascertained that 06 number of schools have been constructed upto to plinth level and 09 are at the foundation level.

It was also ascertained that the posts of teachers have not been sanctioned for these schools and no schools have received the one time grant of Rs.10,000/- / Rs.50,000/-. The schools are also not provided with any guidelines for utilization of these grants.

3.2 Civil Work

As per information obtained from district office the target for current financial year is to construct 40 primary schools and 35 additional classrooms. Except these no other civil work have been planned for taken up.

During visit in 09 number of schools it was seen that construction of schools/ additional classroom is going on. But the members of the VEC /SMC have not been trained so far. Community manual for civil work has not been provided. The district office has planned to provide the same during the training. Out of nine schools where construction is going on in 02 schools ramps were seen, and in other school they will be constructed in due time as construction is very slow.

It was also verified that the VEC is keeping records expenditure and materials for construction.

For technical supervision of Civil Works Block level Technical Consultant (TC) and District level Senior Technical Consultant (Sr.TC) have been employed. As reported by the members of the VEC the consultants visit the sites rarely.

The district office reported that there is convergence with Swajaladhara and Total Sanitation Campaign (TSC) in the district. 287 number of toilets have been taken up during 2004-05 and 2005-06 with a unit cost of Rs.40,000/- each (Rs.20,000 SSA, Rs.18,000 (TSC and Rs.2,000/- VEC) 65 number of tube wells have been sanctioned by RWSS under Swajaladhara scheme. But during field visit the team did not find satisfactory provision and progress in toilets, sanitation and safe drinking water facilities.

The impression of the members of the MI who visited the district is not satisfactory so far quality of civil work in the district is concerned.

There is no third party evaluation of civil work in the district. Though the state office is contemplating to do so.

3.3 Text Books

All the SC, ST and Girls students have received free text books from SSA fund in the district. All the general category students have received free text books from state grant fund. Free text books were given to all students in the month of July, 2006.

3.4 School Grants

The district office could not supply concrete information relating to school grants sanctioned for the schools. The members of the monitoring team though verified the pass book of school grants and found the account alright, express their dissatisfaction over the issue due to lack of U.C.

3.5 Teacher and Teacher Training

Relating to teacher and teacher training, no additional teachers have been appointed in the district. On the day of visit all the teachers were present in the schools except 03 teachers who were, on leave for their personal work. No case of habitual absentee were identified in any school. The rapport of the teachers with the students was found to be very favourable. As regard teachers training the district office could not supply any concrete data. During field visit when the teachers were inquired, they informed that they have attended training on IED, MDM and Gender sensitization.

3.6 Teaching Learning Material (TLM) Grants

Relating to TLM grants also the district office could not supply required information. However in the field, it was seen that the teachers have received TLM grants and have utilized the grant. But the performance is not up to mark and utilization of TLM grant in not satisfactory.

3.7 EGS and AIE

The number of EGS centres functioning in the district are 276. There are no NRBC / RBC centres functioning in the district. The target number of children are 2653. The number of children actually enrolled are 5959 and all the students are attending the centres.

The total number of EVs working in the district are 348. All the EVs have been imparted 03 days training on Learning Disabilities. The training was imparted by BRGs and DIET faculties. The EVs are given academic support by BRCs and CRCs regularly. The minimum educational qualification of EVs is matriculation and they get raining only after the opening of the centre.

The EVs get a monthly honorarium of Rs.1,000/- and it is paid by Bank A/C. It is paid by VEC and payment is not made regularly. The honorarium last received was for the month of March, 06.

During field visit it was revealed that the EVs are regular in attendance.

There is no designated district co-ordinator for EGS and AIE in the district. The planning coordinator is kept in-charge of EGS and AIE. He has not received any capacity building training programme on EGS and AIE conducted by SPO.

There is no monitoring format available with the DPO on which SPO can take information regarding EGS /AIE centres functioning in the district.

During 2005-06, 41 number of EGS centres were upgraded. During current financial year there is no such proposal. However SPO has issued necessary instruction for upgradation and has released funds for the same.

During field visit it was found that centres have actually been upgraded during 2005-06.

Land for construction of upgraded primary schools have not been identified and funds have not been placed with the VECs.

The EGS centres visited have durries, blackboard, books and TLM. MDM is supplied to the children of the centres. All the boys were present in the centres on the day of visit and few girls students were absent. The achievement level of the children seems to be poor. The rapport of the EVs with the children is good. The EGS/AIE centres are using free text books supplied by the DPO. There was no delay in the supply text books.

3.8 Children with Special Needs (CWSN)

As per report of the DPO 2501 number of children with special needs have been identified and 1913 have been enrolled in the district during current financial year (Annexure-I & II). In the district 21 number of children are provided with tricycle, 19 with wheel chair, 06 with blind stick and 95 students with hearing aid. Except extra strong hearing aids all other aids and appliances are easily made available.

Three number of resource teachers have been identified in the district. One number of NGO Amarjyoti, Deogarh is associated with CWSN in the district. No guidelines has been issued to the resource teachers or the NGO except one 03 day training.

There is one IED coordinator in the district office and he has attended capacity building programme at the state level. The state has developed a monitoring format and quarterly information is submitted to the S.P.O. by the DPO.

In the district visited 97 schools have been provided with ramps and not a single child is provided with home based support during the current financial year. As per the report of the DPO, 887 number of parents of CWSN children have been given counseling during the current financial year. During the period of field visit 1607 number of children with special needs were present in the schools and EGS centres.

3.9 National Programme for Education of Girls at Elementary Level (NPE-GEL)

In the district 15 number of Model Cluster Schools have been made functional (Annexure-iii). During field visit the members of the team found that sports materials and lady bicycles have been provided to MCS. For other items funds have been placed to each MCS. Training on gender sensitization has been imparted to teachers. As reported by the VECs, monthly competitions of girls and post card distribution is going on in MCS to mobilize community and women group in favour of girls education.

Funds have been released three time during 2005 amounting to Rs.83,000/- to MCSs in the district.

One district gender coordinator is in position now. A monitoring team has also been constituted for girls education at district level but the team is not operational till now.

Number of ECCE centres functioning in the district under SSA is 95 and under NPEGEL is 30.

The State Office has prescribed a monitoring format for NPE GEL and ECCE but the district office has not made it operational till now.

3.10 Kasturba Gandhi Balika Vidyalaya (KGBV)

The district has not yet launched the Kasturba Gandhi Balika Vidyalaya Scheme.

3.11 District Information System for Education (DISE)

In the district office requisite computers and computer operators have been put in position. The time schedule drawn up by the State office for DISE/ EMIS is 30 September, 2006. Data capture formats were last supplied to schools in the month of December, 2005. One day orientation was held on dt.8.12.2005 at district level for filling up of data in DCF. The BRCC and CRCC have been instructed to verify 5% of the data collected. They were also oriented for this verification work on 8.12.2005. The data so collected and verified was passed on to SPO during November, 2005.

3.12 Research and Evaluation

As per the information obtained from the district office, the pedagogy coordinator dealing with research and evaluation. A research committee has been constituted. On the day of visit it was seen that research proposals have been invited from prospective scholars.

3.13 Functioning of VEC

In the district a total number of 4689 VECs/SMCs have been constituted and a guideline entitled "Orissa Bidyalaya Shikshya, 2000" is supplied total VEC & SMCs. Attention has been given to adequate representation of women. In most of the schools the meeting of the VEC is held once in a month. All members use to attend the meeting. Till date 82% of the members of the VEC have been oriented. The gender coordinator is at present in charge of community mobilization in the district. In the schools visited, the VECs keep records of meeting and expenditure properly.

3.14 Staffing at State and District level

So far the self position at the district level in concerned there are 27 number of sanctioned posts in the district office, out of which 07 posts are vacant . One post of technical consultant, one post of gender coordinator, one in MIS, two posts in finance and one computer programmer posts are vacant.

3.15 Mid-Day-Meal Scheme

In all the schools visited, daily hot cooked food is served to the students. Daily rice and dal is served. There is no variety in the menu. Green vegetables are not added in the daily meal. Neither egg nor fruit is served to the students. When inquired it was known that the children are happy with the quality and quantity of food. Children are not given micronutrients or de-worming medicine in the school. It was observed that all the children are taking MDM in rural and tribal areas and 10% in urban areas are not taking MDM.

In all the schools one cook and one helper is appointed to cook and serve food to children. All the cooks and helpers are women from under privileged community like SC/ST. In few schools widows are also engaged. The cook and helper get a monthly honorarium of Rs.200/- and Rs.100/- respectively. On inquiry it was found that they are not paid their Honorarium for last 05 months. In no school pucca kitchen shed is available. The food is cooked either in school varandha or in a temporary shed. Food grain is stored in the classroom or headmasters office. Water is made available from the bore well of the schools. All the schools have utensils for cooking purchased from SSA fund. In all the schools visited fire wood is used as fuel.

Relating to safety, Hygiene, cleanliness and discipline the general impression of the team is good. In the schools the children are advised to wash their hands and dishes before and after consumption of food. They take their food in an orderly manner and are instructed to use water properly. In no school any discrimination of caste or gender was observed. Participation of parents or VEC member is very rare during MDM. MDM programme is not regularly supervised by any official.

3.16 Additional Items to Check during School Visit by M.I.

During school visit it was ascertained that during last academic year the school functioned for 228 days.

Though the schools are located in proper places, physical facilities are not sound in 80% of schools. SSA intervention on civil work is not up to mark in the district. More than 80% of schools are functioning in their old buildings. There are proper sitting arrangement for children and black board but TLM are inadequate. The schools do not have adequate play materials.

In all the schools visited students attendance is not a problem. All most all the children are attending classes.

Unit test, monthly test, half year examination and annual examinations are conducted to assess students level of achievement. The achievement level of the children is average in most of the schools. The rapport of the teachers with the students is good in all the schools. The visiting team did not find any under / over age children in any school. There was not a single case of retention in any school.

3.17 Any Other Issues Relevant to SSA Implementation

The members of the team feel that attention need to paid to the following aspects of SSA in the district.

- Intensive teacher training programme.
- Selecting dynamic and Progressive BRCC and CRCC.
- Intensive capacity building of BRCC and CRCC.
- Revamping the functioning of the District Office.

4.0 OVERALL OBSERVATION

The members of the visiting feel that the district as a whole and specifically Tileibani Block is educational very backward. Time bound purposive plan needs to be implemented for the district. In respect of all the intervention of SSA, special attention need to be given. The district office it self has to be strengthened and revamped.

In case of MDM, the quality of food is very poor. The quality of dal is very inferior and is equivalent to cattle feed.

An inter disciplinary approach has to be adopted to improve the implementation of all these aspects.

REPORT OF DISTRICT VISIT
TO SUNDARGARH (ORISSA)
FOR MONITORING AND
SUPERVISION
OF
SARVA SHIKSHA ABHIYAN

**FOR THE PERIOD
OF
1ST SIX MONTHS 2006-07
Submitted to
The M.H.R.D. Govt. of India**



**Dr.P.M.INSTITUTE OF ADVANCED STUDY IN EDUCATION,
SAMBALPUR
ORISSA-768001**

**REPORT OF DISTRICT VISIT TO SUNDARGARH (ORISSA)
FOR MONITORING AND SUPERVISION OF S.S.A. BY
DR.P.M.INSTITUTE OF ADVANCED STUDY IN EDUCATION, SAMBALPUR**

1.1 DISTRICT PROFILE

The district has a total geographical area of 9,71,200 hectares having 3 Sub-Divisions, 17 C.D. blocks, 9 Tahasils, 4 Municipalities, 262 Grampanchayats, 1744 villages and 3870 habitations.

It has a total population of 17,20,725 out of which 8,75,801 are male population and 8,44,924 are female population. (As per latest figures of D.P.C. Office, Sundargarh). The population of SC and ST are 1,57,745 (8.62% of the total population) and ST are 9,18,903 (50.21% of total population) respectively. Out of the total population 6,29,194 (34.40%) reside in urban habitation and 12,01,479 (65.60%) reside in rural habitation. The density of population (per Sq.K.M.) is 188 having an over all literacy rate of 65.22 per cent.

1.2 EDUCATIONAL PROFILE

The revenue district Sundargarh is under one education circle and is under the control of one Circle Inspector of Schools (C.I.). Again it is divided into three education districts namely Sundargarh, Rourkela and Bonai. Out of 17 blocks and 4 Municipalities of the district 9 blocks and 2 Municipalities come under Sundargarh Education District, 4 Blocks and 2 Municipalities come under Rourkela Education District and rest 4 Blocks come under Bonai Education District. Again there is one D.I. of Schools who is exclusively in-charge of all primary and upper primary schools under welfare department. Each education district is headed by one District inspector of Schools. Thus there are 3 D.I. of Schools who are the additional D.P.C. of SSA functioning. Again each block of an education district is divided into three circles and in each circle there is Sub-Inspector of Schools and District Project Co-ordinator is in the over all administrative charge of all SSA activities undertaken throughout the district.

The district had not been included under DPEP. It has been included under SSA in the year 2003. There are 17 Block Resource Centres with 289 Cluster Resource Centres.

**TABLE 1.1
EDUCATIONAL ADMINISTRATIVE SET UP OF THE DISTRICT**

Education District		Block/Municipality	No. of S.I.	No. of D.I.
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Sundargarh	1.	Hemgir	04	-
	2.	Levipada	03	-
	3.	Tamganpali	02	-
	4.	Sundargarh	03	-
	5.	Subdega	02	01
	6.	Balishankara	04	-
	7.	Bargaon	02	-
	8.	Kutra	02	-
	9.	Rajgangpur	-	-
	10.	Rajgangpur (MPL)	01	-
	11.	Sundargarh (MPL)	01	-
Rourkela	1.	Lathikata	02	-
	2.	Kuarmunda	02	-
	3.	Nuagaon	03	-
	4.	Bisra	01	-
	5.	Biramitrapur (MPL)	01	-
	6.	Rourkela (MPL)	01	-
Bonai	1.	Bonaigarh	03	-
	2.	Lahunipada	03	01
	3.	Gurundia	03	
	4.	Koira	03	
TOTAL		21	49	03

The total district has 1849 number of Upper Primary Schools, 540 number of Primary Schools, only one Kasturba Gandhi Balika Vidyalaya, 1461 number of Primary EGS centres, 74 number of Upper Primary EGS centres and 131 number of Model Cluster Schools.

1.3 OUT OF SCHOOL CHILDREN

As per the report of Orissa Child Census, the child population within the age group (6-11) is 217099. Out of the population 10628 number of children are out of school. Similarly in the age group of 11-14, the total number of children is 72623 out of which 6160 are out of school.

1.4 QUALITY EDUCATION

From the Learning Achievement Tracking System the average achievement level of students had been assessed. The percentage of students passing a class with more than 60% of marks is 36 per cent. The percentage of students passing a class with more than 50% to 60% of marks is 42% and rest 22% of children scores below 50% of marks in the examination. With this background of data presented by the members

of SSA, Sundargarh. The team visited more than 119 schools of Sundargarh district and the observations made in the following manner as per the guidelines suggested by MHRD, Govt. of India.

TABLE 1.2
SELECTED SCHOOLS FOR VISIT

Sl. No.	Name of the Block	Sl. No.	Name of the School		
1.	Sundargarh (MPL)	1.	Ratha Nodal U.P. School Patrapali		
		2.	Dharmasala U.P. School		
		3.	Dharmasala U.P.School		
		4.	Thanapada U.P. School		
		5.	Bousapada EGS Centre		
2.	Hemgir Block	6.	Dudka U.P. School		
		7.	Bapuji Nodal U.P. School, Balingu		
		8.	Tumulia Nodal U.P. School		
		9.	Haldibahal Primary School		
		10.	Shikerenpali Primary School		
		11.	Chhitrendihi E.G.S.		
		12.	Sunajori E.G.S.		
		3.	Lepripada	13.	Deoli Primary School
				14.	Kuturma Primary School
				15.	Benidhipa Primary School
				16.	Chatenpali U.P. School
17.	Beldhipa E.G.S.				
18.	Naikpada E.G.S.				
4.	Tangarpali			19.	Batankela U.P. School
		20.	Nuamunda Primary School		
		21.	Bhangrimunda Primay School		
		22.	Tangarpali U.G.M.E.		
		23.	Bandhapari E.G.S.		
		24.	Sandhabakhhol E.G.S.		
		25.	Maliguda E.G.S.		
		26.	Belsara Primary School		
		27.	Ujjalpur Girls Primary School		
5.	Bargaon	28.	Bargaon Boys Primary School		
		29.	Kaninura Primary School		
		30.	Bargaon Girls Primary School		
		31.	Bibal Primary School		
		32.	Lakaraghara Primary School		

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|-----|----------------|---|
| 6. | Rajgangpur | 33. Chalana Munda Primary School
34. Lamloi Project U.P.School
35. Badgadhiapali U.P. School
36. Gountialona E.G.S.
37. Teterkela U.P. School
38. Project Primary School, Jampali |
| 7. | Rajgangpur MPL | 39. Bhutulutoli E.G.S.
40. Ranibandha U.G.M.E. School
41. Bastia U.P. School
42. Town Primary School
43. Town Primary School
44. SAM Urdu U.P. School |
| 8. | Kutra Block | 45. Kutra U.P. School
46. Dhangriguda Primary School
47. Langiberna Primary School
48. Langiberna Nodal U.P. School |
| 9. | Subdega Block | 49. Sathjore Primary School
50. Girjapada Primary School
51. Tangargaon Primary School
52. Saliadhipa Primary School
53. Tedhikhala Primary School |
| 10. | Sundargarh | 54. Bedhatoli Primary School
55. Kadallibahal U.P. School
56. Dargijore Primary School
57. Deherimunda Primary School
58. Sankara Primary School
59. Kalamdihi Primary School
60. Badmal Primary School
61. Karamdihi U.P. School
62. Nabrangapur EGS |
| 11. | Balishankara | 63. Bamidpur Cluster Primary School
64. Talsara Nodal U.P. School
65. Tumalia Nodal U.P. School
66. Batemura Primary School
67. Tamlapal Primary School
68. Kadopani Primary School |
| 12. | Rourkela MPL | 69. Godakola EGS Centre, Shantinagar
70. Godakola EGS Centre B |

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|-----|--------------|--|
| | | 71. Badbadi EGS Centre |
| | | 72. Bhumjitola EGS Centre |
| | | 73. Uditnagar Centre Primary School |
| 13. | Lathikata | 74. Lathikata Primary School |
| | | 75. Bada Sonabarat EGS Centre |
| | | 76. Asurchhapal Primary School |
| | | 77. Mission Primary School |
| | | 78. Sarana Govt. Primary School |
| 14. | Bisra | 79. Barhabans U.P.School |
| | | 80. Kapalmunda EGS Centre |
| | | 81. Kapatmunda U.P. School |
| | | 82. Mission Primary School, Kapatmund |
| 15. | Nuagaon | 83. Kandarkela U.P.School |
| | | 84. Hatibari U.P.School |
| | | 85. Nuagaon Primary School |
| | | 86. Block Colony Primary School |
| | | 87. Girjatoli Primary EGS |
| 16. | Kuarmunda | 88. Andalijan Sahram School |
| | | 89. Majhapada U.P.School |
| | | 90. Padampur U.P.School |
| | | 91. Sanjore EGS Centre |
| | | 92. Salangabahal Primary School |
| 17. | Biramitrapur | 93. Brahmanmara U.P. School |
| | | 94. Alexzandar U.P.School |
| | | 95. Birigotali EGS |
| | | 96. San Brahmanmara EGS |
| 18. | Gurundia | 97. Gurundia Primary School |
| | | 98. Barghat Primary School |
| | | 99. Madhapur U.P.School |
| | | 100. Deoghar EGS Centre |
| | | 101. Birtola Project Primary School |
| | | 102. Primary School, Narendra |
| | | 103. Govt Upper Primary School, Narendra |
| 19. | Lahunipada | 104. Darjing Nodal U.P. School |
| | | 105. Ateikuch U.P.School |
| | | 106. Juniani Primary School |
| | | 107. Juniani EGS School |
| 20. | Bonal | 108. Badadihi Primary School |

21. Koida
109. Jharbeda UGME School
 110. Kasturba Gandhi Balika Bidyalaya
 111. Govindpur Nodal UP School
 112. Dareikela Project U.P. School
 113. Deogan Primary School
 114. Jumudilli U.P. School
 115. Kalta U.G.U.P. School
 116. Tensabasti U.G.U.P. School
 117. Relhatu Project U.P. School
 118. REIhatu Project U.P. School
 119. Gopra Primary School

1.5 DETAILS OF VISIT

1. Visiting Team :
 1. Dr.Nirupama Barpanda, Sr.Lectuer
Dr.P.M.IASE., Sambalpur
 2. Dr.Narendra Ku. Biswal, Res.Asst.
Dr.P.M.IASE., Sambalpur
2. Date of Visit : 31.08.2006 to 10.09.2006
3. Method of Data Collection :
 1. Sample visit of 119 schools from all 17 Blocks and 4 Municipalities of District.
 2. Interaction with the Village Headmasters, Headmistress, Teachers, Members of VEC, PRI members, Women's Group and working personnel SSA.
 3. Observation of classroom situation and interaction with the students.
 4. Case studies.
 5. Data collected from Secondary Sources (Records from the School and SSA Office)

As per the decision of the Institute the team consisting of Dr. N.Barpanda and Dr.N.K.Biswal proceeded to Sundargarh on 31st morning of August, 2006 and reached there at 11.00 am. The team was greeted by the SSA officials. Sri Manidatta Roy, Planning Co-ordinator invited us in the office chamber of DPC. Sri

Florence Samaria, District Project Co-ordinator was seriously ill for which he was present in the office. The first interaction with the team was made. The following members were present.

1. Sri Manidatta Roy, Planning Co-ordinator
2. Sri Rudra Narayan Mishra, Finance Co-ordinator
3. Sri Aurobindo Suta Technical Consultant
4. Sri Manoranjan Sahoo, Pedagogy Co-ordinator
5. Sri Priyabrate Nayak, Gender Co-ordinator
6. Sri Parsant Ku. Saraf, IDQ, Media.

In between the presentation Sri Samaria, Co-ordinator joined the team and intimated all the members to cooperate the monitoring team. As per the schedule all the co-ordinators presented their progress of work relating to their respective sections. Dr.Nirupama Barpanda explained the objectives of their visit. She presented that the objectives of the visit was not to find fault with any body but to find out the ways and means to operate the various units of SSA. It was decided to go to the schools, interact with the persons of various level, observe the class room situation and interact wit the students. It was instructed to all concern to make ready of all papers for ready reference.

1.6 SELECTION OF SAMPLE

The district has 21 educational units, 17 blocks and 4 Municipalities. In order to make the sample representative was decided to select at least a total of five schools including one from EGS center on the basis of stratified random sampling procedure. The block will be identified and from each block five units (4 Primary schools and one EGS centre) will be selected randomly. Thus a minimum total number of 110 schools would be selected and no reference letter or prior intimation would be sent. The team along with planning co-ordinator ad concerned BRCC would go and visit the schools. Accordingly the following schools had been selected for visit by the team.

1.6 DETAILS OF OBSERVATION

1.6.1 Opening of Schools (Both Primary and Upper Primary)

In 2005-06 a total no. of 30 primary schools and 66 upper primary schools are to be opened. All the new schools have been opened. For the construction of school building 37 new primary schools already completed and 165 number additional class rooms are already completed. For the construction of the school land had been identified in consultation with the VEC members The VEC had already received the amount for such construction. Ninety per cent of Civil works had already been completed. The rest 10 per cent of works are at the final stage. The team visited Ratha Nodal U.P. School and discussed with Sri Bonsidhar Naik, Headmaster and Sri Minketan Patel, President of VEC. The President of VEC was a contractor previously and the personally took interest in construction work. The building was very strong. The team also visited Police Nodal U.P. School. The Headmaster, Sri Hemanta Kumar Patel and Sri Ajit Kullu, the President showed the pass book and all the

accounts of expenditure relating to the construction of additional class room. The demanded for a boundary wall for their school. The required number of teachers for the schools have to yet been done up to date. Out sixty per cent of teachers have been appointed including the regular teachers. So the district is in need of 40 per cent of teachers. When asked about this the DPC answered that the appointment of teachers is the decision of Government of Orissa, when the Govt. is to taking any decision they can not do anything. In he whole district 0 per cent of schools are single teacher schools. In the Municipality area of Rajgangpur a school was named Banakhaman U.G. M.Ed. School was running with only one teacher. The total number of class is 1 to VII. The only teacher Sri Guru Charan Ba had to look after the seven classes at a time. When asked to the students of Class-VII the students had not provided with any routine though the session had stated from April, 2006, Like this there was only one teacher in Bhaluduma Project U.P. School.

So these are the examples of some following schools running with single teacher only.

TABLE - III
LIST OF SINGLE TEACHER SCHOOLS

Sl. No.	Name of School	Classes
1.	Malidihi Project U.P. School	I to VII
2.	Ghogar Project U.P. School	I to VII
3.	Jareikela Nodal U.P. School	I to VII
4.	Badnuagan U.P. School	I to VII
5.	Alnanda U.P. School	I to VII
6.	Tanatoli U.P. School	I to VII

The S.I. of Schools, Sadar Block Sri Khusiram Naik, explained that the schools were only functioning, but in this situation quality could not be ensured. Sri Mahendra Patel, the BRCC of Tangarpali Block expressed that the expected quality could not be ensured due to shortage of staff. This was the major problems of SSA Sundargarh.

All most all new primary and upper primary schools had received the one time grants of Rs.10,000/- for teaching learning equipment at Primary level and Rs.50,000/- per school at upper primary level. But this amount had been utilized for either construction of rooms or for purchase of table, chair and blackboard. Of course 50 per cent schools had purchased chalk, duster etc. A serious monitoing and supervision in this regard

is required to be done. At most all headmasters of 19 schools visited so far, did not reply a satisfactory answer relating to utilization of this grant. Even 90 per cent of them did not know about the guide line provided to them for the utilization of this grant.

1.6.2 Civil Work

The status of civil work including spill over for construction of BRC building, CRC building, new primary school up graded school, additional class room, toilet, water facility for this year is as follows :

TABLE -IV
PHYSICAL STATUS OF CIVIL WORK

Activity	Target	Completed	Yet to be completed	Percentage of work yet to be completed
BRC Building	15	08	07	47%
CRC Building	64	46	20	31.7%
New Primary School	29	17	12	41%
Up-Graded School	155	104	51	33%
Building Less	41	32	09	22%
Primary + U.Dilapited school	126	44	82	65%
Additional Classroom	481	405	76	16
Toilet	292	292	-	-
Water Facility	63	63	-	-
Boundary Wall	37	37	-	-

From the above table it is found that more than 60 percent of civil works had already been completed except in dilapidated school building 65 percent of work is yet to be completed. The target of most of the civil works yet to be completed is in Koida Block. In the interactive session with BRCC, CRCC, C.I and D.I in Bonai Educational District the S.I Sri Pradhan presented that 70 percent of civil work was yet to be completed in the said block. The reason is due to rainy session and lack of monitoring the work which had not been taken up. He promised before the team to look into the matter seriously. The VEC had not been trained by technical person. They did not have any guideline for construction of civil work, but all the works had been supervised by J.E. of SSA. Almost all the construction sites had been supervised by more than 3 times by the J.E. Sri Aurobinda Suta, during the foundation, lintel and roof stage. The circular from the SSA had been dispatched but it had not been read seriously by the VEC members. All the schools had maintained account of funds and materials for construction. But this information was not shared by the teachers of school or by the other members of VEC.

Ninety five percent of VEC members and 85 percent of teachers did not know the actual amount spent for different aspects of civil works. It was known only to Headmasters and Presidents of concerned school.

There is convergence with total sanction campaign programme and with other agencies of the district as a result of which a total number of 292 toilet and 63 water facility had been created in the district by the held of a specialized agency not by the VEC. The quality of construction sites are quite satisfactory The team had also interested with the villagers regarding the quality and no complaints had been received. The civil work is supervised by the district SSA authority through a technical person and regular monthly review meeting were being conduct to review the progress. However, the quarterly report is being sent to SPO. There is no third party for evaluation of all these works.

1.6.3 Text Book

During this year (2005-06) the total number of children of Primary school and upper primary including EGS was 172018. The target of text book for these number of children were fixed. As per the version of SSA office the text book were received except science book of Class-VI, Oriya class-VI. On the spot when verified in almost all schools all the children of all the classes had not received the free text books though already 4 months had been passed. Miss Rupali Dehury of Class-III of Siarpali U.P. School expressed her concern for the text books. So also Sujata Bag, Class-VII of Kurma U.P. School worried for her half yearly examination without text books. Though the instruction is to distribute text books within one month it is not strictly adhered to it. All the students of all the classes are not distributed with the total set of books.

1.6.4 School Grants

All the eligible schools had already received the school grants. Guidelines relating to utilization of the grant had been received also, but except the Headmasters non of the teachers know about the guide lines. The DPO had not made centralized purchase for schools out of the school grant. The VEC had received the amount in time in BRCC meeting at a time and there was no delay in utilization of grants. All the schools visited had utilized the grant in the following manner as viewed by the Headmaster and president of VEC.

1. White washing of the school 75 per cent.
2. Repairing of window and door 10 per cent.
3. Roofing (tiling etc.) 1 per cent.

The team verified the pass book and expenditure statement maintained by school in the spot.

1.6.5 Teachers and Teachers Training

Out of the total teachers sanctioned to the district in the year 2005-06, 60 per cent of teachers post are lying vacant. Some SSA teachers had been appointed but it did not serve the purpose. All most all the teachers attended the teaches training programme conducted by SSA. They expressed their satisfaction regarding the conduct of training, but 50 per cent of them expressed that Resource persons should come from

outside to train them. Anupama Satpathy, Assistant teacher of Madhupur U.P. School viewed that they would learn more if resource persons could come from outside.

The mode of recruitment of SSA teachers are of contractual basis. They are appointed as Swechha Sewi Sikhya Sayhayak with a consolidated Rs.1,500/- per month. The Govt. of Orissa is the appointing authority. No regular appointment had yet been done since long. The newly appointed teaches with Rs.1,00/- are more qualified than the regular teachers. They are doing the same job as regular teacher with less amount of honorarium. This created a sense of dissatisfaction among them. Some times they performed better but there is no job satisfaction. Sarita Karali a SS teacher of Police Nodal U.P. School expressed her dissatisfaction regarding this. The VEC/ Panchayat etc. is not empowered to make any appointment. However, in some schools due to shortage of teachers the VEC had appointed some teachers. They provided them with Rs.500/- per month which is very meagre. The local Youths are functioning as volunteer to teach. Sri Abhimanyu Bag of Haldibahal Primary School had been teaching in the school since five years with a salary of Rs.200/- only. Though the VEC was satisfied with his performance they could not increase the salary. Sri Ballav Patel, President of Tumulia Nodal School expressed his inability to increase the honorarium. Rather he requested the Monitoring team to regularize his post. Sri Rahim Nayak of Tumulia Nodal Primary School also received a sum of Rs.500/- as a community. The teachers were found to be sincere except one teacher Sri Akhya Jena of Rajgangpur Block who was a habitual absentee. That case had been referred to D.I. for immediate action.

The district had achieved its target of imparting training to all primary school teachers of the district. It had completed first round training of Udaya, Unmesh, Jagruti (English). The venue of the training were either at SSA office at district headquarter or at BRCC building. The module were prepared by State Resource group. The DRG group were trained by State Resource Group. The training were to be supervised by the State Resource Group but hardly they visited the training camps due to heavy pressure of work. More than ninety per cent teachers viewed that their training were not supervised by any member of State Resource Group. There was the provision of receiving feed back but CRCC and BRCC who were supposed to supervise their classes they supervised very few number of classes. Only 30 per cent teachers viewed that BRCC come to their school for supervision and feed back. CRCC came to the schools but they never looked into the academic aspects.

The EGS teachers had been given refresher training of 60 days also. The training was at BRCC building. It was planned to cover alls the teachers of the district. The SSA team ad prepared the calendar of training throughout the year.

The teachers wanted to have more training in English, Oriya especially in grammar lesson. They did not know how to conduct class on grammar through activity based teaching.

The total number of BRCC and CRCC required for the distinct had not yet been fulfilled. The BRCC and CRCCs were expected to visit the school at regular intervals. But due to shortage of teachers they had to perform dual changes. They could not give justice to academic part. Sri Fakir Mohan Pruseth, BRCC of Bargaon Block had to perform 3 roles at a time. He had to take charge of Headmaster of a school, Asst. Teacher of another school and BRCC. There as no systematic supervision notes available either in the school level or at

BRCC level. The BRCC and CRCC also personally not keeping the notes regularly. The S.I. of Schools were engaged in administrative affairs. They were also over burdened. Sri Dushasan Buiyan of Rajgangpur Block expressed that they were not giving justice to the schools. Some S.Is. did not know the exact location of schools under their inspection.

The D.I.E.T. is expected to provide educational leadership in the state. But except teachers training they never go to schools. There is also acute shortage of staff in DIET, Sundargarh. Orissa Govt. is not making regular appointment of teachers educators. The faculty members are not being involved in action research or monitoring of BRCC/CRCC. They are also not extending their academic support to EGS/AIE centre except imparting training to the volunteer of these centres. The SPO had to supervise and ensure the quality control. Only in monthly review meeting they discussed all these but serious supervision is not made. During some special visit SPO and his officials came to the district and the frequency is very less. During the last year SPO had come twice and his officials visited 4 times.

The training received by the teachers were hardly followed in the classroom. Only 30 per cent teachers followed the training received. They still followed the traditional pattern. All the students learn traditional patterns observed by the team. The teachers hardly used TLM in their classes. The team members observed almost all the classes of the school they visited and interacted with the students. The students expressed that their teachers hardly use any teaching learning materials. Mahendra Patel, the Resource Person as well as the BRCC of Tangarpali expressed that only 30 per cent teachers followed the training imparted to them. Sri Kishore Kumar Chowdhury a teacher of class V of Bapuji Nodal Upper Primary School, Balinga was teaching mathematics in a traditional manner. So also Smt. Debaki Patel of Bastia U.P. School, Rajgangpur Block was teaching science without any aids.

2.6.6 Teaching-Learning Materials Grant

All the eligible teachers had received the TLM grants of 500/- each during the session 2005-06. A total amount of Rs.27,46,000/- had been sanctioned and distributed to 5492 number of teachers. All the teachers had been imparted training on preparation and utilization of TLM. The training was imparted at BRCC building for 7 days. The procedure of utilizing the grant was discussed but in practice in school the detailed register of TLM per teacher was not maintained. In the year 2003-04 there was no any instruction issued from SSA office. Thus the headmasters of respective schools received all the amount and purchased materials centrally as suggested by the teachers. All most all the teachers were dissatisfied regarding this procedure. However in the year 2005-06 the teachers had received Rs.500/- personally but the school did not maintain a systematic register of it. The teachers were not able to show any thing while asked them to do so. Debaki Patel. Asst. teacher of Bastia U.P. School was teaching since without any aids. So also Suprava Patel of Kutra Primary School was teaching in Class VI, English without any aids. Without any storage facilities they were not able to store the materials whatever they had prepared as reported by them. This year 2006-07 the grant had been recently released. Though already 3 months had passed no teachers had purchased/ prepared teaching materials out of these grant. The teachers were seen to be very casual of utilizing these grant. However there were good examples of utilizing T.L.M. grant by some teachers, but the examples are very few. Durjan Patel, Headmaster of Tumulia Nodal U.P.

School had maintained the T.L.M. register systematically. Sri Chudamani Patel of Haldibahal Primary School had prepared TLM beautifully and had developed TLM corner. He was the resource person of preparation of TLM training. But in his school there are five classes and including himself there are only two teachers. Thus he found difficulties in attending himself there are only two teachers. There is no provision of cross sharing and demonstration of good practices amongst teachers done. The team did not come across of any such incidence reported by the teachers.

1.6.7 EGS and AIE

The total number of EGS and AIE in the district so far sanctioned is 1595, the total of EV is 1652 and the total number of children enrolled is 45637. All the children are not attending the classes regularly. As reported by EV Tulsa Minz of Majhapada EGS centre around 60 per cent students are attending the classes. The working children, dropout were encouraged to attend the classes. Ms. Munni Tigga, aged 12 of Gadhatola B-EGS centre and Sri Pradeep Munda aged 10 wee encouraged to attend the classes. Some EVs are very enthusiastic e.g. Premalata Mishra of Gadhatola B-EGS centre is a very enthusiastic and regular where as Bijyalaxmi Tripathy of Godatola A is very irregular in her attendance. These centres are required to be monitored strictly. The BRCCs as well as S.Is. of Schools hardly pay attention towards these centres. One of the EV ad closed his centre since long but it had not been noticed by the BRCCs and the EV had been engaged in child tracking assignment. In the village the villager reported that the EV was not coming to the centre. In some cases the entry of the students in EGS center as well as in primary school had been made double e.g. in Godhatola A, EGS centre same students were also going to primary schools. In some cases the distance of primary school and the EGS centre is less than half km. In such cases the children of EGS should be encouraged to come to regular primary school.

The EVs had been trained once during their appointment. They were satisfied with their training but they were in need of refresher training. They lack the educational input from BRCCs and CRCCs. They were not supervised by these people regularly. The educational qualification of these EVs is matric passed (Class X). They were in need of academic support. They received a honorarium of 1000/- in cheque from VEC during the first week of the month. Some of them are very regular but 30 per cent of them are very irregular. This is to be monitored strictly.

A total number of 70 EGS have been upgraded and funds had already been transferred to VEC. The construction had been started and it is in roofing stage. A total number of 909 centres had been mainstreamed. All the centres had received durries, blackboard, books, TLMs. Seventy per cent EVs are maintaining the records regularly but 30 per cent are not. On the date of visit in almost all centres the attendance was from 30 per cent to 60 per cent. The achievement level of children studying in these centre is satisfactory. The rapport between EV and the children is quite satisfactory. They are using the same free text book as prescribed for the normal primary school children.

1.6.8 Children with Special Needs

A total number of 10222 children in the district are in special needs. 24 medical assessment camps have been organized covering 9871 children with special needs. 80 visually handicapped children. 25 heavy impaired children, 151 theme based camps have been organized. Screening camps of cleft lip palate for surgical correction was organized benefiting 1200 children, All the children had been provided with the aids. There is no difficulties in getting and utilizing the aids and appliances. A total 1950 number of resource teachers had been identified and training had been imparted to them. No NGO had been involved in this work. The district has a IED co-ordinator, named Sri Prasanta Kumar Saraf. He had already attended the capacity building programme organised by State authority. The state had developed a prescribed format for monitoring and it had been filled up. Eighty-eight number of schools had been provided with ramps 801 nos. of children had been provided with home based support during current financial year. The monitoring Institution team had interacted three children of three schools and found them happy by reading in the normal schools.

1.6.9 N.P.E.-G.E.L.

From the total district 151 number of clusters had been targeted during the financial year for girls education. These centres had been made functional for achieving the target 117596 nos. girls education. Toilets had been constructed. The teachers of these clusters had been trained with gender sensitization teaching learning materials, vocational training. Women's groups had been formed in each school in order to attract the girls children to come to school. The team meet many of the women's group for interaction. Smt. Mita Ghasi of VEC of Police Nodal U.P. School who was quite satisfied with the functionary of the school where as Smt. Snealata Chowdhury a member of MTA told that because of one teacher in the school the progress of the students were seriously hampered. If mother teacher would not be appointed they would close the school. It is interesting to note that a large number of Muslim girls are coming to school in Rajgangpur Block. The teacher Smt. Asfa Khatun of Urdu Primary School, Rajgangpur herself took keen interest towards the education of Muslim girls. She expressed that all most all the Muslim girls of Rajgangpur Municipality⁶ had been admitted in her school. Due to seasonal migration 5 per cent dropped in the year 2003-04 but last year they had planned and called for those girls children not to drop. She suggested for a hostel for those girl children. The funds had been released in time and accordingly activities were designed. Mr.Priyabrata Nayak is the gender co-ordinator of the district. The monitoring format had been developed but it is not functioning seriously. A total number 400 EECE centres had been opened in the district. The team interacted Minakhi Sahoo of Narendra, Bonai Block. She had planned to cover all the dropout girls of the said panchayat.

The district had target of opening 02 nos. of KGBV in the year 2005-06 but only one centre is functioning at Govindpur Nodal U.P. School. All the girls students are residing in the class rooms of the U.P. School as they do not have any building to stay. Obviously they faced a lot of difficulties. Kumari Urmila Munda a student of class-VI expressed", If some one fell ill she has no room to sleep during daytime as the classes are going on. She has to sit in the class trough out the day". Ms.Jalirani Sahoo of Class-VII said "the Government should plan and construct the building first then should keep us. During rain we faced a lot of difficulties as we have no room to stay. We stayed on the varandha and saved our luggage. The team interacted with Smt. Laxmipriya Sunar, Sarpanch of Govindpur Block. She expressed that for girls students more KGV B programme

would be adopted. A total amount of 27 lakhs for the hostel had been sanctioned but it is not being utilized properly. All the teachers for KGBV had been appointed. Bijayalaxmi Mishra is also working as warden. A total strengths of 125 girls students are staying in the hostel. The money is being spent through a joint account maintained by Headmaster, and the president, Jadav barik. All the furniture, bedding etc had been purchased. The meals were also prepared satisfactorily. But without building all the materials were not in safe position. The team visited during August and due to heavy rainfall most all the materials were in damaged condition. The building should be constructed on priority basis.

1.6.10 DISE

EMIS is functioning smoothly in the district. The computer and computer operators have been put in position. The EMIS format had to be updated at quarterly basis. The data capture format had already been supplied to all school and instructed to fill up the format latest by August. The teacher had been trained to fill up the data capture format. The training was held in the year 2003 for two days at district level. The BRCs verified 5 per cent of the data collected from their own field of action. The district tried its best to send the data by November. Last time the data was in the month of December 2005.

1.6.11 Research and Evaluation

In the year 2005-06 a total number 04 researches had been undertaken and all were completed. In the last year only 03 studies had been completed. The research proposals were invited from the researcher academicians and were set to state office. At the state office it was scrutinized by the research committee and sent back to the district. Then the researchers were allowed to conduct. There is no prescribed format suggested by SPO for commissioning of research.

1.6.12 Functioning of the VEC

At the district level all the schools have a VEC as per the rules. A guideline relating to this had been supplied to the concerned Headmasters. There is adequate representation of women in VEC. But all the members were not active. Most of the information relating to funds of the school was not known to other member. The information is confined to the Headmasters and President. The meeting was held only once or twice a year. The team verified most of the records of the school. It was observed that 50 per cent of VEC do not sit once a month. Eighty per cent of VEC members out of 19 schools do not know any thing about the functioning of the school. Their names are only in pen and paper. Their training had been organized. They attended also, but in managing the schools they do not come forward. When the reason was asked 80 per cent replied that it is the duty of the Headmaster and the President to look after the schools and their role is negligible. All the schools are maintaining the proper record of funds received by them. In some festive occasions when invited the VEC members come to schools but as such they never come.

1.6.13 Staffing at District Level

All the staff of SSA at district level had been filled up. The co-ordinators and other staff had been appointed on a contractual basis with a fixed honorarium. But due to lack of job security they could not give

justice to SSA. Sri M.Roy, Planning Co-ordinator of SSA, Sundargarh having a brilliant career seemed to be very promising but due to job insecurity he always felt insecure. Their recruitment had been done centrally at state level. The district is not having a full time District Project Co-ordinator.

1.6.14 Mid-Day-Meal Scheme

The provision of mid-day-meal in the school is for every day. But there are some school where the Mid-day-meal has been stopped for last eight days because both the cook and the helper were on leave. In Jamloi Upper Primary School the meal could not be served Every day the hot cooked meal were served. In the meal only rice and dal is served as reported by the students and parents. Some times green vegetable are being added in the dal but the frequencies is very less. No fruits and eggs etc. were being served during the visit. The children are happy with the quantity of meal but not with the quality. Kumari Rupali Patel of Class-V Siarpali U.P. School expressed that the quality of rice was very bad for which she could not eat during past month. They were not provided with any medicines. Ninety five per cent students in urban localities and cent per cent on rural areas took Mid-day-meal . In every school a cook and a helper serve the meal. They were appointed by the school authority. The cook gets Rs300/- and the helper gets Rs.200/- as their honorarium but it is not regular. Since six months they have not received the honorarium. Smt. Benadikta of Jamloi Upper Primary School expressed her dissatisfaction. So also the cook of Litibeda Primary School cried before the team as she had not receive her honorarium since 8 months. Almost in all school this becomes a regular features. The helper and cook are the under privileged persons and they live hand to mouth. Without the honorarium they faced a lot of difficulty as there is no source of income for them. When asked to Sri Tarun Kumar Mitra, B.D.O. of Sundargarh Block he replied that the allotment was to coming in time for which honorarium was not paid. In almost all school there is temporary arrangement of mud house for cooking of Mid-day-meal. The food items are not stored at safe place. When the total school is not in safe where do they keep the food grains ? They have to manage drinking water from tube well which is available in every school. There is no adequate utensils for cooking. The school has to manage. All the schools use fire wood as fuel. For safety the general impression is fair, for hygiene poor, cleanliness is poor and discipline among students is good. In all most all school now the programme is managed by SHG members. This elicits better participation of community members. The children were instructed to wash their hand before and after the consumption of Mid-day-meal in group but individual following by the teacher were not done. The children wash their hands by themselves. They wash their dishes and never pay attention towards conservation of water. There is no caste/gender or disability discrimination at the time of serving of Mid-day-meal. The participation of community members in daily supervision of mid-day-meal programme is good. They contributed in kind not in cash. They cook and see that all the children are being served by food. The programme is being inspected regularly by Headmaster : BRCCs and CRCCs also monitor. But not in an orderly and systematic manner.

1.6.15 Special Observation

The district was provided computer facilities of 30 no of schools and 3 teachers from the selected primary schools had been trained on computer handling. The team visited Rath Nodal Primary School. The children were happy in handling computer. But the number of students are more in comparison to the number of computer supplied. Only one computer is available for eighty students per class. So at least two computers for each school should be provided.

1.7 OVER ALL OBSERVATIONS

Overall performance of the district in terms of SSA goal is 60 per cent. The team and the teachers as well as the villagers are very enthusiastic. However there are some areas where improvement is needed. These are as follows :

1. The district is dominated by tribal people. The tribal are more organized. Thus the districts can involve tribal groups for the attainment of goals of universalisation of elementary education.
2. The SSA team including DPC are enthusiastic. Some BRCCs and CRCCs and teachers are very potential. They could be engaged in various activities. All the girls students had been provided with uniform. But the uniforms were not up to standard for which most of the girls were with out uniforms. Again the supply of uniform to girls had created jealousy among the boy students. So uniform should also be provided to the boys students especially in rural areas on the basis of the poor economic condition.
3. Teachers appointment should be made on priority basic. Re-arrangement can be made by maxing adjoining schools where students strength are less.
4. BRCCs and CRCCs should be motivated to do their jobs in a better manner. They should concentrate more on giving pedagogical support. They should maintain their tour diary and should visit each school at least once a month.
5. Construction of civil works in Koida Block should be done on priority basic.
6. The grant received by the school should be know to all teachers and al members of VEC. Only the Headmaster and the President should not confine the information within themselves. There should be a notice board where all information can be made available. There is a notice board in each school but it is not filled up with update data.
7. Teachers training should be conducted by eligible resource persons. Before conducting training the hard sports should be identified by the teachers.
8. The instruction to prepare the TLM grant should be understood by all the teachers. BRCCs and CRCCs should look in to the matter seriously. All the teacher should maintain a personal records as well as a consolidated. Register of prepared TLM of all the teachers centrally. Te good examples should be shred by other teachers. The resource full teachers should be felicitated properly. All the resource materials prepared by the teachers should be stored properly so that others can use of in future.

9. The centre of EGS should be strictly monitored and supervised. There should not be duplication of enrolment of students. The EGS and normal primary school should not be within one K.M. of distance. The EV of EGS centers who are performing better should be felicitated where as those who are not performing well should be punished. Serious thinking should be done in mainstreaming these children.
10. For KGBV the building and other necessary facilities should be done first then the girls children should be allowed to stay. The building of KGBV at Govindpur should be constructed on priority basis.
11. The data should be updated from time to time. For this the leadership of DPC is important. The DPC of a district should not be transferred frequently. He will be allowed to stay for more than 5 years at least one place.
12. More research and evaluation studies should be conducted by the professionals in order to solve the problem immediately and accordingly steps should be taken.
13. VEC should be made more vibrant not as a official requirement but to make the school functional. They should be involved in all activities of school and all information should be shared by all.
14. Steps should be taken to fill up all the posts of SSA district as well as state level.
15. The quality of MDM should be improved. The honorarium of helper and cook should be released immediately. Moe SHGs should be involved for monitoring and supervision of MDM programme.
16. Large number of dropout children are moving during the school hour around and near by the school. Target of bringing these children into school should be fixed with the staff of the school. On the basis of this accountability should be fixed. These activities should be stricted monitored in every month.
17. In most of the school visited by the team the attendance was just 50 per cent. During this time the drop-out may be more. Thus strict monitoring should be done to trace out the drop out children immediately.
18. Minimum facilities for cooking of MDM and the storage facilities should be made available in every school.
19. Staff position should be filled up immediately. Qualified teachers on regular basis should be appointed. The provision of contract teacher will deteriorate the quality of Primary Education. It should be stopped. All the vacancies of teaches. BRCC and CRCC should be filled up on priority basis.
20. In order to improve the quality of primary education motivation of all the stake holders should be elicited. The children are the future of the society. Their quality of life, achievement level will add to the quality of the society. Thus steps should be taken to ensure quality of the school as well as the students. Monitoring and supervision at all level is required not as an official requirement but to make the primary education programme a success.

