

**SARVA SHIKSHA ABHIYAN IN ARUNACHAL PRADESH:  
PLAN PREPARATION**

**PROGRESS REPORT**

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## **PREFACE**

A team comprising of Prof. J. C. Soni, Dean, Faculty of Education, and Dr Avinash K. Singh, Reader, Education Department from Arunachal University visited state offices at Naharlagun and Itanagar, held discussions with the Secretary (Education), Director of School Education and Deputy Director of School Education on the progress of plan preparation activities of Sarva Shiksha Abhiyan scheme both at the state and district levels. The report is based on the discussions and materials supplied by the Directorate. The team is grateful to the officials for their cooperation and assistance. The assistance provided by Mr. J.C. Sarmah (DDSE) in sharing relevant information is gratefully acknowledged.



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## 1. INTRODUCTION

Surva Shiksha Abhiyan (SSA), a centrally sponsored scheme for Universalisation of Elementary Education (UEE) is being launched in Arunachal Pradesh in two phases. In 2000-01 under the phase-I 3 districts named East Kameng, Tawang and Tirap were selected for pre-project activities and preparing District Elementary Education Plans. In 2001-2002, the scheme has been extended to cover the remaining 10<sup>1</sup> districts named Kameng, Papumpare, Lower Subansiri, Upper Subansiri, West Siang, East Siang, Upper Siang, Dibang Valley, Lohit and Changlang under Phase-II. For Phase -I three districts and State Component, a sum of Rs. 34.32 lakhs was released to the state by the Elementary Education Bureau (EEB) on 19 October, 2001 for conducting pre-project activities and preparing plans (Letter No. F2. 26/2000-EE/dtd. 19/10/2000). For pre-project activities in the phase-II districts, funds to the tune of Rs. 129.57 lakhs has been released to the state on 6 July, 2001(Letter No. F2. 26/2000-EE/dtd. 6/07/2001).

The districts are still in the plan preparation stage. Phase-I districts have been able to prepare rudimentary draft plans based on the households survey data, while phase-II districts have just initiated the pre-project activities. The main reasons for the delay are (1) death of state level key persons in a helicopter crash on 8 May 2001; (2) delay in release of funds (both from the center to the state govt., and from the state govt. to district head quarters) (3) lack of adequate district and sub-district level orientation and training of

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1. Since the declaration of launching of Sarva Shiksha Abhiyan (SAS) in the state, two new districts named Kurung Kumeng and Lower Dibang have been created by bifurcating from the existing two districts i.e. Lower Subansiri and Dibang Valley respectively.

concerned programme functionaries (4) weak linkage between state and district education offices etc.

## **2. PREPARATION FOR PLANNING SSA IN ARUNACHAL PRADESH**

Planning process for SSA in Arunachal Pradesh started with the orientation of 15 state and district (Phase-I) level education functionaries at Shillong during 1-6 May 2001. The orientation concentrated on mainly project planning for SSA with inputs from the Bureau, NIEPA and NCERT. This was followed by a two day general orientation on 'EGS and AIE scheme' at Itanagar (Banquet Hall) during 19-20 December 2000 with inputs from the Bureau, NIFPA, NCERT, TSG and representatives from the Assam DPEP office. In this orientation workshop besides state and district level education functionaries, representatives from the NGOs and related departments participated. This workshop although meant for generating awareness about the 'EGS & AIE scheme' concentrated mainly on planning issues and reviewed follow ups of the Shillong orientation programme.

During 15-20 January 2001 at Naharlagun in Arunachal Pradesh, the NIEPA, New Delhi organised its training programme on district planning for universalisation of elementary education in which 47 educational functionaries from the 13 districts and state level officers participated. The main objective was to impart the skills of formulating a district project plan for universal elementary education. The resource persons were drawn mainly from the faculties of NIEPA, New Delhi and Education Department, Arunachal University. Besides the steps and techniques of plan preparation, the programme also discussed the list of pre-project activities i.e. strengthening of education offices at district and state levels, capacity building of education and other functionaries, community mobilization, school based



activities, surveys and studies etc. Following the training programme, proposals for pre-project activities were prepared at the district level, appraised at the state level and were submitted to the FFB for approval.

### **3. STATUS OF PRE-PROJECT ACTIVITIES**

The pre-project activities/items and associated funds approved include survey, studies, community mobilization, school based activities and display board, capacity building strengthening of education office, vehicle etc. The activitywise status of the pre-project activities/funds are as follows:

#### **3.1 Household Survey**

Door to door household surveys were conducted in the three phase - I districts of East Kameng, Twang, and Tirap. The household schedule canvassed for the surveys included information on age profile (+3 to 18 years) of children, their schooling profile (enrolment and attendance), besides other information such as their sex, social background, household occupation etc. The field investigators were mainly the teachers drawn from the schools. They were paid Rs. 3/- per household for conducting the survey. The data entry and consolidation has been completed and used in the preparation of draft plans. Recently some districts have noticed lacunae in their data and have taken decision to re-conduct the household survey again. For example, Tawang district noticed inaccuracies in age, literacy, and population composition in monastery area etc. The district as reported has decided to re-

conduct the household surveys. In Phase - II 10 districts, the survey work is now being initiated which is likely to be completed by the end of November 2001 .

### **3.2 Community Mobilisation**

Community mobilization which included activities such as awareness campaigns, banners, posters, mela, street plays have been conducted in the three phase-I districts. Although the nature and scale of such activities varies from district to district, it has also been reported that mobilization activities have led to increase in enrolment. Phase-II 10 districts have started conducting awareness campaigns. The pace of such activities will be enhanced in the coming months as the monsoon period is going to be over. From interaction with officials, it seemed that the community mobilization activities are stand alone activities and are not being harnessed to enhance the people's participation in planning and project formulation. Further there is need to involve existing school management committee in planning process.

### **3.3 Studies**

Studies have been proposed in all the district plans except in East Kameng and Tirap. The total allocations for the studies amount to over Rs. 5.00 lakhs at the rate of Rs.50,000/- per district. No progress has been made on this front. Although money has been earmarked at the district level, state level office needs to take initiatives in this direction due to two main reasons : (a) there is lack of resource institutions and persons at the district level for conducting such studies; and (b) the

fund indicated for the study at the district level is inadequate for conducting a full fledged study. There is need to conduct the study on priority basis to get much needed diagnostic information for identification of problems and issues. **It is therefore, suggested that district level funds for the study should be pooled at the state level and a combined study should be conducted through a sole source agency. The deadlines for the study should be in confirming with the planning process. This should be done a priority basis.**

### **3.4 School Based Activities**

The progress of school based activities which include PTA/MTA meeting, games and sports, competition, display board etc. is slow. Although phase-I district did mention implementing the strategy of display board for day to day monitoring of school activities (such as enrolment, attendance), other activities such as PTA/MTA meeting have yet to take off. **The school management committee although formed in case of most of the schools are lying dormant and need to be activated alongside the formation and function of PTA/MTAs**

### **3.5 Strengthening of Education Offices**

For gearing up the plan preparation at the district level, strengthening of district education offices in terms of furniture, equipments and vehicles has been proposed as pre-project activities. Phase-I districts have made headways. East Kameng and Tirap are reported to have purchased furniture, computers, printers and other accessories. Although purchase orders have been made in Tawang district, there

are delays due to absence of DDSE. It is hoped that after the 'Buddha Mahotsava' (being held during 12-16 October 2001) a mega cultural even in the district, the furniture and equipments will be procured. As far as the purchase of vehicle is concerned, an amount of Rs. 4 lakhs per district has been earmarked for it. In the Governing Body Meeting held on 17<sup>th</sup> August 2001, it was decided that the diistrict would purchase Tata Sumo against that fund. East Kameng and Tirap lhave already bought the vehicles, other districts are in the process of purchasing it soon.

### 3.6 Capacity Building

For capacity building, training of district and block level education functionaries, PRI members, VEC members have been proposed as pre-project activities. As far as the status of implementation of these activities are concerned, as mentioned earlier, training and capacity building activities till now have been limited up to the state level. In a limited way, some district and block level education functionaries mainly DDSE, DIET faculty members, Block Education officers have been trained at state level. The district level proposed training /orientation programmes are yet to take off. However joint meeting of representatives from various departments have lbeen held on 'Launching of SSA' in the respective districts under the chairmanship of the concerned Deputy Commissioners. **It seems that there is an urgent need to hold district level training/orientation and planning workshops, meetings of core group members for formulation and building of appropriate and alternative strategies in the project plans.** This seems to be an area of major concern in the draft plans submitted by the three districts (see Section 6. Observation and Comments in the draft plans).

### **3.7 Systemic Issues .**

At the state level, preparatory exercises are being done to address certain systemic issues such as, teacher pupil ratio, filling up teachers' position, rationalization of teacher units etc. In the first meeting of Governing Body of Sarva Shiksha Abhiyan held on 17 August 2001, some of these issue such as teacher–pupil ratio and representation of females in the teaching profession were discussed. It was recommended by the Governing Body that: a) keeping in view the sparse population and thereby low intake of children in schools, the norm of Teacher Pupil Ratio should be lowered from 1:40 to 1:20; b) additional female teachers should be recruited to ensure 50% representation of females in the teaching profession. However, a number of other systematic issues on which effectiveness of the SSA scheme would depend still remain to be addressed, such as functioning of DIETS, conversion of SIE into SCERT, implementation of decentralization of school education through Panchayat Raj etc.

### **4. STATE LEVEL PRE-PROJECT ACTIVITIES**

For strengthening state education office, a sum of Rs 2,32,000/- was approved for purchasing furniture, equipments and hiring of vehicles. The state with its Secretariat and Directorate of School Education has been actively involved in the initiation and monitoring of pre-project activities in the districts. The Governing Body and Executive Committee have been constituted with representation from various related departments, NGO, University, and national level bodies such NCIERT, NIEPA etc. The first meeting of the Governing Body was held on 17 august 2001 under the Chairmanship of the Chief Minister.

The state has registered a society named as 'Sarva Shiksha Abhiyan Mission Authority' for implementing the scheme in a mission mode. The state level activities for preparing its state component plan have not started. There is need to hold regular meeting of state level resource institutions and persons. Further the state should chalk out its vision or academic plan for quality universal elementary education through the state.

## **5. PROBLEMS AND ISSUES RELATING TO PREPARATION OF SSA PLANS**

Although the progress of implementation of pre project activities varies from district to district, the phase-I districts are ahead of the phase-II districts, as they have conducted household survey and have prepared first draft of their district elementary education plans (*Copies of the draft plans are appended to the report*). The phase-II districts are still in the survey stage. Other pre-project activities are yet to be initiated. However, in the process of plan preparation for SSA in Arunachal Pradesh, the following problems and issues need to be highlighted so that corrective measures can be adopted in this regard:

### **5.1 Lack of separate office and dedicated staff.**

SSA does not have a separate office and staff both at the district and state levels. Although a separate society called Sarva Shiksha Abhiyan Mission has been registered and constituted in the state, SSA matters are dealt by the Directorate of School Education at the state level and District Education office at district levels as part of routine affairs by the officers on dual charge. No additional personnel has been appointed for the SSA work. The existing officials feel overburdened and express the need of extra technical hand for SSA work. There is also the problem of space constraints in the existing state and district offices where confusion prevails over prioritizing SSA and other routine matters.

### **5.2 Involvement of Resource Institution /organisations**

The state has a limited list of resource institutions/organizations (such as, SIE, DIETS, NGOs etc.) which could be used for planning purpose including documentations. Some of these institutions are not fully functional, such as DIETS and SIE . Besides making them functional, there is need to involve these institutions and use the expertise of their technical staff In SSA Planning.

### **5.3 Lack Of adequate-orientation/training of educational functionaries at district and sub -district levels**

The problem of strategy formulation evident in the draft plan documents is linked to the problem of lack of adequate orientation/training of educational functionaries at the district and sub-district levels. The proposed district and block level orientation/training programmes have not been conducted so far. Further, district, block level planning workshops were not held which would have brought out the district and context specific issues and strategies. So far, these activities centers around mainly the state head quarter.

### **5.4 Lack of diagnostic data/information**

Although the three phase –I districts have completed household survey, because of the limited data available on household schedule, the diagnostic aspect of problem identification and strategy formulation remains weak. The one page household schedule is limited in this data capture and is useful partially for ascertaining access and enrolment situation only. The in-depth studies proposed as pre-project activities have not been conducted. The draft plans are merely compilation of household survey data in tabular forms. Data analysis and its integration with the texts need to be given due consideration.

### **5.5 Micro-planning, decentralization and people's participation issues.**

SSA which is based on community based decentralized planning needs to elicit higher people participation at the plan preparation stage also. The micro-planning activities have been limited to household survey only, that too restricted to a merely information gathering exercise. Community participation in planning process remains an area of concern.

## **6. OBSERVATIONS AND COMMENTS ON THE DRAFT SSA PLANS OF EAST KAMENG, TAWANG AND TIRAP DISTRICTS.**

First hand drafts of their plans based largely on the household survey have been prepared by the three phase-I districts. The plans are sketchy and a lot more works need to be done to bring them to the stage ready for submission to the Elementary Education Bureau for appraisal. The concerned districts may look into the following observation and comments which are applicable mostly to all the three plans:

- The plans have not utilized the existing information available in the state and district offices for establishing the general and educational background of the districts.
- The plans do not reflect the participatory process in planning i.e. the involvement of people and organizations in planning process.
- Problems and issues relating to universalization of elementary education have not been diagnosed adequately. The mere presentation of household data in tabular form does not indicate much about the nature and causes of the problems of UEE in the districts.



- Linked with the issue of problem identification, is the issue of strategy formulation. The plans do not contain much information on formulation of strategies. Linkage between problems and strategies needs to be established and reflected in the plans.
- The problems and strategies of retention, quality improvement and institutional development and capacity building need to be elaborated.
- In the documentation of plans, statistical information and texts should be dealt with in an integrated manner.
- The plans have not specified strategies for the special focus groups such as, girls, tribal and disabled.
- The strategies of alternative schooling relevant for the three districts in particular and Arunachal Pradesh as a whole need to be worked out in details.
- Management structure of district education and programme office need to be elaborated with details on staffing, equipment and related activities.
- Civil works, a major component of the SSA need to be elaborated with all the relevant details on targets, processes and associated activities.
- The costing and budgeting of planned activities should be done in a systematic way with details unit costs and summary costs in a simple cost format. Procurement procedure to be followed by the state in implementing SSA should also be described in brief.
- 1st year annual work plan and budget should contain the information on prioritizing of issues and strategies, analysis of activities to be completed and associated costs during the first year of programme implementation.

**A DISTRICT ELEMENTARY EDUCATION PLAN MUST COVER THE FOLLOWING:**

- evidence of process based constitution of committees at each level;
- large scale participation of women in the planning process;
- large scale evidence of school based activities like Bal melas, Jathas, Sports, Maa- beti sammelans etc.;
- -evidence of interface with elected representatives at all levels;
- evidence of institutional arrangements for decentralized decision making;
- -evidence of consultation with teachers;
- survey of 6-14 age children through preparation of Education Registers and identification of institutions for schooling;
- survey of non governmental educational institutions;
- relocation of teacher units taking into account the presence of the non governmental sector and its impact on school attendance;
- evidence of school mapping and micro planning village wise/cluster wise/urban slum/ ward wise;
- -assessment of training needs and survey of capacities with existing institutions;
- assessment of needs, school wise/ habitation wise of additional school facilities, teachers, etc;
- assessment of incentives, school wise/EGS center wise of meals, scholarships, uniforms, etc;
- assessment of teaching learning materials;
- evidence of joint Bank accounts in each school to receive community contribution and to spend government grants;
- assessment of Information system;
- assessment of financial resources and prioritization of needs;
- community ownership of the district plan;
- academic plan for quality education;
- issues like school timings etc;
- evidence of focus on; making education relevant to life;
- must reflect all investment in Plan and Non Plan being made in a particular district for elementary education;
- a plan for early child hood care and education;
- a clear gender focus in all the activities under the plan. Every intervention must be gender sensitive;
- A plan for the disabled children of the district

**(as suggested by the Bureau in a letter no. D.O.F.-55/2000-01/dated 10/11/2000/ Mr. Amarjeet Sinha)**

The plan document may contain the relevant details in the following form (*It is indicative structure of the plan and should not be treated as prescriptive. The districts may decide their own formats. However all the relevant information should be covered and reflected in the plans.*)

### District Profile

(Historical background, biographical features, administrative structure, demographic features, social structure, and culture, economic condition, infrastructure facilities and developmental schemes)

### Educational Profile of the District.

(History of educational development in the district; Literacy; School related information Student related information; (Enrolment and Drop-out), Teacher related information; Structure of Educational Administration; Educational schemes in operation.)

### Planning process

(Formation and functioning of planning committee, data collection and analysis, household Survey, micro planning, Studies; Planning Workshops; Process of plan Preparation; Involvement of Institutions in plan Preparations)

### Problems & Issues

ACCESS  
ENROLMENT  
RETENTION  
QUALITY IMPROVEMENT  
CAPACITY BUILDING

### Goals and objectives of SSA.

(SSA Goals and Objectives in general; SSA objectives of the district; Targets – Phasing)

### Programme Intervention and strategies.

(ACCESS - opening of new schools, appointment of teachers, opening of A S Centres; ENROLMENT & RETENTION - additional classrooms, additional teachers/ para-teachers, Community mobilization; special focus groups specific strategies & interventions, ECCE; QUALITY IMPROVEMENT- textbooks and TLMs, teacher training, monitoring learner's achievement.; CAPACITY BUILDING & INSTITUTIONAL DEVELOPMENT - DIET, BRC, CRC, VEC/SMC)

### Management Structure & Monitoring

(District Project Office (DPO); Management Information System(MIS); setting up Committees / Task Forces at different levels.

### Civil Works

(Civil works related problems & strategies, school building and Classrooms; CRC Building; BRC building, drinking water and Toilets repairs and maintenance.

### Costing and Procurement

(Costing: unit costs, summary costs- Recurring and Non-Recurring Costs; Civil Works, Management and other Costs, Objective wise costs, compliance of cost ceilings, procurement procedures.

### First year Annual Work Plan and Budget.

(Strategies to be adopted during the first year of programme implementation-staffing, civil works, MIS etc: First year budget: first year cost as per cartage of total project cost ; implementation and monitoring plan).

## **7. RECOMMENDATIONS AND SUGGESTIONS**

- **A project cell for SSA with adequate space should be created both at the state and district levels for carrying out the SSA related works. The SSA Cells would enhouse the dedicated staff, furnitures, equipments, documents, files etc relating to SSA.**
- **Persons with technical expertise such as statisticians, education experts, accountants etc. should be identified and appointed on deputation / contract on fulltime basis. Competent block education officers, retired school teachers /headmasters may be considered.**
- **DIETs and SIE should be actively involved in planning process. The assistance of NGOs should be sought in formulating strategies for the special focus group especially girls / women and tribal subgroups.**
- **The diagnostic studies proposed as pre-project activities should be started as soon as possible. The funds earmarked individually for each district may be pooled at the state level and a sole source agency may be contracted to conduct the study. The study should take into account erstwhile five zones (Kameng, Subansiri, Dibang, Siang, and Lohit for highlighting the issues and preparing a synthesis study).**
- **The proposed orientation and training of lower level functionaries at district and block levels should be conducted. Followed by these, planning workshops with focus on strategy formulation and documentation should be held.**
- **Linkage mechanism between the state and district offices should be established for regular flow of information. Telephone, fax and Internet facilities should be made available in the project cells/office both in the state and district level.**
- **NIEPA should be requested to conduct a follow up workshop to consolidate training imparted in January, 2001.**
- **Technical support on visioning and strategy formulation in the areas of pedagogy, special focus groups, community mobilization should be made available to the state and district planning teams from NCERT, TSG and Assam DPEP office.**

# **ANNEXURE**



## ANNEXURE I (A)

## ITEMS OF EXPENDITURE APPROVED FOR PRE-PROJECT ACTIVITIES FOR STATE COMPONENT PLAN IN ARUNACHAL PRADESH

Sl. No.	Item	No.	Rate (Rs.)	Amount (Rs.)
1.	Almirah	1	6,000.00	6000.00
2.	Type writer	1	12,200.00	12,200.00
3.	Voltage stabilizer	1	9,300.00	9,300.00
4.	Table (for typist)	1	5,000.00	5,000.00
5.	Chairs (for typist and computer operator)	2	1,500.00	3,000.00
6.	Plastic chairs	4	500.00	2,000.00
7.	Computer , monitor, key board, accessories etc	1	65,000.00	65,000.00
8.	UPS	1	15,000.00	15,000.00
9.	Laser printer	1	40,000.00	40,000.00
10.	Modem	1	5,500.00	5,500.00
11.	Fax-Phone	1	2,700.00	2,700.00
12.	Fax machine	1	17,300.00	17,300.00
13.	Chair for fax operator	1	1,500.00	1,500.00
14.	Hiring of vehicle for 50 days @Rs.600 per day	50	600.00	30,000.00
15.	Computer operator for 100 days @Rs. 125 per day	100	125.00	12,500.00
16.	Office Expenses			5,000.00
<b>Total</b>				<b>2,32,000.00</b>

**ITEMS OF EXPENDITURE APPROVED FOR PRE-PROJECT ACTIVITIES IN EAST KAMENG DISTRICT IN ARUNACHAL PRADESH.**

<b>Sl. No.</b>	<b>Items</b>	<b>Number</b>	<b>Rate (Rs.)</b>	<b>Amount (Rs.)</b>
1.	Almirah	2	6,000	12,000.00
2.	Plastic Chairs	9	500	4500.00
3.	Table	2	5,000	10000.00
4.	Type writer	1	12,000	12,000.00
5.	Vehicle	1	4,00,000	400000.00
6.	Contractual Driver (150 days) MIS	150	100	15000.00
7.	Computer System	1	65,000	65000.00
8.	Laser Printer	1	40,000	40000.00
9.	Computer operator for 100 days @Rs.125 per day	100	125	12500.00
10.	Fax machine and Telephone	1		20000.00
11.	Computer Table	1	7,220	7220.00
12.	Computer chair	1	1,500	1500.00
<b>Training and Meeting</b>				
13.	Meeting of Resource persons district planners and Nodal teams	6	5,000	30000.00
14.	Training of nodal teams	3	5,000	15000.00
15.	Orientation to PRI Members	3	5,000	15000.00
16.	Training of women groups and parents	83	900	74700.00
17.	Orientation of VEC members (4 block)	4	10,000	40000.00
18.	Community related activities (287 villages)	250	1,000	250000.00
19.	School Display Board (131 schools)	131	750	98200.00
20.	Office Expenses (distt. And 4 blocks)			47380.00
21.	Survey school mapping (10000 families x Rs. 3/-	10000	3	30000.00
<b>Total</b>				<b>12,00,000.00</b>



**ITEMS OF EXPENDITURE APPROVED FOR PRE-PROJECT ACTIVITIES IN TIRAP DISTRICT IN ARUNACHAL PRADESH**

<b>Sl. No.</b>	<b>Items</b>	<b>Number</b>	<b>Rate (Rs.)</b>	<b>Amount (Rs.)</b>
1.	Vehicle	1	4,00,000	4,00,000.00
2.	Computer	1	65,000	65,000.00
3.	Laser Printer	1	40,000	40,000.00
<b>Capacity building</b>				
4.	State and District level meeting Nodal office			45,000.00
5.	Block level training			37,000.00
6.	VEC Training			30,000.00
<b>Community Based activity</b>				
7.	Melas, Street Play etc (155 villages)			65,500.00
8.	PTA/MTA Organizing	154	500	77,000.00
9.	School Display Board	154	750	1,15,500.00
10.	School based activities games, cultural programmes etc	154	400	61,000.00
11.	Household survey (20,000 household)	20000	3	60,000.00
			<b>Total</b>	<b>10,00,000.00</b>

**ITEMS OF EXPENDITURE APPROVED FOR PRE-PROJECT ACTIVITIES IN TAWANG DISTRICT IN ARUNACHAL PRADESH**

Sl. No.	Item	Number	Rate (Rs.)	Amount (Rs.)
1.	Vehicle	1	4,00,000	4,00,000.00
2.	Computer System	1	65,000	65,000.00
3.	Laser Printer	1	40,000	40,000.00
<b>Capacity building</b>				
4.	Training District/Block level functionaries			8,000.00
5.	Meeting Nodal Teams			14,300.00
6.	Training at Block Level			15,000.00
7.	Orientation to PRI functionaries			14,000.00
8.	Orientation to VEC members			40,000.00
9.	Orientation to women groups			41,000.00
10.	Household survey (7000)	7000	3	21,000.00
<b>Studies</b>				
11.	BAS Study			5,000.00
12.	SAS Study			10,000.00
13.	Underage study			15,000.00
14.	Mobilization and motivation of community, campaigns, banners, posters etc.	177	1000	1,77,000.00
15.	Games, sports, cultural etc.	57	1000	57,000.00
16.	School Display Board	77	750.	57,700.00
			<b>Total</b>	<b>10,00,000.00</b>

**ANNEXURE-I I****ITEMS OF EXPENDITURE APPROVED FOR PRE-PROJECT ACTIVITIES IN WEST KAMENG, PAPUM PARE, LOWER SUBANSIRI, UPPER SUBANSIRI, WEST SIANG, EAST SIANG, UPPER SIANG, DIBANG VALLEY, LOHIT AND CHANGLANG DISTRICTS IN ARUNACHAL PRADESH.**

Sl. No.	Name of District	Survey	Study	Community Mobilization	School Based Activities	Capacity Building	Strengthening education office	Vehicle per district	Total
1.	West Kameng	45,000	50,000	2,23,000	1,76,000	1,00,000	3,00,000	4,00,000	12,94,000
2.	Papum Pare	60,000	50,000	2,25,000	1,04,000	1,00,000	3,00,000	4,00,000	12,39,000
3.	Lower Subansiri	63,000	50,000	3,96,000	1,89,000	1,00,000	3,00,000	4,00,000	14,98,000
4.	Upper Subansiri	39,000	50,000	2,08,000	1,51,000	1,00,000	3,00,000	4,00,000	12,48,000
5.	West Siang	75,000	50,000	2,08,000	2,13,000	1,00,000	3,00,000	4,00,000	13,46,000
6.	Upper Siang	18,000	50,000	72,000	71,000	1,00,000	3,00,000	4,00,000	10,11,000
7.	East Siang	60,000	50,000	1,53,000	1,20,000	1,00,000	3,00,000	4,00,000	11,83,000
8.	Dibang Valley	36,000	50,000	2,38,000	92,000	1,00,000	3,00,000	4,00,000	12,16,000
9.	Lohit	78,000	50,000	4,11,000	2,10,000	1,00,000	3,00,000	4,00,000	15,49,000
10.	Changlang	75,000	50,000	2,85,000	1,63,000	1,00,000	3,00,000	4,00,000	13,73,000
<b>Grand total</b>									<b>1,29,57,000</b>



## **ANNEXURE - III**

### **Household Schedule Format**









## Background

The vision of Sarva Siksha Abhiyan (SSA) is to provide useful and relevant elementary education of satisfactory quality for all by 2010 bridging all social and gender gaps, with the active participation of community in the affair of the school. With the above vision in mind, the SSA has set the following goals to achieve:

- ✓ All children in school, Education Guarantee Scheme, Alternative School, 'Back to School' camp by 2003;
- ✓ All children complete five years of primary schooling by 2007;
- ✓ All children complete eight years of primary schooling by 2010;
- ✓ Focus on elementary education of satisfactory quality with emphasis on education for life;
- ✓ Bridge all gender and social gaps at primary stage by 2007 and at elementary education by 2010;
- ✓ Universal retention by 2010.

One step to achieve the above goals, the SSA envisages that the planning process should be habitation-wise and community based. Besides, the SSA intends that the local community would mobilise local resources and involve every household in the process of planning and monitoring activities.

## The existing system

In the DPEP districts, the District Information System for Education (DISE) is in place. It collects data pertaining to every school recognised by the state government. A detailed system approach ranging from cascaded training through data analysis and dissemination is available and is being implemented. However, the DISE does not have a provision of collecting any data pertaining to a village/habitation.

## The present approach

Since the SSA intends to cover each child in the stipulated age group under its umbrella, having knowledge about schooling of every child is hence called for. This is possible only by a total enumeration of each household in each habitation. Whereas child-wise data would be extremely valuable for the institution at the village level [the Village Education Committee(VEC)], a consolidated picture of each habitation would be important for the levels of the Panchayat, Sub-district and the District. It would, hence, be proposed to carry out a house to house survey and collect education related data pertaining to each child in the targetted age group of elementary education.

## The proposal

Keeping the above in mind, a one-page structured schedule has been designed. Such schedule would be canvassed for every household in the village to collect data of each child in the referred age-group. Before the same is firmed up, it needs a field testing in a couple of districts/blocks. Besides, the field testing is required to be carried out under the close supervision of the specialists involved from the state of design. In view of the resource (basically in the form of man power) constraints, it is proposed that

1. The field testing is done in Uttar Pradesh and in Karnataka
2. The tesing is done in one block in a state and would initially be confined to the rural areas only
3. The testing is confined to 3 clusters in each block
4. All the habitations in the selected cluster are covered under the field testing

in a compact and contiguous manner with a local name and its population should not be less than 25 in plain areas and less than 10 in hilly or sparsely populated areas. In case a village has only one habitation the population condition will not apply. A village may have one or more than one habitation except when it is a Bechirag/deserted/uninhabited one. One of the habitations may bear the name of the village, generally known as the-main habitation. - Vide page 4 "Guidelines for Survey Officers")

Village : A revenue village

Cluster : As defined by the DPO implementing DPEP in a district

Block : An administrative block as defined by the district Administration

District : A project district covered under the DPEP

Age : In complete years only as on .....

Types of disability

- Visual impairment
- Hearing impairment
- Orthopedic disability
- Dumbness

Probable reasons for dropout :

- Crowded class room
- Scary teacher
- Difficulties in learning
- No teacher
- Difficulties in reaching the school

- Sibling cares
- Household work
- Migration
- Additional earning member for the family
- Financially weak

- Lack of guidance
- Community / Social taboo
- Any other (to specify)

Types of schools

- Government school
- Private recognised school
- Private non-recognised
- AS/NFE
- Anganwadi/Balwadi

Probable reasons for non enrolment :

- Difficulties in reaching the school
- Sibling care
- Household work
- Migration
- Additional earning member for the family

- Financially weak
- Lack of guidance
- Community / Social taboo
- Any other (to specify)

Present engagement of the child :

- Helping in household work
- Sibling care
- Working in shops/stalls
- Working as agri. labourer
- Roaming around

- Any other (to specify)

Note : All the above attributes would be suitably coded either by numerics or by characters or a combination of both.

## **ANNEXURE -IV**

### **Office Orders and Other Relevant Papers**



GOVERNMENT OF ARUNACHAL PRADESH  
DEPARTMENT OF EDUCATION  
ITANAGAR.

ED.3/35/2000-01

Dated, Itanagar the 26<sup>th</sup> April'2001.

O R D E R

In continuation to the govt. order No. ED.3/53/99 Dated Itanagar 28<sup>th</sup> Nov.2000. The governor of Arunachal Pradesh is pleased to nominate the following members as nominated members of governing body of "SARVA SHIKSHA ABHIYAN STATE MISSION AUTHORITY" till further order.

a) Representative from Pre-Primary & Primary School.

1. Shri B.Baruah Teacher i/c, Govt. Middle School University Campus.
2. Mrs. Y. Lomdak AT. Pry Section of Arunadaya Sec. School, Itanagar.

b) Elementary teacher Educator.

1. Shri H. Bam, Principal DIET, Papumpare district, Naharlagun.

c) Educationists.

1. Head of the Department of Education, Arunachal University, Doimukh.
2. Registrar, Arunachal University, Doimukh.

d) Representative from voluntary organisation.

1. Mr. K.P. Raghunathan Nair, organiser, V.K.V organisation, Itanagar.
2. Father, Jose Chemparathy, Don-Bosco, Itanagar.

e) Representative from SC/ST in the field of Education.

1. Mrs. Bini Maya, Dju Mission, Naharlagun.

f) Woman working for woman education.

1. Mrs. Jarjum Ette, Chairman. Arunachal Pradesh Woman Welfare Society, Itanagar.

g) Social worker.

1. Shri Tai Tagak, Social worker, <sup>Chin</sup>Passing Colony, Naharlagun.

h) Literacy Section

1. Shri N.B.C. Chaije, DAEO, Bomdila.

*D. S E*  
*GC*  
*st*  
Director of Technical Education  
Govt of Arunachal Pradesh  
Receipt No 985

Sd/- Sangay Lhaden ,  
Secretary Education,  
Govt. of Arunachal Pradesh,  
Itanagar.

Contd...p/2

*111*  
*8/6*

*P.O*  
*13/6/2001*  
*DD (CBC)*

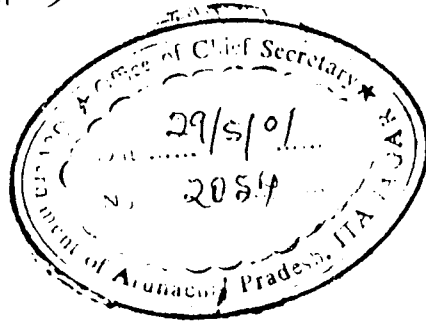
Memo No. ED.3/53/99 (14)


Dated, Itanagar, the 28/5/2000.

Copy to:-

1. The P.S. to the Hon'ble Chief Minister, Arunachal Pradesh, Itanagar for information.
2. The P.S. to the Hon'ble Minister of Education, Arunachal Pradesh, Itanagar for information.
3. The P.S. to the Hon'ble Minister of State for Education, Arunachal Pradesh, Itanagar for information.
4. The Secretary, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi for information.
5. The P.A. to the Chief Secretary, Govt. of Arunachal Pradesh, Itanagar for information.
6. The Director, Ministry of Human Resource Development, Department of Secondary and Higher Education, Govt. of India, Shastri Bhawan, New Delhi - 110001 for information.
7. The Director, NCERT, New Delhi for information.
8. The Director, NIEPA, NCERT Campus, New Delhi for information.
9. The Director of Higher Education, Itanagar for information.
10. The Director of School Education, Naharlagun for information.
11. Office/ Spare copies.

Secy (Edn.)



  
 ( S. Rasul ),  
 Under Secretary Education,  
 Govt. of Arunachal Pradesh,  
Itanagar.

PARVEEN KUMAR  
DEPUTY SECRETARY

D.O.NO.F.2-2/2001-DESK(EE)

मानव संसाधन विकास मंत्रालय  
प्रारम्भिक शिक्षा और साक्षरता विभाग  
भारत सरकार  
शास्त्री भवन  
नई दिल्ली - 110 001

MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF ELEMENTARY EDUCATION & LITERACY  
GOVERNMENT OF INDIA  
SHASTRI BHAVAN  
NEW DELHI - 110 001

May 23, 2001.

Dear Shri Srivastava,

This Ministry had sanctioned vide letter No.F.2-26/2000-Desk(EE) dated 19.10.2000, an amount of Rs.34.32 lakhs to the State Government for the pre-project activities under Sarva Shiksha Abhiyan during 2000-2001.

2. But it seen that the work of preparation of District Elementary Education Plan is very slow. There is lot to be done even after the preparation of the plans and so it is essential that plans are prepared at the earliest. Only then, the SSA in the districts can be started in time.

So, I would request you to expedite the pre-project activity work and have the plans sent as early as possible. In case any difficulties, please feel free to contact me.

With regards,

Yours sincerely,

(Parveen Kumar)

Shri R.D. Srivastava,  
Education Secretary,  
Govt. of Arunachal Pradesh,  
Itanagar-791 019.

DD(SRC)

Directorate of School Education  
Govt. of A.P. Date  
Receipt No.



Amarjeet Sinha  
Director  
Tel. No. 3384686

मानव संसाधन विकास मंत्रालय  
शिक्षा विभाग  
भारत सरकार  
नई दिल्ली - ११० ००१  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA  
NEW DELHI - 110 001

(2/11/00) 344

D.O. F 25/10/00

Date: 10-11-2000

Subject: Preparatory Activities under Sarva Shiksha Abhiyan (SSA)

Dear Sir, /Madam Ms. Lhaden

By now, you must have received the Sanction Order for preparatory activities in the selected districts of your State. As you are aware, the purpose of preparatory activities is to enable the district to undertake suitable steps for effective implementation of a programme for Universal Elementary Education. The community ownership and involvement of institutions at all levels is important for the success of the SSA. I am enclosing a note on What all Should be in a District Elementary Education Plan as that would indicate to you the kind of activities which are expected to take place in the preparatory phase.

Kindly do let us know all the activities being done or planned as part of the preparatory work so that representatives of NCERT/NIEPA and other resource institutions could be requested to support such efforts wherever required.

Kindly let us know the schedule for the preparatory activities so that visits to the selected districts could be organised accordingly.

With regards

Govt of A.P. Date 17/10/00  
Receipt No. 988

Yours sincerely,

*(Signature)*  
(Amarjeet Sinha)  
17/10/00

P.O.  
1376/12/00  
1231

DSE

SB(P)

17/10

Ms. Sangay Lhaden  
Education Secretary  
Govt. of Arunachal Pradesh  
Civil Secretariat  
P.O. ITANAGAR-791 111

Receipt No. 1000/161



GOVERNMENT OF ARUNACHAL PRADESH  
DIRECTORATE OF SCHOOL EDUCATION  
NAHARLAGUN.

NO. ED.3/53/99

Dated, Naharlagun, the 17<sup>th</sup> August'2001.

To

The Dy. Director of School Education,  
East Kameng District, SE/PA  
Arunachal Pradesh.

Sub :- Issue of Bank Draft for Rs. 12,00,000/= pre project activities of Sarva Shiksha Abhiyan.

Ref :- Bank Draft No. 012438 dtd. 10<sup>th</sup> August'2001.

Sir,

I am directed to enclose herewith a Bank Draft bearing No. 012438 dtd. 10<sup>th</sup> August'2001 for Rs. 12,00,000/= ( Rupees twelve lakhs ) only being the sanctioned amount of Pre Project Activities of Sarva Shiksha Abhiyan to be implemented in your district. Hence, you are hereby requested to open a separate joint account in the name of District Chairman and Member Secretary "Sarva Shiksha Abhiyan District Level Management Committee". A separate account must be maintained and itemwise expenditure may be maintained as per sanctioned conditions. The account is purely auditable as and when Govt. desires.

Kindly acknowledge the receipt of the same and obliged.

Enclosures : As stated above Bank Draft.

Yours faithfully,

( J.C.Sarma ), DDSE(SRC),  
for Director of School Education,  
Govt. of Arunachal Pradesh,  
Naharlagun.

Memo No. ED.3/53/99

Dated, Naharlagun, the 17<sup>th</sup> August'2001.

Copy to :

1. The Secretary (Education)/ Project Director, SSA Rajya Mission, Itanagar for information.
2. The Deputy Commissioner, East Kameng district, SE/PA for information and necessary action.
3. Office Copy.

Hand  
17/8/2001  
( J.C.Sarma ), DDSE(SRC),  
for Director of School Education,  
Govt. of Arunachal Pradesh,  
Naharlagun.

G/C.  
Received  
17/8/01  
DDSE

**RECEIPT**

(1)

Received a sum of Rs. 12,00,000/- ( Rupees twelve lakhs.....  
.....) only from the Project Director, Sarva Shiksha Abhiyan Rajya  
Mission, Itanagar in the form of bank draft vide No. 012/438.....  
dtd. 10.08.01 payable at State Bank of India, Seppa..... being the sanctioned  
amount of pro-project activities of "Sarva Shiksha Abhiyan" to be implemented in the district  
East Kameng..... of Arunachal Pradesh on 17.11.2001.

Date: 17.08.01

Place: NAHARLAGUN



Signature :

Name : Mr. K. Boni

Designation : DDSE

Address : S.E.P.P.A

*[Handwritten signature]*  
17/8/01

GOVERNMENT OF ARUNACHAL PRADESH  
DEPARTMENT OF EDUCATION  
ITANAGAR.

NO.ED.3/53/99/PT

Dated, Itanagar, the 18<sup>th</sup> / 8 / 2001, 2001.

CIRCULAR

The President "Sarva Shiksha Abhiyan Rajya Mission", Arunachal Pradesh is pleased to convene the first sitting of the Governing Body meeting in the conference hall of Hon'ble Chief Minister's Secretariat at Itanagar, on 17<sup>th</sup> August/2001 at 11.00 hours.

All the members of the Governing Body, of the said mission are requested to make it convenient to attend the meeting in time.

Sd/- R.I.JAIPRAKASH,  
Secretary (Education),  
Member Secretary and Project Director,  
Sarva Shiksha Abhiyan Rajya Mission,  
Arunachal Pradesh.

Memo No. ED.3/53/99/PT/2-27  
Copy to :-

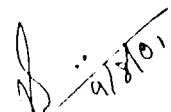
Dated, Itanagar, the 7/8/ 2001.

1. The P.S. to Hon'ble Chief Minister, the President of the Society, for information.
2. The P.S. to Minister of State for Education, Itanagar (Member) for information.
3. The Chief Secretary, Govt. of Arunachal Pradesh, Itanagar (Member) for information.
4. The Director, Elementary Education & Literacy or his representative (Nominated member - Sarva Shiksha Abhiyan), Ministry of Human Resources Development, Govt. of India, Shastri Bhawan, New Delhi - 1 for information.
5. The Director, NCERT or his representative (Nominated member - Sarva Shiksha Abhiyan), 17-B, Sri Aurobindo Marg, New Delhi - 16 for information.
6. The Director, NIEPA or his representative (Nominated member - Sarva Shiksha Abhiyan), 17-B I.P. Estate, Sri Aurobindo Marg, New Delhi - 16 for information.
7. The Commissioner, Finance, Govt. of Arunachal Pradesh, Itanagar, Member, Sarva Shiksha Abhiyan for information.
8. The Secretary, Planning, Govt. of Arunachal Pradesh, Itanagar, Member, Sarva Shiksha Abhiyan for information.
9. The Secretary, Social Welfare, Woman & Child Development, Govt of Arunachal Pradesh, Itanagar, Member, Sarva Shiksha Abhiyan for information.
10. The Secretary, Health and Family Welfare, Govt. of Arunachal Pradesh, Itanagar, Member, Sarva Shiksha Abhiyan for information.
11. The Secretary, Panchayat and Rural Development, Govt. of Arunachal Pradesh, Member, Sarva Shiksha Abhiyan for information.

Contd...p/2

12. The Secretary, Education, Govt. of Arunachal Pradesh, Itanagar, Member Secretary cum State Project Director, Sarva Shiksha Abhiyan for information.
- (13) The Registrar, Arunachal University, nominated member, Rono Hills, Dojmukh for information.
14. The Head of the Department of Education, nominated member, Rono Hills, Doimukh for information.
15. The Director of School Education, Govt. of Arunachal Pradesh, Naharlagun, (member) for information.
16. The Director of Higher Education, Govt. of Arunachal Pradesh, Itanagar, (member) for information.
17. The Deputy Director of School Education, Tawang, (member), district unit, Secretary, Sarva Shiksha Abhiyan, Tawang for information.
18. The Deputy Director of School Education, Seppa, (member), district unit, East Kameng district, Arunachal Pradesh for information.
19. The Deputy Director of School Education, Khonsa, Tirap district, Arunachal Pradesh for information.
20. Shri H. Bam, Principal, DIET, Papumpare District, Naharlagun, Elementary Teacher Educator, for information.
21. Shri N.B.C. Chaije, District Adult Education Officer, Bomdila, Literacy Section, member, West Kameng district, Bomdila for information.
- (22) Shri K.Raghnathan, Organiser, V.K.V. Voluntary organisation nominated member, Riba Mansion, Bank Tinali, Itanagar for information.
- (23) Father Jose Chemparathy, Principal, DON BOSCO, Voluntary organisation nominated member, Jully village, Itanagar for information.
24. Smti Bini Yanga, Chairperson, Oju Welfare Mission, nominated member, Naharlagun for information.
- (25) Smti Jarjum Ete, Chairperson, APWWS, Itanagar, nominated member, for information.
26. Shri Tai Tagak, Social Welfare, nominated member, Sarva Shiksha Abhiyan, Pachin colony, Naharlagun for information.
27. Shri B. Baruah, Headmaster, Govt. Middle School, University campus, Rono Hills, Doimukh, nominated member, for information.
28. Smti Y. Lomdak, Teacher, Govt. Secondary School, Arunodaya, Itanagar, nominated member, for information.
29. Office/ Spare copies.

Se, Com, CS, CH, / nos



(S. RASUL),

Under Secretary (Education),  
Govt. of Arunachal Pradesh,  
Itanagar.

15

DEPARTMENT OF EDUCATION  
GOVERNMENT OF ARUNACHAL PRADESH  
ITANAGAR.

NO.ED.3/53/99

Dated, Itanagar, this 25<sup>th</sup> Nov./2000.

ORDER

The Governor of Arunachal Pradesh is pleased to constitute the following committees of "SARVA SHIKSHA ABHIYAN STATE MISSION AUTHORITY" to implement the scheme of "SARVA SHIKSHA ABHIYAN" a centrally sponsored scheme, in Arunachal Pradesh from the year 2000-2001.

(A) GOVERNING BODY:-

- (1) Shri Mukut Mithi, Hon'ble Chief Minister, Arunachal Pradesh - President.
- (2) Shri Dera Natung, Hon'ble Minister of Education, Arunachal Pradesh - Vice-President.

EX-OFFICIO MEMBERS:-

- (3) The Chief Secretary, Govt. of Arunachal Pradesh.
- (4) The Secretaries to state Govt. incharge of the following department:-
  - (a) Planning, Economics and Statistics.
  - (b) Finance.
  - (c) Social Welfare, Women and Child Development.
  - (d) Public Health and Family Welfare .
  - (e) Panchayat and Rural Development.
  - (f) Director of School Education .
  - (g) Director of Information and Public Relation .
  - (h) Secretary (Education) - Member Secretary.

NOMINATED MEMBERS:-

- (5)
  - (a) Pre-Primary and Primary School teachers - 2 (at least one will be lady teacher).
  - (b) Elementary Teacher Educator - 1
  - (c) Educationist - 2.
  - (d) Representative from Voluntary agencies - 2 (one lady).
  - (e) A distinguished person in the field of education for SC/ST and disabled children - 1.
  - (f) Woman working in the women's education department - 1.
  - (g) Social Worker - 1.
  - (h) Literary figure and Artist - 1.
- (6) Representative of the central Govt. to be nominated by the Ministry of Human Resource Development, Department of education - 1.
- (7) Director, NCERT or his nominee.
- (8) Director, NIEPA or his nominee.
- (9) Two persons to be nominated by the Chairman, Executive Committee from among the Chairman and CEOs of Districts.



Contd/p.2

- (10) Member Secretary -- Project Director / Secretary (Education)

EXECUTIVE COMMITTEE:-

- (1) Chief Secretary, Govt. of Arunachal Pradesh – Chairman.

MEMBERS:- Secretary to the state Govt. in charge of the following departments:-

- (a) Planning Economics and Statistics.
- (b) Finance.
- (c) Social Welfare, Women and Child Development.
- (d) Panchayat and Rural Development.
- (e) Education
- (f) Health.
- (g) IPR.

- (2) Director of School Education.

(3) NOMINATED MEMBERS :-

- (a) Two persons from among the nominees of the state Govt. to the general body (at least one of them is woman).
- (b) Two representatives of the Central Govt. to be nominated by the Ministry of Human Resource Development, Department of Education.
- (c) Two persons from among the nominees of the central Govt. to the general body of the mission to be nominated by the Central Govt.

DISTRICT LEVEL MANAGEMENT COMMITTEE:-

- (1) Deputy Commissioner – Chairman.
- (2) Deputy Director of School Education – Member Secretary
- (3) Principal, DIET -- Member.
- (4) Principal Govt. Higher Secondary School of the district Headquarter – Member.
- (5) Two members from NGOs of the district -- Members.
- (6) One woman with educational background preferably graduate -- Member.
- (7) One social worker – Member.

*7/2*

Sd/- P.M.NAIR,  
Chief Secretary,  
Govt. of Arunachal Pradesh,  
Itanagar.

Memo No.ED.3/53/99/82-106  
Copy to:-

Dated,Itanagar,the... 8th Dec ...../2000.

1. The P.S. to the Hon'ble Chief Minister, Arunachal Pradesh, Itanagar for information.
2. The P.S. to Hon'ble Minister of Education, Arunachal Pradesh, Itanagar for information
3. The P.S. to Hon'ble Minister of State Education, Arunachal Pradesh, Itanagar for information.
4. The Secretary, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi for information.
5. The P.A. to the Chief Secretary, Govt. of Arunachal Pradesh, Itanagar for information.
6. The Director, Ministry of Human Resource Development, Department of Secondary Education and Higher Education, Govt. of India, Shastri Bhawan, New Delhi - 110001 for information.
7. The P.A. to the Secretary \_\_\_\_\_, Govt. of Arunachal Pradesh, Itanagar for information.
8. The Director, NCERT, New Delhi for information.
9. The Director NIEPA, NCERT campus, New Delhi for information.
10. The Director of Higher Education, Itanagar for information.
11. The Director of School Education, Naharlagun for information.
12. Office copy/spare copy.

( MS. SANGAY LHADEN ) IAS.  
Secretary (Education).  
Govt. of Arunachal Pradesh,  
Itanagar.

.....





gto

GOVERNMENT OF ARUNACHAL PRADESH  
DEPARTMENT OF EDUCATION  
ITANAGAR.

NO.ED.3/35/2000-01

Dated, Itanagar the 26<sup>th</sup> April'2001.

O R D E R

In continuation to the govt. order No. ED.3/53/99 Dated Itanagar 28<sup>th</sup> Nov.2000. The governor of Arunachal Pradesh is pleased to nominate the following members as nominated members of governing body of "SARVA SHIKSHA ABHIYAN STATE MISSION AUTHORITY" till further order.

- a) **Representative from Pre-Primary & Primary School.**  
1. Shri B.Baruah Teacher i/c, Govt. Middle School University Campus.  
2. Mrs. Y. Lomdak A.T. Pry Section of Arunodaya Sec. School, Itanagar.
- b) **Elementary teacher Educator.**  
1. Shri H. Bam, Principal DIET, Papumpare district, Naharlagun.
- c) **Educationists.**  
1. Head of the Department of Education, Arunachal University, Doimukh.  
2. Registrar, Arunachal University, Doimukh.
- d) **Representative from voluntary organisation.**  
1. Mr. K.P. Raghunathan Nair, organiser. V.K.V organisation, Itanagar.  
2. Father, Jose Chemparathy, Don-Bosco, Itanagar.
- e) **Representative from SC/ST in the field of Education.**  
1. Mrs. Bini Maya, Aju Mission, Naharlagun.
- f) **Woman working for woman education.**  
1. Mrs. Jarjum Ette, Chairman. Arunachal Pradesh Woman Welfare Society, Itanagar.
- g) **Social worker.**  
1. Shri Tai Tagak, Social worker, Pachin Colony, Naharlagun.
- h) **Literacy Section**  
1. Shri N.B.C. Chaije, DAEO, Bomdila.

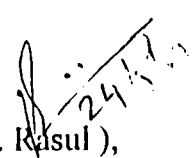
Sd/- Sangay Lhaden ,  
Secretary Education,  
Govt. of Arunachal Pradesh,  
Itanagar.

Contd...p/2

Memo No. ED.3/53/99 /141  
Copy to:-

Dated, Itanagar, the 28/5/2000.

1. The P.S. to the Hon'ble Chief Minister, Arunachal Pradesh, Itanagar for information
2. The P.S. to the Hon'ble Minister of Education, Arunachal Pradesh, Itanagar for information.
3. The P.S. to the Hon'ble Minister of State for Education, Arunachal Pradesh, Itanagar for information.
4. The Secretary, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi for information.
5. The P.A. to the Chief Secretary, Govt. of Arunachal Pradesh, Itanagar for information.
6. The Director, Ministry of Human Resource Development, Department of Secondary and Higher Education, Govt. of India, Shastri Bhawan, New Delhi - 110001 for information.
7. The Director, NCERT, New Delhi for information.
8. The Director, NIEPA, NCERT Campus, New Delhi for information.
9. The Director of Higher Education, Itanagar for information.
10. The Director of School Education, Naharlagun for information.
11. ✓ Office/ Spare copies.

  
( S. Kasul ),  
Under Secretary Education,  
Govt. of Arunachal Pradesh,  
Itanagar.

## **ANNEXURE- V**

**Draft Plans : Tawang, East Kameng, and  
Tirap Districts**



DISTRICT PERSPECTIVE PLAN

under

SARVA SHIKSHA ABHIYAN

for

UNIVERSALIZATION OF  
ELEMENTARY EDUCATION



iii

TAWANG DISTRICT  
(ARUNACHAL PRADESH)



## DISTRICT PROFILE

Tawang District is situated in the extreme North-West of Arunachal Pradesh. It is surrounded by Tibet in the North, Bhutan in the South and West and the Sela ranges in the East separating it from West Kameng district of Arunachal Pradesh. The topography of Tawang can be cited as mountainous with its snow clad gigantic mountains, comprising two third of the entire area. The "GORICHEN" being the highest peak having an altitude of about 22,500 ft. from mean sea level. The two important rivers of the district are the Tawang Chhu and the Nyamjang Chhu rivers. Temperate, Sub-tropical and Tropical types of climate can be found here. Bhuddism is the religion of local people of Monpa tribes and besides Monpa dialect they speak Hindi, English and Tibetan languages too. The main occupations of the people are Agriculture and Animal Rearing.

Tawang District is famous for the Tawang Monastery-"GADEN NAMGYAL, LHATSSE" established in the year 1681. It is one of the largest Lamaseries in Asia and occupies a unique status amongst the Mahayana Sect of Buddhism. This is the second oldest Monastery in the Asian Continent and the largest Monastery in the Himalayan region. It has a capacity for housing more than 700 monks. This Monastery provides spiritual leadership to the followers of Gelugpa (Latest Tibetan Buddhism) sect of Mahayana Buddhism and controls over seventeen small monasteries and couple of nunneries in this area. Besides Tawang Monastery, every village has Buddhist temples called GONPA and there are three famous Nunneries - "ANI GONPA" in the district.

### Establishment of Tawang district:

The place Tawang derived its name from the saying that the place is blessed (Wang) by the horse (Ta) of Rev. Merak Lama, the founder of Tawang Monastery. The area was a part of Darrang District of Assam till 1914, when this area was declared as a part of North East Frontier Tract. In 1919 it was renamed as Balipara Frontier Tract with its HQ at Charduar of Assam. In 1946 the area came under newly constituted Sela Sub Agency with its HQ still at Charduar. The first administrative center was set up at Tawang on 6<sup>th</sup> February, 1951 by Major R Kating as first Political Officer. In 1954 Sela Sub Agency was renamed as Kameng Frontier Division with its HQ at Bomdila. In 1965 Home Ministry took over the administrative charges of the area and Kameng Frontier Division was renamed as Kameng District. On 1<sup>st</sup> June 1980, Kameng District was bifurcated into East Kameng (HQ Seppa) and West Kameng District (HQ Bomdila). At that time Tawang was a Sub-division of West Kameng District. Tawang district came into existence as a full fledged district on 6<sup>th</sup> October, 1984 from a Sub-Division under West Kameng district.

### Administrative set up:

Arunachal Pradesh follows the system of single line administration. The Deputy Commissioner being the overall incharge of the district is assisted by many administrative officers and other officers of various departments of the district. Tawang district comprises of 3 Sub-divisions and 7 circles. The administrative heads of these

units are the Extra Assistant Commissioners at Sub-divisional level and Circle Officers at Circle level.

<i>District</i>	<i>Block/Sub-Division</i>	<i>Circle</i>	<i>Administrative Head quarter</i>
1. Tawang	1. Tawang	Tawang	Deputy Commissioner
	2. Lumla	Lumla	EAC
		Zemithang	Circle Officer
		Dudunghar	Circle Officer
	3. Mukto-Thingbu	Jang	EAC
		Mukto	Circle Officer
		Thingbu	Circle Officer

### Geographical location:

Tawang district lies between 27° 22'E and 27° 45'E Longitudes and 90° 15'N and 92° 15'N Latitudes. The total area of the district is 2085 Sq.Kms.

### Important Statistical datas of Tawang district as per District Census Handbook 1991

1. Population	28287 (All Rural Population)
2. Decadal population growth rate b=n 1981 and 1991	30.14%
3. Density of population	13.74 persons per Sq.Km.
4. Sex Ratio	844 Females per 1000 males
5. Literacy Rate	24.1(Male-33.4, female-13.4)
6. Percentage of SC population	0.19%
7. Percentage of ST population	78.62%
8. No. of total Habitations	226
9. No. of total Household	6049

### Present education scenario:

At present Tawang district is lagging far behind in the field of education. The district has a total literacy rate of only 24.1%. In case of females, the situation is extremely bad. Only 13.4% females are literate compared to 33.4 % literacy in case of



males. Both in case of total literacy rate as well as the literacy rate of females, the district finds its name in the list of least literate districts of the country. The district is characterized by low enrollment and very high dropout rates. Some of the reasons for poor performance of the district in education sector are:

1. Remoteness and inaccessibility of the district:

Tawang district is located in extreme corner of the country near international border with Bhutan and is located more than 350 Km from the nearest railway station. It takes two days to reach the district headquarter from nearest big town Tezpur or Guwahati or from the state capital.

2. Scattered population:

The district has very low population density ( 13.74 persons per square km) and the population is scattered in small habitations in the 2085 sq km area of the district, which make accessibility to nearest school very difficult.

3. Poor infrastructure :

The district is extremely deprived in educational infrastructure like class rooms, hostels, teachers' quarters etc

4. Shortage of teachers :

The district faces acute shortage of teachers due to its remoteness and extreme cold weather.

5. Lack of awareness :

As most population of the district is illiterate, the people of the district have not realized the importance of education and so the parents are not enthusiastic in sending their children to schools.

The district also has acute deficiency of educational infrastructure. Most schools of the district lack adequate no of classrooms and the school buildings are although classified as "Pakka" but most of these buildings are old "Monpa type" buildings made of stone and clay with CGI sheet roofing. The accommodation for teachers is grossly insufficient and only 45 % schools have quarters for teachers but in such schools also quarters are not available for all the teachers posted there. Only 50% schools have toilet facilities but not a single school in the district is having separate toilet for girls. Only 40% of the schools have playground whereas drinking water facility is available in 65 % schools.

## DEMOGRAPHIC PROFILE

**Table DP 1 : Block wise Distribution of population by sex 1981 and 1991.**

<i>Block</i>	<i>Male</i>	<i>1981</i>		<i>Male</i>	<i>1991</i>	
		<i>Female</i>	<i>Total</i>		<i>Female</i>	<i>Total</i>
1. Tawang	4971	4140	9111	7408	5652	13060
2. Lumla	3519	3653	7172	4968	4471	9439
3. Mukto	2918	2534	5452	2962	2826	5788
<b>Total</b>	<b>11408</b>	<b>10327</b>	<b>21735</b>	<b>15338</b>	<b>12949</b>	<b>28287</b>

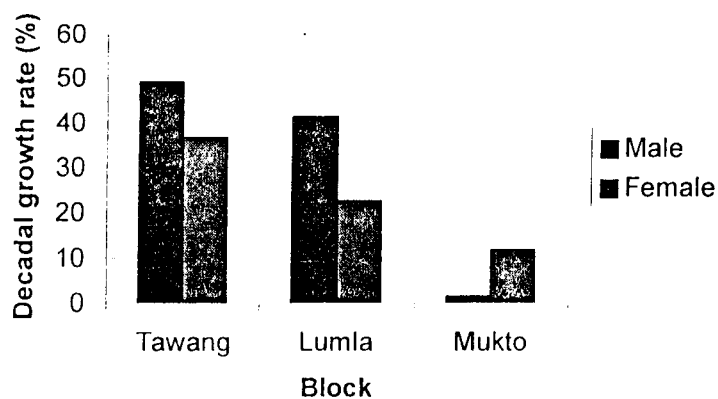
**Comparison of population between 1981 & 1991 of different blocks**



**Table DP 2 : Block wise Growth Rate of Population by Census between 1981 and 1991.**

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Tawang	49.02	36.52	43.34
2. Lumla	41.17	22.39	31.60
3. Mukto	1.50	11.52	6.16
<b>Total</b>	<b>34.44</b>	<b>25.38</b>	<b>30.14</b>

**Growth rate of population between 1981 & 1991**



## The Compound Annual Average Growth Rate of Population

As per Formula –  $R = \left( \frac{P_n}{P_0} \right)^{\frac{1}{n}} - 1 \times 100 = 2.66\%$  annually.

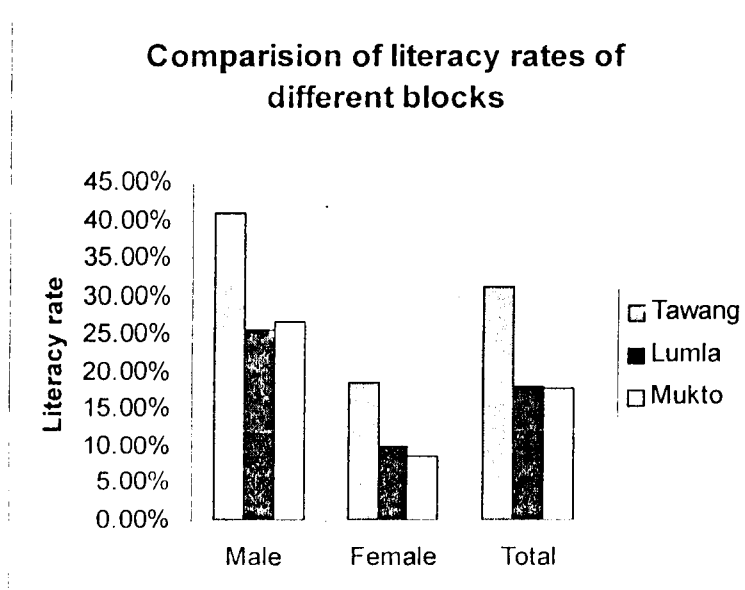
**Table DP 3 :Block wise Distribution of Population in 2001 and Growth rate of population between 1991 to 2001 by sex**

Block	Population 2001 (As per SSA Survey)			Growth Rate		
	Male	Female	Total	Male	Female	Total
1. Tawang	8065	7842	15907	8.87	38.75	21.80
2. Lumla	5535	5575	11110	11.41	24.70	17.70
3. Mukto	3537	3635	7172	19.41	28.63	23.91
<i>Total</i>	17137	17052	34189	11.73	31.69	20.86

The compound annual average growth rate = 1.93

**Table DP 4 : Block wise Distribution of Literate Population and Literacy rate by Census – 1991.**

Block	Literate Population 1991			Literacy Rate		
	Male	Female	Total	Male	Female	Total
1. Tawang	3033	1046	4079	40.9%	18.5%	31.2%
2. Lumla	1270	443	1713	25.6%	9.9%	18.1%
3. Mukto	790	247	1038	26.7%	8.7%	17.9%
<i>Total</i>	5094	1736	6830	33.4%	13.4%	24.1%



**Table DP 5 : Blockwise Distribution of Habitations by Population Ranges  
(As per SSA Survey)**

Use the data per establishment the case need of educational facilities

*Population 2000-01*

Block	Less than 100	100 to 300	300 to 500	500 & above	Total
1. Tawang	54	34	6	4	98
2. Lumla	61	35	3	2	101
3. Mukto	6	13	8	2	29
<b>Total</b>	121	82	17	8	228

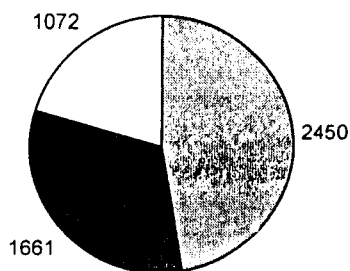
**Table DP 6 : Block wise Distribution of Population of 6 to 11 and 11 to 14 age group in 2000-01. ( As per SSA survey 2001).**

*Age group 6 to 11*

*Age Group 11 to 14*

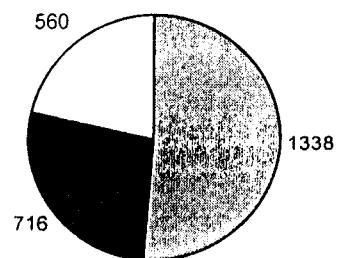
Block	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1250	1200	2450	718	620	1338
2. Lumla	836	825	1661	343	373	716
3. Mukto	527	545	1072	276	284	560
<b>Total</b>	2613	2570	5183	1337	1277	2614

6 to 11 years children in different blocks



□ Tawang ■ Lumla □ Mukto

11 to 14 years children in different blocks



□ Tawang ■ Lumla □ Mukto

**Table DP7: Block wise and Age Group wise Percentage of 6-11 & 11-14 year children to the total population in 2001.**

<i>Block</i>	<i>Age group 6 to 11</i>			<i>Age group 11 to 14</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1. Tawang	15.5	15.3	15.4	8.9	7.9	8.4
2. Lumla	15.1	14.8	14.9	6.2	6.7	6.4
3. Mukto	14.9	18	15	7.7	7.8	7.7
<i>Total</i>	15.3	15	15.2	7.8	7.4	7.6

**Table DP 8 : Block wise and Age group wise Boys and Girls percentage in 2001.**

<i>Block</i>	<i>Age group 6 to 11</i>		<i>Age group 11 to 14</i>	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
1. Tawang	51.65%	48.35%	54.27%	45.73%
2. Lumla	50%	50%	47.44%	52.56%
3. Mukto	49.20%	50.80%	49.08%	50.92%
<i>Total</i>	50.63%	49.37%	51.32%	48.68%

## DISTRICT EDUCATIONAL PROFILE

The Deputy Director of School Education is head of the Education Department in the district. He is assisted by officials at various level as per the following Administrative set up:

### District Level

1. Deputy Director of School Education : 1 No.
2. District Adult Education Officer : 1 No.
3. Assistant District Education Officer : 2 Nos.
4. Assistant Project Officer (AE) : 1 No.
5. District Trainer and Organiser (BSG) : 1 No.

### Block Level:

1. Assistant District Education Officer: One each for Lumla and Mukto Blocks.

**Table EP 1. Block wise Distribution of Educational Institutions in 2000-01. (Including Private, Govt Aided and Unaided schools)**

<i>Block</i>	<i>Primary</i>	<i>Middle</i>	<i>Secondary</i>	<i>Hr. Secondary</i>	<i>Total</i>
1. Tawang	22	7	4	1	34
2. Lumla	19	5	1	-	25
3. Mukto	15	3	1	-	19
<i>Total</i>	56	15	6	1	78

**Table EP 2. Block wise Distribution of Non-formal Education Centres in 2000-2001**

<i>NFCS</i>	<b>Block wise No. of NFCS</b>			<i>Total</i>
	<i>1. Tawang</i>	<i>2. Lumla</i>	<i>3. Mukto</i>	
<b>1. No. of Community Schools</b>	10	5	1	16

**Table EP -3. Block wise distribution of Institutions having Primary and Middle Sections**

A.

<i>Block</i>	<b>Schools having Primary Section</b>			<i>Total</i>
	<i>No. of Primary schools</i>	<i>Middle</i>	<i>Secondary</i>	
<b>1. Tawang</b>	22	7	3	32
<b>2. Lumla</b>	19	5	1	25
<b>3. Mukto</b>	15	3	1	19
<i>Total</i>	56	15	5	76

B.

<i>Block</i>	<b>Schools having Middle Section.</b>			<i>Total</i>
	<i>No. of Middle schools</i>	<i>Secondary</i>	<i>Hr. Secondary</i>	
<b>1. Tawang</b>	7	4	1	12
<b>2. Lumla</b>	5	1	-	6
<b>3. Mukto</b>	3	1	-	4
<i>Total</i>	15	6	1	22

**Table EP 4: Block wise Distribution of Habitations with and without schools in 2000-2001.**

<i>Block</i>	<i>Habitations with Formal school</i>	<i>Habitation with Community schools</i>	<i>Habitation without Schools</i>	<i>Total</i>
<b>1. Tawang</b>	20	10	68	98
<b>2. Lumla</b>	24	5	72	101
<b>3. Mukto</b>	17	1	11	29
<i>Total</i>	61	16	151	228

**Table EP 5: Block wise Distribution of Habitations as per availability of schools by Distance.**

<i>Block</i>	<i>Distance Range</i>				<i>Total</i>
	<i>1 to less than 1 Km</i>	<i>1 to less than 5 Km</i>	<i>5 to less than 10 Km</i>	<i>10 + Kms</i>	
<b>1. Tawang</b>	47	43	6	2	98
<b>2. Lumla</b>	42	38	20	1	101
<b>3. Mukto</b>	17	7	4	1	29
<i>Total</i>	106	88	30	4	228

**Table EP 6: Block wise distribution of Primary and Middle Teachers by Category and Training Status-2000-2001 (Including Primary, Middle sections of Secondary and Hr. Secondary schools).**

A.

<i>Block</i>	<i>Asstt. Teacher (Pry)</i>			<i>Junior Teacher (Pry)</i>			<i>Trained BSB/BED /BT</i>	<i>Untrained</i>	<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>			
<b>1. Tawang</b>	32	20	52	9	6	15	17	40	67
<b>2. Lumla</b>	30	-	30	6	-	6	10	26	36
<b>3. Mukto</b>	17	8	25	2	-	2	7	20	27
<i>Total</i>	79	28	107	17	6	23	34	86	130

B.

<i>Block</i>	<i>Asstt. Teacher in Middle</i>			<i>Junior Teacher in Middle</i>			<i>Trained BSB /BED/BT</i>	<i>Untrained</i>	<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>			
<b>1. Tawang</b>	5	1	6	21	6	27	18	15	33
<b>2. Lumla</b>	5	-	5	13	-	13	8	10	18
<b>3. Mukto</b>	3	-	4	8	-	8	6	6	12
<i>Total</i>	13	1	15	42	6	48	32	31	63

**Table EP 7 : Block wise Teacher pupil ratio for primary and middle schools in 2001**

<i>Block</i>	<i>Primary</i>	<i>Middle</i>
<b>1. Tawang</b>	1:29	1:25
<b>2. Lumla</b>	1:29	1:12
<b>3. Mukto</b>	1:26	1:18
<i>Total</i>	1:29	1:20

**Table EP 8: Blockwise distribution of Enrolment for Grade 1 to V & VI to VIII**

1999 - 2000

<i>Block</i>	<b>Grade I to V</b>			<b>Grade VI to VIII</b>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>1. Tawang</b>	959	805	1764	321	349	720
<b>2. Lumla</b>	495	413	908	95	87	182
<b>3. Mukto</b>	334	330	664	96	82	178
<b>Total</b>	1788	1548	3336	562	518	1080

2000-2001

<i>Block</i>	<b>Grade I to V</b>			<b>Grade VI to VIII</b>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>1. Tawang</b>	1037	920	1957	449	414	863
<b>2. Lumla</b>	579	473	1052	132	118	250
<b>3. Mukto</b>	346	364	710	122	116	238
<b>Total</b>	1962	1757	3719	703	648	1351

**Table EP 9: Block wise Annual Average Growth rate of enrolment for 1999-2000 to 2000-2001.**

<b>Block</b>	<b>Grade I to V</b>			<b>Grade VI to VIII</b>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>1. Tawang</b>	8.1%	14.3%	10.9%	14%	18.6%	16.3%
<b>2. Lumla</b>	17%	14.5%	15.9%	7.4%	24.1%	15.4%
<b>3. Mukto</b>	3.6%	10.3%	6.9%	16.7%	29.2%	16%
<b>Total</b>	9.7%	13.5%	11.5%	13.3%	21.2%	17.1%

**Table EP 10 : Block wise Gross enrolment Ratio by sex for Primary and Middle sections in 2000-2001.**

<b>Block</b>	<b>Grade I to V</b>			<b>VI to VIII</b>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>1. Tawang</b>	82.96	76.67	72.87	58.91	66.77	62.86
<b>2. Lumla</b>	69.26	57.33	63.33	29.73	28.95	29.33
<b>3. Mukto</b>	65.66	66.79	66.23	40.58	37.32	38.93
<b>Total</b>	75.09	68.37	71.75	47.64	49.18	48.39



**Table EP 11 : Block wise distribution of NON-ENROLLED children for 2001 ( As per SSA Survey)**

Block	Age Group 6 to 10 +			Age Group 11 to 13 +		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	212	215	427	167	121	288
2. Lumla	269	350	619	156	186	342
3. Mukto	146	176	322	96	124	220
<i>Total</i>	627	741	1368	419	431	850

**Table EP 12 : Block wise distribution of drop out children for 2001 ( As per SSA Survey).**

Block	Age Group 6 to 10 +			Age Group 11 to 13 +		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	110	148	258	115	106	221
2. Lumla	121	109	230	95	73	168
3. Mukto	109	98	207	71	58	129
<i>Total</i>	340	355	695	281	237	518

**Table EP 13 : Block wise distribution of OVERAGE AND UNDER AGE for 2001.**

Block	Grade I to V			Grade VI to VIII		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	109	84	193	13	21	34
2. Lumla	133	107	240	40	4	44
3. Mukto	73	93	166	13	14	27
<i>Total</i>	315	284	599	63	39	105

**Table EP 14 : Block wise percentage of NON-ENROLLED, DROPOUTS AND OVERAGE-UNDERAGE Children for 2001.**

A. NON-ENROLLED

Block	Age Group 6 to 10 +			Age Group 11 to 13 +		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	16.96	17.9	17.43	23.26	19.52	21.52
2. Lumla	32.18	42.42	37.27	45.48	49.87	47.77
3. Mukto	27.70	32.29	30.04	34.78	43.67	39.29
<i>Total</i>	23.99	28.83	26.39	31.34	33.75	32.52

## B. DROP-OUT

Block	Age Group 6 to 10 +			Age Group 11 to 13 +		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	8.8	12.33	16.53	16.02	17.10	16.52
2. Lumla	14.47	13.21	13.85	27.70	19.57	23.46
3. Mukto	20.68	17.98	19.31	25.72	20.42	23.04
<i>Total</i>	13.09	13.81	13.41	21.02	18.56	19.82

## C. OVERAGE-UNDERAGE

Block	Age Group 6 to 10 +			Age Group 11 to 13 +		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	8.70	6.92	7.84	1.81	3.39	2.54
2. Lumla	15.91	12.97	14.45	11.67	1.07	6.15
3. Mukto	14.04	17.06	15.58	4.71	4.93	4.82
<i>Total</i>	12.06	11.05	11.56	2.70	3.84	3.25

**Table EP 15: Block wise Dropout Grade wise for 2000-2001 (Age 6 to 17 +).  
(As per SSA Survey – NIC Tawang).**

Block	Grade I to V			Grade VI to VIII		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	129	128	257	33	22	55
2. Lumla	116	98	214	22	18	40
3. Mukto	121	89	210	14	9	23
<i>Total</i>	366	315	681	69	49	118

9

**Table EP 16 : Block wise schools having Pucca School Building, Pucca teacher Quarter, Play ground, Toilet and Drinking water facilities.**

Block	No. of Govt. Schools	Pucca School Buildings	Pucca Teachers Quarter	Play ground	Toilet	Drinking water facilities
1. Tawang	27	23	15	12	15	20
2. Lumla	25	15	10	8	10	15
3. Mukto	18	10	6	6	8	10
<i>Total</i>	17	48	31	26	33	45

## DATABASE INFORMATIONS

Present scenario of the District and District educational profile.

1.	Growth Rate Annually between 1981 to 2001.		1.93%
2.	Percentage to the total population	a) 6 to 11 age group	15.2%
		b) 11 to 14 age group	7.6%
3.	Boys percentage	a) 6 to 11 age group	50.6%
		b) 11 to 14 age group	51.3%
4.	Teacher pupil ratio	a) Primary section	1:29
		b) Middle section	1:20
5.	Percentage of Habitation having access to schooling		34%
6.	Gross Enrolment ratio	a) Grade I to V	71.75%
		b) Grade VI to VIII	48.39%
7.	Percentage of non-enrolled	a) 6 to 11 age group	26.4%
		b) 11 to 14 age group	31.8%
8.	Percentage of Drop-outs	a) 6 to 11 age group	13.5%
		b) 11 to 14 age group	19.8%
9.	Percentage of overage-underage	a) Grade I to V	11.6%
		b) Grade VI to VIII	3.3%
10.	Average Annual Growth rate of enrolment for 2000-2001	a) Grade I to V	11.5%
		b) Grade VI to VIII	17.1%
11.	Percentage of Schools having	a) Pucca School Building	70%
		b) Pucca Teachers Quarter	45%
		c) Play ground	40%
		d) Toilet for Boys and Girls	50%
		e) Drinking water facilities	65%

## ENROLMENT PROJECTIONS

**Table 1 : Block wise Distribution of population by sex 2008-09.**

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>1. Tawang</b>	9398	9138	18536
<b>2. Lumla</b>	6450	6496	12946
<b>3. Mukto</b>	4121	4236	8357
<i>Total</i>	19969	19870	39839

**Table 2: Block wise Distribution of 6 to 11 and 11 to 14 age group population by sex in 2008-09.**

Block	Age group 6 to 11			Age group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1455	1362	2817	765	644	1409
2. Luula	984	984	1968	469	515	984
3. Mukto	625	645	1270	312	323	635
<i>Total</i>	3064	2991	6055	1546	1482	3028

**Table 3: Block wise Additional Enrolment by sex in 2008-09.**

Block	Age group 6 to 11			Age group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	418	442	860	342	230	572
2. Lumla	405	511	916	367	407	774
3. Mukto	279	281	560	200	217	417
<i>Total</i>	1102	1234	2336	909	854	1763

**Table 4: Block wise Adjusted Enrolment including overage – underage by sex 2008-09.**

The overage-underage rate in 6 to 11 age group is expected to be 5% both for boys and girls and 2% for boys and girls in 11 to 14 age group.

Block	Age group 6 to 11			Age group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1528	1430	2958	771	657	1428
2. Lumla	1033	1033	2066	474	525	999
3. Mukto	656	677	1333	315	329	644
<i>Total</i>	3217	3140	6357	1560	1511	3071

**Table 5: Block wise Adjusted Additional Enrolment of Boys and Girls in 2008-09**

Block	Age group 6 to 11			Age group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	491	510	1001	348	243	591
2. Lumla	454	560	1014	372	417	789
3. Mukto	310	313	623	203	223	426
<i>Total</i>	1255	1383	2638	923	883	1806

**Table 6: Block wise Annual Average growth rates of enrolment of Boys and Girls between 2001-02 to 2008-09.**

Block	Age group 6 to 11			Age group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	4.96	5.67	5.30	7.15	5.94	6.58
2. Lumla	7.50	10.26	8.80	17.45	20.51	18.97
3. Mukto	8.32	8.07	8.23	12.72	13.92	13.32
<i>Total</i>	6.37	7.52	6.93	10.62	11.63	10.88

**Table 7: Block wise yearly intake of boys and girls in primary section from 2001-02 to 2008-09.**

A.

Block	2001-2002			2002-2003			2003-2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1088	972	2060	1142	1027	2169	1199	1085	2284
2. Lumla	622	522	1144	669	575	1244	719	634	1353
3. Mukto	375	393	768	406	425	831	440	459	899
<i>Total</i>	2085	1887	3972	2217	2027	4244	2358	2178	4536

Block	2004-2005			2005-2006			2006-2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1259	1157	2406	1321	1212	2533	1387	1281	2668
2. Lumla	773	699	1472	831	771	1602	894	849	1743
3. Mukto	476	497	973	516	537	1053	559	580	1139
<i>Total</i>	2508	2353	4851	2668	2520	5188	2840	2710	5550

Block	2007-2008			2008-2009		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	1455	1353	2808	1528	1430	2958
2. Lumla	961	937	1898	1033	1033	2066
3. Mukto	605	627	1232	656	677	1333
<i>Total</i>	3021	2917	5938	3217	3140	6357

B.

Year	Tawang Block			Lumla Block			Mukto Block		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2001-2002	1088	972	2060	622	522	1144	375	393	768
2002-2003	1142	1027	2169	669	575	1244	406	425	831
2003-2004	1199	1085	2284	719	634	1353	440	459	899
2004-2005	1259	1147	2406	773	699	1472	476	497	973
2005-2006	1321	1212	2533	831	771	1602	516	537	1053
2006-2007	1387	1281	2668	894	849	1743	559	580	1139
2007-2008	1455	1353	2808	961	937	1898	605	627	1232
2008-2009	1528	1430	2958	1033	1033	2066	656	677	1333

**Table 8: Block wise yearly intake of Boys and Girls in Middle Section from 2001-02 to 2008-09.**

A.

Block	2001-2002			2002-2003			2003-2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	481	439	920	516	465	981	552	492	1044
2. Lumla	155	142	297	182	171	353	214	207	421
3. Mukto	138	132	270	155	151	306	174	171	345
<i>Total</i>	774	713	1487	853	787	1640	940	870	1810

Block	2004-2005			2005-2006			2006-2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	592	521	1113	634	552	1186	680	585	1265
2. Lumla	251	249	500	295	300	595	346	361	707
3. Mukto	197	195	392	222	223	445	250	254	504
<i>Total</i>	1040	965	2005	1151	1075	2226	1276	1200	2476

Block	2007-2008			2008-2009		
	Boys	Girls	Total	Boys	Girls	Total
1. Tawang	728	620	1348	780	657	1437
2. Lumla	406	436	842	478	525	1003
3. Mukto	282	289	571	318	329	647
<i>Total</i>	1416	1345	2761	1576	1511	3087

B.

Year	Tawang Block			Lumla Block			Mukto Block		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2001-2002	481	439	920	155	142	297	138	132	270
2002-2003	516	465	981	182	171	353	155	151	306
2003-2004	552	492	1044	214	207	421	174	171	345
2004-2005	592	521	1113	251	249	500	197	195	392
2005-2006	634	552	1186	295	300	595	222	223	445
2006-2007	680	585	1265	346	361	707	250	254	504
2007-2008	728	620	1348	406	436	842	282	289	571
2008-2009	780	657	1437	478	525	1003	318	329	647

**Table 9: Block wise total intake of Boys and Girls in Primary and Middle 2001-02 to 2008-09**

**'A' Primary Sections**

Year	Blocks			Total
	1. Tawang	2. Lumla	3. Mukto	
2001-2002	2060	1144	768	3972
2002-2003	2169	1244	831	4244
2003-2004	2284	1353	899	4536
2004-2005	2406	1472	973	4851
2005-2006	2533	1603	1053	5189
2006-2007	2668	1743	1139	5550
2007-2008	2808	1898	1232	5938
2008-2009	2958	2066	1333	6357

**'B' Middle Section.**

Year	Blocks			Total
	1. Tawang	2. Lumla	3. Mukto	
2001-2002	920	297	270	1487
2002-2003	981	353	306	1640
2003-2004	1044	421	345	1810
2004-2005	1113	500	392	2005
2005-2006	1186	595	445	2226
2006-2007	1265	707	504	2476
2007-2008	1348	842	571	2761
2008-2009	1437	1003	647	3087

**Table 10 :Block wise enrolment of Girls in Primary and Middle Section from 2001-02 to 2008-09.**

**'A' Primary.**

Block	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
1. Tawang	972	1027	1085	1147	1212	1281	1353	1430
2. Lumla	522	575	634	699	771	849	937	1033
3. Mukto	393	425	459	497	537	580	627	677
<b>Total</b>	<b>1887</b>	<b>2027</b>	<b>2178</b>	<b>2343</b>	<b>2520</b>	<b>2710</b>	<b>2917</b>	<b>3140</b>

**'B' Middle.**

Block	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
1. Tawang	439	465	492	521	552	585	620	657
2. Lumla	142	171	207	249	300	361	436	525
3. Mukto	132	151	171	195	223	254	289	329
<b>Total</b>	<b>713</b>	<b>787</b>	<b>870</b>	<b>965</b>	<b>1075</b>	<b>1200</b>	<b>1345</b>	<b>1511</b>
<b>G/Total</b>	<b>2600</b>	<b>2814</b>	<b>3048</b>	<b>33308</b>	<b>3595</b>	<b>3910</b>	<b>4262</b>	<b>4651</b>

## ESTIMATION OF FORMAL SCHOOLS, NFE CENTRES, UPGRADATION AND TEACHER REQUIREMENT

The district of Tawang is sparsely populated having numerous small habitations located in far-flung area in very difficult terrains. Only 34% of the habitations have access to schooling facilities. About 60% of the habitations having no schooling facilities in the district do not fulfill the requisite populations norm of 250 person for opening new school. The NFE centers community schools will not be successful in the remote areas due to non - availability of eligible instructor locally. Therefore, to make education expand well and reach the potential areas and beneficiaries we have identified few habitations and cluster of habitation for opening new primary schools. Community school and up-gradation of Primary to Middle. Besides there are few temporary and shifting habitations of GREF laborers having many non-enrolled children due to noo-accessibility of schooling facilities. They will be provided with NFE centers and after the Pre-Primary stage they will be admitted in the nearest government residential school.

The infrastructure is one of the most important aspects and plays key role in expansion and development of education. Pucca school buildings and teachers quarters are the main factors in functioning of schools in this very cold mountainous district . Hence strengthening of the existing schools without pucca building with new school buildings and teachers quarters are included in the plan . The failure to achieve targets can largely be attributed to lack of facilities in the existing schools.

Availability of sufficient teacher in school is must to ensure effective and efficient teaching. The teacher pupil ratio of the district is 1: 29 but still this district faces acute shortage of teachers. Every effort has been done re-distribution of teachers etc, but many schools still have only 1 teacher. Hence the state norm of teacher pupil ratio of 1:30 will be followed in the plan period but for the proposed new school- 2 teachers for each new primary and 3 additional teacher for primary schools to be upgraded to middle is required.

The non-enrolled and dropout rates are very high specially in Lumla and Mukto blocks our effort will be to bring down to rates to 5% and 2.5% in 6 to 11 age group and 10% and 5% in 11 to 14 age group. Thus the gross enrollment ratio and retention will go out to 95% by the end of the plan period.



**Table 1: Block wise & Location wise formal primary schools to be established in 2001-2002**

<i>Block</i>	<i>Name of Habitations /Cluster of habitations</i>	<i>Popula- tion</i>	<i>Children 6 to 14 years.</i>	<i>Name of the nearest School</i>	<i>Distance</i>	<i>Schooling failing if any</i>
1. Tawang	1. Bomldir	261	63	Namet Pry.	2 km	
	2. Khamba	246	49	Lhou Sec.	1 km	
	3. Khinmey	112	24	Kakaling Pry	4 km	Community School
	4. Khartoot Gyamkhar	265	63	Lemberdung Sec.	1.5 km	Community School
	5. Tsaigher-Gyada	204	56	Yusum Pry.	1.5 km	Community School
	6. Regyang- Krekyang	292	62	Lhou Sec.	1.5 km	
	7. Audung-Baighar	200	45	Kitpi M.E.	2 km	Community School
2. Lumla	1. Kumithang- Pharmey	283	49	Hoongla Pry.	1 km	Community School
	2. Muchut-Dung	240	47	Gorsam M.E.	3 km	Community School
	3. Darmaling- Marme-Usar	231	46	Guntse M.E.	1 km	
	4. Sangher- Lunchang	290	60	Naintsering Pry.	1 km	
3. Mlukto	1. New Kharsa	354	77	Old Kharsa Pry.	1 km	
	2. Jang	302	80	Yuthumbu Sec	2 km	
	3. Luguthagn	52	13	Thingbu	24 km	

**Table 2: Block wise & location wise up-gradation of primary schools required in 2001-2001**

<i>Block</i>	<i>Name of Primary School</i>	<i>Enrolment</i>	<i>Feeder Schools &amp; habitations covered</i>
1. Tawang	Kakaling Primary	173	Changbu, Khinmey, Kakaling, HDS Colony and Nehru Market
2. Lumla	Gispu Primary	112	Gispu, shakti, Sherbang
3. Mukto	Thingbu Primary	61	Thingbu, Mago and Luguthang

**Table 3: Block wise & location wise community Schools (NFEs) required to be established in 2001-2001**

<i>Block</i>	<i>Habitation</i>	<i>Population</i>	<i>Children 3 to 11</i>	<i>Nearest School</i>	<i>Distance</i>
1. Tawang	1. Kuding	124	34	Pamaghar M.E.	2 km
	2. Langputse	110	20	Namet Pry.	1 km
	3. Shernup	97	25	Kitpi	2 km
	4. Lebrang	94	13	H.Q. Pry.	1 km
	5. Khalangchhe	93	17	Lhou Sec.	2.5 km
	6. Grengher-Kremgher	72	14	Surbi Pry.	2 km
2. Lumla	1. Lhoudung	147	18	Chellengdung Pry	1.5 km
	2. Marmang	102	27	Saleynr Pry.	1 km
	3. Buri	98	12	Bleting Pry.	1.5 km
	4. Ramyang	68	14	Dongmaring Pry.	1.5 km
	5. Brokenthang	67	14	Soktsen Pry.	1.5 km
	6. Soleng	83	18	Lumla Sec.	1 km
	7. Zero Point	187	23	Mangnam Pry.	1 km.
3. Mukto	1. Duri	123	16	Mago Pry.	1.5 km
	2. Marmang	70	15	Dungzee Pry.	2 km
	3. Tsacho	43	11	Rho Middle	4.5 km
	4. Brokser GG	58	13	Jangda Pry.	3 km.

**Table 4: Block wise required number of Middle School, Primary and NFEs in 2001-2001**

<i>Block</i>	<i>Up gradation of Primary to Middle</i>	<i>No. of Primary School required</i>	<i>No. of NFEs required</i>
1. Tawang	1	7	6
2. Lumla	1	4	7
3. Mukto	1	3	4
<i>Total</i>	3	14	17

**Table 5: Block wise required no of School buildings, Classroom Extention, Community School Building and Teachers quarter in 2001-2001**

<i>Block</i>	<i>School Building for New Schools</i>	<i>School Building for existing School</i>	<i>Teachers qtr for New s &amp; upgraded school</i>	<i>Teacher qtr. For existing school</i>	<i>Extension of 3 classroom for New Middle</i>	<i>Community school (NFEs) building.</i>
Tawang	7	4	8	12	1	6
Lumla	4	10	5	15	1	7
Mukto	3	8	4	12	1	4
<i>Total</i>	14	22	16	39	3	17

**Table 6: Block wise & Year wise Primary Teachers required during 2001-2002 to 2008-2009**

<i>Block</i>	<b>No. of Teachers required</b>								<i>No. of existing teachers</i>
	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	
1. Tawang	69	72	76	80	84	89	94	97	67
2. Lumla	38	41	45	49	53	58	63	69	36
3. Mukto	26	28	30	32	35	38	41	44	27
<i>Total</i>	133	141	151	161	172	185	198	210	130

**Table7: Block wise & year wise additional teachers required from 2001-2002 to 2008-2009**

<i>Block</i>	<b>Additional Teachers required.</b>								<i>Total No. of additional teachers</i>	<i>Existing No. of Teachers</i>
	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>		
1. Tawang	2	3	4	4	4	5	5	3	30	67
2. Lumla	2	3	4	4	4	5	5	6	33	35
3. Mukto	0	1	2	2	3	3	3	3	17	27
<i>Total</i>	4	7	10	10	11	13	13	12	80	130

**Table 8: Block wise net additional teachers required for the first year 2001-2002 including the new primary schools to established at the rate of 2 teachers per primary school.**

<i>Block</i>	<b>Net Additional Teachers required</b>		
	<i>For New Primary Schools</i>	<i>As per table No. 7</i>	<i>Total</i>
1. Tawang	14	1	15
2. Lumla	8	2	8
3. Mukto	6	0	6
<i>Total</i>	28	3	29

**Table 9: Block wise & year wise cumulative no. of primary teachers required from 2001-2002 to 2008-2009**

Block	Number of total teachers required							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
1.Tawang	16	19	23	27	31	36	41	44
2. Lumla	10	13	17	31	25	30	35	41
3. Mukto	6	7	9	11	14	17	21	23
<b>Total</b>	<b>32</b>	<b>39</b>	<b>49</b>	<b>59</b>	<b>70</b>	<b>83</b>	<b>106</b>	<b>108</b>

**Table 10: Block wise & year wise Middle teachers required during 2001-2002 to 2008-2009 as per the state norm of 1:30 teacher pupil ratio.**

Block	No. of Teachers required								No. of existing teachers
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
1. Tawang	31	33	35	37	40	42	45	48	33
2. Lumla	10	12	14	17	20	24	28	33	18
3. Mukto	9	10	12	13	15	17	19	22	12
<b>Total</b>	<b>50</b>	<b>55</b>	<b>61</b>	<b>67</b>	<b>75</b>	<b>83</b>	<b>92</b>	<b>103</b>	<b>63</b>

**Table 11: Block wise & year wise additional Middle teachers required from 2001-2002 to 2008-2009**

Block	Additional Teachers required.								Total No. of additional teachers	Existing No. of Teachers
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		
1.Tawang	0	0	2	2	3	2	3	3	15	33
2. Lumla	0	0	0	0	2	4	4	5	15	18
3. Mukto	0	0	0	1	2	2	2	3	10	12
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>40</b>	<b>63</b>

**Table 12 :Block wise net additional Middle teachers required in the first year 2001-2002 including up gradation of Primary to Middle in 2001-2002 at the rate of 3 teacher each.**

Block	Net Additional Teachers required		
	For New Primary Schools	As per table No. 11	Total
1.Tawang	3	0	3
2. Lumla	3	0	3
3. Mukto	3	0	3
<b>Total</b>	<b>9</b>	<b>0</b>	<b>9</b>

**Table 13 :Block wise & Year wise cumulative number of middle teachers required from 2001-2002 to 2008-2009**

<i>Block</i>	<b>Number of total teachers required</b>							
	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>
1. Tawang	3	3	5	7	10	12	15	18
2. Lumla	3	3	3	3	5	9	13	18
3. Mukto	3	3	3	4	6	8	10	13
<b>Total</b>	9	9	11	14	21	29	38	49

The major concern of “ Education for All” is female literacy. There is very poor enrolment, poor retention and very high dropouts of girls in the elementary level due to various reasons. The girls should be specifically given some incentives to encourage and attract them to school. As this district is one of the remotest boarder district of India having severe cold climate the girls of this district should be given free cold weather uniforms at the rate of Rs. 275/- per girl at elementary level.

**Table : 14 Block wise and Year wise expected enrollment of Girls in Primary & Middle from 2001-2002 to 2008-2009**

<b>Year</b>	<b>Block</b>			<b>Total</b>
	<i>Tawang</i>	<i>Lumla</i>	<i>Mukto</i>	
2001-2002	1411	664	525	2600
2002-2003	1492	746	576	2814
2003-2004	1577	841	630	3048
2004-2005	1668	948	692	3308
2005-2006	1764	1071	760	3595
2006-2007	1866	1210	834	3910
2007-2008	1973	1373	916	4262
2008-2009	2087	1558	1006	4651

## COSTING OF THE PLAN

### COST INDEX

#### Non-recurring cost:-

(i) 3 classroom Primary school building- ( as per DRDA rates)	Rs. 6,00,000
(ii) NFEC- Community school building- ( as per DRDA rates )	Rs. 2,00,000
(iii) 3 Classroom Extension for Up-gradation Middle - (as per DRDA rates)	Rs. 4,00,000
(iv) Teachers quarter- 2 room bachelor barrack- (as per DRDA rates)	Rs. 4,00,000
(v) Toilet for Girls and Boys (as per DRDA rates)-	Rs. 20,000
(vi) Drinking water facilities (as per DRDA rates)-	Rs. 15,000

#### Recurring cost :-

(i) Primary school teacher –Assistant teacher- (basic pay 4500/- + Allowances)	Rs. 7,000 Pm.
(ii) Middle school teacher- Junior teacher- (basic pay 5500/- + Allowances)-	Rs. 8,500 Pm
(iii) Honorarium & running expenditure of community school institutions	Rs. 1,500 Pm
(iv) Free Uniform to Girls from Gd-I to Gd-VIII @	Rs. 275.00
(v) Teaching cost (Furniture, TLM etc) will be 10% of the teacher cost.	
(vi) Inspection cost will be 2% of the total recurring cost	

**Table 1: (A) Construction of New School Building, Extension of 3 Class room, Construction of NFE Centre Building and construction of Teacher Quarter in 2001-02.**

<i>Block</i>	<i>New Pry. School Building</i>	<i>3 Class room Extension for Middle</i>	<i>NFE Centre Community School Building</i>	<i>Teachers Quarter</i>	<i>Total Cost.</i>
1. Tawang	42,00,000	4,00,000	12,00,000	32,00,000	90,00,000
2. Lumla	24,00,000	4,00,000	14,00,000	20,00,000	62,00,000
3. Mukto	18,00,000	4,00,000	8,00,000	16,00,000	46,00,000
<b>Total</b>	84,00,000	12,00,000	34,00,000	68,00,000	1,98,00,000

**Table 1: (b) Strengthening of existing Schools to be taken up in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year i.e. 2002-03, 2003-04 and 2004-05.**

**(i) 2002-03**

<i>Block</i>	<i>New School Building</i>	<i>Teacher Quarter</i>	<i>Toilet</i>	<i>Drinking Water</i>	<i>Total Cost.</i>
1.Tawang	12,00,000	16,00,000	60,000	45,000	29,05,000
2. Lumla	24,00,000	20,00,000	80,000	60,000	45,40,000
3. Mukto	18,00,000	16,00,000	80,000	45,000	35,25,000
<i>Total</i>	54,00,000	52,00,000	2,20,000	1,50,000	1,09,70,000

**(ii) 2003-04**

<i>Block</i>	<i>New School Building</i>	<i>Teacher Quarter</i>	<i>Toilet</i>	<i>Drinking Water</i>	<i>Total Cost.</i>
1.Tawang	6,00,000	16,00,000	60,000	30,000	22,90,000
2. Lumla	18,00,000	20,00,000	80,000	45,000	39,25,000
3. Mukto	18,00,000	16,00,000	60,000	45,000	35,05,000
<i>Total</i>	42,00,000	52,00,000	2,00,000	1,20,000	96,20,000

**(iii) 2004-05**

<i>Block</i>	<i>New School Building</i>	<i>Teacher Quarter</i>	<i>Toilet</i>	<i>Drinking Water</i>	<i>Total Cost.</i>
1.Tawang	6,00,000	16,00,000	20,000	30,000	22,50,000
2. Lumla	18,00,000	20,00,000	80,000	45,000	39,25,000
3. Mukto	12,00,000	16,00,000	60,000	30,000	28,90,000
<i>Total</i>	36,00,000	52,00,000	1,60,000	1,05,000	89,65,000

**Table 2 : Additional Cost of Recurring Expenditure if Primary and NFE Centre for 8 Year Plan Period 2001-02 to 2008-09.**

**A. 2001-02**

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1.Tawang	13,44,000	1,34,400	1,08,000	15,86,400	31,728	16,18,128
2. Lumla	8,40,000	84,000	1,26,000	10,50,000	21,000	10,71,000
3. Mukto	5,04,000	50,400	72,000	6,26,400	12,528	6,38,928
<i>Total</i>	26,88,000	2,68,800	3,06,000	32,62,800	65,256	33,28,056

## B.2002-03

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	15,96,000	1,59,600	1,08,000	18,63,600	37,272	19,00,872
2. Lumla	10,92,000	1,09,200	1,26,000	13,27,200	26,544	13,53,744
3. Mukto	5,88,000	58,800	72,000	7,18,800	14,376	7,33,176
<b>Total</b>	<b>32,76,000</b>	<b>3,27,600</b>	<b>3,06,000</b>	<b>39,09,600</b>	<b>78,192</b>	<b>39,87,792</b>

## C. 2003-04.

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	19,32,000	1,93,200	1,08,000	22,33,200	44,664	22,77,864
2. Lumla	14,28,000	1,42,800	1,26,000	16,96,800	33,936	17,30,736
3. Mukto	7,56,000	75,600	72,000	9,03,600	18,072	9,21,672
<b>Total</b>	<b>41,16,000</b>	<b>4,11,600</b>	<b>3,06,000</b>	<b>48,33,600</b>	<b>96,672</b>	<b>49,30,272</b>

## D. 2004-05

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	22,68,000	2,26,800	1,08,000	26,02,800	52,056	26,54,856
2. Lumla	17,64,000	1,76,400	1,26,000	20,66,400	41,328	21,07,728
3. Mukto	9,24,000	92,400	72,000	10,88,400	21,768	11,10,168
<b>Total</b>	<b>49,56,000</b>	<b>4,95,600</b>	<b>3,06,600</b>	<b>57,57,600</b>	<b>1,15,152</b>	<b>58,72,752</b>

## E. 2005-06.

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	26,04,000	2,60,400	1,08,000	29,72,400	59,448	30,91,848
2. Lumla	21,00,000	2,10,000	1,26,000	24,36,000	48,720	24,84,720
3. Mukto	11,76,000	1,17,600	72,000	13,65,600	27,312	13,92,912
<b>Total</b>	<b>58,80,000</b>	<b>5,88,000</b>	<b>3,06,000</b>	<b>67,74,000</b>	<b>1,35,480</b>	<b>69,09,480</b>



F. 2006-07

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	30,24,000	3,02,400	1,08,000	31,64,400	63,288	32,27,688
2. Lumla	25,20,000	2,52,000	1,26,000	28,98,000	57,960	29,55,960
3. Mukto	14,28,000	1,42,800	72,000	16,42,800	32,856	16,75,656
<b>Total</b>	<b>69,72,000</b>	<b>6,97,000</b>	<b>3,06,000</b>	<b>77,05,200</b>	<b>1,54,104</b>	<b>78,59,304</b>

G. 2007-08

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	34,44,000	3,44,400	1,08,000	38,96,400	77,928	39,74,328
2. Lumla	29,40,000	2,94,000	1,26,000	33,60,000	67,200	34,27,200
3. Mukto	16,80,000	1,68,000	72,000	19,20,000	38,400	19,58,400
<b>Total</b>	<b>80,64,000</b>	<b>8,06,400</b>	<b>3,06,000</b>	<b>91,76,400</b>	<b>1,83,528</b>	<b>93,59,928</b>

H. 2008-09

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Cost of NFE Centre</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	36,96,000	3,69,600	1,08,000	41,73,600	83,472	42,57,072
2. Lumla	34,44,000	3,44,400	1,26,000	39,14,400	78,288	39,92,688
3. Mukto	19,32,000	1,93,200	72,000	21,97,200	43,944	22,41,144
<b>Total</b>	<b>90,72,000</b>	<b>9,07,200</b>	<b>3,06,000</b>	<b>1,02,85,200</b>	<b>2,05,704</b>	<b>1,04,90,904</b>

For Middle section it is emphasize that qualified Science Graduate will be recruited and their salary will be as per the salary of Junior Teacher at the scale of Rs. 5500+Allowances. It will come to Rs. 8500 per month.

**Table 3 : Additional Cost of Recurring Expenditure of Middle Section for 8 Year Plan Period – 2001-02 to 2008-09**

A. 2001-02.

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	3,06,000	30,600	3,36,600	6,732	3,43,332
2. Lumla	3,06,000	30,600	3,36,600	6,732	3,43,332
3. Mukto	3,06,000	30,600	3,36,600	6,732	3,43,332
<b>Total</b>	<b>9,18,000</b>	<b>91,800</b>	<b>10,09,800</b>	<b>20,196</b>	<b>10,29,996</b>

B. 2002-03

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	3,06,000	30,600	3,36,600	6,732	3,43,332
2. Lumla	3,06,000	30,600	3,36,600	6,732	3,43,332
3. Mukto	3,06,000	30,600	3,36,600	6,732	3,43,332
<b>Total</b>	<b>9,18,000</b>	<b>91,800</b>	<b>10,09,800</b>	<b>20,196</b>	<b>10,29,996</b>

C. 2003-04

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	5,10,000	51,000	5,61,000	11,220	5,72,220
2. Lumla	3,06,000	30,600	3,36,600	6,732	3,43,332
3. Mukto	3,06,000	30,600	3,36,600	6,732	3,43,332
<b>Total</b>	<b>11,22,000</b>	<b>1,12,200</b>	<b>12,34,200</b>	<b>24,684</b>	<b>12,58,884</b>

D. 2004-05

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	7,14,000	71,400	78,5,400	15,708	8,01,108
2. Lumla	3,06,000	30,600	3,36,600	6,732	3,43,332
3. Mukto	4,08,000	40,800	4,48,800	8,976	4,57,776
<b>Total</b>	<b>14,28,000</b>	<b>14,2,800</b>	<b>15,70,800</b>	<b>31,416</b>	<b>12,93,216</b>

## E. 2005-06.

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	10,20,000	1,02,000	11,22,000	22,440	11,44,440
2. Lumla	5,10,000	51,000	5,61,000	11,220	5,72,220
3. Mukto	6,12,000	61,200	6,73,200	13,464	6,86,664
<b>Total</b>	<b>21,42,000</b>	<b>2,14,200</b>	<b>23,56,200</b>	<b>47,124</b>	<b>24,03,324</b>

## F. 2006-07

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	12,24,000	1,22,400	13,46,400	26,928	13,73,328
2. Lumla	9,18,000	91,000	0,09,800	20,196	10,29,996
3. Mukto	8,16,000	81,600	8,97,600	17,952	9,15,552
<b>Total</b>	<b>29,58,000</b>	<b>2,95,800</b>	<b>32,53,800</b>	<b>65,076</b>	<b>33,18,876</b>

## G. 2007-08

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	15,30,000	1,53,000	16,83,000	33,660	17,16,660
2. Lumla	13,26,000	1,32,600	14,58,600	29,172	14,87,772
3. Mukto	10,20,000	1,02,000	11,22,000	22,440	11,44,440
<b>Total</b>	<b>38,76,000</b>	<b>3,87,600</b>	<b>42,63,600</b>	<b>86,272</b>	<b>43,48,872</b>

## H. 2008-09

<i>Block</i>	<i>Additional Teacher Cost</i>	<i>Additional Non-teacher cost</i>	<i>Total Recurring Cost</i>	<i>Inspection Cost</i>	<i>Total Cost</i>
1. Tawang	18,36,000	1,83,600	20,19,600	40,392	20,59,992
2. Lumla	18,36,000	1,83,600	20,19,600	40,392	20,59,992
3. Mukto	13,26,000	1,32,600	14,58,600	29,172	14,87,772
<b>Total</b>	<b>49,98,000</b>	<b>4,99,800</b>	<b>54,97,800</b>	<b>1,09,956</b>	<b>56,07,756</b>

**Table 4: Block wise and year wise cost of Uniform for girls from 2001-02 to 2008-09**

Block	Year							
	2001-02		2001-03		2003-04		2004-05	
	CGU	INSPC	CGU	INSPC	CGU	INSPC	CGU	INSPC
1.Tawang	3,88,025	7,761	4,10,300	8,206	43,3675	8,674	4,58,700	9,174
2.Lumla	1,82,600	3,652	2,05,150	4,103	2,31,275	2,626	2,60,700	5,214
3.Mukto	1,44,375	2,888	1,58,400	3,168	1,73,250	3,465	1,90,300	3,806
<b>Total</b>	<b>7,14,990</b>	<b>14,301</b>	<b>7,73,850</b>	<b>15,477</b>	<b>8,38,200</b>	<b>16,765</b>	<b>9,09,700</b>	<b>18,194</b>

Block	Year							
	2005-06		2006-07		2007-08		2008-09	
	CGU	INSPC	CGU	INSPC	CGU	INSPC	CGU	INSPC
1.Tawang	4,85,100	9,702	5,13,150	10,263	5,42,575	10,852	5,73,925	11,479
2.Lumla	2,94,525	5,891	3,32,750	6,655	3,77,575	7,552	4,28,450	8,569
3.Mukto	2,09,000	4,180	2,29,350	4,587	2,51,900	5,038	2,76,650	5,533
<b>Total</b>	<b>9,88,625</b>	<b>1,9,773</b>	<b>10,75,250</b>	<b>21,505</b>	<b>11,72,050</b>	<b>23,442</b>	<b>12,79,025</b>	<b>25,581</b>

**Table 5: Item wise total recurring cost of universalizing elementary Education in Tawang District from 2001-02 to 2008-09**

Year	ATC	ANTC	CNFEC	CGU	TRC	INSPC	Total Cost
2001-02	36,06,000	3,60,600	3,06,000	7,14,990	49,87,590	99,752	48,87,342
S2002-03	41,94,000	4,19,400	3,06,000	7,73,850	56,93,250	1,13,865	58,07,115
2003-04	52,38,000	5,23,800	3,06,000	8,38,200	69,06,000	1,38,120	70,44,120
2004-05	63,84,000	6,38,400	3,06,000	9,09,700	82,38,100	1,64,762	84,02,862
2005-06	80,22,000	8,02,200	3,06,000	9,88,625	1,01,18,825	2,02,377	1,03,21,20
2006-07	99,30,000	9,93,000	3,06,000	10,75,250	1,23,04,250	2,46,085	1,25,50,335
2007-08	11,94,000	1,19,400	3,06,000	11,72,050	1,46,12,050	2,92,241	1,49,04,291
2008-09	1,40,70,000	14,07,000	3,06,000	12,79,025	1,70,62,025	3,41,241	1,74,03,266
<b>Total</b>	<b>6,33,84,000</b>	<b>63,38,400</b>	<b>2,44,800</b>	<b>77,51,190</b>	<b>7,99,22,090</b>	<b>15,98,442</b>	<b>8,15,20,532</b>

**Table 6: Item wise Non-recurring costs of universalizing Elementary Education in Tawang District from 2001-02 to 2008-09.**

Year	School building	3 Class room Extens-ion	NFE Centre building	Teacher Quarter	Toilet	Drinking Water	Total Cost
2001-02	84,00,000	12,00,000	34,00,000	68,00,000			1,98,00,000
2002-03	54,00,000			52,00,000	2,20,000	1,50,000	1,09,70,000
2003-04	42,00,000			52,00,000	2,20,000	1,20,000	97,20,000
2004-05	36,00,000			52,00,000	1,60,000	1,05,000	90,65,000
<b>Total</b>	<b>2,16,00,000</b>	<b>12,00,000</b>	<b>34,00,000</b>	<b>2,24,00,000</b>	<b>5,80,000</b>	<b>3,75,000</b>	<b>4,95,55,000</b>

It is envisaged that each primary and Middle teacher of the district will be in-service trained to achieve qualitative education. Hence the teachers of this district will be trained twice during the Plan Period of 8 years. As this district do not have a DIET, the teachers will be sent to DIET, Primary West Kameng District once and once at District HQ with the help of DIET Dirang and SIE Changlang.

**Table : 7 Block wise of Existing Teachers and expected teacher during 2001-02 to 2008-09.**

<i>Block</i>	<i>Existing No. of Teachers</i>	<i>Expected No. of Teachers from 2001-02 to 2008-09</i>	<i>Total</i>
<b>1. Tawang</b>	100	65	165
<b>2. Lumla</b>	54	62	116
<b>3. Mukto</b>	39	39	78
<i>Total</i>	193	166	359

*The teachers will be trained as per following*

1. 4 batches comprising of 15 teacher from 2001-02 to 2004-05 i.e. 1<sup>st</sup> 4<sup>th</sup> years.
2. 3 batches comprising of 10 teacher in 2005-06 & 2006-2007 5<sup>th</sup> years.
3. 2 batches comprising of 10 teacher from 2007-08 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> years.
4. 3 batches comprising of 10 teacher in 2008-2009

*Financial implication (DIET Training)*

1. T.A. for Teachers @ 200X2 = 400/- Per Trainee.
2. D.A. for Teacher @ 85X10 = 850/- Per Trainee.
3. Stationary and Reading Matrials @ Rs. 1500/- per Trainings.
4. Contingency and Miscillineous @ 2500/- per training.

**Table 8 :Year wise cost of Teachers Training at DIET from 2001-02 to 2008-09.**

A.

Year	TA for Teacher	DA for Teacher	Stationary and Reading materials	Contingency and miscellaneous	Total
2001-02	24,000	51,000	6,000	10,000	91,000
2002-03	24,000	51,000	6,000	10,000	91,000
2003-04	24,000	51,000	6,000	10,000	91,000
2004-05	24,000	51,000	6,000	10,000	91,000
2005-06	12,000	25,500	4,500	7,500	49,500
2006-07	12,000	25,500	4,500	7,500	49,500
2007-08	8,000	17,000	3,000	5,000	33,000
2008-09	12,000	25,500	4,500	7,500	49,500
<b>Total</b>	<b>1,40,000</b>	<b>2,97,500</b>	<b>40,500</b>	<b>67,500</b>	<b>5,45,500</b>

*Financial implication (District Level Training)*

1. TA for Teacher @ 50X2 = 100/- Per head
2. DA for Teacher @ 85X7 = 595/- Per head
3. TA for resource person @ 500X2 = 1000/-
4. DA for resource person @ 385X10 = 3850/-
5. Stationary and reading material @ 1500/- per training
6. Contingency and Miscellaneous @ 2500/- per training.

B.

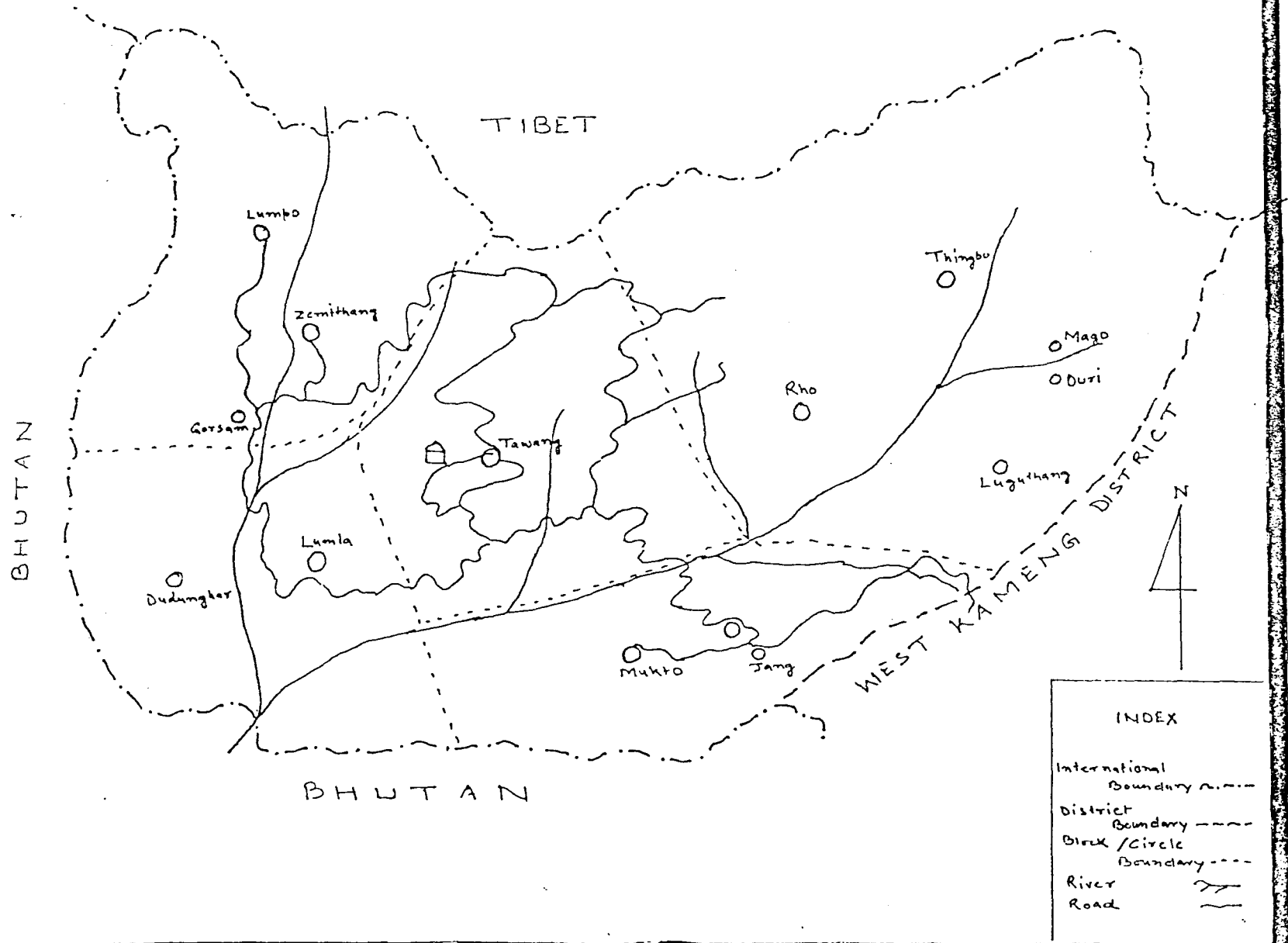
Year	TA for Teacher	DA for Teacher	TA for Resource person	DA for resource person	Stationary and reading materials	Contingency and miscellaneous	Total
2001-02	6,000	35,700	12,000	36,600	6,000	10,000	1,06,300
2002-03	6,000	35,700	12,000	36,600	6,000	10,000	1,06,300
2003-04	6,000	35,700	12,000	36,600	6,000	10,000	1,06,300
2004-05	6,000	35,700	12,000	36,600	6,000	10,000	1,06,300
2005-06	3,000	17,850	9,000	27,450	4,500	7,500	69,300
2006-07	3,000	17,850	9,000	27,450	4,500	7,500	69,300
2007-08	2,000	11,900	6,000	18,300	3,000	5,000	46,200
2008-09	3,000	17,850	9,000	27,450	4,500	7,500	69,300
<b>Total</b>	<b>35,000</b>	<b>2,08,250</b>	<b>81,000</b>	<b>2,47,050</b>	<b>40,500</b>	<b>67,500</b>	<b>6,79,300</b>

Total of 'A' and 'B' = 12,24,800

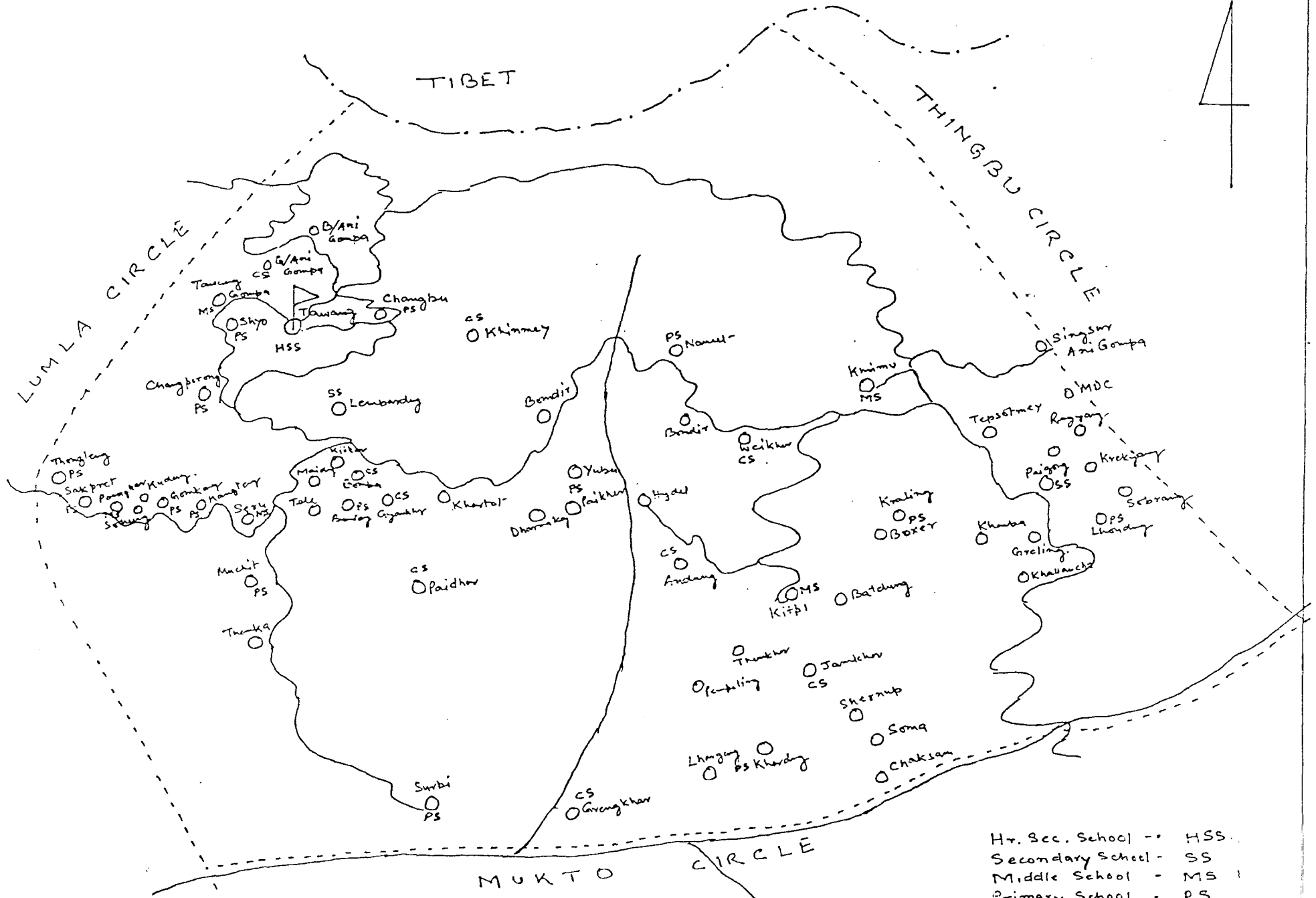
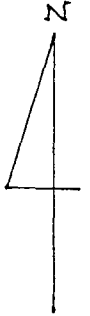
**Table 9 : Grand Total Cost of the plan from 2001-02 to 2008-2009**

Functional Areas	Total Cost (Rs)
<b>A. Recurring</b>	
1. Elementary Education	7,35,24,542
2. Non-Formal Education	2,44,800
3. Incentive for Girls	77,51,190
4. Teachers Training	12,24,800
<b>Total</b>	<b>8,27,45,332</b>
<b>B. Non Recurring</b>	
1. Civil Works	4,95,55,000
<b>Grand Total</b>	<b>13,23,00,332</b>

# MAP OF TAWANG DISTRICT

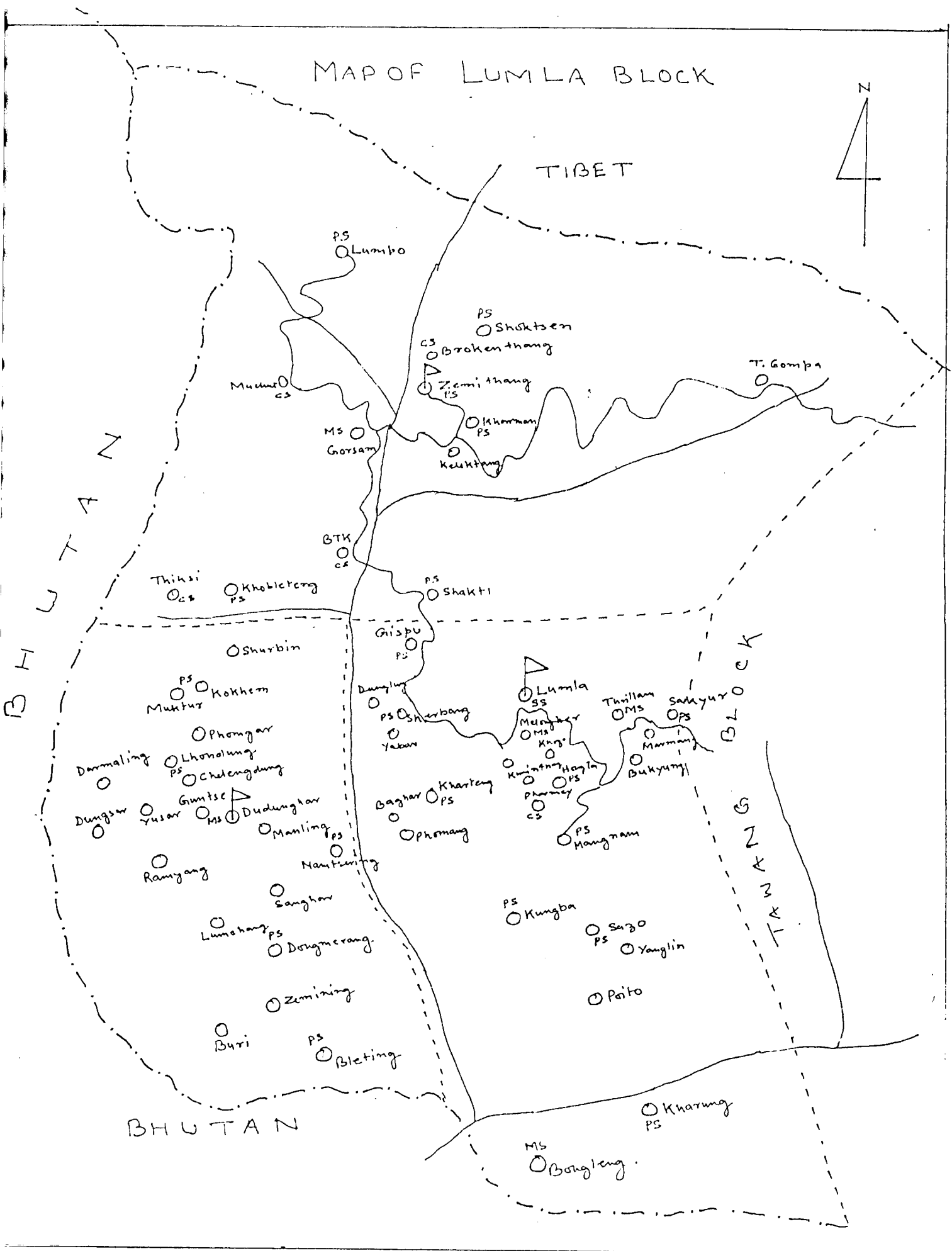


# MAP OF TAWANG BLOCK

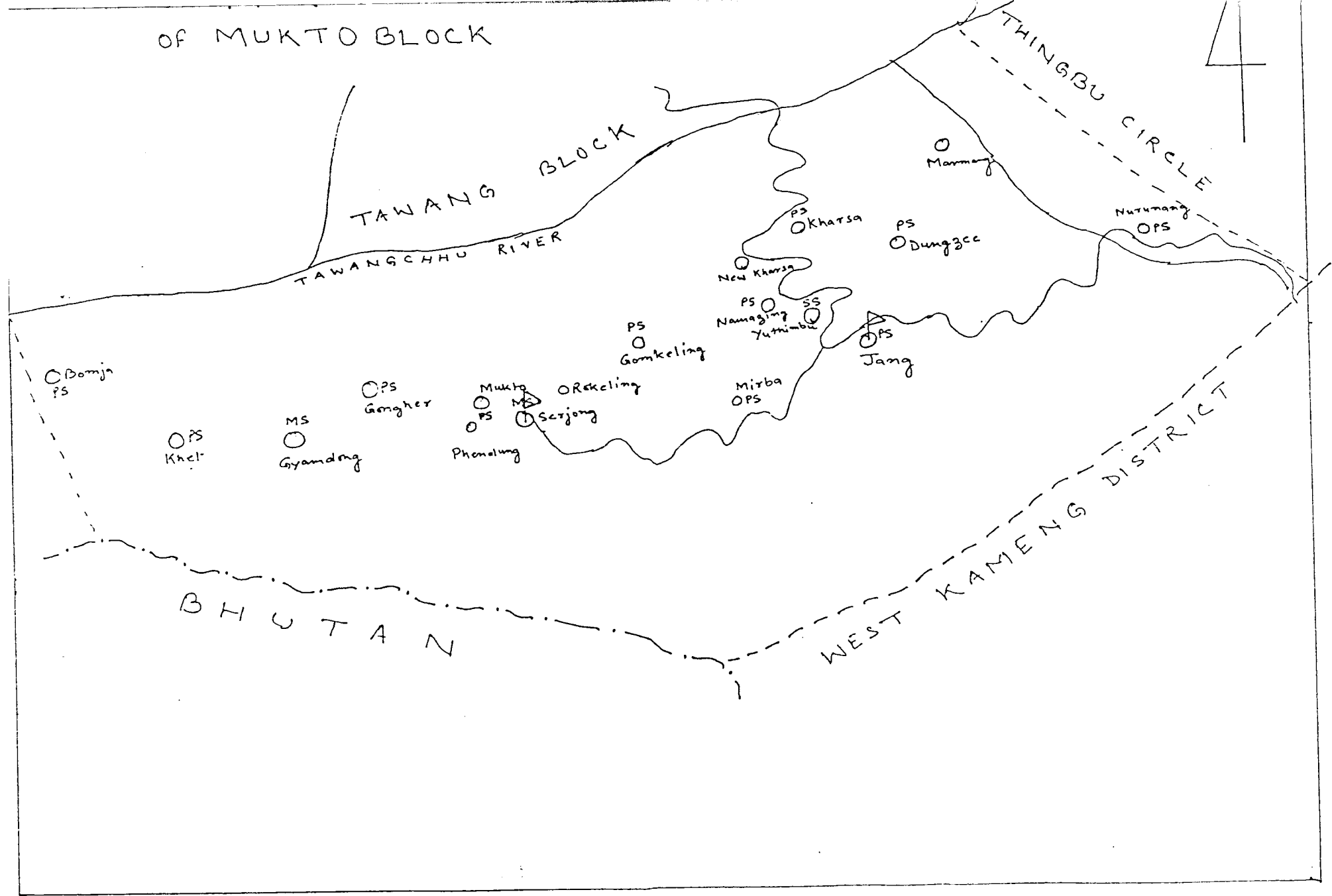


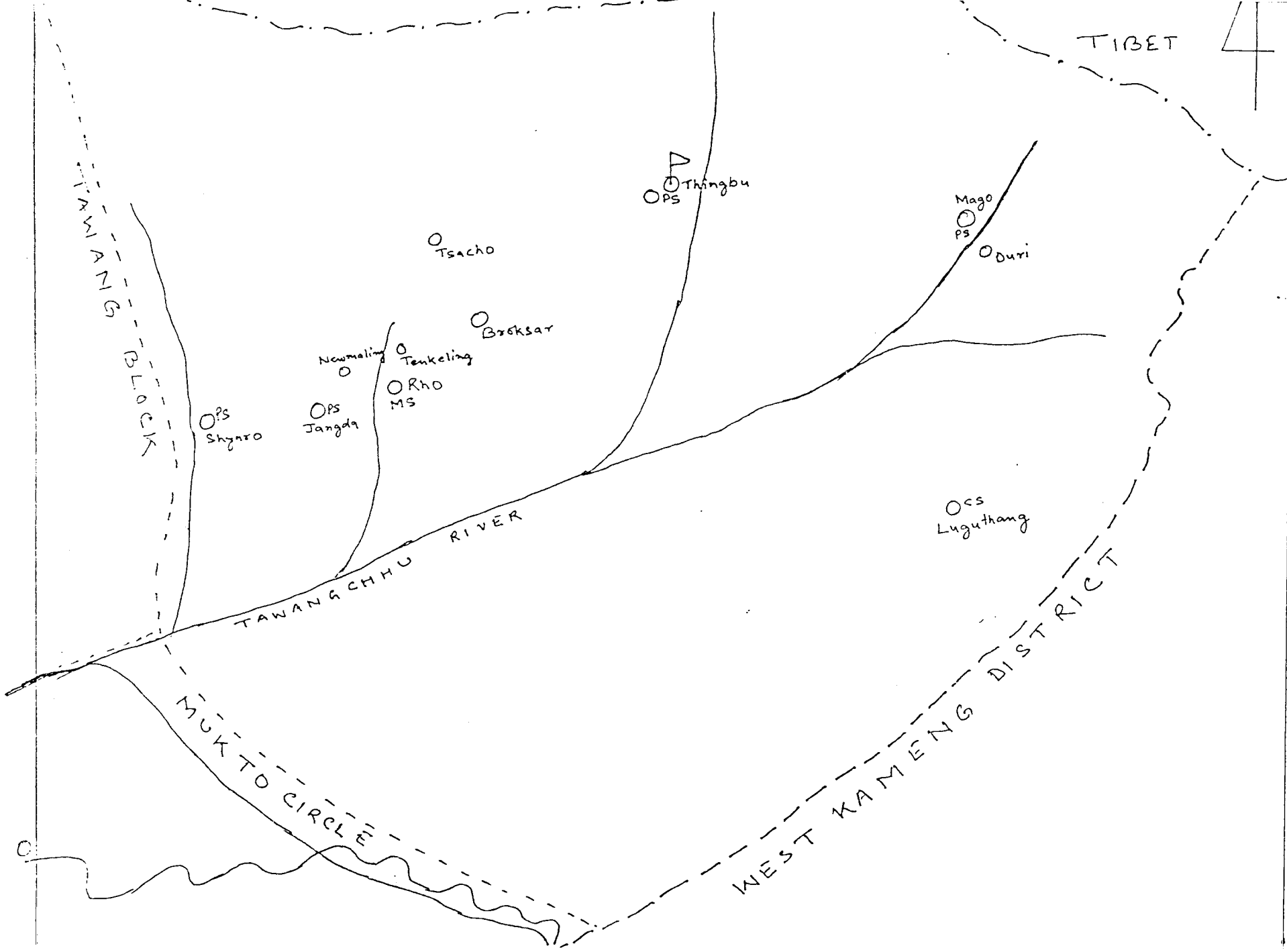


# MAP OF LUMLA BLOCK



# OF MUKTO BLOCK





TIBET



TAWANG BLOCK

△  
○ PS Thingbu

○ Tsacho

○ PS Mago

○ Duri

○ Broksar

○ Newmaling  
○ Tenkeling

○ Rho MS

○ PS Shyaro

○ PS Jangda

○ Ocs Luguthang

TAWANG CHHU RIVER

MUK TO CIRCLE

WEST KAMENG DISTRICT

○



**ANNUAL WORK PLAN & BUDGET PROPOSAL**  
*of*  
**SARVA SHIKHA ABHIYAN – 2001-02**



*for*  
**TAWANG DISTRICT**  
**(Arunachal Pradesh)**



## INTRODUCTION

Tawang district of Arunachal Pradesh has a population of 28287 as per census 1991 out of which male population is 15338 and female population is 12949. Out of the total population, 22338 people are schedule tribe and 55 are schedule caste. The entire district has hilly terrain with high mountains

The total numbers of habitations including hamlets is 226. Most of the habitations are far away from each other and majority of these habitations are inaccessible due to hilly terrain with rivers and rivulets which remains cut off during the rainy and seasons because of heavy rains, landslide and snow. People of this district are poor and mainly depend on agriculture.

As per the survey conducted as prescribed under Sarva Siksha Abhiyan, the total number of 6 to 10 + years children in the district is 4681 in 2000-2001 whereas total enrolment is 3719, GER is 71.27 %. The total 11 to 13 + years children in the district is 2350 in 2000-2001, their total enrolment is 1265 making GER as 45.96 %.

## LITERARY SCENERIO.

Among the three blocks of the district, male literacy rate in Tawang Block is highest followed by Lumla and Mukto Block. Female literacy rate in all the three blocks is much less compared to male literacy.

The reasons for very low literacy rates of Tawang district can be searched in lack of sufficient number of teachers, inaccessibility, lack of awareness, ignorance and uneducated status of parents and lack of means of communication and resultant lack of interaction with the outside world.

## PHYSICAL CONDITIONS OF THE PREVAILING SCHOOLS.

The infrastructure available in the existing schools is grossly inadequate and most of the schools do not have pucca school building, teachers quarter, playground, toilet and drinking water facilities. Only a few schools of the district are the proud possessors of the basic facilities like playground, teachers quarter, school building and toilets. Not even a single school in the district has separate toilets for girl students.

## MID-DAY MEALS, UNIFORM AND TEXT BOOKS

The people of the district are very poor most of the children are undernourished or malnourished. To improve the nutritional status of children as well as to attract children towards the school, SSA may provide dry fruits, biscuits and milk to the children. Free uniform for the Girls students were made available earlier by the state government but the scheme has been discontinued since 1995-96 due to financial constraints. Text books are being made available to tribe students by the state government. Uniforms may be provided to girl students under SSA.

*The time bound and quantifiable objectives proposed to be achieved during 2001-2002 are as follows:*

1. To raise the literacy rate to the a maximum attainable level.
2. Universal access to all children to primary and middle schools.
3. Awareness generation through community mobilization at the Panchayat Raj level by forming village education committee and Women Education committee to supervise civil works and school activities .
4. Through gender sensitization campaign efforts will be made to bring all girl children to schools;
5. Improvement of teachers pedagogic through in-service training .
6. Capacity buildings for various activities to be developed including the VEC.
7. A well project management system for sustenance of SSA efforts through the establishment of BRC, CRC, VEC,PTA etc.

Keeping in view the above mentioned scenario of the district the SSA puts thrust on the following areas of work for gradual improvement of the existing status of primary and middle education .

01. Construction of new school buildings on priority basis .
02. Up-gradation of primary schools to middle schools and extension of class rooms in these up-graded schools.
03. Strengthening of Deputy Director of School Education's Office and recruitment of adequate staff, furniture, accessories and Block education's office in the three Blocks and implement the activities for the current year and there after .

### **ANNUAL PLAN IMPLIMENTATION**

#### **Sarva Shiksha Abhiyan interventions :**

Keeping in view the special problems of the district and special issues concerning Tawang district we aim for universal *ACCESS,ENROLMENT* and for school going children of the age group 6 to 10 + and 11 to 13 + by the end of the Sarva Shiksha Abhiyan period. We propose below a blue print of the activities to be undertaken in the first year ( 2001-2002) of SSA and the financial involvements thereof.

#### **CIVIL WORKS.**

In the first year of the plan it is proposed to construct the school buildings for all the 14 new schools to be established in the 3 Blocks and extension of 3 class rooms in 3 primary schools to be upgraded to middle school.

#### **NON – FORMAL EDUCATION CENTRES**

To provide universal education to all children, NFE centers can prove to be a useful and viable substitute to the formal schools keeping in view the low population density and small size of habitations in the district. We propose to open 17 NFE centers in those places which are inaccessible and where norms do not permit opening of a formal primary school.



### COMMUNITY MOBILISATION.

Sarva Shiksha Abhiyan cannot be launched successfully without involving the people of the district. So community mobilization will be vital ingredient of thi operation. Before launching the campaign, awareness generation and community mobilization work will have to be undertaken and all the VEC'S ,WEC'S and VCC'S have to be formed within july-2001 and training of master trainers and VEC,WEC and VCC members will have to be conducted within September, 2001. The activities that will be under taken after the formation of VEC,WEC and VCC in the first year plan for community mobilization are as follows :

<u>ACTIVITY</u>	<u>TARGET FOR COMPLETION</u>
1.Training of VEC,WEC and VCC members at block levels	within September,2001.
2.Training of master trainers for implementing training to VEC,WEC and VCC members at district level.	Within October,2001
3. Special multimedia campaign including Radio broadcast, Public meeting, Dance, Dramas and other audio-visual aids etc.	All activities will be started from June 2001 and completed before Sept,2001.
4.Workshop to train district folk team for SSA work .	Within Oct,2001.
5. Folk cultural programme to be organised at district level, block level etc.	From Nov,2001 to Jan,2002.

### **PROJECT COST :**

The project cost of different functional areas of the SSA has been calculated and the unit cost for different sub activities has been arrived after calculating the prevailing market price.

The project cost for different functional areas of the SSA are proposed below:.

STRENGTHENING OF OFFICE OF DEPUTY DIRECTOR OF SCHOOL  
EDUCATION AND 3 BLOCK OFFICES:

Manpower required:

financial involvement (Rs in Lakh)

<i>Sl. No.</i>	<i>Name of the post</i>	<i>Unit</i>	<i>Scale of pay</i>	<i>Gross salary</i>	<i>Total pay</i>	<i>Total expenditure</i>
01.	UDC (DDSE's office )	1	4000-7000	6340/-	6340X 12	76080/-
02.	LDC (1 for DDSE's office and 1 for each 3 blocks.	4	3050-4590	4800/-	4800 X 12 X 4	230400/-
03.	Computer operator	2	4500-7000	7045/-	7045 X 12 X 2	169080/-
						<u>475560/-</u>

PHYSICAL FACILITIES:

<i>Sl. No</i>	<i>Type of facility</i>	<i>Unit</i>	<i>Spacification</i>	<i>Unit cost</i>	<i>Total cost</i>
01.	Computer room	1	7 m x 5.75 m.	12,00,000/-	12,00,000/-
02.	Garrage	1	3 m x 3 m.	35,000/-	35,000/-
03.	Office-cum store of BEO's , Tawang/Lumla and Jang block.	3	12 m x 6 m.(Tawang block)	12,00,000/-	12,00,000/-
			9 m x 6 m (Lumla and Jang)	9,00,000/-	18,00,000/-
04.	UDC's quarter	1	Type – II (SPT)	2,50,000/-	2,50,000/-
05.	LDC's quarter 2 Nos at Tawang (1 for DDSE's office and 1 for BEO's /ADEO's office) 1 each for Lumla and Jang .	4	Type – II (SPT)	2,50,000/-	10,00,000/-
06.	BEO's /ADEO's quarter 1 at each block	3	Type – II (SPT)	2,50,000/-	7,50,000/-
					<u>64,85,000/-</u>

**FURNITURE.**

<i>Sl.No.</i>	<i>Name of articles</i>	<i>Unit</i>	<i>Unit cost</i>	<i>Total cost</i>
01.	a) Revolving chair for DDSE (Godrej)	1	8040/-	8040/-
	b) Revolving chair for BEO's 1 for each 3 blocks.	3	4000/-	12,000/-
02.	a) Table ( Scretariat-Godrej) for DDSE	1	8,999/-	8,999/-
	b) Table (Godrej) 1 for each 3 block.	3	6,500/-	19,500/-
03.	Almirah with locker(Godrej) 1 for DDSE's office 1 for each 3 blocks.	4	7,000/-	28,000/-
04.	File cabinete (Godrej) 2 for DDSE's office 1 for each 3 blocks.	5	3,000/-	15,000/-
05.	Book shelves (Godrej) For DDSE's office.	2	2,000/-	4,000/-
06.	Four door bookcase (Godrej) for DDSE's office.	1	7,863/-	7,863/-
07.	Computer table (Godrej) for DDSE's office.	2	7,800/-	15,600/-
08.	Fax table for DDSE's office.	1	2,500/-	2,500/-
09.	Xerox table for DDSE's office.	1	1,500/-	1,500/-
10.	Computer chair (Godrej) for DDSE's office.	2	2,300/-	4,600/-
11.	Fax chair for DDSE's office.	1	2,300/-	2,300/-
12.	Telephone table 1 for DDSE's office. 1 for each 3 blocks.	4	500/-	2,000/-
13.	T.V. stand. 1 for DDSE's office 1 for each 3 blocks.	4	2,500/-	10,000/-
14.	Typing table (Godrej) 1 for DDSE's office 1 for each 3 blocks.	4	2,800/-	11,200/-
15.	Typing chair (Godrej) 1 for DDSE's office 1 for each 3 blocks.	4	1,450/-	5,800/-

16.	Chair with arm (Godrej) 4 for DDSE's office 4 for each 3 blocks.	16	1,450/-	23,200/-
17.	Plastic molded chair 10 for each 3 blocks.	30	300/-	<u>9,000/-</u> 1,91,102/-

**ASSESORIES: (NON- RECURRING)**

<i>Sl.No.</i>	<i>Name of the Items</i>	<i>Unit</i>	<i>Unit cost</i>	<i>Total cost</i>
01	Telephone 1 for DDSE's office. 1 each for 3 blocks.	4	3,500/-	14,000/- (including Installation charges)
02..	Colour T.V. 21 inch. (Phillips) 1 for DDSE's office 1 each for 3 blocks.	4	19,000/-	76,000/-
03.	Xerox machine for DDSE's office.	1	15,000/-	15,000/-
04.	Type writer 1 for DDSE's office 1 each for 3 blocks.	4	15,000/-	60,000/-
05.	Duplicating machine 1 for DDSE's office 1 each for 3 blocks.	4	<u>10,000/-</u>	40,000/-
06.	Generator (Hoonda) 1 for DDSE's office 1 for each 3 blocks.	4	25,000/-	1,00,000/-
07.	P.A. set with battery, speaker, microphone, ampliphire etc.(Ahuza)	4	35,000/-	1,40,000/-
08.	Stablizer 1 for DDSE's office 1 each for 3 blocks.	4	2,000/-	8,000/-
09.	Still camera for DDSE's office	1	3,000/-	3,000/-
10.	Water filter 2 for DDSE's office 1 each for 3 blocks.	5	1,200/-	6,000/-
11.	Room heater (Double rod) 1 for DDSE's office	4	1,800/-	7,200/-

12.	1 each for 3 blocks. Bukhari with stand 2 for DDSE's office 1 each for 3 blocks	5	500/-	2,500/-
13.	Door mat 2 for DDSE's office 2 each for 3 blocks.	8	200/-	1,600/-
14.	Calculator (Scientific) 2 for DDSE's office 1 each for 3 blocks.	5	900/-	4,500/-
15.	Multi plug extension key board for DDSE's office	1	1,000/-	1,000/-
				<u>4,78,800/-</u>

**ASSESSORIES: (RECURRING)**

<i>Sl.No.</i>	<i>Name of the Items</i>	<i>Unit</i>	<i>Unit cost</i>	<i>Total cost</i>
01.	Xerox paper For DDSE's office	30 reams	200/-	6,000/-
02.	Tonner for DDSE's office	20 rifiles	2,200/-	44,000/-
3.	Flopy for DDSE's office.	20 nos	200/-	4,000/-
4.	CD for DDSE's office .	10 nos.	350/-	3,500/-
05.	Printer ribbon	5 nos.	350/-	1,750/-
06.	Fax paper.	10 rolls	350/-	3,500/-
07.	Computer printing paper.	20 pkts.	325/-	6,500/-
				<u>69,250/-</u>

**OFFICE STATIONARY:**

<i>Sl.No.</i>	<i>Name of Sub-Head</i>	<i>Amount</i>
01.	O.E. For DDSE's office Rs. 1,30,000/- For each 3 blocks. Rs. 10,000/- each.	1,40,000/-
02.	O.C. For DDSE's office Rs. 50,000/- For each 3 blocks. Rs.10,000/-	80,000/-
03	Wages For DDSE's office Rs. 50,000/- For each 3 blocks. Rs. 15,000/-	95,000/-

04.	T.E. For DDSE' s office Rs. 1,10,000/- For each 3 blocks. Rs. 10,000/-	<u>1,40,000/-</u> 4,55,000/-
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1. Man power	Rs. 4,75,560.00
2. Physical facilities	Rs. 64,85,000
3. Furniture	Rs. 1,91,102.00
4. Accessories (Non-recurring)	Rs. 4,78,800.00
5. Accessories (Recurring)	Rs. 69,250.00
6. Office stationary	Rs. 4,55,000.00
<b>Total :-</b>	Rs. 81,54,812.00

**COMMUNITY MOBILISATION:**

**CREATION OF VEC,WEC,VCC,PTA,MTA etc.**

**PLAN FOR THE YEAR 2001-2002.**

<i>Activity Description</i>	<i>Nos of meeting</i>	<i>Participants</i>	<i>Venue</i>	<i>Durati on</i>	<i>DA @ Rs. 85/-</i>	<i>TE @ Rs. 50/-</i>	<i>Misc. &amp; Contingency</i>	<i>Refreshm ent</i>	<i>Annual expdr.</i>	<i>Total expdr. In 8 years</i>
Creation of VEC,WEC,VCC, PTA,MTA, etc from the selected members from each village and also to create awareness among the participants and to transform the same into reality	Once in a year	three participants from Dist.H/Q. 60 from block 3 from BEO's office total- 66 participants.	At each block head quarter	1 day	66x85x3 =16830/-	66x50x3 =9,900/-	2000x3 =6,000/-	66x20 = 1,320/-	34,050/-	2,72,400/-

**COMMUNITY MOBILISATION TO INCREASE UNIVERSAL ACCESS, UNIVERSAL ENROLMENT, UNIVERSAL RETENTION, UNIVERSAL ACHIEVEMENT AND TO ADDRESS ISSUES RELATED TO FULL TRANSPARACY OF SSA FUND.**

<i>Activity Description</i>	<i>Nos of meeting</i>	<i>Participants</i>	<i>Venue</i>	<i>Dur - ation</i>	<i>DA @ Rs. 85/-</i>	<i>TE @ Rs. 50/-</i>	<i>Misc. &amp; Contingency</i>	<i>Refreshment</i>	<i>Annual expdr.</i>	<i>Total expdr. In 8 years</i>
To bring awareness and value of education among the villagers and to motivate their children and to send them to school .	Twice in a year	2 from district HQ. 30 VEC, WEC, PTA, etc. 3 from BEO's office	At each block HQ.	1 Day	2x35x85x3 =17,850/-	2x35x50x3 =10500/-	1000x3 =3000/-	35x20 =700/-	32050/-	256400/-

**TRAINING TO MASTER TRAINERS:**

<i>Activity description</i>	<i>Nos of training</i>	<i>Participants</i>	<i>Venue</i>	<i>Duration</i>	<i>DA @ Rs. 85</i>	<i>TE @ Rs. 100/-</i>	<i>Misc. &amp; conty.</i>	<i>Refreshment</i>	<i>Total Annual expdr.</i>	<i>Total expdr. In 8 years</i>
To trained the master trainers to impart training to VEC, WEC, VCC, PTA, MTA Etc. at district level	Twice in a year	30 participants(10 from each block) 2 from BEO's office 2 from Dist. HQ. = 32 members	District HQ.	2 days	30x85x2 =5100/-	30x100x2 =6000/-	2000/-	32x 30x 7 =1920'-	15020/-	120160/-



**COMMUNITY MOBILISATION THROUGH CULTURAL ACTIVITIES, DRAMA, SONGS, DANCE, COMIC ETC.**

<i>Activity description</i>	<i>Nos of programme</i>	<i>Participants</i>	<i>Venue</i>	<i>Duration</i>	<i>DA @ Rs.85/-</i>	<i>Honorarium@ Rs. 30/day</i>	<i>Misc. &amp; Conty.</i>	<i>Refreshment</i>	<i>Total Annual expdr.</i>	<i>Total expdr. In 8 years.</i>
To mobilized towards education system .	Twice in a year	30 artists (10 for each block)	At each block HQ.	1 day	30x85x2 =5100/-	30x30x2 =1800/-	1000x3x2 =6000/-	30x20x2 =2400/-	15300/-	122400/-



**TEACHERS TRAINING AT DIET FOR THE YEAR 2001-02.**

60 Teachers will be trained at DIET and duration will be of 10 days in four batches comprising of 15 teachers in one batches.

A.

<i>Sub-Head</i>	<i>Particulars Of Expdr.</i>	<i>Total Amount</i>
1. TA	60X200X2	24,000.00
2. DA	60X85X10	51,000.00
3. Stationary and Reading materials	1500X4	6,000.00
4. Contingency and Miscellaneous Expdr.	2500X4	10,000.00
<b>Total</b>		<b>91,00,000.00</b>

**TEACHERS TRAINING AT DISTRICT HQ. FOR THE YEAR 2001-02.**

60 Teachers will be trained at District HQ in four batches comprising of 15 teachers in each batche. Duration will be 7 days. Resource person will be either from DIET Dirang or SIE Changlang as per availability.

B.

<i>Sub-Head</i>	<i>Particulars Of Expdr.</i>	<i>Total Amount</i>
1. TA to Teachers	60X50X2	6,000.00
2. DA to Teachers	60X85X7	35,700.00
3. TA to resources person	3X500X2X4	12,000.00
4. DA to resource person	3X305X10X4	36,600.00
5. Stationary and Reading materials	1500X4	6,000.00
6. Contingency and miscellaneous	2500X4	10,000.00
<b>Total</b>		<b>1,06,300.00</b>

Total of 'A' and 'B' = 1,97,300.00

**A) BLOCK LEVEL ANNUAL GAMES AND SPORTS AND CULTURAL FAIR:**

<i>Venue</i>	<i>Financial implication</i>	<i>Annual expenditure</i>	<i>Total expenditure in 8 years.</i>
At block HQ.	Lump Sum – 10000x3=30000/-	30000/-	240000/-

**B) DISTRICT LEVEL ANNUAL GAMES AND SPORTS AND CULTURAL FAIR:***(Selected participants from block level)*

<i>Venue</i>	<i>Financial implication</i>	<i>Annual expenditure</i>	<i>Total expenditure in 8 years</i>
District HQ.	Lump Sum-50,000/-	50,000/-	4,00,000/-

**CIVIL WORKS:****PLAN FOR THE YEAR 2001-2002**

<i>Activity/Sub-Activity</i>	<i>Unit</i>	<i>Unit cost</i>	<i>Total cost</i>
1. Construction of new primary school buildings in different blocks .	14	6,00,000/-	84,00,000/-
2. Extension of 3 class room for up-gradation 2 Middle school.	3	4,00,000/-	12,00,000/-
3. Construction of NFE center in different blocks.	17	2,00,000/-	34,00,000/-
4. Construction of teachers quarter in different blocks.	17	4,00,000/-	68,00,000/-
			<u>1,98,00,000/-</u>

**ELEMENTRY EDUCATION:**

<i>Activity/Sub-Activity</i>	<i>Amount</i>	<i>Total amount</i>
In Elementary Education	39,66,600.00	39,66,600.00

**GIRLS EDUCATION(FREE UNIFORM)**

<i>Activity /Sub-Activity</i>	<i>Amount</i>
Free uniform to girls student for all blocks.	7,14,990.00

**ALTERNATIVE SCHOOLING (NFE)**

<i>Activity/Sub Activity</i>	<i>Unit</i>	<i>Unit cost</i>	<i>Total cost</i>
Honorarium to community school instructor .	34	9,000.00	3,06,000.00

Financial Implication for Capacity building activities.

*District Education Administrations and DIET staff.*

Purpose of the Seminar	No. of meeting	Participant	Venue	Direction	DA @Rs.105/-	T.E. Rs.100/-	Misc.	Annual Exptdr.	Total in 8 years.
Seminar on Sarva Siksha Abhiyan for organizing various programmes.	Once in a year	3 trained persons 2 members fro DIET 4 HM from Sec. School. 1 Principal from HSS 10 HM from Pry./Middle Schools.	District head quarter	2 days	20X105X2 =4,200/-	20X100X2 =4,000/-	4,000/-	12,200/-	97,600/-
		20 Participant							

Discussion with State Nodel Team:-

Purpose of discussion	Nos. of discussion	Participant	Venue	Duration	DA@205/-	T.E.	Annual Expdr.	Total Expdr.in 8 years
Discussion about development, difficulties and some other relevant subject as per necessity	3 times in a year	3 member from the district	Naharlagun/ Itanagar	2 days 3 days journey total 5 days.	3X3X5X205 =9,225.00	3X3X450X2 =8,100.00	17,325.00	1,38,600/-

CAPACITY BUILDING OF BLOCK NODEL TEAMS.

Purpose of the meeting	Nos. of Meeting	Participants	Venue	Duration	D.A. @ Rs.105/-	T.E. @ Rs.50/-	Misc. & Contg.	Annual Expdtr.	Total Expdr. in 8 years
To make the teacher NGO & VEC of the area acquainted with the SSA and implementation and full cooperation thereof.	3 times in a year	25 participants expected in each time.	At each block HQ	1 day	3X25X100 X3=23,625/-	3X25X50 X2=7,500/-	1000X3 =3,000/-	34,125/-	2,73,000/-

CREATION OF PANCHYAT RAJ INSTITUTIONS.

Purpose of the meeting	Nos. of Meeting	Participants	Venue	Duration	DA @ Rs.105/-	T.E. @ Rs.100/-	Refreshment	Misc. & Contg.	Annual Expdtr.	Total Expdtr. In 8 years.
District level training of Panchayat Personals GB's NGO's etc. to channelised SSA proper way	Once in a year	30 participant expected	At District HQ	One day	30X105 = 3150/-	30X100 =3000/-	30X20 =600/-	1000/-	7750/-	62,000/-





The total cost of work plan for 2001-2002 for Tawang district is summarized below :

<i>FUNCTIONAL AREA</i>	<i>COST</i>
1. District Project Cost	Rs. 81,54,712
2. Community Mobilization	Rs. 1,76,420
3. Civil Works	Rs. 1,98,00,000
4. Elementary Education	Rs. 39,66,600
5. Girls Education ( Free Uniform)	Rs. 7,14,990
6. Alternative Schooling (NFE)	Rs. 3,06,000
7. Teachers Training	Rs. 1,97,300
8. Other Trainings	Rs. 71,400
<i>Total</i>	<i>Rs. 3,33,87,422</i>



GOVERNMENT OF ARUNACHAL PRADESH  
OFFICE OF THE DEPUTY COMMISSIONER - EAST KAMENG DISTRICT  
SEPPA

NO: DEV- /2001

Dated the 15<sup>th</sup> February 2001.

To

Ms. S. L. Shenga,  
Secretary (Education)  
Govt. of Arunachal Pradesh,  
Itanagar.

Subject : Preparation of project report for Sarva Shiksha Abhiyan (SSA) in  
East Kameng District-Reg.

Madam,

I am forwarding herewith a project report for Sarva Shiksha  
Abhiyan in East Kameng District. The project report consists of :

1. Introduction.
2. Brief description of the District.
3. Block-wise detail planning for SSA/ Maps
4. District Planning for SSA.
5. Conclusion.

I request you to get the report examined and to suggest necessary  
amendments for incorporating the same.

Yours faithfully,



( Chandra Bhushan Kumar )  
Deputy Commissioner  
East Kameng District  
Seppa.



## SARVA SHIKSHA ABHIYAN (SSA) IN EAST KAMENGA

*The destiny of India is being shaped in her classrooms.*

(Kothari Commission Report, 1966)

Education is a launch vehicle for all-round development. It is important platform for economic growth. It is a vital link between the individual and her economic and social security. But the link between education and individual well being goes much beyond economic returns or joy of learning during childhood. It helps in achieving good health, and in protecting the children from disease. The higher infant mortality rate in the district can be brought to minimum.

Education facilitates a whole range of economic activities that people tend to value: taking a bank loan, avoiding extortion or harassment, finding one's way in a new township, writing applications, participating in politics at local level etc. Education invariably increases the age of marriage for the girls. A district with one of the lowest female literacy rate (14.02%) is always a fertile ground for early marriage, early motherhood, lower average age etc. This situation can be reversed. An educated mother is more likely to send her own children to school, so that the benefits of education are compounded across generations. Widespread education also helps to resolve social problems that call for open debate and public action. Dealing with issues such as communicable diseases (always a problem in the district), population growth, environmental degradation (Jhum cultivation has caused enormous damage) or imbalance in bio diversity (age old tradition of hunting and fishing by using blasting materials are major concerns) in an effective and democratic manner depends on a wide exchange of information and views among the public. Educated people are more likely for innovations in the field of livelihood. They are more eager to adopt double cropping, cash cropping than their illiterate counterpart. This district is having a large fertile valley area, but totally underutilized. Only a handful of literate persons are trying for the second crop. The absence of education in large strata of society has deprived the district in the field of Agriculture and horticulture.

While stressing the need for education in East Kameng, it has to be kept in mind that the inhabitants of this area have come in the contact with the so called scientific civilization only recently. Even the Britishers had taken presence in the area and that too in the later part of the imperialism. The seeds of modern development have arrived very late in the area and this has created a huge gap between the developed world and this area. Even one can see a huge gap between few prosperous people and the deprived common people within the district, which is a bi product of uneven educational development in the district.

The spread of modern education with moral value is a necessity in the district. This is more so important when we endeavor to bridge a large gap (of experience, of modern civilization etc.), which exists between the 'haves' and the 'have-nots' in quick time. The education will provide a sound base in the tribal society of the district, which will ultimately help in eradicating the social evils like bonded Labour, child marriage, polygamy, bridal price, religious dogmatism etc

In this context, the SSA becomes much more relevant in East Kameng. However, the project report, which reflects the physical requirement and the cost implications for achieving UEE, gives a dismal picture of existing educational facilities in the district. Rugged terrain is one of the major obstacles in the district. As it can be seen that out of 278 inhabited villages in the district 39 are at a distance of 0-5 Km, 90 are at a distance of 6-15 Km and 149 are at a distance of more than 15 km from the existing school.

Not only the distance is a major problem for the children, but the school environment also poses a big challenge. Some data regarding the existing infrastructural facilities in the schools of the district are as below:

57.7% schools have SPT/MIBT school building, out of these, 2.5% have one room, 6.2% have two rooms, 7.6% have three rooms, 1.25 have four rooms and 27.8% are more than 4 roomed schools in the district. Four roomed and more school buildings are either in secondary or Higher secondary schools where primary (Elementary) sections are attached.

Only 18.5% schools are having play ground facility.

Only 1.2% of schools where electricity facility is available.

15% of schools are having drinking water facility in the school campus.

0% of schools in the district have toilet facility, out of these, 3% have separate toilets for girls.

0% schools have chairs/tables for teachers.

Only 35% schools have sitting arrangement facility for the students.

· Nearly 30% schools are having OB kits in the district. However, most of them are unserviceable.

· 45% of schools are facilitated by other teaching aids like globe, charts and models etc.

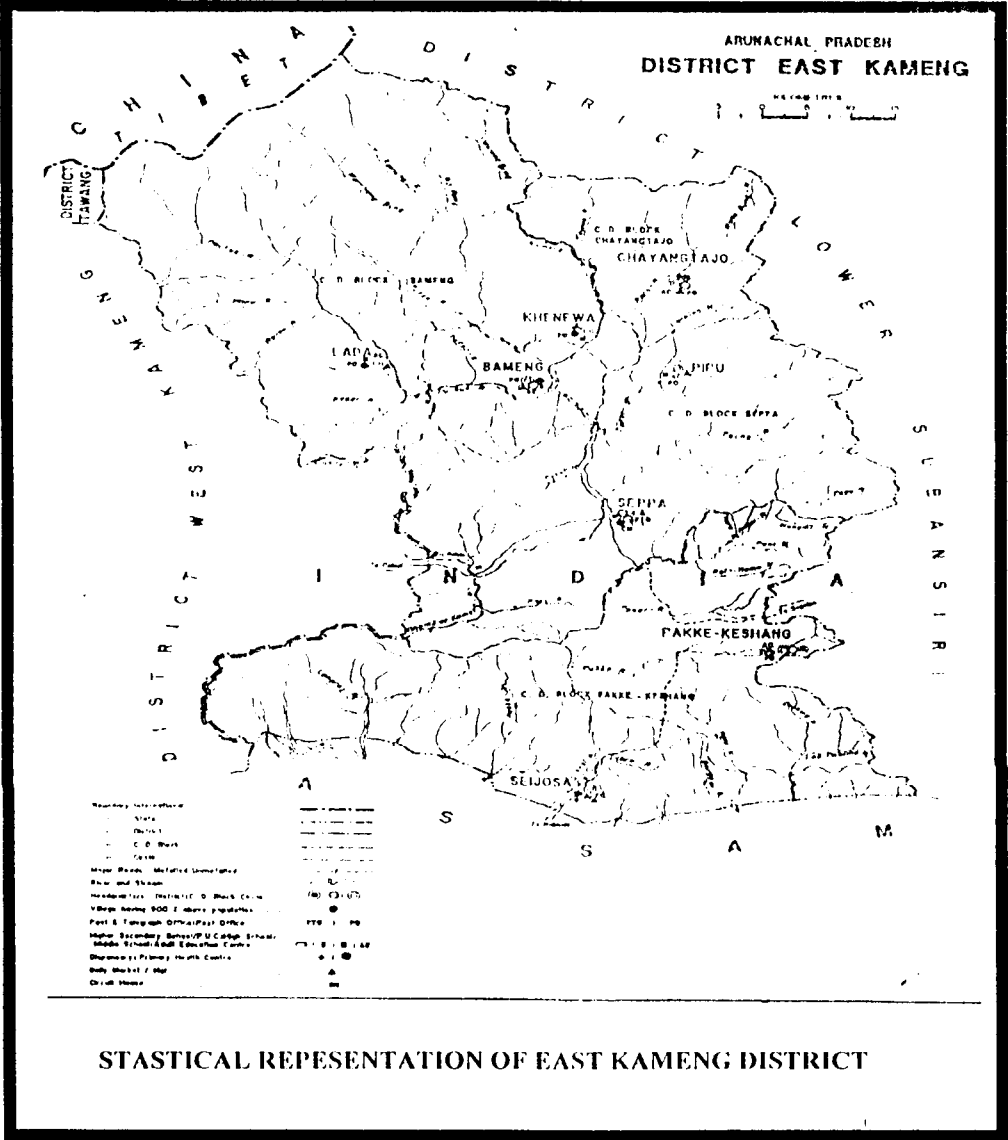
The physical distance has encouraged the parents to send their children to hostels. At present, 43 hostels are available in the district for boys and girls students at Primary and Middle schools in the district. The condition of these hostels is pathetic. The government provides Rs. 135/-Pm to primary level and Rs. 150/ pm to upper primary level students as stipend in lieu of ration commodities and that too for bonafide Tribal students. This amount is not sufficient for providing two times meals to them. It is a myth that all the students get free textbooks, free clothing and mid-day-meal. On an average the parents have to spend about Rs.400/- per year to send a child to a government primary school, this too is well below the real needs. However, besides poor teaching standard, lack of parental interest and the expensive schooling, the more imminent problem, which causes the child to drop out, is often some thing else like illness in the family or financial hardship or early marriage, particularly amongst the girls as it helps their parents in getting bridal price.

The problems are plenty: *Dilapidated infrastructure, demotivated teachers, paralyzing curriculum, irresponsible management, hostile and adverse terrain.* Nevertheless, the change is possible. The rush for the entrance examination of Jawahar Navodaya Vidyalaya(it is held for class VI) ,of Vivekanda Kendra Vidyalaya (for class III) of Oju Mission(for girls) in the district is an indication that education is a priority in the society. The parental motivation exists in the district, now it is required that some practical steps should be taken.*More classrooms should be built, necessary teaching aids should be provided, teachers should be appointed, the curriculum should be changed according to local needs, the supervision should be improved.* One often come across with such demand in even far flung areas and that too from the village elders.

There are unprecedented opportunities for a radical upgrading of the schooling system and for realizing the constitutional goal of universal elementary education in the district. The need is to grab these opportunities and to transform them in the real and possible world. And with this endeavor, this project report has been prepared for this remotely located tribal district.

**EAST KAMENG DISTRICT**  
**AT A GLANCE**





**STATISTICAL REPRESENTATION OF EAST KAMENG DISTRICT**

## DISTRICT – AT A GLANCE

### BRIEF HISTORY

Till 1914, the district was a part of Darrang District of Assam. By a Govt of India's notification of 1914, the area covered by this district became a part of the "Western Section" of the "North east Frontier Tract". In the year 1919, this tract was renamed as "Balipara Tract" with its headquarters at Charduar, Assam. In 1946 the area covered by Balipara Frontier Tract was divided into "Sela Agency", and the "Subansiri Area" and the Headquarters continued to be at Charduar. In 1954, "Sela Agency" was renamed as the Kameng Frontier Division with its headquarters at Bomdila. In 1965, Kameng Frontiers Division was renamed as Kameng District. In June 1980 the district was further bifurcated into two parts namely- East Kameng District (formerly known as Seppa Sub-Division) and West Kameng District (formerly known as Bomdila-Sub-division). It became an independent district on 1/6/1980 with its headquarters at Seppa. The area of the district is 4134 Sq. Kms.

### LOCATION AND PHYSICAL FEATURES

East Kameng district is situated in the Western part of Arunachal Pradesh which exactly lies to the east of West Kameng Dist. It is lying between  $92^{\circ} 36''$  E and  $93^{\circ} 24''$  E longitudes and  $26^{\circ} 56'N$  to  $27^{\circ} 59'N$  latitudes. Lower Subansiri and Papumpare Districts of Arunachal Pradesh surrounds the district in the East, Sonitpur District of Assam in the South, in the West Side of the district is West Kameng District, Macmohan line (International Boundary) and a portion of Lower Subansiri District of Arunachal Pradesh in the North.

Basic information & achievements of some of the departments are as under-

**BASIC INFORMATIONS -**

**a) Altitude of different locations (in mtrs)**

1.	Seppa	-	363
2.	Pipu-Dipu	-	1200
3.	Pakke-kessang	-	1100
4.	Seijosa	-	163
5.	Lada	-	1260
6.	Chayangtajo	-	1906
7.	Khenewa	-	1060
8.	Bameng	-	1358

**b) Rainfall statistics (in mm)**

1.	Seppa	-	2212
2.	Seijosa	-	3742
3.	Chayangtajo	-	2926
4.	Khenewa	-	2913
5.	Bameng	-	1788

**c) Banking Services**

1.	State Bank of India	-	2 Nos
2.	AP State Co-op Apex Bank-	-	1 No

**d) Postal and Telecom Services**

1.	Sub-Post Offices	-	2 Nos
2.	EDBPO	-	11 Nos
3.	Telephone Exchanges	-	2 Nos

e) Electoral Details

1.	No. of Assembly Constituency	-	5
2.	No. of Parliamentary Constituency	-	1
3.	No. of Zilla Parishad	-	1
4.	No. of Anchal Samities	-	4

c) Details of the Electors

		Male	Female	S/Voters
1.	8-Bameng	5120	5731	2
2.	9-Chayangtajo	4609	5285	2
3.	10-Seppa East	5858	5530	4
4.	11-Seppa West	2846	3195	6
5.	12-Pakkekessang	3261	3283	2

ADMINISTRATIVE SET UP & ROAD CONNECTIVITY

Sl No	Name of Admn Centre	Year of establishment	Distance from district HQ	Status of road connectivity	Designation of the Admn Centre
1	Seppa	1-6-1980	00	Connected	Dist. HQ
2	Pipu-Dipu	4-8-1956	58	Partially connected	CO HQ
3	Pakke-kessang	15-8-1966	109	Partially connected	CO HQ
4	Seijosa	15-8-1963	249	Connected	CO HQ
5	Lada	26-1-1980	84	Partially connected	CO HQ
6	Chayangtajo	1-1-1953	81	Connected	SDO HQ
7	Sewa	1-1-1995	78	Partially connected	CO HQ
8	Khenewa	26-1-1953	60	Partially connected	CO HQ
9	Bameng	15-1-1953	47	Partially connected	EAC HQ
10	Richukhorang	31-3-1998	81	Partially connected	CO HQ

(Courtesy: Dist. Stat. Officer, Seppa)

IFCD-

Sl No	Head of account	Total number of schemes	Financial allotment	Financial achievement	Physical target	Physical achievement	Remarks
1	2202 MI(P)						
	Normal	71	23.00	37.18	218 ha	218.60 ha	50% Fund
	ABP	20	50.00	25.00	118.50 ha	118.50 ha	100%
2	2705 CAD	10	4.85	4.85	33.00 ha	33.8 ha	
3	4711 FC	16	13.16	13.16	714 m	714 m	
4	4711 bldg	2	1.00	0.54			25%
5	4702 bldg	6	12.90	12.23			70%

(Courtesy: EE,IFCD Seppa)

STATUS OF THE HELIPAD & LANDING GROUND IN EAST KAMENG DISTRICT AS ON 31/03/2000

Sl NO	LOCATION	DIVISION	ALLOTMENT/AC	LATITUDE	LONGITUDE	SIZE OF HELIPAD/ALG	SURFACE OF HELIPAD/ALG	FIT FOR LANDING	MAINTAINED BY
1	Bameng	Bameng	1350.00 m	27°32'25"	92°57'30"	35.95 m	Concrete surface	MI-8/Chetak	PWD
2	Chajao	Bameng	1280.00 m	27°40'47"	98°08'28"	25.15 m	Earthen surface	MI-8	PWD
3	Khenewa	bameng	1060.00 m	27°17'07"	91°10'18"	15.10 m	Earthen surface	MI-8	PWD
4	P/Keyang	Seppa	1100.00 m	27°00'58"	93°06'31"	100.35 m	Earthen surface	MI-8	PWD
5	Pipu	bameng	1200.00 m	27°33'47"	91°07'13"	100.45 m	Earthen surface	MI-8	PWD
6	Lada	Bameng	1300.00 m	27°33'47"	92°47'34"	100.00 m	Earthen surface	MI-8	PWD
7	Seppa	Seppa	360.00 m	27°21'00"	93°02'44"	50.00 m	Metalic surface	MI-8	PWD

(Courtesy: CE,PWD,WZ,Itanagar)



## POWER -

Sl No	Name of category	Section			
		Seppa	C/Fajo	Bameng	P/Kessang
1	Domestic	1761	154	340	87
2	Commercial	222	13	--	--
3	Non-residential	110	6	4	4
4	Street light	30	1	1	1
5	Power generated	KV	KV	KV	KV

Sl No.	Name of Section	Revenue billing during 99-2000	Revenue realized during 99-2000	Revenue outstanding up to 31/3/2000
1	Seppa Section	14,70,363	16,39,980	40,85,529
2	C/Fajo Section	62,485	23,694	3,27,274
3	Bameng Section	34,109	8,674	1,07,555
4	P/Kessang Section	--	1,607	86,884
	Total	15,66,957	16,73,955	46,07,242

(Courtesy: EE,POWER, Seppa)

## AGRICULTURE &amp; HORTICULTURE

SL.NO	ITEM	AREA	PRODUCTION	UNIT
1	Net sown area	14060.00 ha		
2	Gross cropped area	14060.00 ha		
3	Govt agriculture farm			1
4	Govt Hort Farm			4
5	Private horticulture garden			56
6	Oil seeds		186.00 mt	
7	Cereal crops		16907.00 mt	
8	Commercial crops		2356.00 mt	
9	Pulses		294.00 mt	
10	Fruits		2674.00 mt	
11	Fertilizer	261.65 ha		
12	Plant protection	1174.00 ha		
13	Improved seed/HYV	1122.00 ha		
14	Irrigated Land	1155.00 ha		

Courtesy:DAO/DSO,Stat,Seppa

PWD, SEPPA DIVISION-				
Sl No	Sub-Head of works	Target for 1999-2000	Achievement during 99-2000	Remarks
1	Survey and Investigation	28 Km	28 Km	
2	Formation cutting	3.35 Km	3.35 Km	
3	Improvement/widening	2.50 Km	2.50 Km	
4	Culverts	3 Nos	3 Nos	
5	R/Wall and B/Wall	460 Mtrs	360 Mtrs	
6	Side drain	1.02 KM	0.90 Km	
7	Foot path and CC Step	400 Mtrs	160 Mtrs	
8	Porter track and Mule Track	5 Km	5 Km	
9	Soling and metalling	0.31 Km	1.35 Km	
10	Carpeting/Re-carpeting	4.00 Km	5.20 Km	
11	Formation cutting(NEC)	10.00 Km	10.22 Km	
12	Bailey bridge	7 Nos	7 Nos	
13	Formation cutting	1.10 Km	1.10 Km	
14	Widening	17 Km	8 Km	

(Courtesy: EE,PWD, Seppa)

PWD, BAMENG DIVISION-				
Sl. No.	Description of item	Unit	PHYSICAL	
			Target	Achievement.
1	Survey and Investigation	Km	15.00	5.00
2	a) Formation cutting	Km	3.10	0.60
	b) Improvement/widening	Km	0.40	--
3	Culverts			
	a) Slab	No	4	2
	b) Pipe	No	--	--
	a) Retaining wall	Mtr	70.00	15.00
	b) Breast wall	Km	40.00	--
	c) Side drain	Km	--	--
5	Foot patch & CC step	Mtr	200.00	--
6	a) Soling	Km	13.50	0.50
	b) Metaling	Km	1.62	0.50
	c) Carpeting/Re-carpeting	Km	5.00	0.50
7	Maintenance & others	%	100	100
8	Temporary Office	No	R/L to 100	R/L to 100

(Courtesy: PWD,Bameng)



CIRCLE-WISE POPULATION AS PER 1991 CENSUS

Sl. No.	Circle.	No. of villages	Population			Literate population		
			Male	Female	Total	Male	Female	Total
1	Seppa	68	10306	9602	19908	4064	1471	5535
2	Pipu-Dipu	35	2100	2294	4394	312	83	395
3	Pakke-kessang	36	1842	1987	3829	489	176	665
4	Seijosa	21	2229	1683	3912	999	392	1391
5	Lada	17	1093	987	2080	105	29	134
6	Chayangtajo	26	2428	2458	4886	619	208	827
7	Sewa	29	1366	1390	2756	218	64	282
8	Kheuewa	16	1602	1637	3239	290	88	378
9	Bameng	28	2723	2668	5391	669	214	883
	Total	276	25689	24706	50395	7765	2725	10494

(Courtesy: Dist. Stat. Officer, Seppa)

AVERAGE TEMPERATURE & HUMIDITY-

Sl.No	Item	Unit/No
1	Maximum Temperature	27.18°C
2	Minimum temperature	16.92°C
3	Maximum Humidity	84.00%
4	Minimum Humidity	18.68%

( Courtesy: Dist. Stat. Officer, Seppa)

HEALTH & MEDICAL SERVICES

Sl.No	Item	No/Unit
1	District hospital	1
2	Health unit/PHC	9
3	PHC/Health Sub. Center	5
4	Homeo dispensary	1
5	Allopathic doctors	13
6	Homeopathic doctors	1
7	Asst. Merton	1
8	Staff nurse	3
9	Pharmacists	10
10	ANM	14
11	Health Assistant	15
12	Authorized beds (General)	82

(Courtesy: Dist. Stat. Officer, Seppa)

FOREST-

Sl.No	Item	No/Unit/Area
1	Forest Division	1
2	Range office	9
3	Accounts Beat	6
4	Non-Accounts Beat	12
5	Reserved Forest	114638.35 ha
6	Afforestation	10.00 ha
7	Social forestry	20.00 ha
8	Nurseries	13.00 ha

(Courtesy: Dist. Stat. Officer, Seppa)

PHED-

(Status of Water supply in rural areas.)

Sl.No.	Village status	No
	Recognized	262
	Non-Recognized	13

(Courtesy: Dist. Stat. Officer, Seppa)

### EDUCATION-

Sl.No	Item	No/Unit
1	DIET	1
2	H.S. Schools	2
3	Secondary Schools	4
4	Middle Schools	21- 23
5	IV Schools	23
6	Adult Education Centers	32
7	Number of primary schools	23 52
7	Pre Primary School (Attached with Primary & Middle School)	82
8	Non-Government Schools	HS-1, Middle-2, Primary-2
9	Male Literacy	36.69%
10	Female literacy	14.02%
11	Over all literacy	26.20%
12	Number of teachers	
13	Availability of hostels	
14	Number of students in Primary schools	Boys- Girls-
15	Number of students in Middle schools	Boys- Girls-
16	Number of Students in Secondary School	Boys- Girls-
17	Number of Students in Higher Secondary School	Boys- Girls-
18	Number of community schools	27 nos

(Courtesy: Dist. Stat. Officer, Seppa)

#### Miscellaneous information-

1. Total length of road in the district-1150.00 km (Approx.)
2. Number of villages connected by road- 27 nos (Approx.)
3. Number of state transport busses- 14 nos (4 nos off road)
4. Routes operated by APST-
  - (a) Seppa to Itanagar- Alternate day.
  - (b) Seppa to Tejpore- Daily.
  - (c) Seppa to C/Tajo- Daily.
  - (d) Seppa to Rillo-Daily.
5. Numr of fair price shops- 53 nos
6. Number of Co-Operative Societies- 6 nos.
7. Number of libraries- 8 nos
8. Number of registered unemployed- 795 nos.
9. Number of ICDS projects-3 nos.
10. Number of CD blocks- 4 nos.

**PLANNING ON SARVA SHIKSHA ABHIYAN AGAINST BAMENG BLOCK.**

Table No. 1. Demographic characteristic of population by Blocks.

Block	1991			2001		
	M	F	T	M	F	T
Bameng	5418	5292	10710	5454	5412	10866

Table No.2 Block distribution of literate population 1991 to 2001

Block	1991			2001		
	M	F	T	M	F	T
Bameng	1121	316	1467	2619	1585	4204

Table No.3 Block wise distribution of Educational Institution 2000 to 2001.

Block	Primary School	Middle School	Sec. School	Hr. Sec. School
Bameng	22	4	1	0

Table No.4 Block wise enrolment in 2001 (I - V)

Block	Boys	Girls	Total
Bameng	692	444	1136

Table No.5 No. of habitations with more than 200 population.

Block	No. of habitation	Habitation with 200 population	Habitation with 200 population with schools
Bameng	24	27	21

Table No. 6 No. of Primary School Teachers (2000-2001).

Block	Male	Female	Untrained	Total
Bameng	27	0	21	27

Assumptions: -

1. Total population will be growing at an annual average rate of 2.2% between 2001 & 2011.
2. 6-11 age group populations will be 15% of total population in 2007.
3. In 6-11 age group 50.19% are boys in Bameng Block in 2007.
4. The Scheme of providing free uniform and textbooks to girls students is already in operation.

## PLANNING ON SARVA SHIKSHA ABHIYAN AGAINST BAMENG BLOCK.

Bameng is a very backward, economically and educationally of East Kamrup District. It has a population of 10866 of which male is 5451 and female is 5415 in 2001 (projected). The literacy rate of this block is 38.7%. The infrastructure facilities of education, transportation, agriculture is very poor. The block comprises of five Circles namely Bameng, Thengrajan, Baidya. There are one Block Development Officer, three Circle Officers in the block of administration. 27 primary schools are in this block with 27 teachers.

The literacy scenario of this block is very poor in comparison to state literacy rate of 41.59% as per Census 1991 particularly the female literacy rate is very low 29.2%.

If we assume that the total population is growing at an annual growth rate of 1.2% between 1991 and 2001. The population projection will be 10866 in 2000-01 shown in S-2 table.

After conducting of survey in this block, it is found that the total No. of children in the age group of 6-11 years are 1815 as shown in table S-3.

In order to measure the enrollment of the children in the schools the indicator named "Enrollment Ratio" which is percentage of children who are studying in the school. The survey conducted on the block reveals, the GER is very poor as shown in S-3 table.

The analysis presented in the tables annexed with this plan clearly reveals that the block 1136 children's are already in process of getting education during 2000-01 and it is also planned those 1240 children including non-enrolled children will be enrolled by 2001-02 so on as shown in S-13 table.

The proposed scheme will provide teachers to ensure that there is no single teacher school. The block has only 27 teachers for primary education depending upon the teacher pupil ratio 1:42. We need 4 teachers during 2001-02, 3 teachers in 2002-03, so on as shown in S-17 table. For 4 (four) teachers we need salary a sum of Rs 2.52 lakh @ Rs 7000 + PM per teacher for the year 2001-02 so on as shown in table 22 (a) to 22 (d).

Depending upon the population the habitation with 200 population is 27 of which 21 habitations have been provided primary school. Hence we need 6 (six) new schools to be established the cost of six new schools is Rs 13.6 lakh @ Rs 2.25 lakh per school as shown in table S-22 (a).

It is proposed that the cost of NFE Centres is Rs 3.6 lakh, the cost of girls' uniforms and textbooks is Rs 5.12 lakh. The salary for 7 years is Rs 69.48 lakh. The whole costing proposal as prescribed for S-23 is shown in S-23 table annexed with this plan.



Table S - 1 Block wise literacy rates for males, females and total for 1991 to 2001

Block	1991			2001		
	M	F	T	M	F	T
Bameng	20.70	6.50	13.70	18.00	29.20	38.70

Table S - 2 Block wise distribution of population by sex by 2000 - 2001.

Block	Male	Female	Total
Bameng	5454	5412	10866

Table S - 3 Block wise distribution of 6 - 11 age group populations by sex in 2001.

Block	Male	Female	Total
Bameng	969	846	1815

Table S - 4 Block wise gross enrolment by sex in 2000 - 2001.

Block	Boys	Girls	Total
Bameng	71.41	52.48	73.41

Table S - 5 Block wise distribution of non-enrolled children by sex in 2000 - 2001.

Block	Boys	Girls	Total
Bameng	277	402	679

Table S - 6 Block wise distribution of population by sex in 2007.

Block	Male	Female	Total
Bameng	6351	6303	12654

Table S - 7 Block wise distribution of 6 - 11 age group populations by sex in 2007 (15% of total population)

Block	Boys	Girls	Total
Bameng	953	945	1898

Table S - 8 Block wise additional enrolment by sex in 2007.

Block	Boys	Girls	Total
Bameng	261	501	762

Table S - 9 Block wise adjusted enrolment of boys and girls including overage and underage children in 2007.

Block	Boys	Girls	Total
Bameng	1001	1040	2041

Table S - 10 Block wise additional enrolment of boys and girls in 2007

Block	Boys	Girls	Total
Bameng	305	596	901

Table S - 11 Block wise annual average growth rates of enrolment of boys and girls between 2001 and 2007

Block	Boys	Girls	Total
Bameng	6.35	15.24	12.25

Table S - 12 Block wise yearly intake of Boys and Girls in Primary schools in 2001 to 2007.

Block	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
Bameng	736	512	1248	783	590	1373	832	680	1512
	2001 - 2005			2005 - 2006			2006 - 2007		
	B	G	T	B	G	T	B	G	T
	885	783	1668	941	902	1843	1001	1039	2040

Table S - 13 Block wise yearly intake of boys and girls in Primary Schools.

Year	Bameng Block		
	Boys	Girls	Total
2000 - 2001	692	444	1136
2001 - 2002	736	512	1240
2002 - 2003	783	590	1373
2003 - 2004	832	680	1512
2004 - 2005	885	783	1668
2005 - 2006	941	902	1843
2006 - 2007	1001	1039	2040

Table S - 14 Block wise total yearly intake of boys and girls in Primary Schools.

Block	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Bameng	1248	1373	1512	1668	1843	2040

Table S - 15 Block wise required number of formal Primary schools to be established in 2001 - 2002.

Block	No. of Habitation	Habitation with 200 population	Habitation with population 200 with schools	Required number of schools
Bameng	64	27	21	06

Table S - 16 Block wise and year wise teachers required during 2001 - 2002 to 2006 - 2007. (Assuming that pupil teacher ratio 1:12)

Block	No. of teachers required						No. of teachers exists in 2000-2001
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
Bameng	31	34	37	40	44	49	27

Table S - 17 Block wise net additional number of teachers required from 2001 - 2002 to 2006 - 2007.

Block	Additional number of teacher required						Total No. of add. Teachers 2000-2001 to 2006-2007.	Teachers existing in 2000-2001
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		
Bameng	04	03	03	03	04	05	22	27

Table S - 18 Block wise required number of schools and NFE in 2001 - 2002

Block	School required	No. of NFE's required
Bameng	06	09



Table S - 19 Block wise cumulative number of teacher required from 2001 - 2002 to 2006 - 2007

Block	Number of teacher required					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Bameng	01	07	10	13	17	22

Table S - 20 Block wise yearly intake girls in Primary Schools from 2000 - 2001 to 2006 - 2007.

Block	2000 - 01	2001 - 02	2002 - 03	2003 - 04	2004 - 05	2005 - 06	2006 - 07
Bameng	444	512	590	680	783	902	1039

Table S 21 Additional enrolment of girls from 2001 - 2002 to 2006 - 2007.

Block	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Bameng	68	116	236	339	458	595

Table S - 22 (a) Additional cost of the plan for year 2001 - 2002.(Rupees in lakhs)

Block	CONS	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Bameng	13.50	1.35	0.18	2.52	0.25	0.003	17.20	0.34	18.44

Table S - 22 (b) Additional cost for the 2002 - 2003.(Rupees in lakhs)

Block	CONS	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Bameng		0.45	0.41	5.88	0.59	0.005	7.34	0.15	7.49

Table S - 22 (c) Additional cost for the year 2003 - 2004.(Rupees in lakhs)

Block	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Bameng	0.45	0.65	8.40	0.84	0.008	10.35	0.21	10.56

Table S - 22 (d) Additional cost for the year 2004 - 2005 (Rupees in lakhs).

Block	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Bameng	0.45	0.94	10.92	1.09	0.01	13.41	0.27	13.68

Table S - 22 (e) Additional cost for the plan 2005 - 2006 (Rupees in lakhs)

Block	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Bameng	0.45	1.20	14.20	1.45	0.02	17.40	0.55	17.61

Table S - 22 (f) Additional cost for the plan 2006 - 2007. (Rupees in lakhs)

Block	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Bameng	0.45	1.66	18.48	1.85	0.02	22.46	0.45	23.91



Table S – 23 Item wise yearly additional cost of Universalizing Primary Education in East Kameng District from 2001 - 2002 to 2006 – 2007.

Year	CONS	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
2001-02	13.5	1.35	0.18	2.52	0.25	0.003	17.20	0.34	18.41
2002-03		0.45	0.41	5.88	0.59	0.005	7.34	0.15	7.49
2003-04		0.45	0.65	8.40	0.84	0.008	10.35	0.21	10.56
2004-05		0.45	0.94	10.92	1.09	0.01	13.41	0.28	13.68
2005-06		0.45	1.28	14.28	1.43	0.013	17.46	0.36	17.81
2006-07		0.45	1.66	18.48	1.85	0.020	22.46	0.46	23.91
Total	13.5	3.6	5.12	60.48	6.05	0.06	88.22	1.80	91.89

Note :- CONS = Cost on New School = Rs. 2.25 lakhs. Per school  
CONF = Cost on NFE Centre = Rs.10,000/- Non - Recuring, Rs. 5,000/- Recurring.  
CGUT = Cost of Girls Uniform and Text Book = Rs. 275/-  
ATC = Additional Teachers Cost Rs. 7,000/- per month.  
ANTC = Additional Teachers Cost = 10% of ATC  
GDBC = Guide Book Cost = Rs. 65/-  
INSP Cost = Inspection Cost = Rs. 2% of TRC  
TOT Cost = Total Cost.  
TRC= Total recurring cost



**PLANNING ON SARVA SHIKSILA ABHIYAN AGAINST CHAYANGTAJO BLOCK**

Table No. 1. Demographic characteristic of population by Blocks

Block	1991			2001		
	M	F	T	M	F	T
Chayangtajo	3704	3848	7542	4013	4131	8144

Table No 2 Block wise distribution of literate population 1991 to 2001

Block	1991			2001		
	M	F	T	M	F	T
Chayangtajo	780	757	1037	2076	1437	3513

Table No 3 Block wise distribution of Educational Institution 2000 to 2001.

Block	Primary School	Middle School	Sec. School	H. Sec. School
Chayangtajo	19	03	01	0

\* Table No 4 Block wise enrolment 1999- 2000 (I - V).

Block	Boys	Girls	Total
Chayangtajo	486	420	906

Table No.5 Block wise enrolment 2000 - 2001 (I - V).

Block	Boys	Girls	Total
Chayangtajo	563	419	982

Table No. 6 No. of habitations with more than 200 populations

Block	No. of habitations	Habitations with 200 populations	Habitations with 200 populations with schools
Chayangtajo	54	12	10

Table No. 7 No. of Primary School's Teacher (2000 - 01)

Block	Male	Female	Un-trained	Total
Chayangtajo	19	00	16	19

Assumption :-

1. Total population will be growing at an annual average rate of 2.2% between 2001 & 2011.
2. 6-11 age group populations will be 15% of total population in 2007.
3. In 6-11 age group 50.80% are boys in Chayangtajo Block in 2007
4. The Scheme of providing free uniform and textbooks to girls students is already in operation.

## PLANNING ON SARVA SIKSILA ABHIYAN FOR CHAYANGTAJO BLOCK

Chayangtajo is a very backward block in the East Kameng District. It has a population of 8144 (projected) in 2001. The literacy rate of this block is 43.13. The infrastructural facilities on Education, Transportation and Agriculture are very poor. The block comprises with two circles namely Chayangtajo and Sawa Circles. There are one BDO two COs as the head of Administration. 19(nineteen) Primary Schools are in this block with 19 Teachers.

The literacy scenario of this block is sound in table as one. If we assume that the total population is growing at an annual growth of 2.2% in between 1991 and 2001 then the population projection will be 8144 in 2000 - 2001 as shown in the Table S - 2.

After conducting the survey in this block, it is found that the total number of children in the age group of 6 - 11 years are 1593 as shown in Table S - 3.

In order to measure the enrolment of children in the schools, the indicator used is "Enrolment Ratio" which is the percentage of children who are studying in school. The survey conducted in the block reveal that GER is very poor shown in Table S - 4. Particularly, the girls enrolment is very low. Therefore, 611 children have been left non-enrolled of which 279 are female as shown in Table S - 5.

The analysis presented in the tables annexed with this plan clearly reveals that in the block 982 children are already in the process of getting education during 2000 - 2001 and it is also planned for those 1054 children including non-enrolled children will be enrolled by 2001 - 2002, 1135 by 2002 - 2003, 1221 by 2003 - 2004, 1318 by 2004 - 2005, 1418 by 2005 - 2006, and 1530 children by 2006 - 2007.

The proposed scheme will provide Teachers to ensure that there are no single teacher schools. The block has only 19 teachers for Primary Education.

Depending upon Teacher - Pupil ratio of 1:42, we need 6(six) teachers during the year 2001 - 2002, 2(two) teachers during 2002 - 2003 so on as shown in Table S - 17. For 6(six) teachers we need salary for a sum of Rs. 3.78 lakhs @ Rs. 7,000/- per month per teacher for the year 2001 - 2002 as shown in Table S - 22 (a), (b), (c), (d), (e) and (f) in ATC columns.

Depending upon the population, the habitation with 200 population is 12 of which 10 habitations have been provided Primary Schools. Hence we need 2(two) new schools to be established. The cost of 2(two) newly established schools is Rs. 4.50 lakhs @ Rs. 2.25 lakhs per school as shown in Table S - 22(a).

It is proposed that the cost of NFE is Rs. 2.40 lakhs. The cost of girls Uniforms and Textbooks is Rs. 2.10 lakhs, the salary for 7(seven) years is Rs. 56.70 lakhs. The whole costing proposal as prescribed for S.S.A. has been shown in Table - 23 annexed with this plan.

**Table S.1** Block wise literacy rates for males, females and total for 1991 to 2001

Block	1991			2001		
	M	F	T	M	F	T
Chayangtajo	20.55	6.67	13.56	51.73	34.78	43.13

**Table S.2** Block wise distribution of population by sex by 2000 – 2001.

Block	Male	Female	Total
Chayangtajo	4013	4131	8144

**Table S.3** Block wise distribution of 6 - 11 age group populations by sex in 2001 (Assuming 15% of total population in 2001.)

Block	Male	Female	Total
Chayangtajo	895	698	1593

**Table S.4** Block wise gross enrolment ratio by sex in 2000 – 2001.

Block	Boys	Girls	Total
Chayangtajo	62.90	60.02	61.64

**Table S-5** Block wise distribution of non-enrolled by sex in 2000 – 2001.

Block	Boys	Girls	Total
Chayangtajo	332	279	611

**Table S-6** Block wise distribution of population by sex in 2007.

Block	Male	Female	Total
Chayangtajo	4673	4811	9484

**Table S-7** Block wise distribution of 6 - 11 age group populations by sex in 2007 (15% of total population)

Block	Boys	Girls	Total
Chayangtajo	723	700	1423

**Table S - 8** Block wise additional enrolment by sex in 2007.

Block	Boys	Girls	Total
Chayangtajo	160	281	441

**Table S - 9** Block wise adjusted enrolment of boys and girls including overage and underage children in 2007

(Taking 5 % increase of underage and overage among boys as 10% of under and overage among girls on the 6 - 11 age group population in 2000 – 2001. The adjusted enrolment of boys and girls will be 2011 by 2007).

Block	Boys	Girls	Total
Chayangtajo	759	771	1530

**Table S - 10** Block wise adjusted additional enrolment of boys and girls in 2007

Block	Boys	Girls	Total
Chayangtajo	196	352	548

**Table S - 11** Block wise annual average growth rates of enrolment of boys and girls between 2001 and 2007

Block	Boys	Girls	Total
Chayangtajo	5.10	10.69	7.67

Table S - 12 Block wise yearly intake of Boys and Girls in Primary schools in 2001 to 2007.

Block	2000 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
Chayangtajo	591	463	1054	622	513	1135	653	568	1221
	2001 - 2005			2005 - 2006			2006 - 2007		
	B	G	T	B	G	T	B	G	T
	687	629	1318	722	696	1418	759	771	1530

Table S - 13 Block wise yearly intake of boys and girls in Primary Schools.

Year	Chayangtajo Block		
	Boys	Girls	Total
2000 - 2001	563	419	982
2001 - 2002	591	463	1054
2002 - 2003	622	513	1135
2003 - 2004	653	568	1221
2004 - 2005	687	629	1318
2005 - 2006	722	696	1418
2006 - 2007	759	771	1530

Table S - 14 Block wise total yearly intake of boys and girls in Primary Schools (2001 - 2007).

Block	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Chayangtajo	1054	1135	1221	1318	1418	1530

Table S - 15 Block wise required number of formal Primary schools to be established in 2001 - 2002.

Block	No. of Habitation	Habitation with 200 population	Habitation with population 200 with schools	Required number of schools
Chayangtajo	54	12	10	02

(Assuming that all the habitations with population more than or equal to 200 population will be provided with a Primary School).

Table S - 16 Block wise and year wise teachers required during 2001- 2002 to 2006-2007 (Assuming that pupil teacher ratio: 12)

Block	No. of teachers required						No. of teachers exists in 2000-2001
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
Chayangtajo	25	27	29	32	34	36	19

Table S - 17 Block wise net additional number of teachers required from 2001 - 2002 to 2006 - 2007

Block	Additional number of teacher required						Total No. of addl. Teachers 2000-2001 to 2006-2007	Teachers existing in 2000-2001
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		
Chayangtajo	06	02	05	03	02	02	17	19

Table S - 18 Block wise required number of schools and NFE in 2001 - 2002

Block	School required	No. of NFE's required
Chayangtajo	02	06



Table S - 19 Block wise cumulative number of teacher required from 2001 - 2002 to 2006 - 2007.

Block	Number of teacher required					
	2001-2002 06	2002-2003 08	2003-2004 10	2004-2005 13	2005-2006 15	2006-2007 17
Chayangtajo						

Table S - 20 Block wise yearly intake girls in Primary Schools from 2000 - 2001 to 2006 - 2007.

Block	2000 - 01	2001 - 02	2002 - 03	2003 - 04	2004 - 05	2005 - 06	2006 - 07
Chayangtajo	419	463	513	568	629	696	771

Table S - 21 Block wise additional enrolment of girls from 2001 - 2002 to 2006 - 2007.

Block	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Chayangtajo	44	94	149	210	277	352

Table S - 22 (a) Additional cost of the plan for year 2001 - 2002.(Rs. in lakhs)

Block	CONS	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Chayangtajo	4.5	0.90	0.12	3.78	0.38	0.005	9.09	0.18	9.87

Table S - 22 (b) Additional cost for the 2002 - 2003.(Rupees in lakhs)

Block	CONS	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Chayangtajo	0	0.30	0.26	6.72	0.67	0.006	7.96	0.16	8.12

Table S - 22 (c) Cost for the year 2003 - 2004.(Rupees in lakhs)

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Chayangtajo	0.30	0.41	8.40	0.84	0.008	9.96	0.20	10.33

Table S - 22 (d) Cost for the year 2004 - 2005.

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Chayangtajo	0.30	0.58	10.92	1.09	0.01	12.9	0.26	13.16

Table S - 22 (e) Additional cost for the plan 2005 - 2006.

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Chayangtajo	0.30	0.76	12.60	1.26	0.012	14.93	0.30	15.23

Table S - 22 (f) Additional cost for the plan 2006 - 2007

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Chayangtajo	0.30	0.97	14.28	1.43	0.013	16.99	0.33	17.33



23. Item wise yearly additional cost of Universalizing Primary Education in East Kameng District from 2001 - 2002 to 2006 - 2007.

Year	CONS	CONF	CGUT	ATC	ANTC	GDRC	TRC	INSP Cost	Total Cost
2001-02	4.5	0.90	0.12	3.78	0.38	0.005	9.09	0.18	9.87
2002-03		0.30	0.26	6.72	0.67	0.006	7.96	0.16	8.12
2003-04		0.30	0.11	8.40	0.84	0.008	9.96	0.20	10.15
2004-05		0.30	0.58	10.92	1.09	0.01	12.9	0.26	13.16
2005-06		0.30	0.76	12.60	1.26	0.012	14.93	0.30	15.23
2006-07		0.30	0.97	14.28	1.43	0.013	16.99	0.35	17.34
Total	4.5	2.40	3.10	56.70	5.67	0.06	71.83	1.46	73.88

Note - CONS = Cost on New School = Rs. 2.25 lakhs. Per school  
CONF = Cost on NFE Centre = Rs. 1000/- Non - Recurring, Rs. 5,000/- Recurring  
CGUT = Cost of Girls Uniform and Text Book = Rs. 275/-  
ATC = Additional Teachers Cost Rs. 7,000/- per month.  
ANTC = Additional Teachers Cost = 10% of ATC  
GDRC = Guide Book Cost = Rs. 65/-  
INSP Cost = Inspection Cost = Rs. 2% of TRC  
TOT Cost = Total Cost.  
TRC = Total recurring cost



## PLANNING ON SARVA SHIKSILA ABHIYAN AGAINST PAKKE-KESSANG BLOCK

Pakke-Kessang, economically and educationally a very backward block of East Kameng District. It has a population of 9623 of which male is 5061 and female is 4562 in 2001 (projected). The literacy rate of this block is 26.56%. The infrastructure facilities of Education, Transportation, Agriculture is very poor. The block comprises of two Circles Pakke-Kessang and Seijosa. There are one Block Development Officer, two Circle Officers as the heads of administration. 15 Primary Schools are in this block with 16 teachers

The literacy scenario of the block is very poor in comparison to state literacy rate 11.59% (as per census 1991). Particularly the female literacy rate is very low, 15.18%. It has been remained as it is in 1991 which has been reflected in S - 1

If we assume that the total population is growing at an annual growth rate of 2.2% in between 1991 and 2001, the population projection will be 9623 in 2000-2001 has also been shown in S - 2

After conducting of survey in this block it is found that the total number of children in the age group of 6 - 11 years are 2001 which is shown in S - 3

In order to measure the enrolment of children in schools the indicator used is "Enrolment Ratio", which is percentage of children who are studying in schools. The survey conducted in the block revealed that GER is very poor shown in S - 4. Particularly the girls child enrolment is very low. Therefore 626 children has been left non-enrolled of which 365 are female shown in S - 5

The analysis presented in the tables annexed with this plan clearly reveals that in the block 1375 children are already in the process getting education during 2000-2001. And it is also planned those 1506 children including non-enrolled children will be enrolled by 2002 - 2003, 1575 by 2003 - 2004, 1618 by 2004 - 2005, 1725 by 2005 - 2006 and 1806 by 2007

The proposed scheme will provide teachers to ensure that there are no single teacher schools. The Block has only 16 teachers for Primary Education. Depending upon the teacher pupil ratio 1: 12, we need 18 teachers during the year 2001 - 2002, 2 teachers in 2003 - 2004 as shown in S - 17. For 18 teachers we need salary for a sum of Rs. 11.31 lakhs @ Rs. 7,000/- per month for the year 2001 - 2002. 16.80 lakhs @ Rs. 7,000/- per month for 20 teachers in the next year 2002 - 2003. The proposal has been shown in S-22 (a) to S - 22 (f)

Depending upon the population, the habitation with 200 population is 17 of which 15 habitations have been provided Primary Schools. Hence we need 2 (two) new schools to be established. The cost of 2 (two) schools is Rs. 1.51 lakhs @ Rs. 2.2- lakhs per school shown in S - 22 (a)

It is proposed that the cost of NFE is Rs. 2.1 lakhs, the cost of girls uniforms and text books is Rs. 2.36 lakhs, the salary for 7 years is Rs. 109.62 lakhs. The whole costing proposal as prescribed for SSA has been shown in S - 23 annexed with the plan

Table No. 1 Demographic characteristic of population by Blocks

Block	1991			2001		
	M	F	T	M	F	T
Pakke-Kessang	4071	3670	7741	5061	4562	9623

The projected population of Pakke-Kessang Block are 11,915 of which Male population is 6099 and Female is 5936.

Table No.2 Block distribution of literate population 1991 to 2001.

Block	1991			2001		
	M	F	T	M	F	T
Pakke-Kessang	1488	568	2056	1850	706	2556

Table No.3 Block wise distribution of Educational Institution 2000 to 2001

Block	Primary School	Middle School	Sec. School	Ht. Sec. School
Pakke-Kessang	15	4	1	1

Table No.4 Block wise enrolment in 2001 (I - V)

Block	Boys	Girls	Total
Pakke-Kessang	727	648	1375

Table No. 5 No. of habitations with more than 200 population

Block	No. of habitation	Habitation with 200 population	Habitation with 200 population with schools
Pakke-Kessang	68	13	11

Table No. 6 No. of Primary School Teachers (2000-2001).

Block	Male	Female	Untrained	Total
Pakke-Kessang	12	4	11	16

Assumptions -

1. Total population will be growing at an annual average rate of 2.2% between 2001 & 2011
2. 6 – 11 age group populations will be 15% of total population in 2007
3. In 6 – 11 age group 51% are boys in Pakke-Kessang Block in 2007
1. The Scheme of providing free uniform and textbooks to girls students is already in operation.
1. Block wise literacy rates for males, females and total for 1991 to 2001

Block	1991			2001		
	M	F	T	M	F	T
Pakke-Kessang	28.20	15.48	26.56	36.55	15.48	26.56

2. Block wise distribution of population by sex by 2000 – 2001.

Block	Male	Female	Total
Pakke-Kessang	5061	4562	9623

3. Block wise distribution of 6 – 11 age group populations by sex in 2001.

Block	Male	Female	Total
Pakke-Kessang	988	1013	2001

4. Block wise gross enrolment by sex in 2000 – 2001.

Block	Boys	Girls	Total
Pakke-Kessang	73.58	63.97	68.71

5. Block wise distribution of non-enrolled by sex in 2000 – 2001.

Block	Boys	Girls	Total
Pakke-Kessang	261	365	626

6. Block wise distribution of population by sex in 2007.

Block	Male	Female	Total
Pakke-Kessang	5893	5313	11206

7. Block wise distribution of 6 – 11 age group populations by sex in 2007.

Block	Boys	Girls	Total
Pakke-Kessang	857	842	1081

15% of 11206 and 51% for boys  
19% for girls.

If we assume that 6 – 11 age group populations will be 15% of the total population in 2007 of which 51% are boys and 19% are girls; the total population 6 – 11 age group will be 1681 in 2007.

8. Block wise additional enrolment by sex in 2007.

Block	Boys	Girls	Total
Pakke-Kessang	130	176	306

9. Block wise adjusted enrolment of boys and girls including overage and underage children in 2007

Block	Boys	Girls	Total
Pakke-Kessang	900	906	1806

Taking 5% increase of underage and overage among boys as 10% of under and overage among girls on the 6 - 11 age group population in 2000 - 2001. The adjusted enrolment of boys and girls will be 1806 by 2007

10. Block wise adjusted additional enrolment of boys and girls in 2007

Block	Boys	Girls	Total
Pakke-Kessang	173	82	255

11. Block wise annual average growth rates of enrolment of boys and girls between 2001 and 2007

Block	Boys	Girls	Total
Pakke-Kessang	3.62	5.74	9.36

12. Block wise yearly intake of Boys and Girls in Primary schools in 2001 to 2007.

Block	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
Pakke-Kessang	753	685	1438	781	725	1506	809	766	1575
	2004 - 2005			2005 - 2006			2006 - 2007		
	838	810	1648	868	857	1725	900	906	1806

13. Block wise yearly intake of boys and girls in Primary Schools.

Year	Pakke-Kessang Block		
	Boys	Girls	Total
2000 - 2001	727	648	1375
2001 - 2002	753	685	1438
2002 - 2003	781	725	1506
2003 - 2004	809	766	1575
2004 - 2005	838	810	1648
2005 - 2006	868	857	1725
2006 - 2007	900	906	1806

14. Block wise total yearly intake of boys and girls in Primary Schools.

Block	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Pakke-Kessang	1438	1503	1575	1648	1725	1806

15. Block wise required number of formal Primary schools to be established in 2001 - 2002.

Block	No. of Habitation	Habitation with 200 population	Habitation with population 200 with schools	Required number of schools
Pakke-Kessang	68	17	15	2

16. Block wise and year wise teachers required during 2001-2002 to 2006-2007. (Assuming that pupil teacher ratio 1:12)

Block	No. of teachers required						No. of teachers exists in 2000-2001
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
Pakke-Kessang	34	36	38	39	41	43	16

17. Block wise net additional number of teachers required from 2001 – 2002 to 2006 – 2007.

Block	Additional number of teacher required						Total No. of addl. Teachers 2000-2001 to 2006-2007	Teachers existing in 2000-2001
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		
Pakke-Kessang	18	02	02	01	02	02	27	16

18. Block wise required number of schools and NFE in 2001 – 2002.

Block	School required	No. of NFE's required
Pakke-Kessang	02	06

19. Block wise cumulative number of teacher required from 2001 – 2002 to 2006 – 2007.

Block	Number of teacher required					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Pakke-Kessang	18	20	22	23	25	27

20. Block wise yearly intake girls in Primary Schools from 2000 – 2001 to 2006 – 2007.

Block	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Pakke-Kessang	648	685	725	760	810	857	906

21. Additional enrolment of girls from 2001 – 2002 to 2006 – 2007.

Block	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Pakke-Kessang	37	77	118	162	209	259

22. (a) Additional cost of the plan for year 2001 – 2002

Block	CONS	CONFEE	CGUI	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
PKSSG	4.5	0.90	0.10	11.34	1.13	0.01	17.38	0.34	17.82

22. (b) Additional cost for the 2002 – 2003

Block	CONS	CONFEE	CGUI	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
PKSSG		0.30	0.21	16.80	1.68	0.01	19.00	0.38	19.38

22. (c) Cost for the year 2003 – 2004.

Block	CONFEE	CGUI	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Pakke-Kessang	0.30	0.32	18.48	1.85	0.01	20.96	0.42	21.38



## PLANNING ON SARAY A SUKHA ABHAYAN AGAINST SEPPA BLOCK

Seppa, economically and educationally, is very backward block of East Kameng District. It has a population of 29,557 of which male is 14,983 and female is 14,574 in 1991 (proposed). The literacy rate of this block is 41.55%. The infrastructure facilities of education, transportation, agriculture is very poor. The block comprises of three Circles: Shappa, Pipu and Rikhoikrang. There are one Block Development Officer, three Circle Officers at the heads of administration. 49 primary schools are in this block with 18 teachers.

The literacy scenario of this block is very poor on comparison to state literacy rate 41.59% (as per Census 1991). Particularly, the female literacy rate is very low, 35.11.

If we assume that the total population is growing at an annual growth rate of 2.2% in between 1991 and 2001, the population will be 29557 in 2000-01 has been shown in S-2 table.

After conducting of survey on this block it is found that the total number of children in the age group of 6-11 years are 5843 as shown in S-3 table.

In order to measure the enrollment of children in the schools the indication used is "Enrollment Ratio", which is percentage of children who are studying in schools. The survey conducted in the block revealed the GER is very poor shown in S-4. Particularly the girls child enrollment is very low. Therefore 876 children has been left non-enrolled of which 358 are female shown on S-5 table.

The analysis presented in the table annexed with this plan clearly reveals that on the block 1381 children are already on the process in getting education during 2000-01. And it is also planned those 1570 children including non-enrolled children will be enrolled by 2001-2002, 4725 by 2002-03, 4917 by 2003-04, 5111 by 2004-05, 5322 by 2005-06 and 5548 by 2006-07.

The proposed scheme will provide teachers to ensure that there are no single-teacher schools. The block has only 58 teachers for primary education depending upon the teacher pupil ratio 1:42 we need 17 teachers during 2001-02, 9 teachers 2002-03, 10 teachers 2003-04, 11 teachers in 2004-05, 13 teachers in 2005-06 and 14 teachers in 2006-07 as shown in S-17. For 17 teachers we need salary of Rs 10.71 lakh *zz* Rs 7000 + PM per teacher for the year 2001-02 so on as shown in table 22 (a) to 22 (l).

Depending upon population, the habitation having 200 population is 31 of which 29 habitations have provided primary schools. Hence we need two new schools to be established. The cost of 2 schools is 4.50 lakhs *zz* Rs 2.25 lakh per school as shown in S-22 (a).

It is proposed that cost of NFE Centres is Rs 2.4 lakh. The cost of girl uniform and textbooks is Rs 8.8 lakh. The salary for 7 years is Rs 214.83 lakh. The whole costing proposals as prescribed for SSA has been shown in table S-23 annexed with this plan.

5. 22. (d) Cost for the year 2001 - 2005.

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Pakke-Kessang	0.30	0.45	19.32	1.93	0.01	22.01	0.44	22.45

5. 22. (e) Additional cost for the plan 2005 - 2006.

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Pakke-Kessang	0.30	0.57	21.00	2.10	0.02	23.99	0.48	24.47

5. 22. (f) Additional cost for the plan 2006 - 2007.

Block	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Pakke-Kessang	0.30	0.71	22.68	2.27	0.02	25.98	0.52	26.50

5. 23. Item wise yearly additional cost of Universalizing Primary Education in East Kameng District from 2001 - 2002 to 2006 - 2007.

Year	CONS	CONF E	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
2001-02	4.5	0.90	0.10	11.34	1.13	0.01	17.38	0.34	18.32
2002-03		0.30	0.21	16.80	1.68	0.01	19.00	0.38	19.38
2003-04		0.30	0.32	18.48	1.85	0.01	20.96	0.42	21.38
2004-05		0.30	0.45	19.32	1.93	0.01	22.01	0.44	22.45
2005-06		0.30	0.57	21.00	2.10	0.02	23.99	0.48	24.47
2006-07		0.30	0.71	22.68	2.27	0.02	25.98	0.52	26.50
Total	4.5	2.40	2.36	109.62	10.96	0.08	129.32	2.58	132.50

Note :- CONS = Cost on New School = Rs. 2.25 lakhs.

CONF E = Cost on NFE Centre = Rs. 10,000/- Non - Recurring, Rs. 5,000/- Recurring.

CGUT = Cost of Girls Uniform and Text Book = Rs. 275/-

ATC = Additional Teachers Cost Rs. 7,000/-

ANTC = Additional Teachers Cost = 10% of ATC

GDBC = Guide Book Cost = Rs. 65/-

INSP Cost = Inspection Cost = Rs. 2% of TRC

TOT Cost = Total Cost

**PLANNING ON SARVA SHIKSHA ABHIYAN AGAINST SEPPA BLOCK.**

Table No. 1 Demographic characteristic of population by Blocks

Block	1991			2001		
	M	F	T	M	F	T
Seppa	12406	11896	24302	14983	14574	29557

Table No 2 Block distribution of literate population 1991 to 2001.

Block	1991			2001		
	M	F	T	M	F	T
Seppa	1376	1554	5930	8051	5117	13168

Table No 3 Block wise distribution of Educational Institution 2000 to 2001

Block	Primary School	Middle School	Sec. School	Hr. Sec. School
Seppa	10	11	2	1

Table No. 4 Block wise enrolment 2000 - 2001 (I - V).

Block	Boys	Girls	Total
Seppa	2556	1824	4381

Table No. 5 No. of habitations with more than 200 populations.

Block	No. of habitations	Habitations with 200 populations	Habitations with 200 populations with schools
Seppa	109	31	29

Table No. 6 No. of Primary School's Teacher (2000 - 01)

Block	Male	Female	Un-trained	Total
Seppa	41	17	53	58

Assumptions: -

1. Total population will be growing at an annual average rate of 2.2% between 2001 & 2011.
2. In 6 - 11 age group 50.69 are boys in Seppa Block in 2007.

The Scheme of providing free uniform and textbooks to girls students is already in operation.

Table S.1 Block wise literacy rates for males, females and total for 1991 to 2001.

Block	1991			2001		
	M	F	T	M	F	T
Seppa	35.27	13.06	24.40	53.73	35.11	44.55

Table S.2 Block wise distribution of population by sex by 2000 - 2001.

Block	Male	Female	Total
Seppa	14983	14573	29557

Table S.3 Block wise distribution of 6 - 11 age group populations by sex in 2001

Block	Male	Female	Total
Seppa	3074	2769	5843

Table S.4 Block wise gross enrolment ratio by sex in 2000 - 2001

Block	Boys	Girls	Total
Seppa	83.15	66.02	75.03

Table S-5 Block wise distribution of non-enrolled by sex in 2000 - 2001.

Block	Boys	Girls	Total
Seppa	518	358	876

Table S-6 Block wise distribution of population by sex in 2007.

Block	Male	Female	Total
Seppa	17448	16972	24420

Table S-7 Block wise distribution of 6 - 11 age group populations by sex in 2007. (15% of total population)

Block	Boys	Girls	Total
Seppa	2617	2546	5163

Table S - 8 Block wise additional enrolment by sex in 2007.

Block	Boys	Girls	Total
Seppa	61	718	779

Table S - 9 Block wise adjusted enrolment of boys and girls including overage and underage children in 2007.

(Taking 5 % increase of underage and overage among boys as 10% of under and overage among girls on the 6 - 11 age group population in 2000 - 2001. The adjusted enrolment of boys and girls will be 5549 by 2007).

Block	Boys	Girls	Total
Seppa	2748	2801	5549

Table S - 10 Block wise adjusted additional enrolment of boys and girls in 2007

Block	Boys	Girls	Total
Seppa	192	973	1165

Table S - 11 Block wise annual average growth rates of enrolment of boys and girls between 2001 and 2007

Block	Boys	Girls	Total
Seppa	1.21	7.37	4.00

Table S - 12 Block wise yearly intake of Boys and Girls in Primary schools in 2001 to 2007.

Block	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
Seppa	2587	1963	4550	2618	2107	4725	2650	2262	4912
	2004 - 2005			2005 - 2006			2006 - 2007		
	B	G	T	B	G	T	B	G	T
	2682	2429	5111	2714	2608	5322	2747	2801	5548

Table S - 13 Block wise yearly intake of boys and girls in Primary Schools.

Year	Seppa Block		Total
	Boys	Girls	
2000 - 2001	2556	1828	4384
2001 - 2002	2587	1963	4550
2002 - 2003	2618	2107	4725
2003 - 2004	2650	2262	4912
2004 - 2005	2682	2429	5111
2005 - 2006	2714	2608	5322
2006 - 2007	2747	2801	5548

Table S – 14 Block wise total yearly intake of boys and girls in Primary Schools (2001 – 2007)

Block	2001 – 2002	2002 – 2003	2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007
Seppa	4550	4725	4912	5111	5322	5548

Table S – 15 Block wise required number of formal Primary schools to be established in 2001 – 2002

Block	No. of Habitation	Habitation with 200 population	Habitation with population 200 with schools	Required number of schools
Seppa	109	31	29	?

Table S – 16 Block wise and year wise teachers required during 2001–2002 to 2006–2007. (Assuming that pupil teacher ratio 1:12)

Block	No. of teachers required						No. of teachers exists in 2000-2001
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
Seppa	75	84	94	105	118	132	58

Table S – 17 Block wise net additional number of teachers required from 2001 – 2002 to 2006 – 2007.

Block	Additional number of teacher required						Total No. of addl. Teachers 2000-2001 to 2006-2007.	Teachers existing in 2000-2001
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		
Seppa	17	09	10	11	13	14	74	58

Table S – 18 Block wise required number of schools and NFE in 2001 – 2002.

Block	School required	No. of NFE's required
Seppa	02	06

Table S – 19 Block wise cumulative number of teacher required from 2001 – 2002 to 2006 – 2007.

Block	Number of teacher required					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Seppa	17	26	36	47	60	74

Table S – 20 Block wise yearly intake girls in Primary Schools from 2000 – 2001 to 2006 – 2007

Block	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05	2005 – 06	2006 – 07
Seppa	1828	1963	2107	2262	2429	2608	2801

Table S – 21 Block wise additional enrolment of girls from 2001 – 2002 to 2006 – 2007.

Block	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Seppa	135	279	434	601	780	97

Table S – 22 (a) Additional cost of the plan for year 2001 – 2002.(Rs. In lakhs)

Block	CONS	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Seppa	4.5	0.9	0.37	10.71	1.07	0.011	16.96	0.33	17.89

Table S – 22 (b) Additional cost for the 2002 – 2003.(Rupees in lakhs)

Block	CONS	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Seppa	0	0.30	0.77	21.84	2.18	0.02	25.11	0.50	25.61

Table S – 22 (c) Cost for the year 2003 – 2004.(Rupees in lakhs)

Block	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Seppa	0.30	1.20	30.24	3.02	0.03	34.70	0.69	35.48

Table S – 22 (d) Cost for the year 2004 – 2005.

Block	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Seppa	0.30	1.65	39.48	3.95	0.04	45.42	0.90	46.32

Table S – 22 (e) Additional cost for the plan 2005 – 2006.

Block	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Seppa	0.30	2.14	50.40	5.04	0.04	57.92	1.16	59.08

Table S – 22 (f) Additional cost for the plan 2006 – 2007.

Block	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
Seppa	0.30	2.67	62.16	6.22	0.06	71.41	1.42	72.83

23. Item wise yearly additional cost of Universalizing Primary Education in East Kameng District from 2001 – 2002 to 2006 – 2007.

Year	CONS	CONFEE	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
2001-02	4.5	0.90	0.37	10.71	1.07	0.01	16.96	0.34	17.56
2002-03		0.30	0.77	21.84	2.18	0.02	25.11	0.50	25.61
2003-04		0.30	1.20	30.24	3.02	0.03	34.80	0.70	35.50
2004-05		0.30	1.65	39.48	3.95	0.04	45.42	0.90	46.32
2005-06		0.30	2.14	50.40	5.04	0.04	57.92	1.15	59.07
2006-07		0.30	2.67	62.16	6.22	0.06	71.41	1.42	72.83
Total	4.5	2.40	8.80	214.83	21.48	0.20	251.62	5.01	256.89

Note : - CONS = Cost on New School = Rs. 2.25 lakhs. Per school  
 CONFEE = Cost on N/E Centre = Rs.10,000/- Non - Recurring, Rs. 5,000/- Recurring.  
 CGUT = Cost of Girls Uniform and Text Book = Rs. 275/-  
 ATC = Additional Teachers Cost Rs. 7,000/- per month.  
 ANTC = Additional Teachers Cost = 10% of ATC  
 GDBC = Guide Book Cost = Rs. 65/-  
 INSP Cost = Inspection Cost = Rs. 2% of TRC  
 TOT Cost = Total Cost.  
 TRC= Total recurring cost

## PLANNING ON SARVA SHIKSHA ABHIYAN OF EAST KAMENG DISTRICT

Table No. 1. Demographic characteristic of population by Blocks.

Block	1991			2001		
	M	F	T	M	F	T
Bameng	5418	5292	10710	5454	5412	10866
Chayangtajo	3791	3818	7612	4013	4131	8144
Pakke-Kessang	4071	3670	7741	5061	4562	9623
Seppa	12406	11896	24302	14983	14574	29557
Total	25689	24706	50395	29511	28679	58190

Table No.2 Block wise distribution of literate population 1991 to 2001.

Block	1991			2001		
	M	F	T	M	F	T
Bameng	1121	346	1467	2619	1585	4204
Chayangtajo	780	257	1037	2076	1137	3513
Pakke-Kessang	1488	568	2056	1850	706	2556
Seppa	4376	1554	5930	8051	5117	13168
Total	7765	2725	10490	14596	8845	23441

Table No.3 Block wise distribution of Educational Institution 2000 to 2001.

Block	Primary School	Middle School	Sec School	Hr. Sec. School
Bameng	22	04	01	0
Chayangtajo	19	03	01	0
Pakke-Kessang	15	01	01	01
Seppa	49	11	02	01
Total	105	22	5	2

Table No.4 Block wise enrolment in 2001 (I - V)

Block	Boys	Girls	Total
Bameng	692	444	1136
Chayangtajo	563	419	982
Pakke-Kessang	727	648	1375
Seppa	2556	1824	4380
Total	4538	3335	7873

Table No.5 No. of habitations with more than 200 population.

Block	No. of habitation	Habitation with 200 population	Habitation with 200 population with schools
Bameng	64	27	21
Chayangtajo	54	12	10
Pakke-Kessang	68	13	11
Seppa	109	31	29
Total	295	283	271

Table No. 6 No. of Primary School Teachers (2000-2001).

Block	Male	Female	Untrained	Total
Bameng	27	0	21	27
Chayangtajo	19	0	16	19
Pakke-Kessang	12	01	11	16
Seppa	41	17	53	58
Total	99	21	101	120

Assumptions: -

1. Total population will be growing at an annual average rate of 2.2% between 2001 & 2011.
2. 6 – 11 age group populations will be 15% of total population in 2007.
3. In 6 – 11 age group 50.19 % are boys in Bameng Block in 2007.
4. The Scheme of providing free uniform and textbooks to girls students is already in operation.

Table S – 1 Block wise literacy rates for males, females and total for 1991 to 2001.

Block	1991			2001			
	M	F	T	M	F	T	
Bameng	20.70	6.50	13.70	48.00	29.20	38.70	
Chayangtajo	20.55	6.67	13.56	51.73	34.78	43.13	
Pakke-Kassang	28.20	15.48	26.56	36.55	15.48	26.56	
Seppa	35.27	13.06	24.40	53.73	35.11	44.55	
Total	30.12	11.03	20.81	49.45	30.84	40.28	

Table S – 2 Block wise distribution of population by sex by 2000 – 2001.

Block	Male	Female	Total
Bameng	5454	5412	10866
Chayangtajo	4013	4131	8144
Pakke-Kessang	5061	4562	9623
Seppa	14983	14573	29556
Total	29511	28678	58189

Table S – 3 Block wise distribution of 6 – 11 age group populations by sex in 2001.

Block	Male	Female	Total
Bameng	969	846	1815
Chayangtajo	895	698	1593
Pakke-Kessang	988	1013	2001
Seppa	3074	2769	3843
Total	5926	5326	9252

Table S – 4 Block wise gross enrolment by sex in 2000 – 2001.

Block	Boys	Girls	Total
Bameng	71.41	52.48	73.41
Chayangtajo	62.90	60.02	61.64
Pakke-Kessang	73.58	63.97	68.71
Seppa	83.15	66.02	75.03
Total	76.57	62.61	85.09

Table S – 5 Block wise distribution of non-enrolled children by sex in 2000 – 2001.

Block	Boys	Girls	Total
Bameng	277	402	679
Chayangtajo	332	279	611
Pakke-Kessang	261	365	626
Seppa	518	358	876
Total	1388	1404	2792

Table S – 6 Block wise distribution of population by sex in 2007.

Block	Male	Female	Total
Bameng	6351	6303	12654
Chayangtajo	4673	4811	9484
Pakke-Kessang	5893	5313	11206
Seppa	17448	16972	24420
Total	34365	33399	57764



Table S - 7 Block wise distribution of 6 - 11 age group populations by sex in 2007. (15% of total population)

Block	Boys	Girls	Total
Bameng	953	945	1898
Chayangtajo	723	700	1423
Pakke - Kessang	857	812	1081
Seppa	2617	2546	5163
Total	5150	5033	9565

Table S - 8 Block wise additional enrolment by sex in 2007.

Block	Boys	Girls	Total
Bameng	261	501	762
Chayangtajo	100	281	441
Pakke - Kessang	130	176	306
Seppa	61	718	779
Total	612	1676	2288

Table S - 9 Block wise adjusted enrolment of boys and girls including overage and underage children in 2007

(Taking 5% increase of underage and overage among boys and 10% of under and overage among girls under 6 - 11 age group population in 2000-2001).

Block	Boys	Girls	Total
Bameng	1001	1040	2041
Chayangtajo	759	771	1530
Pakke - Kessang	900	906	1806
Seppa	2748	2801	5549
Total	5408	5518	10926

Table S - 10 Block wise adjusted additional enrolment of boys and girls in 2007.

Block	Boys	Girls	Total
Bameng	305	596	901
Chayangtajo	196	352	548
Pakke-Kessang	173	82	255
Seppa	192	973	1165
Total	866	2003	2869

Table S - 11 Block wise annual average growth rates of enrolment of boys and girls between 2001 and 2007.

Block	Boys	Girls	Total
Bameng	6.35	15.24	12.25
Chayangtajo	5.10	10.69	7.67
Pakke - Kessang	3.62	5.71	9.36
Seppa	1.21	7.37	4.00
Total	2.92	8.75	5.61

Table S - 12 Block wise yearly intake of Boys and Girls in Primary schools in 2001 to 2007.

Block	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
Bamng	736	512	1248	783	590	1373	832	680	1512
	2001 - 2005			2005 - 2006			2006 - 2007		
	B	G	T	B	G	T	B	G	T
	885	783	1668	941	902	1843	1001	1039	2040
Chayangtajo	2000 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
	591	463	1054	622	513	1135	653	568	1221
	2004 - 2005			2005 - 2006			2006 - 2007		
B	G	T	B	G	T	B	G	T	
	687	629	1318	722	696	1418	759	771	1530
Pakke-Kessang	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
	753	685	1438	781	725	1506	809	766	1575
	2001 - 2005			2005 - 2006			2006 - 2007		
B	G	T	B	G	T	B	G	T	
	838	810	1648	868	857	1725	900	906	1806
Seppa	2001 - 2001			2002 - 2003			2003 - 2004		
	B	G	T	B	G	T	B	G	T
	2587	1963	4550	2618	2107	4725	2650	2262	4912
	2004 - 2005			2005 - 2006			2006 - 2007		
B	G	T	B	G	T	B	G	T	
	2682	2129	5111	2711	2608	5322	2747	2801	5548

Table S - 13 Block wise yearly intake of boys and girls in Primary Schools.

Year	Bamng Block		
	Boys	Girls	Total
2000 - 2001	692	444	1136
2001 - 2002	736	512	1240
2002 - 2003	783	590	1373
2003 - 2004	832	680	1512
2004 - 2005	885	783	1668
2005 - 2006	941	902	1843
2006 - 2007	1001	1039	2040

Year	Chayangtajo Block		
	Boys	Girls	Total
2000 - 2001	563	419	982
2001 - 2002	591	463	1054
2002 - 2003	622	513	1135
2003 - 2004	653	568	1221
2004 - 2005	687	629	1318
2005 - 2006	722	696	1418
2006 - 2007	759	771	1530

Year	Pakke-Kessang Block		
	Boys	Girls	Total
2000 - 2001	727	648	1375
2001 - 2002	753	685	1438
2002 - 2003	781	725	1506
2003 - 2004	809	766	1575
2004 - 2005	838	810	1648
2005 - 2006	868	857	1725
2006 - 2007	900	906	1806

Year	Seppa Block		
	Boys	Girls	Total
2000 - 2001	2556	1828	4384
2001 - 2002	2587	11963	4550
2002 - 2003	2618	2107	4725
2003 - 2004	2650	2262	4912
2004 - 2005	2682	2429	5111
2005 - 2006	2714	2608	5322
2006 - 2007	2747	2801	5548

Table S - 11 Block wise total yearly intake of boys and girls in Primary Schools.

Block	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Bameng	1248	1373	1512	1668	1843	2040
Chayangtajo	1054	1135	1221	1318	1418	1530
Pakke-Kessang	1438	1503	1575	1648	1725	1806
Seppa	4550	4725	4912	5111	5322	5548
Total	12293	12741	13227	13754	14319	10923

Table S - 15 Block wise required number of formal Primary schools to be established in 2001 - 2002.

Block	No. of Habitation	Habitation with 200 population	Habitation with population 200 with schools	Required number of schools
Bameng	64	27	21	06
Chayangtajo	54	12	10	02
Pakke-Kessang	68	17	15	02
Seppa	109	31	29	02
Total	295	287	275	12

Table S - 16 Block wise and year wise teachers required during 2001-2002 to 2006-2007. (Assuming that pupil teacher ratio 1:42)

Block	No. of teachers required						No. of teachers exists in 2000-2001
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
Bameng	31	34	37	40	44	49	27
Chayangtajo	25	27	29	32	34	36	19
P/Kessang	34	36	38	39	41	43	16
Seppa	75	84	94	105	118	132	58
Total	164	180	197	215	236	259	119

Table S - 17 Block wise net additional number of teachers required from 2001 - 2002 to 2006 - 2007.

Block	Additional number of teacher required						Total No. of addl. Teachers 2000-2001 to 2006-2007.	Teachers existing in 2000-2001
	'2001-02	'2002-03	'2003-04	'2004-05	'2005-06	'2006-07		
							22	27
Bameng	04	03	03	03	04	05		
C/tajo	06	02	02	03	02	02	17	19
Pksg	18	02	02	01	02	02	27	16
Seppa	17	09	10	11	13	14	74	58
Total	45	16	17	18	21	23	138	119

Table S – 18 Block wise required number of schools and NFE in 2001 –2002.

Block	School required	No. of NFE's required
Bameng	06	09
Chayangtajo	02	06
Pakke – Kessang	02	06
Seppa	02	06
Total	12	27

Table S – 19 Block wise cumulative number of teacher required from 2001 – 2002 to 2006 – 2007.

Block	Number of teacher required					
	'2001-2002	'2002-2003	'2003-2004	'2004-2005	'2005-2006	'2006-2007
Bameng	04	07	10	13	17	22
C/tajo	06	08	10	13	15	17
Pksg	18	20	22	23	25	27
Seppa	17	26	36	47	60	74
Total	44	60	77	95	116	139

Table S – 20 Block wise yearly intake girls in Primary Schools from 2000 – 2001 to 2006 – 2007.

Block	'2000 – 01	'2001 – 02	'2002 – 03	'2003 – 04	'2004 – 05	'2005 – 06	'2006 – 07
Bameng	444	512	590	680	783	902	1039
C/tajo	419	463	513	568	629	696	771
Pksg	618	685	725	766	810	857	906
Seppa	1828	1963	2107	2262	2423	2608	2801
Total	5340	5626	5940	6283	6660	7074	7516

Table S 21 Additional enrolment of girls from 2001 – 2002 to 2006 – 2007.

Block	'2001-2002	'2002-2003	'2003-2004	'2004-2005	'2005-2006	'2006-2007
Bameng	68	146	236	339	458	595
C/tajo	44	94	149	210	277	352
Pksg	37	77	118	162	209	259
Seppa	135	279	434	601	780	97
Total	283	595	936	1311	1723	1302

Table S – 22 (a) Additional cost of the plan for year 2001 – 2002.(Rupees in lakhs)

Block	CONS	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
Bameng	13.50	1.35	0.18	7.52	0.25	0.003	17.20	0.34	18.44
C/Tajo	4.5	0.90	0.12	3.78	0.38	0.005	9.09	0.18	9.87
Pksg	4.5	0.90	0.10	11.34	1.13	0.01	17.38	0.34	17.82
Seppa	4.5	0.9	0.37	10.71	1.07	0.011	16.96	0.33	17.89
Total	27	4.05	0.77	28.35	2.83	0.029	60.63	1.19	64.02

(b) Additional cost for the 2002 – 2003.(Rupees in lakhs)

ONS	CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	Total Cost
0	0.45	0.41	5.88	0.59	0.005	7.34	0.15	7.49
0	0.30	0.26	6.72	0.67	0.006	7.96	0.16	8.12
0	0.30	0.21	16.80	1.68	0.01	19.00	0.38	19.38
0	0.30	0.77	21.84	2.18	0.02	25.11	0.50	25.61
0	1.35	1.65	51.24	5.12	0.041	59.41	1.10	60.6

2 (c) Additional cost for the year 2003 – 2001.(Rupees in lakhs)

CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
0.45	0.65	8.40	0.84	0.008	10.35	0.21	10.56
0.30	0.41	8.40	0.84	0.008	9.96	0.20	10.33
0.30	0.32	18.48	1.85	0.01	20.96	0.42	21.38
0.30	1.20	30.24	3.02	0.03	34.79	0.69	35.48
1.35	2.58	65.52	6.55	0.056	76.06	1.52	77.55

2 (d) Additional cost for the year 2001 – 2005 (Rupees in lakhs)..

CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
0.45	0.94	10.92	1.09	0.01	13.41	0.27	13.68
0.30	0.58	10.92	1.09	0.01	12.90	0.26	13.16
0.30	0.45	19.32	1.93	0.01	22.01	0.44	22.45
0.30	1.65	39.48	3.95	0.04	45.42	0.90	46.32
1.35	3.62	80.64	8.06	0.07	93.74	1.87	95.61

22 (e) Additional cost for the plan 2005 – 2006.(Rupees in lakhs)

CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
0.45	1.28	14.28	1.43	0.02	17.46	0.35	17.81
0.30	0.76	12.60	1.26	0.012	14.93	0.30	15.23
0.30	0.57	21.00	2.10	0.02	23.99	0.48	24.47
0.30	2.14	50.40	5.04	0.04	57.92	1.16	59.08
1.35	4.75	98.28	9.83	0.092	114.3	2.29	116.59

22 (f) Additional cost for the plan 2006 – 2007. (Rupees in lakhs)

CONF	CGUT	ATC	ANTC	GDBC	TRC	INSP Cost	TOT Cost
0.45	1.66	18.48	1.85	0.02	22.46	0.45	23.91
0.30	0.97	14.28	1.43	0.013	16.99	0.33	17.33
0.30	0.71	22.68	2.27	0.02	25.98	0.52	26.50
0.30	2.67	62.16	6.22	0.06	71.41	1.42	72.83
1.35	6.01	117.6	11.77	0.113	136.84	2.72	140.57

Table S -- 23 Item wise and block wise yearly additional cost of Universalizing Primary Education in East Kameng District from 2001 - 2002 to 2006 - 2007.

YEAR	CONS	CONF	CGUT	ATC	ANIC	GDBC	INSP COST	TOTAL COST
2000-01	27.000	4.050	0.770	28.380	2.830	0.028	1.200	64.26
2001-02		1.350	1.650	51.240	5.120	0.041	1.190	60.59
2002-03		1.350	2.580	65.520	6.550	0.056	1.530	77.59
2003-04		1.350	3.620	82.320	8.060	0.070	1.880	97.30
2004-05		1.350	4.750	98.280	9.830	0.085	2.290	118.59
2005-06		1.350	6.010	117.600	11.770	0.293	2.750	139.77
2006-07								
<b>TOTAL</b>	<b>27.00</b>	<b>10.80</b>	<b>19.38</b>	<b>443.34</b>	<b>44.16</b>	<b>0.57</b>	<b>10.84</b>	<b>556.1</b>

Note :- CONS = Cost on New School = Rs. 2.25 lakhs. Per school  
CONF = Cost on NFE Centre = Rs.10,000/- Non - Recurring, Rs. 5,000/- Recurring.  
CGUT = Cost of Girls Uniform and Text Book = Rs. 275/-  
ATC = Additional Teachers Cost Rs. 7,000/- per month.  
ANIC = Additional Teachers Cost = 10% of ATC  
GDBC = Guide Book Cost = Rs. 65/-  
INSP Cost = Inspection Cost = Rs. 2% of TRC  
TOT Cost = Total Cost.  
TRC= Total recurring cost

## CONCLUSION,

As per the detailed block-wise project report for achieving universalisation of primary education in East Kameng District, it can be seen that the district would require additional fund to the tune of Rs. 555.16 lakhs upto 2006-2007, which will enable us to provide primary education to 10,924 children in the age group of 6 to 11 as per the norms of Sarva Shiksha Abhiyan. The project construction cost has been kept below 33% of total project cost. It may also be seen that all the cost calculation has been done in accordance with the Central norms provided for Sarva Shiksha Abhiyan.





14-

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GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION

SARVA SHIKSHA ABHIYAN  
TIRAP DISTRICT  
DISTRICT ELEMENTARY EDUCATION PLAN  
FOR 2001 - 2002

1. Introduction  
2. Objectives  
3. Scope  
4. Methodology  
5. Results and Conclusions  
6. Recommendations

1. Introduction  
2. Objectives  
3. Scope  
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6. Recommendations



## INTRODUCTION

Arunachal Pradesh lies in between 26°28' North to 29°30' North and 91°3' East to 97°30' East on the North-East corner of India. The state occupies an area of 83743 Sq. Kms. by providing it the status of being largest state of North-East in respect of area. The state has long International border with Blutan in the West (160 Kms), China to the north and north-east (1030 Kms) and Myanmar in the east (440 Kms).

Arunachal Pradesh formerly known as North-East Frontier Agency (NEFA), till 21st January, 1972. It became Union Territory on 21st January, 1972, with the new name Arunachal Pradesh, (The Land of Rising Sun), under the charge of Chief Commissioner with its headquarters at Shillong. The first General Election to the 30 members of Legislative Assembly was held in 1978. The Headquarters of the Union Territory was shifted from Shillong to newly constructed capital complex at Itanagar in Subansiri District in 1974. Arunachal Pradesh attained statehood on 20th February 1987. Arunachal Pradesh has 14 districts at present.

Arunachal Pradesh has the most attractive aspect of habitation i.e. a number of tribes from here. All the indigenous people belong to various tribes, having their numerous traditions, customs and cultural values.

### DISTRIBUTION OF POPULATION (2001-CENSUS)

MALE	FEMALE	TOTAL
52461	47766	100227

### DISTRIBUTION OF LITERACY (2001-CENSUS)

MALE	FEMALE	TOTAL
53.76%	29.00%	42.01%

### TIRAP

Tirap was once known as Tirap Frontier Track (TFT). This was created in 1943, covering some area from Lakhimpur Frontier Track and Sadiya Frontier Track. It had its

administrative headquarters at Margherita (Assam). It was under the charge of a Political Officer.

After independence, under North-East Frontier Area, Administration Regulation 1954, the Tirap Frontier Tract was renamed as Tirap Frontier Division. Its administrative headquarters was shifted from Margherita to Ukha. By the passage of time, it was again shifted to the present site of Khonsa. In 1965, the Tirap Frontier Division was again renamed Tirap District after the name of major river Tirap. In November 1988, the Tirap District was bifurcated into two districts, namely Tirap and Changlang.

#### GEOGRAPHICAL LOCATION

The Tirap District lies in between  $26^{\circ}33'$  North to  $27^{\circ}47'$  North Latitudes and  $95^{\circ}16'$  East to  $95^{\circ}40'$  East Longitudes. This district is located in Southern part of Arunachal Pradesh. This district has national and international boundaries viz Dibrugarh District of Assam lies in its North, Myanmar covers its Southern boundary. Changlang District surrounds from the East whereas Sibsagar District of Assam and Manipal District of Nagaland stand on its Western boundary. This District was given the name as 'Tirap' after the name of a major river 'Tirap' which rises from the high peaks of Laju Area and flows in the district, from South-East to North-West. Later, it enters into Changlang District and finally meets Buridihing which ultimately joins Brahmaputra. The other rivers of the district are Tissa, Tassingju, Towai and Tekam etc.

Tirap provides picturesque scenic beauty with shreene meadows beautiful hills and eye catching lush green thick forestry. The entire district is covered by hills except narrow strips of flat land in some parts of Kanubari and Deomali Circles. The hills ranging from 500 mtrs. to 1950 mtrs. in altitude generally slope down towards North-West.

The climatic conditions of this district vary from place to place and time to time. Kanubari and Deomali Circles experience hot and humid climate whereas other areas have moderate climate conditions. The average maximum and minimum temperatures are about  $24^{\circ}\text{C}$  and  $18^{\circ}\text{C}$  respectively. Rainfall also varies from place to place due to geographical terrain. The foothill areas experience more rainfall than other areas. The average rainfall of the headquarter of Tirap i.e. Khonsa was recorded as 1800 mm in 1996-97.

DEMOGRAPHICAL PROFILE.

The Tirap District occupies an area of 2362 Sq. Kms. According to census 1991, the district has a total population of 85,468 out of which 45,898 are males and 39,570 are females. The rural population is 78,371 having 41,662 Males and 36,709 Females, whereas 7,097 people consisting of 4,236 Males and 2,861 Females live in Urban Areas. The above cited figures reflect that the district is purely dominated by rural population. The population of Scheduled Tribe is 68,730 with 34,713 Males and 34,017 Females, the population of Scheduled Caste is only 342 with 253 Male and 89 Female. This shows that the entire district is dominated by Scheduled Tribe population. The population in the age group of 0-6 years was recorded 18,364. The average density of population is 36 persons per Sq. Kms.

The literacy rate of the district is not very attractive. There is 32.06% literacy (excluding 0-6 years age group). There are 21,528 people are literate consisting of 15,849 Males and 5,679 Females. The female literacy is much disheartening in comparison of Males which comes approximately 1/3 of the Males. The sex ratio is also 802 Females per 1,000 Males. The decennial growth rate of population is (1981-91)=28.64%.

There is only town namely Khonsa which is H.Q. of the district and 155 villages in the entire district. There was king system in the past in the district. As a result, the villages are mostly compact settlements which are mostly situated either on the top of a hillock or on the steep hill slope. The settlement of the villages reveals the fact that the people have been warrior type and for their own defence they had settled down at such strategic sites. There were frequent attacks from one village king to the other village. However, now people have begun settling down in plain areas or near the rivers valleys as the king-system is now disappearing. This change came after the introduction of Panchayati Raj in the district and state. The king of the past is now known as village Chief and he enjoys the honour and respect given by the villagers.

ADMINISTRATIVE SET-UP OF THE DISTRICT.

Tirap is the smallest district of Arunachal Pradesh with area of 2362 Sq. Kms. only KHONSA is the only town in the district which is the Headquarter of the district. The Deputy Commissioner is the Head of the district. Besides, there are heads of other major and minor departments in the district.

viz Education, Medical, Agriculture, Horticulture, Animal Husbandry, Forest, Fisher, PWD., PHE., IFCD., Power, Transport, Civil Supply, Industry, DRDA., Banks (SBI, State Apex), Statistical, Legal Metrology, ICDS., and Police, Assam Rifles, CRPF., BRTF., SB., SIB. and SSB. etc.

The District has seven segments (constituencies). The whole District is divided into two sub-divisions namely Deomali Sub-Division and Longding Sub-Division. Each sub-division is headed by the Sub-Divisional Officer. The District is also divided into 8 (Eight) circles and each headed by a circle officer. Besides, the district is divided into three main community development blocks viz-

- (i) Namsang CD. Block.
- (ii) Niauxa CD. Block.
- (iii) Pongchau/Wakka CD. Block.

Each CD. Block is headed by a Block Development Officer.

EDUCATIONAL PROFILE OF THE DISTRICT:

The Deputy Director of School Education (DDSE) is the Head of the Education Department of the district. The Education Department of the district has two major district level constituencies.

- (1) General Education (School Education I to XII)
- (2) Adult Education.

In order to assist the DDSE, there are Assistant District Education Officers who are posted at Blocks/Circles levels so that they can look after the education as well as help in implementing the policies and plans of the department. They act as the field functionaries and look after all the educational needs and administration at Block/Circle levels.

The District Adult Education Officer looks after the Non-Formal Education and Adult Education in the district under the guidance of the Deputy Director of School Education. To assist the District Adult Education Officer, there are Assistant Project Officers (Adult) who also act as Assistant District Education Officer at these circles/blocks where ADEOs are not available. As such, they look after both formal and Non-formal education in their respective areas/jurisdictions. These APO's work under SDO/EAC/CO of their block/circle. They furnish all kind of information to the respective SDO/EAC/CO in connection with the functioning of the schools.

For higher Education there is only one Degree College in Tirap District. The construction work of DIET is in progress and it is expected to function in near future. One study centre of National Open School is also functioning with a large number of enrolment. The special study centre of IGNOU is likely to start within short time, most probably from next year.

#### SOCIO ECONOMIC SCENARIO OF THE DISTRICT.

This is clearly apparent from the figures of population and the inhabitants of the district, who are mostly village dwellers, that more than 95% population of the district belongs to rural economy. As such agriculture is the main occupation of the people of Tirap.

In agriculture sector, the distribution of land is as follows.

- (1) Total Area .....2369 Sq.Km.
- (2) Net shown area .....13092 Hect.
- (3) Fallow Land. ....17081 Hect.
- (4) Current fallow ..... 4916 Hect.
- (5) Cultivable waste land ..11580 Hect.
- (6) Land for non-agricultural use. .... 1000 Hect.
- (7) Barren uncultivable land 730 Hect.

Since there is no place or source of irrigation the agriculture of the district wholly depends on rain. A good portion of net shown area is under Jhum Cultivation. The main crops are Paddy, Maise, Wheat, Pulses, Millet, Potato etc. The production is very scanty and insufficient. The work of cultivation is carried out by indigenous tools and implements. The modern scientific methods of agriculture like tools use of fertilizers, pesticides, germicides are hardly in practice. The agriculture is done in traditional manner.

Apart from agriculture, horticulture is also getting place in the occupation of people. Fruit plants are grown and cash crops like Tea, Coffee has been introduced in the district. A number of the gardens can be seen now which are under private and Govt. sectors. Arunachal Forest corporation has started coffee plantation at Dewall area. The corporation also owns a number tea gardens in the district.

As stated earlier there was abundance of forest wealth. Naturally, forest plays important role in the economic sector of the district. Before the ban on forest activities imposed by Hon'ble Supreme Court of India, forest activities were the only source of earning revenue. Timber and its processing in the saw mills were at its optimum. But after the ban all the activities came to a stop and all the mills in the district were closed.

Animal husbandry is yet another economic activity. Rearing of buffaloes, cows, goats, pigs, mithuns and poultry birds is a common source of income of the villages. These animals earn a good amount for the villagers and make up as a substitute for the deficiency of food. The Veterinary Department has been encouraging people to rear the animals and provides medicines etc. through its dispensaries.

The Fishery Department is developing fish-culture in the district. The villagers have to dig their own fish ponds and thus they sell fish to nearby market, earning a good amount of money. The demonstration fish ponds have been dug to encourage villagers.

Government is giving emphasis on small scale industry. The industry department has opened a number of small scale industries in the villages and rural areas. The villagers are coming forward to opt this occupation. Furniture mart, blacksmith, carpentry, bamboo and cane craft, spinning and weaving craft centres have been opened at various places. The local people are taking keen interest in such activities which enable them to boost their economy.

TABLE SHOWING CRAFT-WISE NO OF TRAINEES.

S/NO	CRAFT	AS IN 1996-97 NO. OF TRAINEES	REMARKS
1)	Knitting	17	
2)	Tailoring	07	
3)	Weaving	60	
4)	Wood Carving	01	
5)	Bread Making	01	



TRANSPORT AND COMMUNICATION.

Tirap is the only district in Arunachal Pradesh which has a fair network of road communication. The district headquarter, Khonsa is the centre point of communication network. There are no natural barriers such as rivers which disrupt the communication frequently during rainy season due to flood. The district enjoys continuous uninterrupted road communication through out the year. The Sub-divisions, circle HQs. are well connected with either surfaced or unsurfaced roads. The total length of the roads in the district was 825.280 Kms. (March 1977) out of which 429.090 Kms. was surfaced and 396.190 kms. unsurfaced. Nearly 10.2% villages are situated within the distance of 5 kms. from the road side and 87.2% beyond 15 kms.

Apart from road transport, there is Tele-Communication link with many places of the district and with rest of the country and even abroad (ISTD). There is a Satellite-Earth station and a very low power of TV. Transmitter at Khonsa.

SOCIO-CULTURAL PROFILE.

The entire tribal population of the district belongs to Mongoloid Racial Stock. They are short in stature, round face, yellow colour and straight hair. They have their own beliefs, faiths, taboos and stigmas. They worship their lord in traditional manner. They believe in nature as God and Goddesses such as Sun, Moon, Trees etc. are worshipped. After the introduction of Christianity, their attitude has changed a great deal. Now they are frequent visitors of church and worship their lord. The major tribes of the district are Noctes and Wangchoes. They have their own local festivals like Chalu Loko and Oriah. These festivals are celebrated with full enthusiasm, colourfully and with great pomp and show. These festivals belong to particular occasion such as harvesting of crops etc. the festival continues for days together and enjoyed by one and all. The war dance is very popular among Noctes and Wangchos. The dance is performed on the occasion of a festival or on any other special day. This is symbolic to the past practices of human head hunting when a person, whose house was decorated with maximum number of heads, was supposed to be the greatest warrior or a hero. Now a days such practice has completely stopped and people from different villages live with peace and harmony. These people take active part in celebration of national as well as state important days.

## PROBLEMS OF ELEMENTARY EDUCATION IN TIRAP

Elementary Education in Arunachal Pradesh in general is in a very pathetic condition. The base of Middle, Secondary and Higher Secondary level is made in Primary School for an individual but it seems that elementary education does not have a sound footing. A few points of grave concern and vital importance are mentioned below.

(1) There is no suitable school building and residential quarters for the teachers in remote areas. The stage of elementary education is such that a child is given suitable environment in school so that his attention could be focussed on studies. He is lured by school promising a better life and better environment. But in Tirap District there are OBT schools consisting of one or two rooms which are not only inadequate to run I to V classes but create ridiculous scenes when the children of different classes sit altogether. The pathetic condition of deplorable teacher's residential OBT quarters is such that they are in the look out of saving themselves and their belongings when there is torrential down pour in the night. The thatched roof tops seldom withstand the impact of gales of winds which blow in winter season. The result is unmotivated teacher who are reluctant to serve interior areas.

(2) There is great problem of communication owing to (i) Hilly terrain (ii) Non-availability of roads (iii) Compulsion for every one to have footmarch. Tirap being the hilly district has impenetrable and unapproachable hilly terrain. A teacher has to walk on foot for miles to reach his place at posting carrying his belongings himself because no vehicle, no coolie or porters are available on jungle track. A sense of deep frustration and reluctance creeps in the mind and once he reaches the place, he hesitates to come down to headquarters and vice-versa.

(3) The problem of communication leads to non-availability of essential commodities - viz (i) Ration is not available in time. People depend on porters and other scanty sources otherwise for days they have to live on jungle leaves and herbs especially in some places/locations. (ii) Text books are not timely available. The district authorities endeavour hard to send the books timely but due to frequent disruption of communication many a times books do not reach in time. And gone are the days when oral teaching was practised. These are the days of knowledge boom and computer. (iii) It is hard to send the furniture to all the schools due to communication problem. As such, there is always a

shortage of furniture and in many cases the children have to sit on bare floor or keep on standing through out the day. In such circumstances, it is almost impossible for the youngsters to keep attention focussed on lessons.

Other articles which help in teaching learning process are hardly found. The availability of A.V. aids equipments are beyond imagination, there is always shortage of black boards, teaching kits/aids etc. There is no suitable arrangement of lighting. In bamboo buildings small windows are made for light and fresh air but still there is dark inside the classrooms. On a foggy and cloudy day it is hard to see the things properly what to say of reading the small letters of a test book. Electrification of school buildings is rarely found. The schools are built at a solitary place quite far from the village. As such, teachers have to bear aloofness and the children do not take pain to come to school regularly due to that distance. There is acute deficiency of hostel buildings.

The articles of co-curricular and extra curricular activities are scarcely found. These things create the 'charm' of the school in the minds of young ones. Playing various types of games creates attraction of school, in the mind of a child. Moreover, it is very essential for all round development of an individual. All these factors lead to delinquency which is common in the schools of Amradol Pradesh.

Due to the problem of communication frequent inspection and supervision is also impossible. This causes of feeling of 'carelessness' amongst the teachers. They become less devoted to duty and the feeling of joining is not prompted, spirit is not boosted amongst the young ones.

There is a little value of community participation in teaching and learning process. The villagers/parents hardly pay any attention towards the education of their children. This, in fact, is the biggest block which hinders the progress of schools. Parents, being quite illiterate and innocent do not understand the value of education. They also feel that this is the responsibility of the government to educate their children.

However a surge of awareness is moving around and the attitude of the villagers is being changed gradually. Now they have begun coming forward to help the schools and their functionaries.

TEACHER'S PROBLEMS.

In the interior and especially in remote areas highly qualified teachers do not stay for a long time. All those who stay for some time are untrained and not well oriented with the latest techniques/devices/policies/tools of education. They go to the class, teach the students monotonously and count their days which they would pass in such areas with least facilities.

The lack of teachers, residential accommodation has not only created the feeling of frustration in them but has created a negative feeling that they have to pass a particular tennure of several years in difficulty. Later on, they think, they would force the department to change their place, a better place, where all the facilities exist. And thus, they ~~knexxime~~'pass the time'. Naturally, 'Devotion to duty' or 'Doing good to all' are left as slogans or papers buried in pending files.

BLOCKWISE DISTRIBUTION OF VILLAGES IN TIRAP.

SL. NO	BLOCK	NO. OF VILLAGES
1)	Narsara CD. Block	31
2)	Nisara C. Block	42
3)	Pongcha/Wakka CD. Block.	31
	TOTAL	104

(H.A. S. S.)  
Director of School Education  
Tirap District: Wansa:

TABLE-1  
DISTRIBUTION OF POLYMER BLENDED WITH/ WITHOUT

COUNTRY	1991			1992		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
INDONESIA	4417	18042	44359	17445	24000	31081
THAILAND	1548	11487	24315	14775	18533	33177
INDONESIA/ THAILAND	1033	2111	17094	12119	1002	13364
TOTAL	45898	39571	85401	44349	24785	100927

SOURCE: Census 1991 and 1992,  
Statistical Yearbook of Indonesia, 1992, 1993.

TABLE-2  
DISTRIBUTION OF POLYMER BLENDED WITH/ WITHOUT

COUNTRY	1991			1992		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
INDONESIA	9413	4385	13751	17745	271	24461
THAILAND	3049	944	3998	3120	1000	7099
INDONESIA/ THAILAND	1057	251	1308	1775	500	2275
TOTAL	13509	5580	19059	22640	11051	33736

SOURCE: Census 1991 and 1992.

TABLE-3  
DISTRIBUTION OF LITERACY RATE BLOCKWISE/BLOCKWISE.

BLOCK	1991			2001		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Namsang	34.77	17.98	27.17	35.77	21.27	28.17
Niausa	22.61	6.97	15.15	23.61	7.97	16.15
Pongchau/ Wekka	11.76	3.73	7.56	12.76	4.73	8.56
TOTAL	23.04	9.52	16.62	26.04	12.52	19.62

SOURCE:-Census-1991 and 2001.

TABLE-4  
BLOCKWISE DISTRIBUTION OF EDUCATIONAL INSTITUTION IN TIRAP DISTRICT.

BLOCK	PRIMARY SCHOOL.	MIDDLE SCHOOL	SECONDARY SCHOOL.	HIGHER SEC. SCHOOL	COLLEGE
Namsang	72	13	04	04	01
Niausa	30	04	-	03	-
Pongchau/ Wekka.	14	03	02	-	-
TOTAL	116	20	06	07	01

SOURCE:-Department of Education, Bonga, Tirap District.

TABLE-5A  
DISTRIBUTION OF ENROLLMENT BLOCKWISE/SEXWISE  
AS ON FEBRUARY 28TH, 2001, GRADE-I-V (6 TO 11 YRS.)

BLOCK	BOYS	GIRLS	TOTAL
Namsang	3639	2687	6326
Niausa	1687	881	2568
Bongchau/ Wakka	818	236	1054
TOTAL	6144	3804	9948

SOURCE:-Office of the Deputy Director of  
School Education, Tiring District, Khonsa.

TABLE-5B  
DISTRIBUTION OF ENROLLMENT BLOCKWISE/SEXWISE  
AS ON 28TH FEBRUARY/2001, GRADE-VI-VIII (11 TO 14 YRS.)

BLOCK	BOYS	GIRLS	TOTAL
Namsang	1192	1037	2229
Niausa	619	380	999
Bongchau/ Wakka	214	53	267
TOTAL	2052	1470	3522

SOURCE:-Deputy Director of School Education  
Tiring District, Khonsa.

TABLE-6  
DISTRIBUTION OF HABITATIONS WITH POPULATION MORE THAN 300 BLOCKWISE AS ON 28TH FEB./2001.

BLOCK	NO. HABITATIONS	HABITATIONS WITH 300 POPULATION	HABITATIONS WITH 300 POPULATION WITH 100 HOUSEHOLDS	HABITATIONS WITH 300 POPULATION WITH 100 HOUSEHOLDS
Namsang	92	45	45	42
Niausa	42	27	27	06
Pongchau/Wakka	21	19	19	-
TOTAL	155	91	91	48

NB:-Above Table reflects only Primary/Middle and Secondary Schools in the habitation.

SOURCE:-Census, 1991.

TABLE-7  
BLOCKWISE DISTRIBUTION OF PRIMARY SCHOOL TEACHERS AS ON 28TH FEB.2001.(Middle Schools Teachers excluded)

BLOCK	MALE	FEMALE	TOTAL	TRAINED	UNTRAINED
Namsang	97	34	131	19	112
Niausa	40	09	49	08	40
Pongchau/Wakka	17	01	18	06	12
TOTAL	154	44	198	34	164

SOURCE:-Deputy Director of School Education,  
Mahe District, Mahe.



TABLE-51  
BLOCKWISE/SEXWISE DISTRIBUTION OF POPULATION, 2001.

BLOCK	MALE	FEMALE	TOTAL
Basang	27205	24030	51235
Niensa	14345	13832	28178
Pongchau/ Wakke	30211	9833	40044
TOTAL	52461	47765	100227

SOURCE:- Census-2001.

TABLE-52.  
BLOCKWISE/SEXWISE DISTRIBUTION OF POPULATION  
6 TO 11 YEARS AGE GROUP  
GRADE-I-V.

BLOCK	BOYS	GIRLS	TOTAL
Basang	3748	2781	6529
Niensa	1754	921	2675
Pongchau/ Wakke	859	260	1119
TOTAL	6361	3962	10323

ASSUMPTION:- Percentage of children who are not going to school within the age group of 6 to 11 years Sexwise/Block-wise has been calculated at the rate of Block 1-3% of boys and 3.5% of girls, Block 2.4% of boys and 4.5% girls and Block 3.5% of boys and 10% of girls. (Table 5A).

age group).

This population with grade I-VI to 11 yrs.

The age group of 11-14 yrs.

is equivalent to have the population

of grade (VI-VIII) as it was found more

and higher than the population of grade

I-VI.

The above population of grade

I-VI is shown in the following table.

TABLE 2 - POPULATION OF GRADE I-VI

Grade	1950	1955	1960
Grade I	1000	1000	1000
Grade II	1000	1000	1000
Grade III	1000	1000	1000
Grade IV	1000	1000	1000
Grade V	1000	1000	1000
Grade VI	1000	1000	1000

GRADE-VI-VIII (URBAN PRIMA)

11 TO 14 YEARS AGE GROUP.

TABLE-22B  
BLOCKWISE/SEXWISE DISTRIBUTION OF POPULATION

TABLE-S4 Distribution of Habitations with more than 300 Population Blockwise

BLOCK	NO. OF HABITATIONS.	NO. OF HABITATIONS WITH 300 POPULATION.	NO. OF HABITATIONS WITH 300 Pop. WITH POPULATION.	NO. OF NEW SCHOOLS REQUIRED
Namsang	92	45	45	Nil
Niäusa	42	27	27	Nil
Pongchau/Wakka.	21	19	19	Nil
TOTAL	155	91	91	-

Almost all habitation having population more than 300, have schools. There also exists schools where population is less than 300. In Block No.1 there are 42 schools in those habitations which have less than 300 population. So is the case with Block 2 where 6 schools are functioning. As per instruction/guidetion for opening of new schools in the district, during 2001-2002, the requirement off new school will be nil. Though there is no possibility for the establishment of new school during 2001-2002, there are number of schools which are functioning in OBT. (ordinary Bamboo Type) buildings. These buildings have thetch or  $\frac{1}{2}$  savoss roofing and bamboo net walls. These school needs new pakka construction for the smooth functioning of educational institution. These old kacha schools buildings have been identified Blockwise for which the proposal or estimates have been suggested in the following Table-S5.

TABLE-S5

BLOCKWISE DISTRIBUTION OF EXISTING PRIMARY  
SCHOOLS HAVING KACHA(OBT) SCHOOL BUILDINGS  
AND NEEDS PUKKA SCHOOL BUILDING DURING/01-02.

BLOOCK (1)	NO. OF OBT. SCHOOL BUILDING (2)	REMARKS (3)
Namasang	23	
Niausa	10	
Pongchau/ Wakkka	13	
TOTAL	46	

The above number of schools which are having OBT. school buildings, the academic standard is extremely poor. Academic classes depend upon nature. These OBT. buildings are not at all suitable for carrying learning and teaching process. These buildings get damaged by heavy rain/storm etc. and academic class remain suspended till new construction is made. So it is very much essential to convert these kacha construction of school buildings to pakka construction. It is also ~~essentially~~ to ~~have attractive school~~ buildings, so that the small children will feel pleasure to go to school to have neat and clean atmosphere, which is not available at their home/houses.

TABLE-S6

BLOCKWISE REQUIREMENT OF TEACHERS DURING  
2001-2002 WITHIN AGE GROUP 6 TO 11 YEARS  
GRADE-I-V.

BLOCK	NO. OF STUDENT	NO. OF TEACHERS ACTUALLY NEEDED @1.40 RATIO	NO. OF EXISTING TEACHERS	NO. OF TEACHERS REQUIRED
Namsang	6529	163	131	32
Niausa	2675	67	49	18
Pongchau Wakka	1119	28	18	10
TOTAL	10323	258	198	60

There are 62 primary schools in the district which are managed by the single teachers. As per existing norms, these must have at least 2 teachers in primary school and there after the number of teachers will be calculated as per students teacher ratio that is one teacher for every 40 students.

TABLE-S7

BLOCKWISE DISTRIBUTION OF ENROLMENT BOTH  
AGE GROUP 6 TO 11 YEARS AND 11 TO 14 YEARS  
(CLASS I TO VIII) 28TH EB/2001.

BLOCK	BOYS	GIRLS	TOTAL
Namsang	5011	3854	8865
Niausa	2398	1318	3716
Pongchau/ Wakka	1084	318	1402
TOTAL	8493	5490	13983

TABLE-S8  
BLOCKWISE REQUIREMENT OF NUMBER OF NFE.DURING  
2001-2002.

BLOCK	NO.OF HABITATION	NO.OF EXISTING PRIMARY SCHOOL	NO.OF NFE REQUI -RED.
Charny	92	72	20
Asua	42	30	12
Chhau/ ka	21	14	07
TOTAL	155	116	39

There are good number of primary schools in habitations having less than 300 population. How ever some habitations having less than 300 population are not having school. So there needs the establishment of NFE centre. These centres will cater educational needs of those children, who within school going age group but could not avail educational benefit because of non availability of educational institutions in their habitations.

TABLE-S9  
BLOCKWISE DISTRIBUTION OF NON TEACHING STAFF.

BLOCK	NO.OF PRIMARY SCHOOL	NO.OF NON TEACHING STAFF REQUIRED.
	72	72
	36	36
	14	14
	116	116

Each primary school should have at least one teaching staff to look after the Govt. property and other works of the school.



DETAILS OF ABBREVIATION USED IN THE TABLE-S10.

- 1) Cons. : Cost of New Schools.
- 2) CONF. : Cost of Non-Formal Education Centre.
- 3) COU. : Cost of Uniform.
- 4) CTB. : Cost of Text Book.
- 5) ATC. : Additional Teacher Cost.
- 6) ANTC. : Additional non Teaching Staff cost.
- 7) CDRC. : Guide Book cost.
- 8) TRC. : Total recurring, cost.
- 9) INSP.COST. : Inspection cost.
- 10) TOT COST. : TOTAL COST.

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NOTE BELOW:- As per state norms uniforms and Textbooks are supplied to both Boys and Girls. So, the proposal/estimate has been prepared for the supply of <sup>uniforms</sup> and text book for boys and girls separately.

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TABLE-510

BLOCKWISE ADDITIONAL COSTS OF PLAN FOR THE YEAR -2001-2002.

BLOCK	CCNS	CCNFB	CCFB	CCU	ACC	INIC	CDBC	TRC	INSP OR TRC	TOT COST
	17250000	400000	3083275	1640025	1344000	300400	22820	5792520	11585044	5908370.4
rausa	7500000	210000	873260	887460	755000	126000	9330	2692100	53842.0	2745942.0
ngchau akka	9750000	140000	329470	259370	420000	58300	3920	1211560	24231.2	1235791.2
TAL	34500000	750000	3226005	2586855	2520000	487200	36120	9696180	193923.6	9890103.6

- 1- The cost of new construction of 46 existing primary school which are running in OBT. (ordinary bamboo type) school buildings has been calculated on the basis of estimate @Rs.7.5 lakhs, Executive Engineer, RWD. (Rural Work Department) covering an area of 76.25 Squaremetres. The cost is much more than that of Rs.2.2 lakhs per school building because of reasons of holding terrain headleading carriage, non availability of construction materials etc.
- 2- The cost of NFE. has been calculated on the basis of Rs. 20,000/-per NFE. centre, than that of Rs.10,000/-. The main reasons of the high cost of construction are the same as stated in Sl.No.1 above.
- 3- The cost of Text Books has also been calculated on the basis of Rs. 235/-per students which is the present price of the Text Books for class I to VIII for both boys and girls. The figures of percent as well as additional enrolment has been taken into account.
- 4- The cost of Uniform for boys and girls from Class I to VIII, both existing as well as additional enrolment has been calculated @Rs.135/-per student. The school uniforms will have white shirts and blue half pant and skirts in case of girls.
- 5- The cost of A.P.C. has also been calculated at the same rate of Rs.7000/-per month per teachers both existing as well as additional for 6 months.
- 6- The cost of non teaching staff @ 10% of the salary of teaching staff per month for 6 months.
- 7- CBSE-2 Guide Books per teachers @ 70/-each that Rs. 140/-per teacher both existing as well as additional.
- 8- LACT-25 of the TPC.

(K. S. BATH)

By, Director of School Education  
Distt. District: Ilhose: