Report on

District Governance in Mayurbhanj
(Institution, Structure & System)

Indian Institute of Public Administration
(Regional Branch)
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ProjectTeam

Fig-2 From left DrJyotirmayeeTudu, DrVijayalaxmi Mahanty, DrArun Kumar Rath I.A.S Retd (Chairman) IIPA Odisha,
Ashok Mahapatra, DrJibitesh Rath, Dr Parthasarathi Mishra and Bijaya Kumar Nath (right)

Fig-3Dr Arun Kumar Rath, I.A.S.(Retd)Chairman, IIPA, Odisha with Collector & District Magistrate Mayurbhanj Shri Vinit Bhardwaj IAS during visit to Mayurbhanj

Figure 4 In smart Classroom with teachers in Sarat Chandra High School, Baripada.

Fig-5 Map of Mayurbhanj

Preface

The study (Documenting District Governance in India -Institutions, Structures &System) was taken up by the IIPA Regional Branch Odisha for Mayurbhanj district as a project allotted to this branch by the IIPA New Delhi with financial support. We selected Mayurbhanja district for the study as it is one of the few old and undivided districts of Odisha ,as well as for its uniqueness,rich cultural heritage and beauties of nature .

The report has three parts.

Part 1: This part covers the history, society, geography, geology folklores and culture of the district.

Part 2: This part illustrates the governance and development indicators with focus on institutions, structures, systems and agencies of district governance

Part 3: This part proposes a roadmap for the future with particular reference to which holds the key for the development of the district, which is predominantly tribal in nature and suffers from educational backwardness.

Mayurbhanj district, situated in the eastern state of Odisha, India, is a land of rich history, diverse landscapes, and cultural heritage. Its name itself, a beautiful portmanteau of "Mayura" meaning peacock in the local language Odia, and "Bhanja," referring to the ruling dynasty until 1949, carries a deep historical significance. On 16th December,1949, the formal announcement of the merger was madein Baripadabecoming officially effective from 1stJanuary1949.

Demographically, Mayurbhanj is home to a population of diverse backgrounds, with Hindus forming the majority, followed by Muslims, Christians, Sikhs, Jains, and various tribal communities. The tribal population, comprising over half of the district's inhabitants, enriches the cultural fabric of Mayurbhanj.Similipal is a symbol of natural grandeur that presents a spectacular mosaic of varied flora and fauna, featuring an abundance of rare orchids and the awe-inspiring presence of black tigers. Under royal patronage, the rich mineral deposits of Mayurbhanj have witnessed significant Industrial development in the region.Mayurbhanj and Ladakh from India were featured among World's fifty beautiful places surveyed and reported by Time magazine reflecting in it's cover page during month of May 2023 .Time magazine recognized the district's remarkable history, culture, archaeology, and biodiversity by bestowing it with a coveted spot on its prestigious list of extraordinary destinations worldwide. Amidst its captivating landscapes and cultural heritage, Mayurbhanj also offers excellent prospects for eco-tourism, attracting travellers seeking to immerse themselves in the wonders of nature.

As we venture into the realm of Mayurbhanj district, this report unveils the tales of its history, the splendour of its geography, the warmth of its people, and the richness of its cultural heritage. It serves as a tribute to the district's past, a celebration of its present, and an inspiration for its promising future.Mayurbhanja is a portmanteau of Mayur (Peacock) , the Royal symbol and Bhanja , the name of ruling dynasty since 14th century .Hence the name of Mayurbhanja is an amalgamation of two words ie Mayur and Bhanj .The kings of Mayurbhanj were pioneering force for not only making Odisha a separate State , they made it one of the most progressive state during British rule . The Bhanja Kings established the first Medical College of the state in Cuttack . Since Mayurbhanja is famous for reserve of many minerals like iron ore , titaniferous, china clay and quartzite at Gorumahisani, Badampahad ,Suleipat etc Maharaja Sri Ramchandra Bhanja Deo constructed first Railway line from Rupsa to Bangirposhi via Baripada to transport the minerals to Calcutta port through East Bengal Railways. .These vast mountainous area inhabited by tribal people mainly Santal and Munda which constitutes around 60% of total population are known for their important dilects which belongs to that of the Astroasiatic group add magnificence of tribal life within the rich cultural heritage .In the background of lofty Shimilipal Forest with gallant waterfalls , winding rivers , huge summits, lush green valleys , Similipal National Park ,Tiger Reserve and the fame of Chhau dance crossing the geographical limitations , the District Mayurbhanj unfolds a vast panorama of splendid nature , heritage and culture . After getting confirmation from IIPA New Delhi we embark upon this project seriously creating an editorial board and entrusting different aspects to different groups . This project was profited enormously by the members of editorial board who contributed largely on different aspect of this book.

We would like to pay our special thanks to the Collector & District Magistrate of Mayurbhanja , Shri Vinit Bhardwaj IAS , Maharaja Sri Pravin Ch Bhanjdeo, Shri Nityanand Barik Additional district education officer and his team of officers,the Head Mistress ,teachers and mid-day meal staff of Sarat Chandra High School , Baripada. Head Master , teachers and students of Maharani Prem Kumari Girls' High School ,Baripada , civil society members and parents for their wholehearted support and cooperation during the field visit to Mayurbhanj .

I also thank all members of the Project Team (Shri Ashok Mohapatra ,Dr.Jibitesh Rath, Dr Parthasarathi Mishra , Bijaya Kumar Nath Dr.Vijayalaxmi Mohanty, Dr.JyotirmayeeTudu) of IIPA Odisha, resource persons, Mrs Anita Pattnaik,Office Secretary and all others who have contributed in this project work and have made it possible to prepare the report in short time.

Dr Arun Kumar Rath, I.A.S Retd
Chairman
Indian Institute of Public Administration (Odisha Branch),
Bhubaneswar

Mayurbhanj Project-Executive Summary

Part 1: Pre-Independence Scenario of Mayurbhanj

- Mayurbhanj, an ancient region in eastern India, witnessed a rich and diverse history under therule of the Royal Mourya dynasty. The governance and administrative system during thisperiod were innovative, leading to the emergence of what could be described as a true welfarestate.
- The kingdom emphasized the welfare of its subjects and focused on implementing policiesthat aimed to improve the lives of the people. The Royal Mourya dynasty upheld theprinciples of justice, equality, and inclusive growth.
- Education played a pivotal role in the kingdom's development. The rulers understood theimportance of an educated populace and invested in establishing institutions of learning.Scholars and intellectuals flourished under the royal patronage, contributing significantly tothe knowledge base of the region.
- Demographically, Mayurbhanj was a diverse and inclusive society. Indigenous communitiescoexisted with other ethnic groups, fostering cultural exchange and harmony. The culturalheritage and indigenous practices thrived under the royal protection.
- Art and culture reached new heights during this period. The rulers generously supportedartists, musicians, and craftsmen, leading to the development of unique artistic expressionsand architectural marvels.
- Language and culture were preserved and promoted with zeal. The court language served as aunifying force among the populace. Local dialects and languages were respected, andliterature in different forms flourished.
- The region was blessed with abundant natural resources, and the kingdom responsiblymanaged its forests and mineral deposits. The rulers understood the importance of sustainablepractices, ensuring the preservation of the ecosystem.
- The kingdom was well-connected through extensive trade networks and efficient postalservices. Early railway lines facilitated transportation and trade with other regions.Museums served as repositories of knowledge and history, preserving the rich heritage of the land. The promotion of tourism contributed to economic growth, as people from variousregions visited Mayurbhanj to witness its splendour.

Part 2: Post -Independence Development and Change

- With India gaining independence, Mayurbhanj witnessed significant changes in itsadministrative setup and governance structure. The post-independence era brought aboutreforms in various sectors. The region witnessed demographic changes, with a growingpopulation and an increased focus on inclusive development.
- Education received substantial attention from the government. New schools and collegeswere established, promoting education for all. The literacy rate steadily rose, empowering thepopulace with knowledge and skills.
- Communication infrastructure saw remarkable advancements. Telecommunication networks, improved roads, and better connectivity brought the region closer to the rest of the country.
- To harness the abundant water resources, dam projects were initiated, facilitating irrigationand power generation. These projects were instrumental in agricultural development andindustrial growth.
- Forests continued to be protected and managed sustainably, acknowledging their ecologicalsignificance. Environmental conservation became a priority, with efforts to balancedevelopment and conservation
- The introduction of electricity brought about a significant transformation in the lives of thepeople. Access to electricity improved living standards and boosted economic activities.Skill development programs aimed to enhance the employability of the youth, leading to amore skilled and competent workforce. This, in turn, contributed to the region's overalldevelopment.
- Infrastructural development became a focus, with the construction of roads, bridges, andother essential amenities. The region's connectivity with major urban centresimproved, stimulating economic growth and trade.
- Post-independence dam projects played a crucial role in harnessing water resources forirrigation and power generation. These projects further boosted agricultural productivity andindustrialization.
- Mayurbhanj's journey from pre-independence to post-independence was marked bysignificant changes in its administrative setup, governance, and development initiatives. Under the Royal Mourya dynasty, the region flourished as a welfare state, promotingeducation, art, culture, and sustainable resource management.
- After independence, democratic governance brought about further transformations, with afocus on education, infrastructure, communication, and skill development. The

regiongrowth and development were steered towards achieving a balanced and prosperous future.Mayurbhanj's rich history and resilience continue to shape its path, promising a bright futurefor generations to come.

Part-3: Blue Print for Education in Mayurbhanj District in 21st century

- Mayurbhanj district faces a myriad of challenges in its education system, hindering the goalof providing quality education to all children. One of the most pressing issues is the acuteshortage of qualified teachers, particularly in subjects like Maths, Science, and English. Thisshortage contributes to a high pupil-teacher ratio, making it difficult for teachers to giveindividual attention to students and deliver effective instruction.
- Another concerning aspect is the verification of qualifications for teaching candidates fromother states. Ensuring the authenticity of their degrees is crucial to maintain the standard ofeducation. Disparities in infrastructure among schools, despite some improvements throughthe Right to Education funds, continue to affect the quality of education and the overalllearning environment for students.
- Although the mid-day meal scheme has been implemented satisfactorily, there is a need toimprove the nutritional value of the meals, particularly by increasing the protein portion. Theprevalence of anaemia in the district underscores the importance of nutritious meals forchildren's health and cognitive development. However, the shortage of medical staff hampersregular health check-ups in schools, impacting the well-being of students.
- Pre-school education remains a challenge as it is not universalized as part of primary schools.Anganwadi sevikas providing pre-school education may lack adequate qualifications,resulting in disparities in readiness for formal schooling among children from differenteconomic backgrounds. Despite efforts to enrol all children in schools, field verification isessential to ensure that no child is left out of the education system. Random tests haveindicated deficiencies in learning levels, which necessitate a focus on improving teachingmethods and student support.
- Vocational education and skill development have been overlooked, hindering studentspreparedness for the job market and self-employment. Continuous teacher training is vital toenhance classroom processes and ensure teachers stay updated with modern teachingmethods.
- Girl's education faces social barriers, early marriages, and safety concerns, affecting theiraccess to education. Similarly, education in tribal languages encounters resource constraints,impeding the learning experience for tribal students.

- Children with special needs also lack adequate support and attention, leading to exclusion andmarginalization. Widespread Wi-Fi access is crucial for implementing online educationprograms, but its absence poses challenges for technology-based learning.
- Adult literacy programs face reluctance from women to participate, affecting efforts toachieve universal literacy. The district's overall underdevelopment and shortage of skilledpersonnel further impact education in various ways.
- To address these challenges, expedited release of funds, rationalizing cooking costs,community involvement, and decentralized grievance redressal mechanisms are necessary. Adequate budgetary provisions, timely fund allocation, and transparent procurementprocesses will contribute to effective implementation of educational programs.

In conclusion, tackling the numerous issues and challenges in Mayurbhanj district's educationsystem requires a multi-faceted approach involving stakeholders at various levels. Withcollective efforts and a focus on improving infrastructure, teacher training, and inclusiveeducation, the district can move towards providing quality education for all its children.

Figure 6 With officials of District Education Office during visit to Mayurbhanj.

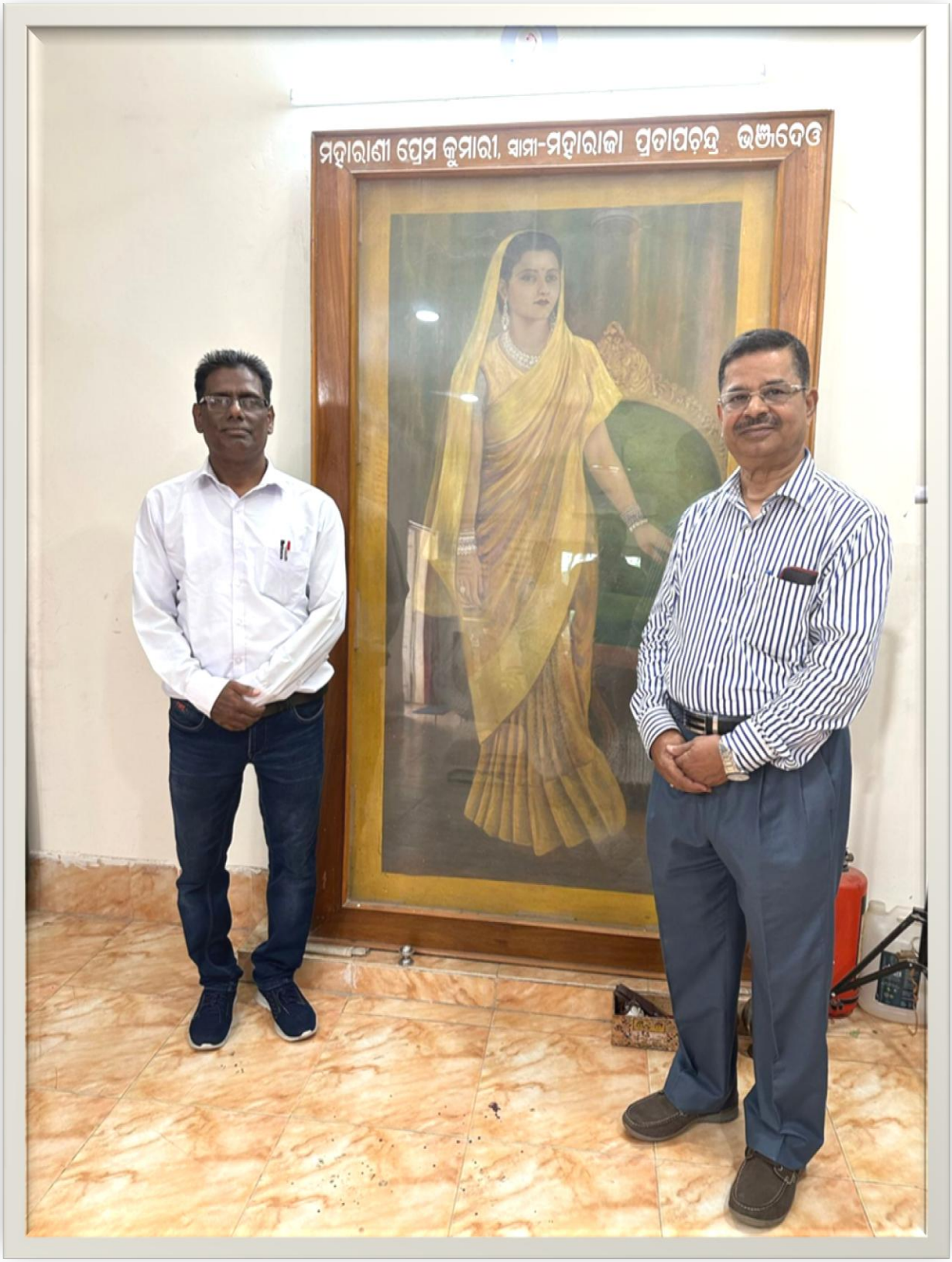


Figure 7 With Headmaster of Maharani Prem Kumari Girls' High school,Baripada

PART-ONE

(Introduction,History, Administrative set up, transport, demography, Religion, language,Tribal Population, Education.Geography, Natural Resources, Forests, Flora and Fauna, Water Resources, Climate, Rainfall, Temperature, Transport and Communications,Geology, Mineral Deposits, Soil and land,Folklore and Culture, Oral Tradition, & Tourism etc)

CHAPTER- I

Introduction

Presently, Mayurbahanj district of Odisha has attracted the attention of our nation as it is the hometown of continuing first citizen of India, President DroupadiMurmu. Secondly, this district is also in discussion as *Time's Magazine* has listed this place among the fifty extraordinary places to explore on the earth in 2023. All these developments generate the curiosity to learn about the concerned district. In fact, the above is not presenting an entire scenario of concerned district. If we go be recent trends in terms of political aspiration, in last general election this district has been viewed with the highest tribal educated candidates to contest in 2019 general election. This indicates that there has been an increasing demand and expectation shown among the dominant community towards governance. In this regard, this chapter presents a stock taking report/ an overview of history, socio-cultural life, economy and state of governance of the concerned district on the basis of following rationale.

Mayurbhanj district is one of the 30 districts in Odisha state in eastern India. It is the largest district of Odisha by area. Its headquarters are at Baripada. Other major towns are Rairangpur, Karanjia and Bahalda. As of 2011, it is the third-most-populous district of Odisha (out of 30), after Ganjam and Cuttack.Mayurbhanj lies between 26 degree 17' and 23 degree 34' North latitude and between 85 degree 40' and 87 degree 10' East longitude. The district covers an area of 10,418 sq.kms. The district is situated at a height of 559 meter from sea level.The district is surrounded by Sighbum of Jharkhand and Medinipur of West Bengal at the north where as Kendujhar and Balasore at south,eastMedinpur of west Bengal and Balasore of Odisha at east,andKendujharandSinghbum at the west.Its district Headquater is located at Baripada.

Etymology

The name of the district is a portmanteau of Mayura (meaning peacock in Odia) and Bhanja, the name of the two-ruling dynasty of the district till 1949. It is believed that the Mayura was the name of another dynasty that merged with the Bhanjas sometime around the 14th century. The peacock motif was later adopted by the Bhanjas and featured on the Mayurbhanj coat of arms. The Mayurbhanj alternative spellings were noted as Mohurbunge, Morebunge and Morbhanj in many British India records.

Chapter-II

A Brief History of Mayurbhanj

The Khijing Mandal was ruled over by Bhanja dynasty for more than 1800 years and subsequently the Kijing Mandal was bifurcated into two states as Mayurbhanj and Kendujhar. The first capital of Mayurbhanj state was at Adipur and in different period of time,the capital of Mayurbhanj was shifted to Bahalda ,from Bahalda to Haripur.Later on the capital was shifted to Baripda.As per the historians, the etymology of Mayurbhanj was derived from the merger of Mayur and Bhanj dynasty. During 1643-1688 AD, Maharaja Harihar Bhanja was ruling over Mayurbhanj who established the capital of the state at Haripur.

The Bhanja families are closely associated with the district's history. They probably displaced an earlier ruling family with the same name who had ruled from KHICHING after the fall of the Buddhist Bhaumakar dynasty progenitor of the present day Bhanjas shifted the capital from Khiching to Haripur after the kingdom had been plundered by Mughal . Mayurbhanj was an extensive domain at the time of the conquest in 1592 by Mughal. Raja Krushna Chandra Bhanja took advantage of the disturbed conditions around the last years of SHAHA JAHAN and further enlarged his territories.TheBhanja rulers accepted Mayur as genesis of Bhanja Dynasty.

Maharaja Damodar Bhanja (1761-1796 AD) of the Mayurbhanj state was killed during frequent attack of Marahatta . After the death of Maharaja Damodar Bhanja,Maharani Sumitra Bhanja (1797-1810) AD)took over the ruling of the state.Consequent upon the invasion and expansion of Maratha empire, the kingdom lost all its territories along the coast as well as the Nilagiri territory. The loss of the sea ports along the Balasore coast severely affected the state finances. It was around this time that the capital was shifted to Baripada. In 1803, British -India Government recognised Mayurbhanj as a feudatory state - a position midway between a princely state and a Zamindari.

Maharaja SriramchandraBhanjadeo was the chief architect in modernisation of Mayurbhanj in the early 20th century. The railway, primary education, municipal governance and healthcare were all introduced during his period.. In a notable judgement during his reign, the High Court of Calcutta ordered and maintain the status of Mayurbhanj as full princely states. Mayurbhanj was the largest and most populous among all princely states in Odisha and the Maharaja was enjoying gun salute.

The Bhanja family who ruled Mayurbhanj State are closely associated with the district's history. They probably displaced an earlier ruling family with the same name who had ruled from Khichingafter the fall of the Buddhist Bhauma-Kara dynasty. The progenitor of the present day Bhanjas shifted the capital from Khiching to Haripur after the kingdom had been plundered by Feroz Shah Tughlaq. Mayurbhanj was an extensive domain at the time of the Mughal conquest

in 1592 and covered present day Kendujhar, Balasore, Singhbhum and large parts of undivided Midnapore districts as well. Raja Krushna Chandra Bhanja took advantage of the disturbed conditions around the last years of Shah Jahan and further enlarged his territories. He was however defeated and executed by Khan e Dauran, the general of Emperor Aurangzeb.

During the expansion of the Maratha Empire, the kingdom lost all its territories along the coast as well as the Nilgiri State. The loss of the sea ports along the Balasore coast severely affected the state finances. It was around this time that the capital was shifted to Baripada. In 1803, the state submitted to the British who had conquered coastal Odisha and the state was recognised as a feudatory state – a position midway between a princely state and a Zamindari. Further territorial concessions were made to the British in the 19th century when large parts of present-day West Singhbhum district were handed over in the consequence of persistent Santal rebellions.

The state was modernised during the short reign of Maharaja Sriram Chandra Bhanj Deo in the early 20th century. The railway, primary education, municipal governance and healthcare were all introduced around this time. He also allowed the Jamsetji Tata to mine iron ore at Gorumahisani leading to the establishment of Jamshedpur and Tata Steel just outside the state borders. In a notable judgement during his reign, the Calcutta High Court held that the Mayurbhanj State as well as all other feudatory states of Odisha were not parts of British India, thus elevating them to the status of full princely states. Mayurbhanj was the largest and most populous of all princely states in Odisha and the Maharaja enjoyed a salute of 9 guns.

The history of Mayurbhanj would be incomplete without mentioning Maharaja Sri Ram Chandra Bhanjdeo, one of the most benevolent rulers of the state. Born on December 17, 1871, in Baripada, he received his early education in the palace and later attended the M.E. school in Baripada. After completing his F.A. and B.A. from Ravenshaw College, Cuttack, he ascended the throne in 1892 at the age of 20.

Under his rule, Mayurbhanj inherited a well-organized administrative system, and he established the State Council as the supreme governing body. Various departments were set up, including Public Works, Police Stations, Hospitals, and Schools. Maharaja Sri Ram Chandra Bhanjdeo also appointed qualified individuals to ensure the smooth functioning of the state, including prominent advocates Madhusudan Das and Pandit Gopabandhu Das for rendering rightful judgments.

He played a crucial role in the economic development of the region by selling forest products like timber, lac, honey, and more. Additionally, he declared Baripada as a municipality in 1905, marking the beginning of organized urban development in the area.

His most notable contribution was the agreement with Jamshedji Nusserwanji Tata in 1905 to set up Tata Iron and Steel Company, which later became a significant industrial hub known as Tata Nagar or Jamshedpur. The Gorumahisani Iron-Ore mines provided raw materials to TISCO, and a railway track was constructed to ensure efficient supply.

Maharaja Sri Ram Chandra Bhanjdeo was also a patron of arts and culture. He supported the establishment of Odia magazines and donated generously to the science departments of Ravenshaw College and the Medical School of Cuttack. He was actively involved in various cultural and literary events, furthering Odia language, culture, and identity.

Tragically, his life was cut short by an accidental death on February 22, 1912, ending the promising reign of this visionary ruler. His legacy lives on as one of the brightest developmental periods in the history of Mayurbhanj.

Merger of the state

Following India's independence on 15th August 1947, the State of Mayurbhanj became an independent unit and soon after, a State Legislative Assembly was formed with cabinet ministers (praja mandal). These ministers included Chief Minister Sarat Chandra Das (Minister of Home, Finance, Audit, Planning and Reconstruction), M. Mahapatra (Minister of Revenue, Law, Health & Local Government), and M. Nayak (Minister of Development, Education, Supply, Transport, Public Works, Commerce, and Labour) by a proclamation of the Maharaja on 9th December 1947. The Maharaja formally transferred most of his powers to this body. When Sardar Patel, the then Home Minister, met the rulers of the state with his proposal for merger with India on 14th December 1947, the Maharaja of Mayurbhanj said that he had already granted responsible Government in his State, and hence he could not make any commitment without consulting his Ministers. In view of this and being a tribal state, Patel didn't compel the merger. The premier of state was left out of the discussions. On 17th October 1948, the Maharaja and Chief Minister went to Delhi and the Maharaja signed an Instrument of Merger with stipulations, keeping in mind the mismanagement and social instability of the state. The administration of the State was taken over by the Government of India with effect from 9th November 1948, and a Chief Commissioner was appointed to administer the State. However, it was subsequently decided that since Mayurbhanj linguistically and culturally had close links with Odisha, it should merge with that Province. On 16th December, 1949, V. P. Menon announced the merger of Mayurbhanj with Odisha in Baripada, which officially effected from 1st January 1949.

Therefore, the district is historically referred as the “land of the maharajas”. Further, it is also known for its dominant tribal population, vibrant culture, the famous Similipal forests, Chhau

dance, beautiful temples, stone, dhokra and tassar work The district presents a panorama of many millennia in the human history.

Geography and climate

Mayurbhanj is land-locked with a geographical area of 10,418 km2 (4,022 sq mi) and lies in the north east corner of the state. It is bordered on the northeast by Jhargram district of West Bengal and East Singhbhum district of Jharkhand, to the north by SeraikelaKharsawan district of Jharkhand, West Singhbhum district of Jharkhand on the west, Kendujhar district on the southwest and Balasore district on the southeast.

Mayurbhanj's geography is defined by the Simlipal National Park located in the centre of the district. Covering more than a fourth of the district's area, these forests surround the Simlipal Hills, which form the watershed for the district. The hills reach a height of 3824 feet at Meghasani towards the south and also have many other peaks above 2500 feet. The northern parts of these hills have been mined for iron ore for more than a century. The country to the east of Simlipal is an extension of the Odisha coastal plains and is drained by the Subarnarekha River and Budhabalanga River along with their tributaries. The land is almost level with a slight slope to the coast. The indigenous vegetation consisted of pure Sal forests which have now been replaced by paddy cultivation.

The western plains of Mayurbhanj are an extension of the Odisha Plateau. They are mostly flat with small hills and slopes but are at a higher altitude than the eastern plains, the height rising from north to south. The streams here drain into the Baitarani River in Kendujhar or flow into Jharkhand to the north. There are still isolated open forests to be seen, but paddy is the most common cultivated crop.

The Budhabalanga is the main river of Mayurbhanj. It arises in the Simlipal Hills and forms the waterfall at Barehipani in a northward course. It then turns to the south east and flows between steep banks and sandbars. Both Baripada and the ancient capital of Haripur are located along its banks. The river receives two small tributaries before entering the Bay of Bengal beyond Balasore. Other important minor rivers are Deo, Sone, Gangahar and Salandi. Floods are uncommon except during exceptional rainfall in the hills owing to the seasonal nature of the streams and their steep banks.

The climate of Mayurbhanj is sub tropical marked by high humidity and rainfall during the Monsoon. The Simlipal Hills influence the weather substantially and exhibit higher rainfall and lower maximum temperatures than the rest of the district. The average annual rainfall is around 164 cm (65 in). Summer temperatures in Baripada can occasionally cross 45 degree Celsius but

thunderstorms in the evening are common which have a moderating influence. Minimum temperature in winter can go down to 8 degrees. Fog occurs occasionally during winters.

Transport

The road network of Mayurbhanj is organised in a circular manner owing to the presence of the Simlipal Hills and forest in the centre of the district. National Highway 18 takes off from the Kolkata-Chennai highway near Simulia in Balasore. It shortly thereafter enters the district and passes the major villages of Baisinga, Betnoti and Krushnachandrapur before crossing Baripada and Jharpokharia. It finally exits the district at Jamsola to enter East Singhbhum district for a total length of 86 km (53 mi).

National Highway 49 also enters the district at Jamsola. It then crosses Bangriposi and Jashipur before entering Kendujhar district. This is the main highway connecting Kolkata with Mumbai and therefore sees heavy traffic throughout the year. National Highway 220 covers the stretch from Karanjia to Tiring passing through Jashipur and Rairangpur on the way. Odisha state highway 19 is another important state highways link the district headquarter Baripada from Jaleswar, Udala and Gopiballavpur I of West Bengal.

The Mayurbhanj State Railway was a 2 ft 6 in (762 mm) narrow gauge line funded by the Mayurbhanj State that connected Talbandh in the Simlipal Hills to Rupsa on the Bengal Nagpur Railway mainline, mainly to carry timber. The major stations en route were Bangriposi and Baripada. The line was shut down in 2002 and reopened after conversion to broad gauge in 2007. The Talbandh-Bangriposi stretch has been abandoned for many years now and the line terminates at the latter station. The total length within the district is 83 km (52 mi). Another electrified broad-gauge line from Jamshedpur enters the district at Bahalda before splitting at Aunlajhori. One branch goes to Badampahar while the other terminates at Gorumahisani. The total length of these lines is about 63 km (39 mi) and they are used exclusively to ferry iron ore from the mines at the above locations. Both these routes fall under the South Eastern Railway.

Mayurbhanj has no active airports although RAF Amarda Road was a major base for the Royal Air Force and the United States Army Air Forces during World War II. Another abandoned airfield, once used by the Maharaja of Mayurbhanj, is located at Rajabasa near Baripada.

Administration

The District is headed by the Collector and District magistrate \who oversees development, revenue collection and maintenance of law and order. He is assisted at headquarters by two Additional District Magistrates (ADM) and a number of Deputy Collectors. Various line departments ranging from Agriculture and Education to Health are operate under the Collector's

supervision. There are four territorial subdivisions of the district – Sadar (headquartered at Baripada), Kaptipada (Udala), Bamanghaty (Rairangpur) and Panchpir (Karanjia) composing 26 blocks, 382 Gram Panchayats and 3945 villages.[10] Each subdivision is headed by a Sub Collector cum Sub Divisional Magistrate who reports to the Collector. Except for the Sadar Sub Collector, who is often an IAS officer, the other Sub Collectors and ADMs belong to the Odisha Administrative Service.

The police force is headed by a Superintendent of Police belonging to the Indian Police Service who is assisted by Additional SPs at headquarters and SDPOs at subdivisional headquarters. There are a total of 32 police stations – each headed by an Inspector or Sub Inspector in-charge. While the Superintendent reports on general law and order matters to the District Magistrate, he is almost completely independent in practice as far as the police force is concerned.

Each subdivision is further divided into blocks and tahsils. The former are development units headed by a Block Development Officer. Each block is divided into numerous Gram Panchayats (GPs) for a total of 404 in the district. The GPs and Blocks report to the Project Director, District Rural Development Authority (DRDA), an ADM rank officer. The Collector is the CEO of DRDA and thus exercises direct control over its functioning. The tahsils on the other hand are revenue subdivisions with the Tahsildar also being an Executive Magistrate and reporting to the Sub Collector. He is assisted by a number of Revenue Inspectors and Amins. The district has a total of 26 blocks and tahsils, the highest in Odisha.

The Simlipal National Park, while formally a part of the four subdivisions noted above, is in practice under a Field Director belonging to the Indian Forest Service (IFS). The Deputy Director, also an IFS officer, is responsible for the day-to-day operations of the Park. Three other Divisional Forest Officers are in charge of the forests outside the National Park area.

The Judiciary is headed by a District and Sessions Judge who exercises both criminal and civil jurisdiction. He also enjoys revisionary powers over certain orders of the District Magistrate and Sub Divisional Magistrates. He is assisted on the civil side by Civil Judges of senior and junior divisions and on the criminal side by Chief Judicial Magistrate and Sub Divisional Judicial Magistrates.

Demographics

According to the 2011 census Mayurbhanj district has a population of 2,519,738,[1] roughly equal to the nation of Kuwait or the US state of Nevada. This gives it a ranking of 171st in India (out of a total of 640). The district has a population density of 241 inhabitants per square kilometre (620/sq mi). Its population growth rate over the decade 2001–2011 was 13.06%.

Mayurbhanj has a sex ratio of 1006 females for every 1000 males, much higher than the Indian average of 940 and a literacy rate of 63.98%, slightly lower than the Indian average. 7.66% of the population lives in urban areas. Scheduled Castes and Scheduled Tribes make up 7.33% and 58.72% of the population respectively. The bulk of the population is concentrated in the Sadar and Kaptipada subdivisions which border the fertile coastal Odisha plains and are part of an extensive rice growing region. Bamanghat also has a large population engaged in agriculture and industry.

Religion

According to the 2011 Census 83.86% people are Hindus, 1.34% are Muslims, 0.60% are Christians, 0.03% are Sikhs and Jains while Adivasi faiths comprise the rest. Hinduism in its usual form is practised by the Odia people. Baripada is an important religious centre, having one of the oldest Jagannath temples in the state as well as a much revered temple of Maa Ambika, the patron deity of the town. Semi Buddhistic practises involving the worship of Mahayana deities like Tara and Avalokiteshvara under different names are common in villages. A large segment of the tribal population also follows Hinduism with a substantial amount of tribal rites and rituals. The ancestral faith of Santals, Sarna involves nature worship and reverence for sacred groves and is also widely practised.[citation needed]

Muslims and Christians comprise a tiny minority. The former are almost all migrants from Coastal Odisha except for a sizeable population of Bihari Muslims near the border with Chaibasa. Christians are mostly converts from tribal communities. There is an old Evangelical Church at Baripada and a Roman Catholic church at Krushnachandrapur.

Languages of Mayurbhanj district as per census 2011

The dialects of Kurmali and Bengali spoken in the district are interchangeable. At the time of the 2011 Census of India, 54.33% of the population in the district spoke Odia, 24.81% Santali, 7.58% Ho, 3.92% Mundari, 2.77% Kurmali and 1.34% Bengali as their first language. A large segment of the tribal population is fluent in Odia in addition to their native language. The Mayurbhanj dialect is almost the same as that of Coastal Odisha though certain tribal words for everyday objects are used, especially in the villages. The native language of Santali is largely used in its spoken form, Odia or Hindi being preferred for writing. The OlChiki script is rarely seen and the Odia script is used to write other tribal languages as well. Bengali is used in the parts of Sadar subdivision that adjoin Jhargram district, although there is significant Odia admixture. Kudmali is another important language, primarily spoken by the KudumiMahato in the border areas of Jharkhand and West Bengal. Where they have significant population. Other tribal

languages include Ho and Bhumij (sometimes regarded as a Mundari dialect). Lodha is spoken by several thousand people.

Tribes in Mayurbhanj

The Odia people form the largest population segment. Their castes are the same as that of the neighbouring district of Balasore. A distinctive feature is the presence of many communities that originally hailed from West Bengal but have completely integrated with the Odia population in the last two centuries. The Odias are especially dominant in the Kaptipada subdivision and in the adjoining blocks of Sadar. Odia Scheduled Castes make up 7.32% of the population and belong to a wide variety of groups, with no one community dominating.

Tribals are the largest group forming 58.72% of the population. The Santal people are the largest tribe and are the second-largest group in the district as a whole. A large number of them are immigrants from what is now Singhbhum during the 18th and 19th centuries. The practice of shifting cultivation and jungle clearance meant that the Santals were always on the lookout for forested uncultivated land that could take pressure of a growing population. Increasingly, the Santals settled in Mayurbhanj acquired some degree of fluency in Odia while continuing to speak Santali among themselves. The Ho people form the second largest tribal group followed by the Bhumij. All three tribes speak languages that are a part of the Munda languages family and are therefore distinct from the prevalent Indo Aryan languages of Odia and Hindi that are spoken nearby. The Bhumij, on the other hand, have mostly adopted Odia as their language although 40% still speak Bhumij. Other tribes include the Odia-speaking Bathudia, Bhumia and Gonds, as well as the Sounti and Kharia. As per 1931 census, the district was comprised by 131 different communities, primarily by Santal (28.61%), Ho (Kolha) (12.07%), Bhumij (8.71%), KudumiMahato (6.77%), Bathudi (5.19%), Goura (4.39%), Pana Tanti (3.38%), Bhuyan (2.62%), Khandaita (2.23%), Bhanja Purana (2.2%) and other communities like Kamar, Kumbhar, Gond, Kharia, Brahmin, Teli, Saunti, Dhoba, Tanti, Gola, Dom, Bhandari, Karana, Patra, Baisnaba, Ghasi, Sadgop, Mahali, Sabara, Amanta, Sundhi, Pan (Jena Pan), Purana, Keut, Hadi, Dhandachhatra Majhi, Raju, Kshatriya, Ujia, Bagal, Gouria, Rarhi, Oraon, Baisa, Karua, Thatari, Sahara, Kayastha, Rajuar, Munda constitute 20.35% with each community shared by 0.9% to 2.0%. The rest of 3.24% was shared by minority communities whose population below 1,000 in the district.

As mentioned above, Orissa occupies a unique place in the tribal map of the country having largest number of tribal communities (62 tribes including 13 primitive tribes) with a population of 9.59 million constituting 22.86% of state's population and 9.17% of the total tribal population of the country. Out of 30 districts in Orissa, nine are considered as tribal districts &Mayurbhanj is

one of them. This district has the second highest proportion of STs (56.6 per cent) and highest concentration of schedule tribe population.

With around sixty per cent of its population consisting of scheduled tribes, the study area exhibits a unique physical and socio-economic diversity. Situated in the north-east corner of the state of Odisha, the district shares the inter-state boundary with Jharkhand and West Bengal. Influence of the culture of these two bordering states is well marked in the adjoining areas of this district of Mayurbhanj. The extension of the Chottanagpur plateau situated in the north, the presence of great Similipal massif in the center and the location of river basins of the Budhabalang and the Kharkai in the east, exhibit unique topographic variations.There are archaeological evidences in the shape of crude tools hewn out of stone to testify that the region was inhabited over five thousand years back. Even today at some places in this area, people are still roaming in the forests in search of food as were practiced hundreds of years back. Side by side, there are people blowing up hill tops and looking under the surface for minerals which go into gigantic furnaces to produce materials for modern society.The district is endowed with rich forest, which has provided a favourable physical environment and resource base conducive to the tribal communities. The district has a total forest area of 4392.13 sq kms in 2009 which is 42.16% of total geographical area of the district. Out of the total forest area, reserved forest covers 3330.14 sq km and protected forest covers 245.06 sq km and the rest 816.93 sq km belongs to miscellaneous group.Mayurbhanj is one of the tribal districts of Odisha, which constitutes 58.58percent of tribal population in the district as against 22.85percent in the state during 2011. According to 2011 census the percentage of scheduled tribe population to the total population in the district constitute 58.58percent as against 22.85 percent in the State.

The total population of the district as per 2011 census is 25, 19,738 (Rural – 23,26,842, Urban – 1,92,896) out of which 12, 56,213 are Male (Rural - 11,57,576 & Urban-98,637) and 12, 63,525 are female (Rural -1169266 & Urban- 94259). But the Scheduled Tribe Population of the district is 14,79,576 (Rural - 1439002 & Urban- 40574) out of which 730487 are Male (Rural- 710396 & Urban -20091) and 749089 are Female (Rural-728606 & Urban -20483).

Out of 26 Blocks, the tribal are mostly concentrated in Udala, Khunta, Bijatala, Jamda, Baripada, Bangiriposi, Bisoi, Jashipur, Kuliana, Samakhunta, Kaptipada ,Kusumi ,Thakurmun da and Karanjia, where their population is more than 60% per cent of the total population of respective Blocks

The majority tribals of Mayurbhanj are the Santals ,Kolha, Bathudi and Bhumija.Thesantals are the main inhabitant of Bijatola block where they constitute about 77% of its total population. Their dialect belongs to that of the Austro-Asiatic group. Their dialect has been derived from old

Kherwali language which had a similarity with other mundari speaking people. Santals do not have any written literature, though their traditional legends (binti) are current among them. Their traditional lore has been handed down orally from generation to generation. Santal is the largest tribes of the district scattered all over Mayurbhanj. Their main occupation is agriculture and agricultural labourer. They are very conscious about their identity and culture. Santal is one of the largest and advanced tribes of India too. They developed their own script Olchiki and have been continuing language movement in Eastern India.Thekolhas are generally found in Jashipur block. About 68% of the block population are kolhas. The Kolha tribes has their own tribal dialect which is used to converse with the people of this community. For them, English has assumed the status of secondary language. Unlike many of the tribes of the region, these Kolha are less proficient in the field of academics and education.

The Bathudi are one of the greatly Hinduised tribes of Orissa depending primarily on settled cultivation and agricultural wage-earning. Their main concentration is isPanchpir(Karanjia) where they constitute about 62% of the population. They have no mother tongue of their own but speak Oriya and they have no knowledge if their fore fathers had any other language as their mother tongue. The main occupation of the bathudis is settled agriculture. Among of land owned by most of the families is not sufficient to meet all requirements.

The Bhumija just like any other tribes of the mountainous region of India, these Bhumija tribes too have adapted the profession of shifting cultivation. Seeing the degradation of the landscapes due to rampant cultivation, in the present day, many of these Bhumija tribes sustain their living by gathering and also selling various non timber forest products in the local markets. The people of this tribal group converse in Halbi language which is an amalgamation of Marathi language, Chhattisgarhi language and Oriya language.

Linguistically Austric and the Indo-Aryan language groups are dominated in tribal population of Mayurbhanj. Tribal communities like Santal, Munda, Ho, Hill Kharia, Oraon, Mahali, Kol, Bhumij speak their own language. Rest of the tribal communities of the district are speaking oriya and mixture of languages. In Orissa, four tribal communities developed their own script out of which two tribal communities are inhabiting in Mayurbhanj namely Santal and Munda. Santal is the largest tribes of the district scattered concentrated all over Mayurbhanj. Their main occupation is agriculture and agricultural labourer. They are very conscious about their identity and culture. Santal is one of the largest and advanced tribes of India too. They developed their own script Olchiki and have been continuing language movement in Eastern India. Mahali is the only tribe well known in Orissa for his bamboo craft making skill. The Hill Kharia, Birhor (Makirdia) and Lodha are the primitive tribes who deserve special mention in the district. The Kharia and Birhor

(Makirdia) are nomadic food-gatherers and hunters concentrated in the hilly area of Similipal in Panchapirha sub-division particularly in Jashipur Block. For their socio-economic development government of Orissa in the year 1987 has established the Hill Kharia and Mankirdia Development Agency at Jashipur. Lodha, another tribal community of Mayurbhanj was labelled as criminal tribe till the revocation of the Criminal Tribes Act, 1962. The livelihood sources of the Lodhas include agriculture, raising silk cocoons, selling fire wood and rope making. Their major concentration is in the Suliapada and Morada Blocks of the district. For their socio-economic development, Government of Orissa in the year 1986 has established Lodha Development Agency which is situated at Morada. The development programmes implemented through Micro-project include soil conservation,horticulture, agriculture, and health services. For Socio-economic development of tribes of Mayurbhanj four Integrated TribalDevelopment Agencies are functioning at Baripada, Udala, Karanjia and Rairangapur. The ITDAs as a part of the TSP approach integrated development programmes for the tribal people and whole tribal dominated regions of the district.

Educational Scenarios

Education constitutes an important component of human development as it helps in building up human capabilities. It raises a person's productivity and income earning potential by imparting basic as well as specialised skills. It contributes to economic growth through human capital formation and plays a significant role in widening a person's options in life. The Constitution of India acknowledges the significance of education. The Government has emphasised on spreading primary education in the state. In order to achieve universal elementary education, measures have been taken for: (i) universal access and enrolment, (ii) universal retention of children up to 14 years of age, and (iii) substantial improvement in the quality of education to enable all children in achieving essential levels of learning. The poor and socially marginalised children would thus be enabled to access basic education.

With patronage of the royal family of the district, Maharaja Kishore Chandra High School was established. Its former name was Baripada High School. The other school set up in the long past was Rairangpur High School. Although both Baripada and Rairangpur High Schools played significant roles in the spread of education in the district, both of these schools were meant only for boys.

During pre-independence era, Lady Fraser Girl's M.E. School was set up to promote womens' education. During 1948-49, it was renamed Maharani Prem Kumari Girls' High school. Maharani Prem Kumari was the wife of Maharaja Pratap Chandra. This was a milestone in the annals of educational history of Orissa. The Government of Orissa provided scholarship to the topper of

this school so that she would be able to continue her high school education in Ravenshaw Girls' School of Cuttack. The scholarship was tenable for four years for a girl student.

Subsequently a Girls' M. E. School came into being. In 1950 the district Magistrate of Mayurbhanj started a Girls' High School in the official residence of the Sub-Divisional officer. Later the institution was elevated to the status of a Girls' High School.In 1949, Maharaja Purna Chandra College was set up.

Realising the importance of education, benevolent Bhanja rulers had taken various measures to promote education in Mayurbhanj. During the regime of Maharaja SriramachandraBhanja, there were 44 primary schools with 2,376 students and one Middle English (ME) school in the district in 1882. Because of the keen interest and sincere efforts of the king, the number of primary schools increased to 431, students' strength rose to 9,600 and the Middle School (ME) at Baripada was upgraded to a high school in 1892. By 1949, the numbers increased to 100 primary schools, 21 ME schools and 4 high schools. Twenty-five years later in 1973-74, the number of primary schools increased to 1,995, ME schools to 360 and high schools to 127. Considering the area and population of the district, schooling facilities were still not adequate.

CHAPTER-III

GEOGHRAPHY

Forest:

Mayurbhanj district boasts a diverse array of forest types, each contributing to the region's rich ecological tapestry. These forests can be categorized as follows:

North Tropical Moist Deciduous Sal Forest: Spanning an area of approximately 600 square miles and located below 2800 feet in elevation, this forest type is characterized by deciduous Sal trees and experiences a moist tropical climate.

Northern Tropical Semi-Evergreen Forests: Covering around 30 square miles, these forests thrive in the deep, damp valleys of numerous perennial streams and nalas in the south and east of the Similipal hills. The vegetation here retains its greenery throughout most of the year.

Mixed Deciduous Hill Forests: Encompassing about 100 square miles, these forests are found in the exposed and steep regions of south and east Similipal. They receive ample rainfall and host a diverse mix of deciduous trees.

High-Level Sal Forests: Extending over approximately 100 square miles, these forests flourish atop hills and plateaus, at elevations above 2800 feet. Sal trees dominate this region.

Dry Deciduous Sal Forests: Occurring in areas like Satkosia, Noti, Badampahar, and Gorumahisiani, where the rainfall is comparatively lower than in Similipal, these forests, covering a limited area, house Sal trees of lesser quality than those in the Similipalregion.Plains Sal Forests: Mainly found in flat plains and slightly undulating areas, these forests possess a sparse growth of Sal trees.Grasslands and Savannahs: Located above 3000 feet on dry hill slopes and higher valleys within the Similipal hill region, these areas feature open grasslands and savannah-like landscapes.

Furthermore, a more detailed classification, based on the working plan of Baripada Reserved Forest Division (1973-74 to 1992-93), includes the following forest types:

Indian Tropical Moist Deciduous Forests (Moist Peninsular Sal): Identified as 30-c-hj, this forest type comprises moist deciduous vegetation with Sal trees.Sub-type 3c/c2e Moist Peninsular Low-Level Sal: Falling under the category 3c/c2e, these forests consist of low-level Sal trees in the moist peninsular region.Sub-type 3c/c2e Moist Peninsular Valley Sal: Also categorized as 3c/c2e, these forests are characterized by Sal trees in the valleys of the moist peninsular area.

Type Sub-type 3C/DSI Moist Sal Savannahs: Falling under type 3C/DSI, this forest type represents Sal-dominated savannahs with a moist environment.Type -28/C3 Odisha Tropical

Semi-Evergreen Forests: Categorized as type -28/C3, these semi-evergreen forests are typical of Odisha's tropical regions.Type -3c/Cid -Very Moist Peninsular Sal: Categorized as type -3c/Cid, these forests feature very moist conditions and contain Sal trees.

3C/C3 Moist Mixed Deciduous Forests: Belonging to type 3C/C3, these mixed deciduous forests showcase a blend of different tree species in a moist environment.Type -5B/CiC - Peninsular Sal Forests: Categorized as type -5B/CiC, these forests are characteristic of the peninsular region and consist primarily of Sal trees.

These diverse forest types contribute to the ecological richness and biodiversity of the Mayurbhanj district.

Water Sources:

In the district of Mayurbhanj, the primary water source is Similipal, which gives rise to numerous perennial water streams. Among these, Budhabalang is a prominent river originating from the eastern slopes of the Similipal massif. Stretching 175 km in length, it boasts a catchment area of 4840 sq. km. Sometimes referred to as Balanga, it starts in Similipal, passes through Baripada Sadar and Badasai, enters Balasore district, and finally empties into the Bay of Bengal. Notable tributaries of Budhabalang include the Sone, the Gangadhar, and Catra. Another significant river, Gangahar, along with its tributary Nalua, also originates from Similipal and joins Budhabalang. Additionally, the river Sono originates from Similipal, accompanied by its tributaries, namely Kala Nala, Deo, and Sanja. Furthermore, River Kharkai, originating from Similipal, eventually meets the Suvarnarekha. River Salandi, emanating from the southern peak of Meghasani in Similipal, flows to the Bay of Bengal near Dhamra. River Deo, another watercourse originating from Similipal, converges with River Baitarani in the Keonjhar district. Lastly, two other rivers known as Khaira and Bandhan both originate from Similipal and merge to form Khairabandhan.

Climate:

Mayurbhanj district experiences a scorching hot summer from March to May, while the monsoon season from June to September brings well-distributed rainfall. Winter prevails from November to February.

Rainfall:

The district typically receives evenly distributed rainfall throughout its area, with minimal variation from year to year.

Temperature:

The hottest month in the district is May, with a mean temperature of 41 degrees Celsius, and daytime temperatures peaking at 47 degrees Celsius. During winter, the temperature drops to as low as 12 degrees Celsius.

Humidity:

The district maintains relatively high humidity levels throughout the year, though it decreases somewhat during summer, ranging from 50-60 percent in the morning to 35-55 percent in the afternoon. The region occasionally experiences depressions originating in the Bay of Bengal, passing over the district during westward movement, leading to heavy rain and strong winds. Summer and the rainy season also witness frequent thunder and thunderstorms in the district.

Flora and Fauna of Similipal

Similipal, located in Mayurbhanj District, boasts a pristine and diverse ecosystem, predominantly characterized by a virgin semi-evergreen forest dominated by Sal (Shorea Robusta). This verdant landscape is home to a plethora of plant and animal species, creating a haven for nature enthusiasts and conservationists alike.

Flora:

The dense forest of Similipal is rich in flora, with a variety of trees, shrubs, creepers, orchids, ferns, and insectivorous plants. Besides Sal (Shorea Robusta), other prominent tree species include Anogeissusigtifolia, Terminalia tomentosa, Pterocarpus, Engeniadalaergiodes, Syzygiumcumini, Michelia, Dilleniapentagyna, Diospyros embryopteris, Adina cordifolia, Schleicheratrijuga, and Anisochilus carnosus.

Similipal also boasts a remarkable array of orchids, adding to the area's natural beauty. Common epiphytic orchids like Dendrobium, Vanda, Bulbophyllum, Cybidium, Gnetum scandens, Salix Tetras-perma, and Nimonoia riparia thrive here. Additionally, some rare species of Orchids like Luisia can be found in specific areas like Rajabasa, Bhanjabasa, and Dudrachampa.

The region also supports unique insectivorous plants like DroseraBurmanni, found in Jenabil and Gudugudia areas. Ferns such as Cyathea Sp (tree fern), Abacopterisnultineata, Cyclosorus interruptus in Chahala area, Blechnum orientale, and Podostemonwallichi add to the botanical diversity.

For the conservation of the rare Rauwolfia serpentina, a nursery has been established at Lulung, which serves as the gateway to Similipal from Baripada town.

Fauna:

The diverse forest cover of Mayurbhanj District supports a wide range of wild animals and birds, making Similipal a haven for wildlife enthusiasts. Some of the notable animals found in the area include Sambar (Cervus unicolor), Barking Deer (Muntiacusmuntjak), Wild Boar (Sus scrofa cristatus), Gaur (Bos gaurus), Mouse Deer (Tragulusmemmina), Elephants (Elephas maximus), Chital (Axis axis), Tailed hare (Lepus nigricollies), Four-headed antelope (Tetraceros quadricornis), Sloth bear (Melursus ursinus), hyena (Hyaena hyaena), ratel (Mellivora Capensis), and the Indian pangolin (Manis crassicaudata).

Among the carnivores, Similipal is home to Tiger (Panthera tigris), Leopards (Felis pardus), Panther (Panthera pardus), Jackal (Canis aureus), Wild Dog (Cuon alpinus), Indian Fox (Vulpes bengalensis), Common gray Mongoose (Herpestesedwardsi), Small Indian civet (Viverricula indica), Common toddy cat (Paradoxurus hermaphroditus), Common jungle cat (Felis chaus), Wild buffalo (Bubalus bubalis), Blue Bull (Boselathustragocamelus), Gayal (Bos gaurus), and Rhesus macaque (Macaca mulatta) and Common Langur or Hanuman (Presbytis entellus) among primates.

Various species of squirrels, including the flying squirrel (PetauristaPetaurista), striped squirrels, and giant Indian squirrel (Ratufa indica), along with a variety of rats and mice, can also be commonly found in Similipal.

Similipal is a paradise for birdwatchers, hosting a diverse array of avian species such as the peafowl (Pavocristatus), red jungle fowl (Gallus gallus), red spurfowl (Galoperdixspadicea), black partridge (Francolinusfrancolinus), grey partridge (F. pondicerianus), green pigeon (Treron phoenicoptera), and numerous other smaller birds like parrots, hill mynas, drongos, doves, orioles, bulbuls, skylarks, dayals, robins, treepies, chloropsis, kols, and more.

Migratory birds like Whistling teals (Dendrocygnajavanica) and Common teal (Anas crecca) also make an appearance during certain seasons.

Reptiles like the king cobra, cobra, vipers, kraits, rat snakes (Ptyasmucosus), common wolf snake, and Indian Pythons can be spotted in the district.

The diverse flora and fauna of Similipal make it an invaluable ecosystem that requires careful conservation efforts to protect its natural beauty and ecological significance.

Transport and Communication

Mayurbhanj district boasts a well-organized circular road network, shaped by the presence of the Simlipal Hills and forest at its center. The primary artery, National Highway-18, originates from

the Kolkota-Chenai highway near Simulia in Balasore. After entering the district, it traverses through Baripada and Jharpokharia before exiting at Jamsola, leading into East Sighbhum district, covering a total distance of 86 km (53 mi)

Another significant route, NH 49, enters the district at Jamsola, connecting Kolkata to Mumbai. Additionally, National Highway 220 covers the stretch from Karanjia to Tiring, passing through Jashipur and Rairangpuren route.

In the past, the railway system in Mayurbhanj was a 2 ft 6 in (762 mm) narrow gauge line, linking Bangiriposi in the Simlipal Hills to Rupsa on the Bengal Nagpur Railway mainline, primarily for timber transportation. However, this narrow gauge line ceased operations in 2002. Fortunately, it was later revived and converted to broad gauge in 2007, with a total length of 83 km (52 mi) within the district. Another electrified broad-gauge line from Jamsedpur enters the district at Bahalda and then splits at Aunlajhori. One branch goes to Badampahar while the other terminates at Gorumahisiani. The combined length of these lines is approximately 63 km (39 mi), and their purpose is exclusively to transport iron ore from the mines in the respective regions. Both these railway routes are managed by the SE Railways.

During World War II, the Royal Air Force utilized the functional air base at Amarda Road, which also served the US Army Air Forces. Additionally, there is an abandoned airfield near Baripada called Rajabasa, which was once used by the Maharaja of Mayurbhanj.

Overall, Mayurbhanj district possesses a well-connected and efficient network of roads, railways, and historical traces of air transport, contributing to its accessibility and development.

Fig-8Devkund Waterfall

CHAPTER-IV

GEOLOGY

During the reign of Maharaja SriramchandraBhanj, the princely state of Mayurbhanj commissioned a survey to identify mineral deposits. The survey, led by Sri P.N. Bose, a Mining Officer under the British Government, was the first geological survey undertaken by a princely state. The survey revealed significant deposits of iron ore in the Bamanghati region, as well as gold deposits in the catchment area of Subarnarekha and Khadakhei rivers.

The year 1904 marked a turning point in the history of Mayurbhanj when iron deposits were discovered in Gorumahisani. Additionally, Mayurbhanj witnessed the beginning of the Rail Service in the district. In 1907, there were plans to commission a Power Project at Kusumabani on the Budhabalang River, but it did not come to fruition due to various reasons. However, diesel power houses were established at Baripada and Kuldiha to meet the local energy needs, though they eventually closed down after the construction of the Hirakud Dam and its associated power project.

Over time, various industries were established in Mayurbhanj, contributing to its industrial growth:

Ispat Udyog: Set up in 1960 at Rairangpur, it initially produced iron-made household utensils but later faced financial difficulties and shut down.

Khandelwala Iron and Steel Company: Founded in 1959, this company produced agricultural implements.

Manorama Foundry Works: Established by the Government of Odisha in 1959 as a pilot project, production began in 1963.

Tusser Industry: Mayurbhanj became renowned for producing tusser products like Matha, Resam Sarees, and Bapta Sarees, which were famous throughout the state and exported to major cities like Mumbai, Kolkata, Delhi, and London.

Mayurbhanj Textile: Set up in 1943, this industry produced Lungi, Gamuchha, Ganje, Towel, and various other clothes for both men and women. The Maharaja of Mayurbhanj encouraged weaver communities from different areas to participate in the production of traditional clothing.

Perfume Manufacturing Unit: Established in Kathapal, this unit manufactured scented hair oil from forest grasses, gaining popularity in the Kolkata market.

Lac Industry: Lac was extracted from trees like Kusuma, Barakoli, and Palas. A Lac Industry was set up in Rairangpur in 1935, producing lac-made products that were sold and exported to

foreign countries. Unfortunately, this industry closed down after the merger of Mayurbhanj with Odisha.

Rail Sleeper Industry: A Rail Sleeper Industry was established at Bamanghati by M/S Baruha Timber Company, producing Sal Quality Sleepers for Bengal-Nagpur Railway Company and GIPI Railway Company. However, after the merger of Mayurbhanj, the operation was closed.

Mayurbhanj Potteries: This China Clay-based Industry, also known as Mayurbhanj Potteries, was set up near Kuldiha Railway Station, producing items like serving utensils, plates, cups, and electrical insulators.

Zena Glasses: A Glass Industry was set up near Bahalda Road Railway Station, producing various glass utensils from locally available Silica. After the merger of Mayurbhanj, it was shut down.

National Vanadium Trust Ltd: Established during World War II on a 100-acre land in Rairangpur, this industry gained fame for its products with high demand in defense use. However, it was shut down after the merger of Mayurbhanj.

Sal Seed Oil Manufacturing Unit: After the closure of the Steel Industry in Rairangpur, a Sal Seed Oil manufacturing unit was established. Thanks to the invention of a Solvent Extraction Process by Dr.Dasarathi Mishra, the extracted oil became edible.

In addition to its industrial development, Mayurbhanj is known for its skilled artists in the village of Kesna, who produce different idols and decorative items from black and green granite. The village has been included in the tourism map of Odisha, following Raghurajpur, the heritage village.

Soil and Land

Regarding the soil and land, the district is classified into various types, including Balimati or sandy soil, Dosara (a mix of sand and clay), Matiali or Chikita Mati (waterlogged soil), Tilak Mati (grey soil), and Lalmati or sandy red soil (lateritic origin). The main types of soils found in the district are Red Soil and Laterite Soil, further classified into Typical Red soil, Red Loam, and Clayed Loam under the Red Soil category. Laterite Soil is found on hill slopes and plateaus.

Traditionally, agricultural land is classified as Pal, Jal, and Dahi. Pal category land includes river-side agricultural land and irrigated lands, Jal represents fertile land prepared in the valley, and Dahi category land is better for pulses, oilseeds, and early paddy cultivation.

The revenue records classify the land based on soil structure and irrigation facilities as Jal Soyem (wet land commonly found in forests or hill sides), Jal Doyem (second-class wet land), and Jal Awl (first-class wet land with natural or artificial irrigation).

CHAPTER-V

FOLKLORE AND CULTURE

Culture is deep rooted in the lives of the people of Mayurbhanj District. The vibrancy and richness of the cultural heritage of this District, undoubtedly, makes Mayurbhanj one of the most noteworthy places on the map of Odisha.

Makar, renowned as the ganaparba of Mayurbhanj, is a festival deeply embedded in the socio-cultural life of its people. This vibrant celebration, along with TusuParba of the Kudumi Communities and Damodar Yatra of the Santal Community, fills the district with a festive spirit. During these festivities, various events such as Hen Fighting, traditional gambles, Cricket Tournaments, Football matches, and many other traditional games take place in different parts of the district.

The day of Makar Sankranti begins with people taking a holy bath in rivers and ponds before sunrise. Makar Melas are organized in several places across the district, lasting for three days, and sometimes even extending to over seven days.

Makar holds significant value as it becomes a period for forging new friendships and relationships. In these Melas, tribal youths from different communities like Santal, Mankadia, Khadia, Lodha, and Bhumija find their life partners. Once a mutual agreement is reached between a boy and a girl, their marriage is solemnized later on.

The day preceding Makar Sankranti is called Baundi, during which people prepare for Makar by adorning new dresses and indulging in special preparations of mutton and fish.

TusuParba is primarily celebrated by girls of the Kudumi (Mahanta) community. It commences on the day of Makar Sankranti, where girls create the Idol of Tusu and worship the Tusu Devi (Female Deity) at the riverbanks. After the worship, they visit different habitations, singing traditional songs. Once their rounds are complete, they immerse the idol in the river.

The worship of Tusu Devi is linked to a poignant legend. In the Moghul period, the Zamidar of the Kudumi community had a beautiful daughter named Tusu. The Badsaha desired to marry Tusu, but the Zamidar was not in favor of the proposal and was afraid. Tragically, the Badsaha killed Tusu's potential husband and tormented the Zamidar. Fearing the Badsaha, Tusu chose to end her life by drowning herself in the river of Baitarani (Kansabati).

Damodar Yatra is celebrated near Baripada town at the confluence of rivers Budhabalnga, Jarali, and Sarali, locally known as Tribeni or Baruni Ghat, a revered place similar to Sangam at Allahabad. After Makar Sankranti, the Santal tribe predominantly celebrates Damodar Yatra at Baruni or Tribeni Ghat, while Santals of Karanjia commemorate it at Bhimkund. This Yatra typically spans three days. Rivers like Budhabalanga and Baitarani are considered holy in the state. During Damodar Yatra, the Santali people perform sacred rites and rituals, offering Pinda Dana to their forefathers, and finally, the skeletal remains are immersed in the river. It is believed that completing the last rites here ensures peace for the departed souls of their ancestors.

As per their customs, they shave their heads and don new attire before the Bisarjana of skeletal remains. Following the Bisarjan, they offer Dana and worship the supreme Deity of the Santal, "Marangburu," placing Sal branches as a symbol of respect. They also present various types of food and offer oil at nearby Marangburu temples to honor their forefathers.

Car Festival of Baripada:

Apart from Puri, Lord Jagannath is worshipped as Shri ShriHaribaldevMahaprabhu at Baripada. There goes a saying that Maharaja BaidyanathBhanj had been to Puri to have a Darsan of Lord Jagannath. Failing to offer the demanded gold coins the king was denied to have a ‘Darsan’. Another version to the legend goes like this. When the Maharaja went to Puri in rayal splendour with the accompaniment of ‘CHHATRO’ and ‘CHAMORO’ the Gajapati of Puri refused permission as it was display of higher status que over the ‘Thakur Raja of Puri’. The prevailing custom then was that the devotees to Puri will come as common man without showing of any supremacy over the Gajapati ‘who is Chalanti Vishnu Designate’. The Maharaja went in penance near the Atharnala, outskirt of Puri. In a dream he was ordered to by Lord Jagannath to construct a temple in Baripada so that he would come down to aasuage his devotee. Showing deference to wishes of Lord Jagannath he got constructed the majestic temple at Baripada. Like Puri, all the rituals for Lord Jagannath, Lord Balabhadra and Devi Suvadra are perfomed here at Baripada. The Bhanja Rulers, whose royal patronage in the field of architecture was at par excellence, would be remembed for their magnificent offering to Lord Jgannath in getting built the Jagannath temple prototype of Puri.

The District of Mayurbhanj preserves many temples built in different styles of Orissan architecture, such as Rekha, Bhadra and Gauriya. Among the Rekha temples the most important are the temples of KakharuaBaidyanath at Manatri of this District and that of Lord Jagannath at Baripada. The temple of Lord Jagannath at Baripada is universally known as Haribaldev temple. It was built by Shri BaidyanathBhanj in 1575 A.D. on the same architectural principles of KakharuaBaidyanath temple. The temple stands as a symbol of the religious favour of the

Bhanja Rulers of Mayurbhanj and is regarded as the Queen Monad among the princely states during the pre-merger days.

It is made of laterite stone with exquisite designs engraved in the walls. It has height of 84′-6″. A big boundary wall encirles the temple which is a replica of that of Lord Jagannath at Puri. An inscription on the temple wall states that in the year 1497 of the Saka Era this temple was built by BaidyanathBhanj. This temple, like the KakharuaBaidyanath of Manatri is provided with Vimana, Jagamohan and Nata Mandira and is in a better-preserved condition than the latter.

Besides the presiding deities, there are as many as seventeen Bedha deities consecrated in the temple. There are various other pillars, images and structures both in front of the presiding deity and on the body of the temple. This temple is provided with Nata Mandira and is beautifully painted inside as well as outside. Every year Car festival is celebrated on the day after the day on which Car festival is celebrated at Puri. The three deities come to the Radhamohan Temple (Mausimaa Mandir) during car festival which lasts for two days. The speciality of the Baripada Car festival is that only ladies can pull the chariot of Maa Subhadra.

JantalaParba at Bamanghati: For the growth of Agriculture and animals,JantalaParba was celebrated in the month of Bhadraba .Each Pirha which have been formed in villages around the mountain celebrate the festival.At last the main priest took the deity to Cave of the mountain and people sacrifice Goat,HenBoffalo sheep etc.At last the deity was taken back to the house of the priest.

Karama Parba: It was celebrated by almost all tribal communities as well as KudumiCommunity.In fact Kudumi community usually took the lead role in the celebration.Theywoeship Karama Sai(the deity) for better harvesting,good heath of domestic animals.It is mainly celebrated by unmarried boys and girls with songs and dance.The branch of Karama Tree was put in the Mandap as representative of Karama Sai and after worshiping, they put the branch in the river.

Further there is a special rituals by matured and unmarried girls associated with Karama parba.The girls with fasting collected soil from rivers or ponds and they put seven seeds of seven colour for germination.Keeping for seven days,they offered it to Karam Debata.During this seven days,in each evening they dance with song and round the container of seven seeds.After seven days ,they move to Karama tree with dance and songs and worship Karama Debata in the Karama Tree and facing at east,collect two branches of the tree and bring to the Mandap.The entire night witness songs with **Jaanta** dance.

Bandana (Gobardhana) Parba of Kudumi Community

Usually Kudumi community of the district celebrate Bandana (Govardhan Parba for three days.Each year the parba began on Kartika amabasya.First day parba is called “Gotha Pooja” , “Goraya Pooja” on second day and “Budhi Pooja” on third day. On the day of Gothapooja, all cows are taken to near by rivers or ponds for bathing and cleaning at the morning, At noon time ,cows are worshiped with flower and scaddle wood paste and took them to their shed. In order to satisfy the Dharma Debata, the put one egg into the bowls of seeds. At this time,different coloured hens are sacrificed to Basuki, Basumati and Dharma Devata .It is beleivd that the cow or bullock who put its leg on the egg put under the seed bowls ,the cow or the bullock and their owner are considered very lucky. Later on people with the lucky Cow round the village with a procession with dance and song .Once procession is over,they go to the house of Lucky Owner of the Lucky Cow where all the people are offered feast,win,mutton,After that all the people assembled at the end of the village and enjoy the time with dance and songs. This is called DhanDheiKhela.All the men and womenthrow or put dry rice paste to each other .

On the second day of the parba,people clean their agricultural implements like plough,axe,levelleretc,Then they sacrifice different coloured hens to Lord Shiva, Goddess Parbati, Basuki, Basumati. Dharma Debata, and Grama Debata, Grama Devi,Badapahala, Goseiray, and Maa Kali.They also worship forefathers and Eastadevi offering traditional cakes and foods.They also feed fress grass to the cattles.It is believed that on that day Lord Shiva with his BahanaBasuaSandha come down to earth to see the fate and condition of cattle , bullocks,and ox.

On the day of BudhiBandhana, a pole is installed at the centre of the village .One male calf rounds the pole tree times.Therepeole worship GOTHESWAR MAHADEV .Women and girls decorate their houses with different types of Jhoti and Chita.All the people wear new clothes.Afternoon,they start Bullock Dance and all are enjoy with dancing and singing.

Myth behind the Bandana Parba: Once all the cows and Bullocks left the earth with protest agaist the cruelty of human and went to Lord Shiva.As a result,agricultural activities were completed affected and stopped.People were worried.Finally they sent three persons namely Alaka,Bakula,Gokula went to Lord Shiva and they satifiedLordShiva through Shiva .Finally Shiva allowed the cattle and Bullocks with a condition that people will not be cruel and will properly care of them.At last Lord Shiva allowed the cattle and bullocks to to the people back.

BahabangaParba of Santal Tribe:

BahabangaParba is one of the impotant festivals od Santal Community. Each year, this parba began on Phalguna Purnima when flowers are seen in Sal Tree. This Parba is also known as Baha Parba or PhulaBhanguniParba. The conjunct of Bahabanga gives meaning as Baha means Flower and Banga means Festival or Parba. It has become the tradition of Santali community that after this parba, they use the forest produce.

They believed that Marangburu is the God (Supreme Deity) who has given us life,gives us water by raining and gives food .His dissatisfaction can badly affect us . We and our domestic animals cannot grow. Therefore they worship Marangburu. As per the tradition , young boys and girls with their traditional costumes (Phutakacha,Phuta Khandi),on their shoulders,they carry the priest to the Jaher Sal (Pooja Sthal).In addition to Marangburu,they worship JaherEra,Manek,andRangabudhi (the deities of hunting),and Saharapata (the deity of agriculture) with all types of forest produces and also sacrifice hen and goat.

Once the worship is over,young boys and girls receives " KhechudiBhog" Sal leave plates.During this parba,they cook Shale (Khechudi),Pitha,Leta (Mutton Ghanta) and offered to their fore fathers. The young boys and girls receive Sal flowers from the priest. At the evening, decorated with Sal Flowers at head and ear go on dancing and singing in the whole night.

Sal Tree is considered very sacred among the Santal community.There is a popular say in context of worshipping Sal Tree.When Santals were in search of "Dharma", Marangburu gave a message from the heaven that you throw a arrow to the sky and said the touching point of the arrow will be your place of worship.Then they threw the arrow which touched the Sal tree.Since that day they worshipping Sal tree as their supreme deity.

Prior to the first day of Bahabangaparba, the girls of the village clean the Jaher Sal area with cowdung.Next day means first day of the Bahabangaparba,young boys of the village build two sand house that one is for Jaheraya and one for marangburu.

On the day of first day worship,the priest takes utensils namely Kula,Pachia,Tokei,Bow and arrow,Khanda,Tangia (Axe),Broom,Singha,IronSinkuli to Jahersal with the help of others.The young boys and girls spend the whole night with dance and song in front of the house of the priest.During this tiem,some people feel spirit within themselves which is called Kalishi or Banga.During this festival,they also go for mass hunting because they believe that if they can hunt ,prosperity will come .

Howver,currently Local Administration is discouraging the practice of mass hunting and putting restriction to enter into the forest.Hence, changes have been observed in the practice.As part of rituals,they are just huntinh hens in the village.

MagheParab of Kolha

Magheparab is celebrated in the month of “Magha”.It is celebrated among the Kolha and Munda Community for seven days in each year.The first day of the celebration is called GabhaMahara or Gavaola.On this day, the women of the community decorated their house with different colour preferably in Red, White,Black and Yellow with colourful wall paintings.They offer Diang (ChauliMada) and Arki (MahuliMada) to Marangburu (the God of Mountain) as well and other God and Goddess. All the people of the spend their night with singing and dancing and enjoy mass feast in the village.

The second day is called “Ate Jhilli”. On this day, at one end of the village, a place was cleaned with cow dung and build a altar on which Rice and black gram are kept and covered.They offer HandiaMada (Country Liquor).

Third day of the parab is known as “Magheghuri”.This day is real festive day. Relatives comes on the day to observe. The boys and girls are engaged with extempore question answer .It is also a day of making proposal for marriage.

The fourth day is called “Sapaki”,fifth day is “Reetrao”,sixth day is “Bagheya” all the villagers observed the parab with festive mood.On seventh day is closing ceremony.

UddaParba

UddaParba is very famous in the district due to its hazardous and painful practice.As per the practice,thepractioners (Bhakta) make hole in the arm of the hands in iron nails and with the help of rope they are taken to height as if they are in flight mood .Uddaparba of Thakurmuda and Rairangpur are famous in the district.

ChaitaParba

Besides the above paraba of the districts usually celebrated by the local communities,modern Mayurbhanj has wintnessed District level,Sub-divisional levels or Block level festivals as the follows:

BalangiMahostav,Baripada**:** BalangiUstav has been celebrated since 2003.The festival takes place at the confluence of Budhabalanga,Chipat and Itajodiriver.There is a temple of Maa Ambika who is main deity of Baripada town.

Saraswati Mela,Udala

The only Saraswat Temple is located at Udala. Under the patronage of King Goura Chandra Mandhata and queen Manjaridevi,Saraswati puja was started in Udala in a thatched House. In the year 1985,a temple was built for Goddess Saraswati.On the day of Saraswati pooja, every year a big Mela (Festival) is organised here for 15 days.

Jagadhatree Mela

Jagadhatree Mela was started in the year 1953.In each year,the Mela held at Bhanjapur field in Baripada town in the month of November.It held for 15 days.Hindu Deities namely Maa Durga, Laxmi,Saraswati,Bramha,Bisnu,Shiba,Ganesh,Kartika and Narad are worshipped.

Mayurbhanj Ustav

Mayurbhanj Ustav is held at Baripada for three days in the month of December in each year.Similarly another Mohastav held at Bhubaneswar for three days.

Dhumasa- The UdalaUstav

During December-January, Dhumsa-the Sub-divisional level Ustav held at Udala for five days.Local Culture and traditions are demonstrated during the festivals.

Madal-BamanghatiMahostav

Sub-divisional Mahostav ornamentally named as Madal is held for three days from 1st-3rd April, every year. It has become a potential platform to propagate local culture and traditions.

Bhima Mela at Saraskana

Just after Makar Parba,Bhima Mela held at Dhenda which is the block headquater.This festival is based on ahistorical background linked with the events of Mahabharat.

There is a stone in the village which looks like an arrow.Peeople believed that this arrow is belonging of Madhyama PandabBhima.The arrow of Bhima has been turned into stone that is the strong believe of the people.Further people believed that mark of the Knee of Bhima is also found in Merrumatha of Sirsa village located on the bank of Subarnarekha.People called it as Bhima Anthua .

Further Pandra village is named after Pandava and Pandabeswar Mahadev is worshiped here in the temple .

BhimkundMahostav,Thakurmuda

BhimkundMahostav of Thakurmunda is held at Bhimkund located in the bank of river Baitarani.TheMahostav usually begins on Makar Sankranti (fall in the month of January) and continue for 3 days.

KaranjiaMahostav

KaranjiaMahostav of is held at Karanjia during Dola Purnima. The Mahostav continues for 3 days.

KhichingUstav

KhichingMahostav held at the temple premises of Maa Kichakesawri temple during Shivaratree of every.

GangaharaMahostav

GangaharaMahostav is held at Bhimda which is located at the river bank of Gangahara of BadasahiBlock,It has been recognised as block level Festival.It is celebrated in the month of January when people celebrate Makar Sankranti

Ama Seemanta Mahostav

Ama Seemanta Mahostav is held at Jharapokharia popularly known as Bombay Chhaka of Saraskanablock.It held for 5 days in the month of January and traditional dance,music and songs is a major event in the festival.Besides that forest produces, local textile items,art work are the major attaraction in the occasion.

Folk Dance and Songs of Mayurbhanj: Mayrubhanj has a rich tradion of Folk dance and folk songs due to presence of different types of tribal communities.The folk dance of Mayurbhanj may be highlighted as follows:

Chadeya and Chadeyani Nata

It is a traditional form of village dance. Through performing the dance, they highlight popular says, riddles, proverbs and sing extempore on different popular mythological or puranic contexts.

Seetala Mangala

This is based on the importance of Devi Seetal. As per the puranic text, The king of Birata did not worship Maa Seetala Devi and being annoyed on the deviation, Maa Sitala Mangala killed all the children of Birata. Finally the Queen (Pata Rani) worshipped the Goddess . This episode is expressed with many anecdotes, believes, and folktales.

Changu Nata

This Nata is associated with Changua Music for which it is called ChanguDance.This dance is very popular among the tribes namely Bathudi,Lodha,andKhadia. The Bathudi tribe specially perform Changua Nata while they worship their deity “Badam”.

Kathi Nata

Two wooden sticks are required for the Kathi Dance.Through this Nata,episode from Indian Mythology namely Ram Banasbasa,SitaBanabasa,IndrajitBadha,Kourav-PandabPasaKhela, Marahatta and Moghul invasion etc are expressed through this Nata.

Sakhi Nata

This is based on the love of Lord Shiva and Parbati.The contents of the Nata is expressed through long narrations with local proverbs and riddles and songs.Character like Shiva and Parbati,Bagula&Baguli,Keuta and Keutuni. In the Dances musical instruments like Madala,Bansi,Taila,Gopijantra,and Jodi Dhuma are used.

Tahara Nata

This dance is based on Tantric Tradition of the district.During the period of Dusshera, disciple of Tantra sadhak visit village to village for day days.Theyprscribe and provide traditional medicines to the people who are suffering,heal pains of the body and receive what ever people give.They wear women Sarees and decorated with peackock’sPuchha.

Nachani Nata

During ceremonies like marriage, thread ceremony and in ritual associated with new born child , either a female or a female with male costume describes miracle events/ incidents of the locality through this dance and song. Songs.

Taharia Nata

During Bandana Parba of KudumiCommunity,a group of artists called as Dhenduanwho considered themselves as representative of Lord Shiva.They visit door to door and sing origin myths like evolution of man,evolution of seeds, importance of Cows,miracle happenings of the areas.

Jawa Nata

It is a very devotional and spiritual dance form usually performed by unmarried youths during Karama Festival.The women and unmarriade girls of Kudumi Community observe brata with fasting and they dance and sing songs while rounds the Villages.

Mankad Nata:

Straw made prototype of a monkey is used for this Dance.This dance is usually performed on the last day of Makar Parba in which village headman,priests, youths dance in together. The objective of the Dance is to save the community from the sin made due to killing of snakes, frogs, toads, crabs etc unknowingly because of agricultural practices. There are three types of Mankad Dance as

Desua Mankad Nacha

Straw made prototype of a monkey is used in Desua Mankad Nacha.

Thenga Mankad Nacha

In this dance form, picture of monkey is drawn on Big wooden sticks .

3-Abhinaya Mankad Nacha**:** Perform dance like monkey and sing songs.

DanthaNata

Dantha has been coined with two words i.e Dan means to Jump and and Tha means war as per local language of Mayurbhanj.This is a male centric dance in which only male members participate.The youths with traditional fighter custumes they perform the dance with bow and arrows,and other weapons usually required during war.

Pala in Mayurbhanj

There are many Pala forms namely Sathipala,ChandanPala,GayaPala,SwargaroharanPala,and Lalit pala.Some of the Pala have been described as follows:SathiPala:Sathi Pala is one of the pala forms which is performed by a group of 5/6 people which is usually performed on the day of nomenclature of the new born child.Chandan Pala:Chandan Pala is two type namely Srikrusna Chandan Pala:Insrikrusna Chandan pla, Sri Krusna is the main character whose importance is narrated and Musical Instruments namely “Khola “and “Kubjee”.

Similarly Sri Ramachndra is the main character and Dhuliki and Gopiyantra are the musical instruments associated with the pala.Here miracles and lifestyle of Pravu Ramachandra is narrated.

Jhumar Dance**:**

Jhumar dance is a vibrant and traditional folk dance form that originates from the Baripada region of Mayurbhanj district in Odisha, It is a popular cultural expression that holds great significance in the local community and has been performed for generations.

The Jhumar dance is primarily associated with the tribal communities of Mayurbhanj, such as the Santhal, Bhumij, and Munda tribes. These tribes have preserved the dance form as an integral part of their cultural heritage and use it to celebrate various occasions and festivals.

The performance of Jhumar dance is characterized by a lively and energetic display of movements and gestures.Jhumar is a reflection of love and sexuality of tribal youths of Mayurbhanj. It is typically performed by a group of male dancers, dressed in colourful attire adorned with traditional ornaments.

On the basis of structure and performance,Jhumar has been classified into six different types namely Darabari,Bhaduria,Basanti,Chhau,Kathi and Rangin.

There are many myths regarding the origin of Jhumar, the popular folksongs and dance of the region.Jhumar dance has been coined from the sound of the ornament used at leg.The ornament gives JhamarJhamar sound during dance.Further people believed that Jhumaris coined from Kudmali language and Kudumi(Mahanta) community.

Jhumar gives a live narration of love,separation, reunion and motivation based on the puranic story of Radha and Krisns.Jhumar,the folksongs is a result of joy and pleasure of the youths.

The dance begins with slow and graceful movements, gradually building up to a faster pace. The dancers synchronize their steps and perform intricate footwork, creating an enthralling spectacle for the audience. The dance movements are often accompanied by synchronized clapping, singing, and chanting of folk songs that narrate stories of love, nature, and tribal life.

One of the distinguishing features of the Jhumar dance is the use of acrobatic elements. The dancers showcase their agility and skill by incorporating impressive leaps, spins, and twirls into the performance. This adds an element of excitement and entertainment to the dance form, making it a visual treat for spectators.

The Jhumar dance is usually performed during festivals like Makar Sankranti, Durga Puja, and Diwali, as well as on special occasions like weddings and harvest festivals. It serves as a means of community bonding and cultural expression, bringing people together to celebrate their shared heritage.

In conclusion, the Jhumar dance of Baripada, Mayurbhanjis a captivating folk-dance form that reflects the vibrant cultural heritage of the region. With its energetic movements, rhythmic music, and acrobatic elements, it continues to enthral audiences and serves as a testament to the rich traditions and artistic expressions of the tribal communities in Mayurbhanj.

Chhau Dance of Mayurbhanj:

In the back drop of RoftySimilipal Forest with gorgeous waterfalls, winding rivers, huge summits and lush green valleys, the district of Mayurbhanj unfolds a vast panorama of nature's beauty. Amid the surroundings evolved a beautiful yet virile dance form, known as famous CHHAU DANCE. The fame of Mayurbhanj Chhau has crossed geographical limitations and has claimed world wide fans for its beauty, vigour and marvel of the art. Though Chhau is famous not only in India but World over the origin of word Chhau is yet in mystery. Chhau is believed to have found its origin from "Chhaya" the shadow. But the Chhau performers of Purulia use Mask while dancing and that mask is told as "Chhau". Perhaps Chhau Dance might have derived its name from that mask,theChhau. Some chhau pundits opine the Chhau has got its name from "Chhaushree". Inarguably, the word chhau has been derived from the word 'CHHAUNI' the camp camped at the time of military operation. The folks say that chhau was performed to entertain the Oriya warriors inside the camp and has spread now knowing no boundaries.

Chhau is glorious heritage of Mayurbhanj. The enlightened kings of Mayurbhanj like Maharaja Shriram Chandra Bhanjdeo and Pratap Chandra Bhanjdeo, one of the builders of modern Orissa composed the famous "War-Dance" and presented the same in 1912 at Calcutta in honour of George V, the British emperor, who got dazed at the beauty and splendour of Mayurbhanj Chhau and appreciations were showered from the press and the elites. Thematically, Chhau draws substantially from great epics like the Ramayan, the Mahabharat and also from folk and tribal elements. The presiding deity of Mayurbhanj Chhau is Lord "Bhairab". Mayurbhanj chhau is world famous now. The visual poetry is the name of Mayurbhanj Chhau. Set in a style that is free, intense, stormy dynamic yet lyrical.

Eco -Tourism in Mayurbhanj

Mayurbhanjis a region blessed with stunning natural beauty and a rich cultural heritage. It offers a unique opportunity for eco-tourism, attracting travellers who seek to explore and appreciate the wonders of nature .The tourism points are:

Simlipal National Park

One of the most prominent eco-tourism destinations in Mayurbhanj is the Simlipal National Park. Spanning over an area of around 2,750 square kilometres, it is a biodiversity hotspot and a tiger reserve. The park is home to diverse flora and fauna, including rare species like the Royal Bengal Tiger,Black Tiger, Indian Elephant, and Saltwater Crocodile. Travelers can engage in activities such as jungle safaris, bird watching, nature walks, and camping, all while relishing the enchanting beauty of the forest.

Barehipani and Joranda Waterfalls Mayurbhanj is blessed with picturesque waterfalls, and two of the most renowned ones are Barehipani and Joranda Waterfalls. Situated inside the Simlipal National Park, these cascades offer a mesmerizing sight for nature enthusiasts. Visitors can trek through the dense forests to reach these waterfalls, experiencing the tranquillity of the surroundings and immersing themselves in the sounds of gushing water.There are many other waterfalls are found in the Similipalarea.They are Uski,Asurkhol,Alkudar,Tunki,Anla,MachhaKandana,MahuJharan,Chingudia,Mahisigola,Sarpa, and Bilapagha,

Debkund and Bhimkund

Debkund and Bhimkundare the pristine water body surrounded by lush green hills and dense forests. It is considered a sacred place and attracts both religious and nature-loving tourists. The scenic beauty of both the places, coupled with its serene ambiance, makes it an ideal spot for eco-tourism. Visitors can enjoy, explore the nearby temples, and relish the tranquillity of the surroundings.

Sita Kund rainfall is located in Lulungwhich is one of the entry point to Similipal from BaripadaSadar.People can enjoy fall of water from 2500ft from famaour Kali Pahada (Black Mountain).People believe that Maa Sita had given a bath in the water and after her name,it is being called Sita Kunda.

Khiching

Khiching is a historical and archaeological site in Mayurbhanj that offers a glimpse into the region's rich cultural heritage. The primary attraction here is the ancient Kichakeswari Temple, dedicated to Goddess Kichakeswari. The temple's intricate architecture and sculptures showcase the artistic prowess of the bygone era. Tourists interested in history and culture can explore the temple complex, visit the nearby ruins, and learn about the legends associated with the place.

Kuteitundi Temple, situated in Khiching, Odisha, is an ancient and revered place of worship. Constructed entirely out of black granite, this temple holds immense historical significance. Historians have drawn parallels between the construction period of Kuteitundi and that of the renowned Mukteswar Temple in Bhubaneswar.

In conclusion, Mayurbhanj offers a delightful blend of natural beauty, cultural heritage, and eco-tourism opportunities. With its lush forests, majestic waterfalls, and rich wildlife, the region beckons travelers seeking an immersive experience in nature.

Heritage Library: A Testament to Legacy

In 1889, Maharaja Sriram Chandra Bhanja Deo established a remarkable institution known as the Victoria Diamond Jubilee Library, which eventually gained popularity as the Jubilee Library. Nestled in the heart of Baripada town, this library spans an expansive 1.5 acres of land. Following India's independence, it was renamed SriramchandraPathagar; however, even today, it continues to be affectionately referred to as the Jubilee Library. Renowned for its exceptional collection of rare books and historical documents, this library stands as a testament to the heritage it preserves.

Baripada Museum: Preserving Treasures of the Past

The Baripada Museum, established by Maharaja Sriram Chandra Bhanja Deo, finds its home within the Jubilee Library premises. Mayurbhanj, archaeologically significant in the state, has witnessed continuous excavations in various locations such as Khiching, Haripurgarh, Kaisari, Peadgarh, Udala, Agaria, Ranibandha, Baidyapur, Badasahi, KuamaraDhudhua, Baripada, Bhanjakia, Biratgarh, Adipurgarh, Tentela, Gudugudia, Khanua, Khunta, Baghuapa, Kuliana, Naraharipur, Dukura, Indipur, Chitrada, Baghada, Kuchei, Jashipur, and Bamanghati. These endeavors have yielded a trove of invaluable sculptures, rock inscriptions, palm leaf manuscripts, and coins. Presently, the museum boasts a collection of 51 engraved stone sculptures, 514 gold, silver, and lead coins, 22 copper plates, 287 Paleolithic tools, and 183 Neolithic tools. Moreover, the museum's exhibits include terracotta artifacts, ancient scripts on leaf plates, royal costumes, arms and ammunition, thrones, tanks, and cooking utensils.

Khiching Museum: A Glimpse into Ancient Grandeur

The Khiching Museum, established in 1928 by Maharaja Sriram Chandra Bhanja Deo, showcases the rich cultural heritage of the region. Within its walls, visitors can marvel at over 300 sculptures, stone inscriptions, artifacts, terracotta pieces, arms and ammunition, Paleolithic tools, coins, copper plates, and palm leaf writings. Among the noteworthy artifacts preserved in

the museum are the iconic Upasika, Sinhabahini Durga, Bisnu, Surya, Lion over Elephant, Jain, Buddha, Ardhanariswar, South-faced Ganesh, Chanda, Prachanda, Shiva, Sudarshan Chakra, Narasimha, Parvati, Durga, Left-inclined Ganesh, Sibani, Brahmhani, Parvati, Devi Murti, Uma-Maheswar (depicting an avoidance relationship), Shiva-Parvati, Buddha, Naga, Tantradevi, Parswanath, Tara, Indra, and various artifacts depicting female deities.

Fig 9- Jubilee Library established in 1889 located in Baripada

Fig-10Khiching Temple in Mayurbhanj

PART-TWO

(Agriculture and Water Resources, Major Dams, Cooperation, Heath& Sanitations, Industry, Labour, Social Welfare, FinancialInclusion, Law and Order, Disaster Management, Law &Order, Digital Education, Basic Infrastructure, Disaster Management etc**.)**

PART-TWO

Introduction

India achieved its independence in 1947, marking a significant milestone in its history. Subsequently, the erstwhile princely state of Mayurbhanj merged into the Indian Union in January 1949. The transition of Mayurbhanj from a benevolent monarchy to a democratic system, similar to other districts in Odisha, experienced various challenges and successes under the elected democratic governments at the state and central levels. While certain structural and administrative adjustments were made over the past 75 years, the core administrative framework of the district, established during the British Raj, has largely remained intact.

First, the “District” as a unit of state administration has been always occupying a central theme in public administration research. If we consider the case of all succeeding imperial power in India – the Guptas, the Mughals and the British invariably adopted the territorial pattern for smooth governance. In this process ‘district’ as a territorial unit definitely matters. It is referred in history that the above significance of district evolved by the Mauryas, and made the district indeed a sub-state.

Secondly, district administration has been one of the important institutional legacies bequeathed by the British to India. As a unit of administrative system, it has been a pivotal point of contact between the citizens and administration. The institution of District Collector was created as the pivot of administration. It combined the revenue, managerial and general administrative duties, but it was deemed to be absolutely essential for maintaining the British power, influence and authority throughout the country.

In the post Independent India, the later rationale was replaced with the idea that district is one of the strong sub units of the Indian state system where each of them must have the opportunity to grow and expand with their own uniqueness. In this process, the role of the district administration has been expected to be a facilitator of human development rather than regulator only.

Keeping in view the above rationale, this chapter aims to discuss the case of Mayurbhanj district. In fact, this discussion is centred on documenting about the various aspects of the concerned district. This document has three parts. As per the requirement of concept note, part one deals with as history, socio-cultural life, economy. The second part basically narrates about the state of governance which includes agriculture, health and nutrition, education, infrastructure, etc. The third part is about the road map.

Agriculture and Water Resources:

Agriculture plays a vital role in the district economy. It is the most important source of livelihood and provides employment to 70% of workers in the district. Though it is the predominant sector in the district, but has remained stagnant due to low irrigation facilities. Vast stretches of high land hold out great opportunities for horticultural activities. Dairying and small animal rearing are practised by rural households. The district gets half its annual rainfall in four months (June - September) and remains dry for most part of the year. Irrigation potential created so far is inadequate. While during Khariff season about 30% of the cultivated area is irrigated, the proportion during Rabi season comes down to 13.6%. As a result, cropping intensity in the district has remained low at 129% compared to the state average of 158%. There were only 320000 hac of net shown area as on 2015- 16 out of total 1042000 hac of land in the district. The district has only 231360 hac of land irrigated. Out of which 108650 hac land covered under major & medium projects, 50310 hac of land irrigated under minor flow and 72400 hac of land irrigated under minor (lift) irrigation projects.

Notwithstanding the above, agriculture occupies a vital role in the economic development of the Mayurbhanj district. If one considers the status of agricultural expansion in last decades, there has been an exponential increase both in net shown area and production of paddy and cereals. As per the information obtained from district statistical handbook 2018, the net area sown was 325 thousand hectares against 3863 thousand hectares of the state. Whereas in the year 2010-11, the net area sown was 292 thousand hectares against 4681 thousand hectares of the state.

Table

Year	Net Shown Area	Available hectar
2011-12	292 thousand hectares	4681
2017-18	325 thousand hectares	3863

During the year 2017-18, the production of paddy was 9934143 quintals, 200 quintals wheat, 9576 quintals maize, 4 quintals ragi, 6251 quintals mung, 1999 quintals biri, 207 quintals til, 1087 quintals kulthi, 7623 quintals groundnuts, 1797 quintals mustard, and 15999 quintals potatoes. Total fertilizers used was 20506 MT in the district with a breakage of 13234 MT nitrogenous, 4866 MT phosphatic and 2406 MT potassic and the consumption of fertilizer per hectare is 44 Kg. Through department and NGOs it provides many direct and indirect employment to the

people of the district. The types of crops generally found to be cultivated are Cereals, Pulses, Oilseeds, Vegetables, Fibre Crops and Spices.

If one considers the previous data, the *net area sown* and *paddy production* has also been increased. The production of paddy was 3960990 quintals, 8263 quintals wheat, 31191 quintals maize, 7204 quintals mung, 4171 quintals biri, 4139 quintals Horsegram, and 1401quintals til, 21678 quintals groundnuts, 1074 quintals mustard, and 5166 quintals potatoes and 2580 quintals sugarcane. During 2010-11, the total 2 fertilizers used in Mayurbhanj district is about 20.52 thousand MT with a breakage of 10.47 MT thousand nitrogenous, 7.18 thousand MT phosphatic and 2.87 thousand MT pottasic and the consumption of fertilizer per hectare is 43 Kg. During the year 2017-18, the net area sown was 325 thousand hectares against 3863 thousand hectares of the state. During the year 2017-18, the production of paddy was 9934143 quintals, 200 quintals wheat, 9576 quintals maize, 4 quintals ragi, 6251 quintals mung, 1999 quintals biri, 207 quintals til, 1087 quintals kulthi, 7623 quintals groundnuts, 1797 quintals mustard, and 15999 quintals potatoes. During 2017-18, the total fertilizers used was 20506 MT in the district with a breakage of 13234 MT nitrogenous. Against the total net shown area, the cropped area is 4370 sq. kms.

Irrigation:

During the year 2017-18, it is reported by Deputy Director Agriculture that the irrigation potential created during Kharif and Rabi are 148359 hectares and 78900 hectares respectively through all sources including major / medium irrigation projects in the district. The land use pattern is presented as follows.

Items	Value
Total geographical area	10418 sq.km
Area under forest	
Net shown area	3350 Sq. Km
Cropped area	4370 Sq. Km
Area irrigated	633.627 Sq Km. (Ac 156572.7)
Area non-irrigated	5223.167 Sq Km. (Ac 1290672.73)

Source : District Environment Plan, Mayurbhanj 2022

Major Dams

Balidiha Dam:

Located near the village of Balidiha in the Shamakhunta block, the Balidiha Dam, established in 1912, holds a significant place in the hearts of both locals and visitors. Stretching across the Palapala River, sourced from the magnificent Similipal, this dam boasts a length of 173 meters and stands proudly at a height of 7 feet. As the winter months descend, the dam undergoes a breathtaking transformation, revealing a mesmerizing waterfall that graces the landscape with its sheer beauty, creating an enchanting and revitalizing atmosphere.

Nestled approximately 15 kilometers away from Baripada, the Balidiha Dam has become a beloved destination for tourists and nearby residents. Its natural allure, coupled with its historical significance, makes it an appealing spot for those seeking tranquility and awe-inspiring vistas. As one approaches the dam, the sound of rushing water grows louder, heightening the anticipation of what lies ahead.

Upon arrival, the sight that unfolds is nothing short of magical. The Palapala River gracefully cascades over the dam, transforming it into a stunning waterfall that captivates the senses. The water plunges downwards, creating a symphony of crashing waves and a misty spray that envelops the surroundings. The picturesque landscape, with its lush greenery and rocky terrain, serves as the perfect backdrop for this natural spectacle.

Visitors can indulge in various activities while basking in the dam's serene ambiance. Many find solace in simply sitting by the water's edge, relishing the symphony of nature and feeling the cool mist on their faces. Others take pleasure in capturing the mesmerizing views through their cameras, immortalizing the enchanting moments forever. Adventurous souls can even embark on hikes along the river, exploring the captivating wilderness and discovering hidden gems along the way.

The Balidiha Dam has undoubtedly become an oasis of serenity and natural beauty in the bustling region. It serves as a reminder of the harmonious relationship between humans and the environment, as it continues to provide solace, inspiration, and a much-needed respite from the hectic pace of life. Whether it be a local seeking solace or a traveler in search of an off-the-beaten-path gem, the Balidiha Dam never fails to mesmerize and leave a lasting impression on all who visit its magnificent waters.

Haladia Dam

Situated just 18 kilometers away from Baripada, the Haladia Dam proudly dominates the picturesque landscape, gracefully spanning the Jamvira River in the Kuliana block. This remarkable structure has played a pivotal role in the effective management of water resources and the facilitation of irrigation in the surrounding region.

The construction of the Haladia Dam has brought about a significant transformation in the area's water management practices. By harnessing the power of the Jamvira River, this magnificent dam has become a symbol of sustainable development, ensuring a steady and controlled supply of water for various purposes. It serves as a vital source of irrigation for agricultural lands, nurturing the fertile soil and enabling farmers to cultivate crops throughout the year.

Beyond its essential role in irrigation, the Haladia Dam has also become a popular attraction for visitors, drawing tourists and nature enthusiasts alike. The serene surroundings, with the glistening river waters reflecting the sun's rays, offer a tranquil escape from the hustle and bustle of city life. The dam's majestic presence and the surrounding lush greenery create a mesmerizing panorama, leaving visitors in awe of nature's grandeur.

Jamvira Dam

Considered one of the significant water reservoirs in the area, the Jamvira Dam is situated near Deuli in the Suliapada block. It is the second-largest earthen dam after the renowned Hirakud Dam. The dam plays a crucial role in controlling and storing water, supporting agricultural activities.

Sunei Dam

The Sunei Dam is built on the Sona River, near Salachua, just 12 kilometers away from the Kaptipada block. Stretching across a length of 2134 meters and towering at a height of 30 meters, this dam has significantly contributed to water management and power generation in the region.

Kala Dam

Constructed over the Kala River, the Kala Dam marks the convergence of the Kushabhadra and Thakthaki tributaries. With a length of 2450 meters and a height of 22.22 meters, this dam has played a vital role in meeting the water needs of the area. The construction of the dam was initiated in 1978 and successfully completed in 1981.

Suleipata Dam

The Suleipata Dam stands as a testament to the marvels of engineering, commissioned in 1972 and proudly completed in 1979. Spanning across the Khadakhai River, this magnificent structure plays a crucial role in harnessing the river's potential. Originating from the breathtaking Similipal and gracefully winding its way, the Khadakhai River eventually converges with the Subarnarekha River near Rairangpur, creating a seamless union of natural beauty.

The inauguration of the Suleipata Dam was a momentous occasion, graced by the esteemed presence of Sri Biju Patnaik, the then Honourable Minister of Steel and Mines of the Government of India. His presence underscored the dam's profound significance in water management and the ensuing industrial development in the region.

As a symbol of human ingenuity, the Suleipata Dam serves multiple critical functions. Foremost among them is its role in water management, ensuring a consistent and reliable supply of water for various purposes. The dam's reservoir acts as a natural storage facility, regulating the flow of water and mitigating the risks of both droughts and floods. This meticulous management of water resources has transformed the lives of countless individuals and enabled sustainable agricultural practices in the surrounding areas.

Beyond its utilitarian functions, the Suleipata Dam has become a cherished landmark, attracting visitors from far and wide. The serene beauty of the reservoir, with its shimmering waters nestled amidst lush greenery, has captivated the hearts of nature enthusiasts and photographers alike. The dam's surroundings have been transformed into a recreational haven, offering opportunities for boating, fishing, and other leisure activities.

In conclusion, the Suleipata Dam stands as a remarkable achievement, blending engineering prowess with environmental consciousness. Its contribution to water management, industrial development, and tourism has made it an integral part of the region's fabric. As it continues to serve the needs of the present and future generations, the Suleipata Dam remains a shining example of human innovation harmoniously coexisting with the wonders of nature.

Bankabala Dam

The Bankabala Dam, situated in Dumuria within the Kusumi block, stands proudly as an earthen dam that has become an iconic structure in the region. Its construction commenced in the year 1980, and after eight years of diligent effort, it was successfully completed in 1988. With a remarkable length of 1900 meters and a towering height of 18 meters, the dam not only serves as a vital resource for the locals but also entices tourists, particularly during the enchanting winter season.

As an engineering marvel, the Bankabala Dam plays a crucial role in managing the water resources of the area. It acts as a barrier, skillfully harnessing the waters of the nearby river, and efficiently regulates the flow for irrigation purposes, benefitting the agricultural community. The dam has significantly contributed to enhancing agricultural productivity, ensuring a stable water supply for crops, and thus boosting the local economy.

Its breathtaking beauty and serene surroundings have made it a popular tourist destination. Travelers from far and wide are drawn to its splendid panoramic views and the tranquil atmosphere that envelops the dam. During the winter season, when the air is crisp and the landscape adorns a misty charm, the dam's appeal reaches its peak, attracting nature enthusiasts, photographers, and wanderers seeking respite from the bustling city life.

Visitors to the Bankabala Dam are greeted with an array of activities and attractions. Boating facilities allow them to explore the vast expanse of water, while fishing enthusiasts can indulge in their passion along the dam's edges. The surrounding areas are adorned with lush greenery and well-maintained gardens, providing perfect picnic spots for families and friends. Walking trails and cycling paths cater to those seeking an active adventure amidst nature's splendor.

In conclusion, the Bankabala Dam stands tall as a testament to human ingenuity and natural beauty. Its construction has not only facilitated water management and agricultural prosperity but has also become a magnet for tourists, particularly during the captivating winter season. With its scenic vistas, recreational activities, and warm hospitality, the dam continues to leave an indelible mark on the hearts of visitors, making it a cherished destination for both locals and travellers alike.

Sankarmara Dam

The Sankarmara Dam stands as a remarkable feat of engineering, brought into existence through the combined efforts of the Minor Irrigation Department of the Government of Odisha and financial support from the National Bank for Agriculture and Rural Development (NABARD). Spanning a period of six years, from 2002 to 2008, this ambitious project has significantly contributed to the development of the region.

Nestled amidst the picturesque landscapes of Odisha, the Sankarmara Dam has been a vital initiative aimed at harnessing the power of water resources for irrigation purposes. With its construction, the government sought to alleviate the challenges faced by farmers in the region, providing them with a reliable and sustainable source of water for their agricultural needs.

The dam boasts an impressive design that ensures optimal water storage capacity and efficient distribution. Its construction involved careful planning and meticulous execution, considering factors such as topography, hydrology, and environmental impact. As a result, the SankarmaraDam not only serves as a crucial irrigation facility but also stands as a testament to sustainable engineering practices.

Upon its completion, the Sankarmara Dam has had a profound impact on the local communities. The availability of water for irrigation has led to increased agricultural productivity, enabling farmers to cultivate their lands more effectively. This, in turn, has not only improved their livelihoods but has also contributed to the overall economic growth of the region.

Furthermore, the dam has facilitated the creation of employment opportunities during its construction phase, stimulating economic activity and boosting the local workforce. Additionally, the reservoir formed by the dam has become a hub for various recreational activities, attracting tourists and promoting tourism in the area.

The successful realization of the Sankarmara Dam has been a testament to the collaborative efforts between the government, the Minor Irrigation Department, and the financial support from NABARD. This project stands as a shining example of how infrastructure development can bring about positive change in rural areas, uplifting communities and fostering sustainable growth.

Nedam Dam

Nedam Dam, located in the village of Nedam, is a visually stunning dam known for its natural beauty. The dam was constructed by the Minor Irrigation Department of Odisha by joining the Petua and Baladia mountains. It is situated 50 kilometers away from Baripada and attracts a large number of tourists due to its picturesque green mountains and cool atmosphere.

Arikula Dam

The Arikula Dam is located between Sapanchua and Laxansahi villages in the Khunta block. This reservoir was developed by blocking the stream water of Arikula. It is situated 20 kilometers away from Baripada and serves as a popular tourist attraction and picnic spot, particularly during the winter season.

Nesa Dam

The Nesa Dam is situated amidst two magnificent mountains, through which the enchanting river Nesa gracefully flows. This earthen dam, located near Indikhandi of the Bahalda block, stands as a testament to human engineering marvel. Stretching over a length of 730 meters and reaching a height of 18 meters, this impressive structure captivates visitors, particularly during the winter

season. Tourists flock to witness the awe-inspiring beauty of the dam, which harmoniously blends with the surrounding natural landscape.

Hatibari Deo Dam

The Hatibari Deo Dam, located in the Karanjia block, is an engineering marvel nestled in the serene village of Hatibari. Situated merely 10 kilometers east of Mato village, this magnificent dam finds its home between two majestic mountains. Its construction has been carefully executed, harnessing the power of the Deo River, which originates from the famous Similipal region.

The Hatibari Deo Dam stands tall as a testament to human ingenuity and environmental harmony. Its strategic location between the mountains not only enhances its scenic beauty but also ensures efficient water management. The dam serves multiple purposes, including irrigation, hydroelectric power generation, and water supply to the surrounding areas.

The origin of the Deo River from the Similipal region lends a unique charm to the Hatibari Deo Dam. As the river flows through its course, it carries the pristine waters of the Similipal forests, adding to the dam's ecological significance. The dam acts as a gateway for the river, regulating its flow and allowing for controlled distribution of water resources throughout the region.

The Hatibari Deo Dam has become an essential lifeline for the local communities. The availability of water for irrigation has revolutionized agricultural practices in the area, boosting crop yields and improving the socio-economic conditions of the farmers.

Beyond its functional benefits, the Hatibari Deo Dam has become a popular tourist attraction. Visitors flock to witness its grandeur and experience the mesmerizing beauty of the surrounding landscape. The dam has also fostered the growth of a vibrant ecosystem, attracting a variety of flora and fauna, making it an ideal spot for nature enthusiasts and wildlife lovers.

In conclusion, the Hatibari Deo Dam, located in the Karanjia block, is a magnificent structure that stands as a testament to human engineering and environmental harmony. Its strategic position between two mountains, along with the contribution of the Deo River originating from Similipal, makes it a remarkable feat of human effoert.. Beyond its functional roles, the dam has transformed the lives of local communities, provided renewable energy, and emerged as a captivating tourist destination.

Co-operation:

The district has 52 agricultural Co-operative societies with a membership of 335875. The loan advances is to the tune of Rs. 31621 lakh and loan outstanding stood at Rs. 28597 lakhs as of

2017-18. The agricultural credit Co-operative societies as more or less evenly distributed across the 26 Blocks of the district. Besides that, there are 7 nonagricultural credit Co-operative Societies and 6 marketing co-operative societies in different blocks of Mayurbhanj district.

Health and Nutrition

Medical College was a demand of the people of Mayurbhanj since independence and finally it was fulfilled. Pandit Raghunath Murmu Medical College (PRMMCH) is a full-fledged Government Medical College located in Rangamatia situated 7 km (4.3 mi) from the district headquarter of Mayurbhanj District, Baripada, Odisha. It is one of the fourth government medical college of Odisha, after SCB Medical College, MKCG Medical College and VIMSAR.

The college was inaugurated in 2017 by Odisha Chief Minister Naveen Patnaik. The college is administrated by the Government of Odisha under the supervision of DMET comprises all the clinical and paraclinical departments of the undergraduate curriculum. This college is now working alongside the Pandit Raghunath Murmu Hospital which is located at the heart of the Baripada town. The hospital associated with the college is one of the largest in the Mayurbhanj district. The college is best known for its culture and campus situated in a peaceful area.

It was established in 2017 and is functioning as a full-fledged hospital from the date of establishment. This college is named after The Great Indian Writer and Linguist Pandit Raghunath Murmu who is well known for his invention of "OlChiki" script widely used in Santali Language.

At present, the district has four sub-divisional hospital located in each sub-Divisional headquarters namely Baripada, Udala, Karanjia and Rairangpur. Besides the Sub-divisional hospitals, there are 28 Community Health Centres (CHCs),86 Primary Heath Centre(PHCs) and 589 Sub-Centres are functioning to cater the health services, Further the district has 44 Ayurvedic Dispensaries and 44 Homeopath ethic Dispensaries are located in different parts of the district. Nine private Nursing and other training and educational institution are functioning in the district.

The National Family Health Survey 2019-21 (NFHS-5), the fifth in the NFHS series, provides information on population, health, and nutrition for India and each state/union territory (UT). Like NFHS-4, NFHS-5 also provides district-level estimates for many important indicators. The contents of NFHS-5 are similar to NFHS-4 to allow comparisons over time. However, NFHS-5 includes some new topics, such as preschool education, disability, access to a toilet facility, death registration, bathing practices during menstruation, and methods and reasons for abortion.

The scope of clinical, anthropometric, and biochemical testing (CAB) has also been expanded to include measurement of waist and hip circumferences, and the age range for the measurement of blood pressure and blood glucose has been expanded. However, HIV testing has been dropped. The NFHS-5 sample has been designed to provide national, state/union territory (UT), and district level estimates of various indicators covered in the survey. However, estimates of indicators of sexual behaviour; husband's background and woman's work; HIV/AIDS knowledge, attitudes and behaviour; and domestic violence are available only at the state/union territory (UT) and national level.

As in the earlier rounds, the Ministry of Health and Family Welfare, Government of India, designated the International Institute for Population Sciences, Mumbai, as the nodal agency to conduct NFHS-5. The main objective of each successive round of the NFHS has been to provide high-quality data on health and family welfare and emerging issues in this area. NFHS-5 data will be useful in setting benchmarks and examining the progress the health sector has made over time. Besides providing evidence for the effectiveness of ongoing programmes, the data from NFHS-5 help in identifying the need for new programmes with an area specific focus and identifying groups that are most in need of essential services.

Four Survey Schedules - Household, Woman's, Man's, and Biomarker - were canvassed in local languages using Computer Assisted Personal Interviewing (CAPI). In the Household Schedule, information was collected on all usual members of the household and visitors who stayed in the household the previous night, as well as socio-economic characteristics of the household; water, sanitation, and hygiene; health insurance coverage; disabilities; land ownership; number of deaths in the household in the three years preceding the survey; and the ownership and use of mosquito nets. The Woman's Schedule covered a wide variety of topics, including the woman's characteristics, marriage, fertility, contraception, children's immunizations and healthcare, nutrition, reproductive health, sexual behaviour, HIV/AIDS, women's empowerment, and domestic violence. The Man's Schedule covered the man's characteristics, marriage, his number of children, contraception, fertility preferences, nutrition, sexual behaviour, health issues, attitudes towards gender roles, and HIV/AIDS. The Biomarker Schedule covered measurements of height, weight, and haemoglobin levels for children; measurements of height, weight, waist and hip circumference, and haemoglobin levels for women age 15-49 years and men age 15-54 years; and blood pressure and random blood glucose levels for women and men age 15 years and over. In addition, women and men were requested to provide a few additional drops of blood from a finger prick for laboratory testing for HbA1c, malaria parasites, and Vitamin D3.

Readers should be cautious while interpreting and comparing the trends as some States/UTs may have smaller sample size. Moreover, at the time of survey, *Ayushman Bharat* AB-PMJAY and *Pradhan Mantri SurakshitMatritva Abhiyan* (PMSMA) were not fully rolled out and hence, their coverage may not have been factored in the results of indicator 12 (percentage of households with any usual member covered under a health insurance/financing scheme) and indicator 33 (percentage of mothers who received 4 or more antenatal care check-ups).

This fact sheet provides information on key indicators and trends for Mayurbhanj. Due to the Covid-19 situation and the imposition of lockdown, NFHS-5 fieldwork in phase 2 States/UTs was conducted in two parts. NFHS-5 fieldwork for Odisha was conducted from 19th January 2020 to 21st March 2020 prior to the lockdown and from 30th November 2020 to 31st March 2021 post lockdown by Indian Institute of Health Management Research (IIHMR). In Mayurbhanj, information was gathered from 896 households, 921 women, and 123 men.

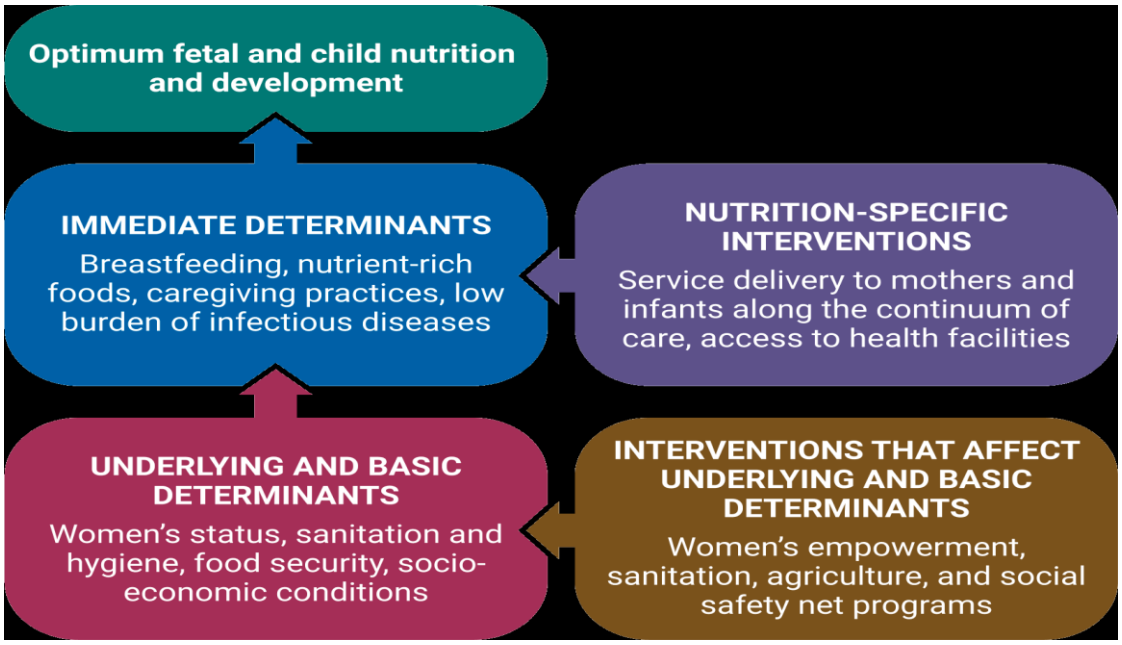
Healthcare infrastructure in the district is inadequate. There is a mismatch between demand for and availability of healthcare services across regions. The maternal and child health situation in the district is a matter of concern. Malaria is endemic and is a major cause of illness in the district. The other threat to public health is tuberculosis. Seasonal diseases like cholera, dysentery and diarrhea also occur frequently in rural areas of the district due to lack of hygiene sense of people. Occurrence of natural disasters further accentuates the health problems of people. The medical facilities are provided by different agencies like Govt and private individuals and voluntary organisation in the district. There were 589 sub centres, 28 nosCHC , 82 nos of PHCs, 3 nos SDH and 1 nos DHH facilities with 44 nos of Homeopathic dispensaries and 44 nosayurbedica dispensaries in the district, 3 nos of District private hospitals, 23 nos of MHUs, 72 nos of Ambulances and 4 nos. Blood banks Besides that, a Medical College namely Pandit Raghunath Murmu Medical College & Hospital is functioning in this District.

Nutrition

District Nutrition Profiles (DNPs) are available for 707 districts in India.They present trends for key nutrition and health outcomes and their cross-sectoral determinants in a district. The DNPs are based on data from the National Family Health Survey (NFHS)-4 (2015-2016) andNFHS-5 (2019-2020). They are aimed primarily at district administrators, state functionaries, local leaders, and development actors working at the district-level.

Factors which lead child under-nutrition:

Given the focus of India's national nutrition mission on child undernutrition, the DNPs focus on the determinants of child undernutrition (Figure on the left). multiple determinants of suboptimal child nutrition and development contribute to the outcomes seen at the district-level. Different types of interventions can influence these determinants. Immediate determinants include inadequacies in food, health, and care for infants and young children, especially in the first two years of life. Nutrition-specific interventions such as health service delivery at the right time during pregnancy and early childhood can affect immediate determinants. Underlying and basic determinants include women's status, household food security,hygiene, and socio-economic conditions. Nutrition-sensitive interventions such as social safety nets, sanitation programs, women's empowerment, and agriculture programs can affect underlying and basic determinants.



Quality Health

Public healthcare in Odisha focuses on Accessible, equitable, affordable, and quality healthcare services for all. During the last decade Government has undertaken many initiatives in the Mayurbhanj District through outcome based participatory bottom-up planning process with additional resource allocation.

MAMATA

Financial aid to the pregnant women and lactating mothers to alleviate the prevailing conditions of maternal and infant undernutrition

Biju Swasthya Kalyan Yojana (BSKY)

It is a universal health coverage program by the state with special emphasis on the health protection of economically vulnerable families

SAMMPURNA

A state specific scheme for accelerated reduction of IMR and MMR in the State.

KHUSHI

To address the issue of menstrual hygiene among women, both post-partum and post-MTP (Medical Termination of Pregnancy) and adolescent girls, this scheme provides sanitary napkins free of cost to women.

SOPAN

To improve the nutritional and health status of children below the age of 6 years.

Maternity Waiting Homes (Maa Gruha)

The Maa Gruhaare established near to delivery points to accommodate the expected delivery cases from difficult geographical pockets at least before 7-10 days of expected date of delivery for having safe institutional delivery.

Janani Suraksha Yojana

Cash incentives for pregnant women for institutional deliveries

Janani Shishu Suraksha Yojana **-** Free healthcare services during ante-natal, delivery and post-natal period for pregnant women and sick infants

Pradhan Mantri SurakshitMatritvaAbhiyan

Programme focused on screening of antenatal cases by doctor, preferably O&G specialist, at least once during 2nd or 3rd trimester.

National Health Mission

Overarching healthcare initiatives for maternal and child health, disease control and health system strengthening.

The medical facilities are provided by different agencies like Govt., private individuals and voluntary organizations in the district. There were 4 nos. DHH, 28 nos. CHC, 88 nos. PHC of the Allopathic medical institutions including 589 nos. of Sub Centre in the district during the year

2017-18. There were 44 nos. of Homoeopathic dispensaries and 44 nos. of Ayurvedic dispensaries in Mayurbhanj district during *the year 2017-18.*

Industry

Mayurbhanj was noted for various industrial activities in the past. During the medieval period industries like stone carving, pottery, brick making, iron smelting and making of agricultural and household implements, spinning and weaving of tassar, lac growing, oil pressing, etc., are known to be thriving in this territory. The magnificent stone temples at Khiching, Mantri, Badasahi and other places as well as, richly carved sculptures and images in different parts of the district indicate the industries of stone quarrying, masonry and stone carving which flourished in the past. Specimens of medieval pottery showing a high technique of polish and firing are preserved in the Museum at Khiching. The terracotta industries of Mayurbhanj during the late medieval period were famous in Eastern India. The brick temples and palace at Haripur with their ornamental arches and fine designs, now in ruins, and the remains of the brick fort called Itagada testify to the flourishing terracotta industry in this territory. Mayurbhanj being rich in iron-ore, the industry of iron smelting and making of different iron implements was known here since early times. Agricultural implements like sickles, plough shares, hand axes and various household implements of the past have been preserved in the Khiching Museum. The iron smiths of this territory were also known to be experts in preparing swords, shields, battle axes and arrow heads.

Tassar manufacture appears to have been in vogue since very early times. It is known from Mr.Bawari‘s account that very fine quality of tassar cloth was available in Mayurbhanj during the rule *of* Maharaja TrivikramBhanja (1660-1688). The East India Company set up a factory at Balasore for Mayurbhanj tassar. During the 18th and 19th centuries these industries considerably declined, but in the thirties of present century it revived with the patronage of the Durbar administration. Weavers of Bahalda, Binjhula, Kulgi.Mahulipani, Indukhuli, Dalima in Bamanghaty subdivision and Sirsa and Deuli in Baripada subdivision are technically efficient in this trade.

The Santals from early times knew how to grow cotton in their yards and they used to spin and weave coarse cloth. Until recently there were a few spinning wheels and pitlooms in many villages indicating the thriving 166 textile industry in the past. This industry declined with the coming of millmade cloth, which offered greater attraction for the tribal people.

Lac cultivation was also a major industry in Mayurbhanj and a section of people in Bamanghaty and Panchpir subdivisions cultivated lac as the principal money crop. It was being sold raw in the outside market. A seed lac factory was established at Rairangpur in 1935 to manufacture seed lac, button lac, superfine shellac, T. N. Shellac, kiri and cakes. But the lac trade declined from 1943-44 and the factory had to close down.

During Durbar administration some industries were stalled which acquired reputation for quality. Important among them were the Mayurbhanj Potteries at Kuldiha, the lass Factory near Bahalda and the National Vanadium Trust, Ltd., at Rairangpur. These Industries had closed down before merger with Orissa. Efforts of the Government of Odisha to revive them have not produced results.

Although Mayurbhanj is one of the richest districts in India in mineral wealth and has great forest wealth, no heavy industry has, developed in this district. But there are 5952 different types of SSI units covering different categories of SSI units like: Food and Allied-1436, Chemical and Allied-109, Electrical and Electronics-31, Engineering & Metal based-386, Forest and Wood based-948, Glass and Ceramic-596, Livestock and Leather-25, Paper and Paper products-109, Plastic and Rubber Products-70, Textile based- 572, Miscellaneous-1445, Repairing & Servicing-225

A number of industries were in operation during 1960s which are now closed. With regard toIron and Steel Industry, these include Monorama Foundry works, Kahndelwal Iron and Steel Co., IspatUdyog, Mayurbhanj Bucket Manufacturing Co. and Mayurbhanj Industries. Besides, Mayurbhanj Textile and Mayurbhanj Oil and Oil Products have also been closed. After 1990 the following types of industries have been established in Mayurbhanj
district and are in operation**.**

Iron and Steel Industry

Bhaskar Machinery

The unit has been established during 2008 in proprietorship basis at Betnoti and engaged in manufacturing different types of Machines like Leaf cup and plate making machine, Paper plate making machine, Thermocool plate making machines.

Subhadra Engineering

The unit has been established at Purunabaripada in the year 2010 under proprietorship basis. manufactures Fly Ash Brick making machines and all types of Steel fabricated products**.**

KK Steel: This is a proprietorship-based industry established at Betnoti. This unit manufactures stainless steel casting which are being procured by HAL, Sunabeda.

New Modern Technomac Pvt Ltd

This was initially a small-scale industry established during 1981 by the proprietor and subsequently converted to Medium scale and pvt ltd company. The unit is located at Chhancha Industrial Estate, Baripada. At present 280 workers are engaged by the concern having an annual turnover of 450 crores. The industry manufactures EHT, HT and LT electric towers, Railway traction poles.

Jagadamba Iron and Steel

This is a Pvt Ltd Company located at Rairangpur Industrial Estate engaged in manufacturing Ferro alloys and Ferrous casting. The industry has employed 25 workers.

Mayur Metal Ltd.:

This industry manufactures ferrous casting products locatedRairangpur IndustrialEstate and has engaged 20 workers.

Mayur General Engineering: This is a medium scale industry located at Rairangpur Industrial Estate. This unit is manufacturing Automobile parts which are being procured by TELCO, Jamshedpur. This unit has 40 workers at present.

Chemical, Glass and Ceramic Industry

Diana Foam Pvt Ltd.

This is a pvt ltd industry located at Rairangpur Industrial estate. This unit produces PU foams of different grades.TELCO and Eastern Railway are the major customer of this industry.

Brite Glass Works Pvt Ltd.

This industry manufactures Toughen, Edge worked, laminated and fire proof glass. Eastern Railway is a major customer of this industry. This unit is located at Sureidihi of Baripada block.

Mayur Electro Ceramic Pvt Ltd

This industry is located at Kuldiha of Kusumi block engaged in manufacturing Electrical insulated disc, vitrified floor tiles.

Fly Ash Brick Industries

Under these category 55 industries have been established at different places of this district engaged in manufacturing Fly Ash Bricks, which is a substitute of Red Clay Brick. The fly ash is mainly obtained from Emami Paper Mill, Balasore, FACOR, Bhadrak and Zindal steel, Kalinga Nagar.

Mineral Based Industry

There are six types of mineral based industries established and functioning namely - Iron crusher-7, Stone crusher-62, Quartz grinding-10, China Clay-10, Ceramic Industry-1, Sponge iron-1. Besides there are four units of Eastern Hatcheries Pvt Ltd at Jashipur (with 150 workers), Tato (with 145 workers), Jamekeswar (with 115 workers) and Chhatana (with 186 workers).

Other types of Industries

Beside these industries other types of industries like Food based, Electrical and electronic, Engineering and metal based, Forest and wood based, leather and live stock, paper and paper products, Plastic and Rubber, Textile based, Misc manufacturing, Repairing and servicing industries are established in Mayurbhanj.

Occupation and Labour:

During the year 2017-18, 2120 nos. of micro small and medium enterprises have established with total capital investment of about Rs. 7153.97 lakhs with 6178nos. of Employment generated in Mayurbhanj district.

There is large scale under employment in the rural areas as the people mostly depend on agriculture that is more or less seasonal in nature. Due to lack of employment opportunities seasonal migration of these workers from this district to other districts of Orissa as well as to the bordering district of Jharkhand & West Bengal occurs during the time of transplantation of paddy plant in the rainy season and at the time of harvesting in winter season in every year. The problem of unemployment is also chronic among educated person in general. Around 48.5% of people were working in different sectors in the district. Out of which around 70% of the workers engaged in agriculture sector. (DDMP,2022-23)

As per the census 2011 the total workers in the district were 1223534 which constitute 48.56 % of total population. Out of which 21.76 % only main workers & 26.79% were constitute marginal workers. The highest participation of workers in Agriculture sector which constitutes 46.48 agriculture labors& 19.51% of workers in cultivators. Workforce participation rate- Male/ Female The workforce participation rate was 48.56% as on census 2011 for mayurbhanj district against 41.8% for odisha. In comparison to Male & female the workforce participation rate for male was 55.55% and against female it was 41.61%.

Out of a total work force of 8,63,500, 1,02,500 are main workers and 1,61,000 are marginal workers. Category wise availability of work force are illustrated in the corresponding table.

CATEGORY OF DIFFERENT WORKERS IN THE DISTRICT

Sl.No.	Category	1981 Census		1991 Census	
		No.	% of main workers	No.	% of main workers
1.	Total workers	7,55,000	-	8,63,500	-
2.	Main workers	6,05,000	100	1,02,500	100
3.	Marginal workers	NA	-	1,61,000-	
4.	Non-workers	NA	-	1,02,100	-
5.	Cultivators	2,84,000	46.94	3,40,619	48.48
6.	Agrl.labourers	2,03,000	33.55	2,23,601	31.82
7.	Livestock,forestry, fishing,hunting,plantation,orchards and allied	12,000	1.98	8,094	1.15
8.	Mining and Quarrying	3,000	0.49	1,543	0.00
9.	Manufacturing,processing,servicing and repairs	42,000	6.94	48,180	6.85
	(a) H.H. Industry			36,923	-
	(b) Other than HH Industry			11,257	
10.	Construction	4,000	0.66	2,867	0.40
11.	Trade and Commerce	14,000	2.31	23,187	3.30
12.	Transport, storage and Communication	4,000	0.66	7,050	1.00
13.	Other services	38,000	6.28	47,370	5.74

Since the publication of the Human Development Report by UNDP in 1990, similar reports have been published at national, state and district levels. In Orissa, the government has prepared the Orissa Human Development Report 2004. Mayurbhanj is the largest district of Orissa with 10418 sq km landmass. It is predominantly a tribal district, tribal population being more than 50% of the total population. The district is very rich in biodiversity and is home to the similipal Biosphere.

The district stood 9th in Human Development district has in recent years witnessed considerable progress in literacy and other human development indicators. More interestingly there is a reduction of 6.36 percentage point in literacy gap between male and female. One of the objectives of the DHDR is to give an account of the overall performance of the district, with respect to human development. It provides a benchmark for the assessment of future attainments by the district. Further, apart from a description of the state of human development, it is important to study how economic growth translates into human development in a region. Failures of the automatic market process need public intervention. The report would help identify areas of concern including illiteracy, primary healthcare, poverty, food security, gender disparity, vulnerability and others. Besides, it would highlight government initiatives and achievements in different spheres and outline the future policy directions to enhance human development in the district. The report would also generate people's awareness for a better life and sensitise them about their deprivation and potentials. It would draw the attention of planners and policy makers in the state to the importance of human development, rather than only to the economic growth perspective. Public policies need to be reoriented towards inclusive growth and social well-being on a sustainable basis. Therefore, besides delineating the present status of human development in Mayurbhanj, the report will facilitate future evaluation of policy initiatives and progress in the district.

Social Welfare:

Social security consists in preventing deterioration in the standard of living of the vulnerable and extending them state support for a reasonable living. Social Welfare Schemes operate to lessen the vulnerability of different population segments like the aged, destitute, orphans, children and women. Social security measures include pension for senior citizens, widows and the disabled. These schemes are being implemented by both the Central and State Governments to provide some income to the vulnerable groups. Under the Old Age/Widow Pension Scheme, old men and women, and widows are eligible to get pension. Totally blind, orthopedically handicapped and mentally retarded persons aged 5 years and above are eligible to get pension under the Orissa Disability Pension Scheme. 160813 beneficiaries covered under old age pension and 76599 beneficiaries covered under widow pension. Similarly 19596 beneficiaries covered under disable pension scheme in the District.

Financial Inclusion and Skill Development

Banking institutions are the most important trusted financial institutions of people. There are more than 257 bank branches in the district as on 2022. Similarly there were 724 Post Offices, including two Head Post Offices, 101 Sub-Post Offices and 621 branch Post Offices. 73 post

offices having speed post service facility available in the district. All the post offices having Saving bank account facility & Sukanya samrudhi scheme facilities available.

Status of banking network as on 31.12.2018

District	Urban	Semi-urban	Rural
Mayurbhanj	33	51	179

Law and Order

The law-and-order situation or context is presented through two broad headings. The first is the institutional framework and corresponding infrastructure towards it.

Status of Police & fire stations

Police and fire services are essential to provide security to the people during emergencies. To provide quick delivery of services the district has been divided into 32 police stations. On the basis of Block areas covered there is no Police stations in G B Nagar, Sukruli, Bijatola&samakhunta Blocks and there are more than one Police stations in Baripada, Rairangapur, Betanati, Kuliana, kaptipada block areas. Similarly there are two circle of fire services viz. Baripada and Rairangapur Circle having 25 fire stations in operation. Keeping in view of areas population covered there is no fire stations in Kuliana block areas where as there are two numbers of fire stations at Baripada Block areas.

Legal services

District level Legal services authority & and at block level, Taluka level legal services authority has been formed. The major objective is to to provide free legal services to the weaker sections of the society. As per NDMA guideline NALSA / SALSA & District level legal services authorities facilitate / support for creating awareness on providing legal services to the Disaster affected victims. The district legal services authorities also facilitate for capacity building activities relating to disaster matters. In the District Mayurbhanj District level services authority at district level & taluka level legal services authority has been constituted and functioning. The District Legal services authority may be supported for

Providing supervision of the distribution of relief materials ⎪ Supervising the construction of temporary shelters or transporting victims to safe places ⎪ Supervising the reunion of families ⎪ Supervising the health care of the victims and preventing the spread of epidemics ⎪ Supervising

the needs of women & children । Organising legal aid clinics in the affected areas for assisting in the reconstruction of valuable documents । Taking care of the rehabilitation and the future care and education of orphaned children । Legal awareness programmes in the relief camps on the legal rights of hte victims । Ensuing the availability of food, drinking water and medicines . । District legal services shall collect reports from the core groups । Solving the problems related to insurance policies । Rehabilitation of the old and disable who lost their supporting families । Arranging bank loans for restorating the lost of business and avocations

Disaster Management:

The Central Disaster Management Act, 2005 mandates that each of the districts of India must have a disaster management plan. Such mandates need to be executed with the provision under section 26 to 34 of chapter IV of the DM Act, 2005. Therefore, Mayurbhanj district has its own district disaster management authority and plan as well. As per the above mandate state government have formed District Disaster Management Authority at District level in the year 2010 vide Notification No.46269/RDM dt.12.11.10 consisting of the following structure

Committee Members of District Disaster Management Authority

Collector and District Magistrate	Chairperson, ex-officio
Chairman, Zilla Parishad	Co-Chairperson, ex-officio
Superintendent of Police	Member, ex-officio
CDMO	Member, ex-officio
Ex. Engineer in charge of embankments	Member, ex-officio
A.D.M in charge of emergency	Chief Executive Officer, ex-officio
Ex. Engineer, R.D. Development	Member
P.D. DRDA	Member

Source: District Disaster Management Plan, Mayurbhanj (2022-23)

Moreover, district disaster management plan serves as guide to officials at the critical time and precious time could be saved which might otherwise be lost in consultations with senior officers and getting formal approval from authorities. As it is neither economical nor practicable to protect every item and the entire population against calamitous situations, response plans are formulated for relief, rehabilitation and restoration by separate agencies. It is also an operational module for the district administration, how to mitigate the different types of disaster effectively with the locally available resources and personnel and to provide the distressed people with

immediate relief. It also ensures a checklist for all the stakeholders for an action-oriented response structure and to study their preparedness level.

The scope of the district plan has also elaborately explained in the said document. It emphasises that the plan must take into account areas in the district vulnerable to different forms of disaster. It also needs to take measures to be taken for prevention and mitigation of disaster along with preparedness and capacity building programme to respond to any threatening disaster situations or disaster. Further, response plan must indicate all procedures in the event of a disaster, like allocation of responsibilities to the governments at the district level and the local authorities, prompt response to disaster and relief thereof & procurement of essential resources and establishment of communication links & dissemination of information to the public.

The district is prone to many disaster situations like, flood, cyclone, land slide, drought, hailstorm, heat waves, fire, Snakebite, drowning etc. In last 16 years the district has experienced disasters like flood, cyclone, drought, fire, lightinin, heat wave, hail strom/whirlwind and other incidents like heavy rain, drowning, snake bite and road accidents. Out of the above disasters, incidents relating to fire hs been reported to be highest in number. Whereas number of deaths are more in road accidents followed by lightnining. The district had also experienced cyclonic storm ‘PHAILIN’ in 2013 along with severe flood, Extremely Severe Cyclonic Storm ‘FANI’, Cyclonic Storm ‘BULBUL’ in 2019, Super Cyclonic Storm ‘AMPHAN’ along with Heavy rain in 2020 and Very Severe Cyclonic Storm “YAAS” in 2021, results loss of properties, infrastructure & livelihood. Considering the situations, the District Disaster Management Plan (DDMP) has been updated addressing all relevant information and resources so as to effective management at the time of any unexpected disasters situations.Every year the plan has been reviewed and discussed at the district level authority meetings and it is a recurring activity for the DDMA Mayurbhanj. Based on present requirements, lessons learnt from past experiences and changing of information and resources at district level the DDMP has been updated by DDMA. Mock drills have been conducted to strengthen the DDMP. Generally, the DDMP has been updated before April of every year. The Review & updating of DDMP has been conducted after the following events. ¬ A change in operational resources (e.g., policy, personnel, organizational structures, Management processes, facilities, equipment). ¬ A formal update of planning guidance or standards. ¬ A change in the district ‘s demographics or hazard or threat profile

The 2022-23 DDMP was prepared under the chairmanship of District Collector cum chairman of DDMA. The meeting of DDMA was convened in the month of March to discuss for preparation of holistic plans, information to be collected from the line departments by April, 2022. After consolidating the information, a consultation workshop was conducted under the chairmanship of

Collector cum chairman of DDMA in the month of May, 2022 with various stake holders. After finalizing the DDMP, the authority will send a copy to SDMA for approval. This plan will also be reviewed and updated annually.

The District Emergency Operation Centre is the nodal wing to handle disaster related issues in the concerned district. It works under the guidance and direction of Odisha State Disaster Management Authority (OSDMA). The District Disaster Management committee is the apex planning body at the district level and will play a major role in preparedness and mitigation of disaster. A District Disaster Management Committee is formed in the district to assist the Collector in the following steps.

1.Reviewing the threat of disasters.

2. Vulnerability of the district to different disasters.

3. Evacuation process to reduce risk and emergency response.

4. Considering suggestions for improvement of the response in District Disaster Management Plan

5. Review of Relief and restoration activities

This committee has various responsibilities. The most important among them is create awareness and to educate the public on different flood and cyclone hazards and what Protective steps should be taken. Secondly, it has also to ensure arrangements for emergency action, evacuation from the coastal villages, rescue and rehabilitation. Third, post Flood and Cyclone action and review. The responsibility for the coordination of the development and revision of the basic plan, annexes, appendices and implementing instructions assigned to the Deputy Collector, Emergency on behalf of DDMA and the same has been recommended by Chairperson of DDMA. The updates or reaffirmed DDMP document used to summarize the accomplishments of the past year and help the administration to prioritize mitigation goals for the next year.

There are 14 mounds have identified for safe shelter at the time of emergency. Similarly, several open fields have been identified which can be used as Helipads at the time of need.

The Mayurbhanj district has been experienced the following disasters as mentioned in the table During the year 2006-22. The Details of disaster is explained in the above mentioned Disaster history.

In recent times, the district is focusing on prevention and mitigation relating to heat wave. It has an inepednt action plan for heat wave prevention and mitigation.

There are 10 nos Multipurpose flood shelter centres in the District. There are no cyclone centres constructed in the dist. In the all the 10 centres flood shelter maintenance & management committee (FSMMC) has been formed and the multipurpose flood centres handed over to the committee.

The district experience high humidity in the month of April to June in each year. The Average temperature exceeds more than 40 degrees during the peak of April & May. Due to Heatwave situations, there were 43 nos of death incidents reported in the District in the last 10 years. Apart from the severe heat wave situation in 1998, the district again faced the highest nos of human losses in the year 2005 -06 and again in the year 2012-13 in which 14 & 11 losses of human life occurred respectively. There are also 57 nos of human deaths reported in 2017 due to heat wave situations.

In the year 2014, five deaths were reported in Mayurbhanj. With the adoption of Heat wave action plan, the district has been able to reduce the number death to zero during 2022.

The District Control Room is also availing a telephone having the no. 1077. (Toll free.) District Administration, Mayurbhanj & OSDMA will take all necessary steps for easy repair of the VHF installations and the telephone lines so that there will not be any delay in the message dissemination to the departments during the emergency periods.Emergency Operating Center (EOC) / District Control Room: The EOC (District Control Room) aims for an effective and realistic District Disaster Management Plan with fail proof communication, accurate databases in order to make optimal utilization of Men, Material and Resources to prevent the loss to lives as well as minimize the loss of property ensuring fastest restoration of the situations. 4.15 Purpose of Emergency Operating Center (EOC) The EOC is under control of the District Collector, which will be operational round the clock and is the nerve center for the following activities.

First, to monitor, co-ordinate and implement the actions / activities for effective disaster responses as well the management of available resources.

Secondly, during the time of disaster, the EOC will operate under the central authority of the District Collector, exercising emergency power to issue directives to all departments to provide emergency response service.

There are various stake holders involved in the Disaster management process. Beginning from Community to National level Govt and international agencies have roles in managing any unforeseen disaster situation. Each Stake holder has some responsibilities as per their capacity in managing the Disaster situations. Community is the first responders in any kind of Disaster, so community has major responsibilities to address the disasters whereas district have special roles

in managing, administering and handlings Disaster managements. At the District level, District Disaster Management Authority, with the Collector & District Magistrate designated as the Response Officer (RO), and other line departments at district HQ are responsible to deal with all phases of disaster management within district. Other technical institutions, community at large, local self-governments, NGOs etc. are also stakeholders of the District Disaster Management Plan.

Moreover, the DDMP of Mayurbhanj has widely elaborated the duties of collector and local authorities. It has also emphasised on the role of various stakeholders like volunteer groups of students, private sector, non-governmental organisations and citizen. The NSS and NCC, Scout & Guide, Satya Sai Seva Samiti, Red Cross volunteers in the district, are receiving special training on disaster preparedness, First Aid and Rescue techniques. Their services may be entrusted as Volunteers during the response action by the district administration. They can be a part of different task forces at District, Block, GP and Village level to actively be involved in rescue, relief, rehabilitation action. District Administration has a close contact with the NSS Coordinator, North Orissa University, NCC Coordinator, MPC Autonomous College, District Red Cross wing and such other wings.

Emergency Operating Center (EOC) / District Control Room: The EOC (District Control Room) aims for an effective and realistic District Disaster Management Plan with fail proof communication, accurate databases in order to make optimal utilization of Men, Material and Resources to prevent the loss to lives as well as minimize the loss of property ensuring fastest restoration of the situations.

Third, the EOC will co-ordinate with the State disaster response machinery like State Relief Commissioner, Bhubaneswar and Orissa State Disaster Mitigation Authority (OSDMA) for appropriate support and smooth flow of information.

Fourth, the Control Room will be manned round the clock for emergency responses. The EOC/District Control Room is placed in the Emergency Section of the District Collectorate.

Besides the above, civil society organisations has been engaged in different activities of disaster management. They will be alerted with areas/functions. They will be introduced to the field functionaries. They will also to be consulted while preparing the list of volunteers. A quick inventory of their resources may be prepared and UNICEF, UNDP, WFP, CARE, OXFAM, Action Aid and other international agencies may be contacted. Quick assessment of district needs and expectations from different agencies will be done. The District Control Room will make the coordination effort. Similarly, press briefings play a very important role in disaster management.

The plan has made the provision of daily press briefs to be issued at 1600 hours. A written format has also been developed on how to provide information while making press briefings.

Moreover, in disaster activity the district in graded as very high-risk zone for wind & cyclone, protected area for flood, moderate risk zone for drought, moderate damage zone, less damage zone and very low damage zone for earthquake & minor accident prone area for accident. Keeping in view the above observation, disaster management plan of the district has also added a separate chapter on mitigation. In this chapter elaborate measures disaster wise have described. Apart from the disaster wise situations, there are some of the preventive measures taken by the district administration in each year. They are ; Establishment of Control Rooms at District, Blocks level in Various Departments & line department offices, Plan updating in each years, Strengthening Communication system, Formation of Team members & their capacity Building, Organising mock Drill, Community awareness on Various disasters.

Attempt has also been initiated to impart disaster management education in organizing awareness generation programmes in schools and colleges through organising awareness generation programmes. This activity essentially includes conduct of basic mock drills for fire and other disasters. A Plan has been framed to conduct these programmes in following ways.

Sl. No	Name of the programme	No. of Schools, Colleges and Other Educational institutions to be covered during the year	Time-line
1.	Awareness generation and mock drills for fire/ earth quake etc.	1085	Nov-March April-May
2.	Preparation of School disaster management plan	120	June-July

Source: District Disaster Management Plan 2022-23, Mayurbhanj

Basic Infrastructure

It is already acknowledged by the global community that access to basic infrastructure matters in achieving sustainable goals. In fact, these infrastructures are critical to human development as well. The most significant among them are electricity, drinking water and toilets. Of budget resource like MBA DC RS. 2150 crore and DMFs 665 crore are employed in convergence mod for piped water supply in 8 mineral districts which includes Mayurbhanj as well. Let's have look into the status of these infrastructures in the district.

Status of potable drinking water:

Provision of drinking water facility has become one of the priorities for both the central government and state government. There is no dispute that the availability of potable water facility has gained attention in India since the implementation of National Rural Drinking Water Programme where piped water infrastructure has given attention. Moreover, continuing government has set the target that each household of India must be provided with functional pipe water tap connection in the country. Such target has been set up with the introduction of Jal Jeevan Mission. Similarly, at the state level implementation of BASUDHA scheme. BASUDHA was launched in 2017-18 as a tribute to BuxiJagabandhu in the bi-centenary year of Paika Rebellion with a budgetary outlay of Rs 600 crores in 2017-18 and Rs 1000 crores in 2018-19 financial year. The objective of this initiative is to provide adequate safe water to rural people for drinking and domestic purposes on a sustainable basis.

District Administration is taking up adequate steps to make provisioning of safe drinking water inside the district. District administration along with the Department Rural Water Supply & Sanitation is regularly taking adequate and necessary steps to provide safe drinking waters in rural areas through tubewells, PWS (Pipe Water Supply), using mobile vans and water tankers. The repair of defunct tube wells is maintained by the RWS&S, Department with help of Panchayati Raj institutions such as Panchayat Samiti & Grama Panchayat. Besides in the four Urban areas the Municipality/ N.A.C are maintaining the supply of safe drinking water under the supervision of Public Health Division, Mayurbhanj. 26063 tube wells and 444 Pipe water schemes are functional in the district. There were 96 tube wells & 15 pipe water schemes are under repair conditions.

District Administration is taking up adequate steps to make provisioning of safe drinking water inside the district. This facilitates mainly the drinking water demand of the general public in the district. District administration along with Deptt RWSS is regularly taking adequate and necessary steps to repair the defunct tube wells to be functional. Besides in the four towns in the

district there exists the water supply system though pipe water supply under the supervision of PHED, Mayurbhanj.

Out of the total 5,56,516 households, 2,46,469 of them are connected with piped water connection. It indicates that 44.29%of households are presently having piped water infrastructure facilities. If we consider the database of 2019, when JJM programme has been initiated, it was only 4.01%of households having piped water connection. Such progress in supply of potable water facility shows that availability of drinking water infrastructure has been enhanced. A helpline number has also been introduced by Government of Odisha to address grievances relating to water problems. The helpline has been formed to receive complaints regarding drinking supply in rural areas between 6 am and 6 pm. This is maintained by Panchayati Raj and Drinking Water Department. As per the present data, from Mayurbhanj total 2768 complaints are registered and resolved Portal Login (http://basudhahelpline.com).

It is ascertained by one of the study that out of 3751 villages in Mayurbhanj District, 10.07% villages use Tap, 73.55% village use Tube Well/Hand Pump, 11.11% villages use Well, 0.53 % villages use Reserve Tank, 4.72 % villages use Others source for Drinking Water. Thus, major source of drinking water comes from Tube Well/Hand Pump in Mayurbhanj. Similarly, only 0.53% of villages uses reserve tank for drinking water.

The above table indicates block wise number of villages using renewable source of energy in Mayurbhanj. It can be stated that out of 3751 villages in Mayurbhanj, 48.20% villages are using renewable source of energy and 51.80% villages are not using renewable source of energy.

The above table indicates that out of 3751 no. of villages in Mayurbhanj District, Drainage System passes through 47.19% villages and not passes through 52.81% villages. This may happen as many of the villages in Mayurbhanj are located on hill side and it is too difficult to make drainage facilities.

Status of free open defecation village:

Sanitation programme in the district has been implemented under the flagship programme of Swachha Bharata Mission. Presently, Odisha is under the implementation phase of II of the SBM-G programs which was launched in April 2020 with the aim of sustaining the ODF status of villages, along with focusing on ODF sustainability and Solid and Liquid Waste Management in rural India, targeting ODF Plus status in all villages. In this regard, PR & DW Department of Odisha has issued guidelines and modalities regarding implementation of SBMG Phase II program in rural Odisha with the objective of saturating coverage of Sanitation and Solid and Liquid Waste Management (SLWM) and maintaining cleanliness in the villages. It has also

issued instruction for maintaining visual cleanliness and ensuring minimal littering of waste in villages, provision is made to carry out mass cleaning drives in villages on regular basis, based on requirements. Finally, Village Action Plans (VAP) are being prepared, focusing on Sanitation and SLWM in convergence of SBMG program, NREGA and Finance Commission grants.

However, in Mayurbhanj district out of total number of 3709 villages, 1025 are ODF plus as on dated 29th June 2023. Achievements under ODF are categorized through four labels. The details are as follows.

Total Villages	ODF plus villages	ODF plus aspiring villages	ODF plus rising villages	ODF plus model villages
3709	1035	0	1	1035

Source : SBM-G Dashboard, Department of Drinking Water and Sanitation, GoI

The above information suggests that there is a necessity for huge improvements in ODF

Electrification:

Electricity has now become a basic requirement of our life. After electricity reform in Odisha, power supply has been distributed and managed by Tata Power in northern Odisha. It is known as Northern Odisha Distribution Limited or TPNODL was incorporated as a Public Sector Company of Government of Odisha on 19 November 1997 to carry out the distribution and retail supply business of electricity in the entire North Eastern Odisha, 5 Districts of Odisha; Balasore, Mayurbhanj, Keonjhar, Jajpur, and Bhadrak.

Mayurbhanj As per the information provided by District Disaster Management Plan, 2022-23, out of 3751 villages of Mayurbhanj district only 2,724 numbers of villages got electrified which is around 70% of the total villages. In other words, about one-third of the total villages in the district are yet to be provided with electricity. Moreover, during field study, the research team had obtained the information that that there has been an increase towards electricity connection in majority of villages.

Electricity Connection at least for one HH in the village				
SL NO.	**BLOCK NAME**	**No of Villages having electricity Connection**	**No of Villages having no electricity Connection**	**Total Villages**
1	BADASAHI	210	0	210
2	BAHALDA	95	3	98
3	BANGRIPOSI	195	13	208
4	BARIPADA	102	0	102
5	BETNOTI	220	2	222

6	BIJATALA	115	26	141
7	BISOI	143	2	145
8	GB NAGAR	128	1	129
9	JAMDA	79	0	79
10	JASHIPUR	182	29	211
11	KAPTIPADA	63	92	155
12	KARANJIA	150	4	154
13	KHUNTA	97	32	129
14	KULIANA	208	5	213
15	KUSUMI	113	0	113
16	MORODA	156	8	164
17	RAIRANGPUR	101	3	104
18	RARUAN	103	0	103
19	RASGOBINDPUR	164	1	165
20	SARASKANA	181	1	182
21	SHAMAKHUNTA	115	8	123
22	SUKRULI	86	0	86
23	SULIAPADA	180	4	184
24	THAKURMUNDA	162	3	165
25	TIRING	78	1	79
26	UDALA	46	41	87
	TOTAL	***3472***	***279***	***3751***

“Biju Gram Jyoti-Rural

Electrification Programme of the State Government” for attainment of the goal of providing access to electricity to all habitations during the next five year starting from 2007-08. Under this scheme, the habitations having population less than 100 and not included in the Rajiv Gandhi Grameen VidyutikaranYojana(RGGVY) will be covered to attain the objective of power supply to all. Altogether 10,000 habitations/village will be covered during 11thfive year plan period. In the first phase, Rs 315 crore has been allocated taking block as the unit (@1 Crore per block).

Transportation and Communication:

The District is surrounded by NH-18 and NH-6 on both sides. As West-Bengal is close to this district there is a check gate near Jamsola, which permits several vehicles for InterState operations. The NH-18 passes the district from Balasore and NH-6 joins at Jharpokharia (inside the district). NH-6 has been joined from Karanjia Block to the place Jharpokharia. There are major district roads joining with Baripada to Balasore via Udala, Baripada to Jaleswar via Rasgovindpur. The Block Head quarters and Sub-divisional Headquarters are connected with district roads. A Broad gauge rail communication is in operational starting from Rupsa to Bangirposi via Baripada covering 100 Km (approx). A broad-Gauge Railways Track is functional

from Badampahad to TATA via Rairangpur coming under Panchpir and Bamangathy Subdivisions. This District is accessible with communication facilities as road and inter-rail networks. The state capital is 272 Km from district headquarters.

Revenue:

Revenue generation is one of the primary activities of district administration. In fact, this activity essentially facilitates the management of various human development activities. It is basically about locating resources which could be utilised towards the generation of income for the district and state. Mayurbhanj district has also various sources of revenues. These are land revenue and various types of taxes. During one decade, the demand of such sources of revenue has been increased.

Year	Sources of revenue		Rs. (in terms of lacs)
2017-18	Land	Demand	3781.06
	others	Collection	3494.64
2008-09	Land	Demand	1501.42
	others	collection	1468.23

The total collection of land revenue in the district for 2017- 18 was Rs. 3494.64 lakh which is more in comparison to the revenue collected during the year 2008-09.

Land Holding Pattern: The average size of land holding pattern of the district is 92 hac. The major farmers are marginal farmers whose have possesses less than 1 ha of land. These types of marginal farmers constitute 307767 numbers in the district. There were only 185 numbers of large farmers in the district who have possesses more than 10 ha of land. There were 61526 numbers small farmers and 3063 numbers medium farmers in the district. There were 24155 households who do not have possess land.

Data-driven decision-making:

Mayurbahnaj district is one of the scheduled areas of Odisha. If we consider the level of development in thedistrict, the decision-making structure of governance may be divided in to two parts. The first part is a political one. It includes those decision making infrstructures which is

created out of the mandate of constitutinon. The Local government bodies both in the urban and rural areas.

Digital Infrastructure:

Digital infrastructure has also been expanded in Mayurbhanj due to the demand for reform. Presently various kinds of citizen centric services are provided through the online mode. In order to facilitate the above process, one earmarked colomun is created in the district web portal in the title of citizen services. This page will be opened when one can access the link https://mayurbhanj.nic.in/services/.

The web page of citizen services provides icons of designated services. The details are as follows.

1	Certificate Services	Caste, Legal heir, Income & Residence
2	Land record services	Mutation
3	Bills	Water, Electricity, Telephone
4	Passport	Passport Seva Kendra
5	License	
6	Tax	

Source: District website, Mayurbhanj

Besides the above, help line numbers are also found to be available on the district website to facilitate/address immediate grievances through telephone. The digital infrastructure also found to be available through various central government initiatives. The above has been introduced through computerisation of Blocks in Odisha started during 2003-04. Computers and peripherals have been provided to all DRDAs and Blocks. Further all the GPs have also been provided with Desktops/ Laptops for strengthening the IT infrastructure in the State w.e.f.2009-10. Presently all the GPs are equipped with computer along with internet facilities for online activities of all Government related development programmes. In order to sustain the above all DRDAs / Blocks have been provided with OSWAN connectivity as an alternate connectivity for better real time information exchange. Further experienced manpower like IT Professionals as Programme Officers at DRDA and qualified manpower as Computer Programmer have been engaged at Blocks/ DRDAs to implement e-Governance applications. All the above initiatives have been also undertaken I Mayurbhanj.

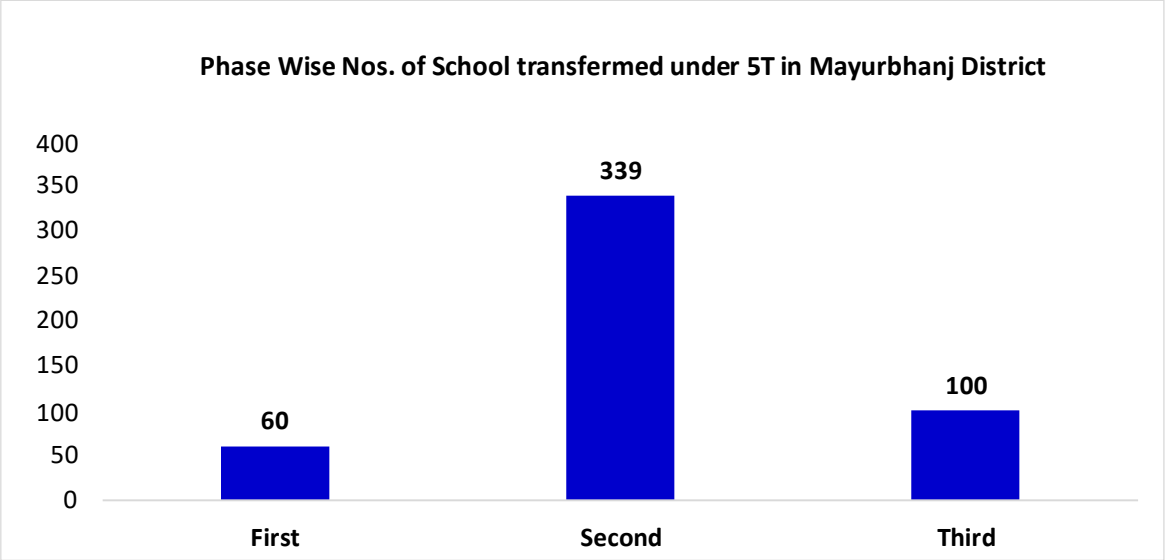
Initiatives have also been taken to create an integrative network among various levels of government. Like a large number of initiatives have been undertaken by Panchayati Raj &

Drinking Water Department, Odisha to secure good Governance through e-Governance. They are

- *egram Swaraj*: To strengthen e-Governance in Panchayati Raj Institutions (PRIs) across the country, Ministry of Panchayati Raj (MoPR) has launched eGramSwaraj, a user-friendly web-based portal. eGramSwaraj aims to bring in better transparency in the decentralised planning, progress reporting and work-based accounting.
- National panchayat portal (npp): NPP (National Panchayat Portal) is in place to cater to the need for uploading information to the individual web-site of Gram Panchayats / Block Panchayats / Zilla Panchayats.
- RegASoft: This Software have been developed by NIC in accordance with MGNREGS and implemented for monitoring the physical and financial progress of the programme along with generation of job cards, project details etc.
- AwasSoft: This software have been developed by NIC for Rural Housing Schemes and implemented for monitoring the physical and financial progress of the same.
- pp grant: This is a web-based application that enables the Gram Panchayats to provide details of the good work that has been achieved in their Panchayat and upload necessary documents of testimonials in support of their achievements. The Department can evaluate the submitted application and select deserving Gram Panchayats to get the Performance Grant avail from CFC and Incentive Grant from SFC.
- local government Directory: Primary objective of Local Government directory is to facilitate State Departments to update the directory with newly formed panchayats /local bodies, re-organization in panchayats, conversion from Rural to Urban area, etc and provide the same info in public domain
- Tubewell management information System: This Software is being developed by creating a Database of Tubewell in Odisha and friendly format in public domain for transparency to monitor functioning of tubewell& its water quality. It will help through a decision support system (DSS) for locating & project monitoring of new Tubewell. h) video conferencing facility at the Block level: VC system has been installed in all 314 Blocks of the State to interact and monitor all the developmental Schemes/programmes implemented by the Department on regular basis.
- Dash Board monitoring System (DBmS): The Dash Board Monitoring System is a quick and effective way to review performance at a glance. It is used for effective monitoring of different schemes under this department.

Digitalization Programme Programme in Mayurbhanj District.

The privatization of education contributed positively to the society, which includes accessible education, improved infrastructure, advanced teaching, extracurricular activities etc. By viewing this the honorable Chief Minister of Odisha Shri Naveen Patnaik wants all the government sector to focus on transformation towards a new Odisha by adopting the 5T transformation of schools which includes Smart Classrooms, E-Library, Modern Science Lab, Ambience Development, Drinking Water & Sanitation, Sports Infra Development etc. Smart class room and E-Library is the burning example of digitalization of education in govt. school of Mayurbhanj district. Out of 630 nos. of high schools, about 80% have already been transformed under 5T in Mayurbhanj. The following are some facts related to this.



Source: Author's Compilation

Capacity building Programme

Commonly under federal arrangement, it is the central or state government initiates steps towards capacity building programme at the district level. At the state level in Odisha, various designated institutions are responsible to conduct capacity building programme for the district. Like State Institute of Rural Development, Planning and Covergence Department, Gopabandhu Academy of Administration, etc. Moreover, capacity building programmes may be divided as training for particular category of people and it could be conducted under various themes or headings.

In this regard, in 2018 ICAR-CIWA empowered 100 farmers and farm women of tribal district of Mayurbhanj by organizing two training cum capacity building programmes on "Spatial and

temporal utilization of interspaces in young mango orchards through successful intercropping" and "Management of unfruitfulness in mango" at village Harekrushnapur and Baskitala villages of Mayurbhanj respectively on 26th October, 2018 and 27th October, 2018 under the institute project "Optimizing technological interventions with gender perspective in small scale mango orchards". The purpose of the training programmes was to train the women farmers regarding round the year intercropping in young mango orchards as an additional source of income. Hands on training were imparted on techniques of vegetable seed treatment, raising of vegetable seedlings in Arka fermented coco peat enriched with Arka Microbial consortium in pro-trays and scientific management of the intercrops. As a part of promoting biological control of insect pests, Trichocard were distributed for management of Fruit borers in brinjal crop.stitutional Mechanism to implement flagship programme

A five days capacity –building cum sensitization programme on “Inland Fisheries Management” for the women Self Help Groups(SHGs) of Mayurbhanj district, Odisha was inaugurated by Dr. B.K Das, Director ICAR-CIFRI with the objective to up-scale knowledge, skill and attitude of the rural tribal women towards inland fisheries management for improving their livelihood. Mayurbhanj District of Odisha has lots of inland water bodies including reservoirs, GP tanks and canals and dominated by the tribal populace. Scientific fish culture and conservation in these water resources can generate income and employment of the tribal fishers of this district. Government of Odisha is also in the mission of empowering the rural women through SHGs under Mission ‘Shakti’. WorldFish centre has assigned the development of the GP Tanks through scientific pisciculture . ICAR-CIFRI has joined hands with Govt of Odisha to build the capacity of the rural women in inland fisheries management for supporting the livelihood improvement of the weaker section of the society. Dr. B. K. Das, Director, ICAR-CIFRI in his inaugural address emphasized on the importance of the skill development of the fishers and farmers on various aspects of inland fisheries management to secure their life and livelihood. The programme is further targeted to strengthen the practical skill of the farmers for enhancing the fish production in open waters viz., reservoirs, canals, community tanks etc. through learning by doing, field practical, field exposure visits, demonstrations and class room sessions. A total of 31 fishers including 25 tribal fisher-women of different SHG groups participated in the training programme. The programme is coordinated by Dr. Aparna Roy and Dr. P.K Parida Scientists, ICAR-CIFRI.

Capacity building programme for disaster preparedness:

As per NDMA instruction, demonstration on disaster management equipments& mock drill will be organised in all educational institutions throughout the year under AMRUT CITY i.eBaripada Municipality. A plan has been chalked out involving the EO Municipality & Fire / ODRAF teams.

EO Municipality is the nodal officer to implement & monitor the programme involving the Fire & ODRAF teams. In the Ist phase 80 schools has been identified to cover under the programme.

Familiarisation Exercise (FAMEX) and Community awareness programme (CAP) has been planed involving the ODRAF & Fire Units to create awareness on disaster preparedness among communities in vulnerable locations. NDRF unit, 03 BN, Munduli also engaged to organise FAMEX / CAP in the District. Recently in the month of MAY 2018, NDRF 03 BN Munduli organised 13 programmes , ODRAF 05 BN covered 06 programme & FIRE team covered 06 programme in the district. In this programme a 3 days Community action for Disaster Response (CADRE) training also organised in which 34 volunteers got trained. There are 10 schools also covered under FAMEX / CAP 2018. Similarly another round of FAMEX / CAP has been planned to carry out in the month Dec – March 19 by the ODRAF / Fire teams.

Credit and Skill development Infrastructure:

As on December, 2018, there were 263 nos. of All Banks having 9690.00 crore rupees deposit and 3654.21 crore rupees credit in the district. The district has banking branches network of 263 out of which 33 (12.55%) were in the urban area, 51 (19.39%) in semi-urban area and 179 (68.06%) in rural areas. The total number of ATMs in the district stood at 288.

Education Scenario

Following independence, the government accorded utmost importance to education in order to boost district literacy rates and foster human capital for regional economic growth and development. Consequently, substantial investments were directed towards the educational sector.

Subsequently, the education sector has made good progress. There were 2890 nos. of primary schools,1404 nos. of Up-primary schools,750nos. of Secondary schools and 35 nos. of general colleges in the district during 2017-18. Besides, there are 37 numbers of Engineering schools and 3 numbers of engineering colleges in the district during year 2017-18 to impart technical education. The teacher pupil ratio in the primary, upper primary, Secondary School stood at 30, 16 and 24 respectively.

The Government of Odisha under the Section 32 of the Odisha University Act, 1989 (Act 5 of 1989), established the Maharaja Sriram Chandra Bhanja Deo University and notified vide notification No. 880 dated 13 July 1998. The university is included in the list of universities maintained under section 2 (f) of the University Grants Commission Act, 1956,[5] to impart higher education in the Tribal base area of Northern Odisha. On 23 December 2020, the 150th birth

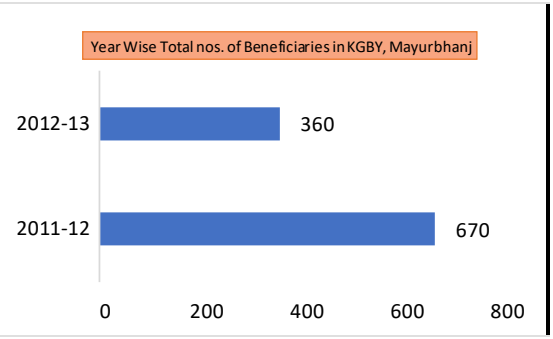
anniversary of Maharaja Sriram Chandra Bhanja Deo, Government of Odisha announced that North Orissa University of Mayurbhanj district will now be known as Maharaja Sriram Chandra Bhanja Deo University as the institution has been renamed after the erstwhile King of the princely state of Mayurbhanj.

Skill Development Programme in Mayurbhanj District.

A. Kasturva Gandhi Balika Vidyalaya (KGBV), Mayurbhanj:

Kasturba Gandhi Balika Vidyalaya (KGBV) of Mayurbhanj District organised vocational training through a special programme which was awarded by Orissa Primary Education Programme Authority (OPEPA). The programme was conducted by Sikhya-O-Sikhya at Mayurbhanj. The following trades were selected such as; Preparation of Allied Chemicals, Candle & Design Candle, thermocool Art, Commercial Painting, Terracotta, Paper Bag, File & Book Binding, Sanitary Napkin & Pad and Bamboo Craft. The total nos. of beneficiaries were 670 and the training programmes were successfully completed in time (2011-12 & 2012-13).

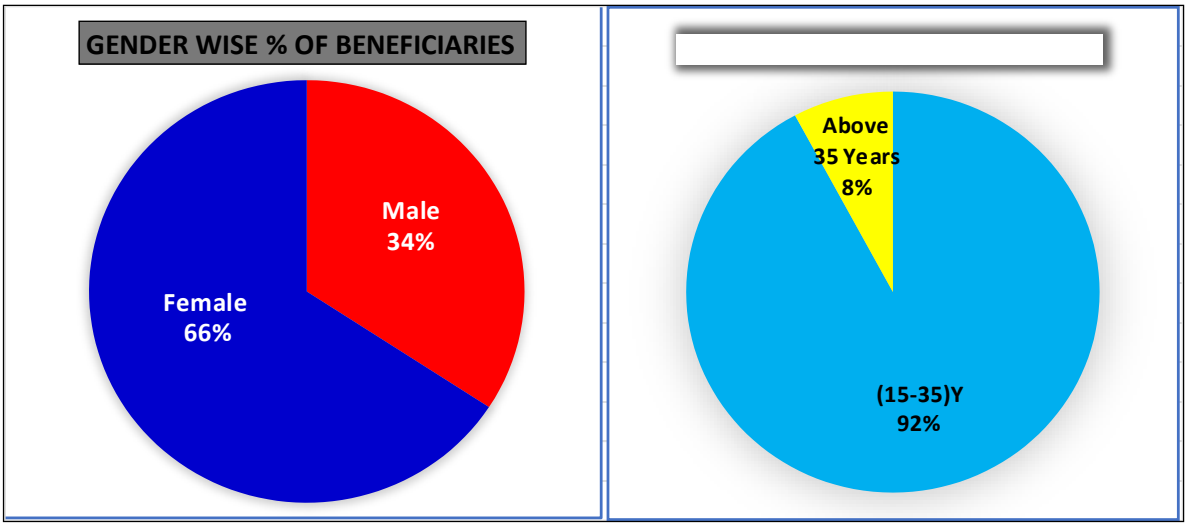
Social Status of Beneficiary (2011-12)					
Gender	**SC**	**ST**	**OBC**	**OTHERS**	**TOTAL**
Male	0	0	0	0	0
Female	270	298	102		670
Total	270	298	102	0	670
Social Status of Beneficiary (2012-13)					
Gender	**SC**	**ST**	**OBC**	**OTHERS**	**TOTAL**
Male	0	0	0	0	0
Female	95	180	85	0	360
Total	95	180	85	0	360



Source: Author's Compilation

B. Subarna Rekha Irrigation Project (SIP), Mayurbhanj:

Sikhya-O-Sikhya conducted a special skill up-gradation training programmee to the affected & displaced families of Subarnarekha Irrigation project, Baripada, Mayurbhanj District in the year 2010-11,2012-13 & 2013-14. There were 500 beneficiaries identified from the Displaced Families of the Subarnarekha Irrigation Project, Mayurbhanj and the following vocational trainings were conducted in different affected villages. The vocational trainings were Artificial Jewellery & Soft Toys Making, Badi, Papad, Spices & Mushroom Cultivation, Beauty Culture & Health Care, Broilor Farming, Electrical House Wiring, Incense Stick & Candle Making, Mobile Repairing & Servicing, Motorcycle Repairing, Phenyl Preparation, Vegetable Cultivation, Cutting & Tailoring etc.



Source: Author's Compilation

Inclusive development:

One of the inclusive development activities has been observed through various women empowerment initiatives. Among those initiatives, formation of women self-help groups is significant. Presently, Mayurbhanj is having 47175 self-help groups. At the block level 26 numbers of federations are functioning. The above fact informs that there is an active presence of rural women in the public sphere. At the district level women self-help groups are mobilized through different activities. These arePrustikara Retail Centre, Mayurshilpa, andSupply of vegetables to Ashram (ST/SC) school.

Challenges in Tribal Development

Mayurbhanj, with a tribal population of over 58 percent, is home to various Indigenous communities, including Particularly Vulnerable Tribal Groups (PVTGs) such as Mankidia, Khadia, and Lodha. The district's development is facilitated by the Integrated Tribal Development Agency (ITDA) and specific agencies for the PVTGs. Despite efforts, the desired progress has not been achieved. This article explores the challenges faced by the tribal communities of the district as mentioned below:

Tribal communities heavily rely on minor forest produce for their livelihoods, but they face obstacles in accessing the forests due to local restrictions and competing interests from non-tribal locals. The implementation of development projects intended for the tribal communities lacks sufficient participation from the tribes, leading to limited success in improving their living conditions. Many tribal habitations remain disconnected from all-weather roads, lack access to electricity, drinking water, and renewable energy sources, hindering progress in the region. There is a noticeable gender gap in education, particularly at the primary and secondary levels, with poor performance among ST girls, thereby posing a significant challenge to the community's progress. Traditional governance systems among the tribal communities are often ignored and not recognized, while their indigenous knowledge remains largely unheard. With limited alternative livelihood opportunities, a rising trend of tribal families migrating to industrial and urban areas is observed, impacting the preservation of their unique culture and traditions.

Conclusion

Mayurbhanj faces several challenges across various sectors, including agriculture, industry, transport, and infrastructure development. These challenges have hindered the district's progress and economic growth, making it essential to address them to ensure sustainable development and improved living standards for its residents. In this article, we will explore some of the major challenges faced by Mayurbhanj in these sectors.

Agriculture is the backbone of Mayurbhanj's economy, with a significant portion of the population relying on it for their livelihoods. However, the agricultural sector faces various challenges that hamper its growth and productivity. One of the main challenges is the lack of modern agricultural techniques and technology. Many farmers still follow traditional farming methods, which result in low yields and reduced income. The absence of adequate irrigation facilities and unreliable rainfall patterns further exacerbate the problem.

Additionally, fragmented landholdings make it difficult for farmers to adopt large-scale mechanized farming practices. Lack of access to credit and financial services restricts their ability to invest in modern farming equipment and high-quality seeds. Moreover, post-harvest losses due to inadequate storage and transportation facilities also impact the income of farmers.

The industrial sector in Mayurbhanj is relatively underdeveloped, with limited investment and industrial infrastructure. As a result, there is a dearth of employment opportunities, and the majority of the workforce remains engaged in low-paying and unskilled jobs.:

The development of infrastructure, including education, healthcare, and basic amenities, remains inadequate in many parts of Mayurbhanj. Educational facilities often lack proper infrastructure and qualified teachers, leading to subpar education standards. Healthcare services are also limited, with inadequate medical facilities and a shortage of healthcare professionals.

Access to safe drinking water and sanitation facilities is another pressing challenge in the district, contributing to health issues among the population. Lack of electricity in remote areas further adds to the woes of the residents, hindering their access to modern amenities and technology.

Mayurbhanj's unique biodiversity is under threat due torapid deforestation,and unplanned urbanization. These practices not only disrupt the local ecosystem but also contribute to climate change and natural disasters like floods and landslides. Conservation efforts and sustainable development initiatives are essential to preserve the region's natural heritage and maintain ecological balance.

In conclusion, Mayurbhanj faces numerous challenges in agriculture, industry, transport, and infrastructure development that hinder its progress and economic growth. Addressing these challenges requires a multi-pronged approach, including investment in modern agricultural practices, promotion of industrial growth, improvement in transportation and connectivity, and sustainable infrastructure development. Additionally, environmental conservation measures are vital to safeguard the region's biodiversity and promote a balanced and sustainable future for Mayurbhanj and its population. Collaborative efforts from the government, private sector, and civil society are crucial to overcoming these challenges and unlocking the district's true potential.

Figure-11 At school science laboratory during his visit to Mayurbhanj

Fig-12 Interacting with school children during his visit to Mayurbhanj.

Fig 10

Dr.Fig 13 Interacting with students during visit to Mayurbhanj

Figure-14Dr.Inspecting Mid-Day Meal Kitchen in SC High school

PART-THREE

A BLUEPRINT FOR EDUCATION IN MAYURBHANJ DISTRICT IN 21st CENTURY

1. INTRODUCTION

Mayurbhanj is the largest district of Odisha, known for its rich cultural heritage and abundant natural resources. However, the district faces several challenges in ensuring quality education for the people. Mayurbhanj district faces significant infrastructural challenges when it comes to education. Many schools lack adequate infrastructure like proper buildings, classrooms, computer services and basic amenities such as clean drinking water and sanitation facilities. This hampers the learning environment and affects student attendance. Additionally, the district has sizeable remote and hilly terrain which makes it difficult for students in certain areas to access schools, leading to low enrolment rates and high dropout rates. Ensuring quality education is crucial for the holistic development of students. Mayurbhanj district struggles with a lack of qualified teachers and inadequate teacher-student ratios. Many schools in rural areas suffer from a shortage of trained teachers, resulting in compromised educational standards. Limited access to technology and resources further adds to the challenges faced by both students and teachers in delivering quality education.

Mayurbhanj district has a significant tribal population, with a diverse range of indigenous communities. Socio-economic factors, such as poverty and illiteracy, pose significant barriers to education. Due to financial constraints, many families are unable to afford the costs associated with education, including school fees, uniforms, and textbooks. As a result, children are often forced to work or contribute to household income, depriving them of educational opportunities. Gender disparity is another pressing issue in the education scenario of Mayurbhanj district. Although efforts have been made to promote gender equality in education, girls still face various challenges. Deep-rooted social norms, early marriage practices, and safety concerns discourage many girls from attending school. This gender gap in education further perpetuates inequality and limits the overall development of the district.

It is universally accepted that education is an essential prerequisite of individual empowerment. Education enables achievement of full human potential. Access to quality education is one of the key indicators of human development index.Investment in education leads to human capital formation and results in meaningful participation of all citizens in the process of socio-economic development.

The Universal Declaration of Human Rights was signed by the nations of the world in 1948 asserting that everyone has a right to education. It was reiterated at the beginning of the twenty first century by the World Education Forum which met at Dakar in Senegal (Africa, April 2000) under the aegis of UNESCO. India along with 164 countries of the world adopted the Dakar Framework for Action, namely “Education for All : Meeting our Collective Commitments”. The Framework expressed the international community’s collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child are met within a generation and sustained thereafter.

The UNESCO international conference on “Education for All” in Oslo (2008) reaffirmed that “education is a fundamental human right, to be respected at all times. It is one of the most effective tools for achieving inclusive and sustainable economic growth and recovery, reducing poverty, hunger and child labor, improving health, incomes and livelihoods, for promoting peace, democracy and environmental awareness. Education empowers individuals with the knowledge, values and skills they need to make choices and shape their future”.

Education is the most powerful tool for achieving social justice and equality. The education system must benefit all the children including the socially and economically disadvantaged groups. India introduced a number of remarkable initiatives in the twenty first century to enhance the educational status of the nation. As a nation committed to education for All, India launched the milestone program of Sarva Shiksha Abhiyan in 2000 , adopted the Right of Children to Free and Compulsory Education Act 2009 in the Parliament and adopted the National Education Policy 2020 to usher in a new education system all over the country relevant for 21st century.

Recognizing the importance of education, the government has implemented various initiatives to address the challenges in Mayurbhanj district. Efforts have been made to improve infrastructure, appoint more qualified teachers, and provide scholarships and financial assistance to disadvantaged students. Additionally, special programs have been launched to encourage girls education and increase enrolment rates. Overall focus on quality can ensure better education in the district .

This report deals with the importance of education for socio-economic development ,status of education in Mayurbhanj, various global goals on education, laws and frameworks on education and Indian initiatives in the educational development of the people. It also deals with the various evaluation reports about the efficacy of the Indian education system, implementation of the Right to Education Act 2009 , National Education Policy 2020 and other relevant documents . Based upon such documents and directives and the various findings of field visit to Mayurbhanj ,specific recommendations have been suggested. .

1.1 UN Sustainable Development Goal on Education

Education is an integral part of sustainable development. Education is also a key enabler for sustainable development. Education can be the foundation for peaceful societies and effective institutions. At the same time , child health and nutrition are essential for increased class attendance and better learning outcomes . Similarly, education also is interdependent on other SDGs. Ending poverty is essential to reduce pressures on children to work. Better economic conditions of families will enhance school enrolment.

The target of ensuring quality education for all in the world is included in Sustainable DevelopmentGoal 4 which states**,** "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

In view of such vision of the United Nations through the SDGs, we must ensure that education is inclusive and equitable. Quality of education must be ensured and be accessible to all. This goal has seven outcome targets as follows:

Outcome Targets

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

6 .By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

The United Nations vision states that the above targets may be achieved through the following means of implementation :

(a) Safe & inclusive learning environments: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

(b) Scholarships for higher education : By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

(c) Teachers' training and working conditions: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

The 2030 Agenda for Sustainable Development is universal, holistic and indivisible, with a special imperative to leave no one behind. The achievement of SDG 4 will ensure inclusive and equitable quality education and promote lifelong learning opportunities for all . This goal can play a central role in building sustainable, inclusive and resilient societies. Education has reciprocal linkages across the other goals of the SDG Agenda. There are a number of education-related targets and indicators in other SDGs, including health and well-being (Target 3.7), gender equality (Target 5.6), decent work (Target 8.6),

responsible consumption and growth (Target 12.8), and climate change mitigation (Target 13.3).

Inclusion and equity are vital . It is necessary to ensure a transformative education agenda, based on the principles of non-discrimination, gender equality and equal opportunity for all, “leaving no-one behind”. This requires that all children and youth have access to quality early childhood development, care and education. It also requires enhanced access to post-secondary education, including technical, vocational education and university education. Particular attention should be given to those in vulnerable situations, persons with disabilities, indigenous peoples, those in remote rural areas, ethnic minorities, the poor, women and girls, migrants, refugees, and displaced persons, whether as a result of conflict or natural disasters.

1.2 UNESCO recommendations on quality education

The UNESCO in its document “ Unpacking Sustainable Development Goal 4 :Education 2030- Guide “ (October 17) stated that the 2030 Agenda for Sustainable Development is an inter-governmental commitment and a plan of action for people, planet and prosperity. Education is central to the realization of the 2030 Agenda for Sustainable Development. Education is not restricted to SDG4. Education, is specifically linked to the targets of the five crucial goals listed below and is also linked to almost all of the other SDGs in one way or another: The targets of **(1) Health and Well-being (**Target 3.7):,(2) - Gender equality Target 5.6, (3) Decent Work and Economic Growth (Target 8.6),4-Responsible Consumption & Production (Target 12.8) (5). Climate Change Mitigation (Target 13.3) are linked to quality of education.

2.EVALUATION OF SCHOOL EDUCATION IN INDIA

ASER (Annual Status of Education Report) is an annual survey that aims to provide reliable annual estimates of children's schooling status and basic learning levels for each state and rural district in India. ASER is a nationwide rural household survey across 616 districts in India published by the NGO Pratham, since 2005. ASER 2022 brought out the following major findings

Enrolment and attendance

- The enrolment rate for the 6 to 14 age group has been above 95% for the past 15 years ; despite school closures during the pandemic, overall enrolment figures have increased from 97.2% in 2018 to 98.4% in 2022.
- In 2006, the All India figure for the percentage of girls age 11-14 who were out of school stood at 10.3%, falling over the following decade to 4.1% in 2018. In 2022, the all India figure for 11-14-year-old girls not enrolled in school stands at 2%.

- The proportion of 15-16-year-old girls not enrolled has continued to drop, standing at 7.9% in 2022.

Enrolment in the pre-primary age group

Across rural India, the proportion of 3-year-olds enrolled in some form of early childhood education stands at 78.3% in 2022, an increase of 7.1 percentage points over 2018 levels.

Learning levels: Reading and arithmetic

Reading

Nationally, children's basic reading ability has dropped to pre-2012 levels, reversing the slow improvement achieved in the intervening years. Drops are visible in both government and private schools in most states, and for both boys and girls.

Std III: The percentage of children in Std III in government or private schools who can read at Std II level dropped from 27.3% in 2018 to 20.5% in 2022.

Std V: Nationally, the proportion of children enrolled in Std V in government or private schools who can at least read a Std II level text fell from 50.5% in 2018 to 42.8% in 2022.

Std VIII: Nationally, 69.6% of children enrolled in Std VIII in government or private schools can read at least basic text in 2022, falling from 73% in 2018.

Arithmetic

Nationally, children's basic arithmetic levels have declined over 2018 levels for most grades.

Std III: The All India figure for children in Std III who are able to at least do subtraction dropped from 28.2% in 2018 to 25.9% in 2022.

Std V: The proportion of children in Std V across India who can do division has also fallen slightly, from 27.9% in 2018 to 25.6% in 2022.

Std VIII: Nationally, the proportion of children who can do division has increased slightly, from 44.1% in 2018 to 44.7% in 2022.

English

Nationally, children's ability to read simple English sentences has stayed more or less at the 2016 level for children in Std V (from 24.7% in 2016 to 24.5% in 2022). Slight improvements are visible for children in Std VIII (from 45.3% in 2016 to 46.7% in 2022).

Teacher and student attendance

At the All-India level, no major change is seen in students' and teachers' attendance. Average teacher attendance increased slightly, from 85.4% in 2018 to 87.1% in 2022. Average student attendance continues

to hover at around 72% for the past several years.

School facilities

Nationally, small improvements are visible in all Right to Education-related indicators over 2018 levels. For example, the fraction of schools with useable girls' toilets increased from 66.4% in 2018 to 68.4% in 2022.

The proportion of schools with drinking water available increased from 74.8% to 76%, and the proportion of schools with books other than textbooks being used by students increased from 36.9% to 44% over the same period.

In 2022, 68.9% schools have a playground, up slightly from 66.5% in 2018.

2.1 ASER report on Mayurbhanj & other districts

Fieldwork by ASER for the study was conducted from February to April 2022 (2021-22 academic year).The study was designed to understand children's schooling status and learning outcomes . The scope of the study included five tribal districts of Odisha: Mayurbhanj, Sundargarh, Gajapati, Malkangiri and Rayagada.

Key findings from this report focus on two key areas:

a) learning levels and

b) attendance and dropout levels.

These two areas are intrinsically linked. Inadequate foundational skills prevent students from being able to cope with grade-level curricula, and poor learning levels increases the likelihood that children will drop out of school. This study provided data into the current situation of children in 5 tribal districts-

The data from the study shows that learning levels of children across age groups are largely below grade level, and that 'learning loss' is visible in both reading and arithmetic. Data found that the reading levels of children aged 5-16 in the surveyed districts (who belong predominantly to the SC-ST community) are largely below grade-level. For instance, only 14.4% of Std III children could read at Std II level of difficulty- while this

improved for higher grades, only 33.3% and 56.3% of children in Std V and Std VIII could read at Std II level respectively. Strand 2 echoed this finding.

Learning levels for Std VI to X students enrolled in tribal schools were much below grade-level; students performed well below expectations on all of the simple metrics that were used in this study. Data showed that girls performed better than boys, with the gender gap increasing in higher grades. When looking at arithmetic, the results are similar.

Only about one in four children in Std IV can do subtraction, while only one in five Std VIII children can do division. Results were just as poor for applied maths questions.

Most in-school students once again performed below grade level. For example, only 40.1% of Std VI students could solve a Std IV level subtraction numeric problem, while only 14.2% of these students could solve a Std IV level subtraction word problem.

The greatest gaps were seen in word problems and applied maths questions, with boys outperforming girls in all grades. Importantly, these findings show that the pandemic has caused significant learning loss.

Basic reading and arithmetic levels have fallen below levels recorded ten years ago in 2012. Higher grades show greater evidence of learning loss than lower grades, which if not addressed promptly may lead to increasing dropout rates in the months and years ahead.

Malkangiri and Mayurbhanj experienced greater learning losses for both reading and arithmetic, while Rayagada showed learning improvements for older age groups. Moreover, when looking at school types, Ashram Schools and Educational Complexes had lower learning outcomes as compared to other schools.

These results also reveal important differences across children from different social categories. Most importantly, across all learning tasks, children belonging to Scheduled Tribes performed significantly worse than children from Scheduled Castes. This outcome is visible for children in all grades and across all domains that were assessed - reading, arithmetic and applied mathematics.

An important finding of the study is that less than 2% of all children in the 6-14 age group are not enrolled in school – which is very much in line with enrolment numbers elsewhere in the country. Also similar to other parts of India, the proportion of children not currently enrolled is higher for older age groups (7.4% for 15–16-year-olds), but this proportion has been falling steadily in recent years.

Many children who were enrolled in residential schools were found at home, especially among older children. It is possible that some of these children may have returned to school subsequently.

Furthermore, certain districts performed worse than others- Gajapati and Rayagada had the highest proportion of out-of-school children for the older age group.

Among students who had officially dropped out of the sampled schools (their names were no longer on the school's enrolment register), almost 6 out of every 10 (58.2%) had obtained a school leaving certificate, which indicates that they are likely to have transferred to another school rather than left the education system altogether. The remaining 291 students – approximately 2.9% of the 2019-20 cohorts that were tracked – can be inferred to have dropped out of the education system completely.

Teachers and school staff gave a variety of reasons for individual students having dropped out, ranging from marriage (for girls) to household responsibilities and employment (for boys); however, these may not be full explanations for these students having dropped out of school.

Finally, it is worth noting that these findings varied significantly across school type and district. Educational Complexes (which cater to PVTGs) had the highest rate of both extended absenteeism and drop-outs, and the lowest attendance. Across districts, Mayurbhanj, Sundargarh and Malkangiri had the biggest issue of extended absenteeism. Recommendations The issues described in the report lead to a number of recommendations for the way forward. These can be classified in the following five categories: ν Reducing dropouts and supporting out of school children and adolescents ν Implementing new methods of teaching and learning ν Assessing and bridging learning gaps ν Engaging the community ν Monitoring and measuring progress These recommendations are summarised individually below.

Enrolment levels were lower among children in tribal communities (compared to those in Scheduled Castes)

Special efforts are needed to mobilise these students and ensure that all children return to school.

Key recommendations include identifying chronic absentees, children who are at risk of dropping out and those who have dropped out. A quick response mechanism is needed that closely tracks students' attendance and, if absent, their reason for not being in school

and their current location so that they can be encouraged to return. Once they rejoin school, catch-up activities on missed learning are crucial. Connections with parents and family member can build trust between parents and teachers and can encourage greater awareness and participation from family members in activities intended to support their child's learning. Such activities are important not only for those who have recently dropped out of school, but equally for those who have been out of the education system for many years. Re-engagement or "Second Chance" centres can help such students build the skills and the confidence to prepare for Std X exams through open schooling mechanisms. These centres can be set up in local high schools, with classes after school hours.

New initiatives include leveraging participation of parents and family members in their children's learning (especially when schools are closed). For instance, this can be done by sending Whatsapp and SMS messages with learning material to children's homes. Content that takes advantage of students' family context and encourages family members to engage with these materials and activities can strengthen students' engagement with learning even when not physically present in school. Communities can be mobilised and trained on how to build children's basic foundational skills at home or in the village, and community volunteers can be identified to transmit such materials to children who do not have access to smartphones. In addition to exposure to academic content, students also need to build the ability and the confidence to solve everyday problems. Components of "learning for life" and "learning for work" can be introduced into the school curriculum. Existing life skills content taught in many SSD schools can be strengthened, and specific modules designed for this purpose can cover topics such as digital literacy, menstrual hygiene, career opportunities and vocational skills, among others.

Finally, it is also important that examinations have greater flexibility and incorporate a variety of methods for assessment. Technology can play a role in enabling this.

Children and adolescents need to be supported to be ready for school after nearly two years of school closures. Subsequent catch-up campaigns should be conducted after any long period of school closure (such as summer vacations) to ensure that all children are at grade level, can cope with the curriculum, do not fall behind, and are therefore less likely to drop out. These catch-up activities can occur in school or in the hostels, with dedicated time spent on reading and mathematics abilities for elementary grades, and if needed, other subjects for upper primary and secondary grades. Pratham's "teaching-at-the-right-

level” approach has shown promising results in terms of significant learning gains in a short period of time, at a low unit cost.

Engaging the community in addition to support in identifying dropouts, communities, parents, CSOs and other entities can be leveraged to support the learning of students who are day-scholars and boarders during periods when they are at home. Digital learning can be used as a tool to engage the community by sharing digital content through SMS and Whatsapp, setting up two-way communication channels between the sender and receiver, and using other media such as TV and radio broadcasts. A strong social structure can be built within the community comprising of youth, parents and other community members to create awareness and ownership on children’s learning. Monitoring and measuring progress In order to ensure that the steps described above are relevant and effective, strong monitoring, measurement and evaluation frameworks are required. Regular data collection is required at the school, block and district level to ensure rapid identification of areas (geographic or content) that require additional support. This data should be collected regularly, with quality checks, and should be available dynamically to all stakeholders within and outside the government system.

Key takeaways

The data from households on enrolment, learning levels, and availability of learning resources provided insights into the overall schooling and learning status in these five districts, as well as the variations across them.

Enrolment rates are high, and close to 90% of children are enrolled in government schools in the 6-14 years age group.

Older children (15-16 years) are more likely to be currently unenrolled, but this proportion has been falling since the last few years.

Comparing non-enrolment rates by social category and gender, it is seen that girls from the Scheduled Tribe category are most likely to be out of school (2.9%). There are varying enrolment patterns by district- while Sundargarh and Rayagada show a shift towards private schools, out of school children in Malkangiri have been absorbed by government schools over the past few years.

High non-enrolment among 15–16-year-olds can be attributed mainly to trends in two districts: Gajapati and Rayagada.

Among children who are not currently enrolled, 87 drop out students were encountered. Of those, around 40 had dropped out during the COVID-19 pandemic. Although the survey included questions on reasons for dropping out and intentions to re-enrol, these findings could not be reported here because of insufficient sample sizes.

Data on learning levels shows largely similar patterns across reading and arithmetic. Both reading and arithmetic levels improve with grade, but higher grades also show greater drops in learning levels when comparing trends over time. Girls and boys start off on an equal footing: their learning levels are similar in Std I-II. But as children progress to higher grades, girls begin to outperform boys. Children from the Scheduled Tribe category trail behind those in the Scheduled Caste category by a significant margin.

Comparing learning levels district-wise, it is seen that Malkangiri and Mayurbhanj are consistently low performing districts. Further, 14–16-year-old children find it difficult to apply mathematical concepts to questions based on everyday tasks. While calculating time is relatively easier (close to half of all children could do so), calculating discounts is the most difficult task (less than 20% of children could do so).

There are no significant differences by gender, but children in the ST community lag behind those in the SC community.

Lastly, the survey recorded availability of learning resources for children outside of school. Smartphone ownership has almost doubled since 2018, but children in the SC category are more likely to have a smartphone than those in the ST category. This difference by social category is also apparent in the prevalence of tuition classes, but the gap reduces as children move to higher grades. Only a miniscule proportion of households have any type of reading material at home other than children's textbooks.

Overall, findings from this study suggest that while the proportion of children out of school is not a cause for serious alarm, children's learning outcomes are well below grade-level expectations. Urgent action is needed to enable these children to catch up, especially for children from ST communities.

2.1 ASER report 2018 & 2022

The ASER study was designed to understand children's schooling status and learning outcomes in the five tribal districts of Odisha: Mayurbhanj, Sundargarh, Gajapati, Malkangiri and Rayagada in ASER by NGO Pratham . It revealed that in 2018 the position was as follows :

Paramter 2018	
Overall enrollment of the age group of 6-14 years	97.20%
Enrolled in Government Schools of the age group of 6-14 years	65.60%
Girls not enrolled in Govt schools of the age group of 6-14 years	4.10%
Children in Std I-VIII Taking Paid Private Tuition Classes	26.40%
Children in Std III (Government or Private Schools) Able to read at Std II level	27.30%
Children in Std III who are able to at least do subtraction	28.20%
Children in Std V across India who can do division	27.90%
Government Schools with Less than 60 Students Enrolled	29.40%
Average Teacher Attendance	85.40%
Fraction of Schools with Useable Girls' Toilets	66.40%
Schools with Drinking Water Availability	74.80%

As against the above figures of 2018 ,survey by ASER in 2022 revealed the following position :

- An increase in the enrolment of children in government schools.
- There has been a decline in the basic reading and arithmetic skills of young children in Class 3 and Class 5 in India
- The decrease in the proportion of girls not enrolled in schools for the age group 11-14 from 4.1% in 2018 to 2% in 2022 is a significant improvement and a positive development.
- This indicates that efforts to promote gender equality in education have been effective

2.2 The New Indian Express report

The report (19 Jan 2023) revealed that ,an increasing number of children in the age group of 6 to 14 are entering government schools in Odisha. But when it comes to basic reading ability among the 5 to 16-year-olds enrolled in both government and private schools, the skill has sharply dropped.

The Annual Status of Education Report (ASER) of 2022, which was released in New Delhi on Wednesday, shows that despite the Covid-19 pandemic disruptions the percentage of children enrolled in government schools rose sharply from 88.0 per cent

(pc) in 2018 to 92.1 pc in 2022. The proportion of children in this age group who are not currently enrolled has decreased to 0.8 pc.

An improvement marker in the survey was that only around 1.2 pc of girls in the age group of 11 to 14 and 7.3 pc in 15 to 16 years age are out of schools at present. The 2022 edition of the citizen-led household survey done after a gap of four years was carried out throughout 900 villages across all the 30 districts and covered 17,786 households and 28,780 children in the age group 3 to 16, stated Pratham Education Foundation, which did the survey and prepared the report.

Along with enrolment, the number of students at elementary level taking tuition has also been increasing in the state. Between 2018 and 2022, the proportion of children in Class I to VIII in both government and private schools taking paid private tuition classes increased from from 52.9 pc to 53.6 pc.

While ASER-2022 shows an increase in enrolment, it also highlights that the basic reading ability has dropped in students. The ASER reading test assessed whether a child can read letters, words or a simple paragraph at the Class 1 level of difficulty, or a story at the Class 2 level of difficulty.

The test was administered one on one to all children in the age group of 5 to 16 in sampled households. “The percentage of children in Class III in government or private schools who can read at Class II level dropped from 38.6 pc in 2018 to 29.8 pc in 2022,” the report stated. It added that children’s basic reading ability has dropped to pre-2012 levels, reversing the slow improvement achieved in the intervening years.

The basic arithmetic level of students in Class III also declined, but marginally. Percentage of children in Class III who could do a basic subtraction saw a drop from 30.8 pc in 2018 to 29.3 pc last year. But, there was an improvement when it comes to Class V (from 25.5 pc in 2018 to 28.3 pc now) and Class VIII students (42.3 pc to 43.1 pc) doing a division.

The ASER officials also surveyed 362 primary and 445 upper primary schools in the state where they found that the proportion of government schools with less than 60 students enrolled every year has increased over the decade. While the percentage of such small schools was 21.4 pc in 2010, it went up to 31.6 pc in 2018 and stayed at 30.8 pc last year. Notwithstanding the 5T transformation project of the state government, the proportion of multi-grade classrooms (where students of multiple grades share one classroom) has also risen from 79.1 pc in 2018 to 81.6 pc in 2022.

Useable toilets percentage in schools rose from 75.7 pc in 2018 to 82.1 pc in 2022

Provision of separate useable toilet for girls increased from 69.1 pc in 2018 to 76.5 pc in 2022

Electricity connection extended to 93.7 pc schools now against 56.5 pc in 2018

3. EDUCATIONAL INITIATIVES IN INDIA

A number of educational initiatives have been undertaken by independent India to enhance the educational standards of the people and make education vital for socio-economic development of India.

3.1 Constitutional amendment

India introduced the Right to Education (Right of Children to Free & Compulsory Act 2009) through a constitutional amendment ging a fundamental right to every child. In the first phase elementary education (class 1 to 8) was made free and compulsory . Subsequently the National Education Policy 2020 recommended extending this right to pre-school (three years before entering school and to secondary and higher secondary schooling (class 9-12). With the further amendment of the constitution by the Parliament, the Right to Education (RTE) will ensure 15 years of free and compulsory education to all children of India by law.

The flagship government scheme, Sarva Shiksha Abhiyan, has largely succeeded in achieving universal quality education for all Indians and is complemented in this effort by targeted schemes on infrastructure development, nutritional support, and teacher training.

3.2 Other initiatives

The free midday meal scheme was universalised by the Govt of India in 2008 for elementary schools (class 1-8) all over the country to support the initiative under the RTE

Rastriya Madhyamik Shiksha Abhiyan (RMSA) was introduces all over the country to give universal access to secondary education ,A massive 6000 model schools were taken up @ one high quality secondary school per block to enhance the coverage and quality of secondary schools in the country

Similarly Jawahar Navodaya Vidyalayas(JNV) were created @ one per district to provide free residential schooling to poor students in rural areas.. The number of central schools were increased by full funding by the central government.

Ekalavya schools were created in large numbers to provide schooling to tribal children Kasturba Gandhi Balika Vidyalayas were created in large numbers to provide residential schooling to girls from poor families

Information and Communication Technology (ICT) is being used in schools to facilitate quality education Padhe Bharat, Badhe Bharat is created to enable children to become motivated, independent, and engaged.

Beti bachao, betipadhao initiative was launched in the year 2015 . Its main objective is to address various discrimination girls face in society and change the negative mindset related to girls.

The RashtriyaAvishkarAbhiyan project was also initiated in 2015 It aims to motivate children to learn Science, Mathematics, and Technology from observations and experiments.

3.3 Right to Education : The game changer for India

Access to quality education is one of the key indicators of human development index. “Basic education is a catalyst of social change.” (Amartya Sen). It contributes to reduction in social inequalities and helps in building a stable social order. In this context, providing a fundamental right of education to every child of the country through the Right of Children to Free and Compulsory Education Act, 2009 is a historic decision. It is crucial for education in India in the twenty first century.

Education: The Challenges

There are great divides that fragment Indian society and pervade every aspect of life, including education. Divides of rural-urban, men -women, rich-poor and divisions based on caste, tribe and religion present great challenges for any policy maker. In each category, there is a disadvantaged section, which finds it difficult to get access to educational opportunities, and thus gets left out. Girls in general and children from families of scheduled castes and scheduled tribes, agricultural labourers and small farmers all have lower literacy rates, lower enrolment and higher dropout rates. About 20 % of the population in India are illiterate.

Equity versus Quality

Provision of universal education for all children of the country presents three main challenges namely : access ,equity and quality . ”As per UNESCO Report on Quality, “quality must pass the test of equity”. An education system “characterized by exclusion and discrimination on any ground is clearly not fulfilling its mission[13]”.

From Directive Principle To Fundamental Constitutional Right

The Constitution of India originally provided for the Directive Principles of State Policy on education in Article 45.The Constitution directed the State to *endeavor* to provide education to all children till they complete the age of fourteen years .This was not considered adequate, since universalization of basic education of good quality did not come about for all children of the country even in a period of sixty years. By the 86th amendment Article 21 of the Constitution was amended by the Parliament in 2002 by insertion of Article 21A :

“The State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine .The Right of Children to Free and Compulsory Education Act ,2009 was enacted by Parliament. The Act came into force on April 1, 2010.This gave to every child of the country a fundamental right to receive free and compulsory education . The salient features of the Act have far reaching consequences.

Government : The Interventionist Role

The government will have to establish the required number of schools if not available within the neighborhood of every habitation within three years of the commencement of the Act. Good quality elementary education conforming to specified norms and standards must be provided. Curriculum and courses of study must be prescribed timely. Teacher training must be ensured.

Enhancing Quality : Norms and Standards of Schools

The Act provides for norms and standards to be maintained by every school. Every school must have all-weather building with barrier free access. There shall be separate toilets for boys and girls, safe drinking water, kitchen for mid-day meal, playground and boundary wall for the school.

There shall be one teacher for thirty students in primary section .For the upper primary section there shall be one teacher for thirty five students with at least one teacher each for Science and Mathematics, Social Studies and Languages. Each school must have a library, game material and sports equipment[18].

School Management by Stakeholders

Every school shall constitute a School Management Committee (SMC) consisting of parents of children admitted to the school, teachers and elected representatives of the local authority. The SMC has to supervise working of the school, prepare the school development plan, monitor utilization of grants and manage the school, in collaboration with the local authority.

Teacher Quality

RTE provides that every teacher must possess necessary qualification for appointment as laid down by academic authority authorized by the central government. If a State does not have requisite number of qualified teachers, relaxation in minimum qualification may be allowed by central govt. by notification up to five years.

The pupil-teacher ratio must be maintained for every school and not merely as the average for state, district or block. Teacher vacancies cannot exceed 10% of strength. There shall be prohibition of deployment of teachers for non-educational purposes, except for decennial census, disaster relief and elections. There shall be prohibition of private tuition. The teachers must maintain punctuality in school and attend to their duties regularly.

Secondary education

Secondary education serves as a bridge between elementary and higher education. The Government of India launched the ambitious *Rastriya Madhyamik ShiksaAbhiyan* (RMSA) in Aug 2008.The goals of RMSA are to universalize access to secondary education all over the country. The emphasis would be to reduce the glaring social and regional gaps in enrolment, dropout and retention of children in secondary schools. School infrastructure is to be upgraded. Quality is to be improved with focus on science, mathematics and computer education.

Specific interventions will include setting up 6000 high quality model schools @ one per block to serve as benchmark for excellence in secondary schooling , upgrading all existing secondary schools of the country , and setting up new high quality senior secondary schools ,providing hundred percent trained teachers in all schools and reaching PTR of 25:1 for each school. Both the central and the state governments have committed the required funds @ 75:25 between centre and states respectively. With these initiatives in school education, India will spend nearly 6% of the GDP on education both at the school and higher education levels.

It should be possible to make secondary education of good quality available, accessible and affordable to all young persons .All secondary schools must conform to prescribed norms .The aim is to achieve a GER of 75% in secondary education within a period of five

years, universal access to secondary education by 2017 and universal retention by 2020[29].

RTE benefits

The Right to Education Act ensured flow of adequate funds by law to the education sector .While ensuring equity to all children to enter the school system without discrimination, the thrust of RTE is on quality of infrastructure as well as levels of teaching and learning in the schools. Better school infrastructure, appointment of qualified teachers in adequate number, better curriculum, improved classroom practices and thrust on teaching of science, mathematics and computer application raised the level of school education in India.

4. NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 is India's vision to transform the age-old education system in India at all levels from the pre-school to the university stages. The Policy is visionary and emphatic integrating the ancient Indian wisdom and values with the modern aspirations of the Indian youth .It is remarkable for its freshness of ideas and disruptively innovative ways. NEP 2020 captures the ideals of Swami Vivekanand for self-learning through the internal teacher present within each human being , the spirit of inquiry and questioning by *Nachiketa* in *Kathoponishad*, the wisdom of Satyakam in ChhandogyaUpanishad of learning with an open mind and the approach of Einstein who never taught, but helped his pupils to learn. NEP 2020 is student-centric and socially sensitive, giving importance to teacher empowerment, autonomy, self-governance as well as formative and continuous assessment in place of summative annual examinations. It focusses on vocational training as a compulsory element of education as championed by Mahatma Gandhi.

Vision

The National Education Policy 2020 is India's vision to transform the age old education system in India from the pre-school to the university levels. Precise and forceful, the Policy integrates ancient Indian values with modern aspirations of the Indian youth and is remarkable for its freshness of ideas and disruptively innovative ways of the colonial Macaulay era. NEP 2020 captures the ideals of Swami Vivekanand for self learning through the internal teacher present within, the spirit of inquiry and questioning by Nachiketa in Kathoponishad, the wisdom of Satyakam in Chhandogya Upanishad of

learning with an open mind and the approach of Einstein who never taught, but helped his pupils to learn, NEP2020 is student centric and socially sensitive, giving importance to teacher empowerment, autonomy, self governance as well as formative and continuous assessment, focusing on vocational training as a compulsory element of education as championed by Mahatma Gandhi.

Educational outcomes will be given due importance and will be added adequately in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal (SDG4) of ensuring free, equitable and quality primary and secondary education for all children.

India has to become a knowledge society and vibrant economy as we are approaching the fourth industrial revolution. There is need for creative, multidisciplinary and highly skilled workforce. National Education Policy (NEP 2020) is the first education policy of the 21st century which has been aimed at creating a new system aligned properly with the inspirational goals of the century, having consistency with India's traditions and value systems.

Principal Pillars

The principal pillars of this policy are: accessibility, equity, quality, affordability and accountability. The main principles of this policy are :i) flexibility for learners to choose; ii) no hard separations between arts and science/vocational courses; and iii)multidisciplinary education in a multi disciplinary world. It emphasizes on conceptual understanding rather than rote learning, creativity, critical thinking, ethics and human values like skills, regular formative assessment against summative assessment, autonomy, outstanding research as a prerequisite and a pride in India and its rich, diverse, ancient culture and modern aspirations.

National Education Policy 2020 has been designed to build global best education system rooted in Indian ethos and aligned with the core principles to transform India into a global knowledge superpower.

4.1 School Education

The NEP 2020 make major changes and innovations in the school education policy. It has recommended compulsory pre-school education for three years to every child across the country

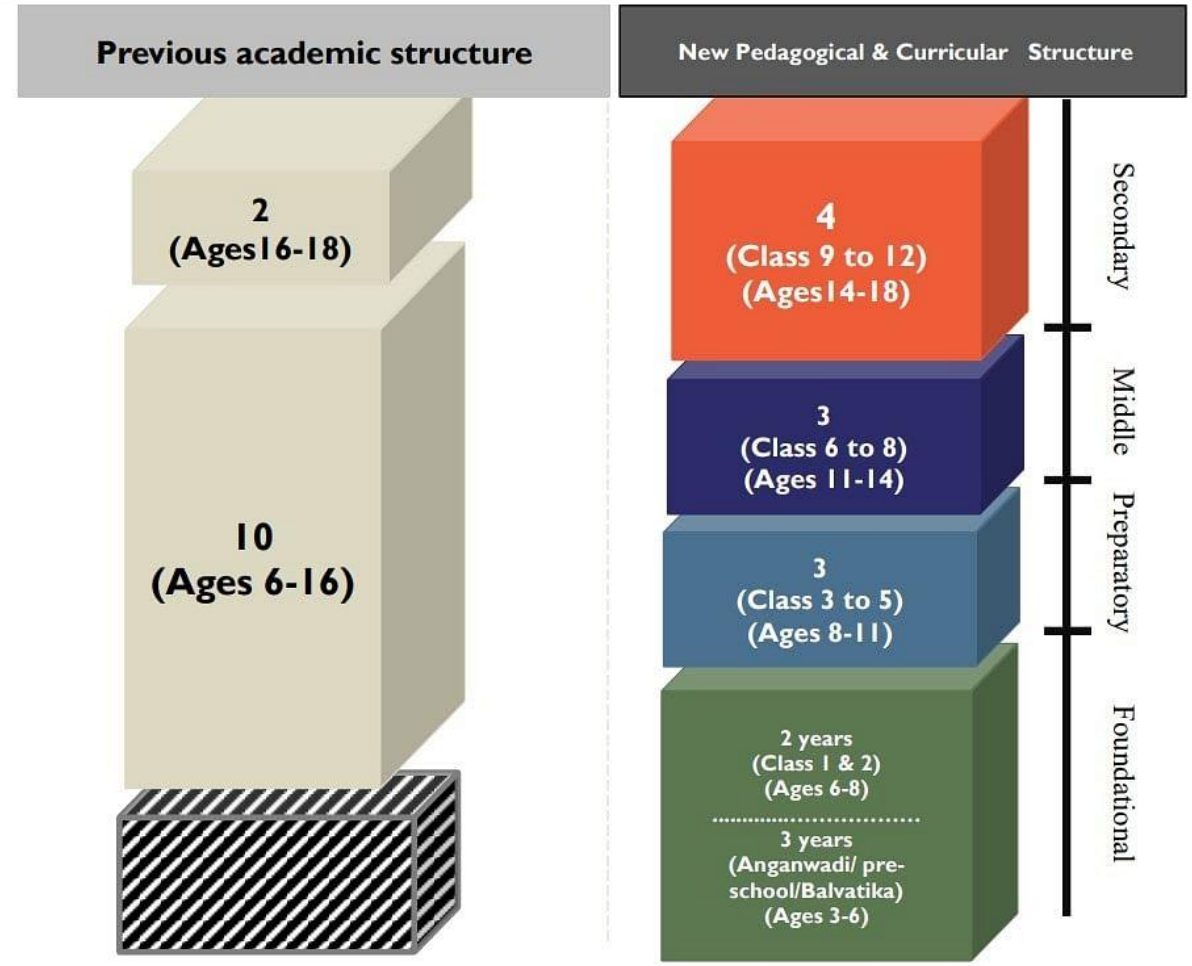
Early childhood care & education

The objective of the NEP 2020 is to ensure universal access to high-quality early childhood care and Education (ECCE) in the country by 2030. Such pre-school education will ensure that all children entering Grade 1are school ready. Early childhood Care and Education (ECCE) will be play-based, activity-based developing communication at an early stage with competency in language, literacy and numeracy.

Goal is to ensure universal access to high-quality ECCE in the country by 2030. There shall be universal foundational literacy & numeracy in primary school by 2025.The Policy will be largely irrelevant if reading, writing, and arithmetic at the foundational level is not first achieved. Goal to achieve 100% Gross Enrolment Ratio in pre-school through secondary school by 2035

Restructuring school education

NEP 2020 has prescribed the blue print of school education in four stages .



The curricular and pedagogical structure of school education will be reconfigured to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The framework for school education will be guided by a 5 + 3 + 3 + 4 design, consisting of the Foundational (3 years of preschool + Grades 1-2), Preparatory (Grades 3- 5), Middle (Grades 6-8), and High school (Grades 9-12 in two phases, i.e. 9 and 10 in the first and 11 and 12 in the second) stages respectively, with an option of exiting at Class 10 and re-entering in the next phase .

1.Foundational Stage will consist of play/activity-based learning and the aforementioned curriculum and pedagogy of ECCE. It will also include a focus on good behavior, courtesy, ethics, personal and public hygiene/cleanliness, teamwork and cooperation, etc.

2.Preparatory Stage will transition gradually from play-based learning to more formal but interactive classroom learning, with the introduction of some (light) textbooks, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

3.Middle Stage will see the introduction of subject teachers for learning/discussion of the more abstract concepts in each subject that students will be ready for at this stage, across the sciences, mathematics, arts, social sciences, and humanities.

4.High School (or Secondary) Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice.

The High School Stage may also allow exposure to more subjects and enable greater flexibility, and more frequent assessment of modules. All schools will move to semester system, or shorter modules courses, There will be stress on learning outcomes with focus on learning how to learn instead of the earlier culture of rote learning

Curriculum & assessment

The objective of school education should be to create holistic and well rounded individuals 21st century skills. Curriculum be based on key concepts and applications providing space for critical thinking and analysis-based learning. Every student will take a year-long course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc.,

Assessment to shift from rote memorization to formative assessment, The primary purpose of assessment will be to measure learning outcomes

4.3 Teachers

Teachers truly shape the future of our children and are the future of our nation. Noblest role that the teacher in India & most respected member of society. Only the very best and most learned became teachers. The very best to be inspired to enter the profession. Merit-based scholarships for outstanding 4-year integrated B.Ed. programs. Incentives for outstanding teachers to take teaching jobs in rural areas. Ensure decent and pleasant service conditions at schools. Teachers will be given constant opportunities for self-improvement and to learn the latest innovations and advances in their profession.By 2030, the minimum degree qualification for teaching will be a 4 -year integrated B.Ed.

Other salient features of the Policy are :

- The RTE Act, 2009 will be reviewed and extended from 8 years to 15 years to enable all students to have free and compulsory access to high quality and

equitable schooling from early childhood education (age 3 onwards) through higher secondary education (i.e., until Grade 12).

- Educational outcomes will be given due importance and will be added adequately in the assessment of schools.
- This will further improve India's progress towards achieving Sustainable Development Goal (SDG 4) of ensuring free, equitable and quality primary and secondary education for all children.
- The education system must aim to benefit all of India’s children . The Socially and Economically Disadvantaged Groups (SEDGs) such as children of migrants, children from low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas and the urban poor.

4.4 NEP on higher education

NEP 2020 has provided vision for complete overhaul of the higher education system to deliver high-quality higher education, The policy’s vision is to move towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district. Other salient provisions are :

- To move towards faculty and institutional autonomy;
- Re-vamping curriculum, pedagogy, assessment,
- Establishment of a National Research Foundation to fund outstanding research
- Iincreased access, equity, and inclusion through open schooling, online education and Open Distance Learning (ODL),
- All higher educational institutions (HEIs) will move towards becoming large multidisciplinary institutions which will be one of research-intensive universities (RUs),teaching universities (TUs) or autonomous degree-granting colleges (ACs).
- Accreditation System will develop and use appropriately different and relevant norms for the three categories of HEIs.
- The undergraduate degree will be of either 3-or 4-year duration, with multiple exit options within this period, with appropriate certifications. A student can obtain a diploma after completing 1 year, or an advanced diploma in a discipline after completing 2 years of study or obtain a Bachelors degree after a 3-year programme.

- There shall be an Academic Bank of Credit (ABC) which could digitally store the academic credits earned from various recognised HEIs so that the degrees from an HEI can be awarded taking into account credits earned.
- India be promoted as global study destination to restore its role as a Viswa Guru.
- Select universities (top 100 universities in the world) will be permitted to operate in India.
- The teacher-student ratio shall range from 1:10 to 1:20 depending on the programme.

  Teacher education
- By 2025, only multi-disciplinary and integrated teacher education programmes shall be in force.
- The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers
- Admission shall be through a single nation-wide entrance examination to be conducted by the National Testing Agency

Vocational education

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade.

National research foundation

Research and Innovation (R&I) investment in India has been only 0.69% of GDP. For the sake of comparison, the levels of R&I investment as a proportion of GDP in some other countries are: United States (2.8%), China (2.1%), Israel (4.3%), and South Korea (4.2%); i.e., all invest at least three times as much as a proportion of GDP.In order to focus on research and promote research culture in all HEIs in an interrelated and coordinated fashion, there shall be a National Research Foundation (NRF) which would bring a quantum jump in funding and support for research.

Governance of higher education

All higher education institutions should become independent self governing .The NEP 2020 has drawn a system for governance and autonomy of higher education institutions in India.

Regulating agencies

A single regulator, the National Higher Education Regulatory Authority (NHERA), will be set up ,which will be responsible for and all regulatory guidelines and mandates of higher education. National Accreditation Authority (NAA) will be set up as an independent accrediting institutions. Higher Education Grants Commission (HEGC) will be created which will take care of funding and financing of higher education based on transparent criteria .

Curbing commercialization of education

Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the
standards of audit for a Section 8 (not for profit) company.

Financing education

The current public expenditure on education in India has hovered around 3 to 4 % of GDP and only around 10% of the total Government spending goes towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries. NEP 2020 recommends an increase in public investment in education to reach 6% of GDP at the earliest, and reach 20% of all public expenditure over a 10-year period. Of the total budget in higher education, at least 2% will be earmarked for research and innovation.

5. EDUCATION : EMPOWERING MAYURBHANJ

Education plays a pivotal role in shaping the socio-economic development of any region.. It is particularly true for a tribal dominated and economically backward district like Mayurbhanj. Education can be a key tool for empowering individuals and eradicating poverty, hunger, illiteracy and ill-health.

Out of total population of 2519738 , the STs in Mayurbhanj account for 1479576 (58.7%0 and the SCs account for 184682 (7.3 %). Literacy in Mayurbhanj is 63.2% below the national and the State averages. There were 2890 nos. of primary schools,1404 nos. of Up-primary schools,750nos. of Secondary schools and 35 nos. of general colleges in the district during 2017-18.Besides, there are 37 nos. of Engineering schools and 3 nos. of engineering colleges in the district during year 2017-18 to impart technical education. The teacher pupil ratio in the primary, upper primary, Secondary School stood at 30, 16 and 24 respectively .

Recognizing the importance of education, the government has implemented various initiatives to address the challenges in Mayurbhanj district. Efforts have been made to

improve infrastructure, appoint more qualified teachers, and provide scholarships and financial assistance to disadvantaged students. Additionally, special programs have been launched to encourage girls education and increase enrolment rates. Overall focus on quality can ensure better education in the district.

Education was selected as the focus for socio-economic development of Mayurbhanj. A field visit was organised during which selected stakeholders were consulted. The district administration under able leadership of the Collector & District Magistrate (Shri Vinit Bhardwaj IAS) extended all support and cooperation in interacting and also sharing relevant information on the role of education in the development this backward district.. The Additional District Education Officer ShriNityanandBarik and his team of officers, the Head Mistress ,teachers and mid-day meal staff of Sarat Chandra High School , Baripada. Head Master , teachers and students of Maharani Prem Kumari Girls' High School ,Baripada , civil society members and parents also interacted during the field visit to Baripada. Mayurbhanj Maharaja Sri Pravin Chandra Bhanjdeo , who has served as Minister in Govt of Odisha , also shared his experiences and valuable insight into the crucial aspects of socio-economic development of Mayurbhanj.

5.1 Mayurbhanj Field Visit

During field visit and experience sharing the following findings emerged:

1.Right to education is being implemented in Mayurbhanj district . However, there are shortages of teachers in elementary schools . Pupil-teacher ration(30:1) is difficult to maintain in this predominantly tribal and remote district. In particular, there are shortages of Maths ,Science and English teachers across the district . Many candidates ,seeking jobs as teachers, come with degrees from other states . It is difficult to cross-check the degrees fully. Infrastructure in elementary schools is satisfactory due to funds under RTE.

2. Mid-day meal scheme is running satisfactorily and regularly. Protein (eggs etc) are being provided twice a week. Health supplements are being provided. In view of prevalent anaemia in Mayurbhanj, it is necessary to increase the protein portion of the midday meal

3. Health check-up is being done periodically in schools, but there is need for more regularity and wider coverage. Shortage of doctors and para medical staff is a major problem in health coverage of all school children

4.Pre-school is not universalised as part of primary schools. Pre-school is being provided by the anganwadi Sevika, who may herself be unqualified to teach. The well-to-do families are sending their children to private pre-schools; others cannot afford the cost. It is possible that the poorer sections are deprived of proper pre-school facilities, which may place the poorer sections behind in being school ready.

5.Universal coverage of children in elementary schools (1-8) as per RTE requires out-of-school-children (OOSC) to be zero. The figures available show OOSC to be almost nil, but in reality there is the challenge of field verification on regular basis to bring OOSC to school as per the legal provision.

6.5T initiatives of Odisha government for school transformation includes Transparency, Technology, Teamwork, Time, and Transformation. It includes development of school infrastructure through modern technology by provision of smart classrooms, e-library, composite laboratory, and thereby create educative environment to improve learning process. Minimum facilities like power, water and sanitation, separate toilets for boys and girls, and allied facilities are provided as per norms. It was informed that almost all the high schools (607) of Mayurbhanj @ one per gram panchayat, have been covered under smart class scheme of the State government. The one per cent HE schools not covered are also being covered shortly. The schools have separate rooms for each class and separate toilets for girls. However, the coverage of elementary schools under 5 T scheme has not been achieved so far.

7.A random test of reading levels in class revealed sharp difference among performance among students. Some could read very well while others could not. It shows deficiency in learning levels, despite improvement in school infrastructure and facilities.

8.The level of vocational education is on the low side. Skill development as a component of education is almost non-existent.

9.Teachers are qualified thanks to ban on appointment of unqualified teachers after Right to Education was enacted. However, is not achieved due to shortage of trained teachers particularly in the remote areas of the district. The shortage of teachers is more in case of subjects like mathematics and science.

10.There is stress on better classroom process, but it requires training and orientation of teachers on continuous and ongoing basis to provide in-service training to all teachers.

11. The administration is making all out efforts to enhance coverage of all girls of suitable age to schools. Kasturba Gandhi Balika Vidyalaya scheme is operational in the district @ one per block. There has been significant progress, but challenges like social hesitancy for girls' education, early marriage and safety are coming as obstacles for higher coverage of girls in school education.

11. Education in the initial classes is being provided in few tribal languages despite resource constraints of teachers and text books.

12. Challenge of educating children with special needs has not received the adequate attention

13. Non-availability of wide spread wifi all over the district is a major challenge for online education

14. Reluctance of adults , particularly among adult women, to agree for adult literacy is a major setback to 100 % literacy in the district

15. Coverage of higher education is low in the district. The number of colleges is low as per population. There is also low availability of trained teachers in the district.

16.There is acute shortage of and skilled and technical manpower in the district which adversely affects education. For example, shortage of Junior Engineers adversely affects the school building construction work. Shortage of doctors and para medical staff affects school health program. Similarly shortage of trained teachers and education supervisors is a major challenge. There is a general reluctance to accept postings in the remote district like Mayurbhanj.

17.General state of underdevelopment of this tribal dominated backward district is adversely impacting education in Mayurbhanj

18 Support from other sectors needs to improve

19 Additional special grants are not forthcoming

20. There is acute shortage of infrastructure in this backward district

6.RECOMMENDATIONS OF STRATEGY FOR EDUCATION IN MAYURBHANJ

Based upon the above analysis a blueprint is being prepared for implementation in Mayurbhanj district.

1.Right to Education

The Right to Education Act 2009 provides for norms and standards to be maintained by every school in the classes 1-8 as covered by the Act. Each school must have all-weather building with barrier free access. There shall be separate toilets for boys and girls, safe drinking water, kitchen for mid-day meal, playground and boundary wall for the school. There shall be one teacher for thirty students in primary section . For the upper primary section there shall be one teacher for thirty five students with at least one teacher each for Science and Mathematics, Social Studies and Languages. Each school must have a library, game material and sports equipment

Every school must have own land, own building (pucca, all weather), playground, boundary wall, electricity and drinking water, separate toilet for boys and girls, one classroom for each class, appointment of only qualified teacher, filling of all vacancies of teachers, sufficient non teaching staff, kitchen and store for mid day meal, weekly menu of mid day meal, library laboratory, computer facilities , wifi , and allied facilities to make the school fully functional and be efficient and effective in imparting school education as per provisions of Right to education and NEP 2020.

Infrastructure, school building, teaching staff, learning equipment as per norms. Must be provided in all schools. Good quality elementary education conforming to specified norms and standards must be provided. All-weather building for every school with one classroom per teacher ,water , separate toilets for boys/girls , kitchen , playground. Appropriate pupil teacher ratio for every school particularly in science and mathematics must be provided.

Teaching learning equipment , library , games must be made available. Only qualified teachers

With right norm of PTR for every school, teacher vacancies not to exceed 10% of strength.Prohibition of deployment of teachers for non educational purpose, except decennial census, elections is necessary.

School Management Committee (SMC) with three-fourth of its members from amongst the parents of children in the school, proportionate representation to weaker and deprived sections. SMC to monitor, plan and manage the school, in collaboration with the local authority.

In a tribal dominated district like Mayurbhanj, it is a challenge to fulfil the norms as prescribed by RTE Act. Infrastructure and provision of full strength of teachers have remained the biggest challenges. There has been significant progress to reach the levels of RTE Act in many schools as shown in the enclosures, yet there are schools where all the provisions have not been fully realized. All efforts must be made including provision of budget and resources of technical and non-technical manpower to bridge the gap, particularly in respect of infrastructure deficiencies.

2.Universalisation of pre-school education

The objective of the NEP 2020 is to ensure universal access to high-quality Early Childhood Care and Education (ECCE) in the country by 2030. Such pre-school education will ensure that all children entering Grade 1 of school are school ready. Early childhood Care and Education (ECCE) should be play-based, activity-based developing communication at an early stage with competency in language, literacy and numeracy. Education will be largely irrelevant if reading, writing, and arithmetic at the foundational level is not first achieved. As per recommendation of NEP 2020, RTE Act should be extended from present level of 8 years (class 1 to 8) to 3 additional years of compulsory pre-schooling for all children. Even before the law is amended , pre-school needs to be made universal in order to prevent further social divide and create a group of children who did not have the facility of pre-school education..

3.Health & well being

Nutrition and health (including mental health) of children be addressed, through healthy meals and the introduction of well-trained social workers, counsellors and community involvement .All school children must undergo regular health check-ups organized by the health department in all schools .Health cards must be issued to all students.

Simple energizing breakfast in addition to midday meals. Should be provided .Annual medical screening of children in schools include height, weight, blood pressure, BMI, eye check up, dental and ENT and its routine health screening will help early diagnosis and intervention and prevent long-time problems later in life. All these need to be ensured in all schools of Mayurbhanj.

It is to be noted that availability of doctors and paramedics for effective school health program is grossly inadequate .

4.Out of School children

Enrolled students begin to drop out at all levels but particularly after Grade 5 and especially after Grade 8. These Out of School Children (OOSC) must be brought back into the educational fold and all efforts should be made to prevent further students from dropping out. The national goal to achieve 100% Gross Enrolment Ratio in pre-school through secondary school by 2035 must be ensured.

Union Minister of State for Education informed in a written reply in Lok Sabha that 9,30,531 elementary school-aged children are out of school in the country, including 5.02 lakh boys and 4.27 lakh girls. (India Today Education Desk New Mar 14, 2023).The Samagra Shiksha scheme requires all states and union territories to conduct a household survey to identify out-of-school children.

Special training must be provided for age-appropriate admission of out-of-school children, including residential and non-residential training for older children, seasonal hostels and residential camps, and special training centers at work sites.

In order to bring these children back into the formal schooling system, transport and escort facilities should also be provided . Availability of Adequate Infrastructure like deployment of teachers, proper classrooms, adequate & functional toilets, drinking water facility, are necessary to retain the children and prevent drop out. Individual child tracking need to be ensured in case of each OOSC. Transport and Escort facility to children in Classes I-VIII as an entitlement (@ Rs. 6000/ per child per annum up to Class VIII.). Support should also be given by the provision of residential facilities.

5.Learning levels

The recently published National Achievement Survey (NAS) revealed a nation-wide decline in students' learning levels across all grades and subjects tested. The survey was administered November 12, 2021 to over 3.4 million students across various schools.It is important that children not only learn but learn how to learn. Education must move more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

The gap between the current state of learning outcomesand what is desirable must be bridged through undertaking major reforms to bring the highest quality and integrity into the system, from early childhood education through higher education. Emphasis on conceptual understanding (rather than rote learning and learning-for-exams), on creativity and critical thinking (to encourage logical decision-making and innovation), on ethics and

human & Constitutional values (e.g., empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty, responsibility, pluralism, equality and justice), and on life skills (e.g., cooperation, teamwork, communication, resilience);

There should be increased focus on foundational literacy and numeracy - on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the primary school curriculum.

GKA Implementation in Mayurbhanj district

Ganita Kalika Andolan(GKA) by Akshara Foundation is a Mathematics Learning Movement in Mayurbhanj District, Odisha. In Mayurbhanj District, Akshara initiated the GKA programme in 2021. The objectives of this programme are:

● Close collaboration with Department of School and Mass Education and Odisha School Education Programme Authority (OSEPA), Government of Odisha as the Odisha State's Technical Partner for Foundational Numeracy

● Ensure that every school has at least one teacher trained in GKA across the District

● Strengthen the cadre of state's Resource Persons to provide on-site support to teachers.

● Facilitate Gram Panchayath Level Math Contests in 150 Gram Panhayats in Mayurbhanj

● Strengthen the base of nearly 3000 Education Volunteers in the district

● Strengthen community engagement across the district with initiatives such as engaging with parents, SDMC's and installing inspirational wall writings in school premises

GP Contest is a unique constituent of Akshara's GKA model to ensure community involvement. It is designed to get all the community stakeholders (Gram Panchayat, Panchayat Development Officers, Head teachers, Teachers, Parents, Volunteers from the community and Children) involved in the learning outcome of the child and to take ownership. It also provides Akshara a method to assess the learning outcomes of children. In the period between January 2023 and March 2023, 58 GP Level Math Contests were held and 6239 children of grades 4, 5 & 6 were assessed in Mayurbhanj District. Themathematicsassessmentresultswereheartening.

6.Vocational education & skill development

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage (less than 5%) of the Indian workforce in the age group of 19–24 (received formal vocational education as compared to other countries such as the USA where the number is 52%, Germany 75%, and South Korea as high as 96%. These numbers only underline the urgency to focus more on spread of vocational education in India. The lack of planning and the poor delivery of vocational education in the past has contributed to the creation of a social status hierarchy in which vocational education is perceived to be inferior to mainstream education, meant largely for students who are unable to cope with the latter.

NEP aims to overcome the social status hierarchy associated with vocational education through requiring that all educational institutions - schools, colleges and universities - integrate vocational education programmes into mainstream education in a phased manner, beginning with vocational exposure at early ages . Integrating vocational education in this way will ensure that every child learns at least one vocation and is exposed to several more, emphasising the dignity and importance of labour .

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. This is in alignment with the Sustainable Development Goal 4.4, and will help to realise the full potential of India's demographic dividend.

Vocational education should be integrated into all educational institutions in a phased manner over the next decade. Focus areas should be chosen based on skills gap analysis and mapping of local opportunities, and technical and vocational education will become part of the larger vision of holistic education.

Every student must take a fun year-long course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc.These aspects must be kept in mind in the educational plan of Mayurbhanj.

Skill development is the process to identify skill gaps and develop the existing abilities to achieve the set goals. Being academically strong is imperative in the modern world but having relevant skills is equally important. Skills development is important because your skills determine your ability to execute your plans with success.

Skill development means a process which enables the students to gain access to technical aspects of a job to build their competence , ability and good working attitude by appropriate training .Skill development helps build a strong foundation for students at the school level. It helps build self-esteem, confidence, and leadership skills. It develops

problem-solving skills and collaboration .In general, the student should be trained to focus on three types of skill areas: functional, self-management and special knowledge skills.

7.Teacher quality

Teachers truly shape the future of our children - and, therefore, the future of our nation.It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned should be teachers .The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well-motivated and empowered to innovate, and for education to therefore reach the he

The teacher and the teacher's condition must and will be at the centre of these changes.

Our strategy should be to reinstate teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers, and help them to do their job as effectively as possible.

The very best and brightest should be recruited for the teaching profession at all levels, by ensuring teachers their livelihood, respect, dignity, and autonomy, while also installing in the system basic methods of quality control and accountability.

To ensure that truly excellent students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships should be instituted across the country for study at outstanding 4-year integrated B.Ed. programmer.

Further the following initiatives must be provided for teachers of Mayurbhanj.

1.Incentives should be provided for outstanding teachers to take teaching jobs in rural areas, especially in areas that are currently facing the greatest teacher shortages and the greatest needs for outstanding teachers.

2.Provision of local housing near or on the school premises or better housing allowances

3.The harmful practice of excessive teacher transfers should be halted, so that students have continuity in their role models and educational environments.

4.Transfers may occur in very special circumstances, e.g., for promotions of outstanding teachers and administrators to leadership positions, as suitably laid down in a structured manner by State/UT governments.

5. Decent service conditions should be provided at schools.

6.In collaboration with parents and other key local stakeholders, teachers should be more involved in the governance of schools, including as members of the School Management Committees.

7.Teachers should be given constant opportunities for self-improvement and to learn the latest innovations and advances in their profession. Teachers doing outstanding work must be recognized, promoted, and given salary raises, to incentivize all teachers to do their best work. Such teachers should be given higher roles in school administration at various levels..A robust merit-based tenure (i.e., confirmed employment following probation), promotion and salary structure should be developed, with multiple levels within each teacher rank that incentivizes and recognizes excellent and committed teachers through tenure, promotions, and salary increases.

8.Outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, and BRCs, CRCs, BITEs, DIETs as well as relevant government departments and ministrie

9.Teacher vacancies must be filled as soon as possible

10.There should be at least one teacher per class/grade and a pupil-teacher ratio (PTR) of under 30:1

8.Classroom process

Regular formative assessment for learning should replace the summative assessment. Universal foundational literacy & numeracy in primary school by 2025. School education will be irrelevant f if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is not first achieved.

The aim of assessment will shift from one that primarily tests rote memorisation skills to one that is more formative. It should promote learning and development for our students, and should test analysis, critical thinking, and conceptual clarity.

All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement.

In addition to introducing greater flexibility, student choice, and best-of-multiple attempts assessments that primarily test core capacities, Boards may over time develop further viable models and qualities of Board Exams that reduce pressure and the coaching culture, such as: annual/semester/modular Board Exams could be developed that each test far less material,

Formative assessment is a range of assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment .The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The examinations would test achievement of learning outcomes through assessment of core

concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills.

The key overall thrust of pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn - and away from the culture of rote learning as is present today. The goal will be to create holistic and well-rounded individuals equipped with key 21st century skills

Curriculum content should be reduced in each subject to its core essentials to make space for critical thinking and discussion-based, and analysis-based learning. The focus should be on key concepts , applications, and problem -solving. Teaching and learning will strive to be conducted more interactively. Questions will be encouraged. Classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for experiential learning.

There should be no hard separation among ‘curricular’, ‘extra-curricular’, or ‘co-curricular’ areas, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts, and vocational crafts, in addition to science, humanities, and mathematics, will be seriously incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

9. Girls’ Education

Investing in girls’ education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families. Girls’ education strengthens economies and reduces inequality. It contributes to more stable, resilient societies that give all individuals – including boys and men – the opportunity to fulfil their potential.

Education not only empowers a girl , but also makes her economically independent. Economic independence makes a woman feel confident about herself and gives her a sense of accomplishment. Education for girls is about more than access to school. It’s also about girls feeling safe in classrooms and supported in the subjects and careers they choose to pursue – including those in which they are often under-represented. Barriers to girls’ education – like poverty, child marriage and gender-based violence – vary among

countries and communities. Poor families often favour boys when investing in education. It helps in discouraging early marriage of girls and teenage pregnancy by creating awareness about the health risks. Better WASH (water, sanitation and hygiene) facilities in schools to prevent dropout of girl students.In some places, schools do not meet the safety, hygiene or sanitation needs of girls. In others, teaching practices are not gender-responsive and result in gender gaps in learning and skills development.

Sarva Shiksha Abhiyan, RTE Act , mid-day meal scheme and MahilaSamaksya have brought about significant improvement in enrolment, retention and completion of education of the girl child .The *Kasturba Gandhi Balika Vidyalaya Scheme* is particularly significant for Mayurbhanj.

Kasturba Gandhi Balika Vidyalaya Scheme

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 and minorities in difficult areas. KGBV is being implemented in educationally backward blocks (EBBs) of the country where the female rural literacy is below the national average. The scheme provides for a minimum reservation of 75% of the seats in the schools for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line. Thus, the Scheme now provides for access and quality education to girls from disadvantaged groups in the age group of 10-18 years aspiring to study in Classes VI to XII to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible. KGBV provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block (EBBs).

The scope of the scheme is the set up of schools in areas with concentration of tribal population, low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, low female literacy and/or a large number of girls out of school.Eligibility Criteria are girls belonging to disadvantaged groups such as SC, ST, OBC , minority and below poverty line (BPL) families, girl students in the age group of 14 to 18 years.Girls living in area with low female literacy Girls in difficult circumstances who are unable to complete primary education can be enrolled under exceptional cases

The school provides for all costs including free text books ,separate toilets ,bridge courses for older girls,50% women teachers ,gender ensitization of teachers ,gender sensitization of teaching learning methods and materials

More and more KGBVs must be opened in Mayurbhanj to provide for better education and empowerment of the girls.

10.Inclusive education

Education is the single greatest tool for achieving social justice and equality. The education system must aim to benefit all of India's children so that no child loses any opportunity to learn and excel because of the circumstances of birth or background.

While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of education, large disparities still remain. The Socially and Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities, socio-cultural identities, geographical identities, disabilities, and socio-economic conditions (such as children of migrants, children from low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12 ,this decline in enrolments is considerably more pronounced for many of these SEDGs.

It must be noted that women cut across all under-represented groups, making up about one half of all other SEDGs - Free boarding facilities in the form of hostels will be built – matching the standard of Jawahar Navodaya Vidyalayas – in school locations where students may have to come from particularly far, and/or for students who come from disadvantaged economic backgrounds, with suitable arrangements for the safety of all children, especially girls (e.g., girls' hostels would be separate and secure and have female wardens, security guards, and boundary walls).

Students must be sensitized through this new school culture brought in by teachers and counsellors, and also through corresponding changes in the school curriculum. The schools must focus on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, contribution of culture in sustainable development and sustainable lifestyle, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities etc. to sensitize and develop respect for diversity.

11. Focus on ST students

With a predominantly tribal population , the focus must be on provided quality education in schools for ST students, who generally feel marginalised. The schools where ST students study fall into six distinct categories, described below:

■Ashram Schools: These schools cater to students from Std I to VIII. They are affiliated to the Board of Secondary Education (BSE), Odisha and are Odia-medium.

■ High Schools: These schools cater to students from Std I to X. They are affiliated to the Board of Secondary Education (BSE), Odisha and are Odia-medium. 44 Table 2: Total number of schools offering to Std VI-X.

■ Girls' High Schools: These schools also cater to Std I to X, but admit only girls. They are affiliated to the Board of Secondary Education (BSE), Odisha and are Odia-medium. As per the department guidelines, admission to the hostels for the above 3 types of schools should be done at a 10:1 ratio for ST to SC students. Preference is given to students living in the same block, with students beyond a 5 km radius from the school to be admitted as boarders. The selection for students in Std I-VII is decided by lottery, while for Std VIII and above a written test is conducted. There is a 10% reservation in hostels for "deserving" students, including PVTGs (Particularly Vulnerable Tribal Groups), disabled students, and dropouts.

■ Educational Complexes: These schools were established for students belonging to Particularly Vulnerable Tribal Groups (PVTGs), a subcategory within Scheduled Tribes comprising groups with particularly low development indices, native to certain regions of the state. They are affiliated to the Board of Secondary Education (BSE), Odisha, and are Odia-medium and coeducational, offering Std I to X.

■ Eklavya Model Residential School (EMRS): These schools are part of a central government sponsored scheme which aims to promote all-round development of tribal children. Guidelines for these schools include provision of high-quality infrastructure such as labs, hostels, sports facilities, extra-curricular activities, as well as remedial classes, preparatory classes for competitive examinations, and skill development. These schools are English-medium and affiliated to the Central Board of Secondary Education (CBSE), offering Std VI through XII. Selection into the school is done for Std VI students through an entrance examination, open to any child belonging to a Scheduled Tribe or Caste from any district.

■ Kalinga Model Residential School (KMRS): These schools were formed with the same objective as EMRS, but are sponsored and administered by the state government. They

also offer Std VI-XII, are affiliated to CBSE, and are English medium. The admission criteria are the same as for EMRS.

It is necessary to continue and in fact enhance the coverage of ST students in the school system in Mayurbhanj not only in the ST schools but also in all schools of Mayurbhanj.

12.Information and Communication Technology

The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to build their capacity on ICT skills and make them learn through computer aided learning process. ICT has the potential to remove the barriers that are causing the problems of low rate of education in India . It can be used as a tool to surmount the issues of cost, shortage of teachers, and poor quality of education as well as to overcome time and distance barriers. ICT provides the flexibility and availability of learning materials to all students. While all resources are available in classrooms, students can also access them outside schools. This especially benefits students who are slow learners or have learning disabilities.

The state shall endeavour to provide universal, equitable, open and free access to ICT and ICT enabled tools and resources to all students and teachers.. The challenges are: 1) Lack of training of the teachers on how to integrate ICT properly; 2) lack of appropriate software, 3) lack of competence – lack of operating complex application; and 4) lack of appropriate material .

India is a vast geography with varying levels of development in different parts of the country, and therefore, experiences of using ICTs for education across the country also reflect this diversity. At all levels, from infrastructure availability to availability of trained faculty, there is tremendous variation between urban and rural areas, developed and less developed states, and access for economically and socially weaker sections vis-à-vis the more wealthy in the country. While some interventions have been immensely successful in one area, the same interventions in another part of the country have not succeeded. The most significant insight through this study has been that a whole spectrum of solutions using ICTs in the education space is required in India. This can range from initiatives using community radio for non-formal education through general community mobilization and awareness creation in rural areas to the state-of-the-art technology-enabled learning spaces and other advanced e learning practices in select schools.

Once internet-connected smart phones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials, and

online communities for shared interests will be developed, and will work to enhance all the aforementioned initiatives (as group activities for students, with appropriate supervision of parents and teachers).Every classroom should be developed into a smart classroom in a phased manner,

13.Children with special needs (CWSN)

A child may require special education due to physical or mental challenges. Such children may have learning disabilities, intellectual disabilities, physical disabilities, or emotional difficulties. These special children need special care to include them with other growing children . Inclusive education helps special-needs students understand the real world. It helps them become aware of those with unique physical and social skills and appreciate their own talents and capacities in a diverse world. Inclusive education helps remove the stigma attached to disabilities.

The children with special needs must be enrolled in primary schools. After the assessment of their disabilities by a team of a doctor, a psychologist, and a special educator in schools, the child will be placed in appropriate educational settings.

A child with a learning disability may have difficulties in reading, writing, speaking, listening, understanding mathematical concepts, and with general comprehension.

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities / divyang children at different school levels. Such teachers would require not only subject-teaching knowledge and understanding of subject-related contents of education, but also must receive training in the relevant skills for and understanding of such special requirements of children. Therefore, such areas could be developed as secondary specialization for teachers. They should be oriented in the pre-service as well as in-service mode, either full time or as part-time/blended courses. Special care must be taken in Mayurbhanj to bring such special children into mainstream and educate them..

14.Education in mother tongue

UNESCO has been advocating for multilingual education based on the mother tongue from the earliest years of schooling. Research shows that education in the mother tongue is a key factor for inclusion and quality learning. It improves learning outcomes

and academic performance. This is crucial, especially in primary school to increase the speed of learning and comprehension. And most importantly,

multilingual education based on the mother tongue empowers all learners to fully take part in society. It fosters mutual understanding and respect for one another and helps preserve the wealth of cultural and traditional heritage that is embedded in every language around the world.

However, there is still a long way to go before guaranteeing all learners their right to education in their mother language. In most countries, the majority of students are taught in a language other than their mother tongue, which compromises their ability to learn effectively. It is estimated that 40 % of the world's population does not have access to an education in a language they speak or understand. There are about 7,000 languages spoken around the world today. But linguistic diversity is increasingly threatened as more and more languages disappear at an alarming rate. And when a language disappears, it takes with it an entire cultural and intellectual heritage.

Globally, progress is being made in multilingual education based on mother tongue with growing understanding of its importance, particularly in early schooling, and more commitment to its development in public life.

It is the language that they first learn and it is the language that they are most comfortable with. It is also the language that their parents and grandparents speak, so it is important for children to be able to communicate with them in their native language. Being fluent in the mother tongue, which is also known as the native language, benefits the child in numerous ways. It associates him to his culture, ensures enhanced cognitive development, and supports in the learning of other languages

Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language. Children pick up languages extremely quickly between the ages of 2 and 8 .Children should be exposed to languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards.

All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with plenty of reading and writing in the mother tongue in the early years – with skills developed for reading and writing in the other two languages in Grade 3 and beyond. Students whose medium of instruction is the local/home language will begin

to learn science and mathematics, bilingually in Grade 6 so that by the end of Grade 9 they can speak about science and other subjects both in their home language and English.

For the enrichment of our children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, may have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches including by integration of technology, in Grades 6-12, with the option to continue from middle level through secondary education and university. The teaching of all languages will be enhanced through innovative and experiential methods,

15.Literacy

India has the world's largest population of illiterate adults, adding to the vicious cycle of illiteracy and poverty. The problem of illiteracy in India is a matter of great concern. Despite the fact that the country has made great strides in many areas of development, the literacy rate is still very low at 77 %. This means that about one quarter of the population is still illiterate. In India, illiteracy is caused by economic inequities, gender discrimination, caste prejudice, and technological hurdles. Ans. An important link exists between illiteracy and poverty. One of the biggest obstacles to fair instruction to achieve literacy is inequity. Illiteracy leads to unemployment and poverty. Greater literacy skills open the doors to more educational, employment and entrepreneurial opportunities. Literacy helps people pull themselves out of poverty and underemployment. Illiteracy is a state in which someone is unable to read and write. In other words, it can also be defined as a lack of education. Literacy constitutes the backbone of development in a progressing country like India.

If literacy presents challenges for India, it poses severe changes for Mayurbhanj .The problems of illiteracy in Mayurbhanj is still higher. With low levels of literacy, Mayurbhanj must receive national attention and highest priority. Initiatives for adult education encourage community involvement and integration of technology to achieve the aim of achieving 100% literacy. The following measures must be taken urgently :

1.Adult education programs must include at least five types of materials (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local

employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills).

2.The framework should keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children. A suitable infrastructure must be ensured so that all interested adults will have access to adult education. A key initiative in this direction is be to use schools (after school hours and on weekends) and public library spaces for adult education courses, which will be ICT-equipped when possible.

3.A cadre of dedicated instructors/educators should be provided to deliver the curriculum framework to learners.

4.All efforts should be undertaken to ensure the participation of community members in adult education. Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

5.Literacy programs must mobilize community organizations and volunteers in order to achieve large-scale adult literacy. Qualified community members should be associated be in programs of foundational literacy and numeracy, and other adult education course material, under the guidance and coordination of Adult Education Centers.

6.District administration must work closely with NGOs and other community organizations, and support them as necessary, in order to enhance efforts towards literacy and adult education.

Reluctance of adults , particularly among adult women, to agree for adult literacy is a major setback to 100 % literacy in the district and skilled and technical manpower in the district which adversely affects education

16.Higher education

Higher education is a rich cultural and scientific asset which enables personal development and promotes economic, technological and social change. It promotes the exchange of knowledge, research and innovation and equips students with the skills needed to meet ever changing labour markets. The universities can use their three main functions of teaching, research, and community engagement as tools to implement an

employability strategy.. It promotes the exchange of knowledge, research and innovation and equips students with the skills needed to meet ever changing labour markets. For students in vulnerable circumstances, it is a passport to economic security and a stable future.

Coverage of higher education is low in the district. The number of colleges is low as per population As per Yashpal Committee recommendation of setting up at least 1500 Universities in India, Mayurbhanj should have at least 4 to 5 Universities , whereas there is only one. If the enrolment in higher education has to go up to 50% level , there should be four more Universities in Mayurbhanj.

17.Infrastructure

There is acute shortage of infrastructure in the district which affects education adversely.
School infrastructure refers to the system of buildings that make up a school complex. This includes all the buildings and associated amenities that come with the school complex such as classrooms, laboratories, library, storage units, playgrounds, and so on.
Several kinds of research have proved that good infrastructure encourages kids to attend school more regularly than the ones without any good facilities. A school should feel warm, comfortable, and welcoming to the kids. Overcrowded environments affect the understanding levels of school children.
Equipment such as laptops, cameras, printers, projectors, etc should be accessible for students and they should be given to them for timely needs. The bandwidth of the college should be able to handle maximum number of requests and should not bog down after over use.
Management of educational facilities and infrastructure are all arrangements for facilities and infrastructure owned by educational institutions, and arrangements are made through processes and arranged according to the order and functions of management.
Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in schools and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. Non-availability of wide spread wifi all over the district is a major challenge for online education.

18. Education leadership

Educational leadership is vital for administrative positions in schools, universities and other educational institutions. In addition to the traditional posts of Principals of schools and colleges and higher posts like Vice Chancellors and deans, supervisory posts like education officers in district, and block levels are playing supervisory roles to enhance the effectiveness of educational programs. They are responsible for improving the educational environment by providing guidance, support, and direction to teachers, students, parents, and other stakeholders involved in education.The main purpose of educational leadership is to guarantee academic success through process, training and material improvements. Create a vision of academic success for all students regardless of socio-economical levels. They are responsible for shaping, outlining, and guiding the educational mission .Effective education administrators should play crucial role of supervision as well as community participation and dray support from families and community leaders for success of various educational initiatives. Proper training and orientation of district and block level educational administrators is a growing need in Mayurbhanj. They can provide leadership to various change initiatives in education and school management .

Career counselling refers to counselling provided by career counsellors who help individuals choose an appropriate career based on their interests, skills and abilities. The main objective of career counselling is to help students pick a field that complements their abilities and skills the most. Career counselling is a systematic process of knowing and understanding yourself, taking informed decisions about education and career and developing strategies for achieving academic and career goals. career counselling focuses on three main principles: To enable the client to understand themselves, their knowledge, skills and abilities (KSAs), interests, resources, and limitations Career counsellor helps individuals explore career options, assess their skills and interests, set career goals, and make informed decisions about their educational and professional paths. They provide guidance, support, and resources to help individuals navigate their career development journey.

The education administrators , particularly at the school level, should provide career counselling facilities to the students so that the students in the district understand their potential and capabilities to choose the right career. This aspect must be focussed in school management of the students who feel helpless and uncertain about their future goals,

19.Trained manpower

Manpower approach is an educational planning approach that has it that planning should consider human resource in all fields required for country. Education planning should be skilled based, expected man power. Based on demand supply principle, need based. For example, shortage of Junior Engineers adversely affects the school building construction work. Shortage of doctors and para medical staff affects school health program. Similarly shortage of trained teachers and education supervisors is a major challenge. There is a general reluctance to accept postings in the remote district like Mayurbhanj.

20. Support from allied sectors

General state of underdevelopment of this tribal dominated backward district is adversely impacting education in Mayurbhanj. Education needs strong support from all sectors of development, There is acute shortage of infrastructure and skilled and technical manpower in the district which adversely affects education. For example, shortage of Junior Engineers adversely affects the school building construction work. Shortage of doctors and para medical staff affects school health program. Similarly shortage of trained teachers and education supervisors is a major challenge. There is a general reluctance to accept postings in the remote district like Mayurbhanj.

7. NOURISHED MAYURBHANJ: AN EMPOWERED MAYURBHANJ

Mid-day meal (MDM) is a wholesome freshly-cooked lunch program of local recipe served to children in government and government-aided schools in India. On 28 November 2001, the Supreme Court of India passed a mandate stating, "We direct the State Governments/Union Territories to implement the Mid Day Meal Scheme by providing every child in every Government and Government assisted Primary School with a prepared midday meal." Govt of India initiated MDM as an experimental scheme in few schools and extended it to one third schools of India. When the Govt. of India resolved to enact the Right of Children to Free & Compulsory Education Act , MDM was extended to the whole of India in the year 2008, with the annual budget jumping from Rs 2000 Cr to whopping Rs 8000 cr,

Mid-day meal (MDM) scheme aims to avoid classroom hunger, increase school enrolment, increase school attendance, improve socialisation among castes, address malnutrition, empower women through employment .MDM scheme is a government initiative to provide a healthy meal at noontime for students in government schools. It was started on 15th August 1995. The programme supplies free lunches on working days for children in government primary and upper primary schools, government

aided Anganwadis, *Madarsa* and *Maqtabs*. Serving 120 million children in over 1.27 million schools and Education Guarantee Scheme centres, the Midday Meal Scheme is the largest of its kind in the world. MDM is designed to create a platform for children of all social and economic backgrounds to take meals together, thereby facilitating achieving the objective of social equity, contributed to an increase in attendance in schools .Children attending a public or government-aided school till the upper-primary level are entitled to a daily hot meal of locally cooked pulses, rice, chapati, or vegetables, and milk or eggs on some days; a total of 700 calories and 20 grams of protein.

The name of the scheme has been changed to PM-POSHAN (*Pradhan Mantri Poshan Shakti Nirman*) Scheme, in September 2021, by MoE (Ministry of Education), which is the ministry responsible for the scheme. The Central Government also announced that an additional 24 lakh students receiving pre-primary education at government & government-aided schools would also be included under the scheme by 2022.

Under article 24, paragraph 2cof the Convention on the Rights of the Child, to which India is a party, India has committed to yielding "adequate nutritious food" for children. The Midday Meal Scheme is covered by the National Food Security Act, 2013. The legal backing to the Indian school meal programme is akin to the legal backing provided in the US through the National School Lunch Act.

It is successful in addressing classroom hunger. The critical elements of MDM are regularity and wholesomeness of food , cleanliness in cooking and serving , timeliness in procurement of local ingredients, social and gender equity , suo moto display of information under RTI information about foodgrains received/ utilized, cooking received/ utilized, other ingredients purchased/ utilized, number of children availing meal ,daily menu and other details as expected by students, parents and other stakeholders. (GuidelinesforStorageandCookingofFortifiedRice in annexture)

Malnutrition

It has been an enigma that Mayurbhanj, featured in the Time magazine's list of the world's 50 "greatest places" and endowed with rich flora and fauna, biosphere reserve, tribal food systems and glorious past remains a backward district having multiple malnutrition and hunger hotspots. The root cause is decades long malnutrition-unrecognised and invisible that has led to perpetual poverty. With unfair outcomes, Mayurbhanj's women, children and specifically 60% of district's tribal population are worst hit. Time has come to recognise the power of good nutrition to supercharge demographic dividend, reduce infant mortality and realise human capital potential. Good nutrition in the

first 1000 days of life is key and critical. A complex, multi-organ system develops with fundamental acquisition of all necessary body functions as well as cognitive and higher brain functions by the second birthday. The return on investment on sustainable nutrition is significantly higher. Odisha would be observing its centennial in the year 2036. Time has come to make nutrition a top investment priority and envision Mayurbhanj the global nutrition pioneer and realise full potential.

Stunting indicates a chronic undernourishment. With both undernutrition and obesity/overweight together; the district has a double burden on malnutrition. Unfortunately, the wasting(low weight-for-height and severe wasting, obesity/overweight and anaemia have risen between NFHS-4(2015-16) and NFHS-5 (2019-21). The invasion of fried foods and aerated drinks is a cause of concern.The food systems is diluted and needs urgent repair. Malnutrition outcomes affect physical and cognitive growth and pose a huge burden on economic productivity.10.4% children are severely wasted who struggle to survive and thrive.

Both national and state governments must deliver and transform the nutrition landscape in Mayurbhanj. The target driven POSHAN Abhiyaan is being implemented in Odisha. The establishment of State Food Commission, Agriculture Cabinet, Millet Mission and Nutrition Budget are exemplaryinstitutional arrangements. Odisha's Mission Shakti , a platform for womenprovidesanopportunity to usher a nutrition revolutionwithwomenleading at the front. Following nutrition focussed and nutrition sensitive interventions must beundertaken :

01.Prioritise Actions In The First 1000 Days Of Life

Interventions during first one-thousanddays of life (starting from conception until the child reaches 2 years of age) and adolescent girls period would be of prime importance. During the first 1000day of life, maternal and infant child feeding including early and exclusive breastfeeding, appropriate complementary feeding for children between 6-23 months, feeding during illness, full immunisation and supplementation, deworming medication and full antenatal care must be ensured for better outcomes.

02. A Mission Malnutrition Free Mayurbhanj -2036

The state and Mayurbhanj have to set and realise an ambitious target in line with POSHAN Abhiyaan and initiative actions to double and quadruple the efforts for a mission malnutrition free Mayurbhanj by 2036. This is necessary to reach at single digit status on key undernutrition indicators. We really need to pull up our sleeves in order to bring the desired results. It would call for revisiting current policies and programs and finding innovative solutions.

03. Building a Synergy -Mainstreaming Nutrition in Health System

Infection and underlying health/medical reasons such as poor sanitation and hygiene, HIV, TB, Malaria, Lymphatic Filariasis, and congenital anomalies etc. have always been intricately linked with malnutrition. Anganwadi centre level village health nutrition and sanitation day (VHNSD) may integrate these programs and mainstreaming nutrition in health systems. Time has come to unite against harmful use of tobacco, alcohol and unhealthy diets.

04. Converge To Transform- Anganwadi Centre As The Centre of Convergence

A convergent action for all departments to work together under the district administration would be a key attribute of success. Anganwadi centre must be the centre of convergence and the quality village health nutrition and sanitation day (VHNSD) under the local governments is an emergent need. Odisha's Mission Shakti platforms may be utilised for increasing entitlements and their ability to take decisions at inter and intra-household level.

05.Atmanirbhar Poshan- District Level Nutritional Self Reliance- Unleash The potential

It is a pity that only 23.7 per cent children at their most critical age of 6-23 months receive an adequate diet that includes a minimum of four food groups. These food groups are cereals and millets, pulses, milk and milk products, roots and tubers, green leafy vegetables, other vegetables, fruits, sugar, fat/ oil and meat, fish, and eggs. Pregnant women need diversified diets from a minimum of six food groups. A strategy on the district becoming self-sufficient in minimum six food groups can transform maternal and infant feeding landscape.

06. JANANI Andolan- A Movement With Women Leading At The Front

Mayurbhanj may pilot hamlet level women nutrition change leaders to be called as JANANIs (Joint *Angan* Nutrition Awareness for New India) in addressing the exclusions and improving quality home contacts. All women nutrition warriors like Anganwadi Workers and Helpers, ASHAs, ANMs and Supervisors and JANANIs need to work in tandem with local governments and women SHGs in spreading nutrition literacy and improving feeding behaviour. The state of art skilling of the nutrition warriors with new technologies would catalyse a people's movement with women leading at the front.

Action Plan for effectiveness

The following areas need urgent attention for effectiveness of the PoshanScheme :

- Timely release of funds to implementing agencies.
- Rationalization of cooking cost and its linking to scientifically designed MDM Price Index.
- Increased community participation for effective implementation of the Scheme..
- Grievance redressal mechanism needs to be decentralized to the Panchayat level for prompt and effective disposal of complaints.
- Ensuring budgetary provisions by Centre & State
- Timely release & regular cash flow to schools
- Efficient food grain transportation
- Ensuring no mismatch in food grain : cooking cost utilisation
- Transparency in procurement of ingredients
- Dedicated machinery for implementation and supervision
- Compliance with the GuidelinesforStorageandCookingofFortifiedRice

Restoring stolen childhood and making the district nourished and empowered is an emergent priority. The POSHAN Abhiyaan, with a mandate on Jan Andolan provides that opportunity to deliver and transform. Mayurbhanj needs to address the perpetual malnutrition in a mission mode for supercharging its demographic dividend and demonstrating numerous islands of excellence for a scale up in the world.

8. CONCLUSION

India occupies a low position in educational development as compared to other countries of the world. Education has not received the priority in the matter of allocation of funds and resources to keep pace with the ambitious national goal of ensuring education for all. Vast number of people particularly disadvantaged groups are out of the education system. There are shortages of good quality schools, colleges and universities. Consequently, one

third of the children entering schools at class one drop out by class five and half by class eight; only about twenty per cent reach university level.

This is particularly true for a backward and tribal dominated district like Mayurbhanj. The education challenges in Mayurbhanj can be seen from three angles, namely enrolment, retention and dropout of children. Although enrolment in schools has gone up, the problems of retention and dropout still remain. Dropout is caused by a number of factors including the quality of schools and sociological factors. If the school is not providing quality education, the parents would feel that the child is wasting time by going to school and coming back without learning.

The most backward social groups like the SCs, STs, OBCs and girls of all communities are at a disadvantage. Equity demands that all children of the district receive education of good quality irrespective of considerations of caste, creed, region, religion or gender factors. The challenge of bringing all of them together is enormous, but not impossible. Quality must pass the test of equity. An education system characterized by exclusion and discrimination on any ground is clearly not fulfilling its mission.

RTE prescribes the norms , standards and quality of education . It provides for active involvement of the stakeholders in school management .Every school should constitute a School Management Committee (SMC) consisting of parents of children admitted to the school, teachers and elected representatives of the local authority. The SMC has to supervise working of the school, prepare the school development plan, monitor utilization of grants and manage the school, in collaboration with the local authority.

Without adequate numbers of qualified teachers, including female teachers, well paid, motivated and adequately supported, we cannot offer quality education to the children. The pupil-teacher ratio must be maintained for every school and not merely as the average for the state, district or block. Teacher vacancies cannot exceed 10% of strength. There shall be prohibition of deployment of teachers for non-educational purposes, except for decennial census, and elections. The teachers must maintain punctuality in school and attend to their duties regularly.

Extending the Right to Free and Compulsory Education from the current level of 8 years of schooling to 15 years, introduction of 3 years of pre-schooling to all children, enhancing the qualifications and status of teachers, changing to formative assessment system from summative assessment and reforms in curriculum and classroom process of education will go a long way to achieve the goals in a time bound manner and will benefit educationally backward districts like Mayurbhanj. Similarly expanding the coverage of

higher education, providing flexibility in the system, grant of autonomy and better governance of the institutions will boost the education process. It is time higher funds are allocated to educationally backward district like Mayurbhanj.

It needs to be stressed that achievement of the goals of education in Mayurbhanj will depend on development in allied sectors. Issues of poverty, hunger, health, gender equity and allied challenges must be addressed simultaneously to achieve the educational goals in the district. At the same time, it is imperative to ensure the environment of peace and absence of conflict-free atmosphere for the young population to get educated.

Mayurbhanj must have best quality schools and other educational institutions for all children. School infrastructure includes all the buildings and associated amenities that come with the school complex such as classrooms, laboratories, library, storage units, playgrounds, and so on. Several kinds of research have proved that good infrastructure encourages kids to attend school more regularly than the ones without good facilities. A school should feel warm, comfortable, and welcoming to the kids. Overcrowded environments affect the understanding levels of school children.

Adequate number of qualified teachers, well compensated and better managed, involvement of stakeholders in school management, improved classroom process , better curriculum and books,improved school infrastructure and inclusive process in the educational institutions will enable in realization of the norms and standards of Right of Children to Free & Compulsory Education Act 2009 and the National Education Policy 2020 in Mayurbhanj district to fulfill the national goals on education as well as the United Nations goals on sustainable development.

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Annex 1

GuidelinesforStorageandCookingofFortifiedRice

Background:Ricefortificationistheprocessofadditionofmicronutrientstothericetoimproveits nutritionalvalue. FortifiedriceisthemilledriceblendedwithFortifiedriceKernels(FRK)intheratio of100:1.FRKcontainsmicronutrientssuchasIron, FolicAcidandVitaminB12.Fortifiedriceprovides healthbenefitsasitcontains:

(a) Iron–Itboostproductionofredbloodcellsandhaemoglobininthebodyresultsinreductionof anaemia.

(b) FolicAcid:Itmakeshealthynewcellsandhelpsindevelopmentoffoetus.

(c) VitaminB12:Ithelpsinproductionofredbloodcellsandnormalfunctioningofnervoussystem.

PurposeofGuidelines:Theseguidelinesshouldbestrictlyfollowedby HeadMaster, Teachersand Cook Cum helpers so that the children gets maximum benefits after consumption of fortified rice. TheHeadMastershouldalsoensuretheconsumptionoffortifiedricebyalltheMid-daymeal (MDM) entitledstudents.

Dos and Do not's

Receiving Rice

UnderthePMPOSHANscheme,allschoolsshouldbereceivingthefortifiedriceforconsumption bychildrenentitledfornoonmealsandtheschoolauthoritiesshouldensurethatthefortifiedrice isreceivedandascertainitbythepresenceof+Flogoonthelabelofthericebag.+Flogowilllook as shownbelow; Fortified with Iron, Folic Acid and Vitamin B12

Storage of fortified rice

- Separatedemarcatedareasshouldbeassignedforstorageoffortifiedrice.
- Fortifiedriceshouldbestoredinaclean,dryplaceawayfromsunlight.
- Ricebagsshouldbestackedsuchthattheyareclearofallwallsandroofsupportstoallow

accessallroundforinspection,physicalauditandtopermitfreecirculationofair.

- Fortifiedricebagsshouldnotbestackeddirectlyonthefloorasthereisriskofmoisture beingabsorbedbythebags.Itshouldbekeptonamoistureresistantraisedplatformlike pelletstoavoiddirectcontactwithfloor.Ifpelletsarenotavailable,storagecanbedoneon cleanpolyethene/tarpaulinsheet.
- Thestacksoffortifiedricebagsshouldbetallerthanthewidthandstackedinabricklayer patternelsethestackwillbeunstableandmayfallandinjurepeople.
- Thechemicals,pesticides,kerosene,lubricantoil,cleaningsolutionandwatershouldnotbe storedinthepremiseswherericebagsarestored.
- Afteruse,thericebagshouldbeproperlytiedandstoredinthemetalstoragebin.Therice shouldnotbestoreddirectlyincontactwithmetalstoragebins,ifrequired,theemptyrice bagshouldbeusedtolinetheinnersurfaceofthestoragebinpriortodecantingthericein the storagebin.
- Thericeshouldnotbemeasured/decantedusingrustedand/ordirtycontainers.A dedicated,clean,drystainlesssteelorplasticcontainershouldbeused.Afteruse,this containershouldbeplacedatacleananddryplaceandnotleftinsidethericebag.
- RicebagsreceivedfirstaretobeusedfirstforpreparationofMDM.
- Therecordontheutilisationoffortifiedriceshouldbemaintainedandreadilyavailable whenaskedforthesame.

Cooking of fortified rice

- Cook-cumhelpers(CCH)shouldwashhandsproperlybeforecookingandservingfood to children.Thekitchen/cookingareashouldalwaysbemaintainedcleanandhygienic.
- CCHshouldnotcookthefoodifaffectedbyillness.

- Cleanthefortifiedricebyremovinghusk,foreignmatterthoroughlybutdonotremovethe Fortifiedricekernels.Thefortifiedricekernelscloselyresembletheregularricebutattimes theymaybeslightlychalkyinappearance.
- Transferthecleanedriceinacleancontainerandwashwithpotablewater1-2times.
- Boilwaterincookingcontainer.Watershouldbejustenoughtogetabsorbedintheric e whilecookingandnowater(Peija)isdrainedout.
- Addwashedriceintheboilingwater,coverthecontainerwiththelidandcookt oget appropriately softenedrice.

  NOTE:Incase,thericeissoakedbeforecooking,pleaseensurethatthericei scookedin the same water in which it has beensoaked.
- Donotthrowawaywaterleftafterboilingriceasitisrichsourceofmanyvitaminsand minerals.
- CookingshouldbedoneONLYbyWater-Tightmethodsothatallvitaminsandmineralsare absorbedandNEVERusetheWaterDrainMethod.
- Fryingoffortifiedriceinoilorgheeshouldbeavoided.

BLOCKWISE TEACHER DATA FOR MALE & FEMALE MAYURBHANJ				
SL NO	Block	Male	Female	Grand Total
1	BAHALDA	343	177	520
2	BANGRIPOSI	417	316	733
3	BARASAHI	509	516	1025
4	BARIPADA	366	575	941
5	BETNOTI	481	498	979
6	BIJATOLA	306	166	472
7	BISOI	307	250	557
8	G B NAGAR	288	331	619
9	JAMDA	248	140	388
10	JASHIPUR	486	315	801
11	KAPTIPADA	744	469	1213
12	KARANJIA	382	310	692
13	KHUNTA	338	312	650
14	KULIANA	320	385	705
15	KUSUMI)	352	204	556
16	MORADA	461	402	863
17	RAIRANGPUR	291	255	546
18	RARUAN	309	194	503
19	RASGOVINDPUR	408	329	737
20	SARASKANA	395	270	665
21	SHAMAKHUNTA	239	308	547
22	SUKRULI	306	148	454

23	SULIAPADA	395	307	702
24	THAKURMUNDA	591	232	823
25	TIRING	246	101	347
26	UDALA	315	336	651
	Grand Total	9843	7846	17689

BLOCKWISE SCHOOL POSITION 2022-23 MAYURBHANJ										
Sl No	Block	Govt P.S	Govt U.P.S	Govt. Sec.School	Govt. Higher.Secondary School	Pvt.P.S	Pvt. U.P.S	Pvt. Secondary schools	Pvt Higher Secondary schools	Total
1	BAHALDA	75	38	14	5	1	8	1	0	142
2	BANGRIPOSI	126	48	23	4	7	6	4	2	220
3	BARASAHI	132	61	39	5	10	11	4	1	263
4	BARIPADA	90	51	35	8	10	28	8	13	243
5	BETNOTI	111	63	36	6	10	17	2	2	247
6	BIJATOLA	73	34	16	1	5	2	2	2	135
7	BISOI	97	37	16	2	3	7	1	4	167
8	G B NAGAR	83	39	23	5	4	3	0	0	157
9	JAMDA JASHIPUR	52	37	10	2	3	3	0	1	108
10	KAPTIPADA	111	53	28	4	3	6	2	0	207
11	KARANJIA	179	83	37	5	6	4	6	3	323
12	KHUNTA	125	32	23	6	4	13	4	3	210
13	KULIANA	67	37	21	5	1	6	1	0	138
14	KUSUMI)	81	44	22	4	2	3	1	3	160
15	MORADA RAIRANGPUR	100	40	15	E	5	5	2	1	168
16	RARUAN	116	41	35	4	10	7	1	2	216
17	RASGOVINDPUR	78	39	11	7	4	11	3	2	155
18	SARASKANA	73	34	19	2	2	10	1	2	143
19	SHAMAKHUNTA	87	57	28	3	4	3	1	4	187
20	SUKRULI	115	40	23	3	3	5	1	3	193
21	SULIAPADA	66	39	19	3	8	7	2	3	147
22	THAKURMUNDA	60	41	17	4	5	3	1	0	131
23	TIRING	90	47	23	4	6	5	0	0	175
24	UDALA	125	55	28	3	6	6	2	0	225
25		52	19	13	2	5	2	0	0	93
26		94	38	19	4	4	11	3	5	178
	TOTAL	2458	1147	593	104	131	192	53	56	4734

BLOCKWISE GOVT. SCHOOLS ENROLLMENT POSITION 2022-23

BLOCK	BAHALDA	BANGRIPOSI	BARASAHI	BARIPADA	BETNOTI	BIJATOLA	BISOI
CLASS-1 (BOYS)	570	810	1109	945	##	586	605
CLASS-1 (GIRLS)	578	796	1003	865	##	547	575
CLASS-2 (BOYS)	609	756	961	905	##	541	585
CLASS-2 (GIRLS)	599	726	931	910	919	526	554
CLASS-3 (BOYS)	600	722	1031	926	##	518	627
CLASS-3 (GIRLS)	591	719	969	863	917	556	612
CLASS-4 (BOYS)	576	835	1114	1020	##	521	613
CLASS-4 (GIRLS)	585	789	1027	970	##	496	612
CLASS-5 (BOYS)	618	779	1206	1001	##	598	674
CLASS-5 (GIRLS)	645	774	1102	1004	##	602	650
CLASS-6 (BOYS)	650	768	1213	1057	##	469	714
CLASS-6 (GIRLS)	603	752	1034	1126	##	581	692
CLASS-7 (BOYS)	674	817	1132	1078	##	537	665
CLASS-7 (GIRLS)	757	770	1074	1153	##	555	615
CLASS-8 (BOYS)	604	570	994	980	##	423	527
CLASS-8 (GIRLS)	620	646	908	1078	##	544	581
CLASS-9 (BOYS)	612	650	1013	1044	##	395	596
CLASS-9 (GIRLS)	700	725	874	1193	##	519	674
CLASS-10 (BOYS)	578	580	1018	1020	939	317	565
CLASS-10 (GIRLS)	715	796	1039	1232	##	551	695
CLASS-11 (BOYS)	270	244	290	1159	384	4	12
CLASS-11 (GIRLS)	332	245	368	1010	558	10	31
CLASS-12 (BOYS)	274	238	276	1116	367	15	12

CLASS-12 (GIRLS)	328	227	390	1552	564	7	10
TOTAL BOYS	6635	7769	11357	12251	##	4924	###
TOTAL GIRLS	7053	7965	10719	12956	##	5494	###

BLOCKWISE GOVT. SCHOOLS ENROLLMENT POSITION 2022-23

BLOCK	G B NAGAR	JAMDA	JASHIPUR	KAPTIPADA	KARANJIA	KHUNTA	KULIANA
CLASS-1 (BOYS)	579	533	896	1680	773	597	757
CLASS-1 (GIRLS)	542	538	933	1518	772	595	796
CLASS-2 (BOYS)	492	498	864	1706	759	532	761
CLASS-2 (GIRLS)	484	552	818	1452	716	529	731
CLASS-3 (BOYS)	518	457	992	1551	806	564	787
CLASS-3 (GIRLS)	507	499	959	1414	794	501	767
CLASS-4 (BOYS)	531	438	1028	1661	846	597	700
CLASS-4 (GIRLS)	540	566	951	1475	768	511	732
CLASS-5 (BOYS)	599	522	928	1621	863	583	748
CLASS-5 (GIRLS)	601	538	857	1354	869	564	699
CLASS-6 (BOYS)	593	465	843	1573	876	607	759
CLASS-6 (GIRLS)	597	557	832	1286	769	509	798
CLASS-7 (BOYS)	563	460	869	1442	888	637	782
CLASS-7 (GIRLS)	600	599	808	1138	828	581	836
CLASS-8 (BOYS)	459	406	726	1137	729	532	637
CLASS-8 (GIRLS)	561	495	737	950	770	448	713
CLASS-9 (BOYS)	533	467	605	906	680	599	801
CLASS-9 (GIRLS)	605	461	631	975	632	502	757

CLASS-10 (BOYS)	509	433	607	771	759	506	757
CLASS-10 (GIRLS)	534	518	722	850	796	510	764
CLASS-11 (BOYS)	295	7	398	577	558	553	350
CLASS-11 (GIRLS)	419	3	370	516	855	576	365
CLASS-12 (BOYS)	284	7	392	344	567	534	314
CLASS-12 (GIRLS)	355	6	400	315	806	526	325
TOTAL BOYS	5955	###	9148	14969	9104	6841	8153
TOTAL GIRLS	6345	###	9018	13243	9375	6352	8283

BLOCKWISE GOVT. SCHOOLS ENROLLMENT POSITION 2022-23

BLOCK	KUSUMI	MORADA	RAIRANGPUR	RARUAN	RASGOVINDPUR	SARASKANA
CLASS-1 (BOYS)	787	755	608	610	764	793
CLASS-1 (GIRLS)	722	768	574	585	734	700
CLASS-2 (BOYS)	796	674	603	549	654	624
CLASS-2 (GIRLS)	706	678	557	551	637	582
CLASS-3 (BOYS)	786	674	623	583	722	666
CLASS-3 (GIRLS)	782	677	644	588	734	681
CLASS-4 (BOYS)	721	741	607	570	738	680
CLASS-4 (GIRLS)	748	718	564	568	718	618
CLASS-5 (BOYS)	809	821	629	616	779	740
CLASS-5 (GIRLS)	831	791	581	648	741	722
CLASS-6 (BOYS)	763	859	669	529	760	726
CLASS-6 (GIRLS)	743	791	624	663	704	731
CLASS-7 (BOYS)	723	807	643	586	823	768
CLASS-7 (GIRLS)	744	834	669	705	777	740
CLASS-8 (BOYS)	600	769	695	512	822	714
CLASS-8 (GIRLS)	630	830	671	572	783	631

CLASS-9 (BOYS)	526	843	700	536	877	608
CLASS-9 (GIRLS)	726	856	665	550	742	625
CLASS-10 (BOYS)	443	910	759	498	837	577
CLASS-10 (GIRLS)	593	952	745	630	818	715
CLASS-11 (BOYS)	121	386	412	170	336	203
CLASS-11 (GIRLS)	205	366	728	204	326	278
CLASS-12 (BOYS)	118	301	460	178	297	242
CLASS-12 (GIRLS)	206	342	648	199	348	245
TOTAL BOYS	7193	8540	7408	##	8409	7341
TOTAL GIRLS	7636	8603	7670	##	8062	7268

BLOCKWISE GOVT. SCHOOLS ENROLLMENT POSITION 2022-23

BLOCK	SHAMAKHUNTA	SUKRULI	SULIAPADA	THAKURMUNDA	TIRING	UDALA	GRAND TOTAL
CLASS-1 (BOYS)	561	470	668	1036	424	674	19711
CLASS-1 (GIRLS)	619	489	644	1068	419	673	19070
CLASS-2 (BOYS)	589	475	641	1002	428	576	18675
CLASS-2 (GIRLS)	480	464	616	969	394	577	17658
CLASS-3 (BOYS)	560	462	691	1006	438	622	18940
CLASS-3 (GIRLS)	556	519	656	1003	457	646	18611
CLASS-4 (BOYS)	582	486	716	1126	471	621	19638
CLASS-4 (GIRLS)	568	514	631	1123	391	632	18855
CLASS-5 (BOYS)	614	475	726	984	448	639	20162
CLASS-5 (GIRLS)	583	503	661	1033	451	703	19577
CLASS-6 (BOYS)	542	628	647	926	473	649	19916
CLASS-6 (GIRLS)	571	701	636	1026	471	670	19591
CLASS-7 (BOYS)	488	681	697	889	434	655	19924
CLASS-7 (GIRLS)	598	694	704	1018	444	645	20015

CLASS-8 (BOYS)	506	449	578	844	368	571	17263
CLASS-8 (GIRLS)	491	560	648	844	374	649	17766
CLASS-9 (BOYS)	556	514	550	814	473	575	17577
CLASS-9 (GIRLS)	638	543	567	847	455	637	18193
CLASS-10 (BOYS)	500	347	658	617	471	559	16535
CLASS-10 (GIRLS)	674	462	690	732	457	670	19044
CLASS-11 (BOYS)	210	346	493	236	66	320	8400
CLASS-11 (GIRLS)	158	459	528	315	69	622	9916
CLASS-12 (BOYS)	193	342	411	237	1	381	7901
CLASS-12 (GIRLS)	168	469	494	313	1	535	9779
TOTAL BOYS	5901	##	7476	9717	4495	6842	204642
TOTAL GIRLS	6104	##	7475	10291	4383	7659	208075

Category wise CWSN Data - 2022-23

Name of the Block		BAHALDA	BANGRIPOSI	BARASAHI	BARIPADA	BETNOTI	BIJATOLA	BISOI	G B NAGAR	JAMDA	JASHIPUR	KAPTIPADA	KARANJIA	KHUNTA
Acid Attack Victim	Boys							0	0		0			
	Girls							1	1		1			
Autism Spectrum Disorder	Boys	0	1		2	1		0	1		1	0	0	1
	Girls	1	1		2	0		1	0		0	1	1	2
Blindness	Boys	1	0	1	43	3	0	1	1	0	4		2	1
	Girls	1	3	0	35	1	2	2	1	1	4		3	0
Cerebral Palsy	Boys	6	12	8	10	9		6	3	1	1	7	7	0
	Girls	1	8	2	9	6		2	2	5	3	7	4	4
Chronic Neurological conditions	Boys	1	1	3	1	5			0					4
	Girls	0	0	0	5	3			1					1
Dwarfism	Boys	2	2	1	2	3		0	0	2	1	0	0	1
	Girls	1	2	2	1	0		0	1	2	1	1	1	1
Haemophilia	Boys			1	0	0				0		2		0
	Girls			0	1	1				1		0		2
Hearing Impairment	Boys	3	7	9	96	15	5	3	7	4	11	6	12	3

	Girls	10	7	5	46	10	8	4	4	2	9	9	4	6
Intellectual Disability	Boys	5	28	31	94	26	3	3	35	7	7	9	9	2
	Girls	6	25	19	86	29	4	7	22	7	8	5	5	4
Leprosy Cured Students	Boys						1	1			2	2		0
	Girls						1	0			0	0		1
Locomotor Disability	Boys	11	34	32	40	37	10	18	19	13	26	29	17	16
	Girls	11	22	19	33	26	11	8	21	8	20	16	12	17
Low-Vision	Boys	18	40	32	##	70	17	4	25	10	23	23	37	13
	Girls	34	69	30	##	65	23	7	49	9	26	9	46	34
Mental Illness	Boys	9	4	16	23	39	10	9	9	5	14	13	12	13
	Girls	10	3	10	10	21	15	9	2	2	7	7	15	14
Multiple Disability incl. Deaf Blindness	Boys	1	2	2	4	5	3		0	3	1	1	2	5
	Girls	0	3	1	5	0	2		1	0	1	6	1	1
Multiple Sclerosis	Boys	1	1	2	1					1	1	0		0
	Girls	1	0	2	0					1	2	1		0
Muscular Dystrophy	Boys		2	1	5	3	2	1	1		1	2	4	3
	Girls		1	1	2	0	1	0	0		0	2	5	1
Parkinson's Disease	Boys						1					0		
	Girls						1					1		
Sickle Cell Disease	Boys			2	2	1					1		3	
	Girls			0	1	2					1		0	
Specific Learning Disabilities	Boys	5	13	18	18	24	17	0	15	13	5	9	3	17
	Girls	7	17	23	29	17	23	0	14	9	6	9	0	10
Speech and Language	Boys	9	18	27	22	30	13	3	2	7	12	13	18	6
	Girls	7	11	19	17	20	5	4	4	2	10	6	15	12
Thalassemia	Boys		2	3	9	5	0	1	3		2	4	1	0
	Girls		1	0	5	1	1	0	0		0	1	1	2
Grand Total	Boys	72	##	##	##	##	82	50	##	66	##	##	##	85
	Girls	90	##	##	##	##	97	45	##	49	99	81	##	##

Category wise CWSN Data - 2022-23

Name of the Block		KULIANA	KUSUMI	MORADA	RAIRANGPUR	RARUAN	RASGOVINDPUR	SARASKANA	SHAMAKHUNTA	SUKRULI	SULIAPADA	THAKURMUNDA	TIRING	UDALA	Total
Acid Attack Victim	Boys			2		1								1	4
	Girls			1		1								0	5

Autism Spectrum Disorder	Boys		0	0					0			1	2	1	11
	Girls		1	1					0			0	1	0	12
Blindness	Boys	3	2	2	0	2	1	2	2		1	1	1	4	78
	Girls	1	2	1	1	0	1	1	3		3	2	0	7	75
Cerebral Palsy	Boys	10	2	2	1	1	10	6	5	6	14	4	2	6	139
	Girls	5	1	1	4	0	4	7	3	5	10	4	0	7	104
Chronic Neurological conditions	Boys		4	0		2		4	0		0	1		1	27
	Girls		1	2		0		0	1		1	0		1	16
Dwarfism	Boys	3	2	2		1	0	1	0	1	2	0	0	0	26
	Girls	1	3	5		1	1	1	2	1	1	3	1	1	34
Haemophilia	Boys	0	0				0		0	0					3
	Girls	1	1				1		1	1					10
Hearing Impairment	Boys	3	1	8	11	4	15	15	6	3	8	7	6	12	280
	Girls	2	3	8	5	1	13	19	9	5	9	18	9	13	238
Intellectual Disability	Boys	15	11	18	9	5	29	17	69	14	32	12	14	22	526
	Girls	18	12	15	7	3	24	17	37	11	23	11	12	20	437
Leprosy Cured Students	Boys		1	4	0	1					1			1	14
	Girls		1	1	1	0					1			0	6
Locomotor Disability	Boys	22	13	28	22	5	27	28	25	15	22	28	12	8	557
	Girls	18	2	24	13	13	15	37	20	7	11	19	13	14	430
Low-Vision	Boys	30	25	50	25	14	54	22	18	34	36	27	5	27	784
	Girls	76	38	78	27	19	42	35	32	21	44	20	5	23	1006
Mental Illness	Boys	14	6	18	8	4	12	12	3	1	3	10	3	13	283
	Girls	9	4	13	5	3	8	12	2	4	5	9	3	10	212
Multiple Disability incl. Deaf Blindness	Boys	3	2	1	2	1		4	1	1	3	1	1		49
	Girls	4	4	1	0	0		1	1	0	1	3	1		37
Multiple Sclerosis	Boys	0						1	1		1	0			10
	Girls	2						2	0		0	1			12
Muscular Dystrophy	Boys	2	1	4	0	1		2	1		3	2		1	42
	Girls	2	1	3	2	1		2	0		1	2		0	27
Parkinson's Disease	Boys			0	0			0	2					1	4
	Girls			1	1			1	0					0	5
Sickle Cell Disease	Boys					0				1		4			14
	Girls					1				1		2			8
Specific Learning Disabilities	Boys	14	7	46	0	0	34	7	17	2	##	5	54	14	473
	Girls	16	7	28	2	1	14	4	9	2	93	4	38	12	394

Speech and Language	Boys	7	9	44	7	14	15	16	31	11	50	14	11	11	420
	Girls	14	6	21	2	5	17	9	18	12	37	9	9	11	302
Thalassemia	Boys	4	1	4	1		10		2	1	1	1		0	55
	Girls	4	3	6	2		2		0	2	0	1		1	33
Grand Total	Boys	##	87	##	86	56	##	##	##	90	##	##	##	##	
	Girls	##	90	##	72	49	##	##	##	72	##	##	92	##	3403

Minority wise Enrolment 2023

Minority	Muslim			Christian			Sikh			Buddhist		
Gender	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PP3	0	0	0	0	1	1	0	0	0	0	0	0
PP2	1	0	1	0	0	0	0	0	0	0	0	0
PP1	1	1	2	0	0	0	0	0	0	0	0	0
I	340	350	690	37	36	73	12	11	23	5	9	14
II	355	336	691	21	14	35	6	3	9	4	4	8
III	354	281	635	38	27	65	10	6	16	3	3	6
IV	340	332	672	46	37	83	2	2	4	1	2	3
V	305	318	623	43	42	85	4	2	6	2	2	4
VI	287	284	571	48	32	80	1	5	6	1	0	1
VII	287	328	615	29	32	61	4	5	9	12	8	20
VIII	255	264	519	39	34	73	7	1	8	8	10	18
IX	202	218	420	29	49	78	4	2	6	4	5	9
X	166	201	367	26	40	66	8	5	13	13	13	26
XI	97	67	164	467	403	870	0	0	0	0	1	1
XII	61	34	95	613	550	1163	1	0	1	0	1	1
Total	3051	3014	6065	1436	1297	2733	59	42	101	53	58	111

Minority wise Enrolment 2023

Minority	Parsi			Jain			NA		
Gender	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PP3	0	0	0	0	0	0	13	17	30
PP2	0	0	0	0	0	0	47	48	95
PP1	0	0	0	0	0	0	61	50	111
I	4	3	7	32	41	73	22289	20840	43129
II	2	1	3	31	21	52	20999	19310	40309
III	2	2	4	36	33	69	21556	20555	42111
IV	0	1	1	42	34	76	22490	21095	43585
V	1	1	2	44	36	80	23104	21743	44847

VI	0	3	3	29	22	51	22171	20954	43125
VII	0	3	3	33	39	72	21794	21087	42881
VIII	2	5	7	32	47	79	18795	18603	37398
IX	12	4	16	43	45	88	18877	18725	37602
X	8	10	18	57	50	107	17642	19551	37193
XI	1	0	1	14	23	37	11765	13969	25734
XII	0	0	0	9	20	29	10641	13279	23920
Total	32	33	65	402	411	813	232244	229826	462070

Social Category WiseEnrolment 2023

	Gender	PP3	PP2	PP1	I	II	III	IV	V
	BOYS	7	22	29	1303	1329	1308	1321	1279
1 - GENERAL	GIRLS	8	18	24	1176	1175	1208	1189	1213
	TOTAL	15	40	53	2479	2504	2516	2510	2492
	BOYS	0	2	3	1524	1441	1485	1463	1622
	GIRLS	0	2	1	1436	1377	1448	1534	1526
2 - SC	TOTAL	0	4	4	2960	2818	2933	2997	3148
	BOYS	3	6	10	15351	14125	14481	15440	15716
	GIRLS	4	13	15	14429	12930	13844	14240	14869
3 - ST	TOTAL	7	19	25	29780	27055	28325	29680	30585
	BOYS	3	18	20	4541	4523	4725	4697	4886
	GIRLS	6	15	11	4249	4207	4407	4540	4536
4 - OBC	TOTAL	9	33	31	8790	8730	9132	9237	9422

	Gender	VI	VII	VIII	IX	X	XI	XII	Total
	BOYS	1320	1351	1307	1238	1225	1926	1459	16424
1 - GENERAL	GIRLS	1242	1246	1177	1129	1220	1907	1945	15877
	TOTAL	2562	2597	2484	2367	2445	3833	3404	32301
	BOYS	1622	1592	1440	1322	1332	901	856	16605
	GIRLS	1502	1513	1353	1219	1394	1078	1037	16420
2 - SC	TOTAL	3124	3105	2793	2541	2726	1979	1893	33025
	BOYS	14880	14712	12155	12523	11006	6885	6357	153650
	GIRLS	14168	14425	12404	12824	12821	8561	7983	153530

3 - ST	TOTAL	29048	29137	24559	25347	23827	15446	14340	307180
	BOYS	4715	4504	4236	4088	4357	2632	2653	50598
	GIRLS	4388	4318	4030	3876	4435	2917	2919	48854
4 - OBC	TOTAL	9103	8822	8266	7964	8792	5549	5572	99452

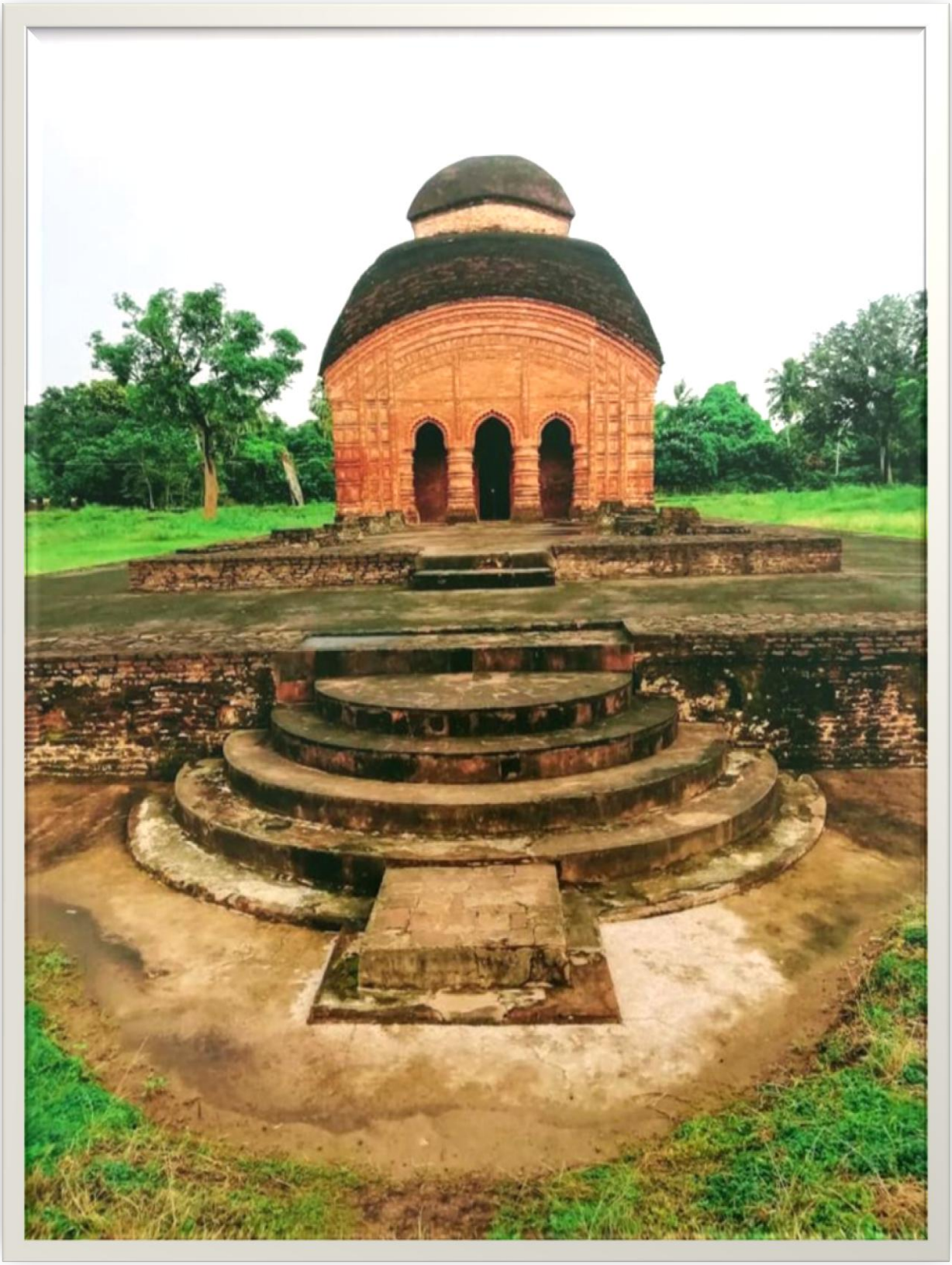
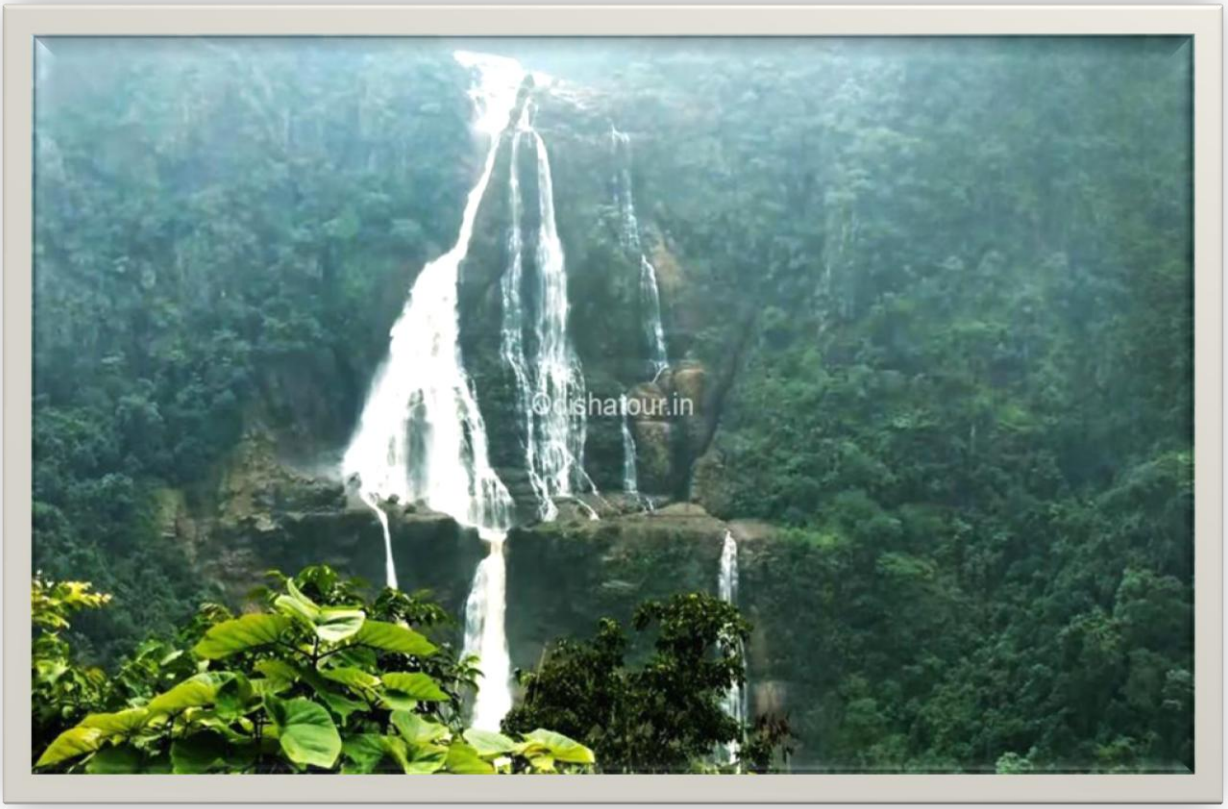


Fig-15Haripur Gada-The Ancient Capital of Mayurbhanj

Figure 16 A Glimpse of Tribal Dance of Mayurbhanj



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