

SARVA SHIKSHA ABHIYAN



ANNUAL WORKING PLAN & BUDGET 2008-09

EAST GARO HILLS, WILLIAMNAGAR

NUEPA DC

DC70

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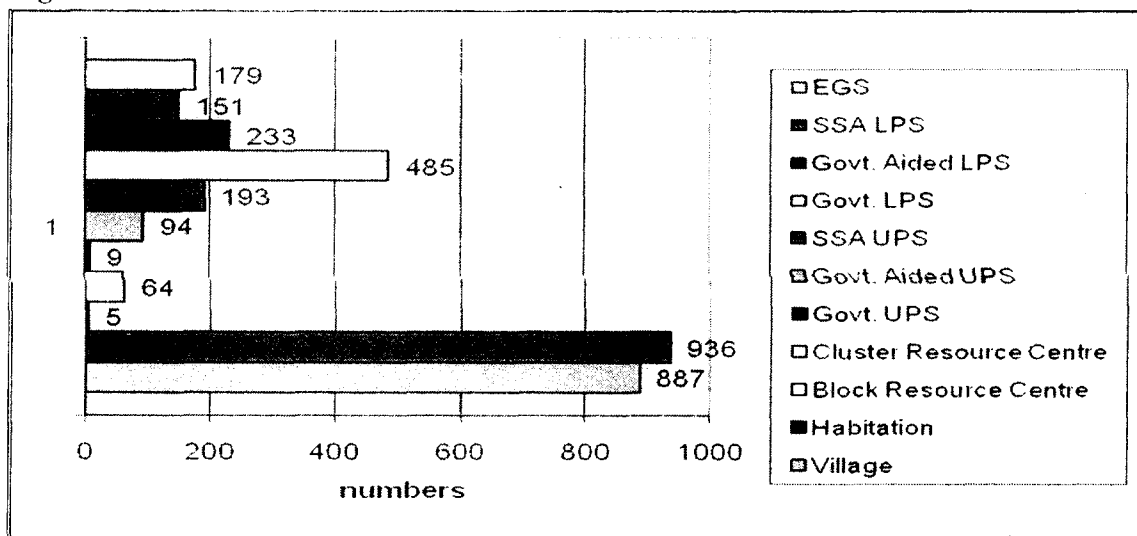
CHAPTER - I

INTRODUCTION

Sarva Shiksha Abhiyan (SSA) in East Garo Hills District is entering into Eight Financial Year since the District was covered under SSA in the year 2001-2002. By this time SSA in East Garo Hills District has implemented various activities and programmes in baseline with the goal and objective of SSA. District teams together with the participation of community leaders,

NGO's and other stakeholders have been putting all their efforts to create an acceptable educational scenario as against the SSA goals. And of course, today East Garo Hills District has achieved considerable progress in the field of Education though there are some areas where it needs to be strengthened.

Fig1.01: Brief Information of Educational Scenario in East Garo Hills District.



The East Garo Hills District is covered with 75% hilly terrain areas and because of its uneven geographical topography and scattered habitations it is sometimes very difficult to administer the educational scenario in these areas. The headquarter of East Garo Hills District is at *Williamnagar*. It was named in memory of *Captain Williamson A. Sangma*, who was the 1st Chief Minister after the Hill State was carved out from Assam in the year 1972

and named as "*Meghalaya*". The district has one Civil Sub Division i.e. Resubelpara and five Committee Development Blocks namely Samanda, Songsak, Rongjeng, Resubelpara and Kharkutta. The district has created 5 Block Resource Centre and 64 Cluster Resource Centre in order to cover 887 numbers of villages and 936 number of Habitations.

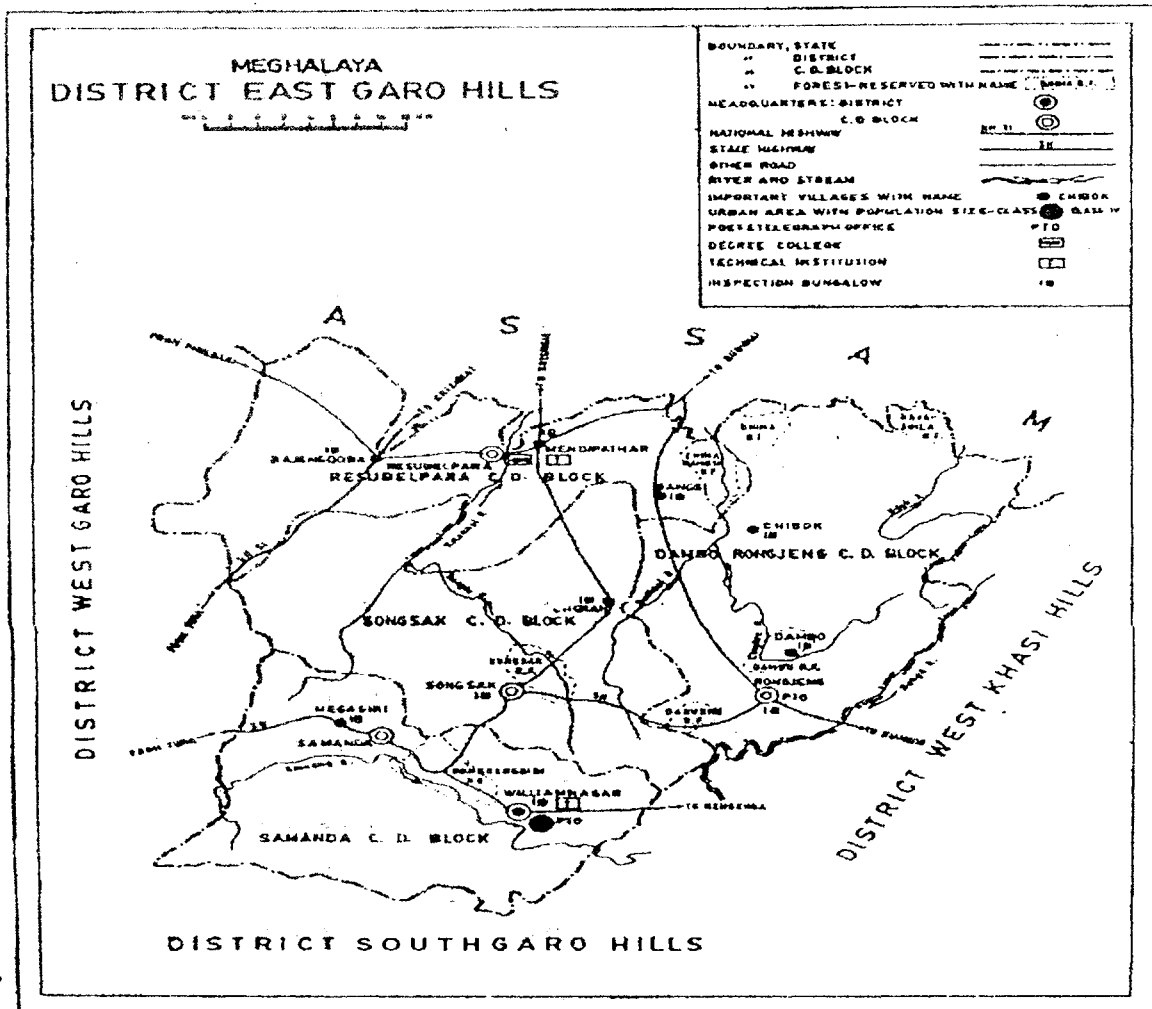
As per 2001 census the district had 43,129 households in 887 villages



and as per the household survey conducted in 2001, the total population of the district is 2, 50,582. The district is bounded in the north by Kamrup district and the Goalpara district of Assam. The

southern part is bounded by the South Garo Hills, the eastern part by West Khasi Hills and on the west lies the West Garo Hills.

Figure 1.01: Map of East Garo Hills District



Access and Enrolment:

- The District has the highest literacy rate among the Garo Hills District and 4th position in Meghalaya State after East Khasi Hills, West Khasi & Ri Bhoi district with a literacy rate of 60.5% according to 2001 census. Enrolment of Children from the age group of 6-14 years is one of the

interventions where the District team has to face a challenge in order to achieve the SSA goal where every child in the District should have access to education and not even a single child should be left out at elementary level.



- Child population for the age group of 6-11 years is 57617 and enrolment of children at this age group is 55461. Out of school children are 2156 i.e. 2.90 % for this age group. Child population for the age group of 11-14 years is 12520 and enrolment of children at this age group is 11751. Out of school children are 769 i.e. 2.85% this age group of children.
- In this year the number of out of School children has reduced from 7269 to 2925 from the age group of 6-14 years i.e. it has come down from 6.75% to 2.87 %. The District team is making an effort to bring down the percentage of out of school children to 0 %
- But due to migration for Jhum cultivation - the idea of mobile school and mobile teachers is very difficult in some part of the district due to geographical topography. As a result of which the monitoring and tracking of children remain stagnant.
- Further, due to rise in enrolment, pupil teacher ratio has increased at all stages. The student enrolment increased much more than previous

years. The ratio of female to male teachers has also increased about four times during the last 5 years. The quantitative expansion seems to have over shadowed the quality of education. Research studies conducted both at national and state levels point out low level of learning at primary level and the situation becomes worse as children move to higher classes. Poor level of achievement at primary level is a big de-motivating factor resulting in repetition and drop out from the school.

- For adequate planning these data are needed at habitation level with respect to age, gender and language. Though the micro planning at habitation level was carried out during the month of January 2008 the District team could not come up with satisfactory data. So based on the Child Census and Habitation Planning together with the DISE data the District Planning team has come forward with the following Table.

Table 1.01: Comparison of Enrolment for year 2006-07 & 2007-08

Age	Child Population			Enrolment			Out of School Children		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
6-11	70820	79233	57617	61205	74041	55461	9615	5192	2156
11-14	25782	28370	12520	19762	26293	11751	6020	2077	769
Total	96602	107603	70137	80967	100334	67212	15635	7269	2925

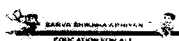
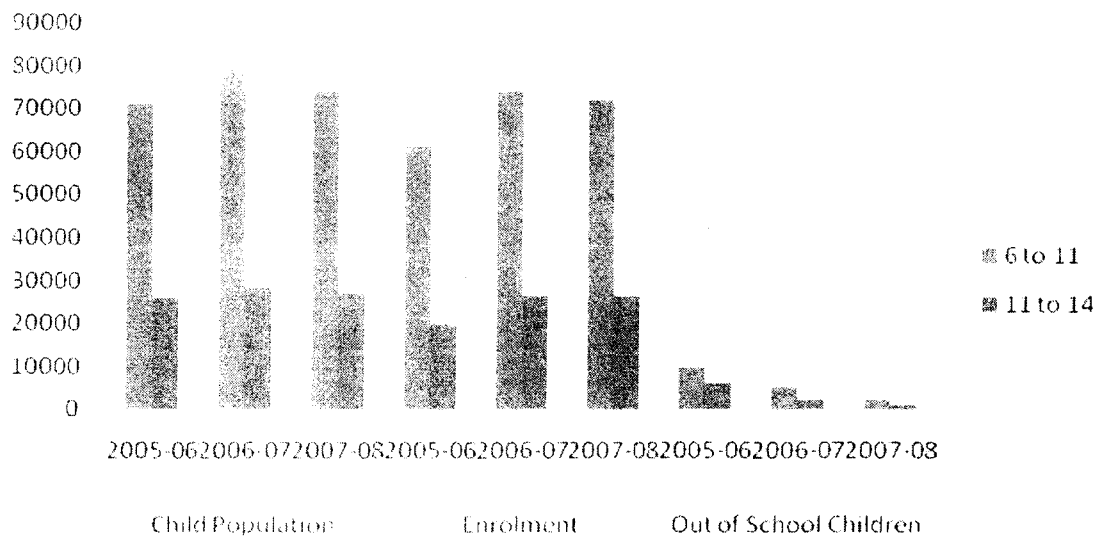


Fig: 1.02: Comparison of Enrolment and Out of school children

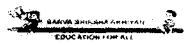


Socio-Economic Condition:

The main inhabitants of the District are the **Garos'** (A.chick). The principal language spoken in the District is the **Garo**. Predominantly inhabitate by tribal, a small percentage of Schedule caste can be found in the District out of the total population of 2, 98,527, there are only 113 Schedule caste and 19609 others.

Agriculture is the main source of livelihood. **Shifting cultivation (Jhum Cultivation)** is the oldest known practice still exists and so the migration

from one habitation to the other for jhum cultivation gives rise to a high number of **Out of School Children**. There are some places which are very hard to reach such as the habitation like Chewegri, Samanda Prapgre (under Samanda Block) and part of Songsak and Rongjeng Block etc. literacy in such habitation is very poor in term of enrolment which need an intensive monitoring to give access to the children.



CHAPTER - II

DISTRICT PROFILE

Area	: 2603 sq km.
Date of creation	: 22.10.1976
District Headquarter	: Williamnagar
Distance of Headquarter from Capital	: 312 Km.
Community Development Blocks	: 5(Five)
Civil Sub Division	: 1(One)
Schools (All Categories)	: 1392

The Garo Hills district of yesteryear was reorganized during 1976. to carve out a portion of the district for creation of a new district, with a view to bring administration closer to the people. The new district was named as the **East Garo Hills District**.

With the Approval of the Pre Project Plan in the year 2001-2002, the District team was formed headed by the Deputy Commissioner as the chairman, vice chairman, the District Mission Co-ordinator, and other functionaries.

The District Team further went ahead with the Preparation and conduct of the Household Survey to identify habitations, number of households, population and other components available in the District.

In order to implement all SSA programs, the district has created 5 (Five) Block Resource Centres (BRCs) and 64(Sixty Four) Cluster Resource Centres (CRCs). With these BRCs and CRCs, various interventions and activities of SSA programmes were implemented for the last seven years.

Table: 2.01:- Block wise information of Educational Scenario.

Name of Block	No of CRC	No. of VEC	No. of LPS	No. of UPS
Samanda	10	196	135	53
Songsak Block	14	191	180	53
Rongjeng Block	13	156	125	48
Resubelpara Block	14	213	273	83
Kharkutta Block	13	180	139	57
Total	64	936	852	294

Sources: - District Record.



Literacy Rate in the District:

Literacy rate in East Garo Hills is one of the highest in Garo Hills Region. It stands at 60.5% which includes all communities of the district according to 2001 census. Gender wise break up of literacy rate for East Garo Hills is 66.1%

for male and 54.9% for female. The analysis shows that there is a gap of 11.2% literacy rate between male and female, wherein the break up of literacy rate base on caste/community indicates a huge gap with literacy rate for scheduled caste community at 14.02%.

Table 2.01: Block Wise Literacy Rate according to Census 2001

Name of Block	Literacy Rate in percentage			Rural Female Literacy Rate
	All communities			
	Male	Female	Total	
Samanda	70.1%	58.5%	64.5%	44.6%
Songsak	51.9%	38.0%	45.1%	38.0%
Rongjeng	65.9%	54.6%	60.3%	54.6%
Resubelpara	71.1%	61.2%	66.2%	56.6%
Kharkutta *	-	-	-	-
District Total	66.1%	54.9%	60.5%	50.9%

Sources: - Census 2001

* Kharkutta is newly created Block. No separate data is available

Quality Issues:-

Quality in primary education is required to help individuals learn to know, to do, to be and to live together. Improving quality of education is one of the six goals in the Dakar 'Framework of Action' endorsed by 184 countries in the world, in April 2000 in Dakar, Senegal (Global educational change – J.S. Rajput, 2004). The quality of education in terms of students' learning outcomes can be demonstrated and claimed only through assessment and monitoring. There are a number of factors which determine the quality of education at primary level such as, the school infrastructure, school atmosphere, academic emphasis, teachers level of education i.e. pre-service training and in-service training,

knowledge of subject matter, pedagogical practices (lesson preparation, teaching style etc), professionalism, dedication and attitude towards job, teaching-learning material, instructional time, teaching practices, supervision and inspection, and community participation for quality education.

To give quality education to the children is one of the main focus that the district team is making its efforts. To materialize the issue the district team has appointed 36 numbers of Resource Persons in 5 different Blocks to give 20 days in-service training to the newly recruited LP & UP teachers.



To increase the enrolment and reduce the number of out of school children, the district team has recently created 100 numbers of BTSC centre's with the Educational volunteers in different Blocks for six months. The targeted out of school children will be mainstreamed in different schools within six months time period.

To bridge the gender gap & to reduce the number of drop out children, the district team has initiated to implement NRBC in five different blocks with 36 numbers of Resource persons & 64 numbers of CRC Coordinators in hand.

TLM grant to teachers is being made available but they need to be oriented to use it judiciously and in innovative manner. In many cases teachers are purchasing items of regular use like chalk and dusters from this grant. But the idea of preparing lesson plan in innovative way is still far behind which

needed to be initiated with proper teachers training.

Quality monitoring is one of the major issues which needs to be streamlined with the prevailing manpower in hand. The district team has come up with the idea of regular monthly meeting of all the BMC's and CRC coordinators in order to tackle with quality monitoring indicators and to check Teachers absenteeism.

In the district like East Garo Hills the conventional weekly market is still there and our team mostly BMCs & CRC Coordinators are using these days to communicate information to the VEC's & School Teachers. The community/VEC as a whole needs to be guided by the CRC Coordinators because there are still many villages which lack Knowledge about the objectives of SSA. To solve this hurdle intensive community mobilization is very much required in the remote area of the District

Table: - 2.02: Block wise Population of all Community.

Block	Population all Community						Total Population of all Community			Sex Ratio.
	Urban			Rural			Male	Female	Total	
	Male	Female	Total	Male	Female	Total				
Samanda	9437	8810	18247	12664	12266	24390	22101	21076	43177	954
Songsak	-	-	-	21362	20630	41992	21362	20630	41992	966
Rongjeng	-	-	-	40273	38951	79224	40273	38951	79224	967
Resubelpara	8947	8713	17660	34791	33738	68529	43738	42451	86189	971
Kharkutta	-	-	-	-	-	-	-	-	-	-
Total	18384	17523	35907	109090	105585	214675	127474	123108	250582	970



CHAPTER - III

BASIC INDICATORS

The District Mission authority on Education has been doing all its efforts to keep up the phase as per the National Education Policy. While keeping in mind eradication of illiteracy and promote compulsory and quality education to all section of children at elementary level, yet promotion of qualitative education at elementary level is a big challenge to the District Mission Authority. There is also expansion taking place in the **secondary education**. Importantly the emphasis on private participation is sought, as a result of which though very negligible as of

now both private and public sector are working together towards the goal of SSA mission in the District of East Garo Hills. In spite of tremendous effort and steps taken by the District Unit team, the educational profile of the District shows an imbalance growth ratio. While some parts of the District have remarkable growth in literacy rate, some parts are not able to grow with the pace of time. There are places in the interior of the District where educational facilities are yet to be made available to the targeted children.

Table: 3.01: Literacy rate as per 2001 census.

Block	All Community		
	Male	Female	Total
Samanda Block	70.1%	58.5%	64.5%
Songsak Block	51.9%	38.0%	45.1%
Rongjeng Block	65.9%	54.6%	60.3%
Resubelpara Block	71.1%	61.2%	66.2%
Kharkutta Block	-	-	-
Total	66.1%	54.9%	60.5%

Educational Scenario:

The educational set-up in the district came up with the establishment of the Office of the Deputy Inspector of Schools; Office of the Adult Education Officer started functioning from 01-07-1980, Office of Inspector of School, Williamnagar on 06-09-1985 and that of the Deputy Inspector of School,

Resubelpara on 01-05-1990. Ever since the creation of the district it has completed 32 year of administration to the community and yet the district could not keep up the phase of its literacy rate as per the National literacy rate. It signifies that there certain gap between the administration and the community as



a whole towards achieving the ambitious goal of SSA by the year 2010. The District Mission Authority has decentralized the administrative channel District Mission Authority is trying to streamline the community institution in order to achieve the mission mode of SSA in the given time frame. To strengthen the quality of teaching the district has the D.I.E.T at Resubelpara Sub-Division with a capacity to accommodate 75 trainees, yet it is not enough to give quality training to the newly recruited LP & UP teachers of

to the door steps of community by empowering the community as per the SSA norms, yet there are certain hurdles to face by the SSA. This institution gives normal training of minimum one year course to the govt. LP & UP teachers in regular basis; therefore in-service training of newly recruited teachers for minimum 20 days has to be conducted by the Block Resource Persons in the respective Block to give quality education to the children at elementary level.

Table: 3.02: Block wise Habitation with/without LPS & UPS.

Block	No. of Villages	Habitation	With LPS	Without LPS	With UPS	Without UPS
Samanda Block	138	159	135	15	52	26
Songsak Block	196	208	180	17	53	42
Rongjeng Block	170	176	125	16	49	38
Resubelpara Block	235	240	273	6	83	36
Kharkutta Block	148	153	139	13	57	27
Total	887	936	852	67	294	169

(Sources: District Record)

Table: 3.03: Access

Name of Block	Access Ratio		Net Access Ratio		School/1000	
	L.P.S	U.P.S.	L.P.S.	U.P.S	L.P.S	U.P.S
Samanda	18.58	5.55	14.42	5.55	3.12	1.20
Songsak	23.08	5.66	19.23	5.66	4.28	1.26
Rongjeng	17.20	5.23	13.35	5.23	1.59	0.61
Resubelpara	32.69	8.86	29.16	8.86	3.16	0.96
Kharkutta	18.58	6.08	14.85	6.08	-	-
Total	22.02	6.27	18.20	6.27	3.03	1.00

Table: 3.04: Block wise Habitation with Population having <100, 100+ & 200+

Block	No. of Villages	Habitation	With Population 200+	With Population 100+	With Population <100
Samanda	138	159	139	13	7
Songsak	196	208	186	14	8
Rongjeng	170	176	156	13	7
Resubelpara	235	240	209	31	-
Kharkutta	148	153	142	11	-
Total	887	936	832	82	22

(Sources: District Record)

Table: 3.05: Child Population

Block	6 – 10			11 – 14			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samanda	6013	5867	11910	1435	1421	2856	7448	7288	14766
Songsak	5689	5471	11160	946	851	1797	6635	6322	12957
Rongjeng	5030	4768	9798	1022	966	1988	6052	5734	11786
Resubelpara	8002	7896	15898	1763	1862	3625	9765	9758	19523
Kharkutta	4414	4437	8851	1142	1112	2254	5556	5549	11105
Total	29148	28437	57617	6308	6212	12520	35456	34651	70137

(Sources: DISE 2007-08)

Table: 3.06: Enrolment at Lower Primary and Upper Primary Level.

Block	Primary			Upper Primary			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Samanda	5706	5642	11348	1332	1356	2688	7038	6998	14036
Songsak	5374	5142	10516	827	757	1584	6201	5899	12100
Rongjeng	4709	4408	9117	895	857	1752	5604	5265	10869
Resubelpara	7937	7838	15775	1715	1825	3540	9652	9663	19315
Kharkutta	4349	4356	8705	1103	1084	2187	5452	5440	10892
Total	28075	27386	55461	5872	5879	11751	33942	33265	67212

(Sources: DISE 2007-08)

Table: 3.07: Enrolment in EGS

Block	No. of EGS Centre	Enrolment		
		Boys	Girls	Total
Samanda	39	608	552	1160
Songsak	36	659	538	1197
Rongjeng	36	771	630	1401
Resubelpara	33	429	345	774
Kharkutta	35	269	226	495
Total	179	2736	2291	5027

Table: 3.08: Enrolment Ratio

Block	Primary (Class I – IV)		Upper Primary (Class V – VII)		Elementary Level (I – VII)	
	GER	NER	GER	NER	GER	NER
Samanda	95.28	92.36	94.12	93.65	94.7	93.00
Songsak	94.23	89.34	88.15	86.45	91.19	87.89
Rongjeng	93.05	89.73	88.13	87.32	90.59	88.52
Resubelpara	99.23	94.23	97.65	93.46	98.44	93.84
Kharkutta	98.35	96.12	97.03	92.57	95.46	95.79
Total	96.03	92.35	93.02	90.69	94.07	91.80

Table: 3.09: Block wise distribution of Elementary Schools.

Block	Primary				Upper Primary			
	Govt.	Aided	SSA	Total	Govt.	Aided	SSA	Total
Samanda	78	25	28	131	-	17	35	52
Songsak	99	39	33	171	-	14	39	53
Rongjeng	67	17	35	119	1	12	36	49
Resubelpara	147	100	26	273	3	38	42	83
Kharkutta	94	16	29	139	5	11	41	57
Total	485	197	151	833	9	92	193	294

(Source: District Record)

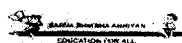


Table: 3.10: Single Teacher School

Block	Number of Schools
Samanda	32
Songsak	42
Rongjeng	36
Resubelpara	28
Kharkutta	54
Total	192

Table: 3.11: Trained/Untrained Teachers (Primary)

Block	Total	Trained	Untrained	Percentage of Untrained Teachers
Samanda	278	142	136	53.12%
Songsak	280	134	146	56.58%
Rongjeng	273	139	134	50.95%
Resubelpara	579	289	290	50.08%
Kharkutta	399	162	237	59.39%
Total	1809	866	943	54.02%

Table: 3.12: Trained/Untrained Teachers (Upper Primary)

Block	Total	Trained	Untrained	Percentage of Untrained Teachers
Samanda	231	138	93	40.25%
Songsak	226	143	83	36.72%
Rongjeng	213	130	83	38.96%
Resubelpara	316	175	141	44.62%
Kharkutta	238	114	124	52.10%
Total	1224	700	524	42.53%

The table 3.01 to 3.11 shows the basic indicators of the district. The habitation with/without schools shows that the numbers of L.P. Schools are more then

the number of existing habitation in the district yet there are some habitation without L.P. Schools within the walk able distance of 1 km. This figure shows that some

villages/habitation has more than one L.P. Schools and up gradation of EGS Centre's to L.P. School was not decentralized to cover those habitations which are yet to have L.P. Schools. The reason for this scattered opening of L.P. Schools is that some habitations have more than 200 - 400⁺ population while some habitations do not have even 100⁺ population, which indicates that these habitations are not fulfilling the SSA norms to have L.P. Schools. The table 1.01 shows that the number of children enrolled in L.P. & U.P. Schools has increased then the last year and the number

of out of school children has reduced from 7269 to 2925 this year. The table 3.10 and 3.11 shows the number of trained and untrained teachers in the district. The district has only one training centre, which create a backlog to accommodate the huge number of teachers for regular training. Therefore, in-service training of 20 days for the SSA teachers at regular batch in the DITE could not be streamline. To solve this problem the district has created five number of CPE centre with 36 number of Block Resource Person to impart training to the newly recruited L.P. & U.P teachers.



CHAPTER - IV

PLANNING PROCESS

SSA provides an opportunity to take up holistic planning to achieve Universalization of Elementary Education (UEE). Since SSA envisaged the bottom up approach process of planning, concerted effort have been made to involve the planning team at various level from habitation level to District level. In keeping with the objectives of achieving the goals of UEE, the District has been making attempt to bridge the entire gap in the elementary education sector and to bring all children in the age group of 6-14 to school and provide quality education. In order to ensure timely completion of AWP&B 2008-09 the District Mission Authority has structured the formation of District Planning Core Group and 2 days training on habitation level planning has been imparted to all the CRC Coordinators & BMC in two separate venues in the month of December 2007.

District Level Planning Process & Core Group:-

- 1) **Habitation Level Planning Core Group:** - To ensure grass root level planning the district has initiated habitation level planning with formation of VEC & SMC level planning core group. It give opportunity to the community to participate in plan formulation and share their views in decision making with regards to problem and issues in their village or habitation with CRC coordinators as resource person in habitation level planning.
- 2) **CRC Level Planning Core Group:-** In a broader aspect the CRC level

Planning Core Group has been done in the district in order to cover the school less habitation and the villages which do not have access to primary school and substantial coverage for up-gradation to Upper Primary Schools. As scheduled in the district meeting a time frame of one month is given to all the CRC coordinators to complete their planning activities and submit the same to the Block Mission Coordinator for consolidation.

- 3) **BMC Level Planning Core Group:** - The Block Mission Coordinator are instructed to consolidate the CRC level planning in their respective BRC with CRC coordinators. A time frame of one week is given to the BMC to complete the same.
- 4) **District level Planning Core Group:** - The District Level Planning team under the chairmanship of District Mission Coordinator, District Coordinator, Planning as Convener has organized 2 days workshop for consolidation of Block Level Plan with the participation of all the District Coordinators, Block Mission Coordinators and CRC coordinators.
- 5) **Community participation:** - The Community have been mobilized and sensitized right from the pre project phase till date on the concept of SSA and issues of UEE. They have been inculcated with a sense of honourship of the school system.



Further they have been given capacity building on Micro Planning, collection and compilation of VER

and other information and formulation of Village Plan in which they are actively involved.

Table: 4.01: Schedule of Activities during the Planning Process:-

Sl No.	Activity	Resource	Time
1.	Meeting of the District Unit Team to form the District Core Planning Team.	DMC	1 day
2.	Instruction to be sent to BRCs to form Block level core teams in similar meetings of the Block Committee.	DMC	1 day
3.	Training of CRCs/BRCs	District Coordinator, Planning	2 days
4.	Habitation Planning	CRC Coordinators/Block Resource Person	30 days
5.	Consultative meeting at CRC	VEC/SMC/CRC	1 day
6.	Forwarding of CRC plan to BRC		1 day
7.	Consolidation of CRC Plan with consultative meetings.	CRC/BMC	6 days
8.	Finalization of BRC plan		1 day
9.	Workshop for preparation of District Plan based on Block level Plans.	All the District Coordinators/Block Mission Coordinator	2 days
10.	Compilation of Block level data by the District Unit Team.	All the District Coordinators	3 days
12.	Tabulation and Printing of AWP&B 2008 – 09 in the District.		5 days
10.	Consultative meeting of District Unit Team		1 day
11.	Finalization of District Plan.		1 day.

The above schedule of activities shows the planning process carried out by the district unit team for the AWP&B 2008-09. The unit team has imparted 2 days training on habitation mapping to all the CRC Coordinators and BMCs at two separate venues during the month of December 2007. In the training session drawing of habitation mapping with special reflection of education facilities were done to capture the information of school-less

habitation and villages which are yet to be covered during the current financial year. The main sources of data utilize for formulations of the plan are the VER, DISE data, EMIS data from habitation level planning. The basic indicators derived from these sources have facilitated in formulation of strategies for achieving the desired target of realistic plan through community participation at grass root level.





Fig: 4.01: Training on habitation planning to the CRC Coordinators at Rongrengiri Higher Secondary School.



Fig: 4.02: Practical session on habitation mapping for CRC Coordinators at Rongrengiri H.S. School.

*Fig: 4.03:
Figure shows
the habitation
map drawn by
the CRC
Coordinators
during practical
session*

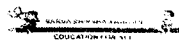




Fig: 4.04: Training on habitation planning to the CRC Coordinators at DIET, Resubelpara

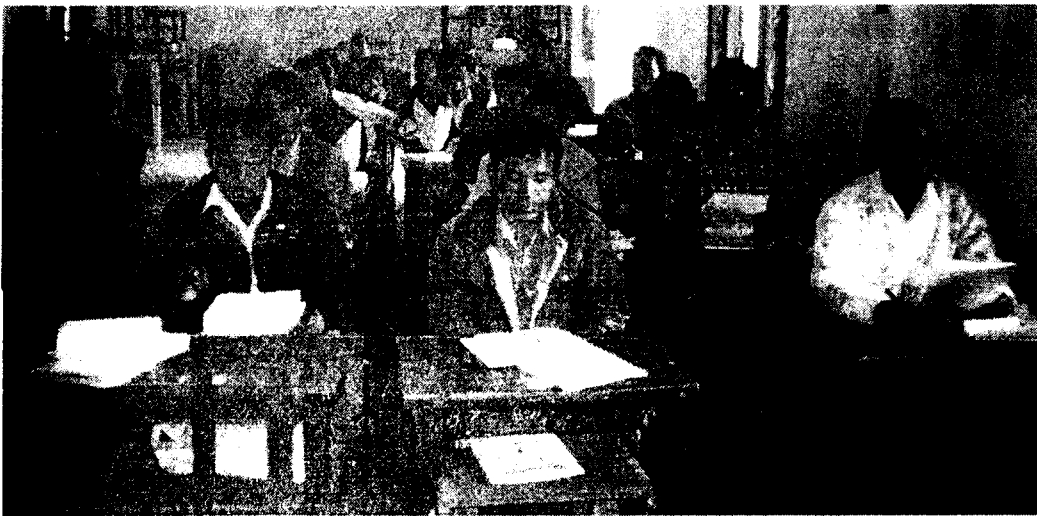
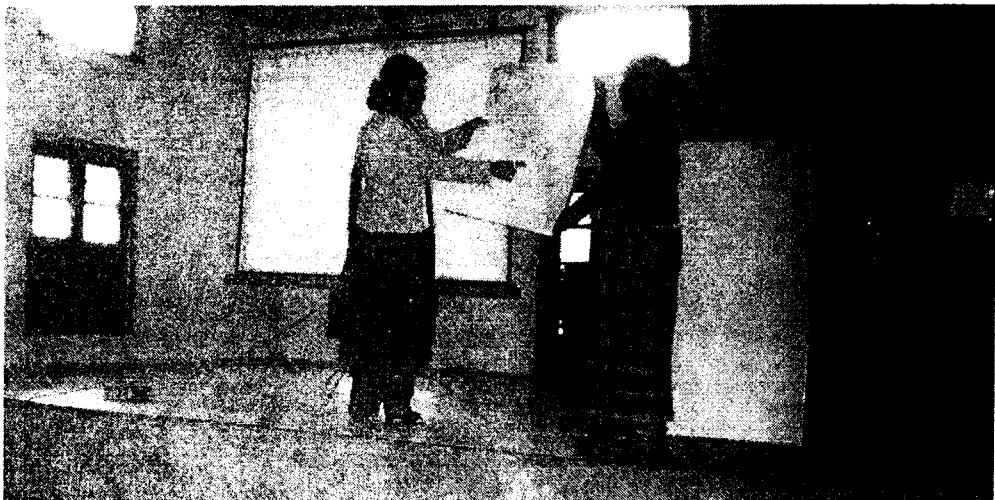


Fig: 4.05: Demonstration of micro-level planning to the CRC Coordinators.

*Fig: 4.06:
Demonstration of
habitation
mapping by CRC
Coordinators
during practical
Session.*



PROGRESS OVERVIEW AND TARGETS

Progress on Out of School Children:

For the coverage of out of school children, enrolment drive programme has been organized in the month of August 2007. Out of 2925 targeted out of school children 1200 number of out of school children were enrolled during the enrollment drive programme. To bring back these children to the mainstream the district unit team has identified 100 numbers of BTSC centre with the same number of Educational Volunteers to guide this children and mainstream them into formal school by the end of BTSC course. The district unit team has observed World Literacy Day on 8th September with the participation of District Officials, NGO's and the Community as a whole. Besides the BTSC programme the district unit team has identified 15 NRBC centre in each Block to cover at least 600 number of out of school children. This centre will be managed by the qualified EV's under the guidance of BRPs and the same will be supervise by the BMCs and District Coordinators to give ample advantage to the downtrodden children and the drop out children with reasons.

Creation of New CPE Centre's to improve quality of Teaching:-

As there is a need of urgency to improve the quality of education in SSA programme, regular in-service training of newly inducted L.P. & U.P. teachers is a must to improve the quality of teaching. The district unit team has reopened the existing CPE centres and in three Blocks and created 2 more new CPE centre i.e. one in each

Block. To impart regular in-service training these centre will be run by the Block Resource Persons in regular batch as per the course module designed by the District Coordinator, Pedagogy in consultation with the DIET faculty. The district has inducted 36 numbers of fresh Resource Persons to give 20 days in-service training for 772 numbers of U.P. Teachers in regular batch for the year 2007-2008. The remaining 240 number of L.P. Teachers will also be trained by the Block Resource Persons in the Block Resource Centre's in regular batch. The teachers from the 31 numbers of newly upgraded L.P.Schools will also be trained by the BRPs in these centres for the year 2008-09.

Release of Salaries for the L.P. & U.P. Teachers.

The District Unit has released salaries to L.P. & U.P. teachers, Education Volunteers of EGS Centre's, BRP and CRP Substitute teachers under SSA up to the month of December, 2007. The remaining salaries is yet to be released in due course of time after receive the fund of 4th installment of the District Unit. It is worth mentioning that though the District Unit releases the fund in time to the respective schools and BRC for EVs from EGS and ECCE centre yet the achievement report in the district is delayed very often due to late submission of physical and financial achievement from the Jt. DMC's and respective BMC's.



Table 5.01: Enrolment and Out of School Children in Primary level

Period	Child Population (6-11)	Enrolment in Primary	Out of School Children
2005-06	70820	61205	9615
2006-07	79233	74041	5192
2007-08	57617	55461	2156

Table 5.02: Enrolment and Out of School Children in Upper Primary level.

Period	Child Population (11-14)	Enrolment in Upper Primary	Out of School Children
2005-06	25782	19762	6020
2006-07	28370	26293	2077
2007-08	12520	11751	769

Table 5.03: Out of School Children to be covered in the Current year.

Block	No. of out of school children	Children to be covered under different strategies in the Current year					Target for mainstreaming
		BTSC	NRBC	RBC	EGS	AIE	
Samanda	730	309	147	40	194	60	305
Songsak	857	292	179	-	298	78	365
Rongjeng	917	380	194	-	237	96	389
Resubelpara	208	59	42	-	73	34	94
Kharkutta	213	49	38	-	80	46	107
District Total	2925	1089	600	40	882	314	1260

Progress in Civil Works for the year 2007-08

In civil works 70 nos. of new school building was sanction for the year 2007-08. Out of these, construction of 70 nos. of new school building is completed up to 65% and the rest is yet to be completed in due course of time. Out of the sanction fund for 75nos. of ACR for LPS and 52 nos of UPS, the construction process for additional class room of L.P. & upgraded U.P. School are completed up to 60% and the rest of the portion will be completed before the end of the this financial year. The CRC building released in 2006-07 for 11 nos. is completed

and operational with 5 nos. of BRC building.

Further, 6 nos. of ACR for CAL building, the work process is 70% completed and the rest is expected to complete in due course of time. This year the district unit team is targeting to cover 70 number of school-less building for new school building and 65 number of additional class room for upgraded U.P schools which do not have school building with 31nos. new school building for upgraded L.P.S from EGS.

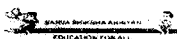




Fig: 5.01: ACR for CAL Building under process at Daram under Resubelpara Block.

Table: 5.04: Progress in civil works for the 2007-08.

Sl. No.	Activities	Unit Cost (Rs in lacs)	Planned till date (Units)	Targets till date (Units)	Completed (Units)	In Progress (Units)	Expenditure (Rs. in lacs)	Fund released	
								1st released (Rs. in lacs)	2nd released (Rs. in lacs)
1	BRCs	-	-	-	-	-	-	-	-
2	CRCs	2	33	64	-	-	-	-	-
3	New School Building (Lower Primary)	-	-	-	-	-	-	-	-
5	Existing schools/building less schools (Lower Primary)	-	-	-	-	-	-	-	-
6	New School Building (Lower Primary)	2.25	70	379	-	70	78.75	78.75	
7	Existing Schools/building less schools (Upper Primary)	-	-	-	-	-	-	-	-
8	Toilets (Primary & Upper Primary)	-	-	-	-	-	-	-	-
9	Additional classrooms (Primary & Upper Primary)	1.75	425	505	-	133	116.375	116.375	
10	Additional classrooms for CAL (Upper Primary)	-	-	-	-	-	-	-	-
11	Drinking Water (Primary & Upper Primary)	-	-	-	-	-	-	-	-
12	RAMPS (Primary)	0.10	23	-	23	-	2.03	2.03	
13	RAMPS (Upper Primary)	0.10	6	-	6	-	-	-	-
14	Repairs (Primary & Upper Primary)	-	-	-	-	-	-	-	-
Grand Total		6.00	242		29	203	197.155	197.155	
FINANCIAL STATUS									
Approved Annual Works Plan & Budget to Civil Works for the year 2007-08		Expenditure on Civil Works till date (Rs. in lacs)				Percentage Expenditure		Remarks	
*1533.5		197.155				12.88%			

* 1143.25 + 390.25 = 1533.5 lakh.



Progress in Computer Aided Learning:-

CAL programme under East Garo Hills District was introduced for the first time at Govt. Upper Primary Schools at Elementary level. There are 9 numbers of Govt. UPS in East Garo Hills District and out of these, 6 nos. of govt. UPS has received both computers and ACR building

in 2007-08. As per the monitoring reports only three schools have been imparting computer lessons to the children so far and the rest are yet to be started because of incompleteness in installation and incompleteness of ACR building with electrification.

Fig: 502: CAL programme at Resubelpara Govt. U.P. School



Progress on IED:

The District unit team has recently held a meeting with other department like Social welfare Department and Medical Department under the chairmanship of Deputy Commissioner to conduct assessment camp for physically challenged children in 5 (five) Block for the year 2007-08. Distribution of aids and appliance will be done to those children who have been verified by the medical expert's base on their nature of disability. Altogether 815 numbers of disabled children with varying

impaired have identified during the year 2007-08. To bring the physically challenged children the district unit team is encouraging the parents through community mobilization and to give equal importance to them like other children, so that they will also come up with learning skills at elementary level. The district has identified those areas where such children are more and by this year the district is going to depute special teacher to teach the physically challenged children.

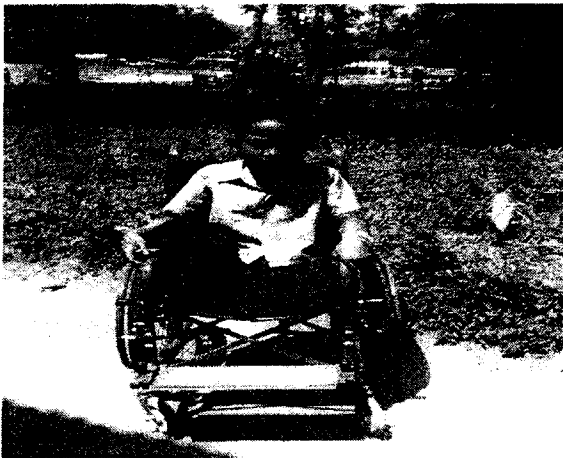


Fig: 5.03: Beneficiary of aids and appliance under CWSN Intervention from Songsak Block

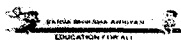


Table 5.05: Blockwise distribution of identified disabled children (2006-07)

Name of Block	No. of disable children identified	
	2005-06	2006-07
Samanda	84	74
Songsak	167	34
Rongjeng	154	61
Resubelpara	103	40
Kharkutta	108	24
District Total	616	243

Table 5.06: No. of Disabled Children Identified and enrollment (2007-08)

Block	No. of Disabled children identified	No. of CWSN enrolled in Schools	No. of CWSN proposed to cover through EGS	No. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
Samanda	194	141	25	1	25
Songsak	210	142	80	1	25
Rongjeng	194	131	48	1	15
Resubelpara	184	160	64	1	15
Kharkutta	175	121	26	1	15
Total	957	695	243	5	95

CHAPTER - VI

PROBLEMS AND ISSUES

The administrative control of elementary education lies with the Deputy Inspector of Schools, Williamnagar and Resubelpara. The district has a total of 852 Lower Primary Schools (Govt. schools, Govt. aided schools and SSA schools) and 294 Upper Primary Schools (Govt. schools, Govt. aided

schools and SSA schools). The total no. of children enrolled in these schools is 67212 and the total child population is 70137, i.e. 2619 number of children is still out of school. The various reasons for these out of school children are depicted in the table 6.01.

Table 6.01: Out of School Children with Reasons

Block	No. of out of school children	No. of out of school children with reasons								
		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
Samanda	730	92	67	201	50	126	97	6	86	5
Songsak	857	107	126	194	76	135	189	0	23	7
Rongjeng	917	87	176	183	49	172	134	8	92	16
Resubelpara	208	24	50	23	0	47	49	0	11	4
Kharkutta	213	19	42	26	17	43	58	3	5	0
Total	2925	329	461	627	192	523	527	17	217	32

In spite of tremendous efforts and steps taken the educational profile of the district shows an imbalance growth and implies much more efforts to be put into while some parts of the district has remarkably progress, some parts have not been able to grow with the pace of time.

Out of school is an important issue which still prevails in the district. This problems brings stagnation in the mission of SSA i.e.

Universalization of Elementary Education (UEE). The reasons behind such problem are ignorance of parents, engagement in household works, lack of interest, lack of access, age factor, earning compulsions etc. The analysis of the data shows that around 2925 children in the age group of 6-14 years are still remaining out of school. Though the figure has reduced considerably from previous year i.e. from 7269 to 2925 yet the district unit has to make tremendous efforts



to bring all out of school children back to school. There are some villages in which the community ignores and fail to realize the important of their participation in bringing the out of school children back to the main stream.

The number of untrained teachers is quite high which directly affects the quality of teaching in the school. Around 1467 teachers are yet to receive 20 days of in-service training to improve the quality of teaching.

One of the most important issues is the lack of proper coordination between the district staff of SSA and DIET. This slows down the proper working process in carrying out the training programme for the teachers. This may be due to the distance factor as DIET is not situated in the district headquarter.

Another factor is proper monitoring and regular inspection of schools remains a dream of SSA field staff at BRC and CRC level.

One of the important aspects in promoting UEE is community participation in matters of planning, implementing and monitoring. Though, there are successes involving this community relating to above mention matter, there are villages in which the community ignores and fail to realize the important of their participation.

Lack of access is one important issue which needs to be given high priority and that there

are places in the interior of district where the facility is yet to be made available.

Lack of infrastructure can be accorded another important issue. There are schools which do not have their own building. Conclusion can be drawn that lack of infrastructure implies retardation in flexibility of school timing.

Last but not the least; it is very important issue of concern is the earning compulsion. Another issue of concern relating to BRC/CRC is that there are many numbers of schools under one cluster. It creates a problem for them to visit each school regularly in a short period of time. Another factor is existence of large number of disabled children.

Shifting cultivation (Jhum Cultivation) in hilly areas is one of the issues which results heavy drop out of children

Thus it implies that different SSA components and persons responsible like BRC, CRC, VEC, WEC, SMC's, State and District Coordinators and different NGOs have to make more efforts by putting their head together for a better formulation of action plans and to take up important issues keeping in mind the variance of targeted children in the district and state as a whole. The following table shows some of the important problem/issues with strategies/interventions to address them through innovative inculcation of action.



Table 6.02: Strategies for out of school children

Strategy	Activity	Duration	Resource
AIE Centres	Identification of children from out of school children	5 days	CRC
BTSC	Identification of Centres	1 day	CRC
NRBC	Community sharing	1 day	CRC
	Selection of Volunteers	5 days	VEC
	Sharing with Teachers and Parents	1 day	CRC
	Training of Volunteers	30 days	DMC
	Preparation of TLM	5 days	DMC
	Mainstreaming of Children	After 6 months	EV
	Evaluation	5 days	DMC
Remedial Teaching	Teachers sensitization on remedial teaching	5 days	DMC
	Identification of learning needs	1 day	Teacher/CRC
	Selection of Volunteers	1 day	CRC/VEC
	Training of Volunteers	30 days	DMC
Mobile Teachers	Identification of children and mapping of localities	5 days	CRC/BRC
	Validation of the lists	5 days	BRC/DMC
	Selection of volunteers	5 days	VEC
	Meeting of the DMC to finalize the action plan	1 day	DMC
	Training of EVs	30 days	DMC

Important issues related to children in the age group of 6-14 years viz. (1) Education Guarantee Scheme. (2) Back to School Camp, (3) Non Residential Bridge Course, (4) Remedial Teaching, (5) Alternative and Innovative Education are to be covered. In order to achieve goal, primary education facilities are to be provided to all children within a walking distance of 1 Km. Thus, the most urgent need is to ensure access to children of all sections by way of providing formal Schooling facilities, alternative schools as per norms. The topography of the district is quite peculiar with scattered habitation, thick forest, difficult terrain with

wild animals and lack of road communication. Therefore, it is proposed that in case formal schooling or EGS centre cannot be opened, Bridge Courses may be thought of. Alternate schooling facilities for out of school are to be provided. Strategy for the purpose may be sought from teachers of the nearest school or volunteers to teach the students. The NGOs in the field of education available in the localities may be invited. Related TLM and condense courses for different levels may be designed and developed and the task may be entrusted to the education institution like the DIET, Resubelpara, DERT and DEME, Shillong.



CHAPTER -VII

STRATEGIES AND INTERVENTIONS

Some aspects of UEE under SSA may be addressed as under:-

Access:

As clearly mentioned in chapter VI the important issues to achieved Universalization of Elementary Education to all category of children in the age group of 6-14 years are viz. (1) Education Guarantee Scheme, (2) Back to School Camp, (3) Non Residential Bridge Course, (4) Remedial Teaching, (5) Alternative and Innovative Education are to be covered. The special focus area should be that habitation where it lacks access to the above mentioned intervention. Since the topography of the district is quite peculiar with scattered habitation, thick forest, difficult terrain with wild animals and lack of road communication, mere implementation of these interventions would lead toward the target of SSA goal. Therefore while formulating the intervention for such habitations special attention should be give to the educational volunteers who will be there to address the above mentioned activities with a challenging mission mode.

Since East Garo Hills has come under Special Focus District, as a 'Weak District' or found to be 'Low Achiever' in the past years, the District is determined to bridge the gap wherever it exists. One of the strategies planned by the District is to cover all SC/ST children in the most remote villages.

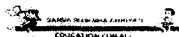
There are 5(Five) Blocks in the Districts each having its own problems of accessibility. Many villages are about 15 to 20 Kms away from the nearest motorable

road. It has therefore been envisaged by the District to introduce Alternative and Innovativ School, Non Residential Bridge Course where EGS centre are not there. The accommodation for the E.V. and the shelter for the school shall be provided by the villagers. It is envisaged that 182 children will be covered in each Block, through AIE and NRBC. The centres shall be managed by the identified missionaries, Self-Help Groups or the VECs as the case may be.

The district unit has identified the Missionary Institution to run the Residential Bridge Course in order to cover the under privilege children and drop out with reasons to give ample advantage and guidance at elementary level.

Quality Issues:

The framework of Sarva Shiksha Abhiyan puts a special emphasis on the quality issues of elementary education and aims at a substantial improvement of the quality of elementary education. Keeping in view the district plan has taken a comprehensive approach to the issues of quality. The emphasis shall be on a 'substantial improvement' of the quality of essential level of learning. Improvement of infrastructure and support services, opportunity time, teacher competencies, curriculum and monitoring and supervision has been given a special attention. The plan aims at making the education child centered and will make an attempt to improve the classroom situation more attractive and make learning joyful for the child. The



education has to be relevant to the real life situation.

a) Community Participation

Quality issues have been one of the main focus of the entire planning process. The planning teams at various levels i.e. District, Block, Habitation interacted with parents and community members on the aspects of quality education and pupil achievement during planning process.

During the interaction the parents expressed that the learning skills of the children are very slow as they could not guide the children at home as they themselves are handicap to teach their children. The absence of teacher add to the lack of interest in children in going to school and most of the teachers never use teaching materials with creative learning and teaching process for the children to make them interesting with new ideas.

b) Change in classroom situation

In a number of meetings parents observed those children often dislike school as they were treated with strict discipline with restricted movements. Punishments, beating, heavy homework and assignments during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourage pupil's initiative and their participation. The classroom situation has to be made more interesting to attract and retain students in the class. Loving care can motivate the children for their full participation in learning process and for their continuation in the school. A necessary orientation will be planned to the teachers comprising these aspects. Training modules would be prepared in training the teachers in these techniques.

c) Curricular approaches

Discussion during the planning process had revealed that the present curriculum promoted rote learning and gave less importance to learning skills. The Elementary Education became increasingly text book centered and teacher centered. Children are overburdened with more textual material. Teaching process used by teachers prompted students to memorize and reproduce in the examination. The skills of comprehension on the part of the children are almost missing. This hampers the growth and development of the creativity and thinking potential of the children. The students lack originality, self-expression and imagination.

Stress will be given more on building the innate abilities viz. thinking, reasoning, imagination, observation, estimation, comprehension, questioning synthesis, analysis, evaluation etc. Contents of various school subjects have not been used as media to develop these abilities. The textbooks as well as pupil assessment procedures would be re-examined. These components of development of children's innate abilities through available textual material and other interactive materials will be taken up and teachers will be oriented having this as one of the components in teachers training programs to bridge the relation of students & teachers towards friendly teaching and learning process.

d) Teacher training:

Orientation of teachers, both in service and as well as newly recruited will be taken up in a big way. Accordingly a 20-day training program will be organized for the regular teachers and 30-day orientation program to be conducted to the freshly recruited teachers as per financial norms of SSA. The training will be conducted in a



cascade mode Viz. (Training of District Resource Group (DRG) by the State Resource Group (SRG) which in turn trains

the Block Resource Group (BRG) and this BRG ultimately trains the teachers at Block/Cluster level.

Training of Block Resource Process:

Block Resource Centres are the key position in the Scheme of implementation of the SSA programme. Therefore, it is necessary to strengthen and fortify and improve the capacities of BRPs. The usual grants for the BRCs proposed under the plan, in addition, additional training for the BRPs & CRPs is proposed.

Cluster Resource Centres:

CRC are the Centre of activities for the VECs and the teachers therefore the CRC occupies a very important place in the implementation of SSA. Therefore the plan proposes to continue the training of the CRCs in addition to the contingency, OI and TLM grants.

Cluster Resource Persons are the part of the answers in identifying problems faced by the schools that need special training and refresher courses for a success of SSA Mission. Therefore, there is a need to have a separate training on how to conduct field work plan, monitoring and supervision of various activities under the look out of Block Mission Coordinator and acquire skills to run daily affairs of the Cluster.

Objectives:

- To make them well equipped in conducting Action Plan and Research.
- To familiarize them with the tools and materials needed in Action Plan and Research.
- To be able to diagnose and propose Hypothesis to Problems.
- To enable them to provide solutions to Minor problems.
- To make them equipped for monitoring and supervising various activities in the field.
- To enable them in familiarizing with the problem and issues in their localized clusters
- Capacity building through mobilization of VECs in bringing administration closer to the people.
- To help them in minimizing the problem faced in various juncture while monitoring the activities of SSA programme.
- To equip themselves in solving the problem faced by the VEC and SMC in functioning the school activities in their clusters.



Table 7.01: FIVE DAYS TRAINING MODULE FOR CRCs

1 st Day	Definition of Action Plan & Research	Steps of Action Research	Tools and Data Collections
2 nd Day	Monitoring and supervision on Classrooms Problems	supervision on Drop Outs	Monitoring and supervision on Examination Failure
3 rd Day	supervision on Adolescents' Problems	Supervision on Family Irresponsibility Education	supervision on Educational Problems
4 th Day	Capacity building in monitoring and supervision	Identification of problems and issues in their cluster	Development of Questionnaires on all the Problems (a practical Assignment)
5 th Day	Monitoring and Evaluation in school activities	Formulating strategies in school level and VEC level	Summary, Discussions and Feedback

Intervention for untrained teachers:

The number of untrained teachers identified in Primary is 943 including of newly upgraded L.P.S and that of Upper Primary is 524. In total it comes to 1467. Out of these untrained teachers 75 numbers of untrained teachers will be deputed to DIET, Resubelpara for long term course training. 350 number of teachers will be deputed for GPIE course (Distance

Education) The remaining 1042 teachers will be given 20 days in-service training. During 2008-2009, the District team plan to provide 30 days induction training to 62 number of upgraded untrained L.P. teachers in two phases. First phase is schedule to be conducted during the month of April, 2008 and 2nd phase in August 2008. Training Programme schedule for untrained teachers is shown as follows.

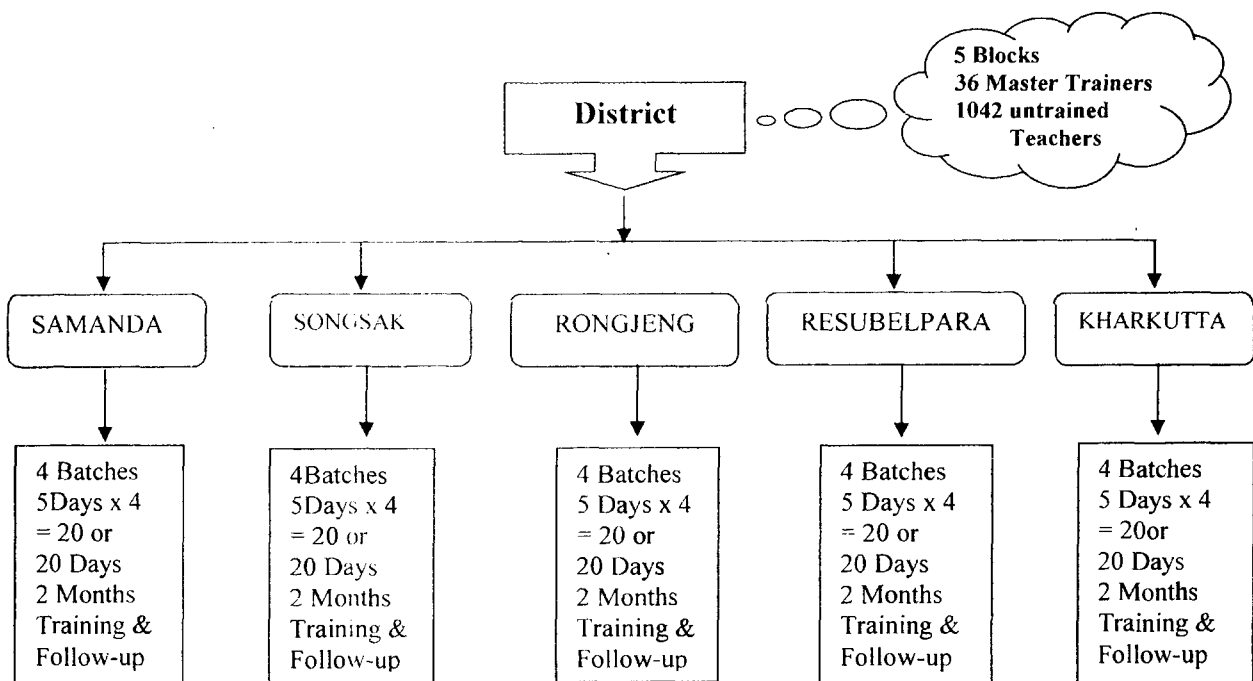
Table 7.02: Trained/untrained Teachers at Elementary Level.

Block	Elementary Teachers			% of Untrained Teachers	% of trained Teachers.
	Total	Trained	Untrained		
Samanda	509	280	229	44.99	55.00
Songsak	506	277	229	45.25	54.74
Rongjeng	486	269	217	44.65	55.34
Resubelpara	895	464	431	48.15	51.84
Kharkutta	637	276	361	56.67	43.32
Total	3033	1566	1467	47.94	52.04

Table: 7.03: Schedule for Teachers Training at Elementary Level.

Block	Long term course in DIET	CPE Course (IGNOU)	20 days In-service training	Total
Samanda	15	70	208	293
Songsak	15	70	208	293
Rongjeng	15	70	208	293
Resubelpara	15	70	209	294
Kharkutta	15	70	208	293
Total	75	350	1042	1467

Fig 10.01: 20 Days in-service Training under Block Resource Centre



4 batch x 40 trainees x 5 Blocks = 800 untrained teachers
4 batches x 2 months = 8 months duration with follow up activities.

Block Resource Person:

To give quality in-service 20 days training to the L.P. & U.P. teachers at Block Resource Centre the BRPs should be given a refresher course by the District Coordinator,

Pedagogy in consultation with the DIET faculty in the District headquarter. The training module for 5 days refresher course is tabulated below.



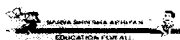
Table 7:03: Five days Refresher course for BRPs

1 st Day	Capacity Building to maintain the class room environment	Resource: DIET Faculty
2 nd Day	Innovative Teaching Learning material	Resource: District Coordinator, Pedagogy
3 rd Day	Basic Environmental Studies	Resource: DIET Faculty
4 th Day	Preparation of Creative lesson Plan	Resource: DIET Faculty & District Coordinator, Pedagogy
5 th Day	Monitoring and Evaluation in school activities	Resource: District Coordinator, Planning & District Coordinator, Pedagogy

Intervention on Community Mobilization:

In the past few years it has been observed that this intervention could not get through in many of the remote areas in the district as a result of which the people at mass could not grasp the importance and objective of SSA mission. The reason for these may be lack of bridging the gap between the community and the administration in general. The villagers at large in the far of habitation and villages

from the motorable roadside are still in the dark about the Univarlsization of Elementary Education as they themselves are illiterate. Therefore to encourage the parents and village elders in such village's community mobilization and awareness campaign has to be conducted by the District Unit team in collaboration with the NGO's.



CHAPTER – VIII

SPECIAL FOCUS GROUPS AND GIRL'S EDUCATION

Sarva Shiksha Abhiyan spells out intervention for Special Focus Group which includes Children with Special Need (CWSN), Girl Child, SC and ST children. The coverage of this Special Focus Group is one of the important tasks to achieve the objective of SSA, which is Universalisation of Elementary Education.

Children with Special Need (CWSN): Though the assessment camps

were organized the coverage of all physically challenged children has not been achieved so far. There are children with disability who are yet to assess and received aid and appliances. The district should work for the total coverage of these children and enroll them in the main stream giving them a better opportunity to live.

Table: 8.01: District wise breakup of disabled children

Sl No.	Name of the Block	Total No. of CWSN Children	Children with Special Needs (CWSN)			
			No. of CWSN enrolled in schools	No. of CWSN Assessed	No. of CWSN provided with Aids & Appliances	No. of CWSN to be provided with Aids & Appliance
1	Samanda	194	141	50	28	91
2	Songsak	210	142	44	21	98
3	Rongjeng	194	131	83	19	48
4	Resubelpara	184	160	70	39	88
5	Kharkutta	175	121	2	1	121
Total		957	695	249	111	446

Table: 8.02: Action Plan for 2008-09

Sl No	Activity Description
1.	Identification and enrollment of all children with special needs (CWSN) in all the Blocks.
2.	Assessment of all CWSN at Block level
3.	Distribution and fitment of aids and appliances
4.	Training of teachers in RCI foundation course
5.	Appointment of Resource Teachers at Block level
6.	Setting of Resource Rooms at BRC's
7.	Sensitization work shops for head of school/local heads at Block level.
8.	Competition for CWSN at Block and District level
9.	Barrier free
11.	Development of IEP for CWSN

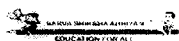


Table: 8:03: Financial Implication:

Sl No.	Activities	Physical	Financial (Rs. In Lakhs)
1.	Appointment of Resource Teachers at Block level	-	-
2.	Training of teachers on RCI foundation course @ Rs.2100/- per teacher	10	21000/-
3.	Strengthening of BRC's Resource rooms @ Rs.50,000/- per centre	5	2,50,000/-
4.	Celebration of World Disabled Day on 3 rd December (Sports/competition for CWSN at Block level) @ Rs.10,000/-	5	50,000/-
5.	Two days District level workshop on IED for Heads of Schools @ Rs.10, 240/- per Blocks.	5	1,02,400,-
6.	One day sensitization workshop for local heads at Block level @ Rs.15,000/-	5	75,000/-
7.	Assessment Camps and Distribution of aids and appliances @ Rs.1, 00, 000/- per Block.	5	5,00,000/-
8.	Barrier Free for existing schools with enrolled CWSN. (Ramps, Handrails, Toilet modification) @ Rs.10, 000/- per school.	15	1,50,000/-
	Total		1148400/-

Girls Education in East Garo Hills:

In spite of the fact that matrilineal Society in Garo Hills District, gender gap still exists. The literacy rate of the female population is getting lower than that of males. Data on the literacy rates shows that the literacy rate of female for all communities stands at 54.9% and that of male literacy rate is 66.1% according to 2001 Census. Girl's comprises a major portion of out of School children. Girl Children are mostly engage in different household work, helping the parents in the farming; health care, early marriages etc. are

some of the factors responsible for this. Till today some parents in the interior part of the district fail to recognize the importance of Girl Education and ignore their rights of going to school. Therefore the District Unit Team has work out a plan in such a way to bring all the out of school children specially Girl Children to School.

The following are the activities identified by the district unit team to carry out in the current financial year to bridge the gap of male and female literacy rate in the district.



Table: 8.04: Activities schedule for Girls Education

Sl. No.	Activity	Resource
1.	Sensitization of the community about the importance of girls education	CRC/BRP
2.	Surveying the number of out of school children for girls	CRC/VEC
3.	Formation of women's group at village level	VEC
4.	Organize back to school camp through women's group.	VEC
6.	Monitoring the attendance of Girls children	CRC/BRP
7.	Meetings to discuss issue through women's group at CRC level	CRC/BRP
8.	Conduct non residential camps for girl child.	EV/BRP
9.	Creation of alternative & innovative school for girls at elementary level.	EV
10.	Appointment of maximum women teachers at elementary level.	DMC



CHAPTER - IX

MANAGEMENT STRUCTURE, MIS AND MONITORING MECHANISM

Providing information to agencies intervention Centre, the setting up of MIS is essential in implementation S.S.A. programme. This act as Decision Support System for all those concerned with Universalization of Elementary Education especially to the main donors and in particular to Govt. of India.

The MIS provide information on:-

- Retention. Access and Quality related issues.
- Intervention wise process of S.S.A. Implementation.
- Progress of EGS, Alternative and Innovative Education.
- Status of Child Population and Enrolment.
- School scenario of children in the target group.

It is necessary to set up Information System for Education already functional in all DPEP States, Meghalaya being in Non-DPEP State have adopted DISE and extend its system of Data collection to all district.

Detail data on School location, management, teachers, school building equipment, enrolment etc. by gender, age, incentives, total number of disabled children in different grade have collected and computerizes.

Implementation Place for the Setting up of DISE

- Education Management information system at the state level. The EMIS at the State level in charge is responsible for coordinating all activities at the district.

Hardware/Software and MIS Coordinators:

The District is provided with all the MIS infrastructures and Data Entry Operators are appointed 2(two) in DMC and 1 (one) DEO each at Jt. DMC Williamnagar and Resubelpara to carry out the work of MIS smoothly. One Programmer-cum-System Analyst is appointed as well at District Level to supervise the MIS and for analysis of DISE and School Database.

Data Capture Formats:

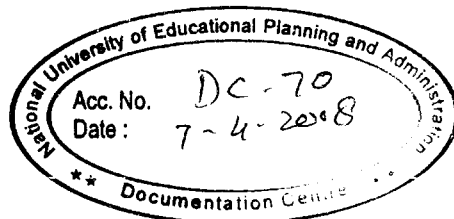
School information and village information Schedules with common codes and variable definitions

Training for Field Staff:

The district level programmer is given training in data collection strategy time Schedule for data collection from schools. These district level Resource Persons will in turn give Intensive Training to the different Schools Principal/Head of Schools, Head Teachers back at the block and Cluster level.



District: - East Garo Hills, Williamnagar



- **Generating School Codes:**
The process of school coding are completed first prior to the process of data collection in the first year

- **Field Management and Quality Control:**

Intensive and Purpose Training are given to the different staff/personal concerned with data collection and maintenance at the various levels to ensure Quality and reliability of the field data.

- **Training of Computer Professionals in the use of DISE:**

Since DISE is based on oracle, the state system analyst organizes training programme to Programmers at the district in oracle. Data based Management techniques stretching from a period of 3-5 days.

- **Analysis and Reporting :**

Preliminary Report needs to be generated and share with the state, district and lower levels. The main purpose of generating such Reports of the district level is to facilitate the process of the district Planning and Monitoring through the various different performance indicating.

Table 9.01: MIS Infrastructures

Hardware/Software			
Computer	5(Five) Nos.	1(One) Desktop each in Jt. DMC's and 2(two) in DMC	1 Laptop in DMC Office
Printer	4(Four) Nos.	1(One) each in Jt. DMCs Office	2(Two) Nos. in DMC Office
Scanner	1 (One) No.	In DMC Office only	
Xerox Machine	1 (One) No.	In DMC Office only	
Slide Projector Set	1 (One) No.	In DMC Office only	
Sony Handy cam	1 (One) No.	In DMC Office only	
Fax Machine	1 (One) No.	In DMC Office only	
Amplifier Set	1 (One) No.	In DMC Office only	
UPS	3 Nos.	1 (One) each in DMC & Jt. DMCs Office	UPS not Working in Jt. DMC, Williamnagar
Software	DISE/Oracle 8.1		

Table 9.02: MIS Staff:-

Designation	Qualification
Programmer-cum-Analyst	B.E. Computer
Data Entry Operator (DMC, East Garo Hills)	B.Sc., Diploma in Computer Application
Data Entry Operator (DMC, East Garo Hills)	B.A., Diploma in Computer Application
Data Entry Operator (Jt. DMC, Williamnagar)	B.Sc., Diploma in Computer Application
Data Entry Operator (Jt. DMC, Resubelpara)	HSSLC, Diploma in Computer Application



District Coordinators and other subordinates:

Though the District has sufficient number of coordinators to carry out the whole process of SSA and Monitoring the activity even though the District is always suffering from lack of Coordinators because of frequent change in the appointment of **New Coordinators**; that is because of the

Low Fixed Salary and it's a purely contractual based job. So the District has planned to increase the Salary of Coordinators specially the MIS Coordinators, District Coordinator Planning and other District Coordinators.

Table 9.04: Position of Existing Staff at DMC Level.

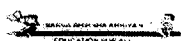
Sl. No.	Designation	Total	Mode of Appointment	Fixed Honorarium per month
1	District Mission Coordinator (D.I. of Schools)	1	Designated Appointment	Designated Pay scale.
2	District Coordinator, Planning	1	Contractual	9,000/-
3	Programmer-cum-System Analyst	1	Contractual	10,000/-
4	Data Entry Operator	2	Contractual	8,000/-
5	IED Coordinator cum Community Mobilizer	1	Contractual	9,000/-
6	Junior Engineer (Civil Works)	1	Contractual	9,000/-
7	District Coordinator, Pedagogy	1	Contractual	9,000/-
8	Senior Accountant	1	Contractual	7,500/-
10	IV Grade (Peon)	2	Contractual	3000/-
11	Support Staff(LDA)	1	Contractual	5000/-

Table: 9.05: Position of Existing staff at Jt. DMC Level.

Sl No.	Designation	Total	Mode of appointment	Fixed Honorarium per month
1.	Jt. District Mission Coordinator (Williamnagar)	1	Designated appointment	Designated pay scale
2.	Data Entry Operator (Jt. DMC, Williamnagar)	1	Contractual	8,000/-
3.	Junior Accountant (Jt. DMC, Williamnagar)	1	Contractual	6,500/-
4.	Junior Accountant	1	Contractual	6,500/-
5.	Jt. District Mission Coordinator (Resubelpara)	1	Designated appointment	Designated pay scale
6.	Data Entry operator (Jt. DMC, Resubelpara)	1	Contractual	8,000/-
7.	Junior Accountant (Resubelpara)	1	Contractual	6,500/-
8.	Junior Accountant (Resubelpara)	1	Contractual	6,500/-

Position of Existing Staff for SSA at Block Level (BRC):

Sl No.	Designation	Total	Mode of appointment	Fixed Honorarium per month
1.	Block Mission Coordinators	5	Designated appointment	Designated pay scale
2.	Block Resource Persons	36	Contractual	3000/-
3.	Cluster Resource Persons	64	Contractual	3000/-



CHAPTER - X

COVERGENCE, COORDINATION AND LINKAGES

Introduction:

East Garo Hills District covers mostly of hilly areas with scattered villages and thus most of the children are deprived of educational facilities resulting in the high rate of Out of School Children in the District.

The major groups that constitute out of school children comprise never enrolled children and drop-outs. The main focus of SSA is to mainstream out of school children through Alternative and Innovative Education (AIE) centre's in the unserved habitation. Thus, special attention needs to be given in devising appropriate strategies to enhance access, enrolment and retention of these hard to-reached children in the programme.

The pre requisite for implementation of scheme like conduct of micro planning, house to house to survey and evidence of demand of communities already met.

The main objective of AIE Centre's is spelled out as follows:

1. To achieve the Constitutional Guarantee that free and compulsory education of each and every child is a Fundamental Right.
2. To provide schooling facilities to the children of scattered habitations that does not qualify for schools.
3. To focus the scheme on ensuring participation of all out of school children.
4. To maintain the quality of educational standard in achieving the desired goal

Strategies:

Since SSA endeavour to universalize Elementary Education, it becomes imperative that all out of school children are brought to the ambit of elementary education. With this objective setting up of AIE Centre's in unserved habitations would be a priority and focus of the scheme with an ensuring participation of all out of school children living in small habitations with less than 200 population and other categories of children like working children, migrating children, street children adolescent girls who are out of school.

Issues:

- 1) The data relating to Out of School Children has been captured in the household survey and available in the disaggregated form on the basis of sex and age.
- 2) The reasons for dropping out and not being enrolled in schools are due to various reasons such as poor economic conditions, too far away from schooling facilities, ignorance of parents and most disturbing factor is shifting cultivation as a result household migration the children are bound to leave the school.
- 3) All steps have been taken to identify the number of Out of School Children in the access less habitation which qualifies for AIE centres.
- 4) The role of teacher is very vital in transecting curriculum as well as



contributing power of knowledge to all children. Therefore, detail strategy and training of teachers and other functionaries are formulated.

Convergence for IED:

The District is planning to continue convergence and seek support from ALIMCO to identify disable children in the village. In addition, East Garo Hills district is also planning to engage the teachers from Monfort School, Tura for providing training to teachers and the resource person. Together with the support of these two agencies, camps would be organized for assessment of disability and modes would be worked out for mainstreaming and integration of such students into schools. The plan would also seek to...

- Development of TLM
- Resource support through special resource persons

- Provide aids and appliances to disable children.

Convergence for civil work:

To provide ramps for the disable children in schooling, 29 numbers of schools have been identified to construct ramps with convergence from IED intervention fund.

Convergence for ECCE:

The pre-school teachers need to be trained on matters relating to Early Childhood Care Education (ECCE). The Education Department through SSA proposes to collaborate with the department of social welfare and ICDS by adapting pre-school teachers (Anganwadis) to nurture them with the sort of schooling that is essential to the young children (0-5) years of age in each and every village/habitation. These categories of workers are backbone of child education as they mould the children since they are dealing with them right from the tender age.



CHAPTER - XI

CIVIL WORKS

For smooth and proper functioning of schools, provision for good infrastructure is essential. Infrastructure here would mean construction of school buildings, repairs and maintenance, constructing toilet and drinking water facilities and construction of midday meal sheds and dilapidated buildings. The construction of new school building and additional class rooms under Civil Works during the year 2007-2008 shows about 60% completion which is

depicted in the table below. During the course of survey, assessment of existing infrastructure as well as future requirements has been undertaken. As per the survey, it is found that most of the schools do not have even their own building. This is one of the reasons why some of the schools fail to maintain flexibility in school timing. Therefore, it is suggest that the gap between existing infrastructure and future requirements has to be filled.

Table 11.01: Status of Civil Works

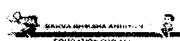
Sl. No.	Activities	Unit Cost (Rs. in lacs)	Planned till date	Targets till date	Completed	In Progress
1	BRCs	6	5	5	5	0
2	URC	.....	.....	1	.....	.....
2	CRCs	2	11	64	11	0
3	New School Building (Lower Primary)	1.5	70	} 379	70	0
5	New school building for EGS upgraded /building less schools (Lower Primary)	2.25	70		.....	70
6	New School Building (Upper Primary)	.....	.....	} 239	.....	.....
7	Existing Schools/building less schools (Upper Primary)	.....	.....		.....	.....
9	Additional classrooms (Lower Primary)	1.75	75	280	.....	75
10	Additional classrooms (Upper Primary)	1.75	52	225	.....	52
11	CAL Building (ACR)	1.75	6	25	.....	6
12	Ramps (Lower Primary & Upper Primary)	0.10	29	-	29	0
	Toilets (Primary & Upper Primary)	0.2	90	} 1072	90	0
12	Drinking Water (Pnmary & Upper Primary)	0.15	377		377	0
13	Boundary Wall (Primary)	.....	.....	.....	.....	.....
14	Boundary Wall (Upper Primary)	.....	.....	.....	.....	.....
15	Repairs (Primary & Upper Primary)	.....	26	.....	.....	.....
Grand Total		11.45	794	2290	582	203

Table 11.02: Gap in Infrastructure

Sl. No.	Activities	Planned till date	Targets till date	Completed	In Progress	Gap
1	BRCs	5	5	5		0
2	URC	.....	1	.....	.....	1
2	CRCs	11	64	11	.....	31
3	New School Building (Lower Primary)	70	} 379			} 239
5	New School building for EGS upgraded/building less schools (Lower Primary)	70			70	
6	New School Building (Upper Primary)	.....	} 239	.....	.....	} 239
7	Existing Schools/building less schools (Upper Primary)	
9	Additional classrooms (Lower Primary)	75	280	.....	75	205
10	Additional classrooms (Upper Primary)	52	225	.....	52	173
11	CAL Building (ACR)	25	25	.....	6	6
	Ramps (Lower Primary & Upper Primary)	29	---	29	.....	.....
	Toilets (Primary & Upper Primary)	90	} 1072	90	.....	982
12	Drinking Water (Primary & Upper Primary)	377			377	.....	695
13	Boundary Wall (Primary)	.....	.....	.....	.....	0
14	Boundary Wall (Upper Primary)	.....	.....	.....	.....	0
15	Repairs (Primary & Upper Primary)	.....	26	.....	.....	26
Grand Total		759	2311	476	203	2597

It is found that 683 number of schools inclusive of both primary and upper primary do not have their own building. Numbers of major repairable schools are 26 inclusive of primary and upper primary schools. A large number of schools without proper toilet facility and poor furniture have also been found. It is necessary that immediate steps be taken relating to the above mention activities. During the period 2008-2009, it is proposed to provide 60 number of new primary School buildings for EGS upgraded and 50 numbers of additional class rooms for upper primary schools. In addition to these 50 numbers of drinking

water facilities, 60 number of Toilet with same number of toilet facilities for girl and the furniture for 75 schools. In addition to these the district headquarter is without URC since inception which is a long needed centre to organize and conduct district level training for BRPs and CRC coordinators. Besides the district has 64 CRC centre out of which only 11 number of CRC centre have received building grant with furniture and 33 nos. of CRC has been approved for building infrastructure for the year 2007-08. To bridge the gap of CRC centre district unit is proposing building grant with infrastructure for the remaining 31 CRC centre's because



these centres are the backbone in implementation of SSA programme at grass-

root level.

Proposed EGS Centre's for Upgradation to L.P. School for the year 2008-09:-

The District Unit Team is proposing for 60 numbers of EGS centre's to be upgraded for the year 2008-09 along with infrastructure for new school building for the proposed EGS centre's to be upgraded. Some of the photographs of these EGS centres are shown in figures and the names of the EGS centres are enclosed in Annexure II.

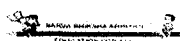


Fig: 11.01: Daning A.pal EGS under Songsak Block



Fig: 11.02: Nenggringgittim EGS under Rongjeng Block

Fig: 11.03: Bolsong Kelchidam EGS under Resubelpara Block



CHAPTER - XII

SAMPLE MODEL OF HABITATION PLANNING

Habitation Planning of Nengmandalgre Village under Samanda Block:-

1. Location: - Nengmandal village is one of the habitations of Samanda Block under the Bolkinggre Cluster Resource Centre of East Garo Hill District. The village is covered by about 9.00 sq. kilometer areas with hilly terrains. The village is surrounded by 3 (three) villages namely, Ganinggre, Ashabibra and Bolkinggre on the north. On the south, it is bounded by Bawegre, Cherangre and Jangkigre villages. On the east, there are Chasatgre and Rongregre villages and on the west are demarcated by Rapdikgre, Udhigre and Pilgonggre villages.

2. Geographical Area: - The area of the village is on the hilly terrains sloping towards the southern parts suitable for human habitation. The Chibok River flows through the middle of the village and useful for both human and agricultural purposes. The village is also covered by the P.W.D. Road. If the construction of R.C.C. double-lane Bridge over the mighty Simsang River is completed, the village will rapidly develop in the field of education and economic condition of the entire village in future. Now, the villagers are mostly depending on horticulture as well as agriculture (Jhum Cultivation) for their livelihood. They are producing a good amount of horticultural crops, like oranges, pineapples, betel-nuts and leaves, banana etc. They also cultivate vegetables on the bank of Nengmandal River and sell their production at nearby markets.

3. Population:- The village comprises total No. of 138 house-holds having a population of 777 members out of which 402 Nos. of male and 375 being the female members as per the house-hold survey conducted in the year 2007. There are about 46 Nos. of boys and 43 Nos. of girls between the age of 6-10 years. Moreover, 152 Nos. of boys and 112 Nos. of girls are there between the age of 11-14 years in the village. Most of the villages are agriculturalists. Some of the village members engage in Government services in different departments.



Fig: 12.01: Habitation mapping of Nengmandalgre Village under Samanda Block.

4. Literacy: - The village has comparatively well on literacy rate. As per Education survey conducted in 2007 for Annual Working Plan, the village has 69.88% of literacy rate. However 30.12% of the total population still exists illiterate in the village. The village Education Committee tries of formulates some educational planning to make them literacy in the preceding years.

At present the village has 2 (two) Govt. I.P. Schools and 2 (two) Govt. /Aided Upper Primary Schools place in different localities.

5. Planning: - The village Education Committee has proposed for Additional Class-room, Sanitary Latrine, especially for female students. As the Mid-Day Meal Programme is going on in this village, proper water-supply is needed urgently. Proposal for Construction of Water-tank is

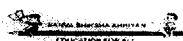
being sent to the Mission authority to take up in the Annual Working Plan & Budget of 2008-09. The VEC also proposed to take up the schemes like supply of furniture, teaching-learning equipments, games and sports and free-text books to the Tribal Students. The committee also proposed to set up AIE or back to the school camp in different scattered house-holds.

Sample Model of Habitation planning in Bawegre village under Samanda Block:-

Name of Village: -	Bawegre
Name of Cluster Resource Centre: -	Bolkinggre CRC
Name of Block: -	Samanda
Total number of Habitation: -	1 nos.
Total number of household: -	54
Total number of population: -	Male = 178, Female = 157, Total = 335
Number of LP School: -	1 nos.
Number of UP School: -	1 nos.
Number of Secondary Schools: -	0
Child Population (6 - 10) years: -	Boys = 43, Girls = 32, Total = 75
Child Population (11 - 14) years: -	Boys = 16, Girls = 14, Total = 30
Enrolment (6 - 10) years: -	Boys = 42, Girls = 32, Total = 72
Enrolment (11-14) years: -	Boys = 15, Girls = 14, Total = 29
Out of School children (6-14) years: -	Boys = 2, Girls = 0, Total = 2



Fig: 12.02 Habitation mapping of Bawegre village under Samanda Block.



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

Name of District : East Garo Hills

(Rs. In Lakhs)

Activity	2007-2008						Proposal for 2008-09						
	PAB Approval			Achievement			Spill Over		Fresh Proposal			Total Proposal	
	Unit Cost	Phy.	Fin.	Spill Over	Anticipated Achievement upto 30th June, 2008	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Fin.
New Schools													
1 Upgradation of EGS to PS		31									60		
2 New PS													
3 Upgradation/ New UPS											31		
New Teachers Salary (PS)													
1 Primary Teachers (Regular) for 6 month	0.36	62	11,160		62	1,860				0.360	120	43,200	43,200
2 Primary Teachers (Para)													
3 Upper Primary Teachers (Regular)										0.360	124	44,640	44,640
4 Upper Primary Teachers (Para)													
5 Upper Primary Teachers - Head Master													
Add Teacher against PTR													
6 New Additional Teachers - PS (Regular)													
7 New Additional Teachers - PS (Para)													
8 New Additional Teachers-UPS (Regular)													
9 New Additional Teachers - UPS (Para)													
0 Teachers under OBB													
1 New Others													
Teachers Salary (Recurring)													
2 Primary Teachers (Regular)	0.36	240	86,400		240	82,800				0.360	302	108,720	108,720
3 Primary Teachers (Para)													
4 UP Teachers (Regular) GOI	0.36	579	208,440		172	193,760				0.360	172	277,920	277,920
5 UP Teachers (Regular) State	0.36	193	69,480										
6 UP Teachers - Head Master													
7 Additional Teachers - PS (Regular)													
8 Additional Teachers - PS (Para)													
9 Additional Teachers - UPS (Regular)													
0 Additional Teachers - UPS (Para)													
1 Teachers under OBB	0.216	47	10,152		47	10,152				0.216	47	10,152	10,152
2 Others (Recurring)													
Sub Total		1152	365,632		1121	294,372				1,656	1456	484,632	484,632
Teachers Grant													
1 Primary Teachers		3101	15,505							0.005	3033	15,165	15,165
2 Upper Primary Teachers													
Sub Total			15,505							0.005	3033	15,165	15,165
Block Resource Centre													
1 Salary of Resource Persons		36	12,960		36	12,320				0.360	36	12,960	12,960
2 Furniture Grant													
3 Contingency Grant		6	0,625		6	0,625				0.200	5	1,000	1,000
4 Meeting, TA		6	0,300		6	0,300				0.090	5	0,450	0,450
5 TLM Grant		6	0,250		6	0,250				0.050	5	0,250	0,250
Sub Total		54	14,135		54	13,595				0.700	51	14,660	14,660
Cluster Resource Centres													
1 Salary of Resource Persons		64	23,040		64	22,080				0.360	64	23,040	23,040
2 Furniture Grant										0.100	22	2,200	2,200
3 Contingency Grant		64	1,600		64	1,600				0.030	64	1,920	1,920
4 Meeting, TA		64	1,536		64	1,536				0.360	64	2,304	2,304
5 TLM Grant		64	0,640		64	0,640				0.010	64	0,640	0,640
Sub Total		256	26,816		256	25,856				0.860	276	30,104	30,104

Teachers Training													
1 In-service 20 days training		1087	15,218		1087	15,218				0.001	873	15,960	17,460
2 Induction training for Newly Recruit Trained Teachers		62	1,302							0.001	244	7,320	7,320
3 Refresher Course- Untrained Teachers													
4 Distance Education(LP)		500	15,150					15,150		0.060	200	12,000	12,000
5 Distance Education(UP)										0.060	150	9,000	9,000
6 Other (DRG/BRG/CRG)													
7 Spill Over			28,910			28,910							
Sub Total		1649	31,670		1087	44,128		15,150		0.122	1467	44,280	45,780
Interventions for out of School Children													
1 EGS Centre (P)		12774	196,081		12774	196,081				0.01535	882	13,53870	13,5387

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

Name of District : East Garo Hills

(Rs. in Lakhs)

3	SC / ST			33.000							
4	Computer Education			15.000						15.000	15.000
5	Others										
6	Spill Over			35.000			15.000				
	Sub Total			83.000			30.000			37.000	37.000
	Community Training										
1	Community Training	4102		2.461		4102	2.461		0.0003	4202	2.5212
	Sub Total			2.461		4102	2.461				2.521
	Total of SSA (Districts)			2477.831	212.215		1716.544		613.645		2012.7385
	State Component										
	SSA Grand Total										

Management Cost	2.703%	Management Cost	5%
Civil Work	44.480%	Civil Work	39%
BRC/CRC Construction	2.663%	BRC/CRC Construction	1.63%

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	Population all community						Total Population all community			Population										Pop. Density	Sex Ratio						
		Urban			Rural			M	F	T	SC				ST				Minority									
		M	F	T	M	F	T				M	F	T	% to total pop	M	F	T	% to total pop	M	F			T	% to total Pop.				
1	Samanda	9437	8810	18247	12664	12266	24390	22101	21076	43177	210	98	218	0.5	21891	20978	42959	91.7	-	-	-	-	-	-	-	-	-	954
2	Songsak	-	-	-	21362	20630	41992	21362	20630	41992	-	-	-	-	21562	20630	41992	100	-	-	-	-	-	-	-	-	-	966
3	Rongeng	-	-	-	40273	38951	79224	40273	38951	79224	-	-	-	-	40273	38951	79224	100	-	-	-	-	-	-	-	-	967	
4	Resubelpara	8947	8713	17660	34791	33738	68529	43738	42451	86189	69	56	125	0.1	43669	42395	86064	97	-	-	-	-	-	-	-	-	971	
5	Kharkutta*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total		18384	17523	35907	109090	105585	214675	127474	123108	250582	279	154	343	0.3	127195	122954	250239	97.74	-	-	-	-	-	-	-	-	966	

Source: Census of India 2001

Note: Kharkutta is newly created Block. No separate data is available

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Literacy Rate in percentage											Rural Female Literacy Rate	
		All communities			SC			ST			Minority			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total
1	Samanda	70.10%	58.50%	64.50%	0.02%	0.05%	0.04%	70.10%	58.50%	64.50%				44.60%
2	Songsak	51.90%	38.00%	45.10%	-	-	-	51.90%	38.00%	45.10%				38.00%
3	Rongjeng	65.90%	54.60%	60.30%	-	-	-	65.90%	54.60%	60.30%				54.60%
4	Resubelpara	71.10%	61.20%	66.20%	31%	25%	28%	71.10%	61.20%	66.20%				56.60%
5	Kharkutta*	-	-	-	-	-	-	-	-	-				-
Total		66.10%	54.90%	60.50%	15.51%	12.52%	14.02%	66.10%	54.90%	60.50%				50.90%

Source: Census of India 2001

Note: Kharkutta is newly created Block. No separate data is available

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	No. of Educational Blocks(if any)	No. of BRCs/UBRCs	No. of CRCs	No. of Villages/Wards*	No. of Panchayat
1	Samanda	-	1	10	138	-
2	Songsak	-	1	14	196	-
3	Rongjeng	-	1	13	170	-
4	Resubelpara	-	1	14	235	-
5	Kharkutta	-	1	13	148	-
Total		-	5	64	887	-

Year: 2007-08

Source: DMC, East Garo Hills

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	Total no. of habitations	Habitations Covered by		Habitations without Primary Schools/EGS	Habitations eligible for PS as per state norms	Habitations not eligible for PS but Eligible for EGS	Habitations not Eligible for PS/EGS
			Primary School	EGS				
1	Samanda	159	114	39	6	5	1	-
2	Songsak	208	165	36	7	5	1	1
3	Rongjeng	176	126	36	14	9	4	1
4	Resubelpara	240	205	33	2	2	-	-
5	Kharkutta	153	115	35	3	2	1	-
Total		936	725	179	32	23	7	2

Note: - List of habitations eligible for EGS and state norm should be attached.

Habitation and Access (Upper Primary)

Sl. 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 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	Samanda	159	133	26	9	131	52	01:02	60	8
2	Songsak	208	164	42	12	171	53	01:02.5	60	7
3	Rongjeng	176	140	38	11	119	49	01:02.1	57	8
4	Resubelpara	240	204	36	6	273	83	01:03.3	86	3
5	Kharkutta	153	126	27	5	139	57	01:02.9	64	7
Total		936	767	169	43	833	294	01:02.5	327	33

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	All Community (6-11 age group)						SC (6-11 age group)						ST (6-11 age group)					
		Urban			Rural			Urban			Rural			Urban			Rural		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Samanda	1106	1012	2118	4937	4855	9792	39	36	75				1067	976	2043	4937	4855	9792
2	Songsak				5689	5471	11160										5689	5471	11160
3	Rongjeng				5030	4768	9798										5030	4768	9798
4	Resubelpara	964	986	1950	7038	6910	13948	26	18	44				938	968	1906	7038	6910	13948
5	Kharkutta				4414	4437	8851										4414	4437	8851
Total		2070	1998	4068	27108	26441	53549	65	54	119				2005	1944	3949	27108	26441	53549

Sl. No.	Block/Municipal Zone	All Community (11-14 age group)						SC (11-14 age group)						ST (11-14 age group)					
		Urban			Rural			Urban			Rural			Urban			Rural		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Samanda	574	568	1142	861	853	1714	16	26	42				558	542	1100	861	853	1714
2	Songsak				946	851	1797										946	851	1797
3	Rongjeng				1022	966	1988										1022	966	1988
4	Resubelpara	528	558	1086	1235	1304	2539	8	4	12				520	554	1074	1235	1304	2539
5	Kharkutta				1142	1112	2254										1142	1112	2254
Total		1102	1126	2228	5206	5086	10292	24	30	54				1078	1096	2174	5206	5086	10292

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block	Enrolment (6-11 age group)												All Communities			
		All Communities			SC			ST			Minority			B	G	T	% to child pop
		B	G	T	B	G	T	B	G	T	B	G	T				
1	Samanda	5706	5642	11348	18	13	31	5688	5629	11317				307	225	562	3.8
2	Songsak	5374	5142	10516				5374	5142	10516				315	329	644	5.08
3	Rongjeng	4709	4408	9117				4709	4408	9117				321	360	681	4.58
4	Resubelpara	7937	7838	15775	56	65	121	7881	7773	15654				65	58	123	0.67
5	Kharkutta	4349	4356	8705				4349	4356	8705				65	81	146	1.25
Total		28075	27386	55461	74	78	152	28001	27308	55309				1103	1053	2156	3.07

Sl. No.	Block	Enrolment (11-14 age group)												All Communities			
		All Communities			SC			ST			Minority			B	G	T	% to child
		B	G	T	B	G	T	B	G	T	B	G	T				
1	Samanda	1332	1356	2688				1332	1356	2688				103	65	168	1.94
2	Songsak	827	757	1584				827	757	1584				119	94	213	7.73
3	Rongjeng	895	857	1752				895	857	1752				127	109	236	8.1
4	Resubelpara	1715	1825	3540				1715	1825	3540				48	37	85	0.92
5	Kharkutta	1103	1084	2187				1103	1084	2187				39	28	67	2.51
Total		5872	5879	11751				5872	5879	11751				436	333	769	21.2

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Status & Age wise Break-up of Out of School Children																						
St. No.	Block/ Municipality Zone	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	Samanda	41	29	70	36	21	57	27	16	43	107	91	198	123	114	237	76	49	125	410	320	730
2	Songsak	49	48	97	48	35	83	35	25	60	129	89	218	139	107	246	84	69	153	484	373	857
3	Rongjeng	56	67	123	39	59	98	31	35	66	113	85	198	142	119	261	96	74	170	477	440	917
4	Resubelpara	17	19	36	13	6	19	16	19	35	17	12	29	24	16	40	32	28	50	119	89	208
5	Kharkutta	19	12	31	14	10	24	12	9	21	19	15	34	32	25	57	27	19	46	123	90	213
Total		182	175	357	150	131	281	113	88	225	385	292	677	460	381	841	305	239	544	1613	1312	2925

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	No. of out of school children as per household survey	No. of out of school children with reasons								
			Lack of interest	Lack of access	Household work	Migration	Earning compulsio n	Failure	Socio Cultural reasons	Non- flexibility in school timing and system of school	Others
1	Samanda	730	92	67	201	50	126	97	6	86	5
2	Songsak	857	107	126	194	76	135	189	0	23	7
3	Rongjeng	917	87	176	183	49	172	134	8	92	16
4	Resubelpara	208	24	50	23	0	47	49	0	11	4
5	Kharkutta	213	19	42	26	17	43	58	3	5	0
Total		2925	329	461	627	192	523	527	17	217	32

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	No. of out of school children as per household survey	No. of Out of School Children to be covered under different strategies in the Current year						
			Mainstreaming	EGS	NRBC	RBC	AIE	Innovation (BTSC)	Others
1	Samanda	730	305	194	147	40	60	309	
2	Songsak	857	365	298	179	-	78	292	
3	Rongjeng	917	389	237	194	-	96	380	
4	Resubelpara	208	94	73	42	-	34	59	
5	Kharkutta	213	107	80	38	-	46	49	
Total		2925	1260	882	600	40	314	1089	

Continuing Centers from previous year

Sl No	Block/Municipal Zone	Number of children continuing in					
		EGS	NRBC	RBC	Madarsa/Makhtab	Innovation (BTSC)	Others
1	Samanda	1160	-	-	-	-	-
2	Songsak	1197	-	-	-	-	-
3	Rongjeng	1401	-	-	-	-	-
4	Resubelpara	774	-	-	-	-	-
5	Kharkutta	495	-	-	-	-	-
Total		5027	-	-	-	-	-

Source: DMC, East Garo Hills

Year: 2007-08

Name of the District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Drop out	Overall Repetition	GER	NER	Cohort Drop out	Overall Repetition
1	Samanda	95.28	92.36	1.92	-	94.12	93.65	1.64	-
2	Songsak	94.23	89.34	1.27	-	88.15	86.45	2.75	-
3	Rongjeng	93.05	89.73	1.67	-	88.13	87.32	2.31	-
4	Resubelpara	99.23	94.23	0.98	-	97.65	93.46	1.79	-
5	Kharkutta	98.35	96.12	0.94	-	97.03	92.57	2.36	-
TOTAL		96.03	92.35	1.35	-	93.02	90.69	2.17	-

Note: Drop-out and Repetition rates-Method of calculation is given in Annex 1 to the Manual on Planning and Appraisal

Source : DMC, East Garo Hills

Year : 2007-08

Name of the District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Completion Rate	No. of Primary Graduates	Transition Rate from primary to upper primary
1	Samanda	98.48%	1075	86.70%
2	Songsak	97.34%	633	87.20%
3	Rongjeng	92.07%	702	82.27%
4	Resubelpara	96.31%	1239	92.70%
5	Kharkutta	94.72	831	89.65%
Total		93.98%	4480	87.70%

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	No. of EGS Centre	Enrolment(2007-08)									No. of EGS Centres running for 2 or more than 2 years	No. of EGS Centres upgraded	No. of EGS Centres proposed to be upgraded in current year	Remaining Centres	Reason not upgrading
			6-8 years			8-11 years			11-14 years							
			M	F	T	M	F	T	M	F	T					
1	Samanda	39	237	236	483	236	197	433	125	119	244	39	7	12	27	
2	Songsak	36	265	243	508	243	186	429	151	109	260	36	6	12	24	
3	Rongjeng	36	367	317	684	296	235	531	108	78	186	36	6	12	24	
4	Resubelpar a	33	219	179	398	147	132	279	63	34	97	33	7	12	21	
5	Kharkutta	35	126	119	245	87	71	158	56	36	92	35	5	12	23	
Total		179	1098	1094	2318	1009	821	1830	503	376	879	179	31	60	119	enrolment

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Primary Schools/Primary Section in UPS or Secondary					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	Samanda	78	53	4	-	135	-	52	-	-	52	78	105	4	-
2	Songsak	99	72	9	-	180	-	53	-	-	53	99	125	9	-
3	Rongjeng	67	52	6	-	125	1	48	-	-	49	68	100	6	-
4	Resubelpara	147	126	-	-	273	3	80	-	-	83	150	206	-	-
5	Kharkutta	94	45	-	-	139	5	52	-	-	57	99	97	-	-
Total		485	348	19	-	852	9	285	-	-	294	494	633	19	-

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

Source : DMC, East Garo Hills

Year : 2007-08

Name of District: East Garo Hills

Sl. 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	Samanda	200			78			278	38.67%
2	Songsak	192			88			280	32.56%
3	Rongieng	193			80			273	29.75%
4	Resubelpar a	303			276			579	42.16%
5	Kharkutta	281			118			399	37.24%
Total		1169			640			1809	36.07%

Requirement of Additional Teacher (Primary)

Name of District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Teachers in Primary Schools										Single Teacher Schools after Rationaliza tion	Gross Entitlement of addl. Teachers for Primary
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Sanctioned posts			Working			P.T.R. w.r.t. Sanctioned Posts	P.T.R. w.r.t. Working Posts		
				By State	Under SSA	Total	By State	Under SSA	Total				
1	Samanda	7987	199	200	56	256	200	56	256		01:39		
2	Songsak	9103	228	192	66	258	192	66	258		30.6		
3	Rongieng	8654	216	193	70	263	193	70	263		27.5		
4	Resubelpar a	17180	429	303	52	303	303	52	303		01:56		
5	Kharkutta	7455	187	281	58	281	281	58	281		01:26		
Total		51620	1289	1169	302	1169	1169	302	1169		01:44		

Source: DMC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	Teachers in Government Schools			Teachers in Government Aided Schools			Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Middle	Upper Primary + Secondary	Upper Primary	Upper Primary + Middle	Upper Primary + Secondary		
1	Samanda				231			231	32.31
2	Songsak				226			226	29.76
3	Rongjeng	7			205			213	23.45
4	Resubelpara	18			298			316	36.33
5	Kharkutta	30			208			238	24.56
Total		56			1168			1224	146.41

Requirement of Additional Teacher (Upper Primary)

Name of District: East Garo Hills

Sl. No.	Block/Municipal Zone	Teachers in Upper Primary Schools											
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 ratio	Sanctioned posts			Working			P.T.R. w.r.t. Sanctioned Posts	P.T.R. 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	Samanda	2742	69				91	140	231		01:12		
2	Songsak	1236	61				70	156	226		5.46		
3	Rongjeng	1487	37				69	144	213		6.98		
4	Resubelpara	5629	141				148	168	316		01:17		
5	Kharkutta	3419	86				74	164	238		01:14		
Total		16672	419				452	772	1224		01:13		

Source : DMC, East Garo Hills

Year : 2007-08

Name of District: East Garo Hills

Sl. No.	Blocks/ Municipal Zone	Primary Teachers							Upper Primary Teachers						
		Working Teachers	Trained*	Percentage	Untrained		Total	Percentage	Working Teachers	Trained*	Percentage	Untrained		Total	Percentage
					Those who have received 60 days training	Those who have not received 60 days training						Those who have received 60 days training	Those who have not received 60 days training		
1	Samanda	278	142	51.07	-	-	136	53.12%	231	138	59.74	-	-	93	40.25
2	Songsak	280	134	47.85	-	-	146	56.58%	226	143	63.27	-	-	83	36.72
3	Rongjeng	273	139	50.91	-	-	134	50.95%	213	130	61.03	-	-	83	63.84
4	Resubelpar a	579	289	49.91	-	-	290	50.08%	316	175	55.37	-	-	141	44.62
5	Kharkutta	399	162	40.6	-	-	237	59.39%	238	114	47.89	-	-	124	52.1
Total		1809	866	48.06	-	-	943	54.02	1224	700	57.48	-	-	524	47.5

Name of District: East Garo Hills

Sl. No.	Name of Block		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	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	Samanda	Pry	131	26	6	62	13	-	65	117	-	14	10	75	14
		UPS	52	17	4	29	7	15	26	23	17	6	6	20	-
2	Songsak	Pry	180	19	7	65	11	-	57	45	-	14	-	102	14
		UPS	53	16	5	29	6	14	27	24	14	7	-	18	-
3	Rongjeng	Pry	125	23	7	43	12	-	49	36	2	14	-	98	14
		UPS	49	13	3	26	5	13	21	19	13	6	4	22	-
4	Resubelpara	Pry	273	22	5	97	17	-	79	72	19	14	-	108	14
		UPS	83	19	3	48	8	17	37	28	21	7	2	23	-
5	Kharkutta	Pry	139	23	5	72	15	-	63	43	-	14	-	78	14
		UPS	57	18	3	28	6	14	26	22	13	6	-	24	-
	Dist. Total	Pry	852	113	30	339	68	-	313	243	21	70	10	461	70
		UPS	294	83	18	160	32	73	137	116	78	32	12	107	-

Note:

- Column 5 refers to schools that are building less (if any) as well as those running in kuchha/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 permanent, usable classrooms. If a school has a combination of pucca and kuchha classrooms, only the pucca ones may be considered in Column7. The kuchha rooms should I
- 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.

Source: DMC, East Garo Hills

Year: 2007-08

Name of the District: East Garo Hills

Sl No	Name of Blocks	Total No. of Govt. UPS	No of UPS sanctioned under SSA since 2001	UPS provided TLE under SSA as non OBB schools since 2001	Balance UPS (6=3-4-5)	No of UPS without furniture (out of column 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	Samanda	-	35	23	12	12	540
2	Songsak	-	39	22	17	17	612
3	Rongjeng	1	36	23	13	13	585
4	Resubelpara	3	42	26	16	16	816
5	Kharkutta	5	41	24	17	17	765
	Total	9	193	118	75	75	3318

Source: DMC, East Garo Hills

Year: 2007-08

Name of the District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Number of Disabled children identified	No. of CWSN enrolled in Schools	No. of CWSN proposed to cover through EGS	No. of CWSN proposed to be covered through HBE*	No. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
1	Samanda	194	141	25	-	1	25
2	Songsak	210	141	80	-	1	25
3	Rongjeng	194	131	48	-	1	15
4	Resubelpara	184	160	64	-	1	15
5	Kharkutta	175	121	26	-	1	15
Total		957	695	243	-	5	95

Year: 2007-08

Source: DMC, East Garo Hills

Name of the District: East Garo Hills

Sl. No.	Block/ Municipal Zone	Number of Government schools having upto 3 classrooms	Number of Government school having more than 3 classrooms
1	Samanda	14	4
2	Songsak	11	3
3	Rongjeng	12	1
4	Resubelpara	35	6
5	Kharkutta	11	5
Total		83	19

Source: DMC, East Garo Hills

Name of District: East Garo Hills

Sl. 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 the State (In case of DPEP District)	No. of BRPs eligible under SSA
1	Samanda	187	8	8	-	8
2	Songsak	233	7	7	-	7
3	Rongjeng	174	7	7	-	7
4	Resubelpara	356	7	7	-	7
5	Kharkutta	196	7	7	-	7
Total		1146	36	36	-	36

MC, East Garo Hills

Year: 2007-08

Name of District: East Garo Hills.

Sl. No.	Block/ Municipal Zone	No. of U.P. Schools (Govt. Schools)	Schools covered under CAL	No. of Beneficiaries	No. of Teachers trained on CAL	No. of Schools to be covered this year (Deficit Schools)
1	Samanda	-	-	-	-	2
2	Songsak	-	-	-	-	6
3	Rongjeng	1	1	1	2	3
4	Resubelpara	3	3	3	6	5
5	Kharkutta	5	5	5	10	3
Total		9	9	9	18	19

Source : DMC, East Garo Hills

NUEPA DC
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