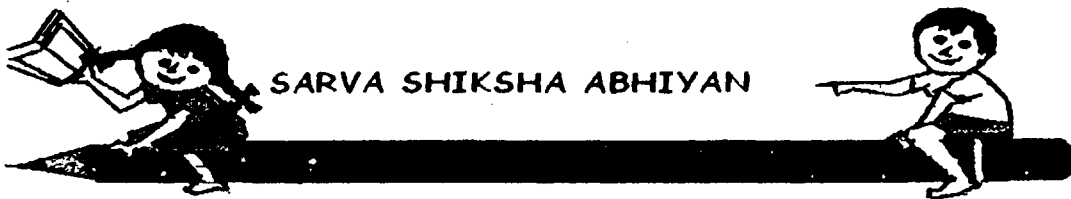
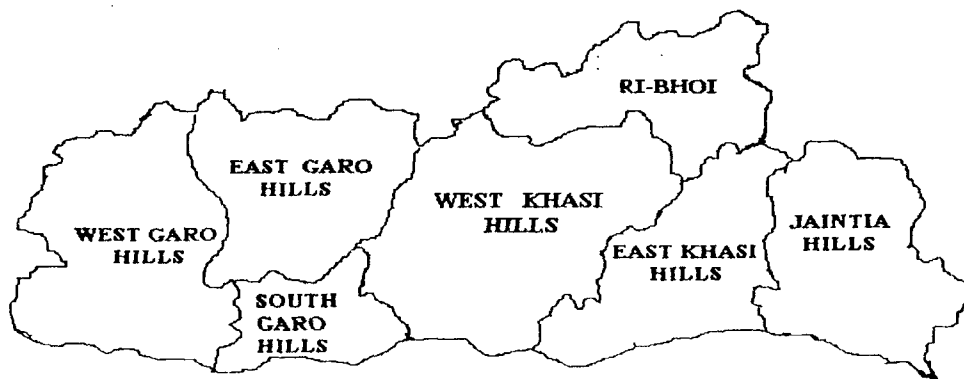


ANNUAL WORKING PLAN & BUDGET

2006 - 2007



EDUCATION FOR ALL, EDUCATION OF ALL

MEGHALAYA

NIEPA - DC



D12903

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CHAPTER - I INTRODUCTION

Meghalaya is landlocked and is located in the eastern corner of the country. It is connected with the rest of the country through Assam. The State initially comprised of two Districts of United Khasi and Jaintia Hills and Garo Hills of the then State of Assam. Meghalaya, 'The Abode of Clouds', as coined by Dr. S. K. Chatterjee, Professor Emeritus became the 21st State of India on January 21st 1972. The State with a total area of 22,429 square kilometers is home of the Khasis, the Jaintias and the Garos which formed the major ethnic groups of original inhabitants of the State. The Khasis and Jaintias are similar to each other having almost the same language with little difference whereas the Garos have their own language, which is very different from that of the Khasis and Jaintias.

The State of Meghalaya has joined hands with the rest of the nation in the race for Universalisation of Elementary Education (UEE) through the Sarva Shiksha Abhiyan. The vision is for Universalisation of elementary education along with universal access to schools and an improved and constantly improving quality of teaching learning process. It is an ambitious plan with an objective of attaining total enrolment and retention of children in schools by the year 2010. The state is grateful for the support and capacity building trainings offered by the Central Government of India, which has given considerable drive in motivating the officers at the state and field level.

The Project Approval Board (PAB) at its meeting on 17th May, 2005, had emphasized on a few issues to be taken up by the State Government to improve the SSA implementation.

- On the State Share made by the State Government which was delayed and resulted in restriction of the outlay for SSA, the same has since been cleared upto 2005-06 and that too on the sharing pattern of 75:25. In view of Government of India decision to revise the sharing pattern to 75:15:10 between Central Government, DONER and the State respectively, the state will have to calculate afresh the State Share and the excess state share release will be adjusted during the current year. Further the state has earmarked Rs.735.14 Lakhs in the budget as state share for SSA during the current financial year
- On the issue of development of training modules for BRC/CRC personnel the DIETs have taken necessary steps in this direction.
- Intensive capacity building of BRC/CRC personnel – the State Government is grateful for the capacity building trainings imparted by the consultants from Assam and TSG,Ed.CIL. The details of trainings conducted may be seen in Chapter V.

The State Government had given the following commitments for improved implementation of the scheme :

- Although no exposure visits could materialize inspite of initiatives taken in this direction the matter will be taken up in earnest in 2006.
- The suggestion to take up immediate measure to reduce drop-out rate has been taken up. It may also be pointed out that the calculation of drop-out rates is 41% at the Primary stage and 10.6 % at the Upper Primary level. Further a comprehensive study on drop-outs is being undertaken by NEHU (North Eastern Hills University), the Monitoring Institution for the State. Steps are being taken to increase manpower at the district level and intensifying community mobilisation, awareness camps to PTAs and revamping the monitoring mechanism to arrest drop-out rates. (Details of revamping the monitoring mechanism at Chapter IX)
- A plan of action has been formulated for training of untrained teachers which includes deputation for the CPE Course being conducted through IGNOU. In addition DIETs are conducting short term training for existing teachers. Training programmes conducted by professional institutions like the NCERT, NIEPA, NCTE etc. are also taken advantage of.

The implementation of the Sarva Shiksha Abhiyan Scheme in the State has shown steady progress during the last one year. Effort has been made to gear up the implementation at all levels starting at the State Level to the Village Level. To ensure that the momentum continues on an upward trend, the State Implementation Society is maintaining a very close coordination with all the seven Districts in the State. It has been observed that the implementation is better in some Districts and slow in others, but the good practices from more effective Districts will be replicated in the other Districts so as to ensure that no District lags behind. If lessons are to be learnt from past experiences, the urgent need is to take corrective steps regarding the inconsistent database that had dogged the plan formulae in the past and weakened the project set up. All efforts are being made to rectify the situation and it is expected that implementation of SSA Programme will take a positive turn in 2006-07.

Sarva Shiksha Abhiyan envisages bringing about awareness to the community regarding their responsibility in the proper functioning of schools in their villages. It stresses on useful and relevant education leading to improvement of capabilities of the children through provision of community owned and community managed school system. There is a major challenge in spreading awareness among the communities especially in the rural areas. As per the 2001 census report the literacy percentage in the state is only 62.6 %, lower than the national literacy average which stands at 65.38%. It was also observed that the gap between urban and rural literacy was 30%. Thus effective implementation calls for dedicated and sincere officers and staff at the grass root level with sufficient qualification to give academic support and motivational skills. It is found that most teachers in the rural schools are themselves educated in village schools with poor grade teaching methodologies. Teachers shall be intensively trained by the DIET, BRPs and other Resource Groups and will be constantly supervised and monitored by resource persons. The training module will highlight on the importance of 'joyful learning' in order to reduce drop-out rates.

CHAPTER -- II STATE PROFILE

Meghalaya came into existence on 21st January in 1972, by carving two hill districts of Khasi & Jaintia Hills and Garo Hills out of the state of Assam. It covers a total area of 22,429 sq. km and has a population of 23,18,822. Over the years, 5 more districts have been created as may be seen from the table below.

The Area, Population and Administrative Districts of the State as per the Census 2001 is as follows :

<u>District</u>	<u>Date of Creation</u>	<u>Area in sq. kms.</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
East Khasi Hills	28 th Oct 1976	2748	333553	327370	660923
Ri Bhoi	4 th June 1992	2448	99319	93471	192790
West Khasi Hills	28 th Oct 1976	5247	150419	145630	296049
Jaintia Hills	21 st Feb 1972	3819	149891	149217	299108
East Garo Hills	23 rd Oct 1976	2603	127474	123108	250582
West Garo Hills	23 rd Oct 1976	3677	263424	254966	518390
South Garo Hills	18 th June 1992	1887	52007	48973	100980
Meghalaya	21st Jan 1972	22429	1176087	1142735	2318822

Civil Sub-divisions, C & RD Blocks which also indicate the no. of BRCs, CRCs and no. of VECs appointed till 31.03.2006 are as follows:

Table: 2.1

District	No. Civil Sub-Divisions	Blocks / BRCs	No. of CRCs	No. of VECs
East Khasi Hills	2	8	60	784
Ri Bhoi	1	3	31	573
West Khasi Hills	3	6	38	1006
Jaintia Hills	3	5	50	484
East Garo Hills	2	5	42	936
West Garo Hills	3	8	45	733
South Garo Hills	1	4	29	185
Total:	15	39	295	4701

As per the 2001 census report the literacy percentage in the state is only 62.6 % as against the national level which stands at 65.38 %. It was also observed that the gap between urban and rural literacy was 30%. Thus effective implementation calls for dedicated and sincere officers and staff at the grass root level with sufficient qualification to give academic support and motivational skills. Table below gives the literacy rate (as per 2001 Census):

Table 2.2: Literacy

Name of the District	Literacy Rate in Percentage								
	All Communities			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. East Khasi Hills	77.3	74.8	76.1	66.8	66.9	66.9	90.6	84.7	87.7
2. West Khasi Hills	66.5	63.7	65.1	64.3	61.2	62.8	83.3	82.1	82.7
3. Ri Bhoi	68.8	62.4	65.7	68.2	61.7	65.0	76.8	71.8	74.3
4. Jaintia Hills	50.1	53.7	51.9	46.1	50.2	48.2	91.4	87.6	89.5
5. East Garo Hills	66.1	54.9	60.6	63.0	50.9	57.0	84.5	78.1	81.3
6. West Garo Hills	57.0	44.1	50.7	52.5	38.9	46.0	89.6	82.4	86.0
7. South Garo Hills	61.5	48.0	55.0	59.0	44.9	52.0	85.8	81.5	83.7
State	65.4	59.6	62.6	59.2	53.2	56.3	89.0	83.5	86.3

* Source : Census of India 2001.

The Districts:

1. Shillong, the famous hill station and capital of the state is located at the East Khasi Hills district. Geographically, the District consist of the War area in the South and the Khyntiam area which is a highland area in the middle of the District. The District has two Civil Sub-divisions and eight Community & Rural Development Blocks. It has the highest population in the state which stands at 6,60,923 as per 2001 census. Cherrapunji, the rainiest place in the world, is in Sohra Sub-division in East Khasi Hills.
2. West Khasi Hills, the largest district in the state and covers an area of 5247 sq. kms and has population of 2,96,049. The district has three civil sub-divisions and five community development blocks.
3. Ri Bhoi district has a population of 1,92,790 and covers an area of 2448 sq. kms. It is located near the neighboring state of Assam. The national highway from Guwahati to Shillong runs through this district. It has one Civil Sub-division and three community development blocks.
4. The Jaintia Hills district is another district where the national highway run through to other districts of Assam and other states like Manipur, Mizoram and Tripura. It covers an area of 3,819 sq. kms and has a population of 2,99,108. It has three Civil sub-divisions and five community development blocks.
5. East Garo Hills is one of the low lying areas of the state as it meets the plains of Assam on the north. It covers an area of 2603 sq. kms with a population of 2, 50,582. It has two Civil Sub-divisions and five community development blocks.
6. West Garo Hills has an area of 3714 sq. kms with a population of 5,18,380. It is the second largest district in the state. The district has both hilly terrain and plain areas. It has three civil sub-divisions and eight community development blocks.

7. South Garo Hills district is the smallest district in the state with an area of 1887 sq. kms. and population of 1,00,980. It has one civil sub-division and four community development blocks.

People:

The people of Meghalaya are not of the same ethnic origin. The predominant groups are : the Khasis, the Jaintias and the Garos. Besides the local tribals, population in the plain belts of the state consists of a large section of non-tribal population like the Bengalis, Assamese, Nepalese, Biharis etc., who are cultivators, business men, professionals, government employees etc. Other tribal inhabitants are Hajongs, Rabhas, Koch, Mizos, Manipuris and Nagas.

The Khasis inhabit the eastern part of Meghalaya and the ones occupying the northern lowlands and foothills in Ri Bhoi district are known as the Bhois. Those living in the southern tracts are termed 'Wars'. Again among the Wars, those living in the Khasi Hills are called War-Khasis and those in the Jaintia Hills, War -Pnars or War-Jaintias.

In the Jaintia Hills we have the Khyrwangs, Labangs, Nangphylluts, Nangtungs in the north-eastern part and the east. In the West Khasi Hills live the Lyngams. But they are all believed to have descended from the Ki Hynniew Trep and are known by the generic name of Khasi-Pnars or simply as 'Khasis'. They have the same traditions, customs and language with a little variations owing to geographical divisions.

The people who reside in the three districts of Garo Hills are known as the 'Garos' or the 'A'chiks' in their own language. The Garo society is divided into 'Chatchis' or clans which are further sub divided into sub-clans or 'Ma'chongs'. These 'Ma'chongs are the basic units in the Garo social structure, and are usually named after animals, rivers, hills, caves etc.

There is one unique feature common to the Khasis, Jaintias and the Garos in their social practice, and that is the system of matrilineal practice as these tribes trace their lineage from their mother's title and the man leaves the parental home to live with the wife after marriage. Common to all these tribes, marriage within a clan is taboo.

Economy:

The state of Meghalaya has a lot of untapped natural resources. There are no heavy industries in the state and small industries includes plywood, fruit preservation, beverage factories and state owned cement factory and hydro-electricity. Nearly 80% of the population live in the villages and depend primarily and predominantly on agriculture.

The major minerals, which are presently exploited are Coal, Limestone, Clay and Sillimanite. These mineral are utilized in several mineral-based industries in the country. Besides, Coal and limestone are exported to Bangladesh, earning a good amount of foreign exchange. Other minerals are, phospherite, glass-sand or silica sand, quartz, feldspar, gypsum etc. However, these activities are confined only to a few coal belt areas in the state.

The state is connected only through the State of Assam with the rest of India. Roads are the main means of communication in the State. The state is trying its level best to improve the economy through Agriculture and Handloom products. Strawberry cultivation and floriculture are being introduced to the local farmers and already the

products are making an impact in the local markets including cities in other states as both products are in great demand.

Climate:

Though the state in general enjoys salubrious climate throughout the year, the monsoon rains can play havoc with road communications specially in the rural areas.

The most difficult situation arises during the monsoons when the roads turn slippery and muddy and small streams turn to angry rivers preventing the children from crossing to reach the village schools. This not only pose a problem to the school going children but also to the field staff for monitoring activities. Out of the 10 academic months, the monsoon rains start from the month of May and lasts till September.

The need for bringing the schools closer to the villages is being achieved through EGS centers and manpower for supervisory purposes are being increased.

Language

The majority of the populations in Meghalaya use the Khasi and Garo language with English as the official language of the State. The different tribes and communities communicate with each other through English, Hindi and local tribal dialects. Besides these, Bengali, Assamese, and Nepalese languages are used commonly. The medium of instruction in the educational institutions is English except at the primary stage where the mother tongue is the medium of instruction

CHAPTER – III EDUCATIONAL SCENARIO

Meghalaya faces a major challenge in the educational scenario, specially because the 2001 Census projected the literacy rate of the state as 62.6 %, which is lower than the national average which stands at 65.38 %.

The literacy rate of different Districts as per the 1991 census and census figures 2001 is as follows :

<u>District</u>	<u>2001</u>			<u>1991</u>
	<u>Male</u>	<u>Female</u>	<u>Total</u>	
1. East Khasi Hills	77.3	74.8	76.1	64.57
2. Ri Bhoi	68.8	62.4	65.7	39.92
3. West Khasi Hills	66.5	63.7	65.1	50.52
4. Jaintia Hills	50.1	53.7	51.9	35.32
5. East Garo Hills	66.1	54.9	60.6	48.36
6. West Garo Hills	57.0	44.1	50.7	38.64
7. South Garo Hills	61.5	48.0	55.0	44.88
Meghalaya	65.4	59.6	62.6	49.10

According to the latest information submitted by the Districts the total no. of habitations is 8561 and as per the updated figures the habitations having access to Primary Education is 5919.

Table: 3.1: Habitations (2006)

District	No of villages	Habitations	With LPS	Without LPS	With UPS	Without UPS
East Khasi Hills	980	1147	857	290	249	898
Ri Bhoi	548	682	603	79	203	479
West Khasi Hills	957	1558	1236	322	304	1254
Jaintia Hills	490	1507	1021	486	144	1363
East Garo Hills	887	934	462	472	144	790
West Garo Hills	1499	1887	1509	378	315	1572
South Garo Hills	615	846	231	615	122	724
Total :	5976	8561	5919	2642	1481	7080

Source : No. of villages - Census 2001
Habitations -- District Plans

Table 3.2 : Child Population of 2005-06

The Child Population of 2005-06 in the age group 6-14 is as indicated below:

District	6 – 10			11 – 14			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East Khasi Hills	46744	46870	93614	41692	41850	83542	88436	88720	177156
Ri Bhoi	14364	13942	28306	12117	11652	23769	26481	25594	52075
West Khasi Hills	42647	40834	83481	23754	24311	48065	66401	65145	131546
Jaintia Hills	21602	21810	43412	14298	13761	28059	35900	35571	71471
East Garo Hills	37307	33513	70820	15161	13311	28472	52468	46824	99292
West Garo Hills	69984	66831	136815	28718	26976	55694	98702	93807	192509
South Garo Hills	20065	18186	38251	18143	13999	32142	38208	32185	70393
Total :	252713	241986	494699	153883	145860	299743	406596	387846	794442

Source: AWP and B Districts Plan

The present status of enrolment is as indicated in the table below :

Table 3.3 : Enrolment of 2005-06

District	PRIMARY			UPPER PRIMARY			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East Khasi Hills	55443	56030	111473	22145	24475	46620	77588	80505	158093
Ri Bhoi	13085	12188	25273	5127	5247	10374	18212	17435	35647
West Khasi Hills	41094	38959	80053	10689	12163	22852	51783	51122	102905
Jaintia Hills	14281	16131	30412	6412	7895	14307	20693	24026	44719
East Garo Hills	31425	29780	61205	10637	9125	19762	42062	38905	80967
West Garo Hills	54563	51912	106475	24186	21717	45903	78749	73629	152378
South Garo Hills	16943	12646	29589	9439	9123	18562	26382	21769	48151
	226834	217646	444480	88635	89745	178380	315469	307391	622860

Total child population is 794442 and enrolment is 622860. Out of the total Number of out of school children which stands at 109636, 61946 children were enrolled in 1964 EGS Centres during the last year. The no. of out of school children will be taken up either through EGS or other interventions under AIE during the current year.

The Gross Enrolment Ratio, Net Enrolment Ratio and the Transition Rate for 2005-06 are as indicated below :

Gross Enrolment Ratio

Primary (Classes I-IV) - 91.74 %

Upper Primary (Classes V-VII)- 62.28 %

Net Enrolment Ratio

Primary (Classes I-IV) - 67 %

Upper Primary (Classes V-VII)- 41.41 %

The transition rate from Primary to Upper Primary, i.e., Class IV to V is 80 %

The no. of Elementary Schools in the State are as indicated below:

Table 3.4

Number of Elementary Schools

DISTRICT	PRIMARY				UPPER PRIMARY			
	GOVT.	AIDED	SSA	TOTAL	GOVT.	AIDED	SSA	TOTAL
East Khasi Hills	194	732	170	1096	9	214	132	355
Ri Bhoi	134	174	158	466	3	84	102	189
West Khasi Hills	274	738	143	1155	13	184	107	304
Jaintia Hills	321	213	83	617	12	97	125	234
East Garo Hills	486	215	50	751	9	92	118	219
West Garo Hills	851	291	203	1345	6	250	80	336
South Garo Hills	279	112	30	421	4	59	59	122
TOTAL	2539	2475	837	5851	56	980	723	1759

Total number of schools in the state is 7610

The ratio of Upper Primary to Primary schools is 1 : 3.3

The State still has a substantial number of Single Teacher Schools but. District-wise single teacher schools may be seen in the table below :

No. of Single Teacher Schools

Table 3.5 : Single Teacher School

Districts	Total
East Khasi Hills	64
Ri Bhoi	28
West Khasi Hills	199
Jaintia Hills	110
East Garo Hills	96
West Garo Hills	186
South Garo Hills	82
Total :	765

The number of teachers at the Primary Schools is 13745 and at the Upper Primary is 7407 and the enrolment is 444808 at the Primary level and 167861 at the Upper Primary level.

The Teacher Pupil ratio at the Primary Level is **1:32** and at the Upper Primary **1:23**

Table 3.6 : Status of Trained/ Untrained Elementary Teachers as on 1st March 2006

DISTRICT	Total			% of untrained
	Total	Trained	Untrained	
East Khasi Hills	4451	1998	2453	55.11%
Ri Bhoi	1807	888	919	50.86%
West Khasi Hills	3819	1869	1950	51.06 %
Jaintia Hills	2813	2038	775	27.55%
East Garo Hills	2599	1434	1165	44.82%
West Garo Hills	4271	1610	2661	62.30%
South Garo Hills	1392	693	699	50.22%
TOTAL	21152	10530	10622	50.22%

The Drop out rate for the year 2005-06 which has been taken from the study conducted by the DERT for 2003 is as follows:

Classes I - IV (6 - 10)	-	30.24 %
Classes V - VII (11 - VII)	-	15.47 %

Govt. of India had actually desired to work out the drop out rate from the DISE Data. However, in view of some inconsistencies and incomparability on enrolment figures of the data for the 2 years, the exercise could not be taken up. The matter is a cause for concern and for which reason the NEHU has been entrusted with the task of conducting a Comprehensive study on drop-outs and the exact and accurate figure of drop outs may be possible on completion of the study.

It is expected that with revamping of monitoring system, teachers' training and Community trainings and mobilization activities, drop-out rates can be reduced to a great degree.

CHAPTER - IV

PLANNING PROCESS

The planning process in Sarva Shiksha Abhiyan aims at bridging the social, regional and gender gaps with active participation of the community. The entire planning process under SSA is based on the 19 information tables which provide the basic data of district educational scenario. The State Project Office has made an effort to train the district, block and village level workers in the procedure of planning for the AWP & B. While the results might not be without flaws, it was observed that many districts have tried their best to improvise on the information and experience gathered over the years in an attempt to reach the goals of UEE. The trainings of the BRPs were conducted with the help of the Sr. Consultants and Resource Persons from the TSG, EDCIL, NIAR LBSNAA, Mussoorie as well as Resource Persons from the neighboring state of Assam.

The districts had been instructed to give a database based on basic facts so that it can provide a reliable, practical and sustainable plan for the whole state. Therefore, the initial stage of planning involves visits to the villages by the CRCCs for habitation mapping which shows the details of actual educational scenario of the habitations.

The planning process has the bottom – up approach in a decentralized manner so that community participation is encouraged and they are sensitized to the issues pertaining to their habitations. The planning process at the district levels are expected to take shape at the grass-root level, so the planning at the district level starts right from the community level as follows:

- Community based micro-planning and survey of needs, problems and available resources.
- Planning for coverage of special focus groups.
- Coordination with the NGOs.

The State is grateful to the Govt. of India for the assistance given through the Consultants from TSG, Ed.CIL and Resource Persons from LBSNAA, NIAR Mussoorie, for the Workshops conducted by them for Capacity Building for officers at different levels which has benefited the State to a large extent.

CHAPTER – V

PROGRESS OVERVIEW AND TARGETS

In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, the Government of India has started the Sarva Shiksha Abhiyan programme to achieve this long cherished goal of Universalisation of Elementary Education (UEE).

The state of Meghalaya joined hands with the rest of the country in the SSA mission. The Sarva Shiksha Abhiyan State Mission Authority of Meghalaya (SSASMAM) was constituted as a society and registered as such under the Registration of Societies Act 1983. Despite various difficulties, the state is trying its best to overcome the hurdles and made slow but considerable progress in the past years.

Due to poor performance, the PAB had advised the state to intensify capacity building measures to the Resource Persons and the BMCs. The state has conducted several capacity building /orientation trainings to the District Mission Coordinators, Joint Mission Coordinators, BMCs and the Resource Persons from the DIETs.

The following table shows the number of trainings conducted in the last financial year: **Table 5.1**

Dates	Meetings/Workshop/ Training	Participants	Resource Persons	Venue
14 th - 15 th September 2005	Training on Strengthening & Capacity Building of BMCs & CRCCs	DMCs/Principal DIETs/BRPs	Resource Persons from Assam.	State Project Office
- do -	Training on Civil Works	State & District Civil Works Coordinators and Block Sub- Engineers	Shri S. Girhotra, Sr. Consultant, EDCIL.. Resource Persons from IIT Guwahati/PWD Engineer/CBR/RRork ee.	
30 th Sep - 1 st Oct. 2005	Workshop on Out of School Children	DMCs/Principal, DIETs/BMCs/Di st. Coordinators.	1. Shri R.K. Mishra, Consultant TSG 2. Ms. S. Barualh	State Project Office

6 th , 7 th and 8 th Oct, '05	Workshop on IED	DMCS/Principal DIETs/IED Coordinators/ NGOs	1. Smt. Arzoo Dutta 2. Smt. Anuprya Chadda	State Project Office
2nd Dec. 2005	Meeting on formation of State Resource Group of IED	NGOs, NEHU, NERIE, IGNOU, Social Welfare, DHS, DERT and St. Coordinators.		State Project Office
8 th & 9 th Dec 2005	Workshop on Material Development	DIET faculties of all districts	1. Shri R.K. Mishra 2. Smt. S. Baruah	State Project Office
12 th to 17 th Dec. 2005	Training Programme of AWP & B of SSA	DMCs with 4 Officers and one representative from the DIET	Resource Persons from NIAR IBSNA Mussoorie	State Project Office
13 th to 16 th Dec. 2005	Training Programme on VEC roles & functions	DMC East Khasi Hills & 20 BRGs	- do -	State Project Office
22 nd - 25 th March 2006	2 nd Phase of the AWP & B Workshop	DMCs/BRPs and DIET faculties	- do -	MATI
5 th - 11 th April 2006	Training of KRPs on IED	40 Participants, NGOs, DIET faculties and Dist. Coordinators IED	Resource Persons from Bethany Society	State Project Office

The SSA staffing pattern at the SPD's office has increased and now stands as:

Table 5.2

Cell/Unit	Post		Annual Requirement	Total
MIS	Stat. Consultant	10000x12	120000	432000
	Programmer Cum Analyst	10000x12	120000	
	Data Entry Operator (2)	8000x 2x12	192000	
Financial Management	Financial Consultant	10000x12	120000	426000
	Finance and Account Officer	10000x12	120000	
	Sr. Accountant	8000x12	96000	
	Accountant	7500x12	90000	
Civil Works	Co-ordinator	10000x12	120000	120000
IED & ECCE	Co-ordinator	10000x12	120000	120000
Community Mobiliser & EGS/AIE	Co-ordinator	10000x12	120000	120000
Pedagogy & Teachers' Training	Co-ordinator	10000x12	120000	120000
Planning	Co-ordinator	10000x12	120000	120000
			Total =	14,58,000

Appointment of Coordinators/Resource Persons are under continuous consideration as and when the need arises. The above appointments therefore are likely to increase in future as many Coordinators are looking after more than one component.

At the district level the appointment of Coordinators have taken up a similar pattern as a result of which there had been better achievement levels as compared to the earlier performances.

Fund Position :

(Rs. In lakhs)

i. Receipt of Funds -**2001-2002**

Govt. of India Share	-	Rs. 795.27	
State Share	-	<u>Rs. 140.34</u>	Rs. 935.61

2002-2003

Govt. of India Share	-	Rs. 683.77	
	-	<u>Rs. 27.60</u>	Rs. 711.37
State Share	-	Rs. 102.50	
	-	<u>Rs. 289.47</u>	Rs. 391.97

2003-2004

1. Central Share	-	Rs. 825.77	
2. State Share	-	<u>Rs. 400.33</u>	Rs. 1226.10

2004-2005**1. Central Share**

(i) SSA	-	Rs. 2921.19	
(ii) NPEGEL	-	<u>Rs. 9.62</u>	Rs. 2930.81
(including KGBV of Rs. 13.32 lakhs)			

2. State Share

(i) SSA	-	Rs. 442.16	
(ii) NPEGEL	-	<u>Rs. 0.56</u>	Rs. 442.53
			Rs. 3373.34

2005-2006**1. Central Share:**

(i) SSA	-	Rs. 1921.00	
(ii) NPEGEL	-	<u>Nil</u>	Rs. 1921.00

2. State Share received:

(i) SSA (Amount credited to SSA Account)-		Rs. 371.42	
(ii) Amount drawn by DEME receivable	-	Rs. 440.24	
(iii) NPEGEL		<u>Rs. 1.60</u>	Rs. 813.26
(Excluding KBV of Rs. 4.44 lakhs)			

Total Central and State Share since inception up to 31.3.2006 **Rs. 9372.65**

II. Expenditure

2001-2002	-	Rs.	26.16
2002-2003	-	Rs.	723.92
2003-2004	-	Rs.	2285.37
2004-2005	-	Rs.	2150.33
2005-2006:			
(i) SSA	-	Rs.	3526.81
(ii) NPEGEL	-	Rs.	<u>6.41</u> <u>Rs. 3533.22</u>

Total Expenditure since inception till 31.3.06 **Rs. 8719.00**

Unspent Balance as on 31.3.2006 **Rs. 653.65**

Add interest accrued **Rs. 78.72**

Closing Balance as on 31.3.2006 **Rs. 732.37**

Table 5.3

The Expenditure Budget Analysis for the Financial Year ended on 31.03.2006 is as follows :-

Name of the State : Meghalaya

Particulars	AWP & B			Opening Balance	Releases by Govt. of India	Releases by State	Reported Expenditure	Balance
	Original	Supplementary	Total					
1	2	3	4	5	6	7	8	9
1. SSA	2244.629	1218.101	3462.730	1525.700	1921.000	811.660	3526.810	732.26
2. NPEGEL	8.200	-	8.200	0.100	4.810	1.600	6.410	0.10
Total	2252.829	1218.101	3470.93	1525.8	1925.81	813.26	3533.22	732.37

Budget Provision/Receipt of State and Central share and Expenditure of SSA, NPEGEL from 2001-02 to 2005-06

State	Year	AWP&B (Rs. in lakhs)	Release of funds (Rs. in lakhs)		Due State Share as per GOI release (Rs. in lakhs)	Shortfall(+) Excess (-) (Rs. in lakhs)	Expenditure at SPD (Rupees in lakhs)	Unspent balance with SPD at the end of each year (Rupees in lakhs)	Actual Audited Expenditure in Rupees
			GOI	State					
Meghalaya	2001-02	1871.24	795.27	140.34	140.34	-	26.16	909.45	26,16,000.00
	2002-03	2262.21	711.37	391.97	237.12	(+) 154.85	723.92	1288.87	44,80,575.76
	2003-04	4022.64	825.77	400.33	275.26	(+) 125.07	2285.37	229.60	16,30,42,045.91
	2004-05	5427.12	2930.81	442.53	976.94	(-) 534.41	2150.33	1452.61	16,80,33,886.72
	2005-06	3470.93	1921.00	813.26	640.33	(+) 172.93	3533.22	653.65	Yet to be ascertained
	Total	17054.14	7184.22	2188.43	2269.99	(-) 81.56	8719.00	653.65	

1. During 2005-06 against the State's proposal of Rs. 6567.293 lakh, PAB approved (72nd Meeting) Rs. 2252.829 lakhs. Supplementary provision of Rs. 1925.788 lakhs was sought for additional activities against which PAB (February 2006) recommended Rs. 1218.101 making the total provision for 2005-06 to Rs. 3470.93 lakhs
2. The unspent balance on 31-03-2006 at SPD is inclusive of State share Rs. 440.24 lakh released 31-03-2006 but kept in the Civil Deposit.
3. The sharing pattern of investment in SSA has been changed from 2005-06 i.e from 75:25 between Central and State to 75:15:10 among Central Govt., DONER, and State. The State however had clear its shares upto 2005-06 on the existing sharing pattern i.e 75:25. The State share for the year 2006-07 will be calculated afresh and excess release if any would be adjusted.

Physical Achievements –

837 LPS have been provided grant-in aid for Teachers' salary @ Rs.3000/- per school for 2 Teachers.

723 LPS have been upgraded to UPS level by extending teachers salary @ Rs.6000/- p.m. per school.

837 LPS have been provided a one- time grant @ 10,000/- per school for teaching and learning equipments.

723 UPS have been provided a one-time grant of Rs. 50,000/- per school for teaching and learning equipments.

The ratio of Upper Primary to Primary Schools has improved from 1 : 4.3 to 1 : 3.3.

Text books have been given to 195677 Primary School Children and 99984 to Upper Primary School Children.

All existing LPS & UPS in the State have been given school grants of Rs. 2000/- per school.

All existing LPS & UPS Teachers have been provided Rs 500/- per annum for purchase of materials required for making low- cost teaching aids.

8675 existing teachers have been given in service training.

1964 EGS Centre have been opened.

1245 LP and UP Teachers have been deputed to undergo the CPE Course being conducted by IGNOU for the session July 2005.

DISE Data with September, 2004 as base date has been submitted to NIEPA.

DISE Data with September, 2005 as base date has received from 4 Districts and Data from the remaining 3 Districts is expected by the end of April, 2006.

39 Block Resource Centres and 295 Cluster Resource Centres have been operationalised.

All BRCs are also being geared up to function as Study Centres for the CPE Course being conducted by IGNOU for Training of Teachers.

MIS has been set up at the State and District Level and manned by:

- Programmer-cum-Analyst.
- Data Entry Operators.

Financial Unit has been strengthened:

State level – Financial Consultant, FAO and Sr. Accountant.

District level – 1 Accountant in every District.

Sub Division level – 1 Accountant in every Sub-Division.

State Coordinators have been appointed in the following areas:

- Training.
- Alternative Schooling.
- IED and ECCE.
- Community Mobiliser.
- Research, Evaluation, Monitoring and Supervision.
- Civil Works.
- Planning
- Pedagogy

6579 Children with Special needs have been assessed in 22 Blocks out of which 3477 are in schools. Assessment camps in the remaining 17 Blocks is being taken up.

- Survey data is being updated.
- IED Component is included in all SSA training modules.
- DIETs have been requested to include IED Component in the Syllabus for Training of teachers.
- 90 days training given by Bethany Society is being taken advantage of.
- NGOs having training facilities are being contacted.

All school buildings being given grant for construction will henceforth be barrier-free.

In Civil Works, the following have been undertaken:

34 BRCs have been sanctioned Building grant at Rs.6 lakhs per BRC.
48 CRCs have been sanctioned Building grant at Rs. 2 lakhs per CRC.
231 Primary school buildings without toilets @ Rs.1.50 lakhs, and
100 primary school buildings with toilets facilities Rs.1.70 lakhs

Management Information System (MIS) has been set up at the State and District Level. The post of Programmer has also been approved for all the 7 Districts, over and above the Data Entry Operators. Hardware and Software has been provided.

Annual Reports/Auditing of Accounts – The Accounts of the Mission have been audited by a Chartered Accountant up to 2004-05 and the same have been submitted to Govt. of India.

Selection of Internal Auditor and External Auditor for auditing the accounts of the SSA State Mission Authority for 2005-06 is under process.

National Programme for Education of Girls at Elementary Level (NPEGEL)

- i. 5 (five) Cluster Model Schools have been identified.
- ii. 1 (one) Cluster Model School has been started.
- iii. For creation of awareness, the following activities were undertaken:
 - a. Education Mela.
 - b. Cluster level meetings were held.
 - c. Publicity through posters and banners.
- iv. Training was conducted for :
 - a. Teachers.
 - b. Community leaders.
 - c. EGS and ECCE Volunteers.

The Executive Committee has met four times on 2nd May 2005, 23rd June 2005, 21st December 2005 and 18th January 2006. The last meeting of the General Body was on 24th June 2003 and has not been able to meet since

CHAPTER VI PROBLEMS AND ISSUES

The past experience in implementing SSA Programme brought to light many difficulties that existed even prior to the introduction of the scheme. The state is trying its level best to solve most of the problems and plans are already underway to tackle some of the most persistent problems by applying new strategies.

Some of the problems identified are as follows:

- Lack of trained Resource Persons at the State level – this issue is expected to be improved with the appointment of Resource Persons/Coordinators who are already receiving trainings under various institutes.
- Lack of clarity on conceptual issues - the BRPs and the CRPs were more involved with administrative issues rather than academic. The problem is somewhat connected to above as the field resource people did not receive proper training even after appointment. Though the DIETs have been established in all the districts, most had been established only in 2005 and the concept of SSA was also new to them. However, this shortfall is expected to be solved in the next few months as the DIETs are already evolving into vibrant academic bodies, eager to teach and impart knowledge. The Resource Persons will not only receive training from the DIET but will also receive leadership training from professional institutions/organizations.
- Lack of proper monitoring at the grass-root level. The CRPs were unable to cover all the schools within their jurisdiction as the number of schools in one cluster were many. Moreover, bad road communications, onslaught of monsoon rains add to the problem. This problem is expected to be solved as more CRCs are proposed to be setup and number of schools per cluster is being reduced. Simultaneously, there will be trainings conducted for VECs and Community leaders so as to increase their awareness in community management of elementary education and give them a feeling of ownership.
- Lack of trained teachers have led to underachievement of quality education. However it is expected that all untrained teachers would be covered by the year 2010 through IGNOU and other teachers' training institutes. Moreover, there will be orientation trainings for in-service teachers to stress on the need of quality dimensions of teaching methodology. These training programmes are expected to upgrade the knowledge, skills and competencies of the teachers.
- The state has a major challenge in changing the mindset of the people as the literacy rate as per 2001 census is 62.6 %, and the gap between the urban and rural literacy is 30 %. It is imperative therefore, to motivate the villagers to participate in academic activities even if it is only to send children to school.

- Orientation and sensitization trainings were not taken up in the past which resulted in lack of awareness on the concept of IED and mainstreaming of CWSN children. Many district officers have mentioned the problem of lack of trained teachers for special education.

Most districts express similar problems at the district levels. It is expected that the state will overcome the above hurdles with continuous training programme of field workers. Already new innovative schemes and strategies are being worked out by the District officers. Moreover, placement of Coordinators for different components is expected to yield results in the coming years.

By intensifying community mobilisation, teachers and resource persons, training, revamping the monitoring activities, the problems faced by the state can be a thing of the past. It shall also be endeavoured to learn from other states, incorporate and improve on past mistakes as well as improvise on achievements.

CHAPTER VII STRATEGIES AND INTERVENTIONS

On the problem issues which have been indicated in the previous chapter, the Districts are now trying to introduce innovative strategies to improve the educational scenario in their respective districts. Some districts are trying to improve on convergence with NGOs by involving more NGOs and introducing new schemes and programmes in order to reduce the number of out of school children. It has been found from experience that introduction of only EGS Centres will not be able to cater to the total population of out of school children.

- In case of East Garo Hills, the district has come under 'Focus District' for its poor achievement level. The district is probably one of the most difficult districts having many inaccessible villages, difficult terrain and sparse population in interior villages. It has been proposed by the district to go for Innovative Scheme to reach the most remote parts of the district. A special SC/ST scheme has been planned for school drop-outs in remote villages of 5 blocks. The scheme will cover all out of school children in remote villages who had dropped out of school due to various reasons. These bridge courses will also cover community mobilisation and a special drive shall be given to the local youth in leadership training and the same set of working group shall be involved in motivating the community in participating in educational management.
- In East Khasi Hills, a new proposal has been mooted to start a pilot project for the Urban deprived children through introduction of convenient learning environment through an NGO which had been running an EGS centre successfully. The project is to be taken up on pilot project basis to give an opportunity to the children who are unable to attend expensive schools for quality education. The focus here is to impart education along with life skills, developing in them skills related to a wide variety of areas such as health, social needs and occupational skills. The total budget proposal for the pilot project comes to Rs. 2.94 lakhs.
- Jaintia Hills district has also proposed for running alternative schools/ Bridge Courses for the out of school children and urban deprived (SC/ST) to be run by well established NGOs. It is expected that the non-school going children working in the coal -fields would be covered within this scheme. The DIET has undertaken to give intensive training for all the Education Volunteers to meet the challenge. Total amount for the project comes to Rs. 11.99 lakhs.
- In West Garo Hills, the district is making an effort to mainstream the out-of-school female children belonging to the Muslim minority community. West Garo Hills is the only district in the state having a substantial number of Muslim Community in the plain belts. The district is also revising their Winter Camp strategy by improving on the Winter Camps and Bridge Courses. These strategies are being taken in addition to the NPEGEL and the KGBV scheme already under implementation in this district. Total amount for the scheme comes to Rs. 2.60 lakhs.

Other districts like the South Garo Hills, Ri Bhoi and West Khasi Hills are undertaking to improve on the existing EGS and AIE programmes while efforts are being renewed to motivate community participation through community mobilisation.

At the state level, the overall responsibility of monitoring on the effective implementation lies with the SPO. The Sarva Shiksha Abhiyan is an effort to universalize access to and retention in school while at the same time emphasizing quality of elementary education through field-based, holistic and convergent approaches. The state has made strategic plans in an effort to tackle the problem areas so as to achieve the goals within the time frame.

- **Capacity Building :** In order to carry out field level and field relevant works in the elementary schools is to build the capacity of the Resource Persons and the teachers. While training programmes and capacity building trainings are already being given to the field workers, teachers and the Resource Persons, training modules are being revised and improved at the DIET levels. Moreover, exposure trips for the Resource Persons and Coordinators are being planned for better perception and clarity of the SSA goals.
- **Quality Education:** In order to improve quality education, all untrained teachers shall be trained and planning made to cover them in the next two years. Efforts are also being made to improve the training modules both for the resource persons and the teachers.

7.1. Access :

It may be seen from Table 3.1 on Habitations that all Census Villages have more or less been covered by Primary Schools. However; only about 69 % of the habitations have Primary schooling facility, one of the reasons being the small habitation size. The State proposes to provide formal schooling facility to 233 viable habitations and either EGS or AIE facility to other uncovered unviable habitations.

Universal access is one of the main goals of UEE. The state plan for 2006-07 envisages opening of 233 Primary Schools, upgradation of 300 Primary to Upper Primary level and provision of an additional teacher in 765 Single Teacher Schools.

7.2. Out of School Children:

During the year 2005-06, the enrolment has increased from 567169 to 622860 in formal schools and 61946 have been enrolled in EGS Centres. The coverage of Out of School children through both formal schools and EGS and AIE was 117637.

However, as per records the number of Out of School children is still 109636 and during 2006-07 the Plan proposes to cover these children through the following interventions:

EGS Centres	-	68132
Bridge Course	-	5257
Back to School Camps/Oth	-	22936
Mainstreaming	-	13311

For the purpose of meeting the objectives of UEE, the state is making an all out effort to bring all out of school children to school. There are 109636 Out of school children. It is envisaged that an endeavour shall be made to provide schooling facilities to all these Out of School Children as per the interventions indicated below:

Table 7.a

District	Number of Out of School Children	EGS				Mainstreaming	Bridge Course		Back to School Camp		Others (Innovations SC/ST)
		Existing	No. of children in existing EGS	Proposed	No. of children to be covered (06-07)		No. of Courses	No. of Children	No. of Centres	No. of Children	
West Khasi Hills	12617	213	6446	228	9495		9	800	90	2322	
Bhoi	13002	159	3426	45	11502		10	1500	-		
West Khasi Hills	12840	224	15801	51	4320	2923			16	5597	
West Khasi Hills	12472	470	14280	97	4850		5	1250	18	6372	
West Garo Hills	15864	280	2461	50	9207	676	5	553	125	5428	
West Garo Hills	26624	377	13507	135	16074	7103	8	230			3217
South Garo Hills	16217	241	6025	61	12684	2609	4	924			
Total	109636	1964	61946	667	68132	13311	41	5257	249	19719	3217

Number of Out of School Children	109636
Number of Children to be covered under EGS Centres	68132
Number of Children to be covered under Bridge Course	5257
Number of Children to be covered under Back To School Camp	19719
Others	3217
Number of Children to be mainstreamed	13311

SI No	Item	Primary Level Centre	Upper Primary Level Centre
1	Honorarium to Educational Volunteers	Rs. 1500/- pm @ Rs. 1500 pm EV	Rs. 3,000/- pm, Rs. 1,500/- for each Educational Volunteer @ two EVs per centre
2	Training Education Volunteer	Rs. 2,100/- per annum for 30 days @ Rs. 70/- each	Rs. 4,200/- per annum (Two educational volunteer) for 30 days training @ Rs. 70/- each
3	Teaching Learning Materials for the learner	Rs. 100/- per learner	Rs. 150/- per learner
4	Monthly Refresher Training cum Meeting of EVs	Rs. 770/- per annum @ Rs. 70/- each EV per month	Rs. 1540/- per annum @ Rs. 70 each EV per month for 11 months
5	Teaching learning materials equipment	Rs. 2,000/- per Centre	Rs. 2,500/- per Centre
6	Contingency	Rs. 1,000/- per Centre	Rs. 2,000/- per Centre
	Per child cost per year	Rs. 1054.80 or Rs. 1055.00	Rs. 2000/-

The costing for EGS Centres has been worked out as per the proposed revision circulated by Govt. of India. The only difference is with regard to the honorarium to Education Volunteers (EV) which has been kept at Rs. 1500/- per month per EV. The per child cost has been calculated as detailed below:

7.3. Training of Teachers:

There is a huge backlog of untrained teachers in Meghalaya which has been inherited from the past due to appointment of untrained teachers. Effort is on to modify the recruitment policy so that only trained teachers be appointed. The Total No. of untrained teachers as on date is 11558 and at the rate at which training of teachers can be taken up as per the capacity of the DIETs, the backlog can be cleared only by July, 2009, as may be seen in the following table:

Table 7.b

District	Elementary Teachers (2005-06)			Teachers trained during 2005-06	Untrained Teachers during 2006-07	% of Untrained Teachers (2006-07)	No. of Teachers to be trained during 2006-07	Untrained Teachers (2007-08)	No. of Teachers to be trained during 2007-08	Untrained Teachers (2008-09)	No. of Teachers to be trained during 2008-09
	Total	Trained	Untrained								
East Khasi Hills	4451	1476	2975	471	2504	56.26	1002	1502	1002	500	500
Ri Bhoi	1807	606	1201	162	1039	57.50	416	623	416	207	207
West Khasi Hills	3819	1476	2343	178	2165	56.69	866	1299	866	433	433
Jaintia Hills	2813	1660	1153	203	950	33.77	475	475	475		
East Garo Hills	2599	1175	1424	59	1365	52.52	546	819	546	273	273
West Garo Hills	4271	1383	2888	162	2726	63.83	1090	1636	1090	546	546
South Garo Hills	1392	475	917	108	809	58.12	405	404	404		
Total	21152	8251	12901	1343	11558	54.64	4800	6758	4799	1959	1959

During the current year, out of 11558 untrained teachers, 4368 will be deputed for the CPE Course under IGNOU in 2 Sessions and 432 have already been deputed for the 2 year Diploma Course under DIETs. 6566 out of the remaining 6758 untrained teachers will be given short term training of either 20, 30 or 60 days duration.

The number of teachers District-wise who will be trained during the year 2006-07 are as follows:

District	Long term Course	CPE Course (IGNOU)	20 days	30 days	60 days	Total
East Khasi Hills	145	857	1600	64	299	2965
Ri Bhoi	23	393		68	252	736
West Khasi Hills	23	843	565	403	1190	3024
Jaintia Hills	53	422	106	394		975
East Garo Hills	69	477	103	302		951
West Garo Hills	96	994	200	478		1768
South Garo Hills	23	382	400	82	60	947
Total	432	4368	2974	1791	1801	11366

Using the existing facilities available at the DIETs. Govt. Normal Training Schools, BTCs and the Non-Govt. CTTC as well as taking advantage of the CPE Course provided by IGNOU, it has been worked out that the backlog of untrained will be more or less covered by July, 2009.

53 Study Centres have been opened to cater to the Block areas to enable the teachers to attend the contact courses. The number of Study Centres District Wise is as follows:

District	No. of Study Centre
East Khasi Hills	10
Ri Bhoi	5
West Khasi Hills	6
Jaintia Hills	6
East Garo Hills	10
West Garo Hills	10
South Garo Hills	6
Total	53

In each Study Centre, a Coordinator and Resource Persons have been appointed. The Districts have worked out their training schedules whereby the various training proposed would be taken up in phases for coverage of all required input which includes general areas, curricular areas and specialized areas. It is proposed that the State should have model modules for the different training programmes of different duration for existing teachers, newly appointed teachers and Educational Volunteers, which may be adapted at the District levels for which a workshop is proposed to be held for 2 to 3 days. The participants would include training Coordinators of the State and District levels and faculty members of the different DIETs.

7.4. CIVIL WORKS

Civil Works was an area of concern in the past. However, with the appointment of Civil Works Coordinators both at the state and the districts, works have picked up and spill-over works are expected to be 100 % completed by June 2006. The state has made efforts to introduce new and innovative techniques in Civil Works such as Rain Water harvesting, Child friendly Elements and Ramps in all new buildings. These measures are expected to have far reaching effect on the school going children as well as the community in general.

The state has shown poor progress in Civil Works in the past due to absence of technical staff at the district levels. Civil Works Coordinators have been appointed in most districts in 2005 (excepting one district where Block Development Engineer is being engaged to look after Civil Works) and with technical support and trainings given by EDCIL, more innovative features are being incorporated in future constructions.

Though Meghalaya is a state receiving maximum rainfall (2000 mm annually), perennial water resources are scarce as sources are mainly from springs fed by rain water. Another problem in the hilly areas is unfeasibility of tube/ring wells and water sources are either far away or nearby springs dry up during winters. It is therefore being undertaken with all future building constructions to incorporate rain-water harvesting which will go a long way in making the people aware of water conservation as well as teaching the children the importance of hygiene and recycling of water.

Table 7.c: Existing Infrastructure as on 2005-06

	Total no. of schools	No. of schools Without own building	No. of schools in dilapidated condition	Total no. of Pucca classrooms x 3 rooms per school	No. of repairable classrooms x 3 rooms per school	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
Primary	5851	1070	1488	2885	4602	25	1475	618	298	0	346	1354	31
Upper Primary	1759	423	347	1401	2022	351	601	342	190	0	152	492	17

Source : District Plans

Table 7.d: Infrastructure Covered Under SSA Scheme (upto March 2006)

Sl. No	Activities	Total Target		Sanctioned		Proposed for 2006-07	
		Phy	Fin	Phy	Fin	Phy	Fin
1	BRC Building	39	234	34	204.00	5	30.00
2	CRC Building	507	-	48	96.00	323	646.00
3	Addl. Classroom	-	-	9	6.75	483	845.25
4	Primary Schools@1.50 Lacs	-	-	231	346.50	-	-
5	New Primary Schools	1070	-	100	170.00	790	1777.50
6	New Upper Primary Schools	423	-	37	92.50	386	1235.20
8	Drinking Water Facilities	4199	629.85	2863	429.45	252	37.80
9	Toilet Facilities	1000	-	850	170.00	131	26.20
	TOTAL						4597.95

Based on the Figures shown above in Table 7.c & Table 7.d the District Plans had reflected the requirements of Civil Works project of their respective Districts in order to cover all the infrastructure that are still yet to be covered. A number of School buildings, additional classrooms, Drinking water Facilities etc were proposed. However, keeping in view of the ceiling, there is a need of prioritization of the Civil Work sector. Therefore, the following projects were only considered for the Annual Plan 2006-2007: -

BRC Building: So far out of the 39 Nos. BRC Building 31 Nos. have been taken up with an additional 3 Nos. being released as recommended by PAB 2005-06 though no fresh works were allotted by PAB for that year. So the District plans have proposed for another 5 Nos. for this year to cover the entire Block centre.

CRC Building and Additional classrooms: This year, the number of CRCs have been increased to ease monitoring bottlenecks. The CRCs are the cutting edge of the structure for implementation of SSA. Besides providing the necessary facilities for the CRCs it will also help the schools if an additional classroom can be provided, thus serving our dual purpose. It is proposed that 323 CRCs @ 2 Lakhs each shall be taken up in the current year.

Previous estimate of Rs. 75,000/- for additional classroom had to be revised due to rise in the latest PWD approved schedule of rates.

New School Building (Primary & Upper Primary): The District Plans have also reflected the need of New School Buildings to be covered in this year plan and so proposals have been made for **790** Primary School buildings. The new buildings will include water harvesting, toilets, CFE (child friendly elements and ramps @ Rs. 2.25 Lakhs each and **386** Upper Primary School Building @ Rs 3.20 Lakhs each with the same facilities excluding the CFE. (Rates as per S.O.R Meghalaya P.W.D (B) 2004-05)

Drinking Water Facilities: Of the total number of schools, drinking water facilities have been provided to 2632 schools through the 10th Finance Commission Award in collaboration with the P.H.E Department of the State. Out of the remaining schools to be covered, only 600 schools will be covered by the P.H.E Department. The balance will have to be undertaken through SSA. There are **7610** Nos. of Schools (Primary & Upper Primary) out of which SSA has already sanctioned grant to 2863 Nos. of schools and so number of schools yet to be covered are **1515**. This 1515 Nos. includes those schools located in areas where source is unavailable and even ring well system is not feasible so to cater the need for such schools an alternative method have been undertaken that is to cover these schools through **Roof Top Rain Water Harvesting System**.

Rainwater Harvesting System: In Meghalaya, the average annual rainfall reaches the peak of 13,390 mm in the Cherrapunjee – Mawsynram region and the average annual rainfall of the state is 2000 mm. However, due to its topography, there is maximum run-off and there are few perennial water sources. The state depends on rain-fed rivers and streams, many of which dry up during dry season.

It has been found that many schools that have been already provided with toilets found themselves to be in unfortunate situation where the toilets could not be used due to water shortage or unavailability of water. It was, therefore, decided that rain water harvesting would go a long way in alleviating their problems, besides teaching the children the importance of water conservation, hygiene and maintenance of toilets.

Provision of Child Friendly Elements (CFE): Though provision of child friendly elements in school buildings are nothing new, the state has not been able incorporate these elements in the school constructions in the past. The importance creating child friendly environment in schools cannot be undermined. It has therefore become an integral part of new LP School buildings to have CFE incorporated in the estimate (Rs. 15,000/-).

Ramps: Another important element in the school building construction is the provision of barrier free access to the CWSN groups which had been sadly missing in the past. It is therefore endeavored to make all new school buildings barrier free by incorporating ramps instead of stairways at the entrance.

Repairs: Repairs of 200 Primary Schools and 175 Upper Primary Schools have been taken up so far. It is proposed to sanction Repair Grants to **2000** Primary Schools and **1000** Upper Primary Schools.

The Implementation of the Civil Works Project will be done by the VEC/CRC/BRC as required. The Civil Works Sub-Committee will oversee the actual implementation of the work. The District units will ensure strict supervision for effective implementation of the Civil Works Project.

The Districts are developing their own Civil works manual which gives the details of responsibilities to maintain records and persons who will be responsible for supervision. The technical supervision of the Civil Works at the Block Level is done by the Junior Engineers attached to the C.D. Block.

The state is making an effort to learn from past mistakes and improvise on new techniques and strategies for speedy implementation of UEE goals. It is expected with convergence and community participation the various interventions and strategies envisaged in the plan will be successful.

7.5. Innovative Component of Computer Education – The Plan to introduce Computer Education through Computer Aided Learning in all the 7 Districts of the State is being worked out. As funds were released only in the month of March 2006, after approval of the Supplementary grant, the state is in the process of implementing the scheme.

7.6. RESEARCH, EVALUATION, MONITORING AND SUPERVISION

According to Financial norms and parameter of the SSA Rs. 1400 per school per year will be spent at the State level and the State shall decide on the distribution of its share at various levels from state to schools. The fund available on the basis of per school norm is expected to be utilized on research and studies to achieve the three fold objectives of:

- i) to provide input both in terms of qualitative and quantitative data for plan formulation
- ii) to assess the process adopted in implementation of the plan
- iii) to evaluate the impact or the outcome of intervention.

To achieve the objectives the state adopted a policy to distribute Rs 1400 as follows

S.P.O	-	Rs. 400.00
District (DMC/BRC/CRC/VEC)	-	Rs. 1000.00

The state portion of the fund will be utilized to evaluate the impact or outcome of the intervention, the district portion will be utilized to district specific studies while the BRC/CRC/VEC portion will be utilized to collect quality and quality input data in the VEC level including DISE data and consolidation and refinement thereof in the BRC/CRC.

State Level

It is decided to undertake to assessment studies on the following subject.

- i) Assessment of Quality Elementary Education in Elementary Schools @
Rs. 1,37,000.00 per District x 7 Districts= Rs. 9.59 Lakhs.

Objectives of the Study:

1. To find out the adequacy of Infrastructure and basic amenities.
2. To study on the present condition of school and classroom environment.
3. To study on teachers' efficiency, attendance.
4. Use of Teaching Learning Materials
5. Community Participation.

Duration of Study: Four months

Methodology of Study:

1. Selected Primary Schools and Upper Primary Schools in each Block to be taken up for the study. (Not less than 10 of each)
2. Questionnaire and Interview schedule will be prepared by the DIET of each District and administered to Elementary School Teachers.
3. Data will be collected from the School records, BRC and SSA Office of the DMC and Jt. DMC.
4. Diagnostic study on community participation will be done through Interview and discussion with regards to the implementation of SSA with the Village Headman and members of VEC of selected villages under each C.D. Block. Selection of few villages will be done in consultation with the Deputy Inspector of Schools of the District concerned.
5. The data collected to be tabulated and a statistical analysis done.
6. The findings of the study along with suggestions to be published.
7. Three lecturers of the DIET will work as investigator under the supervision of the principal DIET who will be the Chief Supervisor. One Consultant, preferably a Professor of the University or any Professor/Lecturer of CTE or University, to be engaged.

Financial Implications:

- | | | |
|---|---|---------------|
| 1. Consultant Fee | - | Rs. 3000.00 |
| 2. Honorarium to Chief Supervisor | - | Rs. 3000.00 |
| 3. Honorarium to Investigators
Rs. 2000 x 3 | - | Rs. 6000.00 |
| 4. Honorarium to 1 Clerk to maintain A/c
of the Study | - | Rs. 1000.000 |
| 5. Honorarium to Computer Operators
for DTP (1000 x 2) | - | Rs. 2000.00 |
| 6. Hiring of Vehicles | - | Rs. 45,000.00 |
| 7. Stationery/Computer Consumables
(Xerox papers, registers, cyclostyle papers, pen, pencils, envelopes,
package envelopes, cyclostyle ink, science calculators, worksheets,
scale, pencils, whiteboard chalks, registers, etc., and computer
consumables.) | - | Rs. 50,000.00 |

8. Miscellaneous expenses - Rs. 27,000.00
(Lunch, tea, snacks to investigators, tea & snacks to teachers, village elders involved in the study, etc., printing and publishing)

Total - **Rs. 1,37,000.00**
Total x 7 Districts - **Rs. 9,59,000.00**

- ii) The Case Study on the effectiveness of Education Guarantee Schemes under SSA @ Rs. 1,59,000.00 per District x 7 Districts = 11.13 Lakhs

Objectives of the Study:

1. Case Study to know the ground realities that lead out of school children to pursue their studies.
2. To examine the effectiveness of the strategies under EGS.

Design of Study:

1. Tabulation and analysis of available data (DISE, Household Survey, etc.).
2. Interview/Discussion with parents/guardians/members of VEC/BRC members.
3. Collection of data from volunteers of EGS Centres through Questionnaires to know and understand the effectiveness of curriculum transaction in the centre.
4. Quantitative data to be given in numbers and percentages.
5. Identify the most successful EGS Centre in the District.
6. Report for findings and suggestions to be published.

Financial Implications:

1. Honorarium for 4 investigators (Lecturers of DIET) - Rs. 8,000.00
2. Honorarium to Chief Investigator (Principal DIET) - Rs. 3,000.00
3. Honorarium to 1 Office Clerk - Rs. 1,000.00
4. Honorarium to 2 Computer Operators - Rs. 2,000.00
5. Consultant Fee (Professor of NEHU will be preferred) - Rs. 3,000.00
6. Hiring of Vehicles - Rs. 45,000.00
7. Stationery/Computer Consumables (Xerox papers, registers, cyclostyle papers, pen, pencils, envelopes, package envelopes, cyclostyle ink, science calculators, worksheets, scale, pencils, whiteboard chalks, registers, etc., and computer consumables.) - Rs. 60,000.00
8. Miscellaneous expenses - Rs. 37,000.00
(Printing and publishing tea report, Tea, Snacks, Lunch for the investigators and Office Staff, tea with VEC members, others involved in the study, etc.)

Total - **Rs. 1,59,000.00**
Total x 7 Districts - **Rs. 11,13,000.00**

Capacity Building of BRCs/CRCs:

A study by the Coordinator, Research & Evaluation to improve upon Capacity Building by engaging 5 Resource Persons for 6 months for each District.

a) Honorarium for 35 RPs x Rs. 4000 x 6 months	Rs. 8,40,000.00
b) Stationery, Computer Consumables, Hiring of vehicles	Rs. 1,32,000.00
Total	Rs. 9,72,000.00

Research & Evaluation State Component = Rs. 30,44,000.00

District Level

Baseline, mid-term and terminal learners' achievement

Objective – A survey to assess the achievement level of student at the primary and upper primary stage of education in each district

Methodology – The Coordinator, Pedagogy will undertake the survey in each district by selecting not less than 20 L.P school and Upper Primary school in a block.

To carry out the survey the Coordinator will engage local educated youth one for each block who will collect information through model questionnaire/ interview form for both teachers and students designed by the Coordinator. The collected information after analysis will be converted into report projecting (i) level of achievement of the students (ii) a comparative level of achievement among different kind of schools Viz Govt. School, Aided School, SSA school and private school. The report is to be submitted to the respective District Functionary (DMC) with copy to State Mission Authority recommending measures to improve upon improvement in achievement.

Financial involvement:

Honorarium to local youth	Rs. 12.70 lakh
5 youths for each block for 6 months @ Rs 1000 p.m. 39 blocks x 5 =195 youths	
Contingency (paper, printing of questionnaire, computer consumable)	Rs. 2.52 lakh
Total	= Rs. 15.22 lakh

Sub District Level

BRC @ Rs 100/- per school for monitoring purposes and collection of DISE/EMIS/PIMS data for 7610 schools **Rs. 7.61 lakh**

CRC @ Rs 100/- per school for monitoring and collection of DISE/EMIS/PIMS data for 7610 schools **Rs. 7.61 lakh**

VEC @ Rs 600/- per school for 7610 schools **Rs. 45.66 lakh**
Break up of Rs. 45.66 lakh

- a) Village Education register @ Rs. 100/- per habitation for 8561 habitations **Rs. 8.56 Lakhs**
- b) Updating of Household Survey @ Rs. 7.75/- per household for 418850 households **Rs. 32.46 Lakhs**
- c) Contingency Grant to VEC for holding Meeting of MTC, PTC, etc. @ Rs. 100/- per VEC for 4701 VECs **Rs. 4.70 Lakhs**

Total Sub District = Rs. 60.88 Lakhs

Total District + Sub District (Rs. 15.22 + Rs. 60.88) = Rs. 76.10 Lakhs

Total State + District (including Sub District) (Rs. 30.44 Lakhs + Rs. 76.10 Lakhs) = Rs. 106.54 Lakhs

Proposed Budget Provision under REMS for 2006-07 are as follows.

Activities	State	East Khasi Hills	Ri-Bhoi	West Khasi Hills	Jaintia Hills	East Garo Hills	West Garo Hills	South Garo Hills	Total
Studies	30.4	2.17	2.2	2.17	2.2	2.2	2.17	2.2	
BRC DISE/EMIS/P MIS data		1.45	0.7	1.46	0.9	1	1.68	0.5	
CRC DISE/EMIS/P MIS data		1.45	0.7	1.46	0.9	1	1.68	0.5	
VEC for education register		1.15	0.7	1.56	1.5	0.9	1.89	0.9	
VEC for household survey		9.73	2.7	3.88	3.9	3.5	7.4	1.4	
VEC contingency		0.78	0.6	1.01	0.5	0.9	0.73	0.2	
	30.4	16.7	7.4	11.5	9.7	9.5	15.6	5.7	106.57

Or limited to Rs.106.54 lakhs as per Financial norm @ Rs.1400/- per school for 7610 Schools.

CHAPTER VIII SPECIAL FOCUS GROUPS AND GIRL EDUCATION

SSA assigns great importance to inclusion of all deprived children in elementary education to achieve the UEE goals. It stresses on the importance of mainstreaming Children With Special Needs (CWSN) as well as children deprived of opportunity. There are various components under the SSA which can bring these children into the ambit of education. As mentioned in the earlier chapters, the districts are gearing up to meet the challenge and many innovative programmes are being launched towards inclusive education and coverage of special focus groups.

There are indeed difficulties in implementation due to lack of awareness and high illiteracy rate in the rural areas. However, different strategies are being launched by the districts to cover all out of school children.

In case of East Garo Hills, the district has come under 'Focus District' for its poor achievement levels. A special SC/ST scheme has been planned for school drop-outs in remote villages of 5 blocks. The scheme will cover all out of school children in remote villages who had dropped out of school due to various reasons. The programme will also cover community mobilisation and a special drive shall be given to the local youth in leadership training and the same set of working group shall be involved in motivating the community in participating in educational management. To round up all out of school children, with a focus mainly on girl children, help of NGOs will be taken to identify and motivate the parents.

In East Khasi Hills, a new proposal had been mooted to start a pilot project for the Urban deprived children for employment of equal approach through introduction of convenient learning environment through an NGO which had been running an EGS centre successfully. The focus here is on the urban deprived children who will receive quality education along with life skills, developing in them skills related to a wide variety of areas such as health, social needs and occupational skills.

Jaintia Hills district has also proposed for running alternative schools/ Bridge Courses for the out of school children to be run by well established NGOs. It is expected that the non-school going children working in the coal -fields would be covered within this scheme. The DIET has undertaken to give intensive training for all the Education Volunteers to meet the challenge.

In West Garo Hills, the district is making an effort to mainstream the out-of-school female children belonging to the Muslim minority community. West Garo Hills is the only district in the state having a substantial number of Muslim Community in the plain belts. The district is also revising their Winter Camp strategy by improving on the Winter Camps and Bridge Courses. These strategies are being taken in addition to the NPEGEL and the KGBV scheme already under implementation in this district.

Other districts like the South Garo Hills, Ri Bhoi and West Khasi Hills are undertaking to improve on the existing EGS and AIE programmes while efforts are being renewed to motivate community participation through community mobilisation. Another important aspect of Special Focus Group is inclusion of the CWSN groups. The state has formulated plans in consultation with the districts as follows:

8.1. Integrated Education for the Disabled

The Department of Elementary and Mass Education has taken up the Education for children with special needs through SSA. The Programme is name as **Integrated Education for Disabled (IED)**. The goal of EFA is based on the firm conviction that all children can learn. UEE cannot be achieved until and unless all children, including children with special need were brought to school, retained and provided quality education that was equitable. Children with Special need should be integrated in the main stream Education system. It is intended to mobilize the general education system to make it responsive to the specific education requirement of children with special need.

The details of disabled children in the state are: -

Table 8.a

Sl.No	Name of the Districts	Children With Special Needs (CWSN)				
		Total No of CWSN Identified	No of CWSN confirmed by CRCs	No. Assessed & Provided with Aids and Appliances	No. Enrolled in schools	No. of CWSN to be Assessed
1	East Khasi Hills	1861	1218	290	1359	928
2	West Khasi Hills	875	875	-	649	875
3	Jaintia Hills	610	610	213	610	397
4	Ri-Bhoi	542	542	237	338	305
5	East Garo Hills	2700	616	108	175	508
6	West Garo Hills	1555	1555	800	305	755
7	South Garo Hills	1163	1163	-	41	1163
8	Total	9306	6579	1648	3477	4931

The following are the activities on IED:

Medical Assessment and Fitment Camps

In order to ascertain the degree of disability of children with special needs the team of specialist consisting of:

- Orthopedic specialist/ Prosthetic and orthotic engineer.
- ENT specialist/ Audiologist
- Eye Specialist/ Ophthalmologist.
- Clinical Psychologist/ Psychologist/ Special Educator.

Generally we get professional from institute like

- District Head Quarter Hospitals.
- ALIMCO.
- DDRC.

Till date 22 numbers of Medical Assessment Camp have been conducted and 1648 numbers of CWSN have been assessed. The remaining 4931 CWSN are to be assessed in the upcoming camps (in 17-Blocks) along with the newly CWSN identified from the checklist that had been circulated to all the Elementary Schools in the State.

Source of Procurement of Aids and Appliances

After medical assessment the aids and appliances required thereof are procured from ALIMCO with 60:40 ratio cost.

Till Date 563 numbers of CWSN have been provided with aids and appliances.

Networking

Networking to coordinates the activities of SSA on IED with various Departments of Social Welfare, Health, Education (DERT, NERIE, IGNOU, NEHU), and other Voluntary Agencies was taken up with the formation of State Resource Group (SRG).

In the State 11 NGOs who are involved in the activities and welfare of the disabled has been identified at the District Level. They are

Table 8.b

Name of the NGO/Institutions	Name of the District covered by the NGO	Number of Blocks covered by the NGO
1. Mary Rice Centre	East Khasi Hills	8
2. Bethany Society	East Khasi Hills and West Garo Hills	8+4
3. Society for promotion of Eye Care and Sight	East Khasi Hills	8
4. Monfort Centre for special Education	West Garo Hills	4
5. Malwari Yuva Manch	West Garo Hills	4
6. Simsang Jakreh Socio Cultural Club	South Garo Hills	2
7. NILC-Rojaronggat Chokpot	South Garo Hills	2
8. Lynti Jam Welfare	Ri Bhoi District	3
9. Fernando Speech & Hearing Centre	Ri Bhoi District	3
10. Faith Academy	Jaintia Hills	5
11. Mal Chaphrang Development Society	Jaintia Hills	5

Collaboration with the NGOs has been taken up to get assistance in the areas of Survey, assessment, teachers training and awareness programme.

Training

Training of Key Resource Persons (KRPs) on IED, which includes District IED Coordinators, 2 DIETs Faculty, 2 BRPs and Community Mobilisers is conducted at the State Level.

Activities proposed to be taken up under IED:

Teachers Training

Quality Education can be achieved only through the quality of teachers training.

Learning can be facilitated effectively by using the principles of child centered Pedagogy. This can best be achieved by focusing attention on teacher training. It also important that during these training teachers are exposed to principles of inclusion so that they can honour diversity in a class-room and recognise the learning needs of the children and use appropriate teaching approach.

In order to sensitize the teachers on disability issues the KRPs shall trained them at Districts Level (100 teachers per Block in 2 two phases i.e 50 teachers in a single phased).

More over 40 teachers will be identified from the Block to undergo three months training in Foundation Course in Special Education (Distance Mode) while DIET Lecturers will have to undergo training on B.Ed Special education in mid-september through MP-Bhoj Open University (Two years duration distant mode).

Parents Training

As a step towards enhancing the overall development of children with disabilities, IGNOU in collaboration with RCI is lurching an Awareness-Cum-Training Packages in Disability (Free of cost) in the areas of Mental Retardation, Visual Impairment and Cerebral Palsy. The State will tie up with the Regional Centre IGNOU to enroll parents and family members of children with special needs for this program.

VEC Training

VEC is expected to give special attention to enroll the CWSN and educate them. There is provision of at least one guardian of Disabled child in VEC as member. To sensitized the VEC members and orientation programme shall be conducted.

Community Awareness

It is an on going programme under SSA. But special focus will be given to create awareness towards disability by:

- Developing posters, leaflets, pamphlets to be distributed among the teachers, parents and general public.

Creating Barrier Free Environment

To make the environment disabled friendly the State has plan to remove architectural barriers and construct ramps, handrails. toilet modification in all new school buildings and in the existing schools, and setting up of resource center. So far only 25 schools have been made barrier free.

Development of IEP

In convergence with the NGOs who are working for the welfare of the disabled and Individualized Educational Plan (IEP) shall be developed for all the enroll CWSN integrated in different formal schools in the State.

Home Based Education

Children with severe disabilities shall be provided Home-Based-Education. In this connection caregivers who are trained under National Trust Act (1999) shall be engaged at the Block Level as Resource Teachers who will assist the regular teachers to give Home-Based-Education.

Plan of Action for 2006-2007

Table 8.c

Sl No	Activity Description
1	Assessment of all Children With Special Needs (CWSN) in all the Districts
2	Distribution and Fitment of Aids and Appliances
3	5 days Training of Key Resource Persons
4	Training of teachers in RCI Foundation Course
5	Training of DIET in B.Ed special Education
6	Appointment of Resource teachers at Block level
7	Setting up of Resource Persons in the existing CRCs/BRCs
8	State level workshop on IE and Meetings of SRG
9	Sensitisation work shops for head of school/local heads
10	Sports at Districts and State level
11	Honorarium of vocational Education teachers.
12	Printing of useful literature for parents, Community and teachers
13	Barrier Free.

N.B SI No 3,4,5,8 and 9 Shall be taken up from the state level

Financial Implication**Table 8.d. Activities at the state level :-**

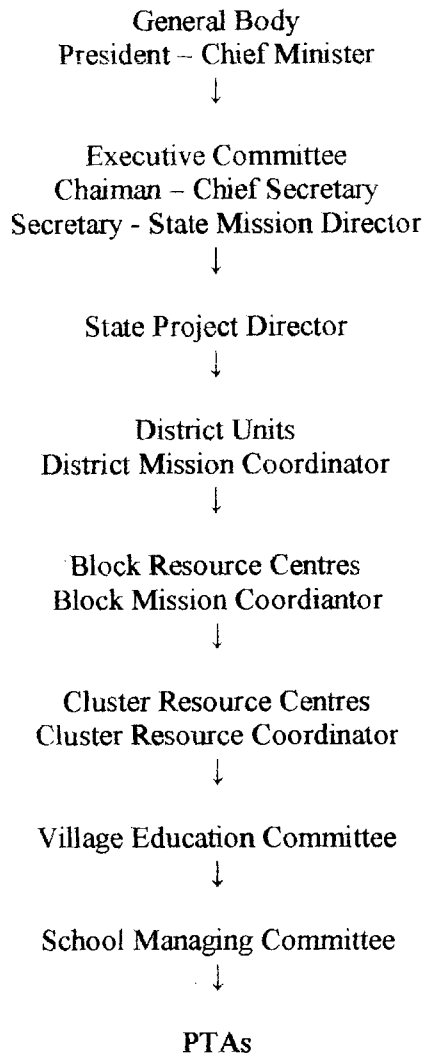
Sl No	Activities	Physical	Financial in Rs
1	5 days training of key Resource Persons.	50	49,000
2.	Training of teachers on RCI Foundation Course	55	82,500
3	Training of DIETs faculty in B.Ed special education (RCI,MPBHOJ)	14	175000
4	Appointment of resource teacher at block level	39	156000
5	Setting up of resource room in the existing BRC's CRC's	41 292	205000 292000
6	Two days state level workshop on IED Heads of Schools	50	30000
7	SRG Meeting	78	3000
8	Two days sensitization workshop for local heads	50	30000
9	Printing of useful literature for parents, community and teachers	-	100000
	Total		1073500

NB: Sl Nos. 1, 2, 3, 6, , 8 shall be taken up at the state level.

CHAPTER IX

MANAGEMENT STRUCTURE, MIS AND MONITORING MECHANISM

Under the Sarva Shiksha Abhiyan State Mission Administration Meghalaya, (SSASMAM), the organizational set up is as follows:



Over and above this administrative set up, the State has appointed Coordinators at the state and district levels for purpose of better monitoring and effective implementation of different interventions.

The present status of staffing pattern of the SSA is as follows:

Cell/Unit	Post		Annual Requirement	Total
MIS	Stat. Consultant	10000x12	120000	432000
	Programmer Cum Analyst	10000x12	120000	
	Data Entry Operator (2)	8000x12x12	192000	
Financial Management	Financial Consultant	10000x12	120000	426000
	Finance and Account Officer	10000x12	120000	
	Sr. Accountant	8000x12	96000	
	Accountant	7500x12	90000	
Civil Works	Co-ordinator	10000x12	120000	
IED & ECCE	Co-ordinator	10000x12	120000	
Community Mobiliser & EGS/AIE	Co-ordinator	10000x12	120000	120000
Pedagogy & Teachers' Training	Co-ordinator	10000x12	120000	120000
Planning	Co-ordinator	10000x12	120000	120000
			Total =	14,58,000

It maybe observed that Coordinators are looking after more than one component. One Gender Coordinator shall be appointed and one or more Coordinators shall be placed within this financial year.

At the state level, already DIETs are undertaking research works related to quality dimensions. Also, the North Eastern Hill University (NEHU) has already launched research on drop out rates, which has been commissioned for two years to learn more about the drop out rates in the seven districts of the state.

The CRCs are too far in between as the number of schools are too many and cannot be visited by the CRPs thus making things more difficult in monitoring by field workers. The BMCs and the CRPs are also pre-occupied with collection of data and other office works throughout the year, so much so that they have not been able to concentrate on academic support to the teachers and education volunteers. Community mobilization and awareness camps for the parents have not been very effective and persistent effort will have to be made to mobilize their support and cooperation.

It is a fact that the monitoring mechanism has been weak and needs to be activated from the State and District level with specific activity charts as follows:

Supervision and Monitoring:

Headmaster (To ensure)

- Daily practice of reading, writing & simple arithmetic
- Daily home assignments & checking
- Administering tests
- Daily diary of the teacher
- 100% attendance and punctuality.

VEC/SMC

- Ensure teacher attendance and punctuality.
- Maintain Village Education register and ensure every child in the village within their jurisdiction attends school.
- Ensure coverage of CWSN in assessment camps and also ensure that they receive education.

Cluster Coordinator

- Visit two schools everyday
- To ascertain daily practice
- Supervision & involvement of the Headmaster in the practice classes
- Ensuring proper use of the SLM
- Checking of home assignment
- Collecting all statistical monthly, quarterly and annual DISE datas on time.
- Ensure compilation of habitation mapping and maintenance of VER.
- Conduct monthly meetings for academic support and review of works

Block Mission Coordinator:

- Conduct monthly review meetings and give academic support to the CRCCs.
- Visit at least 10 schools in different CRCs and conduct assessment of students and teachers.
- Compile reports submitted by the CRCCs and submit to the DMC.

Sub-Inspector of Schools/Social Education Officer

- Daily visits to two schools of different beats.

District Mission Coordinator and Joint Mission Coordinator

- Visit to 3 schools in different clusters in a week.
- Conduct monthly review meetings with the BMCs/RPs and CRCCs.

Block Development Officers/BRC Chairperson

- Visit at least 3 Schools in a week.
- Ensuring that the Gram Sevaks visit all schools within their jurisdiction and not less than 10 schools in a month and submit report to the Block Officer in the monthly meeting.

Visits by SPO Officers:

SPD/Addl. SPD

- Visits to every district at least once in two months.
- Number of visits to schools and villages to exceed 100 in a year.

State Coordinator Civil Works

- Visits to all Civil Works site in three stages: initial, middle and after completion.

State Coordinator IED, Pedagogy, Planning and Community Mobiliser.

- Visit the districts at least once in two months and hold review meetings with BMCs, RPs, VECs, PTAs, Community leaders and the DIET Principals.
- Visit at least 5 schools per visit and assess teaching methodology and childrens' participation.

State Coordinator MIS (Statistical Consultant) and Programmer

- Ensure submission of monthly, quarterly and annual submission of all formats by visiting every BRC once in 2 months.
- Visit at least 5 schools in different blocks in a month to cross-check on the datas submitted.
- The Programmer shall collect all datas from his counterparts 10 days before the date of submission to the Centre.

The DIETs shall conduct random visits to EGS centers and elementary schools to give academic support to the teachers.

Over and above the field monitoring systems, there will be regular review meetings at the level of State Mission Director and Secretary Education Department once in a month where all reports on visits shall be discussed.

Steps already taken for Monitoring (MIS) and Assessment of Educational scenario:

Research: The DIETs have already been given assignments for Research works to assess quality dimensions which is expected to be completed by end of April 2006. Side by side study is also being conducted by them to assess the effectiveness of EGS centres in the state. NEHU (North Eastern University) is already undertaking "Study on Drop Outs" in the state which is to be completed in 2 years.

Trainings have been conducted at the District, Block and Cluster levels to familiarise all concerned with the monitoring formats that includes DISE, MMIS, EMIS and FMIS. It is expected that once the filled-in formats are completed, the system will meet the objectives -

- i) to create comprehensive database on elementary education for planning and review every year.
- ii) to monitor enrolment and retention
- iii) to monitor performance and implementation.

With the proposal to increase the number of CRCs, it is expected that supervision and monitoring can be taken up more efficiently. Since the CRPs are the main link between the district administration and the village level education, appointment of additional CRPs is expected to give far reaching results in terms of better management and supervision. At the grassroot level, the VECs play a major role with the maintenance of VER (Village Education Register) which is the main source of all information. Thus proper training of the VECs is crucial for collecting the correct educational datas. While the above monitoring mechanism is 'compliance monitoring', 'Diagnostic Monitoring and 'Performance Monitoring shall be conducted by the MIs like the NEHU and the DIETs. However, it has also been observed that constant monitoring and supervisory works are needed at the grass-root levels and therefore the role of the BRCs, CRCs and the VECs are being emphasized in the Annual Plan. The improvement in the monitoring mechanism is expected to eliminate many weaknesses in the implementation and bring improvement in quality dimensions in education.

CHAPTER X

CONVERGENCE, COORDINATION AND LINKAGES

The Programme of Sarva Shiksha Abhiyan seeks to improve the performance of school system and provide community owned quality elementary education in a mission mode. The programme has been launched with an objective to accelerate the achievement of UEE. It is a holistic and convergent programme targeting both primary and upper primary classes in all districts of the country.

Steps are already being taken to converge activities of all components of SSA for effective implementation both quantitatively and qualitatively. Already Anganwadi workers of Social Welfare Department have been trained by the DIET in one district under ECCE component of the SSA programme. Assessment camps had been conducted in convergence with the ALIMCO, CRC and local NGOs in several districts. Apart from these, Jaintia Hills and East Khasi Hills district have been working closely with NGOs and have proposed vocational education courses to be run by the NGOs. In West Garo Hills District, NGOs is being actively involved in Girls' Education.

The DRDAs in the districts are already involved in dovetailing schemes with that of SSA.

At the state level, steps have already been taken to set up State Resource Group for Academic Support and reviewing and planning future course of action related to teachers' training, IED, quality improvement in elementary education and to speed up the objectives of SSA. This Resource Group shall comprise of the SMD, Secretary Education, SPD and the State Coordinators Pedagogy, IED and Teachers' Training, as well as members from other departments such as Director Social Welfare, Director Educational Research and Training, Principals DIETs, Faculty of NERIE, Regional Director IGNOU, Director Health Services etc. The group shall be responsible for reviewing and planning on quality issues, training modules, progress of elementary education issues (which shall centre around joyful learning) under components of Pedagogy, IED and Teachers' Training.

Another Task Force has been set up under the Chairmanship of the State Mission Director under Civil Works comprising of State Project Director, SSA, State Coordinator Civil Works, Chief Engineer, PWD, Chief Engineer PHE, Director Community & Rural Development and Director Urban Development. This team shall be responsible for improvement and innovative latest techniques that would be required towards construction of child friendly schools. The technical experts shall also bring to the knowledge of the group regarding the state of the art technologies that will help in making learning fun to the children.

Besides these, the DONER sponsors construction of school buildings under NLCPR and proposals for construction of kitchen sheds for purpose cooking Mid-Day Meal is being made.

There shall be more involvement of NGOs and Self-help Groups in all districts to play more active roles in enrolment drives, prevent drop-out rates from escalating, and will also ensure implementation the Mid-Day Meal schemes by ensuring that the children get cooked and nutritional meals through the programme.

It is expected therefore, that more convergent programmes shall be undertaken in future activities and these may be summarized as follows:

- Formation of State Resource Groups for Pedagogy and Teachers' Training shall ensure the involvement of departments like the **DETR, NERIE, NCERT, Social Welfare, NEHU and NGO** groups including those involved in IED programmes. This will also lead to improvement in the training modules and training of KRPs as well as lead to constructive critical appraisal on implementation of academic components.
- Formation of State Task Force with the technical department will ensure the introduction of latest technologies and also help in converging civil work components. The members of this group belong to technical departments of **PWD, PHE, Community & Rural Development, Urban Affairs** etc.
- There will be closer team work with the **DETR** in respect of teachers' training and training of the BRPs and CRPs.
- It is envisaged to involve NGOs and Self-Help Groups to collaborate and participate in the educational activities in the rural areas.
- The **Social Welfare Department** will collaborate in the ECCE Programmes by having the Anganwadi workers trained in the BRCs and DIETs to render quality pre-school education to children below 6 years.
- It is envisaged to converge with the DRDA and the DONER for construction works like kitchen sheds, school building construction etc.
- The **Community & Rural Development** will also be active in monitoring of schools in rural areas.
- The **NEHU** and the **DIETs** will also be actively involved in research and supervisory activities.

It is hoped that the convergence with other departments will make educational structure in the state more meaningful, relevant, effective and vibrant. It is understood that the role of the **DETR, DIET, BRC and CRC** is key to the improvement of quality of elementary education, while other technical departments can make meaningful contribution by giving advice, working out strategies and dovetailing of their own departmental schemes towards implementation of the SSA projects.

CHAPTER XI

National Programme for Education of Girls at the Elementary Level (NPEGEL)

Introduction

Rongram Block in the district has been selected as an EEB under NPEGEL. A separate plan for the same was prepared and the plan was approved during the last AWPB.

The focus of the NPEGEL would be:

- to create capacity of institutions and organizations for planning, management and evaluation of girls' education at elementary level and create dynamic management structures that will be able to respond to the need of girls education.
- to develop innovative training programme for teachers and administrators to make them more sensitive to the role of education in eliminating the gender disparities.
- to establishing network between different organizations for research, extension and information dissemination to increase output of gender sensitive quality TLM and decentralized area specific models of intervention
- to enable the education system to play a more positive role to enhance self esteem and self confidence of women and girl and build a positive image of the girl and recognize their contribution to the society, polity and economy.
- to create gender prototype to ensure that the content and the process of education is sensitive to gender concern
- to coordinating efforts to ensure necessary support service to enhance girls' participation and performance
- building community support for girls' education and provide conducive environment for girls education in school community and home.
- to ensure that girls get quality education at elementary level

11.2 Initiatives

The Cluster Model Cluster School with girls friendly facilities in 5 clusters of the EBB block has started functioning. An additional room with other facilities like drinking water and toilets has been provided.

In the previous plan five cluster model schools were set up. Community mobilization in all the clusters has been taken up in form of creating awareness programme. Committees in the Clusters and the Block have also been constituted. The NPEGEL coordinators have been identified.

The NPEGEL coordinators have conducted survey and made extensive visits to the houses of Out of school girls and have been able to identify 260 girls in the block.

The reasons for being out of school are many. Some of them are

1. Distance from School
2. Health problems
3. Poverty
4. Supporting family for additional income
5. Early marriages

Bridge courses for adolescent girls have been started in four centres. Special instructors for vocational streams are appointed on contract basis for 3 months.

The plan proposes the following activities for the year

- Community Awareness campaign
- Formation of Mothers group
- Counseling of Mothers/Parents
- Workshop on vocations suitable to the area with participation from social workers. Community leaders and local entrepreneurs
- Bridge courses

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Chapter -XII

STATE PROJECT OFFICE
SARVA SHIKSHA MISSION, MEGHALAYA, SHILLONG

PROCUREMENT SCHEDULE FOR GOODS UNDER SSA FOR THE YEAR 2006-07

State: Meghalaya

Sn	Description of works	Quantity in numbers	Method of procurement	Estimated cost (Rs. in lakhs)	Procurement Action 2006-07											
					April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
1	Textbooks for 7 Districts	394429	Open tender													
	Children															
	Different Schedules															
	Classwise and Subjectwise			93								1/3	4	5	6	
	Total	394429		938.38												
2	TLE	233 Primary Schools	Open Tender	23.3			1/2	3	4/5	6						
		300 Upp. Pri. Schools	Open Tender	150			1/2	3	4/5	6						
3	TLM	20747 P.S Teachers	Open Tender	103.74			1	6								
	Total	20747		103.74												
4	School Equipment under School Grant	7837 Schools	Open Tender	156.74				1/6								
	Total	37948	156.74													
5	Office furniture including computers and its accessories for DPOs	State/District covering	DGS&D rate contract & open tender	44.1					1/2	3/5	6					
6	Hiring of vehicles in SPOs and DPOs	State/District	Open Tender	7.5	1/2	3	4	5/6								
7	BRC Contingencies	39 BRCs	Open Tender	18.3								1/3	4/5	6		
8	BRC TLM	39 BRCs	Open Tender	0.34						1/2	3/5	6				
9	CRC Furniture	235 CRCs	Open Tender	23.53			1/2	3/5	6							
10	CRCs Contingencies	506 CRCs	As per State Govt. rules of small purchase	10.73								1/2	3/5	6		
11	CRC TLM	506 CRCs	As per State Govt. rules of small purchase	5.06						1/3	4/5	6				
12	EGS/AIE Teaching learning Material /Equipments and contingency centre	Out of school children in 7 Districts	Open Tender	188.38		1/2	3/5	6								
13	EGS/AIE Contingencies	2631 Centres in 7 District	Open Tender	10.38						1/3	4	5/6				

Method of Procurement
Without tender
Single tender
Open tender
Limited tender
Rate contract

Procurement actions for tenders
1. Preparation of specification and bids document
2. Issue of invitation to bid
3. Open Bids
4. Evaluation
5. Award of contracts
6. Delivery

STATE PROJECT OFFICE
SARVA SHIKSHA MISSION, MEGHALAYA, SHILLONG

PROCUREMENT SCHEDULE FOR GOODS UNDER SSA FOR THE YEAR 2006-07

State; Meghalaya

Sn	Description of works	Quantity in numbers	Method of procurement	Estimated cost (Rs. in lakhs)	Procurement Action 2006-07											
					April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
1	BRC	5	Community Mobilisation	30.00						6		7		8		9
2	CRC	323	Community Mobilisation	646.00						6		7		8		9
3	PS Building	790	Community Mobilisation	1777.50												
4	UPS Building	386	Community Mobilisation	1235.20												
5	Additional Classroom	483	Community Mobilisation	845.25					6	7	8	9				
6	Toilets	131	Open tender	26.20					6	7,8	9					
7	Water facility	252	Community Mobilisation	37.80					6	7	8,9					
Total				4597.95												

Method of Procurement

Community Construction

Open Tender

Procurement actions for tenders

1. Preparation of specification and bids document
2. Issue of invitation to bid
3. Open Bids
4. Evaluation of bids
5. Award of contracts
6. Construction 25% complete
7. Construction 50% complete
8. Construction 75% complete
9. Construction 100% complete

Chapter - XIII
ANNUAL WORK PLAN & BUDGET 2006 - 2007 (MEGHALAYA)

Interventions	East Khasi Hills		Ji-Bhol		West Khasi Hills		Jaintia Hills		East Garo Hills		West Garo Hills		South Garo Hills		State		State Total	
	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs	Phy.	Fin. Rs in lakhs
Teachers' Salary(Existing)																		
Primary Teachers' Salary @ Rs 1500p.m.	340	61.200	316	56.880	286	51.480	166	29.880	100	18.000	406	73.080	60	10.800			1674	301.32.
Upper Primary Teachers' Salary @ Rs.1500 p.m	528	85.040	408	73.440	428	77.040	600	90.000	472	84.960	320	57.600	236	42.480			2892	520.56
OB Teachers @ Rs.1800/- per teacher per month	29	6.048	8	1.728	19	4.104	16	3.456	47	10.152	64	13.824	18	3.888			200	43.20
Sub Total		162.288		132.048		132.624		123.336		113.112		144.504		57.168		0.000		865.08
Teachers Salary(New)																		
Primary Teachers Salary @Rs 1500p.m w.e.f 01-09-06			40	3.600			208	18.720	86	7.740	132	11.880		0.000			468	41.94
Upper primary Teachers salary @Rs 6000 p.s.p.m w.e.f 01-09-06	50	18.000	30	10.800	75	27.000	65	23.400	30	10.800	40	14.400	10	3.600			300	108.00
Additional Teacher for single teacher school@1500 p.in w.e.f 01-09-06	64	5.760	28	2.520	199	17.910	110	9.900	96	8.640	186	16.740	82	7.380			765	68.850
Sub Total		23.760		16.920		44.910		52.020		27.180		43.020		10.980				218.78
Block Resource Centre																		
Honorarium of Resouce Person @ Rs.1500/- p.m.	54	9.720	18	3.240	38	6.840	30	5.400	36	6.480	40	7.200	24	4.320			240	43.20
Contingency Grant @ Rs.12,500/-	8	1.000	3	0.375	6	0.750	5	0.625	5	0.625	8	1.000	4	0.500			39	4.88
Meeting, TA @ Rs.500 per month	8	0.480	3	0.180	6	0.360	5	0.300	5	0.300	8	0.480	4	0.240			39	2.34
TLM Grant @ Rs.5000/-	8	0.400	3	0.150	6	0.300	5	0.250	5	0.250	8	0.400	4	0.200			39	1.95
Sub Total		11.600		3.945		8.250		6.575		7.655		9.080		5.260				52.37
Cluster Resource Centre(Existing)																		
Salary of CRP @ Rs.1500/- p.m.	60	10.800	31	5.580	38	6.840	50	9.000	42	7.560	45	8.100	29	5.220			295	53.10
Contingency Grant @ Rs.2,500/-	60	1.500	31	0.775	38	0.950	50	1.250	42	1.050	45	1.125	29	0.725			295	7.38
Meeting, TA @ Rs.200 per month	60	1.440	31	0.744	38	0.912	50	1.200	42	1.008	45	1.080	29	0.696			295	7.08
TLM Grant @ Rs.1000 per year	60	0.600	31	0.310	38	0.380	50	0.500	42	0.420	45	0.450	29	0.290			295	2.95
Cluster Resource Centre(New)																		
Salary of CRP @ Rs.1500/- p.m.	28	4.680	24	4.320	77	13.860	18	3.240	35	6.300	15	2.700	16	2.880			211	37.98
Contingency Grant @ Rs.2,500/-	28	0.650	24	0.600	77	1.925	18	0.450	35	0.875	15	0.375	16	0.400			211	5.28
Meeting, TA @ Rs.200 per month	28	0.624	24	0.576	77	1.848	18	0.432	35	0.840	15	0.360	16	0.384			211	5.06
TLM Grant @ Rs.1000 per year	28	0.280	24	0.240	77	0.770	18	0.180	35	0.350	15	0.150	16	0.160			211	2.11
Furniture Grant@Rs 10000per year	28	2.800	24	2.400	77	7.700	18	1.800	35	3.500	15	1.500	16	1.600			211	21.10
Sub Total		23.154		15.545		35.185		18.052		21.903		15.840		12.355		0.000		142.03
Civil Works																		
Block Resource Center (BRC) @ Rs. 6 lakhs	1	6.000			2	12.000	1	6.000	1	6.000							5	30.00
Cluster Resource Center Cum Additional Classroom(CRC) @ Rs. 2 lak	80	160.000	38	76.000	30	60.000	66	132.000	35	70.000	35	70.000	39	78.000			323	646.00
Primary Schools @ Rs. 2.25	200	450.000	70	157.500	80	180.000	120	270.000	170	382.500	100	225.000	50	112.500			790	1777.50
Upper Primary School Building @3.20lakhs	107	342.400	40	128.000	31	99.200	43	137.800	105	336.000	45	144.000	15	48.000			386	1235.20
Additional Classrooms			50	87.500	60	105.000	242	423.500	40	70.000			91	159.250			483	845.25
Toilets @ Rs 20,000									131	26.200							131	26.20
Drinking Water @ Rs.15,000/- per school	80	12.000	50	7.500			52	7.800	70	10.500							252	37.80
Sub Total		976.400		456.500		456.200		976.900		901.208		438.000		397.750				4587.95
Out of School Children																		
EGS Centres @ Rs. 26375	213	56.179	159	41.938	224	59.080	170	123.983	280	73.850	377	99.434	241	63.564			1964	518.01
New EGS Centres @ Rs. 26375	228	60.135	45	11.869	51	13.451	97	25.584	50	13.188	135	35.808	61	16.089			667	175.02
Back to School Camps @ Rs 1200 per learner (3 months)	2322	19.505		0.000	5597	47.015	6372	53.525	5428	45.595		0.000		0.000			19719	165.84
Bridge Course @ Rs.1200 per learner (6 months)	800	7.680	1500	14.400		0.000	1250	12.000	553	5.309	230	2.208	924	8.870			5257	50.47
Remedial Teaching for mainstreaming (6 months)		0.000		0.000	2823	28.061		0.000	676	6.490	7103	68.189	2809	25.046			13311	127.79
Sub Total		143.499		68.205		147.607		215.071		144.431		285.437		113.568		0.000		1037.82
Text Books																		
Text Books @ Rs. 150/- per child (Primary)	40000	60.00	18000	27.00	15000	22.50	18730	28.10	52955	78.43	106475	159.71	25000	37.50			276160	414.240
Text Books @ Rs. 150/- per child (U. Primary)	20000	30.00	6000	9.00	10000	15.00	12340	18.51	18785	28.15	45905	68.86	8000	12.00			121010	181.515
Sub Total		90.000		36.000		37.500		46.605		107.580		228.570		49.500		0.000		595.76

8	Innovation																		
	Early Childhood Education @ Rs. 15 lakhs		15.000		15.000		15.000		15.000		15.000		15.000		15.000				106.00
	Girls Education @ Rs. 15 lakhs												2.620		0.631				3.25
	Computer Education @ Rs. 15 lakhs		15.000		15.000		15.000		15.000		15.000		15.000		15.000				105.00
	Vocational Education								3.750										3.75
	Pilot Studies for urban deprived children	8	2.940																2.94
	SC/ST						650		11.99										11.99
	Sub Total		32.940		30.000		30.000		45.740		30.000		32.620		30.631				231.93
9	Integrated Education for Disabled @ Rs. 1200/-	1861	22.33	542	6.50	875	10.50	610	7.32	2700	32.40	1555	18.66	1183	13.96			8308	111.672
10	Maintenance Grant																		
	Repairs @ Rs. 5000/- (Primary)	400	20.000	200	10.000	300	15.000	250	12.500	250	12.500	400	20.000	200	10.000			2000	100.00
	Repairs @ Rs. 5000/- (Upper Primary)	190	9.500	100	5.000	160	8.000	130	6.500	130	6.500	190	9.500	100	5.000			1000	50.000
	Sub Total		29.500		15.000		23.000		19.000		19.000		29.500		15.000		0.000		158.00
11	Management & MIS		96.126		48.650		61.009		82.000		85.980		74.031		43.883		50.000		551.68
12	Research and Evaluation @ Rs. 1400/- per school	1451	14.51	655	6.55	11459	14.58	851	8.51	670	9.70	1681	16.81	543	5.43	7810	30.44	7810	106.54
13	School Grant @ Rs. 2000/- per school																		
	Primary	1096	21.92	486	9.32	1155	23.10	617	12.34	751	15.02	870	17.40	896	17.92			5851	117.02
	Upper primary	355	7.10	189	3.78	304	6.08	234	4.68	219	4.38	194	3.88	264	5.28			1759	35.18
	Sub Total		29.02		13.10		29.18		17.02		19.40		21.28		23.20			7810	152.20
	Teachers' Grant @ Rs. 500/- per teacher																		
	Teachers (Exsting)	4451	22.255	1807	9.035	3819	19.095	2813	14.065	2599	12.995	4271	21.355	1392	6.960			21152	105.76
	New Teachers Incl. Additional teacher in single teacher school.	64	0.320	68	0.340	189	0.945	318	1.590	182	0.910	318	1.590	82	0.410			1231	6.16
	New Upper Primary Teachers	200	1.000	120	0.600	300	1.500	260	1.300	120	0.600	160	0.800	40	0.200			1200	6.00
	Sub Total		22.575		9.375		20.090		15.855		13.905		22.945		7.370			23583	117.92
15	TLE (Primary) @ Rs.10,000/- per school			20	2.00			104	10.40	43	4.30	66	6.60					233	23.30
	TLE (Upp. Primary) @ Rs.50,000/- per school	50	25.000	30	15.000	75	37.500	65	32.500	30	15.000	40	20.000	10	5.000			300	150.00
	Sub Total		25.000		17.000		37.500		42.900		19.300		26.600		5.000			533	173.30
16	Teacher's Training																		
	CPE @ Rs.3030 per teacher (Primary) for 2 Sessions	155	9.393	74	4.484	188	11.393	110	6.668	126	7.676	126	7.676	85	5.161			862	62.24
	CPE @ Rs.3030 per teacher (Upper Primary) for 2 Sessions	702	42.541	319	19.331	655	39.693	312	18.907	352	21.331	889	52.661	297	17.998			3506	212.46
	In Service Teachers Training for 20 Days @ Rs.70 per day	1000	22.40		0.00	565	7.91	100	1.40	100	1.40	200	2.80	400	5.60			2074	11.04
	60 Days Training for Exsting Untrained Teachers @ Rs.70 per day	299	12.56	252	10.58	1190	49.98		0.00		0.00		0.00	60	2.52			1801	75.64
	30 Days Orientation for Fresh recruits @ Rs.70 per day	64	1.34	68	1.43	403	8.46	394	8.27	302	6.34	478	10.04	82	1.72			1791	37.61
	Sub Total		88.236		12.012		66.353		9.758		7.784		12.838		8.842		0.000		296.82
	Community Mobilization																		
	Leaders training @ Rs. 30/- x 2	3632	2.18	80	0.048	8790	4.074	1000	0.60	3828	2.30	9788	5.87	6884	4.12			31982	19.19
	Sub Total		2.18		0.05		4.07		0.60		2.30		5.87		4.12				19.19
18	NPEGL																		
	Establishment of Model Cluster School @ 2 Lakhs each											2	4.00						
	TLM Grant @ Rs.0.30 lakhs											2	0.6						
	Sub Total											2	4.60						
	Recurring Grant for promotion of Girl's education @ Rs.0.60 lakhs per MCS																		
	Setting up of ECCE											5							
	Teachers Training											5							
	Activity to promote Girls' Education											5							
	Awards											5							
	Bridge Course											5							
	Sub Total											5	3.00						
	Management Cost																		
	Community Mobilisation @ 0.325											5	1.625						
													8.23						9.23
	Grand Total		1787.119		887.402		1158.572		1697.062		1562.827		1355.833		805.013		80.440		5348.267

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