

FINAL REPORT

# **EVALUATION OF EDUCATIONAL COMPLEXES IN ODISHA**



# **EVALUATION OF EDUCATIONAL COMPLEXES IN ODISHA**

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## Foreword

Odisha has the distinction of having thirteen Primitive Tribal Communities spread over twelve districts of the state. Ever since the Fifth Five Year Plan when the concept of PVTG was introduced by Government of India, a number of special development interventions are being extended for this vulnerable section through specially set up Micro Projects for effective implementation and all round development of PVTGs. The Particularly Vulnerable Tribal Groups (PVTGs) of India are living in the remote area. They are living with primitive agricultural practice, lowest literacy rates, and widespread poverty with miserable socio-economic conditions. During Eighth Five Year Plan, it was noticed that the gap in literacy levels among the general population and the socially disadvantage sections, particularly tribal women was persisting and in some cases, the gap was further widening. A total of 136 Districts in the country had less than 10% literacy among scheduled tribe women. Keeping the concern in view, the Ministry of Tribal Affairs, Government of India derived a scheme for setting up educational complex in low literacy pockets for development of women literacy in tribal areas. The scheme was introduced in **1993-94 and revised in 2007-08**. The scheme aims to bridge the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by Particularly Vulnerable Tribal Groups (PVTGs), and reducing drop-outs at the elementary level.

The present evaluation study covered all the 19 educational complexes run by OMTES. In order to make a comparative assessment, 50% of total educational complexes run by NGOs (8 NGOs) were selected on the basis of random sampling. A total of 13 districts, 17 Micro Projects, 2 ITDAs, 8 NGOs and 27 schools were covered for the purpose. For the purpose of evaluation, parameter wise indicators were identified. Selected parameters include administration and management, school and hostel infrastructure, quality of education, safety and security of girl children and vocational education. The schedules/questionnaires and frame works were prepared accordingly.

The study has made an attempt to study whether the Educational Complexes are *running on desired lines and verify* whether the purpose of the Educational Complexes is complied with present functioning of schools. **Primary sources** of data were secured from school authorities, teaching and non-teaching staff, students/boarders, PRI members, parents of the boarders, PTA/SMC members and supervising officials through personal interview, FGDs and KIIs. **Secondary sources** were obtained from respective schools, Micro Projects, ITDAs, SSD dept, Government of Odisha, SCSTRTI, OMTES and respective NGOs.

The study has contributed some guiding principles and recommendations for enhancing the educational attainment as well as functioning of educational complexes. Since education is an important tool for reducing poverty and unemployment, improving health and nutritional standards, and achieving a sustained human development-led growth, the government should focus attention on Educational Complexes for PVTG children where they can learn new skills



and modern techniques. Educational Complexes will help in accelerating the forces for advancement, improved standard of living and thus a justifiable social set up for PVTG children.

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# CONTENTS

## ACKNOWLEDGEMENTS

### Foreword

<i>Acronyms and Abbreviations</i> -----	<b>xiv</b>
<i>Executive Summary</i> -----	<b>xv</b>
<b>0.1 Background</b> -----	<b>xv</b>
<b>0.2. Rationale</b> -----	<b>xv</b>
<b>0.3. Objectives</b> -----	<b>xv</b>
<b>0.4. Sample and methodology</b> -----	<b>xvi</b>
<b>0.6. Outcome of the study</b> -----	<b>xviii</b>
<b>0.7. Limitations</b> -----	<b>xviii</b>
<b>0.8. Chapterisation and Organization of report</b> -----	<b>xix</b>
<b>0.9. KEY FINDINGS</b> -----	<b>xix</b>
<b>0.10. IMPACT OF EDUCATIONAL COMPLEX SCHEME</b> -----	<b>xx</b>
<b>0.11. ISSUES AND CHALLENGES IN EDUCATIONAL COMPLEX SCHEME</b> -----	<b>xxi</b>
<b>0.11.1. Issues and Challenges (Schools under OMTES)</b> -----	<b>xxi</b>
<b>0.11.2. Issues and Challenges -(Schools under NGOs)</b> -----	<b>xxiv</b>
<b>0.12. SUGGESTIVE RECOMMENDATIONS</b> -----	<b>xxiv</b>
<b>0.12.1.Educational Complexes under OMTES</b> -----	<b>xxiv</b>
<b>0.12.2. Educational Complexes under NGOs</b> -----	<b>xxvi</b>
<b>0.13. Way forward (Action points)</b> -----	<b>xxvii</b>
<b>CHAPTER-I</b> -----	<b>1</b>
<b>INTRODUCTION</b> -----	<b>1</b>
<b>1.1. Profile of STs in Odisha</b> -----	<b>1</b>
<b>1.2. Background of PVTGs</b> -----	<b>1</b>
<b>1.3. Education Policies in different period of time</b> -----	<b>2</b>
<b>1.3.1. Education Policy for Tribal Development</b> -----	<b>2</b>
<b>1.3.2. National Education Policy 1968</b> -----	<b>2</b>
<b>1.3.3. National Policy on Education 1986</b> -----	<b>3</b>

<i>1.3.4. National Policy on Education 1992</i>	<i>4</i>
<i>1.3.5. National Policy on Education 2019 (Draft)</i>	<i>4</i>
<i>1.4. Schemes and programmes of MoTA for promotion of Tribal education</i>	<i>5</i>
<i>1.5. Schemes and programmers of MoTA for promotion of PVTG children's education</i>	<i>6</i>
<i>1.5.1. Educational Complex Scheme (1993-94)</i>	<i>6</i>
<i>1.5.2. Revised Educational Complex Scheme (2007-08)</i>	<i>7</i>
<i>1.5.3. Implementation of the Educational Complex Scheme in Odisha</i>	<i>8</i>
<b>CHAPTER-II</b>	<b>10</b>
<b>REVIEW OF LITERATURE, RATIONALE, SAMPLING DESIGN, METHODOLOGY AND OBJECTIVES OF THE STUDY</b>	<b>10</b>
<b>2.1. Context of the Study</b>	<b>10</b>
<b>2.2. Review of literature</b>	<b>12</b>
<b>2.3. Rationale of the study</b>	<b>14</b>
<b>2.4. Study Objectives</b>	<b>14</b>
<b>2.5 Sampling Design</b>	<b>15</b>
<b>2.6. Methodology</b>	<b>16</b>
<b>2.7. Research Questions</b>	<b>18</b>
<b>2.8. Tools and Technique of data collection</b>	<b>19</b>
<b>2.8.1. Techniques used for data collection</b>	<b>20</b>
<b>2.9. Outcome of the study</b>	<b>21</b>
<b>2.11. Organization of report and chapterisation</b>	<b>21</b>
<b>CHAPTER-III</b>	<b>23</b>
<b>PROFILE OF SAMPLE DISTRICTS, MICRO PROJECTS AND EXISTING STRUCTURE OF EDUCATION COMPLEXES</b>	<b>23</b>
<b>SECTION-I</b>	<b>23</b>
<b>PROFILE OF DISTRICTS, MICRO PROJECTS AND SELECT NGOS</b>	<b>23</b>
<b>3.1. Profile of Districts</b>	<b>23</b>
<b>3.2. Profile of Micro Projects</b>	<b>24</b>
<b>3.3. Profile of Select NGOs</b>	<b>26</b>
<b>SECTION-II</b>	<b>27</b>
<b>PROFILE OF EDUCATIONAL COMPLEXES (SCHOOL)</b>	<b>27</b>

<i>3.4. Establishment of Educational complexes and students' enrolment</i>	27
<i>3.5. Staffing Pattern</i>	32
<i>3.5.1: Recruitment of Teachers</i>	33
<i>3.5.2: Salary of Teachers</i>	36
<i>3.5.3: Salary of Non-Teaching Staff Members</i>	37
<b>CHAPTER-IV</b>	39
<b>FUNCTIONING OF EDUCATIONAL COMPLEXES –A SITUATIONAL ANALYSIS</b>	39
<b>SECTION-I</b>	39
<b>ASSESSMENT OF EDUCATIONAL COMPLEXES (SCHOOL)</b>	39
<b>4.1. ADMINISTRATION AND MANAGEMENT</b>	39
<i>4.1.1. Enrolment and drop out of students</i>	41
<i>4.1.2. Dropout of school children</i>	41
<i>4.1.3. Curricular, Co-Curricular and Extra-Curricular Activities</i>	43
<i>4.1.6. Monitoring and Inspection mechanism</i>	47
<b>4.2. SCHOOL INFRASTRUCTURE FACILITIES</b>	49
<i>4.2.1. Physical infrastructure</i>	49
<i>4.2.2. Class Room Conditions</i>	50
<b>4.3. Vocational Education</b>	51
<b>SECTION-II</b>	53
<b>ASSESSMENT OF HOSTELS OF EDUCATIONAL COMPLEXES</b>	53
<b>4.3. Residential Facilities including Basic Amenities</b>	53
<i>4.3.1. Sanctioned seats in Hostels and Actual strength of Boarders</i>	53
<i>4.3.2. Basic Amenities-Toilet with running water facilities, Electricity, safe drinking water facilities, Health care services etc.</i>	54
<i>4.3.3. Hostel accommodation- Cot, Bed, blanket, bed sheet etc</i>	56
<i>4.3.4. Hostel infrastructure-Dining hall/space, proper drainage facility, kitchen garden, kitchen etc</i>	57
<b>4.4. Safety and security of girl children</b>	59
<b>CHAPTER-V</b>	63
<b>QUALITY OF EDUCATION AND EDUCATION ATTAINMENTS</b>	63
<b>5.1. TEACHING METHODS AND APPLICATION OF TLMs</b>	63



<b>5.2. STRENGTH OF TEACHERS AND PUPIL TEACHER RATIO (PTR)</b>	<b>64</b>
<b>5.2.1. Pupil Teacher Ratio (PTR)</b>	<b>65</b>
<b>5.3. COMPETENCY OF TEACHERS</b>	<b>66</b>
<b>CHAPTER-VI</b>	<b>79</b>
<b>SOCIO-ECONOMIC PROFILE OF PARENTS AND PERCEPTION/ VIEWS OF STAKEHOLDERS</b>	<b>79</b>
<b>Section-I</b>	<b>79</b>
<b>6. 1.1. Socio-Economic Profile of Parents</b>	<b>79</b>
<b>6.1.3. Literacy status and Education Attainment</b>	<b>80</b>
<b>6.1.4. Dwelling conditions</b>	<b>81</b>
<b>6.1.6. Land Holding Pattern</b>	<b>82</b>
<b>6.1.7. Income level of Parents</b>	<b>83</b>
<b>Section-II</b>	<b>84</b>
<b>6.2. Perception and views of stakeholders</b>	<b>84</b>
<b>6.2.1. Students/Boarders</b>	<b>84</b>
<b>6.2.2. Reasons of Absenteeism</b>	<b>84</b>
<b>6.2.3. Food Pattern</b>	<b>86</b>
<b>6.2.4. Perception of Boarders about Accommodation</b>	<b>88</b>
<b>6.2.5. Perception of Boarders about Physical Environment</b>	<b>88</b>
<b>6.2.6. Perception of Boarders about Teaching Learning related issues</b>	<b>89</b>
<b>6.3. Perception of Parents</b>	<b>91</b>
<b>6.3.1. Expectation of the parents for the future studies of the children</b>	<b>91</b>
<b>6.3.2. Perception of parents regarding functioning of Educational Complex</b>	<b>92</b>
<b>6.4. Association of PRI members and their perception</b>	<b>93</b>
<b>6.5. Perception and views of SMC members</b>	<b>95</b>
<b>6.6. Perception and views of teaching staff</b>	<b>96</b>
<b>6.6. Perception and views of Non-Teaching staff</b>	<b>97</b>
<b>6.7. Perception and views of supervisory officers</b>	<b>97</b>
<b>CHAPTER- VII</b>	<b>101</b>
<b>EVALUATION OF EDUCATIONAL COMPLEXES-AN ASSESSMENT</b>	<b>101</b>

<b>7.2. Functioning of Educational Complex in compliance with Guidelines- An Assessment</b>	<b>105</b>
<b>7.3. Impact Analysis</b>	<b>110</b>
<b>CHAPTER- VIII</b>	<b>110</b>
<b>Summary and Conclusions</b>	<b>110</b>
<b>8.1. STUDY FINDINGS</b>	<b>110</b>
<b>8.2. ISSUES AND CHALLENGES IN EDUCATIONAL COMPLEX SCHEME</b>	<b>119</b>
<b>8.2.1. Issues and Challenges (Schools under OMTES)</b>	<b>119</b>
<b>Photo Gallery-1 (Good Practices of Different Educational Complex)</b>	<b>126</b>
<b>Photo Gallery-2 (Good Infrastructure Facilities) –parsali</b>	<b>128</b>
<b>Reference</b>	<b>131</b>
<b>Case study-1</b>	<b>133</b>
<b>Case study-2</b>	<b>134</b>
<b>Case study-3</b>	<b>136</b>
<b>Case study-4</b>	<b>140</b>
<b>Appendices</b>	<b>143</b>
<b>Annexure</b>	<b>270</b>

## **LIST OF TABLES**

<b>Table 2.1 (a): Literacy status of PVTGs in Odisha -----</b>	<b>12</b>
<b>Table 2.1. (b): Tribal Female Literacy rates in Low Literacy Districts -----</b>	<b>11</b>
<b>Table 2.2: Study Coverage-----</b>	<b>15</b>
<b>Table 2.3: Educational complexes in Odisha-run by OMTES and select NGOs -----</b>	<b>15</b>
<b>Table 2.4.Parameters and indicators: -----</b>	<b>17</b>
<b>Table-2.5. Tools and Technique of data collection -----</b>	<b>19</b>
<b>Table 3.1: Gender wise scheduled Tribe population in select districts of Odisha -----</b>	<b>23</b>
<b>Table 3.2: Profile of Micro projects-----</b>	<b>25</b>
<b>Table 3.3: Profile of NGOs -----</b>	<b>26</b>
<b>Table.3.4.1 Year of Establishment of schools -----</b>	<b>27</b>
<b>Table-3.4.2 Type of Educational complexes (Girls' complex) -----</b>	<b>28</b>
<b>Table- 3.4.3.Status of Educational complex for Boys (OMTES)-----</b>	<b>29</b>
<b>Table-3.4.4. Class range of Educational complex for Boys (OMTES) -----</b>	<b>30</b>
<b>Table 3.4.5.1: Caste wise Enrolment of total Students in Educational complexes -----</b>	<b>31</b>
<b>Table 3.5.1: Gender wise Teaching and Non-Teaching staff position-----</b>	<b>32</b>
<b>Table 3.5.2: Category wise Teaching staff position -----</b>	<b>33</b>
<b>Table 3.5.3: Vacancy position of Teaching Staff-----</b>	<b>34</b>
<b>Table 3.5.4: Vacancy position of Non-Teaching staff members-----</b>	<b>34</b>
<b>Table 3.5.5: Caste wise distribution of Teaching and Non-Teaching staff -----</b>	<b>35</b>
<b>Table.3.5.6. Service type of Teachers (OMTES)-----</b>	<b>36</b>
<b>Table: 3.5.7. Salary of teachers (in Thousand Rupees) -----</b>	<b>37</b>
<b>Table: 3.5.8. Salary of Non-Teaching Staff (in Thousand Rupees) -----</b>	<b>38</b>
<b>Table 4.1.1 SMC and PTA Meetings -----</b>	<b>40</b>
<b>Table 4.1.2 Year wise Enrolment of students -----</b>	<b>41</b>
<b>Table 4.1.3.Year wise drop out of students -----</b>	<b>41</b>
<b>Table. 4.1.4. Receipt and Expenditure -----</b>	<b>42</b>
<b>Table.4.1.5. Co-curricular Activities -----</b>	<b>44</b>
<b>Table.4.1.6.Extra Co-Curricular Activities-----</b>	<b>44</b>
<b>Table.4.1.7.Maintenance of records and registers of schools -----</b>	<b>45</b>

<b>Table.4.1.8: Maintenance of Records and Registers of Hostels</b> .....	<b>46</b>
<b>Table.4.1.9. Average No of Visits to the Educational Complex by Officials</b> .....	<b>48</b>
<b>Table.4.2.2. Class Room Conditions</b> .....	<b>50</b>
<b>Table.4.2.3. Basic Service facilities</b> .....	<b>51</b>
<b>Table.4.2.4. Vocational Training</b> .....	<b>52</b>
<b>Table 4.3.1. Sanctioned seats in Hostels and Actual strength of Boarders</b> .....	<b>54</b>
<b>Table. 4.3.2. Access to Basic Amenities</b> .....	<b>55</b>
<b>Table 4.3.3. Access to health facilities</b> .....	<b>56</b>
<b>Table. 4.3.4. Basic requirements of Boarders</b> .....	<b>57</b>
<b>Table. 4.3.5. Availability and maintenance of basic Infrastructure Facilities</b> .....	<b>58</b>
<b>Table 4.4.1: Safety and Security of hostel boarders</b> .....	<b>60</b>
<b>Table 4.4.2: Awareness of about safety and security guidelines</b> .....	<b>61</b>
<b>Table 4.4.3: Impact on Life Skill Education training on Peer leaders</b> .....	<b>62</b>
<b>Table 5.1.1. Teaching Methods</b> .....	<b>64</b>
<b>Table 5.1.2. Teaching Learning Materials</b> .....	<b>64</b>
<b>Table 5.2.1. Post wise vacancy of teachers</b> .....	<b>65</b>
<b>Table 5.2.2. Pupil Teacher Ratio (PTR)</b> .....	<b>66</b>
<b>Table 5.3.2. Professional qualification of teachers</b> .....	<b>68</b>
<b>Table 5.3.3 Capacity building of Teachers (OMTES)</b> .....	<b>69</b>
<b>Table 5.3.4. Assessment of Teachers competency</b> .....	<b>70</b>
<b>Table.5.4.1. Standard of students in Odia</b> .....	<b>71</b>
<b>Table.5.4.2. Standard of students in Odia Reading</b> .....	<b>72</b>
<b>Table.5.4.3. Standard of students in English</b> .....	<b>73</b>
<b>Table.5.4.4. Standard of students in English reading</b> .....	<b>73</b>
<b>Table.5.4.5. Standard of students in Math</b> .....	<b>74</b>
<b>Table.5.4.6. Standard of students in Social Science</b> .....	<b>74</b>
<b>Table.5.4.7. Overall standard of students</b> .....	<b>75</b>
<b>Table.5.4.8. Performance of students in 10<sup>th</sup> class (OMTES and NGOs)</b> .....	<b>76</b>
<b>Table 6.1.1. Distribution of parents according to their age and caste</b> .....	<b>80</b>
<b>Table 6.1.2. Educational qualification of the fathers</b> .....	<b>80</b>
<b>Table 6.1.3. Educational qualification of the mothers</b> .....	<b>81</b>
<b>Table 6.1.4. Dwelling Conditions</b> .....	<b>81</b>



<b>Table 6.1.5: Occupational Status of the Parents</b> -----	<b>82</b>
<b>Table 6.1.6: Land Holdings of Parents</b> -----	<b>83</b>
<b>Table 6.2.1: Sample students covered</b> -----	<b>84</b>
<b>Table 6.2.2: Reasons of Absenteeism</b> -----	<b>85</b>
<b>Table 6.2.3: Food Pattern</b> -----	<b>86</b>
<b>Table 6.2.4: Quality and quantity of food</b> -----	<b>87</b>
<b>Table 6.2.5: Provisions for students</b> -----	<b>87</b>
<b>Table 6.2.6: Perception of Boarders about Accommodation</b> -----	<b>88</b>
<b>Table 6.2.7: Perception of Boarders about Physical Environment</b> -----	<b>89</b>
<b>Table 6.2.8: Perception of students about Teaching Learning related issues</b> -----	<b>89</b>
<b>Table 6.2.9: Understanding of language of teaching/Language</b> -----	<b>90</b>
<b>Table 6.2.10: Expectation of the parents for the future studies of the children</b> -----	<b>91</b>
<b>Table 6.2.11.Perception regarding functioning of Education complex (OMTES)</b> -----	<b>92</b>
<b>Table 6.2.12 Association of PRI members</b> -----	<b>93</b>
<b>Table 6.2.13 Perception of PRI members regarding Functioning of Educational Complex</b> ---	<b>94</b>
<b>Table 7. 1. 2 (a). Parameter wise performance of schools (OMTES)</b> -----	<b>101</b>
<b>Table 7.1. 2 (b) Parameter wise performances of schools (NGOs)</b> -----	<b>102</b>
<b>Table 7. 1.3. No. of schools classified on the basis of degree of performance</b> -----	<b>103</b>
<b>Table 7. 1.4 (a). Classification of Schools on the basis of overall performance (OMTES)</b> -----	<b>104</b>
<b>Table 7.1. 4 (b). Classification of Schools on the basis of overall performance (NGOs)</b> -----	<b>105</b>
<b>Table 7.2.Functioning of Educational complex in compliance with guidelines</b> -----	<b>106</b>
<b>Table.3.4.1 (a). Year of Establishment of schools</b> -----	<b>143</b>
<b>Table.3.4.1 (b). Year of Establishment of schools</b> -----	<b>144</b>
<b>Table-3.4. 2(a). Type of Educational complexes (for Girls complex) (OMTES)</b> -----	<b>144</b>
<b>Table-3.4.2 (b). Type of Educational complexes (for Girls complex) (NGOs)</b> -----	<b>146</b>
<b>Table- 3.4.3(a). Status of Educational complex for Boys (OMTES)</b> -----	<b>146</b>
<b>Table- 3.4.4(a). Type of Educational complex for Girls complex (OMTES)</b> -----	<b>148</b>
<b>Table- 3.4.4(b). Type of Educational complex for Girls complex (NGO)</b> -----	<b>149</b>
<b>Table 3.4.5(a): Enrolment of Students in Boys Educational complexes (OMTES)</b> -----	<b>149</b>
<b>Table 3.4.5.1(a): Enrolment of Girl Students Educational complexes (OMTES)</b> -----	<b>150</b>
<b>Table 3.4.5.1(b): Enrolment of Students in Educational complexes (NGOs)</b> -----	<b>151</b>
<b>Table 3.5.1 (a): Gender wise teaching and non-teaching staff position (OMTES)</b> -----	<b>152</b>

Table3. 5.1 (b): Gender wise teaching and non-teaching staff position (NGOs)-----	153
Table 3.5.2 (a): Category wise Teaching staff position -----	154
Table 3.5.5 (a):Caste wise distribution of Teaching and Non-Teaching staff members -----	155
Table 3.5.5 (b):. Caste wise distribution of Teaching and Non-Teaching staff members-----	156
Table.3.5.6 (a). Service type of Teachers (OMTES) -----	157
Table: 3.5.7.(a) Salary of teachers (in Thousand Rupees)- (OMTES)-----	158
Table: 3.5.7.(b) Salary of teachers (in Thousand Rupees)- (NGOs)-----	159
Table: 3.5.8(a) Salary of Non-Teaching Staff (in Thousand Rupees)- (OMTES) -----	159
Table: 3.5.8.(b) Salary of Non-Teaching Staff (in Thousand Rupees)- (NGOs) -----	160
Table 4.1.1(a); SMC and PTA Meetings (OMTES) -----	162
Table 4.1.1(b); SMC and PTA Meetings (NGOs) -----	163
Table 4.1.2(a) Year wise Enrolment of students (OMTES)-----	163
Table 4.1.2(b) Year wise Enrolment of students (NGO) -----	164
Table 4.1.3(a) Year wise drop out of students (OMTES) -----	165
Table 4.1.3(b) Year wise drop out of students (NGOs) -----	166
Table. 4.1.4 (a) Receipt and Expenditure (OMTES) (in Rs)-----	167
Table. 4.1.4 (b) Receipt and Expenditure (NGOs) (in Rs)-----	168
Table.4.1.5 (a). Co-curricular Activities (OMTES) -----	168
Table.4.1.5 (b). Co-curricular Activities (NGOs) -----	169
Table.4.1.6 (a).Extra Co-curricular Activities (OMTES) -----	170
Table.4.1.6 (b).Extra Co-curricular Activities (NGOs)-----	172
Table.4.1.7(a).Maintenance of records and registers (OMTES) -----	172
Table.4.1.7(b).Maintenance of records and registers (NGOs) -----	174
Table 4. 1.8 (a). Maintenance of records and registers of hostels (OMTES)-----	174
Table 4. 1.8 (b). Maintenance of records and registers of hostels (NGO) -----	176
Table.4.1.9 (a). Average No of visits to the Educational complex by officials (OMTES) -----	177
Table.4.1.9. (b). Average No of visits to the Educational complex by officials (NGO) -----	178
Table.4.2.1(a).Access to Physical Infrastructure in educational complexes (OMTES) -----	178
Table.4.2.1(b).Access to Physical Infrastructure in educational complexes (NGOs) -----	180
Table.4.2.2(a). Class Room Conditions (OMTES) -----	180
Table.4.2.2(b). Class Room Conditions (NGOs) -----	181
Table.4.2.3(a) Basic Service facilities (OMTES) -----	182

<b>Table.4.2.3(b) Basic Service facilities (NGOS)</b>	<b>183</b>
<b>Table.4.2.4(a).Vocational Training (OMTES)</b>	<b>184</b>
<b>Table.4.2.4 (b).Vocational Training (NGOs)</b>	<b>185</b>
<b>Table. 4.3.1(a). Sanctioned seats in Hostels and Actual strength of Boarders (OMTES)</b>	<b>185</b>
<b>Table. 4.3.1(b).. Sanctioned seats in Hostels and Actual strength of Boarders (NGOs)</b>	<b>186</b>
<b>Table. 4.3.2(a). Access to Basic Amenities (OMTES)</b>	<b>187</b>
<b>Table. . 4.3.2(b). Access to Basic Amenities (NGOs)</b>	<b>189</b>
<b>Table. 4.3.3 (a). Access to health facilities (OMTES)</b>	<b>190</b>
<b>Table. 4.3.3 (b). Access to health facilities (NGO)</b>	<b>191</b>
<b>Table. 4.3.4 (a).Basic requirements of Boarders (OMTES)</b>	<b>191</b>
<b>Table. 4.3.4 (b).Basic requirements of Boarders (NGO)</b>	<b>192</b>
<b>Table. 4.3.5 (a). Availability and Maintenance of Basic Infrastructure Facilities (OMTES)</b>	<b>193</b>
<b>Table. 4.3.5 (b). Availability and Maintenance of Basic Infrastructure Facilities (NGO)</b>	<b>194</b>
<b>Table 4.4.1(a): Safety and Security of hostel boarders(OMTES)</b>	<b>194</b>
<b>Table 4.4.1(b): Safety and Security of hostel boarders (NGO)</b>	<b>195</b>
<b>Table 4.4.2(a): Awareness of about safety and security guidelines (OMTES)</b>	<b>196</b>
<b>Table 4.4.2(b): Awareness of about safety and security guidelines (NGOs)</b>	<b>197</b>
<b>Table 4.4.3(a): Impact on Life Skill Education training on Peer leaders (OMTES)</b>	<b>198</b>
<b>Table 4.4.3(b): Impact on Life Skill Education Training on Peer leaders (NGOs)</b>	<b>199</b>
<b>Table 5.1.1(a).Teaching Methods (OMTES)</b>	<b>199</b>
<b>Table 5.1.1(b).Teaching Methods (NGOs)</b>	<b>200</b>
<b>Table 5.1.2 (a).Teaching Learning Materials (OMTES)</b>	<b>201</b>
<b>Table 5.1.2 (b).Teaching Learning Materials (NGOs)</b>	<b>202</b>
<b>Table 5.2.1(a).Post wise vacancy of teachers (OMTES)</b>	<b>203</b>
<b>Table 5.2.1(b). Post wise vacancy of teachers (NGOs)</b>	<b>204</b>
<b>Table 5.2.2 (a).Pupil Teacher Ratio (PTR) (OMTES)</b>	<b>204</b>
<b>Table 5.2.2 (b).Pupil Teacher Ratio (PTR)(NGO)</b>	<b>206</b>
<b>Table.5.3.1 (a) Academic Qualification of community Teachers (OMTES)</b>	<b>206</b>
<b>Table.5.3.1 (a1) Academic Qualification of SSD Teachers (OMTES)</b>	<b>207</b>
<b>Table.5.3.1 (b) Academic Qualification of Teachers (NGO)</b>	<b>208</b>
<b>Table.5.3.2 (a) Professional Qualification of community Teachers (OMTES)</b>	<b>209</b>
<b>Table.5.3.2 (b) Professional Qualification of SSD Teachers (OMTES)</b>	<b>210</b>

Table.5.3.2 (b) Professional Qualification of Teachers (NGO)-----	211
Table 5.3.3 (a). Capacity building of Teachers (OMTES)-----	211
Table.5.3.4 (a): Competency level of teachers (OMTES)-----	212
Table.5.3.4 (b): Competency level of teachers (NGOs)-----	213
Table.5.4.1 (a). Assessment of standard of students in Odia (OMTES)-----	214
Table.5.4.1 (b). Assessment of standard of students in Odia(NGO)-----	216
Table.5.4.2(a). Assessment of standard of students in Odia reading(OMTES)-----	216
Table.5.4.2 (b). Assessment of standard of students in Odia reading(NGO)-----	218
Table.5.4.3 (a).Assessment of standard of students in English(OMTES)-----	218
Table.5.4.3 (b).Assessment of standard of students in English(NGOs)-----	219
Table.5.4.4(a).Assessment of standard of students in English reading(OMTES)-----	220
Table.5.4.4(b).Assessment of standard of students in English reading(NGOs)-----	222
Table.5.4.5(a).Assessment of standard of students in Math(OMTES)-----	222
Table.5.4.5 (b).Assessment of standard of students in Math(NGO)-----	224
Table.5.4.6(a).Assessment of standard of students in Social Science(OMTES)-----	224
Table.5.4.6(b).Assessment of standard of students in Social Science(NGO)-----	226
Table.5.4.7 (a). Overall Assessment of standard of students (OMTES)-----	227
Table.5.4.7 (b). Overall Assessment of standard of students (NGO)-----	230
Table.5.4.8. Performance of students- No. of pass outs (OMTES)-----	231
Table.5.4.8. Performance of students- No. of pass outs (NGO)-----	232
5.5.9. Availability of trained teachers-----	233
Table 6.1.1(a).Distribution of parents according to their age and caste (OMTES)-----	233
Table 6.1.1(b).Distribution of parents according to their age and caste (NGOs)-----	234
Table 6.1.2 (a).Educational qualification of the father (OMTES)-----	235
Table 6.1.2 (b).Educational qualification of the father (NGOs)-----	236
Table 6.1.3 (a).Educational qualification of the mother (OMTES)-----	236
Table 6.1.3 (b).Educational qualification of the mother (NGOs)-----	237
Table 6.1.4 (a).Dwelling Condition (OMTES)-----	238
Table 6.1.4 (b).Dwelling Condition (NGOs)-----	239
Table 6.1.5 (a): Occupational Status of the Parents (OMTES)-----	240
Table 6.1.5 (b): Occupational Status of the Parents (NGOs)-----	241
Table 6.1.6 (a): Land Holdings of Parents (OMTES)-----	242



Table 6.1.6 (b): Land Holdings of Parents (NGOs)	243
Table 6.1.7 (b): Annual Income of the parents (NGOs)	244
Table 6.2.1(a): Sample students covered (OMTES)	245
Table 6.2.1(b): Sample students covered (NGOs)	245
Table 6.2.1(a): Reasons of absenteeism (OMTES)	246
Table 6.2.1(b): Reasons of absenteeism (NGOs)	247
Table 6.2.3 (a): Food pattern of Boarders (OMTES)	248
Table 6.2.3 (b): Food pattern of Boarders (NGO)	249
Table 6.2.4 (a): Quality and quantity of food (OMTES)	249
Table 6.2.4 (b): Quality and quantity of food (NGO)	250
Table 6.2.5 (a): Provisions for students (OMTES)	251
Table 6.2.5 (b): Provisions for students (NGO)	252
Table 6.2.6 (a): Perception of Boarders about Accommodation (OMTES)	252
Table 6.2.6 (b): Perception of Boarders about Accommodation (NGO)	254
Table 6.2.7 (a): Perception of Boarders about Physical Environment (OMTES)	255
Table 6.2.7 (b): Perception of Boarders about Physical Environment (NGO)	256
Table 6.2.8 (a): Perception of Boarders about Teaching Learning related issues	257
Table 6.2.8 (b): Perception of Boarders about Teaching Learning related issues (NGO)	258
Table 6.2.9 (a): Understanding of language of teaching/Language (OMTES)	259
Table 6.2.9 (b): Understanding of language of teaching/Language (NGO)	260
Table 6.2.10 (a): Expectation of the parents for the future studies of the children (OMTES)	261
Table 6.2.10 (b): Expectation of the parents for the future studies of the children (NGOs)	262
Table 6.2. 11 (a). Perception regarding functioning of Education complex (OMTES)	263
Table 6.2. 11 (a). Perception Regarding functioning of Education complex (NGOs)	264
Table 6.2.12 (a). Association of PRI members in Educational Complexes (OMTES)	265
Table 6.2.12 (b). Association of PRI members in Educational Complexes (NGOs)	266
Table 6.2.13(a) Perception Regarding Functioning of Educational Complex (OMTES)	266
Table 6.2.13(b) Perception Regarding Functioning of Educational Complex (NGOs)	267
Table 7.1. 1.(a)Scoring on the basis of parameter wise performance (OMTES)	268
Table 7.1. 1.(b)Scoring on the basis of parameter wise performance (NGOs)	269

## **LIST OF FIGURE & MAPS**

<i>Map 2.1. Educational-Complexes</i> .....	22
<b>Fig-3.1: Class ranges in Educational complexes (OMTES)</b> .....	28
<b>Fig-3.3: Class range of Educational complex for Boys (OMTES)</b> .....	30
<b>Fig.3.4: Caste wise and gender wise enrolment of Students in Educational complexes (OMTES)</b> .....	31
<b>Fig-3.5 : Gender wise Staff position (OMTES)</b> .....	32
<b>Fig-3.5.1: Gender wise Staff position (NGOs)</b> .....	<b>Error! Bookmark not defined.</b>
<b>Fig-3.6: Category wise Teaching staff position (OMTES)</b> .....	<b>Error! Bookmark not defined.</b>
<b>Fig-3.7: Vacancy position of Teaching staff</b> .....	34
<b>Fig.3.8: Post wise vacancy position of Non-Teaching staff</b> .....	35
<b>Figure. 4.0. Enrolment and drop out of students</b> .....	42
<b>Fig:4.1. Basic Service facilities</b> .....	51
<b>Fig:4.2. Access to Basic Service facilities</b> .....	55
<b>Fig: 4.3: Safety and Security of hostel boarders</b> .....	60
<b>Fig: 4.3: Awareness of about safety and security guidelines</b> .....	61
<b>Fig: 4.4: Impact on Life Skill Education training on Peer leaders</b> .....	62
<b>Fig.5.1. Post wise vacancy of teachers in upgraded high schools (OMTES)</b> .....	65
<b>Fig.5.4- Academic qualification of teachers (OMTES and NGOs)</b> .....	67
<b>Fig.5.7. Professional qualification of teachers (OMTES &amp; NGOs)</b> .....	69
<b>Fig.5.8. Assessment of Teachers' competency</b> .....	70
<b>Fig.5.9. Overall standard of students (OMTES and NGOs)</b> .....	76
<b>Fig.5.9. Performance of students in 10<sup>th</sup> class (OMTES and NGOs)</b> .....	77
<b>Fig.6.3. Occupational structure of the Parents</b> .....	82
<b>Fig.6.4: Reasons of Absenteeism</b> .....	86
<b>Fig: 7.1 Classification of schools on the basis of degree of performance</b> .....	103

## Acronyms and Abbreviations

ANM	Auxiliary Nurse of Mid-wife
AS	Ashram School
BDA	Bonda Development Agency
B.Ed	Bachelor of Education
BH.Ed	Bachelor of Hindi Education
BMI	Body Mass Index
BRC	Block Resource Coordinator
CBDA	Chukutia Bhunjia Development Agency
CCA	Cook cum Attendant
CHC	Community Health Centre
CI	Circle Inspector of Schools
CP.Ed	Certificate in Physical Education
CRC	Cluster Resource Coordinator
CRP	Community Resource Person
CT	Certified Teacher
DDA	Didayi Development Agency
DL.Ed	Diploma in Elementary Education
DKDA	Dongria Kondh Development Agency
DWOs	District Welfare Officers
EC	Educational Complex
EMRS	Ekalavya Model Residential School
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
GoI	Government of India
ITI	Industrial Training Institute
JDA	Juanga Development Agency
HM	Head Master/Mistress
HKMDA	Hill Kharia Mankirdia Development Agency
HRD	Human Resource Development
KII	Key Informant Interview
KKDA	Kutia Kondh Development Agency
KGBV	Kasturba Gandhi Balika Vidyalaya
LDA	Lodha Development Development Agency
LSDA	Lanjia Saura Development Agency
LSE	Life Skill Education
LWW	Lady Watch and Ward
M.Ed	Master of Education
MDM	Mid Day Meals
MHU	Mobile Health Unit
MoHRD	Ministry of Human Resources Development (Govt. of India)
MoTA	Ministry of Tribal Affairs (Govt. of India)

NEP	National Education Policy
NGO	Non-Govt Organization
NPE	National Policy on Education
OMTES	Odisha Model Tribal Educational Society
OPELIP	Odisha PVTGs Empowerment & Livelihood Program
OTET	Odisha Teachers' Eligibility Test
PA, ITDA	Project Administrator, Integrated Tribal Development Agency
PBDA	Paudi Bhuyan Development Agency
PET	Physical Education Teacher
POCSO	Protection of Children against Sexual Offences
PRI	Panchayati Raj Institutions
PTA	Parent And Teachers Association
PTR	Pupil Teacher Ratio
PVTG	Particularly Vulnerable Tribal group
RTE	Right to Education
RBSK	Rashtriya Bala Swasthya Karyakram
S&ME	School and Mass Education
SC	Scheduled Caste
SCSTRTI	Scheduled Castes and Scheduled Tribes Training and Research Institute
SDA	Soura Development Agency
SMC	School Management Committee
SMDC	School Management and Development Committee
SS	Sikhya Sahayaks
SSA	Sarva Sikshya Abhiyan
SSD	Scheduled Castes and Scheduled Tribes Development Department
ST	Scheduled Tribe
TDA	Tumba Development Agency
TLM	Teaching and Learning Materials
TSP	Tribal Sub Plan
WEO	Welfare Extension Officer



## Executive Summary

### 0.1 Background

Education is the most powerful instrument of social change and social development. Every sector of development largely depends on its human capital. The level of literacy is found to be low among weaker sections of our society especially among the STs. The PVTGs are one of the most vulnerable sections of tribal society. They have not attained any significant level of social and economic development and generally inhabit in remote localities having poor infrastructure and administrative support. During Eighth Five Year Plan, it was noticed that the gap in literacy levels among the general population and the socially disadvantaged sections, particularly tribal women was persisting and in some cases, the gap was further widening. Keeping the concern in view, the Ministry of Tribal Affairs, Government of India derived a scheme for setting up educational complex in low literacy pockets for development of female literacy in tribal areas in 1993-94 and revised in 2008. The scheme aims to bridge the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by Particularly Vulnerable Tribal Groups (PVTGs), and reducing drop-outs at the elementary level.

### 0.2. Rationale

No evaluation study has been taken up on educational complexes run by OMTES since its inception. It is pertinent to evaluate and verify the situations and functioning of educational complexes and also high time to examine whether the very purpose of establishing these schools has been fulfilled. The gaps/findings will help as inputs to the Government to take remedial measures for more effective functioning. Keeping these in view, evaluation study of these complexes has been carried out by SCSTRTI, Bhubaneswar with the following objectives:

### 0.3. Objectives

#### Broad Objective

- ✓ To study whether the Educational Complexes are *running on desired lines and verify* whether the purpose of the Educational Complexes is complied with present functioning of schools.

#### Specific Objectives

- ✓ To understand the scheme, provisions and structure of Educational Complexes as per the Guideliness of Government of India.
- ✓ To ascertain the extent of quality of teaching incidental to educational attainment of the students.

- ✓ To make a **comparative assessment of situations** of Educational Complexes run by OMTES and Educational Complexes run by NGOs.
- ✓ To explore perceptions and views of students/boarders, teaching and non-teaching staff, parents, SMC/PTA Committee members, PRI members and supervisory officers about functioning of these complexes.
- ✓ To make an overall assessment of educational complexes by measuring parameter wise indicators and verify whether the purpose of the Educational Complexes is complied with present functioning of schools.
- ✓ To identify grey areas, suggest measures for effective functioning of education complexes and draw implications for policy making on education of PVTG children.

#### 0.4. Sample and methodology

The present evaluation study covered all the 19 educational complexes run by OMTES. In order to make a comparative assessment, 50% of total educational complexes run by NGOs (8 NGOs) were selected on the basis of random sampling. A total of 13 districts, 17 Micro Projects, 2 ITDAs, 8 NGOs and 27 schools were covered for the purpose.

The field study was carried out during October **2019 to March 2020**. The study is based on both primary and secondary sources of data. It covered both qualitative and quantitative data. **Primary sources** of data were secured from school authorities, teaching and non-teaching staff, students/boarders, PRI members, parents of the boarders, PTA/SMC members and supervising officials through personal interview, FGDs and KIIs. **Secondary sources** of data were obtained from respective schools, Micro Projects, ITDAs, SSD Department, Government of Odisha, SCSTRTI, OMTES and respective NGOs.

For the purpose of evaluation, parameter wise indicators were identified. Selected parameters include administration and management, school and hostel infrastructure, quality of education, safety and security of girl children and vocational education. The schedules/questionnaires and frame works were prepared accordingly. Parameter wise indicators are mentioned below:

#### 0.5. Parameters and indicators:

Sl.No	Parameters	Indicators
1	Administration and Management	<ul style="list-style-type: none"> <li>• Enrolment and drop out of children</li> <li>• Constitution and functioning of SMC/PTA</li> <li>• Gender ratio of teaching and non-teaching staff</li> <li>• Teaching and non-teaching staff position</li> <li>• Adherence to Government Guidelines</li> </ul>

		<ul style="list-style-type: none"> <li>• Participation of students in curricular, co-curricular and extra-curricular activities</li> <li>• Allotment of funds and utilization</li> <li>• Maintenance of records, registers and documents of schools and hostels</li> <li>• Monitoring and Inspection mechanism</li> </ul>
2	School Infrastructure Facilities	<ul style="list-style-type: none"> <li>• Physical Infrastructure including HM office and teachers' common room, Library and Computer Lab, Playground, fire safety equipment, garden with proper maintenance</li> <li>• Class room and class room conditions</li> <li>• Basic service facilities (Drinking water, health and sanitation, electricity)</li> <li>• Provision of school uniforms, study material, sports material</li> </ul>
3	Residential facilities including basic amenities	<ul style="list-style-type: none"> <li>• Basic amenities- toilets with running water facilities, electricity, safe drinking water facilities, health care services</li> <li>• Hostel accommodation- cot, bed, blanket, bed sheets</li> <li>• Boarding-food, quality, quantity-its hygienic conditions</li> <li>• Basic requirements of the boarders including toiletries and sanitary napkins</li> <li>• Hostel infrastructure-dining hall/space, proper drainage facility, kitchen garden, kitchen,</li> <li>• Physical environment of hostels</li> <li>• Availability and maintenance of basic infrastructure facilities</li> </ul>
4	Quality of education and educational attainment of students	<ul style="list-style-type: none"> <li>• Teaching method and application of TLMs, students perception regarding teaching learning related issues</li> <li>• Teachers position and Pupil Teacher Ratio (PTR)</li> <li>• Quality of teaching-</li> <li>• Academic and professional qualification of teachers including capacity building trainings</li> <li>• Teaching competency (test assessment)</li> <li>• Standard of students (test assessment)</li> <li>• Performance of students-(10<sup>th</sup> class results)</li> </ul>

5	Safety and security of girl children	<ul style="list-style-type: none"> <li>• School and hostel boundary (heightening with barbed wire)</li> <li>• School and hostel gate register</li> <li>• Incoming and outgoing of boarders register</li> <li>• Emergency hotline number and access to Toll free number</li> <li>• Escorting girl children for outdoor activities</li> <li>• CCTV surveillance</li> <li>• LSE training to inmates</li> <li>• Adherence to safety and security guidelines</li> </ul>
6	Vocational Education and livelihood opportunities	<ul style="list-style-type: none"> <li>• Type of vocational education provided</li> <li>• Status of pass out students</li> <li>• Nature of engagements</li> </ul>

## 0.6. Outcome of the study

- ✓ Comprehensive evaluation report of educational complexes for PVTGs will be the most useful document for the government for further intervention.
- ✓ Good practices, gaps, remedial measures identified, documented and analyzed.
- ✓ Concrete policy level interventions for effective functioning of educational complexes.
- ✓ Key findings and suggestive recommendations of the study can be a reference point for future research and planning.

## 0.7. Limitations

- The sample size varies from school to school as per the availability of interviewees like PRI members, students and parents.
- The sample size of educational complexes of NGOs is not sufficient to assess the comparative situations of schools and hostels of OMTES and NGOs.
- The comparison between the standard of students of OMTES and NGOs may not give the correct assessment. ST students have better standard and exposure than that of PVTGs. Students of NGO schools are mostly STs whereas all students of OMTES belong to PVTGs. Hence, the comparison between the two may not be justified in regard to quality of education.

## 0.8. Chapterisation and Organization of report

The present study is divided into eight chapters. The *first chapter* provides an introduction, background of PVTGs, Education Policy for tribal development, purpose of establishment of educational complexes, Schemes to promote education- Guideliness of Educational Complexes, Educational Complexes in Odisha -run by OMTES and NGOs and a time line of the scheme in operation. The *second chapter* deals with the context, review of related literature, rationale and objectives of the study, sampling design and methodology, parameters and indicators, research questions, tools and techniques of data collection, outcome and limitations of the study. *Chapter three* gives a picture on profile of covered districts, Micro projects, select NGOs and educational complexes. It includes students' enrolment, staff structure, recruitment and vacancy position of staff and service type of teachers, salary of teaching and non-teaching staff. The *fourth chapter* focuses on parameter/indicator wise situational analysis of educational complexes run by OMTES and NGOs. It includes administration and management covering constitution of SMC/PTA, enrolment and drop out trend, allotment and utilisation of funds, initiative for curricular and co-curricular activities, maintenance of records and registers, monitoring and supervision mechanism, creation of school and hostel infrastructure facilities, and imparting vocational education incidental to income generation, residential facilities including basic amenities, safety and security of girl children. *The Fifth chapter* gives an assessment of quality of education in educational complexes covering teaching method and application of TLM, strength of teachers and PTR, academic and professional qualification of teachers and quality of teaching. Teachers' competency level was assessed by conducting personal interview with teachers covering each school. Standard of students was measured by conducting surprise tests on Odia, English, Mathematics and Social science for class four to the highest class existing in educational complexes. Standard of students was also assessed by verifying final results of 10<sup>th</sup> class students of upgraded high schools. Results of last three years were recorded. *The Sixth chapter* gives a reflection on socio-economic conditions of parents, and their perception, perception and views of students, PRI members, SMC members, teaching and non-teaching staff about functioning of educational complexes. *Seventh chapter* gives an overall assessment of educational complexes which includes parameter wise performance and overall performance of the schools. Documentation of good practices and analysis of gaps of schools is measured on the basis of parameters and indicators. This chapter also reflects on assessment of functioning of educational complexes in compliance with scheme Guidelines and also gives a picture on impact of educational complexes. *Eighth chapter* is the summary and conclusions covering study findings, issues & challenges and suggestive recommendations with policy level interventions emerged from views and opinions of stakeholders. Way-forward and concluding remarks are also reflected in this chapter.

## 0.9. KEY FINDINGS

### Standard of students

- In Odia reading test, out of 720 students, 82 (11.39%) could read flawlessly and 442 (61.39%) students could read well without any difficulty, 68(9.44%) read very badly and 65(9.03%) could read up to some extent whereas 63(8.75%) were unable to read even a single word.

- In English reading test, out of 740 students, 193 (26.08%) students could read perfectly, 113(15.27%) were unable to read even a single word, 208(28.11%) read very badly and 189 (25.54%) could read up to some extent.
- In Mathematics test, out of 1190 students, 406 (34.12%) students are recorded as very poor standard and 154(12.94%) below standard whereas 249(20.92%) are having average standard, 240 (20.17%) good standard and 141(11.85%) are found to be very good standard.
- In overall assessment of 5 major subject tests, out of 1190 students, i.e 382(32.1%) are found to be having average standard, 303 (25.46%) good standard and 56(4.7%) very good standard, 255(21.42%) very poor standard and 194(16.3%) are found to be below standard.

### **Teachers' Competency**

- Out of 19 educational complexes, competency level of teachers in 15 (78.94%) schools is found to be average, 3(15.78%) schools good and 1(5.26%) school is reportedly poor.

### **Performance of Schools**

- Taking all the parameters into account, performance of schools was assessed. Out of 19 complexes, 12 schools are found to be good performing, 4 average performing, 2 low performing and one school is considered to be the best performing school.

## **0.10. IMPACT OF EDUCATIONAL COMPLEX SCHEME**

### **The study reveals the following impacts of Educational Complexes**

- Awareness about value of education among parents has improved a lot. Mostly, children educate their parents on various aspects of life. For example, they request their parents not to quarrel between each other. If father/guardian has taken liquor and wants to meet his child/ward; the child refuses abruptly to meet his drunkard father/guardian in school. During vacation time at home, the children try to make aware about hygienic practices to their family members and neighborhoods. Besides, the school children also try to ventilate the message on the necessity of education and safety and security of girl children.
- Initially, the villagers were scared seeing the outsiders who are well dressed (wearing Pant and shirt), but eventually as the children got educated this fear has disappeared among the PVTGs.
- Dressing sense of the students has improved gradually which was not seen earlier. Impact on behavior, attitude, dressing sense etc of SSD school children is better than that of day scholars of other schools.
- The positive impact of educational complex as shared by the people of Badapada village, Malakangiri district shows how education has helped in the overall development of the community. Prior to establishment of educational complex in

Badapada village, not even 5 girl children in and around the village were educated up to 5<sup>th</sup> class. But after establishment of educational complex in the area, girls got the scope to avail higher studies. Initially, it was very difficult to run the school because of naxal effect in the area. Influence of naxals on the locals have reduced as the children of the local are attained education after establishment of educational complex. **Impact of Maoism in the area has gradually reduced. This is a big achievement.**

- There is a positive impact of education in Educational Complex, CBDA on cultural taboos among Chukutia Bhunjia community. Chukutia Bhunjia community has a custom that is called Kanya brata (girls in between the age 8 to 10 years is to marry with an arrow). Once the Brata is over, girls were not allowed to wear dresses, foot wears and moving outside. But after establishment of educational complex for Chukutia Bhunjia, relaxation is given in this respect. At present, they are allowed to wear dresses, foot wears and staying in hostels.
- All the children in the school hostel are of same community. The good part is, teachers also belong to the same community. Children can share their problems without any hesitation and major problems of the students are resolved in the process.
- There is gradual development of students in behavior, manner, time management, discipline etc due to residential education. This has impacted on their parents up to some extent noticed during interaction with them.
- Due to financial problem, lack of exposure, poverty and family compulsions for earning livelihood, parents could not get education during their time. But with all facilities and available opportunities that the present children are getting, parents are also resolved that their children continue further studies.
- Presently, in majority cases, the students of educational complexes reportedly go for higher studies, skill development trainings and engagements such as ITI Training, Engineering studies, ANM etc. Some of them are engaged as CRP in OPELIP project.
- There is a positive impact of Life Skill Education on school children. It has helped in improvement of health and well-being of children and adolescents. (*Case Study of how life skill education provided in educational complexes influenced a Paudi Bhuyan girl from Sundargarh district to protest against child marriage has been covered in the study*). There are many more instances which shows that life skill education has helped to instill confidence and decision-making abilities among adolescent girls.

## **0.11. ISSUES AND CHALLENGES IN EDUCATIONAL COMPLEX SCHEME**

### **0.11.1. Issues and Challenges (Schools under OMTES)**

#### **Students Absenteeism and drop out**

- Some of the tribal parents are not showing much interest to send their children to the school due to economic reasons and they consider their children as economic asset to the family. Sending a child to school means dislocation of traditional pattern of earning livelihood. At a very early age tribal girls in general start assisting and supporting their



mothers at home. They cook food, fetch water, keep the house clean and in order rear the young ones and also rearing the domesticated animals too. During the agricultural season, they work in the fields with their parents, during festival time; they bring red soil and cow dung for plastering their houses. While their parents go to forest for collection of minor forest produces and fire wood and leaves both for household consumption and for selling purposes, and then they rear the young ones. Thus, it is widely observed that the dropout rates increase when the children attain the age to undertake even the small odd jobs, whether in the fields or at home (evident in Dongaria Kondha, Parsali)

- Parents those are illiterate, do not understand the long-term values of education. However, the education does not yield them any immediate economic return; therefore, they prefer to engage their children in remunerative employment, which supplements the family income and strengthens the family economy. Hence, in these cases, it is difficult to ensure retention of students.
- In majority of cases, parents are unable to afford for children's higher education after passing out from educational complexes. They are also reluctant to send their daughters to schools or colleges far away from home due to lack of transportation facilities and financial constraints. Majority of girl children stop their studies after completion of studies in educational complexes.
- During festive occasions and agriculture seasons, parents do not send their children immediate after vacation. After number of reminders, phone calls and personal visits by the school staff, they send their children.

### **Staff Constraint**

- The upgraded Educational complexes are renamed as SSD Girls High School. There is no uniformity in staff structure. Out of 19 complexes, 15 schools have been upgraded to high school classes. Except 5 complexes, no high schools have full-fledged graduate trained teachers as per requirements. In those cases, it is difficult on the part of community teachers to manage higher classes. Classes in some schools are managed by some skeletal staff deputed from nearest SSD high schools and Sikhya Sahayaks (SS). In upgraded high schools, regular Head Masters have been posted except three schools. In some schools, 2/3 TGT Science and Arts teachers have been deputed from SSD schools. Shortage of required staff for high school classes is one of the factors responsible for low quality education in schools.
- No regular in- service training is being provided to the community teachers. No authority is concerned about their capacity building.

### **No systematic principle for Boys complex**

- There is no systematic principle for boys' complex. There is no boys' complex in 10 educational complexes. Only 6 boys complexes are functional. In two educational complexes, buildings have been constructed but not functional. But in one complex, there is no separate building for boys. The boys are accommodated in girls complex. Class range also varies from one to another.

- It is reported that since there is no scope for boys to study in systematic manner, the boys in the PVTG areas become uneducated, indiscipined and are creating disturbance in the area.

### **Vocational education**

- The very objective of the said scheme is to promote **vocational education** for self employment among PVTG children. For the purpose, sewing machines and computers were provided to educational complexes. Ten computers to each school have been provided without recruiting any computer teacher. But initially, tailoring teachers were recruited. Since 2 years, the scheme has been withdrawn for which respective tailoring teachers were retrenched. At present, the school children are deprived of both computer and tailoring training. The purpose of the scheme to promote vocational education and self employment has failed. Without use of computers for a long period of time makes computers gradually defunct. Only one or two computers in each school are used for office purpose.

### **Standard of students**

- During school visits, tests in five subjects were conducted for students from class 4 to class 10. It was found that 8.75% students were unable to read odia even a single word and 15.27% students could not pronounce English a single word.
- While examining overall performance of the students, 21.42% students are found to be of very poor standard (which means his/her standard is 2 classes less than presently what he/she studies) and 16.3% below standard (which means his/her standard is 1 class less than presently what he/she studies).

### **Challenge for the staff**

- Cook cum helper, sweeper and peon posts were withdrawn since 2017-18. In some cases, the said staff members left the job and in some other cases, they work without pay with a hope that they will be re-engaged.
- Regarding community teachers, when question of regularizing their service comes, it is a big challenge for the government. As per government guidelines, he/she is screened on mark basis and has to qualify in OTET, CT exam etc. On the part of community teachers, looking into their standard, it is difficult to compete with others. Community teachers become depressed and feeling insecure about their service leading to their livelihood insecurity.

### **Policy level challenges**

- Mid Day Meal Programme (MDM) scheme, the flagship programme of Government of India, was launched as Centrally sponsored programme under the National Programme of Nutrition support to primary education (NPNSPE) on 1<sup>st</sup> August 1995, with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional level among children. The programme supplies free lunch on working days for children in primary and upper primary classes in Government, Government aided local body including other educational institutions. The study reveals that in 9

educational complexes, MDM is not being provided to the children showing plea that educational complexes are coming under NGO Scheme.

- It is also reported that the students are being deprived of National Talent (NT) books, free question paper (half yearly and annual examination), scholarship under OGIP (Odisha Girls Incentive Programme), Bicycle Scheme, other related benefits that are extended to other schools. In some cases, it is difficult to get books from Block Education office even on payment.
- As per the Guidelines, DESA was supposed to be constituted in respective districts. During field study, it was found that there is no such agency functioning for educational complexes.

### **0.11.2. Issues and Challenges (Schools under NGOs)**

- No in-service training to the teachers is being provided by the Government training institutions.
- Timely inspection and recommendation is not done at government level. Even if inspection is done, recommendation from district to state and then to MoTA is delayed at government level. Hence, Grant-in-Aid is not released on time. This becomes a hindrance in smooth functioning of schools.
- There is no clear cut guidelines of Educational Complex for upgrading the Classes from VI to X.
- As per the Guidelines, non –recurring grant is supposed to be released in every five years. But no NGOs have received the grant since 2008. Hence, infrastructure is very poor in NGO schools.

## **0.12. SUGGESTIVE RECOMMENDATIONS**

### **0.12.1. Educational Complexes under OMTES**

#### **Administration and Management**

- ✓ For better exposure among PVTG children, other ST children may also be enrolled in educational complexes.
- ✓ Proportion of female staff members should be more than 50% of total staff members. Necessary mechanism may be initiated.
- ✓ Vacancy of teacher posts should be filled immediately to enhance quality education and non-teaching staff for smooth functioning of schools.
- ✓ School authorities should involve PRI members as part of committee member. This will benefit educational complexes viz., (i) Funds can be generated from panchayat funds which may be utilized towards school infrastructure development (ii) Education of PVTG children will be one of the agendas of Gram Sabha. This will increase enrolment, retention and reduce drop outs of students.
- ✓ CCAs in all schools should be posted as per norm.
- ✓ To improve quality education and retention of students, the activities like social mobilization and awareness campaign may be organized in PVTG villages.

- ✓ Documentary film (in local dialect) containing inspiration based success stories should be documented and disseminated for effective impact on PVTG parents.

### **Infrastructure Development**

- ✓ Full- fledged infrastructure facility should be made available in all schools. In upgraded high schools, there is shortage of class rooms. In some cases, lower classes are taken in hostel rooms. Hostel rooms should be separated from class rooms for which required number of class rooms should be constructed.
- ✓ Separate toilet in school campus should be constructed for teachers.
- ✓ Kitchen should be renovated with spacious room, proper lighting facilities, hygienic and good environment conditions.
- ✓ Smokeless LPG connection has to be provided, to the schools where it is not available.
- ✓ Separate accommodation facility is needed for non-teaching staff. Facility of sitting room for watchman at gate place is needed.
- ✓ Play ground should be there within the educational complex campus.

### **Improve Quality Education**

- ✓ Sufficient TLMs (preferably digital based TLMs for geography and Science subjects) should be provided to all schools for enhancing quality education.
- ✓ Special and extra coaching should be given to poor, very poor and below standard students exclusively by doing reading and writing practices.
- ✓ Students should be provided with health education through yoga class, spiritual class in all educational complexes. Students should get opportunity to participate in various co-curricular activities, such as science exhibition. Facility of career counseling, extra coaching class, and tuitions should be provided for ensuring betterment of education and improvement in level of standard.

### **Capacity building of staff members**

- ✓ Capacity building of community teachers should be enhanced by organising training programmes for them. Besides, in service training like orientation and refresher trainings from time to time has to be carried out. Exposure and exchange programmes for community teachers should be taken up.
- ✓ Training on role and responsibility of different non-teaching staff members should be provided for their capacity building. In addition, accountants should be given special training on financial accounting.

### **Safety and Security of students**

- ✓ Intensive training on LSE and safety and security guidelines has to be provided to all school staff members.
- ✓ Accommodation facility for lady teachers is insufficient. Lady staff quarters should be constructed inside the school campus for safety and security of girl children.

- ✓ Heightened barbed wire boundary wall, locking system and gate keeper should be available for the safety and security of girl students.

### **Policy level interventions**

- ✓ Educational Complex Guidelines should mention clearly on sanctioned posts, infrastructure details, vocational education, skill development trainings etc.
- ✓ All the girls' complexes should be upgraded to 10<sup>th</sup> class. Schools may also be upgraded to +2 classes wherever there is demand. Up gradation of schools is highly needed for PVTG girl children to bring them into main stream.
- ✓ All the vacancy posts should be filled. In upgraded high schools, required number of trained graduate teachers should immediately be deployed.
- ✓ There should be uniform structure of boys' complex i.e all the boys' complexes should have separate building with full equipped staff and infrastructure. All boys' complexes should be functional having uniform class range from Class-1 to Class-10. In order to educate PVTG boys, separate building for boys should be set up in every educational complex. It is demanded by local PVTG people.
- ✓ Tailoring education may be reintroduced with the existing equipments by outsourcing of instructors. This will directly enhance self employment opportunity of girl children. Since computers are available to improve digital knowledge, computer instructor may also be outsourced. New technology and smart classes should be introduced. Vocational education on horticulture, goatery and poultry can be taken up for their sustained livelihood.
- ✓ Since community teachers have been posted for more than 12 years, their posts should be regularized. Special coaching for entrance examination of OTET and B.Ed trainings etc may be given to community teachers during vacation period. Opportunity should be given by relaxing them for at least 5 years to get qualified in the trainings. So that the question of disengagement will not arise and livelihood sustainability can be stable.
- ✓ **District Education Support Agency** should be constituted and functional. As per the objectives of the guidelines, the agency will discharge the responsibilities like ensuring enrolment and retention of students, linking to placement agencies, facilitating vocational and skill development trainings to the children. This will have impact on income generation and self employment for their sustained livelihood.


### **0.12.2. Educational Complexes under NGOs**


- Grant –in-Aid should be released yearly in two installments. i.e., 50% of annual grant should be released in advance from Govt. of India to continue the programme without waiting for state government recommendation and the rest 50% should be released after submission of inspection and recommendation reports.
- Regular monitoring of educational complexes should be done by concerned District level officers, respective WEOs and Inspecting Authorities.
- To upgrade from primary to secondary level, class wise up-gradation may be allowed which will take 5 years to have full-fledged upgraded high school.

- Salary of Teaching and Non-Teaching staff is very low it should be enhanced at par with other social welfare schemes of Govt.
- As per the Guidelines, Grant-in-aid may be released in every five years for infrastructure development and maintenance of the Educational Complexes.
- Necessary support may be provided for introducing new technology and smart classes in educational complexes.

### 0.13. Way forward (Action points)

1. To ensure enrolment and retention of students, following action points should immediately be taken up:

 **Social mobilization and Awareness campaign** in villages- These activities may be taken up by the respective Micro Projects. They may take support of facilitating NGOs of OPELIP.

 **Documentary film-** A documentary film containing inspiration based success story should be documented in local and simple dialect suitable for all the PVTGs. This will have positive impact on the parents.

2. A **Gap analysis** of existing staff structure and availability of school and hostel infrastructure should be done by undertaking a baseline survey of all the educational complexes. Baseline survey may be undertaken by the respective Special officers of Micro Project, DWO and PAITDAs. Prior to take action, a consultative meeting may be arranged with all key stakeholders under the chairmanship of concerned PA, ITDAs. Planning should be prepared accordingly for undertaking the activities.

3. **Capacity building of Community teachers-** Intensive orientation and refresher training including exposure and exchange programmes should be organised for the capacity building of Community teachers. The programmes may be organized by the respective Special Officers of Micro Projects and DWOs.

4. **District Education Support Agency** should be constituted and functional. The agencies should be identified and made functional.

### Concluding remarks

Due to several government interventions through programmes and schemes, the literacy rate among the Scheduled Tribes has gone up over the past decade, from a single digit literacy rate to increase from 30 to 40% in many of the PVTGs. However, female literacy rate is still considerably lower compared to male counterpart and general female population. To bridge the gap between tribal female and general female, MoTA introduced a Scheme to establish Educational complexes for girl children in PVTG area and in low literacy pockets for providing wide range of facilities with specific objective of fitting into the culture of tribal societies/groups and to provide education to them with a purpose of holistic development of these children and bringing them to the mainstream of society. As a result, a lot of significant impact on improvement and transformation towards behavior and attitude of PVTG community has been noticed and recorded during the evaluation study. To achieve greater success of

Educational Complex Scheme, immediate action has to be taken for infrastructure development, capacity building of human resources and policy level interventions by the SSD department, Government of Odisha.



# CHAPTER-I

## ***INTRODUCTION***



### INTRODUCTION

#### 1.1. Profile of STs in Odisha

Odisha has a landmass of 1, 55,707 sq. km. with 4.19 crore population as per 2011 census. The density of population is 270 per sq. km. In Odisha, literacy rate shows 72.99% of which male literacy is 80.89% and female literacy is 64.64%.

As per 2011 census, the proportion of tribal population in Odisha is 22.85% which is much higher as compared to national figure. But ST literacy rate is lower in Odisha (52.24%) as compared to India's ST literacy rate (58.96%) and state average of 72.87%. The literacy rate for the scheduled tribes in India has increased from 8.53% in 1961 to 58.96% in 2011. In 1961, the literacy gap between the general and the ST population was 19.77% which has been marginally decreased to 14.03% in 2011. The literacy rate for the scheduled tribes in Odisha has increased from 7.36% in 1961 to 52.24% in 2011.

As per 2011 census, ST female literacy rate is lower (49.35%) as compared to female literacy rate among all social groups in India. Literacy gap between ST female and all social groups shows 15.29%. In case of Odisha, female literacy rate gap is 22.81% which is much higher than the national figure. Low literacy rate and backwardness is due to socio-cultural practices among the tribal population. The tribal people highly depend on nature for their survival. The proportion of drop out children in remote tribal areas is usually higher than the tribal children living in non-tribal areas. In Odisha, out of 62 tribal communities, there are 13 types of Particularly Vulnerable Tribal Groups (PVTGs) living. The name of these communities are Birhor, Bonda, Mankirdia, Didayi, Dongoria Kondha, Juang, Hill-Kharia, Kutia Kondh, Lanjia Saura, Lodha, Paudi Bhuyan, Saura and Chuktia Bhunjia.

#### 1.2. Background of PVTGs

The Particularly Vulnerable Tribal Groups (PVTGs) are original habitants of Indian Peninsula (Bharatha Khand). Majority of the PVTG population lives in States like Andhra Pradesh, Chhattisgarh, Jharkhand, Maharashtra, Madhya Pradesh, Odisha, and Tamil Nadu. There are 75 PVTGs in the country which is small in number, socially and culturally different from one another. They live in remote habitations with poor administrative and infrastructure facilities depending mainly on traditional occupations such as hunters and food gatherers. Few numbers are depending on cultivation in small land holdings depending on shifting cultivation. There are some PVTGs even on the verge of extinction, due to their aboriginal nature, they still roam in jungles for hunting and food gathering, there are instances of deaths due to attack by wild animals, snake bites etc.

The Particularly Vulnerable Tribal Groups (PVTGs) of India are living in the remote area. They are living with primitive agricultural practice, lowest literacy rates, and widespread poverty

with miserable socio-economic conditions. Their educational status has been witnessed very poor and worst because of the isolation, inaccessible communication facility, poor health condition, hostile environment, poor economic condition, and superstitious beliefs, etc. The importance of education touches only the periphery of the tribal life. The PVTGs are one of the most vulnerable sections of tribal society as they are few in numbers, have not attained any significant level of social and economic development and generally inhabit in remote localities having poor infrastructure and administrative support.

### **1.3. Education Policies in different period of time**

#### **1.3.1. Education Policy for Tribal Development**

In pursuance of the directives of the constitution and the special provisions made there in for the scheduled tribes, the Government of India has been implementing special programmes for the socio-economic development of the tribal groups. The broad objectives of these programmes have been to develop these traditional communities so as to enable them to secure for themselves an equitable and rightful place in the national system. After 1947, the momentum of progress of education among STs increased. The Government and Voluntary Organisations initiated efforts in this regard. The Government took various steps to promote and protect through various welfare schemes which operated from central and state levels. Special provisions were made in the Constitution for the Scheduled Tribes and Scheduled areas.

The Constitution, adopted and enacted in 1950, is based on the principles of equality and it guarantees equality before the law and equal protection to all its citizens. It not only guarantees fundamental rights and freedoms, but also prohibits discrimination on the basis of religion, race, caste, sex, and place of birth. Recognizing the special needs of various weaker sections including STs, the Constitution also enjoins upon the States to make special provisions of affirmative discrimination for the advancement of any socially and educationally backward classes. These constitutional provisions have replaced the British policy of isolation and non-interference by a policy of inclusion and integration through development.

#### **1.3.2. National Education Policy 1968**

The Kothari Commission Report (1964-66) is known as the National Educational Policy 1968. The commission convened on October 2nd, 1964 and submitted its report on June 29th, 1966. 'The commission was appointed by the Government of India by a resolution dated 14<sup>th</sup> July, 1964 to advise government on the national pattern of education and on the general principles and policies for the development of all stages and in all aspects' (NEP, 1968). This report indicated the guideliness for the formulation of a "National Policy on Education". After that in July, 1968, the Government of India declared it as the first National Policy on Education. The commission consisted of 17 members with Professor D.S.Kothari appointed as the chairman who was at the time also the Chair of the University Grants Commission. On the basis of the recommendations contained in the reports of this Commission, the

Government took steps to introduce certain much needed changes in the country's system of education.

The Kothari Commission's main objective was to increase productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values, providing equal educational opportunities, developing languages and promoting scientific education and research. The Commission emphasized the need to eradicate illiteracy and provide vocational adult education. To achieve this, the Indian education policy called for fulfilling free and compulsory education for all 6 to 14 years of children. Some important items of expenditure that the commission paid serious attention on scholarships for students as a mechanism of the programs for the backward classes, formation of Residential School in each Community Development Block, supply of free textbooks at the primary stage, supply of Mid-Day-Meals at the primary stage and focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education, etc. A few other norms adopted by the commission have serious financial implications. The commission had adopted higher pupil- teacher ratios in estimating the resource requirements. It wanted that to ensure reasonably good quality of education, the Pupil-Teacher Ratio in primary education be 30 and 35 in higher primary schools. The commission also suggested a detailed mechanism of grants-in-aid to local bodies. It recommended that 'the assistance of the local communities should be fully harnessed for improving the physical facilities in schools'. The first National Education Policy however did not give any special attention to tribal people as such.

### **1.3.3. National Policy on Education 1986**

The National Policy on Education 1986 stipulated that the implementation of the various educational programs undertaken in accordance with its directions to be reviewed every five years. However, no such review was done in the subsequent 17 years. It was; therefore, felt that a review should be made. The Prime Minister Rajiv Gandhi took the initiative in this regard and immediately formed the revised document named National Policy on Education 1986. The National Policy on Education was adopted by the Lok Sabha on 8<sup>th</sup> May 1986 and the Rajya Sabha on May 13, 1986. The government of India, for the first time in history, announced the Program of Action, (NPE, 1986). The main features of National Policy on Education 1986: were universal accesses to education, common educational structure, equal opportunity of education, "Education for all", etc. The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The National Policy on Education 1986, for the first time, gave special emphasis on women's education, Scheduled Caste and Scheduled Tribe. The policy laid additional emphasis on women's education and role of education, as an agent of change in the status of women. The education for SC and ST were considered essential in this policy. The government had taken initiative for backward families to send their children to school. Earlier, the objective of pre- matric scholarship was to ensure the enrollment, retention and successful completion of education by SC/ST students and recruitment of SC/ST teachers in tribal areas. Provisions for opening of new primary schools in tribal areas on a priority basis, keeping cultural issues and concerns of tribals, opening residential schools and implementation of other schemes for their upliftment amply demonstrates that NPE 1986 was quite sensitive about human rights

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perspective. The policy talked about informal education and different types of vocational education to be started after class VIII. The policy believed that the cultures of different communities of India need to be given priority in education. But unfortunately, this is not happening till today in India. The tribal people are not compatible with the unified education structure, because of their language and culture variation.

#### **1.3.4. National Policy on Education 1992**

National Policy on Education 1968 was the first official document which attested Indian Government's commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986. In the review of the policy in 1990, it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National Policy on Education 1992 was formulated. The Kothari Commission of 1964 and, subsequently, the National Education Policy, 1986 endorsed the concept of universalization of primary (elementary) education. Even after that almost half of the children, in the age group of 6-14, either do not go to school or drop out at an early age. Many have to stay out-side the educational system, due to basic problems. Efforts, over the last 40 years, to remedy this situation, have not met with any significant success. Therefore, the V. P. Singh Government recommended in 1990 a Review Committee and Acharya Ramamurti was appointed as Chairman of the committee in May 1990. The Committee reviewed the NPE, 1986 and certain modifications were done, after which it was announced in the Parliament in the month of May, 1992. 'Under the NPE, 1992 the Program of Action has identified many deficiencies, such as the inequality between schools, as some schools are provided with good teachers, excellent equipment, while in some others region absenteeism of teachers, unavailability of basic facilities such as drinking water, blackboard, seating space, large number of primary schools run by single teachers, etc' (POA, 1992) were observed. The Program of Action 1992 focused on the SCs and STs' educational development. Priority was accorded to opening primary schools in tribal areas and this underlined the need to develop the curricula and devise instructional materials to be provided in tribal languages at the initial stages, with arrangements for switching over to the regional language. Residential schools, including Ashram Schools and Mid-Day-Meal Program were established on a large scale. Anganwadi, Non-formal and Adult Education Centres were opened in tribal areas. Incentive schemes were also formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. etc. (POA, 1992).

#### **1.3.5. National Policy on Education 2019 (Draft)**

The National Education Policy 2019 provides a framework for the transformation and reinvigoration of the education system in order to respond to the requirements of fast-changing, knowledge-based societies while taking into account the diversity of the Indian people, their traditions, cultures, and languages. It seeks to ensure that human capital, the most vital form of capital that would fuel the necessary transformation, is secured and strengthened. Highest priority is accorded to the task of ensuring universal access to an education of high quality and breadth that would support India's continued ascent, progress, and leadership on the global stage - in terms of economic development, social justice and equality, environmental stewardship, scientific advancement and cultural preservation, and help develop and maximise



our country's rich talents and resources for the good of the individual, the country, and the world. An education system built on the premises of quality and equity is considered central to sustainable development, achieving success in the emerging knowledge economy and society, for socio-economic mobility, and for building an equitable, just and humane society. The policy focuses on some key objectives indicated below:

- Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025.
- By 2025, every student in Grade 5 and beyond has achieved foundational literacy and numeracy. Achieve access and participation in free and compulsory quality school education for all children in the age group of 3-18 years by 2030.
- Curriculum and pedagogy are transformed by 2022 in order to minimize rote learning and instead encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.
- Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.
- Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030.

#### **1.4. Schemes and programmes of MoTA for promotion of Tribal education**

In order to attract tribal children towards education and motivate their parents to avail of incentive schemes for their children's education, the Ministry of Tribal Affairs has launched several programmes and schemes from time to time that reflect government's commitment to uplift and promote education of the tribal communities. Some of the major schemes are described below.

##### ***Residential school for girls and boys***

The Ministry of HRD is mandated to promote education in the country and take measures to promote education for deprived children by making better provisions, relaxing norms for opening of primary schools in tribal areas with residential facilities. The "Scheme for provision of hostels for ST girls" is in operation since the 3rd Five Year Plan. The Scheme for ST Boys was started with effect from 1989-90. During the 10th Five Year Plan, both the schemes have been merged into a single scheme.

##### ***Kasturba Gandhi Balika Vidyalaya (KGBV)***

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC areas. This programme has been implemented during the Tenth Five Year plan period. This was applicable only in those identified Educationally Backward Blocks (EBBs) where, as per 2001 census report, the rural female literacy rate was below the national average and the gender gap in literacy more than the national average. Having such ideas, the programme has emphasized on setting up of residential

schools with boarding facilities for the target group. Initially, it ran as a separate scheme. After 1<sup>st</sup> April 2007, it was merged with the SSA program. The main objective of KGBV is to ensure access to quality education to girls from disadvantaged groups by setting up residential schools at upper primary level. It aimed at giving access to girls belonging to disadvantaged groups (SC/ST) a better opportunity, to ensure greater participation of girls in education, and to improve the quality of girls' education in the Educationally Backward Blocks (EBBs).

***Ekalavya Model Residential Schools*** – It aims to provide quality education at middle, high school and higher-secondary level (classes VI to XII) to meritorious tribal students in a residential mode with quality staff who can cater to their distinctive environmental, educational and cultural needs and prepare them to live with dignity and greatly contribute to the society at large.

***Ashram Schools*** – The scheme aims to promote expansion of educational facilities for Scheduled Tribe students including Primitive Tribal Groups by providing residential facilities in an environment conducive to learning. The scheme covers all the Tribal Sub-Plan areas of the country spread over 22 States and 2 Union Territories. The running and maintenance of the Ashram Schools is the responsibility of the State Government/ UT concerned. Ashram schools are imparting primary, middle and secondary education for SC/ST boys and girls. The Ashram schools which are run by State Governments have been an important tool to provide formal education to SC/ST children at the elementary level. The provision of the scheme at the primary, middle and secondary level is to provide all reading materials and dresses including residential facilities and free boarding to the children.

## **1.5. Schemes and programmers of MoTA for promotion of PVTG children's education**

### **1.5.1. Educational Complex Scheme (1993-94)**

In spite of 50 years of planned development and social provision for accelerated socio-economic development of weaker sections, the gap in the literacy levels among the general population and the socially disadvantaged sections is persisting and in some cases, this gap is further widening. During Eighth Five Year Plan, it was noticed that the gap in literacy levels among the general population and the socially disadvantage sections, particularly tribal women was persisting and in some cases, the gap was further widening. A total of 136 Districts in the country had less than 10% literacy among scheduled tribe women. Primitive tribes were reluctant to send their girl children to schools in view of their pervasive poverty and ignorance out of illiteracy. Keeping the concern in view, the Ministry of Tribal Affairs, Government of India derived a scheme for setting up educational complex in low literacy pockets for development of women literacy in tribal areas.

### **Objectives of the scheme**

The scheme aims at to bridge the gap in literacy level between the general female population



and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs), and reducing drop-outs at the elementary level.

The scheme was introduced in **1993-94** for improving literacy among ST women in Districts with less than 10% female literacy and implemented through NGOs/Organisations or institutes set up by Government as autonomous bodies/educational and other institutions like local bodies and cooperative societies. A total of 136 Districts of 11 States namely Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Odisha, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal were covered under the scheme. The Ministry of Tribal Affairs provides full assistance for setting up of the educational complexes. A complex is meant for girls studying in class I to V with strength of 30 girls in every class with a provision for training in Craft/Vocational Education. An incentive of Rs.50 per students per month is to be paid to the parents for sending their daughters to these educational complexes. The Ministry was providing 100% Grant-in-aid both in the form of recurring and non-recurring grants to the eligible NGO's. The girl children from primitive tribal groups were the beneficiaries under the scheme. (See detail Guide line of NGO educational complex Scheme 1993-94 in **Annexure-1.1**)

#### **1.5.2. Revised Educational Complex Scheme (2007-08)**

**A Revised Scheme** introduced by the Ministry of Tribal Affairs is for strengthening of education among Scheduled Tribe (ST Girls') in low literacy districts with effect from 01.04.2008. The programme aims at establishment of Educational complexes in villages inhabited by primitive tribal groups. The scheme has been implemented in 54 identified Districts where the ST population is 25% or more, and ST female literacy rate below 35%, or its fractions, as per 2001 census. The Ministry was providing 100% Grant-in-aid both in the form of recurring and non-recurring grants to the eligible NGO's. The main objective of this scheme is to increase literacy rate of ST girls in the age group 5 to 15 years of age. The girl children from primitive tribal groups were the beneficiaries under the scheme. The scheme is being implemented through Voluntary Organizations (VOs)/Non- Governmental Organizations (NGOs) and autonomous society/institutions of State Government/Union Territory Administration (See detail Guide line of revised educational complex Scheme 2007-08 in **Annexure-1.2**).

The Odisha Model Tribal Education Society (**OMTES**), an **Autonomous Society** of Odisha state has been entrusted with the responsibility of managing 19 Educational complexes in villages inhabited by primitive tribal groups of Odisha from the year 2007-08 in the State (functioning under the control of ST & SC Development department). Out of 19 complexes, 17 are for Primitive Tribal Groups and 2 for Non-PTG villages (one in Badapada village of Malkangiri district and other in Upper Kusumita village of Keonjhar district). Since 1993-94, NGOs in Odisha have been working for education of tribal girl children under welfare of STs Scheme. Presently, 16 NGOs are running educational complexes under the revised scheme of

MoTA. The Ministry of Tribal Affairs (MoTA) transfers the sanctioned funds to OMTES to run 19 educational complexes.

Under the scheme of strengthening the education among the Scheduled Tribe (ST) girls in the low literacy Districts, 90% support for running education institution complex by the autonomous society is made available. The scheme aims to bridge the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs), and reducing drop-outs at the elementary level.

### **1.5.3. Implementation of the Educational Complex Scheme in Odisha**

As per the Guidelines, the scheme in Odisha is implemented and run by OMTES (19 educational Complexes under the control of SSD) since 2008. For implementation of the scheme in Odisha, the then Commissioner cum Secretary, SSD deptt, issued a letter No.38/SSD dated 5<sup>th</sup> April 2007 to the respective District Collectors mentioning some state specific directions like “Formation of District Tribal Development Society” (See letter in **Annexure-1.3**). A letter No.1175/SSD dated 17<sup>th</sup> May 2008 issued by the then Director, SSD deptt to the respective Special officers of Micro Projects and the District Welfare Officers “to invite eligible NGOs or registered bodies to apply for consideration for establishment of the hostel/schools or both for the promotion of literacy of the ST Girls in their respective areas” (See letter in **Annexure-1.4**). In continuation of letter No.38/SSD dated 5<sup>th</sup> April 2007, a letter No.13/2008/ 382/SSD dated 29<sup>th</sup> August 2008 issued by the Commissioner cum Secretary containing the schematic guidelines and sanction order that the grantee institutions/organisations are required to follow the prescribed norms and other stipulations (See letter in **Annexure-1.5**) and budget provisions mentioned in **Annexure-1.6**.

Education complexes have been established in Micro Project area during 2008-09 having the facility for 50 PVTG girls in each class and 250 PVTG girls for each school. Then the schools have been upgraded to elementary level. In order to promote quality education among the Particularly Vulnerable Tribal Groups students, the Government in ST &SC Development Deptt have been pleased to upgrade 15 educational complexes run by OMTES (Notification given No. 8554/SSD dated 23.04.2015- see **Annexure-1.7**). This has been concurred in by Finance Deptt vide their UOR No.148-SS-II dated 20.9.2013. In continuation of the Notification dated 23.4.2015, vide letter No 8557 dated 23.4.2015 issued by the then Director cum Addl. Secretary to Government with the subject mentioning creation of the post of Head Master/Head Mistress on regular scale of pay and other teaching and non-teaching staff on contractual basis for newly upgraded 15 numbers of Educational complex (SSD) to Government SSD high Schools in different TSP blocks of Odisha State (See letter in **Annexure-1.7**). Further letter vide 33596/SSD dated 19.10.2015 issued by the then Commissioner cum Secretary to Government communicated to all the respective district

collectors regarding infrastructural development of upgraded high schools (See letter in **Annexure-1.8**).

Similar facilities have been provided for boys in the education complexes in the year 2015-16. The NGO scheme budget has been withdrawn by MoTA from the year 2018-19 and the scheme has been transferred to the scheme SCA to TSS. The Director cum Special Secretary to Government will be the Controlling Officer and SSD deptt will be the Administrative deptt in respect of the fund transferred to OMTES. (See **Annexure -1.9** where in a note sheet dated 24.6.2019 clarified by the Commissioner cum Secretary). Educational Complexes which have been upgraded to high school are funded by SSD department, Government of Odisha. NGOs receive funds directly from MoTA to run their respective educational complexes.

## CHAPTER-II

### *REVIEW OF LITERATURE, RATIONALE, SAMPLING DESIGN, METHODOLOGY AND OBJECTIVES OF THE STUDY*



### REVIEW OF LITERATURE, RATIONALE, SAMPLING DESIGN, METHODOLOGY AND OBJECTIVES OF THE STUDY

#### 2.1. Context of the Study

The Human Development Index on PVTGs reveal that overall status in all spheres still remain far behind the Scheduled Tribes and far and far behind the mainstream communities residing in urban agglomeration. The educational status of these groups especially among women is very low compared to other tribal groups. Their health indicators such as Infant Mortality Rate (IMR), malnutrition and certain chronic diseases like leukemia, skin disorders etc. are very high and common. Thus, the human development indicators of these tribes remain far behind any other weaker sections in the country including among the other Scheduled Tribes. The initiatives of the successive Governments to bring them at par with the rest of the society are gradually making attempts to reach them. However, due to their isolation, lack of awareness, lapses in creating awareness and delivering essential services on the part of local administrations to these tribes at grass root level which have made them to still live in vulnerable condition. (Muniraju, S.B and Thakur, 2018).

The vulnerability of the PVTGs primarily suits from the change in the economic system, loss of their traditional livelihoods, habitats and customary resource through the gradual exploitative intrusion of the market economy into their areas in the form of industrial projects, conservation, tourism, and the forest bureaucracy and so on. These conditions have led to the loss of their land and resources resulting in chronic malnutrition, starvation and ill health. The PVTGs are becoming increasingly vulnerable due to loss of their customary habitats and the livelihood resources which sustained them due to non-recognition of their rights. This is somehow leading to remain in poverty, hunger /starvation, malnutrition and ill-health and erosion of traditional occupations, which is threatening their very survival.

The PVTGs are vulnerable, primarily due to the change in the economic system, loss of their traditional livelihoods, habitats and customary resource through the gradual exploitative interference of the market economy into their areas in the form of industrial projects, conservation, tourism, and the forest bureaucracy and so on. These conditions have led to the loss of their land and resources resulting in chronic malnutrition, starvation and ill health. Besides, the PVTGs are becoming increasingly vulnerable due to loss of their customary habitats and the livelihoods due to non-recognition of their rights over the resources on which they have been dependent since ages. This is somehow leading to remain in poverty, hunger /starvation, malnutrition and ill-health and erosion of traditional occupations. Literacy among PVTG women was hardly witnessed prior to Eighth Five year plan period. Due to intervention of government from time to time under different programmes and schemes, there is a positive impact on female literacy rate in low literacy districts [see Table-2.1(a)].

**Table 2.1. (a): Tribal Female Literacy rates in Low Literacy Districts**

Sl. No	District	Female Literacy rate as per 2001 census	Female Literacy rate as per 2011 census	Impact (increase in literacy rate)
1	Angul	12.5	51.19	38.69
2	Deogarh	31.2	51.67	20.47
3	Gajapati	14.8	32.83	18.03
4	Ganjam	15.2	38.89	23.69
5	Kalahandi	17.2	35.84	18.64
6	Kandhamal	26.9	45.58	18.68
7	Keonjhar	26.0	41.56	15.56
8	Koraput	8.4	25.37	16.97
9	Malkangiri	7.5	26.25	18.75
10	Mayurbhanj	23.5	41.36	17.86
11	Nuapada	16.2	37.73	21.53
12	Rayagada	10.1	26.72	16.62
13	Sundargarh	25.3	56.39	31.09

*Source: Census 2001 and 2011.*

While examining tribal female literacy rate in low literacy districts, the literacy rate in 2011 reveals (between 5% to 40%) increase than the literacy rate in 2001. This indicates that there is a positive impact of educational complexes established in low literacy districts.

Education plays key role in empowering a person/group to be part of a mainstream society and aspire to grow with rest of the society. However, though the literacy rate among the Scheduled Tribes has gone up over the past decade, from a single digit literacy rate to an increase in 30 to 40% in many of the PVTGs, female literacy rate is still considerably lower compared to male counterpart [see Table 2.1(b)].

**Table 2.1 (b): Literacy status of PVTGs in Odisha**

Sl No	Name of PVTG	Literacy Rate											
		2002			2007			2010			2015		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1	Lodha	13.68%	20.81%	5.61%	23.41%	29.32%	17.08%	26.03%	31.62%	20.18%	37.98%	44.27%	31.32%
2	Hill Kharia/ Mankidia/ Birhor	31.1%	42.87%	18.84%	30.45%	41.63%	19.45%	42.41%	47.66%	36.41%	31.13%	33.39%	28.91%
3	Paudi Bhuyan	20.46%	27.01%	13.81%	20.41%	22.51%	18.32%	25.61%	29.54%	21.79%	48.17%	50.71%	45.6%
		29.6%	39.3%	19.3%	34.68%	46.25%	23.11%	38.82%	47.39%	30%	51.34%	47.07%	55.66%
		12.64%	20.66%	4.7%	19.23%	25.88%	12.58%	18.03%	23.68%	12.39%	30.25%	36.92%	23.79%
4	Juang	19.12%	31.19%	7.43%	24.12%	36.66%	11.96%	29.75%	42.56%	17.52%	38.18%	46.5%	30.05%
5	Kutia Kondh	17.13%	31.74%	3.54%	25.83%	37.96%	14.58%	34.31%	44.48%	22.22%	46.46%	60.98%	33.15%
		30.55%	43.47%	17.22%	32.56%	44.64%	20.22%	36.25%	46.98%	21.8%	65.43%	69.14%	61.79%
6	Saura	27.9%	41.84%	24.21%	44%	60.96%	26.88%	44.79%	61.49%	29.38%	52.08%	54.14%	50.03%
		22.13%	31.98%	12.13%	26.32%	40.65%	15.92%	38.36%	42.58%	34.16%	13.33%	16.93%	9.79%
7	Lanjia Saura	30.99%	39.8%	22.57%	32.99%	41%	25.33%	51.81%	63.26%	41.52%	46.64%	46.49%	46.78%
		23.9%	33.77%	14.43%	29.54%	35.23%	19.15%	33.19%	42.41%	23.86%	35.57%	37.71%	33.45%
8	Dongaria Kondh	8.19%	15.35%	2.53%	16.23%	30.27%	6.02%	33.68%	46.57%	23.42%	32.89%	48.32%	21.46%
		9.26%	18.37%	2.68%	14.4%	22.72%	6.08%	25.78%	33.42%	20.16%	25.01%	30.83%	20.75%
9	Bonda	6.35%	10.69%	2.6%	10.33%	17.15%	4.7%	14.1%	19.6%	8.98%	24.74%	27.75%	22.15%
10	Diyadi	5.84%	9.46%	2.48%	7.36%	12.34%	2.99%	20.67%	25.09%	16.75%	44.5%	49.58%	39.83%
11	Chuktia Bhunjia	34.87%	51.52%	18.27%	18.77%	28.55%	9.17%	52.98%	62.54%	42.91%	28.14%	33.24%	23.72%

Source: Surveys conducted by SCSTRTI in 2002, 2007, 2010 & 2015

## 2.2. Review of literature

Various research and evaluation studies relating to education in Ashram Schools and other residential schools for tribal children have been carried out by a number of researchers and research institutions. But research/evaluation studies on education in educational complexes are scanty. Except one evaluation study on educational complexes in select district of Odisha undertaken by SCSTRTI in the year 2001 and some research papers and articles on education of PVTG girl children, no in- depth studies have been carried out yet. Some of the related review of literature is mentioned in the following:

**Muniraju, S.B and Thakur, Rachita (2018)** in their article “Development deficits of Particularly Vulnerable Tribal Groups (PVTGs) and way forward” explained in detail about types of PVTGs in India, their socio-economic conditions like occupational pattern and lifestyle, poverty, education, health, employment etc and development deficits. The authors also mentioned that there are some existing schemes for the development of Particularly



Vulnerable Tribal Groups in all spheres but there is a dire need to regulate and upgrade those schemes in accordance with the changing scenario. These schemes have been initiated with a sole objective of development of the Scheduled Tribes including PVTGs. Regulatory bodies have also been created for the planning and execution of the schemes. The Ministry of Tribal Affairs is the nodal Ministry in the Center and Departments of Tribal Welfare / Social Welfare in the States / UTs are implementing various programs for inclusive development of Scheduled Tribes. However, an exclusive scheme namely “Development of PVTGs” is being implemented by the Center through State Governments & UT Administrations covering the 75 identified PVTGs among Scheduled Tribes in 18 States and UT of Andaman & Nicobar Islands. Educational and economic development programs are considered as priority for inclusive development of Scheduled Tribes. Some of the suggestions in their article are like there exists a gap between the needs of the PVTGs and the government schemes. Irrespective of the purpose for which the scheme is initiated, it should first be able to reach out to the actual beneficiaries for which it is meant. Therefore, the need of the hour is to acknowledge the gap between the actual beneficiaries and the government schemes. The schemes are thus far away from the ground level realities of the tribals especially the PVTGs and hence they should be the direct beneficiary oriented for better implementation and execution.

**Ghosh, Arun Kumar (2007)** in his paper says that few tribals are badly in need of special attention for literacy and basic education. He discusses the causes for low literacy among the tribals of “Ho” and “Mahali” in Jharkhand and “Lodha” in West Bengal. He observed that the female enrolment ratio of the tribals is much lower than that of their males. A further sharp decline of enrolment was observed immediately after the primary education, and this trend continued among males and females. During the cultivation period, the drop-out rate is more because children are required to assist their family members in sowing, weeding, plantation, and harvesting activities. Economic hardship is also a major factor for the drop out of the tribal children. To achieve gender equity in education, a number of suggestions have been given by the author such as motivation of parents to send their daughters to school, curriculum to be customized to the needs of tribal children, separate toilets for girls.

**Behera, Minaketan (2014)**, in his paper examined the changes take place in literacy level of Schedule Tribes in comparison with general population in Odisha, male-female gap in literacy, gross enrolment ratio, dropout rates, explore the possible reasons for low level of literacy and educational backwardness and the possible suggestions for educational development in tribal areas. The primary data was collected in Kandhamal and undivided KBK districts of Odisha covering three Primitive Tribal communities i.e. Kutia Kandha, Dongria Kondha and Lanjia Saura. A total of 800 households were interviewed covering 49 revenue villages for data collection. His study findings revealed that literacy percentage increased and literacy gap between STs and general population reduced from 17.58% in 2001 to 12.57% in 2009.

**Nayak and Maharana (2017)**, in their article, “Educational Status among Particularly Vulnerable Tribal Groups of Odisha” focused on the status of education among the Hill Khadias of Jashipur block in Mayurbhanj district and explores the possible reasons of low literacy and educational backwardness and suggestions for educational development of the

study area. The study covered 15 households of Kundabai and 25 households of Badjhili village in Jashipur block of Mayurbhanj district. The study findings revealed that the literacy and educational status is very low among the selected PVTGs. The chronic problem of teacher absenteeism needs priority attention. The authors suggested that this aspect has to be addressed with all sincerity of efforts for the improvement of the teaching – learning situation among the Hill Kharias. Necessary infrastructure and the appointment of teacher belonging to the community should be encouraged. If no such teacher is available, others with a positive attitude and understanding about tribal community should be employed in the area. Teachers must be provided free accommodation facilities in the school campus. Proper awareness campaign should be organized to create the awareness about the importance of education.

*An evaluation study of educational complexes in Odisha* in the year 2001 was undertaken by SCSTRTI, Bhubaneswar. By the time the evaluation undertaken, there were 18 educational complexes set up. Evaluation was undertaken in 10 sample educational complexes i.e 4 from Rayagada district, 2 from Nabarangpur district and 4 from Koraput district. The study pointed out some deficiencies in educational complexes like lack of boundary wall and craft workshop, delay in release of grant- in- aid, non-recognition of educational complexes, adult literacy programme, selection of teachers, lack of timely inspections and lack of coordination among the voluntary agencies and government machinery etc. Suggestions for improvement were given accordingly.

### 2.3. Rationale of the study

In order to uplift education of PVTG girls, MoTA introduced one Educational complex scheme which was implemented in 1993-94 and revised in 2008. No evaluation study has been taken up on educational complexes run by OMTES since its inception. It is pertinent to evaluate and verify the situations and functioning of educational complexes and also high time to examine whether the very purpose of establishing these schools has been fulfilled. The gaps/findings will help as inputs to the Government to take remedial measures for more effective functioning. Keeping these in view, evaluation study of these complexes has been carried out by SCSTRTI, Bhubaneswar with the following objectives:

### 2.4. Study Objectives

#### Broad Objective

- ✓ To study whether the Educational Complexes are *running on desired lines and verify* whether the purpose of the Educational Complexes is complied with present functioning of schools.

#### Specific Objectives

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- ✓ To understand the scheme, provisions and structure of Educational Complexes as per the Guidelines of Government of India.
- ✓ To ascertain the extent of quality of teaching incidental to educational attainment of the students.
- ✓ To make a **comparative assessment of situations** of Educational Complexes run by OMTES and Educational Complexes run by NGOs.
- ✓ To explore perceptions and views of students/boarders, teaching and non-teaching staff, parents, SMC/PTA Committee members, PRI members and supervisory officers about functioning of these complexes.
- ✓ To make an overall assessment of educational complexes by measuring parameter wise indicators and verify whether the purpose of the Educational Complexes is complied with present functioning of schools.
- ✓ To identify grey areas, suggest measures for effective functioning of education complexes and draw implications for policy making on education of PVTG children.

## 2.5 Sampling Design

The present evaluation study covered all the 19 educational complexes run by OMTES. In order to make a comparative assessment, 50% of total educational complexes run by NGOs (8 NGOs) were selected on the basis of random sampling. A total of 13 districts, 17 Micro Projects, 2 ITDAs, 8 NGOs and 27 schools were covered for the purpose. (Table 2.3)

**Table 2.2: Study Coverage**

No. of districts covered	No. of Micro Projects covered	No. of ITDAs covered	No. of NGOs covered	No. of Educational Complexes covered
13	17	02	08	27

**Table 2.3: Educational complexes in Odisha-run by OMTES and select NGOs**

Sl.No	District	Name of the Block	Name of the Micro Project/ITDA/NGO	PVTG/Low literacy pocket	Name of the Education Complex
EDUCATIONAL COMPLEXES (OMTES)					
1	Rayagada	Bissam Cuttack	D.K.D.A. Chatikona	Dongaria Kondha	Arishakani
2		Kalyansinghpur	D.K.D.A. Parsali	Dongaria Kondha	Parsali
3		Gunpur	L.S.D.A. Putasingh	Lanjia Soura	Kereba
4	Anugul	Pallahara	P.B.D.A. Jamardihi	Paudi Bhuyan	Sibida
5	Gajapati	Gumma	L.S.D.A. Putasingh	Lanjia Soura	Tipsing
6		Mohana	S.D.A. Chandragiri	Soura	Baghmari
7	Malkangiri	Khairput	BDA, Mudulipada,	Bonda	Badbel
8		Kudumuluguma	D.D.A Kudumulguma	Didayi	Nandiniguda
9		Khairput	ITDA, Malkangiri	Low-Literacy pocket	Badapada
10	Nuapada	Komna	C.B.D.A. Sunabeda,	Chuktia Bhunjia	Salepada
11	Sundargarh	Lahunipada	PBDA, Khuntagaon	Paudi Bhuyan	Khuntagaon

12	Deogarh	Barkote	P.B.D.A. Rugudakudar,	Paudi Bhuyan	Jharbahal
13	Mayurbhanj	Jashipur & Karanjia	H.K.M.D.A. Jashipur,	Hill- Kharia & Mankirdia	Angarpada
14		Suliapada & Morada	L.D.A., Morada,	Lodha	Chikamatati
15	Kalahandi	Lanjigarh	Banipanga, KKDA, Lanjigarh	Kutia Kandha	Banipanga
16	Kandhamal	Tumudibandha	K.K.D.A. Belgarh,	Kutia Kandha	Rangaparu
17	Ganjam	Patrapur	T.D.A, Thumba,	Tumba	Lokasahi
18	Keonjhar	Banspal	J.D.A, Gonasika	Juang	Gonasika
19		Keonjhar	ITDA, Keonjhar Sadar	Low Literacy pocket	Upper Kusumita
<b>Educational Complexes (NGOs)</b>					
1	Angul (Non-TSP)	Kihore Nagar	Sri Ramakrishna Ashram-NGO	STs in Low literacy pocket	Sri Ramakrishna Ashram
2	Keonjhar (Partially TSP)	Ghatagaon	Prakalp-NGO	Juanga	Masinaguda
3	Rayagada (Full TSP)	Bissamcuttack	SNEH- NGO	STs, Dongaria Kondh	Nalini Vidya Madir, Bariguda.
4	Rayagada (Full TSP)	Padampur	Seva Samaj	STs, Dongaria Kondh	Educational Complex, Jabaraguda
5	Koraput(Full TSP)	Boipariguda	Bright Career Academy	STs in Low literacy pocket	Educational Complex, - Minarguda
6	Koraput(Full TSP)	Koraput	Sarvodaya Samiti	STs in Low literacy pocket	Educational Complex, Gandhi Nagar
7	Malkangiri (Full TSP)	Kurudanda	SEED	STs in Low literacy pocket	Educational Complex, Tandapalli
8	Nuapada (Non TSP)	Tanwati	Holy Home	STs in Low literacy pocket	Educational Complex, Sinapalli

## 2.6. Methodology

- ✓ The study is based on both primary and secondary sources of data. It covered both qualitative and quantitative data. **Primary sources** of data were secured from school authorities, teaching and non-teaching staff, students/boarders, PRI members, parents of the boarders, PTA/SMC members and supervising officials.
- ✓ The techniques like desk review, personal interview, Focus Group Discussions (FGDs), Key Informant Interview (KII) were adopted for the purpose. Standard of students and quality of teaching of teachers were assessed by conducting surprise tests in core subjects for students and teachers' competency test respectively.
- ✓ **Secondary sources** of data were obtained from respective schools, Micro Projects, ITDAs, SSD dept, Government of Odisha, SCSTRTI, OMTES and respective NGOs.
- ✓ For the purpose of evaluation, parameter wise indicators were identified. Accordingly, the process of evaluation was carried out. The schedules/questionnaires and frame works were prepared accordingly.

The identified parameters and indicators are mentioned below:

**Table 2.4.Parameters and indicators:**

Sl. No	Parameters	Indicators
1	Administration and Management	<ul style="list-style-type: none"> <li>• Enrolment and drop out of children</li> <li>• Constitution and functioning of SMC/PTA</li> <li>• Gender ratio of teaching and non-teaching staff</li> <li>• Teaching and non-teaching staff position</li> <li>• Adherence to Government Guidelines</li> <li>• Participation of students in curricular, co-curricular and extra-curricular activities</li> <li>• Allotment of funds and utilization</li> <li>• Maintenance of records, registers and documents of schools and hostels</li> <li>• Monitoring and Inspection mechanism</li> </ul>
2	School Infrastructure Facilities	<ul style="list-style-type: none"> <li>• Physical Infrastructure including HM office and teachers' common room, Library and Computer Lab, Playground, fire safety equipment, garden with proper maintenance</li> <li>• Class room and class room conditions</li> <li>• Basic service facilities (Drinking water, health and sanitation, electricity)</li> <li>• Provision of school uniforms, study material, sports material</li> </ul>
3	Residential facilities including basic amenities	<ul style="list-style-type: none"> <li>• Basic amenities- toilets with running water facilities, electricity, safe drinking water facilities, health care services</li> <li>• Hostel accommodation- cot, bed, blanket, bed sheets</li> <li>• Boarding-food, quality, quantity-its hygienic conditions</li> <li>• Basic requirements of the boarders including toiletries and sanitary napkins</li> <li>• Hostel infrastructure-dining hall/space, proper drainage facility, kitchen garden, kitchen,</li> <li>• Physical environment of hostels</li> <li>• Availability and maintenance of basic infrastructure facilities</li> </ul>

4	Quality of education and educational attainment of students	<ul style="list-style-type: none"> <li>• Teaching method and application of TLMs, students perception regarding teaching learning related issues</li> <li>• Teachers position and Pupil Teacher Ratio (PTR)</li> <li>• Quality of teaching-</li> <li>• Academic and professional qualification of teachers including capacity building trainings</li> <li>• Teaching competency (test assessment)</li> <li>• Standard of students (test assessment)</li> <li>• Performance of students-(10<sup>th</sup> class results)</li> </ul>
5	Safety and security of girl children	<ul style="list-style-type: none"> <li>• School and hostel boundary (heightening with barbed wire)</li> <li>• School and hostel gate register</li> <li>• Incoming and outgoing of boarders register</li> <li>• Emergency hotline number and access to Toll free number</li> <li>• Escorting girl children for outdoor activities</li> <li>• CCTV surveillance</li> <li>• LSE training to inmates</li> <li>• Adherence to safety and security guidelines</li> </ul>
6	Vocational Education and livelihood opportunities	<ul style="list-style-type: none"> <li>• Type of vocational education provided</li> <li>• Status of pass out students</li> <li>• Nature of engagements</li> </ul>

## 2.7. Research Questions

Research questions have been framed keeping in view of key objectives of the evaluation study as mentioned below:

- How do the infrastructural, staffing and given curriculum affect the educational accessibility to PVTG children and their educational attainment?
- What are the facilities availed by the children in the schools and how these facilities impact their educational retention and quality education in the educational complexes?
- What initiatives have been taken by the school authorities for undertaking curricular, co-curricular and extra-curricular activities?
- How quality has become an important factor to impact on development of PVTG girl children in educational complexes?
- What is the trend of education complex on enrolment, education attainment and vocational education for employment generation?
- On what aspects, educational complexes run by NGOs vary from educational complexes run by OMTES.

- What are the perceptions of stakeholders regarding the emerging factors affecting the school administration, and quality of education?
- What suggestive measures can be taken for effective functioning of educational complexes?

## 2.8. Tools and Technique of data collection

To find out the above aspects, the following 12 tools were developed for administering among the target group and 2 check lists were prepared for physical verification of school and hostel infrastructure.

**Table-2.5. Tools and Technique of data collection**

Name of the tools used for data Collection	Type of the Tools	Nos surveyed/interacted	Total Nos
Information Schedule	School Information Schedule (Higher authority-HM or in-charge)	27	54
	Hostel Information schedule (Hostel-in-charge)	27	
Personal Interview Schedule	Students/ Boarder Schedule- 10 in each school	270	402
	Parents Schedule-	102	
	PRI Schedule-2/3 in each school	30	
Key Informant Interview (KII)- Semi-structured Schedule	Supervising Officials Schedule (KII)- (PA, ITDA,PS chairman, Special officers, Micro Project, DWOs, WEOs, local Sarapanch, Secretary, OMTES,		50(approx)
FGD-Semi-structured Schedule	Boarders/students	27	108
	Teaching staff including community teachers	27	
	Non-teaching staff	27	
	SMC/PTA/Mothers' Committee members	27	
Questionnaire	Students Competency level (level of standard)	1540	
	Teachers Competency level (quality of Teaching)	135	
Check lists	Check lists for verification of infrastructure and records/registers.	27	27
			<b>2316</b>



### 2.8.1. Techniques used for data collection

For collecting primary data, the following techniques were adopted:

#### Desk review

Related literature including Educational Complex scheme of MoTA and its Guidelines (both original and revised), books/reports, published and unpublished data/information was reviewed prior to preparation of study tools.

#### Personal interview

Personal interviews were conducted with school authorities and concerned teachers by administering a structured schedule containing questions like student enrolment, dropout and retention, school and hostel infrastructure facilities, safety and security of the students, class room conditions, staff structure and position, curricular (debate, creative writings and arts/paintings), co-curricular and extra-curricular activities (sports, games, dance, songs, cleaning), institutional mechanism for promoting these activities, food provisions, health & hygiene of students. Besides, personal interview was also conducted with students/boarders, parents and PRI members by administering structured schedules containing their personal profile and perception about facilities available in educational complexes.

#### Focus Group Discussions (FGDs)

Focus Group Discussions (FGDs) were organized for the students/boarders, teaching and non-teaching staff, PTA and SMC members. A semi-structured frame work was prepared containing questions on safety and security of the students, quality of education, food provision, health and hygiene facilities, living conditions of the students etc, problems and issues in school administration and management, number of PTA/SMC meetings conducted, meeting agenda, number of parents' visits to the hostel, perception of parents about safety and security of their children in schools and hostels, impact of education in educational complexes on the students, future plans for higher studies etc. Besides, gaps and suggestions for effective functioning of the schools were explored during discussions.

#### Key Informant Interview (KII)

KIIs were also arranged with the supervising officials like PA, ITDAs, Special officers of Micro Projects, DWOs and WEOs. A semi-structured frame- work was prepared containing the questions on monitoring and supervision mechanism, role of school administration and management, initiative taken for promoting curricular, co-curricular and extra-curricular activities and safety and security of boarders. Besides, gaps and suggestions for effective functioning of the schools were explored during discussions.

#### Field Observation/Field Notes

The Research team verified the position with regard to maintenance of school and hostel records/documents and also cross-checked infrastructure actually available. Administration and hostel management process was recorded during school visits. Observation on safety and security related infrastructure including class room conditions, hostel conditions, food and hygiene were recorded during field study.

### Assessment of standard of students

During visits to schools, **standard of** students **was** assessed by conducting different types of tests in English, Odia, Math and Social Sciences. Each subject having full marks of 10 and total of 50 marks was designed for test in each class. The test covered reading & writing ability and fundamentals of the said subjects. The questions were prepared following MCQ method. Students from 4<sup>th</sup> to 10<sup>th</sup> (10 from each class) classes were picked randomly and tests were conducted accordingly.

## 2.9. Outcome of the study

- ✓ Comprehensive evaluation report of educational complexes for PVTGs will be the most useful document for the government for further intervention.
- ✓ Good practices, gaps, remedial measures identified, documented and analyzed.
- ✓ Concrete policy level interventions for effective functioning of educational complexes.
- ✓ Key findings and suggestive recommendations of the study can be a reference point for future research and planning.

## 2.10. Limitations

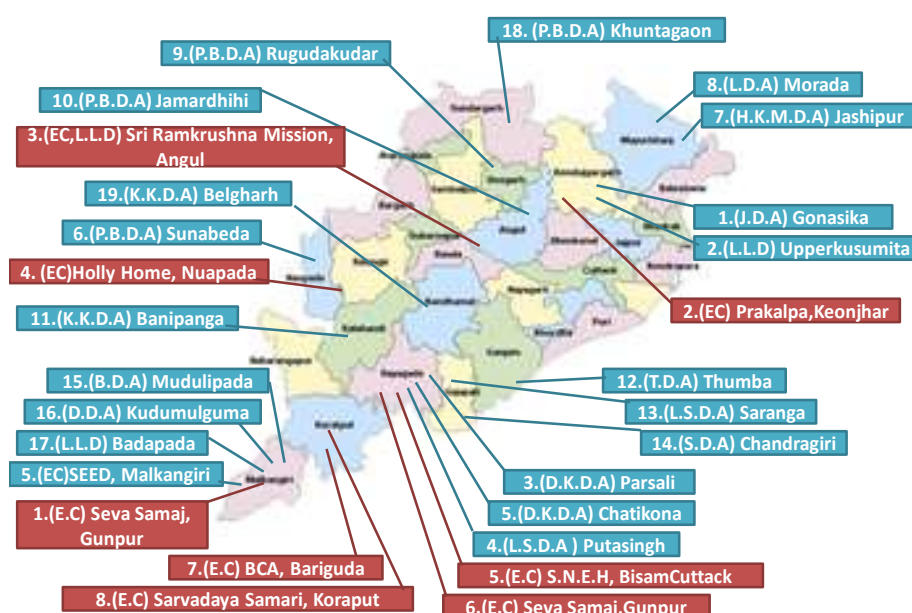
- The sample size varies from school to school as per the availability of interviewees like PRI members, students and parents.
- The sample size of educational complexes of NGOs is not sufficient to assess the comparative situations of schools and hostels of OMTES and NGOs.
- The comparison between the standard of students of OMTES and NGOs may not give the correct assessment. ST students have better standard and exposure than that of PVTGs. Students of NGO schools are mostly STs whereas all students of OMTES belong to PVTGs. Hence, the comparison between the two may not be justified in regard to quality of education.

## 2.11. Organization of report and chapterisation

The present study is divided into eight chapters. The **first chapter** provides an introduction, background of PVTGs, Education Policy for tribal development, purpose of establishment of educational complexes, Schemes to promote education- Guideliness of Educational Complexes, educational complexes in Odisha -run by OMTES and NGOs and a time line of the scheme in operation. The **second chapter** deals with the context, review of related literature, rationale and objectives of the study, sampling design and methodology, parameters and indicators, research questions, tools and techniques of data collection, outcome and limitations of the study. **Chapter three** gives a picture on profile of covered districts, Micro projects, select NGOs and educational complexes. It includes students' enrolment, staff structure, recruitment and vacancy position of staff, and service type of teachers, salary of teaching and non-teaching staff. The **fourth chapter** focuses on parameter/indicator wise situational analysis of educational complexes run by OMTES and NGOs. It includes

administration and management covering constitution of SMC/PTA, enrolment and drop out trend, allotment and utilisation of funds, initiative for curricular and co-curricular activities, maintenance of records and registers, monitoring and supervision mechanism, creation of school and hostel infrastructure facilities, and imparting vocational education incidental to income generation, residential facilities including basic amenities, safety and security of girl children. **The Fifth chapter** gives an assessment of quality of education in educational complexes covering teaching method and application of TLM, strength of teachers and PTR, academic and professional qualification of teachers, quality of teaching-teaching competency, standard of students, and performance of students-number of pass outs. **The Sixth chapter** gives a reflection on socio-economic conditions of parents, and their perception, perception and views of students, PRI members, SMC members, teaching and non-teaching staff about functioning of educational complexes. **Seventh chapter** gives an overall assessment of educational complexes which includes parameter wise performance and overall performance of the schools. Analysis of good practices/gaps of schools is measured on the basis of parameters and indicators. This chapter also reflects on assessment of functioning of educational complexes in compliance with scheme Guidelines and also gives a picture on impact of educational complexes. **Eighth chapter** is the summary and conclusions covering study findings, issues & challenges and suggestive recommendations with policy level interventions emerged from views and opinions of stakeholders. Way-forward and concluding remarks are also reflected in this chapter.

**Map 2.1. Educational-Complexes (■ - OMTES, ■ - NGO)**



## CHAPTER-III

### ***PROFILE OF SAMPLE DISTRICTS, MICRO PROJECTS AND EXISTING STRUCTURE OF EDUCATION COMPLEXES***



## CHAPTER-III

### PROFILE OF SAMPLE DISTRICTS, MICRO PROJECTS AND EXISTING STRUCTURE OF EDUCATION COMPLEXES

The Evaluation study covers 13 districts, 17 Micro projects, 2 ITDAs and 27 schools. The present chapter is divided into two sections. Section-I deals with profile of the covered districts with specific focus on literacy status and profile of Micro Projects. Section-II gives a picture on existing structure of educational complexes. There are 19 educational complexes in Odisha of which 17 are in micro project area under the supervision of respective special officers. Other two schools are located in low literacy pocket of Keonjhar and Malkangiri districts which are under the supervision of PA, ITDA. Similarly, NGOs also have set up educational complexes in Odisha since 1993-94. Out of 16 educational complexes run by NGOs, the present evaluation study covered 8 NGOs located in low literacy pockets of different districts of Odisha. All the 27 educational complexes are spread over 13 districts of Odisha.

#### SECTION-I

#### PROFILE OF DISTRICTS, MICRO PROJECTS AND SELECT NGOS

##### 3.1. Profile of Districts

As per 2011 census, the highest schedule tribe population is found in Mayurbhanj district constituting 58.72% of total population followed by Malkangiri district (57.83%). Out of 13 districts, ST population of 7 districts viz, Gajapati, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Rayagada and Sundargarh have more than 50% of total population. The highest literacy rate is found in Sundargarh district (65.08%). Out of 13 districts, 3 districts i.e, Sundargarh, Angul and Deogarh districts have more than 60% literacy rate among ST population. (Table 3.1). The highest female literacy is found in Sundargarh district (56.39%) and lowest in Koraput district (25.37%).

**Table 3.1: Gender wise scheduled Tribe population in select districts of Odisha**

Name of the District	Total Population (in lakhs)	Sex-Ratio	Literacy rate	Percentage of ST Population to Total Population			Literacy rate of Schedule Tribes		
				Total	Male	Female	Total	Male	Female
Angul	12.74	943	77.53	14.10	13.72	14.50	61.86	72.55	51.19
Deogarh	3.1	976	72.57	35.33	34.84	35.82	62.38	73.17	51.67
Gajapati	5.7	1042	53.49	54.29	53.70	54.86	43.66	55.39	32.83
Ganjam	35.2	981	71.09	3.37	3.33	3.41	49.71	60.71	38.89

Kalahandi	15.7	1003	59.22	28.50	28.10	28.91	49.29	63.31	35.84
Kandhamal	7.3	1037	64.13	53.58	52.93	54.22	58.34	72.12	45.58
Keonjhar	18.0	987	68.24	45.45	44.78	46.13	53.24	65.22	41.56
Koraput	13.7	1031	49.21	50.56	49.70	51.40	35.36	46.20	25.37
Malkangiri	6.1	1016	48.54	57.83	56.56	59.08	35.23	44.91	26.25
Mayurbhanj	25.1	1005	63.17	58.72	58.15	59.29	53.11	65.28	41.36
Nuapada	6.1	1020	57.35	33.80	33.27	34.32	51.01	65.13	37.73
Rayagada	9.6	1048	49.76	55.99	54.89	57.03	36.69	47.87	26.72
Sundargarh	20.9	971	73.34	50.75	49.65	51.87	65.08	73.98	56.39
Odisha	<b>4,19.74</b>	<b>978</b>	<b>72.87</b>	<b>22.85</b>	<b>22.29</b>	<b>23.42</b>	<b>52.24</b>	<b>63.70</b>	<b>41.20</b>
India	<b>12,108.55</b>	<b>978</b>	<b>59.00</b>	<b>8.6</b>	<b>52.4</b>	<b>51.9</b>	<b>59.00</b>	<b>68.50</b>	<b>49.40</b>

*Source: Census 2011*

### 3.2. Profile of Micro Projects

Tribal communities are often identified by some specific signs such as primitive traits, distinctive culture, geographical isolation, shyness to contact with the community at large and backwardness. Along with these, some tribal groups have some specific features such as dependency on hunting and gathering food, having pre-agriculture level of technology, zero or negative growth of population and extremely low level of literacy. These groups are called Particularly Vulnerable Tribal Groups (PVTGs).

#### The Need for identification

PVTGs are more vulnerable among the tribal groups, hence, PVTGs need special attention for their development. In this context, in 1975, the Government of India initiated to identify the most vulnerable tribal groups as a separate category called PVTGs and declared 52 such groups, while in 1993 an additional 23 groups were added to the category, making it a total of 75 PVTGs out of 705 Scheduled Tribes, spread over 17 states and one Union Territory (UT), in the country (2011 census).

#### How they are identified

Government of India designed a procedure to identify PVTGs. According to the procedure, the state governments or UT governments submit proposals to the Central Ministry of Tribal Welfare for identification of PVTGs. After ensuring the criteria is fulfilled, the Central Ministry selects those groups as PVTGs. In Odisha, 13 groups come under this category. Seventeen Micro Projects were set up for the development of 13 PVTGs spreading over 12 districts. Table 3.2 gives a detailed picture of demographic profile of micro projects in Odisha. Bonda Development Agency (BDA) is the oldest micro project i.e established in the year 1976-77 in



Khairiput block of Malkangiri district and the new micro project Chuktia Bhunjia Development Agency (CBDA) in Nuapada set up in 1994-95.

**Table 3.2: Profile of Micro projects**

District	Name of the Micro Project	Year of Establishment	No. of GPs	No. of Villages	No. of PVTG Households	No. of population	Sex Ratio	Language Spoken
<b>Angul</b>	Paudi Bhuinya Development Agency	1978-79	4	25	1321	5823	974	Odia
<b>Deogarh</b>	Paudi Bhuinya Development Agency	1993-94	8	32	1001	3830	1027	Odia
<b>Gajapati</b>	Saora Development Agency(Mohana)	1978-79	10	32	1176	5553	943	Soura
<b>Gajapati</b>	Lanjia Saora Development Agency (Gumma)	1978-79	3	21	1427	5553	1001	Soura
<b>Ganjam</b>	Tumba Development Agency	1978-79	3	58	991	4315	1005	Soura
<b>Kalahandi</b>	Kutia Kandha Development Agency	1986-87	3	16	632	2683	977	Kui
<b>Kandhamal</b>	Kutia Kandha Development Agency	1978-79	3	68	1331	5953	1126	Kui
<b>Keonjhar</b>	Juang Development Agency	1978-79	6	35	1936	8592	1047	Juang
<b>Malkangiri</b>	Bonda Development Agency (Khairput)	1976-77	4	29	1780	6676	1159	Remo-Bonda
<b>Malkangiri</b>	Didayi Development Agency (Kudumulguma)	1986-87	4	37	1723	7250	1136	Gata
<b>Mayurbhanj</b>	Lodha Development Agency (Morada)	1985-86	8	12	1083	3112	956	Lodha
<b>Mayurbhanj</b>	Hill-Kharia and Mankirdia Development Agency (Jashipur)	1986-87	12	18	706	2111	991	Kharia Birhor
<b>Nuapada</b>	Chuktia Bhunjia Development Agency	1994-95	3	14	614	2378	949	Bhunjia
<b>Rayagada</b>	Dongaria Kondh Development Agency (Bisam Cuttack)	1978-79	5	62	1475	6264	1358	Kuvi
<b>Rayagada</b>	Dongaria Kondh Development Agency (K. Singhpur)	1987-88	2	40	631	2584	13.38	Kuvi
<b>Rayagada</b>	Lanjia Saora Development Agency (Gunupur)	1984-85	1	20	1012	6267	1141	Soura
<b>Sundargarh</b>	Paudi Bhuinya Development Agency	1978-79	5	22	1079	4126	1003	Odia

*Source: Micro Project Profile, SCSTRTI, 2012-13*



### 3.3. Profile of Select NGOs

Table 3.3 represents profile of NGOs covering location of the NGOs, year of establishment, distance from school and key areas of intervention.

**Table 3.3: Profile of NGOs**

Sl. No	District /NGO	Year of Establishment of NGO	Location-Name of the block of the office	Distance from the school (in KMs)	Key areas of intervention (activities undertaken by NGOs other than Educational Complexes)
1	<b>(Koraput) Savodaya Samiti</b>	1959 (registered in the year 1970-71)	Koraput	0km	The Sarvodaya Samiti is a non-government, non-political & non-profit making organization committed for the development of tribal, rural and other underprivileged classes of the Society. Khadi & Village Industries Activities, Agriculture, Skill Development, Training and Awareness, Child Care Institution, Healthy Life style free from Alcohol and drugs, Marketing of Rural Products are the key interventions.
2	<b>(RAYAGADA) Seva Samaj</b>	11 September 1964	AT- Gunupur Po-Gunupur Block-Gunupur Dist-Rayagada 765022,Odisha	16km	Seva Samaj is an oldest organization who is working for the upliftment of the socially backward people. The key activity areas of the organization are Child Care Institutions, S.T Girl's Hostel, Agriculture Project, Vocational Training Programme, Rehabilitation of Orphan Girl's Student, Marriage Programme, Financial Support to sick women and organisation workers.
3	<b>Nuapada (Holy Home)</b>	1995-96	Dianmunda Chhak (Mahuabhata), PO: Tanwat, Block: Nuapada, Dist: Nuapada – 766105, Odisha	10km	HOLY HOME NGO is a charity working on key areas like Animal Husbandry, Dairying & Fisheries, Aged/Elderly, Agriculture, Art & Culture, Biotechnology, Children, Differently abled, Dalit Upliftment, Drinking Water, Education & Literacy, Environment & Forests, Food Processing, Health & Family Welfare, HIV/AIDS, Labour & Employment, Micro Finance (SHGs), Micro Small & Medium Enterprises, Right to Information & Advocacy, Rural Development & Poverty Alleviation, Sports, Tribal Affairs, Vocational Training, Water Resources, Women's Development & Empowerment, Youth Affairs.
4	<b>Keonjhar (Prakalpa)</b>	1988	At.P.O.: Jyotipur, Dist.: Keonjhar. 758046	35km	Prakalpa (NGO) has created its identity as a professional organization within the NGO fraternity, community, government administration, national & international donor agencies, for its pro-poor, pro-nature & community centered commitments. The organization is working in the area of Vocational Training, Women & Child Development, Environment, Education and Health.
5	<b>Koraput (Bright career academy)</b>	1990	At:Dolomandup street,chandanbad area Joypore, koraput, odisha		Bright Career Academy has main thrust on Aged/Elderly, Agriculture, Art & Culture, Children, Disaster Management, Education & Literacy, Environment & Forests, Health & Family Welfare, HIV/AIDS, Human Rights, Legal Awareness & Aid, Micro Finance (SHGs), Panchayati Raj, Right to Information & Advocacy, Rural Development & Poverty Alleviation, Sports, Tribal Affairs, Urban Development & Poverty Alleviation, Vocational Training, Women's Development & Empowerment, Youth Affairs
6	<b>(Angul) Sri Ramkrishna Ashram</b>	1995	AT – Badarahila, PO - Kadalimunda BLOCK – Dist - Angul		Sri Ramakrishna Ashram, is a voluntary organization formed by social workers, intellectuals and professional with a clear aim and objective to provide facilities for the overall betterment of the society. Since last 16 years especially this institution is providing basic education to poor, tribal & backward girls children.
7	<b>Malkangiri (SEED)</b>	2005	At S. Tandapalli, Po Tamasa, Via Mv-16, Malkangiri, Odisha,		SEED works towards social justice by lessening exploitation, poverty, dependence and social class differences, and by providing underprivileged people with higher education and eradication of illiteracy. SEED also organises women empowerment programme, healthcare and environment programmes, rehabilitation of physically challenged persons and care of infants and children.

8	Rayagada (SNEH)	1993	Society for Nature, Education and Health (SNEH) Plot No.: ND-19 & 20, VIP Area, IRC Village, Bhubaneswar-751 015, ODISHA	The major work areas of the SNEH are Health, Education, farm-Based activities, Women Empowerment and Advocacy/Networking. Educational complex for development of tribal girls, Peace programme for the school children and slum dwellers, Life skill education and anger management, SHGs formation and strengthening, Linkage with MFIs for entrepreneurship. Literacy Survey Health awareness programmes on Malaria, HIV/AIDS & STDs, Reproductive Child Health Disaster Preparedness Committee Health Camps in slums Accelerated Female Literacy Programme Reproductive Child Health Programme, Short Stay Home.
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Source: NGO Report-Field study-2019-20

## SECTION-II

### PROFILE OF EDUCATIONAL COMPLEXES (SCHOOL)

This Educational Scheme was introduced by MoTA during 1993-94 for improving literacy among ST women in districts with less than 10% female literacy and implemented through NGOs/Organisations or Institutes. By the time, some of the eligible NGOs i.e having registered under Society Registration Act, 1860 and reputed and experienced in the field of tribal development and running educational institutions for at least 3 years have established Educational Complexes under this scheme. During 2007-08, the scheme was revised. Under the revised scheme, OMTES, an autonomous society (SSD deptt) has been entrusted to run 19 educational complexes in 17 micro project area and 2 in low literacy pockets.

#### 3.4. Establishment of Educational complexes and students' enrolment

The present evaluation study has made an attempt to know about year of establishment of educational complexes run by OMTES and NGOs. It was reported that all the 19 educational complexes were established during 2007-08. Out of 8 educational complexes run by NGOs, 5 (62.5%) were set up before 2000 and 3 established in between 2000-2008(see Table 3.4.1). School wise information is mentioned in Table 3.4.1 (a) for OMTES and 3.4.1 (b) for NGOs in Appendix.

**Table.3.4.1 Year of Establishment of schools**

Educational Complexes	Year of Establishment		
	1981-2000	2000-2008	Total
No of Educational Complexes(OMTES)	0	19	19
	0%	100%	100%
No of Educational Complexes(NGOs)	5	3	8
	62.50%	37.50%	100%

Source: Field study 2019-20

Initially, Educational complexes started from class 1 to class 5, then upgraded to 7<sup>th</sup> and 8<sup>th</sup> and then finally up to high school classes. The present study verified class range of primary, elementary and upgraded high schools. Out of 19 educational complexes run by OMTES, 15 (78.95%) schools have been upgraded to high school classes. It is found that class range varies even among the high schools. Among 15 high schools, 13 schools are having 1 to 10<sup>th</sup> class and two schools upto 9<sup>th</sup> class. Similarly, out of 4 primary and elementary schools, 2 schools are having 1 to 8<sup>th</sup>; one school, 1 to 5<sup>th</sup> and one from 1 to 7<sup>th</sup> class (see Table 3.4.2 and Fig.3.1). There is no uniformity in class range structure among schools. While looking into NGOs run schools, out of 8 schools, 4 are high schools having classes upto 10<sup>th</sup> and the rest 4 schools are primary and elementary schools.

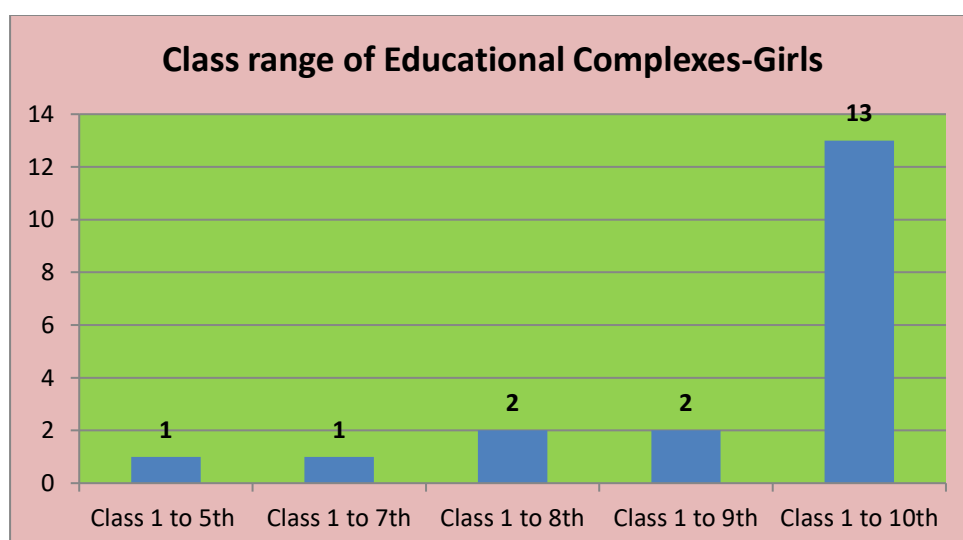
School wise information is mentioned in Table 3.4.2 (a) for OMTES and 3.4.2 (b) for NGOs. (See Appendix).

**Table-3.4.2 Type of Educational complexes (Girls' complex)**

Educational Complex	Primary and elementary class range			Upgraded high school class range		Total
	Class 1 to 5 <sup>th</sup>	Class 1 to 7 <sup>th</sup>	Class 1 to 8 <sup>th</sup>	Class 1 to 9 <sup>th</sup>	Class 1 to 10 <sup>th</sup>	
No of Educational Complexes(OMTES)	1	1	2	2	13	19
	5.26%	0%	10.52%	10.52%	73.68%	100%
No of Educational Complexes(NGOs)	2	0	2	0	4	8
	25%	0%	25%	0%	50%	100%

*Source: Field study 2019-20*

**Fig-3.1: Class ranges in Educational complexes (OMTES)**



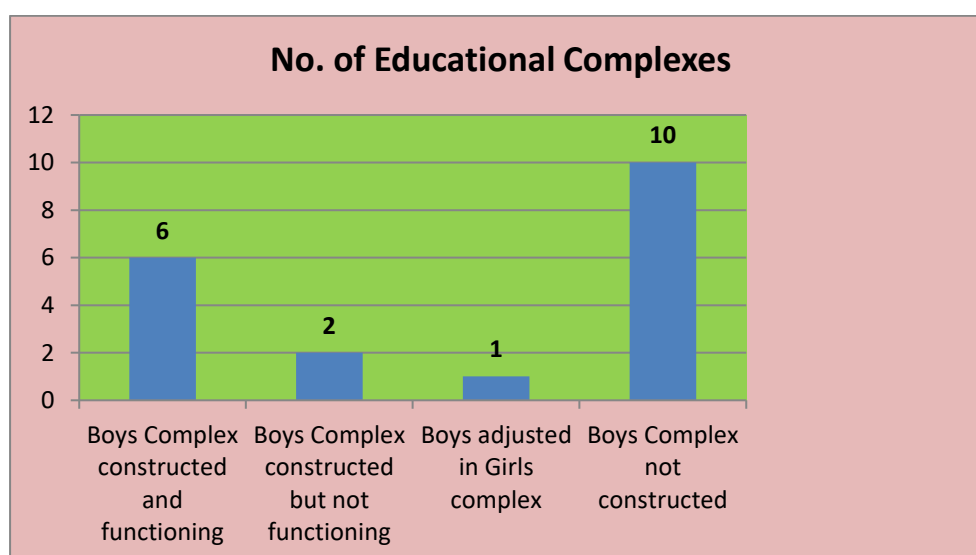
Similar facilities have been provided for boys in the education complexes since 2015-16. During evaluation study, it was reported that only 7 schools have that facility. Regarding existence of separate boys' complex in the said schools, it reveals that out of 19 educational complexes, 6 schools have separate complexes for boys, but one school which is under CBDA Micro Project has no separate building. The boy students are accommodated in girls' complex. In 10 schools, there is no facility for boys to study in the school. In 2 schools, building has been constructed but not functioning.(see Table 3.4.3 and Fig.3.2). NGOs do not have the same facility for boys. School wise information is mentioned in Table 3.4.3 (a) for OMTES. (See Appendix).

**Table- 3.4.3.Status of Educational complex for Boys (OMTES)**

Educational Complexes	Status of Educational complex				
	Complex constructed and functioning	Complex constructed but not functioning	Boys adjusted in Girls complex	Complex not constructed	Total
No of Educational Complexes(OMTES)	6	2	1	10	19
	31.57%	10.52%	5.26%	52.63%	100%
No of Educational Complexes(NGOs)	0	0	0	0	0
	0%	0%	0%	0%	0%

*Source: Field study 2019-20*

**Fig-3.2: Status of Educational complex for Boys (OMTES)**



Another peculiar observation is revealed in boys' complex. For example, class range for boys varies from school to school. It reveals that 5 different ranges of classes are being carried out. Out of 7 complexes (where boys are provided education), in one complex, classes for boys ranges from 6<sup>th</sup> to 10<sup>th</sup> class (evident in school under Didayi micro project), another school under CBDA micro project, where boys are accommodated in girls' complex, only class one

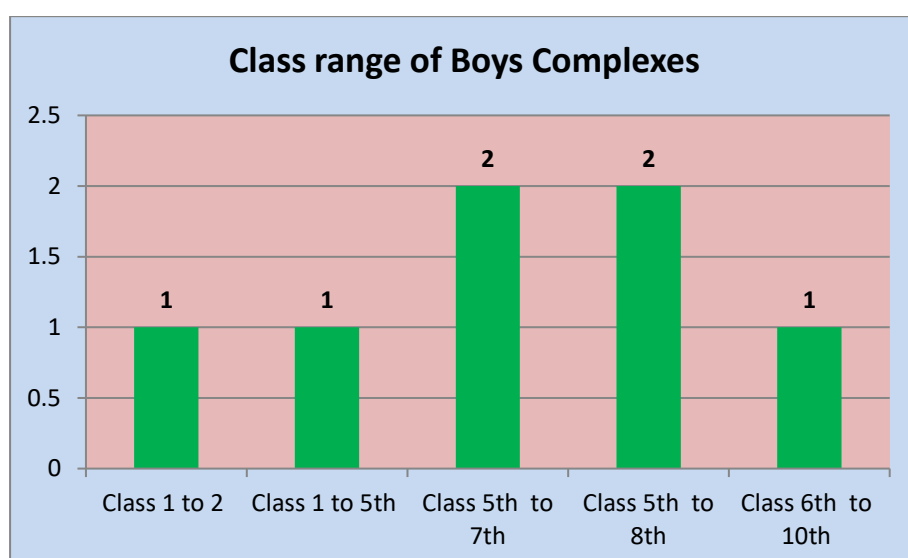
and class two are being taken. In other schools, classes like from 1 to 5<sup>th</sup> in one school, 5<sup>th</sup> to 7<sup>th</sup> in 2 schools and 5<sup>th</sup> to 8<sup>th</sup> in 2 schools.(see Table 3.4.4 and Fig.3.3). There is no uniformity in class structure. But one common practice has been noticed in all schools i.e., classes are taken together for boys and girls in girls' complexes. School wise information is mentioned in Table 3.4.4 (a) for OMTES (See Appendix).

**Table-3.4.4. Class range of Educational complex for Boys (OMTES)**

Educational Complexes	Class range in different Educational Complexes					Total
	Class 1 to 2	Class 1 to 5 <sup>th</sup>	Class 5 <sup>th</sup> to 7 <sup>th</sup>	Class 5 <sup>th</sup> to 8 <sup>th</sup>	Class 6 <sup>th</sup> to 10 <sup>th</sup>	
	1	1	2	2	1	7
	14.29%	14.29%	28.57%	28.57%	14.28%	100%

Source: Field study 2019-20

**Fig-3.3: Class range of Educational complex for Boys (OMTES)**



As per the Guidelines, there is a sanctioned seat of 50 girl students in each class. This is applicable for boys also. Basically, education complexes have been set up with an objective to uplift PVTG girl children by educating them with residential facility. Since 2015-16, PVTG boys have also been given facility to get education in educational complexes.

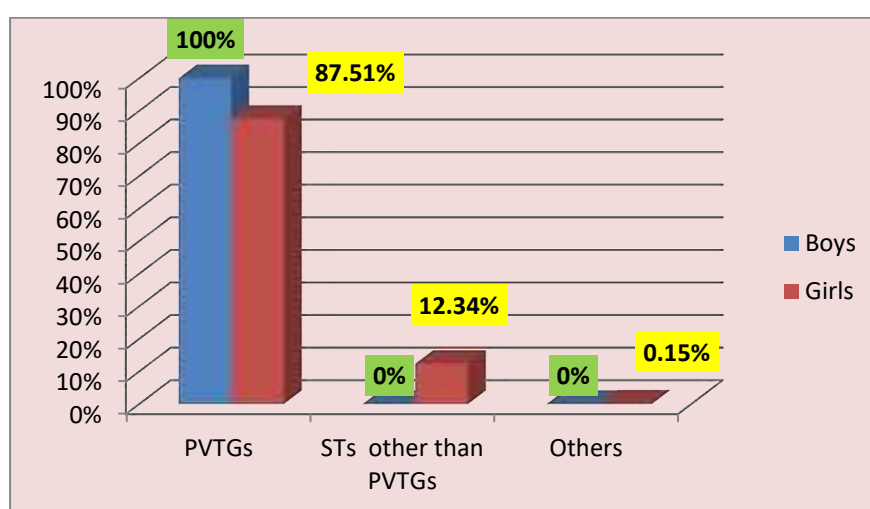
The study verified caste and gender wise enrolment of students in educational complexes in Odisha. In case of boys' complex, all the 887 students belong to PVTGs. But in case of girls' complexes, apart from PVTGs, other STs and other category girl children have also been enrolled. This is found in upgraded high schools. It reveals that only ST girls (other than PVTGs) have been enrolled in low literacy pockets under ITDAs (Educational complex, upper Kusumita, Keonjhar and Educational complex, Badapada, Malkangiri ). Out of total 5630 girls enrolled, 4927 (87.51%) belong to PVTGs, 695 (12.34%) STs and 8 (0.15%) belong to other category. (See Table 3.4.5 and Fig.3.4). School wise information is mentioned in Table 3.4.5 (a) for OMTES (See Appendix).

**Table 3.4.5: Caste wise and gender wise enrolment of Students in Educational complexes (OMTES)**

Educational Complex	Caste wise students(Boys)				Caste wise students(Girls)			
	PVTG Boys	ST(other than PVTG) Boys	Others	Total	PVTG girls	ST(other than PVTG) girls	OTHERS	Total
	887 (100%)	0	0	887	4927 (87.51%)	695 (12.34%)	8 (0.15%)	5630 (100%)

Source: Field study 2019-20

**Fig.3.4: Caste wise and gender wise enrolment of Students in Educational complexes (OMTES)**



**Table 3.4.5.1: Caste wise Enrolment of total Students in Educational complexes**

Educational Complex	PVTG	ST(other than PVTG)	Others	Total
No of Educational Complexes(OMTES)	5814	695	8	6517
	89.21%	10.66%	0.13%	100%
No of Educational Complexes(NGOs)	440	1350	0	1790
	25.58%	74.42%	0%	100%

Source: Field study 2019-20

Out of total 6517 students including boys, 5814 (89.21%) are PVTGs, 695 (10.66%) STs and 8 (0.13%) belong to other category.(see Table 3.4.5.1).

While verifying educational complexes of NGOs, it is found that there is no provision for boys in educational complexes. Out of total 1790 girl students, 440 (25.58%) are PVTGs and 1350 (74.42%) belong to other STs. School wise information is mentioned in Table 3.4.5.1 (a) for OMTES and 3.4.5.1 (b) for NGOs. (See Appendix).

### 3.5. Staffing Pattern

#### Staff structure on gender basis

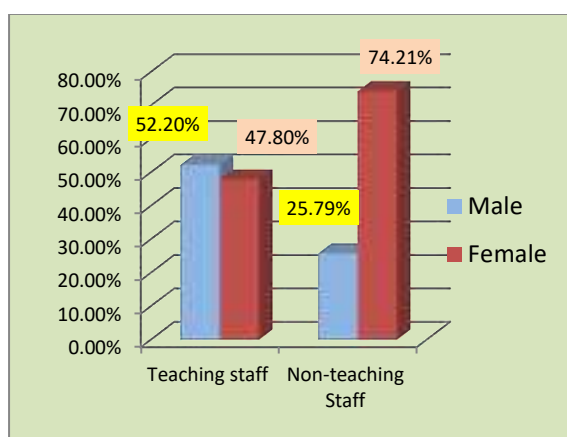
Staff structure is the most vital part of an educational institution. It determines functioning of schools. Hence, the present study tried to evaluate teaching and non-teaching staff structure of all educational complexes in Odisha. Overall data shows that out of 205 total teaching staff members under OMTES, number of male teaching staff (52.20%) is more than the female staff members (47.80%). But, in case of non-teaching staff members, it is found the reverse i.e out of 190 non-teaching staff members, female staff members (74.21%) are more in number than that of male staff members (25.79%). This gives a positive indication towards functioning of girls complexes. But overall staff status reveals that number of female staff members is more than the male staff members. In case of educational complexes run by NGOs, proportion of female teaching and non-teaching staff members are more than the male staff members. (see Table 3.5.1, Fig 3.5 and Fig 3.5.1). School wise information is mentioned in Table 3.5.1 (a) for OMTES and 3.5.1 (b) for NGOs. (See Appendix ).

**Table 3.5.1: Gender wise Teaching and Non-Teaching staff position**

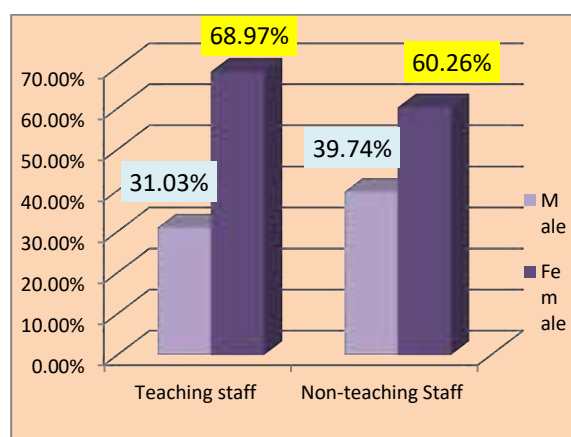
Educational Complex	Teaching staff position			Non-Teaching Staff position			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No of staff (OMTES)	107	98	205	49	141	190	156	239	395
	52.20%	47.80%	100%	25.79%	74.21%	100%	39.49%	60.51%	100%
No of staff (NGOs)	27	60	87	31	47	78	58	107	165
	31.03%	68.97%	100%	39.74%	60.26%	100%	35.50%	64.50%	100%

Source: Field study 2019-20

**Fig-3.5 : Gender wise Staff position (OMTES)**



**Fig-3.5.1: Gender wise Staff position (NGOs)**





### 3.5.1: Recruitment of Teachers

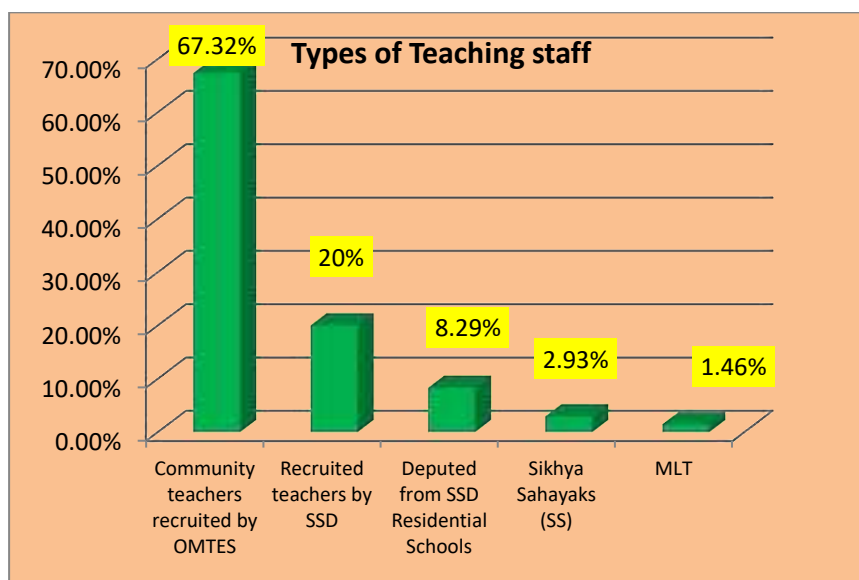
Educational complexes have been established with an objective to bring PVTG children to the mainstream. They live in isolation area and are unable to understand other than their own community language. Their style of living is different from even other scheduled tribes. Taking these into consideration, initially in the year 2008, it was decided to recruit teachers giving first preference to local community eligible persons in the respective schools. After introduction of high school classes in 15 educational complexes in the year 2012-13, SSD department deputed some teachers including HM of SSD residential schools. Besides, SSD deptt recruited some teachers irrespective of caste as a priority. Keeping the requirement of more teachers in view, some Sikhya Sahayaks have also been deputed by S&ME department. In some cases, Multi Lingual Tribal (MLT) Teachers have also been appointed by the respective ITDAs. Table 3.10 reveals data on different categories of teachers engaged in Educational complexes.

**Table 3.5.2: Category wise Teaching staff position**

Educational Complex (OMTES)	Community teachers recruited by OMTES	Recruited teachers by SSD	Deputed from SSD Residential Schools	Sikhya Sahayaks (SS)	MLT	Total in position
No. of Teachers	138	41	17	6	3	205
	67.32%	20%	8.29%	2.93%	1.46%	100%

*Source: Field study 2019-20*

**Fig-3.6: Category wise Teaching staff position (OMTES)**



It reveals that there are 138 (67.32%) community teachers appointed by OMTES, 41 (20%) by SSD department, 17 (8.29%) deputed from SSD residential schools, 6(2.93%) SSs deputed by S&ME department and 3 (1.46%) MLTs appointed by the respective ITDAs. School wise information is mentioned in Table 3.5.2 (a) for OMTES (See Appendix ).

### Vacancy position

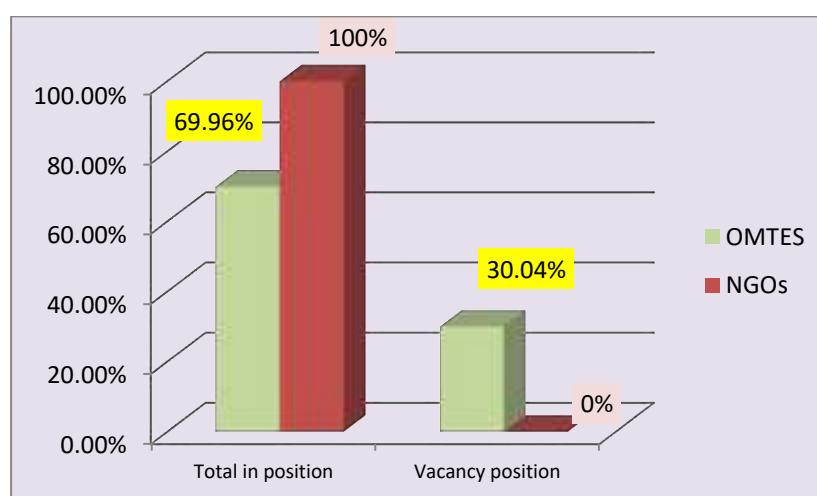
The study has also verified total vacancy position of teaching staff members. The present position of teachers in educational complexes run by OMTES is reported to be 205 whereas the actual requirement as per norm should be 293. Of which, 88(12.30%) posts are lying vacant. It gives a negative reflection on quality of education. In case of NGO run Educational complexes, there is no vacancy position found among sample schools (Table 3.5.3 and Fig.3.7). School wise information is mentioned in Table 3.5.3 (a) for OMTES and 3.5.3 (b) for NGOs (See Appendix).

**Table 3.5.3: Vacancy position of Teaching Staff**

Educational Complex	Teachers' Position		
	Total in position	No. of Vacancies	Total No. of Staff Required
No of Educational Complex(OMTES)	205	88	293
	69.96%	30.04%	100%
No of Educational Complex(NGOs)	87	0	87
	100%	0%	100%

Source: Field study 2019-20

**Fig-3.7: Vacancy position of teaching staff**



While enquiring about vacancy position of non-teaching staff members, it is found to be 20 in case of OMTES and 3 in case of NGOs. Post wise vacancy reveals that out of total 20 vacancy posts, matron post is found highest vacancy 9(45%) followed by CCA and Peon posts(20%) in schools under OMTES (Table 3.5.4 and Fig.3.8).

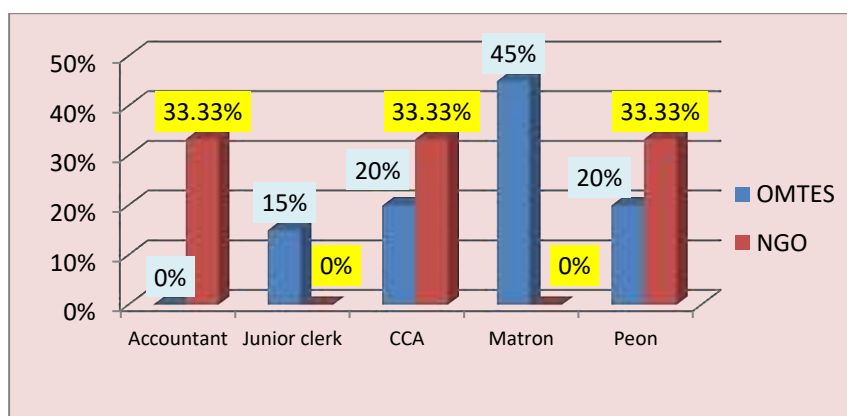
**Table 3.5.4: Vacancy position of Non-Teaching staff members**

Vacancy of Non-Teaching staff members
---------------------------------------

Educational Complex	Accountant	Junior Clerk/DEO	CCA	Matron	Peon	Total
No of the Educational Complex(OMTES)	0	3	4	9	4	20
	0%	15%	20%	45%	20%	100%
No of the Educational Complex(NGOs)	1	0	1	0	1	3
	33.33%	0%	33.33%	0%	33.33%	100%

Source: Field study 2019-20

**Fig.3.8: Post wise vacancy position of Non-Teaching staff**



### Caste distribution

Caste of teachers plays an important role for the students of educational complexes meant for PVTGs. Hence, during evaluation process, caste of teachers was verified. It is found that out of 205 teachers, 142(72.2%) belong to ST category (including PVTGs). Of which, 106 teachers are found to be PVTGs. This constitutes 51.7% of total teachers. Besides, 15(7.32%) belongs to SC category and the rest 20.48% from other castes. The caste proportion of teachers reflects that it might not have difficulties in communicating PVTG children in their local languages.

Similarly, caste of non-teaching staff matters in educational complexes was also verified and collected during school visit.

Out of 190 non-teaching staff members, 165(86.84%) members belong to ST category (including PVTGs). Of which, 91 are found to be PVTGs constituting 47.9% of total. Besides, 10.5% staff belong to other castes. The caste proportion of members give a positive reflection as it might not have difficulties in communicating with PVTG children in their local languages. School wise information is mentioned in Table 3.5.5 (a) for OMTES and Table 3.5.5 (b) for NGOs (See Appendix)

**Table 3.5.5: Caste wise distribution of Teaching and Non-Teaching staff**

Educational Complex	Teaching staff members	Non-Teaching staff members
---------------------	------------------------	----------------------------

	SC	ST including PVTG	OBC	General	Others	Total	PVTG	SC	ST including PVTG	OBC	General	Total	PVTG
No of staff (OMTES)	15	148	22	16	4	205	106	5	165	18	2	190	91
	7.32%	72.20%	10.73%	7.80%	1.95%	100%	51.7%	2.63%	86.84%	9.47%	1.05%	100%	47.89 %
No of staff (NGOs)	7	22	43	15	0	87	7	5	54	14	5	78	14
	7.69%	29.67%	46.15%	16.48%	0%	100%	8.05%	6.41%	69.23%	17.95%	6.41%	100%	10%

*Source: Field study 2019-20*

### Service status

In educational complexes, staff members as per the Guidelines of MoTA are not regular staff. Only staff those deputed by SSD residential schools are regular. Besides, there are some contractual staff deputed by S&ME department. The study tried to find out service conditions of teaching staff members. Table 3.5.6 gives information about service conditions and capacity building of teachers.

Out of 205 total teachers, 138 (67.32%) community teachers are serving purely on temporary basis, 55(26.83%) appointed on contractual basis and 12(5.85%) are permanent or regular teachers. Community teachers were appointed by OMTES under Educational complex Scheme. Contractual teachers include SSs and SSD recruited teachers in upgraded high schools. HMs of upgraded high schools and deputed teachers of SSD residential schools are permanent and regular teachers. School wise information is mentioned in Table 3.5.6 (a) for OMTES (See Appendix ).

**Table.3.5.6. Service type of Teachers (OMTES)**

Educational Complex (OMTES)	Service type of teachers			
	Permanent/regular	Contractual	Temporary	Total
No of teachers (OMTES)	12	55	138	205
	5.85%	26.83%	67.32%	100%

*Source: Field study 2019-20*

### 3.5.2: Salary of Teachers

While enquiring about salary structure of teachers, it is reported that salary pattern varies from OMTES appointed teachers i.e community teachers and SSD teachers appointed/deputed by SSD department. As per the provision of the Scheme, initially community teachers(OMTES) were paid Rs.5000/- pm, then it was enhanced to Rs.6000/-. Again the salary of the teachers was enhanced in the year 2018-19 to Rs.9300/- for untrained and Rs.10000/- for trained teachers (Note sheet **attached in Annexure-1.10**). Regarding SSD recruited/deputed teachers, they are paid as per the salary structure of SSD deptt. Sikhya Sahayayaks (SSs) get a consolidated salary of Rs.7400/-pm. Similarly, in case of NGO run educational complexes, teachers at primary and middle level draw salary of Rs.5000/-and Rs.6000/- respectively. Recently, MoTA revised salary of teachers with effect from January 2020. As per revision, salary of teachers has enhanced from Rs.5000/- to Rs.7500/- (by 1.5%) and Rs.6000/- to Rs.9000/- (by 1.5%) (**Letter attached in Annexure-3.1**).

**Table: 3.5.7. Salary of teachers (in Thousand Rupees)**

Educational Complex	OMTES/NGO recruited				SSD recruited/deputed				Total
	5000	6000	9000-10000	10000	5000-	7400	16880+	30000+	
<b>No of staff (OMTES)</b>	0	0	39	99	3	6	44	14	205
	0%	0%	19.02%	48.29%	1.46%	2.93%	21.46%	6.83%	100%
<b>No of staff (NGOs)</b>	15	63	8	1	0	0	0	0	87
	17.44%	73.25%	8.13%	1.16%	0%	0%	0%	0%	100%

*Source: Field study 2019-20*

Table 3.5.7 depicts data on salary of teaching staff of educational complexes run by OMTES and educational complexes run by NGOs. Presently, no community teachers receive less than Rs.9000/-pm. Out of 205 total teachers, the highest i.e 99 (48.29%) community teachers receive Rs.10,000/-pm followed by 44 (21.46%) SSD teachers more than Rs.16000/-, 39 (19%) community teachers in the range of Rs.9000/-- Rs.10000/-.

In case of educational complexes run by NGOs, majority of teachers i.e 63 (73.25%) receive a consolidated salary of Rs.6000/-pm, 15 (17.44%) teachers Rs.5000/- pm, 9 (9.3%) teachers more than Rs.9000/- pm. NGOs in some cases, pay more than the provision. School wise information is mentioned in Table 3.5.7 (a) for OMTES and 3.5.7 (b) for NGOs. (See Appendix).

### 3.5.3: Salary of Non-Teaching Staff Members

As per the provision under the Scheme, CCAs receive the salary of Rs.1500/- pm, accountant Rs.3500/- and peon and sweeper Rs.1200/- each. After revision of the budget of OMTES, CCAs receive Rs.8300/- and accountant 8000/-pm. There is no provision for sweeper and additional peon after withdrawn of the scheme by MoTA. It is reported by some of the school authorities that the said staff left the engagement. But in some cases, they revealed that the school authorities pay the said payment from other sources. In few cases, it is also found that the said staff members work without payment. But there is no enhancement of budget of NGOs.

The evaluation study tried to find out the present position of salary of non-teaching staff members (Table 3.5.8).

**Table: 3.5.8. Salary of Non-Teaching Staff (in Thousand Rupees)**

Educational Complex	Salary of Non-Teaching Staff (in Rs)				
	Below 2000	2000-5000	5000-10000	10000	Total
<b>No of staff</b> (OMTES)	30	0	159	1	190
	15.78%	0%	83.68%	0.52%	100%
<b>No of staff</b> (NGOs)	62	15	0	1	78
	79.48%	19.23%	0%	1.28%	100%

*Source: Field study 2019-20*

While verifying the salary of non-teaching staff members of educational complexes run by OMTES and NGOs, it is found that majority i.e 159 (83.68%) of non-teaching staff members of educational complexes run by OMTES get salary in the range of Rs.5000/- to Rs.10000. Thirty (15.78%) staff members receive salary within within Rs.2000/-pm. They include sweeper, peon. But in case of educational complexes run by NGOs, out of 78 non-teachings staff members, 62 (79.48%) receive below Rs.2000/-. Only 15 (19.23%) staff get Rs.2000/- to Rs.5000/-pm. School wise information is mentioned in Table 3.5.8 (a) for OMTES and 3.5.8 (b) for NGOs. (See Appendix).

## CHAPTER-IV

### *FUNCTIONING OF EDUCATIONAL COMPLEXES- A SITUATIONAL ANALYSIS*





## CHAPTER-IV

### FUNCTIONING OF EDUCATIONAL COMPLEXES –A SITUATIONAL ANALYSIS

The ST & SC Development department provides school education to ST/SC children by establishing Sevashrams, residential Sevashrams, Ashram schools, High Schools etc. In addition, there is an autonomous society, called Odisha Model Tribal Education Society (OMTES), which provides education to ST/PVTG children by establishing Ekalabya Model Tribal Education Society (EMRS) up to higher secondary level and education complex at elementary level. Besides, some Non-Governmental Organisations have also established educational complexes in low literacy pockets under the Ministry of Tribal Affairs Scheme for Welfare of STs. The present evaluation study has tried to make a situational analysis of functioning of educational complexes in Odisha. The present chapter is divided into two sections. Section-I deals with assessment of functioning of educational complexes (School) run by OMTES and a comparative situations of NGO run schools. Section-II gives a reflection on comparative situations of hostel management and infrastructure of the schools.

#### SECTION-I

##### ASSESSMENT OF EDUCATIONAL COMPLEXES (SCHOOL)

#### 4.1. ADMINISTRATION AND MANAGEMENT

Educational Complexes run under the supervision of a committee comprising collector of the concerned district as Chairman, PA, ITDA as vice-chairman, PD, DRDA, Sub-collector, concerned DWO, BDO, local chairperson, Panchayat Samiti, and local sarapanch/sarapanches as members. Besides, concerned Special officer, Micro Project is the member convener of the committee (in Non-Micro Project areas, Special officer, ITDA and in his absence DWO will be the member convener). Special officer, Micro Project is directly associated with all financial transactions of the respective educational complex. There are various aspects of administration and management of educational complexes explained below:

##### *Constitution of SMC/PTA/Mothers Committee and organizing meetings*

Every school must constitute School Management Committee (SMC) for the elementary classes as per Odisha Right of Children for Free and Compulsory Education (ORCFCE) Rules 2010 and SMDC for the high school section. The school should ensure effective coordination

with the SMCs and SMDC for its all round development. SMC consists of 12 to 16 members. As per Guidelines, SMC meeting in schools should be conducted once in every month.

Similarly, in each and every Government/government aided, primary & upper primary school, there shall be Parent Teacher Association (PTA) where the parents of all the students/boarders and the teachers of the school are members of the Parent Teacher Association (PTA). It sits once in every two months. PTA members are informed before the meeting either by phone or through letters. Since 2017-18, it has been instructed that PTA should sit at least 5 times in a year. For every meeting, Rs.7500/- has been allotted towards food (lunch of PTA members).

**As per educational complex guidelines,** “A Mothers’ Committee will be constituted by every fundee organization by involving representative (s) of each village (s), to which the inmates belong, that will meet once a month to supervise the running of the scheme and to suggest improvements. A register of the decisions in each meeting will be kept by the fundee institution.

During school visits, it was enquired about constitution of mothers’ committee. Not a single school constituted mothers’ committee separately. Rather PTAs have been constituted.

The study enquired whether SMC and PTA have been constituted by school authorities. The study has also tried to find out number of meetings held in schools during last year (2018) and average number of participants attended the meetings (Table 4.1.1).

**Table 4.1.1 SMC and PTA Meetings**

Educational Complex	Constitution of SMC/SMDC	Average No. of SMC/SMDC meeting held	Constitution of PTA/Mother's committee	Average No. of PTA meetings held	Average No of parents attended
No of Educational Complexes (OMTES)	18 (94.73%)	3.4	16 (84.21%)	3.5	112.5
No of Educational Complexes(NGOs)	3 (37.5%)	1.5	7 (87.5%)	2.6	81.6

*Source: Field study 2019-20*

It was reported that out of 19 schools, 18 (94.73%) schools have constituted SMC and 16 (84.21%) schools PTA. The team also enquired about number of meetings held last year. It is found that instead of 12 SMC meetings, only 3 to 4 meetings were held. Similarly, average 3 to 4 PTA meetings were held during last year. An average of 112 to 113 parents attended the meeting. This attendance gives a positive reflection on administration and management of schools. School wise information is mentioned in Table 4.1.1 (a) for OMTES and 4.1.1 (b) for NGOs. (See Appendix).

In case of NGOs, only 3(37.5%) schools constituted SMC and 7(87.5%) PTA. Last year 1 to 2 SMC meetings and 2 to 3 PTA meetings were held in educational complexes.

#### 4.1.1. Enrolment and drop out of students

The present study has made an attempt to examine the enrolment trend of last 10 years in educational complexes run by OMTES and sample schools run by NGOs of Odisha. Table 4.1.2 indicates enrolment of students in last 10 years. The trend shows an increase, may be because of introduction of high school classes. Increment rate increases but in an erratic manner (Fig.4.0). School wise information is mentioned in Table 4.1.2 (a) for OMTES and 4.1.2 (b) for NGOs. (See Appendix).

**Table 4.1.2 Year wise Enrolment of students**

Educational Complex	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>No of students (OMTES)</b>	4232	4250	4246	4357	4278	4620	4666	4738	4854
<b>Incremental rate</b>	-	18	-4	111	-79	342	46	72	116
<b>No of students (NGOs)</b>	764	888	844	1040	1035	1017	1069	1038	1048
<b>Incremental rate</b>	-	124	-44	196	-5	-18	52	31	10

*Source: Field study 2019-20*

#### 4.1.2. Dropout of school children

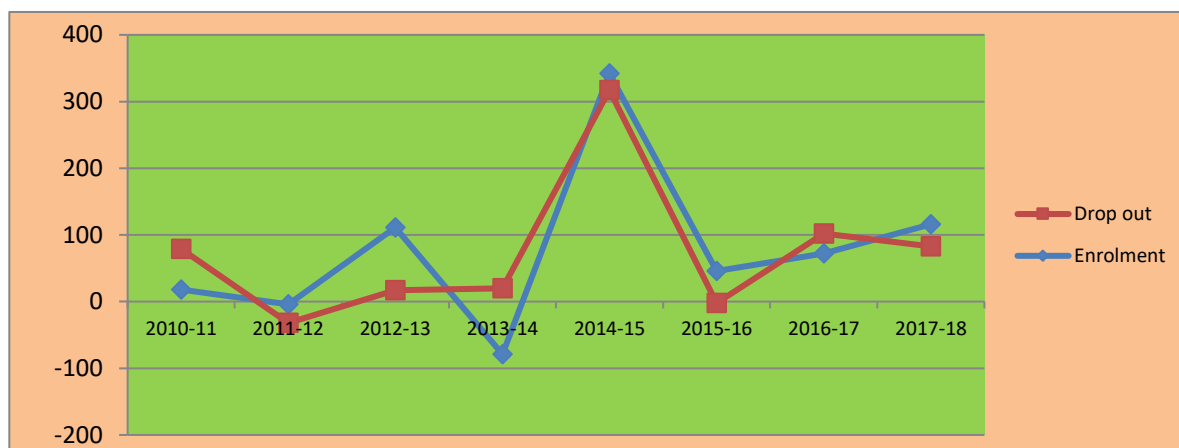
One of the major initiatives of Sarva Sikhya Abhiyan is to reduce dropout and bring the out of school children to schools. The trend of dropout from schools gradually has been declining due to government interventions by providing the children with all facilities including food, uniform, books etc. During evaluation, there was no scope to contact the dropout students. Hence, information was gathered from school authorities. It was reported that there are cases of drop out due to various reasons, like parents consider children as assets of the family, lack of interest in study, language problem etc. It is the responsibility of school authorities and concerned officials to take appropriate strategy for retention of students which is part of administration and management. As compared to NGOs, drop-out rate is higher in educational complexes run by OMTES. Overall, there is positive impact on enrolment and drop out of students in educational complexes. School wise information is mentioned in Table 4.1.3 (a) for OMTES and 4.1.3 (b) for NGOs. (See Appendix).

**Table 4.1.3. Year wise drop out of students**

Educational Complex	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>No of students (OMTES)</b>	237	298	270	176	275	250	202	232	199	188
<b>Incremental rate</b>	-	61	-28	-94	99	-25	-48	30	-33	-11
<b>No of students (NGOs)</b>	5	0	12	4	0	11	3	0	0	0
<b>Incremental rate</b>	-	-5	12	-8	-4	11	-8	-3	0	0

*Source: Field study 2019-20*

**Fig. 4.0. Enrolment and drop out of students**



### ***Allotment of funds and utilization***

The funds under the scheme is transferred directly to the Manager of the organization/project ( including autonomous institution of State Governments) to be operated jointly by the President/Project Manager and Secretary. If the headquarter of the organization is not located at the project site, the funds will in turn be transferred by the organization into a bank account at the project location to be jointly operated by the Secretary and a duly authorized project head within 7 (seven) days from the date of receipt of funds in the name of organization at the project location also.

As per the Guidelines, funds have been transferred broadly on two heads i.e recurring and non-recurring expenditure. Recurring expenditure includes furniture including kitchen equipment, bedding etc.

Non-recurring expenditure includes recreation expenditure, maintenance allowance including mess charges, 3 sets of uniforms per annum, cash stipend for availing tuition/coaching, course books/stationery and other educational material, examination fee, honorarium to staff, vocational/skill development training, electricity and water charges, medical care/contingency, health care (hospitalization, visit of doctors, annual health check up etc.), PTAs/sports function/cultural functions, tour/camps, incentives to each girl student.

The present evaluation study verified receipt of fund from OMTES and expenses incurred for last three years. Table 4.1.4 represents data on receipt and expenditure of Educational complexes for the year 2016-17, 2017-18 and 2018-19. It reveals that 60 to 75% of funds have been utilized by the educational complexes under OMTES (Table 4.1.4). Similarly, OMTES received funds from Ministry of Tribal Affairs up to 2016-17 and from SSD deptt since 2017-18 for running educational complexes in Odisha.

**Table. 4.1.4. Receipt and Expenditure**

Educational Complex	2016-17		2017-18		2018-19		Total	
	Receipt	expenses	Receipt	expenses	Receipt	expenses	Receipt	expenses

Educational Complex (OMTES)	₹ 11,19,75,000	₹ 7,03,67,136	₹ 9,07,34,281	₹ 6,60,09,646	₹ 12,85,40,451	₹ 7,98,32,798	₹ 33,12,49,732	₹ 21,62,09,579
Percentage of Utilization	62.84%		72.75%		62.11%		65.27%	
Educational Complex (NGOs)	₹ 1,76,76,910	₹ 2,24,64,951	₹ 2,05,32,152	₹ 2,33,12,257	₹ 2,61,30,409	₹ 3,11,81,951	₹ 6,43,39,471	₹ 7,69,59,159
Percentage of Utilization	127.08%		113.54%		119.33%		119.61%	

*Source: Field study 2019-20*

While looking into the budget of NGOs for running their educational complexes, it is found that utilization is more than 100% in every financial year (Table 4.1.4). This is because of delay in release of funds from MoTA. As reported by the NGO officials, the additional funds have been met either from borrowing or from other sources till they receive funds. School wise information is mentioned in Table 4.1.4 (a) for OMTES and 4.1.4 (b) for NGOs. (See Appendix).

#### 4.1.3. Curricular, Co-Curricular and Extra-Curricular Activities

Co-curricular and extra-curricular activities among students should be promoted for their all-round personality development. co-curricular includes debates, writing essays, letters, painting, quiz, recitation, drama, song, communication skill, creative writing etc. Participation in sports and games (extra-curricular activities) should also be encouraged. To undertake all the activities and participation in competitions is the look out of the school authorities. The evaluation study has made an attempt to find whether the school authorities take initiative to undertake the activities in the school and whether the students are encouraged to participate in the said competitions.



**Wall Magazines of EC, Khuntagaon, PBDA, Sundergarh Dance practice by Girls of PBDA, Sundergarh**

Every year, SSD Department organizes a Program called “SARGIFULLA” (Competitions on co- curricular activities). Teachers in each school make the students practice the activities

before the competitions are held and select their best performing students to participate in the respective district competitions and then to state level. Every alternate Saturday, co-curricular activity classes are taken in all the schools. Teachers of the respective schools guide the children. In some cases, before the programmes are organized, they outsource the trainers. Teachers contribute maximum efforts for their students.

This Programme encourages among students and enhances their capacities to explore their talents.

**Table.4.1.5. Co-curricular Activities**

Educational Complex	Dancing	Debate/ Eloquence	Drawing	G.K. / Quiz	Painting	Singing	Total schools
No of Schools (OMTES)	17	14	17	13	7	18	19
	89.47%	73.68%	89.47%	68.42%	36.84%	94.73%	100%
No of Schools (NGOs)	7	7	8	3	2	5	8
	87.50%	87.50%	100%	37.50%	25%	62.50%	100%

*Source: Field study 2019-20*

The evaluation study team verified the initiatives taken by the school authorities for the students to take part in the activities and participate in the competitions. It is reported that out of 19 schools, almost all schools i.e 18(94.73%) actively participate in singing, 17(89.47%) schools in dancing and drawing, 14 (73.68%) in debate/eloquence, 13(68.42%) in G.K/quiz and 7(36.84%) in painting. In case of NGO schools, participation in the above activities is less in comparison to schools run by OMTES. They have less scope to participate in inter -school or inter district competitions (**Table 4.1.5**). School wise information is mentioned in Table **4.1.5 (a) for OMTES and 4.1.5 (b) for NGOs**. (See Appendix).

**Table.4.1.6.Extra Co-Curricular Activities**

Educational Complex	Athletics	Badminton	Basketball	Football	Kabbadi	Kho-Kho	Volley ball	Karate	Skipping	Total schools
No of Schools (OMTES)	6	13	3	6	10	10	9	2	19	19
	31.58%	68.42%	15.79%	31.58%	52.63%	52.63%	47.37%	10.53%	100%	100%
No of Schools (NGOs)	5	5	2	2	5	6	2	1	8	8
	62.50%	62.50%	25%	25%	62.50%	75%	25%	12.50%	100%	100%

*Source: Field study 2019-20*

Similarly, while enquiring about extra-curricular activities like athletics, badminton, basketball, football, kabbadi, kho-kho, volley ball, karate, skipping etc, it is reported that there is participation of students of 6(31.58%) schools in athletics, 13 (68.42%) in Badminton,

3(15.79%) Basket ball, 6(31.58%) Foot ball, 10(52.63%) Kabadi and Kho-kho, 9(47.37%) volley ball and 2 (10.53%) for Karate. 19 (100%) have active participation in Skipping. Schools have provided sports equipments. Children have active participation in sports. (**Table 4.16**)



**Boys Playing Badminton - KKDA, Kandhamal**

**Girls Playing Volley ball –HKMDA,Jashipur,**

In case of NGO schools, 100% students of 75% schools have active participation in Kho-kho, 62.5% in athletics, badminton and kabadi and 25% in volley ball and only 1(12.5%) school encouraged students for karate. School wise information is mentioned in Table **4.1.6 (a) for OMTES** and **4.1.6 (b) for NGOs**. (See Appendix).

#### **4.1.4. Maintenance of records, Registers and Documents of schools**

Maintenance of school registers, records and documents is one of the important indicators of administration and management of schools. The evaluation team has verified available registers maintained in the school which includes admission register of students, attendance registers of students, attendance registers of teachers, general stock register, students enrolment register, register of uniforms, register of honourium payment, register of books and stationery, SMC resolution register, PTA resolution register etc. It is evident that all the 19 (100%) schools maintain admission register of students, attendance registers of teachers, register of uniforms, register of books and stationery, SMC resolution register and PTA resolution register, 17(89.47%) stock register and 13(68.42%) schools are maintaining register of honourium payment of staff. (**Table 4.1.7**)

**Table.4.1.7.Maintenance of records and registers of schools**

<b>Educational Complex</b>	<b>Admission register of students</b>	<b>Attendance register of teachers</b>	<b>Stock register</b>	<b>Register of uniforms</b>	<b>Register of books and stationery</b>	<b>Register of honorarium payment</b>	<b>SMC resolution register</b>	<b>PTA resolution register</b>
<b>No of Educational Complex(OMTES)</b>	19	19	17	19	19	13	19	19
	100%	100%	89.47%	100%	100%	68.42%	100%	100%
<b>No of Educational Complex(NGOs)</b>	8	8	8	8	8	8	8	8
	100%	100%	100%	100%	100%	100%	100%	100%

*Source: Field study 2019-20*





Document verification in EC, KKDA, Kalahandi



Document verification in Ramakrishna Ashram NGO, Angul

While verifying NGO schools, all the schools are found well maintained of the records and registers. School wise information is mentioned in Table 4.1.7 (a) for OMTES and 4.1.7 (b) for NGOs. (See Appendix).

#### 4.1.5. Maintenance of Records and Registers of Hostels

Certain registers should properly be maintained and updated from time to time at hostel level. For proper management and ensuring accounting procedures, these registers should be verified by the respective inspecting officers. The important registers are like students incoming and outgoing register, sick register, meal attendance register, cash stipend register, register having phone number of parents/guardian, mess requirement and stock register and record of hostel visitors etc. The team verified these records and registers during school visits and assessed whether these are properly maintained or not.

**Table.4.1.8: Maintenance of Records and Registers of Hostels**

Educational Complex	Students incoming and outgoing register maintained properly	Sick Register prepared and Maintained	Meal Attendance register	Cash stipend register	A register having the phone number of parents / guardian & local guardian prepared	Mess requirement and stock register prepared and maintained	Record of hostel visitors maintained properly
No of Educational Complex(OMTES)	18	19	19	18	13	18	18
	94.73%	100%	100%	94.73%	68.42%	94.73%	94.73%

No of Educational Complex(NGOs)	7	8	8	7	8	8	8
	87.50%	100%	100%	87.50%	100%	100%	100%

*Source: Field study 2019-20*

It reveals that all the 19 school hostels maintain sick register and meals attendance register. Students' incoming and outgoing register, cash stipend register, mess requirement and stock register are found well maintained in 18(94.73%) schools. Register having phone number of parents/guardian is found in 13(68.42%) schools. The other 6 schools could not maintain because of non-availability of parents contact numbers. (**Table 4.1.8**)

In case of NGO schools, in all the sample schools, sick register, meals attendance register, register having phone number of parents/guardian, stock register are maintained properly. Students' incoming and outgoing register, cash stipend register are found to be maintained in 87.5% schools. School wise information is mentioned in Table **4.1.8 (a) for OMTES and 4.1.8 (b) for NGOs**. (See Appendix).

#### **4.1.6. Monitoring and Inspection mechanism**

The Inspection system is a vital link between the education administration and individual schools. Its main function, in principle, is to ensure that adequate standards are maintained in schools. One important aspect of inspection system is the accountability, which plays a major role in helping teachers to function more effectively. The officers like Collector cum District Magistrate, ADM/PD, DRDA/PA/ITDA/Sub-Collector within his jurisdiction, CI of schools, DWO, ADWO, BDO, Special officers, Micro Project, WEO have powers to inspect any records, transactions and management procedures of concerned schools of their jurisdiction under SSD. Besides, any of the State level officers or any person deputed by the Collector can also have the power to inspect records and submit reports relating to functioning of the schools. As per the Guidelines, the collector may take periodic review, bi-monthly/quarterly on scholastic and non-scholastic performance of the schools by convening meeting of the HMs, WEOs, ADWOs and DWOs. During the visits, it is advised to look into the aspects of protection of boarders, especially girls, adherence to quality norms of food, upkeep of hostel facilities etc.

District Collector is the chairperson of the respective educational complex. Special Officer of Micro Project is the supervisory officer of educational complexes run by OMTES. Besides, PA, ITDA also plays an important role in the activities of educational complexes. DWO is associated with upgraded educational complexes. WEO is closely monitoring the schools under his jurisdiction. CI is the Inspecting officer of all schools.



**Monitoring visit by WEO, Upper Kusumita**



**DWO, Monitoring officer of NGO schools**

DWO and Sub-collector/other inspecting officer visit schools run by NGOs. They submit inspection report to the state committee in a prescribed format which will be forwarded to MoTA for financial approval.

The frequency of visits of Inspecting Authorities including monitoring and supervisory officers and their average number of visits during last year (2018-19) was verified by the evaluation team in 27 schools running by OMTES and NGOs. The figures are mentioned in Table 4.1.9. It is found that out of total 386 monitoring visits by the officers last year, maximum visits i.e 134(34.71%) were done by Special Officer, Micro Projects followed by WEOs 117(30.31%) and 43 (11.13%) visits by DWOs. In case of NGOs, out of 45 visits, maximum visits i.e 17(37.77%) were done by DWOs followed by WEOs 13 (28.88%) and sub-collector 6 (13.33%).(Table 4.1.10). School wise information is mentioned in Table 4.1.9 (a) for OMTES and 4.1.9 (b) for NGOs. (See Appendix).

**Table.4.1.9. Average No of Visits to the Educational Complex by Officials**

<b>Educational Complex</b>	<b>Collector</b>	<b>Sub-Collector</b>	<b>Special Officer, Micro Project</b>	<b>PA / ITDA</b>	<b>CI</b>	<b>DWO</b>	<b>WEO</b>	<b>Total</b>
<b>No of visits(OMTES)</b>	17	28	134	31	16	43	117	386
	4.40%	7.25%	34.71%	8.03%	4.14%	11.13%	30.31%	100%
<b>No of visits (NGOs)</b>	4	6	0	4	1	17	13	45
	8.88%	13.33%	0%	8.88%	2.22%	37.77%	28.88%	100%

*Source: Field study 2019-20*

## 4.2. SCHOOL INFRASTRUCTURE FACILITIES

### 4.2.1. Physical infrastructure

**Table.4.2.1.Access to Physical Infrastructure in educational complexes**

Educational Complex	Office of the Headmaster	Teachers' Common Room	Separate Toilet for teachers	Open Pandal /Prayer Hall	Play Ground	Garden	Science lab	Library Room	Computer Lab	Total schools
No of Educational Complex (OMTES)	19	10	6	6	6	15	3	10	15	19
	100%	52.63%	31.58%	33.58%	31.58%	78.95%	15.79%	52.63%	78.95%	100%
No of Educational Complex (NGOs)	8	8	7	7	8	8	3	7	5	8
	100%	100%	87.50%	87.50%	100%	100%	37.50%	87.50%	62.50%	100%

*Source: Field study 2019-20*

School having proper infrastructure facilities may be called a good school. Physical infrastructure facilities are one of the contributing factors of a school for smooth functioning. These include office of the HM, Teachers' common room, separate toilet for teachers, open pandal /prayer hall, play ground, garden, science lab, library room and computer lab etc. The evaluation team physically verified the said infrastructure situations during school visits.



Computer lab-EC,KhuntaGaon



Library, EC, LSDA,Puttasingh

All the 19 schools have office room for the HMs. In some cases, where there is no specific office room, additional class room of a school is adjusted for the office room of HM. Out of 19 schools, teachers' common room, fire safety and library book facility are found in 10 (52.63%) schools and computer lab is noticed in 15(78.95%) schools. Only 6 (31.58%) schools have provision of separate toilet for teachers. Play ground, prayer hall and open space for meetings (*Pandal*) is observed in 6 (31.58%) schools. Garden is maintained in 15(78.95%) schools. Science lab is found in 3(15.79%) schools. In case of NGOs, 100% sample NGOs have office room of HM, teachers' common room, play ground and garden in their educational complexes, 87.5% have separate toilet for teachers, open pandal and library room, 62.5% computer lab and 3 (37.5%) schools have separate science lab in educational complexes.(Table

**4.2.1).** School wise information is mentioned in Table **4.2.1 (a) for OMTES and 4.2.1 (b) for NGOs.** (See Appendix)

#### 4.2.2. Class Room Conditions

For good education surroundings and healthy class room environment, class room conditions like provisions of adequate light in class rooms, sufficient number of class rooms, proper sitting arrangements, adequate space for students in the class, black board facilities, adequacy of chalk and duster, charts/maps/paintings in class rooms etc. should be made available in every school. The evaluation team verified class room conditions of schools during field visits.

**Table.4.2.2. Class Room Conditions**

Educational Complex	Provision of Adequate light	Sufficient Class Rooms	Proper Sitting Arrangements	Sufficient Space for Students in The Class	Black board Facilities	Adequacy of Chalk and duster	Charts/Map/ Paintings in Class Rooms	Total schools
No of Educational Complex(OMTES)	16	10	15	10	19	19	15	19
	84.21%	52.63%	78.94%	52.63%	100%	100%	78.94%	100%
No of Educational Complex(NGOs)	8	7	8	8	8	8	8	8
	100%	87.50%	100%	100%	100%	100%	100%	100%

*Source: Field study 2019-20*



**Sitting arrangements-JDA Gonasika, Keonjhar**



**Sitting arrangements-Holy home NGO, Naupad**

All the 19 schools have black board with adequate chalk and duster facilities. Class rooms of 16(84.21%) schools have provision of adequate light and 15(78.94%) schools have proper sitting arrangements. But only 10 (52.63%) schools have sufficient class rooms and sufficient space for students. Charts/maps/paintings are displayed in class rooms of 15 (78.94%) schools (**Table 4.2.2**). School wise information is mentioned in Table **4.2.2 (a) for OMTES and 4.2.2 (b) for NGOs.** (See Appendix).

While verifying schools of NGOs, 100% sample schools have the facilities of provision of adequate light, proper sitting arrangements, sufficient space for students in the class, black board with adequate chalk and duster facilities, display of charts and maps. Out of 8 sample NGOs, 7(87.5%) have sufficient class rooms.



**Table.4.2.3. Basic Service facilities**

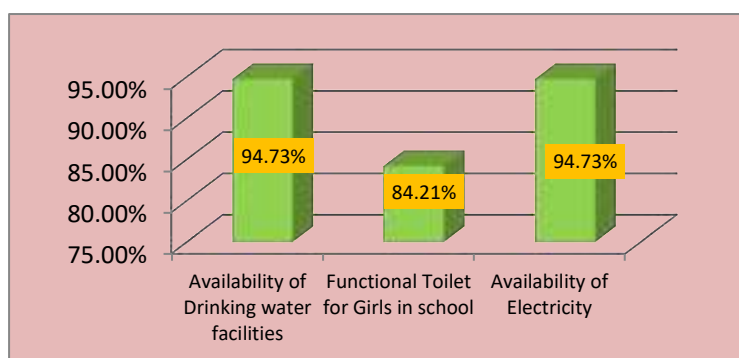
Educational Complex	Availability of Drinking water facilities	Functional Toilet for Girls in school	Availability of Electricity	Total No. of schools
No of the Educational Complex(OMTES)	18	16	18	19
	94.73%	84.21%	94.73%	100%
No of the Educational Complex(NGOs)	8	8	8	8
	100%	100%	100%	100%

*Source: Field study 2019-20*

**Fig:4.1. Basic Service facilities**

Basic service facilities like availability of drinking water facilities; separate functional toilet for girls, electricity facility in school campus is highly needed for smooth functioning of schools. The team verified these facilities

as part of school infrastructure. It was found that 18(94.73%) schools have drinking water and electricity facility and 16(84.21%) schools have toilet for girl students. In case of NGO schools, all schools have these facilities. (Table 4.2.3 and Fig 4.1). School wise information is mentioned in Table 4.2.3 (a) for OMTES and 4.2.3 (b) for NGOs. (See Appendix).



**Aqua Guard-Sibida, Angul  
Solar System- KKDA,  
Kandhamal**



### 4.3. Vocational Education

Realizing the need for skill up-gradation and to equip the tribal youths for self-employment, this scheme was introduced in 1992-93 and is continuing since then. The main aim of the scheme is to develop the skill of the tribal youths for a variety of trades and prepare them for new job opportunities as well as self-employment in area close to their villages as well as outside. The secondary aim is to improve the socio-economic condition of tribal youths by

enhancing their earnings. Vocational education is part of the curriculum under educational complex scheme. Students in these institutions are imparted general education designed by education department from time to time along with vocational training on computer knowledge, crafts and trade; like tailoring, agriculture, horticulture etc.



**Vegetable Garden, Angul Ramakrishna Ashram**



**Kitchen Garden-Parsali DKDA, Rayagada**

The study team enquired about the kinds of vocational education undertaken by the educational complexes. It reveals that out of 19 educational complexes, only 3 schools provide vocational education. They are mainly tailoring, craft, gardening and agriculture. Initially, tailoring training was imparted in more than 50% schools run by OMTES. But since 2 years, this has been stopped because tailoring teachers were withdrawn in schools. At present, only 3 schools provide training. Gardening training is given in one school. While enquiring about vocational trainings suitable for the locality and students, it was reported that tailoring, horticulture, gardening, craft education, computer training would benefit the PVTG children for their sustainable livelihood.

**Table.4.2.4.Vocational Training**

Educational Complex	Vocational Training Available (No. of schools)	Tailoring	Craft	Cropping Pattern and Horticulture	Gardening and agriculture
<b>No of Educational Complex(OMTES)</b>	3	3	0	0	1
	15.78%	15.78%	0%	0%	5.26%
<b>No of Educational Complex(NGOs)</b>	7	4	2	2	4
	87.50%	50%	25%	25%	50%

*Source: Field study 2019-20*

But in educational complexes run by NGOs, vocational training is provided in all schools except one. (Table 4.2.4). School wise information is mentioned in Table 4.2.4 (a) for OMTES and 4.2.4 (b) for NGOs. (See Appendix).





**Chalk Preparation, Holy Home NGO, Naupada**

**Tailoring in Holy Home NGO, Nuapada**

## **SECTION-II-**

### **ASSESSMENT OF HOSTELS OF EDUCATIONAL COMPLEXES**

#### **4.3. Residential Facilities including Basic Amenities**

Each hostel has to be provided with a hostel building including requisite living rooms, toilets, bath rooms, reading room, office room, kitchen, dining hall, sick bed along with a compound wall. Apart from the hostel building, approach roads, water supply, electricity and drainage facility has to be provided in each hostel. All furniture, fixtures and the requirements for day to day management of the hostel like kitchen equipments, cooking utensils, dining trays, water pots, as well as cots, beds, blankets, mosquito nets etc for boarders, TV for the reading room, generators, solar lanterns is needed to each hostel.

##### **4.3.1. Sanctioned seats in Hostels and Actual strength of Boarders**

As per the Guidelines, students can be admitted in educational complexes at the rate 50 per class. The strength of educational complexes was verified during school visits. It was reported that hostels have been set up for girls in the year 2008 and for boys in 2015-16. A total of 6 functional boys' hostels and 38 girls' hostels have been found.

In case of girls complex, out of 5854 total sanctioned seats, 5750 (98.22%) are filled and 104(1.78%) remain unfilled. Similarly, out of 800 sanctioned seats in boys complexes, 653(81.63%) seats are filled and 147(18.37%) remain unfilled. School authorities should take initiative to fill the unfilled seats by social mobilization.(**Table 4.3.1**). School wise information is mentioned in Table **4.3.1 (a) for OMTES and 4.3.1 (b) for NGOs**. (See Appendix).

**Table 4.3.1. Sanctioned seats in Hostels and Actual strength of Boarders**

Educational Complex	No. of Boys hostel	No. of Girls hostel	Hostels with sanctioned seats for boys	Actual No. of Boys Boarder	Seats remain unfilled	Hostels with sanctioned seats for girls	Actual No. of Girls Boarder	Seats remain unfilled
<b>No of the Educational Complex (OMTES)</b>	6	38	800	653	147	5854	5750	104
	100%	100%	100%	81.63%	18.37%	100%	98.22%	1.78%
<b>No of the Educational Complex (NGOs)</b>	NA	17	NA	NA	NA	1582	1760	178
	NA	100%	NA	NA	NA	100%	111.25%	11.25%

*Source: Field study 2019-20*

#### **4.3.2. Basic Amenities-Toilet with running water facilities, Electricity, safe drinking water facilities, Health care services etc.**

The Evaluation team tried to find out availability of basic service facilities of residential schools through physical verification. Basic service/amenities include electricity facilities and alternate source of energy, availability of safe drinking water facilities, toilet facilities, visit of health personnel and regular health check up of boarders.



**Toilet Complex, Ramakrishna Ashram Medical Test, EC, ITDA, Upper Kusumita**

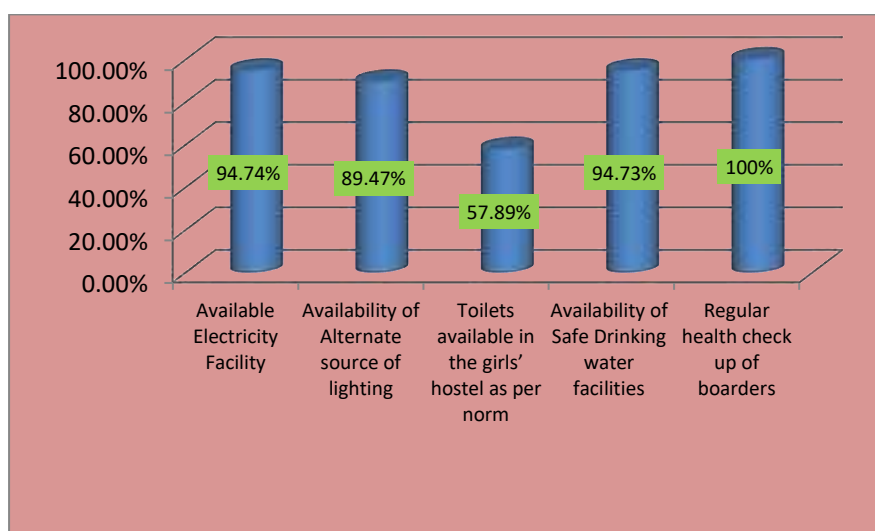
Table 4.3.2 represents data on access and availability of basic services in educational complexes run by OMTES and NGOs. It reveals that out of 19 schools, 18 (94.74%) schools have electricity facility. Only one educational

complex under C.B.D.A Micro Project has not been electrified. Regarding availability of alternate source of energy, it is found in 17(89.47%) schools. The sources are mainly solar panel, inverter etc. Of course, 5 to 6 schools have generator facility. While verifying toilets as per norm i.e.,1:10, it is found in 11(57.89%) educational complexes. Safe drinking water facility is available in all schools except one school(Fig.4.2). Tube well and water purifier facility is available in schools. In case of NGOs, all the sample NGOs have these basic amenities facilities. School wise information is mentioned in Table **4.3.2 (a) for OMTES and 4.3.2 (b) for NGOs.** (See Appendix).

**Table. 4.3.2. Access to Basic Amenities**

Educational Complex	Available Electricity Facility	Availability of Alternate source of lighting	Appropriate numbers of toilets available in the girls' hostel (preferable in the ratio 1: 10)	Availability of Safe Drinking water facilities (Tube well/regular water supply)-	Visit of health personnel and regular health check up of boarders	Total School hostels
<b>No of Educational Complex (OMTES)</b>	18	17	11	18	19	19
	94.74%	89.47%	57.89%	94.73%	100%	100%
<b>No of Educational Complex (NGOs)</b>	8	8	8	8	8	8
	100%	100%	100%	100%	100%	100%

Source: Field study 2019-20

**Fig:4.2. Access to Basic Service facilities**

Regarding visit of health personnel, Mobile Health Unit and RBSK team visits quarterly and check the boarders. Vaccination and immunization to the boarders are given on time. Iron and folic acid tablets are distributed regularly to the boarders. Out of 19 schools, 16 (84.21%) schools have regular health check- ups by RBSK team and ANMs. The team from the respective CHC visits in every quarter and ANM in every month. Similarly, vaccination and immunization programme is undertaken in 15(78.94%) schools. In all the 19 schools, first aid box is available and Iron/Folic acid tablets distributed by the respective school authorities. (Table 4.3.3)

**Table 4.3.3. Access to health facilities**

Educational Complex	Regular Health Check-up of students	First Aid Box	Vaccination and Immunization	Iron/Folic Acid tablets/de-worm tablets provided	Total schools
<b>No of Educational Complex(OMTES)</b>	16	19	15	19	19
	84.21%	100%	78.94%	100%	100%
<b>No of Educational Complex(NGOs)</b>	7	7	8	8	8
	87.50%	87.50%	100%	100%	100%

*Source: Field study 2019-20*



**Medical Kit, EC, PBDA Deogarh**



**Medical Ambulance, Holy Home, Nuapada**

In case of NGO schools, regular health checkups are done in 7(87.5%) schools. NGOs hire nearby doctor and pay them for each visit. Health check ups are not done by RBSK team and ANMs. First aid box is available in 7(87.5%) schools. In all the 8 sample schools, first aid box is available and Iron/Folic acid tablets distributed by the respective school authorities. School wise information is mentioned in Table 4.3.3 (a) for OMTES and 4.3.3 (b) for NGOs. (See Appendix).

#### **4.3.3. Hostel accommodation- Cot, Bed, blanket, bed sheet etc**

Besides the above basic amenities, boarders should get basic requirements like cot, mosquito net, bed sheet, mattress, blanket, sataranji, sanitary pad etc. The evaluation team verified the availability of these benefits. It is found that out of 19 school hostels, 10(52.63%) hostels have provisions of cot, 18(94.73%) possess mosquito net, 16(84.21%) provide bed sheets and blankets, 10(52.63%) hostels have mattress and sataranjis. All the schools provide sanitary pads to the girl boarders. (Table 4.3.4)

**Table. 4.3.4. Basic requirements of Boarders**

Educational Complex	Availability of basic requirements							
	Cot	Mosquito Net	Bed Sheet	Mattress	Blanket	Sataranji	Sanitary pad	Total School hostels
Educational Complex (OMTES)	10	18	16	10	16	10	19	19
	52.63%	94.73%	84.21%	52.63%	84.21%	52.63%	100%	100%
Educational Complex (NGOs)	2	8	8	6	8	7	7	8
	25%	100%	100%	75%	100%	87.50%	87.50%	100%

*Source: Field study 2019-20*



**Mosquito net in hostel of EC,BCA, Koraput**



**Mosquito net in hostel of EC, PBDA, Angul**

In case of NGOs, all the schools have provision of mosquito net, bed sheets and blankets. Sataranji and sanitary pad are provided in 7(87.5%) schools. Out of 8 schools, 6(75%) schools have provided with mattress. But except 2(25%) schools, no sample schools have facility of cot to the boarders. School wise information is mentioned in Table 4.3.4 (a) for OMTES and 4.3.4 (b) for NGOs. (See Appendix).

#### **4.3.4. Hostel infrastructure-Dining hall/space, proper drainage facility, kitchen garden, kitchen etc**

The evaluation team made an attempt to verify availability and maintenance of existing infrastructure in hostels. Table 4.3.5 gives a clear picture about the availability and maintenance of infrastructure. Hostel kitchen, dining hall and drainage system are available and maintained properly in 16(84.21%) schools. Only 6 (31.57%) schools have facility of LPG connection with smoke less Chula. Other schools are using fire wood for cooking purpose. Hostel kitchen garden has been developed in 12(63.15%) schools. The vegetables produced are used in hostel mess. Fire safety equipments are available in 10 (52.63%) schools. Operation procedure of fire safety equipment was reportedly not known to the school officials. School wise information is mentioned in Table 4.3.5 (a) for OMTES and 4.3.5 (b) for NGOs. (See Appendix).



**Table. 4.3.5. Availability and maintenance of basic Infrastructure Facilities**

Educational Complex	Hostel kitchen available and maintained properly	Hostel kitchen garden available and maintained properly	Dining hall available and maintained neat and clean	Drainage system available and working properly	Fire safety equipments available	LPG connection with smokeless Chula	Total schools
No of Educational Complex(OMTES)	16	12	16	16	10	6	19
	84.21%	63.15%	84.21%	84.21%	52.63%	31.57%	100%
No of Educational Complex(NGOs)	8	7	4	7	7	5	8
	100%	87.50%	50%	87.50%	87.50%	62.50%	100%

*Source: Field study 2019-20*



**Kitchen in EC, Rangaparu KKDA, Kandhamal**



**Dining hall, EC, LSDA, puttasingh,Rayagada**



**Fire Safety equipment, EC, LSDA, Seronga**



**Kitchen, Boys Hostel, EC, KKDA,Rangaparu**

While enquiring about NGO schools, hostel kitchen is available and maintained properly in all the schools. Hostel kitchen garden, drainage system and fire safety are available in 7(87.5%)

schools. LPG connection with smoke less Chula is found in 5(62.5%) schools. Fifty percent schools have no facility of dining hall.

#### 4.4. Safety and security of girl children

The safety and security is vital for girl children. The issue of safety and security of girls in residential schools has wide ranging and far-reaching effects on the lives of tribal girl children. Keeping this in view, a Guide line was formulated to ensure safety and security of students in schools and hostels under ST&SC Development, Department, Government of Odisha (2014). It prescribes code of conduct and outlines duties and responsibilities of the staffs of the schools and hostels operationalised by the SSD Department. It emphasizes on zero tolerance policy for any sexual offences against students by teaching and non-teaching. The evaluation team verified some indicators to assess presence of safety and security of girl children in a school. Table 4.4.1 reveals that all the 19 schools have facility of CCTV surveillance to ensure safety and security of girl children. SSD department has provided with hot line number to all the SSD schools for the safety of girl children. Besides, help line number is also given. It was found that all the 19 schools have help line numbers. But regarding hot line number, hot line telephone has been provided to schools. But it is not functional in all schools due to net work problem. Only 5 (26.31%) schools can avail the benefit. Out of 19 schools, 17(89.47%) schools have school and hostel boundary and 16(84.21%) schools have facility of escorting girl children for out door activities to maintain safety of the girl children.



Helpline Number, EC, JDA Keonjhar



CCTV surveillance EC, Upper Kusumita

Awareness about Life Skill Education is highly needed for the safety of the children. Awareness training has been provided to the school children. It was found that Life Skill Training to hostel inmates is provided to 16(84.21%) schools and 8(42.1%) schools are adhered to safety and security guidelines. Visit by the government officials at least once in a month was reported in 18(94.73%) schools. School wise information is mentioned in Table **4.4.1 (a) for OMTES and 4.4.1. (b) for NGOs.** (See Appendix).

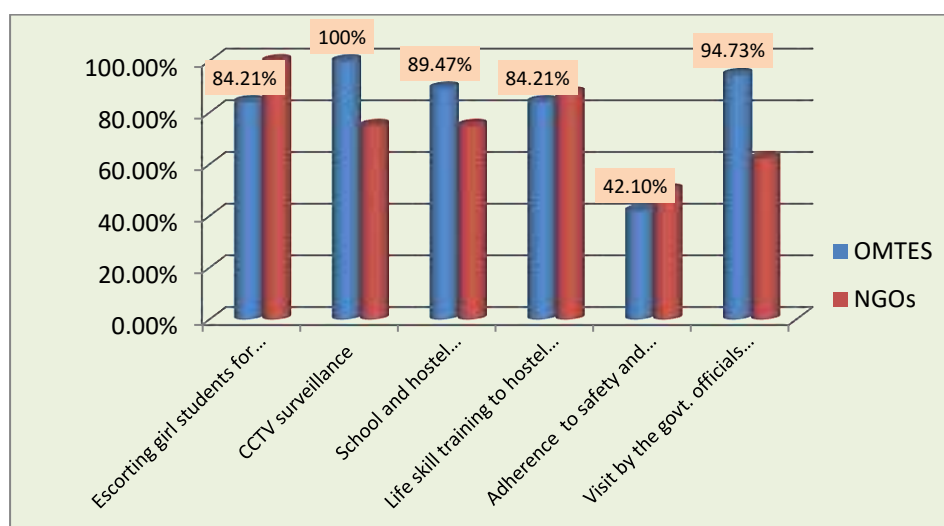


**Table 4.4.1: Safety and Security of hostel boarders**

Educational Complex	Escorting girl students for outdoor activities	Emergency hotline number/help line number	CCTV surveillance	School and hostel boundary	Life skill training to hostel inmates	Adherence to safety and security guidelines	Visit by the govt. officials at least once in a month
<b>Educational Complex (OMTES)</b>	16	5	19	17	16	8	18
	84.21%	26.31%	100%	89.47%	84.21%	42.10%	94.73%
<b>Educational Complex (NGOs)</b>	8	8	6	6	7	4	5
	100%	100%	75.00%	75%	87.50%	50%	62.50%

*Source: Field study 2019-20*

**Fig: 4.3: Safety and Security of hostel boarders**



In case of NGO schools, all the sample schools escort girl children for outdoor activities and are having help line numbers. Life skill training is provided to 7 (87.5%) schools. As reported by 5(62.5%) schools, government officials visit schools at least once in a month.

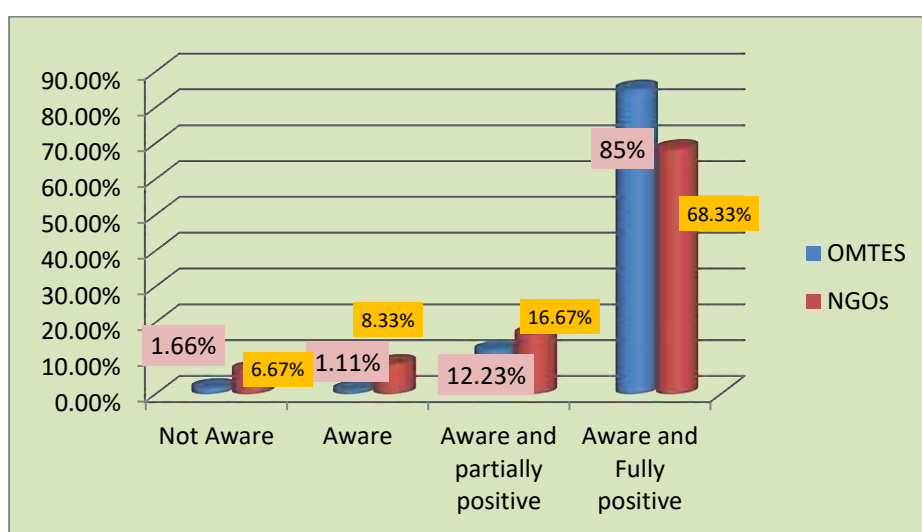
Evaluation team made an attempt to find out level of awareness of students about safety and security guidelines. A questionnaire containing questions relating to safety and security guidelines was prepared. A test was conducted in all schools except one school. Ten students from each school were drawn for test. Out of 180 students, majority of students i.e 153(85%) secured 80-100% marks indicating aware and fully positive, 22(12.23%) found aware and partially positive securing 50-80%marks, 2(1.11%) students are reported just aware scoring up to 50% marks. Out of 180 students, 3(1.66%) are found to be not aware scoring zero marks.(Table-4.4.2 and Fig.4.3)

**Table 4.4.2: Awareness of about safety and security guidelines**

Educational Complex	0% (Not aware)	Aware (0-50%)	Aware and partially positive (50-80%)	Aware and fully positive (80-100%)	Total students
No of students(OMTES)	3	2	22	153	180
	1.66%	1.11%	12.23%	85%	100%
No of students (NGOs)	4	5	10	41	60
	6.67%	8.33%	16.67%	68.33%	100%

*Source: Field study 2019-20*

**Fig: 4.3: Awareness of about safety and security guidelines**



As regards NGO schools, 68.33% students are found to be aware and fully positive, 16.67% are aware and partially positive, 8.33% just aware and 6.67% students are not aware about safety and security guidelines. School wise information is mentioned in Table 4.4.2 (a) for OMTES and 4.4.2 (b) for NGOs. (See Appendix).



**Boys Test, (LSE) EC,KKDA Kandhamal**

**Girls Test, (LSE) EC,BDA, Malkangiri**

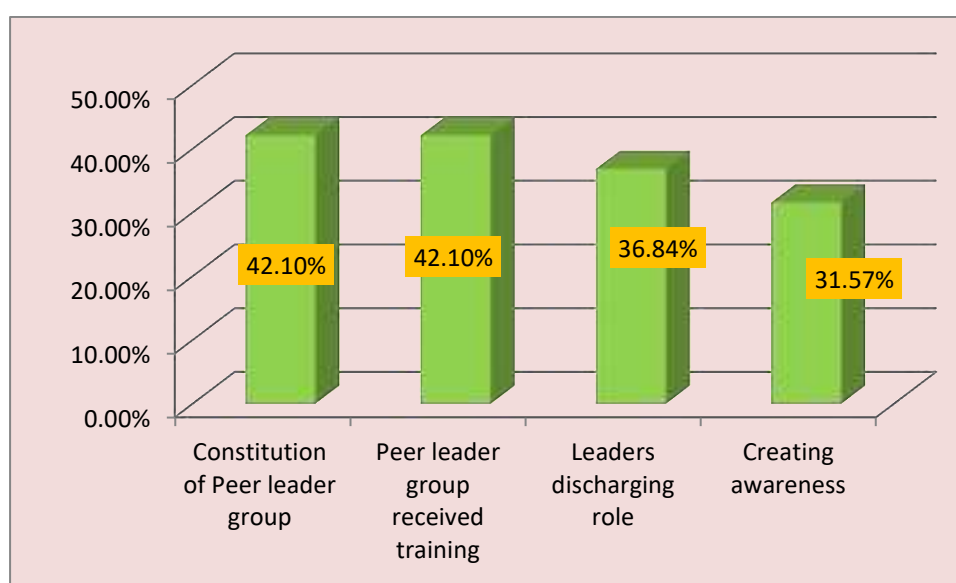
LSE training has been provided to the peer leaders and school staff members of educational complexes. The evaluation team members made an attempt to assess impact of LSE training on peer leaders (among students).

**Table 4.4.3: Impact on Life Skill Education training on Peer leaders**

Educational Complex	Constitution of Peer leader group	Peer leader group training received	Leaders discharging role	Creating awareness
No of Educational Complex (OMTES)	8	8	7	6
	42.10%	42.10%	36.84%	31.57%

*Source: Field study 2019-20*

**Fig. 4.4: Impact on Life Skill Education training on Peer leaders**



Out of 19 schools, 8(42.1%) schools constituted peer leader group among the students and peer leaders of those schools received training on LSE, leaders of 7 (36.84%) schools discharge their role and leaders of 6 (31.57%) schools create awareness about LSE among other students (**Table-4.4.3 and Fig.4.4**). School wise information is mentioned in Table 4.4.3 (a) for OMTES. (See Appendix).

## CHAPTER-V

### *QUALITY OF EDUCATION AND EDUCATION ATTAINMENTS*



## CHAPTER-V

### QUALITY OF EDUCATION AND EDUCATION ATTAINMENTS

Quality of education is one of the important parameters to assess functioning of schools. Quality of education of a school depends on some key factors like quality of teaching, teaching method and application of TLMs, teaching competency of teachers, position of teachers and Pupil Teacher (PTR) Ratio, academic and professional qualification of teachers and their capacity building, standard of students and their performance.

#### 5.1. TEACHING METHODS AND APPLICATION OF TLMs

In the traditional classroom teaching, there is hardly any scope for the children to interact with the teacher, teaching learning materials (TLM) and the teaching-learning environment. So teaching becomes very monotonous and students have mostly relied on rote learning. Most often classroom teaching is dominated by the Lecture Method of a teacher. Except some essential aids like chalk, duster, blackboard, Teaching learning materials are hardly used in the classroom. As part of transforming education, the National Curriculum Framework 2005, advocates an outcome based quality education approach to teaching learning and aims to bring about a significant shift towards schools and systems that are child-friendly and inclusive. The amended RTE Act, 2012, provides for inclusion of children with disability and ensures that every child in the age group of 6-14 years to be enrolled.

Quality of education of a school depends on teaching method and application of Teaching Learning materials. Teaching methods include writing exercise, reading text books, both reading and writing, writing on black board, asking bright students to teach, explaining through game method and story-telling method. The evaluation team made an attempt to find out teaching methods adopted by the teachers.

Out of 19 schools, 16 (84.21%) schools follow the method of both reading and writing, 13 (68.42%) schools writing exercise, 12(68.15%) reading text books, 8(42.10%) through game method, 7(36.84%) by story telling, 6(31.57%) ask bright students to teach. Only 2(10.52%) schools adopt all the methods (**See Table 5.1.1**). Regarding teaching methods adopted in NGO schools, it was reported that 75% schools make children practice of both reading and writing, 50% through game and story method and 2 schools follow all the methods. School wise information is mentioned in **Table 3.5.1 (a) for OMTES and 3.5.1 (b) for NGOs**. (See Appendix).

**Table 5.1.1.Teaching Methods**

Educational Complex	Writing Exercise	Reading Text books	both reading and writing	Ask bright students to teach	Game method	Story-telling	All the methods	Total No. of schools
<b>No of Educational Complex (OMTES)</b>	13	12	16	6	8	7	2	19
	68.42%	63.15%	84.21%	31.57%	42.10%	36.84%	10.52%	100%
<b>No of Educational Complex (NGOs)</b>	5	5	6	3	4	4	2	8
	62.50%	62.50%	75%	37.50%	50%	50%	25%	100%

*Source: Field study 2019-20*

Similarly, while enquiring about Teaching Learning Materials (TLM), it was reported that 11 (57.89%) schools use reading and writing materials, 9(47.36%) schools only black board. whereas 3(15.78%) school teachers teach through power point presentation. But in case of NGO schools, 75% schools follow reading and writing materials, 62.5% use display and black board and 25% explain with power point presentation (**See Table 5.1.2**). School wise information is mentioned in **Table 3.5.2 (a) for OMTES and 3.5.2 (b) for NGOs**. (See Appendix).

**Table 5.1.2.Teaching Learning Materials**

Educational Complex	Reading and writing materials	Display board	Black board	Computer power point
<b>No of Educational Complex (OMTES)</b>	11	2	9	3
	57.89%	10.52%	47.36%	15.78%
<b>No of Educational Complex (NGOs)</b>	6	5	5	2
	75%	62.50%	62.50%	25%

*Source: Field study 2019-20*

## 5.2. STRENGTH OF TEACHERS AND PUPIL TEACHER RATIO (PTR)

Pupil Teacher Ratio (PTR) is one of the major indicators to assess quality of education of a school. It will affect more in high school classes than that of primary classes. In upgraded high schools, post wise teachers are required accordingly. Sanctioned posts are mainly one HM, 2 TGTs (Science), 2 TGTs (Arts), classical (Sanskrit), P.E.T, classical (Hindi), TLT etc (**see Annexure- 1.7**)

### *Strength of Teachers*

Table 5.2.1 reflects on post wise vacancy position in upgraded schools. Total vacancy position is found to be 65 in educational complexes run by OMTES whereas only 2 posts are lying

vacant in educational complexes run by NGOs (Fig.5.1). School wise information is mentioned in Table 5.2.1 (a) for OMTES and 5.2.1 (b) for NGOs. (See Appendix).

**Table 5.2.1.Post wise vacancy of teachers**

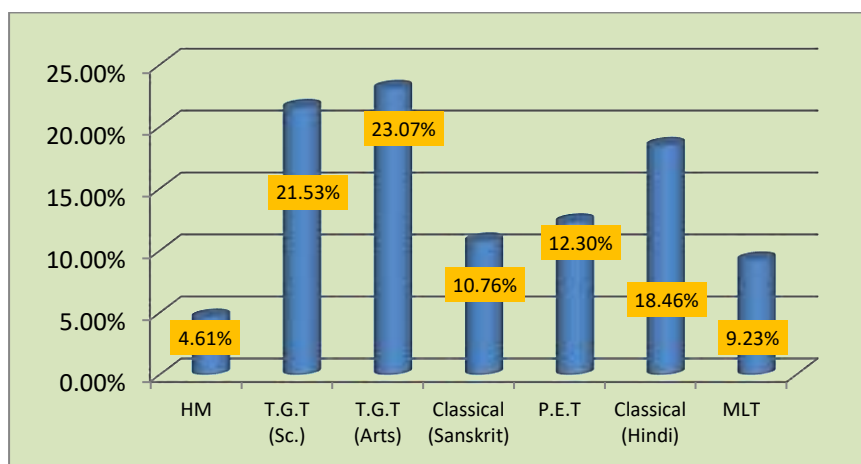
Educational Complexes	Vacancy of Teachers in upgraded high schools							
	HM	T.G.T (Sc.)	T.G.T (Arts)	Classical (Sanskrit)	P.E.T	Classical (Hindi)	MLT	Total
No of staff (OMTES)	3	14	15	7	8	12	6	65
	4.61%	21.53%	23.07%	10.76%	12.30%	18.46%	9.23%	100%
No of staff (NGOs)	2	0	0	0	0	0	0	2
	100%	0%	0%	0%	0%	0%	0%	100%

*Source: Field study 2019-20*

Out of 65 vacancy posts, around 29(45%) TGT (Science and Arts) post are lying vacant. Community teachers hardly manage to take the classes of 9<sup>th</sup> and 10<sup>th</sup> classes. Only 36% are Arts graduates and 5% Science graduates among community teachers (see Table 5.3.1). Having this academic background of the teachers, it is definitely difficult to manage higher classes. This indicates **poor quality of education** in schools run by OMTES.

The above picture indicates that upto elementary level, the quality of education is good but beyond 8<sup>th</sup> class, the quality of education is reportedly poor. For which the above posts need to be filled immediately.

**Fig.5.1. Post wise vacancy of teachers in upgraded high schools (OMTES)**



### 5.2.1. Pupil Teacher Ratio (PTR)

PTR is one of the indicators responsible for quality education of a school. The right of children to free and compulsory education under RTE Act, 2009, envisages that the Pupil Teacher Ratio (PTR) should be maintained at 30:1 for primary and 35:1 for upper primary level. While enquiring about PTR position in educational complexes, it is found to be 31.8:1 in educational complexes run by OMTES and 20.6: 1 in NGO schools (Table 5.2.2). The present evaluation study gives a positive reflection about PTR which directly affects quality of educational



complexes. School wise information is mentioned in Table 5.2.2 (a) for OMTES and 5.2.2 (b) for NGOs (See Appendix).

**Table 5.2.2.Pupil Teacher Ratio (PTR)**

Educational Complex	Total students	Total Teaching Staff	PTR=Ratio of total students and total teachers
<b>OMTES</b>	6517	205	31.8:1
<b>NGO</b>	1790	87	20.6:1

*Source: Field study 2019-20*

### 5.3. COMPETENCY OF TEACHERS

Academic and professional qualification including capacity building trainings of teachers is one of the determinants of competency of teachers. To assess competency of teachers, academic and professional qualification of teachers were recorded for community and SSD teachers separately during evaluation of schools.

#### *Academic qualification*

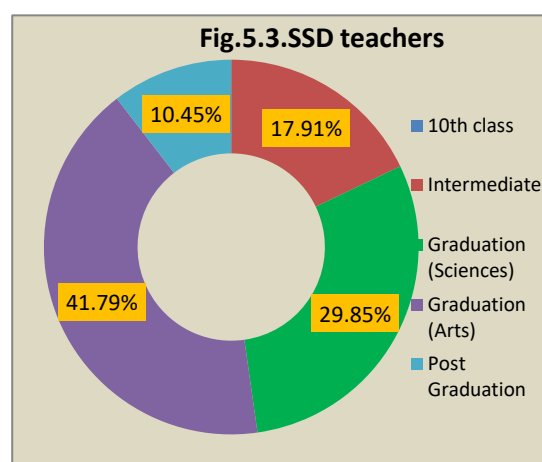
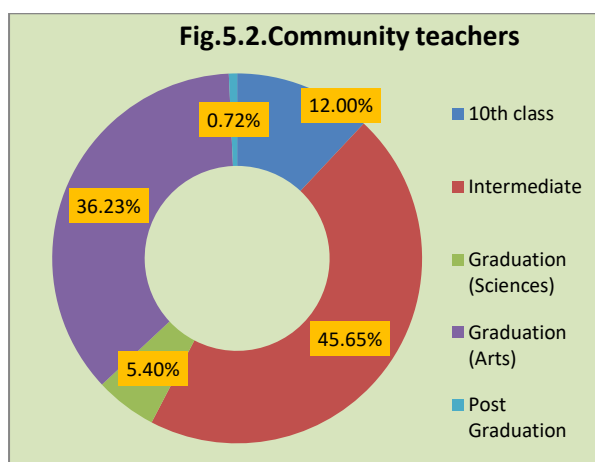
Academic qualification of teachers is one of the key factors responsible for quality education. Out of 138 community teachers, 50(36.23%) teachers are found to be arts graduates, 8(5.4%) science graduates, 63(45.65%) intermediates, 16(12%) 10<sup>th</sup> class and only one teacher is reported to be post graduate (Fig.5.2). Similarly, out of 67 SSD teachers, 28(41.79%) are graduates in arts, 20(29.85%) science graduates and 7(10.45%) are post graduates (Fig.5.3).

Out of 205 total teachers, 78 (38.05%) are found to be arts graduates, 28(13.66%) Science graduates and 8(3.9%) are post graduates. Around 45% teachers are under graduates which affects competency of teachers. In case of NGO run schools, more than 70% teachers are found to be graduates and 5.5% post graduates (Table 5.3.1 and Fig 5.4). School wise information is mentioned in Table 5.3.1 (a) for OMTES and 5.3.1 (b) for NGOs. (See Appendix).

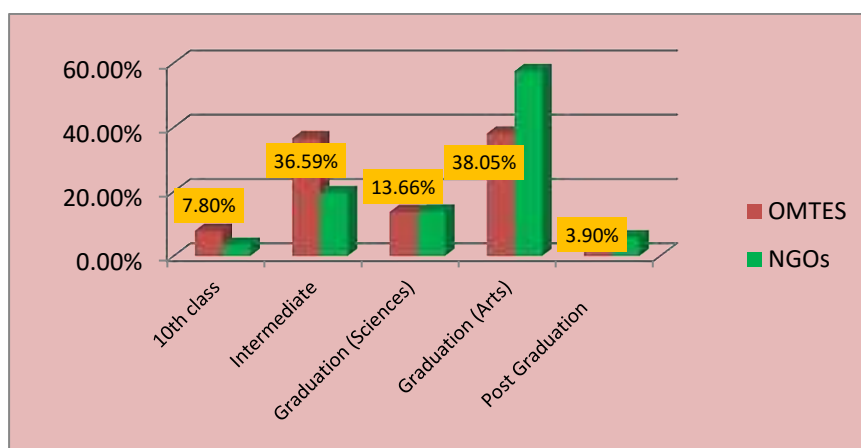
**Table 5.3.1.Academic qualification of teachers**

Educational Complex	Type of Teachers	10 <sup>th</sup>	Intermediate	Graduation (Sciences)	Graduation (Arts)	Post Graduation	Grand Total
<b>Educational Complex (Community Teachers)</b>		16	63	8	50	1	138
	<i>Community Teachers</i>	12.00%	45.65%	5.40%	36.23%	0.72%	100%
<b>Educational Complex (SSD Teachers)</b>		0	12	20	28	7	67
	<i>SSD Teachers</i>	0%	17.91%	29.85%	41.79%	10.45%	100%
<b>Educational Complex (OMTES)</b>	<i>Total staff</i>	16	75	28	78	8	205
		7.80%	36.59%	13.66%	38.05%	3.90%	100%
<b>Educational Complex (NGOs)</b>	<i>Teaching staff</i>	3	17	12	50	5	87
		3.44%	19.54%	13.79%	57.47%	5.74%	100%

### Academic qualification of teachers (OMTES)



**Fig.5.4- Academic qualification of teachers (OMTES and NGOs)**



### Professional qualification

Professional qualification is highly required for teachers to enhance quality education. While verifying professional qualification of teachers in educational complexes, various professional qualified teachers are reported such as CT, C.P.Ed, B.Ed, DL.Ed, M.Ed, Acharya, BH.Ed, Yoga etc. Out of 83 professional community teachers, 76(91.57%) teachers have qualified CT, 6(8.95%) DL.Ed and 1(1.2%) is found to be a B.Ed teacher (Fig.5.5). Similarly, out of 67 professional SSD teachers, 45(67.16%) teachers are having B.Ed, 4(5.97%) CT, 7(10.44%) Acharya and 6 (8.95%) are found to be C.P.Ed teachers (Fig.5.6).

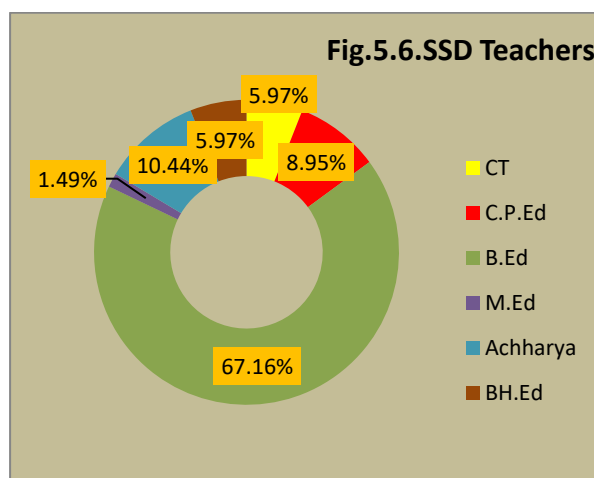
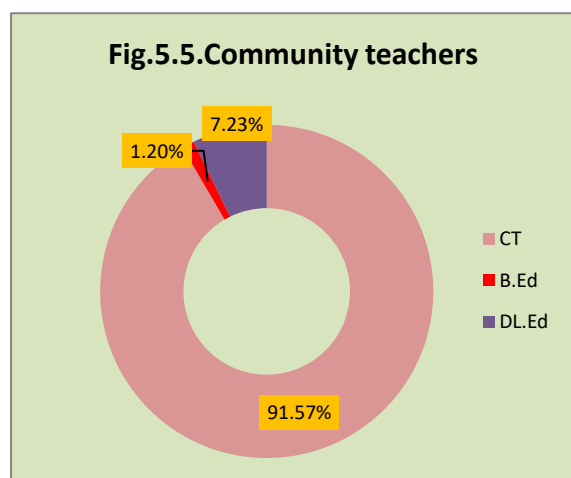
Out of total 150 professional teachers, 46(30.67%) are found to be B.Ed teachers, 80(53.33%) CT and 26(16%) have other professional qualification (Fig.5.7). In case of NGO run educational complexes, 29(46.77%) are reported to be B.Ed teachers, 19(30.65%) CT and 14(22.58%) have other professional qualification (Table 5.3.2 and (Fig.5.8)). School wise information is mentioned in Table 5.3.2 (a) for OMTES and 5.3.2 (b) for NGOs. (See Appendix).

**Table 5.3.2. Professional qualification of teachers**

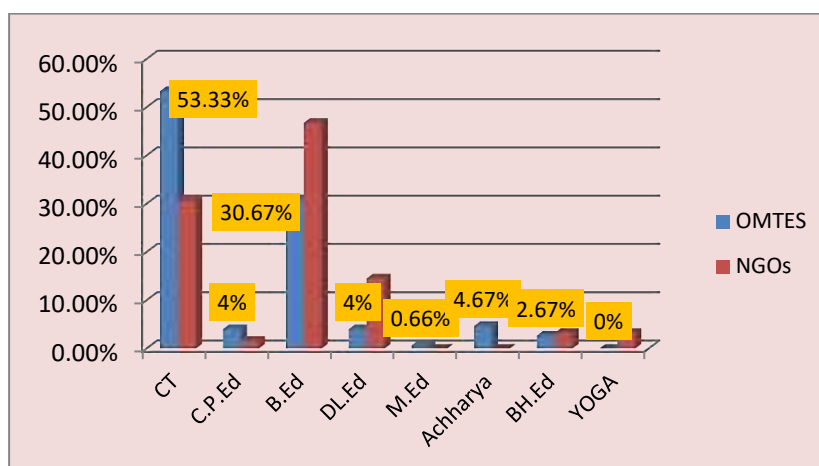
Educational Complex Run by (OMTES/NGO)	Type of Teachers	CT	C.P.Ed	B.Ed	DL.Ed	M.Ed	Achharya	BH.Ed	YOGA	Total	Total Staff
Educational Complex (OMTES)	Community Teachers	76	0	1	6	0	0	0	0	83	138
		91.57%	0%	1.20%	7.23%	0%	0%	0%	0%	100%	
	SSD Staff	4	6	45	0	1	7	4	0	67	67
		5.97%	8.95%	67.16%	0%	1.49%	10.44%	5.97%	0%	100%	
Educational Complex (OMTES)	Total staff	80	6	46	6	1	7	4	0	150	205
		53.33%	4%	30.67%	4%	0.66%	4.67%	2.67%	0%	100%	
Educational Complex(NGOs)	Teaching Staff	19	1	29	9	0	0	2	2	62	87
		30.65%	1.61%	46.77%	14.52%	0%	0%	3.23%	3.23%	100%	

*Source: Field study 2019-20*

### Professional qualification of teachers (OMTES)



**Fig.5.7. Professional qualification of teachers (OMTES & NGOs)**



### **Capacity building of teachers**

During the period of service of teachers, the department has provided in-service training and also tribal language training. These trainings enhance capacities of teachers on their role and responsibilities including knowledge on teaching methods and tribal language respectively. Since 2015, teachers in charge of hostel, nodal teachers and HM of SSD schools have been provided with training on Life Skill Education (LSE), ST Guidelines for safety & security of girl children and protective legislations like POCSO Act etc.

While enquiring about capacity building trainings received by the teachers, it is reported that 56.09% teachers have received in service training and only 4.88% tribal language training.

**Table 5.3.3 Capacity building of Teachers (OMTES)**

Educational Complex	Capacity building training		Total Teachers
	In-Service Training	Tribal Language Training	
No of teachers (OMTES)	115(56.09%)	10 (4.88%)	205 (100.0%)

*Source: Field study 2019-20*

### **Teaching competency level**

Besides the above indicators, teachers' competency level was assessed by conducting personal interview with teachers. From each school, five teachers were selected on random basis. Schedule was prepared pertaining to questions relating to teaching methods, use of TLMs, qualification, trainings, capacity buildings including overall observation and presentation. Scoring of marks was given accordingly.



Personal Interview with teacher- Rangaparu, Kandhmal



Personal Interview with Parents- Sundergarh

Competency level was assessed on the basis of scoring of marks. For example (i) below 30% marks considered to be poor competency, 30-50% average competency and 55% & above indicates good competency of a teacher.

**Table 5.3.4. Assessment of Teachers competency**

Educational Complex	Competency Level			Total
	Poor	Average	Good	
No of Educational Complex (OMTES)	1	15	3	19
	5.26%	78.94%	15.78%	100%
No of Educational Complex (NGO)	1	6	1	8
	12.50%	75%	12.50%	100%

*Source: Field study 2019-20*

**Fig.5.8. Assessment of Teachers' competency**

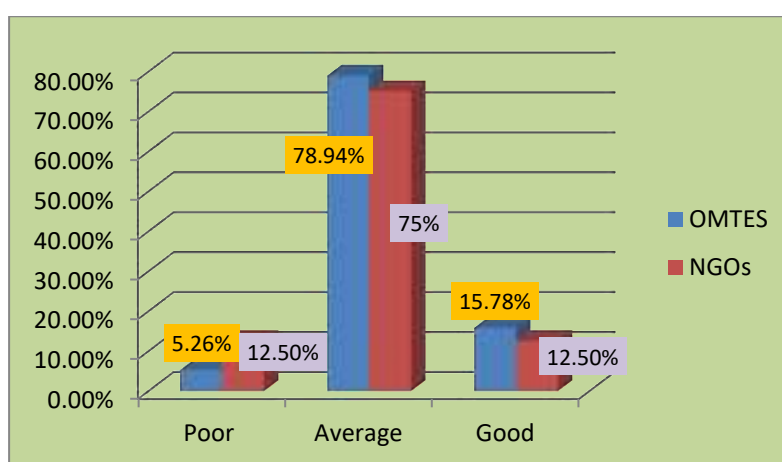


Table 5.3.4 reflects competency level of teachers on the basis of scoring of marks. Out of 19 educational complexes, competency level of teachers in 15 (78.94%) schools is found to be average, 3(15.78%) schools good and 1(5.26%) school is reportedly poor (Fig.5.8). School

wise information is mentioned in Table 5.3.3 (a) for OMTES and 5.3.3 (b) for NGOs (See Appendix).

#### 5.4. Standard of students and their performance

The present study adopted following methodology to assess quality of education on the basis of standard of students in educational complexes:

##### Methodology

- **Standard of students** was measured by conducting surprise tests on Odia, English, Mathematics and Social science for class four to the highest class run in educational complexes.
- From each class, 10 students were picked up randomly. A total of 1190 students covering 27 schools were administered question papers to assess standard of students.
- Class-wise set of questions (Multiple Choice Questions) for the above subjects was prepared. The paper contained basic and elementary questions of the respective subjects.
- Writing ability of the students was assessed through dictation and reading ability by giving a paragraph to read out. Writing and reading ability was assessed for both Odia and English subjects.
- Surprise test of 50 full marks for each class was conducted for which 50 minutes time limit was given.
- Students' standard was measured on the basis of scoring in surprise tests.
- Grading was given for assessing the standard. Scoring of marks in surprise test was divided into 5 grades i.e below 20%, 20-30%, 30-50%, 50-80% , 80% and above.

##### Level of standard assessments-

- ❖ Below 20%- score is considered as **very poor standard** which means his/her standard is 2 classes less than presently what he/she studies.
- ❖ 20-30% - score is considered as **below standard of a student** which means his/her standard is one class less than presently what he/she studies.
- ❖ 30-50%- score is considered as **average standard**
- ❖ 50-80%- score is considered as **good standard**
- ❖ 80% and above- score is considered as **very good standard**

**Table.5.4.1. Standard of students in Odia**

Educational Complex	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Total
<b>No of students</b> (OMTES)	183	101	201	453	252	1190
	15%	8.48%	16.89%	38.06%	21.17%	100%
<b>No of students</b> (NGOs)	43	27	57	92	131	350
	12.28%	7.72%	16.28%	26.28%	37.43%	100%

*Source: Field study 2019-20*



**Paragraph reading (Odia), Seva Samaj**



**Paragraph reading (Odia), Nalini Vidya Mandir**

In Odia test, out of 1190 students, highest number of students i.e 453 (38.06%) is found to be having good standard, 252(21.17%) of very good standard and 201(16.89%) are having average standard. But 183 (15%) students are recorded as very poor standard and 101(8.48%) below standard. Whereas in case of students of NGO run schools, around 20% are found to be having below standard and very poor standard and 80% are having average standard, good standard and very good standard (Table 5.4.1). School wise information is mentioned in Table 5.4.1 (a) for OMTES and 5.4.1 (b) for NGOs. (See Appendix).

**Table.5.4.2. Standard of students in Odia Reading**

Educational Complex	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Total
<b>No of students (OMTES)</b>	63	68	65	82	442	720
	8.75%	9.44%	9.03%	11.39%	61.39%	100%
<b>No of students (NGOs)</b>	14	20	15	23	148	220
	6.36%	9.09%	6.82%	10.45%	67.27%	100%

*Source: Field study 2019-20*

The study also looked whether students can read Odia language perfectly or not. The reading test was taken from 4<sup>th</sup> class to 7<sup>th</sup> class by giving a paragraph of their text books. It was noticed that out of 720 students, 82 (11.39%) read good and 442 (61.39%) students could read perfectly whereas 63(8.75%) were unable to read even a single word, 68(9.44%) read very badly and 65(9.03%) could read up to some extent. In case of NGO run schools, out of 220 students, 148 (67.27%) students could read perfectly and 14(6.36%) students could not read even a single word (Table 5.4.2). School wise information is mentioned in Table 5.4.2 (a) for OMTES and 5.4.2 (b) for NGOs. (See Appendix).



**Table.5.4.3. Standard of students in English**

Educational Complex	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Total
<b>No of students (OMTES)</b>	550	183	227	179	51	1190
	46.22%	15.38%	19.08%	15.04%	4.28%	100%
<b>No of students (NGOs)</b>	98	43	75	93	41	350
	28%	12.29%	21.43%	26.57%	11.71%	100%

*Source: Field study 2019-20*

In English test, out of 1190 students, highest number of students i.e 550 (46.22%) students are recorded as very poor standard and 183(15.38%) below standard whereas 227(19.08%) are having average standard, 179 (15.04%) good standard, 51(4.28%) of very good standard. Whereas in case of students of NGO run schools, around 35% are found to be having below standard and very poor standard and 65% are having average standard, good standard and very good standard (Table 5.4.3). School wise information is mentioned in Table 5.4.3 (a) for OMTES and 5.4.3 (b) for NGOs. (See Appendix).

**Table.5.4.4. Standard of students in English reading**

Educational Complex	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Total
<b>No of students (OMTES)</b>	113	208	189	37	193	740
	15.27%	28.11%	25.54%	5%	26.08%	100%
<b>No of students (NGOs)</b>	48	38	45	26	73	230
	20.87%	16.52%	19.57%	11.30%	31.74%	100%

*Source: Field study 2019-20*

The study also looked whether students can read English language perfectly or not. The test was taken from 4<sup>th</sup> class to 8<sup>th</sup> class students by giving a paragraph of their respective text books. It was noticed that out of 740 students, 193 (26.08%) students could read perfectly whereas 113(15.27%) were unable to read even a single word, 208(28.11%) read very badly and 189 (25.54%) could read up to some extent. In case of NGO run schools, out of 230 students, 73 (31.34%) students could read perfectly and 48(20.87%) students could not read even a single word (Table 5.4.4). School wise information is mentioned in Table 5.4.4 (a) for OMTES and 5.4.4 (b) for NGOs. (See Appendix).



**Paragraph Reading (English) , EC,DDA**

**Table.5.4.5.Standard of students in Math**

Educational Complex	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Total
<b>No of students (OMTES)</b>	406	154	249	240	141	1190
	34.12%	12.94%	20.92%	20.17%	11.85%	100%
<b>No of students (NGOs)</b>	103	33	49	73	92	350
	29.43%	9.43%	14%	20.86%	26.29%	100%

*Source: Field study 2019-20*

In Mathematics test, out of 1190 students, highest number of students i.e 406 (34.12%) students are recorded as very poor standard and 154(12.94%) below standard whereas 249(20.92%) are having average standard, 240 (20.17%) good standard, 141(11.85%) are found to be very good standard. In case of students of NGO run schools, around 40% are found to be having below standard and very poor standard and 60% are having average standard, good standard and very good standard (Table 5.4.5). School wise information is mentioned in Table 5.4.5 (a) for OMTES and 5.4.5 (b) for NGOs. (See Appendix).

**Table.5.4.6.Standard of students in Social Science**

Educational Complex	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Total
<b>No of students (OMTES)</b>	124	47	148	103	28	450
	27.56%	10.44%	32.89%	22.89%	6.22%	100%
<b>No of students (NGOs)</b>	35	8	31	24	22	120
	29.17%	6.67%	25.83%	20%	18.33%	100%

*Source: Field study 2019-20*

In Social Science test, out of 450 students, highest number of students i.e 148 (32.89%) students are found to be having average standard, 103 (22.89%) good standard and 28(6.22%) very good

standard. But 124(27.56%) students are recorded as very poor standard, 47(10.44%) below standard. In case of students of NGO run schools, around 35% are found to be having below standard and very poor standard and 65% are having average standard, good standard and very good standard (Table 5.4.6). School wise information is mentioned in Table 5.4.6 (a) for OMTES and 5.4.6 (b) for NGOs. (See Appendix).

**Table.5.4.7. Overall standard of students**

Educational Complex	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Total
<b>No of students (OMTES)</b>	255	194	382	303	56	1190
	21.42%	16.3%	32.1%	25.46%	4.7%	100%
<b>No of students (NGOs)</b>	69	30	78	121	52	350
	19.7%	8.5%	22.2%	34.5%	14.8%	100%

*Source: Field study 2019-20*



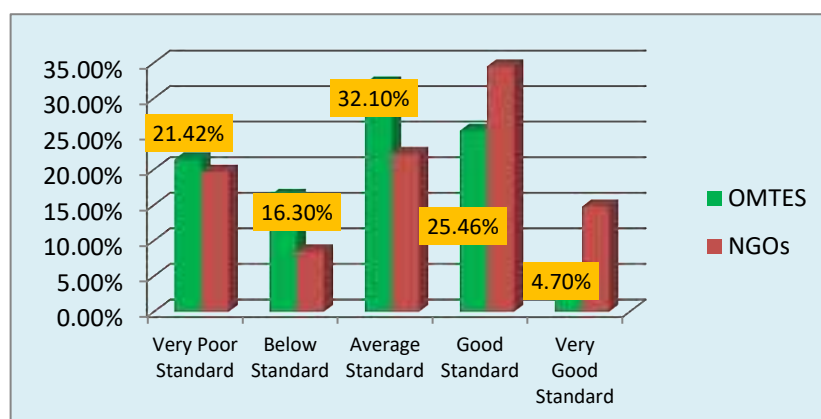
Surprise Test, EC, Holly Home (NGO),



Surprise Test, EC, LDA, Moroda

The study results also give an overall assessment of students. In overall assessment, it is found that out of 1190 students, highest number of students i.e 382(32.1%) are found to be having average standard, 303 (25.46%) good standard and 56(4.7%) very good standard. But 255(21.42%) students are recorded as very poor standard, 194(16.3%) below standard. In case of students of NGO run schools, around 28% are found to be having below standard and very poor standard and 72% are having average standard, good standard and very good standard (Table 5.4.7 and Fig.5.9). School wise information is mentioned in Table 5.4.7 (a) for OMTES and 5.4.7 (b) for NGOs.(See Appendix).

**Fig.5.9. Overall standard of students (OMTES and NGOs)**



### Performance of students

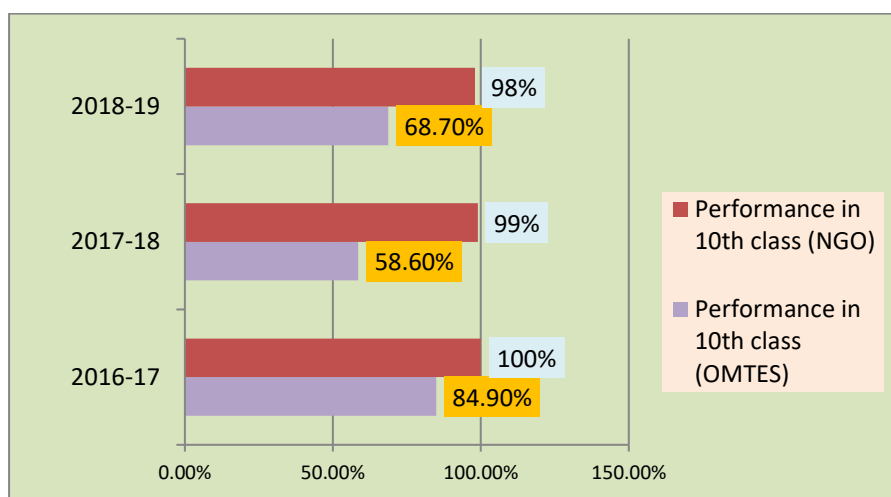
Standard of students was also assessed by verifying final results of 10<sup>th</sup> class students of upgraded high schools. Results of last three years were recorded. It reveals that in OMTES run schools, the percent of pass out was 84.9%, 58.6% and 68.7% in the year 2016-17, 2017-18 and 2018-19 respectively. But in case of NGO schools, the performance is better i.e 98% to 100% students passed in 10<sup>th</sup> class (Table 5.4.8 and Fig.5.9).

**Table.5.4.8. Performance of students in 10<sup>th</sup> class (OMTES and NGOs)**

Educational Complex	Students appeared			Students passed		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
No of students (OMTES)	93	372	233	79 (84.9%)	218 (58.6%)	160 (68.7%)
No of students (NGOs)	114	111	111	114 (100%)	110 (99%)	109 (98%)

*Source: Field study 2019-20*

**Fig.5.9. Performance of students in 10<sup>th</sup> class (OMTES and NGOs)**



The result in the first batch (10<sup>th</sup>) of OMTES (2016-17) is better than the results in 2017-18 and 2018-19. This might be due to withdrawn of tutors and shortage of teachers for high school classes. Tutors could manage to give special coaching to the 10<sup>th</sup> class students. Due to staff shortage for high school classes, the performance has been declining. But in case of NGO schools, because of two reasons, the performance is better than that of OMTES i.e (i) teachers are more qualified and trained (ii) students belong to STs except very few PVTGs whereas in case of OMTES, all students belong to PVTGs.

## CHAPTER-VI

### ***SOCIO-ECONOMIC PROFILE OF PARENTS AND PERCEPTION /VIEWS OF STAKE HOLDERS***



## CHAPTER-VI

### SOCIO-ECONOMIC PROFILE OF PARENTS AND PERCEPTION/ VIEWS OF STAKEHOLDERS

Various study experience shows that socio-economic factors contribute significantly to disparities in literacy and educational attainment among PVTGs. Keeping this in view, the evaluation team tried to find out socio-economic conditions of parents of the boarders of educational complexes through personal interview. Besides, during interaction with parents, their perception and views were recorded. The team also made an attempt to explore perception and views of different stake holders like PRI members, SMC and PTA members, students, teaching and non-teaching staff and supervisory officials through FGDs and individual interactions.

The present chapter is divided into two sections. Section-I covers Socio-Economic profile of Parents, Section-II reflects on perception and views of students including other stakeholders.

#### Section-I

#### Socio-Economic Profile of Parents

##### 6. I.1. Socio-Economic Profile of Parents

The evaluation study has made an attempt to find socio-economic background of parents of students/boarders. For the purpose, each 5 parents from educational complexes were interviewed. A total of 112 parents were covered in the study.



Parents House, LDA, Moroda, Mayurbhanj

##### 6.1.2. Age and caste of parents

Out of 79 sampled parents, 3(3.80%) were below 25 years of age, 17(21.52%) in the age group of 25-35, 53(67.09%) belong to 35-50 years and 6 (7.59%) in the age group of 50-60 years. Similarly, caste of parents reveals that majority of parents i.e 68 (86.08%) belong to PVTGs category followed by 11 (13.92%) ST Castes (Table-6.1.1). ST students have been enrolled only in few upgraded high schools. In case of NGO schools, out of 33 sample parents, 10 (30.3%) parents belong to PVTGs and 23(30.3%) are STs. School wise information is mentioned in Table 6.1.1 (a) for OMTES and 6.1.1 (b) for NGOs (See Appendix).



**Table 6.1.1. Distribution of parents according to their age and caste**

Educational Complex	Age group				Total	Caste			
	Below 25	25-35	35-50	50-60		PVTG	ST (Other than PVTG)	Others	Total
No of parents (OMTES)	3	17	53	6	79	68	11	0	79
	3.80%	21.52%	67.09%	7.59%	100%	86.08%	13.92%	0%	100%
No of parents (NGOs)	0	13	19	1	33	10	23	0	33
	0%	39.39%	57.58%	3.03%	100%	30.30%	69.70%	0%	100%

*Source: Field study 2019-20*

### 6.1.3. Literacy status and Education Attainment

Education can act as a powerful tool for reducing poverty and unemployment, improving health and nutritional standards, and achieving a sustained human development-led growth (World Bank, 2004). However, the tribals occupy a unique position in Indian culture and civilization. The educational status of PVTGs has been seen very poor and worst because of the isolation, inaccessible communication facility, poor health condition, hostile environment, poor economic condition, and superstitious beliefs, etc. The study has made an attempt to figure out literacy status of parents of boarders keeping in view that literacy status of parents may be one of the factors responsible for getting their children educated or not.

In respect of OMTES, out of 79 parents, 68 (86.08%) fathers and 47 (60%) mothers are found to be literates. Regarding education attainment of fathers, it reveals that out of literates, 12-13% fathers and 3-4% mothers have been educated up to HSC level (Table 6.1.2, Fig.6.1 and Table 6.1.3, Fig.6.2.). It is evident that literacy rate among fathers is higher than that of mothers. In case of parents of NGO schools, out of 33 parents, 28(84.85%) fathers and 17(51.51%) mothers are found to be literates. Out of them, 24-25% fathers and 6% mothers have been educated up to high school level. As compared to literacy rate of PVTG in Odisha as per 2015 data, male literacy is 44.10% and female literacy is 39.02%, the study shows literacy rate of parents has improved. School wise information is mentioned in Table 6.1.2 (a) and 6.1.3 (a) for OMTES and 6.1.2 (b) and 6.1.3 (b) for NGOs (See Appendix).

**Table 6.1.2. Educational qualification of the fathers**

Educational Complex	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
No of parents (OMTES)	11	22	20	15	10	1	0	79
	13.92%	27.85%	25.32%	18.99%	12.66%	1.27%	0%	100%
No of parents (NGOs)	5	9	10	0	8	1	0	33
	15.15%	27.27%	30.30%	0%	24.24%	3.03%	0%	100%

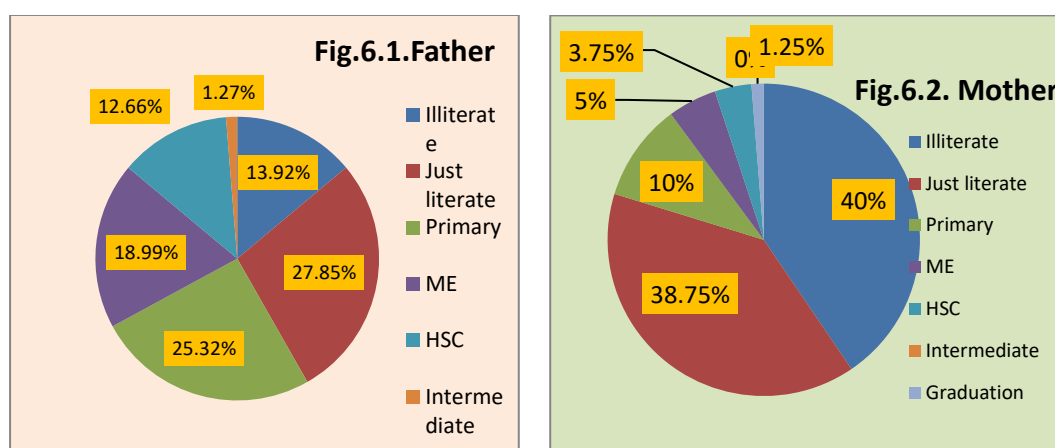
*Source: Field study 2019-20*

**Table 6.1.3.Educational qualification of the mothers**

Educational Complex	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
No of parents (OMTES)	32	31	8	4	3	0	1	79
	40%	38.75%	10%	5%	3.75%	0%	1.25%	100%
No of parents (NGOs)	16	7	4	3	2	0	1	33
	48.48%	21.21%	12.12%	9.09%	6.10%	0%	3.03%	100%

*Source: Field study 2019-20*

### Literacy status and Educational Attainment of parents (OMTES)



### 6.1.4. Dwelling conditions

Nature of ownership of house that people live in is one of the indicators of measuring economic standard of people. Households live either in their own houses or rented house or adjust with their friends and relatives. Households who do not possess own houses are compelled to stay in rented house or adjust with their friends/relatives.

**Table 6.1.4.Dwelling Conditions**

Educational Complex	Nature of ownership of house				House Type			
	Own	Rented	Adjusted	Grand Total	Pucca	Semi Pucca	Kutchha	Total
No of parents (OMTES)	63	0	16	79	18	24	37	79
	79.90%	0%	20.25%	100%	22.78%	30.38%	46.83%	100%
No of parents (NGOs)	27	1	5	33	8	10	15	33
	82%	12.50%	50%	22%	24.24%	30.30%	45.45%	100%

*Source: Field study 2019-20*

Table 6.1.4 reveals that out of 79 parents, 63 (79.9%) parents have their own houses. Type of house is also an important factor in determining family's standard of living. Out of 79 parents, only 18(22.78%) live in Pucca house (houses under IAY, Biju Pucca Ghar Yojana, Pradhana Mantri Awas Yojana). But majority of parents i.e 37(46.83%) live in Kutchha houses and 24

(30.38%) have semi-Pucca houses (cement floor with asbestos roof). In case of NGO schools, 82% parents have pucca houses and 45.45% of them live in kutcha houses. School wise information is mentioned in Table 6.1.4 (a) for OMTES and 6.1.4 (b) for NGOs (See Appendix).

### 6.1.5. Occupational Pattern

Occupational structure is a prime indicator of economic development. It determines nature and status of employment as well as economic status and standard of living of persons. The present study has made an attempt to find out occupational status of parents which may be considered as one of the contributing factors for parents sending their children to schools.

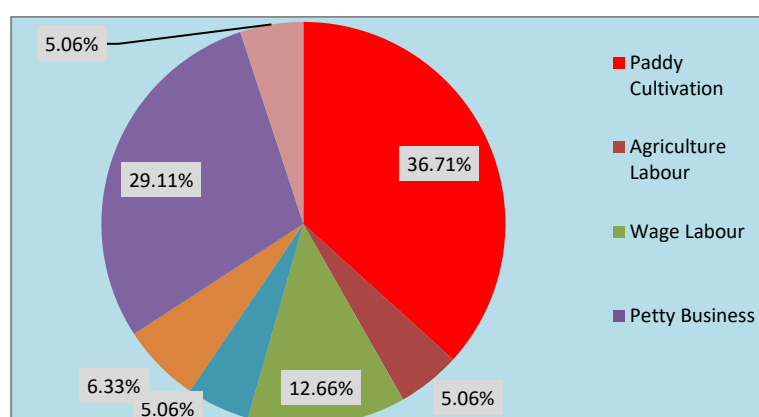
**Table 6.1.5: Occupational Status of the Parents**

Educational Complex	Paddy Cultivation	Agriculture Labour	Wage Labour	Petty Business	Service	Vegetable cultivation	Cultivation & Wage Labour	Cultivation & vegetable Cultivation	Total
No of parents (OMTES)	29	4	10	0	4	5	23	4	79
	36.71%	5.06%	12.66%	0%	5.06%	6.33%	29.11%	5.06%	100%
No of parents (NGOs)	12	2	4	0	1	0	1	13	33
	36.36%	6.06%	12.12%	0%	3.03%	0%	3.03%	39.39%	100%

Source: Field study 2019-20

Out of 79 parents, the highest i.e 29 (36.71%) parents are found to be cultivators followed by 23(29.11%) cultivation & daily wage earners and 10(12.66%) wage labour. Only 5% parents are engaged in low paid service holders (Table 6.1.5 and Fig 6.3). In case of parents of NGO schools, out of 33 parents, the highest i.e 13(39.39%) are engaged in cultivation & daily wage labour work followed by 12(36.36%) in paddy cultivation. School wise information is mentioned in Table 6.1.5 (a) for OMTES and 6.1.5 (b) for NGOs (See Appendix).

**Fig.6.3. Occupational structure of the Parents**



### 6.1.6. Land Holding Pattern

Land is the main source of livelihood of tribals. The study reveals that more than 70% parents depend on cultivation for their livelihood. The study team enquired about the land holding pattern of parents.

**Table 6.1.6: Land Holdings of Parents**

Educational Complex	Land Holdings						
	Marginal holdings	Small holdings	Semi-medium holdings	Medium-holding	Large-holding	Landless parents	Total parents
<b>No of parents</b> (OMTES)	19	20	22	5	1	12	79
	24.05%	25.31%	27.84%	6.32%	1.26%	15.18%	100%
<b>No of parents</b> (NGOs)	8	5	10	6	4	0	33
	24.24%	15.15%	30.30%	18.18%	12.12%	0%	100%

*Source: Field study 2019-20*

Table 6.1.6 reveals that out of 79 parents, 12 (15.18%) parents are found to be landless, 39 (49.36%) are reported to be small and marginal land holders, 22 (27.84%) have semi-medium holdings, 5 (6.32%) medium land holders and only one parent is found to be a large land holder. This indicates that the size of land holdings of parents is small. In case of NGO schools, the highest 10 (30.30%) parents are reported to be semi-medium land holders and 8 (24.24%) are marginal land holders. No landless parents are found among the sample parents. School wise information is mentioned in Table 6.1.6 (a) for OMTES and 6.1.6(b) for NGOs (See Appendix).

### 6.1.7. Income level of Parents

Income level of a family determines economic standard of living of a family. Family with low level income always tries to give priority on food expenses rather than education expenses. Educational Complexes provide free education with boarding facility which attracts/tempts to the parents to send their children to Educational Complexes. The parents of boarders were asked about their approximate annual income to know about their economic standard of living including their affordability towards food and education expenses of their children.

**Table 6.1.7: Income level of Parents (in Rs)**

Educational Complex	Less than-60,000	60,000-1,00,000	1,00,000-1,50,000	1,50,000 –above	Total
<b>No of parents</b> (OMTES)	29	40	10	0	79
	36.70%	50.65%	12.65%	0%	100%
<b>No of parents</b> (NGOs)	11	19	3	0	33
	33.33%	57.57%	9.09%	0%	100%

*Source: Field study 2019-20*

The study reveals that the majority of parents i.e, 40 (50.65%) have annual income in the range Rs.60,000/- to Rs.1,00,000/- followed by 29 (36.7%) earn less than Rs.60,000/- per annum. No parent's income is found above Rs.1,50,000/-. Similarly, in case of NGO schools, annual income of majority of parents (i.e 57.57%) lies between Rs.60,000/- to Rs.1,00,000/- and annual income of 33.33% parents is found to be below Rs.60,000/- (Table 6.1.7). As per Rangarajan Committee, families having less than Rs 60,000/- are considered as BPL families. Keeping this into account, more than 30% parents are found to be BPL families. School wise

information is mentioned in Table 6.1.7 (a) for OMTES and 6.1.7(b) for NGOs (See Appendix).

## Section-II

### Perception and views of stakeholders

#### 6.2. Perception and views of stakeholders

While assessing functioning of educational complexes, the study team has made an attempt to explore the perception and views of stakeholders through FGDs and personal interactions. The stakeholders are mainly students/boarders, parents, PRI members, SMC/PTA members, teaching and non-teaching staff members and supervisory officials.

##### 6.2.1. Students/Boarders

During evaluation of schools, students/boarders were taken personal interview regarding their perception about school functioning, accommodation facilities, food pattern, quality of education etc. For the purpose, each 10 students of the educational complexes from class 4<sup>th</sup> to class 10<sup>th</sup> were selected randomly. A total of 190 students from schools run by OMTES and 80 from schools run by NGOs were interviewed. Out of 190 students, 177(93.15%) are PVTGs and 13(6.85%) STs (Table 6.2.1). Number of sample boys are 16(8.42%) and girls 174(91.57%). In case of NGO schools, out of 80 students, 18 (22.5%) belong to PVTG and 62 (77.5%) students are STs. School wise information is mentioned in Table 6.2.1 (a) for OMTES and 6.2.1(b) for NGOs (See Appendix).

**Table 6.2.1: Sample students**

Educational Complex	Sample students				
	No. of PVTG students	No. of ST students	No. of Boys	No. of Girls	Total sample students
No of students (OMTES)	177	13	16	174	190
	93.15%	6.84%	8.42%	91.57%	100%
No. of students (NGOs)	18	62	0	80	80
	22.50%	77.5%	0%	100%	100%

*Source: Field study 2019-20*

##### 6.2.2. Reasons of Absenteeism

It was reported that some of the boarders remain absent for a minimum of 3 days to maximum 15 days in a year. The reasons of absenteeism were enquired during personal interview with the students. Regarding absenteeism of students, out of 190 students, majority of the students

i.e 57(30%) mentioned that just after vacation, they remain absent, 35 (18.42%) in agriculture seasons to help their parents, 30(15.8%) due to sickness of the family members, 28(14.73%) due to financial problem, 21(11.05%) parents not serious about their children sending schools and 19 (10%) students said they remain absent during fairs and festivals (Table 6.2.2 and Fig.6.4). School wise information is mentioned in Table 6.2.2 (a) for OMTES and 6.2.2(b) for NGOs (See Appendix).



**Personal Interview with Boarder- JDA Gonasika**



**Personal Interview with Boarder- DKDA Chatikona**

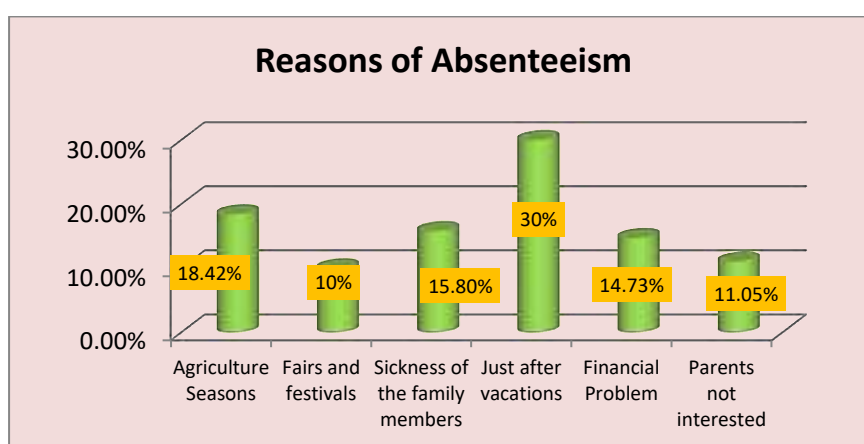
In case of NGO schools, 25-30% students mentioned they remain absent just after vacations and during agricultural seasons.

**Table 6.2.2: Reasons of Absenteeism**

Educational Complex	Reasons						Total
	Agriculture Seasons	Fairs and festivals	Sickness of the family members	Just after vacations	Financial problem	Others (parents not serious about sending schools)	
No of students (OMTES)	35	19	30	57	28	21	190
	18.42%	10%	15.8%	30%	14.73%	11.05%	100%
No. of students (NGOs)	17	11	5	24	18	5	80
	25%	13.75%	6.25%	30%	22.5%	6.25%	100%

*Source: Field study 2019-20*

**Fig.6.4: Reasons of Absenteeism**



### 6.2.3. Food Pattern

The system of food pattern in the hostel was explored during FGDs with students. In some schools, it was reported that students are provided with meals at 9 am, lunch at 1 pm, tiffin in the evening and dinner at 8pm night. In some other schools, two times meals and one time tiffin is given to the hostel boarders where MDM facility is not available.

**Table 6.2.3: Food Pattern**

Educational Complex	Provision of meals and Tiffin provided by Educational Complexes								Provision of MDM by S& ME Deptt
	Meals (day basis)		Tiffin (day basis)		No. of times Non-Veg provided ( in a week)				
	Twice	Thrice	Once	Twice	Once	Twice	Thrice in a week	Four times	
No. of schools (OMTES)	8	11	11	8	3	9	5	2	9
	42.10%	57.89%	57.89%	42.10%	15.78%	47.36%	26.31%	10.52%	47.36%
No. of schools (NGO)	4	4	4	4	3	2	3	0	
	50%	50%	50%	50%	37.5%	25%	37.5%	0%	

*Source: Field study 2019-20*

Out of 19 educational complexes, 11 schools provide three times meals and one time tiffin. Similarly, 8 schools provide 2 times meals and 2 times tiffin. MDM facility is available in 9 schools. While enquiring about provision of non-veg items, it was reported that 3 schools provide once in a week, 9 schools twice in a week, 5 schools thrice in a week and 2 schools provide four times in a week (Table 6.2.3). Around 90% students expressed their satisfaction regarding quantity of food. Regarding quality of food, 63% students expressed their satisfaction. (see **Table 6.2.4**).

In case of NGO schools, out of 8 schools, 4 schools provide 2 times meals and 2 times tiffin per day and 4 schools provide 3 times meals and one time tiffin. Regarding provision of non-veg items, 3 schools provide one time weekly, 2 schools twice in a week and the other 3



schools provide 3 times in a week (Table 6.2.3). Regarding quality of food, 62.5% students expressed their satisfaction and 100% mentioned about sufficiency of food (see **Table 6.2.4**). School wise information is mentioned in Table 6.2.3 (a) and 6.2.4 (a) for OMTES and Table 6.2.3(b) and 6.2.4 (b) for NGOs (See Appendix).

**Table 6.2.4: Quality and quantity of food**

Educational Complex	Quantity of food		Quality of food		
	Sufficient	Insufficient	Good	Bad	Average
No. of schools (OMTES)	17	2	12	5	2
	89.47%	10.52%	63.15%	26.13%	10.52%
No. of schools (NGO)	8	0	5	2	1
	100%	0%	62.50%	25%	12.50%

*Source: Field study 2019-20*

**Table 6.2.5: Provisions for students**

Educational Complex	No. of sets in a year					Monthly requirement		
	No. of Uniform sets			Study Material	Sports Material	Toiletries		Sanitary Pad
	1	2	3			Adequate	Inadequate	
No. of schools (OMTES)	7	11	1	18	18	18	1	19
	36.84%	57.89%	5.26%	94.73%	94.73%	94.73%	5.26%	100%
No. of schools (NGO)	3	5	0	8	8	7	1	4
	37.50%	62.50%	0%	100%	100%	87.50%	12.50%	50%

*Source: Field study 2019-20*

Table 6.2.5 gives a picture on provisions made for students/boarders. The provisions are mainly uniform dress sets, study material, sports material, toiletries etc. While enquiring about number of uniform sets provided to the students, it was reported that majority of schools i.e 11 (57.89%) provide 2 sets of uniforms in a year. Study material and sports materials are provided in 18 schools. Sanitary pad is distributed in all schools. Except one school, all schools provide sufficient toiletries as reported by the students. (see **Table 6.2.5**). School wise information is mentioned in Table 6.2.5 (a) for OMTES and 6.2.5(b) for NGOs (See Appendix).

In case of NGO schools, majority of schools (62.5%) provide 2 sets of uniform dresses to students in a year. All the sample schools supply study materials and sports materials to the students. Regarding toiletries, out of 8 sample schools, in 7 schools, students are satisfied with the adequacy of supply of toiletries. Sanitary pad is supplied only in 50% schools (see **Table 6.2.5**).

### 6.2.4. Perception of Boarders about Accommodation

Accommodation in hostel should be satisfactory to the boarders. This has bearing on their performance level in education. Regarding accommodation facility, boarders of 11 (57.89%) schools expressed their satisfaction for water sufficiency in hostels, 10(52.63%) for sufficient space in bathing complex, 13(68.42%), availability of alternate source of lights, 10(52.63%) for sufficiency of toilets, 13 (68.42%) for dining space/hall availability and boarders of 10(52.63%) schools reported sufficiency of living room (see **Table 6.2.6**). School wise information is mentioned in Table 6.2.6 (a) for OMTES and 6.2.6(b) for NGOs (See Appendix).

**Table 6.2.6: Perception of Boarders about Accommodation**

Educationa l Complex	Perception about Accommodation											
	Living room is sufficient in hostel		Toilet is sufficient in hostel for all Students		Bathing complex (space) is sufficient		Alternative source of light in hostel		Dining Hall/space available in hostel		Water is sufficient in hostel	
	Sufficient	Insufficient	Sufficient	Insufficient	Sufficient	Insufficient	Available	Not Available	Available	Not Available	Available	Not Available
<b>No. of schools (OMTES)</b>	10	9	10	9	10	9	13	6	13	6	11	8
	52.63%	47.36%	52.63%	47.36%	52.63%	47.36%	68.42%	31.57%	68.42%	31.57%	57.89%	42.10%
<b>No. of schools (NGO)</b>	5	3	6	2	7	1	7	1	4	4	7	1
	62.50%	37.50%	75%	25%	87.50%	12.50%	87.50%	12.50%	50%	50%	87.50%	12.50%

*Source: Field study 2019-20*

While interacting with boarders of NGO schools, boarders of 7 (87.5%) schools expressed their satisfaction, for water sufficiency in hostels, sufficient space in bathing complex, and for availability of alternate source of lights. Regarding other facilities, boarders of 6(75%) schools reported about sufficiency of toilets, 4 (50%) for dining space/hall availability and boarders of 5(62.5%) schools reported sufficiency of living room (see **Table 6.2.6**).

### 6.2.5. Perception of Boarders about Physical Environment

Regarding perception about physical environment like environment of class room, hostel room, school environment, school garden, kitchen, dining hall, play ground etc. the students were asked during FGDs with them. It was reported that boarders of 10(53%) schools considered class room to be good, 7(37%) hostel room, 6(32%) school garden, 8(42%) kitchen, 7(37%) dining hall and boarders of 3(37%) schools stated that play ground is good (see **Table 6.2.7**)

**Table 6.2.7: Perception of Boarders about Physical Environment**

Educa tional Comp lex	Education Complex Environment																	
	Class room			Hostel room			Garden			kitchen			Dining hall			Playground		
	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor
No. of schools (OMTES)	10	4	5	7	4	8	6	11	2	8	7	4	7	6	6	3	6	10
	53%	21%	26%	37%	21%	42%	32%	57.90%	10.50%	42%	37%	21%	37%	32%	32%	16%	32%	52.60%
No. of schools (NGO)	4	2	2	3	2	3	4	1	3	4	3	1	1	3	4	1	3	4
	50%	25%	25%	37.50%	25%	37.50%	50%	12.50%	37.50%	50%	37.50%	12.50%	12.50%	37.50%	50%	12.50%	37.50%	50%

*Source: Field study 2019-20*

While enquiring about the same in NGO schools, the boarders of 50% schools considered class room to be good, 37.5% hostel room, 50% school garden, 50% kitchen, 12.5% dining hall and boarders of 50% schools stated that play ground is good (see **Table 6.2.7**).

School wise information is mentioned in Table 6.2.7 (a) for OMTES and 6.2.7(b) for NGOs (See Appendix).

### 6.2.6. Perception of Boarders about Teaching Learning related issues

Discussions were also made on teaching methods like wall activities and black board works, group activities done in class room, teacher uses TLM, teachers accessible beyond school/class time, doubt clearing class, availability of books etc.

**Table 6.2.8: Perception of students about Teaching Learning related issues**

Educational Complex	Perception of students about Teaching methods									
	Wall Activities & black board	Group Activities done in class room	Teacher uses (TLM) in class	Teachers are Accessible beyond school/class time	Assign any Project Work	Library Available in School	Using Library	Having progress card	Doubt clearing classes done	All books available
No. of schools (OMTES)	17	6	17	16	5	7	6	2	9	18
	89.47%	31.57%	89.47%	84.21%	26.31%	36.84%	31.57%	10.52%	47.36%	94.73%
No. of schools (NGO)	7	2	4	7	1	3	2	0	5	7
	87.5	25	50	87.5	12.5	37.5	25	0	62.5	87.5

*Source: Field study 2019-20*

While discussing with students of educational complexes, out of 19 educational complexes, students of 17 (89.47%) schools reported that wall and black board activities are done and teacher uses topic related TLM. Except one school, 18 (94.73%) school students ascertained about availability of text books on time. It is also reported by the students of 16(84.21%) schools that teachers are accessible beyond school/class time whereas doubt clearing classes are taken in only 9(47.36%) schools. Use of books and library facility is available only in 30 to 40% schools. Assigning project work and group activities are found only in 5 to 6 schools. Progress card is issued to the students only in 2 schools (see Table 6.2.8).

While interacting with students of NGO schools, students of 7 (87.5%) schools reported that wall and black board activities are done, teachers are accessible beyond school/class time and also ascertained about availability of text books on time. Students of 5 schools stated doubt clearing classes are done. It is also reported by the students of 4 schools that teachers use TLM in the class. Group activities and library facility is available only in 2-3 schools. School wise information is mentioned in Table 6.2.8 (a) for OMTES and 6.2.8(b) for NGOs (See Appendix).

#### 6.2.7. Perception of Boarders about Understanding of language of teaching/Language

Table 6.2.9 below shows the type of language difficulties faced by the students of educational complexes. Out of 190 students, only 35-40% students ascertained about understanding of language of teaching, reading of books and writing and answer during examination. While enquiring about difficulty in any subjects like English, Hindi, Odia and Sanskrit, it was reported that 55.78% students feel difficulty in English, 3.15% in Hindi, 1.57% in Odia and 0.52% students feel difficulty in Sanskrit. (see Table 6.2.9).

Similarly, while interacting with students of NGO schools, it was understood that more than 60% students have understanding of language of teaching, reading of books and writing and answer during examination. Regarding subject specific, it was reported that 47.5% students feel difficulty in English, 1.25% in Hindi, 2.5% in Odia and no students feel difficulty in Sanskrit. School wise information is mentioned in Table 6.2.9 (a) for OMTES and 6.2.9(b) for NGOs (See Appendix).

**Table 6.2.9: Understanding of language of teaching/Language**

Educational Complex	Understanding of language of Teaching/Language.								Difficulty in English	Difficulty in Hindi	Difficulty in Odia	Difficulty in Sanskrit
	During teaching in class room		Interaction with the students		Reading of books and writing		Answer during examination					
	understand	Difficult to understand	understand	Difficult to understand	understand	Difficult to understand	understand	Difficult to understand				
No. of students (OMTES)	72	118	70	120	68	122	67	123	106	6	3	1
	37.89%	62.10%	36.84%	63.16%	35.79%	64.21%	35.26%	64.74%	55.78%	3.15%	1.57%	0.52%
No. of students (NGO)	53	27	50	30	50	30	50	30	38	1	2	0
	66.25%	33.75%	62.50%	37.50%	62.50%	37.50%	62.50%	37.50%	47.50%	1.25%	2.50%	0%

*Source: Field study 2019-20*

## Overall Perception and views of students/boarders

- Students like school and hostel environment. They do not have much interest to go to their villages. Here, they are getting all the facilities including bathroom and toilet facilities. Girl boarders are happy for getting toiletries including sanitary napkins and cosmetics.
- They learnt manners, behavior, togetherness, discipline, cleanliness and time management.
- They can not get all the facilities at home. Here, they get good exposure. They can show their inherent talents by participating in different co-curricular and extra-curricular activities.
- Students need play ground, garden and kitchen garden, computer and library room facility.
- Sports equipments should be supplied by the schools in a regular interval.
- Oil and soaps provided by school to the students are not sufficient for them.

### 6.3. Perception of Parents

#### 6.3.1. Expectation of the parents for the future studies of the children

The study enquired about expectation of parents regarding future studies of the children. Out of 79 parents interviewed, 36(45.57%) parents are willing to educate their children up to college level, 28(35.44%) said that they will educate their children up to maximum level the child can read, 6(7.59%) expressed their interest upto graduation level, Very few parents i.e 7(5.6%) have interest for technical and post graduation. It indicates that parents gradually have improved their understanding about value of education (see Table 6.2.10).

In case of NGO schools, 40 to 50% parents are interested to educate their children up to college level and also go beyond depending on children's interest.

School wise information is mentioned in Table 6.2.10 (a) for OMTES and 6.2.10(b) for NGOs (See Appendix).

**Table 6.2.10: Expectation of the parents for the future studies of the children**

Educational Complex	The level up to which the parents willing to educate their children								
	Upto primary level	Upto HSC level	Upto college level	Upto graduation level	Upto post graduation level	Technical	Upto maximum level the child can read	Unable to Speak	Total Parents
No of parents (OMTES)	0	2	36	6	1	1	28	5	79
	0%	2.53%	45.57%	7.59%	1.26%	1.26%	35.44%	6.32%	100%
No of parents (NGOs)	0	0	16	1	0	0	13	3	33
	0%	0%	48.48%	3.03%	0%	0%	39.39%	9.09%	100%

*Source: Field study 2019-20*

### 6.3.2. Perception of parents regarding functioning of Educational Complex

Parents were asked about their perception regarding functioning of educational complexes. Out of 79 parents interviewed 50(63.29%) stated good, 7(8.86%) very good, 5(6.32%) satisfactory whereas parents, in case of NGO schools, 67% parents opined the schools as good and 9% very good. (See table. 6.2.11)



Personal Interview with Parents, KKDA, Kalahandi

Personal Interview with Parents, DKDA, Chatikona

School wise information is mentioned in Table 6.2.11 (a) for OMTES and 6.2.11(b) for NGOs (See Appendix).

**Table 6.2.11. Perception regarding functioning of Education complex (OMTES)**

Educational Complex	Perception regarding functioning of Education complex									
	Good	Satisfactory	Very good	Excellent	Bad	Worse	Any Other	Not Satisfactory	Unable to Say	Total Parents covered
No of parents (OMTES)	50	5	7	1	0	0	1	0	15	79
	63.29%	6.32%	8.86%	1.26%	0%	0%	1.26%	0%	18.98%	100%
No of parents (NGOs)	22	2	3	0	0	0	0	1	5	33
	66.66%	6.06%	9.09%	0%	0%	0%	0%	3.03%	15.15%	100%

*Source: Field study 2019-20*

## Overall Perception and views of Parents

- Most of the parents mentioned about upgrading of school to high school classes. They have no schools nearby. It is difficult on the part of girl students to send their children to distant places. Besides, it is also difficult to get seats in other schools.
- Education with residential facility for PVTGs in Educational complex is a very good scheme. Parents can not afford to send their children to other schools where there is no free residential facility.
- All the children in the school hostel are of same community. The good part is, teachers also belong to the same community. Children can share their problems without any hesitation.
- Children could develop their behavior, manner, time management, discipline etc after getting education in the school.
- Due to financial problem, lack of exposure, poverty and family compulsions for livelihood, the parents could not be educated. But with all facilities that the present children are getting, they can not stop education of their children.
- **Parents Teachers Association (PTA)** has been constituted in all educational complexes. Parents attend PTA meetings regularly. They acquire knowledge about value of education, safety and security of girl children and existing rules and regulations of schools.
- PTA meetings are mostly fixed before vacation and after vacation. So that majority of parents can attend the meetings while taking and dropping their children in school.

### 6.4. Association of PRI members and their perception

The evaluation team interacted with 30 PRI members in respective educational complex locality. Out of 22 PRI members of nearby villages of educational complexes run by OMTES, 14 members are associated with school activities SMC meetings, national observation days, monitoring of school activities, annual day functions etc(See table. 6.2.12). During interaction with the PRI members, it was felt that 5-8% PRI members have active involvement in school developmental activities.

**Table 6.2.12 Association of PRI members**

Educational Complex	No. of PRI members covered	No. of Male PRI members	No. Female PRI members	No. of PRI members associated with school activities
<b>No of PRI members (OMTES)</b>	22	11 (50%)	11 (50%)	14 (63.64%)
<b>No of PRI members (NGOs)</b>	8	5 (62.5%)	3 (37.5%)	4 (50%)

*Source: Field study 2019-20*





**PRI Member (Sarpanch),BDA,Malkangiri**

**PRI Member,SDA, Gajapati**

Similarly, out of 8 PRI members of nearby villages covering NGO educational complexes, only 50% PRI members have involvement with school activities.

School wise information is mentioned in Table 6.2.13 (a) for OMTES and 6.2.13(b) for NGOs (See Appendix).

**Table 6.2.13 Perception of PRI members regarding Functioning of Educational Complex**

Educational Complex	Perception Regarding Functioning					Total
	Good	Satisfactory	Very Good	Excellent	No opinion	
<b>No of schools (OMTES)</b>	11	1	3	1	3	19
	57.89%	5.26%	15.78%	5.26%	15.78%	100%
<b>No of schools (NGOs)</b>	6	NA	1	1	0	8
	75%	NA	12.50%	12.50%	0.0%	100%

*Source: Field study 2019-20*

The evaluation team enquired about the perception of PRI members regarding functioning of educational complexes and hostels. It reveals that out of 19 educational complexes, PRI members stated 11(57.89%) schools as good, 1(5.76%) satisfactory and 3(15.78%) as very good. They consider one school as excellent (EC, Parsali, DKDA).(See table. 6.2.13)

Similarly, the opinion of PRI members regarding educational complexes run by NGOs reveals that out of 8 sample educational complexes, PRI members opined 6(75%) schools as good and 1(12.5%) very good. They consider one school as excellent (EC, Nalini Vidya Mandir, Rayagada). School wise information is mentioned in Table 6.2.13 (a) for OMTES and 6.2.13(b) for NGOs (See Appendix).

### **Overall perception**

- Majority of PRI members are not actively involved in school activities. A person who is a member of SMC, he comes regularly for attending meetings and some other visits school out of own interest.
- Very few PRI members have active involvement in school development works.
- Some PRI members do not have any idea that they have right to know about the school activities including monitor of quality of education and food provided to the students/boarders.
- Some other visits on the invitation of school authorities for any events or occasions.

### **6.5. Perception and views of SMC members**

- SMC members of few schools indicated some deficiencies in schools like lack of drinking water facilities, no cots for boarders, insufficient toiletries, no extra coaching, insufficient toilets in school campus, road breakage from classroom to hostel, no visitors room, no separate room for watchman, no playground, insufficiency of food etc. Play ground should be there within the educational complex campus for safety and security of girl students. Accommodation facility for lady teachers is insufficient. Lady staff quarters should be constructed inside the school campus for safety and security of girl children.
- In upgraded high schools, there is shortage of trained graduate teachers. There is also shortage of class rooms. In some cases, lower classes are taken in hostel rooms. Hostel rooms should be separated from class rooms. Number of class rooms should be increased.
- In majority of cases, parents are unable to send their children for higher education after passing out from educational complex due to financial constraint. They are also reluctant to send their daughters to schools or colleges far away from home due to lack of transportation and financial constraints.





**SMC Members,ITDA, Badapada**

**SMC Members,PBDA, Sundergarh**

- Up gradation of schools is highly needed for PVTG girl children. Majority of girl children stop their studies after completion of studies in educational complex. High dropout and low retention rate is reported where parents are not serious about education of their girl children. Frequent community awareness programme should be organized in villages. Students should be provided health education through yoga class, spiritual class and time to time health check up must be done in all educational complexes. Students should get opportunity to participate in various co-curricular activities, such as science exhibition must be organised in school. Facility of career counseling, extra coaching class, and tuitions should be provided for ensuring betterment of education and improvement in level of standard.

#### **6.6. Perception and views of teaching staff**

- Mental dissatisfaction among community teachers was reported for their insecurity in service.
- Teachers take initiative to encourage students for participating co-curricular and extra-curricular activities. On Saturdays, these activities are practised.
- Awareness about enrolment and retention of students and safety and security of girl children are generated among parents in PTA meetings.
- Retention of students is ensured through phone call and personal visit to the absentee students by the CCAs and SMC members.
- Teachers give extra effort for avoiding absenteeism and ensuring retention of students.



**Teachers FGD, BDA, Kadamguda**



**Teachers FGD, LSDA, Puttasing**

## 6.6. Perception and views of Non-Teaching staff

- Kitchen should be renovated with spacious room, proper lighting facilities, hygienic conditions and good environment conditions.
- Smokeless LPG connection has to be provided, the schools where it is not available.
- CCAs in all schools should be posted as per norm.
- Cook cum helper, sweeper and peon posts was withdrawn in the year 2017-18. In some cases, it was reported that staff members left the job and in some other cases, they work without pay with a hope that they will be re-engaged.
- Separate accommodation facility is needed for non-teaching staff. Facility of sitting room for watchman at gate place is needed.
- Training on role and responsibility of different non-teaching staff members should be provided to the non-teaching staff members for their capacity building. In addition, accounts should be given special training on financial accounting.



Non-teaching FGD, LSDA, Bhagmari



Non-teaching FGD, Holly Home, Nuapada

## 6.7. Perception and views of supervisory officers

Perception and views of some of the supervisory officers are mentioned below:

### DWO- Gajapati District

- Teachers in upgraded high schools under educational scheme are recruited by the respective DWOs. There is a challenge for community teachers. Initially, they were appointed on contractual basis.
- There is no clarity in the Guidelines. Present functioning of educational complexes is confusing.



Interaction with DWO, Gajapati District

- The upgraded educational complexes are renamed as SSD Girls High School.
- When question of regularizing the service of community teachers comes, it is a big challenge for the government. As per the government guidelines, one is screened on



mark basis and he/she has to qualify in OTET, CT exam etc. On the part of community teachers, it is difficult to compete with others. Since they have been posted for more than 12 years, their posts should be regularized. They should be given opportunity by relaxing them for at least 5 years and special coaching should be given for these trainings so that the question of disengagement will not arise and livelihood sustainability can be stable.

- To make vocational education and skill development trainings in schools functional, the existing equipments (sewing machine and computer) may be utilized by outsourcing of instructors for computer and tailoring.

### SO, TDA, Ganjam

- Impact on behavior, attitude, dressing sense etc of SSD school children is better than that of other schools.
- Pass out students of educational complexes go for higher studies. Some of them are engaged as CRP in OPELIP project.



### (Interaction with SO, Tumba)

- Regarding provision of food, school is not getting MDM facility showing plea that educational complexes are coming under NGO Scheme. Request letter has already been submitted to DEO.
- Where there is no MDM facility, school provides two times tiffin and two times meals to the hostel boarders.
- Regarding **vocational education**, initially, for tailoring and computer education, OMTES provided 10 computers and 10 sewing machines to all educational complexes. Two tailoring teachers were appointed in each school. No computer instructor has been appointed. Non-use of computers for a long period of time becomes defunct. One or two computers in every educational complex are used for office purpose. Presently, there is no tailoring teacher in any of the schools. Since 2017-18, no funds have been transferred towards salary of tailoring teachers. In the process, tailoring classes has been stopped in every educational complex.
- As regards quality education, school has not been upgraded to high school classes. Hence, there is no trained graduate teacher posted in the school. Initially, tutors were engaged to teach the students. Since 2017-18, funds for tutors also have been stopped. Due to lack of extra coaching to the students, quality of education of students becomes low.
- Regarding tours and camps, it is unsafe to take children to outside districts. Tours, camps and excursion programmes inside the district are done.

- LSE classes in TDA EC are not taken for students. Because teachers have not been provided any training on LSE. But the school follows all safety and security Guidelines of SSD deptt.

### **PA, ITDA, Keonjhar**

Educational complex in Upper Kusimita of Keonjhar is under the supervision of PA, ITDA. Education is provided to the STs of low literacy pockets in the district. Entry of elephants by breaking boundary wall of school is a serious threat for the children. Repairing is done frequently. Trench is needed to avoid the entry of elephants. The process of making trench is pending for forest clearance. Funds are sanctioned for infrastructure including science lab. CCAs in educational complex under JDA are more than the required numbers.



**(Interaction with Keonjhar, ITDA)** The surplus CCAs may be absorbed in the posts. Regarding MDM facility in EC, JDA, he will ensure for getting the children MDM in the school. DESA has not been constituted in the district.

### **SO, PBDA, Micro Project Khuntagaon**

Initially, the school was started with 1 to 5<sup>th</sup> class having poor school infrastructure. Gradually school infrastructure has been developed. Educational complex was started with only girl children. In the year, 2015-16, boys' complex was introduced from 5<sup>th</sup> to 8<sup>th</sup> class. SSD posts have been sanctioned from class 8<sup>th</sup> to 10<sup>th</sup>. Special Officer suggested for reintroducing tailoring by outsourcing of tailoring teacher.



**(Interaction with SO, PBDA, Khuntagaon)**

This will directly enhance self employment opportunity of girl children. Since computers are available and high school classes started, to improve digital knowledge, computer instructor may also be outsourced. Community teachers need to be regularized.

### **DWO, Koraput:**

Quality of education is poor in educational complexes. Quality of education has improved after up-gradation of schools. Quality of teaching of community teachers is satisfactory up to 7<sup>th</sup> class. Regarding deployment of community teachers, the selection was erratic. Selection was on the hands of VEC.



**(Interaction with, DWO, Koraput)**

Whoever PVTG candidate was available with minimum of 10<sup>th</sup> class qualification, he/she was given opportunity to teach in local educational complexes. But the question is nowhere, it is mentioned about PVTG candidates to deploy in local educational complexes. Educational complexes where STs have been enrolled, their standard is found to be good.

### *Monitoring, supervision and Inspection*

In case of educational complex run by OMTES, close monitoring and supervision is done by respective Special officer, Micro projects. Monitoring visits are also done by DWO, WEOs and Inspection authorities.

But in case of NGO schools, District Level Committee members (DWO, Sub-Collector, Nominee of the Collector, PA, ITDA) visit educational complexes yearly once for inspection. Based on inspection report, the project proposal is being approved. NGOs submit proposals every year on the portal of Ministry. Regular monitoring and supervision is not done in case of NGO schools.

Regarding quality education, it is found to be better in case of NGO schools. It may be said that except very few PVTGs, all students belong to non-PVTGs. STs have better exposure than PVTGs. This might be the reason for better standard in NGO schools. It may be inferred that for better quality education and exposure in educational complexes, (non-PVTG) ST students may be enrolled in educational complexes.

Regarding vocational education, there is no clear cut definition mentioned in the Guidelines. Horticulture, goatery and poultry can be taken up for their sustained livelihood. Teachers need to be provided training, exposure and skill development.

### **DWO, Nuapada**

Local dominance creates poor administration and management of educational complex. Customary taboo and cultural binding is one of the factors responsible for poor quality of education. Lack of awareness among parents is a big threat for retention of students. Students' absenteeism is reportedly more in this school mostly after vacation. The absenteeism even lasts for more than one month. The school is totally disconnected from district headquarter. Access to health facilities is very poor.



(Interaction with DWO, Nuapada)

The village has not been electrified. Hence, the school has no electricity facilities.



To improve quality education and retention of students, the activities like social mobilization and awareness campaign may be organized in PVTG villages. A Documentary film (in local dialect) containing inspiration based success stories should be documented and disseminated for effective impact on PVTG parents.

It is reported that some of the NGOs closed their educational complexes prior to implementation of the revised scheme. The evaluation team tried to know about the reason for closing the educational complexes and contacted **Secretary** of Kirdti NGO, Keonjhar in this regard.

### **Secretary, Kirdti (NGO), Keonjhar**

Kirdti was running a school for Juangos before 1993-94 funded by Action-Aid. The school was started with 30 students. In the mean while, one educational complex scheme was introduced to be implemented by NGOs in the year 1993-94. Kirdti started funding the school merging with the new scheme funded by MoTA. Initially, 1<sup>st</sup> installment of Rs.1.5 lakhs was released in favour of Kirdti to meet school and hostel expenses.



**(Interaction with the Secretary, Kirdti-NGO)**

As mentioned by the Secretary, inspection and supervision was done by the then DWO and Sub-collector. As he said, the report along with the proposal for renewal of the scheme was not forwarded to state deptt. Due to non-receipt of funds for three years consecutively, the school was closed and students were merged in nearby school. Like this school, some other NGOs also closed their schools due to non-release of funds. The Secretary mentioned that he is interested to revive the school if the NGO will get fund again.

# CHAPTER-VII

## *EVALUATION OF EDUCATIONAL COMPLEXES-AN ASSESSMENT*



## CHAPTER- VII

### EVALUATION OF EDUCATIONAL COMPLEXES-AN ASSESSMENT

Any government scheme to be effective, monitoring and evaluation is highly needed. While enquiring about evaluation of educational complex scheme, it was evident that one evaluation of educational complexes run by NGOs was done by SCSTRTI in 2001. It was also reported by the NGO officials that MoTA did one evaluation by third party agency of Lucknow. Regarding evaluation of educational complexes run by OMTES, till date no evaluation has been carried out. Only monitoring is done regularly by concerned officers including OMTES officials. The present evaluation is an in-depth study where assessment is done on the basis of parameters and indicators.

#### 7.1. Evaluation of Educational Complexes –Assessment through parameters and indicators

Evaluation of **Educational Complexes** has been assessed on the basis of scoring taking into account of different parameter wise indicators like administration and management, school infrastructure, hostel infrastructure, quality of education, safety and security of girl children etc.(Detail parameter wise indicators are mentioned in **chapter-II**). Scoring is given for each indicator based on specific principle and then parameter wise total scoring is calculated for each educational complex (Scoring table 7.1.1(a) for OMTES and 7.1.1 (b) for NGOs mentioned in Appendix).

The evaluation team has made an attempt to find out parameter wise best and poor performance of schools. Highest scoring is considered as best performance and lowest score is taken as poor performance. (Scoring table 7.1.1(a) for OMTES and 7.1.1 (b) for NGOs mentioned in Appendix).

**Table 7. 1. 2 (a). Parameter wise performance of schools (OMTES)**

Parameters	Performance	Name of the Educational Complex (OMTES)	
Administration and Management	Best administration and management	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	
	Poor administration and management	Educational Complex(CBDA), Salepada, <b>Nuapada</b>	
School Infrastructure	Best School Infrastructure School	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada<sup>1</sup></b>	
	Poor School Infrastructure School	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	Educational Complex(CBDA), Salepada, <b>Nuapada<sup>2</sup></b>
Hostel Infrastructure	Best hostel Infrastructure School	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	

<sup>1</sup> Good infrastructure facilities given in photo gallery-2

<sup>2</sup> Case study-2

	Poor hostel Infrastructure School	Educational Complex(CBDA), Salepada, <b>Nuapada</b>	
Safety and Security of Girl Children	Good in safety and security	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>
	Poor in safety and security	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	Educational Complex(CBDA), Salepada, <b>Nuapada</b>
Quality Education	Good Quality of education	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>
	Poor Quality of education	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	

*Source: Field Study, 2019-20*

**Table 7.1. 2 (b) Parameter wise performances of schools (NGOs)**

Parameters	Performance	Name of the Educational Complex (NGO)	
Administration and Management	Best administration and management	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	
	Poor administration and management	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>
School Infrastructure	Best School Infrastructure School	Holy Home Educational Complex, Sinapali, <b>Nuapada</b> <sup>3</sup>	
	Poor School Infrastructure School	Prakalpa Educational Complex, Masinajodi, <b>Keonjhar</b>	
Hostel Infrastructure	Best hostel Infrastructure School	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	
	Poor hostel Infrastructure School	Prakalpa Educational Complex, Masinajodi, <b>Keonjhar</b>	
Safety and Security of Girl Children	Good in safety and security	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	
	Poor in safety and security	Prakalpa Educational Complex, Masinajodi, <b>Keonjhar</b>	
Quality Education	Good Quality of education	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b> <sup>4</sup>	
	Poor Quality of education	Prakalpa Educational Complex, Masinajodi, <b>Keonjhar</b>	

*Source: Field Study, 2019-20*

As per Likert scaling Technique method (slightly modified for the study purpose), the functioning of schools are classified into 4 scales viz.,(i) low performing (ii) average performing (iii) Good performing (iv) best performing (**Table-7.1.3 and 7.1.4**).

The team also tried to figure out overall performance of the schools taking all the parameters into account. The result of the calculations of parameters draws performance of schools as

<sup>3</sup> Case study-3

<sup>4</sup> Case study-4

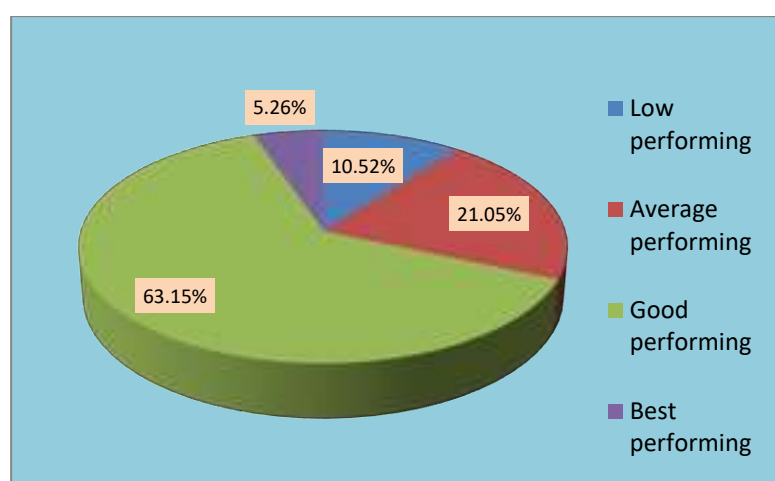
classified. Out of 19 complexes, 12 schools are found to be good performing, 4 average performing, 2 low performing and one school one school is considered to be a best performing school.

**Table 7. 1.3. No. of schools classified on the basis of degree of performance**

Educational Complex	Low Performing <sup>5</sup>	Average Performing <sup>6</sup>	Good Performing <sup>7</sup>	Best performing <sup>8</sup>	Total Number of Schools
No. of Educational Complexes (OMTES)	2	4	12	1	19
	10.52%	21.05%	63.15%	5.26%	100%
No. of Educational Complexes (NGO)	1	3	3	1	8
	12.50%	37.50%	37.50%	12.50%	100%

*Source: Field Study, 2019-20*

**Fig: 7.1 Classification of schools on the basis of degree of performance**



<sup>5</sup> The functioning of school is considered as low performing if scoring value is below A.M-S.D

<sup>6</sup> The functioning of school is considered as best performing if scoring value is A.M+S.D and above

<sup>7</sup> The functioning of school is considered as good performing if scoring value lies between A.M to A.M+S.D

<sup>8</sup> The functioning of school is considered as average performing if scoring value lies between A.M-S.D to A.M

**Table 7. 1.4 (a). Classification of Schools on the basis of overall performance (OMTES)**

Low Performing	Average Performing	Good Performing	Best performing
	1.Educational Complex(PBDA), Jamardihi, <b>Angul</b>		
	2.Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>		
		1.Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	
		2.Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	
		3.Educational Complex(TDA),Tumba, <b>Ganjam</b>	
		4.Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	
		5.Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	
		6.Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	
		7.Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	
	3.Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>		
<b>1.Govt (SSD) Girls' High School(ITDA), Badapada, Malkangiri</b>			
	4.Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>		
		8.Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	
		9.Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	
<b>2.Educational Complex(CBDA), Salepada, Nuapada</b>			
		10.Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	
			1.Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>
		11.Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	
		12.Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	

**Table 7.1. 4 (b). Classification of Schools on the basis of overall performance (NGOs)**

Low Performing	Average Performing	Good Performing	Best performing
		1.Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	
	1.Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>		
<b>1.Prakalpa Educational Complex, Masinajodi, Keonjhar</b>			
	2.Educational Complex (Bright Career Academy), <b>Koraput</b>		
		2.Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	
	3.Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>		
			1.Holy Home Educational Complex, Sinapali, <b>Nuapada</b>
		3.Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	

## 7.2. Functioning of Educational Complex in compliance with Guidelines- An Assessment

Ministry of Tribal Affairs, Govt. of India introduced a new scheme that aims to bridge the gap in literacy level between the general female population and tribal women, to facilitate 100% enrolment of tribal girls in the identified districts/blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs), and reducing drop-outs at the elementary level.

As per the prescribed stipulations in the revised guidelines the educational complex scheme is run by both Non-Governmental Organisations and Autonomous Society of State government. A letter communicated by the then Commissioner cum Secretary, SSD deptt, Govt. of Odisha (followed by introducing the revised Guidelines of MoTA) entrusted OMTES (functioning under the control of SSD deptt) to run 19 Educational complexes in the state. Government of India in the Ministry of Tribal Affairs has sanctioned grant-in-aid since 2008-09 in favour of OMTES.

The present chapter tried to verify whether the Educational Complexes are *running on desired lines and* whether the purpose of the Educational Complexes is complied with present functioning of schools.



**Table 7.2.Functioning of Educational complex in compliance with guidelines**

SL. NO	RULES/PROVISIONS AS PER GUIDELINES AND TIME TO TIME LETTERS/CIRCULARS/NOTIFICATIONS ISSUED BY THE DEPTT.	REFERENCE	ASSESSMENT	REMARKS
1	Constitution and functioning of District Education Support Agency-	No.22040/10/2006/NGO/Education, Govt. of India-revised Guidelines and letter No 38/SSD dated 5 <sup>th</sup> April 2007 from Commissioner cum Secretary.	Not done	Not conformity with Guidelines
2	Constitution and functioning of District Tribal Education Society	Letter No 38/SSD dated 5 <sup>th</sup> April 2007 from Commissioner cum Secretary.	Done. The society is functioning smoothly under the chairmanship of respective District Collectors	Registration certificate verified
3	Registers to be maintained (10 Nos)	Letter No-382/SSD dated 29 <sup>th</sup> August 2008.	Registers are maintained properly.	Some additional registers are also maintained in upgraded high schools.
4	Inspection and monitoring-Besides regular annual mandatory inspections required to be conducted by the District Collector/Commissioner/Authorities, concurrent monitoring shall also be undertaken by the officials of the Ministry and independent agencies	No.22040/10/2006/NGO/Education, Govt. of India-revised Guidelines	Regular annual mandatory inspections required to be conducted by the District Collector/Commissioner/Authorities	-No officials of the Ministry and independent agencies were appointed by the Central Government for the purpose of neither monitoring nor evaluation of educational complexes run by OMTES.

	appointed by the Central Government for the purpose.			-But it was reported by the NGO officials that evaluation of their educational complexes was done by a third party appointed by central Government (Agency from Lucknow)
5	Involvement of PRIs in monitoring of Educational complexes.	No.22040/10/2006/NGO/Education, Govt. of India-revised Guidelines	Not strictly followed	Few PRIs on their own interest visit schools but not for monitoring purpose. Around 60% PRIs attend on invitation of school authorities for attending functions/observations. PRIs have no idea that they have to monitor the educational complexes.
6	Teaching staff as per Guidelines (upto VIII class)	No.22040/10/2006/NGO/Education, Govt. of India-revised Guidelines	Complied	
	Warden cum teacher		Complied	
	Non-teaching staff as per Guidelines		Complied	
	Mess charges of students		Complied	
	Course books and materials		Complied	
	Health care facility		Complied	
	2 sets of uniform for girls and 2 sets for boys		Complied	
	Cash stipend for secondary level (tutors/coaching)-200/-		Utilized upto 2017-18	Since 2017-18,no fund has not been transferred from OMTES.

				Hence tutors engaged were withdrawn.
	Incentive to girl students for their daily requirements		Complied	This incentive money is withdrawn. Mess management includes daily requirement .
	Vocational and skill development training		Utilized upto 2017-18	Presently except 3 schools, no schools provide any vocational education.
	PTA/sports cultural functions		Complied	
	Tours/camps		Complied	But presently, it is restricted upto some extent for safety and security of girl children. Prior approval of the concerned District Collector is needed for tours/camps of students.
	No fee is charged from beneficiary		Complied	
	That grantee shall not profess or promote any religious /communal fundamentalist/divisive beliefs or doctrines with these grants		Complied	
<b>UPGRADED HIGH SCHOOLS</b>				
<b>7</b>	Posting of TGT Sc, TGT Arts teachers	Notification dated 23.4.2015, vide letter No 8557 dated 23.4.2015 issued by the then Director cum Addl. Secretary to Government with the subject mentioning creation of the post of Head Master/Head Mistress on regular scale of pay and other teaching and non-teaching	Not complied	

		staff on contractual basis for newly upgraded 15 numbers of Educational complex (SSD) to Government SSD high Schools in different TSP blocks of Odisha State		
	Classical teachers (Sanskrit and Hindi)		Not complied	
	PET for sports		Not complied	
	Science Attendant		Not complied	
	Junior clerk		Not complied	
	peon		Not complied	
	Night watch man		Not complied	
	Infrastructure for Science lab, library and other infrastructure		Not complied	

### 7.3. Impact Analysis

#### **The study reveals the following impacts of Educational Complexes**

- Awareness about value of education among parents has improved a lot. Mostly, children educate their parents on various aspects of life. For example, they request their parents not to quarrel between each other. If father/guardian has taken liquor and wants to meet his child/ward; the child refuses abruptly to meet his drunkard father/guardian in school. During vacation time at home, the children try to make aware about hygienic practices to their family members and neighborhoods. Besides, the school children also try to ventilate the message on the necessity of education and safety and security of girl children.
- Initially, the children and the villagers were scared seeing the outsiders who are well dressed (wearing Pant and shirt), but eventually, their fear disappeared among the PVTGs due to impact of education of children.
- Dressing sense of the students gradually has been developed which was not seen earlier. Impact on behavior, attitude, dressing sense etc of SSD school children is better than that of day scholars of other schools.
- A very good impact was reported by the local people in Badapada of Malakangiri district. Prior to establishment of educational complex in Badapada village, not even 5 girl children in the village around were educated up to 5<sup>th</sup> class. But after establishment of educational complex in the area, girls get scope to study even beyond college studies. To start with, it was very difficult to run the school because of Mao effect in the area. Maoists were under impression that if children of the area would be educated, they might not get any support from them. But after functioning of this educational complex, local area children get educated and Maoists could not influence them. Impact of Maoism in the area has gradually reduced. This is a big achievement.
- There is a positive impact of education in Educational Complex, CBDA on cultural taboos among Chukutia Bhunjia community. Chukutia Bhunjia community has a custom that is called Kanya brata (girls in between the age 8 to 10 years is to marry with an arrow). Once the Brata is over, girls were not allowed to wear dresses, foot wears and moving outside. But after establishment of educational complex for Chukutia Bhunjia, relaxation is given in this respect. At present, they are allowed to wear dresses, foot wears and staying in hostels.
- All the children in the school hostel are of same community. The good part is, teachers also belong to the same community. Children can share their problems without any hesitation and major problems of the students are resolved in the process.
- There is gradual development of students in behavior, manner, time management, discipline etc due to residential education. This has impacted on their parents up to some extent noticed during interaction with them.
- Due to financial problem, lack of exposure, poverty and family compulsions for livelihood, the parents could not get education during their time. But with all facilities and opportunities that the present children are getting, they will not entertain their

children to stop education further. Rather they become hopeful for more educational opportunities for their children in future.

- Presently, in majority cases, the students of educational complexes reportedly go for higher studies, skill development trainings and engagements such as ITI Training, Engineering studies, ANM etc. Some of them are engaged as CRP in OPELIP project.
- There is a positive impact of Life Skill Education on school children. Life skill education provided in educational complexes changed life of a PBDA girl by protesting herself from marrying before 18 years. **(Case study-1)**

## CHAPTER-VIII

## SUMMARY AND CONCLUSIONS





## CHAPTER- VIII

### Summary and Conclusions

The Directive Principles of State Policy directs the State Governments to bridge the gap in educational level between the tribals and others, rural area and urban area and males and females. It is a constitutional obligation to help the weaker sections to compete on equal footing with others. In spite of 50 years of planned development and social provision for accelerated socio- economic development of weaker sections, the gap in the literacy levels among the general population and the socially disadvantaged sections is persisting. During Eighth Five Year Plan, it was noticed that the gap in literacy levels among the general population and the socially disadvantaged sections, particularly tribal women was persisting and in some cases, the gap was further widening. Keeping the concern in view, the Ministry of Tribal Affairs, Government of India derived a scheme for setting up educational complex in low literacy pockets for development of women literacy in tribal areas in 1993-94. **A Revised Scheme has been** introduced by the Ministry of Tribal Affairs for strengthening of education among Schedule Tribe (ST Girls') in low literacy districts with effect from 01.04.2008. The programme aims at establishment of Educational complexes in villages inhabited by primitive tribal groups. The Odisha Model Tribal Education Society (OMTES), **an Autonomous Society** of Odisha state has been entrusted with the responsibility of managing 19 Educational complexes in villages inhabited by primitive tribal groups of Odisha from the year 2007-08 in the State (functioning under the control of ST & SC Development Department). No evaluation study has been taken up on Educational complexes run by OMTES since its inception. Keeping the need in view, evaluation study of educational complexes has been carried out by SCSTRTI, Bhubaneswar with the objective to study whether the Educational Complexes are *running on desired lines and verify* whether the purpose of the Educational Complexes is complied with present functioning of schools. A total of 13 **districts**, 17 Micro Projects, 2 ITDAs, 8 NGOs and **27 schools** were covered for the purpose.

### 8.1. STUDY FINDINGS

#### School structure and Class range

- All the 19 educational complexes have girls' complex. Out of the 19 educational complex, six schools have separate complexes for boys whereas in one school, the boy students are accommodated in girls' complex. In 10 schools, there is no facility for boys to study in the school. In two schools, building has been constructed for boys but are not functioning. (see Table 3.4.3(a) of Appendix).
- There is no uniformity in class range structure among schools run by OMTES. Among 15 upgraded girls high schools, 13 schools are having 1 to 10<sup>th</sup> class and 2 schools upto 9<sup>th</sup> class. Similarly, out of 4 primary and elementary schools, 2 schools are having 1 to 8<sup>th</sup>; one school, 1 to 5<sup>th</sup> and one from 1 to 7<sup>th</sup> class.

- Out of 7 schools (where boys are given education), in one school, classes for boys run from 6<sup>th</sup> to 10<sup>th</sup> class. In other schools, classes like 1 and 2 in one school, from 1 to 5<sup>th</sup> in one school, 5<sup>th</sup> to 7<sup>th</sup> in 2 schools and 5<sup>th</sup> to 8<sup>th</sup> is given education in 2 schools. But one common practice was noticed in all schools that classes are taken together for boys and girls in girls' complexes. (see Table 3.4.4(a) of Appendix).
- While looking into NGOs run schools, out of 8 schools, 4 are high schools having classes upto 10<sup>th</sup>. There is no facility for boys to study in the schools.

### **Enrolment of students**

- In case of boys' complex, all the 887 students belong to PVTGs. Out of total 5630 girls enrolled, 4927 (87.51%) belong to PVTGs, 695 (12.34%) STs and 8 (0.15%) belong to other category. It reveals that only ST girls (other than PVTGs) have been enrolled in low literacy pockets under ITDAs (Educational complex, upper Kusumita, Keonjhar and Educational complex, Badapada, Malkangiri). In case of NGO schools, out of total 1790 girl students, 440 (25.58%) are PVTGs and 1350 (74.42%) belong to other STs. (see Table 3.4.5.1(a) of Appendix).

### **Staffing Pattern**

- Total sanctioned posts for teachers is 293, against which 205 teachers are in present position and 88(30%) posts are lying vacant in educational complexes under OMTES. In case of NGO run Educational complexes, there is no vacancy position found among sample schools. Post wise vacancy of non-teaching staff reveals that out of total 20 vacancy posts, the highest vacancy is found in matron post i.e. 9(45%) in schools under OMTES.
- Out of 205 total teaching staff members under OMTES, proportion of male teaching staff (52.20%) is more than the female staff members (47.80%). But, data on gender proportion of non-teaching staff members of educational complex run by OMTES reveals the reverse i.e out of 190 non-teaching staff members, female staff members (74.21%) are more in number than that of male staff members (25.79%). In case of educational complexes run by NGOs, proportion of female teaching and non-teaching staff members are more than the male staff members.
- Regarding recruitment of teachers, there are 138 (67.32%) community teachers appointed by OMTES, 41 (20%) by SSD department, 17 (8.29%) deputed from SSD residential schools, 6(2.93%) SSs deputed by S&ME department and 3 (1.46%) MLTs appointed by the respective ITDAs.
- Out of 205 teachers, 142(72.2%) belong to ST category (including PVTGs). Of which, 106 (51.7%) teachers are found to be PVTGs. Besides, 15(7.32%) belongs to SC category and the rest 20.48% come from other category. Out of 190 non-teaching staff members, 165(86.84%) members belong to ST category (including PVTGs). Of which, 91(47.9%) are found to be PVTGs. Besides, 10.5% come from other category.
- Out of 205 total teachers, 138 (67.32%) community teachers are serving purely on temporary basis, 55(26.83%) appointed on contractual basis and 12(5.85%) are permanent or regular teachers.

- As per the provision of the Scheme, initially community teachers (OMTES) were paid Rs.5000/- pm, then it was enhanced to Rs.6000/-. Again the salary of the teachers was enhanced in the year 2018-19 to Rs.9300/- for untrained and Rs.10000/- for trained teachers. In case of NGO run educational complexes, teachers at primary and middle level draw salary of Rs.5000/- and Rs.6000/- respectively. Recently, MoTA revised salary of teachers with effect from January 2020 (see Annexure 3.1). **As per revised salary, salary hike is 1.5% of the present salary.**
- As per the provision under the Scheme, CCAs receive the salary of Rs.1500/- pm, accountant Rs.3500/-, peon and sweeper Rs.1200/- each. After revision of the budget of OMTES, CCAs receive Rs.8300/- and accountant 8000/-pm. But in case of NGO schools, there is no revision of budget for non-teaching staff.

### **SMC and PTA**

- There is no such mother Committee constituted in any of the schools. Out of 19 schools, 18 (94.73%) schools have constituted SMC and 16 (84.21%) schools PTA. It is found that instead of 12 SMC meetings, only 3 to 4 meetings were held last year. Similarly, average 3 to 4 PTA meetings were held during last year. An average of 112 to 113 parents attended the meeting last year. In case of NGOs, these committees are not very much active.

### **Allotment of funds and utilization**

Regarding utilization of funds, 60 to 75% of funds have been utilized by the educational complexes under OMTES. Utilization is more than 100% in every financial year in case of NGOs. This is because of delay in release of funds from MoTA. As reported by the NGO officials, the additional funds have been met either from borrowing or from other sources till they receive funds.

### **Curricular, co-curricular and extra-curricular activities**

- Out of 19 schools, almost all schools i.e 18(94.73%) actively participate in singing, 17(89.47%) schools in dancing and drawing, 14 (73.68%) in debate/eloquence, 13(68.42%) in G.K/quiz and 7(36.84%) in painting. In case of NGO schools, participation in the above activities is less in comparison to schools run by OMTES. They have less scope to participate in inter -school or inter district competitions.
- There is participation of students of 6(31.58%) schools in athletics, 13 (68.42%) in Badminton, 3(15.79%) Basketball, 6(31.58%) Football, 10(52.63%) Kabadi and Kho-kho, 9(47.37%) Volleyball and 2 (10.53%) for Karate and 19 (100%) have active participation in skipping.

### **Maintenance of records, registers and documents of schools and hostels**

- All the 19 (100%) schools maintain admission register of students, attendance registers of teachers, register of uniforms, register of books and stationery, SMC resolution

register and PTA resolution register, 17(89.47%) stock register and 13(68.42%) schools are maintaining register of honorarium payment of staff.

- It reveals that all the 19 school hostels maintain sick register and meals attendance register. Students' incoming and outgoing register, cash stipend register, mess requirement and stock register are found well maintained in 18(94.73%) schools. Register having phone number of parents/guardian is found in 13(68.42%) schools. The other 6 schools could not maintain because of non-availability of contact numbers.
- In case of NGO schools, in all the sample schools, sick register, meals attendance register, register having phone number of parents/guardian, stock register are maintained properly. Students' incoming and outgoing register, cash stipend register are found to be maintained in 87.5% schools.

### **Monitoring and Inspection mechanism**

- There are some monitoring indicators like quality and quantity of food provided to the inmates, accommodation facilities, health and hygiene and safety and security of girl children which are supposed to be verified by the supervisory officials. Out of total 386 monitoring visits of the educational complexes by the officers last year, maximum visits i.e 134(34.71%) are done by Special Officer, Micro Projects followed by WEOs 117(30.31%) and 43 (11.13%) visits by DWOs. Since Special Officers of Micro Projects have been assigned the sole responsibility of supervising the activities of their respective educational complexes, the maximum visits are done by them. DWOs and WEOs monitor and supervise the educational complexes which have been upgraded to high schools.
- In case of NGOs, out of 45 visits, maximum visits i. e 17(37.77%) are done by DWOs followed by WEOs 13 (28.88%) and Sub-Collector 6 (13.33%). These officers are part of the Inspection Team. Yearly, at least once, they visit schools for inspection purpose

### **Physical infrastructure**

- All the 19 schools have office room for the HMs. Out of 19 schools, teachers' common room, fire safety and library room are found in 10 (52.63%) schools and computer lab is noticed in 15 (78.95%) schools. Only 6 (31.58%) schools have provision of separate toilet for teachers. Play ground and open pendal/prayer hall is observed in 6 (31.58%) schools. Garden is maintained in 15(78.95%) schools. Science lab is found in 3(15.79%) schools.
- In case of NGOs, 100% sample NGOs have office room of HM, teachers' common room, play ground and garden in their educational complexes, 87.5% have separate toilet for teachers, open- pendal and library room, 62.5% computer lab and 3 (37.5%) schools have separate science lab in educational complexes.

### **Class Room Conditions**

- All the 19 schools have black board with adequate chalk and duster facilities. Class rooms of 16(84.21%) schools have provision of adequate light and 15(78.94%) schools have proper sitting arrangements. But only 10 (52.63%) schools have sufficient class rooms and sufficient space for students. Charts/maps/paintings are displayed in class rooms of 15 (78.94%) schools.
- It was found that 18(94.73%) schools have drinking water and electricity facility and 16(84.21%) schools have toilet for girl students.
- Out of 19 educational complexes, only 3 schools provide vocational education.

#### **Actual strength of Boarders**

- In case of girls complex, out of 5854 total sanctioned seats, 5750 (98.22%) are filled and 104(1.78%) remain unfilled. Similarly, out of 800 sanctioned seats in boys complexes, 653(81.63%) seats are filled and 147(18.37%) remain unfilled.

#### **Basic amenities**

- It reveals that out of 19 schools, 18 (94.74%) schools have electricity facility. Regarding availability of alternate source of energy, it is found in 17(89.47%) schools.
- While verifying toilets it is found that 11(57.89%) educational complexes have toilet facilities adhering to the norms i.e., 1:10 (1 toilet for 10 students). Safe drinking water facility is available in all schools except one school.
- Out of 19 schools, 16 (84.21%) schools have regular health check- ups by RBSK team and ANMs. Similarly, vaccination and immunization programme is undertaken in 15(78.94%) schools. In all the 19 schools, first aid box is available and Iron/Folic acid tablets are distributed by the respective school authorities.
- In case of NGO schools, regular health checkups are done in 7(87.5%) schools. NGOs hire nearby doctor and pay them for each visit. Health check- ups are not done by RBSK team and ANMs. First aid box is available in 7(87.5%) schools. In all the 8 sample NGO schools, first aid box is available and Iron/Folic acid tablets are distributed by the respective school authorities.

#### **Hostel accommodation**

- Out of 19 school hostels, 10(52.63%) hostels have provisions of cot, 18(94.73%) possess mosquito net, 16(84.21%) provide bed sheets and blankets, 10(52.63%) hostels have mattress and rugs (*shatranjis*).
- In case of NGOs, all the schools have provision of mosquito net, bed sheets and blankets. Rugs (*shatranjis*). and sanitary pad are provided in 7(87.5%) schools. Out of 8 schools, 6(75%) schools have provided mattress. But except 2(25%) schools, no sample schools have facility of cot to the boarders.

#### **Hostel infrastructure**

- Hostel kitchen, dining hall and drainage system are available and maintained properly in 16(84.21%) schools. But in only 6 (31.57%) schools, LPG connection with smokeless chullah is available. Other schools are using fire wood for cooking in hostel kitchen. Hostel kitchen garden has been developed in 12(63.15%) schools. The

vegetables produced are used in hostel mess. Fire safety equipments are available in 10 (52.63%) schools.

### **Safety and Security of hostel boarders**

- All the 19 schools have facility of CCTV surveillance to ensure safety and security of girl children. It was found that all the 19 schools have help line numbers. SSD department has provided hotline number to all the SSD schools for the safety of girl children. But it is not functional in 14 educational complexes due to network problem. Only 5 (26.31%) educational complexes can avail the benefit.
- Life Skill Training to hostel inmates is provided to 16(84.21%) schools and 3(15.79%) schools do not provide any LSE training to the inmates.
- School authorities of 8(42.1%) educational complexes have adhered to safety and security guidelines. Visit by the government officials at least once in a month was reported in 18(94.73%) schools.
- Out of 19 schools, 17(89.47%) schools have school and hostel boundary and 16(84.21%) schools have facility of escorting girl children for out door activities to maintain the safety of the girl children.
- In case of NGO schools, all the sample schools escort girl children for outdoor activities and are having help line numbers. Life skill training is provided to 7 (87.5%) schools.
- Regarding awareness about safety and security guidelines, out of 180 students, majority of students i.e 153(85%) are found to be “aware and fully positive”, 22(12.23%) “aware and partially positive”, 2(1.11%) students “just aware and 3(1.66%) are reported to be “not aware” .
- As regards NGO schools, 68.33% students are found to be “aware and fully positive”, 16.67% are “aware and partially positive”, 8.33% “just aware” and 6.67% students are “not aware” about safety and security guidelines.
- Out of 19 schools, 8(42.1%) schools have constituted peer leader group among students and peer leaders have received training on LSE, leaders of 7 (36.84%) schools are found to have discharged their responsibilities and leaders of 6 (31.57%) schools have created awareness about LSE among other students.

### **Teaching Methods And Application of TLMs**

- Out of 19 schools, 16 (84.21%) schools follow the method of both reading and writing, 13 (68.42%) schools writing exercise, 12(68.15%) reading text books, 8(42.10%) through game method, 7(36.84%) by story-telling, 6(31.57%) ask bright students to teach. Only 2(10.52%) schools adopt all the methods.
- In case of NGO schools, 75% schools make children practice of both reading and writing, 50% through game and story method and 2 schools follow all the methods.
- As regards teaching Learning Materials (TLM), 11 (57.89%) schools use reading and writing materials and 9(47.36%) schools only black board. whereas 3(15.78%) school teachers teach through power point presentation. But in case of NGO schools, 75%



schools follow reading and writing materials, 62.5% use display and black board and 25% explain with power point presentation.

### **Strength of teachers, Pupil Teacher Ratio (PTR) And Teachers Competency**

- Out of 65 vacancy posts in upgraded high schools, around **45% TGT (Science and Arts)** post are lying vacant.
- Pupil Teacher Ratio (PTR) is 31.8:1 in educational complexes under OMTES and 20.6:1 in educational complexes run by NGOs.
- Out of 138 community teachers, 50(36.23%) teachers are found to be arts graduates, 8(5.4%) science graduates, 63(45.65%) intermediates, 16(12%) 10<sup>th</sup> class and only one teacher is reported to be post graduate.
- Similarly, out of 67 SSD teachers, 28(41.79%) are graduates in arts, 20(29.85%) science graduates and 7(10.45%) are post graduates.
- Out of 205 total teachers, 78 (38.05%) are found to be Arts graduates, 28(13.66%) Science graduates and 8(3.9%) are post graduates. Around 45% teachers are under graduates which affects competency of teachers. In case of NGO run schools, more than 70% teachers are found to be graduates and 5.5% post graduates.
- Out of 150 professional teachers, 46(30.67%) are found to be B.Ed teachers, 80(53.33%) CT and 26(16%) have other professional qualification.
- In case of NGO run educational complexes, 29(46.77%) are reported to be B.Ed teachers, 19(30.65%) CT and 14(22.58%) have other professional qualification.
- As regards capacity building, 56.09% teachers have received in service training and only 4.88% tribal language training.
- Out of 19 educational complexes, competency level of teachers in 15 (78.94%) schools is found to be average, 3(15.78%) schools good and 1(5.26%) school is reportedly poor.

### **Standard of students and their Performance**

- In Odia test, 453 (38.06%) are found to be having good standard, 252(21.17%) of very good standard and 201(16.89%) are having average standard. But 183 (15%) students are recorded as very poor standard and 101(8.48%) below standard.
- Whereas in case of students of NGO run schools, around 20% are found to be having below standard and very poor standard and 80% are having average standard, good standard and very good standard.
- In Odia reading, out of 720 students, 82 (11.39%) read good and 442 (61.39%) students could read perfectly whereas 63(8.75%) were unable to read even a single odia word, 68(9.44%) read very badly and 65(9.03%) could read up to some extent. In case of NGO run schools, out of 220 students, 148 (67.27%) students could read perfectly and 14(6.36%) students could not read even a single word.
- In English test, 550 (46.22%) students are recorded as very poor standard and 183(15.38%) below standard whereas 227(19.08%) are having average standard, 179 (15.04%) having good standard, 51(4.28%) of very good standard. Whereas in case of students of NGO run schools, around 35% are found to be having below standard and



very poor standard and 65% are having average standard, good standard and very good standard.

- In English reading, out of 740 students, 193 (26.08%) students could read perfectly, 113(15.27%) were unable to read even a single word, 208(28.11%) read very badly and 189 (25.54%) could read up to some extent. In case of NGO run schools, out of 230 students, 73 (31.34%) students could read perfectly and 48(20.87%) students could not read even a single word.
- In Mathematics test, out of 1190 students, highest number of students i.e 406 (34.12%) students are recorded as very poor standard and 154(12.94%) below standard whereas 249(20.92%) are having average standard, 240 (20.17%) having good standard, 141(11.85%) are found to be very good standard. In case of students of NGO run schools, around 40% are found to be having below standard and very poor standard and 60% are having average standard, good standard and very good standard.
- In Social Science test, out of 450 students, highest number of students i.e 148 (32.89%) students are found to be having average standard, 103 (22.89%) having good standard, 28(6.22%) very good standard, 124(27.56%) students very poor standard and 47(10.44%) are found to be below standard. In case of students of NGO run schools, around 35% are found to be having below standard and very poor standard and 65% are having average standard, good standard and very good standard.
- In overall assessment, it is found that out of 1190 students, highest number of students i.e 382(32.1%) are found to be having average standard, 303 (25.46%) good standard and 56(4.7%) very good standard, 255(21.42%) very poor standard and 194(16.3%) are found to be below standard. In case of students of NGO run schools, around 28% are found to be having below standard and very poor standard and 72% are having average standard, good standard and very good standard.
- In case of OMTES run schools, the percent of pass out in 10<sup>th</sup> class was 84.9%, 58.6% and 68.7% in the year 2016-17, 2017-18 and 2018-19 respectively. But in case of NGO schools, the performance is better i.e 98% to 100% students passed in 10<sup>th</sup> class.

### **Socio-economic conditions of parents**

- In respect of OMTES, out of 79 parents, 68 (86.08%) fathers and 47 (60%) mothers are found to be literates. Regarding education attainment of fathers, it reveals that out of literates, 12-13% fathers and 3-4% mothers have been educated up to HSC level.
- As compared to literacy rate of PVTG in Odisha (as per 2015 data) male literacy is 44.10% and female literacy is 39.02%, the study shows literacy rate of parents has improved.
- Out of 79 parents, 63 (79.9%) parents have their own houses.
- Majority of parents i.e 37(46.83%) live in Kutcha houses, only 18(22.78%) live in Pucca house and 24 (30.38%) have semi-Pucca houses (cement floor with asbestos roof).
- Regarding occupational pattern of parents, 29 (36.71%) parents are found to be cultivators followed by 23(29.11%) cultivation & daily wage earners and 10(12.66%) wage labour. Only 5% parents are engaged in low paid service holders.

- Out of 79 parents, 12(15.18%) parents are found to be landless, 39(49.36%) are reported to be small and marginal land holders, 22(27.84%) have semi-medium holdings, 5(6.32%) medium land holders and only one parent is found to be a large land holder.
- As regards income level, 40 (50.65%) parents have annual income in the range Rs.60, 000/- to Rs.1, 00,000/- followed by 29(36.7%) earn less than Rs.60, 000/- per annum. None of the parent's income is found above Rs.1, 50,000/-. More than 30% parents are found to be BPL families.

### **Perception of Students (Reasons of Absenteeism, Food pattern, provisions and accommodation)**

- Regarding absenteeism of students, out of 190 students, majority of the students i.e 57(30%) mentioned that just after vacation, they remain absent, 35 (18.42%) in agriculture seasons to help their parents, 30(15.8%) due to sickness of the family members, 28(14.73%) due to financial problem, 21(11.05%) parents not serious about their children sending schools and 19 (10%) students said they remain absent during fairs and festivals.
- Out of 19 educational complexes, 11 schools provide three times meals and one time tiffin. Similarly, 8 schools provide 2 times meals and 2 times tiffin. MDM facility is available only in 9 schools. While enquiring about provision of non-veg items, it was reported that 3 schools provide once in a week, 9 schools twice in a week, 5 schools thrice in a week and 2 schools provide four times in a week.
- Around 90% students expressed their satisfaction regarding quantity of food. Regarding quality of food, 63% students expressed their satisfaction. In case of NGO schools, 62.5% students expressed their satisfaction for quality and 100% mentioned satisfaction about sufficiency of food.
- Boarders of 11 (57.89%) schools are provided with 2 sets of uniforms in a year. Study material and sports materials are provided in 18 schools. Sanitary pad is distributed in all schools. Except one school, all schools provide sufficient toiletries as reported by the students.
- Boarders of 11 (57.89%) schools expressed their satisfaction, for water sufficiency in hostels, 10(52.63%) for sufficient space in bathing complex, 13(68.42%), availability of alternate source of lights, 10(52.63%) for sufficient no. of toilets, 13 (68.42%) for dining space/hall availability and boarders of 10(52.63%) schools reported sufficient space of living room and hygiene conditions.

### **Perception of students about teaching learning related issues**

- Students of 17 (89.47%) schools reported that wall and black board activities are done and teacher uses topic related TLM. Except one school, 18 (94.73%) school students ascertained about availability of text books on time. Doubt clearing classes are taken in only 9(47.36%) schools. Use of books and library facility is available only in 30 to 40% schools. Assigning project work and group activities are found only in 5 schools. Progress card is issued to the students only in 2 schools.

- Only 35-40% students ascertained about understanding of language of teaching, reading of books and writing and answer during examination, 55.78% students feel difficulty in English, 3.15% in Hindi, 1.57% in Odia and 0.52% students feel difficulty in Sanskrit.

### **Functioning of educational complexes**

#### ***Perception of parents***

- Out of 79 parents interviewed, 50(63.29%) stated good, 7(8.86%) very good, 5(6.32%) satisfactory whereas parents, in case of NGO schools, 67% parents opined the schools as good and 9% very good.

#### ***Perception of PRI members***

- Out of 19 educational complexes, PRI members opined 11(57.89%) schools as good, 1(5.76%) satisfactory, 3(15.78%) as very good and they consider one school as excellent.

### **Performance of Schools**

- Out of 19 complexes, 12 schools are found to be good performing, 4 average performing, 2 low performing and one school is considered to be a best performing school.

## **8.2. ISSUES AND CHALLENGES IN EDUCATIONAL COMPLEX SCHEME**

### **8.2.1. Issues and Challenges (Schools under OMTES)**

#### **Students Absenteeism and drop out**

- Some of the tribal parents are not showing much interest to send their children to the school due to economic reasons and they consider their children as economic asset to the family. Sending a child to school means dislocation of traditional pattern of earning livelihood. At a very early age tribal girls in general start assisting and supporting their mothers at home. They cook food, fetch water, keep the house clean, rear the young ones and also take care of the domesticated animals. During the agricultural season, they work in the fields with their parents, during festival time; they bring red soil and cow dung for plastering their houses. Thus, it is widely observed that the dropout rates increase when the children attain the age to undertake even the small odd jobs, whether in the fields or at home (evident in Dongaria Kondha, Parsali)
- Parents those are illiterate, do not understand the long-term values of education. As the education does not yield them any immediate economic return; therefore, they prefer to engage their children in remunerative employment, which supplements the family income and strengthens the family economy. Hence, in these cases, it is difficult to ensure retention of students.
- In majority of cases, parents are unable to afford for children's higher education after passing out from this school. They are also reluctant to send their daughters to schools

or colleges far away from home due to lack of transportation facilities and financial constraints. Majority of girl children stop their studies after completion of studies in educational complexes.

- During festive occasions and agriculture seasons, parents do not send their children immediately after vacation. After number of reminders, phone calls and personal visits by the school staff, they send their children.

### **Staff Constraint**

- The upgraded Educational complexes are renamed as SSD Girls High School. There is no uniformity in staff structure. Out of 19 complexes, 15 schools have been upgraded to high school classes. Except 5 complexes, no high schools have full-fledged graduate trained teachers as per requirements. In those cases, it is difficult on the part of community teachers to manage higher classes. Classes in some schools are managed by some skeletal staff deputed from nearest SSD high schools and Sikhya Sahayaks (SS). In upgraded high schools, regular Head Masters have been posted except three schools. In some schools, 2/3 TGT Science and Arts teachers have been deputed from SSD schools. Shortage of required staff for high school classes is one of the factors responsible for low quality education in schools.
- No regular in- service training is being provided to the community teachers. No authority is concerned about their capacity building.

### **No systematic principle for Boys complex**

- There is no systematic principle for boys' complex. There is no boys' complex in 10 educational complexes. Only 6 boys complexes are functional. In two educational complexes, buildings have been constructed but not functional. But in one complex, there is no separate building for boys. The boys are accommodated in girls complex. Class range also varies from one to another.
- It is reported that since there is no scope for boys to study in systematic manner, the boys in the PVTG areas become uneducated, indisciplined and creating disturbance in the area.

### **Vocational education**

- The very objective of the said scheme is to promote **vocational education** for self employment among PVTG children. For the purpose, sewing machines and computers were provided to educational complexes. Ten computers for each school have been provided without recruiting any computer teacher. But initially, tailoring teachers were recruited. Since 2 years, the scheme has been withdrawn for which respective tailoring teachers were retrenched. At present, the school children are deprived of both computer and tailoring training. The purpose of the scheme to promote vocational education and self employment has failed. Without use of computers for a long period of time makes computers gradually defunct. Only one or two computers in each school are used for office purpose.

### **Standard of students**

- During school visits, tests in five subjects were conducted for students from class 4 to class 10. It was found that 8.75% students were unable to read odia even a single word and 15.27% students could not pronounce a single English word.
- While examining overall performance of the students, 21.42% students are found to be very poor standard (which means his/her standard is 2 classes less than presently what he/she studies) and 16.3% below standard (which means his/her standard is 1 class less than presently what he/she studies).

### **Challenge for the staff**

- Cook cum helper, sweeper and peon posts were withdrawn since 2017-18. In some cases, the said staff members left the job and in some other cases, they work without pay with a hope that they will be re-engaged.
- Regarding community teachers, when question of regularizing their service comes, it is a big challenge for the government. As per government guidelines, he/she is screened on mark basis and has to qualify in OTET, CT exam etc. On the part of community teachers, looking into their standard, it is difficult to compete with others. Community teachers become depressed and feeling insecure about their service leading to their livelihood insecurity.

### **Policy level challenges**

- Mid Day Meal Programme (MDM) scheme, the flagship programme of Government of India, was launched as Centrally sponsored programme under the National Programme of Nutrition support to primary education (NPNSPE) on 15<sup>th</sup> August 1995, with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional level among children. The programme supplies free lunch on working days for children in primary and upper primary classes in Government, Government aided local body including other educational institutions. The study reveals that in 9 educational complexes, MDM is not being provided to the children showing plea that educational complexes are coming under NGO Scheme.
- It is also reported that the students are being deprived of National Talent (NT) books, free question paper (half yearly and annual examination), scholarship under OGIP (Odisha Girls Incentive Programme), Bicycle Scheme, other related benefits that extended to other schools. In some cases, it is difficult to get books from Block Education office even on payment.
- As per the Guidelines, DESA was supposed to be constituted in respective districts. During field study, it was found that there is no such agency functioning for educational complexes.

### **8.2.2. Issues and Challenges (Schools under NGOs)**

- No in-service training to the teachers is being provided by the Government training institutions.

- Timely inspection and recommendation is not done at government level. Even inspection is done, recommendation from district to state and then to MoTA is delayed at government level. Hence, Grant-in-Aid is not released on time. This becomes a hindrance in smooth functioning of schools.
- There is no clear cut guidelines of educational complex for upgrading the Classes from VI to X.
- As per the Guidelines, non –recurring grant is supposed to be released in every five years. But no NGOs have received the grant since 2008. For which infrastructure is very poor in NGO schools.

### **8.3. SUGGESTIVE RECOMMENDATIONS**

#### **8.3.1. Educational Complexes under OMTES**

##### **Administration and Management**

- ✓ For better exposure among PVTG children, other ST children may be enrolled in educational complexes.
- ✓ Proportion of female staff members should be more than 50% of total staff members. Necessary mechanism may be initiated.
- ✓ Vacancy of teacher posts should be filled immediately to enhance quality education and non-teaching staff for smooth functioning of schools.
- ✓ School authorities should involve PRI members as part of committee member. This will benefit educational complexes viz.,(i)Funds can be generated from panchayat funds which may be utilized towards school infrastructure development (ii) Education of PVTG children will be one of the agendas of Gram Sabha. This will increase enrolment, retention and reduce drop outs of students.
- ✓ CCAs in all schools should be posted as per norm.
- ✓ To improve quality education and retention of students, the activities like social mobilization and awareness campaign may be organized in PVTG villages.
- ✓ Documentary film (in local dialect) containing inspiration based success stories should be documented and disseminated for effective impact on PVTG parents.

##### **Infrastructure Development**

- ✓ Full- fledged infrastructure facility should be made available in all schools. In upgraded high schools, there is shortage of class rooms. In some cases, lower classes are taken in hostel rooms. Hostel rooms should be separated from class rooms for which required number of class rooms should be constructed.
- ✓ Separate toilet in school campus should be constructed for teachers.
- ✓ Kitchen should be renovated with spacious room, proper lighting facilities, hygienic and good environment conditions.
- ✓ Smokeless LPG connection need to be provided, to the schools where it is not available.
- ✓ Separate accommodation facility is needed for non-teaching staff. Facility of sitting room for watchman at the main gate is needed.
- ✓ Play ground should be there within the educational complex campus.



### **Improve Quality Education**

- ✓ Sufficient TLMs (preferably digital based TLMs for geography and Science subjects) should be provided to all schools for enhancing quality education.
- ✓ Special and extra coaching should be given to poor, very poor and below standard students exclusively by doing reading and writing practices.
- ✓ Students should be provided with health education through yoga class, spiritual class in all educational complexes. Students should get opportunity to participate in various co-curricular activities, such as science exhibition. Facility of career counseling, extra coaching class, and tuitions should be provided for ensuring betterment of education and improvement in level of standard.

### **Capacity building of staff members**

- ✓ Capacity building of community teachers should be enhanced by organising training programmes for them. Besides, in service training like orientation and refresher trainings from time to time has to be carried out. Exposure and exchange programmes for community teachers should be taken up.
- ✓ Training on role and responsibility of different non-teaching staff members should be provided for their capacity building. In addition, accountants should be given special training on financial accounting.

### **Safety and Security of students**

- ✓ Intensive training on LSE and safety and security guidelines need to be provided to all school staff members.
- ✓ Accommodation facility for lady teachers is insufficient. Lady staff quarters should be constructed inside the school campus for safety and security of girl children.
- ✓ Barbed wire boundary wall of sufficient height, secured locking system at main gate and gate keeper should be available for the safety and security of girl students.

### **Policy level interventions**

- ✓ Educational Complex Guidelines should mention clearly on sanctioned posts, infrastructure details, vocational education, skill development trainings etc.
- ✓ All the girls' complexes should be upgraded to 10<sup>th</sup> class. Schools may also be upgraded to +2 classes wherever there is demand. Up gradation of schools is highly needed for PVTG girl children to bring them into main stream.
- ✓ All the vacancy posts should be filled. In upgraded high schools, required number of trained graduate teachers should immediately be deployed.
- ✓ There should be uniform structure of boys' complex i.e all the boys' complexes should have separate building with full equipped staff and infrastructure. All boys' complexes should be functional having uniform class range from Class-1 to Class-10. In order to educate PVTG boys, separate building for boys should be set up in every educational complex. It is demanded by local PVTG people.
- ✓ Tailoring education may be reintroduced with the existing equipments by outsourcing of instructors. This will directly enhance self employment opportunity of girl children.



Since computers are available and high school classes started, to improve digital knowledge, computer instructor may also be outsourced. New technology and smart classes should be introduced. Vocational education on horticulture, goatery, poultry and any other option based on local suitability can be taken up for their sustained livelihood.



- ✓ Since community teachers have been posted for more than 12 years, their posts should be regularized. Special coaching for entrance examination of OTET and B.Ed trainings etc may be given to community teachers during vacation period. Opportunity should be given by relaxing them for at least 5 years to get qualified in the trainings. So that the question of disengagement will not arise and livelihood sustainability can be stable.
- ✓ **District Education Support Agency** should be constituted and functional. As per the objectives of the guidelines, the agency will discharge the responsibilities like ensuring enrolment and retention of students, linking to placement agencies, facilitating vocational and skill development trainings to the children. This will have impact on income generation and self employment for their sustained livelihood.

### 8.3.2. Educational Complexes under NGOs

- Grant –in-Aid should be released yearly in two installments. i.e., 50% of annual grant should be released in advance from Govt. of India to continue the programme without waiting for state government recommendation and the rest 50% should be released after submission of inspection and recommendation reports.
- Regular monitoring of educational complexes should be done by concerned District level officers, respective WEOs and Inspecting Authorities.
- To upgrade from primary to secondary level, class wise up-gradation may be allowed which will take 5 years to have full-fledged upgraded high school.
- Salary of Teaching and Non-Teaching staff is very low it should be enhanced at par with other social welfare schemes of Govt.
- As per the Guidelines, Grant-in-aid may be released in every five years for infrastructure development and maintenance of the Educational Complexes.

### 8.4. Way forward (Action points)

1. To ensure enrolment and retention of students, following action points should immediately be taken up:

-  **Social mobilization and Awareness campaign** in villages- These activities may be taken up by the respective Micro Projects. They may take support of facilitating NGOs of OPELIP.
  -  **Documentary film**- A documentary film containing inspiration based success story should be documented in local and simple dialect suitable for all the PVTGs. This will have positive impact on the parents.
2. A **Gap analysis** of existing staff structure and availability of school and hostel infrastructure should be done by undertaking a baseline survey of all the educational complexes. Baseline survey may be undertaken by the respective Special officers of Micro Project, DWO and

PAITDAs. A consultative meeting may be arranged with all key stakeholders under the chairmanship of concerned PA, ITDAs and a roadmap to be chalked out.

**3. Capacity building of Community teachers-** Intensive orientation and refresher training including exposure and exchange programmes should be organised for the capacity building of Community teachers. The programmes may be organized by the respective Special Officers of Micro Projects and DWOs.

**4. District Education Support Agency** should be constituted and functional. The agencies should be identified and made functional.

### Concluding remarks

Due to several government interventions through programmes and schemes, the literacy rate among the Scheduled Tribes has gone up over the past decade, from a single digit literacy rate to increase by 30 to 40% in many of the PVTGs. However, female literacy rate is still considerably lower compared to male counterpart and general female population. To bridge the gap between tribal female and general female, MoTA introduced a Scheme to establish Educational complexes for girl children in PVTG area and in low literacy pockets for providing wide range of facilities with specific objective of fitting into the culture of tribal societies/groups and to provide education to them with a purpose of holistic development of these children and bringing them to the mainstream of society. As a result, a lot of significant impact on improvement and transformation towards behavior and attitude of PVTG community has been noticed and recorded during the evaluation study. To achieve greater success of Educational Complex Scheme, immediate action has to be taken for infrastructure development, capacity building of human resources and policy level interventions by the SSD department, Government of Odisha.

## Photo Gallary-1 (Good Practices of Different Educational Complex)



Girls Dining Hall, LSDA, Puttasing



Self-Defence Class at Jharbahal



Bathroom complex at PBDA, Sundargarh



Night-Dress, LSDA, Serango



CCA with kits at KKDA, Tumudibandha



Library with Books, LSDA, Puttasing





**Wall Magazine PBDA, Sundargarh**



**Boys Dinning Hall, DKDA Parsali**



**Peer Leaders with LSE-KIT, KKDA, Lanjigada**



**Vocational Education, , Holly-Home, Naupada**



**Tailoring, Ramakrishna Ashram, Angul**



**Ambulance at Holly- Home, Naupada**

## Photo Gallary-2 (Good Infrastructure Facilities) –parsali



**School Front Gate**



**Teachers FGD**



**Class Room Condition**



**Computer Class Room**



**Girls Dining Hall**



**Boys Dining Hall**





**Entrance Garden**



**Library Room**



**Satlitefacility**



**Separate Toilet Facility**



**Playing Ground**



**Vegetable Garden**



**Girls Hostel Room**



**Boys Hostel Room**



**Water RO Purifier**



**School Name Display**



**Boys Hostel**



**Kitchen Room**



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## Case study-1

### A PVTG girl raised voice against child marriage: A case study

Paudi Bhuinya tribe in Sundargarh district is following all age old traditions even in twenty first century. One of these traditions is early age of marriage. There is a Government agency called Poudi Bhuinya Development Agency (PBDA) having responsibility of overall development of Paudi Bhuinya community. To promote education among PVTG children, one educational complex has been set up for Poudi Bhuinya girl children. Life skill education is a part of the curriculum in the educational complex. One student from PBDA educational complex has been rescued from age old traditions of early age marriage. In this context, a 17 years old girl named Kandiri Naik from Paudi Bhuinya community of Khuntagaon village of Lahunipada block in Sundargarh district has dared to stand against child marriage.



She is a 10<sup>th</sup> class student of this educational complex. During last summer vacation, she had gone to her home and did not return to school. So the hostel matron and head mistress of the school tried to know the reason and contact her through local messenger. They came to know about her marriage proposal. She was forced by her parents to get married and drop out from studies. But she did not agree with her family's proposal. She was opposing her parents like anything. Fortunately, one day she got opportunity to meet one girl in the neighbouring house, who was her cousin. She asked the girl to convey about marriage to her school authority. From the beginning, she handled the situation alone and stood firmly against marriage. She denied to get married before attaining 18 years of age, as marriage before 18 years is prohibited in law. But her parents did not listen to her and decided to finalise the date of marriage. But in the mean time one teacher from educational complex rescued her with the help of a local girl and took her to hostel. Now she is happy on coming out of such situation and continuing her education

While interacting with her during evaluation, she said, she came to know about age of marriage of a girl not to be below 18 years from life skill education training in educational complex. She is very smart and brave. She knows the status of girl children in her community and wishes not to remain illiterate and marry early. She has a dream to stand on her own by dint of hard work and get employed. She stated about her future plan that after passing matriculation from the educational complex, PBDA, Lahunipada, she will join in college for higher study. She is also interested to have her own stitching centre and train other girls. She said that girls should study and become independent. This case is a glaring example of success of educational complex scheme and positive impact of education on Paudi Bhuinya community.

## Case study-2

### A case study on poor functioning of Educational Complex (Salepada) due to local dominance, customary taboo of Chuktia Bhunjia community and inaccessibility to the mainstream

Particularly Vulnerable Tribal Group (PVTG) is defined by the Government and identified accordingly in all over the country on the basis of geographical and development situations. In Odisha there are 13 PVTGs existing in remote tribal belts. Chuktia Bhunjia tribe in Nuapada district is the most backward community among all the 13 PVTGs in the state. They have been following all age old traditions even in twenty first century. They follow early marriage and patriarchy. Women and girls are not allowed to wear shoe in village. Moving outside home is restricted for women and girls. If women or girls wear shoe, they will not be allowed to enter into kitchen, lest the community people will burn the kitchen. Because they consider kitchen as pure and holy place like puja room and known as 'lal ghar' in their local language. This community is dominating all sectors of development in the locality.



For the development of Chuktia Bhunjia community, Government has started Micro Project namely **Chuktia Bhunjia Development Agency (CBDA)**. To promote education among Chuktia Bhunjia community, one educational complex has been established at Salepada in Sunabeda block of Nuapda district. It is found that this complex is backward from all aspects. First of all, it is disconnected from the district Head Quarter. There is no transportation and communication facility. The zigzag mud road on the top hill is very dangerous to cover. But there is no other road connected to the school. Poor infrastructure of the educational complex impacts on quality of education.



Absence of hostel building, insufficient class rooms and accommodation facility for staff are some of the major indicators of poor status of the complex. The head master, teaching and non-teaching staff belong to the local community, so they are confined to the local life style as well as language. Sometimes they are bound to follow what their community is demanding, otherwise they can not continue in the school. There is no play ground, no other medical facility for students in the school campus except visit of ANM once in a week and RBSK team once in three months. Toilets are available but without running water facility. Girls are going outside the campus for the purpose of bathing and toilet. No hotline/ telephone facility is found in the campus. Absenteeism of students is found to be the highest among all the educational complexes. No Teaching-Learning Method (TLM) is followed by the teachers that reflect in students' performance in surprise test and other activities conducted by the evaluation team. Cultural barriers are very strongly prohibiting girls from achieving the equal status with girls from other communities. Though due to Government intervention, they have tried best to make their girls educated, but after seventh class, 90% students of educational complex are found dropout. Parents are also less concerned about education and this is applicable mostly in case of girls. It is found that due to extreme dominance of the local community and pressure from the traditionally strong people in this area, Government officials also face difficulties for the development and up gradation of this school. The local people do not allow to enter outsiders entry into their locality. Previously, Chuktia Bhunjia community people were very furious. They were burning the vehicle of government officials or any outsiders who tried to work for their development.

Out of 13 Micro Projects, CBDA has failed to reach the goal of Government. Local dominance creates poor administration and management of educational complexes. Customary taboo and cultural binding is one of the factors responsible for poor quality of education. Lack of awareness among parents is a big threat for retention of students. Students' absenteeism is reportedly more in this school mostly after vacation. The absenteeism even lasts for more than one month. Access to health facilities is very poor. The village has not been electrified. Hence, the school has no electricity facilities. Monitoring and supervision of officers is poor because of inaccessibility area.

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### Case study-3

#### Creating difference among scheduled tribe girls in Holy Home educational complex of Nuapada district, Odisha: A case study of Best practices

Holy Home, a Non Government Organization is dedicated to the development of Scheduled Tribe & Scheduled Castes. Holy Home Educational Complex, a residential school is operational at Sinapalli village in Komna Block of Nuapada district. It provides free of cost residential education facility to Scheduled Tribe girls from class VI to class X. The Nuapada is an educationally backward district in Odisha, formerly was a sub-division of undivided Kalahandi district. In addition to socio-economic and educational backwardness in the district, educational status of women is less compared to men. Nearly, two third of scheduled tribe women are illiterate in the district. The complex is having 220 ST girls accommodated within campus with financial support from Ministry of Tribal Affairs, Government of India.

#### Initiatives taken for educational attainment

- The school has accommodated 100 more girls than the sanctioned seats. The NGO bears their expenses. Admission process of students is purely on merit and criteria basis viz. it gives priority to ST girls belonging to areas where there is neither residential nor day scholar secondary schools present in the proximity.
- The school is having fully protected boundary wall with entrance gate and gate keeper under the surveillance of CCTV for security of girl children. Inside the campus, a road runs from gate straight to opposite end and avenues connect cross ward to approach educational complex building, orchard, play ground and garden. The class rooms are spacious ones, each having couple of doors and windows for adequate lighting and ventilation. The rooms are equipped with a big black board on front wall, painted lines of quotations and morals on class room walls and are furnished with 10 pairs of long desks and benches for 40 students and fitted with electric lights and fans.

#### Health and hygiene

- Thirty toilets and ten urinals are set up at corners of both floors for the inmates with separate toilets and urinals provision for teachers.
- Purifier for drinking water is available for students.
- The Holy Home arranges visit of ANM to check anaemia and nutritional deficiency among the adolescent girls regularly. Health check up of the inmates is conducted once in a month by the doctor appointed for the purpose to examine their RBC, worm status, weight and menstrual regularity. If problems are detected among inmates in the course of check-ups, the student inmates are provided medical treatment at DHH and are provided with supplementary nutrition.

- Vaccination and immunization of inmates is carried out by staff of PHC periodically. RBSK team visits once in a year.
- Help line numbers are displayed on the front wall of office. Complaint box and First AID box is available in school and hostel.

### **Quality of Education**

- Trained teachers are engaged in 1:25 ratio. Thirteen teaching staff includes 8 men and 5 women and nine non teaching staff are engaged in the institution.
- Teachers use appropriate methods viz. experiments, demonstrations & role-plays, teaching learning materials and aids & equipments for effective teaching of different subjects.
- Along with practice sessions in class room, home tasks are also given to students in each subject and checked regularly.
- Code of conduct is imposed strictly for the teaching and non teaching staff. Child protection policy is followed by the institution.
- Apart from scheduled tests: trimester, half yearly and annual examinations, unit tests for every subject are conducted periodically to assess progress and achievement of the students. Special attentions are given to bring up low performing students.

### **Co-curricular and extra-curricular activities**

The Educational Complex undertakes co-curricular and extra-curricular activities as a part of institution's curriculum.

- Various competitions are organized periodically among the students, such as drawing/painting, singing, dancing debate, quiz in order to help developing their potentialities.
- Extra-curricular activities: athletics (races & jumps), skipping and music chair game, etc competitions are also organized among students on occasion of annual sports event on the play ground in side campus.
- As periodic activity, the students/inmates are taken out on outing tour /excursion every year to places of importance in history, natural phenomena, biodiversity and sanctity.





- Every year a good number of girls/students are sponsored to take part in the co curricular & extra-curricular activity competitions organized at inter school and block level.
- During last three years 27 have won awards from among 199 students taken part in the competitions.
- The students are provided opportunity for taking part in the talent tests such as NRTS, Pathani Samant Mathematics and Chief Minister's Medhabruti to encourage flourishing talent. 11 students of the institution have been awarded scholarship so far: 2 NRTS & 9 Chief Minister's Medhabruti.



### **Good practices and achievements**

- Few good practices have been adopted by the organisation to promote students activities and help them a platform to develop themselves.
- Various issues are discussed and suggestive measures are accepted during PTA meeting and set new norms if required for development of teaching leaning activities of institution.
- Environment conservation practice; as a part of regular activities; the institution undertakes in order to develop sense of responsibility towards protection of environment. Every year, as mandate of the Educational Complex, the students who got admission have to plant at least one tree each in her name inside the campus; whatever species may it be, fruit bearing tree or herbal tree or flower bearing tree provided to them and they have to take care of the trees for its survival. If someone's planted trees die, she has to plant another and it is the responsibility of each student to give two live trees grown prior to leave the school. Seedlings and inputs are supplied for plant protection but the students have to take care of watering and weeding.
- Health & fitness practice: The institution promotes it through regular yoga class in the morning in order to develop habit for maintaining good health and fitness among the students.
- Values & moral development: as useful elements of character building of human beings; the institution reinforces values and develops morals among the students through conducting discussion, case study analysis for important values of life, teaching of moral lessons, self discipline, good manners, sense of responsibility and respect to others. Self discipline, sense of responsibility and respect to others of the inmates are monitored in day to day life in the Educational Complex.

- Water intake practice; as very essential practice for living healthy; it monitors water intake/drinking of water of the students in school hour through promoting water bottle (1 lit) carrying and measuring water in the bottle at 12.30 and 3.30pm.



### **Safety and security of girl students**

- Life skill education: Living a decent life is necessary, the institution teaches the students of class VIII & IX through conducting classes on adolescence health, menstrual hygiene, cleanliness, do's and do not's for good personality, looking good as well as self-confidence building on regular basis on Sunday, to develop habits among the girls.
- In addition, it teaches students through conducting classes on RTI, STI & HIV, issues of early marriage & motherhood, health & nutrition, precaution while attending sick persons, dealing with harassment and violence in order to promote awareness.
- Inmates are allowed to leave the Education Complex with none other than their parents and recognized guardian.

### **Vocational Training**

The organisation imparts training on different trades such as soft toy making, chalk making, phenyl making, and candle making and tailoring to students who are desirous in the trade training. Every year about 50 girls are trained on different trades.

**The educational complex is in front line due to its student's over all achievements and beautiful socialised environment within.**

## Case study-4

### Students of Educational Complex (Nalinee Vidyamandir) NVM excelled in academic performance

An Educational Complex is located in Bissam Cuttack Block of Rayagada, a remote tribal district in the state of Odisha with all residential facilities for tribal girls (From classes I to X). This is run under a NGO named Society for Nature, Education and Health (SNEH), established in the year 1995. The school gets support from the Ministry of Tribal Affairs, Government of India for educating tribal girls.



**School Boarders with School staff**



**Professionally trained female teaching staff**

Nalinee Vidyamandir accommodates 270 Scheduled tribe girls, some of them belong to Dongria Kondh tribe (PVTGs). The students are from different parts of Rayagada district. Students of this school have excelled in academics and other extra-curricular activities at district level and brought laurels to the institution.

#### **Initiatives taken by NBM for enhancing quality Education**

- Selections of teachers are done through written tests and interviews. They are expected to be sensitive to the cultural and behavioral strengths of tribal girls.
- The school has adequate quality staff, both teaching and non-teaching. The school has 13 lady teachers and one male teacher and 14 non-teaching staff comprising cook, watchmen, sweepers, peons and accountants.
- Time-table and lesson plans are developed by the teachers. Time to time meetings are organized with teachers and planning for improving quality education is prepared accordingly.
- NVM teachers use innovative assessment procedures to examine the performance of the students. Weak students are kept under the supervision of specific teachers and are also motivated at regular intervals to focus on their studies. Life skill education is being provided to the senior students.
- Special coaching for the students of Class X is conducted every day, except on Sundays. As some teachers stay in campus, it becomes easy to conduct evening coaching classes.
- Transportation facilities are provided by the school authority to the teachers staying outside the school campus.
- NVM has library facilities in the school and a teacher is assigned to manage the library.
- During discussions with teachers and School Managing Committee members, it was reported that the teachers of the school conduct classroom activities and supervise extra-

curricular activities like debates, dance and music competitions, Yoga, quiz competition, essay competition and science exhibition.

- The students are found to have good communication skills. They are confident, fluent in English, Hindi and Odia languages.
- The students are also taken on annual excursions to places of historical and cultural interest.
- Students are consistently doing well in 10<sup>th</sup>. Board Examinations. The result of NVM has been better than the district average in the HSC examinations. NVM students are also getting State and National Scholarships. Nine students in Board examination passed out Dongria Kondha (PVTGs) students of Nalinee Vidyamandir got award and Laptop from Honorable Chief Minister of Odisha Shri Navin Patnaik in 2017.
- Students are encouraged to read newspapers; watch news programmes to stay in connect with outer society with self development and leadership. This helps them increase their general knowledge as well as improves their judgment and awareness.

### **Curricular and extracurricular activities**

- Sports: Despite various limitations, every year NVM students have participated in sports organised at the Block and District level. NVM believes that participation of students in various sports events is vital in inculcating a sportsman spirit and provides moral guidance. Such activity gives them the opportunity to develop their potential and learn new skills like leadership and teamwork..
- Cultural Activities: Students of NVM have shown an increased enthusiasm in participating in cultural events at the school and at various competitions held in the district as well as at the state level. Different celebrations like Holi, Diwali, Raksha Bandhan and important National holidays like Independence day, Republic day, Ganesh Puja and Saraswati Puja, Gandhi/Shastri Jayanti, Netaji Jayanti and Utkal Divas are celebrated in the school campus.

### **Vocational Training**

Vocational training in the school links education with creativity. The students are taught to make traditional Dongria Shawls. They also learn tailoring, embroidery, broom making and leaf-plate making. The primary school students are taught clay toy making. Students are encouraged for gardening.

### **Drop-outs:**

Nalinee Vidyamandir aims to bridge the gap in literacy levels between the general female population and tribal women, through facilitating 100% enrollment of tribal girls in the identified districts or blocks more particularly in Maoist affected areas and in areas inhabited by Primitive Vulnerable Tribal Groups (PVTGs) and reducing drop-outs at the elementary level by creating the required ambience for education. **NVM has the reputation of having a consistently zero drop-out rate.**

**The educational complex under NGO SNEH is excellent in performance revealed in surprise test conducted during the SCSTRTI evaluation study.**

## Appendices

**Table.3.4.1 (a). Year of Establishment of schools**

SL. No	Educational Complex (OMTES)	Year of Establishment		
		1947-1980	1981-2000	After 2000
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	1
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	0	0	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1
<b>Total No of schools (OMTES)</b>		<b>0</b>	<b>0</b>	<b>19</b>
<b>Percentage</b>		<b>0%</b>	<b>0%</b>	<b>100%</b>

**Table.3.4.1 (b). Year of Establishment of schools**

SL. No	Educational Complex (NGOs)	Year of Establishment			
		1947-1980	1981-2000	After 2000	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	1	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	1	0	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	1	0	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	1	0	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	1	0	1
<b>Total No of schools (NGOs)</b>		<b>0</b>	<b>5</b>	<b>3</b>	<b>8</b>
<b>Percentage</b>		<b>0%</b>	<b>62.50%</b>	<b>37.50%</b>	<b>100%</b>

**Table-3.4. 2(a). Type of Educational complexes (for Girls complex) (OMTES)**

SL. No	Educational Complex (OMTES)	Primary and elementary class range			Upgraded high school class range		Total
		Class 1 to 5 <sup>th</sup>	Class 1 to 7 <sup>th</sup>	Class 1 to 8 <sup>th</sup>	Class 1 to 9 <sup>th</sup>	Class 1 to 10 <sup>th</sup>	
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	1	0	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	1	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0	1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	1	0	0	0	1



6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	1	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	0	0	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	0	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	0	1	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	0	1	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	0	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	1	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	0	0	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	0	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	1	0	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	0	0	1	1
<b>Total No of schools (OMTES)</b>		<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>19</b>
<b>Percentage</b>		<b>5.26%</b>	<b>5.26%</b>	<b>10.52%</b>	<b>10.52%</b>	<b>68.42%</b>	<b>100%</b>

**Table-3.4.2 (b). Type of Educational complexes (for Girls complex) (NGOs)**

SL. No	Educational Complex (NGOs)	Primary and elementary class range			Upgraded high school class range		Total
		Class 1 to 5 <sup>th</sup>	Class 1 to 7 <sup>th</sup>	Class 1 to 8 <sup>th</sup>	Class 1 to 9 <sup>th</sup>	Class 1 to 10 <sup>th</sup>	
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	0	0	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	0	0	0	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	0	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	1	0	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	0	0	0	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	0	0	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	1	1
<b>Total No of schools (NGOs)</b>		2	0	2	0	4	8
<b>Percentage</b>		25%	0%	25%	0%	50%	100%

**Table- 3.4.3(a). Status of Educational complex for Boys (OMTES)**

SL. No	Educational Complex (OMTES)	Status of Educational complex				
		Complex constructed and functioning	Complex constructed but not functioning	Boys adjusted in Girls complex	Complex not constructed	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	1	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	1	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	1	1

5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	0	0	0	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	0	0	0	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	1	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	1	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	0	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	0	0	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	1	0	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	0	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	0	0	0	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	1	0	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	0	0	1
<b>Total No of schools (OMTES)</b>		6	2	1	10	19
<b>Percentage</b>		31.57%	10.52%	5.26%	52.63%	100%

**Table- 3.4.4(a). Type of Educational complex for Girls complex (OMTES)**

SL. No	Educational Complex (OMTES)	Primary and elementary class range			Upgraded high school class range		Total
		Class 1 to 5 <sup>th</sup>	Class 1 to 7 <sup>th</sup>	Class 1 to 8 <sup>th</sup>	Class 1 to 9 <sup>th</sup>	Class 1 to 10 <sup>th</sup>	
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	1	0	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0	1	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	1	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	0	0	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	0	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	0	1	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0	1	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	0	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	0	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	1	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	1	0	0	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	0	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	0	0	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	0	0	1	1
<b>Total No of schools (OMTES)</b>		<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>19</b>
<b>Percentage</b>		<b>5.26%</b>	<b>0%</b>	<b>10.52%</b>	<b>10.52%</b>	<b>73.68%</b>	<b>100%</b>

**Table- 3.4.4(b). Type of Educational complex for Girls complex (NGO)**

SL. No	Educational Complex (NGO)	Primary and elementary class range			Upgraded high school class range		Total
		Class 1 to 5 <sup>th</sup>	Class 1 to 7 <sup>th</sup>	Class 1 to 8 <sup>th</sup>	Class 1 to 9 <sup>th</sup>	Class 1 to 10 <sup>th</sup>	
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	0	0	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	0	0	0	0	1
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	0	0	1	1
4	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	1	0	0	1
5	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	0	0	0	0	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	0	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	0	0	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	1	1
<b>Total No of schools (NGOs)</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>8</b>
<b>Percentage</b>		<b>25%</b>	<b>0%</b>	<b>25%</b>	<b>0%</b>	<b>50%</b>	<b>100%</b>

**Table 3.4.5(a): Enrolment of Students in Boys Educational complexes (OMTES)**

SL. No	Educational Complex (OMTES)	Enrolment of Students in Educational complexes (for Boys complex)		
		Caste wise students		
		PVTG Boys	ST(other than PVTG) Boys	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	99	0	99

8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	180	0	180
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	196	0	196
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	85	0	85
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	57	0	57
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	124	0	124
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	146	0	146
<b>Total No of schools (OMTES)</b>		<b>887</b>	<b>0</b>	<b>887</b>
<b>Percentage</b>		<b>100%</b>	<b>0%</b>	<b>100%</b>

**Table 3.4.5.1(a): Enrolment of Girl Students Educational complexes (OMTES)**

SL. No	Educational Complex (OMTES)	Enrolment of Students in Educational complexes (for Girls complex)			
		Caste wise students			
		PVTG Girls	ST(other than PVTG) Girls	OTHERS	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	250	0	0	250
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	210	20	0	230
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	350	0	0	350
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	335	0	0	335
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	250	0	0	250
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	285	100	0	385
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	261	0	0	261
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	5	295	0	300

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	316	0	0	316
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	252	5	0	257
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	310	6	0	316
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	269	8	277
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	307	0	0	307
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	267	0	0	267
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	202	0	0	202
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	280	0	0	280
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	250	0	0	250
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	350	0	0	350
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	447	0	0	447
<b>Total No of schools (OMTES)</b>		<b>4927</b>	<b>695</b>	<b>8</b>	<b>5630</b>
<b>Percentage</b>		<b>87.51%</b>	<b>12.34%</b>	<b>0.14%</b>	<b>100%</b>

**Table 3.4.5.1(b): Enrolment of Students in Educational complexes (NGOs)**

SL. No	Educational Complex (NGOs)	Enrolment of Students in Educational complexes (for Girls complex)				
		Students Enrolment (Year 2019-20 )	Caste wise students			
			PVTG	ST(other than PVTG)	OTHERS	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	330	10	320	0	330
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	300	300	0	0	300
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	150	20	130	0	150
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	200	20	180	0	200
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	140	0	140	0	140
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	300	1	299	0	300
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	270	6	264	0	270
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	100	83	17	0	100
<b>Total No of schools (NGOs)</b>		<b>1790</b>	<b>440</b>	<b>1350</b>	<b>0</b>	<b>1790</b>
<b>Percentage</b>			<b>24.17%</b>	<b>74.17%</b>	<b>0%</b>	<b>100%</b>



**Table 3.5.1 (a): Gender wise teaching and non-teaching staff position (OMTES)**

SL. No	Educational Complex (OMTES)	Teaching Staff position			Non-Teaching Staff position			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	3	2	5	1	6	7	4	8	12
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	2	5	7	1	6	7	3	11	14
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	9	2	11	2	7	9	11	9	20
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	9	1	10	0	7	7	9	8	17
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	4	3	7	2	5	7	6	8	14
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	6	2	8	2	9	11	8	11	19
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	8	5	13	1	9	10	9	14	23
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	4	10	14	2	11	13	6	21	27
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	7	6	13	1	12	13	8	18	26
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	3	3	6	4	4	8	7	7	14
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	9	6	15	2	9	11	11	15	26
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	4	4	8	1	8	9	5	12	17
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	3	15	18	4	8	12	7	23	30
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	14	13	27	2	7	9	16	20	36
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	4	2	6	5	3	8	9	5	14

16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	3	6	9	4	5	9	7	11	18
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	4	5	9	4	5	9	8	10	18
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	8	2	10	4	6	10	12	8	20
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	3	6	9	7	14	21	10	20	30
<b>Total No of schools (OMTES)</b>		107	98	205	49	141	190	156	239	395
<b>Percentage</b>		52.20%	47.80%	100%	25.79%	74.21%	100%	39.49%	60.51%	100%

**Table3. 5.1 (b): Gender wise teaching and non-teaching staff position (NGOs)**

SL. No	Educational Complex (NGOs)	Teaching staff position			Non-teaching Staff position			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	4	8	12	1	12	13	5	20	25
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	5	10	15	3	7	10	8	17	25
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	6	6	3	4	7	3	10	13
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	4	8	12	5	2	7	9	10	19
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	4	4	8	3	4	7	7	8	15
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	9	4	13	7	4	11	16	8	24
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	13	14	8	8	16	9	21	30
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	7	7	1	6	7	1	13	14
<b>Total No of schools (NGOs)</b>		27	60	87	31	47	78	58	107	165
<b>Percentage</b>		31.03%	68.97%	100%	39.74%	60.26%	100%	35.50%	64.50%	100%

**Table 3.5.2 (a): Category wise Teaching staff position**

SL. No	Educational Complex (OMTES)	Teachers in Position (No)						
		Community Teachers	Recruited Teachers by SSD	Deputed from SSD Residential Schools	SS	TLT	Total in Position	No. of Vacancies
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	5	0	0	0	1	6	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	4	0	0	0	0	4	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	9	0	1	2	0	12	9
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	8	0	1	1	0	10	8
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	7	0	0	0	0	7	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	7	0	1	0	0	8	7
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	7	4	1	0	0	12	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	6	7	1	0	1	15	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	5	7	1	0	0	13	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	5	1	1	0	0	7	4
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	11	3	1	0	0	15	6
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	6	2	2	0	0	10	6
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	12	4	1	0	1	18	3
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	8	6	1	0	0	15	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	6	0	0	0	0	6	3

16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	7	0	1	0	0	8	5
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	9	3	1	1	0	14	4
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	8	1	1	2	0	12	8
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	8	3	1	0	1	13	3
<b>Total No of schools (OMTES)</b>		<b>138</b>	<b>41</b>	<b>16</b>	<b>6</b>	<b>4</b>	<b>205</b>	<b>69</b>
<b>Percentage</b>		<b>67.32%</b>	<b>20%</b>	<b>8.29%</b>	<b>2.93%</b>	<b>1.46%</b>	<b>100%</b>	

**Table 3.5.5 (a):Caste wise distribution of Teaching and Non-Teaching staff members**

SL. No	Educational Complex (OMTES)	Teaching staff members							Non-Teaching staff members					
		SC	ST	OBC	General	Others	Total	PVT G	SC	ST	OBC	General	Total	PVTG
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	5	1	0	0	6	5	0	5	1	1	7	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	4	0	0	0	4	4	0	7	0	0	7	6
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	10	1	0	0	12	5	0	8	1	0	9	6
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	8	1	0	0	10	6	0	6	1	0	7	3
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	5	1	0	0	7	5	0	7	0	0	7	5
6	Govt (SSD) Girls' High School(KKDA), <b>Baniponga, Kalahandi</b>	0	8	1	0	0	9	8	1	10	0	0	11	9
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	0	11	1	0	0	12	9	1	5	4	0	10	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	8	5	1	0	14	0	0	11	2	0	13	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	8	1	1	0	12	8	0	13	0	0	13	9
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	6	0	2	0	8	5	0	7	0	1	8	4
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	3	8	2	2	0	15	2	1	8	2	0	11	4
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	9	0	2	0	12	0	0	8	1	0	9	2
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	3	12	2	0	0	17	6	1	11	0	0	12	4

14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	10	4	1	1	17	12	0	8	1	0	9	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	6	0	0	0	6	6	1	6	1	0	8	5
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	5	1	1	0	7	5	0	9	0	0	9	5
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	8	0	4	0	12	6	0	9	0	0	9	9
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	2	9	0	1	0	12	9	0	9	1	0	10	4
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	8	1	1	3	13	5	0	18	3	0	21	5
<b>Total No of schools (OMTES)</b>		15	148	22	16	4	205	106	5	165	18	2	190	91
<b>Percentage</b>		7.32%	72.20%	10.73%	7.80%	1.95%	100%	52%	2.63%	86.84%	9.47%	1.05%	100%	47.89%

**Table 3.5.5 (b):. Caste wise distribution of Teaching and Non-Teaching staff members**

SL. No	Educational Complex (NGOs)	Teaching staff members							Non-Teaching staff members					
		SC	ST	OBC	General	Others	Total	PVTG	SC	ST	OBC	General	Total	PVTG
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	0	8	2	0	12	0	0	7	4	2	13	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	1	14	0	0	15	0	1	7	2	0	10	6
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	1	1	1	3	0	6	0	1	5	1	0	7	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	8	3	1	0	12	5	1	4	1	1	7	2
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	2	4	2	0	0	8	0	0	6	1	0	7	0
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	2	9	1	0	13	1	0	9	2	0	11	0
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	2	6	6	0	14	1	1	11	2	2	16	4
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	4	0	2	0	7	0	1	5	1	0	7	0
<b>Total No of schools (NGOs)</b>		7	22	43	15	0	87	7	5	54	14	5	78	14
<b>Percentage</b>		7.69%	29.67%	46.15%	16.48%	0%	100%	8.05%	6.41%	69.23%	17.95%	6.41%	100%	10%

**Table.3.5.6 (a). Service type of Teachers (OMTES)**

SL. No	Educational Complex (OMTES)	Service Type				Received Training	
		Permanent	Contractual	Temporary	Total	In-Service Training	Tribal Language Training
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	5	6	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	3	3	2	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	2	9	12	7	2
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	8	10	1	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	7	7	8	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	7	9	7	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	5	7	12	0	0
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	8	6	15	10	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	6	5	12	10	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	2	4	7	3	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	2	2	13	17	10	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	3	8	12	7	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	6	12	18	2	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	6	10	17	6	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	6	6	6	2
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	5	5	6	3
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	5	7	12	9	0
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	3	8	12	8	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	4	8	13	13	1
<b>Total No of schools (OMTES)</b>		<b>12</b>	<b>55</b>	<b>138</b>	<b>205</b>	<b>115</b>	<b>10</b>
<b>Percentage</b>		<b>5.85%</b>	<b>26.83%</b>	<b>67.32%</b>	<b>100%</b>		

**Table: 3.5.7.(a) Salary of teachers (in Thousand Rupees)- (OMTES)**

SL. NO	Educational Complex (OMTES)	OMTES recruited				SSD recruited/deputed				
		5000	6000	9000-10000	10000	5000-	7400	16880+	30000+	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	5	0	0	1	0	6
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	4	0	0	0	0	0	4
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	9	0	2	0	1	12
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	8	0	1	0	1	10
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	7	0	0	0	0	7
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	7	0	0	0	2	9
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	2	5	0	0	4	1	12
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	2	4	1	0	7	1	15
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	3	2	0	0	6	1	12
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	1	4	0	0	2	1	8
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	6	6	0	0	3	1	16
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	2	6	0	0	3	1	12
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	10	1	0	5	0	17
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	4	4	0	0	6	1	15
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	6	0	0	0	0	0	6
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	3	4	0	0	0	0	7
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	3	4	0	1	3	1	12
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	1	7	0	2	1	1	12
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1	7	1	0	3	1	13
<b>Total No of schools (OMTES)</b>		0	0	39	99	3	6	44	14	205
<b>Percentage</b>		0%	0%	19.02%	48.29%	1.46%	2.93%	21.46%	6.83%	100%



**Table: 3.5.7.(b) Salary of teachers (in Thousand Rupees)- (NGOs)**

SL. No	Educational Complex (NGOs)	NGO recruited				
		5000	6000	9000-10000	10000	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	5	7	0	0	12
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	15	0	0	15
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	3	2	0	1	6
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	12	0	0	12
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	7	0	1	0	8
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	13	0	0	13
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	7	7	0	14
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	7	0	0	7
<b>Total No of schools (NGOs)</b>		<b>15</b>	<b>63</b>	<b>8</b>	<b>1</b>	<b>87</b>
<b>Percentage</b>		<b>17.24%</b>	<b>72.41%</b>	<b>9.19%</b>	<b>1.14%</b>	<b>100%</b>

**Table: 3.5.8(a) Salary of Non-Teaching Staff (in Thousand Rupees)- (OMTES)**

SL. NO	Educational Complex (OMTES)	OMTES recruited				
		Below 2000	2000-5000	5000-10000	10000	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	7	0	0	0	7
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	7	0	7
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	9	0	9
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	7	0	7
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	7	0	7
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	11	0	11

7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	10	0	10
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	10	0	2	1	13
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	13	0	0	0	13
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	8	0	8
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	11	0	11
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	9	0	9
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	12	0	12
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	9	0	9
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	8	0	8
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	9	0	9
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	9	0	9
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	10	0	10
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	21	0	21
<b>Total No of schools (OMTES)</b>		30	0	159	1	190
<b>Percentage</b>		15.78%	0%	83.68%	0.52%	100%

**Table: 3.5.8.(b) Salary of Non-Teaching Staff (in Thousand Rupees)- (NGOs)**

SL. No	Educational Complex (NGOs)	NGO recruited				
		Below 2000	2000-5000	5000-10000	10000	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	12	1	0	0	13
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	8	2	0	0	10

3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	6	0	1	7
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	6	1	0	0	7
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	6	1	0	0	7
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	10	1	0	0	11
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	14	2	0	0	16
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	6	1	0	0	7
<b>Total No of schools (NGOs)</b>		62	15	0	1	78
<b>Percentage</b>		79.48%	19.23%	0%	1.28%	100%

**Table 4.1.1(a); SMC and PTA Meetings (OMTES)**

SL. No	Educational Complex (OMTES)	Constitution of SMC/SMDC	No. of SMC/SMDC meeting held	Constitution of PTA/Mother's committee	No. of PTA meetings held	Average No of parents attended
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	1	4	180
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	5	1	2	131
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	1	4	150
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	6	1	3	50
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	3	1	2	70
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	2	1	5	160
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	0	1	3	150
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	8	1	4	150
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	4	1	4	200
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	7	0	4	50
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	7	1	5	40
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	5	1	5	236
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	0	0	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	1	5	40
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	0	0	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	4	1	4	150
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	4	1	4	150
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	4	1	4	80
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	6	1	4	150
<b>Total No of schools (OMTES)</b>		<b>18</b>	<b>65</b>	<b>16</b>	<b>66</b>	<b>2137</b>

**Table 4.1.1(b); SMC and PTA Meetings (NGOs)**

SL. No	Educational Complex (NGOs)	Constitution of SMC/SMDC	No. of SMC/SMDC meeting held	Constitution of PTA/Mother's committee	No. of PTA meetings held	Average No of parents attended
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	4	1	3	280
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	0	0	0
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	0	2	1	0	70
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	2	1	3	0
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	2	1	10	20
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	2	1	4	150
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	1	1	89
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	0	1	0	44
<b>Total No of schools (NGOs)</b>		<b>3</b>	<b>12</b>	<b>7</b>	<b>21</b>	<b>653</b>

**Table 4.1.2(a) Year wise Enrolment of students (OMTES)**

SL. No	Educational Complex (OMTES)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Total
1	Educational Complex (PBDA), Jamardihi, <b>Angul</b>	250	250	250	250	250	250	250	250	250	2250
2	Educational Complex (PBDA), Jharbahal, <b>Deogarh</b>	241	252	249	250	252	280	247	249	250	2270
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	250	250	250	350	350	350	350	350	350	2850
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	253	250	250	246	249	252	251	248	250	2249
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	244	250	250	250	250	250	250	250	250	2244
6	Govt (SSD) Girls' High School(KKDA), Baniponga, Kalahandi	250	250	250	250	250	250	250	285	285	2320
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	250	250	250	250	250	250	250	253	310	2313

8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	250	250	250	250	249	250	249	247	265	2260
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	248	248	251	250	250	348	359	350	364	2668
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	250	250	246	250	250	249	249	250	250	2244
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	250	250	250	250	250	250	250	243	250	2243
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	250	250	250	250	250	250	250	250	250	2250
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	250	250	250	250	250	308	310	356	356	2580
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	0	0	0	0	0	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	246	250	250	261	178	201	233	194	207	2020
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	250	250	250	250	250	310	303	303	280	2446
17	Govt (SSD) Girls' High School(KDKA), Parsalli, <b>Rayagada</b>	250	250	250	250	250	250	250	250	250	2250
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	250	250	250	250	250	322	365	410	437	2784
<b>Total No of schools (OMTES)</b>		<b>4232</b>	<b>4250</b>	<b>4246</b>	<b>4357</b>	<b>4278</b>	<b>4620</b>	<b>4666</b>	<b>4738</b>	<b>4854</b>	<b>40241</b>
<b>Percentage</b>		<b>10.51%</b>	<b>10.56%</b>	<b>10.55%</b>	<b>10.82%</b>	<b>10.63%</b>	<b>11.48%</b>	<b>11.59%</b>	<b>11.77%</b>	<b>12.06%</b>	<b>100%</b>

**Table 4.1.2(b) Year wise Enrolment of students (NGO)**

SL. No	Educational Complex (NGOs)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	30	30	30	30	45	43	46	30	30	314
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	127	182	170	210	242	260	300	300	300	2091
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	150	150	150	150	150	150	150	150	150	1350
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	150	150	150	150	150	150	150	150	150	1350

5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	40	38	32	18	12	60	200
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	102	50	137	84	54	73	76	65	641
7	Educational Complex (Nalineed Vidya Mandir), Bariguda, <b>Rayagada</b>	307	274	294	323	326	328	332	320	293	2797
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0
<b>Total No of schools (NGOs)</b>		<b>764</b>	<b>888</b>	<b>844</b>	<b>1040</b>	<b>1035</b>	<b>1017</b>	<b>1069</b>	<b>1038</b>	<b>1048</b>	<b>8743</b>
<b>Percentage</b>		<b>8.73%</b>	<b>10.15%</b>	<b>9.65%</b>	<b>11.89%</b>	<b>11.83%</b>	<b>11.63%</b>	<b>12.22%</b>	<b>11.87%</b>	<b>11.98%</b>	<b>100%</b>

**Table 4.1.3(a) Year wise drop out of students (OMTES)**

SL. No	Educational Complex (OMTES)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	0	0	0	0	0	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0	0	0	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	0	0	0	0	0	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0	0	0	0	0	0	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	0	0	0	0	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, Kalahandi	30	18	26	13	10	4	5	4	2	0	112
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	17	68	31	9	26	21	24	27	45	0	268
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0	0	0	0	0	2	0	2
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	0	0	0	0	0	0	0	0	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	26	1	11	8	12	15	2	29	5	22	131
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	36	78	60	39	24	15	17	27	0	0	296
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	38	60	63	82	101	70	0	44	94	72	624
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	44	21	34	8	31	10	32	24	14	20	238
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	0	0	0	0	0	0	0



15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	35	42	33	2	45	76	72	15	13	16	349
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	11	10	12	15	10	10	15	18	15	15	131
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	0	16	29	35	44	9	43	176
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total No of schools (OMTES)</b>		<b>237</b>	<b>298</b>	<b>270</b>	<b>176</b>	<b>275</b>	<b>250</b>	<b>202</b>	<b>232</b>	<b>199</b>	<b>188</b>	<b>2327</b>
<b>Percentage</b>		<b>10.18%</b>	<b>12.80%</b>	<b>11.60%</b>	<b>7.56%</b>	<b>11.81%</b>	<b>10.74%</b>	<b>8.68%</b>	<b>9.96%</b>	<b>8.55%</b>	<b>8.07%</b>	<b>100%</b>

**Table 4.1.3(b) Year wise drop out of students (NGOs)**

SL. No	Educational Complex (NGOs)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	0	0	0	0	0	0	0	0	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	5	0	12	2	0	0	0	0	0	0	19
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	0	0	0	0	0	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	0	0	0	0	0	0	0	0	0
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	2	0	11	3	0	0	0	16
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	0	0	0	0	0	0	0	0	0
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0	0
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Total No of schools (NGOs)</b>		<b>5</b>	<b>0</b>	<b>12</b>	<b>4</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>
<b>Percentage</b>		<b>14.28%</b>	<b>0%</b>	<b>34.21%</b>	<b>11.42%</b>	<b>0%</b>	<b>31.42%</b>	<b>8.57%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

**Table. 4.1.4 (a) Receipt and Expenditure (OMTES) (in Rs)**

SL. No	Educational Complex (OMTES)	2016-17		2017-18		2018-19		Total	
		Receipt	expenses	Receipt	expenses	Receipt	expenses	Receipt	expenses
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	NA	NA	NA	NA	NA	NA	NA	NA
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	₹ 57,25,345	₹ 48,84,247	₹ 39,01,339	₹ 37,31,870	₹ 48,69,469	₹ 42,53,839	₹ 1,44,96,153	₹ 1,28,69,956
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	₹ 88,77,300	₹ 39,19,557	₹ 37,68,424	₹ 37,68,424	₹ 65,76,318	₹ 49,53,990	₹ 1,92,22,042	₹ 1,26,41,971
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	₹ 69,73,300	₹ 40,43,896	₹ 56,83,584	₹ 37,55,104	₹ 70,36,630	₹ 37,26,087	₹ 1,96,93,514	₹ 1,15,25,087
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	₹ 64,10,180	₹ 38,67,423	₹ 58,09,200	₹ 37,79,698	₹ 51,74,868	₹ 31,41,020	₹ 1,73,94,248	₹ 1,07,88,141
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	₹ 49,45,963	₹ 39,12,756	₹ 32,67,205	₹ 44,05,543	₹ 50,00,000	₹ 43,80,679	₹ 1,32,13,168	₹ 1,26,98,978
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	₹ 32,40,670	₹ 29,78,177	₹ 37,13,497	₹ 46,63,199	₹ 60,00,000	₹ 41,16,933	₹ 1,29,54,167	₹ 1,17,58,309
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	₹ 65,65,200	₹ 35,05,724	₹ 59,83,890	₹ 36,89,302	₹ 55,76,863	₹ 36,46,439	₹ 1,81,25,953	₹ 1,08,41,465
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	₹ 79,65,800	₹ 65,81,736	₹ 75,99,000	₹ 65,25,173	₹ 77,12,848	₹ 73,24,347	₹ 2,32,77,648	₹ 2,04,31,256
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	₹ 73,64,730	₹ 42,51,197	₹ 57,38,700	₹ 37,35,196	₹ 51,79,668	₹ 40,05,704	₹ 1,82,83,098	₹ 1,19,92,097
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	₹ 71,78,995	₹ 19,74,704	₹ 22,25,811	₹ 48,87,563	₹ 35,00,000	₹ 50,97,502	₹ 1,29,04,806	₹ 1,19,59,769
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	₹ 84,36,276	₹ 53,48,162	₹ 57,70,319	₹ 23,98,104	₹ 70,06,346	₹ 28,37,973	₹ 2,12,12,941	₹ 1,05,84,239
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	₹ 63,04,615	₹ 50,12,158	₹ 39,10,605	₹ 48,69,858	₹ 75,000	₹ 71,23,367	₹ 1,02,90,220	₹ 1,70,05,383
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	₹ 81,91,120	₹ 35,01,246	₹ 81,22,270	₹ 27,02,375	₹ 60,60,568	₹ 43,97,571	₹ 2,23,73,958	₹ 1,06,01,192
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	₹ 72,64,740	₹ 34,46,031	₹ 57,50,800	₹ 28,47,085	₹ 51,84,268	₹ 30,28,276	₹ 1,81,99,808	₹ 93,21,392
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	₹ 53,81,742	₹ 39,19,404	₹ 24,49,259	₹ 3,68,652	₹ 41,89,831	₹ 48,47,130	₹ 1,20,20,832	₹ 91,35,186
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	₹ 20,37,130	₹ 30,93,304	₹ 13,22,551	₹ 29,01,331	₹ 45,00,000	₹ 78,59,681	₹ 78,59,681	₹ 1,38,54,316
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	NA	NA	₹ 38,68,424	₹ 38,68,424	₹ 66,76,318	₹ 50,53,990	₹ 1,05,44,742	₹ 89,22,414
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	₹ 80,55,720	₹ 71,83,588	₹ 93,11,370	₹ 56,50,778	₹ 1,04,46,318	₹ 2,78,13,408	₹ 2,78,13,408	₹ 4,06,47,774

**Table. 4.1.4 (b) Receipt and Expenditure (NGOs) (in Rs)**

SL. No	Educational Complex (NGOs)	2016-17		2017-18		2018-19		Total	
		Receipt	expenses	Receipt	expenses	Receipt	expenses	Receipt	expenses
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	₹ 36,40,000	₹ 36,40,000	₹ 36,40,000	₹ 36,40,000	₹ 36,40,000	₹ 36,40,000	₹ 1,09,20,000	₹ 1,09,20,000
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	NA	NA	NA	NA	NA	NA	NA	NA
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	NA	NA	₹ 30,08,961	₹ 30,52,600	₹ 34,88,511	₹ 41,45,448	₹ 64,97,472	₹ 71,98,048
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	₹ 31,82,700	₹ 38,88,167	₹ 32,12,700	₹ 32,80,155	₹ 32,12,700	₹ 43,86,691	₹ 96,08,100	₹ 1,15,55,013
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	NA	₹ 29,10,810	NA	₹ 16,87,800	NA	₹ 23,96,200	NA	₹ 69,94,810
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	₹ 50,43,511	₹ 55,33,234	₹ 50,96,015	₹ 55,33,234	₹ 51,72,210	₹ 61,59,909	₹ 1,53,11,736	₹ 1,72,26,377
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	₹ 58,10,699	₹ 64,92,740	₹ 55,74,476	₹ 61,18,468	₹ 55,80,120	₹ 58,06,149	₹ 1,69,65,295	₹ 1,84,17,357
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	NA	NA	NA	NA	₹ 50,36,868	₹ 46,47,554	₹ 50,36,868	₹ 46,47,554

**Table.4.1.5 (a). Co-curricular Activities (OMTES)**

SL. No	Educational Complex (OMTES)	Dancing	Debate / Eloquence	Drawing	G.K. / Quiz	Painting	Singing
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	1	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	0	0	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	1	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	0	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	0	0	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	1	1	1

7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	0	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	1	0	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	0	0	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	1	1	0	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	0	0	0	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	1	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	1	1	1	1
<b>Total No of schools (OMTES)</b>		<b>17</b>	<b>14</b>	<b>17</b>	<b>13</b>	<b>7</b>	<b>18</b>
<b>Percentage</b>		<b>89.47%</b>	<b>73.68%</b>	<b>89.47%</b>	<b>68.42%</b>	<b>36.84%</b>	<b>94.73%</b>

**Table.4.1.5 (b). Co-curricular Activities (NGOs)**

SL. No	Educational Complex (NGOs)	Dancing	Debate/ Eloquence	Drawing	G.K. / Quiz	Painting	Singing
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	0	1	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	0	0	0

3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	0	0	1	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	0	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	0	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	0	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	0	0	0
<b>Total No of schools (NGOs)</b>		<b>7</b>	<b>7</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>Percentage</b>		<b>87.50%</b>	<b>87.50%</b>	<b>100%</b>	<b>37.50%</b>	<b>25%</b>	<b>62.50%</b>

**Table.4.1.6 (a).Extra Co-curricular Activities (OMTES)**

SL. No	Educational Complex (OMTES)	Athletics	Badminton	Basketball	Football	Kabbadi	Kho-Kho	Volley ball	karate	skipping	Total Extra Co-Curricular Activity	% Of Extra Co-Curricular Activity
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	0	1	1	0	0	0	1	4	44.44%
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0	0	0	1	1	2	22.22%
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	1	1	0	1	1	0	1	1	6	66.66%
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	1	0	0	1	1	0	0	1	4	44.44%
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	0	1	0	0	0	1	0	0	1	3	33.33%
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	0	1	1	1	1	0	1	7	77.77%
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	0	0	0	1	1	0	1	5	55.55%
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	1	0	0	0	0	1	0	1	3	33.33%

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	0	1	1	1	1	0	1	7	77.77%
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	0	0	1	1	1	0	1	5	55.55%
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	0	0	0	0	0	1	1	11%
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	0	0	0	0	0	0	1	2	22.22%
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	0	0	0	0	0	1	2	22%
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	1	1	1	1	1	0	1	7	77.77%
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	0	0	1	0	0	0	1	4	44.44%
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	1	0	1	0	0	1	0	1	4	44.44%
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	1	0	1	1	1	1	0	1	6	66.66%
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	1	0	0	0	0	0	0	1	2	22.22%
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	0	0	1	1	1	0	1	4	44.44%
<b>Total No of schools (OMTES)</b>		6	13	3	6	10	10	9	2	19	78	
<b>Percentage</b>		31.58%	68.42%	15.79%	31.58%	52.63%	52.63%	47.37%	10.53%	100%	68.42%	



**Table.4.1.6 (b).Extra Co-curricular Activities (NGOs)**

SL. No	Educational Complex (NGOs)	Athletics	Badminton	Basketball	Football	Kabbadi	Kho-Kho	Volley ball	karate	skipping
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	0	0	1	1	1	0	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	0	0	1	1	0	0	1
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	1	1	1	1	1	1	0	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	0	0	1	1	1	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	0	0	0	1	0	0	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	1	1	0	0	0	0	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	0	0	1	1	0	0	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	1
<b>Total No of schools (NGOs)</b>		5	5	2	2	5	6	2	1	8
<b>Percentage</b>		62.50%	62.50%	25%	25%	62.50%	75%	25%	12.50%	100%

**Table.4.1.7(a).Maintenance of records and registers (OMTES)**

SL. No	Educational Complex (OMTES)	Admission register of students	Attendance register of teachers	Stock register	Register of uniforms	Register of books and stationery	Register of honorarium payment	SMC resolution register	PTA resolution register
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	0	1	1	0	1	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	1	1	0	1	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	1	1	0	1	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	1	0	1	1
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	1	1	1	1	1	1	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	1	1	1	1	1

7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	1	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	1	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	1	1	1	1	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	1	1	1	1	1	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	0	1	1	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	1	1	1	1	1	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	1	1	1	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	1	1	1	1	1
<b>Total No of schools (OMTES)</b>		<b>19</b>	<b>19</b>	<b>17</b>	<b>19</b>	<b>19</b>	<b>13</b>	<b>19</b>	<b>19</b>
<b>Percentage</b>		<b>100%</b>	<b>100%</b>	<b>89.47%</b>	<b>100%</b>	<b>100%</b>	<b>68.42%</b>	<b>100%</b>	<b>100%</b>

**Table.4.1.7(b).Maintenance of records and registers (NGOs)**

SL. No	Educational Complex (NGOs)	Admission Register of Students	Admission Register of Students	Admission Register of Students	Admission Register of Students	Admission Register of Students	Admission Register of Students	Admission Register of Students	Admission Register of Students
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1	1	1	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	1	1	1	1	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1	1	1	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	1	1	1	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1	1	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	1	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	1	1	1	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Percentage</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 4. 1.8 (a). Maintenance of records and registers of hostels (OMTES)**

SL. No	Educational Complex (OMTES)	Students incoming and outgoing register maintained properly	Sick register prepared and maintained	Meal Attendance register	Cash stipend register	A register having the phone number of parents / guardian & local guardian prepared	Mess requirement and stock register prepared and maintained	Record of hostel visitors maintained properly
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1	1	0	1	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	1	0	0	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	0	1	1

4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	1	1	1	1
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	1	1	1	1	1	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	1	1	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	1	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	1	0	1	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	1	1	1	0
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	1	1	1	1	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	1	1	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	0	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	1	1	0	1	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	0	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	1	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	1	1	1	1
<b>Total No of schools (OMTES)</b>		<b>18</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>13</b>	<b>18</b>	<b>18</b>

**Table 4. 1.8 (b). Maintenance of records and registers of hostels (NGO)**

SL. No	Educational Complex (NGO)	Students incoming and outgoing register maintained properly	Sick register prepared and Maintained	Meal Attendance register	Cash Stipend register	A Register having the phone number of parents / guardian & local guardian prepared	Mess requirement and stock register prepared and maintained	Record of hostel visitors maintained properly
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1	1	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	1	1	1
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	0	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	1	1	1
5	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	1	1	1	1	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	1	1
<b>Total No of schools (NGOs)</b>		<b>7</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>

SL.No	Name of the Micro Project Educational Complex (OMTES)	Collector	Sub-Collector	Special Officer, Micro Project	PA / ITDA	CI	DWO	WEO	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	6	32	0	0	1	2	41
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	2	0	0	0	0	2
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	1	1	0	1	1	4
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	8	1	0	1	0	10
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	2	3	17	0	0	4	10	36
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	1	2	4	0	7
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	1	0	1	1	10	13
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	2	2	2	1	2	7	17
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	2	15	1	1	1	20	42
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	5	15	5	2	10	15	52
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	10	2	2	3	10	27
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	0	1	1	2	8	13
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	0	1	0	1	10	12
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	2	12	1	3	2	12	32
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0	2	4	6
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	6	3	3	1	2	2	1	18
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	3	1	12	10	0	3	3	32
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	2	2	1	4	1	3	1	14
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	3	0	0	0	3	8
<b>Total No of schools (OMTES)</b>		17	28	134	31	16	43	117	386
<b>Percentage</b>		4.40%	7.25%	34.71%	8.03%	4.14%	11.13%	30.31%	100%

**Table.4.1.9 (a). Average No of visits to the Educational complex by officials (OMTES)****Table.4.1.9. (b). Average No of visits to the Educational complex by officials (NGO)**

SL. No	Educational Complex (NGOs)	Collector	Sub-Collector	Special Officer, Micro Project	PA / ITDA	CI	DWO	WEO	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	1	0	0	0	3	3	7
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	0	1	0	2	0	4
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	0	0	0	1	0	3
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	0	0	0	2	5	8
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	0	0	3	1	4
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	2	0	0	0	3	3	9
7	Educational Complex (Naline Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	2	1	2	0	5
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	0	1	0	1	1	5
<b>Total No of schools (NGOs)</b>		<b>4</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>17</b>	<b>13</b>	<b>45</b>
<b>Percentage</b>		<b>8.88%</b>	<b>13.33%</b>	<b>0%</b>	<b>8.88%</b>	<b>2.22%</b>	<b>37.77%</b>	<b>28.88%</b>	<b>100%</b>

**Table.4.2.1(a).Access to Physical Infrastructure in educational complexes (OMTES)**

SL. No	Educational Complex (OMTES)	Office of the Headmaster	Teachers' Common Room	Separate Toilet for teachers	Open Pandal /Prayer Hall	Play Ground	Garden	Science Room	Library Room	Computer Lab	Fire Safety
1	Educational Complex(PBD A), Jamardihi, <b>Angul</b>	1	0	0	1	1	0	0	0	1	0
2	Educational Complex(PBD A), Jharbahal, <b>Deogarh</b>	1	1	0	1	0	1	0	1	1	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	0	0	0	1	0	0	0	1
4	Govt (SSD) Girls' High School(SDA)	1	0	0	1	0	0	0	1	1	0



	Bhagmari, <b>Gajapati</b>										
5	Educational Complex(TDA) ,Tumba, <b>Ganjam</b>	1	1	1	0	0	1	0	0	1	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kal ahandi</b>	1	0	0	0	0	0	0	0	1	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	0	0	0	1	0	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	0	0	1	1	0	0	0	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	0	1	1	1	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	0	0	0	1	0	0	1	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	0	0	0	1	0	0	0	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	0	0	0	0	1	0	0	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMD A), Angarpada, <b>Mayurbhanj</b>	1	1	1	0	0	1	0	1	1	1
15	Educational Complex(CBD A), Saliapada, <b>Nuapada</b>	1	0	0	0	0	0	0	1	1	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	0	0	0	1	0	1	1	0

17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	0	1	1	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	0	1	1	0	1	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	0	1	1	1	0	1	1	1
<b>Total No of schools (OMTES)</b>		<b>19</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>15</b>	<b>3</b>	<b>10</b>	<b>15</b>	<b>10</b>
<b>Percentage</b>		<b>100%</b>	<b>52.63%</b>	<b>31.58%</b>	<b>31.58%</b>	<b>31.58%</b>	<b>78.95%</b>	<b>15.79%</b>	<b>52.63%</b>	<b>78.95%</b>	<b>52.63%</b>

**Table.4.2.1(b).Access to Physical Infrastructure in educational complexes (NGOs)**

SL. No	Name of the Educational Complex (NGOs)	Office of the Headmaster	Teachers' Common Room	Separate Toilet for teachers	Open Pandal /Prayer Hall	Play Ground	Garden	Science Room	Library Room	Computer Lab	Fire safety	Schools with Total No of Good Infrastructure facility	% Schools with Total No of Good Infrastructure facility
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1	1	0	1	1	1	9	90%
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	0	1	1	0	0	0	0	5	50%
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1	1	1	1	0	1	1	1	9	90%
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	0	1	1	1	0	1	0	1	7	70%
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	0	1	0	0	7	70%
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1	1	1	1	1	1	10	100%
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	1	1	1	1	1	10	100%
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	1	1	1	1	1	0	9	90%
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>66</b>	
<b>Percentage</b>		<b>100%</b>	<b>100%</b>	<b>87.50%</b>	<b>87.50%</b>	<b>100%</b>	<b>100%</b>	<b>37.50%</b>	<b>87.50%</b>	<b>62.50%</b>	<b>62.50%</b>	<b>83%</b>	

**Table.4.2.2(a). Class Room Conditions (OMTES)**

SL. No	Educational Complex (OMTES)	Provision for Adequate light	Sufficient Class Rooms	Proper Sitting Arrangements	Sufficient Space for Students in The Class	Black board Facilities	Adequacy of Chalk and duster	Charts/Map/ Paintings in Class Rooms
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1	1	1	1	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	1	1	1	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	0	0	1	1	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	1	0	1	1	1

5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	0	1	0	1	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	0	0	0	1	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	1	1	1	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	1	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	1	1	1	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	0	1	1	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0	1	1	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	1	1	0	1	1	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	0	0	1	1	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	0	1	1	1
<b>Total No of schools (OMTES)</b>		16	10	15	10	19	19	15
<b>Percentage</b>		84.21%	52.63%	78.94%	52.63%	100%	100%	78.94%

**Table.4.2.2(b). Class Room Conditions (NGOs)**

SL. No	Educational Complex (NGOs)	Provision for Adequate light	Sufficient Class Rooms	Proper Sitting Arrangements	Sufficient Space for Students in The Class	Black board Facilities	Adequacy of Chalk and duster	Charts/Map/ Paintings in Class Rooms
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1	1	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	1	1	1	1	1
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	1	1	1	1	1	1	1

4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	1	1	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	1	1	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Percentage</b>		<b>100%</b>	<b>87.50%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table.4.2.3(a) Basic Service facilities (OMTES)**

SL. No	Educational Complex (OMTES)	Availability of Drinking Water Facilities	Separate Functional Toilet for Girls in School	Availability of Electricity
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	1	1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	1

12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1
<b>Total No of schools (OMTES)</b>		<b>18</b>	<b>16</b>	<b>18</b>
<b>Percentage</b>		<b>94.73%</b>	<b>84.21%</b>	<b>94.73%</b>

**Table.4.2.3(b) Basic Service facilities (NGOS)**

SL.N o	Name of the Educational Complex (NGOs)	Availability of Drinking Water facilities	Separate Functional Toilet for Girls in School	Availability of Electricity
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>8</b>	<b>8</b>
<b>Percentage</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table.4.2.4(a).Vocational Training (OMTES)**

SL. No	Educational Complex (OMTES)	Vocational Training Available (YES/NO)	Tailoring	Craft	Cropping Pattern and Horticulture	Gardening
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	0	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	0	0	0
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	0	0	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	0	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	0	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	0	0	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	0	0	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	0	0	0
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	0	0	0
<b>Total No of schools (OMTES)</b>		<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Percentage</b>		<b>15.78%</b>	<b>15.78%</b>	<b>0%</b>	<b>0%</b>	<b>5.26%</b>

**Table.4.2.4 (b).Vocational Training (NGOs)**

SL. No	Educational Complex (NGOs)	Vocational Training Available (YES/NO)	Tailoring	Craft	Cropping Pattern and Horticulture	Gardening
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	0	0	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	0	0	0
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	0	0	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	0	1	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	0	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	1	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	0	0	0
<b>Total No of schools (NGOs)</b>		<b>7</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Percentage</b>		<b>87.50%</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

**Table. 4.3.1(a). Sanctioned seats in Hostels and Actual strength of Boarders (OMTES)**

SL. No	Educational Complex (OMTES)	No. of Boys hostel	No. of Girls hostel	Hostels with sanctioned seats for boys	Actual No. of Boys Boarder	Excess/shortage of seats for boys	Hostels with sanctioned seats for girls	Actual No. of Girls Boarder	Excess/shortage of seats for girls
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	4	0	NA	NA	250	250	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	3	0	NA	NA	250	250	0
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	2	0	NA	NA	335	335	0
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	2	0	NA	NA	350	350	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	2	0	NA	NA	250	250	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	2	0	NA	NA	385	385	0
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	1	2	100	99	-1	250	261	11
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	1	0	NA	NA	300	300	0



9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	0	NA	NA	350	350	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	2	0	NA	NA	257	257	0
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	0	NA	NA	300	300	0
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	2	0	NA	NA	360	360	0
13	Govt (SSD) Girls' High School(LDA), Chikimatia, <b>Mayurbhanj</b>	1	2	200	199	-1	375	306	-69
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	3	100	85	-15	300	267	-33
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	1	0	NA	NA	202	202	0
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	2	0	NA	NA	290	350	60
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	2	0	NA	NA	300	280	-20
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	200	124	-76	250	250	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	3	200	146	-54	500	447	-53
<b>Total No of schools (OMTES)</b>		5	38	800	653	-147	5854	5750	-104
<b>Percentage</b>		100%	100%	100%	81.63%	18.37%	100%	98.22%	1.78%

Note- (-) refers to the shortage of boarders and others refers to the excess no of boarders.

**Table. 4.3.1(b).. Sanctioned seats in Hostels and Actual strength of Boarders (NGOs)**

SL. No	Educational Complex (NGOs)	No. of Boys hostel	No. of Girls hostel	Hostels with sanctioned seats for boys	Actual No. of Boys Boarder	Excess/shortage of seats for boys	Hostels with sanctioned seats for girls	Actual No. of Girls Boarder	Excess/shortage of seats for girls
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	NA	6	NA	NA	NA	300	300	0
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	NA	0	NA	NA	NA	100	100	0
3	Prakalpo Educational Complex,	NA	1	NA	NA	NA	212	300	88

	Masinajodi, <b>Keonjhar</b>								
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	NA	1	NA	NA	NA	200	200	0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	NA	5	NA	NA	NA	150	150	0
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	NA	1	NA	NA	NA	140	140	0
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	NA	1	NA	NA	NA	221	300	79
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	NA	2	NA	NA	NA	259	270	11
<b>Total No of schools (NGOs)</b>		NA	17	NA	NA	NA	1582	1760	178
<b>Percentage</b>		NA	100%	NA	NA	NA	100%	111.25%	11.25%

**Table. 4.3.2(a). Access to Basic Amenities (OMTES)**

SL. No	Educational Complex (OMTES)	Available Electricity Facility	Availability of Alternate source of lighting	Appropriate numbers of toilets available in the girls' hostel (preferable in the ratio 1: 10)	Availability of Safe Drinking water facilities (Tube well/regular water supply)-	Visit of health personnel and regular health check up of boarders
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	0	1	1	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	0	1	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	0	1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	0	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	0	0	1	1

8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	1	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	0	1	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	1	0	1	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	0	1	1
<b>Total No of schools (OMTES)</b>		18	17	11	18	19
<b>Percentage</b>		94.73%	89.47%	57.89%	94.73%	100%

**Table. . 4.3.2(b). Access to Basic Amenities (NGOs)**

SL. No	Educational Complex (NGOs)	Available Electricity Facility	Availability of Alternate source of lighting	Appropriate numbers of toilets available in the girls' hostel (preferable in the ratio 1: 10)	Availability of Safe Drinking water facilities (Tube well/regular water supply)-	Visit of health personnel and regular health check up of boarders
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	1
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	1
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1	1	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Percentage</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table. 4.3.3 (a). Access to health facilities (OMTES)**

SL. No	Educational Complex (OMTES)	Regular Health Check-up of students	First Aid Box	Vaccination and Immunization	Iron/Folic Acid tablets/de-worm tablets provided	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1	1	4
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	1	1	1	3
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	1	4
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	4
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	0	1	3
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	1	4
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	4
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	4
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	4
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	0	1	3
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	0	1	3
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	1	1	3
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	4
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	1	1	1	3
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	0	1	3
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	4
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	1	4
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	1	4
<b>Total No of schools (OMTES)</b>		<b>16</b>	<b>19</b>	<b>15</b>	<b>19</b>	<b>69</b>
<b>Percentage</b>		<b>23.18%</b>	<b>27.53%</b>	<b>21.73%</b>	<b>27.53%</b>	<b>100%</b>

**Table. 4.3.3 (b). Access to health facilities (NGO)**

SL. No	Educational Complex (NGOs)	Regular Health Check-up of students	First Aid Box	Vaccination and Immunization	Iron/Folic Acid tablets/de-worm tablets provided	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	4
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	1	4
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	1	1	1	3
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	4
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	1	1	3
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	4
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	4
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	1	4
<b>Total No of schools (NGOs)</b>		<b>7</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>30</b>
<b>Percentage</b>		<b>23.33%</b>	<b>23.33%</b>	<b>26.66%</b>	<b>26.66%</b>	<b>100%</b>

**Table. 4.3.4 (a).Basic requirements of Boarders (OMTES)**

SL. No	Educational Complex (OMTES)	Availability of basic requirements						
		Cot	Mosquito Net	Bed Sheet	Mattress	Blanket	Sataranji	Sanitary pad
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	1	1	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	0	0	1	0	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	1	0	0	1	0	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	0	1	0	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	1	1	0	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	1	1	0	1	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	1	1	1

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	1	1	1	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	0	1	1	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	1	0	1	0	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	0	0	0	0	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	0	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	1	1	1	1	1	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	0	0	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	1	1	1	1	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	1	1	1	1	1	1
<b>Total No of schools (OMTES)</b>		<b>10</b>	<b>18</b>	<b>16</b>	<b>10</b>	<b>16</b>	<b>10</b>	<b>19</b>

**Table. 4.3.4 (b).Basic requirements of Boarders (NGO)**

SL. No	Educational Complex (NGOs)	Availability of basic requirements						
		Cot	Mosquito Net	Bed Sheet	Mattress	Blanket	Sataranji	Sanitary pad
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	0	1	1	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	1	1	1	1	1	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	1	1	1	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	1	1	1	1	1
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	1	1	1	1	1	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	1	1	1	1	0	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	1	1	0	1	1	1
<b>Total No of schools (NGOs)</b>		<b>2</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>7</b>



**Table. 4.3.5 (a). Availability and Maintenance of Basic Infrastructure Facilities (OMTES)**

SL. No	Educational Complex (OMTES)	Hostel kitchen available and maintained properly	Hostel kitchen garden available and maintained properly	Dining hall available and maintained neat and clean	Drainage system available and working properly	Fire safety equipments available	LPG connection with smokeless Chula	CCTV surveillance
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	1	1	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	1	1	1	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	1	1	1	1	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	1	0	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	1	1	0	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	0	1	0	0	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	1	1	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	0	0	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	0	1	1	0	0	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	0	1	0	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	0	1	0	0	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	0	1	1	0	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	1	1	1	1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1	0	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	1	1	0	0	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	1	1	1	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	0	0	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	0	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	1	1	0	1	1
<b>Total No of schools (OMTES)</b>		<b>16</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>10</b>	<b>6</b>	<b>19</b>

**Table. 4.3.5 (b). Availability and Maintenance of Basic Infrastructure Facilities (NGO)**

SL. No	Educational Complex (NGOs)	Hostel kitchen available and maintained properly	Hostel kitchen garden available and maintained properly	Dining hall available and maintained neat and clean	Drainage system available and working properly	Fire safety equipments available	LPG connection with smokeless Chula	CCTV surveillance
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	0	1	1	1	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	0	1	1	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	0	1	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	0	1	1	0	1
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	0	1	1	1	1	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	0	1	1	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	0	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>6</b>

**Table 4.4.1(a): Safety and Security of hostel boarders(OMTES)**

SL. No	Educational Complex (OMTES)	Escorting of girl students for outdoor activities	Emergency hotline number	School and hostel boundary	Life skill training to hostel inmates	Adherence to safety and security guidelines	Visit by the govt. officials at least once in a month	First-Aid box
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	1	1	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	0	1	0	0	1	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	1	1	0	1	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	1	1	0	1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	0	0	1	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	1	1	0	1	1

7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	0	1	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	1	1	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	1	1	1	0
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	1	0	1	1	1	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	0	1	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	1	1	0	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	1	1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	1	0	0	1	1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	1	1	0	1	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	0	1	1	1	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1	1	0	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	1	1	1	1	1
<b>Total No of schools (OMTES)</b>		<b>16</b>	<b>5</b>	<b>17</b>	<b>16</b>	<b>8</b>	<b>18</b>	<b>18</b>

**Table 4.4.1(b): Safety and Security of hostel boarders (NGO)**

SL. No	Educational Complex (NGOs)	Escorting of girl students for outdoor Activities	Emergency Hotline Number	School and Hostel boundary	Life skill Training to hostel inmates	Adherence to Safety and Security guidelines	Visit by the Govt. officials at least once in a month	First-Aid box
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	0	0	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	0	1	1	1	1

3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	1	1	1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	1	1	0	0	1
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	0	0	1	0	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	1	1	1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	1	0	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	0	1	1
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>8</b>

**Table 4.4.2(a): Awareness of about safety and security guidelines (OMTES)**

Sl. No	Educational Complex (OMTES)	0% (Not aware)	Aware (0-50%)	Aware and Partially Positive (50-80%)	Aware and Fully positive (80-100%)	Total students
1	Educational Complex(PBDA), Jamardih, <b>Angul</b>	1	1	0	8	10
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	2	8	10
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	1	9	10
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	2	8	10
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	2	8	10
6	Govt (SSD) Girls' High School(KKDA), <b>Baniponga</b>	1	0	1	8	10
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kalahandi</b>	0	0	0	10	10
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	10	10
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	0	10	10
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	1	9	10
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	3	5	10

12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	3	7	10
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	0	10	10
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	5	5	10
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	NA	NA	NA	NA	NA
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1	9	10
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	10	10
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	10	10
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1	9	10
<b>Total No of schools (OMTES)</b>		3	2	22	153	180
<b>Percentage</b>		1.66%	1.11%	12.23%	85%	100%

**Table 4.4.2(b): Awareness of about safety and security guidelines (NGOs)**

Sl. No	Educational Complex (NGOs)	0% (Not aware)	Aware (0-50%)	Aware and partially positive (50-80%)	Aware and fully positive (80-100%)	Total students
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	9	10
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	3	3	3	10
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	10	10
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	3	2	3	2	10
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	NA	NA	NA	NA	NA
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	1	9	10
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	2	8	10
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	NA	NA	NA	NA	0
<b>Total No of schools (NGOs)</b>		4	5	10	41	60
<b>Percentage</b>		6.67%	8.33%	16.67%	68.33%	100%

**Table 4.4.3(a): Impact on Life Skill Education training on Peer leaders (OMTES)**

SL. No	Educational Complex (OMTES)	Constitution of Peer group leader	Peer group leader training received	Leaders discharging role	Creating awareness	Total Strength of LSE
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	0	0	2
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	0	0	2
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	4
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	0	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	1	0	3
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	1	0	2
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	1	0	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	0	0	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	0	0	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	1	1	4
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	0	0	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	1	1	0	2
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1	0	1
<b>Total No of schools (OMTES)</b>		<b>8</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>29</b>
<b>Percentage</b>		<b>42.10%</b>	<b>42.10%</b>	<b>36.84%</b>	<b>31.57%</b>	<b>38.15%</b>

**Table 4.4.3(b): Impact on Life Skill Education Training on Peer leaders (NGOs)**

SL. No	Educational Complex (NGOs)	Constitution of Peer group leader	Peer group leader training received	Leaders discharging role	Creating awareness	Total Strength of LSE
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	0	0	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	0	0	1
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	1	1	0	0	2
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	0	1	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	0	0
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	0	0	0	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	0
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	1	0	3
<b>Total No of schools (NGOs)</b>		<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>8</b>
<b>Percentage</b>		<b>50%</b>	<b>25%</b>	<b>12.50%</b>	<b>12.50%</b>	<b>100%</b>

**Table 5.1.1(a).Teaching Methods (OMTES)**

SL. No	Educational Complex (OMTES)	Writing Exercise	Reading Text books	both reading and writing	Ask bright students to teach	Game method	Story-telling	All of these
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	1	0	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	1	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	0	1	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	1	1	1	1	1	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	1	1	0	1	1	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	1	1	1	1



7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	0	1	1	0
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	0	0	0	0	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	1	1	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	0	1	0	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	1	0	0	0	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	0	0	0	1	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	1	0	0	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	0	0	0	0	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	1	0	0	0	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	1	0	0	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	0	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	0	0	0	0
<b>Total No of schools (OMTES)</b>		13	12	16	6	8	7	2
<b>Percentage</b>		68.42%	63.15%	84.21%	31.57%	42.10%	36.84%	10.52%

**Table 5.1.1(b).Teaching Methods (NGOs)**

SL. No	Educational Complex (NGOs)	Writing Exercise	Reading Text books	both reading and writing	Ask bright students to teach	Game method	Story-telling	All of these
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	0	0	0	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	1	0	0	0	0
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1	1	1	1	1

4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	0	0	0	0	0
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	0	1	1	0
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	1	1	1	1	0
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	1	1	1	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	1	0	0	0	0	0
<b>Total No of schools (NGOs)</b>		5	5	6	3	4	4	2
<b>Percentage</b>		62.50%	62.50%	75%	37.50%	50%	50%	25%

**Table 5.1.2 (a).Teaching Learning Materials (OMTES)**

SL. No	Educational Complex (OMTES)	Reading and writing materials	Display board	Black board	Computer power point
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	1	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	0	1	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	1	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0

13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	1	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	1	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	1	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	0	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	0
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	1	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	0	1
<b>Total No of schools (OMTES)</b>		<b>11</b>	<b>2</b>	<b>9</b>	<b>3</b>
<b>Percentage</b>		<b>57.89%</b>	<b>10.52%</b>	<b>47.36%</b>	<b>15.78%</b>

**Table 5.1.2 (b).Teaching Learning Materials (NGOs)**

SL. No	Educational Complex (NGOs)	Reading and writing materials	Display board	Black board	Computer power point	Total TLM Used	% Of TLM Used
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	0	0	0	1	25%
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	0	3	75%
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	1	1	4	100%
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	1	0	2	50%
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	1	1	1	4	100%
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	1	0	3	75%
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	0	0%
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	0	0	0	1	25%
<b>Total No of schools (NGOs)</b>		<b>6</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>18</b>	
<b>Percentage</b>		<b>75%</b>	<b>62.50%</b>	<b>62.50%</b>	<b>25%</b>	<b>56.25%</b>	

**Table 5.2.1(a).Post wise vacancy of teachers (OMTES)**

SL. No	Educational Complex (OMTES)	Vacancy of Teachers							
		HM	T.G.T (Sc.)	T.G.T (Arts)	Classical (Sanskrit)	P.E.T	Classical (Hindi)	TLT	Total
1	Govt (SSD) Girls' High School , Bantiloda, <b>Gajapati</b>	0	2	2	1	1	1	2	9
2	Govt (SSD) Girls' High School , Bhagmari, <b>Gajapati</b>	0	2	2	1	1	1	1	8
3	Govt (SSD) Girls' High School, Baniponga, <b>Kalahandi</b>	0	2	2	1	1	1	0	7
4	Govt (SSD) Girls' High School, Rangaparu, Kandhamal	1	0	0	0	0	0	0	1
5	Govt (SSD) Girls' High School, Uppar Kusumita, <b>Keonjhar</b>	0	0	0	0	0	0	0	0
6	Govt (SSD) Girls' High School , Gonasika, <b>Keonjhar</b>	0	0	0	0	0	0	0	0
7	Govt (SSD) Girls' High School, Nandiniguda, <b>Malkangiri</b>	0	0	2	0	1	1	0	4
8	Govt (SSD) Girls' High School, Bonda, <b>Malkangiri</b>	0	1	2	1	1	1	0	6
9	Govt (SSD) Girls' High School, Badapada, <b>Malkangiri</b>	0	2	1	1	1	1	0	6
10	Govt (SSD) Girls' High School, Chikitamatia, <b>Mayurbhanj</b>	1	0	0	0	1	1	0	3
11	Govt (SSD) Girls' High School, Angarpada, <b>Mayurbhanj</b>	0	0	0	0	0	1	0	1
12	Govt (SSD) Girls' High School, Chatikona, <b>Rayagada</b>	1	1	0	1	1	1	0	5
13	Govt (SSD) Girls' High School, Parsalli, <b>Rayagada</b>	0	1	1	0	0	1	1	4
14	Govt (SSD) Girls' High School, Kereba, <b>Rayagada</b>	0	2	2	1	0	1	2	8
15	Govt (SSD) Girls' High School, Khutagaon, <b>Sundargarh</b>	0	1	1	0	0	1	0	3
<b>Total No of schools (OMTES)</b>		<b>3</b>	<b>14</b>	<b>15</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>65</b>
<b>Percentage</b>		<b>4.61%</b>	<b>21.53%</b>	<b>23.07%</b>	<b>10.76%</b>	<b>12.30%</b>	<b>18.46%</b>	<b>9.23%</b>	<b>100%</b>

**Table 5.2.1(b). Post wise vacancy of teachers (NGOs)**

SL.No	Educational Complex (NGOs)	Vacancy of Teachers								
		HM	T.G.T (Sc.)	T.G.T (Arts)	M.C.T	Classical (Sanskrit)	P.E.T	Classical (Hindi)	TLT	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	0	0	0	0	0	0	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	0	0	0	0	0	0	0
3	Educational Complex (Sarvodaya Samiti), Koraput, <b>Koraput</b>	0	0	0	0	0	0	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	0	0	0	0	0	0	0	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	0	0	0	0	0	0	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	0	0	0	0	0	0	0
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0
<b>Total No of schools (NGOs)</b>		2	0	0	0	0	0	0	0	2
<b>Percentage</b>		100%	0%	0%	0%	0%	0%	0%	0%	100%

**Table 5.2.2 (a).Pupil Teacher Ratio (PTR) (OMTES)**

SL. No	Educational Complex (OMTES)	Total students	Total Teaching Staff	PTR=Ratio of total students and total Teachers
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	250	6	41.7:1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	230	3	76.7:1
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	350	12	29.2:1
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	335	10	33.5:1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	250	7	35.7:1

6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	385	9	42.8:1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	360	12	30:1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	300	15	20:1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	496	12	41.3:1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	257	7	36.7:1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	316	17	18.6:1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	277	12	23.1:1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	503	18	27.9:1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	352	17	20.7:1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	259	6	43.2:1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	280	5	56:1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	374	12	31.2:1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	350	12	29.2:1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	593	13	45.6:1
<b>Total No of schools (OMTES)</b>		6517	205	31.8:1

**Table 5.2.2 (b).Pupil Teacher Ratio (PTR) (NGO)**

SL.No	Educational Complex (NGOs)	Total students	Total Teaching Staff	PTR=Ratio of total students and total teachers
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	330	12	27.5:1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	300	15	20:1
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	150	6	25:1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	200	12	16.7:1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	140	8	17.5:1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	300	13	23.1:1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	270	14	19.3:1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	100	7	14.3:1
<b>Total No of schools (NGOs)</b>		1790	87	20.6:1

**Table.5.3.1 (a) Academic Qualification of community Teachers (OMTES)**

SL. No	Educational Complex (OMTES)	10 <sup>th</sup>	Intermediate	Graduation (Sciences)	Graduation (Arts)	Post Graduation	Grand Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	4	0	1	0	5
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	4	0	0	0	4
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	6	0	2	1	0	9
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	1	0	7	0	8
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	6	0	1	0	7
6	Govt (SSD) Girls' High School(KKDA), <b>Baniponga</b>	0	7	0	0	0	7



7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kalahandi</b>	0	3	0	4	0	7
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	5	0	1	0	6
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	2	0	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	1	1	3	0	5
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	5	0	6	0	11
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	2	4	0	0	0	6
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	5	0	6	0	12
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	4	1	3	0	8
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	3	3	0	0	0	6
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	4	1	2	0	7
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	3	2	3	1	9
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	2	0	6	0	8
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	1	6	0	8
<b>Total No of schools (OMTES)</b>		<b>16</b>	<b>63</b>	<b>8</b>	<b>50</b>	<b>1</b>	<b>138</b>
<b>Percentage</b>		<b>12.00%</b>	<b>45.65%</b>	<b>5.40%</b>	<b>36.23%</b>	<b>0.72%</b>	<b>100%</b>

**Table.5.3.1 (a1) Academic Qualification of SSD Teachers (OMTES)**

SL. No	Educational Complex (OMTES)	10 <sup>th</sup>	Intermediate	Graduation (Sciences)	Graduation (Arts)	Post Graduation	Grand Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	1	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	1	1	1	0	3
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	1	1	2
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga	0	0	1	0	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kalahandi</b>	0	2	1	2	0	5

8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	1	3	4	1	9
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	3	4	1	8
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	2	0	2
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	1	1	2	0	4
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	1	1	1	1	4
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	3	3	0	6
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	3	1	2	1	7
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1	0	0	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	2	2	1	5
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	2	1	1	0	4
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1	3	1	5
<b>Total No of schools (OMTES)</b>		0	12	20	28	7	67
<b>Percentage</b>		0%	17.91%	29.85%	41.79%	10.45%	100%

**Table.5.3.1 (b) Academic Qualification of Teachers (NGO)**

SL.No	Educational Complex (NGOs)	10 <sup>th</sup>	Intermediate	Graduation (Sciences)	Graduation (Arts)	Post Graduation	Grand Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	1	1	10	0	12
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	2	2	9	1	15
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	0	1	2	2	1	6
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	7	1	3	0	12
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	3	1	3	0	8
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	1	2	9	1	13
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	2	3	8	1	14
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	6	1	7
<b>Total No of schools (NGOs)</b>		3	17	12	50	5	87

Percentage	3.85%	17.95%	10.26%	61.54%	6.41%	100%
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**Table.5.3.2 (a) Professional Qualification of community Teachers (OMTES)**

SL.No	Educational Complex (OMTES)	CT	CP.Ed	B.Ed	DL.Ed	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	8	0	0	0	8
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	6	0	0	0	6
6	Govt (SSD) Girls' High School(KKDA), <b>Baniponga</b>	3	0	0	0	3
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kalahandi</b>	3	0	0	0	3
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	0	6	6
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	0	0	0	2
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	0	0	1
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	9	0	0	0	9
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	4	0	0	0	4
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	11	0	0	0	11
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	4	0	0	0	4
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	3	0	0	0	3
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	4	0	0	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	3	0	1	0	4
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	8	0	0	0	8
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	7	0	0	0	7
<b>Total No of schools (OMTES)</b>		<b>76</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>83</b>
<b>Percentage</b>		<b>91.57%</b>	<b>0%</b>	<b>1.20%</b>	<b>7.23%</b>	<b>100%</b>

**Table.5.3.2 (b) Professional Qualification of SSD Teachers (OMTES)**

SL.No	Educational Complex (OMTES)	CT	CP.Ed	B.Ed	M.Ed	Achharya	BH.Ed	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	0	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	0	0	0	0	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	1	3	1	1	0	6
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	2	0	0	0	2
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	0	0	0	0	0
6	Govt (SSD) Girls' High School(KKDA), <b>Baniponga</b>	0	0	1	0	0	0	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kalahandi</b>	0	0	4	0	1	1	6
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	1	5	0	0	1	8
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	4	0	1	1	7
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	3	0	1	0	4
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	2	0	0	0	3
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	2	0	0	0	2
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	4	0	1	0	5
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	1	5	0	1	0	7
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0	0	0
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	2	0	0	0	2
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	1	4	0	0	0	5
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	0	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	3	0	1	1	5
<b>Total No of schools (OMTES)</b>		<b>4</b>	<b>6</b>	<b>45</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>67</b>
<b>Percentage</b>		<b>5.97%</b>	<b>8.95%</b>	<b>67.16%</b>	<b>1.49%</b>	<b>10.44%</b>	<b>5.97%</b>	<b>100%</b>

**Table.5.3.2 (b) Professional Qualification of Teachers (NGO)**

SL.No	Educational Complex (NGOs)	CT	CP.Ed	B.Ed	DL.Ed	BH.Ed	YOGA	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	10	0	1	0	11
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	4	1	0	3	0	1	9
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	2	0	1	0	0	0	3
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	5	0	2	0	0	1	8
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	3	0	0	0	0	0	3
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	7	0	0	0	7
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	5	0	8	0	1	0	14
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	1	6	0	0	7
<b>Total No of schools (NGOs)</b>		19	1	29	9	2	2	62
<b>Percentage</b>		30.65%	1.61%	46.77%	14.52%	3.23%	3.23%	100%

**Table 5.3.3 (a). Capacity building of Teachers (OMTES)**

SL. No	Educational Complex (OMTES)	Capacity building Training	
		In-Service Training	Tribal Language Training
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	2	0
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	7	2
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	8	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	7	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0

8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	10	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	10	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	3	0
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	10	0
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	7	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	2	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	6	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	6	2
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	6	3
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	9	0
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	8	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	13	1
<b>Total No of schools (OMTES)</b>		<b>115</b>	<b>10</b>

**Table.5.3.4 (a): Competency level of teachers (OMTES)**

SL. No	Educational Complex (OMTES)	30% (Poor)	30-55% (Average)	55% Above (Good)
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>			1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>		1	
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>		1	
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>		1	

5	Educational Complex(TDA),Tumba, <b>Ganjam</b>		1	
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>			1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>			1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>		1	
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>		1	
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>		1	
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>		1	
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>		1	
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>		1	
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>		1	
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1		
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>		1	
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>		1	
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>		1	
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>		1	
<b>Total No of schools (OMTES)</b>		<b>1</b>	<b>15</b>	<b>3</b>
<b>Percentage</b>		<b>5.26%</b>	<b>78.94%</b>	<b>15.78%</b>

**Table.5.3.4 (b): Competency level of teachers (NGOs)**

SL.No	Educational Complex (OMTES)	30% (Poor)	30-55% (Average)	55% Above (Good)	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>		1		1
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1			1



3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>		1		1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>		1		1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>		1		1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>		1		1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>		1		1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>			1	1
<b>Total No of schools (NGOs)</b>		1	6	1	8
<b>Percentage</b>		12.50%	75%	12.50%	100%

**Table.5.4.1 (a). Assessment of standard of students in Odia (OMTES)**

Sl.No	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	2	10	6	20
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	7	2	13	23	5	50
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	5	1	10	32	22	70
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	8	3	4	42	13	70
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	2	1	20	26	50
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	9	5	13	24	19	70
7	Govt (SSD) Girls' High School(KKDA), Rangaparur, <b>Kandhamal</b>	4	4	10	29	23	70
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	18	8	12	24	8	70

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	7	4	4	17	38	70
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	6	5	16	27	6	60
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	7	5	11	33	14	70
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	9	9	14	21	17	70
13	Govt (SSD) Girls' High School(LDA), Chikimatatia, <b>Mayurbhanj</b>	26	11	16	16	1	70
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	4	7	15	26	18	70
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	9	4	5	20	2	40
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	16	6	15	21	2	60
17	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	6	7	20	25	12	70
18	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	26	13	11	13	7	70
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	14	4	9	30	13	70
<b>Total No of schools (OMTES)</b>		<b>183</b>	<b>101</b>	<b>201</b>	<b>453</b>	<b>252</b>	<b>1190</b>

**Table.5.4.1 (b). Assessment of standard of students in Odia(NGO)**

Sl. No	Educational Complex (NGOs)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	3	17	15	35	70
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	30	8	14	18	0	70
3	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	7	11	8	10	4	40
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	3	9	8	20
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	1	1	6	2	10
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	2	2	10	12	24	50
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	0	12	57	70
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	3	2	4	10	1	20
<b>Total No of schools (NGOs)</b>		43	27	57	92	131	350

**Table.5.4.2(a). Assessment of standard of students in Odia Reading (OMTES)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	3	17	20
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	2	1	4	3	30	40
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	3	1	3	3	30	40
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	2	0	7	31	40

5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	6	0	2	5	27	40
6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	4	2	0	1	23	40
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	3	4	8	25	40
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	15	5	1	2	17	40
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	0	2	37	40
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	8	11	12	8	40
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	2	2	1	5	30	40
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	1	5	2	31	40
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	8	6	5	4	17	40
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	2	5	3	4	26	40
15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	3	4	0	3	20	40
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	4	9	14	4	9	40
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	8	5	5	21	40
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	7	7	3	7	16	40
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	3	4	4	2	27	40
<b>Total No of schools (OMTES)</b>			63	68	65	82	442	720

**Table.5.4.2 (b). Assessment of standard of students in Odia reading(NGO)**

Sl.No	Dist.	Educational Complex (OMTES)	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	0	0	40	40
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	8	5	0	4	23	40
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	2	1	3	14	20
4	Koraput	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	2	0	2	5	11	20
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	2	5	1	2	10
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	2	10	4	5	9	30
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	2	2	36	40
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	2	1	1	3	13	20
<b>Total No of schools (NGOs)</b>			<b>14</b>	<b>20</b>	<b>15</b>	<b>23</b>	<b>148</b>	<b>220</b>

**Table.5.4.3 (a).Assessment of standard of students in English(OMTES)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	5	2	7	5	1	20
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	27	6	11	6	0	50
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	22	11	14	23	0	70
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	17	7	22	16	8	70

5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	8	6	15	15	6	50
6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	31	10	15	13	1	70
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	21	8	17	17	7	70
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	50	15	2	2	1	70
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	14	4	8	27	17	70
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	33	11	9	5	2	60
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	27	14	19	8	2	70
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	33	16	9	10	2	70
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	39	12	16	3		70
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	38	16	13	1	2	70
15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	25	6	6	2	1	40
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	39	6	9	6	0	60
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	37	13	11	9	0	70
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	43	11	14	2	0	70
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	41	9	10	9	1	70
<b>Total No of schools (OMTES)</b>			<b>550</b>	<b>183</b>	<b>227</b>	<b>179</b>	<b>51</b>	<b>1190</b>

**Table.5.4.3 (b).Assessment of standard of students in English(NGOs)**

**Table.5.4.4(a).Assessment of standard of students in English reading(OMTES)**

Sl.No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	4	8	15	28	15	70
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	53	4	11	2	0	70
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	18	7	8	6	1	40
4	Koraput	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	5	4	6	5	20
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	2	6	2	10
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	13	6	17	9	5	50
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	2	8	12	35	13	70
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	8	5	6	1	0	20
<b>Total No of schools (NGOs)</b>			<b>98</b>	<b>43</b>	<b>75</b>	<b>93</b>	<b>41</b>	<b>350</b>
<b>Percentage</b>			<b>28%</b>	<b>12.29%</b>	<b>21.43%</b>	<b>26.57%</b>	<b>11.71%</b>	<b>100%</b>

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	3	8	1	7	20
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	5	12	16	0	7	40
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	6	11	6	4	13	40
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	4	11	3	22	40
5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	7	10	7	5	11	40



6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	6	13	6	4	11	40
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	2	9	18	1	10	40
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	31	6	1	2	40
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	1	8	31	40
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	7	15	11	0	7	40
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	4	11	11	4	10	40
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	3	14	17	0	6	40
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	11	13	4	2	10	40
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	8	5	19	0	8	40
15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	14	14	6	0	6	40
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	7	20	7	1	5	40
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	9	10	14	3	4	40
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	18	4	7	0	11	40
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	5	9	14	0	12	40
<b>Total No of schools (OMTES)</b>			<b>113</b>	<b>208</b>	<b>189</b>	<b>37</b>	<b>193</b>	<b>740</b>

**Table.5.4.4(b).Assessment of standard of students in English reading(NGOs)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Unable to Read)	20%-50% (Poor Reading)	50%-80% (Read up to some text)	80%-100% (Good Reading)	100% and above (Perfect Reading)	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	7	7	24	40
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	19	9	2	0	10	40
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	14	15	6	4	1	40
4	Koraput	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	0	0	9	6	5	20
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	9	0	0	1		10
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	6	4	0	10	20
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	2	11	7	20	40
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	5	5	6	1	3	20
<b>Total No of schools (NGOs)</b>			48	38	45	26	73	230

**Table.5.4.5(a).Assessment of standard of students in Math(OMTES)**

Sl.No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	3	2	3	7	5	20
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	27	4	9	9	1	50
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	14	12	15	15	14	70
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	6	9	13	34	8	70

5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	5	3	19	17	6	50
6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	12	13	17	20	8	70
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	19	11	16	16	8	70
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	43	7	5	4	11	70
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	7	1	12	9	41	70
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	28	11	9	11	1	60
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	20	12	16	13	9	70
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	15	12	11	23	9	70
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	42	13	8	5	2	70
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	42	8	11	7	2	70
15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	21	9	7	3	0	40
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	24	6	18	9	3	60
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	17	10	21	13	9	70
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	40	1	13	12	4	70
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	21	10	26	13	0	70
<b>Total No of schools (OMTES)</b>			<b>406</b>	<b>154</b>	<b>249</b>	<b>240</b>	<b>141</b>	<b>1190</b>

**Table.5.4.5 (b).Assessment of standard of students in Math(NGO)**

Sl.No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	16	4	10	9	31	70
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	43	16	5	6	0	70
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	20	5	4	7	4	40
4	Koraput	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	0	2	10	7	20
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	6	0	1	2	1	10
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	4	4	17	19	6	50
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	2	6	20	41	70
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	12	2	4	0	2	20
<b>Total No of schools (NGOs)</b>			103	33	49	73	92	350

**Table.5.4.6(a).Assessment of standard of students in Social Science(OMTES)**

Sl.No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	0	0	00
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	6	4	0	10
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	6	8	15	1	0	30
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	5	2	16	5	2	30

5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	8	0	2	0	0	10
6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	12	2	8	5	3	30
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	3	4	13	9	1	30
30	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	4	3	7	12	4	30
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	1	6	9	11	30
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	14	1	2	3	0	20
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	6	2	18	3	1	30
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	8	6	6	8	2	30
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	14	6	10	0	0	30
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	4	5	11	9	1	30
15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	0	0	0	00
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	8	2	4	6	0	20
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	8	1	5	14	2	30
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	11	1	9	8	1	30
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	10	3	10	7	0	30
<b>Total No of schools (OMTES)</b>			<b>124</b>	<b>47</b>	<b>148</b>	<b>103</b>	<b>28</b>	<b>450</b>

**Table.5.4.6(b).Assessment of standard of students in Social Science(NGO)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	20%-30% (Below Standard)	30%-50% (Average Standard)	50%-80% (Good Standard)	80% and above (Very Good Standard)	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	1	7	10	10	30
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	22	5	1	2	0	30
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	0	0	0	00
4	Koraput	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	0	0	0	0	0	00
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	0	0	0	00
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	9	2	14	2	3	30
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	2	0	9	10	9	30
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	00
<b>Total No of schools (NGOs)</b>			35	8	31	24	22	120

**Table.5.4.7 (a). Overall Assessment of standard of students (OMTES)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	Percentage	20%-30% (Below Standard)	Percentage	30%-50% (Average Standard)	Percentage	50%-80% (Good Standard)	Percentage	80% and above (Very Good Standard)	Percentage	Grand Total
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	10	2	10	4	20	10	50	2	10	20
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	13	26	7	14	21	42	9	18	0	0	50
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	7	10	8	11.42	23	32.85	30	42.85	2	2.85	70
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	5	7.14	4	5.71	22	31.42	35	50	4	5.71	70
5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	2	4	2	4	13	26	28	56	5	10	50
6	kalahandi	Govt (SSD) Girls' High School(KKDA),	12	17.14	10	14.28	25	35.71	20	28.57	3	4.28	70



		Baniponga, <b>Kalahandi</b>											
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	7	10	9	12.85	22	31.42	30	42.85	2	2.85	70
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	27	38.57	19	27.14	14	20	10	14.28	0	0	70
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	4	5.71	6	8.57	9	12.85	22	31.42	29	41.42	70
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	20	33.33	6	10	25	41.66	8	13.33	1	1.66	60
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	13	18.57	8	11.42	30	42.85	16	22.85	3	4.28	70
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	13	18.57	11	15.71	22	31.42	22	31.42	2	2.85	70
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	35	50	16	22.85	15	21.42	4	5.71	0	0	70
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	11	15.71	19	27.14	31	44.28	8	11.42	1	1.42	70

15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	12	30	10	25	12	30	6	15	0	0	40
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	21	35	15	25	16	26.66	7	11.66	1	1.66	60
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	8	11.42	11	15.71	37	52.85	13	18.57	1	1.42	70
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	31	44.28	16	22.85	15	21.42	8	11.42	0	0	70
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	12	17.14	15	21.42	26	37.14	17	24.28	0	0	70
<b>Total No of schools (OMTES)</b>			25.5%	21.42%	1.94%	1.63%	3.82%	3.21%	3.03%	25.46%	5.6	4.7	1190

**Table.5.4.7 (b). Overall Assessment of standard of students (NGO)**

Sl. No	Dist.	Educational Complex (OMTES)	Below 20% (Very Poor Standard)	Percentage	20%-30% (Below Standard)	Percentage	30%-50% (Average Standard)	Percentage	50%-80% (Good Standard)	Percentage	80% and above (Very Good Standard)	Percentage	Grand Total
1	Anugul	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1.4	4	5.7	15	21.4	32	45.7	18	25.7	70
2	Keonjhar	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	45	64.2	8	11.4	14	20	3	4.2	0	0	70
3	Koraput	Educational Complex (Bright Career Academy), <b>Koraput</b>	14	35	8	20	12	30	3	7.5	3	7.5	40
4	Koraput	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	0	2	10	14	70	4	20	20
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	1	10	6	60	1	10	2	20	10
6	Nuapada	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	3	6	3	6	20	40	21	42	3	6	50
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	0	0	5	7.1	43	61.4	22	31.4	70
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	6	30	6	30	4	20	4	20	0	0	20
<b>Total No of schools (NGOs)</b>			6.8%	19.4%	3%	8.2%	7.8%	2.12%	1.21%	34%	5%	13.7%	350

**Table.5.4.8. Performance of students- No. of pass outs (OMTES)**

SL. No	Dist	Educational Complex (OMTES)	Students appeared			Students passed			Percentage of pass		
			2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
1	Angul	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	Deogarh	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	Gajapati	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	Gajapati	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	NA	NA	10	NA	NA	NA	NA	NA	90%
5	Ganjam	Educational Complex(TDA),Tumba, <b>Ganjam</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	kalahandi	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	NA	81	41	NA	70	29	NA	86%	71%
7	Kandhamal	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	NA	14	15	NA	6	9	NA	42%	60%
8	Keonjhar	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	NA	NA	23	NA	NA	20	NA	NA	88.24 %
9	Keonjhar	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	NA	NA	38	NA	NA	20	NA	NA	60.05 %
10	Malkangiri	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	NA	NA	0	NA	NA	NA	NA	NA	NA
11	Malkangiri	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	Malkangiri	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
13	Mayurbhanj	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	16	85	13	16	12	NA	100%	48%	93%
14	Mayurbhanj	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	17	31	24	5	10	13	30%	32%	54%

15	Nuapada	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	Rayagada	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	7	24	4	5	5	4	71.52 %	20.83 %	100%
17	Rayagada	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	9	34	13	9	24	13	100%	74%	100%
18	Rayagada	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	22	69	23	22	66	23	100%	82%	100%
19	Sundargarh	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	22	34	29	22	25	29	100%	73%	100%
<b>Total No of schools (OMTES)</b>			93	372	233	79	218	160	85%	58%	68%

**Table.5.4.8. Performance of students- No. of pass outs (NGO)**

SL.No	Dist	Educational Complex (NGOs)	Students appeared			Students passed			Percentage of pass		
			2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
1	Angul	Sri Rama Krishna Ashram (Educational Complex), Badarohila	30	30	30	30	30	30	100%	100%	100%
2	Keonjhar	Prakalpo Educational Complex, Masinajodi	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	Koraput	Educational Complex (Sarvadaya Samiti), Koraput	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	Koraput	Educational Complex (Bright Career Academy), Koraput	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	Malkangiri	Educational Complex (SEED Kanyasharam), Tandapalli	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	Nuapada	Holy Home Educational Complex, Sinapali	52	51	48	52	51	47	100%	100%	97%
7	Rayagada	Educational Complex (Nalinee Vidya Mandir), Bariguda	32	30	33	32	29	32	100%	97%	97%
8	Rayagada	Educational Complex (Seva Samaj), Jabaraguda	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total No of schools (NGOs)</b>			114	111	111	114	110	109	100%	99%	98%

### 5.5.9. Availability of trained teachers

SL.No	Educational Complex Run by (OMTES/NGO)	Total Professionally Trained Teachers	Total Untrained Teachers	Total No of Staff
1	<b>Educational Complex(Community)</b>	<b>83</b>	<b>55</b>	<b>138</b>
2	<b>Percentage</b>	<b>60.14%</b>	<b>39.86%</b>	<b>100</b>
3	<b>Educational Complex(SSD)</b>	<b>67</b>	<b>0</b>	<b>67</b>
4	<b>Percentage</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
5	<b>Educational Complex (OMTES)</b>	<b>150</b>	<b>55</b>	<b>205</b>
6	<b>Percentage</b>	<b>73.17%</b>	<b>26.83%</b>	<b>100%</b>
7	<b>Educational Complex(NGOs)</b>	<b>62</b>	<b>25</b>	<b>87</b>
8	<b>Percentage</b>	<b>71.26%</b>	<b>28.74%</b>	<b>100%</b>

**Table 6.1.1(a).Distribution of parents according to their age and caste (OMTES)**

SL. No	Educational Complex (OMTES)	Age group					Caste			
		25-35	35-50	50-60	Below 25	Total	PVTG	ST(Other Then PVTG)	Others	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	2	0	0	2	2	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	4	0	0	5	5	0	0	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	4	0	0	4	4	0	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	2	3	0	0	5	5	0	0	5
5	Educational Complex(TDA),Tumba , <b>Ganjam</b>	1	4	0	0	5	5	0	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	5	0	0	5	4	1	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	1	2	1	1	5	5	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	2	3	0	0	5	5	0	0	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	1	4	0	5	4	1	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	4	0	0	5	0	5	0	5

11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	2	1	0	0	3	3	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	5	0	0	5	5	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	2	2	0	0	4	4	0	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	2	1	0	0	3	3	0	0	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	2	1	0	3	3	0	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	3	0	1	4	4	0	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	2	3	0	0	5	1	4	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	3	0	0	3	3	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	0	1	3	3	0	0	3
<b>Total No of schools (OMTES)</b>		<b>17</b>	<b>53</b>	<b>6</b>	<b>3</b>	<b>79</b>	<b>68</b>	<b>11</b>	<b>0</b>	<b>79</b>
<b>Percentage</b>		<b>21.52%</b>	<b>67.09%</b>	<b>7.59%</b>	<b>3.80%</b>	<b>100%</b>	<b>86.08%</b>	<b>13.92%</b>	<b>0%</b>	<b>100%</b>

**Table 6.1.1(b).Distribution of parents according to their age and caste (NGOs)**

Sl. No	Educational Complex (NGOs)	Age group					Caste			
		25-35	35-50	50-60	Below 25	Total	PVTG	ST	Others	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	4	0	0	5	0	5	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	4	1	0	5	5	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	3	1	0	0	4	2	2	0	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	3	2	0	0	5	0	5	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	3	3	0	0	6	0	6	0	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	3	0	0	3	0	3	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	3	2	0	0	5	3	2	0	5
<b>Total No of schools (NGOs)</b>		<b>13</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>33</b>	<b>10</b>	<b>23</b>	<b>0</b>	<b>33</b>
<b>Percentage</b>		<b>39.39%</b>	<b>57.58%</b>	<b>3.03%</b>	<b>0%</b>	<b>100%</b>	<b>30.30%</b>	<b>69.70%</b>	<b>0%</b>	<b>100%</b>



**Table 6.1.2 (a).Educational qualification of the father (OMTES)**

SL. No	Educational Complex (OMTES)	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	0	0	0	0	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	2	0	0	0	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	1	2	0	1	0	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	2	1	1	1	0	0	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	3	1	0	0	1	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	2	1	1	1	0	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	4	1	0	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	1	1	3	0	0	0	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	2	0	1	2	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	1	1	1	1	0	0	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	2	0	0	0	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	2	1	2	0	0	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	1	2	0	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	2	0	0	0	0	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	2	0	1	0	0	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	2	1	1	0	0	0	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	2	0	1	2	0	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	1	1	0	0	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	1	2	0	0	0	3
<b>Total No of schools (OMTES)</b>		<b>11</b>	<b>22</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>79</b>
<b>Percentage</b>		<b>13.92%</b>	<b>27.85%</b>	<b>25.32%</b>	<b>18.99%</b>	<b>12.66%</b>	<b>1.27%</b>	<b>0%</b>	<b>100%</b>

**Table 6.1.2 (b).Educational qualification of the father (NGOs)**

SL. No	Educational Complex (NGOs)	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	4	0	1	0	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	1	0	0	0	0	1
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	2	0	1	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	2	2	0	0	0	0	0	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	3	1	0	1	0	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	2	0	3	0	0	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	1	0	0	1	1	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	2	0	0	1	0	0	4
<b>Total No of schools (NGOs)</b>		<b>5</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>33</b>
<b>Percentage</b>		<b>15.15%</b>	<b>27.27%</b>	<b>30.30%</b>	<b>0%</b>	<b>24.24%</b>	<b>3.03%</b>	<b>0%</b>	<b>100%</b>

**Table 6.1.3 (a).Educational qualification of the mother (OMTES)**

SL. No	Educational Complex (OMTES)	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	0	0	0	0	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	4	1	0	0	0	0	0	5
3	Govt (SSD) Girls' High School(SSDA) Bhagmari, <b>Gajapati</b>	0	4	0	0	0	0	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	3	0	1	0	0	0	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	3	0	0	1	0	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	2	3	0	0	0	0	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	3	2	0	0	0	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	3	1	0	0	0	5

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	0	0	1	1	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	2	1	1	0	0	0	1	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	2	0	0	0	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	3	2	0	0	0	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	2	1	1	0	0	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	2	0	0	1	0	0	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	1	0	0	0	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	3	1	0	0	0	0	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	2	3	0	0	0	0	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	2	0	1	0	0	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	0	0	0	0	3
<b>Total No of schools (OMTES)</b>		<b>32</b>	<b>31</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>79</b>
<b>Percentage</b>		<b>40%</b>	<b>38.75%</b>	<b>10%</b>	<b>5%</b>	<b>3.75%</b>	<b>0%</b>	<b>1.25%</b>	<b>100%</b>

**Table 6.1.3 (b).Educational qualification of the mother (NGOs)**

SL. No	Name of the Educational Complex (NGOs)	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	1	3	1	0	0	0	8
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	3	1	0	1	0	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	2	1	1	0	0	0	0	4
5	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	5	0	0	0	0	0	0	5

6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	4	2	0	0	0	0	0	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	1	0	0	2	0	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	2	1	0	1	0	0	1	5
<b>Total No of schools (NGOs)</b>		<b>16</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>33</b>
<b>Percentage</b>		<b>48.48%</b>	<b>21.21%</b>	<b>12.12%</b>	<b>9.09%</b>	<b>6.10%</b>	<b>0%</b>	<b>3.03%</b>	<b>100%</b>

**Table 6.1.4 (a). Dwelling Condition (OMTES)**

SL. No	Educational Complex (OMTES)	Nature of ownership of house				House Type			
		Own	Rented	Adjusted	Grand Total	Pucca	Semi Pucca	Kutcha	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	0	0	2	0	0	2	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	3	0	2	5	0	0	5	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	3	4	0	1	3	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	4	0	1	5	0	5	0	5
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	4	0	1	5	2	0	3	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	4	0	1	5	1	3	1	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	4	0	1	5	0	0	5	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	5	0	0	5	2	2	1	5
9	Govt (SSD) Girls' High School(JDA), Gonasika, <b>Keonjhar</b>	3	0	2	5	2	1	2	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	4	0	1	5	0	3	2	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	3	0	0	3	0	0	3	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	5	0	0	5	5	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	3	0	1	4	2	1	1	4

14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	3	0	0	3	1	1	1	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	3	0	0	3	0	0	3	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	4	0	0	4	2	2	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	3	0	2	5	0	2	3	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	3	0	0	3	0	2	1	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	2	0	1	3	1	1	1	3
<b>Total No of schools (OMTES)</b>		<b>63</b>	<b>0</b>	<b>16</b>	<b>79</b>	<b>18</b>	<b>24</b>	<b>37</b>	<b>79</b>
<b>Percentage</b>		<b>79.90%</b>	<b>0%</b>	<b>20.25%</b>	<b>100%</b>	<b>22.78%</b>	<b>30.38%</b>	<b>46.83%</b>	<b>100%</b>

**Table 6.1.4 (b). Dwelling Condition (NGOs)**

SL. No	Educational Complex (NGOs)	Nature of ownership of house				House Type			
		Own	Rented	Adjusted	Grand Total	Pucca	Semi Pucca	Kutchra	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	3	0	2	5	0	0	5	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	4	1	0	5	3	2	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	3	0	1	4	0	2	2	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	4	0	1	5	1	3	1	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	6	0	0	6	1	2	3	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	2	0	1	3	1	0	2	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	5	0	0	5	2	1	2	5
<b>Total No of schools (NGOs)</b>		<b>27</b>	<b>1</b>	<b>5</b>	<b>33</b>	<b>8</b>	<b>10</b>	<b>15</b>	<b>33</b>
<b>Percentage</b>		<b>82%</b>	<b>12.50%</b>	<b>50%</b>	<b>22%</b>	<b>24.24%</b>	<b>30.30%</b>	<b>45.45%</b>	<b>100%</b>

**Table 6.1.5 (a): Occupational Status of the Parents (OMTES)**

SL. No	Educational Complex (OMTES)	Paddy Cultivation	Agriculture Labour	Wage Labour	Petty Business	Service	Vegetable Cultivation	Caltivation & Wage Labour	Caltivation & Caltivation vegetable	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	0	0	0	0	2	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	0	2	0	0	0	2	0	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	1	0	0	0	1	1	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	0	0	0	0	2	2	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	2	1	0	0	1	0	1	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	0	0	0	1	0	3	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	4	0	0	0	0	0	1	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	0	0	0	0	0	1	1	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	0	0	0	0	0	3	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	2	0	0	0	2	0	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	3	0	0	0	0	0	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	3	0	0	0	0	0	2	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	2	0	0	2	0	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	1	1	0	1	0	1	0	4
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	0	0	0	2	0	0	3

16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	1	1	0	0	0	0	0	3
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	4	0	0	0	0	0	0	0	4
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	0	0	0	0	1	1	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	1	1	0	1	0	1	0	4
<b>Total No of schools (OMTES)</b>		<b>29</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>23</b>	<b>4</b>	<b>79</b>
<b>Percentage</b>		<b>36.71%</b>	<b>5.06%</b>	<b>12.66%</b>	<b>0%</b>	<b>5.06%</b>	<b>6.33%</b>	<b>29.11%</b>	<b>5.06%</b>	<b>100%</b>

**Table 6.1.5 (b): Occupational Status of the Parents (NGOs)**

SL. No	Educational Complex (NGOs)	Paddy Cultivation	Agriculture Labour	Wage Labour	Petty Business	Service	Vegetable cultivation	Cultivation & Wage Labour	Cultivation & Cultivation vegetable	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	0	0	0	0	0	0	3	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	1	0	0	0	0	2	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	3	0	0	0	0	0	0	1	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	3	0	0	0	0	0	0	2	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	2	0	1	0	0	0	0	3	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	0	0	0	1	0	1	0	3
8	Educational Complex (Nalinees Vidya Mandir), Bariguda, <b>Rayagada</b>	0	1	2	0	0	0	0	2	5
<b>Total No of schools (NGOs)</b>		<b>12</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>33</b>
<b>Percentage</b>		<b>36.36%</b>	<b>6.06%</b>	<b>12.12%</b>	<b>0%</b>	<b>3.03%</b>	<b>0%</b>	<b>3.03%</b>	<b>39.39%</b>	<b>100%</b>



**Table 6.1.6 (a): Land Holdings of Parents (OMTES)**

SL. No	Educational Complex (OMTES)	Land Holdings						
		Marginal Holdings	Small Holdings	Semi-Medium holdings	Medium-Holding	Large-Holding	Landless Parents	Total Holdings
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	0	0	0	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	2	2	0	1	0	0	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	1	2	1	0	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	3	2	0	0	0	0	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	4	1	0	0	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	1	0	1	1	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	2	3	0	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	1	1	0	0	0	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	0	1	1	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	1	2	1	0	1	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	2	0	0	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	2	2	0	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	0	0	0	3	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	0	0	0	2	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	2	1	0	0	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	1	0	3	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	0	4	0	0	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1	0	0	2	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	3	0	0	0	3
<b>Total No of schools (OMTES)</b>		<b>19</b>	<b>20</b>	<b>22</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>79</b>
<b>Percentage</b>		<b>24.05%</b>	<b>25.31%</b>	<b>27.84%</b>	<b>6.32%</b>	<b>1.26%</b>	<b>15.18%</b>	<b>100%</b>

**Table 6.1.6 (b): Land Holdings of Parents (NGOs)**

SL. No	Educational Complex (NGOs)	Land Holdings						
		Marginal Holdings	Small Holdings	Semi-Medium holdings	Medium-Holding	Large-Holding	Landless Parents	Total Holdings
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	3	0	2	0	0	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	4	1	0	0	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	2	1	0	0	4
5	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	1	2	2	0	0	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	2	3	1	0	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	2	1	0	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	1	0	1	3	0	5
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>33</b>
<b>Percentage</b>		<b>24.24%</b>	<b>15.15%</b>	<b>30.30%</b>	<b>18.18%</b>	<b>12.12%</b>	<b>0%</b>	<b>100%</b>

**Table 6.1.7 (a): Income level of Parents (OMTES)**

SL. No	Educational Complex (OMTES)	Less than-60,000	60,000-1, 00,000	1, 00000-1, 50,000	1,50,000 – above	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	2	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	3	1	0	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	2	1	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	4	0	0	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	2	2	1	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	1	3	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	4	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	2	3	0	0	5

9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	2	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	2	3	0	0	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	2	1	0	0	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	4	0	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	3	1	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	2	0	1	0	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	2	1	0	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	2	2	0	0	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	3	1	1	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	2	1	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	1	0	3
<b>Total No of schools (OMTES)</b>		<b>29</b>	<b>40</b>	<b>10</b>	<b>0</b>	<b>79</b>
<b>Percentage</b>		<b>36.70%</b>	<b>50.65%</b>	<b>12.65%</b>	<b>0%</b>	<b>100%</b>

**Table 6.1.7 (b): Annual Income of the parents (NGOs)**

SL. No	Educational Complex (NGOs)	Less than-60,000	60,000-1, 00,000	1, 00000-1, 50,000	1,50,000 –above	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	5	0	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	3	2	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	2	2	0	0	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	2	3	0	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	4	1	0	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	2	1	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	3	1	1	0	5
<b>Total No of schools (NGOs)</b>		<b>11</b>	<b>19</b>	<b>3</b>	<b>0</b>	<b>33</b>
<b>Percentage</b>		<b>33.33%</b>	<b>57.57%</b>	<b>9.09%</b>	<b>0%</b>	<b>100%</b>

**Table 6.2.1(a): Sample students covered (OMTES)**

SL. No	Educational Complex (OMTES)	Profile of Sample students covered				
		No. of PVTG students	No. of ST students	No. of Boys	No. of Girls	Total sample students
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	8	2	0	10	10
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	10	0	0	10	10
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	10	0	0	10	10
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	10	0	0	10	10
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	10	0	0	10	10
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	10	0	0	10	10
7	Govt (SSD) Girls' High School(KKDA), Rangaparua, <b>Kandhamal</b>	10	0	5	5	10
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	10	0	0	10	10
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	10	0	0	10	10
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	10	0	0	10	10
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	2	8	0	10	10
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	10	0	0	10	10
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	10	0	3	7	10
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	10	0	0	10	10
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	10	0	0	10	10
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	7	3	0	10	10
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	10	0	5	5	10
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	10	0	0	10	10
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	10	0	3	7	10
<b>Total No of schools (OMTES)</b>		<b>177</b>	<b>13</b>	<b>16</b>	<b>174</b>	<b>190</b>

**Table 6.2.1(b): Sample students covered (NGOs)**

SL.No	Educational Complex (OMTES)	Profile of Sample students covered				
		No. of PVTG students	No. of ST students	No. of Boys	No. of Girls	Total sample students

1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	8	0	10	10
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	6	4	0	10	10
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	10	0	0	10	10
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	10	0	10	10
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	10	0	10	10
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	10	0	10	10
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	10	0	10	10
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	10	0	10	10
<b>Total No of schools (NGOs)</b>		18	62	0	80	80

**Table 6.2.1(a): Reasons of absenteeism (OMTES)**

SL. No	Educational Complex (OMTES)	Reasons						Total
		Agriculture Seasons	Fairs and festivals	Sickness of the family members	Just after vacations	Monetary problem	Others (parents not serious about sending schools)	
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	4	0	1	5	0	0	10
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	5	0	0	5	0	0	10
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	2	2	5	0	1	10
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	4	2	3	0	0	10
5	Educational Complex(TDA), Tumba, <b>Ganjam</b>	2	0	1	6	1	0	10
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	3	1	1	2	1	2	10
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	2	3	4	1	10
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	4	2	0	0	1	10
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	1	1	4	0	1	10
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	2	6	0	10

11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	3	4	3	0	10
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	0	4	5	0	10
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	3	0	1	1	1	4	10
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	2	6	2	0	0	10
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	2	2	4	0	1	10
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	3	1	1	1	3	1	10
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	3	1	1	2	3	0	10
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	2	0	1	4	1	2	10
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	1	2	0	0	7	10
<b>Total No of schools (OMTES)</b>		<b>35</b>	<b>19</b>	<b>30</b>	<b>57</b>	<b>28</b>	<b>21</b>	<b>190</b>
<b>Percentage</b>		<b>18.42%</b>	<b>10%</b>	<b>15.80%</b>	<b>30%</b>	<b>14.73%</b>	<b>11.05%</b>	<b>100%</b>

**Table 6.2.1(b): Reasons of absenteeism (NGOs)**

SL. No	Educational Complex (NGOs)	Reasons						
		Agriculture Seasons	Fairs and Festivals	Sickness of the Family members	Just after Vacations	Monetary Problem	Others (parents not Serious about sending schools)	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	0	1	8	1	10
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	2	2	2	2	1	1	10
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	5	2	1	1	1	10
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	5	0	1	1	2	1	10
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	1	0	5	3	0	10
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	4	0	0	4	2	0	10
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	5	1	0	4	0	0	10

8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	2	0	6	1	1	10
<b>Total No of Schools (NGOs)</b>		<b>17</b>	<b>11</b>	<b>5</b>	<b>24</b>	<b>18</b>	<b>5</b>	<b>80</b>
<b>Percentage</b>		<b>21.25%</b>	<b>13.75%</b>	<b>6.25%</b>	<b>30%</b>	<b>22.50%</b>	<b>6.25%</b>	<b>100%</b>

**Table 6.2.3 (a): Food pattern of Boarders (OMTES)**

SL NO	Educational Complex (OMTES)	No. of Times meals and Tiffin provided by SSD										Provision of MDM by S& ME dept
		Meals (day basis)		Tiffin (day basis)		No. of times Non-Veg provided (in a week)						
		Twice	Thrice	Once	Twice	once	Twice	Thrice	Once in a Forth night	Thrice in a week	Four times	
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1			1				1		2	
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1			1				1		2	
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>		1	1			1		1		1	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>		1	1			1				1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1			1				1		2	
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1		1			1				2	
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1		1					1		2	
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1			1		1				1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>		1		1	1					2	
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1		1						1	1	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>		1		1	1					1	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>		1	1			1				1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>		1		1					1	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>		1	1			1				1	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>		1		1						2	
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>		1	1			1				2	

17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>		1	1			1				2	
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>		1	1			1				2	
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1		1		1					1	
<b>Total No of schools (OMTES)</b>		<b>8</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>8</b>

**Table 6.2.3 (b): Food pattern of Boarders (NGO)**

SL No	Educational Complex (NGO)	No. of Times meals and Tiffin provided by Educational Complexes Yes-1,No-0								
		Meals (day basis)		Tiffin (day basis)		No. of times Non-Veg provided (in a week)				
		Twice	Thrice	Once	Twice	Once	Twice	Once in a Forth Night	Thrice in a Week	Four Times
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	0	1	0	0	1	0	0	0
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	1	0	1	0	0	0	1	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	0	1	1	0	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	1	1	0	0	0	0	1	0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	1	0	1	1	0	0	0	0
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	1	1	0	0	1	0	0	0
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	0	1	0	0	0	0	1	0
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	0	1	1	0	0	0	0
<b>Total No of Schools (NGOs)</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>

**Table 6.2.4 (a): Quality and quantity of food (OMTES)**

SL. NO	Educational Complex (OMTES)	Quantity of Food, Yes-1,No-0		Quality of Food Yes-1,No-0		
		Sufficient	Insufficient	Good	Bad	Average
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	0	1	0	0
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	0	1	0



4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	0	1	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	0	1	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	0	1	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	1	0	1	0	0
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	1	0	1	0	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	0	0	1	0
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	0	0
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	0	0	0	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	1	0	1	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	1	1	0	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	1	0	0
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	0	1	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	0	1	0	0
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	0	1	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	0	1	0
<b>No. of schools (OMTES)</b>		<b>17</b>	<b>2</b>	<b>12</b>	<b>5</b>	<b>2</b>

**Table 6.2.4 (b): Quality and quantity of food (NGO)**

SL. NO	Educational Complex (NGOs)	Quantity of food, Yes-1,No-0	Quality of food Yes-1,No-0
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		Sufficient	Insufficient	Good	Bad	Average
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	0	1	0	0
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	0	1	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	0	0	1	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	0	0	1	0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	0	0	0	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	1	0	0
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	0	1	0	0
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	1	0	0
<b>No. of schools (NGO)</b>		<b>8</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>1</b>

**Table 6.2.5 (a): Provisions for students (OMTES)**

SL. NO	Educational Complex (OMTES)	No. of sets in a year Yes-1,No-0					Monthly requirement Yes-1,N0-0		
		No. of Uniform			Study Material	Sports Material	Toiletries		Sanitary Pad
		1	2	3			Adequate	Inadequate	
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>		1		1	1	1		1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>		1		1	1	1		1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1			1	1	1		1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>		1		1	1	1		1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1			1	1	1		1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1			1	1	1		1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>		1		1	1	1		1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>		1		1	1	1		1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1			1	1	1		1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>		1		1	1	1		1

11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>			1	1	1	1		1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>		1		1	1	1		1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1				1	1		1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1			1	1	1		1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>		1		1	1	1		1
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>		1		1	1	1		1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>		1		1	1	1		1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>		1		1			1	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1			1	1	1		1
<b>No. of schools (OMTES)</b>		<b>7</b>	<b>11</b>	<b>1</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>1</b>	<b>19</b>

**Table 6.2.5 (b): Provisions for students (NGO)**

SL. NO	Educational Complex (NGOs)	No. of sets in a year Yes-1,No-0					Monthly requirement Yes-1,N0-0		
		No. of Uniform			Study Material	Sports Material	Toiletries		Sanitary Pad
		1	2	3			Adequate	Inadequate	
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1			1	1	1		1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>		1		1	1	1		NA
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1			1	1		1	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>		1		1	1	1		0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>		1		1	1	1		NA
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1			1	1	1		NA
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>		1		1	1	1		1
8	Educational Complex (Nalineee Vidya Mandir), Bariguda, <b>Rayagada</b>		1		1	1	1		1
<b>No. of schools (NGO)</b>		<b>3</b>	<b>5</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>4</b>

**Table 6.2.6 (a): Perception of Boarders about Accommodation (OMTES)**

<b>Educational Complex (OMTES)</b>	Perception about Accommodation Yes-1,No-0
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Sl No		Living room is sufficient in hostel		Toilet is sufficient in hostel for all Students		Bathing complex (place) is sufficient		Alternative source of light in hostel		Dining Hall/space Available in hostel		Water is sufficient in hostel	
		Sufficient	Insufficient	Sufficient	Insufficient	Sufficient	Insufficient	Available	Not Available	Available	Not Available	Available	Not Available
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1		1			1		1		1		1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1		1		1			1	1		1	
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1		1		1		1		1		1	
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1		1		1		1			1		1
5	Educational Complex(TDA),Tumba , <b>Ganjam</b>		1		1	1			1	1			1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1		1			1	1			1	1	
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>		1		1	1		1		1		1	
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>		1		1		1	1		1			1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>		1		1	1		1		1		1	
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>		1		1		1	1			1		1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>		1		1		1	1			1	1	
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>		1		1		1	1		1		1	
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1		1		1			1	1		1	
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1		1			1	1		1		1	
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>		1		1		1		1	1			1

16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>		1		1		1	1		1			1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1		1		1		1		1		1	
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1		1		1		1		1		1	
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1		1		1			1		1		1
<b>No. of schools (OMTES)</b>		<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>11</b>	<b>8</b>

**Table 6.2.6 (b): Perception of Boarders about Accommodation (NGO)**

SL. No	Educational Complex(NGOs)	Perception about Accommodation Yes-1, No-0											
		Living room is sufficient in hostel		Toilet is sufficient in hostel for all Students		Bathing complex (place) is sufficient		Alternative source of light in hostel		Dining Hall/space available in hostel		Water is sufficient in hostel	
		Sufficient	Insufficient	Sufficient	Insufficient	Sufficient	Insufficient	Available	Not Available	Available	Not Available	Available	Not Available
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1		1		1		1			1	1	
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1		1		1		1			1	1	
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>		1		1		1		1		1		1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>		1		1	1		1			1	1	
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1		1		1		1		1		1	
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1		1		1		1		1		1	
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1		1		1		1		1		1	
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>		1	1		1		1		1		1	
<b>No. of schools (NGO)</b>		<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>1</b>

**Table 6.2.7 (a): Perception of Boarders about Physical Environment (OMTES)**

SL No	Educational Complex (OMTES)	Education Complex Environment (Yes-1, No-0)																	
		Class room			Hostel room			Garden			kitchen			Dining hall			Playground		
		Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1			1				1		1			1			1		
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1					1		1				1			1			1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1			1			1			1				1				1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>			1			1		1		1				1				1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>		1			1		1			1			1				1	
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1			1				1			1			1				1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1				1			1			1			1				1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>		1				1		1			1			1				1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1			1			1			1			1			1		
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>			1			1		1				1			1			1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>			1			1			1		1				1			1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>			1			1		1				1			1			1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1			1			1			1				1			1	
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1			1			1				1		1				1	
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>		1			1			1			1			1			1	

16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>		1				1			1			1			1		1	
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1			1			1				1		1			1		
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1				1			1		1			1				1	
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>			1			1		1		1			1					1
<b>No. of schools (OMTES)</b>		10	4	5	7	4	8	6	11	2	8	7	4	7	6	6	3	6	10

**Good-1, Average-2, Poor-3**

**Table 6.2.7 (b): Perception of Boarders about Physical Environment (NGO)**

SL No	Educational Complex(NGOs)	Education Complex Environment (Yes-1, No-0)																	
		Class room			Hostel room			Garden			kitchen			Dining hall			Playground		
		Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor	Good	Average	poor
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>		1			1		1			1					1			1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1				1			1			1			1			1	
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>			1			1			1			1			1			1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>		1			1	1					1				1		1	
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1			1					1		1			1			1	
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1			1					1	1			1					1
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1			1			1			1					1			1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>			1			1	1			1				1		1		
<b>No. of schools (NGO)</b>		4	2	2	3	2	3	4	1	3	4	3	1	1	3	4	1	3	4

**Table 6.2.8 (a): Perception of Boarders about Teaching Learning related issues**

Sl No	Educational Complex (OMTES)	Perception of Boarders about Teaching methods. Yes-1, No-0									
		Wall Activities & black board	Group Activities done in class room	Teacher uses (TLM) in class	Teachers are Accessible beyond school/class time	Assign any Project Work	Library Available in School	Using Library	Having progress card	Doubt clearing classes done	All books available
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	0	1	1	0	0	0	0	0	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	1	1	1	0	0	1	0	0	0	1
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	0	1	1	0	0	0	1	0	1
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	1	1	1	1	1	0	0	0	1	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	1	0	1	0	0	0	0	0	0	1
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	1	0	1	1	0	1	1	0	1	1
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	1	1	1	1	1	1	0	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	1	1	1	0	0	0	0	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	1	1	1	1	1	0	0	0	1	1
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	1	0	1	1	0	0	0	0	1	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	1	1	0	0	0	0	1
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	1	0	0	0	1	1	1
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	1	0	1	1	0	0	0	0	1	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	0	1	1	0	1	0	0	0	1



15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	0	0	0	0	0	0	0	0	0
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	1	0	1	1	0	1	1	0	0	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	1	1	1	1	1	0	1	1
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	0	1	1	0	1	1	0	0	1
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	0	1	1	0	0	1	0	0	1
<b>No. of schools (OMTES)</b>		<b>17</b>	<b>6</b>	<b>17</b>	<b>16</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>9</b>	<b>18</b>

**Table 6.2.8 (b): Perception of Boarders about Teaching Learning related issues (NGO)**

SI No	Educational Complex (OMTES)	Perception of Boarders about Teaching methods. Yes-1, No-0									
		Wall Activities & black board	Group Activities done in class room	Teacher uses (TLM) in class	Teachers are Accessible beyond school/class time	Assign any Project Work	Library Available in School	Using Library	Having progress card	Doubt clearing classes done	All books available
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	1	1	1	1	1	1	1	0	1	1
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	1	0	1	1	0	0	0	0	1	1
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	0	0	0	0	0	0	0	1
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	0	1	1	0	0	0	0	1	0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	1	0	1	1	0	1	1	0	0	1
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	0	1	0	0	0	0	0	1

7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	1	0	1	0	0	0	0	1	1
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	0	0	1	0	1	0	0	1	1
<b>No. of schools (NGO)</b>		<b>7</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>7</b>

**Table 6.2.9 (a): Understanding of language of teaching/Language (OMTES)**

SL. No	Educational Complex (OMTES)	Understanding of Language of Teaching/Language Yes-1, No-0								English	Hindi	Odia	Sanskrit
		During Teaching in class room		Interaction with the students		Reading of Books and writing		Answer During Examination					
		Understood	Difficult to Understood	Understood	Difficult to Understood	Understood	Difficult to Understood	Understood	Difficult to Understood				
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	9	1	9	1	9	1	9	9	0	0	0
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	4	6	4	6	4	6	4	6	6	0	0	0
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	2	8	2	8	2	8	2	8	4	0	0	0
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	9	1	9	1	9	1	9	1	0	0	0	0
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	4	6	4	6	4	6	4	6	4	0	0	0
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	7	3	7	3	7	3	7	3	3	0	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	3	7	3	7	3	7	3	7	6	1	0	0
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	7	2	8	3	7	2	8	7	1	1	0
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	3	7	3	7	2	8	2	8	8	1	1	0

10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	5	5	5	5	5	5	5	5	3	0	0	1
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	9	1	9	1	9	1	9	7	1	0	0
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	2	8	2	8	2	8	2	8	8	0	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	4	6	4	6	4	6	4	6	6	0	0	0
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	2	8	3	7	2	8	3	7	7	0	0	0
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	2	8	3	7	3	7	2	8	7	0	1	0
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	5	5	5	5	5	5	5	5	4	0	0	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	4	6	4	6	4	6	4	6	4	0	0	0
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	6	4	6	4	6	4	6	4	5	1	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	5	5	2	8	1	9	1	9	8	1	0	0
<b>No. of schools (OMTES)</b>		<b>72</b>	<b>118</b>	<b>70</b>	<b>120</b>	<b>68</b>	<b>122</b>	<b>67</b>	<b>123</b>	<b>106</b>	<b>6</b>	<b>3</b>	<b>1</b>

**Table 6.2.9 (b): Understanding of language of teaching/Language (NGO)**

SL. No	Educational Complex (OMTES)	Understanding of Language of Teaching/Language.Yes-1, No-0								English	Hindi	Odia	Sanskrit
		During Teaching in Class room		Interaction with the Students		Reading of Books and writing		Answer during Examination					
		Understood	Difficult to Understood	Understood	Difficult to Understood	Understood	Difficult to Understood	Understood	Difficult to Understood				
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	10	0	10	0	10	0	10	0	0	0	0	0
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	9	1	9	1	9	1	9	1	6	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	4	6	1	9	1	9	1	9	9	0	1	
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	9	1	9	1	9	1	9	8	1	0	0
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	4	6	4	6	4	6	4	6	0	0	0	0

6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	10	0	10	0	10	0	10	0	9	0	1	0
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	7	3	7	3	7	3	7	3	4		0	0
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	8	2	8	2	8	2	8	2	2	0	0	0
<b>No. of schools (NGO)</b>		<b>53</b>	<b>27</b>	<b>50</b>	<b>30</b>	<b>50</b>	<b>30</b>	<b>50</b>	<b>30</b>	<b>38</b>	<b>1</b>	<b>2</b>	<b>0</b>

**Table 6.2.10 (a): Expectation of the parents for the future studies of the children (OMTES)**

SL. No	Educational Complex (OMTES)	The level up to which the parents willing to educate their children								
		Up to Primary level	Up to HSC level	Up to College level	Up to Graduation level	Up to post Graduation level	Technical	Up to maximum level the child can read	Unable to Speak	Total Parents
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	0	0	2	0	0	0	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	0	0	2	1	0	0	0	2	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	0	0	0	0	0	0	4	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	5	0	0	0	0	0	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	0	0	3	1	0	0	1	0	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	2	0	1	1	0	1	0	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	0	0	1	0	0	0	4	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	0	0	5	0	0	0	0	0	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	0	0	5	0	0	0	0	0	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	2	0	0	0	2	1	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	1	0	0	2	0	3

12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	0	0	4	0	0	0	1	0	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	0	0	1	0	0	0	3	0	4
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	0	0	0	0	0	3	0	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	0	0	1	0	0	0	2	0	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	1	0	0	1	0	2	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	0	0	0	2	0	0	3	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	0	0	1	0	0	0	2	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	0	3	0	0	0	0	0	3
<b>Total No of schools (OMTES)</b>		<b>0</b>	<b>2</b>	<b>36</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>28</b>	<b>5</b>	<b>79</b>
<b>Percentage</b>		<b>0%</b>	<b>2.53%</b>	<b>45.57%</b>	<b>7.59%</b>	<b>1.26%</b>	<b>1.26%</b>	<b>35.44%</b>	<b>6.32%</b>	<b>100%</b>

**Table 6.2.10 (b): Expectation of the parents for the future studies of the children (NGOs)**

SL. No	Educational Complex (NGOs)	The level up to which the Parents willing to Educate their Children								
		Up to Primary level	Up to HSC level	Up to College level	Up to Graduation level	Up to post Graduation level	Technical	Up to maximum level the Child can read	Unable to Speak	Total Parents
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	0	0	1	0	0	0	4	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	0	0	5	0	0	0	0	0	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	0	0	2	0	0	0	0	2	4
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	4	0	0	0	1	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	0	0	1	0	0	0	5	0	6

7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	0	0	1	0	0	2	0	3
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	0	0	3	0	0	0	1	1	5
<b>Total No of schools (NGOs)</b>		<b>0</b>	<b>0</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>3</b>	<b>33</b>
<b>Percentage</b>		<b>0%</b>	<b>0%</b>	<b>48.48%</b>	<b>3.03%</b>	<b>0%</b>	<b>0%</b>	<b>39.39%</b>	<b>9.09%</b>	<b>100%</b>

**Table 6.2. 11 (a). Perception regarding functioning of Education complex (OMTES)**

SL. No	Educational Complex (OMTES)	Perception regarding functioning of Education complex									
		Good	Satisfactory	Very Good	Excellent	Bad	Worse	Any Other	Not Satisfactory	Unable to Say	Total Parents covered
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	0	0	0	0	0	0	0	0	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	4	0	0	0	0	0	0	0	1	5
3	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	4	0	0	0	0	0	0	0	0	4
4	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	4	0	0	0	0	0	0	0	1	5
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	3	1	0	0	0	0	0	0	1	5
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	2	1	1	0	0	0	0	0	1	5
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	5	0	0	0	0	0	0	0	0	5
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	5	0	0	0	0	0	0	0	0	5
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	0	2	0	0	0	0	0	1	5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	3	0	0	0	0	0	0	0	2	5
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	1	0	0	0	0	0	1	0	1	3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	4	0	0	0	0	0	0	0	1	5
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	2	0	2	0	0	0	0	0	0	4

14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	0	2	0	0	0	0	0	0	1	3
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	2	0	0	0	0	0	0	0	1	3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	2	0	0	0	0	0	0	0	2	4
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	2	0	2	1	0	0	0	0	0	5
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	3	0	0	0	0	0	0	0	0	3
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	0	1	0	0	0	0	0	0	2	3
<b>Total No of schools (OMTES)</b>		<b>50</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>79</b>
<b>Percentage</b>		<b>63.29%</b>	<b>6.32%</b>	<b>8.86%</b>	<b>1.26%</b>	<b>0%</b>	<b>0%</b>	<b>1.26%</b>	<b>0%</b>	<b>18.98%</b>	<b>100%</b>

**Table 6.2. 11 (a). Perception Regarding functioning of Education complex (NGOs)**

SL. No	Educational Complex (NGOs)	Perception regarding functioning of Education complex									
		Good	Satisfactory	Very good	Excellent	Bad	Worse	Any Other	Not Satisfactory	Unable to Say	Total Parents covered
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	5	0	0	0	0	0	0	0	0	5
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0	0	0	0	0	0	0
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	2	0	0	0	0	0	0	1	2	5
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	4	0	0	0	0	0	0	0	0	4
5	Educational Complex (Sarvodaya Samiti), <b>Koraput</b>	5	0	0	0	0	0	0	0	0	5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	1	0	2	0	0	0	0	0	3	6
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	0	2	1	0	0	0	0	0	0	3
8	Educational Complex (Nalinee Vidya	5	0	0	0	0	0	0	0	0	5

	Mandir), Bariguda, <b>Rayagada</b>										
<b>Total No of schools (NGOs)</b>		<b>22</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>33</b>
<b>Percentage</b>		<b>66.66%</b>	<b>6.06%</b>	<b>9.09%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3.03%</b>	<b>15.15%</b>	<b>100%</b>

**Table 6.2.12 (a). Association of PRI members in Educational Complexes (OMTES)**

SL. No	Educational Complex (OMTES)	No. of PRI members covered	No. of Male PRI members	No. Female PRI members	No. of PRI members associated with school activities
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	2	1	1	1
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	2	0	2	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	0	0	0	0
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	2	2	0	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	2	0	2	2
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	0	0	0	0
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	1	0	1	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	3	2	1	1
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	1	1	2
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	0	0	0	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	1	0	1	1
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	0	0	0	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	2	1	1	2



14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	1	0	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	1	1	0	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	0	1	0
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	1	1	0	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	0	0	0	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	1	1	0	0
<b>Total No of schools (OMTES)</b>		<b>22</b>	<b>11</b>	<b>11</b>	<b>14</b>

**Table 6.2.12 (b). Association of PRI members in Educational Complexes (NGOs)**

SL. No	Name of the Educational Complex (NGOs)	No. of PRI members covered	No. of Male PRI members	No. Female PRI members	No. of PRI members associated with school activities
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	1	1	0
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	1	0	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	0	0	0	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	1	0	0
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	2	1	1	1
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	1	0	1	1
7	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	1	1	0	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	0	0	0	0
<b>Total No of schools (NGOs)</b>		<b>8</b>	<b>5</b>	<b>3</b>	<b>4</b>

**Table 6.2.13(a) Perception Regarding Functioning of Educational Complex (OMTES)**

SL. No	Educational Complex (OMTES)	Perception Regarding Functioning				
		Good	Satisfactory	Very Good	Excellent	Total
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	1	1	NA	NA	2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	NA	NA	NA	NA	0
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	NA	NA	NA	NA	0

4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	1	NA	NA	NA	1
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	2	NA	NA	NA	2
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	NA	NA	NA	NA	0
7	Govt (SSD) Girls' High School(KKDA), Rangapar, <b>Kandhamal</b>	1	NA	NA	NA	1
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	2	NA	1	NA	3
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	2	NA	NA	NA	2
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	NA	NA	NA	NA	0
11	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	NA	NA	NA	NA	0
12	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	NA	NA	NA	NA	0
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	NA	NA	1	NA	1
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	1	NA	NA	NA	1
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	NA	NA	1	NA	1
16	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	1	NA	NA	NA	1
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	NA	NA	NA	1	1
18	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	NA	NA	NA	NA	0
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	NA	NA	NA	NA	0
<b>Total No of schools (OMTES)</b>		<b>11</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>16</b>
<b>Percentage</b>		<b>57.89%</b>	<b>5.26%</b>	<b>15.78%</b>	<b>5.26%</b>	

**Table 6.2.13(b) Perception Regarding Functioning of Educational Complex (NGOs)**

SL. No	Educational Complex (NGOs)	Perception Regarding Functioning				
		Good	Satisfactory	Very Good	Excellent	Total
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	2	NA	NA	NA	2
2	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	1	NA	NA	NA	1
3	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	NA	NA	NA	NA	0
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	1	NA	NA	NA	1
5	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	2	NA	NA	NA	2
6	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	NA	NA	1	NA	1
7	Educational Complex (Naline Vidya Mandir), Bariguda, <b>Rayagada</b>	NA	NA	NA	1	1
8	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	NA	NA	NA	NA	0
<b>Total No of schools (NGOs)</b>		<b>6</b>	<b>NA</b>	<b>1</b>	<b>1</b>	<b>8</b>
<b>Percentage</b>		<b>75%</b>	<b>NA</b>	<b>12.50%</b>	<b>12.50%</b>	

**Table 7.1. 1.(a)Scoring on the basis of parameter wise performance (OMTES)**

Parameters									
SL. No	Name of the Educational Complex (OMTES)	Administration and Management	School Infrastructure	Vocational Training & Income Generation	Hostel Infrastructure	Safety and Security of Girl Children	Quality Education	Total	AVERAGE
1	Educational Complex(PBDA), Jamardihi, <b>Angul</b>	28	13	0	25	6	7	79	13.2
2	Educational Complex(PBDA), Jharbahal, <b>Deogarh</b>	27	17	0	29	7	4	84	14
3	Govt (SSD) Girls' High School(LSDA) Bantiloda, <b>Gajapati</b>	32	17	0	32	8	15	104	17.3
4	Govt (SSD) Girls' High School(SDA) Bhagmari, <b>Gajapati</b>	30	15	0	28	10	13	96	16
5	Educational Complex(TDA),Tumba, <b>Ganjam</b>	30	13	0	30	6	12	91	15.2
6	Govt (SSD) Girls' High School(KKDA), Baniponga, <b>Kalahandi</b>	32	13	2	28	5	14	94	15.7
7	Govt (SSD) Girls' High School(KKDA), Rangaparu, <b>Kandhamal</b>	32	16	0	33	8	14	103	17.2
8	Govt (SSD) Girls' High School(ITDA), Uppar Kusumita, <b>Keonjhar</b>	35	14	0	26	11	12	98	16.3
9	Govt (SSD) Girls' High School(JDA) , Gonasika, <b>Keonjhar</b>	28	18	0	34	9	10	99	16.5
10	Govt (SSD) Girls' High School(DDA), Nandiniguda, <b>Malkangiri</b>	32	12	0	28	7	10	89	14.8
11	Govt (SSD) Girls' High School(ITDA), Badapada, <b>Malkangiri</b>	25	8	0	23	6	6	68	11.3
12	Govt (SSD) Girls' High School(BDA), Bonda, <b>Malkangiri</b>	30	11	0	27	6	7	84	14
13	Govt (SSD) Girls' High School(LDA), Chikitamatia, <b>Mayurbhanj</b>	28	19	0	34	7	10	98	16.3
14	Govt (SSD) Girls' High School(HKMDA), Angarpada, <b>Mayurbhanj</b>	29	17	0	32	11	10	99	16.5
15	Educational Complex(CBDA), Saliapada, <b>Nuapada</b>	20	8	0	22	5	7	62	10.3
16	Govt (SSD) Girls' High School(LSDA), Kereba, <b>Rayagada</b>	30	13	0	30	8	15	96	16
17	Govt (SSD) Girls' High School(DKDA), Parsalli, <b>Rayagada</b>	30	22	1	35	8	12	108	18
18	Govt (SSD) Girls' High School(DKDA), Chatikona, <b>Rayagada</b>	28	15	1	33	6	10	93	15.5
19	Govt (SSD) Girls' High School(PBDA), Khutagaon, <b>Sundargarh</b>	32	17	0	29	8	11	97	16.2
20	<b>Total</b>								<b>290.3</b>
21	<b>A.M</b>								<b>15.3</b>
22	<b>S.D</b>								<b>1.98</b>
23	<b>A.M - S.D</b>								<b>13.32</b>
24	<b>A.M + S.D</b>								<b>17.23</b>

**Table 7.1. 1.(b)Scoring on the basis of parameter wise performance (NGOs)**

Parameters									
SL. No	Name of the Educational Complex (NGOs)	Administration and Management	School Infrastructure	Vocational training & Income Generation	Hostel Infrastructur	Safety and Security of Girl Children	Quality Education	Total	AVERAGE
1	Educational Complex (Sri Rama Krishna Ashram), Badarohila, <b>Angul</b>	30	19	1	30	8	13	101	16.8
2	Educational Complex (Seva Samaj), Jabaraguda, <b>Rayagada</b>	26	17	1	25	6	9	84	14
3	Prakalpo Educational Complex, Masinajodi, <b>Keonjhar</b>	28	14	1	20	6	9	78	13
4	Educational Complex (Bright Career Academy), <b>Koraput</b>	30	16	1	26	6	8	87	14.5
5	Educational Complex (Sarvadaya Samiti), <b>Koraput</b>	32	18	0	27	8	14	99	16.5
6	Educational Complex (SEED Kanyasharam), Tandapalli, <b>Malkangiri</b>	26	17	2	28	5	10	88	14.7
7	Holy Home Educational Complex, Sinapali, <b>Nuapada</b>	30	21	3	36	8	15	113	18.8
8	Educational Complex (Nalinee Vidya Mandir), Bariguda, <b>Rayagada</b>	31	16	3	29	10	16	105	17.5
9	<b>Total</b>								<b>125.8</b>
10	<b>A.M</b>								<b>15.7</b>
11	<b>S.D</b>								<b>1.99</b>
12	<b>A.M - S.D</b>								<b>13.71</b>
13	<b>A.M + S.D</b>								<b>17.69</b>

## Annexure -1

### Annexure-L.I NGO Scheme Guideline -1993-94

#### Objectives of the scheme

In spite of 50 years of planned development and social provision for accelerated socio-economic development of weaker sections, the gap in the literacy levels among the general population and the socially disadvantaged sections is persisting and in some cases, this gap is further widening. As per 1991 census, 134 districts in the country had less than 10% literacy among scheduled tribe women. Hence the investments in improving education amongst these communities not only improve their socio-economic status, but also help in all round socio-economic development of these communities.

#### Eligibility criteria for NGO

- a) It should be a registered body under an appropriate Act
- b) It has an appropriate administrative structure and a duly constituted managing/executive committee
- c) The aims and objectives of the organization and programme in fulfillment of these aims and objects are precisely laid down
- d) The organization is initiated and governed by its own members on democratic principles, without any external control.

#### Guidelines for setting up educational complex

- a) The girl children in the target groups having female literacy of less than 10% as per 1991 census and those belonging to the identified primitive tribal groups should be the beneficiaries under the scheme.
- b) The education complex should have classes 1 to 5th with provision for upgradation up to 12th standard.
- c) The education complex should be located in rural area of identified districts.
- d) Provision for training in crafts and vocational courses on agriculture, animal husbandry, poultry etc. should be provided in the complex.
- e) Necessary arrangements for imparting coaching from classes 1 to 3rd in the dialect of tribals should be made. Wherever text books are not available in tribal dialects, efforts would be made to bring them out. Only those lady teachers who have some proficiency in tribal dialect and who are familiar with the local situation should be appointed even by way of relaxation of qualification wherever necessary.
- f) Provision for imparting adult education to the parents of the children and for

providing instructions to them in better management of agriculture and minor forest produce, should be made within the complex.

- g) Necessary provision for attaching dispensaries and fair price shop should be provided within the complex. These facilities could be set up under various ongoing programmes so that the complex becomes a hub for assembly of tribals.
- h) Minimum intake in each class shall be 30 and maximum restricted to 40.
- i) An amount of Rs. 50/- per month to be paid to each parent of the girl as incentive for sending the child to the school.
- j) All necessary staff including teaching and supportive should invariably drawn from tribal women.

These are a few basic directives issued by the Ministry of Tribal Affairs, Government of India for establishing the educational complexes in low literacy rural tribal pockets.

## Annexure -1.2

No.22040/10/2006/NGO/Education  
Government of India  
Ministry of Tribal Affairs

**Scheme of  
Strengthening Education among Scheduled Tribe (ST) Girls in Low Literacy  
Districts**

(w.e.f. 1<sup>st</sup> April, 2008)

**1. OBJECTIVE**

The scheme aims to bridge the gap in literacy levels between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified Districts or Blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs), and reducing drop-outs at the elementary level by creating the required ambience for education. Improvement of the literacy rate of tribal girls is essential to enable them to participate effectively in and benefit from socio-economic development.

**2. COVERAGE**

2.1 The scheme will be implemented in 54 identified Districts (**Appendix-I**) where the ST population is 25% or more, and ST female literacy rate below 35%, or its fractions, as per 2001 census.

2.2 Any other tribal block in a district, other than aforesaid 54 identified districts, which has scheduled tribe population 25% or above, and tribal female literacy rate below 35% or its fractions, as per 2001 census, shall also be covered (**Appendix-II**, Blocks intimated by West Bengal and Karnataka so far. Such Blocks fulfilling the criteria in other States may also be considered as and when reported).

2.3 In addition, the scheme will also cover areas below a Block level (e.g. Gram Panchayats) inhabited by the notified Primitive Tribal Groups (PTGs) (**Appendix-III**).

2.4 Out of all the aforesaid areas, the **naxal affected areas** shall be given priority.

**3. IMPLEMENTING AGENCY**

3.1 The scheme will be implemented through Voluntary Organizations (VOs)/Non-Governmental Organizations (NGOs) and autonomous society/institutions of State Government/Union Territory Administration.

3.2 The existing multidisciplinary "State Committee for Supporting Voluntary Efforts" (SCSVE) constituted by various States/Union Territories will be responsible for identification and scrutiny of the projects of Non-Governmental Organizations under this scheme also.



No.22040/10/2006/NGO/Education  
Government of India  
Ministry of Tribal Affairs

**4. ELIGIBILITY OF THE ORGANIZATIONS**

4.1 Organizations including autonomous society/institutions of State Government/Union Territory Administration shall maintain women project staff for the projects run under this scheme.

4.2 Voluntary Organization (VO)/Non-Government Organizations (NGOs) have to fulfill the following requirements (through certificates from the District or Panchayati Raj administration):

- a) Registered for at least three years for the conduct and promotion of social welfare of scheduled tribes.
- b) Experience of at least three years in successfully running and maintaining hostels and/or educational complexes.
- c) Financial viability to continue the work for limited periods in the case of delay or absence of assistance from the Ministry.
- d) Good reputation and credentials, especially for guaranteeing the security and safety of the hostellers.
- e) Networking with other institutions including Panchayati Raj for optimum utilization of resources allocated and assets created.

**5. THE SCHEME AND THE COMPONENTS**

In order to intervene in a focused manner to improve literacy among tribal girls, and to bridge the gap between tribal female literacy and general female literacy levels and tribal female & tribal male literacy levels, following interventions/actions shall be taken:

- a) Providing hostel facilities for tribal girls at the Block level to enable them to attend regular middle/secondary school, and at the panchayat level to attend regular primary school.
- b) Hostel facilities only, and not schools, can be set up in a phased manner if needed, for up to 100 primary school girls, and 150 middle and high school girls at the panchayat and block levels respectively. In compelling circumstances, the number to be accommodated can go up. The hostels may be at one or more locations(s) but may not be spaced at a distance of more than 0.5 kms in hill areas and 2 kms in the plains, from the regular school which they will attend.
- c) In exceptional cases, where the regular schools run under Sarva Shiksha Abhiyan or other schemes of Education Department are not available within 5 Km radius, schooling facility along with hostels may also be considered.
- d) Wherever Kasturba Gandhi Balika Vidyalayas are operating, no hostels under the scheme would be opened within a distance of 5 Km.
- e) The educational complexes already established under the pre-revised scheme falling in the newly identified 54 low literacy districts of the revised scheme or in tribal

**No.22040/10/2006/NGO/Education**  
**Government of India**  
**Ministry of Tribal Affairs**

- blocks fulfilling the criteria as mentioned under the head 'Coverage', and in the Primitive Tribal Group areas, will be continued unaffected.
- f) The accommodation can be in hired premises or in the implementing agency's own building. No funds will be provided for construction of buildings. In case of own buildings, only maintenance grant for the building will be considered @ 30% of the notional annual rent, as per Public Works Department assessment.
  - g) Cash stipend will be provided at the rate of Rs.100/- per month for primary level girl students and Rs.200/- per month for middle/secondary level girl students for coaching/special tuitions.
  - h) Cash incentives will be given at the rate of Rs.100/- per month at primary level (up to class V) and Rs.200/- per month at middle and secondary levels (classes VI to XII) to meet their day to day requirement.
  - i) Scheduled tribe girl students will be additionally motivated, by giving them periodical awards like bicycles, watches, etc. as would be decided by the Ministry, on passing Class VIII, X and XII.
  - j) Primers will be prepared in at least 5 major tribal languages selected in coordination with the Ministry of Human Resource Development, for use of children up to Class III.
  - k) A Mothers' Committee will be constituted by every fundee organization by involving representative (s) of each village (s), to which the inmates belong, that will meet once a month to supervise the running of the scheme and to suggest improvements. A register of the decisions in each meeting will be kept by the fundee institution.
  - l) A District Education Support Agency (DESA), which would be a reputed Non-Governmental Organization or a federation of Non-Governmental Organizations, will be established by every State Government/Union Territory Administration in each of the 54 identified low literacy districts that will:
    - (i) Promote 100% enrollment of scheduled tribe girls in the identified districts, blocks or pockets (for Primitive Tribal Groups), vis-à-vis present level of enrollment, class-wise, for all schools taken together.
    - (ii) Reduce dropouts at the primary and middle school levels.
    - (iii) Monitor the running of the hostels/complexes.
    - (iv) Make payments, grant of awards, etc., as may be prescribed by the Ministry.
    - (v) Arrange regular interaction between girls and ANMs to promote preventive health education and establish curative linkages of these hostels/complexes with health institutions.
    - (vi) Promote awareness among parents towards the importance of girls' education.
    - (vii) Tie up with potential recruiters so that immediately on passing, the student can get a job or can go in for self-employment.
  - m) The Ministry may support any reputed and experienced organization for training of District Education Support Agency/Non-Governmental Organizations/autonomous societies for running the project successfully.
  - n) Ministry would support any innovative intervention by any organization including District Education Support Agency in these low literacy areas to promote scheduled

No.22040/10/2006/NGO/Education  
Government of India  
Ministry of Tribal Affairs

tribe female literacy. Maximum 1% of the annual budget can be spent for this purpose.

- o) The detailed financial norms and standard calculations are given in **Appendix-IV (A), (B), (C) and (D).**

**6. FUNDING**

- a) The scheme will continue as a "100% Central Sector Gender specific Scheme" from the year 2007-08 onwards and the revised guidelines and new financial norms will be effective from 1.4.2008.
- b) The projects will be funded as per the ceiling indicated at **Appendix-IV**. SCSVE can recommend reduced funding with specific reasons.
- c) The grant shall be sanctioned as per the procedure laid down **under Rule 209 of General Financial Rules, 2005 as amended from time to time.**
- d) The Ministry will issue the sanction order in the name of the President/Secretary/Project Manager of the organization/project and transfer the funds to the bank account of the organization/project (including autonomous institution of State Governments) to be operated jointly by the President/Project Manager and Secretary. If the headquarter of the organization is not located at the project site, the funds will in turn be transferred by the organization into a bank account at the project location to be jointly operated by the Secretary and a duly authorized project head within 7 (seven) days from the date of receipt of funds in account. For this purpose, the organization shall open a bank account in the name of organization at the project location also.
- e) The funds will normally be released through **telegraphic transfer** directly to the bank account of the organization as referred in 6 (d) above.

**7. PROCEDURE FOR APPLICATION**

Under the scheme, grants will be sanctioned in favour of State owned autonomous institutions/Voluntary Organizations/Non-Governmental Organizations as per prescribed financial norms and terms & conditions as stipulated by this Ministry and revised from time to time.

- a) The organization shall submit an application **in the format** prescribed at **Appendix-VI** and as per the procedure and guidelines laid down under the scheme.
- b) The application in prescribed format shall be submitted by the organization to the Tribal Welfare Department (or the department responsible for tribal matters in the State/Union Territory) preferably in the months of **December-January** for the forthcoming financial year.
- c) State Government (State Tribal Welfare Department or the department dealing with tribal matters) after verifying the genuineness of the organization and/or the project at the field level, shall place all the proposals before the multidisciplinary **"State Committee for Supporting Voluntary Efforts (SCSVE)"** (hereinafter **State Committee**) and forward

No.22040/10/2006/NGO/Education

Government of India

Ministry of Tribal Affairs

ALL the recommendations of the State Committee in order of priority, to the Ministry of Tribal Affairs by 31<sup>st</sup> March of every year.

- d) No applications will be accepted by the Ministry of Tribal Affairs in piece-meal or directly. Application must always be recommended by the State Committee and routed through State Government as prescribed above, in one go, once a year.
- e) Any application submitted directly without following the aforesaid procedure, will be summarily sent back to the proposer. No further correspondence in this regard shall be entertained.
- f) State Governments/Union Territory Administrations, while forwarding the recommendations of the State Committee and the proposals, shall submit the documents as per the following Check List and Time Schedule:

S. No. and Name of Documents	For New Projects in March-April every year along with State Committee's recommendations	For On-going Cases only	
		In March-April every year along with State Committee's recommendations	Latest by 15 <sup>th</sup> July every year
1. Application Form	✓	✓	X
2. Budget Estimates	✓	✓	X
3. Un-audited Accounts of last year	X	✓	X
4. Audited Accounts with Auditor's Report	✓ (of last three years)	X	✓ (of last year)
5. Utilisation certificate of previous year's grant in prescribed format as per GFR 19(A)	X	X	✓
6. Annual Report	✓ (of last three years)	X	✓ (of last year)
7. List of Staff	✓	✓	X
8. List of beneficiaries	✓	X	✓
9. Inspection Report counter-signed by District Collector/Commissioner	✓ (initial inspection report)	X	✓
10. Registration Certificate, Rules & Bye laws	✓	✓	X
11. List of Management Committee	✓	✓	X
12. Up to date rent agreement/ rent assessment certificate authenticated by PWD/CPWD	✓	✓	X
13. Surety Bond, Authorization letter (in Advance)	✓	✓	X
14. Acceptance of Terms and Conditions (Advance)	✓	✓	X

✓ To be sent ; X- not to be sent

No.22040/10/2006/NGO/Education  
Government of India  
Ministry of Tribal Affairs

- g) The organization receiving grants from the Ministry shall regularly submit **six-monthly Progress Report** in the months of October (for April to September of a financial year) and in April (for October to March of the same financial year) in the format prescribed in **Appendix-VII**, both in a CD and in a hard copy.

**8. TERMS AND CONDITIONS**

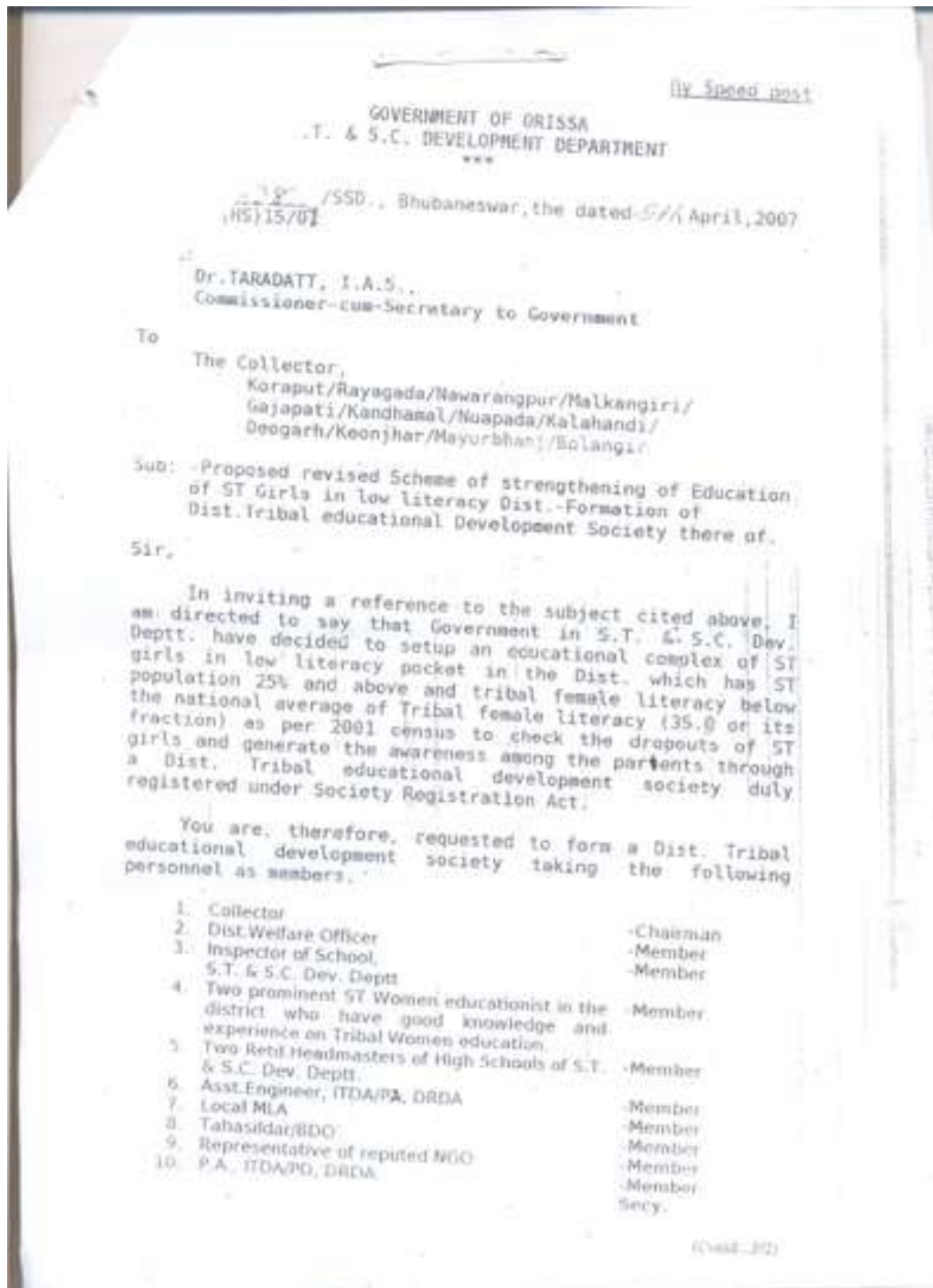
As stipulated in **Appendix-V** of these guidelines.

**9. MONITORING**

- (a) Besides regular annual mandatory inspections required to be conducted by the District Collector/ Commissioner/Authorities, concurrent monitoring shall also be undertaken by the officials of the Ministry and independent agencies appointed by the Central Government for the purpose.
- (b) Panchayati Raj institutions would also be involved in the monitoring of the scheme.
- (c) A monitoring cell shall be established in the NGO Division to maintain data base of the projects run under this scheme and to monitor their progress.
- (d) 2% of the total budget shall be utilized in the Ministry for management and monitoring of the scheme.
- (e) The State Government/Union Territory Administration, the Mother's Committee and the DESA shall ensure regular check of the quality of food being served in the hostels/complexes.



Annexure -1.3



Annexture-1.4

(115)

Government of Orissa  
SC & ST Research and Training Institute,  
Bhubaneswar

No. 1175 dated 12.1.2008

17  
Dated the 17th May 2008

From:

Dr. A.B. Chh, Director

To:

Dr. P.N. Das, Dy. Secy, OMTES & Under Secretary to Govt. ST&SC Development Department, Orissa, Bhubaneswar

S.O. 24/5/08  
OMTES

Sub: Scheme of strengthening education among ST girls in Low literacy districts.

Ref: Letter No.155/SSD dated 12.1.2008

Sir,

With reference to the letter on the subject cited above, I am to say that the contents of the above scheme along with the Appendix and Annexure may please be sent to the All Special Officers of the 17 Micro Projects for development of 13 PTOs of Orissa and all the District Welfare Officers of 13 Districts (Gajapati, Khandamal, Nayapada, Esikmal, Rayagada, Nabarangapur, Koraput, Malkangiri, Debagarh, Keonjhar, Mayurbhanj and Bolangir, where the ST population is more than 25% and ST female literacy rate is less than 55 %). Though Bolangir district has 20.63% ST population as per 2001 Census, its name is included in the list of districts as it has been identified by MoTA for the scheme.

It is requested that the Special Officers of all the Micro Projects and the District Welfare Officers of the above said districts may please be asked to invite eligible NGOs or Registered Bodies to apply for consideration for establishment of the Hostel Schools or both for the promotion of literacy of the ST Girls in their respective areas.

Yours faithfully,

(Signature)  
DIRECTOR 14/5/08

115

# Annexure -1.5

Annexure - C

SSD, Dated 11th September 2008

Government of Orissa  
ST & SC Development Department

No. OMTES 11/2008-SSD, Dated 11th September 2008

From

Dr. Yamadati,  
Commissioner-cum-Secretary

Collective,  
Gajapati/Kandhamal/Nuapada/Kalahandi/Rayagada/Nabarangpur/  
Koraput/Malkangiri/Deogarh/Keonjhar/Mayurbhanj/Bolangir/  
Concerned Project Administrators of ITDA's/  
All Special Officers of Micro Projects/  
Concerned District Welfare Officers.

06 SEP 2008

Subj: Scheme of Strengthening Education Among Scheduled Tribes (ST girls) in Low Literacy Pockets and grant-in-aid for setting up and running of 19 number of educational complexes for ST girls at the primary level under the Scheme for the year 2008-09.

Sir,

Ministry of Tribal Affairs, Government of India have introduced a new scheme that aims to bridge the gap in literacy level between the general female population and tribal women, to facilitate 100% enrolment of tribal girls in the identified districts/Blocks, more particularly, in Naxal affected areas and in the areas inhabited by Primitive Tribal Groups (PTGs) and reducing drop out at the elementary level by creating the required ambience for education. The districts of Orissa that are eligible for assistance under the Scheme are Gajapati, Kandhamal, Nuapada, Kalahandi, Rayagada, Nabarangpur, Koraput, Malkangiri, Deogarh, Keonjhar, Mayurbhanj and Bolangir and areas of other districts having Primitive Tribal Groups (PTGs). As per prescribed stipulations, the scheme is to be implemented through voluntary organizations/Non-Government organizations and autonomous societies/institutions of State Government. A copy of the Guidelines including relevant appendix/enclosures is enclosed herewith for necessary action at your end (Annexure I). You may submit self-contained proposals for opening of educational complexes in accordance with the guidelines of the scheme.

2. Government of India in the Ministry of Tribal Affairs have sanctioned grant-in-aid for the year 2008-09 in favour of Orissa Model Tribal Education Society (OMTES) (which is functioned under the control of ST & SC Development Department) for setting up and running of 19 Educational Complexes - 17 for Primitive Tribal Groups and 2 for non-PTG villages (one in Badapada village of Malkangiri district and other in Upper Kusumita village of Keonjhar district). A copy of the sanction order is being forwarded herewith (Annexure II) to the concerned Collectors/Project Administrators of ITDA's.

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Estimated for construction of Educational Complexes to various Ward School

Sl. No.	Location of Project	District	Block	Rs. in Lakhs	
				Sancionned Amount	Alotted to be executed
1	2	3	4	5	6
1.	Tisingh	Gajapati	Jeranga	594.3975	133.33
2.	Baghamon	Gajapati	Charadugli	594.3975	133.33
3.	Banipanga	Kalahandi	Lorilgaon	594.3975	133.33
4.	Sodbel	Malkangiri	Mudulpada	594.3975	133.33
5.	Kunduliguda	Malkangiri	Kuamuliguma	594.3975	133.33
6.	Bodapada	Malkangiri	Malkangiri	594.3975	133.33
7.	Chitlamala	Mayurbhanj	Moraga	594.3975	133.33
8.	Angadapada	Mayurbhanj	Jashpur	594.3975	133.33
9.	Serada	Rayagada	Pattasingh	594.3975	133.33
10.	Prinamoni	Rayagada	Chakrasa	594.3975	133.33
11.	Pasol	Rayagada	Pasol	594.3975	133.33
12.	Ganadika	Keonjhar	Ganadika	594.3975	133.33
13.	Upasr Kuntita	Keonjhar	Mandub	594.3975	133.33
14.	Khantagagan	Sundargarh	Khantagagan	594.3975	133.33
15.	Bangapani	Kandhamal	Belghoa	594.3975	133.33
TOTAL				8915.9625	2000.00



Request for 2 in replacement of  
 8 in 1. 2 in replacement of  
 1 in 1. 2 in replacement of  
 1 in 1. 2 in replacement of  
 1 in 1. 2 in replacement of

COLLECTORATE: SUNDARGARH  
 (ST & SC DEV. SECTION)  
 No. 2147 / SSD Dt. 11.6.15

(4)



The Project Administrator, ITDA,  
 Bonai.

Creation of post of Headmaster / Headmistress on Regular scale of pay and other teaching and non-teaching staff on contractual basis for newly upgraded 15 Nos. of Educational Complex (SSD) to Govt. High Schools in different TSP Blocks of Odisha State

Memo No. 8555 / SSD Dt. 23.04.2015 and Memo No. 8558 / SSD Dt. 23.04.2015 of Govt. in ST & SC Dev. Dept., Odisha.

Sr.

With reference to the letter on the subject cited above, I am to enclose herewith a copy of letter No. - 8557 / SSD Dt. 29.04.2015 alongwith notification No. 8554 / SSD Dt. 23.04.2015 of Govt. in ST & SC Dev. Dept. with a request to please take necessary steps for engagement of Headmaster / Headmistress and other teaching & non-teaching staff.

Yours faithfully  
 11/6/15  
 District Welfare Officer  
 Sundargarh.

Memo No. 2148 / SSD Dt. 11.6.15

Copy to Special Officer, SSD, Khuntia, for information and necessary action  
 District Welfare Officer,  
 Sundargarh.

## Annexure-1.8

[Evaluation of Educational Complexes in Odisha] 286

OMTES

-20-  
**NOTE SHEET**

Notes at P.19/N.

This is regarding information about full-time Teachers and Warden-cum-Teachers of 19 Education Complexes. As per Office letter No.353, dated 24.04.2019 placed at P.188/C, 19 no. of Education Complexes have submitted required information relating to full-time Teachers and Warden-cum-Teachers engaged in their respective Institutions placed at P.189-222/C. Accordingly, a consolidated Information Sheet has been prepared and placed at P.223/C for kind perusal and necessary order. Out of 138 Teachers, 32 Teachers have HSC qualification, 55 Teachers have Intermediate of Arts qualification, 8 Teachers have Intermediate of Science qualification, one Teacher has Intermediate of Commerce qualification, 16 Teachers have Bachelor of Arts qualification, 2 Teachers have Bachelor of Science qualification and 4 Teachers have Master of Arts qualification at the time of initial recruitment.

This is for favour of your kind information and necessary orders for a policy decision.

  
 (G.C. Panda)  
 Finance Officer, OMTES

Secretary, OMTES

The consolidated remuneration earlier paid to these contractual teacher were Rs 5000/- pm, later enhanced to Rs 6000/- pm. Since the scheme has been transferred to SCS to TSP, the disbursement as Rs 1450/- scheme budget is withdrawn by HOTA. Accordingly the teacher engaged in Education Complex may be given

### Annexure -3.1

F. No. 22940/30/2012-NGO (Vol. I)-Part (I)  
Government of India  
Ministry of Tribal Affairs  
(NGO Division)

Shastri Bhawan, New Delhi  
Dated: 04<sup>th</sup> January, 2020

To  
The Principal Secretary(s)  
Tribal Welfare Department(s)  
State Government(s)

**Subject: Revision of financial norms under the scheme 'Aid to Voluntary Organisations working for the welfare of Scheduled Tribes' – regarding**

Sir / Madam,

Approval of competent authority is hereby conveyed for increase in the financial norms under the scheme of Aid to Voluntary Organizations working for the welfare of Scheduled Tribes by 1.5 times of existing norms for the current fiscal 2019-20 and afterwards. The revised norms, project-wise, are annexed.

Yours faithfully,

Encl. A/s

  
(Nadeem Ahmad)

Under Secretary to the Government of India

Copy to:

1. All NGOs / VOs
2. Director (NIC), Ministry of Tribal Affairs for uploading the document on website

# Annexure -4.1

ODISHA MODEL TRIBAL EDUCATION SOCIETY								
RECEIPT, EXPENDITURE & C.B. OF COMTS (EC) as on 31.03.2019								
Sl. No.	UNIT	CRD as on 01.04.18 (A)	Receipts (B)	Total C = (A + B)	Expenditure (D)		Balance to B.C. (E)	CRD as on 31.03.19 (F) = (C - D)
					For B.O. (G) (M.T.S)	For B.C. (H)		
1	2	3	4	5	6	7	8	9
1	Shri. Bhanu Prasad	1,06,71,960.00	24,18,317.00	1,30,90,278.00				1,30,90,278.00
2	Shri. Bhanu Prasad	8,82,31,577.00	13,09,00,000.00	21,82,31,577.00			9,75,00,000.00	12,07,31,577.00
	TOTAL	7,89,03,537.00	13,33,18,317.00	21,22,21,854.00			8,55,00,000.00	12,67,21,854.00



## Annexure -4.2

GHOSHIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF COMTES (FC) on 31.03.2018									
Sl. NO	C/NIT	CR on 01.04.17 (A)	Receipt (B)	Total C-(A+B)	Expenditure (D)			CR on 31.03.18 E-(C-D)	
					For HO (COMTES)	For EC	Balance to EC		
1	2	3	4	5	6	7	8	9	
1	Bank Interest	97.80,000.00	8,87,004.00	1,06,73,066.00				1,06,73,066.00	
2	Recurring	4,65,06,666.00	7,79,62,222.00	12,44,68,798.00			4,62,27,067	4,82,51,337.00	
	TOTAL	4,65,06,666.00	7,88,49,226.00	12,51,42,964.00	-	-	4,62,27,067.00	7,80,06,303.00	

GHOSHIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF COMTES (FC) on 31.03.2017									
Sl. NO	C/NIT	CR on 01.04.16 (A)	Receipt (B)	Total C-(A+B)	Expenditure (D)			CR on 31.03.17 E-(C-D)	
					For HO (COMTES)	For EC	Balance to EC		
1	2	3	4	5	6	7	8	9	
1	Bank Interest	81,22,112.00	16,28,670.00	97,80,982.00				97,80,982.00	
2	Recurring	9,30,62,185.00	19,40,61,819.00	19,71,14,004.00		3,209	19,66,04,239	4,05,06,666.00	
	TOTAL	88,11,16,897.00	19,46,90,299.00	20,66,92,586.00	-	3,209	19,66,04,239.00	4,05,06,666.00	

GHOSHIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF COMTES (FC) on 31.03.2016									
Sl. NO	C/NIT	CR on 01.04.15 (A)	Receipt (B)	Total C-(A+B)	Expenditure (D)			CR on 31.03.16 E-(C-D)	
					For HO (COMTES)	For EC	Balance to EC		
1	2	3	4	5	6	7	8	9	
1	Bank Interest	78,97,071.00	4,62,291.00	81,87,112.00				81,87,112.00	
2	Recurring	111,68,171.00	9,27,36,556.00	9,38,62,185.00				9,38,62,185.00	
	TOTAL	68,13,898.00	9,46,92,847.00	10,15,14,697.00	-	-	-	10,15,14,697.00	

## Annexure -4.3

ODISHA MODEL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF DMITS (EC) as on 31.03.2015									
Sl. No.	UNIT	OB as on 01.04.14 (A)	Receipt (B)	Total C = (A + B)	For BO (DMITS)	For EC	Rebate to EC	OB as on 31.03.15 E = (C - B)	
1	2	3	4	5	6	7	8	9	
1	Bank Balance	40,93,563.00	11,57,152.00	76,90,017.00				76,90,017.00	
2	Reserving	9,85,12,787.00		9,85,12,787.00			9,85,12,787.00	111,68,571.00	
	TOTAL	10,36,89,350.00	35,57,432.00	10,52,62,808.00	-	-	9,95,00,574.00	65,21,850.00	

ODISHA MODEL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF DMITS (EC) as on 31.03.2014									
Sl. No.	UNIT	OB as on 01.04.13 (A)	Receipt (B)	Total C = (A + B)	For BO (DMITS)	For EC	Rebate to EC	OB as on 31.03.14 E = (C - B)	
1	2	3	4	5	6	7	8	9	
1	Bank Balance	22,07,017.00	18,88,537.00	40,97,594.00				40,97,594.00	
2	Reserving	18,24,753.00	1,48,18,991.00	14,66,63,708.00		8,621	8,61,47,208	9,85,12,787.00	
	TOTAL	40,31,770.00	14,87,14,518.00	15,07,46,278.00	-	8,621	8,61,47,208.00	10,28,00,166.00	

ODISHA MODEL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF DMITS (EC) as on 31.03.2013									
Sl. No.	UNIT	OB as on 01.04.12 (A)	Receipt (B)	Total C = (A + B)	For BO (DMITS)	For EC	Rebate to EC	OB as on 31.03.13 E = (C - B)	
1	2	3	4	5	6	7	8	9	
1	Bank Balance	18,29,614.00	3,77,584.00	22,07,017.00				22,07,017.00	
2	Reserving	18,38,753.00	8,50,307,000.00	8,16,52,553.00			8,50,30,000.00	18,24,753.00	
	TOTAL	36,68,367.00	8,63,77,584.00	8,30,81,568.00	-	-	8,50,30,000.00	40,31,770.00	

## Annexure -4.4

KHINDIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF OMITS (EC) as on 31.03.2012									
Sl. No.	UNITE	CR as on 01.04.11 (A)	Receipt (H)	Total C= (A+H)	Expenditure (I)		Balance to EC	CR as on 31.03.12 E= (C-I)	
					For HO (OMITS)	For EC			
1	2	3	4	5	6	7	8	9	
1	Bank Balance	8,61,964.00	8,65,470.00	18,27,434.00				18,29,613.00	
2	Receipting	3,78,88,353.00		3,78,88,353.00			3,84,03,600.00	16,71,972.00	
	TOTAL	3,88,22,317.00	9,25,470.00	3,94,97,507.00	-	-	3,98,33,600.00	39,84,167.00	

KHINDIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF OMITS (EC) as on 31.03.2011									
Sl. No.	UNITE	CR as on 01.04.10 (A)	Receipt (H)	Total C= (A+H)	Expenditure (I)		Balance to EC	CR as on 31.03.11 E= (C-I)	
					For HO (OMITS)	For EC			
1	2	3	4	5	6	7	8	9	
1	Bank Balance	3,24,300.00	3,38,661.00	8,63,961.00				8,63,961.00	
2	Receipting	18,81,439.00	11,57,24,195.00	11,74,08,634.00	8,943.00		3,97,31,298.00	3,76,58,351.00	
	TOTAL	20,05,739.00	11,67,62,856.00	11,87,72,495.00	8,943.00	-	3,97,31,298.00	3,88,32,213.00	

KHINDIA MOHIL TRIBAL EDUCATION SOCIETY									
RECEIPT, EXPENDITURE & C.B. OF OMITS (EC) as on 31.03.2010									
Sl. No.	UNITE	CR as on 01.04.09 (A)	Receipt (H)	Total C= (A+H)	Expenditure (I)		Balance to EC	CR as on 31.03.10 E= (C-I)	
					For HO (OMITS)	For EC			
1	2	3	4	5	6	7	8	9	
1	Bank Balance	12.00	3,29,248.00	3,29,260.00				3,29,260.00	
2	Receipting	4,25,28,800.00	3,97,08,325.00	9,16,37,125.00			8,99,17,600.00	16,81,479.00	
	TOTAL	9,25,29,812.00	3,94,35,443.00	9,19,62,425.00	-	-	8,99,32,800.00	26,98,379.00	