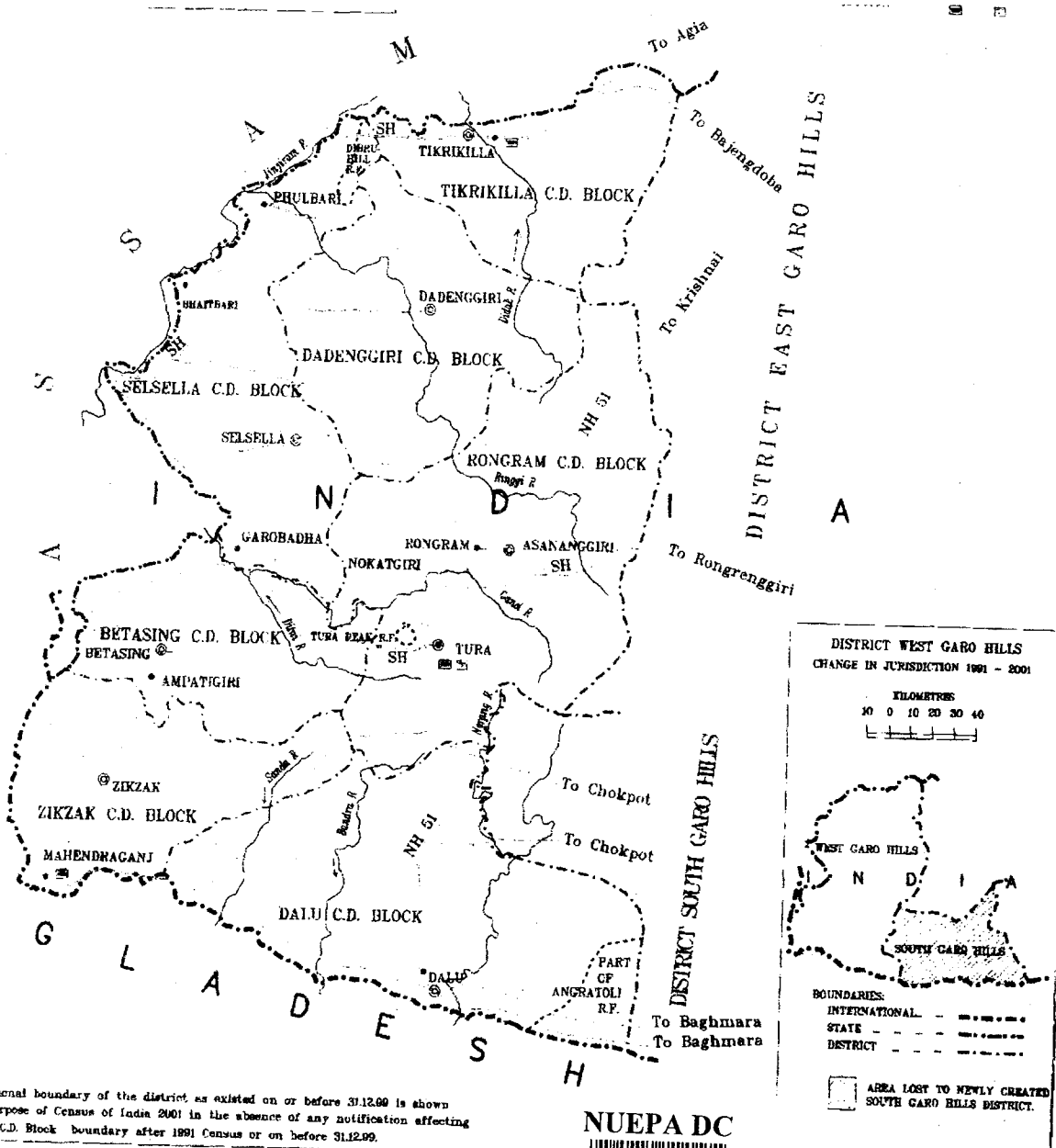


Annual Working Plan & Budget 2008-09



ional boundary of the district as existed on or before 31.12.99 is shown
 rpose of Census of India 2001 in the absence of any notification affecting
 C.D. Block boundary after 1991 Census or on before 31.12.99.

NUEPA DC



DC72



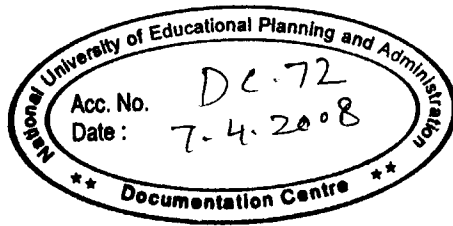
Sarva Shiksha Abhiyan



Read All, Progress All

**DISTRICT MISSION CO-ORDINATOR
WEST GARO HILLS DISTRICT**

379.23
WES-ME



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CHAPTER - I
INTRODUCTION

1.1: Location

West Garo Hills, the largest of the three districts forming composite Garo Hills, covering a total area of 3715 sq km lies between 25°8. N and 26°1 N latitude and between 90°E and 91°1 E longitude.

The district of East and South Garo Hills share boundaries with West Garo Hills on the East while to the West lies Bangladesh and Assam's Dhubri District. On the North is Goalpara district of Assam and Bangladesh again bounds West Garo Hills on the South.

1.2: Topography

The district can be divided into 3 (three) parts based on geophysical characteristics. They are:

- (i) The Plateau area
- (ii) The Southern Hill Range
- (iii) The Plain area.

The central part of the region comprising the hilly areas covers a major portion of the total area of the district while the bordering areas with Assam and Bangladesh comprises the plain belt. Nokrek Arbella and Rangira Ranges are the 3 (three) main hill ranges of the district. Nokrek Peak at an elevation of 1418 m stands as the highest peak.

Some of the major rivers in the district include Ganol, Jinjiram, Bogai, Ildek, Manda and Didram.

1.3: People

The Population of the district is predominantly tribal. The main inhabitations are the Garos though other tribes like the Hajongs , Koches and

Rabhas also form a sizable part of the population. Also, one can find many Bengali, Hindi and Assamese speaking people residing in the district.

The Garos related their origin to Tibet before they finally settled in present day Garo Hills and the first ever recorded detail on Garos Hills dates to about 1800.

Before the advent of Christianity in the district, the religious practices of the Garos related to a form of animism; the followers of which were called 'songsarek'. But today, the district represents a different picture as most of the Garos population has embraced Christianity. Other religions practiced are Hinduism, Islam, Buddhism and Jainism.

Many festivals are celebrated by the people of Garo Hills. The traditional harvesting festival of Wangala is celebrated with great pomp and show. Likewise, Christmas, Dewali, Durga Puja, Bihu etc are celebrated with zest by all communities.

1.4: Occupation

The primary occupation of the people of the region continues to be agriculture. The Garo calendar year is based on the Jhum Calendar Jhum or shifting cultivation being the traditional practice of agriculture.

Though shifting cultivation is still practiced, with changing times, more and more people are opting for settled farming and horticultural crops has provided a check on the destruction of green cover caused due to the practice of jhuming. But, still a lot needs to be done to wane people away from shifting agriculture.

The main crops grown in the region include paddy, maize, ginger and cotton. Cash crops like cashew nuts, areas nuts etc are grown along with pine - apples, oranges and other citrus fruits.

1.5: Annual Planning:

The Annual Working Plan and Budgeting 2008-2009 of West Garo Hills sets targets which are to be achieved within the year, emphasis is on providing the access in an unserved habitation and enrolling the out of school children but more importantly to retain them in schools.

Enrolment Drive was conducted last year with the concerted efforts of District Chairman SSA, Block Officers of Education Department which helped in mainstreaming about 949 children back in schools. Efforts are on to keep track of the children who are in schools, so that they do not dropout. The provision of EGS centers have helped immensely in enrolling children. The up gradation of EGS to regular and L.P. School to U. P. School shows that the District is providing schooling facilities so that all children are brought back to schools

The plan for the year 2008-09 emphasis on the following targets:

- To sensitize the community on the issue of education.
- To tackle the problems of enrolment and retention and drop out
- To improve the quality of education.
- To train the teachers along with education volunteers
- Training of BRPs to provide academic support
- To provide Remedial Teaching to students, especially the weaker ones.
- To provide alternate schooling facilities in the access less villages.
- To tackle the problem of teacher absenteeism.
- The improve the infrastructural facilities in schools
- Providing access to Primary Education for Minority Community, with special focus on Life-Skill education for the Girl Child.
- Upgradation of all eligible EGS to regular L.P. School
- Furniture for Govt. U.P. Schools.

1.6. Major Problems and Issues:

After the initial problems of enrolment, the major issue that needs immediate redressal on the part of the District is retention. The problem of enrolment of children in schools has somewhat subsided due to the increase in the number of schools. It has been observed that enrolling children in school is easier as compared to retaining them in schools. The absence of an ideal learning environment at school may perhaps explain why children are disinterested in studies.

The provision of quality education is also in - adequate in the district. It has become a hindrance in the progress path and proper implementation of the SSA Programme. This can be attributed to the fact that most teachers are not trained in the quality aspects of education.

Teacher absenteeism, another major issue is being addressed and the district is in the process of finding a proper solution to this problem.

The above problems gain gigantic proportion because of the factors which are given as under.

- i. Lack of awareness in the community
- ii. Fragmented and scattered habitations
- iii. Poverty ridden families
- iv. Illiteracy and ignorant parents.

1.7 Strength and Weakness of the District.

For the implementation of the project, the district is quite strong in matters relating to:

- i. The provision of alternate schools in access less villages
- ii. The reduction in the drop - out rate due to emphasis on enrolment
- iii. The provision of TLM and TLE to enhance the teaching skills
- iv. The provision of free text and exercise books for all children
- v. The provision of school building , drinking water and toilets
- vi. The training of teachers and educational volunteers
- vii. The disabled children have been provided with aids and appliances and some have been enrolled in regular schools.

CHAPTER II
DISTRICT PROFILE

Introduction:

West Garo Hills can be divided into 2 (two) belts namely the Hilly and the Plain Belts. Whereas the hilly region is predominantly inhabited by the tribal people, the plain belt comprises a mixed community.

For administrative purposes, the district is divided into 3 (three) sub-divisions including the Urban areas. The district headquarter is directly under the Deputy Commissioner while the other 2 sub-division i.e. Dadenggre and Ampati is under the SDO (Civil).

2.1 Area:

The district covers a total area of 3715 sq km and is made up of 8 Blocks and Urban area.

The area wise break-up of each block is as follows:

Rongram including	
Tura Municipality	758 sq km
Dalu	435 sq km
Gambegre	334 sq km
Betasing	301 sq km
Zikzak	405 sq km
Dadenggre	617 sq km
Sellsella	535 sq km
Tikrikilla	330 sq km
<hr/>	
TOTAL	3715 sq km.

2.2 Population:

According to the 2001 census, the total population of the district stands at 518390. The male population numbers 263424 while the female population is 254966.

80% of the total population consists of the tribal population while the SC population in the Urban area including the border areas is 12092. The Minority population i.e. the Muslim population stands at a meager 11.3%.

Table I below illustrates the block wise population distribution.

TABLE - I POPULATION

Sl. No.	Name of the Block	Population All community			POPULATION							
					SC				ST			
		M	F	T	M	F	T	% to Total P	M	F	T	% to Total
1	Tura	52138	57010	109148	2437	2411	4848	4.44%	40949	25426	66375	60.81
2	Rongram	26051	26257	52308	0	0	0	0.00%	25498	25576	51074	97.64
3	Dalu	23490	22804	46294	343	315	658	1.42%	23147	22489	45636	98.57
4	Gambegre	12193	11822	24015	0	0	0	0.00%	12193	11822	24015	100.00
5	Betasing	32473	32352	64825	168	168	336	0.51%	31605	31516	63121	97.37
6	Zikzak	30886	29645	60531	355	317	672	1.11%	29506	28382	57888	95.63
7	Dadenggre	17942	17824	35766	0	0	0	0.00%	17942	17824	35766	100.00
8	Selsella	77578	73890	151468	1673	1421	3094	2.04%	42504	41432	83936	55.44
9	Tikrikilla	31169	31185	62354	436	384	820	1.31%	28531	28698	57229	91.78
DIST. TOTAL		303920	302789	606709	5412	5016	10428	1.71%	251875	233165	485040	80.00

SOURCE: CHILD CENSUS 2007.

According to the updated house hold survey, the population has increased to 606709 as compared to last years 565201. The male population has become 303920 while the population of females in the district is 302789.

Among the various factors responsible for the rise in population are improved health facilities, inter-district migration and migration from bordering areas.

The population distribution by habitations is provided in Table 2.

TABLE 2: POPULATION DISTRIBUTION BY HABITATIONS.

BLOCK	100-200 Population	200-400 Population	400-600 Population	600-1000 Population	1000 & ABOVE	TOTAL
Tura	0	9	23	40	32	104
Rongram	97	58	54	3	1	213
Dalu	30	101	55	44	0	230
Gambegre	98	49	8	5	0	160
Betasing	60	65	52	30	13	220
Zikzak	76	53	46	31	15	221
Dadenggre	45	48	39	15	0	147
Selsella	134	102	76	30	18	360
Tikrikilla	146	56	15	3	1	221
	686	541	368	201	80	1876

SOURCE: BRC RECORD

It is clear from the table above, that the maximum number of habitations are sparsely populated having only a 100-200 population distribution. It may be because of the difficult terrain or the practice of jhum cultivation such habitations number 686 out of the total 1876 habitations in the district.

The distance matrix of the blocks is represented in table 3 below.

TABLE - 3: DISTANCE MATRIX ON HABITATION

BLOCK	0-5 km	5-10 km	10-15 km	15-20 km	ABOVE 20 km	TOTAL
Tura	88	16	0	0	0	104
Rongram	84	58	44	18	9	213
Dalu	91	84	35	15	5	230
Gambegre	67	33	40	12	8	160
Betasing	60	58	40	20	42	220
Zikzak	74	62	46	24	15	221
Dadenggre	20	52	43	32	0	147
Sellsella	79	30	50	52	149	360
Tikrikilla	82	61	55	20	3	221
	645	454	353	193	231	1876

Source: BRC Record

The table above shows that 231 habitations are located far from the motor head. Habitations located in such remote areas have no proper network of roads and such habitations have to pay extra charge on transportation of commodities and goods. Even the cost of Civil Works is higher in such habitations.

2.3 Literacy:

The literacy rate of West Garo Hills is among the lowest in the State. The literacy percentage is a mere 50.76%. As per the 2001 census, the male literacy rate is 57.12% while the literacy rate of the females stands at 44.4%.

Various reasons can be attributed for the low literacy rate in the district. Some of the important ones are:

- (i) Difficult terrain
- (ii) Natural barriers like rivers, mountains etc.
- (iii) Prolonged monsoon period.

Table 4 provides the block wise literacy rate

Table 4: Literacy Rate

Sl	Name of the Block	Literacy Rate in Percentage			Rural Female Literacy Rate	Gap
		All Communities				
		Male	Female	Total		
1	Tura	89.00%	61.17%	76.59%	-	-
2	Rongram	55.11%	37.62%	56.10%	37.62%	17.49%
3	Dalu	54.85%	43.40%	49.25%	43.40%	11.45%
4	Gambegre	53.79%	42.47%	48.03%	42.47%	11.32%
5	Betasing	51.41%	46.39%	61.00%	46.39%	5.02%
6	Zikzak	53.53%	38.34%	51.34%	38.34%	15.19%
7	Dadenggre	37.53%	23.88%	34.55%	23.88%	13.65%
8	Selsella	48.37%	35.26%	45.84%	35.26%	13.11%
9	Tikrikilla	54.20%	38.92%	47.40%	38.92%	15.28%
Total		57.12%	44.4%	50.76%	38.28%	12.71%

Source: Census 2001

From the table above, it is seen that Dadenggre Block has the lowest literacy rate in the District. Various reasons responsible are difficult terrain, forest area, numerous rivers and rivulets etc. The District literacy rate is 50.76% which is among the lowest in state.

2.4 Basic Indicators

The district comprises 8 (eight) community development blocks and 1876 habitations.

The average size of each habitation is 5.3. Also, the district is divided into 8 Education Blocks and 1 Urban area.

For the implementation of SSA in the district, the Deputy Inspector of Schools at the district headquarter is given the overall charge as the DMC. The Deputy Inspector of Schools of the other Sub-divisions i.e. Ampati and Dadenggre share responsibilities as the Jt. DMC. The Education Office at the Block level, designated as BMCs look after their respective blocks. The blocks are further sub-divided into 60 clusters and each cluster is looked after by a CRC Co-ordinator.

The basic indicator of the district is given in table 5

TABLE 5 : Basic Indicator

Block	Blocks	BRCs	CRCs	Villages	No of VEC
Tura	1	1	6	11	0
Rongram	1	1	7	159	41
Dalu	1	1	6	183	73
Gambegre	1	1	6	152	29
Betasing	1	1	6	211	68
Zikzak	1	1	7	202	51
Dadenggre	1	1	5	125	45
Sellsella	1	1	10	321	201
Tikrikilla	1	1	7	171	168
	9	9	60	1535	676

2.5 GER & NER

Table 6: GER & NER

S.No.	Block/ Municipal Zone	Children of 6-11 age group		Children of 11-14 age group	
		GER	NER	GER	NER
1	2	3	4	7	8
1	Tura	104.00%	94.00%	108.00%	75.00%
2	Rongram	87.00%	74.00%	75.00%	55.00%
3	Dalu	91.00%	79.00%	71.00%	47.00%
4	Gambegre	79.00%	68.00%	100.00%	64.00%
5	Betasing	99.00%	86.00%	80.00%	59.00%
6	Zikzak	99.00%	83.00%	99.00%	66.00%
7	Dadenggre	99.00%	73.00%	63.00%	40.00%
8	Sellsella	82.00%	63.00%	60.00%	31.00%
9	Tikrikilla	95.00%	59.00%	96.00%	47.00%
	Total	92.00%	74.00%	81.00%	50.00%

Source: BRC & DISE

Year: 2007

The GER for the 6-11 age group is 92.00% and that of 11-14 years age group is as low as 81%. This can be attributed to the fact that most of the private schools show reluctance in submitting the DISE data because they do not received any grant-in-aid from the Government. Since the children of such schools are taken into account during the determination of Child population, but do not figure in the enrolment list, the GER is less. The GER has been calculated only on the basis of the schools which have already submitted the DISE data.

The NER is 74% and 50% respectively for Lower & Upper Primary schools. This is so because the children in the rural areas start schooling at a very late age. Some even attain at the age of 8 or 9 years before they start school.

CHAPTER - III

EDUCATION PROFILE

Introduction:

West Garo Hills, having a literacy percentage of just 50.76 is among the most backward district in terms of education. Efforts are on to increase the literacy rate and though there has been improvement, yet the district is not had par with the rest of the state. On of the many attributable causes is the lack of access to education. But in the Urban areas, due to the existence of good educational institutional, the literacy rate has shown a splurge.

3.1: Administrative Set Up:

The district is divided into 3 (Three) sub-division for administrative purposes. They are Tura Sub-division, Ampati Sub-division & Dadenggre Sub-division. Each sub-division has an appointed Deputy Inspector of Schools, who is the overall in charge of Elementary Education and is designated as the Jt. District Mission Co-ordinator of that particular of that particular sub- division.

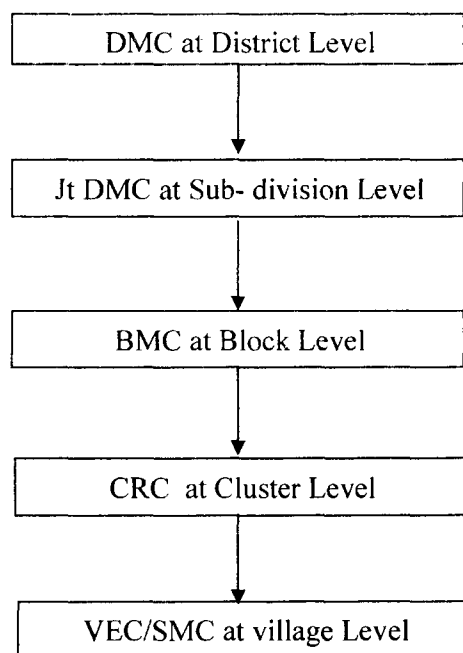
The D. I of schools at the district head quarter has an additional responsibility as the District Mission Co-ordinator for the implementation of SSA.

The 3 (three) sub-division are further divided into blocks, each block being under LSEO, or SEOs designated as BMCs. They supervised and monitor the functioning of Elementary Education in the blocks.

Each block is further sub-divided into cluster, the number of which depends on the size of the blocks. They are about 30/50 habitations under each blocks. The head teacher of the UPS is appointed the Secretary of the cluster committee & the person who acts as facilitator between the blocks and the grass root level is the cluster resource co-ordinator.

At the grass root level the concerned authorities appoint the SMC and the VEC to ensure the proper functioning and implementation of the scheme.

The administrative set up will become clearer by the illustration below:



3.2: Access:

The district has a total of 1876 habitation, out of which 1465 are covered by LPS and EGS centres. This has greatly improved the access to education for the children of the district.

According to Table 6 below, Tura has the maximum nos. of habitation covered by LPS. As in the previous year, Tikrikilla has the greatest nos. of uncovered habitation which can attributed to the remoteness of the habitations and sparse population.

Table: 7 Habitations with and without LPS

Sl. no	Block	Total habitation	No. of habitation covered by LPS	Habitation without LPS	% uncovered
1	Tura Urban	104	100	4	3.80 %
2	Rongram	213	164	20	9.38%
3	Dalu	230	181	15	6.52%
4	Gambegre	160	110	25	15.62%
5	Betasing	220	107	12	5.45%
6	Zikzak	221	187	8	3.61%
7	Dadenggre	147	134	12	8.16%
8	Selsella	360	275	45	9.72%
9	Tikrikilla	211	152	42	19.90%
	TOTAL	1876	1465	169	9.00%

Table 8: Habitations with and without UPS

Sl. no	Block	No. of habitation	No. of habitation having UPS facility in 3 km area	No. of without UPS facility in 3 km area	% uncovered
1	Tura Urban	104	104	0	0.00 %
2	Rongram	213	149	64	30.04%
3	Dalu	230	141	94	40.85%
4	Gambegre	160	126	14	41.48%
5	Betasing	220	168	92	39.81%
6	Zikzak	221	142	88	44.20%
7	Dadenggre	147	91	65	24.16%
8	Sellsella	360	293	87	24.16%
9	Tikrikilla	211	172	49	22.17%
	TOTAL	1876	1386	553	29.47%

Source BRC Records:

The access to UPS has increased significantly. The Tab above shows the coverage of UPS in different blocks. Out of the total 1876 habitation, 1386 habitations have UPS facility within 3 km radius.

3.3 Schools:

The district has a total of 1624 Primary schools while the nos. of UPS is 506. Like the previous year, Sellsella Block has the highest nos. of LPS & UPS in the district totaling 413.

Table 9: Data on Schools

Sl. no	Block	Primary Schools				Upper Primary Schools			
		Govt. including Local Bodies	Govt Aided	Pvt	Total	Govt. including Local Bodies	Govt. Aided	Pvt	Total
1	Tura (U)	81	6	6	92	21	19	7	47
2	Rongram	157	5	24	186	19	16	8	43
3	Dalu	167	2	0	169	13	24	0	37
4	Gambegre	111	1	12	124	17	22	4	43
5	Betasing	203	14	11	228	18	24	3	45
6	Zikzak	200	20	12	232	18	30	34	82
7	Dadenggre	90	0	4	94	17	13	2	32
8	Sellsella	265	6	29	300	33	61	19	113
9	Tikrikilla	152	0	46	198	24	23	18	65
	TOTAL	1426	54	144	1624	180	232	95	507

3.4: Categories of Schools:

West Garo Hills has numerous schools which fall under different categories. Most of the existing LPS are run by the Govt. or Grant-in-aid received from the Govt.

There are only a few Govt. UPS in the District. The rest are either deficit or Adhoc Schools. Certain existing schools have been upgraded under SSA and some EGS centres running for more than 2 year have been upgraded to LPS.

Table 10: Categories of Schools

Sl. no	Block	Govt	Non- Govt	State Adhoc	SSA Adhoc	Total
1	Tura (U)	34	22	6	22	84
2	Rongram	89	35	5	29	158
3	Dalu	94	22	2	49	167
4	Gambegre	73	13	1	20	107
5	Betasing	138	21	14	38	210
6	Zikzak	106	51	20	39	218
7	Dadenggre	55	17	0	19	91
8	Selsella	166	37	7	63	272
9	Tikrikilla	99	19	0	31	149
	TOTAL	854	237	55	310	1456

The Table 9 above shown the categories of LPS in the district.

The categories of UPS in the District is as shown below:

Table 11: Categories of Schools: Upper Primary

Sl. No	Block	Govt	Deficit	Improved	Adhoc	SSA Upgd	Total
1	Tura	0	5	9	10	16	40
2	Rongram	1	0	8	8	18	35
3	Dalu	0	1	16	7	13	37
4	Gambegre	0	2	10	11	16	39
5	Betasing	0	3	11	10	18	42
6	Zikzak	2	2	16	12	16	48
7	Dadenggre	0	1	5	9	15	30
8	Selsella	2	7	27	34	24	94
9	Tikrikilla	1	4	7	15	20	49
	Total	6	25	109	116	156	412

3.6 Pupil Evaluation:

The Syllabus of MBOSE is followed in all Govt. LP and UP Schools, although some schools follow other syllabus. The examinations are conducted in all schools half yearly and annually. Marks are shown instead of grades in the report card. The mark secured by each child determines his or her achievement level. Comprehensive evaluation system is yet to be developed in the district. Detention policy is being done away with and remedial teaching is being provided to the weaker students.

Some selected students are also allowed to appear for the scholarship examination which is conducted by SCERT.

3.7 EGS Centres:

The number of out of school children has been significantly reduced due to the presence of EGS Centres. This has greatly been of help in the small and fragmented habitations where the population is below 200 and where it is not feasible to open primary schools as it is against the norms set by SSA. In most cases, the EGS Centres are found to have more student enrolment than in the regular Govt. Schools.

TABLE 12: EGS Centre & Enrolment

Sl. No.	Block	No of EGS	Enrolment	Upgraded to LPS
1	Tura	4	207	3
2	Rongram	29	1426	3
3	Dalu	29	1228	3
4	Gambegre	25	871	3
5	Betasing	21	961	4
6	Zikzak	26	1569	3
7	Dadenggre	21	1559	3
8	Selsella	50	3157	3
9	Tikrikilla	27	1721	3
	TOTAL	242	12699	28

SOURCE: BRC RECORD.

Table 12 above shows the total no. of EGS Centres in the entire District. The enrolment in these EGS Centres stands at 12699, 28 EGS Centres were approved

for up gradation to LPS during the last plan proposed. This year, the plan proposes for the up gradation of 153 EGS Centres while 89 of the remaining centres are not suitable for up gradation.

The teachers' salary in these centres has also risen from Rs. 1000/- per month to Rs. 1500/- per month.

3.8 Education at the Pre-Primary level:

Pre-primary education forms the base on which a child's performance in the next higher level is determined. It has gained much importance in the urban areas though it still has to catch up in the rural areas. In the urban areas more often than not Pre-primary schools function as a separate entity but it is not so in the rural areas. Mostly, the pre-primary schooling facilities in the rural areas are either attached to existing LPS or Anganwadi centres and ECCE centres. Enrollment is found to be high in the Lower Primary section which often causes problems in single teacher schools.

3.9 Anganwadi Centres and ECCE centres:

Anganwadi Centres provide pre-primary education to children in the rural areas. Usually, these centres are opened in habitations where the population is near about 300. Sometimes, 2 (two) or more habitations are brought together for the opening of an Anganwadi Centre at a centrally located place. Preparatory activities which include learning by playing, singing etc are taught to the children in these centres besides the provision of a balanced diet.

ECCE centres, on the other hand are set up in habitations where the opening of Anganwadi centres is not feasible. The ECCE volunteers take care of the children and prepare them and since the enrolment in such centres is high, ECCE volunteers are in demand from the community itself, but more volunteers cannot be appointed due to the paucity of funds which was released as a one time sanction.

Table 13 below shows the no. of Anganwadi and ECCE Centres presently functioning in the district.

TABLE 13: Pre-primary

Sl. No.	Block	Anganwadi Centre	ECCE Centre	Enrolment
1	Tura	0	13	490
2	Rongram	17	11	300
3	Dalu	71	13	526
4	Gambegre	42	10	448
5	Betasing	118	10	426
6	Zikzak	104	10	777
7	Dadenggre	105	9	269
8	Selsella	185	12	641
9	Tikrikilla	95	13	641
	TOTAL	797	101	4518

3.10 Education for the Disabled:

The District provides for the education of the differently able children. The parents and the teachers are not yet fully sensitized about the issue of education for the disabled children. The lack of proper resource teachers also hinder the process of mainstreaming of the disabled children in regular schools. This is more so in the rural areas as special schools for the disabled children are located in the District head quarter. Parents of such children prefer to send their wards to such special schools.

TABLE 14: Disabled Children

Sl. No.	Block	No. of CWSN identified	No. of CWSN assessed	No. enrolled in schools
1	Tura	218	25	175
2	Rongram	82	54	9
3	Dalu	90	83	15
4	Gambegre	40	13	17
5	Betasing	90	53	9
6	Zikzak	149	55	15
7	Dadenggre	135	28	0
8	Selsella	382	133	202
9	Tikrikilla	340	103	43
	TOTAL	1526	547	485

SOURCE: BRC RECORD

3.11 Enrolment:

The enrolment percentage in the District has risen considerably as compared to last year. The enrolment of children in the 6-11 age group is 93012, while children in the 11-14 age group show a total enrolment figure of 34924. Given below, is the block wise enrolment of children in the 6-14 years age group.

TABLE 15: Block wise Enrolment

Sl. No	Block	Enrolment 6-14 age group		
		B	G	T
1	Tura	7406	8479	15885
2	Rongram	5204	3811	9015
3	Dalu	4961	4585	9546
4	Gambegre	2996	2668	5664
5	Betasing	9927	9278	19205
6	Zikzak	8474	8184	16658
7	Dadenggre	4003	3705	7708
8	Selsella	13947	13361	27308
9	Tikrikilla	8458	7849	16307
	TOTAL	65016	62920	127936

3.12 Teachers' Training:

Teachers' training is a major issue in the District as it will help in improving both the efficiency and quality of the teachers, thereby improving the quality of education being provided to the children. The Short term training is provided to all teachers at the Block and District level. The short term training such as CPE from IGNOU and the 20 days in-service training is conducted phase wise at the Block level. Also, deputation for DIET, NT and BTS is carried out every year. The percentage of trained teachers in LPS is given in the table below.

TABLE 16: Teachers' Training LPS

Sl. No.	Block	Working Teacher	Trained	%	UnTrained	%
1	Tura	234	162	69%	72	31%
2	Rongram	286	113	40%	173	60%
3	Dalu	331	167	50%	164	50%
4	Gambegre	186	78	39%	108	58%
5	Betasing	410	196	48%	214	52%
6	Zikzak	284	145	40%	139	49%
7	Dadenggre	230	72	31%	158	69%
8	Selsella	593	201	34%	392	66%
9	Tikrikilla	303	61	20%	242	80%
		2857	1195	43%	1662	58%

TABLE 17: Teachers' Training UPS

Sl. No.	Block	Working Teacher	Trained	%	UnTrained	%
1	Tura	175	73	42%	102	58%
2	Rongram	146	17	12%	129	88%
3	Dalu	151	45	30%	106	70%
4	Gambegre	159	22	14%	137	86%
5	Betasing	203	67	33%	136	67%
6	Zikzak	164	53	32%	111	68%
7	Dadenggre	141	18	13%	123	87%
8	Selsella	425	112	26%	313	74%
9	Tikrikilla	245	44	18%	201	82%
		1809	451	25%	1358	75%

Role of Plan in ADEPTS (Advancement of Educational Performance through Teachers Support

In order to improve teachers' performance and to enable the CRCs, BRCs and DIETS to be accountable and bring about improved teachers performance standards with a view to impacting the final classroom process and learning achievements of the children, an initiatives of ADEPTS have been incorporated in the 20 days In-service teacher training in the state.

1. Formation of a committee wherein the members will be taken from all stake holders.
2. Translation of the performance standards into local language.
3. Distribution of the performance standards to CRCC and BRCC.
4. Inter District Visits.

3.13 Placement of Teachers in Schools:

Teachers' appointment differs in different schools while teachers in Govt. Schools are appointed by the govt. it is not in the case of Govt. aided schools. The teachers are appointed after a selection procedure approved by the school managing committee.

TABLE 18: TEACHER IN LOWER PRIMARY SCHOOL

Sl	Name of Block	Govt.	Govt. Aided	Total	% of female teachers
1	Tura	178	56	234	68%
2	Rongram	226	60	286	27%
3	Dalu	307	24	331	33%
4	Gambegre	148	38	186	31%
5	Betasing	308	102	410	26%
6	Zikzak	254	30	284	30%
7	Dadenggre	176	54	230	44%
8	Selsella	522	71	593	25%
9	Tikrikilla	218	85	303	22%
	TOTAL	2337	520	2857	35%

TABLE 19: TEACHER IN UPPER PRIMARY SCHOOL

Sl	Name of Block	Govt.	Govt. Aided	Total	% of female teachers
1	Tura	65	110	175	50%
2	Rongram	78	68	146	24%
3	Dalu	56	95	151	33%
4	Gambegre	64	95	159	21%
5	Betasing	72	131	203	15%
6	Zikzak	26	138	164	25%
7	Dadenggre	12	129	141	16%
8	Selsella	177	248	425	20%
9	Tikrikilla	7	238	245	20%
	TOTAL	557	1252	1809	24%

3.14 DIET:

DIET has an important responsibility of improving the quality and the efficiency of all the teachers in the District. Besides providing training to teachers, DIET also has to develop the modules for training, supervise and monitor the

implementation of the SSA programme, conduct workshop on MDM implementation, CPE course training, pre-service training etc. Other training centre like Normal Training schools and Basic Training schools are to be included in DIET.

3.15 Pupil Teacher Ratio:

The pupil teacher ratio shows the no. of students per teacher in schools. The pupil teacher ratio in the District is 1:22

TABLE 20: PTR FOR LPS

Sl. No.	Block	Enrolment	No of Teachers	PTR of Govt. Schools/SSA
1	Tura	5489	234	1:23
2	Rongram	4663	286	1:16
3	Dalu	6133	331	1:18
4	Gambegre	3384	186	1:18
5	Betasing	13884	410	1:32
6	Zikzak	11916	284	1:42
7	Dadenggre	5539	230	1:24
8	Selsella	18983	593	1:31
9	Tikrikilla	11351	303	1:34
		81342	2857	1:28

TABLE 21: PTR FOR UPS

Sl. No.	Block	Enrolment	No of Teachers	PTR of Govt. Schools/SSA
1	Tura	3681	175	1:21
2	Rongram	2163	146	1:14
3	Dalu	2563	151	1:16
4	Gambegre	1711	159	1:10
5	Betasing	1509	203	1:17
6	Zikzak	2848	164	1:17
7	Dadenggre	1359	141	1:10
8	Selsella	6137	425	1:12
9	Tikrikilla	3405	245	1:13
		25376	1809	1:13

CHAPTER IV

THE PLANNING PROCESS

The project of SSA lays great emphasis on the participation of the community and Habitational level planning which is to be based on the actual needs of the people. This triggers the district to talk up a holistic approach to planning and promotes local need based planning to achieved Universalisation of Elementary Education (UEE). In order to achieve the objectives of UEE, the district has been making an efforts to bridge all gaps in elementary education and to provide quality education to all children in the age group of 6- 14 years.

4.1 The Project Set - Up:

The first step towards achieving the objectives of UEE, was to set up a management structure at various levels for the system to work. The district has adopted the three tier system in order to facilitate the smooth functioning of the whole process.

At the block level are the Block Resource Committees, the cluster and the VECs and SMCs at the village level.

i. Block Resource Centres (BRCs):

The Block Education Committee comprising 11 (Eleven) members manages the BRcs. The BDO is the Chairman of the committee with the Block SEO, LSEO/SI as the in-charge BMC. The other members are teachers, community leaders and are also drawn from the ICDS office, Health Department etc.

ii. Cluster Resource Centres (CRCs):

About 15- 30 villages comprise 1 (One) CRC. The size of the Block determines the number of CRCs. The Cluster Education Committee includes representatives from the Village Education Committees. The secretary of the Committee is the Cluster Co-ordinator.

An important aspect of the activity schedule of the District is the training of key Resource person and capacity building both at the District and CRC level.

(iii) Village Education Committees (VECs)/School Managing Committees (SMCs) VEC is constituted at the Grass Root level covering about 2-3 villages. The Committees consisting of 11 members is headed by the Nokma and one-third of the members have to be women.

SMC too, comprises 11 members, elected by the community and often includes the head teacher of a school as the Ex- Officio member. 4 women members have to be included in the committee.

4.2 Community Mobilization:

In order to mobilize the community so as to enroll all children in schools by 2010, community awareness programmes especially in the rural and the backward areas of the district, mainly at the CRC and the VEC level will be under taken in the current plan period.

Till date 770 VECs have been formed

The training modules for community leaders are to include the following topics:

- i. Introduction to SSA
- ii. The Role of the Community under SSA
- iii. The Concept of VEC
- iv. The objectives and function of VECs
- v. The planning and monitoring for quality education
- vi. The identification of out of school children & remedial measures for retention.
- vii. Planning, resource mobilization, implementation, monitoring and evaluation.

4.3: Planning Teams:

Core - Planning teams at the district level and the planning teams at every level i.e. blocks, cluster and habitation level have been constituted to ensure success of the programme.

The district core team has the following members:

- i. The DC & Chairman of SSA as the president
- ii. The DMC as the Secretary
- iii. The Jt. DMCs
- iv. The Principal of DIET
- v. The principal of Special Education
- vi. The District Social Welfare Officer
- vii. The Executive Engineer DRDA
- viii. The SDO of MESEB
- ix. The Programmer
- x. The District Co-ordinators

Similarly, at the block level, the team comprises the BDO, the BMCs, Clusters Co-ordinators among others. Also at the village level, member includes the Secretary of the CRC, the Nokma, parents etc.

4.4: The Planning Process:

Instead of the top down a bottom of approach a planning is adopted i.e. its starts from the habitation level and goes up to the district level.

Training of all CRCs & CRPs was conducted at the sub- division level in- order to fascinated the habitation level planning. The habitation level planning was carried out for whole month.

The process of planning was initiated at the habitation level. Actual needs of each and every habitation were access at the various meeting held in the village and included in the habitation plan. Review of the same was done at the cluster level and include in the cluster plan. The cluster plans were consolidated into the block plan and finally the block plan were consolidated into the district plans. This was done through several consultative meetings and planning exercises.

Level	No. of meetings	Participants	Issue discussed
State Level	1	BMCs/Co-ordinators	New norms & new formats
District Level	3	BMCs/CRCs	Habitation planning, DISE,
Block Level	2	VEC/CRC/DRG	Block Level plan, NRBC, innovation, planning issues
Cluster Level	2 per Cluster	CRC	Unserviced habitation, school building, drinking water facility, out of school children

Issues discussed in habitation planning process

Block	Date	Habitations	Issues Highlighted	
Tura	20/1/08	Matchakolgre	Upgradation of Bidanchi EGS centre to LPS	
	03/02/08	Akilanggre	Upgradation of EGS to LPS	
	23/01/08	Derangittim	To create UPS	
			To build MDM kitchen shed	
			Provision of classroom furniture	
Rongram	04/01/08	Goeragre	Construction of new building	
			Provision of furniture	
			Toilet and drinking water facilities	
			Timely supply of text-books and exercise books	
			Teachers' training	
Dalu	05/0208	Gondenggre	Opening of U.P. School	
			Construction of new LPS building	
	28/01/08	Megupara Agitalgri	Construction of LPS building	
			Construction of playground	
	03/02/08	Boruapara	Construction of new school building	
Gambegre			Upgradation of LPS to UPS	
			Construction of toilet	
	04/02/08	Aminda Simsang	Upgradation of EGS to LPS	
	Betasing	26/07/07	Mellim	Upgradation of Goragre Govt. LPS
		26/06/07	Goragre	Upgradation of LPS to UPS
Zikzak	19/11/07	Boldamgri	Upgradation of EGS to LPS	
	08/01/08	Kallaigaon	Establishment of new UPS	
Dadenggre		Lower Domesalgre	Upgradation of EGS to LPS	
	09/02/08	Tujonggre	Upgradation of EGS to LPS	
Selsella	14/01/08	Ronggekgrri	Upgradation of EGS to LPS	
	28/01/08	Ghatgre	Upgradation of EGS to LPS	
Tikrikilla	11/02/08	Lower Damachiga	Upgradation of LPS to UPS	
	05/02/08	Rabukong	Upgradation of LPS to UPS	
		Chinaramgre	Upgradation of LPS to UPS	

4.18 The Outcome

The main issues discussed were of access, infrastructure, community awareness and provision of furniture to existing UPS while the habitations without schooling facility at different stages discussed the issue of opening centres under innovation, infrastructure gaps were the main focus for the existing schools. The community awareness issues were related to proper monitoring and regular meetings. Participation of parents in meetings and other activities were discussed. The issue of expenditure in meetings and monitoring work for the VECs were discussed. There were demands for grants for meeting contingency expenses for the VEC.

Summary of the issues coming out of planning process

Block	Major Issues and Problem	Strategies	Intervention suggested
Tura	Addl.classroom	Assessment of requirement	Additional classroom
	Free distribution of text book	Collection of enrolment	Supply of free text book in time
Rongram	Irregularities of teachers	Strengthening of monitoring and supervision	REMS
	Out of school children	Provide access	AIE
	Girl's Education	KGBV	Bridge Course
Gambegre	Fragmented unserved habitation	Provide access	AIE
	Untrained teachers	Provide academic support	Training for untrained teachers
	Lack of community participation	Create awareness	Training / incentives
Betasing	Out of school children	Provide access	Upgradation of LP & UP
	Infrastructure gap	Assessment of requirement	Additional classroom/ school building
	Low achievement of students	Provide academic support	Remedial teaching
Zikzak	Lack of community participation	Create awareness	Com. mobilization
	Disabled children	Assessment camp and sensitization	IED
	Untrained teachers	Strengthening of teachers capacity	Training by DIET/BRP

Selsella	Muslim girl's	Learning centres with education on life skill	Girl's Education under innovation
	Education of disabled children	Sensitization and training of teachers	Home base education/ inclusive education
	Out of school children	Providing access	B.Course/ AIE
Dadenggre	Unserved habitation	Provide access	Mobile teachers/ B.Course
	TLM	Strengthening the BRC/CRC	Training on development of TLM at BRC/CRC level
	Gender Gap	Sensitization of Community	COM. Mobilization
Tikrikilla	Drinking water/ toilet facilities	Assessment of requirement	To include in civil work
	Irregularity of schools	Strengthening of supervision	REMS
	Untrained teachers	Building teachers capacity	Training
	Low retention	Providing remedial teaching	Training of BRPs/CRCs/Teachers

The data are drawn from different sources like child census, general census 2001, BRC records, DISE etc. It has been observed that due to certain factors there are some gaps in child census & DISE data. The discrepancy in child census is due to the error committed by the enumerators. The data in VER is mostly due to the level of understating and illiteracy of the VEC members. The DISE data reported some schools missing due to the non-submission of forms

4.9 *MICRO PLANNING*

Proceeding of village education council general meeting under different block. (Detail in Annexure)

Block		Habitation	
1.	Rongram	1.	Goeragre
2.	Dadenggre	1.	Tujonggre

CHAPTER V

PROGRESS OVERVIEW

The SSA project in West Garo Hills district was started in the year 2002. Initially, many problems were encountered which include.

- (i) Huge number of out of school children.
- (ii) Community awareness was lacking.
- (iii) Remote, fragmented and thinly populated habitation.
- (vi) Inaccessibility and poor road connectivity.
- (v) Poverty and illiteracy of parents.
- (vi) Teachers resistance to introduction of the project.
- (vii) Prolonged monsoon period.

One of the most formidable obstacles to the implementation of the project still continues to be the lack of awareness in the community. Providing access to education is also another challenge for the District. In order to bring back to schools the huge number of out of school children different strategies like Bridge Course, remedial teaching etc were suggested. But still it was difficult to enroll children in far flung areas, especially because parents of such children are usually poor and illiterate.

5.1 Teachers' Salary:

The District opened 203 schools in the first year of the implementation of the SSA programme in the villages where there were no schools. Appointment was given to 406 teachers with a salary of Rs. 1500 per month. Now, the District has a total of 2957 teachers in 1575 LPS.

In order to increase access to UPS, up gradation of LPS to UPS were undertaken. The District has a total no. of 506 UPS and the teacher's number 1869. Their salaries were fixed at Rs. 3000 per month.

The teachers are also given Rs. 500 per month to develop the curriculum based TLM and to improve the school maintenance each school is provided with school grant of Rs 2000.

5.2 Teachers' Training

SSA lays special thrust on making education for children at elementary level useful and relevant by improving the curriculum based child centered activities and effective learning strategies. It also advocates the central role of the teacher and focuses on the child's development needs.

Providing quality education continues to be a big challenge for the District, West Garo Hills still has a huge backlog of untrained teachers. As the high drop-out rates and low levels of levels of learning are directly related to the teaching-learning process, the District took up the responsibility to provide extensive training of 20 days to all the in-service teachers. Also, the untrained teachers were deputed to undergo long-term courses in DIET and B.T and short-term courses like CPE under IGNOU.

The in-service training was imparted in cascade mode. The DIET faculty trained BRPs at the District level on Teaching cum-Methodology on various subject for 15 days. The BRPs then conducted the in-service training on Teaching learning process, preparation of TLM, evaluation, multi-grade teaching etc.

Table 22 below shows the target and achievement made during 2007-08.

TABLE 22: Achievement Teachers Training

Sl. No.	Block	Target		Achieved		Percentage (%)	
		LP	UP	LP	UP	LP	UP
1	Tura	190	174	111	74	58.41	38.9
2	Rongram	200	164	109	89	54.5	54.2
3	Dalu	182	168	124	28	68.1	16.6
4	Gambegre	190	174	88	30	46.3	17.2
5	Betasing	200	164	90	48	45	29.2
6	Zikzak	200	164	70	64	35	39
7	Dadenggre	200	164	173	73	86.5	36.5
8	Selsella	200	178	114	125	57	70.2
9	Tikrikilla	200	165	123	99	61.5	49.5
	TOTAL	1762	1515	1002	630	56.42	39

SOURCE: DIET RECORD.

The state urged the district to depute all untrained teachers for CPE course in order to clear the large back-log of untrained teachers.

Given below is the table 23 for deputation of untrained teachers.

Table 23: Deputation of untrained Teachers for Long and short Term Courses.

Sl. No.	Block	Untrained teachers	BT	DIET	CPE
1	Tura	174	3	5	127
2	Rongram	302	4	1	112
3	Dalu	270	3	4	150
4	Gambegre	245	2	4	119
5	Betasing	350	7	2	57
6	Zikzak	250	7	10	129
7	Dadenggre	281	4	4	58
8	Sellsella	705	6	6	110
9	Tikrikilla	443	5	5	58
	TOTAL	3020	41	41	920

SOURCE: BRC RECORD.

Pre-service Training

During 2006-07, 107 EGS centres and 85 LPS were upgraded. The volunteers from the upgraded LPS and UPS were given pre-service training before the actual deployment. The DIET faculty, in collaboration with BTS conducted the 1st phase of training at the District level for 20 days. The follow-up 2nd phase of training was conducted at the Block level by the BRPs.

Table 24 below, shows the actual number of both LPS and UPS teachers trained during the last year.

TABLE 24: TEACHERS TRAINING DURING LAST YEAR

Sl. No.	Block	No. of Centres upgraded from EGS to LPS	No. of Teachers	Actual attendance	No. of Centres upgraded from LPS to UPS	No. of Teachers	Actual attendance
1	Tura	11	22	22	8	32	32
2	Rongram	11	22	18	10	40	38
3	Dalu	14	28	27	10	40	36
4	Gambegre	11	22	20	9	36	30
5	Betasing	11	22	21	10	40	33
6	Zikzak	12	24	18	9	36	36
7	Dadenggre	16	32	32	7	28	8
8	Sellsella	10	20	17	12	48	42
9	Tikrikilla	11	22	20	10	40	31
	TOTAL	107	214	195	85	340	286

SOURCE: DIET RECORD

The table above, shows that out of 214 LP Teachers, 195 received the training. 286 UP Teachers attended the training Programme out of the total 340 remaining Teachers are proposed to be covered in the current year.

CAL Training:

31 UPS were provided with computer Aided Learning during 2006-07. The teachers of beneficiary schools were deputed to undergo training CAL conducted by NIIT. The training was conducted in two phases; first in March 2007 and then in November 2007 out of the 31 teachers deputed to undergo training in the first batch, only 21 teachers attended the said training. The second batches of teachers are being imparted training from January 2008.

Table 25: CAL TRAINING

Sl. No.	Block	Target	1 st Year	
			1 st Phase	2 nd Phase
1	Tura	5	5	5
2	Rongram	1	1	1
3	Dalu	1	1	1
4	Gambegre	2	2	2
5	Betasing	3	1	2
6	Zikzak	4	4	4
7	Dadenggre	1	2	2
8	Selsella	9	2	2
9	Tikrikilla	5	2	2
	TOTAL	31	20	21

5.3 Integrated Education for Disabled (I.E.D)

Sarva Shiksha Ahiyan aims to provide useful and relevant elementary education to all children in the age group of 6-14 years. The Programme puts a special focus on the group with special needs. One such category is differently abled children and without including them in SSA, the objective of UEE cannot be achieved. The IED Programme is being implemented even in West Garo Hills.

Different activities under the IED intervention were carried out during the year 2007-08 which are as mentioned below.

(i) Training of BRPs and CRCs on Inclusive Education

Three (3) days training Programme for all BRPs and CRCs was conducted at the District level. The Resource Persons were from Monfort and discussions were held on different type of disability, legislation for PWD and mainstreaming of CWSN in schools.

(ii) *Assessment Camp*

Assessment camps were organized at 3 (three) Block i.e. Betasing, Dadenggre and Rongram. ALIMCO experts and doctors assessed 44 children for IED. They are yet to be provided with aides and appliances.

(iii) *Sensitization of Teachers*

A training on low vision impairment for teachers was conducted at the District Level. 154 LP and UP School teachers attended the Programme. A member of District Blindness Control Society discussed on the identification of children having low vision impairment.

(iv) *Distributions of Aids and Appliances:*

Aids and appliances were distributed to 51 disabled children assessed by ALIMCO in the past year. The distribution was carried out in Mahendraganj, Tikrikilla and Dalu Block.

(v) *Provision of Ramps:*

About 92 schools have been provided with the provision of ramps.

(vi) *Celebration of World Disabled Day:*

World Disabled Day was celebrated on 3rd December, 2007 at District level in collaboration with District Administration, Social Welfare Department, DMHO-DRC Civil Hospital, Tura and NGOs of the District. Assessment was carried out by ALIMCO and specialist doctors. 207 children having different disability attended the camp and 80 children were assessed. They are yet to be provided with assistive devices.

Given below is the achievement table from 2003-07.

Sl. No.	Block	CWSN identified	CWSN assessed	Appliances provided	Appliances yet to provided
1	Tura	218	25	5	56
2	Rongram	82	83	10	91
3	Dalu	90	54	33	60
4	Gambegre	40	13	11	29
5	Betasing	90	53	90	79
6	Zikzak	149	55	28	92
7	Dadenggre	135	28	5	98
8	Sellsella	382	133	80	139
9	Tikrikilla	340	103	21	144
	TOTAL	1526	547	212	800

The number of CWSN identified was 1526 out of the 547 children assessed, 212 were provided with aids and appliances.

The detailed Block-wise break-up of the 1526 children identified with different disability are as follows.

Sl. No.	Block	Visually Impaired	Hearing Impaired	Ortho Impaired	MB	Total
1	Tura	70	71	67	10	218
2	Rongram	24	25	30	3	82
3	Dalu	33	20	36	1	90
4	Gambegre	10	14	12	4	40
5	Betasing	28	21	38	3	90
6	Zikzak	56	35	55	3	149
7	Dadenggre	60	34	36	5	135
8	Sellsella	154	132	96	0	382
9	Tikrikilla	145	100	80	15	340
	TOTAL	580	452	450	44	1526

Numerous attempts to enroll the differently abled children in schools have yielded results. Till date, 516 CWSN have been enrolled in schools. 305 children are enrolled in special schools.

Table 26 below provides the figures of CWSN enrolled in schools.

TABLE 26: CWSN enrolled in schools.

DISABILITY	BOYS	GIRLS
Visually Impaired	41	39
Hearing Impaired	91	84
Speech Impaired	13	32
Ortho Impaired	57	48
Mental	25	15
Learning Disability	19	16
TOTAL	246	234

5.4 OUT OF SCHOOL CHILDREN

The District of West Garo Hills has quite a high number of out of School Children. About 2469 Children were identified as out of School Children during Enrolment Drive 2007. These out of School Children will be taken care of under different interventions like Bridge Courses Back to school camp and Reach-out Centres. Scattered and sparsely populated habitations are one of the biggest problems of the district. There are about 79 accessless villages in Blocks like Selsella, Tikrikilla and Zikzak respectively. The District had planned Alternate Schooling in these Accesses less villages which is the only means of attaining Universal education. The EGS component viz. the setting up of alternate school in small, un-served habitation would cover the entire country according to the actual requirements. The existing EGS Centres has an enrolment of 11815 Children under West Garo Hills District and doing very Well in enrolling children from all sections of the society. The district had adopted different strategies under AIE through which all out of school children will be taken care of.

100% ENROLLED VILLAGES

The Enrolment Drive 2007 conducted during the month of August was a major success. As per the instruction of the Deputy Commissioner & Chairman, SSA, West Garo Hills, the Enrolment Drive started at CRC level and culmination was done at the district level with the observation of World Literacy Day on 8th September 2007. A survey conducted at the CRC level for identification of 100%

Enrolled villages. A table shown below gives a figure of all the Blocks of West Garo Hills District that achieved 100% enrolment. The Block level function of World Literacy Day was organized in the presence of the Block Chairman of SSA on 6th September 2007 in advance so as to enable the BMC's and CRC's to attend World Literacy Day on 8th September 2007.

The District had 303 villages that achieved 100% enrolment. The Nokmas/Headman of all the 303 villages were felicitated at a valedictory function organized at the District Auditorium Tura. At the valedictory function the Nokmas/Headman were given memento along with certificate for their significant success in enrolling the children. The mementos and certificates were given to the Nokmas as a token of gratitude for their success and to motivate other villages that could not achieve 100% Enrolment.

TABLE ON 100% ENROLLED VILLAGES.

Sl. No.	Block	No. of Villages that achieved 100% enrolment	Remarks
1	Tura	40	100% Enrolled villages were given trophy and citation
2	Rongram	55	
3	Dalu	71	
4	Gambegre	107	
5	Selsella	30	
	TOTAL	303	

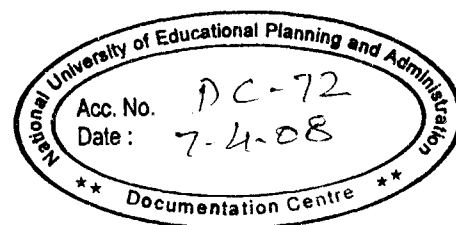
DISTRICT SOURCE.

5.5 *Community Mobilization:*

Till date 770 VECs have been registered. The Village Education Committee comprises 11 members and is headed by the Village headman and 10 other members out of which one third are women.

The functions of the VEC can be classified as follows:

- (i) To organize meetings at periodic intervals.
- (ii) To mobilize the community resources.



- (iii) To work in unison with other agencies
- (iv) To conduct surveys and maintain and update the village Education Register.
- (v) To ensure enrolment and retention of children in schools.
- (vi) To maintain a bank account along with a cash book.

The school Managing Committee, too, consists of 11 members who are elected by the community. The Headmaster of the school acts as the ex-officio member.

4 women members must be included in the committee.

Table 27: Shows the structure constituted at the Grass-root level.

Sl. No.	Committee	No. formed	Total members	Women members
1	VEC	770	8470	3080
2	SMC	1681	18491	3362

The Community Awareness Programmes in the district has increased the awareness level in the community.

Table 28 below shows the achievement level in community mobilization from 2003-2007.

Table 28: Achievement in community mobilization

Sl No.	Block	2003-04 1 st Phase	2004-05 2 nd Phase	2005-06 3 rd Phase	2006-07 4 th Phase
1	Tura Urban	400	400	400	768
2	Rongram	400	400	400	1036
3	Dalu	400	400	400	888
4	Gambegre	400	400	400	888
5	Betasing	400	400	481	1120
6	Zikzak	400	400	485	960
7	Dadenggre	400	400	449	740
8	Selsella	400	400	800	1360
9	Tikrikilla	400	400	800	980
	TOTAL	3600	3600	3015	8740

Source: BRC Record.

The target set for community mobilization for the year 2008-09 is given in table 29 below

Table 29: TARGET FOR COMMUNITY TRAINING

Sl	Name of Block	No. of CRC	TOTAL No. of Village	No. of Villages covered in previous target	No. of Villages to be covered in 2008-09	Member per VEC/SMC			Total member per Block
						B	G	Target	
1	Tura	6	98	51	47	2	2	2	282
2	Rongram	7	159	123	36	2	2	2	216
3	Dalu	6	183	157	26	2	2	2	156
4	Gambegre	6	152	132	20	2	2	2	120
5	Betasing	7	211	133	78	2	2	2	468
6	Zikzak	6	195	146	49	2	2	2	294
7	Dadenggre	5	120	88	32	2	2	2	192
8	Sellsella	10	321	223	98	2	2	2	588
9	Tikrikilla	7	205	155	50	2	2	2	300
	TOTAL	60	1644	1208	436	18	18	18	2616

5.6 Community Leaders' Training:

Cluster wise training for the community leaders was conducted to enable the up dating of the village Education Register. The awareness campaigns and the numerous meetings helped in the identification of the community leaders and in the formation of the VECs.

The training module for the community leaders is to include the following.

- (i) Introduction to SSA.
- (ii) The role of the community under SSA.
- (iii) The concept of VEC and the need to have one.
- (iv) The objective and functions of the VEC.
- (v) The involvement of the community in the implementation of MDM.
- (vi) Planning and Monitoring for Quality education.
- (vii) The identification of out of school children and measures to retain them in schools.
- (viii) Interventions and strategies for the disabled children.

CHAPTER VI

PROBLEMS AND ISSUES

The foundation to human development is primary education and ensuring universal Elementary Education for all has assumed utmost importance today. After the initial set-backs the pace of implementation of the SSA project has risen considerably. But inspite of all efforts, the achievement of UEE still remains a major task of the district.

Among the major hurdles in the way of the project is the lack of access to education. Another related to the quality of education, which at this moment, is in a very pity condition. Teacher absenteeism is yet another such issue. Also, the community needs to be made more aware. Community participation is still lacking and the sense of ownership among the community needs to be developed, school infrastructure, too needs improvement, ad the whole school environment needs a make over.

6.1 The Project set-up

The District works on the basis of a three tier system as has been mentioned earlier. The VECs and the SMCs at the Grass root level, the CRC committees at the sub-block level and the Block Resource Committee at the Block level.

Even though the district has tried its best to assign resources at all levels to derive the maximum performance benefits yet many problems arise.

First of all, one comes across problems pertaining to the functioning of the BRCs. The BMCs who are directly linked to both the district and the cluster are to function from their respective Blocks. The BRCs are therefore in need of electrification, computer complete with printer so as to maintain all relevant Block information. Also, a telephone connection would be an added advantage.

The CRC Coordinator, too, face problems during visits to some villages and schools due to geographical barriers of distance, difficult terrain and inaccessibility by faster modes of transportation. All these hamper collection of information as well as dissemination of the same and hence dead lines cannot be met.

6.2 Schools

Both LP and UP Schools can be classified into Government and Non-Government Schools.

Non-government schools are those schools where the teachers are paid a scale of pay but without any entitlement to pensions.

The Adhoc LP and UP Schools teachers are entitled to a sum of Rs. 6000 per month and there are 2 teachers per school. The Non-Government UP Schools are further classified into Aided and Un-aided. The Aided schools are again classified into Deficit Grant-in-Aid system, Deficit Pattern, Improved and Adhoc UP Schools.

The Deficit System:

Schools under this system receive grant-in-aid from the government according to the number of sanctioned posts at the Govt. pay scale plus other allowances as permissible.

The Deficit Pattern:

Schools under this system are paid only the pay and D.A in the Govt. pay scale.

The Improved System:

These schools are paid a lump sum grant of not less than Rs. 1200 per month for four teachers.

The Adhoc System:

These schools are paid a lump sum of Rs. 6000 per month for four teachers.

SSA upgraded schools:

These schools are the ones which have been upgraded from LP to UP Schools to facilitate access to education.

The norms for LPS is two (2) teachers at 1:40 pupil teacher ratio (PTR) though some schools have more than two (2) teachers.

The norms for UPS is four (4) teachers inclusive of Headmaster, Hindi Teacher and Science teachers, though some schools have 5 to 8 teachers.

6.3 Access:

Access is a major problem in remote habitations with sparse population. Some obstacles coming in the way of access are:

(i) *Geographical Barrier:*

Geographical barriers like uneven terrain, deep gorges, swift streams etc make it very difficult for children to attend schools, thereby preventing access to schools.

(ii) *Remote and Fragmented Habitations:*

Most of the Habitations in the District are very small as well as scattered and so are not viable for the opening of LP Schools or even EGS Centres. Children from such habitations, therefore have no easy access to schools. The only option left for providing access to children of such habitation is Alternate Innovative Education.

(iii) *Economic Backwardness:*

Majority of the rural population depend on agriculture for subsistence. The people of such areas still practice the traditional way of jhum cultivation. Various attempts to wane people away from such a practice has yielded low results. The children too are compelled to join their parents as the economic condition of many families is very bad. This prevents children from gaining access to education.

(iv) Lack of Awareness:

Most of the parents are illiterate and ignorant in the fragmented and remote habitations. Attempts to create awareness have not been very successful. The parents do not know the value of education and see no relevance in sending their wards to schools.

(v) Poor Road Connectivity:

There is no proper road connectivity in most areas of the District. Some areas are such that they can only be reached on foot. Children from such habitations face problem in gaining access to education because schools are far away. It is also very difficult to monitor the progress of these children in schools.

6.4 Retention:

Retention is one such issue which requires attention immediately. The problems pertaining to retention are more difficult to address than issued of both access and enrolment. Access to education can be provided and students can be enrolled in schools but measures to retain the enrolled students are few.

The District faces problems in retention due to the following factors:

- (i) The learning environment in schools is not interesting for the students.
- (ii) There is inadequate infrastructural facilities in schools.
- (iii) There is no provision of drinking water, toilet etc.
- (iv) The classes are conducted in a conventional manner.
- (v) The school curriculum is not captivating enough for the students.
- (vi) There is no uniform timing in schools especially in the rural areas.
- (vii) The teachers lack devotion and commitment in their work.
- (viii) Some of the teachers in schools are under-qualified and un-trained.

6.5 Quality Issues:

Quality issues are a major concern for the District today. Almost all matters relate to the improvement in quality; be it education or training of teachers. In order to improve and maintain quality, constant supervision and monitoring is

required. Attempt are being made not just to improve the quality of education but also to sustain it.

The issues which hinder the quality improvement can be classified as under:

- (i) A large percentage of teachers are un-trained.
- (ii) The lack of supervision and monitoring.
- (iii) The lack of basic infrastructural facilities in schools.
- (iv) The presence of a large number of single teacher schools.
- (v) The schools are classified into many different types.
- (vi) The school records are not properly maintained.

Table 30 below provides the details on both the trained and un-trained teachers.

TABLE 30: Trained and un-trained teachers.

Sl. No.	Block	Teachers in LPS		Teachers in UPS	
		Trained	Un-trained	Trained	Un-trained
1	Tura	162	72	73	102
2	Rongram	113	173	17	129
3	Dalu	167	164	45	106
4	Gambegre	78	108	22	137
5	Betasing	196	214	67	136
6	Zikzak	145	139	53	111
7	Dadenggre	72	158	18	123
8	Selsella	201	392	112	313
9	Tikrikilla	61	242	44	201
		1195	1662	451	1358

SOURCE: BRC RECORDS.

6.6 Teachers Training

Many problems regarding teachers' training are encountered in the District, some of which are mentioned below:

- (i) The lack of identification of training needs and proper modules for training makes the training ineffective. Although the resource support was provided by DIET, the development of modules could not be done till date due to the shortage of experienced and resourceful person at District, Block and CRC level.

- (ii) Academic support can not be provided on site at CRC and BRC level as they are ill-equipped to meet the demands of emerging issues. The lack of capacity building and experienced teachers compounded the problem.
- (iii) The pedagogic reforms continue to be hampered by rigidities inherent in institutional routines. Only positively inclined and motivated teachers can bring about changes in present class room scenario.
- (iv) The present mode of training requires teachers to travel from their schools to the BRC or DIET. This way, they incur travel cost and they have to be away from schools much longer than necessary.
- (v) The lack of accommodation facilities, proper sitting arrangement etc deter the teachers from attending the training.
- (vi) Since both the target groups i.e. the Lower Primary and Upper Primary Teachers are combined in one class, the Trainers find it inconvenient to fulfill the training needs of the targeted group.
- (vii) The lump sum money of Rs. 70 per teacher per day is not enough to meet the training expenditure like stationery, refreshment, remuneration, TLM etc.
- (viii) The distance mode of education i.e. CPE is not functional in some Blocks due to the scarcity of qualified academic counselors. There is only one exam centre at Tura which makes it inconvenient for the teachers from the rural areas to appear for the examination.

6.7 Community Mobilization:

The problems which usually arise during community mobilization are as follows:

- (i) Majority of the people in the rural areas live in poverty. Many of them are daily wage earners or jhum cultivators. The older children look after their siblings or do the house hold chores instead of attending schools. The parents of such children do not see the relevance of education in their lives and so are more interested in earning.
- (ii) The community cannot contribute for any development works since they are poor, and they rely solely on Government funds.
- (iii) The road connectivity is very bad and so it is difficult to reach the remote areas and create awareness in the community.

- (iv) There is less participation in monitoring works by the VECs due to the absence of TA and DA to meet their traveling expenses.

6.8 *IED*

The district faces many problems in rendering services to CWSN which are as follows:

- (i) The IED programme is directly implemented from the District Office, which cannot perform all the activities due to shortage of experts and manpower.
- (ii) Though the District has the Monfort Centre for Education and Bethany Society rendering education and various skills to the disabled, yet children are unable to avail the facility due to poverty.
- (iii) The District, also, has a shortage of specialist doctors and psychologists. Since the specialist doctors are based at the District head-quarter, they are unable to attend each and every assessment camp. Also, most of the time they are engaged in their regular schedule.
- (iv) The data collected by the CRCs and VECs are not reliable as they are unable to identify the exact nature of disability.
- (v) General class room teachers are not well-trained to meet the needs of CWSN enrolled in schools. Only the sensitizations of IED have been provided to them and till today, no teacher has been deputed to take special education.
- (vi) Presently, no resource teacher is available to support the general teacher. The general teacher faces difficulty in providing education to the severely disabled child.
- (vii) Training on low vision impairment was imparted only to the teachers of Urban area.
- (viii) The visually impaired children cannot follow the same text books as the other children.
- (ix) There are many difficulties in tracking the disabled children who are enrolled in schools.
- (x) Some of the mobility aids are inappropriate to be used in the hilly areas.
- (xi) No incentives or scholarships are available for the disabled children who are enrolled in schools.

- (xii) There are no proper monitoring tools to check the progress of the disabled children in schools.
- (xiii) The community still needs awareness on IED.
- (xiv) There is the absence of parent counseling on IED in the rural areas.

6.9 REMS:

The SSA programme provides for monitoring starting from the Grass-root level. But because of non-sanction of grants on REMS, the monitoring at the VEC and CRC levels is not up to the mark. So as part of the funds available under REMS should also be made available to the VECs, CRCs and BRCs.

DIET was established in the District in the year 2005. DIET takes up Research Projects, the funding of which is done by the amount released under REMS. The projects reflect on the many issues plaguing the District.

DIET conducted research on Drop-out and Girls' education in the last year. DIET is also given the additional responsibility of reviewing the EGS centres functioning in the District.

CHAPTER VII

INTERVENTION STRATEGIES

The project set up at the District office is headed by the District Mission Co-ordinator. The different functional areas have been assigned to the respective Co-ordinators for proper implementation. The MIS section is managed by the CPA and the DEOs.

7.1: *BRC:*

The BMCs are to function from their respective BRCs and the BRC is responsible for

- I. The preparation of the Block Plan
- II. The implementation of the SSA programme.
- III. Supervision and monitoring

The manpower in these centres need to be increased for proper functioning and so the District proposes to increase the number of block resource persons from 6 - 10.

The completed BRC building also require electricity for fast dissemination of information at the block level, the plan also proposes a computer along with a printer. with regards to contingency, TLM and OE meeting expenses etc the district proposes them as per existing norms.

7.2 *CRC:*

The CRCs play a very important role in providing educational input to all schools within the cluster. For this, the CRC coordinators have to visit each and every school and villages which fall in their cluster. However, the distance and accessibility pose a problem to the CRC coordinators who often have to cross hilly terrains to reach some villages. Also, some CRCs cover about 60 villages and about 50 schools.

This year, the plan proposes to increase the traveling expenses so as to make it more lucrative for the CRC Coordinators to monitor all villages and Cluster in their respective Clusters.

7.3 *Creating Access to Schools:*

West Garo Hills faces a major problem with regards to the pattern of habitation. The sizes of the habitation are very small and they are scattered.

Therefore the issue of equity with respect to access is a big challenge for the district. The small sizes of the habitations in the hills make setting up of schools Non- viable. In such a situation, alternate schooling is the only option for the district to provide universal access.

The provision of EGS centres has greatly reduced the nos of out of school children in unserved habitations and where no schools exists within the radius of 1 k.m.

There were about 270 EGS centres functioning in the whole of the district.

Table: 31 Below, shows the total nos of children enrolled in the various EGS centres

Sl. no	Name of Block	No. of EGS centres	Total Enrolment		
			B	G	T
1	Tura Urban	7	110	97	207
2	Rongram	32	640	588	1228
3	Dalu	32	727	699	1426
4	Gambegre	28	429	442	871
5	Betasing	25	490	471	961
6	Zikzak	28	808	761	1569
7	Dadenggre	34	823	736	1559
8	Selsella	53	1812	1345	3157
9	Tikrikilla	31	882	839	1721
G/Total		242	6721	5978	12699

Source: BMC Records

Year: 2008-09

The Table 31 shows that the total of 12699 children are enrolled in the 242 EGS centres.

The Proposed for Upgradation of EGS is a follows:

Sl. no	Name of Block	No. of EGS centres	No. of EGS upgraded to LPS during 2007-08	No. of EGS proposed for upgradation for 08-09	Remaining EGS after upgradation
1	Tura Urban	7	3	4	0
2	Rongram	32	3	10	19
3	Dalu	32	3	29	0
4	Gambegre	28	3	12	13
5	Betasing	25	4	10	11
6	Zikzak	29	3	8	18
7	Dadenggre	34	3	21	10
8	Selsella	53	3	32	18
9	Tikrikilla	30	3	27	0
TOTAL		270	28	153	89

7.4 BRIDGE COURSE:

This strategy is proposed to support mainstreaming of children into formal schools. The proposed Bridge Course will be of varying duration depending on the age of the children and their prior education. That it will specifically meant for the Never-enrolled and Long-dropout children between the age group of 9-14 years.

Grouping of children will be done at each and every centre. Grouping will be done according to their current performance level or in accordance to the need of the child which will be tested at the initial stage of the program. The proposed Bridge Course would be non-residential and will be organized in a selected Centre covering two or three villages. The centres would preferably held in a public place like community hall, Anganwadi Centres, Religious institutions etc. The only consideration is that the selected centres should be the nearest walk able distance from the village.

The proposed Bridge Course will conduct in accordance to the following that will be grouped at the initial stage of the program.

- Never Enrolled children
- Those that recognize alphabets and numbers.
- Long drop-out children.

The workshop on Bridge Course as a strategy for mainstreaming out of school children will be conducted at the district level. The workshop under the proposed intervention NRBC will include resource persons from the state, Principal DIET Tura, Retired Educationist, Jt. DMCs, West Garo Hills, BMCs, District Coordinators, CRCs, BRPs and other staff members of SSA, Tura. Centre TLM and Learners TLM will be provided by the District, separate work - book for learners will be developed in consultation with the state Resource Person & DIET.

Table 32: Shows the nos of out of school children to be covered under Bridge Course:

Sl. no	Block	No. of out of school children	No. of children proposed to be covered under Bridge Course
1	Tura Urban	3	0
2	Rongram	54	0
3	Dalu	38	14
4	Gambegre	0	0
5	Betasing	200	19
6	Zikzak	49	20
7	Dadenggre	185	22
8	Selsella	995	479
9	Tikrikilla	945	811
G/Total		2469	1365

BACK TO SCHOOL CAMP:

The Back to School Camp centre will be organized in an access less villages if the numbers of out of school children are more then ten (10) in hilly terrains and fifteen (15) in plain belt. The proposed intervention will function like normal formal school, school timing, curriculum etc.

The grouping of children will be done through an informal test to group children in accordance to their performance and capacity.

The classes for the proposed Back to school camp will be conducted in the premises of community hall, Anganwadi centres, Religious institution or any other place where these children can be accommodated. The duration of the proposed intervention will be for a period of six (6) months. The classes for LPS will be for four (4) hours and UPS will be for six (6) hours.

Monitoring of these Centres will be done by VEC/CRC. Evaluation will be done after every three months time.

Sl. no	Block	No. of out of school children	No. of children proposed to be covered under BTSC
1	Tura Urban	3	0
2	Rongram	54	0
3	Dalu	38	11
4	Gambegre	0	0
5	Betasing	200	104
6	Zikzak	49	29
7	Dadenggre	185	163
8	Sellsella	995	305
9	Tikrikilla	945	58
TOTAL		2469	670

REACH OUT CENTRES (TUTORIAL):

Reach out Centres will be opened for long drop-out and recent drop-out children in scattered villages. These Centres are proposed in an area where drop-out children are less and where the interventions like Bridge Courses and Back to School compose are not applicable.

The Grouping of children will be done at each and every Centre. Informed test will be conducted in the beginning and children will be grouped in accordance to the current performance level.

The teacher concern will have to take three (3) subjects in a week as mentioned one (1) subject per day. The subject of LPS will be Mathematics, Language and Environmental Studies. Upper Primary will comprise subjects of Mathematics, Language and Environmental Studies.

The duration of this proposed strategy will be for a period of 6 months. Fining of the centre will be for 6 days in a week. The teacher or volunteer concerned will have to take 1 subject in a day for a period of 2-3 hours.

Sl. No.	Block	No. of out of school children	No. of children proposed to be covered under Tutorial
1	Tura Urban	3	0
2	Rongram	54	26
3	Dalu	38	7
4	Gambegre	0	0
5	Betasing	200	30
6	Zikzak	49	0
7	Dadenggre	185	0
8	Selsella	995	10
9	Tikrikilla	945	40
TOTAL		2469	113

TENTATIVE SCHEDULE OF ACTIVITIES

Sl.	Activities	Level	Months														
			Apr	May	June	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
1	Identification & confirmation of Data on all intervention	District	√														
2	Workshop on NRBC	District	√														
3	Preparation of module & printing	District	√														
4	Training of BRP's	District		√													
5	Training of Volunteers	District		√													
6	Actual implementation of NRBC	District			√	√	√	√	√	√	√	√	√				
7	Monitoring	District			√	√	√	√	√	√	√	√	√				
8	Evaluation	District					√			√		√					
9	Workshop on Reach out Centre (Tutorial)	District			√												
10	Preparation of module & printing	District			√												
11	Training of BRP's	District				√											
12	Training of Volunteers	Block				√											
13	Actual implementation of Reach out Centres.	Block					√	√	√	√	√	√					
14	Workshop on Back to school camp.	District			√												
15	Preparation of module & printing	District			√												
16	Training of BRP's	District				√											
17	Training of Volunteers	Block				√											
18	Actual implementation of BTC	Block					√	√	√	√	√	√					
19	Monitoring	Block					√	√	√	√	√	√					
20	Evaluation	Block							√		√						
21	Remedial Teaching for all Interventions	Block												√	√	√	

7.5: *Quality Issue:*

Quality is one called issue which the district plan address. During the planning process it was observed that only when the minimum level of quality is maintained the demand for education can be created in the most backward areas. The Plan proposes the certain strategies for achieving better quality.

1. Enhance learning level of students.
2. The Teachers training
3. The Development of TLM
4. Achievement surveys
5. Action research

A teacher training is an area which needs to be improved if the issue of quality is to be addressed. The quality issued which has remained unfulfilled over the year will be the prime focus of 2008-09. As per the existing norms, all types of training i.e. in service training, pre- service training & distance education will be continued in an intensive manner. Past experience and strength and weaknesses of the resource persons will be taken into account and efforts will be made to improve the training strategies.

The District plans to follow the National Curriculum framework (NCF) guidelines and the strategies are as follows.

- i. The training will be split up into 3 or 4 phases for in – service training instead of the 20 days consecutive training. The 1st phase of training will be conducted at the block level for 6-8 days. Application of knowledge gain and strategy during the training will be implemented in schools in the 2nd phase for about 1 or 2 months follows up training at CRC level where the experience or difficulties will be shared through open discussion during the 3rd and 4th phase.
- ii. The BRPs and CRC Co-ordinators will be encouraged to interact with teachers and identify the training needs. Besides identification of the training needs, their capacity will be build up to enable them provide on site academic support services, development of TLM remedial teaching, monitoring and evaluation etc. Development of training modules will be designed in consultation with DIET, BRPs and CRCs.

The district will cover the following target groups:

1. Lower primary Teachers
2. Upper Primary Teachers
3. Head Teachers of LPS & UPS
4. Newly Recruited Teachers.

Besides the above mentioned target group the district will cover the training of BRCs, BMCs and CRCs to strengthen the support services.

The Target set for Teachers Training in the year 2008-09

Table 38: Target for Teachers Training

Sl. no	Name of Block	Total No. of Teachers		
		LPS	UPS	Total
1	Tura Urban	234	175	409
2	Rongram	286	146	432
3	Dalu	331	151	482
4	Gambegre	186	159	345
5	Betasing	410	203	613
6	Zikzak	284	164	448
7	Dadenggre	230	141	371
8	Sellsella	593	425	1018
9	Tikrikilla	303	245	548
Total		2857	1809	4666

7.6. Community Awareness:

The experience of the District in implementation of the scheme has displayed that the level of community awareness is directly related to optimum implementation. Understanding the needs of training of the community leaders, the plan has kept provisions of training the community leader once again during the year.

The strategies for community mobilization during the current plan will be as follows:

- i. The focus on community Awareness Programme in rural and backward areas either at the VEC or CRC level..
- ii. To emphasize on the maintenance of VER to track down the remaining out of school children.
- iii. The involvement of more Women/ mothers groups in the training.
- iv. Encouragement to form more mothers groups for bringing back remaining out of school children in the age group of 6-14 years by 2014.
- v. To emphasize monthly VEC/SMC meeting.
- vi. The printing of VER for updating records.

The time scheduled for community mobilization 2008-09 is given below.

TABLE 36: SCHEDULED OF ACTIVITIES FOR COMMUNITY TRAINING

Sl. no	Level	Month	No. of days	Activities	Responsibilities
1	District level workshop for 9 blocks	April/08	2	Workshop on community mobilization	District Resource group
2	Betasing block	April/08	2	Training for community leaders	BMC/BRP/CRC
3	Zikzak block	April/08	2	Training for community leaders	BMC/BRP/CRC
4	Gambegre block	May/08	2	-do-	-do-
5	Rongram block	May/08	2	-do-	-do-
6	Tura urban	Aug/08	2	-do-	-do-
7	Dalu	Sept/08	2	-do-	-do-
8	Dadenggre	Oct/08	2	-do-	-do-
9	Selsella	Non/08	2	-do-	-do-
10	Tikrikilla	Dec/08	2	-do-	-do-

7.7 IED:

SSA is implementing the intervention for CWSN in an intensive manners. The success of implementation depends on proper plan and proposal. The district proposes the following strategies to be implemented in 2008-09

- i. Networking with NGOs like Bethany Society, District Blindness Control society, social welfare department etc will be strengthened.
- ii. The District plans to organize special eye camp for visually impaired children at block level.
- iii. Two resource teachers will be appointed per block
- iv. Teachers will be deputed for RCI foundation course. The district proposes to depute on e teacher from each block and two DIET lecturers for the course.
- v. The assessment of all CWSN will be conducted at the Block Level.
- vi. The District Plan to make more schools barrier free by providing ramps , handrail etc.
- vii. Awareness programmes on sensitization of IED will be organized along with the community mobilization Co-ordinator for the community.
- viii. Useful literature regarding IED will be prepare and printed out for parents, community and teachers.
- ix. There will be training of teachers on IED and ways to take care of the disabled children in the class.

- x. Training modules for different target groups will be developed with the help of experts from Montfort and DIET. It will be printed in manual form for the purpose of training.
- xi. The district plans home based education for the severely disabled children. The unemployed youth or retired teachers of the village will be trained for 3 months and register under RCI prior to the appointment.

The Tentative schedule for IED is as follows:

TABLE 37: Tentative schedule for IED

Sl. no	Activity	Level	Month
1	Meeting of DCC	District	April, June August & October
2	Deputation of teachers	District	April
3	2 days workshop on IED for head of School	District	January
4	Community Mobilization	CRC	Feb, May, July, Sept, Nov
5	Assessment Camp for visually Impaired Children	Block	Jan, Jun, Sep
6	Counseling of parents	Block	May, July, Nov
7	Celebration of world disabled Day	Block	Dec
8	Printing of Braille Book	District	April
9	Assessment Camp at Dalu, Ampati, Tikrikilla and Selsella	Block	June, Dec
10	Printing of Literature for parents, community and teacher	District	Sept
11	Training of development of IEP	District	Nov
12	Appointment of Resource Teacher	State	

CHAPTER - VIII

CIVIL WORKS

Introduction:

Civil Works plays a significant role in the proper functioning of the educational upliftment of children. Lack of proper building and other infrastructures have been the striking problems of existing schools. The schools are without a minimum required building / classrooms and other infrastructure facilities like compound wall, toilets, storage facilities etc. Over crowded classrooms, inadequate classrooms, running multiple classes simultaneously in single classroom are some of the problems. Majority schools do not possess proper space for storage of TLM.

Care will be taken to ensure quality aspects in procurement of materials as well as construction as the expenditure on constructional work will be a one time expenditure.

The plan also proposes the entire spill over Civil Works of the previous plan.

The activity scheduled for undertaking of the civil works plan is as follows:

- Formation of Civil works task force
- Identification of the works and prioritization
- Civil works training to the concerned schools, SMC and VEC
- Release of the first installment
- Supervision by the CRC and BRC

Designs of school will be made in a way keeping the disabled children in mind. It would consist of student friendly components like play space, chalk boards, ramps for wheel chairs for easy approach.

Execution of Work:

Community participation will be the means for undertaking civil works in the improvement of school facilities. Construction works will be executed by the school managing committees. In addition to the execution of civil works the community will also provide the following:

- i) Provide land for any project
- ii) Support for providing locally available material for building.
- iii) Monitoring and quality control.
- iv) Provide a matching grant for each school for repair and maintenance.

The committees would be provided with two days training on Civil Works based on the Civil Works manual prepared by the district and thereafter the release of first instalment to the SMC/VEC.

School Buildings:

The perspective plan proposed new school building to formal primary schools opened during the previous plan. These schools will have two rooms and verandah. An estimated amount of 3.50 for L.P. Schools and 4.50 for each U.P. School is being proposed for each building.

Additional Classrooms:

According to the norms of SSA every LP schools have at least two teachers and two classrooms. It was found that about 525 schools needed additional classrooms as per the norms. Plan proposes 221 additional classrooms to be constructed at an estimated cost of Rs. 1.75 each.

Construction of the BRC:

The Block Resource Centres (BRC) serves as the support structures for the implementation of the SSA. All the BRCs in Eight Blocks has been provided with a BRC which consists of the following:

1. A meeting hall
2. Office for the BMC
3. Storage facility
4. Dormitory for Ladies and Gents
5. Kitchen and dinning spaces
6. Toilets

Construction of five BRCs have been completed and three BRCs are still in the construction stage. Additional resources from DRDA is not received any more.

Electrification for BRC & CRC Building:

Since electrification plays a vital role in functioning of office, the plan proposed electrification for both the BRC and CRC buildings with sum of Rs. 35,000 for 8 blocks and Rs. 20,000 for 39 CRC buildings each.

Maintenance and repairs of school building

It is proposed to provide building repair and maintenance grant @ 10000/- to all the existing govt. schools.

Monitoring and supervision

Strict monitoring and supervision of the construction work on a as per a detailed schedule will be undertaken. The supervision will be done by the CRCs and BMCs. The technical aspects would be taken up by the Junior Engineer of the Block who is the member of the Block Level Committee.

Supervision by the District Mission Coordinator and the Consultant Civil Work will be over and above the Block and Cluster Level Supervision.

Problems:

The striking problems regarding school construction has been transportational problem and hence maximum number of schools have diverted from RCC building to RCC construction with CI Sheet roofing.

High construction cost

Lack of skilled manpower

Unpredictable weather conditions

Achievements During the last plan civil works took up pace. The progress work is listed below:

1.	No. of completed L.P. Schools with kitchen shed	=	32
	60% completed L.P. Schools with kitchen shed	=	75
2.	No. of completed LPS (Additional Classroom)	=	26
	55% completed LPS (Additional Classroom)	=	60
3.	No. of completed UPS (Additional Classroom)	=	25
	60% completed UPS (Additional Classroom)	=	60

CHAPTER - IX

Kasturba Gandhi Balika Vidyalaya (KGBV)

Existing Kasturba Gandhi Balika Vidyalaya at Jengjal

Target: - 60 adolescent ST girls of Rongram BRC

Location: - Baljek Agal, Jengjal, Rongram

Year of Establishment: - 2006

Year of Functioning: - August 2006

Course: - As prescribed by MBOSE along with life skill education

Implementing Agency: - Bakdil NGO in association with St. Anthony's Mission of Jengjal

Infrastructure:

1. Size of building: 4229 Sq. feet
 2. Type of building: Single story RCC building with iron tresses and tin roof.
 3. Rooms:
 - 1 dormitory with accommodative facilities for 60 girls.
 - 3 class rooms
 - 1 work room
 - 3 retiring rooms for staff
 - 2 kitchens
 - 2 dining rooms
 - 2 godowns
 - 7 toilets with 3 safety tanks
 - 1 bathroom (Open)
 4. Water tanks - 4
- Personnel Involved:**
- 1 Headmistress cum Warden (without B.Ed degree)
 - 4 full time teachers (10+2 passed)
 - 1 cook
 - 1 gatekeeper

Management: The school is run and managed by the Secretary of the Managing Committee.

Problems and Issues: - KGBV at Jengjal was the first such residential school catering to adolescent out of school girls in the district. For the past one year, it has been functioning according to trial and error basis. Its progress is still in the process of gaining satisfactory momentum for its smooth functioning. In the previous year, it was found that many girls had left KGBV in the middle of the session. According to the warden, 15 girls left the school because they believed that one of the student is possessed or "Skal pila" in Garo. Since there is no

boundary wall, these girls ran away in the night. Another batch of 10 girls left because the parents wanted them to work in the jhum field.

Retaining the girls to school poses a crucial problem. Since the girls have led a free life in the village, they are not yet ready to submit to the rules of the school. Also, since the school is being run by the Catholic Missionary, many Baptist parents feel that their daughters might be converted to Catholicism. It was therefore decided that Parents-Teachers Meeting should be conducted on a regular basis in order to convince and motivate the parents.

Again, since the school started without a clear plan of implementation, the school enrolled adolescent girls belonging to varied educational backgrounds. Some of these girls are even never-enrolled. This posed a great problem to the teachers as to how they should be taught and the course of which class would apply to such girls. Therefore, it was decided that the girls be divided into groups instead of classes. Since KGBV is essentially an upper primary school, it was found difficult to follow the normal MBOSE curriculum. Therefore, the girls were taught according to their competency level.

Life skill lessons were also given to these girls. But the problem arose in the procurement of raw materials as a mere amount of Rs. 30,000 as per norms was not enough. For the procurement of sewing machines, typewriters, handlooms (since 1 of each of these equipment cannot be used by 60 girls) and other raw materials like wool and knitting sticks for knitting, cloth for sewing and embroidery, materials for candle making, needles and thread, etc cannot be procured with a mere amount of Rs. 30,0000. The district was unable to chalk out a cost effective strategy for vocational education for imparting life skill lessons. Therefore, the district requests the government to look into the matter and provide guidance to the district. Further, the school does not have an activity hall for the children due to which it is difficult for them to assemble together for group activities. It is especially inconvenient during the rainy season.

Apart from the above mentioned problem, the school lacks a proper reporting system. The progress of the girls cannot be tracked as the academic and non-academic evaluation of the girls is neither comprehensive nor continuous.

This is because the teachers are untrained. The Supervision and monitoring of the school is carried out on a regular basis by the district personnel but to no effect since there is a glaring gap in upward communication. The district has therefore decided to strengthen the supervision and evaluation system to keep track of the progress of the scheme.

Strategy: - In connection to the above mentioned problems, the district drew up the following strategy:

1. Appoint trained and qualified teachers
2. Motivate parents in the PTA meetings which will be held regularly.
3. Only Upper primary drop outs and L.P school passed children would be enrolled.
4. Supervision and monitoring system would be strengthened.
5. Quarterly report on the academic and non-academic progress of the girls would be furnished.
6. Stress will be made on imparting life skill lessons that would be job-oriented

BUDGET PROPOSAL:

➤ *(Non-recurring - New proposal)*

1. Multi-purpose Activity Hall: Size 20ftx40ft.
Cost @ Rs. 600 per Sq.ft.x 800sq. ft. = Rs. 4, 80, 000
Total: Rs. 4, 80,000.00

2. Equipments for Vocational Training: 4 Computers @ Rs. 30000x5= Rs 1, 50, 000
4 Type writers @ Rs. 10000 x 4 = Rs. 40, 000
4 Sewing Machines @ Rs. 4000 x 4 = Rs.16, 000
2 Handlooms @ Rs. 5000 x 2 = Rs. 10, 000
1 First Aid Kit Rs. 25, 000 (lump sum)
Total: Rs. 2, 41, 000

➤ *(Non-recurring - as per revised KGBV norms)*

3. Boundary Wall: Rs. 1, 50, 000

Grand Total (Non-Recurring): Rs. 8, 71, 000

➤ *(Recurring - New Proposal)*

1. Raw Materials for vocational training Rs. 50, 000 (lump sum)

➤ *(Recurring - as per revised KGBV norms)*

1. Maintenance per child per month @ Rs. 750 x 12 x 60 = Rs. 5, 40, 000
2. Stipend per child per month @ Rs 50 x 12 x 60 = Rs. 36, 000

3.	TLM, Stationery and other educational materials	Rs. 30, 000
4.	Examination fees	Rs. 1000
5.	Electricity / water charges	Rs. 36, 000
6.	Medical care contingencies	@ Rs. 750 x 60 = Rs. 45, 000
7.	Maintenance	Rs. 20, 000
8.	Preparatory camps	Rs. 10, 000
9.	PTAs and School Functions	Rs. 10, 000
10.	Miscellaneous	Rs. 20, 000
	Total:	Rs. 7, 38, 000
11.	Salaries:	
	1 Warden cum Head Mistress	@ Rs. 15,000 X 12 = Rs. 1, 80, 000
	4 Full time Teachers	@ Rs. 12,000 x 12 x 4 = Rs. 5, 76, 000
	3 Part Time teachers	@ Rs. 150x 3 x 120 days = Rs. 54, 000
	1 Accountant	@ Rs. 9000 x 12 = Rs. 1, 0 8000
	1 Office Asstt.	@ Rs. 7000 x 12 = Rs. 84, 000
	1 Peon cum chowkidar	@ Rs. 5500 x 12 = Rs. 66,000
	1 Head Cook	@ Rs. 5000 x 12 = Rs. 60, 000
	2 Asstt. Cooks	@ Rs. 3000 x 12 x 2 = Rs. 72, 000
	Total: -	Rs. 12, 00, 000

Grand Total (Recurring): Rs. 19, 88, 000

New Kasturba Gandhi Balika Vidyalaya (KGBV)

Model - I - School with Hostel facilities for 100 girls

Target: - 100 adolescent ST girls of Dadenggre BRC

Location: - Dadenggre BRC

Course: - As prescribed by MBOSE along with life skill education

Implementing Agency: - SSA

Objective: - To bridge gender gap and enhance quality education.

According to the revised norms, 1 KGBV was sanctioned for Dadenggre BRC (2008-09) in West Garo Hills District. Therefore, the district proposes for a KGBV with *residential facilities for 100 girls (Model-I)*. Considering the focus of the government on *Quality Aspects*, the school shall function to enhance quality education among the ST girls of the block. For this, it is necessary that the girls to be enrolled in KGBV should be primary school graduate and Upper Primary school drop-out so that the school can run in a uniform pattern.

Table 1: Out of School Children of Dadenggre BRC

Name of the BRC	Child Population (6-14) years		Enrolment (6-14) years		Out of School Children	
	M	F	M	F	M	F
Dadenggre	4587	4206	3913	3705	84	101

Table 2: Out of School Girls of Dadenggre BRC

Name of the BRC	Out of School Girls (6-10)	Out of School Girls (11-14)
Dadenggre BRC	55	46

In the present plan period, Dadenggre recorded 101 nos. of out of school girls as shown in table 2, between 6-14 years. Since only adolescent out of school girls in the 11-14 age group would be eligible for KGBV, the rest, i.e. 44 girls (6-10 years) especially the never enrolled and long drop-outs would be covered under EGS scheme.

A Meeting was held in the DMCs office, Tura among the District Core Team and the following schedule of activities was chalked out:

Table 3: Schedule of Activities

SI	Activity	Tentative Date	Duration	I/Agency
1	Formation of District Committee for the implementation of the Project	4 th week of March	1 day	The Concerned Coordinator and the District Team of SSA.
2	Child listing	4 th week of March	3 weeks	
3	Verification of data	3 rd Week of April	April-May	
4	Formation of Managing Committee	4 th week of April	1 day	
5	Awareness Campaign	1 st week of May	4 days	
6	- Site selection and verification for construction of KGBV - Budget Estimate and building design - Construction of KGBV - Completion of the building - Inauguration of KGBV	1 st week of May 1 st week of May 1 st week of June January 2009 February 2009		
7	Selection of temporary arrangement for starting the school	1 st week of May		
8	Appointment and training of teachers and support staff	2 nd week of May		
9	Preparatory camp	1 st week of June		
10	Starting of school	1 st week of July		
11	Procurement of Books, stationery, TLM, etc	June-July		

(Budgeting for the above mentioned activities would be according to the revised KGBV norms. Expenditure for Awareness Campaign would be managed from the MIS fund.)

CHAPTER - X
SPECIAL FOCUS GROUP

1. COMPUTER EDUCATION FOR GIRLS UNDER INNOVATION

Target: ST girls of Rongram BRC studying at the Upper Primary Level.

Location: Model Cluster Schools at Rongram BRC (4 Centers).

General Aim: To facilitate retention of girls at the Upper Primary level through their interest in computer education.

Objective:

- 1) To create interest in the girls for computer education.
- 2) To teach them the basics of computer application.
- 3) To facilitate their learning through the use of computer.
- 4) To provide them with job oriented courses.

*** Proposal:** To open Computer Centers for ST girls of Rongram BRC at the 4 Model Cluster Schools (MCS) constructed under NPEGEL scheme of SSA.

The MCS being a permanent asset to the CRCs may be utilized to open Computer Centers for ST girls. Since the construction of 4 MCS has been completed and since no funds would be sanctioned for the functioning of MCS henceforth, the building may as well be utilized for opening the above mentioned centers. This would not only generate interest of the adolescent girls who are already enrolled in U.P School but would also arouse the curiosity of those studying at the lower level, thus ensuring their retention to school till they complete their elementary level.

*** Strategy:** The proposed computer centers at MCS, which have been already constructed under NPEGEL Scheme, would be a permanent asset to the block. Since no such centers are available in the entire block, it would provide impetus to computer education in the rural area. The centers would be strictly run and maintained by the Head Teacher of the Upper Primary school wherein the MCS is attached. 1 part time instructor would be appointed in each center to give computer classes thrice a week. Classes would be scheduled according to the convenience of the school, i.e. probably after school hours for 45 minutes to 1 hour, or before the school starts in the morning. On Saturdays, the centers will be

open for 3 hours. The progress of the girls will be checked regularly by the cluster coordinators and the District Coordinator for girls' Education.

* **Course:** The girls would be provided with job oriented courses. In the first year, they would be taught the basics of computer application both in theory and practice. In the second year, the girls would be taught MS Office (Word and Power Point). And in the final year, they would be taught MS Office (Excel).

* **Budgeting for Computer Centers at MCS:**

(Non-recurring)

- **Procurement of Infrastructure:** Linoleum @ Rs. 5000x4= Rs. 20,000
Computer Tables @ Rs. 3000x 5 x 4 = Rs. 60,000
Books, Stationery and other paraphernalia @ Rs. 10,000x 4 = Rs. 40,000
- **Procurement of Computers:** @ Rs. 30,000x 4x 4 = Rs. 4, 80, 000

(Recurring)

- **Appointment of 4 Part Time Instructors** with a fixed honorarium of Rs.3000x10monthsx4 = Rs. 1,20,000/-
(The instructors residing in Tura urban area have to be appointed since Rongram Block hardly has skilled computer experts.)
- **Maintenance:** @ Rs.1000x 4x 10 months = Rs. 40,000

Grand Total: Rs. 7, 04000

2. *Focus on the Education of Minority Girls under Innovation*

Target: - Out of School Muslim girls between of Selsella BRC

Strategy: - Non-Residential Learning Centers (Bridge Course) & KGBV

Location: - 1 L.PS building of Anjumani CRC, Belbari CRC, Kalapani CRC and Kasiabari CRC

No. of Centers: - 4

Duration: - 1 Year (for Bridge Course)

Medium of Instruction: - Either Assamese or Bengali

Course: - As prescribed by MBOSE

Implementing Agency: - SSA District Core Team in association with Inner Wheel Circle of Rotary Club, Tura

In West Garo Hills District, Selsella Block has a high concentration of Muslim community. The block is located in the plain belt bordering Assam and is dominantly populated by the Muslims. According to the 2001 census, the total population of the block is 132963 while that of the ST/SC is 69234 (78.9%) and that of the Muslims is 54285 (40.8%)

The child population (0-6) years of the block is 36791, out of which 9276(M/F) belong to the Muslim category.

Table 1: Minority Population of the District (2001 Census)

Sl	Block	All Community		Total	Muslim Community		Total	% to total population
		M	F		M	F		
		1	Tura Urban	30205	28773	58978	42	
2	Rongram	28162	27188	55350	0	0	0	0
3	Dalu	29364	28417	57781	0	0	0	0
4	Gambegre	0	0	0	0	0	0	0
5	Betasing	32731	31725	64456	187	168	355	0.55
6	Zikzak	34458	33027	67485	1025	946	1971	2.92
7	Dadenggre	16161	15856	32017	0	0	0	0
8	Tikrikilla	24866	24494	49360	980	870	1850	3.75
	District Total	263424	254968	518392	30523	28013	58536	48.15%

It is worth mentioning that there are 3 Upper Primary schools for Muslim girls in Selsella BRC that have been recognized and have been functioning for the past 5-6 years. But these schools have not received grant-in-aid from the government so far. The reason being there already exists an upper primary school in the area which is co-ed. Considering the norms, these girls U.P schools are not liable to receive grants-in-aid. If some sort of Govt. Assistance/Support is provided to these schools, then the girls trained in Bridge course centers could be mainstreamed to these schools. Or, if one of these schools is taken up to establish a KGBV (Model) for minority girls, then the block could work towards achieving cent percent enrollment by the end of SSA project.

Table 1: Upper Primary Schools for Muslim Girls

Sl	Name of the School	Location	Year of Estb.	No. of teachers	Status of School Building	Status of the School	Enrolment in 2008
1	Magurmari Girls UPS	Kasiabari CRC	2002	5	Kuccha	Functional	48
2	Singimari Girls UPS	Kasiabari CRC	2002	5	Kuccha	Functional	36
3	New Bhaitbari Girls UPS	Belbari CRC	2002	5	Kuccha	Functional	36
4	Mother Teresa Girls UPS	Belbari CRC	2002	5	Kuccha	Closed in 2006	

Source: BRC Record

It may be noted that the very existence of these Upper primary schools catering to Minority girls proves the fact that the parents of these children are

interested in educating their girls. But due to the poor economic condition community, the Managing Committee of these schools is unable to raise funds for the schools. The teachers have been working for a meager salary of Rs. 500 per month or for no salary at all. These schools do not have a proper building and adequate infrastructure. Due to this, many girls have dropped out from these schools.

Again, the parents of these girls do not wish to send their wards to the normal UP School for co-education since they belong to a conservative orthodox society. Hence, the district proposes the Government to reconsider its norms, as this is a special case, and grant some assistance to these schools.

PROPOSALS/ STRATEGY:

1. Non-Residential Learning Centers (Bridge Course): - The plan proposes to take up Education of Muslim Girls under innovation and set up Learning Centers for minority girls to reduce the gender gap. 4 Learning Centers would be opened in the nearby existing L.P schools of the 4 clusters already mentioned in the beginning (Since in the District, the LP schools start early in the morning and classes get over by 10:00 am). 8 Education Volunteers (2 in each Center) would be appointed and trained by the BRPs of Selsella BRC. The awareness of the parents in particular and the community as a whole would be required for the proper implementation of the plan.

2. KGBV: - The District proposes for a KGBV with school and residential facilities at the upper primary level for the adolescent minority girls of Selsella BRC according to Model-I - for 100 girls. The residential schools would be constructed under the revised KGBV norms. The budgeting for the same would be as per the revised KGBV norms. Eligible girls from the Learning Centers and educationally and economically deprived girls would be enrolled in the school.

Budget Proposal for the Learning Centers:

- i) **Cluster level Awareness Campaign:** Awareness Campaign on Girls Education would be held with an expected attendance of 100 in 4 clusters.
- Development of Modules Rs. 1000 (lump sum)
 - TA for the participants @ Rs 30x 100x 4= Rs. 12,000
 - Honorarium for the R.Ps @ Rs. 300 x 5 x 4= Rs. 6,000
 - Training Expenses @ Rs. 20x 100x 4= Rs.8000
 - Miscellaneous (POL, etc) @ Rs. 1000x 4= Rs. 4000
- Total: Rs. 31,000**
- ii) **Opening of Learning Centers and Training of the EVs:**
- Development of Modules @ Rs. 1000 (lump sum)
 - 5 Days Training of the Education Volunteers:
TA/DA for the EVs @ Rs. 50 x 8x 5=Rs. 2000
Training Expenses @ Rs. 20x 8x 5= Rs.800
 - Honorarium of the EV @ Rs. 80x 220x 8= Rs.1,40,800
 - Maintenance @ Rs. 50x 220days= Rs. 11,000
 - Development and Procurement of
 - (i) Learning Materials @ Rs. 150x100 girls=Rs. 15000
 - (ii) Teaching Materials @ Rs. 2000x 8= Rs.16,000
- Total: Rs. _____**

Grand Total: Rs _____

Schedule of Activities

Sl. No.	Activities	Tentative Date	Duration	Implementing Agency
1	Child listing	done		The concerned Coordinator along with the CRC, BMC, BRPs and members of Inner Wheel Circle of Rotary Club, Tura.
2	Verification of Data	1 st Week of April	2 weeks	
3	Development of Modules	2 nd week of April	5 days	
6	Cluster level Awareness campaign	3 rd week of April	1 week	
7	Dev of Modules for EVs Training	3 rd week of April	5 days	
8	Selection and Training of the EVs	4 th Week of April	5 days	
9	Procurement and distribution of TLM	1 st Week of May	2-3 weeks	
10	Opening of the learning centers	1 st week of May		

CHAPTER - XI

Management Information System

SSA lays emphasis on quality education and so all aspects of pedagogical input like curriculum and development of text books need to be constantly monitored and evaluated. Also other inputs like teacher's training and classroom practices are needed to be taken into account.

Research will be the main factor in determining the new initiatives and to contain the various emerging issues like:

- i. To mainstream the out of school children and retain them in schools.
- ii. To monitor the attendance and progress of each and every child in school
- iii. To improve the students performance in arithmetic's, language and EVS
- iv. To make the classroom environment student friendly.
- v. Special focus will be on the education of ST Girls' SC and the minority community.
- vi. To train teachers of both LP & UP teachers so as to enhance their teaching capacities.
- vii. To tackle the emerging problems of teacher absenteeism.

Inputs under MIS:

Various inputs which are placed under the Management Information System are to include the following:

- i. The sponsoring of various research programmes
- ii. The provision for conducting the micro- planning
- iii. The collection of DISE data of all schools in the district.
- iv. The provision of honorarium for the persons involved in research work and evaluation of the same.

The project management:

The Deputy Commissioner is the Chairman of the District unit of SSA and the Deputy Inspector of Schools is the District Mission Co-ordinator. For proper implementation of the programmed teams have been constituted at all the levels which is as follows:

District Level:

The Co-ordinator committee is headed by the Chairman with the DMC for help other include the programmer and the District Co-ordinators.

Block Level:

Co-ordinated by the BMCs

CRC Level

Co-ordinated by the Head teacher of the UPS

VEC Level:

Co-ordinated by Head Teachers of LPS, Nokmas, Laskars and VECs

Chapter XII

Convergence and Linkages:

The District Unit has build up rapport with other Govt. depts. And NGOs for the successful and effective implementation of all SSA schemes and activities.

The District Unit is working in close collaboration with

- i. District Social welfare, office West Garo Hills, Tura
- ii. CDPO
- iii. PWD (Building)
- iv. DIET
- v. District Medical & Health Officer
- vi. DRDA
- vii. IGNOU, Shillong.
- viii. Municipal Board
- ix. District Statistical Officer
- x. PHE

POPULATION

Name of District: **WEST GARO HILLS**

S. No	Block/ Municipal Zone	Population all community						Total Population All Community			Population								Population Density	Sex Ratio				
		Urban			Rural			Male	Female	Total	SC				ST						Minority			
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total pop	Male	Female	Total	% to total pop			Male	Female	Total	% to total pop
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Tura	30205	28773	58978	0	0	0	30205	28773	58978	3397	3316	6713	11.4%	17807	18254	36061	61.1%	42	33	75	0.1%		
2	Rongram	0	0	0	28162	27188	55350	28162	27188	55350	27	22	49	0.1%	26654	26254	52908	95.6%	0	0	0	0.0%		
3	Dalu	0	0	0	29364	28417	57781	29364	28417	57781	296	284	580	1.0%	28905	28876	57781	100.0%	0	0	0	0.0%		
4	Gambegre	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%		
5	Betasing	0	0	0	32731	31725	64456	32731	31725	64456	65	56	121	0.2%	30345	30219	60564	94.0%	187	168	355	0.6%		
6	Zikzak	0	0	0	34458	33027	67485	34458	33027	67485	797	772	1569	2.3%	23765	23321	47086	69.8%	1025	946	1971	2.9%		
7	Dadenggre	0	0	0	16161	15856	32017	16161	15856	32017	1	0	1	0.0%	15862	15368	31230	97.5%	0	0	0	0.0%		
8	Selsella	0	0	0	67477	65486	132963	67477	65486	132963	1331	1325	2656	2.0%	33421	33157	66578	50.1%	28289	25996	54285	40.8%		
9	Tikrikilla	0	0	0	24866	24494	49360	24866	24494	49360	205	198	403	0.8%	22621	22337	44958	91.1%	980	870	1850	3.7%		
	TOTAL	30205	28773	58978	233219	226193	459412	263424	254966	518390	6119	5973	12092	2.3%	199380	197786	397166	76.6%	30523	28013	58536	11.3%		

Source: Census

Year: 2001

LITERACY RATE

Name of District

WEST GARO HILLS

S.No	Block/ Municipal Zone	Literacy Rate												Rural Female Literacy Rate	
		All Communities			SC			ST			Minority				
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	TURA	89.00%	61.17%	76.59%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	RONGRAM	55.11%	37.62%	56.10%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	DALU	54.85%	43.40%	49.25%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	GAMBEGRE	53.79%	42.47%	48.03%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	BETASING	51.41%	46.39%	61.00%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	ZIKZAK	53.53%	38.34%	51.34%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	DADENGGRE	37.53%	23.88%	34.55%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	SELSELLA	48.37%	35.26%	45.84%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	TIKRIKILLA	54.20%	38.92%	47.40%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	District Literacy Rate	57.12%	44.4%	79.32%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Source : Census 2001

BASIC ADMINISTRATIVE INDICATORS

Name of District: **WEST GARO HILLS**

S. No.	Block/ Municipal Zone	No. of Educational Blocks (if any)	No. of BRC/UBRCs*	No. of CRCs	No. of villages / Wards*	No. of Panchayats
1	2	3	4	5	6	7
1	Tura	1	1	6	11	0
2	Rongram	1	1	7	159	0
3	Dalu	1	1	6	183	0
4	Gambegre	1	1	6	152	0
5	Betasing	1	1	7	211	0
6	Zikzak	1	1	6	202	0
7	Dadenggre	1	1	5	125	0
8	Selsella	1	1	10	321	0
9	Tikrikilla	1	1	7	171	0
	Total	9	9	60	1535	0

* For Urban Areas

Source: BRC Records

Year: 2007

HABITATIONS AND ACCESS (PRIMARY)

Name of District: **WEST GARO HILLS**

S. No.	Block/ Municipal Zone	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS	Habitations without Primary Schools / EGS		
			Primary School	EGS		Habitations Eligible for PS as per state norms	Habitations not eligible PS but eligible for EGS	Habitations not Eligible for PS/EGS
1	2	3	4	5	6	7	8	9
1	Tura	104	100	4	0	0	0	0
2	Rongram	213	164	29	20	1	7	12
3	Dalu	230	186	29	15	2	8	5
4	Gambegre	160	110	25	25	0	9	16
5	Betasing	220	187	21	12	2	7	3
6	Zikzak	221	187	26	8	2	3	3
7	Dadenggre	147	104	31	12	3	3	6
8	Selsella	360	275	50	35	14	14	7
9	Tikrikilla	221	152	27	42	4	28	10
	TOTAL	1876	1465	242	169	28	79	62

Source: BRC Records

Year: 2007

Note: List of habitations eligible for EGS as per State norm should be attached.

HABITATIONS AND ACCESS (UPPER PRIMARY)

S. No.	Block/ Municipal Zone	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	2	3	4	5	6	7	8	9	10	11
	Tura	104	104	0	0	87	40	2:1	44	4
	Rongram	213	149	64	10	162	35	5:1	81	46
	Dalu	230	141	94	12	169	37	4:1	85	48
	Gambegre	160	126	14	3	112	38	3:1	56	18
	Betasing	220	168	92	10	217	42	4:1	109	67
	Zikzak	221	142	88	18	220	49	3:1	110	61
	Dadenggre	147	91	65	8	90	30	3:1	45	15
	Selsella	360	293	87	17	271	94	3:1	136	42
	Tikrikilla	221	172	49	11	152	47	3:1	76	29
	TOTAL	1876	1386	553	89	1480	412	3:1	740	328

Source: _____

Year: _____

CHILD POPULATION (6-14 AGE GROUP)

Name of District		WEST GARO HILLS																																									
S.No.	Block/ Municipal Zone	ALL COMMUNITIES (6-11 age group)									SC (6-11 age group)									ST (6-11 age group)									MINORITY (6-11 age group)														
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total								
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38						
	Tura	4212	4700	8912	0	0	0	4212	4700	8912	244	242	486	0	0	0	244	242	486	3917	4440	8357	0	0	0	3989	3829	7818	3989	3829	7818	0	0	0	0	0	0	0	0	0			
	Rongram	0	0	0	4096	3924	8020	4096	3924	8020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3989	3829	7818	3989	3829	7818	0	0	0	0	0	0	0	0	0			
	Dalu	0	0	0	3964	3631	7595	3964	3631	7595	0	0	0	25	32	57	25	32	57	0	0	0	3939	3599	7538	3939	3599	7538	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Gambegre	0	0	0	2485	2299	4784	2485	2299	4784	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2485	2299	4784	2485	2299	4784	0	0	0	0	0	0	0	0	0	0		
	Betasing	0	0	0	7950	7382	15332	7950	7382	15332	0	0	0	15	14	29	15	14	29	0	0	0	7649	7151	14800	7649	7151	14800	0	0	0	286	217	503	286	217	503	21	503	21	503		
	Zikzak	0	0	0	6350	6291	12641	6350	6291	12641	0	0	0	152	170	322	152	170	322	0	0	0	4818	4881	9699	4818	4881	9699	0	0	0	1380	1240	2620	1380	1240	2620	1380	1240	2620	1380	1240	
	Dadenggre	0	0	0	3150	2990	6140	3150	2990	6140	0	0	0	0	0	0	0	0	0	0	0	0	3150	2990	6140	3150	2990	6140	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Selsella	0	0	0	12422	12104	24526	12422	12104	24526	0	0	0	326	317	643	326	317	643	0	0	0	6449	6203	12652	6449	6203	12652	0	0	0	3647	3510	7157	3647	3510	7157	3647	3510	7157	3647	3510	
	Tikrikilla	0	0	0	6875	6285	13160	6875	6285	13160	0	0	0	61	47	108	61	47	108	0	0	0	6390	5878	12268	6390	5878	12268	0	0	0	424	360	784	424	360	784	424	360	784	424	360	
	Total	4212	4700	8912	47292	44906	92198	51504	49606	101110	244	242	486	579	580	1159	823	822	1645	3917	4440	8357	38869	36830	75699	42786	41270	84056	0	0	0	5737	5327	11064	5737	5327	11064	5737	5327	11064			

S.No.	Block/ Municipal Zone	ALL COMMUNITIES (11-14 age group)									SC (11-14 age group)									ST (11-14 age group)									MINORITY (11-14 age group)																
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total										
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38								
1	Tura	2683	2982	5665	0	0	0	2683	2982	5665	130	120	250	0	0	0	130	120	250	2553	2862	5415	0	0	0	2553	2553	5106	8	6	14	0	0	0	8	6	14	8	6	14	8	6	14		
2	Rongram	0	0	0	1847	1806	3653	1847	1806	3653	0	0	0	0	0	0	0	0	0	0	0	0	1809	1769	3578	1809	1769	3578	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Dalu	0	0	0	1937	1843	3780	1937	1843	3780	0	0	0	143	157	300	143	157	300	0	0	0	1794	1686	3480	1794	1686	3480	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Gambegre	0	0	0	1011	869	1880	1011	869	1880	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1011	869	1880	1011	869	1880	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Betasing	0	0	0	2584	2489	5073	2584	2489	5073	0	0	0	0	0	0	0	0	0	0	0	0	2045	1955	4000	2045	1955	4000	0	0	0	39	34	73	39	34	73	39	34	73	39	34	73	39	34
6	Zikzak	0	0	0	2150	1916	4066	2150	1916	4066	0	0	0	119	128	247	119	128	247	0	0	0	1817	1606	3423	1817	1606	3423	0	0	0	214	182	396	214	182	396	214	182	396	214	182	396	214	182
7	Dadenggre	0	0	0	1437	1216	2653	1437	1216	2653	0	0	0	0	0	0	0	0	0	0	0	0	1437	1216	2653	1437	1216	2653	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	Selsella	0	0	0	6213	6052	12265	6213	6052	12265	0	0	0	175	160	335	175	160	335	0	0	0	2746	2651	5397	2746	2651	5397	0	0	0	1080	1039	2119	1080	1039	2119	1080	1039	2119	1080	1039	2119	1080	1039
9	Tikrikilla	0	0	0	2104	1988	4092	2104	1988	4092	0	0	0	22	18	40	22	18	40	0	0	0	2032	1870	3902	2032	1870	3902	0	0	0	50	100	150	50	100	150	50	100	150	50	100	150	50	100
	Total	2683	2982	5665	19283	18179	37462	21966	21161	43127	130	120	250	459	463	922	589	583	1172	2553	2862	5415	14691	13622	28313	17244	16175	33419	8	6	14	1383	1355	2738	1361	1361	2752	1361	1361	2752	1361	1361	2752		

Source: BRC Records

Year: 2007

ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 age group)

Name of District :

WEST GARO HILLS

S.No.	Block/ Municipal Zone	Enrolment (6-11 age group)												Out of School Children (6-11 age group)															
		All Communities			SC			ST			Minority			All Communities				SC			ST			Minority					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mnt Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Tura	4217	5004	9221	231	214	445	3708	4487	8195	0	0	0	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
	Rongram	3473	3459	6932	0	0	0	3430	3376	6806	0	0	0	16	4	20	0.24%	0	0	0	0.00%	16	4	20	0.24%	0	0	0	0.00%
	Dalu	3578	3288	6866	64	54	118	3394	3134	6528	0	0	0	10	12	22	0.28%	0	0	0	0.00%	10	12	22	0.28%	0	0	0	0.00%
	Gambegre	1985	1799	3784	0	0	0	1985	1799	3784	0	0	0	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
	Betasing	7855	7300	15155	16	17	33	7529	7043	14572	178	217	395	95	82	177	1.15%	0	0	0	0.00%	63	38	101	0.65%	32	44	76	0.49%
	Zikzak	6333	6277	12610	152	170	322	4638	4865	9503	1170	994	2164	17	14	31	0.24%	3	2	5	0.03%	11	10	21	0.16%	3	2	5	0.03%
	Dadenggre	3104	2935	6039	0	0	0	3104	2935	6039	0	0	0	46	55	101	1.64%	0	0	0	0.00%	46	45	91	1.64%	0	0	0	0.00%
	Selsella	10174	9829	20003	326	317	643	7566	6997	14563	1684	1040	2724	248	201	449	2.19%	28	17	45	0.22%	126	44	170	0.83%	94	140	234	1.14%
	Tikrikilla	6452	5950	12402	61	47	108	6165	5708	11873	130	184	314	423	335	758	5.75%	54	15	69	0.52%	304	310	614	4.66%	65	10	75	0.56%
	Total	47171	45841	93012	850	819	1669	41519	40344	81863	3162	2435	5597	855	703	1558	1.76%	85	34	119	0.12%	576	463	1039	1.07%	194	196	390	0.40%

S.No.	Block/ Municipal Zone	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Minority			All Communities				SC			ST			Minority					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mnt Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Tura	3189	3475	6664	39	27	66	3048	3190	6238	0	0	0	2	1	3	0.05%	0	0	0	0.00%	2	1	3	0.05%	0	0	0	0.00%
2	Rongram	1371	1352	2723	0	0	0	1205	1209	2414	0	0	0	29	5	34	0.93%	0	0	0	0.00%	29	5	34	0.93%	0	0	0	0.00%
3	Dalu	1383	1297	2680	0	0	0	1139	1247	2386	0	0	0	7	9	16	0.42%	0	0	0	0.00%	7	9	16	0.42%	0	0	0	0.00%
4	Gambegre	1011	869	1880	0	0	0	1011	869	1880	0	0	0	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
5	Betasing	2072	1978	4050	0	0	0	2039	1206	3245	0	0	0	12	11	23	5.70%	0	0	0	0.00%	7	2	9	0.22%	5	9	14	0.34%
6	Zikzak	2141	1907	4048	57	56	113	1513	1268	2781	320	287	607	9	9	18	0.44%	3	2	5	0.12%	3	5	8	0.19%	3	2	5	0.12%
7	Dadenggre	899	770	1669	0	0	0	3899	770	4669	0	0	0	38	46	84	3.16%	0	0	0	0.00%	38	46	84	3.16%	0	9	9	0.00%
8	Selsella	3773	3532	7305	86	97	183	2664	1759	4423	246	175	421	228	318	546	6.95%	17	13	30	0.38%	93	159	252	3.20%	118	146	264	3.36%
9	Tikrikilla	2006	1899	3905	44	27	71	1524	1461	2985	123	155	278	98	89	187	4.56%	3	4	7	0.17%	88	42	130	3.17%	7	43	50	1.22%
	Total	17845	17079	34924	226	207	433	18042	12979	31021	689	617	1306	423	488	911	2.67%	23	19	42	0.12%	267	269	536	1.55%	133	209	342	0.97%

Note : To be updated from household survey or Village Edu. Register data of last year

Source: DISE & BRC Record, Year:2007

INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group)

Name of District **WEST GARO HILLS**

S.No.	Block/ Municipal Zone	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Tura	0	0	0	0	0	0	2	1	3	0	0	0	0	0	0	0	0	0	2	1	3
2	Rongram	2	1	3	4	1	5	9	2	11	1	0	1	8	3	11	20	3	23	44	10	54
3	Dalu	2	2	4	3	1	4	4	4	8	2	3	5	3	6	9	3	5	8	17	21	38
4	Gambegre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Betasing	21	17	38	13	9	22	7	4	11	54	52	106	7	4	11	5	7	12	107	93	200
6	Zikzak	3	3	6	4	3	7	4	4	8	4	3	7	6	5	11	5	5	10	26	23	49
7	Dadenggre	12	18	30	13	10	23	17	19	36	12	15	27	9	12	21	21	27	48	84	101	185
8	Selsella	72	52	124	50	42	92	70	76	146	64	56	120	62	51	113	158	242	400	476	519	995
9	Tikrikilla	150	53	203	97	78	175	42	38	80	113	111	224	63	93	156	56	51	107	521	424	945
	Total	262	146	408	184	144	328	155	148	303	250	240	490	158	174	332	268	340	608	1277	1192	2469

Source : BRC Record

Year : 2007

OUT OF SCHOOL CHILDREN WITH REASONS

Name of District **WEST GARO HILLS**

S. No.	Block/ Municipal Zone	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
1	Tura	3	0	0	0	0	0	0	0	0	3
2	Rongram	54	38	0	0	0	0	7	0	0	9
3	Dalu	38	5	3	8	5	10	2	0	5	0
4	Gambegre	0	0	0	0	0	0	0	0	0	0
5	Betasing	200	108	40	15	0	10	27	0	0	0
6	Zikzak	49	8	7	6	12	11	5	0	0	0
7	Dadenggre	185	25	141	0	0	0	19	0	0	0
8	Selsella	995	152	164	334	38	182	62	25	38	0
9	Tikrikilla	945	100	768	45	0	0	32	0	0	0
	Total	2469	436	1123	408	55	213	154	25	43	12

Source: BRC Records

Year : 2007

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District **WEST GARO HILLS**

S. No.	Block/ Municipal Zone	No. of Out of School Children as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Current Year						
			Mainstreaming	EGS	NRBC	RBC	Madarsa/ Makhtab	Innovation	Others
1	2	3	4	5	6	7	8	9	10
1	Tura	3	0	0	0	0	0	0	3
2	Rongram	54	0	0	0	0	0	45	9
3	Dalu	38	9	0	14	0	0	15	0
4	Gambegre	0	0	0	0	0	0	0	0
5	Betasing	200	131	69	0	0	0	0	0
6	Zikzak	49	13	0	18	0	0	18	0
7	Dadenggre	185	83	0	22	0	0	80	0
8	Selsella	995	0	0	479	0	0	516	0
9	Tikrikilla	945	427	0	384	0	0	134	0
Total		2469	663	69	917	0	0	808	12

Source BRC Record, Year 2007

CONTINUING CENTERS FROM PREVIOUS YEAR

S.NO.	Block/ Municipal Zone	No. of Children Continuing in					
		EGS	RBC	NRBC	Madarsa/ Makatab	Other	Total
1	2	3	4	5	6	7	8
1	Tura	400	0	0	0	0	400
2	Rongram	1369	0	0	0	0	1369
3	Dalu	1603	0	0	0	0	1603
4	Gambegre	1027	0	0	0	0	1027
5	Betasing	1195	0	0	0	0	1195
6	Zikzak	1739	0	175	0	0	1914
7	Dadenggre	1147	0	0	0	0	1147
8	Selsella	3376	0	0	979	0	4355
9	Tikrikilla	1846	0	0	230	0	2076
	Total	13702	0	175	1209	0	15086

Source BRC Records, Year 2007

GER, NER, Cohort Drop Out and Overall Repetition

Name of District

WEST GARO HILLS

S.No.	Block/ Municipal Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall Repetition	GER	NER	Cohort Dropout	Overall Repetition
1	2	3	4	5	6	7	8	9	10
1	Tura	104.00%	94.00%	1.73%	4.40%	108.00%	75.00%	18.94%	3.91%
2	Rongram	87.00%	74.00%	0.49%	4.03%	75.00%	55.00%	13.06%	5.65%
3	Dalu	91.00%	79.00%	1.31%	1.12%	71.00%	47.00%	12.15%	1.81%
4	Gambegre	79.00%	68.00%	29.89%	1.18%	100.00%	64.00%	26.04%	1.20%
5	Betasing	99.00%	86.00%	14.46%	0.91%	80.00%	59.00%	24.23%	4.58%
6	Zikzak	99.00%	83.00%	36.60%	0.31%	99.00%	66.00%	27.40%	1.04%
7	Dadenggre	99.00%	73.00%	1.03%	0.71%	63.00%	40.00%	13.29%	1.03%
8	Selsella	82.00%	63.00%	3.67%	1.51%	60.00%	31.00%	18.90%	5.15%
9	Tikrikilla	95.00%	59.00%	18.40%	2.82%	96.00%	47.00%	31.03%	3.08%
	Total	92.00%	74.00%	10.20%	2.11%	81.00%	50.00%	20.60%	3.25%

Note: Drop out and Repetition rates - Method of calculation is given in Annex I to the Manual on Planning and Appraisal.

Source: DISE & BRC Record

Year

2007

COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE

Name of District **WEST GARO HILLS**

S.No.	Block/ Municipal Zone	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	2	3	4	5
1	Tura	93.87	1820	82.56
2	Rongram	95.48	930	80.80
3	Dalu	97.57	1204	97.51
4	Gambegre	68.93	682	69.85
5	Betasing	84.63	2225	96.72
6	Zikzak	63.10	278	53.44
7	Dadenggre	98.26	1895	96.56
8	Selsella	94.82	4908	94.82
9	Tikrikilla	78.78	918	90.29
	Total	95.50	14860	81.72

Source BRC Record, Year 2007

EGS AND UPGRADATION

WEST GARO HILLS

S.No.	Block/ Municipal Zone	No. of EGS Center	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centres upgraded in current year	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
1	2	3	4	5		6	7	8
1	Tura	4	455	4	3	4	0	Not eligible
2	Rongram	29	1603	29	3	29	0	-do-
3	Dalu	29	1359	29	3	10	19	-do-
4	Gambegre	25	932	25	3	12	13	-do-
5	Betasing	21	1071	21	4	10	11	-do-
6	Zikzak	26	1384	26	3	8	18	-do-
7	Dadenggre	31	1050	31	3	21	10	-do-
8	Selsella	50	3376	50	3	32	18	-do-
9	Tikrikilla	27	1691	27	3	27	0	-do-
	TOTAL	242	12921	242	28	153	89	-do-

Source BRC Record, Year 2007

SCHOOLS

Name of District **WEST GARO HILLS**

S. No	Block/ Municipal Zone	Primary Schools/ Primary Section in UPS or Secondary School					Upper Primary Schools/ Upper Primary Section in Secondary School					Total			
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Tura	81	6	3	3	93	21	19	0	7	47	102	25	3	10
2	Rongram	157	5	1	23	186	19	16	1	7	43	176	21	2	30
3	Dalu	167	2	0	0	169	13	24	0	0	37	180	26	0	0
4	Gambegre	111	1	4	8	124	17	22	0	4	43	128	23	4	12
5	Betasing	203	14	3	8	228	18	24	0	3	45	221	38	3	11
6	Zikzak	200	20	8	4	232	18	30	28	6	82	218	50	36	10
7	Dadenggre	90	0	0	4	94	17	13	0	2	32	107	13	0	6
8	Selsella	265	6	0	29	300	33	61	0	19	113	298	67	0	48
9	Tikrikilla	152	0	17	29	198	24	23	7	11	65	176	23	24	40
	Total	1426	54	36	108	1624	180	232	36	59	507	1606	286	72	167

Source BRC Records Year 2007

Note: Number of Madarasas - recognized, unrecognized; Maktabas and Sanskrit Vidyalaya etc. could be provided in separate tables or in this table with clear mention of their numbers.

Upper Primary Schools for Girls

State Policy for Opening of Girls School	Block/ Municipal Zone	Total no. of Govt. UP Schools	Total no. of Existing Govt. Girls UP Schools	Entitlement for Girls UP Schools as per state policy	Total no. of proposed Girls UP Schools in AWP&B 2008-09	Remaining Gap of Girls UP Schools (7 =5-6)
1	2	3	4	5	6	7
	Tura	0	0	0	0	0
	Rongram	1	0	0	0	0
	Dalu	0	0	0	0	0
	Gambegre	0	0	0	0	0
	Betasing	0	0	0	0	0
	Zikzak	2	0	0	0	0
	Dadenggre	0	0	0	0	0
	Selsella	2	0	0	0	0
	Tikrikilla	1	0	0	0	0
	Total	6	0	0	0	0

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District

WEST GARO HILLS

S.No.	Block/ Municipal Zone	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	Tura	178	0	0	56	0	0	234	28.00%
2	Rongram	226	0	0	60	0	0	286	26.79%
3	Dalu	307	0	0	24	0	0	331	33.47%
4	Gambegre	148	0	0	38	0	0	186	30.88%
5	Betasing	308	0	0	102	0	0	410	26.34%
6	Zikzak	254	0	0	30	0	0	284	29.60%
7	Dadenggre	176	0	0	48	6	0	230	44.40%
8	Selsella	522	0	0	71	0	0	593	25.00%
9	Tikrikilla	218	0	0	60	12	13	303	22.20%
	Total	2337	0	0	489	18	13	2857	28.52%

Source BRC Records, Year 2007

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

S.No	Block/ Municipal Zone	Teachers in Primary Schools											
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalization	Gross Entitlement of Addl. Teachers for Primary
				By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Tura	5489	137	190	50	240	190	44	234	1:22	1:23	3	0
2	Rongram	4663	117	226	66	292	226	60	286	1:15	1:16	39	0
3	Dalu	6133	153	229	104	333	233	98	331	1:18	1:18	32	0
4	Gambegre	3384	85	164	46	210	146	40	186	1:16	1:18	16	0
5	Betasing	13884	347	334	84	418	334	76	410	1:33	1:33	17	23
6	Zikzak	11916	298	286	84	370	208	76	284	1:32	1:41	19	0
7	Dadenggre	5539	138	192	44	236	192	38	230	1:23	1:24	9	0
8	Selsella	18983	475	469	132	601	465	128	593	1:31	1:32	26	79
9	Tikrikilla	11351	284	268	66	334	243	60	303	1:33	1:37	7	0
	Total	81342	2034	2358	676	3034	2237	620	2857	1:26	1:28	168	102

Source BRC Records Year 2007

TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of District		WEST GARO HILLS					
S.No.	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	2	3	4	5	6	7	8
1	Tura	48	17	89	21	175	49.71%
2	Rongram	78	0	62	6	146	24.00%
3	Dalu	56	0	95	0	151	33.47%
4	Gambegre	64	0	95	0	159	20.75%
5	Betasing	72	0	103	28	203	15.04%
6	Zikzak	26	0	138	0	164	25.20%
7	Dadenggre	6	6	129	0	141	16.00%
8	Selsella	147	0	254	24	425	20.40%
9	Tikrikilla	7	0	218	20	245	20.00%
	Total	504	23	1183	99	1809	22.77%

Source BRC Records Year 2007

REQUIREMENT OF ADDITIONAL TEACHER

Name of District		Teachers in Upper Primary Schools												
S.No	Block/ Municipal Zone	Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Gross Entitlement of Addl. Teachers for Upper Primary
				State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Tura	3681	92	108	64	172	108	64	172	1:21	1:21	0	0	0
2	Rongram	2163	54	74	72	146	74	72	146	1:14	1:14	0	0	0
3	Dalu	2563	64	99	52	151	99	52	151	1:16	1:16	0	0	0
4	Gambegre	1711	43	95	64	159	95	64	159	1:10	1:10	0	0	0
5	Betasing	1509	38	131	72	203	131	72	203	1:07	1:07	0	0	0
6	Zikzak	2848	71	100	64	164	100	64	164	1:17	1:17	0	0	0
7	Dadenggre	1359	34	81	60	141	81	60	141	1:09	1:09	0	0	0
8	Selsella	6137	153	329	96	425	329	96	425	1:18	1:18	0	0	0
9	Tikrikilla	3405	85	165	80	245	165	80	245	1:13	1:13	0	0	0
	Total	25376	634	1182	624	1806	1182	624	1806	1:12	1:14	0	0	0

Source BRC Records Year 2007

TRAINED AND UNTRAINED TEACHERS

Name of District : **WEST GARO HILLS**

S.No	Block/ Municipal Zone	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Tura	234	162	69.2	39	33	72	30.8	175	73	41.7	85	17	102	58.3
2	Rongram	286	113	39.5	0	173	173	60.5	146	17	11.6	47	82	129	88.4
3	Dalu	331	167	50.5	124	36	160	48.3	151	45	29.8	0	106	106	70.2
4	Gambegre	186	78	41.9	126	126	252	135.5	159	22	13.8	80	57	137	86.2
5	Betasing	410	196	47.8	57	157	214	52.2	203	67	33.0	70	66	136	67.0
6	Zikzak	284	145	51.1	150	100	250	88.0	164	53	32.3	100	11	111	67.7
7	Dadenggre	230	72	31.3	65	93	158	68.7	141	18	12.8	59	64	123	87.2
8	Selsella	593	201	33.9	142	252	394	66.4	425	112	26.4	93	220	313	73.6
9	Tikrikilla	303	61	20.1	107	221	328	108.3	245	44	18.0	36	165	201	82.0
Total		2857	1195	41.8	810	1191	2001	70.0	1809	451	24.9	570	788	1358	75.1

* Trained as per NCTE guidelines

Source BRC Records Year 2007

Existing School infrastructure

Sl	Block/ Municipal Zone		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp	No of schools with Boundary Wall	No of schools with playground	No of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Tura	Pry	87	3	7	86	55	0	44	53	7	10	16	15	8
		UPS	40	10	2	28	23	16	16	24	5	4	10	9	0
2	Rongram	Pry	162	3	13	290	40	0	63	45	2	14	0	26	11
		UPS	35	12	4	54	33	9	14	9	0	1	1	12	0
3	Dalu	Pry	169	2	15	120	15	21	33	57	0	20	2	108	14
		UPS	37	6	8	20	10	20	19	20	0	15	5	30	0
4	Gambegre	Pry	112	5	14	22	16	0	30	16	0	8	0	34	17
		UPS	39	5	9	3	4	0	9	0	0	1	0	11	0
5	Betasing	Pry	217	32	17	173	43	0	123	39	0	11	0	66	11
		UPS	42	6	9	68	17	28	21	15	3	2	0	25	0
6	Zikzak	Pry	220	87	51	143	100	0	90	25	0	0	60	71	12
		UPS	48	16	16	79	28	18	23	11	2	0	8	22	0
7	Dadenggre	Pry	90	11	16	66	65	0	36	16	0	8	15	29	10
		UPS	30	8	5	24	15	8	13	5	0	2	2	12	0
8	Selsella	Pry	271	26	11	126	75	0	82	21	0	0	0	56	16
		UPS	94	29	9	53	71	12	26	12	0	0	0	32	0
9	Tikrikilla	Pry	152	195	16	181	21	2	43	15	4	6	2	51	11
		UPS	47	65	8	208	11	32	4	12	0	3	2	22	0
DIST. TOTAL		Pry	1480	364	160	1207	430	23	544	287	13	77	95	456	110
		UPS	412	157	70	537	212	143	145	108	10	28	28	175	0

Source BRC Records Year 2007

Note :

Upper Primary School (UPS) refers to Classes VI, VII and VIII, either as a separate school or in attachment with primary, secondary or high schools. The Middle school, even when attached with primary or a secondary school, is entitled for separate drinking water and toilet facilities. However, the boundary wall and playground will be common in such cases.

Column 5 refers to schools that are building less (if any) as well as those running in kuccha/ tent/ rented premises.

Column 6 refers to those schools that are totally dilapidated and has to be demolished. These should be declared unsafe and dilapidated by competent technical authority in the district.

*Pucca refers to a permanent, usable classroom. If a school has a combination of pucca and kuchha classrooms, only the pucca ones may be considered in Column 7. The kuchha rooms should be replaced by additional classrooms.

Boundary refers to a proper enclosure – it need not necessarily be a brick and mortar wall.

Provision for kitchen is only required for primary schools.

Information on Govt. Upper Primary Schools Without Furniture

Name of District : **WEST GARO HILLS**

S.No	Block/ Municipal Zone	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	Tura	16	16	16	0	0	0
2	Rongram	19	18	18	1	1	258
3	Dalu	13	13	13	0	0	0
4	Gambegre	16	16	16	0	0	0
5	Betasing	18	18	18	0	0	0
6	Zikzak	18	16	16	2	2	188
7	Dadenggre	15	15	15	0	0	0
8	Selsella	26	24	24	2	2	303
9	Tikrikilla	21	20	20	1	1	159
Total		162	156	156	6	6	908

Source BRC Records Year 2007

CHILDREN WITH SPECIAL NEED (CWSN)

Name of District: **WEST GARO HILLS**

S.No.	Block/ Municipal Zone	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS	No. of CWSN Proposed to cover through HBE*	No. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
1	2	3	4	5	6	7	8
1	Tura	218	175	0	3	1	13
2	Rongram	90	9	0	9	1	14
3	Dalu	82	15	0	0	1	14
4	Gambegre	40	17	0	0	1	14
5	Betasing	90	9	0	0	1	14
6	Zikzak	149	15	0	0	1	14
7	Dadenggre	135	0	0	0	1	14
8	Selsella	382	202	0	0	1	14
9	Tikrikilla	340	43	0	0	1	14
	Total	1526	485	0	12	9	125

* Home Based Education

Source BRC Records Year 2007

Number of schools with 3 and more than 3 classrooms

Name of District: **WEST GARO HILLS**

Sl. No.	Block/ Municipal Zone	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	2	3	4
1	Tura	21	26
2	Rongram	28	13
3	Dalu	0	0
4	Gambegre	12	2
5	Betasing	16	2
6	Zikzak	24	0
7	Dadenggre	23	6
8	Selsella	2	3
9	Tikrikilla	96	0
	Total	222	52

Source BRC Records Year 2007

Information regarding Resource Persons for BRC/UBRC/CRC

Name of District

WEST GARO HILLS

S.No.	Block/ Municipal Zone	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
1	2	3	4	5	6	7
1	Tura	124	12	12	0	12
2	Rongram	195	13	13	0	13
3	Dalu	207	12	12	0	12
4	Gambegre	149	12	12	0	12
5	Betasing	273	13	13	0	13
6	Zikzak	280	12	12	0	12
7	Dadenggre	139	11	11	0	11
8	Selsella	420	16	16	0	16
9	Tikrikilla	270	13	13	0	13
Total		2057	114	114	0	114

Source BRC Records Year 2007

COMPUTER AIDED LEARNING (CAL)

Name of District : **WEST GARO HILLS**

S.No	Block/ Municipal Zone	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	2	3	4	5	6	7
1	Tura	16	5	298	9	3
2	Rongram	19	1	258	1	18
3	Dalu	13	1	130	2	14
4	Gambegre	16	2	181	4	6
5	Betasing	18	3	160	3	18
6	Zikzak	18	4	415	5	16
7	Dadenggre	15	1	78	1	15
8	Selsella	26	10	765	10	23
9	Tikrikilla	21	4	245	4	20
	Total	162	31	2530	39	133

Source BRC Records Year 2007

Sarva Shiksha Abhiyan (SSA)

Annual Work Plan and Budget (AWP&B) 2008-09

Name of District : WEST GARO HILLS

(Rs. In Lakhs)

S.No.	Activity	2007-2008						Proposal for 2008-09				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools Opening											
1.01	Upgradation of EGS to PS	28				0%				153		
1.02	New PS	0										
1.03	Upgraded/New UPS	0								70		
2	New Teachers Salary											
2.01	Primary Teachers (Regular)	56	10.08	56	1.68	100%	17%	0.00	0.3600	306	110.16	110.16
2.02	Primary Teachers (Para)										0.00	0.00
2.03	Upper Primary Teachers (Regular)							0.00	0.3600	280	100.80	100.80
2.04	Upper Primary Teachers (Para)							0.00			0.00	0.00
2.05	Upper Primary Teachers - Head Master										0.00	0.00
	Add.Teacher against PTR											
2.06	New Additional Teachers - PS (Regular)							0.00			0.00	0.00
2.07	New Additional Teachers - PS (Para)										0.00	0.00
2.08	New Additional Teachers-UPS (Regular)							0.00			0.00	0.00
2.09	New Additional Teachers - UPS (Para)										0.00	0.00
2.10	Teachers under OBB										0.00	0.00
2.11	New Others							0.00			0.00	0.00
	Sub Total (2.01 to 2.11)	56	10.08	56	1.68	100%	17%	0.00		586	210.96	210.96
	Teachers Salary (Recurring)											
2.12	Primary Teachers (Regular)	620	223.20	620	213.90	100%	96%	0.00	0.3600	676	243.36	243.36
2.13	Primary Teachers (Para)										0.00	0.00
2.14	UP Teachers (Regular)	660	237.60	660	170.775	100%	72%	0.00	0.3600	660	237.60	237.60
2.15	UP Teachers (Para)							0.00			0.00	0.00
2.16	UP Teachers - Head Master										0.00	0.00
2.17	Additional Teachers - PS (Regular)							0.00			0.00	0.00
2.18	Additional Teachers - PS (Para)										0.00	0.00
2.19	Additional Teachers - UPS (Regular)							0.00			0.00	0.00
2.20	Additional Teachers - UPS (Para)										0.00	0.00
2.21	Teachers under OBB	64	13.82	64	13.824	100%	100%	0.00	0.216	64	13.82	13.82
2.22	Others (Recurring)							0.00			0.00	0.00
	Sub Total (2.12 to 2.22)	1344	474.62	1344	398.50	100%	84%	0.00		1400	494.78	494.78
	SUB TOTAL (New Teachers+Teachers Recurring)	1400	484.704	1400	400.179	2	1	0.00		1986	705.74	705.74
3	Teachers Grant											
3.01	Primary Teachers	4881	24.405	4881	24.405	100%	100%	0.00	0.0050	2982	14.91	14.91
3.02	Upper Primary Teachers			0	0.00			0.00	0.0050	1809	9.05	9.05
	Sub Total	4881	24.405	4881	24.405	100%	100%	0.00		4791	23.955	23.955
4	Block Resource Centre (BRC)/UBRC											
4.01	Salary of Resource Persons	100	36.00	100	34.50	100%	96%	0.00	0.36	100	36.00	36.00
4.02	Furniture Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00
4.03	Contingency Grant	8	1.00	8	1.00	100%	100%	0.00	0.20	8	1.60	1.60
4.04	Meeting, TA	8	0.48	8	0.48	100%	100%	0.00	0.09	8	0.72	0.72
4.05	TLM Grant	8	0.40	8	0.40	100%	100%	0.00	0.05	8	0.40	0.40
	Sub Total		37.88	0	36.38	#DIV/0!	96%	0.00			38.72	38.72
5	Cluster Resource Centres											
5.01	Salary of Resource Persons	60	21.60	60	20.70	100%	96%	0.00	0.36	60	21.60	21.60
5.02	Furniture Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.0000	0	0.00	0.00
5.03	Contingency Grant	60	1.50	60	1.50	100%	100%	0.00	0.03	60	1.80	1.80
5.04	Meeting, TA	60	1.44	60	1.44	100%	100%	0.00	0.003	60	0.18	0.18
5.05	TLM Grant	60	0.60	60	0.60	100%	100%	0.00	0.010	60	0.60	0.60
	Sub Total		25.14		24.24	#DIV/0!	96%	0.00			24.18	24.18
6	Teachers Training											
6.01	In-service Teachers' Training	2283	31.962	2283	31.962	100%	100%	0.00	0.0100	2040	20.40	20.40
6.02	Induction training for Newly Recruit Trained Teachers	56	1.176	0	0.00	0%	0%	0.00	0.0300	280	8.40	8.40
6.03	Training for Untrained Teachers		0.00	0	0.00			0.00	0.0600	648	38.88	38.88
6.04	Other (DRG/BRG/CRG)			0	0.00			0.000	0.0100	135	1.35	1.35
6.05	Distance Education	1040	31.512					31.512	0.0303	920	27.88	59.39
	Spill over		60.240		60.24		100%					0.00
	Sub Total	3379	124.89	2283	92.202	68%	74%	31.512		4023	96.91	128.42
7	Interventions for OOSC											
7.01	EGS Centre (P)	10521	161.497	10521	161.497	100%	100%	0.00	0.01535	12699	194.93	194.93

Sarva Shiksha Abhiyan (SSA)
Annual Work Plan and Budget (AWP&B) 2008-09

Name of District :

(Rs. In Lakhs)

S.No.	Activity	2007-2008						Proposal for 2008-09					
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)		Fin.	Unit Cost	Phy.		Fin.
7.02	Cost of running EGS centre to be upgraded for 6 months	1066	8.182	1066	8.182	100%	100%	0.00	0.0000	0	0.00	0.00	
7.03	Residential Bridge Course							0.00	0.0000	0	0.00	0.00	
7.04	Non Residential Bridge Course	2046	46.035	2046	46.035	100%	100%	0.00	0.0300	1365	40.95	40.95	
7.05	Back to School	2974	44.610	2974	44.61	100%	100%	0.00	0.0300	670	20.10	20.10	
7.06	Existing BTSC	3413	51.195	3413	51.195	100%	100%	0.00	0.0000	0	0.00	0.00	
7.07	Madarsa/ Maktab							0.00	0.0000	0	0.00	0.00	
7.08	AIE Center	1018	15.270	1018	15.27	100%	100%	0.00	0.0300	426	12.78	12.78	
7.09	Others			0	0.00			0.00	0.0000	0	0.00	0.00	
	Spill over		62.100		62.10								
	Sub Total	21038	388.889	21038	388.889	100%	100%	0.00		15160	268.76	268.76	
8	Remedial Teching												
8.01	Remedial Teching	1162	3.254	1162	3.254	100%	100%		0.0028	3319	9.29	9.29	
	Sub Total	1162	3.254	1162	3.254					3319	9.29	9.29	
9	Free Text Book												
9.01	Free Text Book (P)	114512	171.768	114512	171.768	100%	100%	0.00	0.0015	93012	139.52	139.52	
9.02	Free Text Book (UP)	49485	74.228	49485	74.228	100%	100%	0.00	0.0025	34424	86.06	86.06	
	Sub Total	163997	245.996	163997	245.996	100%	100%	0.00		127436	225.58	225.58	
10	Interventions for CWSN (IED)												
10.01	Inclusive Education	1555	18.660	1555	18.660	100%	100%	0.00	0.0120	1526	18.31	18.31	
	Sub Total	1555	18.66	1555	18.66	100%	100%	0.00		1526	18.31	18.31	
11	Civil Works												
11.01	BRC							0.00			0.00	0.00	
11.02	CRC	28	56.00	28	28.00	100%	50%	28.00	2.00	15	30.00	58.00	
11.03	Primary School (new)	28	98.00	28	49.00	100%	50%	49.00	3.50	153	535.50	584.50	
11.04	Upper Primary (new)	34	153.00	34	76.50	100%	50%	76.50	4.50	70	315.00	391.50	
11.05	Building Less (Pry)							0.00				0.00	
11.06	Building Less (UP)							0.00				0.00	
11.07	Dilapidated Building (Pry)							0.00				0.00	
11.08	Dilapidated Building (UP)							0.00				0.00	
11.09	Additional Class Room	350	612.50	350	306.25	100%	50%	306.25	1.75	200	150.00	456.25	
11.10	Toilet/Urinals							0.00	0.20	150	30.00	30.00	
11.11	Separate Girls Toilet								0.20	100	20.00	20.00	
11.12	Drinking Water Facility							0.00	0.15	150	22.50	22.50	
11.13	Boundary Wall							0.00	0.50	150	75.00	75.00	
11.14	Separation Wall							0.00	0.00	0	0.00	0.00	
11.15	Electrification							0.00				0.00	
11.16	Head Master's Room							0.00				0.00	
11.17	Child Friendly Elements							0.00	0.0000	0	0.00	0.00	
11.18	Kitchen Shed							0.00				0.00	
11.19	Residential Hostel							0.00	20.0000	3	60.00	60.00	
11.20	Major Repairs (Primary)							0.00	0.05	200	10.00	10.00	
11.21	Major Repairs (Upper Primary)							0.00	0.05	90	4.50	4.50	
11.22	Others							0.00	0.0000	0	0.00	0.00	
	Spill over		91.880		91.880								
	Sub Total of Civil Works		1011.38	440	551.63		55%	459.75		1281	1252.50	1712.25	
12	Furniture for Govt. UPS												
12.01	No. of Children								0.005	908	4.54	4.54	
	Sub Total(Furniture)	0	0.00	0	0.00					908	4.54	4.54	
	Sub Total (Civil + Furniture)	0	1011.38	440	551.63			459.75	0	2189	1257.04	1717	
13	Teaching Learning Equipment												
13.01	TLE - New Primary	28	2.80	0	0.00	0%	0%	2.80	0.20	153	30.60	33.40	
13.02	TLE - New Upper Primary							0.00	0.50	70	35.00	35.00	
13.03	Others							0.00			0.00	0.00	
	Spill over		21.05		21.05								
	Sub Total	28	23.85	0	21.05	0%	88%	2.80		223	65.60	68.40	
14	Maintenance Grant												
14.01	Maintenance Grant for PS & UPS	1529	76.45	0	0.00	0%	0%	76.45	0.0500	1400	70.00	146.45	
	Sub Total	1529	76.45	0	0.00	0%	0%	76.45		1400	70.00	146.45	
15	School Grant												
15.01	Primary School	1873	37.46	1873	37.46	100%	100%	0.00	0.05	1480	74.00	74.00	
15.02	Upper Primary School							0.00	0.07	412	28.84	28.84	

Sarva Shiksha Abhiyan (SSA)

Name of District : WEST GARO HILLS Annual Work Plan and Budget (AWP&B) 2008-09

(Rs. in Lakhs)

S No.	Activity	2007-2008						Proposal for 2008-09				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.
	Sub Total	1873	37.46	1873	37.46	100%	100%	0.00		1892	102.84	102.84
16	Research & Evaluation											
16.01	Research & Evaluation	1873	18.73	1873	18.73	100%	100%	0.00	0.0100	1892	18.92	18.92
	Spill over		3.00		3.00							
	Sub Total	1873	21.73	1873	21.730	100%	100%	0.00		1892	18.92	18.92
17	Management & Quality											
17.01	Management & MIS		60.00		55.00		92%	5.00			187.63	192.63
17.02	Learning Enhancement Prog. (LEP)										0.00	0.00
	Spill over		2.00		2.00							
	Sub Total	0	62.00	0	57.00		92%	5.00		0	187.63	192.63
18	Innovative Activity											
18.01	ECCE	101	15.00	101	15.00	100%	100%	0.00	0.1200	101	12.12	12.12
18.02	Girls Education		7.00	0	0.00		0%	7.00			0.00	7.00
18.03	SC / ST		13.00	0	0.00		0%	13.00			0.00	13.00
18.04	Computer Education		15.00	0	0.00		0%	15.00			0.00	15.00
18.05	Others							0.00			0.00	0.00
	Spill over		15.00		15.00							
	Sub Total	101	65.00	101	30.00	100%	46%	35.00			12.12	47.12
19	Community Training											
19.01	Community Training	7450	4.47	7450	4.47	100%	100%	0.00	0.0006	2616	1.57	1.57
	Sub Total	7450	4.47	7450	4.47	100%	100%	0.00		2616	1.57	1.57
	Total of SSA (District)		2656.158		1957.545		74%	610.512			3127.17	3737.68

Management Cost %	6%
Learning Enhancement Prog %	6%
Total Mgt. Cost (Mgt + LEP) %	9%
Civil Work %	40%
BRC/CRC Construction %	1%
Committed Exp. From Prv. Year %	0.00
Quality Allocation %	0.00

**Kasturba Gandhi Balika Vidyalaya
Proposals for 2008-09**

(Rs in lakhs)

Sl. No.	Item of Expenditure	Model-2											
		Sanctioned 07-08			Achievement				Spill over	Fresh Proposal 2008-			Total
		Amt/sch	Phy	Fin	Amt/sch	Phy	Fin	%		Amt/sch	Phy	Fin	
	No. of KGBVs sanctioned							#DIV/0!					
	Non Recurring												
1	Building			0.00			0.00	#DIV/0!				0.00	0.00
2	Furniture/Equipment including kitchen equipment			0.00			0.00	#DIV/0!					0.00
3	Teaching learning material and equipment including library books			0.00			0.00	#DIV/0!					0.00
4	Bedding			0.00			0.00	#DIV/0!					0.00
	TOTAL	0.000		0.00	0.000		0.00	#DIV/0!		0.000		0.00	0.00
	Recurring Costs per annum												
1	Maintenance per girl student per month @ Rs. 750						0.00	#DIV/0!		0.090	60	5.40	5.40
2	Stipend for girl student per month @ Rs. 50						0.00	#DIV/0!		0.006	60	0.36	0.36
3	Course books, stationery and other Educational material @ Rs. 50 per month						0.00	#DIV/0!		0.006	60	0.36	0.36
4	Examination fee						0.00	#DIV/0!			60	0.01	0.01
	Salaries:												
	1. Warden cum teacher												
	2. Full time teachers (For model I & II only)						0.00	#DIV/0!				12.00	12.000
	3. Part time teachers												
	4. Support staff - (Accountant/Assistant, Peon Chowkidar and Cook)												
6	Vocational training/specific skill training						0.00	#DIV/0!			60	2.91	2.91
7	Electricity/water charges						0.00	#DIV/0!				0.36	0.36
8	Medical care/contingencies @ Rs. 750 child						0.00	#DIV/0!		0.008	60	0.45	0.45
9	Miscellaneous including maintenance						0.00	#DIV/0!				0.40	0.40
10	Preparatory camps						0.00	#DIV/0!				0.10	0.10
11	PTAs/school functions						0.00	#DIV/0!				0.10	0.10
	TOTAL	0.000		0.00	0.000		0.00	#DIV/0!		0.110		22.45	22.45
	Grant Total	0.000		0.00	0.000		0.00	#DIV/0!		0.110		22.45	22.45

The proceeding of the M.C.Members meeting of Georagre Upgraded U.P.School was held on 4th.Jan.2008.at 11:30 a.m. in the premises of Goeragre Upgraded U.P.School.

President Shri. Sparson G.Momin convened the meeting regarding the habitation plan for Goeragre U.P.School for the year of 2008-09.

The M.C. members in its meeting raise the number of problems & issues, as follows:-1.The construction of new building/Extention.

2.Furniture.

3.Toilet.

4.Drinking water.

5.Timely supply of Text Book.

6.Teachers training. etc.

After prolong discussion,the M.C.members are taken resolution, that the toilet, Drinking water system,furniture,and new building/extention.are priority.

The meeting was ended with vote of thanks from the chair.The original signature of the attended members are enclosed in the separate sheet.



Seceraty,

2nd M.L.P.Goeragre Upgraded
U.P.School.West Garo Hills.

2008-09
Georagre U.P.S
(S.M.) West Garo Hills.

Short introduction of the Village.

The village Goeragre was located near the Rongram Block of West Garo Hills. It is under the Nokmaship of Chibragre village, and also it was attached with the village of Chibra-Agal. Mostly, Goeragre was inhabited by Police force personnel. In its surrounding area there also a lot public inhabitants. Now both Public and police are inhabitant togetherly. The Goeragre village was located under the Rongram C.R.C. The total population of Male/Female and child population from 0 - 14 years are also enclosed as follows.


Total House No. 151.

Total population of male = 527 Nos.

Total population of Female = 544 Nos.

Total population of child from 0 - 14 years = 636 nos.

Grant total population = 1707 Nos.


Secretary
Goeragre Upgraded P.S.
Rongram West Garo Hills

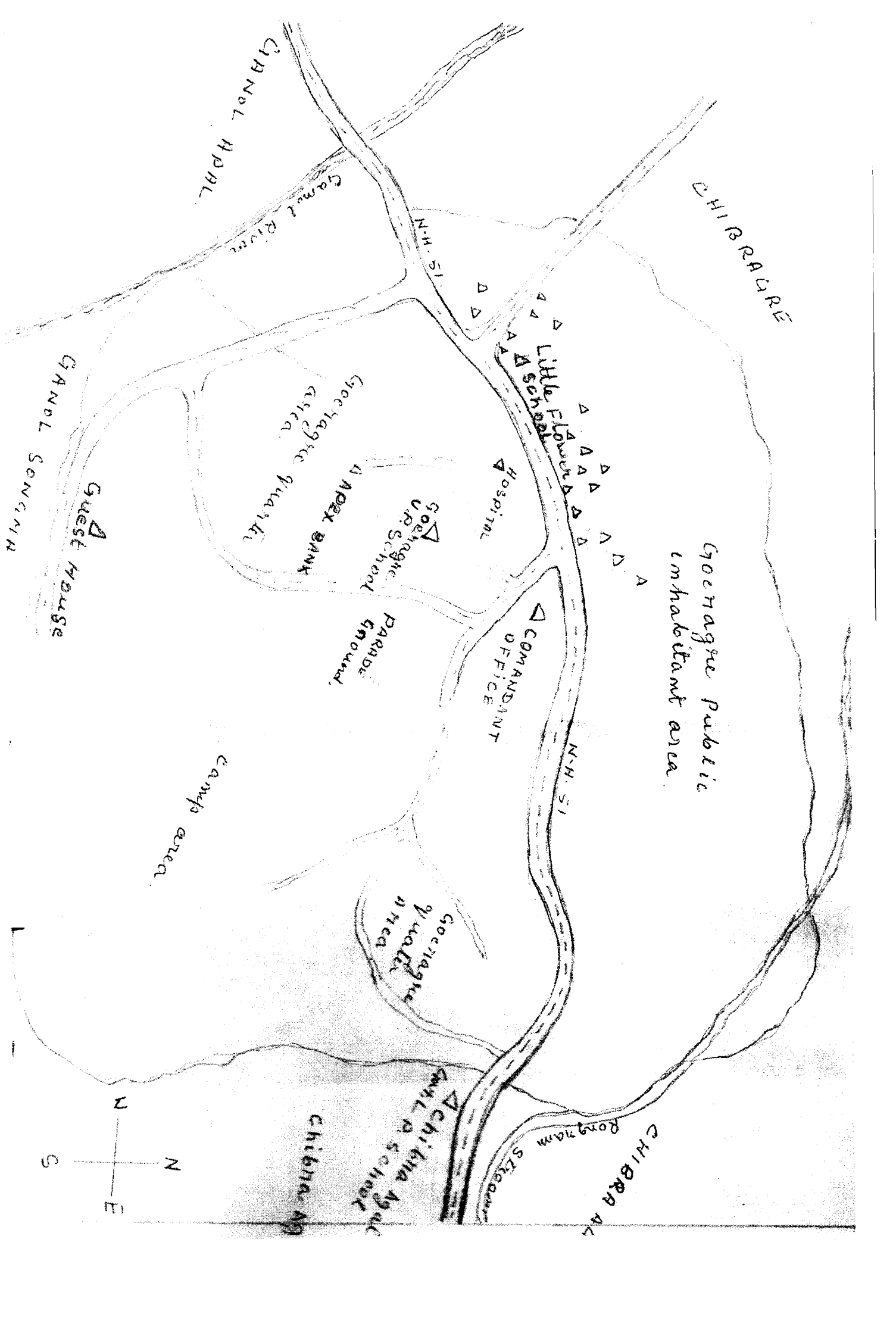
Students enrolment from clas V –VII.

Class V. 1. Shri. Rajip Rishi	M.
2.shri. Raju Basumatari.	M.
3.smt. Wanse K.sangma.	f.
4.shri. Vishu Boro.	M.
5.shri. Prakash Sorkar.	M.
6.shri. Tinku Koch.	M.
7.shri Tengbat Sangma.	M.
8.smt. Madumitha Sangma.	F.
9.smt. Patmera sangma.	F.
10.smt. Patmera Marak.	F.
11.shri Sengbat marak.	M.

Class VI. 1. Smt. Dharamshila Kumari.	F.
2. Shri. rakesh Sharma.	M.
3. Shri Kiran Basfor.	M.
4. shri. Jakaria Sangma.	M.
5. smt. Umamerry Sangma.	F.
6. Smt, Radha tamang.	F.
7. shri Narayan Hajong.	M.
8. smt. Sunita Sunar.	F.
9 .shri. Chesterfield sangma.	M.
10. shri. Dinesh Sharma.	M.
11. shri Paona Boro.	M.
12. Archana sangma	F.
13. shri rakran Marak.	M.
14. shri.Jenik Sangma.	M.
15. shri.Lopkush Marak.	M.

Class VII. 1. shri. Pappu Kr.Thapa.	M.
2. Shri. Krishna Thap.	M.
3. shri. Biplop Koch.	M.
4. shri. Rakesh Sharma.	M.
5.Smt.Grimchi Sangma	F.


Secretary
Georagre Upgraded U.P.S
(SSA) West Garo Hills.



THE HABITATION PLAN OF TUJONGGRE EGS CENTRE TUJONGGRE VILLAGE WEST GARO HILLS, MEGHALAYA.

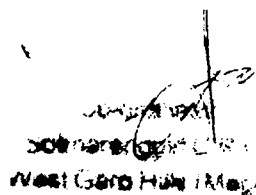
1. **SPONSORING AUTHORITY :-** SSA, West Garo Hills, Meghalaya is the Sole authority of the Schools in all respect.
2. **NEED OF AN EDUCATIONAL INSTITUTION / OBJECTIVES OF SSA :-** In view eradication the darkness of illiteracy and with a motto of bringing all children to school providing primary education. It is observed that Tujonggre EGS Centre Village is schoolless village. There is no primary School in the village. More over the village has no such Institution that can provide primary education to the children of the village. It is also found that the neighbour primary school are also located at distance of atleast 3 (Three) Kilometres apart from the village. There are a total of 141 population comprising male, female, infants, children (girls, boys). Hence with the objectives, SSA felt the need of opening one EGS centre at the Tujonggre EGS Centre which is more and more backward village.
3. **NAME AND ESTABLISHMENT OF EGS CENTRE :-**The name of the institution provided for the Tujonggre EGS Centre, Tujonggre . It was established on 2003. Since it is imparting education to the children.
4. **LEVEL OF EDUCATION PROVIDED BY THE NUMBER OF SKILLED TEACHERS :-** The Tujonggre EGS Centre has been providing primary education beginning from Nursery to Class -IV There are two skilled and requisite qualified teachers efficiently discharging quality education to the children.
5. **LOCATION OF THE INSTITUTION:-**The Tusonggre EGS Centre is located in the middle of the Tujonggre village situated to the South-West of Sotmarenggre. It is a rural village of Dadenggre Circle under Dadenggre Development Block in the District of West Garo Hills, Meghalaya.
6. **MANAGMENT BY:-**The Tujonggre EGS Centre has been managed by a school managing committee with keen supervision of

the Sotmarenggre C.R.C., Sotmarenggre. Keeping in view of all round development of the Institution inspired and look after by the Managing Committee of the said Centre.

7. **OUTLINEMAP OF THE HABITATION PLAN OF THE TUJONGGRE EGS CENTRE:-** An outline Map of the habitation plan of the Tujonggre EGS Centre is enclosed herewith for favour of necessary requirements.
8. **"NEED OF UPGRADATION OF THE INSTITUTION :-** The Tujonggre EGS Centre has been providing a quality education to the children of the school less village i.e. Tujonggre village. Where there is most and immense need of such institution providing primary education. The EGS Centre has been functioning as a top most primary Institution which succeeded to bring all children to the school there by achieving the objectives of SSA .As the distance from other neighbour primary school is found to be atleast 3 (three) Kms. apart from the EGS Centre. It is hardly possible to the primary school going children to go for their education to other school for backward class of communication. So The Tujonggre EGS Centre has become a top most priority to the school going children. More over since the EGS CENTRE has fulfill all the criteria needed for upgradation of it self. It is highly expected for up gradation of the same. The Institution desires both primary and upper primary level upgradation there by equipping the village with full primary education to the children.
9. **RECOMMENDATION BY THE MANAGING BODY:-** A copy of the recommendation of the managing committee of The Tujonggre EGS Centre has been enclosed herewith for favour of necessary action and accord of upgradation .
10. **HABITATION PLAN AT A GLANCE:-** A copy of the habitation plan at a glance is enclosed herewith for favour of necessary view regarding the element of the Tujonggre EGS Centre.

Proposed for Upgradation of Tujonggre EGS-Centre to L.P. School

01. Introduction- The village is situated in the South-West of Sotmarenggri CRC, SSA. It is about 8 km. far from Sotmarenggri CRC, under the Dadenggre BRC, SSA.
02. Boundary:- North- Rinegre.
South- Janjallagre.
East- Chinaronggre.
West- Chanangpara
03. Road and Communication :- The PWD road playing from Phulbari towards Rongram area meets with the village link roads.
04. No. of House Hold :- **35**
5. Population :- *Male* – 57 *F*- 84. . Total.. **141**. . .
06. **Child population: B-22 G-49 Total-71**
07. Community :- Garo.
08. Religion :- Christianity.
09. Language :- Garo.
10. Occupation:- Cultivation, Services and others.
There is an EGS Centre at the village sanctioned under SSA in the year 2003. This EGS Centre has to be upgraded in accordance with the enrolment of the EGS Centre.
11. Enrolment :- B 20....., G 33..... Total - 55
Name of the existing education.
12. Volunteer :-Smt. Krebina Sangma S.S.L.C. passed for asstt. teacher in the proposal Tujonggre EGS- Centre to L.P. School.
Building :- The EGS- Centre has no own building, hence Classes are running in the Community Hall.
13. T.L.E. :- Required.
14. There is no L.P. School at the distance at 3 Kms. So it is required to be upgraded to L.P. School under the norms of SSA to facilitate the EGS attending children. There is no LPS at the distance of 3 kms.



Sotmarenggri CRC
West Garo Hills, Meghalaya

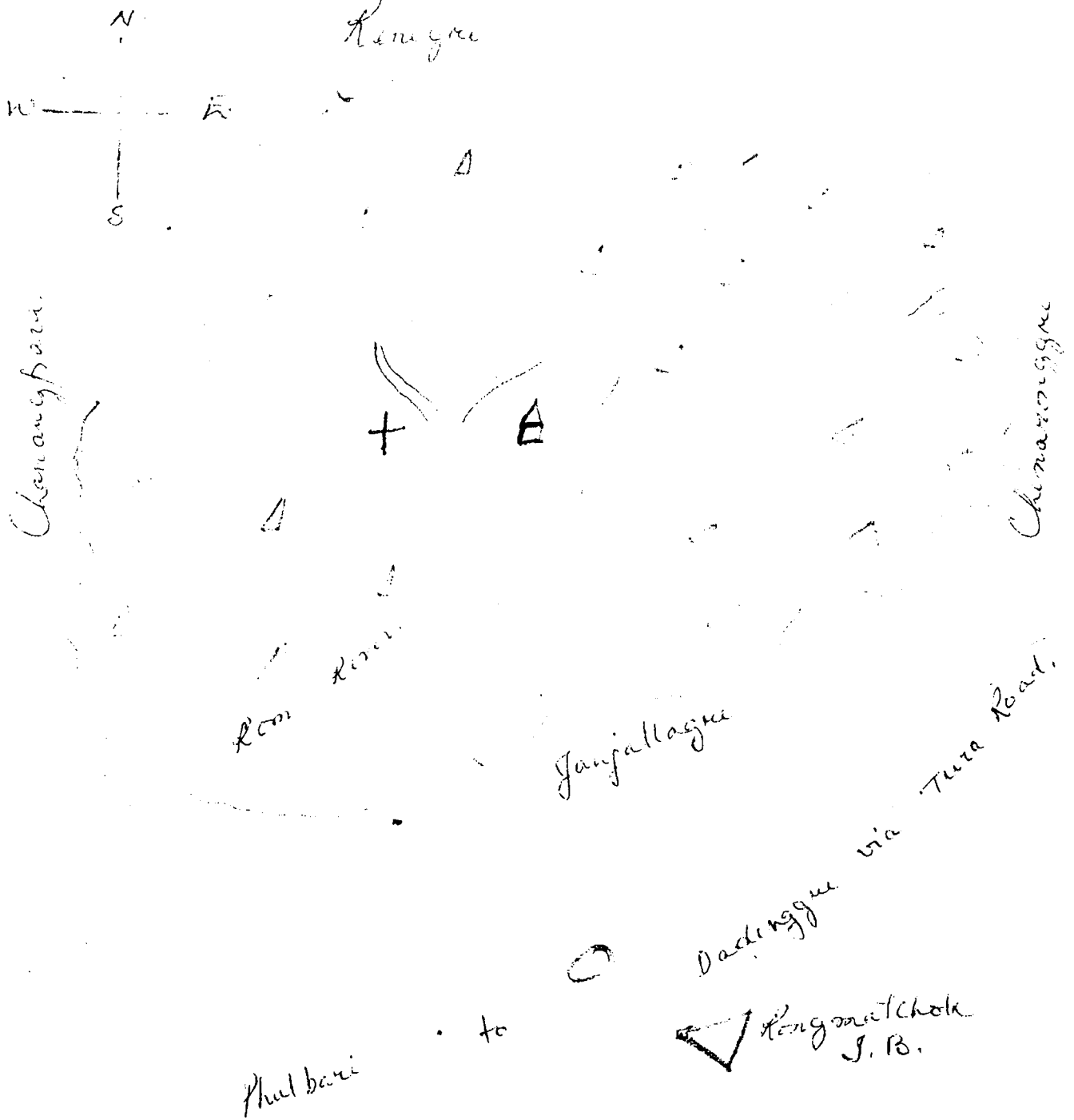
Cluster Resource
Centre Sotmarenggre CRC, SSA.
Sotmarenggri. West Garo Hills,
Meghalaya.

HIGH LIGHTING FEATURES OF THE HABITATION PLAN OF THE TUJONGGRE EGS CENTRE.

1. SPONSORING AUTHORITY: SSA
2. NEED OF THE EGS CENTRE / OBJECTIVES OF SSA
3. NAME AND ESTABLISHMENT OF THE INSTITUTION.
4. LEVEL OF EDUCATION PROVIDES BY NO. OF SKILLED TEACHERS.
5. LOCATION OF THE INSTITUTION.
6. TYPE OF LOCATION PLACE.
7. MANAGEMENT BY:
8. NEED OF UPGRADATION OF THE EGS CENTRE.
9. RECOMMENDATION OF THE MANAGEMENT BODY.
10. OUTLINE MAP OF THE HABITATION PLAN OF THE EGS CENTRE.
11. HABITATION PLAN AT A GLANCE.

Map of Teyonggee

Kengye



A — E.G.S

+ — Local Church.

~ — Stream.

--- — Boundary.

Δ — H/Molds.

--- — Footpath.

NUEPA DC



DC72

Total H/Molds — 35

Total population — 141

Child population — 71

Enrolment. — 53.

